

Home Language Survey Updates and English Learner Resources

Matt Bell and Serena Wright, OPI

June 18, 2025



Montana Office of Public Instruction
Susie Hedalen, State Superintendent

Sign in and CEU tracker

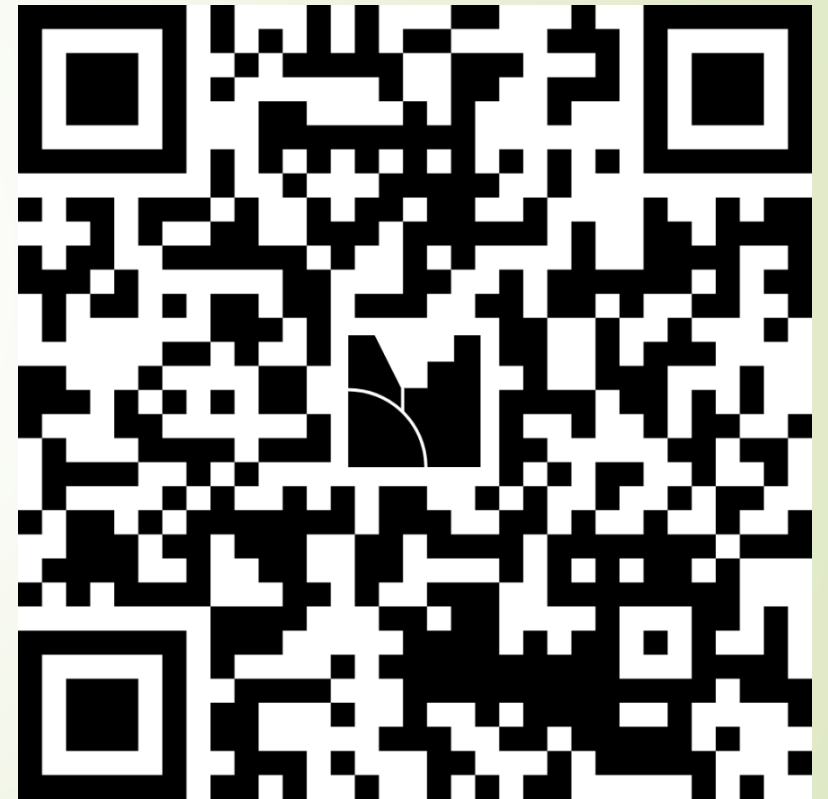


Mentimeter Instructions

www.menti.com

Enter the code:

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Round Table Discussions

- If you have a Spanish-speaking student arrive in your classroom, what resources can you access?
- If you have a German-speaking student arrive in your classroom, what resources can you access?
- If you have a Tribal language-speaking student arrive in your classroom, what resources can you access?



KWL Chart

See samples in the packet

- Know
 - Want to Know
 - Learned (after the lesson)
-
- Great practice to tap into prior knowledge
 - Make connections
 - Can write in their home language
 - Doesn't have to be complete sentences



Home Language Survey

- What is your experience with the Home Language Survey?
 - Positive
 - Negative
- What do you think is the purpose of the Home Language Survey?
- Why do families need to fill it out?
- Do you think families understand the purpose of the HLS? What do you think is their opinion of it?

WE WOULD LIKE YOUR HELP TO REVIEW AND IMPROVE THE HLS



Guidance on Facilitating Local Educational Agency Requests for Effective Tribal Consultation

The Tribal Relations and Resiliency Unit (TRRU) was developed to build relationships and understandings within the Office of Public Instruction (OPI) and Montana school districts to incorporate tribal voice, share resources, and build connections through consultation on matters affecting American Indian students

- An affected LEA is defined within the ESSA requirements as a school district or system that has either fifty percent (50%) or more of its student enrollment made up of AI/AN
- Guidance on Initiating Interagency Requests for Effective Tribal Consultation students or received an Indian education formula grant under Title VI of the ESEA, as amended by the ESSA, in the previous fiscal year that exceeded \$40,000, and which also educate American Indian/Alaska Native (AI/AN) students. Affected LEAs who meet these criteria are required to consult with local Indian tribes or tribal organizations prior to submitting a plan or application under covered ESEA (ESSA) formula grant programs.



Background

- The consultation requirements outlined under section 8538 of the Elementary and Secondary Education Act (ESEA – reauthorized as ESSA) requires affected local educational agencies (LEAs) to consult with Indian tribes, or those tribal organizations approved by the tribes located in the area served by the LEA, prior to submitting a plan or application for covered programs.
- This requirement is designed “to ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students.” The consultation must be done “in a manner and in such time that provides the opportunity for such appropriate officials from Indian tribes or tribal organizations to meaningfully and substantively contribute to plans under covered programs”



Which Covered Programs Require Consultation

- • Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies)
- • Title I, Part C (Education of Migratory Children)
- • Title I, Part D (Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk)
- • Title II, Part A (Supporting Effective Instruction)
- • Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act)
- • Title IV, Part A (Student Support and Academic Enrichment Grants)
- • Title IV, Part B (21st Century Community Learning Centers)
- • Title V, Part B, subpart 2 (Rural and Low-Income School Program)
- • Title VI, Part A, subpart 1 (Indian Education Formula Grants to Local Educational Agencies)
- Title IV, Part F Project SERV; Project SERV funds educated-related services for local education agencies to help them recover from a violent or traumatic event in which the learning environment has been disrupted.



Title 1 Spending

Think Student Achievement

Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's academic standards.

➤ Possible ways to utilize Title I funding:

- ☒ Staff professional development
- ☒ External Partner coaching and mentoring
- ☒ Evidence-based curriculum (Math, Science, STEM, ELA, are all included!)
- ☒ Tier 1, 2, and 3 supports and intervention programs
- ☒ Schoolwide systems and programs that are evidence-based
- ☒ District leadership reimbursement
- ☒ Educational field trips
- ☒ Educational parent and family engagement
- ☒ Preschool services

Title III is not for:

- Core EL program Lau required (1974) core EL program must be provided by a licensed staff member trained to carry out the program paid with local and state funds only
- General Activities Activities without specific focus on developing English proficiency or paying for EL students and teachers portion of the general activity must be paid with local and state funds only
- Interpretation/Translation Services Title VI of OCR 1964 requires meaningful language access for parents with limited English proficiency. Activities to ensure regular school communication in an understandable format and/or language must be paid with local and state funds only.
- Federal/State Mandated Assessments Time and effort of administering federal and state mandated assessments, including ACCESS 2.0 and Smarter Balanced must be paid with local and state funds only.
- Paraprofessionals without Direct Supervision of a Certified Teacher Licensed and trained staff members are responsible for delivering core EL program services.
- Federally funded noncertified paraprofessionals must be under the direct supervision of a licensed teacher.
- Fluent or Native English Speakers Services, materials, activities, equipment, and technology must only benefit EL students.
- Items that will benefit all students, including EL students and native English speakers, must be paid with local and state funds only.
- Activities required by other laws 3115(g) requires all Title III funded activities to supplement not supplant activities required by other state and federal laws.

