A Message from The President

A warm welcome to all MIDTESOL members,

Recently, I have been looking back at MIDTESOL’s founding in 1978 because next year is our 40th anniversary. As our historian once noted, the concerns at the first meeting of MOTESOL (it didn’t become MIDTESOL until 1979) sound familiar because they continue to be voiced today. Those initial attendees were concerned with the need for public educators and all stakeholders (1) to be aware of the growing number of students who need English language development and (2) to require teachers of those students to have specialized training in English language learning. These concerns continue into this century.

Throughout this spring, the Des Moines Register has published a series of articles on English language learners (ELLs) in the state of Iowa, reflecting the growing number of students in the state. And Iowa is not unique among MIDTESOL’s four member states when it comes to numbers of ELLs. TESOL, the international organization of which we are an affiliate, has over a dozen position statements on teacher education. (You can read them at http://www.tesol.org/about-tesol/press-room/position-statements/teacher-education-position-statements.)

These range from statements on how native speaker proficiency is not enough to qualify people to teach ESL or EFL to statements about how exploiting part-time and adjunct faculty undermines respect for teaching. This summer Adrienne Johnson will be representing MIDTESOL in Washington DC at an Advocacy Summit where she will be educating members of Congress on ELL issues within our member states. Some of the information she is providing will center on these two issues.

While it might seem frustrating that these concerns remain even after 40 years, I am proud to be part of an organization that has continued to advocate for English language learners and teachers as well as provide services and professional development opportunities that advance the field in our region. MIDTESOL doesn’t focus on one particular sector (e.g. adults, K-12); it brings everyone together. When I was a new instructor in the field, my professional development activities were confined to meeting the needs of college students, my audience at the time. However, due to my involvement in MIDTESOL, my understanding of issues facing teachers in other settings, such as elementary schools or community colleges, has expanded. Knowing of those diverse perspectives and contexts makes me a better advocate and leader.

So I call on all readers to promote MIDTESOL and its values within your educational context. If there is a topic that you believe needs greater awareness, bring it to the MIDTESOL conference in September or contact the board or an Interest Section. MIDTESOL covers a vast region, but when we come together, we learn from and inspire each other to advance our profession.

Sincerely,

Melissa Meisterheim
President, MIDTESOL

In This Issue

- MIDTESOL 2017 Conference Details
- MIDTESOL Member Profiles
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Follow us on Facebook:  https://www.facebook.com/
Follow us on Twitter:  https://twitter.com/midtesol

Get involved or keep up-to-date with MIDTESOL Weekly Features:  http://midtesol.org/category/weekly-feature/

Calls for articles, resources, photos, interviews, events and more!

Help to make this MT Matters newsletter a useful tool for you and your colleagues. We are accepting the following submissions for review and possible inclusion in the next edition of MT Matters:

- Teacher-created lessons with reproducible graphic organizers (please be sure to include a target audience).
- Original short articles or stories relevant to your teaching context and/or experiences.
- Photos (with appropriate permissions) reflecting your teaching context.
- Written or artistic student work (please include context in which work was created).
- Member Profiles—please contact MT Matters editors if you are interested in being featured in upcoming issues, or know a colleague who deserves some recognition in the field.
- State or regional events open to MIDTESOL members (please be sure to include all relevant details and contact information).

Submit content to: communications@midtesol.org

MT Matters publishes editions in Fall (October/November), Spring (March/April) and Summer (June/July) each year. The publication process can take multiple weeks, so please submit time-sensitive materials far in advance of publication dates. Submissions will be reviewed by the editorial board and/or MIDTESOL board members for quality, relevance, and consistency with the MIDTESOL mission.

Visit us at: MIDTESOL.org
SAVE THE DATE FOR MIDTESOL 2017
SEPTEMBER 29 AND 30, 2017
CROSSROADS OF CULTURES

SAVE THE DATE!

"MIDTESOL 2017: Crossroads of Cultures" will take place at the Kansas City Marriott Downtown on September 29 and 30, 2017, this year in the historic Muehlebach tower of the hotel where MIDTESOL began its mission of serving ESL professionals 39 years ago. The two full days of the conference will feature Friday and Saturday keynote speakers, workshop presentations by notable authors in the field of ESL, MIDTESOL member presentations, poster sessions, technology demos, networking opportunities, and more! Conference registration, hotel room reservations, and the call for presentation proposals will open in March 2017. Check in at the MIDTESOL Website often as more details become available.

