

Consortium Minutes **April 4, 2003**

Welcome: **Tom Walker** welcomed the group to the Consortium meeting in Park City.

Jerry Christensen went through the business items of the Consortium. Bags donated by ACRES conference were given to participants. Jerry mentioned that people have been sitting in SARS meetings all week and did a "SARS" in the headlines presentation.

Jerry did the folder browse-by. This was interrupted by a "telegram" and a presentation for **Cheryl Hostetter** who is leaving the UPDC. There was a video presentation and **Janet Freston** talked a bit about **Cheryl Hostetter**. **Karl Wilson** also spoke and gave some flowers to Cheryl. Cheryl said a few words about her choice to leave us.

Jim Curtice talked about the Utah Teacher Mentor Academy for next year. He went over the schedule and asked for the names of mentors immediately for next year by May 9th.

Bruce Schroeder facilitated the USOE leadership update. **Amy Spencer** was introduced as new to the state office as the assessment specialist. Bruce took some time to talk about the sticker activity for assessing CSPD needs of the state. **LeeAnn Hawkins** (U of U) introduced a CBM/DIBELS summer institute for reading and early literacy. CSPD funds are helping to fund this institute. Bruce also introduced the Spring CSPD Catalog and thanked **Diane Johnson** for her work on this project.

Michael Herbert introduced the April issue of the Utah Special Educator and then talked about this special monograph issue on English Language Learners. The needs that are addressed include: best practice pre-referral, language dominance vs. proficiency, best practice assessment, ELL/SPED assessment, family intervention, etc.

Presentation: Nancy Giraldo (USOE): She summarized the current ELL trainings and goals for the future. We now need to move on to the next phase, assessment. She provided a list of references to help educators deal with ELL issues. We need to prepare students to be able to think as well as speak in English and to have skills to function academically in the world. Teachers do not have to have the language of the student to be able to assess their ability. We need to bridge the gap between educators and ELLs; provide assessment tools to identify, place and discern between language and ability. We want to provide a deeper understanding of language and culture; interventions for educators; to understand differences between language, culture and cognition; to assess differences in language, culture and cognition from a learning disability; provide pre-service and inservice practices for SPEL; appropriate use of interpreters. In summary Nancy hopes that educators will continue to work with these issues.

Presentation: Karl Wilson (USOE): Karl reinforced the need for good interpreters available in the school districts. ELL is not just a special education issue. Special education usually gets these students because they are falling behind. We need to get regular education into the process more effectively. We need to help make sure that all services are available up front so that appropriate help can be given. We are involved with this partnership.

Presentation: Patti Harrington (USOE/on video) shared her thoughts about ELL. The most complex problem we have in Utah right now is helping students who come into our state succeed academically. We need to help them as soon as possible, so they can succeed. We are not funded adequately, but we hope to have more help. It is a huge challenge.

Presentation: Steve Prasad from Granite School District. "Psychoeducational Assessment of Students Who are Culturally and Linguistically Diverse: A Plan Etched in Granite". Steve said that 62 languages are spoken by Granite district students. They created a team of specialists to help with this problem; they are called the SPED/LEP team. They came up with tracking form to use in the process. This form makes sure that the appropriate tests and evaluations have taken place and if they are in an alternative language program. The district has a bank of interpreters that help in parent communications. Appropriate testing is done. It is then determined if the student qualifies for special education services and what would be appropriate strategies to use for each student.

Presentation: Debra Bryan and Teresa Gonzales (Jordan District): The Gatekeeper Process. ELL and special education felt they needed to collaborate in this process. They guided the audience through their process (the gatekeeper process) of handling ELL/special education referrals. They first make sure that students are identified appropriately. Once identified, they review previous progress to see where they are currently. Information and forms are listed on their website <http://www.jordan.k12.ut.us.als>

The meeting adjourned at 11:52 am.

Those in attendance:

DiAnne Adams
Vicki Ahlstrom
Gail Albrecht
Richard Albrecht
Morgan Anderson
Joyce Barnes
Pat Beckman
Loydene Berg
Kathryn Broughton
Dawnne Casey
Jerry Christensen
John Copenhaver
Susan Cowan
Jon Crawford
Cheralyn Creer
Jim Curtice
Harriet Dickerson
Tony Done
Sally Dyches
Ginny Eggen
Jan Ferre
Janet Freston
Jennie Gibson
Nancy Giraldo
Jane Golightly
Barbara Graves
Nan Gray

Deb Griffin
Anna Lee Hansen
Leanne Hawken
Michael Herbert
Mike Hicks
Randy Honaker
Cheryl Hostetter
Cheryl Hunt
Diane Johnson
Paula Kashiwaeda
Taryn Kay
Ted Kelly
Karen Kowalski
Julie Landeen
Anna LeFevre
Susan Loving
Marilyn Madsen
Patricia Matthews
Frankie McCandless
Kathryn McCarrie
Karen Medlin
Ann Miller
Peggy Milligan
Terri Mitchell
Mike Murray
Tom Nedrebreg
Calvin Newbold

Sharon Neyme
Linda Nicholes
Steve Noyce
Deanna Nyman
Lowell Oswald
Linda Otte
A. J. Pease
Hollie Pettersson
Doelene Pitt
Helen Post
Antoine Powell
Valerie Scherbinske
Bruce Schroeder
Cheryl Smith
Amy Spencer
Ellen Stantus
Vonnie Steele
Suraj Syal
David Taylor
Jocelyn Taylor
Vickie Todd
Beth Usui
Mary Vaughan
Tom Walker
Jan Whimpey
Karl Wilson