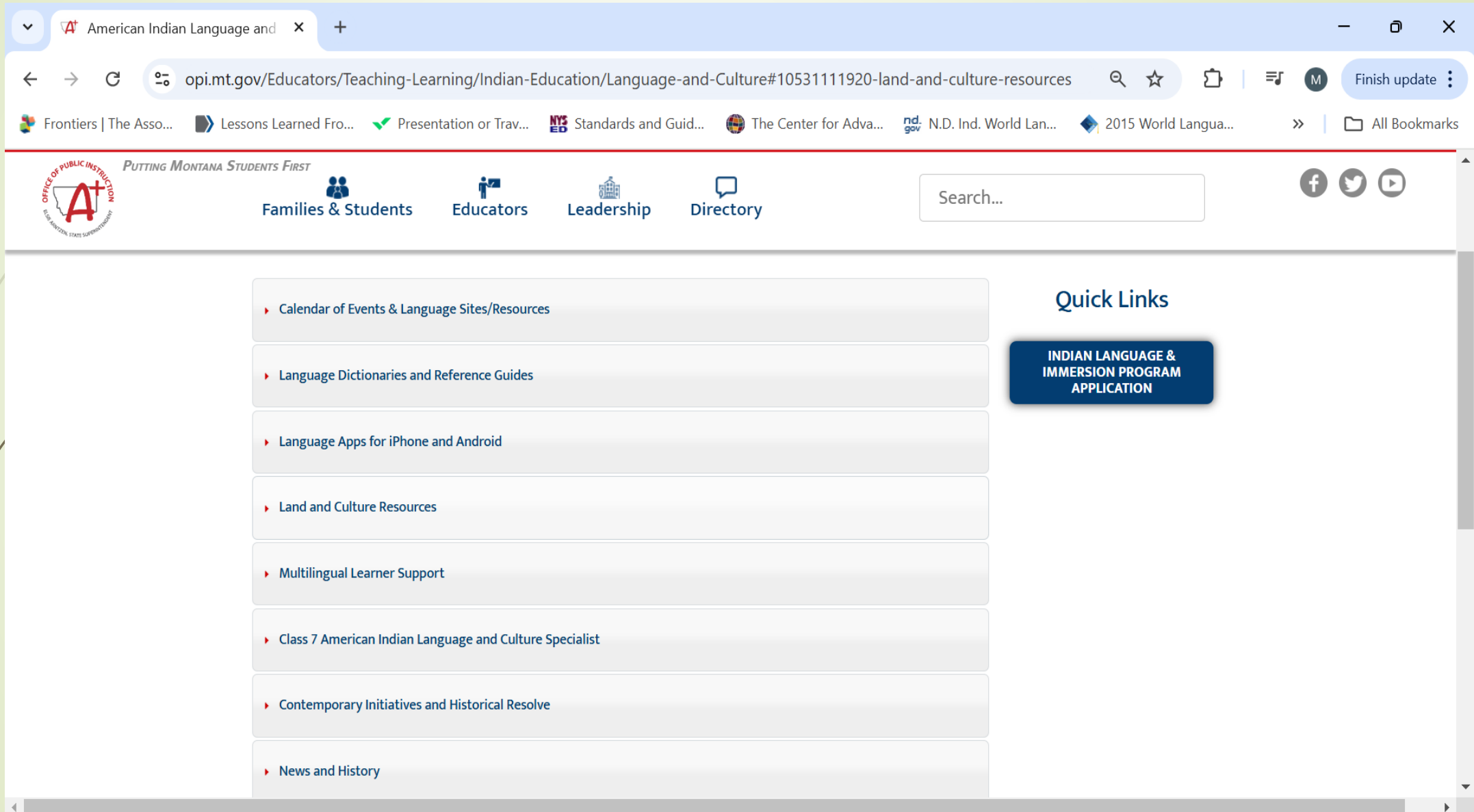


Title III is for:

- Language Instruction Provide an effective program to increase English Proficiency and core academic achievement for English learners (EL). The program(s) may make use of both English and the student's native language.
- Professional Development Of sufficient intensity and duration to improve teachers' abilities to understand and use curricula, assessment, and instructional strategies for EL students.
- Academic Achievement Supplemental activities and materials to improve the core academic achievement of EL students.
- Community Programs Provide community participation programs, family literacy services, and parent outreach and training activities to EL children and families.
- Materials Acquire educational materials for EL students and instructional materials for teachers to develop English language proficiency for EL students.
- Technology Acquisition of technology and software to carry out the activities consistent with the other authorized activities for LEP students.
- Administrative Expenses: 2% may be used for administrative expenses to carry out this grant



OPI RESOURCES for Indigenous MLs



The screenshot shows a web browser window with the URL opi.mt.gov/Educators/Teaching-Learning/Indian-Education/Language-and-Culture#10531111920-land-and-culture-resources. The page header includes the OPI logo, the tagline "PUTTING MONTANA STUDENTS FIRST", and navigation links for Families & Students, Educators, Leadership, and Directory. A search bar is located on the right. The main content area features a list of resources on the left and a "Quick Links" section on the right. The resources list includes: Calendar of Events & Language Sites/Resources, Language Dictionaries and Reference Guides, Language Apps for iPhone and Android, Land and Culture Resources, Multilingual Learner Support, Class 7 American Indian Language and Culture Specialist, Contemporary Initiatives and Historical Resolve, and News and History. The "Quick Links" section contains a prominent button for the "INDIAN LANGUAGE & IMMERSION PROGRAM APPLICATION".

Office of Public Instruction
PUTTING MONTANA STUDENTS FIRST

Families & Students Educators Leadership Directory

Search...

