**Albuquerque Public Schools Black Student Unions’ “Rites of Passage” Ceremony, 2009**

by Joycelyn Pegues Jackson, Coordinator, Multicultural Education

Graduating seniors from APS Black Student Unions who have met the required guidelines will be participating in the second annual “Rites of Passage” ceremony. This ceremony will take place on May 9, 2009, at the Sheryl Williams Stapleton Performing Arts Center on the New Mexico Fairgrounds. The event will begin at 6:00 p.m. and end about 7:00 p.m. A reception for the honorees and attendees will follow the ceremony.

**What is a “Rites of Passage” ceremony?**

In general, a rite of passage is a ritual which acknowledges a change of status in an individual’s life. For the seniors in the APS Black Student Unions, the “Rites of Passage” ceremony marks a coming into one’s self. It means that a student has gone through all the requirements and expectations of adolescence and is making the transition into adulthood. These requirements include being a senior in good standing; attending 75% of the high school’s Black Student Union meetings; participating in 85% of the Black Student Union’s sponsored activities; maintaining a grade-point average of 2.5 or above; and participating in a minimum of two community projects per year. The Black Student Unions acknowledge the graduating seniors’ fulfillment of these requirements and their passage into adulthood by presenting each senior with a “kente cloth” during the “Rites of Passage” ceremony.

**What is a kente cloth?**

The word “kente” means “that which will not tear under any condition.” Each pattern on the cloth is different and special. Kings in Africa created their own patterns of kente cloth. The colors in the kente have meaning. For example,
Teaching and engaging ESL students in media literacy provides an excellent stepping stone for developing critical thinking. As long as I have been teaching, I have wanted to take time to integrate media literacy into the curriculum in a meaningful way.

This year, I jumped at a chance to attend a middle school workshop offered by The New Mexico Media literacy Project. This day-long professional development was designed to show how to teach media literacy to middle school students. The training gave teachers solid ideas for two middle school media literacy units. The units focused on specific media literacy skills: understanding the language of persuasion, identifying target audience, product placement, and constructing and deconstructing media messages. Teachers in the workshop took the roles of students and worked in groups creating media products that demonstrated clear knowledge of these skills.

Elizabeth Thoman has worked in the media literacy field for over 20 years. She defines media literacy as follows: “Media literacy is the ability to interpret and create personal meaning from the hundreds, even thousands of verbal and visual symbols we take in everyday through television, radio, computers, newspapers, magazines, and of course advertising.” Given a student’s average exposure to these media venues and the decline in reading outside of school, it makes sense to teach students skills that will encourage them to think critically about media.

My ESL students are intermediate to early advanced, as assessed on the NMELPA. They watch an average of three to four hours of television a day. Approximately 95% of them do their homework while watching television. A University of Michigan study showed that the average American child is exposed to 20,000 30-second commercials a year from television alone. By the time a student is in middle school, one must also consider the hours listening to radio, internet access, and media print such as magazines and newspapers.

For these reasons, I decided to make commercial advertising the focus of our media literacy unit. ESL students at this level have excellent background knowledge of advertising. In this unit, they would learn to identify a target audience and common persuasive techniques used in advertising. Students would learn to deconstruct and construct advertising messages. While ESL students were working in advertising, they would also be developing vocabulary, spelling, writing, and verbal skills.

The ESL students at my school use the High Point curriculum. During this unit, students would read a story from High Point, an autobiographical excerpt entitled "Something to Declare," by Julia Alvarez. This story explores how media messages in America impact young immigrants. The author illustrates how American media made her and her sisters aspire to a standard that is contrary to who they are and their cultural values. This gave my students an opportunity to make connections between their work in media literacy and its application.

Students displayed their products with explanations and examples of persuasive techniques.
During the next two weeks, students diligently constructed their products. They had a list of additional requirements that served as part of the rubric for their finished product. Students had to check spelling, write jingles, sentences, endorsements, and more on their packaging. The level of engagement was high, and grouping by triads seemed to be perfect for this project.

