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New Futures Launches a School-wide Reading Program

by Jinx Baskerville, New Futures Principal, with Nancy Lawrence

For about 35 minutes every Monday and Friday morning during the school year, perhaps what might be called the largest book club in Albuquerque Public Schools meets at New Futures. Over 250 people—students, teachers, administrators and staff—assemble in the school cafeteria to read the same book together as a volunteer reads aloud. Principal Jinx Baskerville explains that the main purpose in initiating this unique school-wide program was to build a sense of community at New Futures through an informal, shared reading experience. By all accounts, the program, in just its second year, is meeting that goal. Student Rebecca Gallegos commented to teacher Jesse Dimas, “It helps people get together and read. It is very interesting.” Eleventh grade student told teacher Sofia Sanchez, “It’s cool. I like it. When you think about how some girls don’t even read a whole book in a year, on their own...This gets them to read.”

Designing the program
Choice and collaboration, essential elements for building community as well as engagement and motivation, are the guideposts in the design of the reading program. In order to select a book, flyers announce the formation of a volunteer task force to manage the book selection process. The meetings start near the beginning of the school year and are scheduled during lunch, making it possible for anyone to attend. This voluntary, collaborative activity offers a chance for students and teachers to work as equal participants in the project. All New Futures students are encouraged to bring and present favorite books to the task force to be considered for the school-wide reading. After reviewing and building familiarity with the books, the job of the committee is to narrow the book nominees to two. These two titles are then put to a vote to determine the final selection for the meetings.

Supporting reading skills
The twice-weekly reading sessions are the capstones to a series of structured literacy and learning activities that involve the students and staff at New Futures. About two weeks before the voting, students and teachers “campaign” for...
What do you get when you combine dynamic G.L.A.D. training with energized, dedicated teachers? You get teachers committed to collaborating and integrating G.L.A.D. strategies school wide for the benefit of students. You get engaged students who are involved in their own learning and eager to read and delve into their science and social studies textbooks. This is what has happened at Dolores Gonzales Elementary School.

Last February, 2009, Dolores Gonzales (DG) hosted a G.L.A.D. training at their school site. Twenty teachers from various APS schools spent a week observing in the back of a third grade dual language classroom as Susana Ibarra Johnson (a national G.L.A.D. trainer) taught thematically using G.L.A.D. strategies. Dolores Gonzales made sure to have each grade level represented in the training, K – 5. The instructional coach, Elizabeth Valenzuela, was very involved as well in the G.L.A.D. training.

Teacher Reflections after Initial Training

- “I noticed that the students had fun and enjoyed themselves. They walked away confident and happy.”
- “I liked that students were held responsible for their own learning. They couldn’t just sit silently.”
- “I also liked that all students got a chance to participate. It was amazing to see how much information or content the students were able to acquire in just a few days. It’s motivating to see that struggling learners were successful in the activities.”
- “I really enjoyed all the different strategies you can use. They were very scaffolded and differentiated. It also provided a lot of opportunity for cooperative learning. I felt the activities had the students engaged. You could see first hand how the students responded to the activities.”
- “G.L.A.D. is an awesome way of teaching. It motivates students, helps build confidence, and helps with classroom management.”
- “I can see that I am going to have to teach differently.”

The Process

The DG teachers got so excited about what they had learned! They immediately went back to their colleagues in March 2009 and shared many of the G.L.A.D. strategies at their monthly professional development meetings. That spring, the 4/5th grade team decided to collaborate on thematic units that they would be able to implement the next school year. In the meantime, they practiced G.L.A.D. strategies throughout the rest of the 2008-2009 school year. They realized that G.L.A.D. didn’t have to be limited to just science and social studies, but it would be just as effective in literacy. So they met throughout the summer to continue on page 3–
create purposeful, integrated units. The 4th and 5th grade literacy teachers began the 2009-2010 school year by using G.L.A.D. to scaffold and support all the stories in the basal readers. Strategies such as the narrative input were found to give students huge support before they read the text. The intermediate teachers (3-5) rotated the teaching of science and social studies using G.L.A.D. strategies. So far they have introduced themes such as the indigenous populations, the European explorers, the New England colonies, the human body, and cells.

