

Making Connections

Language, Literacy, Learning

 A publication of the Department of Language and Cultural Equity 

Focusing on District Goals for 2005-2006

by Lynne Rosen, Director

As I welcome you to a new year in Albuquerque Public Schools, I am reminded of the tremendous strides we've taken toward making our schools the best they can be. This has been achieved through hard work, dedication, collaboration, and a shared vision of excellence. Language and Cultural Equity staff will continue to support the work of school staffs, departments, and communities in the endeavor of continuous improvement on behalf of students. In aligning our work with district goals, our areas of focus are as follows:

EXCELLENCE IN ACADEMIC ACHIEVEMENT

☐ *Adequate yearly progress* (AYP) is a goal for all of our schools. We have seen an increase in requests for on-going support to individual teachers, facilitation for long-term study groups, and help in creating meaningful staff inservices with follow-up. Our collaborative work with school staffs centers on developing academic language and literacy proficiency, a crucial component of the standards-based achievement exams which are paramount in determining a school's AYP.

☐ The wide *achievement gap* between students from minority, language minority, and low



Lynne Rosen (left) meets with Margarita Porter, new Title VII Resource Teacher (center), and Frances Candelaria, LCE Secretary.

socio-economic groups and "mainstream" students is a great concern. We hope to alleviate this inequity through collaborative work with schools in relevant and rigorous curriculum development and appropriate teaching strategies and materials. To support this effort, LCE and TLS have teamed to provide on-going district professional development to teachers, principals, and support staff in implementing sound Alternative Language Services and sheltering instruction for all students.

☐ There are two specific areas in which we are strengthening *Alternative Language Services* models. This year we have added a dual language study group as a professional development opportunity. LCE has also supported development of a Navajo language curriculum in response to the growth of Navajo language programs.

SAFE LEARNING ENVIRONMENT

☐ The *Quality Assurance Process* (QAP) has helped schools recognize their strengths and areas of need in appropriate facilities as well as instruction. The QAP assures that all students are integrated within the school community,

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Classroom Happenings: Realia in Academia

by Heather McGuire, Highland High School

Teachers are performers and have to edit their performances to keep the audiences coming back. Students, like theater-goers, vote with their feet, so teachers adapt their classroom to a new and different audience of students. Educators compete against iPods, cell phones, mp3 players and video games. Lessons must be brought to life and not left to linger on a lonely textbook page. Teachers have to unlock their own imagination and work diligently at creating an interesting classroom environment for their students.

Realia, real objects and demonstrations used to augment or illustrate a lesson, can enliven a classroom, using the senses to involve the audience in what is being presented. The learning is natural and not forced. By using realia, a teacher can create an environment that is rich enough to compete with the common "This is boring!" complaint.

The use of realia is a strategy that provides greater assistance with the acquisition of a second language. As Walqui asserted in 2000, "Good classes for immigrant students not only provide them with access to important ideas and skills, but also engage them in their own constructive development of understanding." (p.4) Realia opens discussions about meaningful concepts. It involves students in a conversation that requires more language understanding than rote memorization drills or ditto exercises.

It is the nuance of language, which is at least as rich with meaning as vocabulary and grammar, that is reinforced through the use of

realia. Textbooks cannot teach communicative competence; it is only learned through extensive conversational practice. Realia is designed to inspire this practice in a natural way. For example, if a teacher brings in oranges, the students automatically discuss whether the orange is sweet or sour; they discuss other fruit they like; they say how crazy the teacher is; etc. It does not really matter what they say, but that they have something to say at all. A textbook rarely will inspire this much discussion.

Realia is appropriate for any content area. An English teacher might illustrate how

prepositions are used by asking students to teach each other how to tie a necktie. Without prepositions like "over" and "under", the tie would never be completed. Science classes have experiments and dissections. Math classes utilize manipulatives and relate lessons to cooking or shopping. History classes visit museums and watch documentaries. Foreign language courses often use menus to learn vocabulary. Realia gets our hands dirty as we are learning; it is the stuff of life.

