The New Mexico English Language Proficiency Assessment (NMELPA) scores are in, and the ELL reports are in your schools. By now you should have information about the language proficiency levels of all your English language learners (ELL’s). How do you make sense of it all? Although the names of the categories we will be using have changed, they are similar to those used before, in that all language learners progress from beginners to intermediate to advanced. The NMELPA categories are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

BEGINNING—To understand the beginner, imagine that you were trying to learn Russian or another language. As a beginner you would need to actively listen to the language and learn vocabulary. You would need repetition and opportunities for practice. Songs, chants and hands-on activities would be helpful and would reduce your anxiety. You would need to be explicitly taught simple language patterns and structures. You might very well understand more than you could produce, but you could participate in academic activities with support.

EARLY INTERMEDIATE—Students at this level have similar needs as those of the beginner, but are able to listen with more understanding. They are putting together sentences and routine expressions, but vocabulary knowledge is still very limited. They can write basic sentences and paragraphs if they are framed. Graphic organizers are great supports for them. Conscientious teachers find ways of including early intermediate students in all classroom activities. But they still need to be taught English as a Second Language (ESL) with an ESL endorsed teacher. Students at this level can be taught subject pronouns, present tense verbs, present progressives (e.g., "I am running"), and negative statements.

INTERMEDIATE—Intermediate students understand most of what is being said. They can participate in a discussion if they have enough vocabulary knowledge on the subject. For example, they may be able to talk about families and animals, but may have trouble talking about government unless they are...
supported with the necessary vocabulary. They usually make a lot of grammatical errors, but they are able to make their needs generally known. Some call this the survival stage. They need support with extending academic vocabulary and developing more complex sentence structures. ESL is still a requirement. They can be practicing subject/verb agreement, past tense verbs, adjectives, contractions, future tense verbs, and possessive pronouns.

Early advanced — The early advanced student appears to be fluent, but still needs support in all areas. Although they no longer need to be taught by an ESL endorsed teacher, they need continued expansion of academic vocabulary and use of language. Some English patterns and structures that give these students trouble are idioms (bent over backwards), transition words (however, therefore), abstract nouns (freedom, citizenship) and perfect tenses (I would have gone if I had known).

Advanced — Advanced students are considered fully English proficient (FEP). It is important to point out that FEP students whose first language is other than English may not be on equal footing with students who have been speaking English all their lives. FEP just means that these students are now able to receive instruction in English in all content areas.

It is imperative that we know what the NMELPA scores of our students are and understand what these language levels really

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---Grade K-2 Science Example---
The beginner can identify objects according to chemical or physical properties from pictures or oral statements (The ball is round). The early intermediate can match objects with their properties from pictures (Find the items that are made of metal). The intermediate can identify and group objects according to their properties (Water and milk are liquids). The early advanced can analyze objects based on their properties (Ice is cold because...). The advanced student can analyze objects according to their properties as found in their grade-level science text.

---Grade 3-5 Language Arts Example---
In language arts class, the beginner can name story elements of various genres (title, characters, setting). The early intermediate student can select explicit story elements supported by illustrations. The intermediate can summarize issues or conflicts in various genres, while the early advanced learner can discuss relationships among ideas and offer opinions on issues. The advanced student is able to make connections and propose options for solutions to issues or conflicts presented in texts.

---Mid School Social Studies Example---
How can a middle school teacher differentiate to address the needs of language learners at various levels of language proficiency? In a discussion about natural resources and products, the teacher could expect the beginner to identify icons on maps (Locate corn on the map) and to associate states with their resources (IL grows corn). The early intermediate would locate products or resources on maps from oral descriptions (Show where corn is grown) and list major products found in different places. The intermediate student would be able to categorize resources or products of regions (IL grows corn and wheat; AR produces cotton and rice) and also be able to discuss them. The early advanced would be asked to find patterns associated with resources or products of regions (The Northeast and Midwest manufacture more goods than the South) and provide reasons for this. The advanced student would be able to draw conclusions (There is more manufacturing near rivers) and explain the cause and effect.
—continued from page 2—

represent. As we plan lessons, we need to remember that not all ELL’s are alike. We can’t fool ourselves into believing that we are meeting the needs of language learners if we lump them together without considering their distinct academic needs.