The teachers notice that frontloading the content with G.L.A.D. strategies produces students who are thriving; they are engaged. “It’s the first time I’ve ever seen the kids enjoying learning,” commented one DG teacher. At the end of a G.L.A.D. unit, the students were faced with the task of reading their science and social studies textbooks. Instead of the expected and usual boredom and avoidance, the students couldn’t wait to open them and read. The texts were full of information about everything that they were learning, and they had a tremendous amount of both background knowledge and interest in the content.

**Current thoughts from the DG Intermediate team**

What’s the key to this success? The Dolores Gonzales teachers will tell you it is collaboration and consensus. They would like to tell you about the power of teaching using G.L.A.D. strategies and what it has done for their own growth as teachers and the impact it has had on students. It is also about commitment.

They wanted to make it happen, stipend or not. "I feel that using G.L.A.D. strategies validates how children learn and how we as teachers must engage our students in order for students to meet standards and expectations."

You are invited to visit the 4th/5th grade classrooms at Dolores Gonzales to see for yourself how excited the students are about learning and how excited teachers are about teaching in a new way. G.L.A.D. is known for its "living wall." Step into these classrooms, read the walls, and you can see at a glance the cognitively demanding curriculum being presented and the academic vocabulary students are learning to apply. They are working cooperatively in groups, making observations, asking questions, and taking charge of their own learning. You may be inspired when you see it all in action!
Para establecer los cimientos de la buena escritura bilingüe es necesario enseñar a los alumnos la escritura de una manera explícita y con un enfoque psicolingüístico por parte del maestro. Es necesario en este proceso dar la oportunidad a los estudiantes de escribir diariamente sobre temas significativos en ambos idiomas, dirigidos a una audiencia y con un propósito específico.

En la clase bilingüe muchas veces es difícil crear oportunidades para que los estudiantes bilingües publiquen y compartan lo que escriben en inglés y en español con sus audiencias. Muchas veces la audiencia se limita a los compañeros de clase o al maestro, lo cual limita en gran medida el alcance significativo y motivacional del proceso cognitivo y metalingüístico que implica la escritura. En este sentido la clase de lenguaje dual del señor Robles en la escuela primaria Eugene Field es un ejemplo de cómo los maestros pueden lograr que sus estudiantes bilingües disfruten y se motiven a escribir en ambos idiomas para una audiencia variada y con diferentes propósitos.

Los autores de este artículo consideran que la enseñanza explícita de la escritura es más efectiva cuando se articula como un proceso. En este enfoque se valoran de igual manera tanto el proceso como el producto mismo de la escritura. La escritura es una parte integral del programa de lectoescritura en la escuela primaria Eugene Field y está basada en el desarrollo de la escritura como proceso. En este sentido existen dos enfoques en la enseñanza de la escritura: el enfoque tradicional en el que la escritura empieza por enseñar los sonidos y letras para construir el todo; y el enfoque significativo y constructivo en el que la escritura es un proceso interactivo y donde el énfasis recae en la comunicación significativa.

En la \textit{enseñanza tradicional de la escritura}:
\begin{itemize}
  \item Lo más importante es el producto final.
  \item Los estudiantes inician su escritura aprendiendo las partes para luego escribir sus mensajes.
  \item Los maestros imponen el tema sobre el cual van a escribir los estudiantes.
  \item Los estudiantes escriben para el maestro.
  \item La escritura es privada y personal.
\end{itemize}

En la \textit{enseñanza de la escritura como proceso}:
\begin{itemize}
  \item Se le da importancia tanto al proceso como al producto.
  \item Los estudiantes empiezan su escritura con mensajes completos para después analizar las partes.
  \item Los maestros ayudan a los estudiantes a escoger temas apropiados para expresar sus ideas.
  \item Los estudiantes escriben para una audiencia real y auténtica.
  \item La escritura es compartida y de carácter social.
\end{itemize}