In my own classroom, I incorporate as much realia as possible. This summer, my students planted a tree on campus and then wrote poems to dedicate the tree. Because of their experiences planting the tree, the students wrote poems that were more heartfelt and meaningful than if they were simply sitting at a desk all day. They felt the sunshine on their backs and the dirt between their fingers. This fall, my English 11 class is reading *The Joy*

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Ms. McGuire has taught her students to play mah jongg, an activity using realia which encourages informal language use and interactions in the classroom, as well building connections to their literature study.

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Luck Club by Amy Tan, a Chinese-American author. Based on elements in the novel, we had a whole lesson involving realia. I set up the class with stations, and students rotated through stations at the sound of a gong. We all tried *mah jong*, chopsticks, jasmine and chrysanthemum tea. We learned about *feng shui* and our Chinese zodiac signs. As I watched even the most reluctant student become engaged, I knew the extra planning was worth it. In both instances, the students had a total sensory experience to reinforce an intellectual lesson.

Realia is reminiscent of the 1960's art movement of happenings, which involved the audience in a total sensory experience (www.wikipedia.com). By carefully manipulating objects, the senses, and the environment, both realia and happenings seek to “connect the real with the abstract.” (Rich, 2001, p. 7) When done well, they both provide a “vehicle for expanding our awareness of life by prompting unexpected, provocative interactions.” (Walker, 2001) Many people say that teaching is an art. Both artists and teachers want to be memorable and thought-provoking.

Likewise, both artists and teachers should be creative and innovative. The modern classroom is interactive and seeks to provoke discussion and thought, rather than simply provide safe answers. Artists, teachers, students...all of us benefit from an open and curious mind. We can never stop learning. I used to say that I wanted to be a professional student; little did I know that I was describing the profession of teaching.

References:

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that there is a positive school climate, and that students have equal access to all school programs.

□ Our extensive work in *multicultural education and diversity training* highlights the importance of a safe, fair, productive, and welcoming environment for all students. Many school staffs and individuals continue to request help in these areas. In addition, the Cross Cultural Resource Library boasts a growing multicultural collection.

EFFECTIVE AND EFFICIENT SYSTEMS

□ All APS schools receive *technical support* from LCE such as translation and interpretation services, LAS testing assistance, consultation on issues involving special education and English language learners, Cross Cultural Resource Library, and tuition reimbursement for teachers obtaining ESL/bilingual endorsements. These entities are managed by LCE to alleviate work at school sites.

□ In addition, the *partnership process* between twenty schools and LCE pinpoints focus areas and sustains close, two-way communication. Partnership schools receive intensive support, particularly for classroom teachers. Our partnership agreements contain provisions for end-of-the-year assessment of accomplishments.

□ *Data* collected by Research, Development, and Accountability and from Baldrige processes at schools helps to fine-tune our work. Additionally, we will be gathering long-term data on student achievement from various ALS models.

□ We continue our close work with *Dual Language Education of New Mexico* in efforts to enhance existing programs and support new initiatives. Collaboration on events such as La Cosecha, summer institutes, and other professional development benefits all involved.

Thank you all for your strong commitment to making our schools a good and productive place for learning—for students and adults alike. There is much work that still needs to be done to strengthen teaching and learning for English language learners and culturally diverse students, but I'm confident that together we can close the achievement gap and that all APS students will grow to be successful and responsible global citizens. *¡Juntos Podemos!*

Mini-Lessons Focused on Expository Writing

by Nancy Lawrence and Dee McMann

Expository, or informational, writing is often seen as a challenge for students. Yet, it is an essential part of developing academic language proficiency and can enhance learning in all content areas.

The following activities support students in summarizing, organizing text, building vocabulary, and adjusting patterns of writing to appeal to a specified audience and purpose. These activities can be modified for various collaborative groupings and for any grade level. Shared reading and writing, teacher modeling and demonstration, and multiple practice opportunities using many different types of expository text (scientific reports, "how-to" books, newspaper and magazine articles, etc.) are especially effective approaches to help students refine their own writing. Using "student-friendly" terms when explaining components of writing helps learners feel that they truly are authors.



