

Western Michigan University

From the Selected Works of Patrick T. Randolph

Summer 2012

How Can a Creative Writer Make an Effective Difference in the ESL Classroom?

Patrick T. Randolph, *Western Michigan University*



Available at: https://works.bepress.com/patrick_randolph/8/

ARKTESOL Post

Summer/Fall 2012



ARKTESOL Mission Statement

ARKTESOL members are professionals who work to serve our inter-national neighbors in Arkansas through teaching and also promoting mutual understanding.

www.arktesol.org

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ELLs and the Common Core: 13th Annual ARKTESOL Conference

Amanda Warren
ARKTESOL
Vice- President

ARKTESOL's 13th Annual Fall Conference will be held Thursday, October 11, at the Embassy Suites NWA in Rogers, AR. Dr. Andrea Hellman of Missouri State University will be our plenary speaker. She will address the issue of Common Core State Standards and ELLs, in keeping with this year's conference theme. A full slate of sessions will be held in the morning and afternoon, many of which will provide further information on the Common Core State Standards with regard to ELs. Dr. Hellman will also present an afternoon workshop. The registration

deadline for the conference is September 28 with registration fees set at \$85.00 for ARKTESOL members and \$100.00 for non-members. Student registration is \$40.00. Registration includes continental breakfast and lunch. Registration forms can be found at the ARKTESOL website: www.arktesol.org. Membership in ARKTESOL is only \$15 per year and the membership form is also available on the website.

The Embassy Suites has reserved a block of 50 rooms for conference attendees. All rooms are suites with either a king bed or two double beds and the conference rate is \$109 per night. In order to get this



special rate, conference attendees must book rooms by September 26. You can reserve your room by using the link provided on the [ARKTESOL website](http://www.arktesol.org) or you can call the hotel (479)254.8400.

You must indicate "ARKTESOL" to receive the conference rate. This rate includes complimentary cooked-to-order breakfast and the evening manager's reception. We look forward to seeing everyone at the conference.

Poetry Slam for Heritage Speakers

Freddie A. Bowles
ARKTESOL Community
Board Member

For the third consecutive year, Rogers High School will host another Spanish language poetry slam for heritage speakers of Spanish

and for Hispanic students learning English. The event, El Sueño Realizado: Identidad Latina, will take place at the RHS Auditorium on Friday, September 28, from 5:00-8:00 p.m. The event is part of an Arkansas Humanities REACH

Grant awarded for the third time to Dr. Freddie A. Bowles, University of Arkansas professor in language education and Ms. Jessica F. Sliger, Spanish language teacher at Rogers

(cont. pg.2)

Poetry Slam for Heritage Speakers cont.

High School. The competition is free and open to the public.

Dr. Bowles and Ms. Sliger teach a poetry unit each year to students in the Spanish for Native Speakers classes at RHS with two primary goals: 1) to address the cognitive domain by focusing on literacy skills in English and Spanish, and 2) to address the affective domain by nurturing students' confidence and providing a way for them to engage in the school context through the Poetry Slam.

Students' work from both years has been featured in two Arkansas publications: Azahares, the Spanish language creative literary magazine produced at UAFS and ACTELA Anthology, the

Arkansas Council of Teachers of English and Language Arts publication.

The overarching theme for the three-year project is Identidad Latina. The first year's theme was Cruzando Fronteras—Crossing Borders, the second year's theme was ¿Quiénes Somos?—Who Are We? and this year's theme is El Sueño Realizado—The Dream Realized.

Attendance and participation grew from 85 the first year to over 200 the second year. Competitors from other schools are also invited to participate. Students from the Spanish as a Foreign Language classes are invited to participate as featured guests. This year's event will include a competition category for ESL students for the first

time. Winners receive a number of awards including trophies, prize money, and journals. In addition to the Rogers Foreign Language Department's participation, support, and assistance, teachers from the Springdale School District will also be part of the leadership team.

Dr. Bowles and Ms. Sliger's presentation on the project at the Arkansas Foreign Language Teachers Association meeting in April was chosen as the Best of Arkansas, so they will present the project again at the Central States Conference on the Teaching of Foreign Languages in Columbus, Ohio, in March 2013.

