As we round out 2021 and head into the new year, I want to wish you all a very restful winter break and a happy 2022! I hope you’re able to fully disconnect from work and let your batteries recharge a bit.

There will be no newsletter for the next two weeks. Our next edition will be on 1.7.22. I will be out of the office from 12.22.21 to 1.3.22. If you need anything while I’m out, Jodi has graciously agreed to help, so don’t hesitate to reach out to her. Thanks, Jodi!

April Perkins

Educator Highlight

This week, intern Isabel Honigman interviewed Ross Shaler, Latin Teacher at Freeport High School. Gratias tibi!

What drew you to teaching Latin? How is it different from teaching other world languages?
My path to teaching Latin was kind of a strange one. My high school Latin teacher probably would not have expected me to become one myself. When I went to college at USM, I was a history major. I started Latin in high school because I loved Roman history. At USM, I tried Italian but then started taking classes in Latin, Greek, and mythology. I really just fell in love with it. I think what sold me on the language was the literature and the connections between the different works I was reading. Seeing the connections between the different authors and the connections with history was fascinating to me. I ended up graduating with a double major in History and Classics and going to graduate school to continue my study of Latin. I attended the University of Kansas and had the opportunity to be a graduate teaching assistant. My first semester I helped teach an intro mythology class. There were four of us helping a professor teach a 300-person class but the next semester, I got my own mythology course. In my last semester, I got to teach an introductory Latin course. It was an epiphany that I loved teaching. While it was my job there, I realized when I was burnt out doing research and writing papers, I would turn to teaching: creating lesson plans and writing questions for my students to explore. I realized that teaching was what I wanted to do. I really enjoyed working with students. One of the things that I think is different about teaching Latin is the depth of the paralinguistic material there. The depth and the historical perspective is really interesting and I really try to bring that out in my class. We use history to flesh out the grammar. I realize that conjugating verbs is not the most scintillating activity but if we are using it to talk about history or mythology, it can deepen both understandings and give students something to latch on to. I try to start every class with a “lost and found” and look at an artifact that has been discovered to get my students engaged in the material we will be working on that day.

What is your favorite part about being a language teacher in Maine?
I think that in general one of my favorite things about being a language teacher is that you get to stick with the kids. Other subjects you may only teach a group of students for a year or two. When you teach a language, you get to see students grow for four years. The kids I meet in Latin I, I get to watch through high school and see them succeed and that is really rewarding.

What is the most significant breakthrough moment you have experienced with a student?
This is a student who I got to see grow over four years. But he was very much a science guy. He was always a great participant in class but in the early days of Latin I, he was very much not into the humanities. Later on, I was able to tailor the class slightly to his interests, for example by reading Newton’s laws of motion in the original Latin, and it was great seeing him get interested in what we were learning. He is now at college studying astronomy, but recently sent me a card saying that the way that we connected the language with literature and history to deepen our understanding, really meant something to him and changed his view on the value of the humanities.

What is a teaching tip you want to share with other educators?
Have fun! I mean, kids know when you’re into it. I think that it is so easy, especially in a language classroom with grammar and conjugation, to get stuck in how tough it is. Not everything should be fun, you have to work, but I always just try to have fun. I have tried a lot of teaching strategies—for better or worse—but the one thing that has never failed me is to keep fun in the classroom.
Professional Learning

All virtual Maine DOE offerings will be recorded and posted to the Maine DOE [YouTube channel](https://www.youtube.com) unless noted with an asterisk.

Maine DOE Professional Development Calendar

**WIDA Self-Paced eWorkshops are available 9.1.21-8.31.22**

1.12.22 at 3:15pm: Maine DOE Panel Discussion on DEI Considerations for Health and Physical Education - Part 2

1.27.22 at 3pm: Maine DOE Hosts [French Heritage Language Program](https://www.mainedoefrenchheritage.org) (This webinar will be an overview of the program. See their website for details.)

2.2.22-2.4.22: JNCL-NCLIS [Virtual Language Advocacy Days](https://www.jncl-nclis.org)

2.7.21 8am-4pm: National Association of English Learner Program Administrators [Hybrid Conference: Advancing Linguistic Equity through Program Leadership](https://www.learnerprogram.org)

2.10.22-2.12.22 [Northeast Conference on the Teaching of Foreign Languages Annual Conference](https://www.nclfl.org) in NY

3.11.22: Save the Date for the Maine ESOL Meeting (Details to come!)

3.11.22-3.12.22: Save the Date for the FLAME Conference

3.18.22-3.19.22: Multi-State Association for Bilingual Education [Dual Language Conference and Pre-Conference School Visits](https://www.msaarb.org)

Summer 2022: [CARLA Summer Institutes](https://www.carla.org) schedule now available

Articles of Interest

**74 Million: ‘We Don’t Have Any Talented Students’: Confronting English Language Learners’ Drastic Under-Representation in Elementary Gifted & Talented**

**The Lily:** I grew up bilingual. But now I struggle to communicate deeply with my parents.

**Language Magazine:** Catalan curbed by court

**New Scientist:** Languages could go extinct at a rate of one per month this century

**Boston Globe:** New DOJ report shows BPS is serving more English learners than previously reported

AATF-Maine and UMA: [Virtual French Immersion Weekend](https://www.aatf.org)

Are you looking to practice your French and learn more about French-speaking cultures? Join us for a comfortable language learning environment with French teachers who are there to support you!