\textit{La escritura como proceso}:
\begin{itemize}
  \item Los estudiantes comienzan a escribir un mensaje en contexto y el maestro facilita este proceso.
  \item La escritura emerge de manera natural y se desarrolla desde la etapa de invención hasta la escritura convencional.
  \item La escritura es una actividad que promueve destrezas cognitivas, metacognitivas y metalingüísticas en un contexto sociocultural.
  \item Los temas para escribir se desarrollan a partir de las experiencias reales e intereses de los alumnos.
\end{itemize}

\textit{—continúa en página 5—}
Etapas de la enseñanza de la escritura explícita en la clase bilingüe del señor Robles:


2ª Etapa: Escritura interactiva. Los estudiantes empiezan a asumir mayor responsabilidad en su escritura. Ejemplos: diarios, adivinanzas, trabalenguas, problemas, etc.

3ª Etapa: Escritura guiada. El señor Robles imparte una minilección para enseñar macro y microestrategias de los aspectos ortográficos y gramaticales para crear un texto.

4ª Etapa: Escritura independiente. El señor Robles les da tiempo a sus estudiantes para desarrollar la escritura independiente; comparten la escritura.
Valuing Student Voices
by Greg Hansen

Special thanks to the students at School on Wheels, Career Enrichment Center, and Highland High School and to their teachers, Vince Case, Charlie Steele, Marisol Fraga, Tom Moppert, Howard Redhouse, Jim Silva, and Stacy Washington.

“...we really need to include the voices of the students. We need their perspectives.”

Stacy Washington—Teacher, Highland H.S.
(Comment to group during LEP training, spring 2008)

STUDENT VOICE AND THE OPPORTUNITY GAP
How do students feel about the curriculum they are tasked to learn? What do they think about the pedagogy their teachers employ? How do they describe testing, tracking, and discipline issues in their schools? Do they believe that their opinions and perspectives matter to school leaders? Over the last decade, student performance has driven accountability-based school reform efforts. Yet students have had little voice in the efforts to improve schools or in efforts to close longstanding educational gaps that exist along the lines of race and class (Cook-Sather, 2002). This may be changing, as more educators begin to look to the source—the students themselves—for help in determining how schools can become more effective and more equitable learning environments (Fletcher, 2003).

Asking students what they think challenges deficit-oriented views that gaps in student performance result from problems with the students or their communities. If our belief is that the system is wide open and that success or failure depends entirely on an individual’s desire to succeed, we may not be curious about what students say, or trust their insights. This may account, in part, for the relative absence of student voice in school reform efforts (Sleeter, 1993). However, if we acknowledge that obstacles do exist within our schools, then we are more likely to view the perspectives and experiences of the students of color and other groups who have been historically marginalized as necessary, valid data (Nieto, 1999). Thus, ideology plays a role in the importance we give to student voice in school reform and professional development efforts.

Schools that incorporate meaningful student voice find the practice to be a powerful tool that increases student engagement, creating a sense of student—adult partnership and contributes to higher quality teaching and learning for a broader spectrum of students (Fletcher, 2003).

Here is a small sample of student voices from students at several APS high schools in response to the question: How can schools improve?

- Teachers should understand that the info you are teaching is new to us, so they teach it to us like it is new to them also
- Stick to the schedule efficiently
- We need more information and help preparing for college and scholarships
- Less testing
- Care about what you are teaching because it helps us to see education as important
- Make the curriculum more in depth about my culture.
- Give us hard work to do – make your class challenging
- Try not to embarrass us
- Explain work, not just assign it – more projects.
- More tutoring, especially in the library
- Give our parents more jobs to do at school
- Keep asking me what I need
- Let us tell you when discipline is not fair or too harsh
- More non-biased teachers
- More parent involvement
- Make us work for our grades, don’t feel sorry for us
- Please stick to the point when you are teaching
- Please have a Black History class
- Remember not to judge people by the way they look—have the same attitude with everyone