Fred March, Eugene Field Elementary, works with a small group of third-grade writers on developing their ideas in writing workshop.

1. SEQUENCING TEXT

Make sets of sentence strips from an expository text at students' independent reading level(s).

Shuffle them and ask students, in teams, to put the sentences in an order that makes sense. Team discussion and justification of sequencing help students organize their own writing.

2. VISUAL TPR SEQUENCING

This is similar to the activity above. The sentence strips from each expository text are large enough—e.g., pocket chart size—for all to see. Each group receives a different text. One group

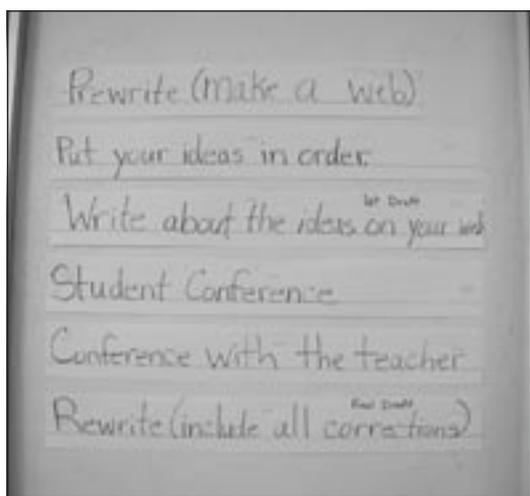
at a time stands up in a line facing the class. Student holds their sentences in front of them, and the teacher facilitates the class discussion about the order of students/sentences, being sure to reinforce details and connecting words. When the sequencing is finished, all the students read the text aloud in unison.

3. COLORS MARK THE PARTS

Using a transparency and different colors of Vis-à-vis™ pens for important components of text, the teacher or a student marks a large-print expository piece for main idea, details, connecting words, conclusion, and any other text feature which should be brought to the students' attention. The teachers can do this as a shared activity/demonstration. Individually or in small groups, students can then follow this pattern on copies of another text using crayons, colored pencils, or markers.

4. HOW-TO DEMONSTRATION/WRITE-UP

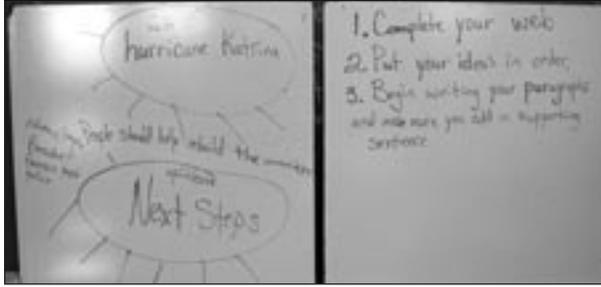
The teacher demonstrates and mediates (describes aloud) the steps of a short "how-to" task such as tying a shoe, potting a plant, setting



Clear expectations and procedures help students gain a sense of control and capability.

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Writing workshop starts off with a web begun by the class and a "to do" list for the morning.

up an aquarium, or making a peanut butter and jelly sandwich. Students take notes and then, using shared writing, the class collaboratively creates an expository paragraph. The teacher prompts students for sentence variety, details, conventions, etc.

5. A GRAPHIC ORGANIZER: THE HAMBURGER

Graphic organizers and trifold "books" can help students understand organization in writing an informative piece. The hamburger image is useful for many students. The patty is the main idea. The top bun is the introduction and the bottom is the summary or conclusion. The lettuce, tomato, cheese, chile, etc. represent details/information in various sentence patterns.

6. FIND THE CONNECTIONS

In an expository text from an anonymous student's writing or from a content textbook, ask students to list in order the "glue" words which hold the text together. Find several examples as a whole group. In a similar text, omit the connecting words, like a cloze exercise, and have the students brainstorm connector words to improve the fluency of the piece.

7. LISTEN/DRAW

The teacher reads an expository piece with rich visual imagery, perhaps a passage about the water cycle, the anatomy of fish, or the characteristics of a rain forest. Students draw as the teacher reads the passage several times.