-Vicki Anderson, Ph.D.; Conference Chair

Visit us at: MIDTESOL.org
This year’s MIDTESOL conference (September 29-30) at the Kansas City Marriott Downtown will be held in the historic Muehlebach Tower diagonally across the street from the much more modern Marriott Tower where the conference was held last year. In a very real sense, the Muehlebach Tower is not “new” at all to MIDTESOL: Early MIDTESOL conferences scheduled almost 40 years ago were held at the Muehlebach Tower, each addressing many of the same issues we address today MIDTESOL gatherings: How do we most effectively teach our English Language Learners? How do we help our English Language Learners succeed academically and in life? How can we raise awareness in the public sector of the needs of our special population of students? The field of ESL has made many great strides in the last four decades, but our core concerns remain the same, and the MIDTESOL annual conference plays a crucial role in giving our membership the tools to navigate the ever-changing landscape of ESL education and teacher training, linking together the past and the present for MIDTESOL in the same way that the second floor skywalk at the Marriott links the Muehlebach Tower of this year’s conference with the Marriott Tower we occupied last year.

The MIDTESOL Website (www.midtesol.org) contains an ever-growing set of information of both highlights and details for the 2017 conference. For now, it is worth your time to check out the extensive list of invited plenary speakers (like ESL Reading specialist Dr. Neil J Anderson and University of Kansas Distinguished Professor of Education Dr. Yong Zhao) and workshop presenters who specialize in ESL reading, writing, grammar, and listening/speaking. Returning by popular demand this year as a workshop presenter on immigration issues is Roger Rosenthal, Executive Director of the non-profit advocacy Migrant Legal Action Program. And--just like every year of the conference--there will be a wide variety of talks presented by the MIDTESOL membership on a range of topics in ESL professional practice. The annual MIDTESOL conference is brimming with ideas and solutions for you to hear and think about as you network with other teachers and administrators!

Not everything is going to be “usual format” this year, however. The MIDTESOL 2017 Conference Committee has chosen to respond to the configuration of our new space in the Muehlebach Tower by introducing some new ideas to the conference programming. Consequently, at MIDTESOL 2017, you can expect to experience.....

three floors of programming--connected by escalator and elevator--for plenaries, workshops, breakout sessions, poster sessions, exhibitors, Crossroads for Colleague Connections (information about that below), and more

EdTech demos and presentations of Educational Technology research

Crossroads for Colleague Connections meetings (These are informal discussion sessions organized and advertised for conference attendees, by conference attendees.)

book signings and opportunities to interact one-on-one with selected invited speakers

a MIDTESOL art photo op area featuring this years’ conference artwork by Patty Wayland (This area is designed to give you the opportunity to express your support of your students in a visual form.)

a social media contest (Stay tuned for details in upcoming communications from MIDTESOL!)
A spotlight on work with ELLs in Kansas City metro area schools

After-hours social opportunities for further networking

Along with these events, you can expect expanded WiFi capabilities and the high quality of hotel amenities that the Kansas City Downtown Marriott provides.

How can you personally prepare for the conference, especially this early in the summer?

1. First of all, get ready to register! Early bird registration with its special rates expires on September 8th. Registration includes admission to the conference plenaries, workshops, presentations, poster sessions, educational technology demos, Crossroads for Colleague Connections, book signings, an Eastern European folk music performance by the band Modifiers the Misplaced - David Scott and Joe Scott, vendor exhibits in the Royal Exhibitors Hall, Interest Section meetings, the MIDTESOL Saturday morning business meeting, and all of the new events listed above. Registration also includes Friday luncheon, Saturday breakfast, and coffee breaks on both days of the conference.

2. Consider presenting at the conference! Last year’s conference offered over 100 different presentations of various sorts, with over 162 unique presenters. If you haven’t typically found conference presentations about a certain topic that is your passion, provide a presentation yourself in order to get more of your fellow MIDTESOL members interested in the topic. The deadline for proposal submissions was June 30. However, it is not too late to facilitate a Crossroads for Colleague Connections (CCC) discussion. Visit the conference website at [www.midtesol.org/midtesol-conference-2017/](http://www.midtesol.org/midtesol-conference-2017/) for more details and a link to the CCC form (see below).