In preparation for the school literacy night, students wrote an introduction to their project which explained what they had done and learned during this lesson. They were to prompt the audience to look for and identify the five persuasive techniques they had used to create their products' packaging. Students included a guide which defined these techniques. After students edited their introductions, I helped edit for spelling, grammar, word usage, and sentence structure. This was valuable guided writing time.

Each group made oral presentations explaining their product and the persuasive techniques used. As students finished their projects they answered the questions from their High Point text: How do you think television, radio, and other media influence people’s ideas about beauty? How might others understand media messages differently from me? Again, students answered these questions in their groups.

Student learning is easily assessed through the application of ideas in the student creations. Are the techniques expressed clearly? Can the student pick them out quickly and explain to others how they capture the attention of consumers? Have they, as consumers, ever been persuaded by these techniques? The role of advertising and consuming in American culture is only one aspect of a much broader field. Advertising is an excellent starting point for media literacy studies with ESL middle school students. The media is rich with cultural icons, symbolism, and values. Analyzing and synthesizing are two valued skills that can be tapped into and built upon by ESL students in this content area.

Educators can contact the New Mexico Media Literacy Project at www.nmmlp.org.
El sello bilingüe es la culminación de un riguroso programa de estudios en dos idiomas. El sello representa que el estudiante es competente para escuchar, hablar, leer y escribir tanto en inglés como en español. Para merecer dicho sello, se exige al estudiante realizar un examen que se presenta una vez al año sin excepción.

El estudiante puede obtener un sello bilingüe en su diploma si completa los siguientes requisitos:

1. Completar o aprobar sus materias al nivel de la Preparatoria.
2. Cada estudiante debe completar el nivel IV de español con una calificación de “C” o mejor.
3. Cada estudiante debe completar no menos de cuatro (4) créditos en materias académicas. Estas materias podrían incluir matemáticas, ciencia, y estudios sociales.
4. Cada estudiante debe completar no menos de dos (2) materias electivas.

Al empezar el segundo semestre del año escolar, el estudiante somete una solicitud para recibir el Sello Bilingüe. El coordinador del Sello Bilingüe revisa la boleta de calificaciones del aspirante y determina si el alumno lleva suficientes créditos para poderse graduar en mayo de ese año.

Una vez determinada la competencia del estudiante tanto en inglés como en español, se establece una fecha para entrevistar al alumno. El personal del programa bilingüe de Río Grande se divide en grupos de maestros y lleva a cabo una entrevista para determinar el nivel de competencia en español e inglés del alumno usando una rúbrica como medida. Una vez que el estudiante ha pasado la entrevista con resultados satisfactorios, procede a tomar el examen de lectura, contestando las diez (10) preguntas que siguen a cada una de las selecciones para demostrar sus destrezas lectoras.

La siguiente parte del examen es la escritura. Al estudiante se le dan una serie de preguntas con temas de actualidad para ser contestadas en forma de ensayo. Ambas partes están escritas en español e inglés. El estudiante debe escoger una (1) pregunta en español y una (1) pregunta en inglés. No se permite escoger la misma pregunta en ambos idiomas.

El alumno tiene que haber completado cada una de las cuatro áreas (escuchar, hablar, leer y escribir) con un promedio no menos de 70% en ambos idiomas para recibir un Sello Bilingüe. Antes de la graduación se celebra un acto en la preparatoria donde se presenta a los estudiantes que han logrado obtener el sello bilingüe a todo el alumnado de la escuela y a la comunidad educativa. Para marcar este éxito tan notable de los alumnos, se les otorga una vestidura que simboliza que han recibido su sello.