Stephen Krashen, a renowned educator in the fields of reading and English as a second language, was in Albuquerque last October. Many New Mexico educators went to hear him with great anticipation, hoping to hear the secret of reaching ELL’s. After all, Dr. Krashen was the father of sheltered instruction. His words were wise, but simple, “Make the input comprehensible.” That’s it? That’s it! As we look out to the sea of faces in our classes, are we confident that we are making the input comprehensible to all? Or are we losing some students? Understanding language levels can help us get closer to the goal of making classroom instruction comprehensible.

## Language Proficiency Levels

<table>
<thead>
<tr>
<th>NMELPA Levels</th>
<th>Student Behaviors</th>
<th>Teacher Strategies</th>
</tr>
</thead>
</table>
| **Level 1:** BEGINNING | Listening/Silent stage  
Uses isolated words  
Rely on pictures, gestures  
Non-verbal responses (point, gesture, nod, draw) | Yes/no, either/or questions  
Have child point to items  
Label pictures and diagrams  
Make own picture dictionary  
Realia, visual support  
Repetition, routines  
Listening center  
Buddy/peer work  
Shared reading  
Thematic instruction  
Modeling, hands-on activities |
| Needs ESL with ESL endorsed teacher | | |
| **Level 2:** EARLY INTERMEDIATE | Continued listening but with more understanding  
Uses more sentences, still gestures  
Can identify people, places, things, actions (limited)  
Uses routine expressions  
Recites memorable language | ALL OF THE ABOVE PLUS:  
Predictable books  
Sentence/paragraph frames  
Use routine phrases  
Elicit prior knowledge  
Interactive dialogue journals  
Who, where, when, questions  
Real objects, visual support, role playing  
Graphic organizers  
Use Total Physical Response (TPR) |
| Needs ESL with ESL endorsed teacher | | |
| **Level 3:** INTERMEDIATE | Conversations in context  
Understands most of what is said  
Longer phrases w/errors  
Can explain, describe, retell  
Can benefit from formal reading and writing instruction  
Describes personal experiences | ALL OF THE ABOVE PLUS:  
Elicit prior knowledge, set up context  
Scaffolding/support  
Help develop more complex sentence structures  
Extend academic vocabulary and verb study  
Open-ended questions |
| Needs ESL with ESL endorsed teacher | | |
| **Level 4:** EARLY ADVANCED | Appears fluent, but needs to expand vocabulary and academic use of language  
More connected discourse and narrative  
Improves accuracy  
Higher order skills | Continue support, extended time  
Lesson pacing, modeling  
Edit for meaning first, then mechanics  
Continue on-going language development (e.g., academic vocabulary, literary terms) |
| Needs ELD support, with district endorsed or ESL endorsed teacher, depending on academic performance | | |
| **Level 5:** ADVANCED | Fluent | Monitor for success in all academic areas |

Maestas ’06
Assessing English Language Learners’ Literacy Development... it’s elementary!
by Kathy Waldman

Assessing language learners in the regular classroom begins as students walk into the room for the first time. Is this student shy or out-going? What language is the student speaking? Teachers start this process instinctively even before they begin gathering formal evaluation data or delving into students’ records. These snapshots that the teacher records, refines, and adjusts, in conjunction with more formal data, drive instruction in the classroom. Assessment-driven instruction is important for all students, but especially for English language learners (ELL’s) who often sit silently.

Early in the year, teachers should receive New Mexico English Language Proficiency Assessment (NMELPA) reports and/or class lists which include English language proficiency levels for each of their ELL students. These levels are very important—a beginning level ELL student has very different needs from an advanced. These levels can be used in conjunction with reading tests such as the DRA/EDL, oral language assessments, and student writing samples to plan literacy instruction. For young children or students who have not been schooled in their first language, an assessment of concepts of print, a basic phonological and phonemic awareness assessment, and a basic phonics assessment like the one found in Words Their Way (Bear, Invernizzi, Templeton, and Johnston) might be needed. By using these diagnostics, we develop a clearer picture of where each student begins in order to measure progress toward standards.

Monitoring each student’s progress toward standards is an on-going classroom process. Teachers can download a document, “New Mexico English Language Development Instructional Strategies,” from the Public Education Department website (www.ped.state.nm.us) which suggests benchmarks for progress toward the New Mexico Language Arts Standards, K-12, at each language level from beginning to advanced. This document can help in planning instruction and assessment for ELL students, and once you and your students decide on individual goals, you are ready to begin an integrated ELL instructional program.