8. WEBBING

As students generate ideas and information about a topic for their writing, the teacher demonstrates webbing on the overhead or chart paper. Here, the focal points are

categorization—grouping details under broader topics—and connections among the ideas. The web should visually show these things. The teacher shows how categories with details can become paragraphs, and then how paragraphs might be sequenced using possible transitions or logical connectors to hold them together.

9. Q & A SHARED WRITING/CONTENT AREA TOPICS

The teacher designs questions about a topic which has been studied. The questions are sequenced in an order which leads to a logical organization. They are then read aloud and displayed on a visual. Students write the answers in note form—several words or just one word—and then write an expository piece drawing on phrases and vocabulary from the questions.

10. DICTOGLOSS

Modeling examples of expository text through dictogloss highlights the traits of ideas and word choice as well as organizational patterns. The teacher reads aloud a short factual passage at a normal rate several times. Students first listen and then, during the second and/or third reading, they write down the words that stick in their minds. In successive readings by the teacher, students try to capture in their notes some words that are near those which they first wrote down. They compare and build their phrases in small groups. Eventually, as a small group, they compose an expository piece of their own that will resemble the original. It is important to note that this is NOT a dictation; students are working toward meaning and cohesiveness, rather than simply writing down the passage verbatim.



Students confer quietly on their writing as Mr. March facilitates a small group session.

GLAD to Learn...

supporting academic language and literacy development

by Eva Thaddeus, Adobe Acres E.S.

Have you heard of Project GLAD? If you haven't heard of *Guided Language Acquisition Design*, I'm not surprised. There are no GLAD-certified trainers in New Mexico; however, Lisa Meyer-Jacks and I hope to change that.

GLAD is an academic program synthesized from best practices in language acquisition and literacy instruction. Developed by teachers and field-tested in classrooms for years, GLAD is not a curriculum; it is an instructional method that can be used to design thematic units at any grade level. If you are an experienced language teacher, much of what you see in GLAD will be familiar—established research findings and tried-and-true instructional methods. What's new is the synthesis of theory and practice into a package that works. I saw it in action.

The Window Rock School District generously permitted us to join a GLAD training they were hosting, so we headed to the Navajo Nation in May. We watched Jabbar Beig, a GLAD trainer, instruct a third grade classroom in a four-day geology unit. He began by introducing "awards"—slips of paper with a picture and some geology text, which reward students for "acting like geologists." The children were electrified by the opportunity to earn an award—and by the end of the morning, most of them had. Jabbar next introduced the "signal word" of the day—

"geologist." Hearing and speaking the signal word as a transition between tasks is based on research showing that a child needs to be exposed to a vocabulary word at least seven times in order to learn it. The next day, a formal definition of the signal word is given, and a new word chosen.



GLAD continues at Adobe Acres this year, as fourth grade students work on a geography unit.

Charts, "10-2's," and chants are three of the signature strategies of GLAD. Jabbar's first input chart was titled "Three Layers of the Earth." The input chart is lightly sketched ahead of time, allowing the teacher to create it from a seemingly blank sheet of butcher paper. As he draws, he talks through what he is drawing. He never lectures for more than ten minutes without asking the students to spend two minutes talking together—the 10-2

strategy. "Turn to your neighbor and tell them about the first layer of the Earth. Wait for the signal word—geologist!" "Geologist!" chorus the students, and a hum of conversation begins.

Chants, a third key strategy, promote oral language, reinforce concepts and vocabulary, and are also where much spelling and grammar instruction is done. "Don't let them become wallpaper!" is the GLAD refrain. The chants are returned to again and again, maybe once to study verbs and another time to look at rhyming patterns or apostrophes.

On returning to Adobe Acres Elementary, we decided to use the last two weeks of the school year to co-teach a GLAD unit in Lisa's fourth grade dual language classroom. We translated written material into Spanish, wrote Spanish chants, and quickly prepared to spend ten hours addressing the fourth grade science standard: "Explain how the properties of rocks reflect the processes that formed them."

