

DAKOTA TESOL Newsletter

FALL 2024

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1 August 2024



Changing Landscapes 2024

Mission Statement:

Dakota TESOL's Mission is to provide professional development and networking opportunities for ESL/EL professionals so they, in turn, can better meet the needs of those they serve.



In this newsletter you can expect:

Message from
the Presidents

Meet the Board
Members

Chat GPT and
ML Students

A Peek into the
2024
Conference

What is SWEL?

& So Much More



Greetings from the 2023 – 2024 Dakota TESOL Co- Presidents

Heather May and Mari Rasmussen

We are proud to serve you as leaders of a vital and critical organization - Dakota Teachers of English to Speakers of Other Languages (TESOL)! It may be a cliché to state that we live in unique times in the world of education, but it seems that classrooms in our nation are experiencing more changes and challenges than ever. Educators are being called upon to do more than they have before, defend their practices, and meet the needs of a varied and diverse population of students. North and South Dakota, particularly, have experienced change in recent years as economies grew and enrollment trends reversed due to families from all areas of the country and world moving to our communities.

As leaders of an organization designed to support educators of students who come from diverse language and cultural backgrounds, we celebrate this growth and diversity in student enrollments and the benefits they bring to our northern plains, rural states. It is an exciting time to be involved with education. It is a joy to be able to work with students from different languages and cultures. Each day can be an adventure. We also acknowledge that it is an area of education in which workloads can be heavy, support may be limited, and resources are sometimes reduced. Certainly, there is a need for support, resources, and advocacy. We are here to support you through our leadership roles in Dakota TESOL

First, we want to encourage your participation at the Dakota TESOL annual conference in Bismarck, North Dakota, November 18 – 19, 2024! More information is available on the website at <https://dakotatesol.org/2024-dakota-tesol-conference/>.

The theme for the Dakota TESOL 2024 conference, “Changing Landscapes”, acknowledges our figurative realities within TESOL education, our literal environment here in the Dakotas, and the experience of our students and their families as they adjust to life here. As educators, how are we to succeed and thrive when change is constant? What are the core beliefs and practices we can draw on in any environment? What lessons about flexibility and resilience can we learn from our newcomers? What strategies have you honed as your student populations, curriculum, and supports have changed over time? What successes have you or your students experienced here, against the backdrop of the prairies and badlands, which are beautiful yet different each day? The conference is a time to reflect and share on all of these questions. If you feel particularly moved to respond to any of these prompts in the form of a conference session, we may still have some open times, and encourage you to submit a proposal.

At the Dakota TESOL conference, whether your students are K-12 or adult, new immigrants, those who are indigenous to the lands, or those who maintain their heritage language for religious reasons, you will find a wonderful slate of speakers, including two well-known researchers and educators, Andrea Honigsfeld and Raichle Farrelly, as keynotes. Further, we have sessions from local and regional individuals that will appeal to all attendees involved in the education and support of Multilingual Learners, regardless if you are a Multilingual Learner teacher, content classroom teacher, principal, paraprofessional, teacher educator, or family service provider. There will be topics of interest for all types of learners and all types of professionals!

The conference is also a time to come together as a profession, learn from one another, support one another and, hopefully, recharge to return to classrooms, students, and a million tasks, responsibilities, and deadlines with abundant energy. We know you are busy, but we also know that you will benefit from the professional discussions, ideas, and fun. Invite the teacher next door! Invite a parent! Invite your boss! Invite your school board members!

On that note, we want to encourage you in whatever position you hold. You play such an important role in the lives of your students and families. Educators make an impact. You make an impact. You are an integral part of the educational system. You are an integral part of your school district, preschool, adult education program, teacher education program, or related position that works with diverse students. We thank you for what you are doing, and we want to stress that we, and this organization, are here for you.

Some of the things that Heather and Mari can do to support you through Dakota TESOL include the following:

- Distribute the Dakota TESOL newsletter, which has a wealth of supportive articles
- Utilize the Dakota TESOL facebook page as a discussion and support platform
- Connect you with resources
- Answer your TESOL questions, or direct you to TESOL officers who can help

Speaking of TESOL officers, we owe a big thank you to the following for helping to plan the Dakota TESOL 2024 conference :

Dakota Breen, Business Manager, West Fargo, ND

Kristijana Dogan, Secretary, Grand Forks, ND

Jean Larson, Past President, Huron, SD

Michelle J. Candy, Adult Education Representative, Bismarck, ND

Hyonsuk Cho, PhD, Higher Education Representative, Grand Forks, ND

Nikki Duin, Administrative Representative, Sioux Falls, SD

Bobbie Kilber, Migrant Education Representative, Ipswich, SD

Sarah Oleksik, Elementary Education, Williston, ND

Jennifer Rieff, Secondary Education Representative, Sioux Falls, SD

Kristina Star, Hutterite Education Representative, Mitchell, SD

Chad Ward, Native American Education Representative, Grand Forks, ND

See you in November!

Heather & Mari

Heather May and Mari B. Rasmussen, PhD, Co-presidents



Board Members



President, Mari Rasmussen

Mari Rasmussen has a Ph.D. in Teaching and Learning from the University of North Dakota. She is licensed at both elementary and secondary levels and has an English Learner endorsement. She has taught English Learners in the United States and in Turkey. She has also taught in higher education, worked with English Learners and multicultural education at the national and state level. Currently, Mari works part-time for Valley City State University in the Education Department and part-time for Standing Rock Community School as an English Learner teacher.