Para dar reconocimiento al mérito se seleccionan cinco (5) de los graduandos para presentar discursos sobre la importancia de ser bilingüe. Dos de estos estudiantes pronuncian su discurso en esta asamblea de honores. A todos los recibientes se les reconoce por su logro y se les otorga una estola diseñada por las clases de costura de la escuela. Así el público logra conocer a los estudiantes que han recebidos su sello bilingüe. Otros dos estudiantes presentan su discurso sobre la importancia de ser bilingüe. Igualmente se invita a una persona de la comunidad para relatar a los graduados la importancia de ser bilingüe. En años anteriores han participado figuras públicas tales como: Rudolfo Anaya, el honorable embajador a España, Ed Romero, la honorable Embajadora a Honduras, MariLuci Jaramillo, el Asistente del Superintendente, Diego Gallegos y muchos más. Durante la graduación, un quinto estudiante relata sus experiencias bilingües a la comunidad. Luego los estudiantes pasan uno por uno y reciben su diploma con el Sello Bilingüe “Global Citizens” “Ciudadanos del Mundo.”
En el futuro estos serán los requisitos para obtener el Sello de Reconocimiento por Bilingüismo y el Sello/Cordón de Honor por Bilingüismo que otorga el Distrito Escolar de las Escuelas Públicas de Albuquerque (APS)

<table>
<thead>
<tr>
<th>Créditos Necesarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumplir con los siguientes requisitos académicos en el transcurso de cuatro años:</td>
</tr>
<tr>
<td>• español nivel IV o superior</td>
</tr>
<tr>
<td>• inglés o inglés como segundo idioma - 4 créditos</td>
</tr>
<tr>
<td>• materias esenciales obligatorias que se imparten en inglés - 4 créditos</td>
</tr>
<tr>
<td>• materias esenciales obligatorias que se imparten en español - 4 créditos</td>
</tr>
</tbody>
</table>

*Créditos por materias esenciales obligatorias: Matemáticas, ciencias, y estudios sociales.

<table>
<thead>
<tr>
<th>Evaluaciones</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ser aprobado en las evaluaciones que tanto en inglés como en español efectúa el distrito escolar de APS, con el puntaje siguiente:</td>
</tr>
<tr>
<td>• Lectura – 70%</td>
</tr>
<tr>
<td>• Escritura – puntaje mínimo de 3</td>
</tr>
<tr>
<td>• Entrevista oral - puntaje mínimo de 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recomendaciones de parte de docentes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentar entre 4 y 6 recomendaciones de parte de los maestros</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Promedio de calificaciones obligatorio</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 de Promedio académico acumulativo para obtener el sello de reconocimiento por bilingüismo</td>
</tr>
<tr>
<td>3.5 de Promedio académico acumulativo para obtener el sello de honor por bilingüismo</td>
</tr>
</tbody>
</table>

**Notas:** Los requisitos y las evaluaciones para otorgar el Sello de APS por Bilingüismo entrarán en vigencia para los estudiantes que ingresen al noveno grado durante el año escolar 2008-2009. Las escuelas tendrán la opción de implementar dichos requisitos y dichas evaluaciones con los estudiantes que hayan ingresado en cada escuela en particular antes del año académico 2008-2009. El estudiante tendrá que pasar los tres componentes de evaluación para que ostente en su diploma el Sello de Reconocimiento por Bilingüismo o el Sello de Honor por Bilingüismo que otorga APS.
Language is our most potent teaching tool. It can influence how students view themselves as learners, and it can help—or undermine—our efforts to build trust and a sense of community in the classroom. When we think about our own teachers, and how we felt in their presence, it is the sound of their voices, the tone they employed, and the kinds of words they chose that we remember most. It is worthwhile for us, then, to consider the power of our words and reflect on how the language we use influences the teaching and learning in our classrooms. What silent messages do our students hear in the words we use and in the way we deliver them? How do our words influence attitudes and student outcomes? By selecting words and phrases intentionally; by altering our present language; by adding to or taking away from our common utterances, we can empower our students and enhance their learning.

The following five suggestions for effective classroom language are adapted from "The Positive Classroom," an article by Paula Denton, which appeared in Educational Leadership, vol. 66, no. 1, in September 2008. The complete article can be accessed online through: http://www.ascd.org/

**Be Direct**

Saying what we mean in an amicable, straightforward manner can eliminate confusion, help students learn classroom routines, and gain self-discipline. Does our language imply that some students are better than others? "I can see that some of you are ready to listen," becomes "Come to the carpet now, and take a seat."

We can put the use of sarcasm in the category of indirect language. While there are varying opinions among teachers on whether or not it is okay to use sarcasm as humor with students, these definitions of the word from Merriam Webster ought to give us pause:

1. A sharp and often satirical or ironic utterance designed to cut or give pain.
2. A mode of satirical wit depending for its effect on bitter, caustic, and often ironic language that is usually directed against an individual.