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Fig. 1

Input chart—

"El ciclo de las rocas"



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Our unit began with an input chart titled “El ciclo de las rocas” (the rock cycle). We included a teacher-created big book (*Lo importante de las rocas*) and structured expert groups in which students studied different types of rocks and then taught their peers what they had learned. We assembled a class chart listing rock types, origins, and characteristics. Then the class wrote a collaborative paragraph with the topic sentence, “Las características de las rocas reflejan los procesos que las formaron.” This brought us to the last day of school. Their assignment: *Write an essay in Spanish explaining how the properties of rocks reflect the processes that formed them.*

Remember, this was the last two weeks of school. We were packing in academic content, and we kept students’ attention. The GLAD program was

working its magic. What would I do differently? Allow more time. Ten hours for a single science standard sounds like a lot, but there are so many language arts standards in this thematic instruction that it needs and deserves a large chunk of time. The good news is that GLAD is readily integrated into language arts models like balanced literacy or Four Blocks.

I know how hard it can be for teachers to incorporate new strategies into their practice. That’s why, when we saw something as good as GLAD, we jumped on it. GLAD requires intelligent, creative teaching, but it provides a framework that is practical and realistic. It motivates students and teachers alike. Lisa and I are certified to teach GLAD now, but we’d like to become certified to train others— New Mexico needs this program!

La redacción según la norma académica de 4º grado

por Lisa Meyer-Jacks, Adobe Acres E.S.

RÚBRICA QUE HICIMOS PARA EVALUAR LA PRUEBA FINAL:

Nota = 4	3	2	1
Explica la conexión entre los procesos y las características de las rocas	Hace conexión entre los procesos y las características de las rocas	Hace por lo menos alguna conexión entre los procesos y las características de las rocas	No hace una conexión entre los procesos y las características
La información es correcta y detallada	La información es correcta	La mayoría de la información es correcta	La información no es correcta
3 o más ejemplos excelentes	2 o más ejemplos relevantes	1 ó 2 ejemplos	Falta de ejemplos
Todo se relaciona con el tópico	Todo o casi todo se relaciona con el tópico	La mayoría se relaciona con el tópico	No se relaciona con el tópico
Muestra pensamiento independiente	El párrafo se parece a lo que hicimos juntos	El párrafo intenta reproducir lo que hicimos juntos	No es un párrafo

MUESTRAS DE PÁRRAFOS QUE ESCRIBIERON MIS ESTUDIANTES:

De las rocas sedimentarias podemos aprender que se hacen en la superficie del agua. Las rocas metamórficas pueden ser rocas sedimentarias o rocas ígneas cuando todavía no se forman. Las piedras ígneas están echas de magma y tienen burbujas del aire. Las burbujas del aire ayudan a la roca ígnea enfriar rápidamente. Las rocas sedimentarias vienen del fondo del mar, las rocas ígneas vienen del manto (magma) y las rocas metamórficas vienen del presión, calor y el tiempo. (Nota = 3 = "competente")

¿Como las características de las rocas reflejan los procesos que la formaron? Les voy a dar un ejemplo de la lava. La lava es una roca que salió cuando el volcán explotó. Salieron unas rocas. Luego se enfriaron rápidamente cuando el volcán explotó. También hay muchas piedras que saltaron de volcán y eran de diferentes colores. Esa piedra tiene burbujas adentro. (Nota = 2 = "precompetente")

For more information, contact Lisa Meyer-Jacks at 877.4799, or visit the GLAD website at www.projectglad.com

Moving Ahead with the Standards-Based Progress Report

by Chris Fritz, Research, Development, and Accountability

Feeling frustrated with a grading system that doesn't match your instruction and assessment around standards? With the on-going help and hard work of teachers, community members, and district departments, Albuquerque Public Schools is moving ahead with implementation of a standards-based education system and expanding the pilot group of schools actually using a standards-based reporting tool.

In 2004-05, twenty APS elementary schools piloted a then-current version of the district's standards-based progress report. In December, nine parent focus groups met to provide input on the document. Many families were unaware of the district's shift to a standards-based system and were reluctant to let go of traditional letter grades. They felt that the new report was confusing and failed to motivate students as grades had. Other parents supported the changes and believed that the new system provided more information to help them clearly see and understand their child's progress.