Co-President, Heather May

Heather May is currently employed at the Bismarck Adult Learning Center, working with intermediate level EL students. During her time in North Dakota, she has been an EL Coach and ELA teacher at Fort Yates Public Middle School and an EL and GED teacher at the North Dakota State Penitentiary. In her work abroad, she has taught English to preservice English teachers in Guiyang, China with U.S. Peace Corps China, conducted in-service training for Chinese university and middle school teachers, trained three cohorts of new Peace Corps China volunteers in TEFL, and spent school breaks teaching English to Buddhist nuns in Myanmar. Prior to teaching, Heather spent 10 years as a data specialist in support of accreditation in the Department of Teacher Education at the University of Dayton. Heather's credentials include an MA in English from the University of Dayton, an EL certificate from Valley City State University, and a Peace Corps TEFL certificate.



Business Manager, Dakota Breen

Dakota Breen received her Master of Education in English Learner Education from the University of North Dakota (UND) in 2015. She also received her Bachelor of Arts in English Education with a minor in Spanish and an EL certification in 2011 from UND. She earned her National Board for Professional Teaching in Secondary EL in 2019. Dakota has been teaching EL Language Arts at West Fargo High School since 2012. Dakota has also filled the role of District EL Support (EL Coordinator) for West Fargo Public Schools since 2022. In her free time, she enjoys reading books, gardening, hanging out with friends, and spending time with her family.

Board Members



**Secretary,
Kristijana Dogan**

Kristijana Dogan is an 8th-year ML teacher at Grand Forks Central High School. She was born in Bosnia and her parents moved to Grand Forks in 1998 as refugees. She graduated from the University of North Dakota in May 2016 with an undergrad in Elementary Education and an EL certificate. She started teaching EL in August 2016 at Red River High School in Grand Forks, North Dakota, and found that her passion is EL students. Finding this passion led her to get her Master's degree in EL Education. Her career and personal experience have come full circle as she can connect with her students and their experiences. In her free time, Kristijana enjoys traveling, spending time with family and friends, teaching yoga, and reading.



**Past President,
Jean Larson**

Jean Larson is an Instructional Specialist with the South Dakota Statewide Title III Consortium that provides program development and instructional guidance to South Dakota Schools with English Learner students. As a result of previous work experience and educational preparation, Jean fully understands the diverse needs of the growing English Learner student population, the importance of connecting with schools while supporting their efforts to establish and sustain effective and results driven instructional programming. Since leaving a career as a counselor in the Huron School District, Jean is now beginning her seventh year as an Instructional Specialist with the South Dakota Statewide Title III Program. In this capacity, she has the benefit of working alongside five other well trained colleagues. Working with immigrant and refugee students has long been a passion of hers. As a result, she takes immense pride in helping schools grow a sustainable and effective educational program that addresses the needs of the English Learners in their schools. Jean makes her home in Huron, SD. When she is not playing with new grandbabies, she enjoys camping on the Missouri River, golfing, and playing piano at her church



**Hutterite & Colony
Education, Kristina
Starr**

My name is Kristina Starr. I am a teacher for the Mitchell School District. I am in my tenth year teaching K-8 at Rockport Colony. Prior to teaching in Mitchell, I taught three years with the Freeman School District and one year at Lake View Colony in the Lake Andes School District. My husband Mike and I live near Mitchell with our four children. Together we enjoy spending time outdoors



Board Members



Native American Education, Chad Ward

Chad is the Native American liaison for Grand Forks Public Schools. He is a member of the Sisseton Wahpeton Oyate Nation. He attended UND's Lakota Language Consortium to become a Lakota Language teacher.



Migrant Education & Past President, Bobbi Kilber

Bobbie Kilber is in her third year working as an Instructional Specialist with the SD Statewide Title III and Migrant Consortia. Bobbie supports approximately 25 of the member districts. She provides professional development and technical support to schools with English Learners and/or migrant students. Throughout Bobbie's 22 years working in education, she has gained experience working with multiple grade levels and has worked directly with English Learners for several years. She has been an instructor for Preschool, Reading Recovery, Title I, Grades 1 and 2 combined, Grades 4-8 at a Hutterite Colony school, Middle School Social Studies/Advanced Reading, and she has served as an ESL Interventionist. In addition, Bobbie has two years of experience as Principal for three Hutterite Colony Schools. She has a BS in Early Childhood Education from South Dakota State University, Elementary/Middle School Certification from Black Hills State University, Reading Recovery certification from the University of South Dakota, a Master's in Leadership and Administration in Education from Northern State University, and an ENL Endorsement through Dakota Wesleyan University.



Elementary Education, Danielle Schildhauer-

Sarah Oleksik, an EL Teacher for Williston Basin School District #7, works with students grades K-4 to help them achieve English Language Proficiency. As a first-generation American, with Polish immigrant parents, Sarah knows firsthand the challenges and opportunities of learning a new language and adapting to a new culture.

Before working as an EL Teacher, Sarah spent three years as a general education classroom teacher in West Fargo, ND, and completed an international student teaching assignment in South Africa. She has also studied abroad in Helsinki, Finland and Stockholm, Sweden, further enriching her global perspective on education.

Sarah holds a Bachelor of Science in Elementary Education with an endorsement in English Language Learning from Valley City State University and a Bachelor of Science in Human Development and Family Science from North Dakota State University, providing her with a comprehensive understanding of both the academic and social aspects of learning.