Perhaps this is the reason why the band Pink Floyd penned these lyrics in their classic rock anthem, "Another Brick in the Wall:"

No dark sarcasm in the classroom,
teachers leave them kids alone...

**Convey Faith in Students’ Abilities and Intentions**

When what we say and how we say it carries the message that we have faith in our students, they are more likely to live up to those expectations. "You guys need to learn how to behave at lunch," becomes "Show me that you know how to follow the rules at lunch." And, "Hey, you finally got it right," becomes "You tried different ways to solve that problem—that shows that you don’t give up."

When we use this kind of language, we reveal to the students that we see them as cooperative, respectful learners, and it increases the chance that students will see themselves that way also.

**Focus on Actions Instead of Abstractions**

When we use concrete language, we make clear what we are asking from students without labeling their behavior or attitude. "Come on, be respectful to the person speaking," becomes "We’ll hear more ideas when we let each other finish talking." And "It doesn’t seem like you care about this story," becomes "What would help you think of some more ideas?"

—continued on page 7—
It’s hard for all of us to follow long strings of words. Often, students will understand more when we speak less. Instead of this: “When you go out to recess today, be sure to remember what we said about including everyone in games, because yesterday some kids had an issue with not being included in kickball and four-square, and we’ve talked about this. You were doing really well for a while, but lately it seems like you’re getting kind of careless, and that’s got to change,” we can ask a simple question that invites dialogue: “Who can tell us one way to include everyone at recess?”

I once addressed a group of inner city kids—largely Hispanic and African American—and told them that I knew where they had been. I told them that I had struggled too, that I hadn’t made all of the right choices. I totally lost them. My colleague told me later, “They don’t care where you’ve been. They don’t know you. They don’t trust you.” Although the white of my skin made me seem less trustworthy, race was not the primary issue. Those kids needed to know me. They needed to know that I was invested in them. Kids don’t want a lecture. They get that all of the time. They want to know that they are worth it, that they have something to give back, that they are important in their own right. Now, I give the students time. I let them ease into our relationship. Then, if they need a lecture (they probably need a positive comment), I can give it to them. They trust me.

I think students want to be spoken to as colleagues. And aren’t they? If this is their job, then you are not only their supervisor, but their colleague. I talk to them like they are valid human beings with something important to say. I’m still working on it, but learning should be a joy, not a chore.

I’ve made some huge mistakes. I’m still working out how I talk to students. I probably always will be. I told a student once, “That’s dumb.” It was not supposed to be a reflection on him, but, boy, did it hurt his feelings. I immediately apologized. I do think I have to be willing to always reflect on what I’ve done.

Skillful use of silence on the part of the teacher can result in a larger number of thoughtful responses. When we model three to five seconds of wait time, and this becomes the classroom norm, it addresses the impulse many students have to jump in and finish the sentences of other students or correct their thoughts. Wait time and regular use of silence will allow more students to speak in an unhurried manner, and it sends the message that the class needs to hear everyone’s thinking.

Karen Penry, West Mesa High School

How do I need to improve? If my students aren’t learning, it isn’t all on their shoulders. I need to try something different. One of the things I have learned is that I need to be a little pushier. I have students who aren’t performing. We have a good relationship, but in some cases, they are just biding their time. I’ve started asking, “Do you want to pass this class? Do you intend to graduate?” Then, I tell them, “Come see me during lunch or my planning period. Come after school. We will get you squared away.” It hasn’t worked every time, but I do see some lights come on. Something changes. That’s the other thing that I am doing more—checking in on a one-to-one basis. That works.