The weekend runs Friday, January 14th 6:30pm and Saturday, January 15th 8am-4:45pm, and it is packed with great activities! We start out on Friday night watching the film LE CARREFOUR/THE INTERSECTION, featuring a beautiful friendship between a Franco-American woman and an African immigrant in Lewiston. We then discuss the film with the filmmakers! On Saturday, we will have workshops offered throughout the day at the intermediate and advanced levels. We will help you take your French to the next level by supporting you throughout the day! There will be a lunch break from Zoom if you need to recharge, and a midday concert with the renowned Togolese singer/performer Brice Kapel.

See the [website](https://www.aatf.org) for details and registration. Limited community scholarships are available. To inquire, write: goreyn@link75.org or chelsea.d.ray@maine.edu. On a hâte de vous voir tous ! A bientôt!
ACCESS for ELLs and Alternate ACCESS for ELLs

Important Information for Coordinators

NEW: Assessment Monitoring: Beginning next week, the Assessment Team will be reaching out to Maine SAUs to schedule assessment observations for the upcoming ACCESS administration. Observations of state assessments are conducted annually to meet federal requirements for both assessment monitoring and peer review. Additionally, the Team has created an updated observation checklist which will be shared with the field. This tool not only includes components related to monitoring but also to the student assessment experience. In addition to DOE observations, we are asking ACCESS Assessment Coordinators to complete one observation for their SAU. We will be sharing this tool with EL Coordinators the week prior to the opening of the administration window, and we thank you in advance for your flexibility and cooperation!

NEW: Assessment Security: ACCESS for ELLs and Alternate ACCESS for ELLs test coordinators and administrators are no longer required to complete a state testing security agreement. In lieu of that form, the Assessment Team will be accepting the WIDA Non-Disclosure & User Agreement which all users complete annually during initial login to the Secure Portal.

◊ Please do not add students in the WIDA AMS platform. If there is a new / transfer student, they will be added to the platform automatically via the daily change file submitted by Maine DOE. The file is generated based on current state enrollment data and will capture updates changes to enrollment. If a student has unenrolled from the SAU, please reach out to Jodi for next steps.

Materials

Initial ACCESS for ELLs and Alternate ACCESS for ELLs materials have now been shipped to all Maine SAUs with English learners enrolled. If you are missing materials from your initial shipment, please reach out to Jodi. Additional materials can be ordered now through the end of the administration window. While placing additional materials orders, please make sure that the school building will be open to receive the shipment.

Pre-Testing Reminders

- Review initial materials. Record any discrepancies between the packing list and materials received in WIDA AMS.
- Organize materials in a secure location. For schools with multiple test administrators, create an internal sign out process for secure materials.
- Create and share the assessment schedule with all stakeholders. Begin assessments as early as possible and leave time for makeups.
- Provide the students with the opportunity to interact with sample items and practice sessions. More information about practice sessions for students can be found here.
- Confirm with SAU/school technology staff that DRC/Insight has been installed and tested for any devices used for the assessment. More information about technology requirements can be found here.
- Meet with case managers / Special Education Directors to review assessment accommodations for any ELs with an IEP or 504 Plan. Confirm that these accommodations have been selected in the WIDA AMS platform for the student prior to the first session. More information about assigning accommodations can be found here (pg. 57).

Helpful Links & Resources
Accessibility and Accommodations Guide
WIDA AMS User Guide

Questions? Concerns? Please reach out!
Jodi Bossio-Smith, State Coordinator for Alternate and WIDA Assessments
Jodi.bossio-smith@maine.gov
207.530.1462
Job Opportunities

Winthrop High School Spanish Teacher
South Portland Multilingual/Multicultural Specialist (Part-Time)
South Portland Community Partnerships Coordinator (Part-Time)
Maine DOE Consultant for Highly Mobile Students
RSU 57 High School French Teacher
Maine DOE Restorative Practices Coordinator
French Heritage Language Program Teacher
Rhode Island DOE Multilingual Learners (World Languages) Specialist
Brewer Long-Term Substitute French Teacher
Westbrook Communications Specialist
Westbrook Long-Term Sub ELL HS Teacher
Westbrook Long-Term Sub ELL Elementary Teacher
Auburn Cultural Broker/Interpreter Park Ave Elementary
Maine DOE Educational Technology Infrastructure Specialist (Limited Period)
RSU 3 Long-Term Substitute Spanish Teacher
RSU 2 Hall-Dale MS Spanish Teacher (French also desired)

Announcements

Alliance Française
If you’re interested in brushing up on your French or engaging in cultural events, check out the new offerings on the Alliance Française website.

New Toolkit from the National Academies Press
Promising Futures: Promoting the Educational Success of Children and Youth Learning English was released in 2017. Now there is a new toolkit that guides you through the resource, highlighting many hot topics in ESOL education.

English Language Fellow Program
Applications are open for the US Department of State’s English Language Fellow Program. Fellows participate in 10-month assignments abroad to teach English and/or train teachers.

Monthly Office Hours
An informal opportunity to connect with DOE staff and teaching colleagues

At least five registrants are required in order for office hours to be held.

ESOL
3rd Wednesday of Each Month
Next: 1.19.22 at 3:00pm
Focus Topic: Family Engagement & Start of ACCESS/Alternate ACCESS Administration Window
Register by 1.16.22

World Languages
Discontinued due to low interest. Contact April Perkins at april.perkins@maine.gov with any questions or needs for support you may have.