Board Members



Secondary Education, Jennifer Rieff

Jenn started her teaching career subbing for the Sioux Falls school district and area schools while her children were in school. She then became a grade level tutor for Harrisburg school district for five years. She moved north and became the first ELL Coordinator and Grades 5-12 EL teacher for the Flandreau school district. She has been the ELL Coordinator and EL teacher since May 2018. In her spare time, she likes to spend time with her kids, who are both in college, her family and friends. She also likes to keep busy with projects for her new house she bought in August 2023.



Adult Education, Michelle J. Candy

Michelle Candy has taught in the North Dakota Department of Corrections and Rehabilitation for almost nine years. She teaches GED prep classes, adult literacy, and MLs at the minimum security facility in Bismarck. Before moving to North Dakota, Michelle taught high school and college English and EFL / ESL classes in Oregon, Hawaii, Northeast China, and Hong Kong. Before moving to North Dakota, Michelle had not lived in one place longer than the six years she spent in Hong Kong. Michelle is from Colorado, with a BA in English literature from the University of Northern Colorado. She has an MA in TESOL from Azusa Pacific University, and is currently studying for a graduate certificate in dyslexia from Central Arkansas University. In her free time, she loves reading mysteries and science fiction, spending time with her granddaughter, and posing with public art.



Higher Education, Dr. Hyonsuk Cho

Hyonsuk Cho is an associate professor and a program director of TESOL at the University of North Dakota. She received a Ph.D. in Foreign and Second Language Education from State University of New York at Buffalo. Her research agendas include the social, emotional, and academic development of multilingual students from immigrant or refugee backgrounds and culturally relevant and sustaining pedagogies. The TESOL courses Hyonsuk has taught at UND include Second language acquisition, ELL methods, Language structure, Multilingual education, and linguistics. If you are interested in her research, please see this page: <https://campus.und.edu/directory/hyonsuk.cho#publications> In her free time, Hyonsuk likes to read books - historical novels, female protagonistic novels, and memoirs. She also likes to play tennis.

Board Members



Administrative Representative,
Nikki Dunn

Nikkie Duin has been an adjunct professor at the University of Sioux Falls for four years. Her education experience includes teaching Kindergarten at Tiospa Zina Tribal School, Kindergarten at Longfellow Elementary, and third grade at Hawthorne Elementary. She was also a Math Instructional Coach and Math Interventionist for one year at Hawthorne Elementary. In 2015, she became the admin intern (aka assistant principal) at Anne Sullivan Elementary School, a position she held for three years. She then moved to Harvey Dunn Elementary to gain experience at a non-Title I school. In 2019, she returned to Anne Sullivan Elementary as the principal, a role she still holds in addition to her work at USF.



Casey Elder, President Elect

Casey is currently employed with the Tri-Valley School District in Crooks, SD working as the district's ELL Coordinator as well as teaching elementary level EL students. She has lived in the Sioux Falls area for her entire life and has been teaching in the area for the last 14 years. Her education experience includes teaching third grade at Lowell Elementary in Sioux Falls, upper elementary at the Elementary Immersion Center in Sioux Falls, and currently kindergarten through fourth grade EL for the Tri-Valley School District. Casey's credentials include a BA in Elementary Education from the University of Sioux Falls as well as her Master's Degree from Southwest Minnesota State with an emphasis in Teaching English as a Second Language (TESL).

Call for Proposals

Dakota TESOL Annual Conference

The landscape of EL has changed dramatically in the Dakotas in recent years. At the 2024 Dakota TESOL Conference, professionals from PK-12 to adult education to teacher preparation are invited to reflect on how our students, practices, programs, and the profession have changed and how we are adapting to meet new demands and forge new paths toward the future.

Submit your proposal by June 30, 2024. Each accepted proposal will get one (1) free registration to the conference. Additional speakers will get 50% off.

[Submit Your Proposal](#)



Could this be you?!?!1

Want to join the
Dakota TESOL Board?

Please reach out to
us!!



The 2024 Dakota TESOL Conference will be held November 18-19 in Bismarck, ND. This conference is geared toward educators who serve students learning English as a second language¹ in the K-12, higher ed, adult ed, migrant, colony, and Native American spaces. Registration is open!!

See you in Bismarck!