3. Consider gathering a group of like-minded individuals together to talk about a particular topic or address particular concerns as part of the “Crossroads for Colleague Connections” unconference! Proposals for these informal meetings are being accepted until July 28 (for information about the meetings to be printed in the conference program booklet); unscheduled meeting spaces will be available at the conference on a first-come, first-reserved basis.

MIDTESOL conferences have always been about linking people together in order to increase the effectiveness and professionalism of what we do. Come join us! If you have any questions about the conference, please contact the 2017 Conference Chair, Vicki M. Anderson, at conferences@midtesol.org

Visit us at: [MIDTESOL.org](http://www.midtesol.org)
We sat down with MIDTESOL Member Andy Lewis at the TESOL 2017 convention to get an idea of how educators around the region are engaging their students and colleagues in the TESOL community.

The Basics:

**Current position & time in position:** ESL Lecturer, University of Iowa, 2 years

**Previous experiences:** ESL TA, University of Iowa, 5 years

**Education/training:** B.S. in Linguistics, Truman State University (Kirksville, MO)

M.A. in Linguistics with TESL focus, University of Iowa

**Years as MIDTESOL (TESOL) member:** 1 year

**Interest Sections:**

- Materials development focusing on diversity and representation
- Use of popular fiction podcasts in ESL classrooms
- Addressing student motivation

**Quote or concept worth pondering:**

-Funnily enough, I recently came across a Lil’ Kim quote that really kind of encapsulates the advice that I would give teachers new to working with ELLs below.

“I like bowling. I suck at it, but I like it. You know what’s funny? I have days when I’m absolutely great at doing it, and then I have days when I just don’t understand it.”

You’re never going to know what kind of class you’ll be having that day. Some days, you’ll leave and feel like you really nailed it. Others, however, you’ll walk out and feel like you have no idea how to teach this group of students. But be confident in knowing that you’re qualified and that your colleagues and program administrators trust your professional judgment. Who knows? Maybe tomorrow will be a day that you’re absolutely great at doing it.
How did you become interested in working with ELLs?

-I started working as an ESL TA while getting my M.A. and found that, while it can be demoralizing and devastating as any teaching experience can be, it could be also really rewarding and really fun. Those days stuck out more than the bad ones.

What do you want people outside of the ELL field to know about your students?

-They are really capable. Non-ESL instructors can assume that they are significantly worse than native-English-speaking American students based solely off of grammar; however, they can outperform them in many ways once you look past that.

What advice do you have for teachers new to working with ELLs?

-Check in with your fellow instructors from time to time. You’re going to have bad days where you feel like the worst teacher in the world. But if you talk to your colleagues, you’ll find that this is normal and that it happens all the time. Additionally, talking with them can help you develop strategies to deal with or avoid particular types of bad day in the future.

Why are you a member of MIDTESOL?

-At first, I was a member of MIDTESOL because I wanted to present and needed to be a member. However, it was great to feel pride in being part of a group who presented on some amazing topics at both MIDTESOL 2016 and TESOL 2017.

-Interview with MIDTESOL member Andy Lewis by co-editor Kurtis Foster

Thanks to Andy for taking the time to let us know about your current ESL practice!

Stay tuned next time for more MIDTESOL Member profiles.

If you know of a MIDTESOL member who should be profiled in the next *MT Matters* Issue, please let us know!
communications@midtesol.org
MIDTESOL Member Barbara Schwarte talked with Shaeley Santiago about her career working with English language learners.

The Basics:

**Current position & time in position:** Associate Professor of English at Iowa State University in TESL/Applied Linguistics since 1981 (now retired).

**Previous experiences:** 4 yrs at the ELI at University of Michigan where I oversaw the listening/speaking curriculum and then at the ALI at the University of Toledo.