Arkansas NAME Chapter

Dr. Freddie A. Bowles
ARKTESOL Community
Board Member

Members of the faculty from the University of Arkansas College of Education and Health Professions and Fulbright College of Arts and Sciences recently completed the application process to initiate an Arkansas Chapter of the National Association of Multicultural Education (NAME).

NAME began as a Special Interest Group (SIG) in the Association of Teacher Educators (ATE) organization. In 1990, SIG member, Rose Duhon-Sells, challenged the group to create an organization that "would bring together individuals and groups with an interest in multicultural education from all levels of education, different academic disciplines and from diverse educational institutions and occupations." NAME was launched officially in 1991 in conjunction with

the ATE national conference in New Orleans.

With over 1500 members from the United States and abroad, NAME's mission "advances and advocates for equity and social justice through multicultural education" (ibid).

The Arkansas chapter of NAME recognizes and supports the philosophical concept of Multicultural Education. Underpinning this concept are the ideals inherent in the democratic values acknowledged in documents such as the Declaration of Independence and the Universal Declaration of Human Rights and the importance of recognizing, respecting, and appreciating the uniqueness of each individual. The Arkansas chapter of NAME acknowledges the need to promote the development of culturally responsible and responsive curricula to achieve equity and social justice.

To become a founding member of the Arkansas chapter, please go to the NAME website:

<http://nameorg.org/>

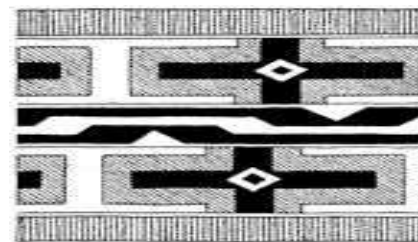
Follow the membership link to the membership form:

<http://nameorg.org/become-a-member/>

List "Arkansas" as your Preferred Chapter Affiliation.

For more information, please contact Freddie A. Bowles.

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How Can a Creative Writer Make an Effective Difference in the ESL Classroom?

Developing the Inner-Self Through the Magic of Poetry and Short Fiction

Patrick T. Randolph

Western Michigan University-Kalamazoo

The Creative Writer's Contribution to ESL Writing Classrooms:

ESL students are often pushed into the English language classroom without much background in analytical or creative writing. These two elements of being both analytical and creative are the creative writer's assets that he or she brings to the ESL curriculum.

In creative writing, be it poetry or short fiction, the writer must tell a genuine story, develop the setting and characters so that they are believable and make the reader feel that he or she can relate, on some level, to the poem or story. This, of course, cannot be successful unless the writing is clear, concise yet detailed and descriptive, and communicative.

These elements that the creative writer uses can be directly transferred into the ESL writing classroom. The students will quickly see that these elements can make their own writing, be it academic or creative, all the more powerful and effective.

The Tips:

All ESL students ought to embrace the words of Fred Rogers and hold them dear to their hearts for the sake of all aspects of their language development: "I feel so strongly that deep and simple is far more essential than shallow and complex" ('Mister Rogers & Me' Documentary, Wanger, 2011). Thus, Tip # 1 is that creative writing helps students write clearly yet deeply. One of the biggest problems that students have in writing paragraphs and essays is the ability to organize their thoughts and develop them logically. Students also have an arduous time developing details within examples of their paragraphs or for the support of their opinions. Creative writing naturally helps them hone their ideas to make them clearer by drawing from personal experiences. It helps them communicate things of which they are familiar. Recent developments in neuroscience reiterate that the brain learns better when it works with ideas with which it is comfortable (Medina, 2009). Hence, writing from a perspective of a creative writer will help the students gain confidence in their writing by controlling their ideas and communicating them more effectively.

The second tip of interest is that many ESL students see all vocabulary as the same. That is, they do not really understand the difference between "weak" and "strong" words. Therefore, Tip # 2 is that creative writing helps students to understand and use stronger words in their writing. While writing poetry or short fiction, students begin to see how certain words and phrases are more powerful than others. For example, instead of using a weak word like "nice", students learn that words like "amiable" or "delightful" can be used to create more depth to the description. This knowledge of weak and strong words and phrases makes their writing "come alive and jump cheerfully off the page". Moreover, this ability to distinguish between "word strength" gives the students more confidence in their writing skills, and it leads them down the path of seeing the multidimensional aspect of English vocabulary. Take a word like "drink". Most students know that it is used as a noun or a verb. But even this word can become

“more powerful” by using it in a creative way. So instead of simply saying, “I like to drink orange juice for breakfast” students learn to make sentences like “His eyes drank the light from her lively soul.”