2023 DAKOTA TESOL TEACHER OF
YEAR

Julianne Greening



JULIANNE GREENING RECEIVED HER BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION AND BACHELOR OF ARTS IN EARLY CHILDHOOD EDUCATION IN 2009, FROM MAYVILLE STATE UNIVERSITY. SHE ALSO RECEIVED HER MASTER'S IN ELEMENTARY EDUCATION FROM THE UNIVERSITY OF NORTH DAKOTA IN 2010. THROUGH THE RESIDENT TEACHING PROGRAM, JULIANNE IS IN HER 14TH YEAR OF TEACHING WHERE SHE HAS BEEN A GRADE-LEVEL ELEMENTARY TEACHER FOR PRIMARY LEVELS AND FOURTH GRADE UNTIL TRANSITIONING TO BECOMING AN ENDORSED EL TEACHER. JULIE HAS SPENT THE LAST THREE YEARS IN THE WEST FARGO SCHOOL DISTRICT ADVOCATING, SUPPORTING, AND HELPING HER ENGLISH LEARNERS IMPROVE THEIR LANGUAGE SKILLS IN ALL AREAS. SHE HAS BEEN AN INTEGRAL PART OF AN EL COMMITTEE WHERE THEY SPENT THE LAST YEAR DILIGENTLY WORKING TO ALIGN THE ENGLISH DEVELOPMENT STANDARDS TO THE DISTRICT'S GRADE LEVEL PACING GUIDE. THIS PAST SUMMER, JULIE CONTINUED TO ADVANCE HER LEADERSHIP SKILLS AND BECAME A CERTIFIED SCHOOL WIDE ENGLISH LEARNING (SWEL) COACH. BESIDES HAVING A PASSION FOR TEACHING ENGLISH LEARNERS, JULIE ENJOYS LEARNING ABOUT OTHER CULTURES. ONE OF HER CAREER HIGHLIGHTS WAS WRITING A GRANT WITH TWO OTHER COLLEAGUES WHICH PROVIDED THEM THE ABILITY TO TRAVEL TO CROYDON, ENGLAND. WHILE THERE, THEY HAD THE OPPORTUNITY TO STAY WITH A HOST FAMILY AND OBSERVE THE LOCAL SCHOOL SYSTEM. SHE LOOKS FORWARD TO CONTINUING TO LEARN ABOUT OTHER CULTURES WHILE ALSO GROWING AS AN EL TEACHER TO SUPPORT HER STUDENTS!

2023 DAKOTA TESOL
ADMINISTRATOR OF THE YEAR

Maria Nei



DR. MARIA NEI BEGAN HER CAREER AS AN ESL TEACHER FOR MILWAUKEE PUBLIC SCHOOLS IN A DEVELOPMENTAL BILINGUAL PROGRAM FOR 4 YEARS; THEN CONTINUED AS A SPECIAL EDUCATION TEACHER FOR ANOTHER 6 YEARS IN THE DEVELOPMENTAL BILINGUAL PROGRAM. DURING THE 2012-2013 SCHOOL YEAR, MARIA MOVED TO SOUTH DAKOTA AND SERVED AS AN ESL TEACHER & MIGRANT LIAISON FOR MULTIPLE SCHOOL DISTRICTS NORTH OF WATERTOWN WHEN WATERTOWN HOUSED THE MIGRANT CONSORTIA FOR THE DISTRICTS IN THE NORTHEASTERN PART OF THE STATE. MARIA THEN SERVED AS A SPECIAL EDUCATION TEACHER AT THE MIDDLE SCHOOL LEVEL (3 YEARS); A SPECIAL EDUCATION TEACHER AT SONIA SOTOMAYOR SPANISH IMMERSION SCHOOL (2 YEARS); AND A SPECIAL EDUCATION INSTRUCTIONAL COACH (2 YEARS) IN SIOUX FALLS SCHOOL DISTRICT. CURRENTLY, MARIA IS SERVING HER FOURTH YEAR AS THE ASSISTANT DIRECTOR OF SPECIAL SERVICES FOR THE WATERTOWN SCHOOL DISTRICT WHICH INCLUDES THE ROLES OF ASSISTANT DIRECTOR OF SPECIAL EDUCATION, EL & MIGRANT EDUCATION PROGRAM COORDINATOR, TITLE I DIRECTOR, AND THE 504 COORDINATOR. MARIA CURRENTLY SERVES AS A BOARD MEMBER FOR THE GLACIAL LAKES MULTICULTURAL CENTER WHICH PROVIDES SERVICES AND RESOURCES FOR NEWLY ARRIVED IMMIGRANTS AND MIGRANT FAMILIES AS WELL AS A BOARD MEMBER FOR THE MAYOR'S COMMITTEE FOR PEOPLE WITH DISABILITIES.

A Year into School Wide English Learning (SWEL)

By Dakota Breen

Dakota TESOL Business Manager

West Fargo Public Schools EL Teacher and District EL Support

The English language development of multilingual learners (MLs) is the responsibility of all teachers of MLs and not just the designated ML teacher. This is one of the guiding principles in my school district, West Fargo Public Schools. While this seems very obvious with the reality that our MLs spend the vast majority of their time in the classroom not with an ML teacher, it doesn't always feel like this understanding is universally embraced.

Often, the task of language development is perceived as an additional burden rather than an integral part of every teacher's role. This can lead to inconsistencies in support and missed opportunities for language growth. It's crucial to recognize that every teacher has a role in fostering an environment that promotes language development, whether through subject-specific vocabulary, interactive activities, or encouraging critical thinking in English.

To achieve this, collaboration among educators is essential. Regular professional development and training on strategies for supporting MLs can empower all teachers to feel confident in this responsibility. Integrating language objectives into lesson plans, utilizing visual aids, encouraging peer interactions, and providing ample opportunities for students to practice their language skills in context are just a few strategies that can make a significant difference.

Furthermore, creating a school culture that values and supports multilingualism can enhance the learning experience for MLs. This involves not only addressing language needs but also celebrating cultural diversity and encouraging an inclusive classroom environment. When all educators commit to the language development of MLs, the students benefit from a more cohesive and supportive learning experience, ultimately leading to greater academic success and personal growth.