Quick Links

INDIAN LANGUAGE & IMMERSION PROGRAM APPLICATION

- Calendar of Events & Language Sites/Resources
- Language Dictionaries and Reference Guides
- Language Apps for iPhone and Android
- Land and Culture Resources
- Multilingual Learner Support
- Class 7 American Indian Language and Culture Specialist
- Contemporary Initiatives and Historical Resolve
- News and History



OPI English Language Acquisition page

- ▶ For educators: EL/ML Guidance, Grants, and Resources [website link](#)

▶ Guidance, Title III, and Forms

▶ Resources for Administrating English Learner Programs

▶ English Teaching and Learning

▶ Professional Development Opportunities

▶ Video Resources

▶ Cultural and Native Language Resources

▶ Family and Community Engagement

▶ Assessment

▶ English Learners and Special Education



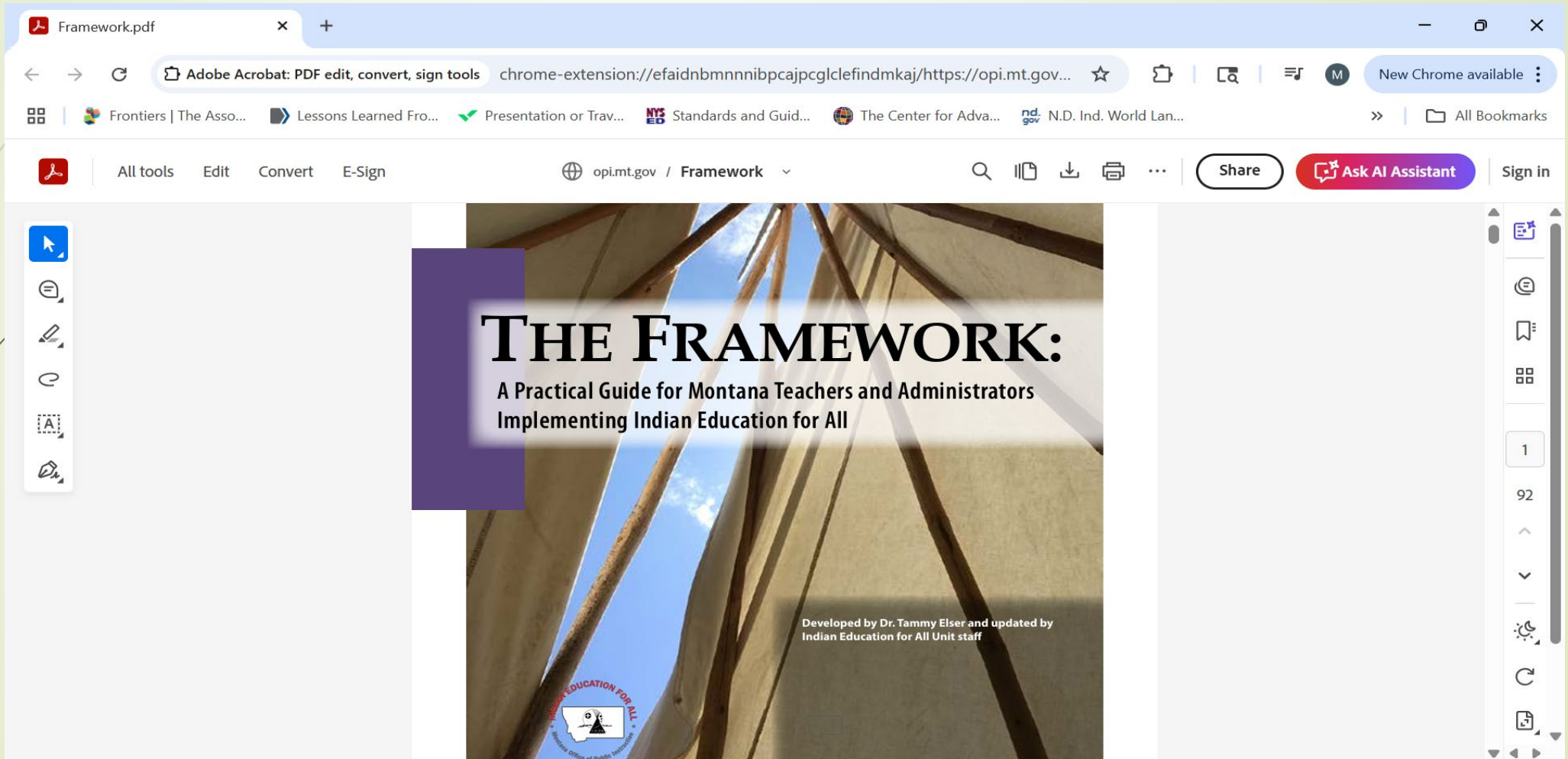
OPI Families & Students Support – English Learners webpage

- For parents/community members, [website link](#)