Tips in Action # 1:

The character sketch is one useful example of how students can learn to write with more detail and develop their ideas. First, the students actually draw a classmate’s face as best they can. They then describe their classmate using words by writing a character sketch. Before the second stage of this activity starts, the instructor should have a brainstorm session with the students on various words and phrases that capture the physical and emotional features of a person’s face; for example, “prominent nose,” “sparkling smile,” “gentle curving eyebrows,” “warm, sun-filled laughter,” or “whispery eyes”. Next the students write a paragraph or two about their partner. After the character sketch is done, the instructor collects these. In the following class, he or she reads the sketches to the students and they guess, by listening to the description, who each student is. This activity is a fun preparation for writing a full short story. It gets the students’ minds ready to develop the physical attributes of their characters.

Tips in Action # 2:

Breath poems are a great way to facilitate the understanding between weak and strong words and phrases. Breath poems are similar to haiku but are even shorter in terms of syllable count. Breath poems have a title and are made up of three lines. The first line is three syllables; the second line also has three syllables, and the fourth line has four syllables. Even with such a limited boundary, students still create a highly effective sense of voice, tone, and story with just these ten syllables. It is here that they begin to use language as a tool and learn to carve away unnecessary syllables; a sense of stronger words and phrases begins to develop and is used to describe things. For example, instead of writing “Beautiful nose” they learn to write such descriptions as “Crescent moon bliss” (student from intermediate writing class, spring of 2011). The students evolve in their thinking and see that words like “beautiful,” “nice,” and “like” are weak compared to words like “astounding,” “phenomenal,” and “embrace”.

Discussion:

Creative writing will not only help students gain a better understanding of the language, but it will also help them experiment with words, phrases, and ideas in English. It will make learning fun, something Plato advocated back in 344 B.C. while writing the *Republic*. Ultimately, creative writing will help the students expand their minds and develop their ideas on paper and communicate their inner thoughts.

Studies in neuroscience are also pointing to creative writing as a means to get the neurons firing more and retaining more of what we learn (Paul, 2012). And writing with what one is familiar with elicits a strong base for attention and memory, two elements essential in learning (Medina, 2009). Moreover, the notion that descriptive words elicit deeper meaning and make the neurons fire more in the brain is becoming a highly studied topic (Paul, 2012; Iacoboni, 2009).

I have set up a number of creative writing programs and classes at various colleges, universities, institutes and public schools. Each program or class has helped the students become better academic writers and thinkers. The idea behind creative writing is that it helps the students draw from their own experiences and develop their inner thoughts and ideas. All this takes place while becoming familiar with the tools of creative writing. Students realize that it is the natural activity that helps them develop the skills to become strong academic writers. In addition, the students actually find writing a “joy” as opposed to “drudgery”; they gain confidence and excitement over a skill that is often considered boring and difficult.

Author's Background:

I am a published poet and short story writer. I belong to a number of writers' groups and local and national writers' associations. Two collections of my poetry, Empty Shoes: Poems on the Hungry and the Homeless and Father's Philosophy, have made Amazon's Best Seller List in Poetry in 2009, 2011, and 2012. Poetry and short fiction have been a crucial part of my classes for years, whether they be speech and debate courses or expository writing classes. The primary reason I use creative writing is that I see the students become engaged with the writing process; I see them excited about developing their own unique ideas through tapping into who and what they are. Their writing simply improves, it gets better and they enjoy the art of writing. When students come to you after class and ask if they can write an extra poem "just for fun", or when students tell you they brought their notebook to write on the plane during spring break because it made them "feel like real authors", then you know that you are on the right track and your mission is worth it!