In the Avenues ESL program (Hampton-Brown), continuous differentiation for instructing and assessing students is built in. For instance, the questions that are used to check for understanding are leveled. Beginning students are asked to give one-word answers to fact-based questions, point to a picture, or respond to yes-no questions. Intermediate language learners might be asked to sequence events. They are asked to elaborate on their answers, yet questions are based on facts from the selection. Advanced students are asked questions which require logic or inference in order to formulate an answer. These and similar questioning techniques can be applied to any reading program.

On-going oral language assessments can be used to measure students’ facility with oral grammar and the functions of language. These assessments are directly linked to the language objectives for each lesson. In her book Balancing Reading and Language Learning, Mary Cappellini offers a developmental checklist of language patterns for English language

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learners which can help teachers track oral language proficiency. She believes that students can only read, with comprehension, language patterns which they are able to use. Therefore, checking for these structures and explicitly teaching them to language learners becomes crucial for academic success.

Ms. Cappellini also has developed shared reading focus sheets of outcomes for English language learners which can be used for planning and assessing during shared and guided reading. Again, she varies expectations based on language levels. She also encourages the use of individual graphic organizers during guided reading lessons to facilitate instruction and assessment at various language learning levels. All of these procedures help students progress toward standards in a systematic way.

In text selections, comprehension checks can be built into each chunk of text through “before you move on” questions and in anticipatory “read to find out” sections. Students can thus be encouraged to monitor their own understanding as they read. Peer and student self-assessments can help students reflect on their own learning and performance. In addition, running records and fluency checks should be used to monitor student progress on an on-going basis and to adjust instruction.

Several writing traits rubrics are available to help teachers find out just where their students are in the writing process and to help them advance as writers (6 + 1 Traits, Albuquerque High cluster rubrics, writing rubrics linked to reading programs, etc.). In addition, teaching specific genres of writing in English to students and providing check lists will help them make sure that they have included specific features for that kind of writing. For example, a check list for a thank-you note might include the date, a greeting, a closing with a signature, a “thank you” sentence, and a why you appreciate the action or gift sentence. Student-friendly rubrics should be used to help students evaluate their own progress as writers.

In unit tests, Avenues differentiates questions to elicit the same content understanding at three language learning levels (illustration at right). This model can be used to develop teacher-made assessments, as well. This differentiation, which allows language learners to show content knowledge in various ways, is essential. For example, students at the beginning levels of language acquisition can often draw and label diagrams to show their understanding of complex processes. Intermediate language learners can fill in graphic organizers or sequence sentences to explain the same process, and advanced ELL’s might be able to write a paragraph explaining it. As teachers, we need to help our students demonstrate their learning so that we can better foster both language and content knowledge.

As we compile all of these assessments into a portfolio for each student, we develop a much clearer picture of him/her and the “next steps” he/she needs to take to become a proficient user of academic English. It is not enough to simply teach the material—we must be able to accurately assess our students’ understanding of each lesson and devise ways to move each student toward grade-level standards.

An example of a differentiated assessment from Avenues, Hampton Brown, 2004
Aprender los conceptos de ciencias es un proceso complejo. Es no sólo aprender una cantidad de teoría sino también aprender a producir pensamiento científico.

Para entender los conceptos científicos, los estudiantes deben experimentar el mismo proceso que recorre un científico. Los estudiantes del noveno grado de la preparatoria West Mesa en la clase de biología de la Sra. Ledis Fábregas recorrieron el mismo camino que un científico debe seguir para descubrir fenómenos de la naturaleza. El pasado 17 y 18 de octubre dichos estudiantes tuvieron la oportunidad de visitar el parque estatal del Río Grande en Albuquerque para establecer conexión entre los conceptos aprendidos en la clase de biología.

La Profesora Ledis Fábregas reconoce que los alumnos aprenden mejor la biología si construyen el conocimiento de manera social y esto les permite adquirir capacidad crítica en un contexto significativo. Además, desea que los estudiantes conciban la biología como una manera de estudiar el mundo y demostrar que no sólo los científicos hacen ciencia, sino que también sus estudiantes tienen la capacidad de hacer y producir ciencia dentro y fuera de su clase.

Ella expresa que el uso de métodos problemáticos de aprendizaje es la clave para motivar a estos estudiantes a disfrutar de su clase. Los métodos problemáticos aproximan la enseñanza y la investigación científica. Consiste en que los estudiantes guiados por el maestro se adentren en el proceso de búsqueda de la solución de un problema nuevo para ellos.