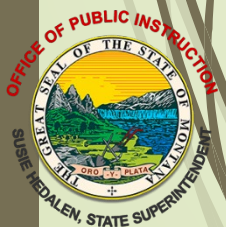
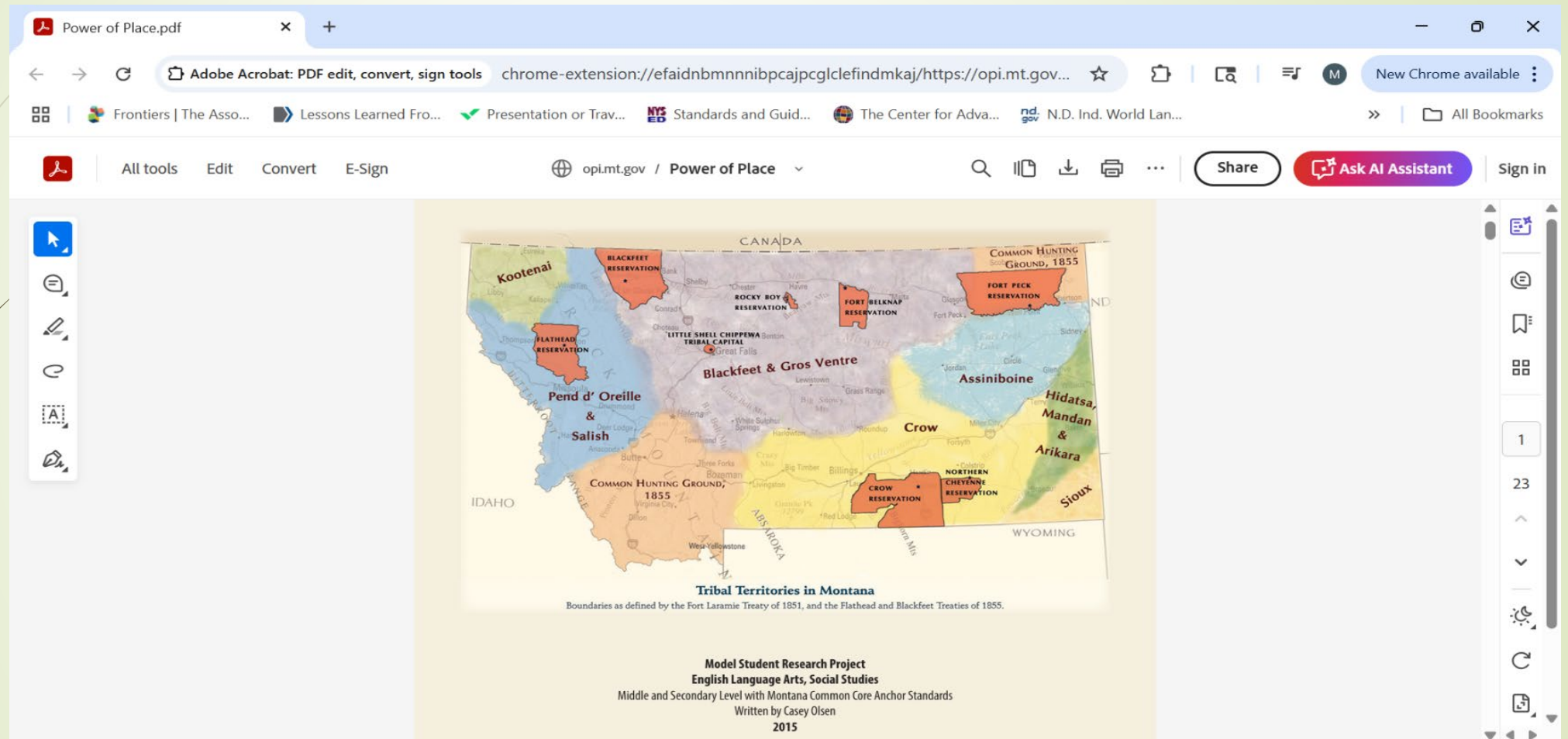
- ▶ Family and Community Engagement
- ▶ Website - Colorín Colorado
- ▶ Cultural and Native Language Resources
- ▶ Guidance, Title III, and Forms
- ▶ Assessment
- ▶ English Learners and Special Education



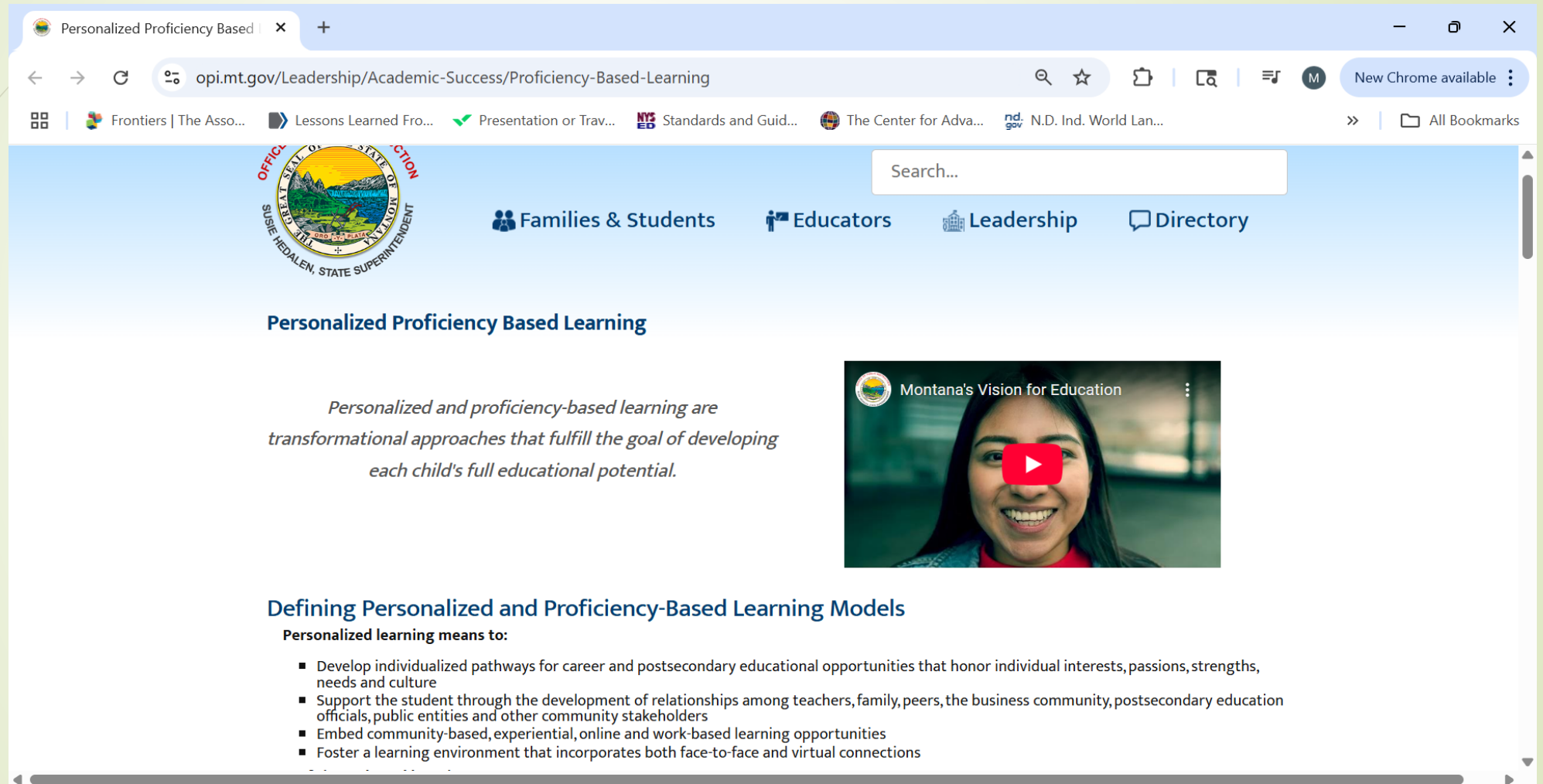
The Framework for Implementing IEFA



Power of Place Model Lesson



Proficiency Based Learning Page



The screenshot shows a web browser window with the URL opi.mt.gov/Leadership/Academic-Success/Proficiency-Based-Learning. The page features the Montana Office of Public Instruction logo and navigation links for Families & Students, Educators, Leadership, and Directory. The main heading is "Personalized Proficiency Based Learning". Below this, a quote states: "Personalized and proficiency-based learning are transformational approaches that fulfill the goal of developing each child's full educational potential." To the right of the quote is a video player titled "Montana's Vision for Education" showing a smiling woman. Below the quote, the section "Defining Personalized and Proficiency-Based Learning Models" is followed by a list of four bullet points describing personalized learning.