---continued on page 7---
• When you give group activities, give each person a job
• Always be positive with us—tell us when we are wrong, but in a good way so we will want to learn more
• Respect – I want them to understand my situation if I come tardy or ill prepared and trust me
• Calmness – Not to yell all the time when lecturing; it is annoying when teachers yell a lot
• Give us more time to turn in work because many kids have a lot on their hands
• Be consistent, require notebook checks
• Try to refrain from off-topic discussions
• I like it when we analyze books (theme, tone, meaning, historical context)
• Provide detailed notes/study guides for EVERY test
• Make sure no one is left out
• Understand that we can be doing our best even when we don’t understand the material
• Understand that our community is a good place to live—be involved with our community and have a positive attitude about where you teach
• Believe in us and in what we can accomplish
• Believe that I am smart
• Ask me questions when you don’t understand me
• More tutoring and help after class
• Take the time to teach about history. Don’t just teach about slavery, talk about the achievements of African Americans as well. Try not to tell the same stories over and over.


REFERENCES:

SUPPORTING STUDENT VOICES

The following everyday activities that adults can do to support, empower, and involve students throughout the education system are adapted from “50 Ways Adults Can Support Student Voices” in Best of Tolerance Magazine, 2004.

• Make students’ concerns visible in your school by posting them in your classroom and sharing them at meetings where adults are.
• Use participatory action research in your classroom for students to take action in your school.
• Be an advocate for students at school meetings. Make sure students are at the table whenever your school is making choices about students.
• Create classroom lesson plans that actively engage students in critical thinking about education and action that changes schools.
• Sponsor a letter with students to the administration about student issues.
• Respect students as you do adults. Don’t expect more from students than you do adults and don’t interpret for students what they can say for themselves.
• Listen specifically to students whose voices are seldom heard in schools.
• Connect with other adult allies who want to involve students meaningfully, both in your school and others, and around the community.
• Help students create a listing of all opportunities for their involvement in your school and community.
• Join/form a community task force with students to address youth issues and coordinate responses in schools.
• Prepare students for multiple roles in your school, including learner, teacher, and leader.
• Recognize student involvement. Don’t assume that just because someone is a student that they enjoy school. Help them appreciate it by giving class credit or through other meaningful recognition.
• Hold students accountable for their mistakes and challenges. Be honest and forthright with young people and support their efforts to improve.
• Speak to students with respect and avoid interrupting students.
This school year I have been both blessed and cursed. The blessings come in that my annual Educational Retirement report shows I’m in my 30th year and the days of grading papers, planning, and rising early to greet my high school students are definitely numbered. Also, after 30 years, I’m most comfortable in my teaching craft and can look back on many successful years of working with beautifully bilingual minds. The curse I face is that I’ve had to take over teaching both our AP Spanish language and AP Spanish literature courses for this fall semester while our regular AP teacher recovers from a terrible illness. Luckily, the courses’ syllabi are solid and have been accepted by the College Board. They provide my outline and give me direction, but it is still an inordinate amount of reading and preparing for someone enjoying her twilight years of teaching. When was the last time you read El conde Lucanor, or wandered along with Cabeza de Vaca in his Naufragios? And then there is Borges!

Teaching literature, whether in English or Spanish, is a challenge to any teacher. Making the prose and poetry meaningful to today’s kids is a task, and working with students to analyze, compare and draw inferences from pieces of the literary canon so that they may successfully pass the AP exams is just plain hard work, for all of us. But I’ve discovered a tool that is making all of my instruction more effective, and the use of this tool is gaining momentum as more secondary teachers become aware and educated in its use: the ALA Protocol. ALA stands for Academic Literacy for All and is a federally funded project written by our own UNM’s Holbrook Mahn. I was recruited to be a part of the project team a few years ago, and have helped to plan for and teach the spring seminars and summer institutes. The ALA workshops held at schools, the seminars, and institutes have helped over a hundred teachers so far to include the protocol in their instruction and meaningfully change the way students interact with the content in their classrooms. The basis of the protocol is conceptual development and the process allows students to use their own background knowledge and language abilities to gain access to the tougher more abstract concepts and language of textbooks. Students are arranged in groups of four, and are asked to individually write two sentences on a prompt. These two sentences are then shared with a partner, and the pair must come up with two original sentences that include the ideas of each person. The process of sharing and writing is repeated with each pair then negotiating to write two new original sentences that include the ideas of all. The writing of each group is made public by transferring the group’s final two sentences on poster paper and displaying it for all to read. Each student then gets to read, analyze, interpret, compare and evaluate the work of all the groups. The final step in the protocol is for students to compare their original texts with two sentences of academic text that the teacher has chosen or written. This last step is most important in that students can and do see connections between their thoughts and writings and the academic language of a more formal text. Thus, what once seemed