Por ejemplo, para que los estudiantes se hagan responsables de su propio aprendizaje, se les asignó la tarea de realizar un proyecto para resolver el problema de la contaminación del Bosque del Río Grande. Cada estudiante participó activamente en grupos cooperativos para diseñar y presentar soluciones para mejorar las condiciones del medio ambiente en el Bosque del Río Grande.

Una semana después se programó una visita al parque estatal. En el parque se organizaron tres actividades orientadas al descubrimiento de conceptos biológicos y ecológicos significativos donde los estudiantes aplicaron el método científico de manera vivencial.

—continúa en la página 7—
Los estudiantes se dividieron en tres grupos para realizar cada una de las actividades. La primera actividad consistió en una caminata por el bosque. Este grupo estuvo a cargo de las Sras. Nancy Lawrence y Dee McMann y con la ayuda de un experto en el ecosistema del bosque los estudiantes lograron poner en práctica la habilidad de la observación y el planteamiento de preguntas. Durante la caminata los estudiantes observaron las plantas dominantes del bosque y las interacciones de las especies con el medio ambiente.

La segunda actividad estuvo a cargo de las Sras. Susan López y Susana Ibarra-Johnson quienes llevaron a los estudiantes a un estanque. El experto en ecosistemas acuáticos les dio la oportunidad de experimentar con microorganismos que viven en el estanque. En grupo lograron efectuar un laboratorio de observación científica.

La tercera actividad, a cargo de la Sra. Ledis Fábregas y Elia María Romero, estuvo enfocada en una clase de educación ambiental. Dieron una reseña histórica de como surgió el bosque del Río Grande. ¡Fue una experiencia enriquecedora el conocer el origen de los álamos en este bosque! Lograron identificar especies de animales y plantas con sus respectivos nombres científicos. Aprendieron a valorar este bosque que sin duda es un tesoro para el ecosistema del Río Grande.

Al finalizar, los estudiantes evaluaron las actividades. La mayoría de ellos expresaron que esta experiencia fue inolvidable y motivadora para continuar estudiando la biología.

¡Maestros bilingües!

A continuación se presenta un recurso didáctico que se puede utilizar para incrementar o mejorar el vocabulario científico de sus estudiantes. Estas tarjetas están disponibles en la Guía de educación sobre el bosque.

Llame al parque estatal del Río Grande al teléfono 344.7240. Póngase en contacto con Karen o Rebecca Tydings. Usted puede solicitar una copia de las tarjetas en español o programar un día de educación ambiental en el parque y llevar a sus estudiantes—será una experiencia inolvidable.

La dirección del parque es 2900 Candelaria N.W., Albuquerque, NM. E-mail: rgnc@nmia.com Web: www.rgnc.org

Guía de educación sobre el bosque

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Planning for Language Learners... "thinking aloud" with teachers

In the midst of teachers' workloads, time for thoughtful planning of language and literacy instruction often feels hard to come by. Differentiating for targeted ESL/home language instruction makes it even more challenging. Yet this planning builds the foundation and sets the tone for everything else that happens during the day. We spoke with several teachers at different points in their careers and working with different levels of students to gather insights into the planning they do, both in advance and on the fly. Particular thanks to Crista Benavidez (Van Buren M.S.) and Lisa Meyer-Jacks (Adobe Acres E.S.).

**Planning for Language Learners... "thinking aloud" with teachers**

How do you begin to plan a 45 to 90 minute block of instruction that will meet a range of language and literacy needs?

- Starting with standards and the essential pieces that students need at this point; what I do in the ESL/home language blocks must be connected to standards and work from the rest of the day
- Do a daily needs assessment based on previous assignments; work samples help me to plan
- Access teaching experience; what has worked in prior lessons
- Use information from language proficiency assessments to plan partner or group work
- Think about the language students will need to complete the task or lesson
- Use the DRA2 or EDL2 to support decisions about grouping for literacy tasks and to help determine specific instructional next steps

**What are the tools/strategies/routines you work with daily? How do you structure the time?**

- Build in routines, so that we can spend short amounts of time on a regular basis to re-visit critical points (e.g., sound-symbol correspondence, read-alouds in first grade); the first 10-15 minutes are very routine
- Classroom environment—agenda, date, goals, task directions on the board; homework "in-out" basket
- Planning by the instructional experiences (e.g., modeled and shared reading/writing) that need to happen on a daily, regular, or weekly basis
- "Bell-ringer" exercise or anchor activity to set focus

- Matching routines and structures with standards to identify need and focus of instruction; planbook is set up this way...

How do you differentiate and/or scaffold classroom tasks to meet the language and literacy needs of all students?