In the spring, a sampling of pilot school principals responded in interviews. A big concern was that large scale support for a standards-based system was not yet in place for teachers making the shift in teaching, assessing and communicating to standards. At the same time, teachers asked for a document that was easier to fill out, communicated student progress more clearly to families, and aligned with state and district standards.

In response to feedback from all three sources, a working group of about twenty teachers,

instructional coaches, and principals met with RDA throughout the summer of 2005 to revise the document. This effort, focused on discussion of the feedback, professional literature, and experience, resulted in a document that is one page in length, distinguishes between performance levels that reflect "point in time" achievement and those that indicate mastery of a body of grade-level standards, and includes both grades and

standards performance levels for schools still in transition. For school year 2005-06, schools will report student progress in one of three ways: the traditional report card, the standards-based progress report with letter grades, and the standards-based progress report.

Along with the newly revised document comes extensive support for schools and teachers, as well as a community education plan to assist schools in helping families and other community members better understand a standards-based system. This year, twenty-two schools, new and veteran, will utilize the standards-based progress report. Just a sampling of the resources available to them includes a standards alignment map, linking standards and power standards to the progress report; sample standards-based gradebooks; unwrapped standards for grades 1 through 6; sample rubrics, and much more (see web resources listed on page 9).



Adobe Acres teachers meet for a study group session in preparation for piloting the standards-based progress report.

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With time, professional development, and collaboration both within APS and with the larger community, these changes in the way we think about teaching, assessing, and communicating student progress toward standards will be powerful for all students. But there are many aspects of this change that could make a real difference for minority and language minority students. These include the following:

- A standards-based system is one that focuses on student learning—for all students;
- This system provides specific information on student progress to clearly defined grade-level standards, and students are privy to that information;
- Students receive specific feedback, targeted instruction, and multiple opportunities and avenues to demonstrate progress toward standards; and
- Learning—and thus mistakes—are expected, not penalized, so eventual competence isn't weighted with earlier failures or low grades.

Thanks to everyone who has contributed to this initiative. Getting to this point is the result of hard work, professional expertise, persistent learning, and responsiveness to the community. Moving ahead will yield positive results for students and families of our district.

Web resources for teaching and learning in a standards-based system...

www.rda.aps.edu/sbpr
www.aps.edu/aps/tls/index.htm
www.publicengagement.com

For more on teaching and learning in a standards-based system and how rubrics, as part of that system, can be used to help all our students succeed, look for the December edition of *Making Connections*.

Rubrics: A Vital Tool in Standards-Based Education

by Greg Hansen

Using rubrics consistently is one way teachers help all their students succeed and make progress toward standards while providing the extra support that English language learners require. "A scoring guide (rubric) is a document that describes student performance on a specific task. The descriptions on a scoring guide clearly differentiate levels of performance, such as *exemplary*, *proficient*, *progressing toward the standard*, or *not yet meeting the standard*. (Doug Reeves, *Making Standards Work in the Classroom*, Advanced Learning Press, 2002) Rubrics are assessment tools as well as task guides that define expectations for success. They provide a clear performance target of quality work for teachers, parents, students, and especially English language learners.

RUBRICS ARE GREAT FOR ELL'S

For students who are in any stage of English acquisition, the regular use of rubrics can increase opportunities for language learning and provide greater access to what is being taught. Here's how:

- The clear goals and tasks that are found in a rubric are usually expressed in clear, concise language. The text is often in list form, making it easier to negotiate than a standard paragraph. Shorter phrases without transition words tend to be more "ELL friendly."
- There is no failure. Rubrics describe a continuum of success that invites the ELL to remain in the process, whereas an "F" or "0" may cause a student to give up on the daunting task of expressing himself in a new language.
- Using rubrics implies more opportunity for feedback, and this in turns provides more chances for teacher/student or student/student conversation around the assignment. This increases the amount of oral language students can practice or hear. The smaller venues for conversation that occur when conferencing with the teacher or peers are more comfortable situations for trying out new language.
- Rubrics lower the amount of anxiety a student may feel around an assignment. When just hearing the task, an ELL may feel overwhelmed and find it difficult to remember all that was said. Seeing the assignment broken down in shorter phrases can provide a manageable set of instructions for both students and parents and make the project more "do-able."
- Second language learners will often produce writing that contains multiple errors in syntax, verb forms, etc. Since it is unrealistic to ask a student to respond to every error, rubrics can be easily modified so that a student is asked to focus on just one or two specific language structures.

Explorando personajes literarios en arte

por Juanita Gonzales, la secundaria Van Buren

Cada año escolar los estudiantes de la clase de literatura en español de la escuela Van Buren hacen un proyecto usando como medio el arte. Este proyecto es un repaso de los cuentos que los estudiantes han leído durante el año.



La Sra. Gonzales conversa con los estudiantes al trabajar con las representaciones visuales de sus personajes favoritos de la literatura que estudiaron durante el año escolar.

En las últimas nueve semanas del año escolar 2004-2005, los estudiantes, trabajando en parejas, construyeron unos muñecos que representaban su personaje favorito de uno de los cuentos.

El primer paso fue escoger su personaje preferido, siendo diferente en cada pareja. Para escoger su personaje tuvieron que repasar todos los cuentos que habían estudiado durante el año. Hubo mucha discusión sobre aspectos de los personajes. Algunos alumnos buscaron información sobre detalles de los vestidos y trajes de la época del cuento en enciclopedias y en el Internet.



Los estudiantes exhiben sus personajes literarios para la Fiesta Literaria, una actividad que se lleva a cabo cada primavera en la secundaria Van Buren.

El segundo paso fue construir el cuerpo del personaje y pintar la cara y las manos; el traje lo tuvieron que construir de tela, incluyendo los zapatos. La ropa necesitaba ser de la época del cuento. Los estudiantes trabajaron con gran esfuerzo en la fabricación de su muñeco. Algunos chicos cosieron los trajes y otros engarzaron chaquiras

para hacer collares y pulseras.

Todos estos detalles juntos, hicieron que los alumnos empezaran a darles vida a sus personajes, al igual que los personajes entusiasmaron a la clase y a la escuela. Eran tan reales que en una ocasión, un joven se puso a bailar con "La Comadre Sebastiana" en el pasillo. De hecho, hasta la persona que hace el aseo, se asustó al verlos la primera vez que entró al salón.

Al terminar de construir el muñeco escribieron un ensayo en la primera persona sobre el personaje. Los proyectos completos fueron presentados en la Fiesta Literaria de Van Buren en mayo de 2005.

Esta representación fue maravillosa tanto para la maestra como para los estudiantes. Cuando los estudiantes escribieron una reflexión sobre el curso, dijeron que de todo lo que estudiaron en los tres años este fue su proyecto favorito.

Fue muy bonito ver el apoyo que los estudiantes se daban los unos a los otros. Este proyecto les dio la oportunidad de expresar un gran talento.

Catholic Charities Offers Refugee Student Services Program

The Refugee Student Services Program (RSSP) is a branch of the Catholic Charities' Refugee Resettlement Department. The RSSP serves middle and high school students, providing educational and counseling services to help newly resettled students adjust to their surroundings and succeed in school. The RSSP includes an after-school program for refugee youth in grades 6-12, offering tutoring, ESL instruction, and counseling. In addition to the RSSP, Catholic Charities offers a range of support services and classes to parents and other adults in the community. For more information, please contact the following individuals:

- Robin Zimmer, RSSP Coordinator, 724.4676 or zimmer@ccasfnm.org; or
- Meg Wright, Youth ESL Instructor, 724.4609 or wrightm@ccasfnm.org; or
- For general information about the Family Education or adult classes, call 724.4658.

Check out the English as a Second Language Podcast!