A Year into School Wide English Learning (SWEL)

So how do we prepare all teachers of MLs when most teacher preparatory programs only require a single multicultural or diversity course that often doesn't focus on methods or strategies in how to teach MLs? SWEL, or School Wide English Learning, is one answer out there. I first heard about SWEL (School Wide English Learning) in the winter of 2022 as the president of Dakota TESOL. I was actively looking for trainings that could be offered during our 2022 annual conference that was held in Fargo, North Dakota of that year. While the time frame needed to undergo SWEL training (about 27 hours) did fit our time constraints of the conference, I was very interested in finding a way to take the training myself. The goal of SWEL was to create teacher leaders that can help facilitate professional development and peer coach staff at their sites to better meet the needs of MLs in their building. There is a big emphasis on partnering with the leadership of those buildings to help bring a school-wide approach to English language development to fruition. SWEL began as the English Learners in the Mainstream (ELM) project at Hamline University in Minnesota. "While the SWEL model is informed by the ELM Project, the ELM Project is a federally funded grant initiative only to support implementation in Minnesota schools from 2016-2021. The SWEL model expands upon what was learned in the implementation of the ELM Project and offers a guide for others who wish to implement a similar teacher leadership model in their schools" (Benegas & Stoplestad). SWEL is now an offered training through the TESOL international organization and the text that accompanies the training is available for purchase through the TESOL bookstore.

In the winter of 2023, I found the opportunity to take the SWEL training when office of English Learner/Multicultural Education through NDDPI was offering the training for free to a number of ML teachers and coordinators in the state. Throughout April, May, and even in June 2023, I attended hour and half long synchronous online trainings every Tuesday and Thursday for nine weeks. The training was divided into three workshops (9 hours each) with the topics of contextualized language, professional development, and administrator/coaching.

The first workshop is all about building up the foundations in school-wide systems to teach academic language across the school day. It dived into issues of equity on academic language, comprehensive program designs with direct/indirect service models, distributed leadership, peer coaching as teacher leadership, and how to notice and forecast academic language planning.

The second workshop is centered on professional development. I walked away with about 30 different, already-created professional development lesson plans. These professional development topics fell into the areas of building up teaching dispositions, teacher knowledge and teacher skills needed to effectively and respectfully serve multilingual learners.

The third workshop focuses on peer coaching cycles and creating a SWEL action plan along with other building leadership. It is during this workshop that you really get to customize what SWEL could look like at your individual site based on the needs of your students and staff.

A Year into School Wide English Learning (SWEL)

A year later, I can reflect on how the first year of SWEL went in my own district. In late summer 2023, my district sent an additional seven teachers from six different sites to get in-person training in Bismarck, North Dakota. Each newly trained SWEL coach took back their own goals for their sites and we met each quarter district-wide to reflect and set goals. Some highlights include five of our sites held one or more professional learning opportunities for staff at their sites to build up teacher dispositions, knowledge and skills to serve the MLs at their sites. In the spring of 2024, four sites also took advantage of some protected time as leadership teams made up of SWEL coaches, administrators, and instructional coaches to create a SWEL action plan for the 2024-2025 school year. As a district, we also created a menu of professional learning opportunities that will be led by SWEL coaches for staff district wide to opt into.

Some of the challenges included not being able to implement peer coaching cycles in our first year. The reality of the schedules of our SWEL coaches and the workload that already exists for them made it difficult to complete coaching cycles. While many of our SWEL coaches wanted to offer more professional learning opportunities, the professional development (PD) schedule of our district is pretty well set before the school year began leaving little time available. This upcoming school year, we have the added benefit being able to plan some of the SWEL centered professional learning into our PD schedule.

This summer an additional 13 staff members will be taking one or more of the SWEL workshops from our district. Successful implementation of SWEL is most definitely a long-range project. To be transparent, SWEL training can be spendy with a price tag of over \$2,150 per person to enroll in all three workshops + the cost of paying for the time spent to complete the training. It is worth the money and time, but being strategic in who gets the training would be wise. Having both been through the training and working with others with varying levels of experience and knowledge about serving multilingual learners, it is beneficial to have background knowledge and experience with multilingual education to get the most out of the experience. It is also most beneficial to send people to the training who already have an understanding of the current systems and processes of their site. This is to say a new hire at a school that may not yet have the ability to assess areas of growth in serving MLs at their new site. They may not benefit from the highly reflective process that is SWEL training.

If you are a member of TESOL international, you can save on the cost of the workshops as well. If you have never been an member of TESOL international and would be interested in getting a free, year-long membership giving you access to many resources and discounts reach out to dakotatesol@gmail.com . We get seven complimentary memberships each year and we'd like to put them to good use.

If you are interested in learning more about SWEL, I encourage you to visit this website: <https://www.tesolswel.org/>

Benegas, M., & Stolpestad, A. (2020). Teacher leadership for school-wide English learning. TESOL International Association.

Who are the Hutterites?

By Kristina Starr

Lifestyle:

Hutterites live communally. They have a lifestyle where people live together and share resources, responsibilities, and work. In a Hutterite colony, members cooperate in farming, cooking, and other daily tasks. This way of life emphasizes collective decision-making, shared ownership, and a focus on mutual support and spiritual growth. Each family lives in their own home, but they eat meals in the dining hall together and have church services together in their church. Resources and responsibilities are shared among its members. Each colony typically consists of 60 to 150 members.

History

The Hutterites moved to the United States in the late 19th century, primarily between 1874 and 1879. They migrated from Russia due to increasing pressure to assimilate and abandon their communal lifestyle and religious practices. The Russian government was imposing military draft and other policies that went against their pacifist beliefs and communal way of life. They came to the U.S. seeking religious fr

Religion

Hutterites religious beliefs are rooted in Anabaptist Christianity. They are committed to nonviolence and pacifism. Hutterites have adult baptism. They follow a literal interpretation of the Bible, especially the New Testament.