JBU PD Grant

Grace Davis, JBU/Siloam Springs School District

John Brown University has been awarded a \$1.3 million 5-year OELA grant for Project **EQUIP**, *Enhancing Quality Undergirding Improved Performance*. Project EQUIP is a JBU partnership with Siloam Springs School District and Rogers Public Schools to provide teacher training and support in meeting the language and content learning needs of ELLs. The 4 courses leading to ESL endorsement will be delivered in each district in 2-year cycles. The design also includes 3 concurrent seminars to support the sustained, embedded professional development needed for implementing consistent change in practice. Project EQUIP teachers will integrate ESOL theory with instructional delivery through the SIOP model. Each district will have a new cohort per year for the duration of the grant. This partnership provides accessible professional development responsive to each district's unique ELL challenges and opportunities. There is no cost to participating teachers. Site Directors are Leslie Moore, SSSD and Tricia Holliday, RPS.



Praxis II ESOL Test Standard Setting Study: Arkansas

Grace Davis, JBU/Siloam Springs School District

At the request of ADE licensure, Educational Testing Service (ETS) convened a statewide standard setting panel to review the level of knowledge/skills needed by an entry-level ESL teacher and then recommend the Praxis II ESOL test cut-score. The full day process included taking and scoring the test, identifying critical knowledge for an AR "sufficiently qualified" ESL professional and evaluating the level of difficulty of test items. ARKTESOL was well represented on the panel, as were the major ESL endorsement programs. We anticipate the Praxis II ESOL test will replace the PTL for licensure; the timeline is uncertain. Current ESL Endorsement programs will prepare program completers to be successful on the new test.

<http://www.ets.org/s/praxis/pdf/0361.pdf>

Helpful TIPS for ELL Teachers to Consider Before Referring to Special Education

Desiree Atchley, Ed.D. & John N. Trice, Ph.D.

English Language Learners often struggle in both general and specialized instructional classrooms. For the ELL, mastering English is difficult enough, but they also have the added pressure of learning and integrating a variety of skills: writing, reading, interpreting, listening, speaking, etc. Gaining academic competence often creates obstacles for ELLs; however, teachers must always remind themselves that students learn at different paces and “readiness skills” are individually determined.

A typical teacher’s response to the struggling learner is to consider making a referral referring to special education services. However, something to keep in mind is the Federal definition of a specific learning disability outlined by the Individual with Disabilities Education Act (IDEA):

(10) *Specific learning disability* —(i) *General.* *Specific learning disability* means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

(ii) *Disorders not included.* Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage. [34 CFR §300.8(c)(10)]

Here are some helpful TIPS that will support teachers supporting ELLs:

T	I	P	S
Teach strategies and techniques that are evidence-based.	Incorporate sub-set skills to support larger global learning.	Provide a variety of instructional approaches and document.	Set goals and track student progress for all students.
Take time to reflect on levels of progress.	Include other professionals in designing and implementation.	Practice proactive and preventative approaches rather than react to isolated events.	Stay focused on individual goals unique to each learner.
Talk to other professionals when devising an action plan for student success.	Isolate the skills that are being mastered versus those that are unmastered.	Plan to observe the student in a variety of learning and social settings.	Structured routines should be defined and understood by everyone.

When considering teaching strategies, accommodations, modifications, and assessments, look to the experts. The following websites are just a few of many that contain practical information for teachers:

www.esl4teachers.com
www.netc.org/focus/strategies
www.readingrockets.org/strategies
www.tltguide.ccsd.k12.co.us/instructional/tools
www.mcrel.org
www.teachhub.com

In conclusion, teachers care about student learning and want what’s best, but often they react to student failure using a “standard marker” rather than considering an array of factors that may be preventing progress. Teachers should be very aware of what a true learning disability is and what it is not. Following helpful TIPS will empower teachers to take a closer look at student learning, progress, and assessment.

Deferred Truth

Maria Touchstone

ESL Coordinator, North Little Rock Schools

For the immigrant community, June 15, 2012 seemed like it would never come. At last, at long last- the resolution that had been awaited by many families seemed to be coming true. Then, on August 15, when all of the information was disclosed, some of us seemed to understand. Some families are still trying to hold out hope. They are hoping that what some of them have heard is not true. How could this “application” not be just what they had been waiting for.