I try not to use sarcasm for several reasons. I’m not willing to say that I don’t, because in today’s sarcastic society, any one of us might fall into the sarcasm lingo... Mostly I stay away from it because I was raised to believe that it was unacceptable. But at the very crux of my choice not to be sarcastic is my teaching philosophy. I believe that all students can learn. Students also need to believe that they can learn, and they can’t take that risk if they do not have enough self-esteem to do so. Sarcasm damages self-esteem. It has no place in the classroom.
During the week of January 26, 2009, LCE Resource Teachers Elia María Romero and Susan López presented a "Bi-literacy Academy," hosted by Carlos Rey Elementary. The goal of this academy was to provide teachers with on-site professional development that would address the strategies and collaborative planning which ensure academic success for all students in bilingual programs, with emphasis on the dual language model. This week-long professional development academy included both theory and practice, enabling teachers to see the practical application with students in their classroom.

Starting Out…
The first day of the academy was spent in an interactive discussion that provided teachers with some theory, methods, and strategies for Spanish and English literacy, as well as a discussion and reflection on appropriate pedagogy. An in-depth conversation was held regarding traditional and eclectic methodologies for use in the implementation of a quality bilingual program. This day was particularly successful as it provided an opportunity for the 18 teachers to collaborate, share their prior knowledge, and learn new concepts and strategies that they could use in their classrooms. Some of the new strategies were based on G.L.A.D. (Guided Language Acquisition Design), which is an approach for the instruction of ESL students, and the application of these strategies to the instruction of Spanish Language Arts. For many teachers these were new strategies or a different way of using well-known strategies. (See Making Connections, March 2009)

In the morning, the teachers were grouped according to topics and strategies in their particular areas of instruction. English language teachers worked with Susan and teachers instructing in Spanish worked with Elia María. This process provided time for the teachers to concentrate on information that would directly impact their teaching and instruction. In the afternoon, the whole group came together for a discussion of the information learned and ideas for how they could work together to improve instruction for increased student academic success.

Working in the Classroom…
During the following three days, Susan and Elia María worked in Mrs. María Rutkowsky’s second-grade dual language classroom to demonstrate strategies that were discussed on Monday. The morning was divided in time for English Language Arts instruction, taught by Susan, and Spanish Language Arts instruction, taught by Elia María. All the participants in the academy observed the strategies being implemented with the second-graders. They observed how the students worked and responded to the instruction and took notes of the learning that was taking place. Each day’s lessons were based on the theme of the week, Ocean Animals, following a normal progression of instruction and activities. Teachers were given observation forms to record their observations and reflections. A brief discussion was held after the students left for lunch. Further time for in-depth discussion and evaluation would be held on the final day.
The process of observing the instruction and use of learning activities with students was incredibly powerful for the participants. Teachers were able to observe the instruction in both languages and the collaboration taking place between Susan and Elia María, and to note that the thematic approach to language arts instruction was grounded in the content area of science. They also noted that the instruction in Spanish was not a translation, but a continuation, of content instruction based on the theme for the week.

The experience of listening to instruction in a language that was not their own was another positive aspect of this type of professional development. This professional development gave the participants who did not understand Spanish the opportunity to realize how their non-English speakers feel each day, while, at the same time, they were able to see how they could use their prior knowledge and their knowledge of English to acquire information and be successful learners.

There were both native Spanish-speaking students and native English speakers in this second-grade classroom. They were completely engaged and were able to participate in the instruction and activities, understanding, responding, writing, and conversing with each other in the language of instruction. The students’ ability to participate fully allowed the teachers to recognize and appreciate the successes possible within a bilingual classroom where thoughtful, well-planned instruction is delivered. The students’ ability to perform well is a testimony to the quality of instruction that Mrs. Rutkowsky and previous bilingual teachers have provided for these students. The participants could also see that the instruction was not watered down or diminished in either language, and students were acquiring content knowledge and academic vocabulary in both languages while receiving language instruction. This provided an opportunity to grasp the concept of thematic teaching and integrated instruction during language arts in a more visual and authentic way.

**Taking Stock...**

The last day was another full day for teachers to work and collaborate together. The morning was utilized for open discussion about the professional development opportunity that was provided during the week. Teachers discussed what had gone well and how they felt about the new strategies they had learned. They talked about how this could apply to their grade level and any adaptations that might be needed. Elia Maria and Susan were able to clarify and discuss other options for implementation of thematic units.