Who are the Hutterites?

Location

Colonies are primarily located in the United States and Canada. In the U.S., they are mainly found in South Dakota, Montana, and Minnesota, while in Canada, they are prevalent in provinces such as Alberta, Manitoba, and Saskatchewan. South Dakota has approximately 70 colonies.

Children's Daily Lives

When the children turn 5 years old, they begin having meals in the children's dining hall and attending German school. German School is held in the mornings October-May. In November-April they add in night German school which is an hour after school. Children attend English school from kindergarten through 8th grade. The curriculum is what is used in the public school system, with teachers from the school district. Upon finishing 8th grade, some colony students are finished with their education, while others might attend cyber-high school pending on the choice of each individual colony.

When school is out for summer, the girls spend much of their time babysitting for younger kids. The school-aged boys spend much of their time helping in the garden and with daily chores to help out around the colony.

References:

"Hutterites." Wikipedia, 3 Sept. 2022, en.wikipedia.org/wiki/Hutterites.

Kant, Joanita. *Gentle People*. Prairie View Press, 1 Jan. 2011.

Using ChatGPT to Create a Lesson Plan for Multilingual Students

By Hyonsuk Cho, Stephanie Phenow, Alison Buchanan, and Igor Ljevaja

ChatGPT, available for less than two years, has already impacted people, including teachers and students. ChatGPT is an advanced language model that generates text and performs various tasks, such as answering questions and creating content. While educators and researchers have debated the opportunities and threats posed by Artificial Intelligence (AI) tools like ChatGPT, they acknowledge that avoiding these AI tools is impractical. Many now believe that such tools can be beneficial when used critically and ethically.

Teachers can utilize ChatGPT as a tool to assist in creating lesson plans and educational content, such as quizzes and worksheets, and obtaining activity ideas. Hyonsuk tested ChatGPT to see how the lesson plans for multilingual students ChatGPT generates are useful, rigorous, and reliable. At first glance, the lesson plans seemed well-developed as they included lesson objectives and a series of classroom activities. However, upon closer examination using the Sheltered Instruction Observation Protocol (SIOP) model, Hyonsuk noticed that the lesson plans lacked essential components and details needed to be considered strong.

A SIOP lesson plan is a lesson plan framework designed to address both content and academic language objectives for multilingual English learners and create an inclusive learning environment for all students. The SIOP lesson plan includes eight components, and the eight components consist of 30 features (Echevarría et al., 2023).

Hyonsuk created an activity for teachers to critically evaluate a lesson plan generated by ChatGPT. You can see the full activity by clicking this link to “SIOP Lesson Plan Analysis” (Cho, 2023). The activity instructions are as follows.

1. Create a SIOP lesson plan for your students using a generative AI tool such as ChatGPT. Specify the student and class information, including student age range, grade level, target content, required language skills, class size, and learning context, without mentioning the actual names of the students and the specific context. Attach the lesson plan without any modifications.
2. Analyze the lesson plan generated by the AI program using the following evaluation form.

Using ChatGPT to Create a Lesson Plan for Multilingual Students

The evaluation form contains the SIOP components, features, scoring, and evidence/comments sections. A teacher is expected to examine and score each SIOP feature and provide evidence or write comments where features are partially evident or not evident at all. The form also requires a teacher to succinctly point out strengths and weakness of the lesson plan and then offer practical suggestions to improve the weaknesses.

Hyonsuk asked teachers currently enrolled in a TESOL graduate program or those who completed a TESOL graduate certificate or master's program to review the activity.

Alison responded:

I looked at your instructions and I think the instructions and expectations are clear, as well as how to use ChatGPT. I like that the activity has them [teachers] use ChatGPT and analyze the lesson that ChatGPT forms. I think this is very useful for teachers. I think it would be a good use of their time to analyze how ChatGPT satisfies the different components of the rubric you made. I think this also works to familiarize the teachers with what their students might turn in using ChatGPT — what to look out for or common mistakes.

Stephanie reviewed the activity and responded:

I read through the lesson and the assignment description, and I really do like it. ChatGPT is new to me, but I've used it in my new job to help formulate practice passages and questions for informal assessments and activities. It has been a beneficial tool in my experience, making lesson planning more efficient and increasing my capacity to add rigor and use creativity when designing lessons. While tools like ChatGPT can be valuable for educators, including in SIOP contexts, these tools should be used critically and with proper guidance to optimize their effectiveness and ensure quality educational outcomes for both students and staff involved in the learning process. I think a structured and guided activity like the one you designed, is a great idea.

Using ChatGPT to Create a Lesson Plan for Multilingual Students

This activity can provide a meaningful way for a teacher to critically assess a lesson plan generated by an AI tool, allowing them to identify areas for improvement before using it in practice. Igor commented after reviewing the activity, “I believe this activity is a good way for teachers to see the bigger picture of how the SIOP features should be included in a lesson. I think it is helpful that you included SIOP components and their features next to each other.” The intention of creating this activity was that an activity like this could offer teachers an opportunity to see what ChatGPT can do in terms of lesson planning, and to assess the reliability of the responses generated by ChatGPT, using their understanding of SIOP features.