For those of us working with immigrant families, it is imperative to completely understand. The Deferred Deportation Action Application is an application enumerating criteria that must be met in order to defer deportation. The criteria is easy to understand. First, an applicant must have arrived in the United States before the age of 16. Many of our students clearly meet that criteria. The second criteria is the person must have been in the United States continuously for 5 years. So, 2007 is the magical year. Across the country, immigrants are frantically searching for any documentation which proves that their children have been here since at least 2007. Next, applicants must have a high school diploma, currently be a student in high school, or have completed a GED. Thus, many of our districts have found an influx of young people trying to re-enroll in school. The next criteria is that the applicant may not have two or more misdemeanors or any felony infraction of the law. An arrest for DWI or DUI automatically prevents a young person from applying. Last, but not least, the applicant cannot be older than the age of 30.

As a Mexican immigrant myself, I am very concerned. The application fee to simply apply for deferred action is \$465.00. After you have found a way to pay for the application fee, many of our immigrant families are also consulting attorneys in the belief that the use of an attorney to complete and file the application will somehow improve the results. In central Arkansas, two prominent firms with Spanish-speaking attorneys are charging between \$1,000.00 and \$1,500.00 to complete and file just one application. In our district, a law firm actually sent a flyer to the administration indicating that somehow the immigrant students were at risk of deportation and that each of those families should be given a flyer.

No flyers were sent to parents and our district notified staff that any parent asking about deferred deportation applications should be directed to the central office to our ESL Coordinator/Hispanic Liaison. This prevented discussions in multiple buildings concerning a family's inquiry into the documentation needed from the school district to apply. Immigration form I-821D is the Consideration of Deferred Action for Childhood Arrivals is only one of three forms. I-765 is the Application for Employment Authorization and form 6-1145 is the form for E-Notification of Application/Petition Acceptance. Completing an I-821D form, submitting it with the required fee, and having the form be accepted will only guarantee that deportation will be deferred. Filing this form and having this form accepted will not provide legal status, will not result in residency, and will not enable an applicant to acquire a drivers' license. This form will not enable our student to apply for scholarships which require residency or citizenship. The work permit, should one receive it, is a temporary work permit for two years. The application for employment authorization asks for your social security number- including any and all numbers that you have ever used. The deferred deportation application asks if you have ever killed anyone. My concern as a Mexican immigrant is the revocation of this process and the reality that what we would have done is give the government a list of all our undocumented youth and their addresses.

My heart truly aches for a permanent solution for these families and these young people. All of us that teach and have developed relationships with these kids and their families dream of the day that they can get their drivers' license, get a job, or even go to any university that they qualify to attend. For now, the best we can do is to tell them the truth. They are the only ones that can make a decision for their families, but I am a mother and I would want to know the truth.

I love to tell parents great things. As teachers, we love to tell them how well their child is doing, how smart he is and how much progress he has made. It is very difficult to tell them the truth about this situation. The truth is not pretty. But if I don't tell them the truth, then I will be telling a lie and I will not do that.

Guidelines

You may request consideration of deferred action for childhood arrivals if you:

1. Were under the age of 31 as of June 15, 2012;
2. Came to the United States before reaching your 16th birthday;

3. Have continuously resided in the United States since June 15, 2007, up to the present time;
4. Were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS;
5. Entered without inspection before June 15, 2012, or your lawful immigration status expired as of June 15, 2012;
6. Are currently in school, have graduated or obtained a certificate of completion from high school, have obtained a general education development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and
7. Have not been convicted of a felony, significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.