Making Difficult Concepts Easier for Bilingual Learners
by Sally Brown-Martínez, Río Grande High School

AP Spanish students at Río Grande High School are focused and writing during one phase of the ALA protocol.
difficult reading for them is now accessible as they see their own ideas reflected in more academic terms.

For my literature students the idea of theme is one of the more difficult concepts for them to grasp. I discovered this as we worked with reading and interpreting our first big literary piece, *El Cid*. They followed well the events of the story and could recount Rodrigo de Vivar’s victories, trials, and tribulations. Most difficult was understanding and articulating the underlying ideas of envy, treason, loyalty, social class struggles, and the importance of family. Sometimes obvious, but most often not, the theme of a story or poem can be elusive to students. If not grounded in the message of the author, the interpretation and analysis of a piece can be waylaid. The superficial aspects of the literature can capture students and leave them without a deeper understanding of what the author is telling us about the human condition.

The first task in employing the ALA protocol is to devise a prompt for students to write their original two sentences about the concept. This requires stepping back from one’s academic frame and thinking of a question or phrase or word that is meaningful to students’ lives and which they can feel competent to write about. So, instead of asking them to write what they thought about theme, I posed the question, “Why do theme parks have themes?” Once I put this question on the board, the room was silent as each student responded with two sentences. My students all wrote in Spanish, but the protocol allows for students to write in their stronger language. At this point in the process, the language choice made is not as important as the thinking that is occurring.

Students’ sentences included ideas ranging from roller coasters to relaxation, from family outings to fun. There was no doubt they had plenty to relate about theme parks. And, they were excited when they could identify ideas that they had with the academic text on theme that I showed them. Students now held some power over the textbook language. “They just use more fancy words, Miss,” and “We had that part,” were a few of the comments I heard. Students were energized about discussing theme! And I was delighted to observe that they were engaged in academic thought.

Months have passed since we first did this protocol, but the effect has remained. Both students and I are more confident about figuring out what the themes are in the texts we read. My instruction is infused with more collaborative student thinking and writing, aspects that are in line with the steps and theoretical foundation of the ALA protocol. It’s made a noticeable difference, and the students articulate this best. Oscar wrote, “El proceso nos hizo compartir diferentes ideas y llegar a un acuerdo al combinar las ideas para formar una nueva perspectiva…” Guadalupe commented, “It helps us open and widen our minds. We learned how we have different thoughts but we can still work together to make it one.” Then she added, “We also learned how to compromise without even knowing it.” Here’s hoping that understanding Borges comes without me even knowing it!

Students are working individually, but together.

For more information about the ALA Project, please contact Holbrook Mahn at hmahn@unm.edu.
During the meetings, students sit with their second period classes, the sound system is set up, and Ms. Baskerville introduces the reader(s) to the school community. While following along in their own books during the meetings, everyone can enjoy the experience of hearing various styles of reading aloud from both peers and community members; the “audience” also understands that the people who volunteer to read aloud are taking a risk that merits respect. This year, the book voted as winner is Who Killed my Daughter, an account by author Lois Duncan who had lived in Albuquerque. When Steve Stucker of KOB-TV read aloud chapter 2 on November 9th, some students noted to art teacher Nelleka Sims that “He read it like he was the one telling the story,” and “It seemed like it was really happening.” And on the book itself, student María Archuleta told her science teacher, “The story helps you understand why you should listen to your parental units!”