While using ChatGPT as a helpful assistance tool, teachers should be mindful of several factors. First, information provided by ChatGPT can be inaccurate or irrelevant. Thus, teachers should acknowledge ChatGPT’s limitations and critically evaluate and verify whether the information is accurate and relevant using external sources other than ChatGPT. Second, users should ethically use ChatGPT. Teachers should be transparent about the use of ChatGPT and openly communicate how it was used as a teaching aid. Finally, teachers must not provide personal identifiable information, such as names, addresses, and financial details, to any AI tools. Such data can pose risks related to privacy, confidentiality, and potential misuse of information.

AI tools like ChatGPT can be a valuable tool for teachers when used critically, ethically, and responsibly. To use AI tools in such manners, teachers should develop knowledge and critical thinking skills and engage in ongoing professional development to assess the accuracy and bias of the information generated by AI tools.

References

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<https://commons.und.edu/ai-assignment-library/19>

Echevarría, J., Vogt, M., Short, D. J., & Toppel, K. (2023). *Making content comprehensible for multilingual learners: The SIOP model* (6th ed.). Pearson. (ISBN: 978-0137878857)

Using ChatGPT to Create a Lesson Plan for Multilingual Students

Meet the Authors

Hyonsuk Cho is an associate professor of TESOL at the University of North Dakota. Her scholarship explores multilingual students' language, academic and social-emotional development as well as teacher education and professional development focused on diversity, equity, and inclusion.

Alison Buchanan is an ESL teacher in Charlottesville, Virginia. She works with adult English Language Learners on a one-to-one basis. She will graduate with her M.Ed. in TESOL in August 2024 from the University of North Dakota.

Stephanie Phenow is a recent graduate of UND's TESOL master's program. She is entering her 12th year of teaching and currently work as a middle-level ESL educator at a school in the Twin Cities. Before this position, I taught second grade and Kindergarten in a different local district.

Igor Ljevaja is an instructional specialist specializing in ESL and world languages at Akron Public Schools in Akron, Ohio. Igor has held roles as a Spanish instructor, mentor for resident educators preparing to teach, and coach for ESL and world language educators. He successfully completed the TESOL program in May 2024 at the University of North Dakota.



Welcoming ML Students to a New Community: Building Bridges of Understanding

By: Kristijana Dogan

In the ever-changing landscape of our communities, the arrival of Multilingual Learner (ML) students brings a wonderful opportunity for growth, cultural exchange, and mutual understanding. As educators and community members, it is our collective responsibility to ensure that these newcomers feel welcomed, valued, and supported as they integrate into our neighborhoods and schools.

This past school year the Grand Forks Public Schools system has seen a rapid increase in ML students which has brought many new and exciting opportunities to teachers, staff, and students. These students have brought their experiences, cultures, and languages to enrich the community and schools.

Teachers can play a crucial role in introducing students to the community and introducing the community to the students.

Strategies for Introducing the Community:

1. **Orientation Programs:** Establish orientation programs that familiarize ML students with local amenities, services, and cultural norms. This could include guided tours of the neighborhood, introductions to community centers, and information on public transportation.
2. **Buddy Systems:** Implement buddy systems where local students or community volunteers are paired with ML students. These buddies can provide support, friendship, and guidance on navigating daily life in the community.
3. **Cultural Exchanges:** Organize events that showcase the diversity within the community, such as international food fairs, cultural performances, or storytelling sessions. These events promote mutual respect and foster a sense of belonging among ML students and the wider community.

The Importance of Integration:

1. **Sense of Belonging:** Feeling accepted and included is crucial for the social and emotional well-being of ML students. When they feel valued in their new community, they are more likely to engage actively and contribute positively.
2. **Building Connections:** Encourage interactions between ML students and local residents through community service projects, collaborative initiatives, or language exchange programs. These connections promote empathy, cross-cultural understanding, and lasting friendships.

Creating a sense of belonging and fostering connections can significantly contribute to community development both inside and outside the classroom. This summer, in our ML English Language Development (ELD) classes, we seized the opportunity to cultivate these connections and educate the Grand Forks community about the diverse cultures that have recently joined our area. Annually, Global Friends, a nonprofit organization dedicated to resettling immigrants and refugees, hosts a World Refugee Day celebration. This event features performances, speeches, educational sessions, and opportunities for community members to connect, all aimed at celebrating the rich diversity within our community. The GFPS ML program has been a proud participant in this celebration for many years, and this year, we continued our tradition of involvement and engagement.

The ELD class dedicates their school day to preparing for a performance that integrates all four language domains: reading, writing, speaking, and listening. We collaborated with Kathy King, a local playwright, who closely engaged with students to develop a program aimed at educating and inspiring both the community and the students themselves.



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Kathy starts by building rapport with the students, ensuring they feel safe and valued. Together, they crafted a play that explores the experiences of resettled refugees worldwide, incorporating a collaborative poem capturing their homes through all five senses. Kathy also taught the students a variety of songs celebrating the concept of home, including "YMCA," "I'm Gonna Be (500 Miles)," "Our House," and "This Land is Your Land." Alongside music, the students created an art piece symbolizing their homes, culminating in a blanket that weaves together their diverse experiences. Over two weeks, students collaborated with Kathy to refine their performance and deepen their understanding of each other's homes.

Through this experience, students not only connected and learned about other cultures but also educated the community about their own past experiences and cultures. This cultural exchange opportunity fostered a sense of belonging, created meaningful connections, and promoted a feeling of safety among all participants. Such opportunities are crucial for communities to grow and evolve alongside their ever-changing population.