Age Requirements

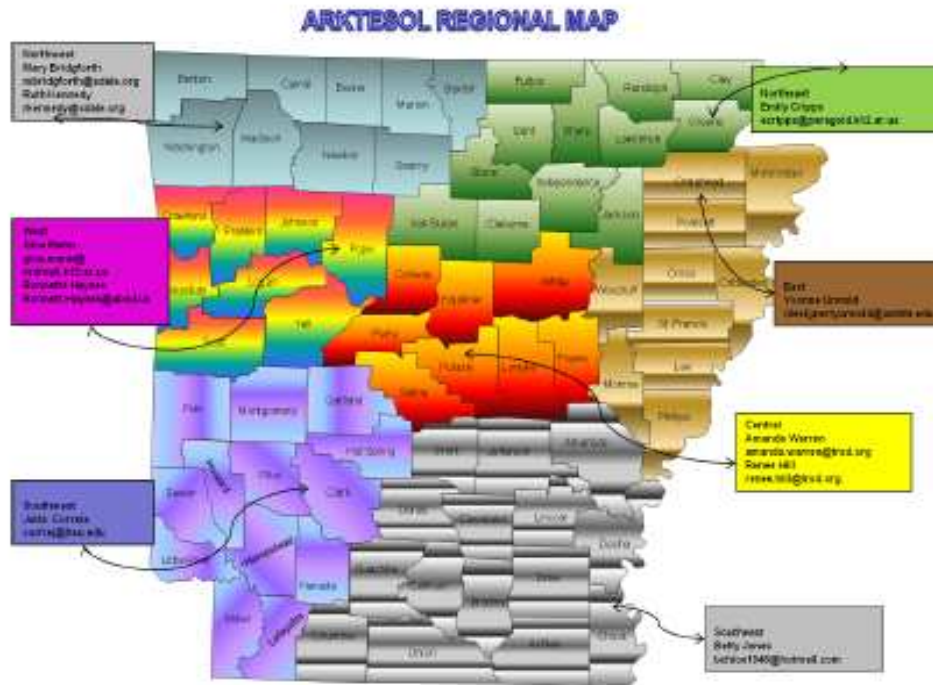
Anyone requesting consideration for deferred action under this process must have been under 31 years old as of June 15, 2012. You must also be at least 15 years or older to request deferred action, unless you are currently in removal proceedings or have a final removal or voluntary departure order, as summarized in the table below:

Your situation	Required age
I have never been in removal proceedings, or my proceedings have been terminated before making my request.	At least 15 years old at the time of submitting your request and not over 31 years of age as of June 15, 2012.
I am in removal proceedings, have a final removal order, or have a voluntary departure order, and I am not in immigration detention.	Not above the age of 31 as of June 15, 2012, but you may be younger than 15 years old at the time you submit your request.

Timeframe for Meeting the Guidelines

You must prove	
That on June 15, 2012 you:	As of the date you file your request you:
<ul style="list-style-type: none"> • Were under 31 years old • Had come to the United States before your 16th birthday • Were physically present in the United States <p>Entered without inspection by this date, or your lawful immigration status expired as of this date</p>	<ul style="list-style-type: none"> • Have resided continuously in the U.S. since June 15, 2007; • Were physically present in the United States; and • Are in school, have graduated from high school in the United States, or have a GED; or • Are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States

ARKTESOL Regional Roundup



Southwest Region

Julia A. Correia, Henderson State University

With thanks and gratitude to Dr. André Guerrero, Henderson State University (HSU) sponsored the HSU ESL Graduate Academies for the tenth consecutive year. The HSU academy training was held June 11-23, 2012, at two locations: on campus in the Teachers College, Henderson education building in Arkadelphia and in Little Rock at the Crown Plaza (Christine Smart, site manager). Each site had seventy-three participants for a total of 156 participants from across the state of Arkansas. Implementation of the Arkansas Common Core State Standards (CCSS) was a major theme addressed throughout the thirteen-day training. In addition to a resource handbook, Jo Gusman presented her most recent booklet on Common Core specifics. Lynda Franco connected literacy and language development to CCSS. Dr. Ana Filipek demonstrated applications of CCSS within the classroom. Dr. Keith Folse and Dr. Joyce Nutta supported CCSS with authentic assessment examples. Judy Hobson shared ELDA and state assessment information. Mark Vasquez informed the participants of what they need to know about pertinent Office for Civil Rights laws and court cases. Dr. André Guerrero shared the 2011-12 Arkansas home language survey data, showing that the need for ESL endorsement training continues to grow. Dr. Elena Izquierdo created a foundation of understanding regarding first and second language acquisition. Dr. Frank Gonzales (appropriately attired in a fire-red, mariachi shirt) delved into the elements of surface and deep culture. Dr. Diana Gonzales Worthen focused on cultural integration within the classroom. Carmen Chong Gum put the Marshall Islands on the map for all academy participants as she shared personal stories, traditions, culture, and hand-made island jewelry. During each break extra Kleenex was placed on tables for the poignant, cultural-related journeys shared by Mai Le Nguyen and Dr. Roberto Dansie. To reflect their digital photography training from José A. “Joe” Correia, academy participants took tons of photographs. Group photos and a sampling of academy moments are available for viewing/downloading at joe@joecorreia.com. Woven into the academy schedule were numerous documentaries and video clips to build background and kick-start discussions to ensure that academy participants were tuned-in and ready-to-focus. Closing day was emotionally charged with exhilaration, inspiration, and lots of hugs and tears. After some African singing and dancing interspersed with personal experiences, the thirteen-second countdown brought the thirteen-day training to a heartfelt close. The HSU ESL Academies had, once again—as promised on Day 1, changed lives, promoted understanding, increased awareness, expanded viewpoints, enlarged perspectives, and enhanced global world views!!!