ENSURING ENGAGEMENT
It was important to Ms. Baskerville that the tone and ambiance during the reading sessions be relaxed, comfortable, and collegial, where everyone “can enjoy one another’s company and where everyone is seen as a reader.” She provides a copy of the winning book to every student and staff member. In between the reading sessions and until the book is completed, students surrender their books to their teachers—this builds anticipation for further reading and conversation around the story. ESL teacher Catherine Riolo noted that several of her students have volunteered to read aloud, and others tried to persuade her to let them take the book home to read on their own. Indeed, the book becomes the property of the students to keep, pass on, or share with family and others once it has been completed. Teacher Linda Woodworth and others attribute the success of the program in part to the selection of the book; she has noticed that even students who profess to dislike reading do not hesitate to attend the all-school reading sessions.

Students and teachers, as well as community guests, sign up in advance of their scheduled time to read aloud. This allows ample time to practice the assigned sections or chapters so that students learning English or those who struggle with reading are supported in their initiative to read aloud to the whole school. Because reading aloud is a performance as well as reading skill, students can rehearse with their teachers or any of the staff. They are given preference in signing up for the Monday and Friday all-school sessions, but staff members will fill in when needed.

During the meetings, students sit with their second period classes, the sound system is set up, and Ms. Baskerville introduces the reader(s) to the school community. While following along in their own books during the meetings, everyone can enjoy the experience of hearing various styles of reading aloud from both peers and community members; the “audience” also understands that the people who volunteer to read aloud are taking a risk that merits respect. This year, the book voted as winner is Who Killed my Daughter, an account by author Lois Duncan who had lived in Albuquerque. When Steve Stucker of KOB-TV read aloud chapter 2 on November 9th, some students noted to art teacher Nelleka Sims that “He read it like he was the one telling the story,” and “It seemed like it was really happening.” And on the book itself, student María Archuleta told her science teacher, “The story helps you understand why you should listen to your parental units!”

EXTENDING THE EXPERIENCE
Modeling the enjoyment, skills, and importance of reading are reinforced at each “book club” session. But the experience is not limited to just those meetings. It is up to teachers’ discretion on how, or whether, to follow up on the sessions. Many teachers facilitate short discussions while others may choose more formal learning activities. For example, following the read-aloud by Steve Stucker, Title I teacher Sharon Bouffard put a question on the board, asking her students to write in their daily journals about how they felt about an event from the book. She does this often, and she encourages the students to share their writing with the class. In addition, teachers are involved in Professional Learning Communities at New Futures and are using the R.A.C.E. model (Read-Answer-Cite-Explain) to facilitate students answering open-ended questions from Duncan’s book.

Principal Baskerville has seen that the school-wide reading program is a work-in-progress, and, given the high level of engagement throughout the school, it may continue to evolve and grow. And that would be beneficial not only to building a sense of community, but to encouraging lifelong reading as well.

—For more information, contact Baskerville@aps.edu—
The New Mexico Public Education Department has announced that New Mexico public schools will be using the ACCESS for ELLs™ to replace the New Mexico English Language Proficiency Assessment (NMELPA), beginning in January 2010. The WIDA Consortium, a consortium of 21 states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners, developed ACCESS for ELLs™. New Mexico was the 21st state to join the consortium.

The WIDA Consortium also worked with New Mexico to develop the New Mexico English Language Development Standards, which also address Native Language and Cultural Influences and Technology, features specific to New Mexico. The WIDA English Proficiency Standards are recognized worldwide for their innovative approach to measuring academic language development in English.

ACCESS for ELLs™ stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large-scale test that first and foremost addresses the English language development standards that form the core of WIDA’s approach to instructing and testing English language. These standards incorporate a set of model performance indicators (MPIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The grade-level clusters include Pre-K-K, 1-2, 3-5, 6-8, and 9-12. There are five content areas of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English Language Arts (LA), math (MA), science (SC), and social studies (SS).

For each grade level the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six English language proficiency levels, from Entering to Bridging (see Making Connections, October 2009). Within each combination of grade level, content area, and language domain, there is a MPI at each of the five points on the proficiency ladder, and the sequence of these five MPIs together describe the logical progression and accumulation of skills on the path to proficiency.