**Education/training:** Ph.D in Linguistics from the University of IL at Urbana-Champaign.

**Years as MIDTESOL (TESOL) member:** Since 1981 when I also became Treasurer. I was President of MIDTESOL in 1984-85. (Editor’s Note: Dr. Schwarte was also President of TESOL International Association from 2000-2001.)

**Interest Sections:**
- Intensive English Programs (IEP)
- Higher Ed/Teacher Training

“Interest sections are great for networking!”

**Favorite MIDTESOL Memory:**

“My first MIDTESOL conference in Oct 1981, the elections for the board were informal. They needed a treasurer, so I volunteered to run and was elected. I literally headed back to Ames with a bucket (or was it a shoebox?) of cash.” Midwesterners are very trusting people!
2. How did you become interested in working with ELLs?

I did my BA in Latin and Greek without a teaching certificate. As part of my grad school program in historical linguistics at UIUC, I took a TESL course. Once I was ABD, I spent a year teaching English in Finland and then Iran.

3. What advice do you have for teachers new to working with ELLs?

Hang in there! Get involved professionally, and pay attention to politics so you can be an advocate for your students. Many TESL programs don’t prepare teachers for how to deal with the environment outside the classroom. You have a leadership role to play in your school and community as an advocate.

4. Why are you a member of MIDTESOL?

MIDTESOL has helped keep me abreast of issues in other areas like K-12 outside the little world of my job. A broader view of various ESL populations is important.

6. Anything else you’d like to add?

I’ve been very impressed with the affiliate [MIDTESOL] and how it’s been evolving, meeting the needs of ESL professionals. Participation in conferences and events is how the organization can continue growing and networking to help meet the needs of teachers.

“
It takes more than just one year of ESL to be ready for academic English. Immigrants want to learn English. There may be obstacles like working to support their families, so consider their circumstances. Funding for language teaching is important.

Thanks to Barb for taking the time to let us know about your long career in teaching!

Stay tuned next time for more MIDTESOL Member profiles.

If you know of a MIDTESOL member who should be profiled in the next MT Matters Issue, please let us know!

communications@midtesol.org
Congratulations to MIDTESOL’s Student Essay Contest Award Winners!

Best K-12 Essay:

**First Place:** Ibrahim Mohammad, Ames High School (read the winning essay on the next page)

**Second Place:** Romain Vianney Obame Ndoutoume, Ames High School (pictured on right, with Kendall Schuldt, sponsoring teacher)

**Third Place:** Lucero Garcia Martinez, Ames High School

*Read the first-place essay on the following pages!*
There are several notable differences between Indian and American culture. As well as similarities. Some of these include food, education system and sports. In food, one can observe the delicious treats they possess. While in Education, the wide differences like the east from the west where the chances of similarities are slim to none. Finally in Sports the style of games they display. These are only some of the things that can be comparable.

One of these comparable items is food. From my experience, Indians love to eat spicy food and finish off with a sweet, but I never saw an American who could at the same spice level. One similarity is Chai, or tea which is the same thing. Guests are served this when welcomed to residences in India. Even the style of eating is different. For example, Rice is eaten with hand in India, but in USA with spoon. There are still many more alterations in food which can be told, and food’s in both countries are mouth-watering.

Other than food, there is education. It is completely different in every section. In America, the government provides free education except in private schools. While, in India it is mostly private schools. Here there are about 18 students in a class. But in India, it is 45 students in a class. This changes the way, a teacher interacts and teaches. In India, a teacher can beat up or punish a student in any way the teacher chooses, but here there is nothing like that as far as I my ears have heard of. Saturday, there is no school in USA, but in India, Sunday is the only weekend which goes by swiftly. This is probably the widest difference in culture between these countries.

Essay continued on the next page.
Additionally, there is sports. From what I have seen, Americans have many sports which include Football, Baseball, Basketball and soccer. I have lived long enough in India, to say that most people are obsessed with cricket and it's their favourite sport. Some people like soccer, but it’s called football there, which people think of American Football when I say it to an person in America. The most similar are Baseball and Cricket even though they have minor differences. The similarities are the 11 player squad, big hitting into the crowds, style of the game and furthermore qualities. This is the only game that is most similar between these 2 countries.