Upcoming events in the Southwest Region include: (1) HSU International Film Night, showing the documentary Papers: Stories of Undocumented Youth on Thursday, October 4, 2012, at 7:00 p.m. in the Garrison Center Lecture Hall, Henderson State University campus. After the film, Ms. Mireya Reith, co-founder and Executive Director of the Arkansas United Community Coalition (AUCC), will briefly speak about undocumented students and the DREAM ACT. (2) Hot Springs Documentary Film Festi-

val, October 12-21, 2012, downtown Hot Springs in the historic Malco Theatre. (3) Teachers, College Henderson's Professional Development Day in the Education Center, HSU campus, on November 14, 2012, from 8:30 a.m. until 3:30 p.m.

I also encourage all of our ARKTESOL members to put October 8-11, 2014, on their calendars for the SE TESOL Regional Conference to be held at the Hammond Center, Rogers, Arkansas; this will be our opportunity for Arkansas to shine!!!

See you at this year's fall ARKTESOL conference on October 11, 2012, at the Hammond Center, Rogers, Arkansas!!!

Respectfully submitted,

Julia A. Correia, ARKTESOL SW Regional Representative

09-05-12

Northwest Region

Dr. Mary Bridgforth, ESOL Director, Springdale Public Schools

There has been lots of action in NWA implementing CCSS across the region. Conversations about making the standards accessible to ELLs have been occurring at the regional, state, and national level. A team in Springdale has developed a template for scaffolding a close read for ELLs, which will be presented at the upcoming ARKTESOL Conference.

The ESL Coordinator's in the region have been meeting regularly to discuss programming, instruction, and assessment of ELLs. They will continue to meet the 3rd Friday of every month at the Northwest Arkansas Cooperative. All are welcome to join the group!

Mary

Western Region

Gina Mann, ESOL Coordinator, Russellville School District

The Western Region has been busy! With the start of school, we have been welcoming all our previous and new students to school. We are always excited when we meet new families. The ESOL Coordinators in our area network with each other to discuss issues that come up in the ESOL field. We provide support for each other and meet monthly in Russellville, AR. We work together to plan professional development for teachers through our Arch Ford Coop, we update forms used in the process of identifying students, we discuss changes in education that affect the ESOL field, and we assist schools who have never had English Language Learners (ELLs) in their district. This year, one focus is linking the Common Core State Standards with our current frameworks. Our ESOL Consortium has proved beneficial to all involved. The school districts in the Western Region have differing numbers of ELLs. One school district may have a couple of ELLs and another district may have hundreds of ELLs. With the changes we all face in education, a strong network is essential to making learning accessible for ALL students. The next meeting for our ESOL consortium is Wednesday, September 26th.

Gina Mann – Western Representative

gina.mann@russellvilleschools.net

Central Region Round-up

Amanda Warren, ESL Teacher, Little Rock School District

Renee Hill, ESL Teacher, Little Rock School District

The Little Rock School District was host to some very exciting programs for ELs this summer. Hall High School offered its 6th ESL Summer Institute to rising 9th graders and high school ESL students. The program offers 3 additional weeks of English instruction and allows rising 9th graders to meet some of their soon-to-be high school teachers and classmates. The students

learned English through a variety of classes all taught by ESL endorsed teachers. The classes included Arts and Crafts, English grammar, English literature, ELDA test prep, and a technology class. 22 students participated in the program this summer. The ESL Summer Institute is funded through a 21st CCLC grant and School Improvement Grants. The students receive instruction, transportation, and meals throughout the duration of the ESL Summer Institute.

