

Monthly Happenings: December 2018

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In these bilingual classrooms, diversity is no longer lost in translation

Click [here](#) to read about two-way dual language immersion and why it is gaining steam across the country. This article shows the benefits of implementing two-way programs as well as challenges, such as being sure ELs are not pushed out of programs and that diversity is maintained.

A Closer Look: Academic Conversations

Chapter 3 of *Academic Conversations* by Jeff Zwiers and Marie Crawford highlights lesson activities for developing the five core conversation skills introduced in chapter 2. Many of the conversation skills activities are featured on Zwiers' [tools page](#).

- The first skill is to **elaborate and clarify**. Tools such as organizers, visuals, and manipulatives can help students deepen conversations. The activity "Opinion Continuum" (pg. 46) allows students to engage with multiple perspectives on a topic. The "Opinion Formation Cards" on the [tools page](#) expands upon this activity.
- The second skill, **support ideas with examples**, assists students in finding useful examples, evidence, and logical reasons to support ideas. The activity "Supportive Examples Practice" (pg. 49), encourages students to draw examples from multiple sources and includes a useful graphic organizer.
- **Building on and/or challenging a partner's idea** is the third conversation skill. Beyond the activities within the chapter, the [tools page](#) features additional "Argumentation Activities" such as "Pro-Con Improv", "Argument and Evidence Scale", and "Stronger and Clearer Each Time", all of which address this skill.
- The fourth skill is that of **paraphrasing**. The activity "Paraphrase Cards" (pg. 54) encourages a conversation pair to listen, summarize, and organize their ideas effectively through summarizing and paraphrasing.
- The final skill is to **synthesize conversation points**. The activity "Parking, Promoting, and Pruning Ideas" (pg. 55) teaches students how to park distracting thoughts, promote their contributions, and to prune back ideas that are too large in order to focus a conversation idea.

Upcoming Professional Learning Opportunities

February 13 – EL Leadership Virtual Meeting – 10:00 a.m. – 11:30 a.m. ET – Access Webex [here](#). Enter code: 739 904 314

March 12 – The Noisy Classroom: Making Meaning through Purposeful Discourse – all day session – Fort Wayne, IN (FWCS) – Request to register [here](#).*

March 14 – The Noisy Classroom: Making Meaning through Purposeful Discourse – all day session – Indianapolis, IN (Perry) – Request to register [here](#).*

**These sessions are limited to 2 spots per school district. Only one person per school district needs to register to request spots. See a session description within the link below.*

Check out the "[Upcoming English Learner Professional Learning Opportunities](#)" for details on these sessions, and a full list of upcoming EL-focused PD around Indiana.

A Fond Farewell

As you may know, the Department's own Olga Tuchman will be retiring at the end of 2018 after 15 years of service to IDOE. Her positive impact on IDOE, districts and schools, and most importantly, English Learner students across Indiana will be felt for many years to come. We are fortunate to have worked with such a passionate advocate for ELs, who worked tirelessly every day on their behalf. Before moving on to read stacks of books and to study the history of civilizations, we'd like to offer our sincere gratitude for all her contributions. Thank you, Olga, you will be sorely missed!

December Grant Deadlines

The following are important upcoming deadlines for EL-related grants...

- **December 15:** Liquidation and Reimbursement Request deadline for 2016-2018 Title III and 2017-2018 NESP grants
- **December 31:** Financial End Reports (FER) due for 2016-2018 Title III and 2017-2018 NESP grants

FER submission information for both grants can be found within this [memo](#).

December EL Leadership Recap

Many thanks to Brownsburg for hosting December's EL Leadership meeting and to all who were able to attend! Review the slides from the meeting [here](#).

Burmese in TransACT

Documents translated to Burmese are now available to users of TransACT. If you are new to TransACT, a hub for translated ESSA-required parent notices, see the [account set-up quick start guide](#).

The WIDA ACCESS Window

With just over a month from the opening of the WIDA ACCESS testing window, this space will be a hub for important updates and reminders during the window...

- The [ACCESS for ELLs Online Checklist](#) for Indiana is a comprehensive resource to keep you on track for ACCESS testing. Included within are step-by-step directions to ensure smooth testing, links to testing manuals and guides, contact info, and more.
- WIDA-AMS has now been updated with students included in the Test Label (TL) submission in October. You are now able to edit and create test sessions and add additional students who were not submitted through the TL.
- Testing materials will arrive to your districts on **December 14**. This is also the date where you will be able to order additional materials via WIDA-AMS.