- Slow down work with text, re-visit multiple times with differing focus
- Visuals, pictures, follow-up questioning from simple to more complex
- Open-ended activities allow kids to contribute in appropriate ways
- Trying to learn more about students' interests and what motivates them
- Teacher and student modeling with whole group, small group, and partners
- Paraphrase student language: "Does this mean...?"

- Importance of getting kids to talk with each other; safety of re-visiting partner or whole group if additional support is needed
- Briefly re-tell story each time you re-visit; students working in their home language may read the actual text while second language learners are hearing the text and creating a book of summary and illustrations
- Selective, private use of home language in a second language classroom to clarify procedures
- Time allotment is flexible according to student language needs

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• offer "do-overs" as students work toward goals

• stay aware of whom I'm calling on and when... appropriate types of questions help ensure participation by all... in tasks, being aware of who you give each piece to...

• start with "yes or no" and "this or this" questions with gestures to scaffold for "true/false" and "either/or"

• very conscious of teacher wait time when posing questions; students allow wait time for their peers, as well

• choose carefully what you're doing and then hit it hard

• focus on meaning first... not as particular with language usage with beginners

**How do you assess student work and progress?**

• keep portfolios of student work to help know what to work on next and to show progress

**A Planning Model with a Language Focus**

**Components of Instruction in the Classroom Context**

- Content Instruction
- Materials
- Classroom Talk
  - Whole group
  - Small group
  - Partner
- Applications, Activities, Assessments...
- Literacy practices
  - speaking, listening, reading, writing, viewing
- Classroom Climate

**Standards Implementation**

**Grade-level Standards**

Curriculum Map/Unit of Study

- Big idea and Essential Questions
- Student Outcomes

**Language Objectives:** functions, structures, vocabulary

- How will we know students know?

**Formative and Summative Assessments**

- What experiences and instruction will students need to be successful in these assessments?

**Instructional Tasks:**
Well before the present era of No Child Left Behind, we have struggled with the reality of the academic “achievement gap.” Gloria Ladson-Billings, president of the American Education Research Association, is reframing how we think about this “achievement gap.” In her speech at the 2006 National Association for Multicultural Education (NAME), Ladson-Billings offered a critical perspective of education using an economic metaphor of “education debt.”

Professor Ladson-Billings noted that the term “achievement gap” has become part of everyday language among educators and a “crossover hit,” freely used by people at both ends of the political spectrum. There are few who would dispute the importance of addressing persistent disparities between students of color and their White counterparts that exist in measures of standardized testing, advanced placement exams and courses, graduation rates, honors courses, and other aspects of schooling. However, Ladson-Billings argues that a specific, immediate focus on the gap itself does not always take into account what is creating inequities. Thus, many efforts in the realms of politics and education become short term and do not impact the larger underlying issues.

Ladson-Billings argues that although education inequities have historically formed around gender, class, and race, inequities persist most clearly in the realm of race. In her previous work, Racialized Discourse and Ethnic Epistemologies, she emphasizes the social construct of race, which she describes as “linked intimately to worldview,” to the extent that it influences what is considered knowledge or truth (2000, pp. 399). From this paradigm, Ladson-Billings argues that the notion of hegemony, or the social, cultural, ideological, or economic influence exerted by the dominant group, is significant to our current views of society and education. Our institutions not only reflect the ideas of dominant, Western thinking, but they are designed to perpetuate that worldview; this worldview is so ingrained as to be almost invisible. Other scholars in critical educational studies such as Bonilla-Silva, Delgado and Stefancio, and Yosso have also discussed these important issues in depth in their works using the tenets of critical race theory.

In her speech at the NAME conference, Ladson-Billings ventured into the world of economics for her metaphor. Defining national deficit as “the amount by which government spending exceeds its income over a period of time,” and national debt as the “the combined sum of all previously incurred national deficits,” she contended that annual achievement gaps, which have always existed in our nation’s history, are more like yearly deficits. According to Ladson-Billings, what is actually happening to Native American, Hispanic, African American, Asian American and immigrant students is the result of years and years of historical, economic, and sociopolitical deficits. Thus, “We do not have an achievement gap, we have a national education debt.”

Questioning the wisdom of a narrow view concerning student performance, Ladson-Billings extended her metaphor to include historical debt. This notion takes into account our total history of educational roadblocks and inequities,
such as forced assimilation policies for Native students and a lack of universal access to secondary education for African American students in southern states until the mid 1960’s. Despite ever-present efforts by communities of color to provide greater access to schooling for their children, the legacy of educational injustices formed around race weighs heavy in the form of historical debt.