As you can see, the distinction and similarities between India and USA. These countries have so much to offer like the food in various aspects and how people eat what and it offers a lot of variety and a few similarities. The Education system which is completely opposite from each other even the weekend ! The last but not the least is the sports, which contains many identical features between Cricket and Baseball. Even though Indians are trying to adapt the American culture, there will be still many variations in culture. But the list still goes on and the likes of India and USA are unique and cannot be produced.
Congratulations to the Adult ESL Student Essay Contest Award Winners!

Best Adult ESL Student Essay:

First Place: Richard Yampanya, University of Missouri, Center for English Language Learning (Read the winning essay on the next page.)

Second Place: Huilin Mao, University of Missouri, Center for English Language Learning

Third Place: Di Zu, University of Missouri, Center for English Language Learning

Sponsoring teacher for all three winners: Mary Browning
The global economy has led people from different countries to move constantly for diverse reasons, such as wars, new job opportunities, and education. These immigrations create more diversity in diverse places and help people to discover and learn new cultures because each immigrant represents a culture that he may demonstrate or express in his daily life. It is amazing to imagine how many different cultures interact every day in cities like New York, Los Angeles, Chicago, and others around the world where each group of people has its own way to live, think, react, and eat. The interaction between people from different cultures usually drives to many misunderstandings and confusions that can create a frustration or a conflict before getting a good cohabitation.

My own immigration illustrates some misunderstandings that I experienced when I came in the USA in 2010. I moved in this country full of cultures from different regions in the Democratic Republic of Congo, where there are two hundred fifty-five diverse groups of people with different dialects for each group. I speak five different languages: French, Lingala, Swahili, Tshiluba, and Kikongo. Therefore, I landed in Washington DC with five cultures, and I should interact with a new culture or with American culture. For instance, my first supervisor was a young lady around twenty-two years old, and I was frustrated at my second day by the way she called me with her finger. I said to myself, “Richard, you are a dog and a slave now”. Even if I was forty-year-old, I was in need of a job; so I responded and went to her office, but I was crying in side. She was a young white lady, and for me it was discrimination. I felt humiliated. In my culture, it is prohibited for young people to call an older using a finger; it is not respectful. In Congo, an employee can lose his job only for having called the boss or the supervisor by the finger. I was already in the USA, in another world. I continued my work, and two weeks later I saw one of my co-workers called the same way by the supervisor. When he came back, I took time observing him to make sure if he was comfortable in his mind, and I asked him if he was doing well. I think he has never understood the reason of my concern. Finally, it was at the church where I got peace and answer about this misunderstanding after seeing one child calling her mother by the same way and after sharing this issue with my Pastor. And then I got a chance to share this experience with my supervisor the day of my qualification when she asked me if I had any questions before signing some documents. Since this problem, I understood that there are some signs and behaviors that people keep even if they don’t have any meaning.

Another confusion and misunderstanding I have experienced was when I went to visit one American friend. At the end of my visit, this friend said only “Bye” at his door without accompanying me out of a building. For me it was the sign that my friend did not appreciate my visit and I was not welcome for next time. I was confused and really humiliated. I said to myself, “Why should I consider him as a friend if he doesn’t like me?” Two days later when he came to my place, I asked him why he did not accompany me, and he told me American people don’t do that. But in my culture a guest has to be accompanied outside of a building in order to make sure that he is leaving safe.

“Different people, different cultures” as we know and say when we discover the way other groups of people live or eat. During my integration in the USA, I discover every day many differences between American and Congolese cultures. The interaction and integration lead me to lose some behaviors or gestures from my culture and to gain new behaviors from American culture in order to create the balance for a good life in my new home country.
Recent MIDTESOL EVENTS

MIDTESOL Summer Board Meeting 6/3/17

Items on the Agenda:

- Reports from Officers; Iowa, Nebraska, & Kansas Members-at-Large; Ed Tech, K12, Higher Ed, & Community College Interest Section Chairs; Historian, Awards, & Conference Chairs

- Reorganizing interest sections

- 2017 MIDTESOL Conference preparation

Recent MIDTESOL EVENTS

2017 TESOL Advocacy Summit 6/18/17-6/20/17

MIDTESOL member, and MT Matters co-editor, Adrienne Johnson attended the 2017 TESOL Advocacy Summit in Washington, D.C. this June. The Advocacy Summit provides ELL teachers with training on how to understand and influence public policy.