One area of concern for teachers was the time factor—specifically, how this would impact this type of instruction. This concern led to a lively discussion about integration of content areas and also how schedules could be changed to better accommodate this model. In the afternoon teachers had time to collaborate and make materials, using their core reading program grade-level text as a base for careful planning of thematic content and language acquisition techniques.

The teachers responded favorably to this format of professional development. Ms. Debra Davidson, a second-grade TESOL-endorsed teacher, stated: “This week of professional development training in ESL methods and strategies has been such a wonderful experience for me! I have had opportunities to collaborate with other teachers and to discuss ESL methods and strategies in our classrooms, as well as to actually have the experience of seeing the methods and strategies taught in an actual classroom. This was such a valuable learning experience for me! ...I am so grateful to the presenters and to my principal (Mrs. Judy Touloumis) for providing this opportunity to enhance my teaching skills!”
Making Connections—May ’09

Maintaining and Supporting the English Language in the ESL classroom
by Alma Giner-Garcia, Valley High School

Picture this: a secondary ESL classroom where all the students, in perfect harmony, try their best to communicate in English only. Even though they are in the same class with their friends, they completely forget that Spanish is their first language and that it’s easier to speak in Spanish to their friends and their bilingual teacher. They try their best and even prefer to use body language before letting a Spanish word come out of their mouths. Now, wake up and come back to reality! As many of us know, this is not what happens in our real-world classrooms every day. For those of us who teach English to a class of only Spanish speakers, this is especially true.

Having been an ESL student myself, I can clearly understand what is going on in my students’ heads. Since they feel at home in the ESL classroom, surrounded by their friends and under the care of their “protector,” it is just easier to stop trying. It is also more embarrassing to mispronounce a word in front of their buddies. In other cases, they just want to continue taking ESL classes for a longer time, so they pretend not to be able to speak English.

Whatever the excuse may be, there are techniques for encouraging the use of English that I have found to work for me. Perhaps because my first language is Spanish, too, and I sometimes find myself believing that it’s just easier to say it in Spanish, implementing these techniques is hard. In other words, I have to be very attentive to students’ Spanish usage and redirect them into using English.

First of all, acknowledge their contribution. If a student participates in class for the first time, but he/she does it in Spanish and the teacher tells him/her to use English only, he/she will shut down. Many students will feel as if their teacher is “against” their first language. In some cases, and depending on their personalities, students may even start seeing their teacher as someone who wants them to lose their mother tongue.

What works for me is to wait and let them express their thoughts. Using body language, I acknowledge their contribution. I may smile or nod my head signaling agreement. Immediately after they have finished, I say: “Yes, very good, now tell me in English.” I have found this to work because they get to brainstorm their answer in their first language. Then when they know they said something that makes sense, their anxiety level decreases and they are more motivated to try saying the exact same thing in English.

Using humor works in my classroom, too. Sometimes I act as if I don’t understand a word in Spanish. Or at other times, I act as if I’m not hearing or seeing anyone who speaks Spanish. My students laugh, and this reminds them to try to use English. Of course this technique would not be appropriate to use in a classroom where positive rapport has not been built yet. The students need to know that their teacher is “acting” in order to remind them to practice their English.

What works for me is to wait and let them express their thoughts. Using body language, I acknowledge their contribution. I may smile or nod my head signaling agreement. Immediately after they have finished, I say: “Yes, very good, now tell me in English.” I have found this to work because they get to brainstorm their answer in their first language. Then when they know they said something that makes sense, their anxiety level decreases and they are more motivated to try saying the exact same thing in English.

Using humor works in my classroom, too. Sometimes I act as if I don’t understand a word in Spanish. Or at other times, I act as if I’m not hearing or seeing anyone who speaks Spanish. My students laugh, and this reminds them to try to use English. Of course this technique would not be appropriate to use in a classroom where positive rapport has not been built yet. The students need to know that their teacher is “acting” in order to remind them to practice their English.

—continued on page 11—
One more technique that works in a multilevel classroom (and who doesn’t have one of these?) is having a competition. This idea was created by my students themselves. In a class where most students are advanced in their speaking skills, I have two newcomers. One of them came in September and had been trying hard to participate in class activities and discussions. The other student came in January. He immediately started trying his best and caught his peers’ attention. The first one, not wanting to be left behind, started trying even harder. One day, all of a sudden, we had a scoreboard in the classroom. Without planning for it, I was the “referee,” deciding who the student to get more points for their participation in class would be.