Personalized Proficiency Based Learning

Personalized and proficiency-based learning are transformational approaches that fulfill the goal of developing each child's full educational potential.

Montana's Vision for Education

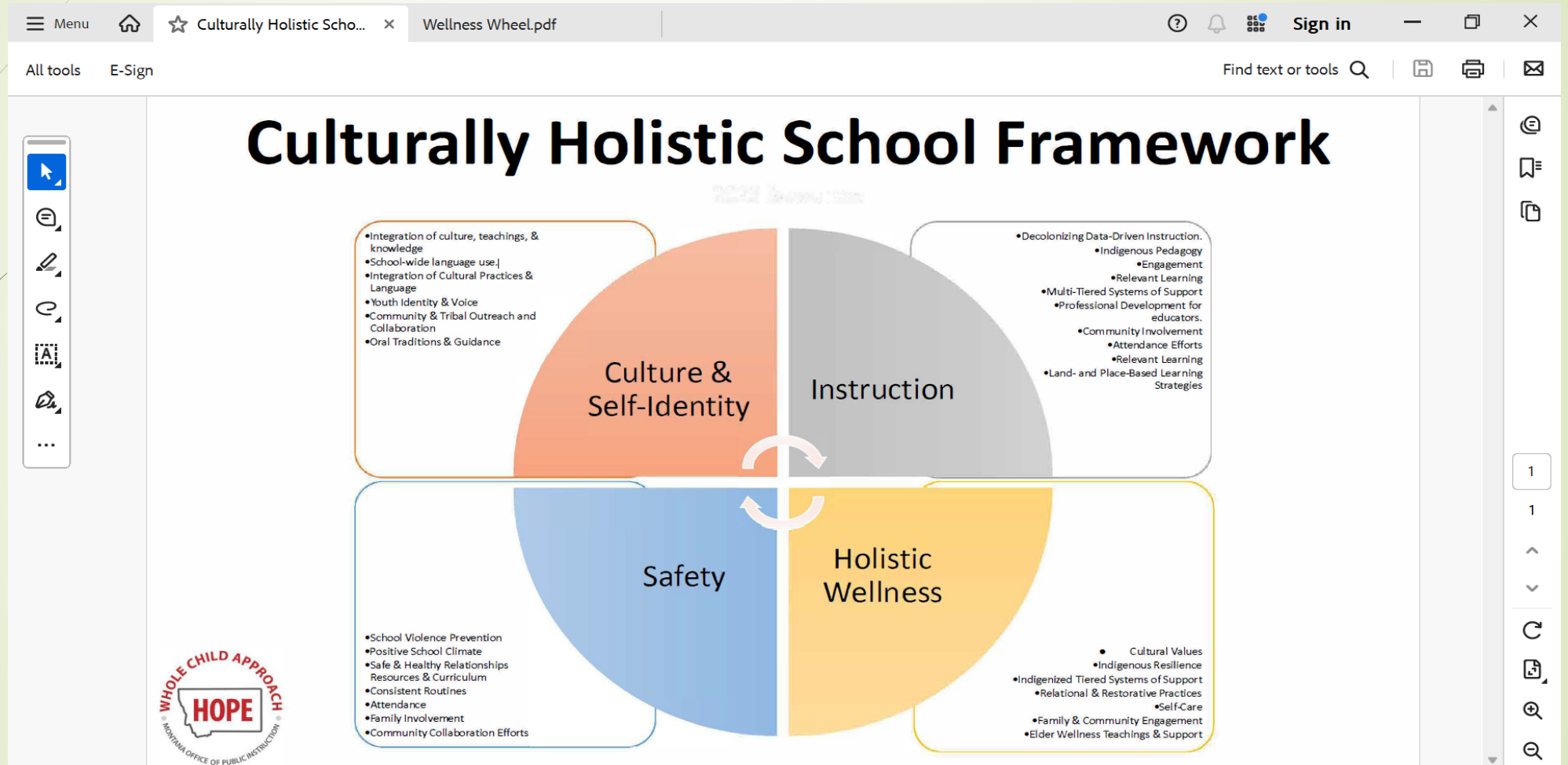
Defining Personalized and Proficiency-Based Learning Models

Personalized learning means to:

- Develop individualized pathways for career and postsecondary educational opportunities that honor individual interests, passions, strengths, needs and culture
- Support the student through the development of relationships among teachers, family, peers, the business community, postsecondary education officials, public entities and other community stakeholders
- Embed community-based, experiential, online and work-based learning opportunities
- Foster a learning environment that incorporates both face-to-face and virtual connections

Montana Office of Public Instruction
Susie Hedalen, State Superintendent

TSAR Support/Training Wellness Wheel (Crystal Hickman)



Circles

Menu Culturally Holistic School Fram... Wellness Wheel.pdf

Sign in

All tools E-Sign

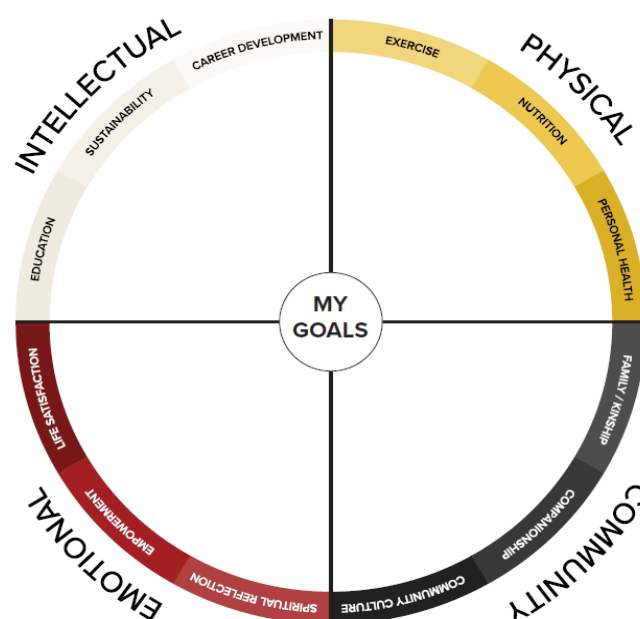
Find text or tools

NATIVE AMERICAN COMMUNITY ACADEMY - PERSONAL LEARNING PLAN

My Personal Mission Statement:
This is what motivates me to come to school and learn