Attendees at the Summit hear updates on new bills related to ELLs being considered by Congress, learn about the budget appropriations process and how it will affect educational funding, as well as have a chance to learn from and collaborate with colleagues in other states.

The Summit cumulates with attendees scheduling meetings with members of Congress on Capital Hill to advocate for the needs of ELLs and their teachers. This year, MIDTESOL shared information with staff members from the offices of the following members of Congress: Senator Pat Roberts (KS), Senator Jerry Moran (KS), Senator Roy Blunt (MO), Senator Claire McCaskill (MO), Senator Charles Grassley (IA), Senator Joni Ernst (IA), Senator Ben Sasse (NE), and Senator Deb Fischer (NE).

Major topics for discussion included K-12 Title II funding, Adult Education Title II funding, International Education funding, and immigration reform.

To learn more about the TESOL Advocacy Summit and access TESOL advocacy resources check out this website: http://www.tesol.org/advance-the-field/advocacy-resources/tesol-advocacy-policy-summit

MIDTESOL Members, interested in learning more?!?

- Be sure to read the MIDTESOL Weekly Features for Advocacy updates and action steps.
- Contact the new MIDTESOL Socio-Political Concerns and Professional Standards Chair, Adrienne Johnson.
- Stay tuned for an Advocacy page on the MIDTESOL website!
Top Posts in TESOL:

The most inspiring TESOL and Education conversations happening on the web.

What is your role as an advocate? #advocacy4ELs @DStaehrFenner #TESOLadv17

A Johnson @TeachLearnAct
Diane Staehr Fenner: How do you see your role as an ELL advocate and leader? #TESOLadv17 #MIDTESOL

9:11 AM - 28 Jun 2017


Book St. Paul
GREEN CARD YOUTH VOICES: IMMIGRATION STORIES FROM A ST PAUL HIGH SCHOOL Written by 30 LEAP High School students ISBN: 978-0-9974960-3-1 List Price: $20.00 (pre-order greencardvoices.com

9:48 AM - 13 Jun 2017
Top Posts in TESOL:
The most inspiring TESOL and Education conversations happening on the web.

I Suspect That Many ELL Teachers Will Want To Use These Personal Stories As Models For Their Students

Last month, I published Guest Post: What ELLs Taught Our School In A Week-Long Empathy Project written by my talented colleague, Pam Buric. Pam shared...

Star Wars Linguistic Secrets Revealed

The language of the Star Wars characters have fascinated and intrigued fans all over. Learn the secrets behind these languages now.
Iowa News:

It's been an eventful summer here in Iowa. *The Des Moines Register* ran a series on the shortage and great need for ELL teachers within the state. The article series did a terrific job of addressing the issues that our migrant and immigrant populations within our state's school district's educational needs are. It also addressed the challenges of recruiting teachers to this area of education. The Our Kids Conference was once again very successful. It was held in June at Waukee High School. The Iowa Culture and Language Conference is coming up the first week in November. More information on the conference and to register can be found at [iow aclc.com](http://iowaclc.com). They are seeking nominations for two annual awards. Nominations are due September 8th. Please look for upcoming information regarding a MIDTESOL social at the ICLC conference.

Please do make sure to save the dates for the MIDTESOL conference! We look forward to having a large representation from our wonderful Iowa members. If you need information regarding car pooling, scholarships, etc. to help offset costs, please don't hesitate to reach out to me. We look forward to seeing you in Kansas City.

As always, if there is anything I can do to help or if you know of any events happening within the state, do please reach out.

Zachary Smith – Iowa Member at Large
Follow me on Twitter [@zas85](https://twitter.com/zas85)
E-mail me at: zach.smith@kirkwood.edu
The number of ELLs in K-12 Nebraska schools in 2016-17: 3261 (K), 3245 (1st), 5477 (2-3), 2545 (4-5), 2393 (6-8) and 3336 (9-12). The top 5 languages were Spanish, Karen, Arabic, Somali, and Kurdish with Spanish the highest around 71%. About 150 districts in the state had at least one ELL in their district.