This game worked for a while until it got old. Now I’m starting to look for more techniques to maintain English in my classroom. Of course the number one priority for these techniques would be for the students to feel safe and comfortable when using English.

Some other Ideas:
- Make a hand-held stop sign that says “ENGLISH.” Use it when students use their first language.
- Have a buzzer like the ones used in TV games when the wrong answer is given. Use it when a student answers in his/her first language.
- Have a reward system in beginning ESL classes. Keep their English usage posted in some sort of a chart so students can see who is near a reward.
- Have a classroom award ceremony every grading period where students get certificates for “most improved” in their English usage.

These are some techniques I plan to try. And I am also hopeful that my students will come up with other ideas, like the scoreboard, to help me in teaching and to help them in learning and using English.

gold means wealth, glory, and good luck, while red stands for beauty and life, and black signifies maturity and spiritual growth. The cloth is a form of non-verbal communication that denotes pride and identity. It is worn on special occasions and is a symbolic link to cultural roots and an expression of pride in the heritage of the wearer.

*Kente* cloths have never been mass-produced; each cloth is hand-woven on special looms. The long, narrow cloths for the APS graduates come from Ghana. The *kente* includes all the elements of African cultural heritage, including history, ethics, beliefs, social and moral values, and codes of conduct—a celebration of life. They are worn during important events of festive celebrations and academic achievements. There are various symbols woven into both sides of the *kente*. The “Key” is a symbol of success and the “Ashanti Stool” is a symbol of nationhood. This Golden Ashanti Stool is considered to be so sacred that no person is allowed to sit upon it. It is kept with the strictest security and precaution, and it is taken outside only on exceptionally grand occasions. Never must it come in contact with the earth or the ground.

This year, the APS Black Student Unions expect to honor about 75 graduating seniors at the “Rites of Passage.” Surely the ceremony and the significance of the *kente cloth* will underscore the accomplishments of the honored students and their families and communities.
Making more connections!

Comming Events

❖ Two-Way CABE, 17th Annual National Two-Way Bilingual Immersion Program Summer Conference—July 5-9, 2009, Monterey, California: Two-Way CABE is an affiliate of the California Association of Bilingual Education. For more information, please visit www.twowaycabe.org.

❖ New Mexico Association for Bilingual Education—Bilingual Multicultural Education: Pathway to Success: September 24-26, 2009, Albuquerque, New Mexico. For more information, visit www.nmabe.net.

❖ La Cosecha 2009, 14th Annual Dual Language Conference—November 18-21, 2009, at the Albuquerque Convention Center, Albuquerque, New Mexico: Visit www.lacosecha.dlenm.org for conference information and registration, as well as the “Call for Proposals” for prospective presenters.

ESL Summer School

English as a Second Language classes will be available this summer at no charge to APS ESL students (identified by a NMELPA score of level 1, 2, or 3). High school classes will run from June 8-26, and the elementary and middle school classes will be in session from June 6 to July 31.

The deadline for registration is May 15. For more information on summer school registration procedures and sites, please visit LCE’s website at www.lcequity.com.

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

Please call 880.8249, ext. 154, before making the trip to be sure the library is open.

FYI...

UNM/APS ESL Endorsement 2009 Summer Institute

For the last ten summers, UNM and APS have sponsored an ESL Summer Institute designed to help in-service and pre-service teachers of all grade levels secure ESL endorsements. This summer’s institute will be held at La Mesa Elementary School from June 1 to July 10. The institute runs Monday through Friday from 8:00 a.m. to 1:00 p.m. There will be an opportunity to work with ESL students. Participants take three integrated courses (and there are prerequisites):

LLSS 453—Foundations of Bilingual Education
LLSS 482—Teaching English as a Second Language
LLSS 4559/559—Second Language Literacy

Application deadline for the Summer Institute is April 3. If you have questions or would like more information, please contact Holbrook Mahn at 277.8961 or hmahn@unm.edu.