MY GOALS

INTELLECTUAL
SUSTAINABILITY
CAREER DEVELOPMENT
EXERCISE
PHYSICAL
NUTRITION
PERSONAL HEALTH
FAMILY / KINSHIP
COMMUNITY
COMMUNITY CULTURE
COMPAKSHIP
LIFE SATISFACTION
EMOTIONAL
EMPOWERMENT
SPIRITUAL REFLECTION
EDUCATION



Academic and Social Language

- Social language develops first
 - LEVERAGE IT through MODELING and SENTENCE FRAMES
- Develop lessons with opportunities to practice academic discussions
 - Sentence frames
 - Think-Pair-Share or Think-Write-Pair-Share
 - Collaborative activities/projects
 - Use students' home languages (L1). Recognize linguistic assets using strategies like cognates and bilingual resources (BUT CAREFUL with translated materials)
- Translanguaging: Bilingual Practice where students use their full linguistic skillset
 - [Article from WIDA about Translanguaging](#)



Comprehension and Vocabulary

- IDEAS for comprehension/vocabulary
 - 3-column chart or [Frayer model](#) ([ReadingVine](#) FREE printable activities)
 - Frayer model [How-to video](#) elementary, secondary, and ESL
 - Read diverse texts, summarize paragraphs in margin, think-pair-share
- Read-alouds – build vocabulary, comprehension, listening skills, pronunciation
 - [Article about the importance of Read Alouds with Teenage ELs](#)
- Choral reading instructions
- High-Interest passages
 - Read diverse texts, summarize paragraphs in the margin, think-pair-share
 - Pinterest: MS High-Interest informational texts: <https://pin.it/5IMjlgInU>
- Scrambled paragraph activities Pinterest: <https://pin.it/3NRk2LT36>
 - Text structure
 - Comprehension
- Direct instruction for some parts
 - Confusing words chart (Amazon link: <https://a.co/d/7v1pcCw>)

Universal Design for Learning

- Universal Design for Learning Guidelines

- "The goal of UDL is learner agency that is purposeful & reflective, resourceful & authentic, strategic & action-oriented."

- "The guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities."

Information from <https://udlguidelines.cast.org/>

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The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Access

Design Options for Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Design Options for Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Support

Design Options for Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Design Options for Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Executive Function

Design Options for Emotional Capacity (9)

- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Options for Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Options for Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)

 Families & Students Educators Leadership Directory

Search...



▶ Class 2 Standard Teaching License

▶ Class 5 Provisional Teaching Licenses

▶ Class 6 Specialist - School Counselor

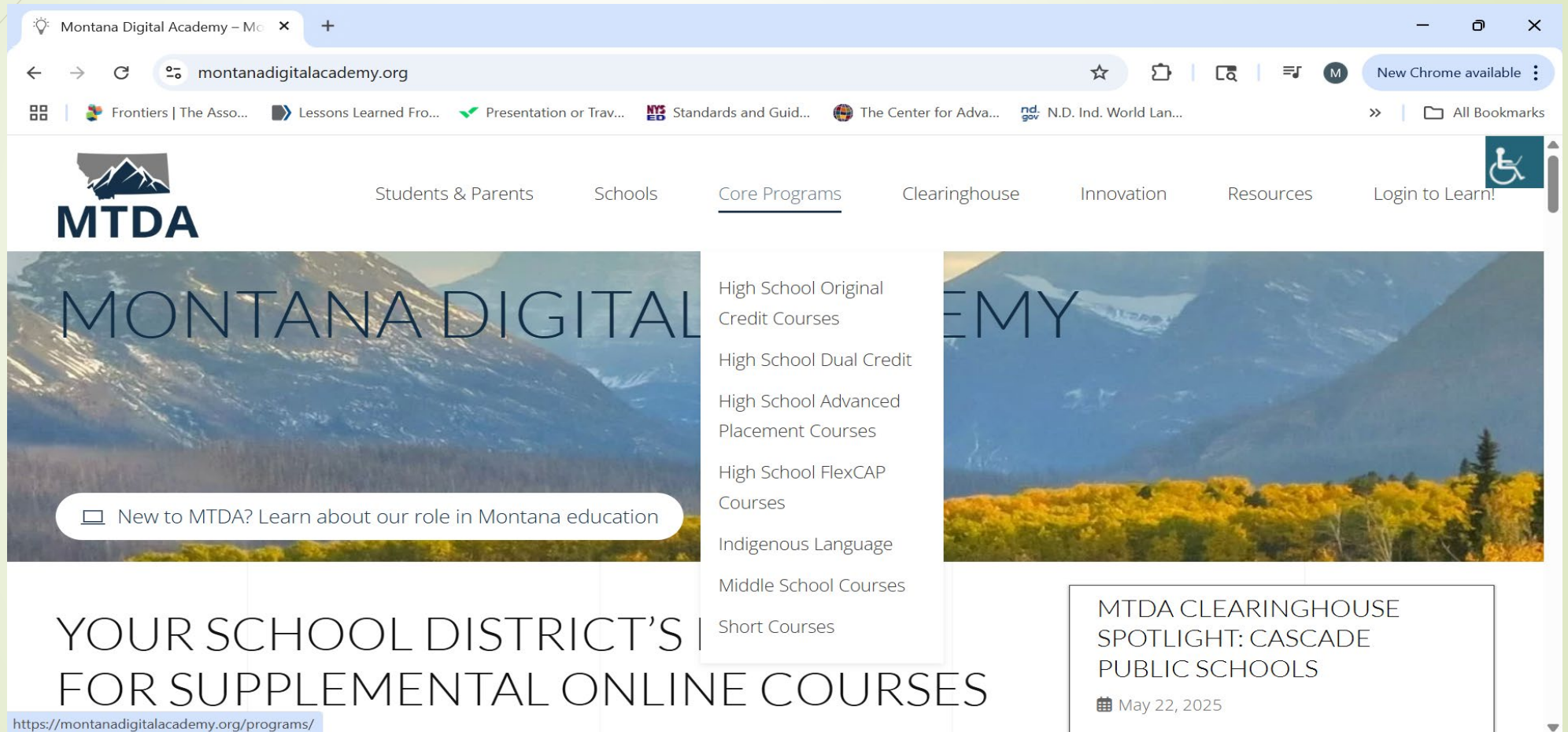
▶ Class 6 Specialist - School Psychologist