You can follow K-12 ELL news on Twitter! [https://twitter.com/NDE_EngLearners](https://twitter.com/NDE_EngLearners)

ESL teaching endorsements can be earned from the following Nebraska institutions:

- College of St. Mary’s (Omaha)
- Nebraska Wesleyan University (Lincoln)
- Concordia University (Seward)
- Peru State College (Peru)
- Doane University (Crete)
- University of Nebraska-Kearney
- Grace University (Omaha)
- University of Nebraska-Lincoln
- Hastings College (Hastings)
- University of Nebraska-Omaha
- Midland University (Fremont)
- Wayne State College (Wayne)

Advanced ESL degrees and certificates can be earned from the following Nebraska institutions:

- **Concordia University**: Master of Education in TESOL (M.Ed TESOL); Master of Education in Curr/Inst with ESL emphasis
- **Doane University**: Graduate ESL teaching endorsement
- **Grace University**: Graduate ELL endorsement
- **University of Nebraska-Kearney**: Master of Arts in Education w/ELL concentration
- **University of Nebraska-Lincoln**: Graduate TESOL certificate
- **University of Nebraska-Omaha**: Master of Arts in Language Teaching (MALT); Graduate TESOL certificate

Congratulations to Creighton University’s IELI which is now CEA accredited!

In other news: Nebraska ESL professionals/students hosted about a dozen presentations at #TESOL17.
**State by State Update:**

**Missouri**

by Andrea B. Hellman

**TESOL and SLA Professional Development Conference in Springfield, Missouri:** On April 28, 2017 the English Language Institute at Missouri State University hosted a conference with presenters from Kansas and Missouri. Sessions focused on working with students from specific L1 backgrounds. The plenary speaker was Deborah Osborn, who discussed takeaways from the [Summit on the Future of the TESOL Profession](https://www.tesol.org/conferences/2017/summit-on-the-future-of-the-tesol-profession).

**Wise ESL Symposium in Rolla, MO:** On May 19, 2017, the Applied Language Institute at the Missouri University of Science and Technology welcomed Patrick T. Randolph from the University of Nebraska-Lincoln. Randolph is a specialist in TESOL methodology and a popular author on the subject of brain-based learning activities for language skills classes.

**ELD Collaborative in Columbia, Missouri:** The Missouri MELL program has organized a network to involve practitioners in solving consequential English language development (ELD) issues within the state. The kick-off event is planned for July 25-25 in Columbia. The focus of the first meeting will be the implementation of ESSA and the new Mathematics Missouri Learning Standards. Additional meetings will take place bimonthly in Jefferson City. For more information on joining this network, visit [https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld](https://dese.mo.gov/college-career-readiness/curriculum/english-language-development-eld).

**Innovations in Extended Learning:** Several Missouri districts have been offering exciting new extended learning opportunities for newcomer English learners. For example, Springfield Public School is presenting a wonderful menu of STEAM project-based classes coupled with intensive English instruction and online learning options. Kansas City’s summer program for new arrival English learners, part of the New American Academy Program, was featured on television. For more on this accelerated learning project for ELs, visit the Kansas City Public Schools website.

**iELT-Ozarks Project:** Teachers from four Missouri districts (McDonald County, Neosho, Monett, and Springfield) are preparing to begin their coursework to earn the Missouri ELL endorsement through a partnership between their district and Missouri State University. A kick-off networking event is planned for August 12 in Monett. The goal of [iELT-Ozarks project](https://ieltozarks.org) is to provide state-of-the-art instruction to English learners within the region and to advance family and community engagement with language minority families. In-service teachers of ELs receive a full scholarship to cover tuition, fees, and materials for their studies; coursework is delivered fully online. The project is supported by a National Professional Development grant from the U.S. Department of Education. For updates, join the iELT-Ozarks project [Facebook](https://www.facebook.com) community.
1. Nearly 55,000 ELLs took the K-ELPA in school year 2016-2017.

2. The current state assessment to measure English proficiency for ELLs, the K-ELPA (Kansas - English Language Proficiency Assessment) will change its name to KELPA2 for the school year 2017-2018. It's a computer-based assessment, administered through the KITE system (Kansas Interactive Testing Engine).