Economic education debt is how Ladson-Billings describes the continuing differences in funding and resources among schools. Included in that component is the considerable wealth gap between Whites and people of color that is much greater than income level disparities. The implication is significant, says Ladson-Billings since “wealth is a source of political and social power, influences access to capital for businesses, and provides insurance for fluctuations in labor market income.”

Dr. Ladson-Billings includes moral debt in her metaphor as the deficit between “what we know is right, and what we actually do” and points out that it is easy to see the debt owed to individuals like Rosa Parks, Elie Wiesel, or César Chávez. Much more challenging, she says, “is how to recognize and honor the moral debt we owe to entire groups of people.” Ladson-Billings asserts that in a democratic nation, morality does not exist only in the realm of the individual: personal responsibility must be coupled with social responsibility as well.

Looking at the national education debt as the sum of decades of deficit offers new insights. For one, it puts to rest what may linger from the “cultural inferiority” theories of the ’60’s which claimed that students were victims of lifestyles which limited their ability to learn. It also helps to explain why well-intentioned efforts geared toward progress have not narrowed the “gap.” The “gap” never closes, just as debt is never paid off, as long as we pay only the interest and never the principal itself.

Understanding that the achievement gap is the effect of a larger wealth gap, health gap, and many other accumulated societal shortfalls does, of course, present huge challenges for educators. Ladson-Billings used a quote from Derrick Bell to remind us that, “Just because something is impossible doesn’t mean it is not worth doing.” Current trends in equity education such as curriculum reform and multicultural pedagogy can perhaps make more sense when they are seen as a part of the response to the problem rather than the complete resolution.

Ladson-Billings ended this powerful speech by suggesting New Orleans, in the wake of Katrina, as a place to declare “educational bankruptcy” and start over with complete restructuring and reorganization. She suggested that a community with such great need would be a logical place for researchers to offer projects, multiple approaches and solutions to alleviate suffering and speak to the pressing needs of the schools and community. If we can pay down the education debt in this setting, we can surely begin to pay down and then pay forward on the education debt across the country.

References

Professor Gloria Ladson-Billings is the Kellner Family Chair in Urban Education and Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin-Madison. More information about her can be found on her website: http://www.education.wisc.edu/eps/faculty/ladson-billings.asp.

Achievement gap and other educational data can be found on the NAEP website: http://nces.ed.gov/nationsreportcard/
Making more connections!

Comming Events


❖ Camino Real Council of the IRA—English Expo XVIII: February 24, La Cueva High School, Albuquerque. For more information, visit www.nmira.org.

❖ Teachers of English to Speakers of Other Languages—Spanning the Globe: Tides of Change, 41st Annual Convention: March 21-24, 2007, Seattle. For more information, visit the TESOL website at www.tesol.org.

❖ New Mexico Association for Bilingual Education—Bridging the Generations Through Languages: April 26-28, Embassy Suites Hotel, Albuquerque. For more information, please visit the NMABE website at www.nmabe.net.

❖ International Reading Association—Literacy Without Boundaries: May 13-17, 2007, Toronto. For more information, visit IRA's website at www.reading.org and click on "annual convention."

Cross Cultural Resource Library

Tuesday and Wednesday: 7:30-5:00
Monday, Thursday, Friday: 8:00-4:30
Closed daily for lunch: 12:00-1:00

Library Specialist: Jo Ann Gonzales
Please call 880.8249, ext. 154, before making the trip to be sure the library is open.

FYI...

Professional Development Offerings from Dual Language Education of New Mexico

EL ENRIQUEZER
Dual Language Self-Evaluation Retreat
February 1-2—Site: TBA
April 24-25—Site: Embassy Suites Hotel, Albuquerque

LA SIEMBRA
New Dual Language Program Retreat
April 24-25—Site: Embassy Suites Hotel, Albuquerque

GLAD SHELTERING STRATEGIES WORKSHOP
April 6-7 and April 16-20—Site: DLeNM Offices and third grade classroom, Bernalillo Public Schools

INSTRUCTIONAL LEADERSHIP STUDY GROUP
(for site administrators and instructional leaders)
First Tuesday of each month—Site: DLeNM offices
Please RSVP to David Rogers at 243.0648.

For more information about these opportunities, please call 505.243.0648 or visit www.duallanguagenm.org.

Making Connections—Coming Events

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