▼ Class 7 American Indian Language and Culture Specialist

Requirements for Montana Class 7 American Indian Language and Culture Specialist Licensure

- Verification by the authorized representative of a tribal government, that has a memorandum of understanding with the Superintendent of Public Instruction, that the applicant has met tribal standards for competency and fluency as a requisite for teaching that language and culture (**per Administrative Rules of Montana 10.57.436**).
- The authorized Tribal representative should complete the Verification of Eligibility for Initial Licensure page. You should upload that signed document to your online application in TeachMT.
- Completion and verification of the free course available through the Teacher Learning Hub: An Introduction to Indian

<https://class7.montanadigitalacademy.org/>
<https://montanadigitalacademy.org/>



The screenshot shows the Montana Digital Academy (MTDA) website. The browser address bar displays montanadigitalacademy.org. The website header includes the MTDA logo, navigation links for Students & Parents, Schools, Core Programs, Clearinghouse, Innovation, Resources, and Login to Learn!, and a New Chrome available notification. The main content area features a large banner with the text "MONTANA DIGITAL ACADEMY" and a button that says "New to MTDA? Learn about our role in Montana education". To the right of the banner is a list of program categories: High School Original Credit Courses, High School Dual Credit, High School Advanced Placement Courses, High School FlexCAP Courses, Indigenous Language, Middle School Courses, and Short Courses. Below the banner, the text reads "YOUR SCHOOL DISTRICT'S | FOR SUPPLEMENTAL ONLINE COURSES". In the bottom right corner, there is a box titled "MTDA CLEARINGHOUSE SPOTLIGHT: CASCADE PUBLIC SCHOOLS" dated May 22, 2025.

Montana Digital Academy – Mo x +

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MTDA

Students & Parents Schools Core Programs Clearinghouse Innovation Resources Login to Learn!

MONTANA DIGITAL ACADEMY

📄 New to MTDA? Learn about our role in Montana education

High School Original Credit Courses

High School Dual Credit

High School Advanced Placement Courses

High School FlexCAP Courses

Indigenous Language

Middle School Courses

Short Courses

YOUR SCHOOL DISTRICT'S | FOR SUPPLEMENTAL ONLINE COURSES

<https://montanadigitalacademy.org/programs/>

MTDA CLEARINGHOUSE SPOTLIGHT: CASCADE PUBLIC SCHOOLS

📅 May 22, 2025

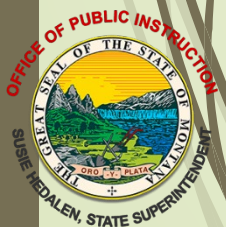


"20-1-503. Indian education for all -- requirements - - reporting.

- (1) Pursuant to this part and 20-9329 and the definition of basic system of free quality public elementary and secondary schools under 20-9-309, the board of trustees of a school district shall:
- (a) require that all certified personnel and all students receive instruction in American Indian studies; and
- (b) in meeting the requirements of subsection
- (1)(a), **utilize the specialist services of Indian language and culture specialists licensed under the rules of the board of public education to the greatest extent possible.**



- (2) Members of boards of trustees and all noncertified personnel in public school districts are encouraged to satisfy the requirements for instruction in American Indian studies.
- (3) (a) Pursuant to Article X, section 1(2), of the Montana constitution, 20-1-501, 20-7-101, and 209-309, the board of public education shall incorporate the distinct and unique cultural heritage of Montana American Indians in the content and performance standards that schools must implement as a requirement for school accreditation.
- (7) In supporting school districts in fulfilling the requirements of this part, the office of public instruction shall integrate its efforts to the greatest extent possible with the Montana Indian language preservation program under 20-9-537."



ESL Certification in Montana

Culturally and Linguistically Diverse Education Certificate Program at MSU (ESL/CLDE)

- The CLDE Certificate will lead you from foundational to mastery in linguistic and cultural knowledge/pedagogy through a chronologic, cohort-style structure.
- These courses are asynchronous online courses so that working professionals are able to complete in consideration of teaching schedules.
- While courses are targeted toward teaching professionals, non-teachers can also apply.
- The two summer courses are 6-week online back-to-back courses, and the fall and spring courses are 8-week online courses each semester



West Ed Resources

- <https://www.wested.org/event/supporting-multilingual-english-learners-during-distance-learning-webinar-series/>
- https://www.wested.org/events/?_event_type=webinars
- [Resource List: Academic Assessment, Instruction, and Intervention for English Learners](#)

Other External Resources

- [Lesson Plans Indian Reading Series](#)
- [Native Teaching Aids](#)



Resources
specifically for
teachers of EL
students and
families
videos, articles,
slides, etc



¡Colorín colorado!

► Resources and Articles:

- [Connecting with ELL Families: Strategies for Success](#)
 - Learn about your EL population
 - Create a welcoming environment
- [A Guide for Engaging ELL Families: Twenty Strategies for School Leaders](#)
 - Includes videos and info on Home Visits
- [Encouraging and Sustaining ELL Parent Engagement](#)
 - Homework help
 - Volunteering
 - Meetings
- [How Schools Can Partner with ELL Families Who Reside in Their Community: 10 Strategies for Success](#)

<https://www.colorincolorado.org/>



AI and Technology Resources

Lesson planning
with Differentiation

Report card
comments generator

Translations

- Magic School AI <https://www.magicschool.ai/>
 - How-to video and its capabilities:
https://youtu.be/YzfbQ-yuhfg?si=ZXcEgiXCF_XoHz7V
 - Short video on its abilities:
https://youtube.com/shorts/cdU0ADIKqro?si=_F2My04lIfeb_eOI

Assessment
generator

Leveled Texts

- Eduaide.ai <https://www.eduaide.ai/>
- MyEdTechLife—Eduaide
- <https://www.youtube.com/live/3NshOXfH0WI?si=AUxRJm5nLCEIsXzS>
 - Integrating AI into Lesson Planning