In addition to the ESL Summer Institute, Hall High offered ESL credit recovery classes to ESL students who did not pass ESL Civics, ESL Economics, or ESL Physical Science classes. 15 ESL students took advantage of this opportunity this past summer. NovaNet credit recovery is offered to all Little Rock School District students who have not passed a class needed for graduation; however NovaNet does not afford the student with an instructor. For a second year, the ESL Credit Recovery classes were provided through a 21st CCLC and School Improvement Grant and students were instructed by an ESL Endorsed teacher.

Elementary school ESL students participated in the 4th annual Camp Can Do program offered by the Little Rock School District's ESL/Multilingual Services Department. 250 kindergarten to 5th grade students, 20 teachers, and 12 specialists were involved in this year's program. Teachers utilized the Sheltered Instruction Observation Protocol Model of instruction during the program. Overall, students showed an increase of 52% in grammar skills, 43% increase in listening skills, and 32% in vocabulary skills on pre and post assessments related to Rosetta Stone software. The OLAI2 assessment was also administered to measure student growth. The aggregate group showed an 85% increase in language and literacy skills over the course of the 20 day program.

Advocacy Events

DACA Community Forums

In anticipation of the release of applications for President Obama's new policy of Deferred Action Childhood Act, Hall High hosted a community forum for families seeking information about DACA. Adriana Alvarez of Arkansas United Community Coalition and Arkansas Chapter for the DREAM Act, along with a recent Hall High graduate, Marco Martinez presented information regarding DACA and answered questions from the audience of about 150 people. Two immigration lawyers were also on hand to answer questions regarding law issues.

After the August 15 release of the DACA applications, Hall High hosted another community forum on DACA to help those in the application process. Adriana Alvarez again presented the information. Julie Larson, an immigration lawyer, donated her time to answer questions of a legal nature.

The AUCC will host a DACA Application Workshop on Saturday, October 6 from 9-5 at Faith Spring Church. Faith Spring is located at 501 S. Bowman at the corner of Bowman & Chenal Parkway. Immigration lawyers and bi-lingual volunteers will be on hand to help applicants through the DACA application process.



Adriana Alvarez and Julie Larson

Get Out the Latino Vote!

Arkansas United Community Coalition change agents are working with Seis Puentes in North Little Rock to Get Out the Latino Vote! Change agents, Seis Puentes employees, and volunteers have been working the past three weeks to get eligible Latinos registered to vote. Volunteers meet at Seis Puentes each week to phone bank, canvas, and table in order to register at least 1,500 Central Arkansas Latinos to vote in time for the November 6th elections. There are about 5,000 Latinos in the state of Arkansas who are eligible to vote, but are not yet registered. If you are interested in volunteering in this effort, please contact Amanda Warren at amanda.warren@lrsd.org.

Join ARKTESOL for the 2013 TESOL Convention in Dallas!

It's an exciting time in our profession, and the time is now to mark your calendar for the 2013 TESOL International Convention and English Language Expo on March 20-23! As our ELL population grows nationally and the implementation of Common Core Standards develops, you will be called upon more and more to share your expertise. If you have never attended a TESOL Convention, I am confident that you will not be disappointed! With more than 6,500 attendees, 700 educational sessions, and 150 exhibits, the TESOL Convention is the largest professional development event in our field. For early registration rates, visit the TESOL website and book by February 1, 2013. <http://www.tesol.org/convention2013>. Complete the Call for Volunteers Online Form for the 2013 convention and you may receive a discount on your registration rate. If you would like to carpool, share a hotel room, help promote SETESOL 2014 in Arkansas, or meet for an ARKTESOL dinner in Dallas, please contact me, Tina Howlett, ARKTESOL President, at e-mail thowlett@rps.k12.ar.us. Your name will be added to our internal "ARKTESOL Members – TESOL 2013 E-Mail Distribution List", so that we can begin planning our trip and connecting!



UNIVERSITY OF ARKANSAS

COLLEGE OF EDUCATION & HEALTH PROFESSIONS

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