Do you know an older student or adult who would like to speak English more fluently and increase listening comprehension skills? With *ESLPod.com*'s English as a Second Language Podcast, learners improve their English by listening to native speakers discuss topics of interest. They learn idioms and expressions and learn to use them the way native speakers do.

Each ESL Podcast lasts 10-20 minutes and includes an interview or conversation with a native speaker and an explanation of the expressions and phrases that the speakers use.

ESL Podcast is brought to you free every weekday by the Center for Educational Development, in Los Angeles. Dr. Jeff McQuillan is the host of the podcasts. Learners can listen to the podcasts through iTunes, or by entering the "feed" page into your podcast software: [feed://feeds.feedburner.com/EnglishAsASecondLanguagePodcast](http://feeds.feedburner.com/EnglishAsASecondLanguagePodcast).

La Prueba Training Dates

LCE will again be sponsoring preparation sessions on the following days for teachers seeking a bilingual endorsement. These are one-day sessions, and they are all 8:30 a.m. to 3:30 p.m. at Montgomery Complex. Please call Frances Candelaria, 881.9429, ext. 80075, to reserve a spot.

Thursday, September 29, 2005
 Thursday, October 20, 2005
 Thursday, November 3, 2005
 Thursday, January 26, 2006
 Thursday, February 9, 2006
 Thursday, April 20, 2006
 Friday, May 12, 2006

Dual Language Study Group

Here's an opportunity to study the educational goals, organizational principles, and other specific features that are needed for successful implementation of a dual language education program. The study will be based on the book, *Dual Language: Teaching and Learning in Two Languages*, by Sonia White Soltero, and books will be provided.

FACILITATOR: Susana Ibarra Johnson,
LCE Resource Teacher

INTEREST GROUP: Novice to experienced teachers in dual language programs

MEETING DATES:

September 26, October 24, November 28,
January 30, February 28, April 24, May 15

TIME: 4:30-6:30

PLACE: Language and Cultural Equity
APS Service Center
6400 Uptown Blvd. N.E., 601W

To reserve a place, please contact Frances Candelaria at 881.9429, ext. 80075. There will be a maximum of 25 teachers—first come, first served!

Making more connections!

Coming Events

❖ National Association for Multicultural Education—15th Annual Conference, *Renewing the Dream Through Multicultural Education: Sharing Power, Valuing Culture, and Achieving Social Justice*: November 9-13, 2005, Atlanta, Georgia. For more information, please visit the NAME website at www.nameorg.org.

❖ La Cosecha 2005, 10th Annual Dual Language Conference: November 9-12, 2005, Old Town Sheraton, Albuquerque, New Mexico. Hosted by Dual Language Education of New Mexico. Questions? Call 505.243.0648 or visit the website at www.lacosecha2005.org.

Tesol Endorsement and Survival Spanish Courses for APS Teachers, Fall 2005

LCE is making available courses at Sandia High School for the TESOL Endorsement. These College of Santa Fe courses are open to APS teachers, who will be reimbursed for tuition costs. The TESOL courses satisfy all N.M. state requirements for the endorsement. Survival Spanish course participants will learn to communicate better with monolingual Spanish-speaking children and their families. These courses satisfy the TESOL foreign language requirement. Tuition for each course is \$375, to be paid on the first day of class and reimbursed when the course has been passed. For more information, contact Professor Henry Shoner at 855.7271.



Cross Cultural Resource Library



Monday and Wednesday:
8:00-5:00

Tuesday, Thursday, Friday:
8:00-4:30

Closed daily for lunch:
12:00-1:00

Montgomery Complex
LIBRARY SPECIALIST: Jo Ann Gonzales
Please call 880.8249, ext. 154#,
before making the trip to make sure
the library is open.

FYI...

LAS Testing Changes...

Students needing English LAS re-testing will be tested on the new assessment from the state in late spring. Only kindergarten students and students new to the district will be tested with the English LAS this fall. Schools with bilingual programs will administer the Spanish LAS testing this fall, rather than waiting until spring. For more information, please call Laurita McKinney at 881.9429, ext. 80495.

Back issues of Making Connections are available at lcequity.com!

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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.

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