As we welcome ML students into our communities, let us remember that our actions today shape the inclusive and vibrant communities of tomorrow. By embracing diversity, fostering cultural exchange, and providing support networks, we can create environments where all individuals, regardless of background or language proficiency, thrive and contribute meaningfully.

Let us continue to build bridges of understanding, celebrate our differences, and unite in our shared humanity. Together, we can create a community where everyone feels at home.

If you are looking for more strategies and ways to incorporate community and connections check these resources out:

<https://www.colorincolorado.org/school-support/social-and-emotional-support-ells/community-connections-ideas-supporting-ells>

<https://www.teachhub.com/teaching-strategies/2019/11/esl-students-and-making-them-feel-a-part-of-the-school-community/>

<https://files.eric.ed.gov/fulltext/ED571777.pdf>

<https://lead.nwp.org/knowledgebase/community-connections-for-english-learners-changing-the-world-starts-with-just-a-few-words/>

<https://alrc.thecenterweb.org/ielce-community-connections-resources/>



Hutterite Colony School Conference Held in South Dakota

By: Jean Larson and Bobbie Kilber

On June 5, 2024, over 45 teachers of Hutterite Students in South Dakota attended a one-day conference in Huron, South Dakota. This bi-annual conference provides a full day of professional development specifically for teachers from over 60 colonies across the state. It is planned and hosted by the SD Statewide Title III Consortium. The goal of this conference is to explore and deepen our knowledge of morphology, word study, and deconstructing noun groups for student skills in all four language domains.

The guest facilitator for the morning session was Sue Scibetta Hegland. Sue is the author of the book, "Beneath the Surface of Words". You can learn more about her expertise at her website, <https://learningaboutspelling.com/about-2/>

Sue shared her knowledge of word study and morphology using word matrices. This technique helps students recognize word part meanings, which in turn produces a better understanding of spelling patterns. In addition, students are better equipped to build vocabulary and independently determine the meanings of and relationship between words and word families.

During the afternoon sessions, teachers explored using WIDA ELD Standards Framework for speaking and writing through Speak and Writing Cards from Equippingell.com and Inspiringyounglearners.com. One of the highlights of the afternoon is always the "unconference" session. During this time, teachers share ideas for small group discussion and organized into three two-minute rounds of discussion and learning from each other.





MEET OUR KEYNOTE SPEAKER

ANDREA HONIGSFELD

. Andrea Honigsfeld is a TESOL professor at Molloy University, Rockville Centre, NY. Before entering the field of teacher education, she was an English as a Foreign Language teacher in Hungary (grades 5-8 and adult), an English as a Second Language teacher in New York City (grades K-3 and adult), and taught Hungarian at New York University. A Fulbright Scholar and sought-after national presenter, Andrea is the coauthor or coeditor of 31 books on education and numerous chapters and research articles related to the needs of diverse learners. Eleven of her books are bestsellers. For more information on her work, please see <https://andreahonigsfeld.com>.

You don't want to miss the 2024 Dakota TESOL Conference being held November 18-19 in Bismarck, ND. This conference is geared toward educators who serve students learning English as a second language in the K-12, higher ed, adult ed, migrant, colony, and Native American spaces. Registration is open!!



MEET OUR KEYNOTE SPEAKER
RAICHLE FARRELLY

Rai Farrelly is an Associate Teaching Professor and Director of the TESOL Program at the University of Colorado Boulder. She offers courses on principles and practices in TESOL, teaching L2 oral skills, pedagogical grammar, and introduction to Linguistics. Farrelly co-edited *Educating Refugee-background Students: Critical Issues and Dynamic Contexts*, the *Handbook of Research on Cultivating Literacy in Diverse and Multilingual Classrooms*, and *Continuing Professional Development of TESOL Professionals: A Global Landscape*.

You don't want to miss the 2024 Dakota TESOL Conference will be held November 18-19 in Bismarck, ND. This conference is geared toward educators who serve students learning English as a second language in the K-12, higher ed, adult ed, migrant, colony, and Native American spaces. Registration is open!!



WE ARE LOOKING FOR CONFERENCE VENDORS AND SPONSORS

The landscape of EL has changed dramatically in the Dakotas in recent years. At the 2024 DTESOL Conference, 200+ professionals from PK-12 to adult education to teacher preparation are invited to reflect on how our students, practices, programs and the profession have changed and how we are adapting to meet new demands and forge new paths towards the future.

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DAKOTA TESOL TEACHER OF THE YEAR AWARD

Nominees don't have to be Dakota TESOL members, but all nominations should come from members.

THE NOMINATED TEACHER MUST (1) HAVE DEMONSTRATED EXCELLENCE IN TEACHING, DEVELOPED INSTRUCTIONAL MATERIALS OR DESIGNED NOVEL APPROACHES TO TEACHING ENGLISH LEARNERS, AND (2) HAVE CONTRIBUTED TO THE ACTIVITIES OF THE ORGANIZATION.

DAKOTA TESOL ADMINSTRATOR OF THE YEAR AWARD

THIS PERSON MAY BE AN ADMINISTRATOR (PRINCIPAL, COORDINATOR, DIRECTOR, ETC.) THAT HAS DEMONSTRATED RECENT CONTRIBUTIONS AND SUPPORT FOR ENGLISH LEARNERS IN THE CLASSROOM, SCHOOL, DISTRICT, COMMUNITY, OR BEYOND.