Drawn from the MPIS, the ACCESS for ELLs™ incorporates all five standards and English language proficiency levels in the sections that correspond to the four domains. The target administration times for each section of the test for grades 1-12 are:

- Listening: 20-25 minutes, machine scored
- Reading: 35-40 minutes, machine scored
- Writing: up to 1 hour, rater scored
- Speaking: up to 15 minutes, administrator scored

The kindergarten test is individually administered, scored by the test administrator, and takes an average of 40 minutes per student to complete. Kindergarten students with very high English language proficiency may take around 55 minutes; those with low levels of English proficiency may take only a few minutes.

WIDA has also developed the WIDA ACCESS Placement Test (W-APT™) as a screening tool, which has a different purpose and format from the ACCESS for ELLs™.

A test window has been established by PED for late January through February 26, 2010. Language and Cultural Equity and Research, Development and Accountability are working on a plan to test the more than 14,000 students needing assessment during the spring semester. LCE will train school staff on administering the Listening, Reading and Writing portions of the test in early January. The kindergarten test and the speaking portions for grades 1-12 will be done by LCE. Schools will be contacted regarding testing schedules.

Description of ACCESS for ELLs™ reprinted with permission from WIDA Consortium.
Making more connections!

**Coming Events**

- NMABE Annual Bilingual Educators’ Institute—Differentiating Instruction for English Language Learners...Sheltered Instruction with the New English Language Development Standards: January 26-27, 2010, at the Santa Fe Community College, Santa Fe, NM. Sponsored by NMPED, the institute features Patricia Latham and Adrian Sandoval of the CESDP. For more information or to register, visit [www.nmabe.net](http://www.nmabe.net).

- National Association for Bilingual Education’s 39th Annual Conference—Bilingual Education: Nurturing Communities for a Better World: February 3-6, 2010, at the Colorado Convention Center in Denver, Colorado. Early registration discounts are available now! For more information, visit NABE’s website at [www.nabe.org](http://www.nabe.org).


- International Reading Association 33rd Southwest Regional Conference—Literacy—Our Greatest Resource: Feb. 4-6, 2010, Oklahoma City, Oklahoma. For more information or to register on-line, visit [www.reading.org/General/Conferences/Regionalconferences.aspx](http://www.reading.org/General/Conferences/Regionalconferences.aspx).

**FYI...**

Don’t forget that LCE’s website, [www.lcequity.com](http://www.lcequity.com), offers extensive resources and information from a variety of sources to support your work in schools and classrooms; this includes archived issues of Making Connections. Check it out!

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**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:** Karen Hedstrom

Before making the trip, please call 880.8249, ext. 154, to be sure the library is open.

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**ESL Endorsement—2010 Summer Institute**

For the last eleven years, UNM and APS have sponsored an ESL Summer Institute designed to help in-service and pre-service teachers at all levels secure ESL endorsements. The 12th annual six-week Institute will be held at La Mesa Elementary School from June 1 to July 9, running Monday through Friday from 8:00 a.m. ~ 1:00 p.m. There will be an opportunity to work with ESL students at the Summer Institute.

The following courses are offered at the institute: LLSS 453—Foundations of Bilingual Education; LLSS 482—Teaching English as a Second Language; LLSS 459/559—Second Language Literacy. The courses and schedule are integrated, so students need to take all three courses. LLSS 456/556 (1st and 2nd Language Development) is a prerequisite. The application deadline for the institute is April 5, 2010.

If you have questions about the 2010 ESL Summer Institute or would like to register, please call 277-8961 or email Holbrook Mahn at hmahn@unm.edu.

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**Making Connections** is a publication of the Department of Language and Cultural Equity, Albuquerque Public Schools; it is distributed to the Board of Education, district administrators and departments, and all schools. Please direct questions and comments to the editors: Nancy Lawrence and Dee McMann, 881.9429.

**Making Connections** is printed by APS GP & DS. Special thanks for their expert help!