Generate questions
based on YouTube videos

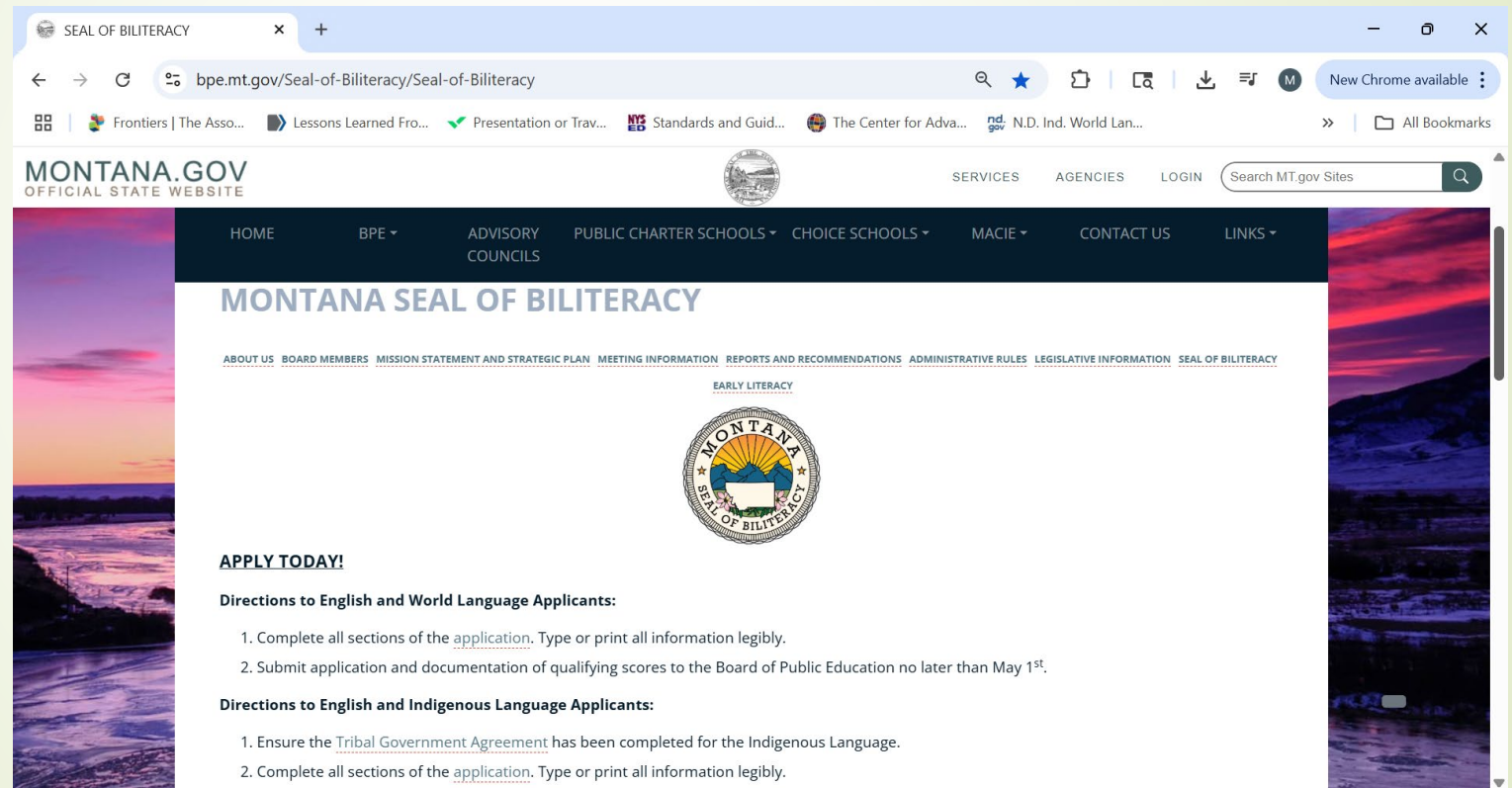
Eduaide.Ai

https://youtu.be/1Q2FY7YPENw?si=qFcKy6iGWs_bpU2M

Free component or a premium subscription \$5.99/mo



Seal of Biliteracy <https://bpe.mt.gov/Seal-of-Biliteracy/Seal-of-Biliteracy>



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Teacher Hub Course Offerings

Introductory to Disciplinary Literacy & The Standards (V2) (3 PDUs)

Introduction to Foundational Skills & Montana Content Standards (V2) (2 PDUs)

Foundational Skills: Fluency (V2) (3 PDUs)

Foundational Skills: Phonological Awareness (V2) (3 PDUs)

Foundational Skills: Print Concepts (V2) (2 PDUs)

Foundational Skills: Phonics and Word Recognition (V2) (4 PDUs)

Reading Between the Lines: Close Reading Strategies for Secondary Schools (3 PDUs)

► Supporting Readers with Informational Text (5 PDUs)

Identifying and Supporting English Language Learners (3 PDUs)



Teacher Hub Offerings Cont.

ELA & Literacy Cont.

Using Writing to Teach Critical Thinking (1 PDU)

Using Assessment to Enhance Writing in Grades K-8 (6 PDUs)

Write From the Start: K-2 Writing Strategies (12 PDUs)

Writing to Learn: 3-6 Writing Strategies (12 PDUs)

Writing Across the Disciplines in Middle School (6 PDUs)


Writing Across the Disciplines in High School (6 PDUs)

Vocabulary: Understanding How It Fits In the Montana Standards (1 PDU)

Vocabulary: Explicit Instruction of Word Knowledge (2 PDUs)

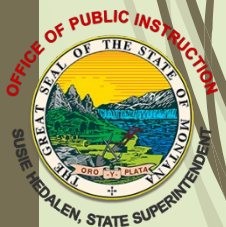
➤ Vocabulary: Diction and Word Consciousness (2 PDUs)



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- Second Language Skills: Students achieve high proficiency in the immersion language.
 - Improved Performance on Standardized Tests: Immersion students perform as well as or better than non-immersion students on standardized tests of English and math administered in English.
 - Enhanced Cognitive Skills: Immersion students typically develop greater cognitive flexibility, demonstrating increased attention control, better memory, and superior problem solving skills as well as an enhanced understanding of their primary language.
 - Increased Cultural Sensitivity: Immersion students are more aware of and show more positive attitudes towards other cultures and an appreciation of other people.
 - Long Term Benefits: Immersion students are better prepared for the global community and job markets where a second language is an asset.



- See for example
http://carla.umn.edu/immersion/documents/ImmersionResearch_TaraFortune.html
- <http://www.thomasandcollier.com/assets/jncl-nclis-white-paper-on-dual-language-education.pdf>
- <http://blogs.discovermagazine.com/neuroskeptic/2015/12/04/do-bilingual-people-have-a-cognitive-advantage/#.WsvZCYeWxsl>



Contact information

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