3. The following Institutions of Higher Education are approved by Kansas State Department of Education to provide coursework leading to ESOL certification:
   - Emporia State University
   - MidAmerica Nazarene University - Dr. Ramona Stowe
   - Fort Hays State University
   - Newman University - Western Kansas Center - Nancy Folkerts
   - Kansas State University - Cristina Fanning
   - Ottawa University - Dr. Amy Hogan
   - The University of Kansas - Dr. Paul Markham
   - Pittsburg State University - Dr. Alice Sagehorn
   - McPherson College - Shane Kirchner
   - Wichita State University -Dr. Anh Tran

Kansas still has the “test out” option for teachers to obtain ESOL certification. By passing the ESOL praxis, and not taking any coursework, teachers get ESOL added to their professional license.

Many in the state share the opinion that the KSDE test-only policy has affected the TESOL programs in the entire state negatively. The majority of teachers in the state (both preservice and inservice teachers) opt for the test-only and avoid taking courses. Potential university candidates take linguistics and maybe methods and then take the PRAXIS Exam. A comment from a TESOL Director in Kansas expressed the hope that MIDTESOL can do something about this and to reverse the “test only” option to be ESOL certified. In 2013, two professors at ESU published a scientific research project that looked into the effectiveness of such policies in the states. See, Sehlaoui & Shinge (2013) that was published in the TESOL Journal:

4. Unaccompanied children coming to Kansas:

The Villages, Inc. and Greenbush are partnering to provide shelter care and educational services for unaccompanied children through a cooperative agreement provided through the U.S. Department of Health and Human Services.

The Villages are transitioning five family-style group homes on their 400 acre Topeka campus to provide shelter care for unaccompanied children ages 6-18 years of age. The Villages team of clinicians, case managers, and care specialists will provide residential shelter along with case management and medical and behavioral health services.

Greenbush will provide educational services, including assessments of student’s reading, writing, and language proficiencies to help with transition and appropriate placement in public school settings. Instruction will be provided at The Global Village Academy located at the Greenbush of Topeka facility at Forbes Field.

Unaccompanied children will typically be new arrivals to the United States who come primarily from the Central American countries of Guatemala, Honduras, and El Salvador. The average length of stay at The Villages will be approximately 34 days and up to 50 youth may be in residence at any given time. Appropriate placements with approved sponsors will be facilitated by The Villages and HHS, while Greenbush will support educational placement processes to best serve each student’s needs.

The three-year, renewable agreement is in cooperation with the federal U.S. Department of Health and Human Services Office of Refugee Resettlement.

Sincerely,

Melanie Stuart-Campbell
Are you interested in getting involved with an IS?

Here’s what to do:

1. Edit your profile setting in your membership file accessible from the midtesol.org site, or at https://www.cvent.com/Events/ContactPortal/Login.aspx?cwstub=19255e93-37d9-4d38-ac7d-2ac8779a50d1

2. Choose Interest Sections to get involved with:

3. Start receiving and sharing great info about the field!
About our Organization

MIDTESOL is a professional organization, an affiliate of International TESOL, whose goal is to support teachers and enhance the teaching of English to Speakers of Other Languages.

MIDTESOL Matters is a quarterly publication and is distributed to subscribers and dues-paying members of MIDTESOL. Articles, Teaching Tips, and Reviews are welcome from all members. The editor reserves the right to edit for space, clarity, or editorial balance. Materials published in MIDTESOL Matters become the property of MIDTESOL and could be shared with other TESOL affiliate organizations.

Expressed opinions do not necessarily reflect the views of MIDTESOL, TESOL, or the MIDTESOL Executive Board.

Our Mission

The mission of Mid-America Teachers of English to Speakers of Other Languages is to foster excellence in English language learning in Iowa, Kansas, Missouri, and Nebraska to people whose native language is a language other than English while respecting their individual language rights. As a regional affiliate of TESOL and a professional organization, MIDTESOL:

- Supports those involved with English language teaching, teacher education, administration and management, curriculum and materials design, and research
- Provides leadership and direction through the dissemination and exchange of information and resources
- Encourages access to the standards for English language instruction, professional preparation, and employment

Contact Us:
Reach us with any questions about MIDTESOL.
Visit us on the web at www.midtesol.org

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