A new school year allows us to reflect upon our successes and the challenges that we still face. Last year, APS initiated the Quality Assurance process to determine how well schools were implementing Indian Education, Special Education and Alternative Language Services. Based on school visits and the Student Information System, APS determined that 82% of students requiring ESL services received these services; however, only 59% of special education students who required these services received them. District-wide, ESL services improved considerably over the previous year, including a remarkably successful summer school session. With the support of principals, teachers, and our tuition reimbursement program, we now have over 900 teachers who hold an ESL endorsement and 425 teachers who hold a bilingual endorsement. Therefore, our schools are better able to meet the needs of language minority and minority students.

The reauthorization of the Elementary and Secondary Education Act, ”No Child Left Behind,” brought forth new requirements which include: annual language proficiency assessment, highly qualified teachers, annual parent notification of Alternative Language Services, testing of ELL’s, parental choice, and adequate yearly progress. Last year, the cadre of LAS testing specialists tested over 15,000 students for English and/or Spanish proficiency. Our Translations Services Unit provided over 2,139 interpretations and over 1,000 translations to ensure that parents had access to essential school and district information. As in the past, LCE and Computer Services will generate and mail to each LEP student’s family an individualized letter (in the appropriate language) describing the student’s ALS placement, LAS scores, and parent notification.

In addition to the services mentioned above, twenty partnership schools received customized and in-depth support. LCE coordinators and resource teachers teamed with school personnel to help improve student achievement, meet district standards and enhance instructional approaches and professional development to build capacity school-wide.

—continued on page 11—
Assessment Updates...  
—from RDA—

Although it’s early in the school year, here’s a heads-up on changes you can anticipate in district and state assessments for 2003-04.

◆ The New Mexico High School Standards-Based Assessment will be administered to students in grade 11. The testing window is November 17-21.

◆ The New Mexico Writing Assessment will move to grades 4, 6, and 8.

◆ Assess2Learn is the required district assessment for students in grades 4-8 in reading and mathematics. For more information, go to www.rda.aps.edu/testing, then Assessments: Assess2Learn.

◆ Math Performance Tasks have become classroom assessments. A task bank will be placed on CD and be ready for distribution in September.

◆ There will be no National Assessment of Educational Progress (NAEP) during the 2003-04 school year.

◆ The KDPR is required for all kindergarten students. The DIBELS is required for all full-day kindergarten students and K-3 students in Reading First schools.

For more information, watch the RDA website at www.rda.aps.edu/testing and/or contact Chris Fritz, 848-8710.

LAS Data Entry...  
New Procedures

LAS contact people or anyone responsible for entering LAS data, please note these important changes to the DSLAS screen:

◆ When entering LAS-O scores, you must now enter scores for vocabulary, listening comprehension, and story re-telling. On the Profile Sheet, these scores are box 1, 2, and 3 on the left side.

◆ The form used (C or D) must be marked “X.” Make sure teachers know to circle Form C or D on the Profile Sheet.

◆ When entering the Reading and Writing scores, the Writing Standardized score, Box D on the profile sheet, must be doubled. This is the score found on the reading test in box 1 for grades 2 and 3, box 12 for grades 4 through 12. Teachers should write the Writing Standardized score near box D on the Profile Sheet, and the doubled score in box D.

◆ Enter level and form for the Reading and Writing tests (1A or 1B for second and third grade, 2A or 2B for fourth and fifth grade, 3A or 3B for sixth grade through twelfth grade). Teachers should write the form and level above the Reading/Writing area of the Profile Sheet.

◆ When entering PreLAS scores, enter the Oral Language Total, the number from 0 to 100 obtained by adding the totals of the subtests. The computer will generate the level.

If you have questions, please call Laurita McKinney at her new number, 881-9429, ext. 80495.
Professional development centered on the current 2003-04 Language Arts (LA) adoption will take place this year during regular hours and during the extended hours that the Regional Instructional Materials Center (RIMC) will be open. The realignment of the Language Arts cycle by the State Department of Education gives schools the opportunity to correct, add to, or start over with their earlier decisions concerning LA. The RIMC presents materials and provides professional development on the selection of materials that support district standards, *No Child Left Behind*, and the six components of *New Mexico Reading First*. Updates on changes in the process at the state and district levels will be provided.

Contact teachers should be assigned by the site administrator, one person per site. The same person should be able to represent the site throughout the year and attend the training offered at the RIMC. Contact teachers will be provided a substitute for a half-day professional development; teachers at Superintendent’s Schools will receive a stipend for their Saturday training. Training will be offered to contact teachers at the following times:

**Elementary**—
- **November 5, 2003:** 8:00 -11:00 a.m. OR 12:00-3:00 p.m.
- **November 8, 2003:** 9:00 a.m.-12:00 p.m. (for Superintendent’s Schools)

**Middle and High School**—
- **December 6, 2003:** 9:00 a.m.-12:00 p.m. (for Superintendent’s Schools)
- **December 10, 2003:** 8:00-11:00 a.m. OR 12:00-3:00 p.m.

These sessions will have the same agenda, but they are limited by space. Please call 880-8249, ext. 146, and reserve a space today! For more information, call DeDe Arwood at 880-8249, ext. 188, or e-mail arwood_d@aps.edu.

**Regional Instructional Materials Center Daily Hours**—
Monday through Friday, 8:00 a.m.-12:00 p.m. and 1:00 p.m.-4:00 p.m. daily, August through April. Teachers and the public are welcome at any time during these hours. If you have more than four people in your group, please reserve the center by calling 880-8249, ext. 146.

**Evening Hours**—The RIMC will be open until 7:00 p.m. on the following dates: November 5 and 19, December 10, January 14 and 28, February 11 and 25, March 10 and 24.

**Saturday Hours**—9:00 a.m.-12:00 p.m. on the following dates: January 10, February 7, and March 13; November 8 and December 6 are reserved for training participants from the Superintendent’s Schools.

**New English Language Development Standards**...

The State Department of Education has posted a draft of the new standards for English Language Development to accompany the *New Mexico Language Arts Content Standards and Benchmarks and Performance Standards*. The standards delineate a progression of language proficiency from newcomer to students needing extra support for academic English. These standards will be aligned with the new state English Language Proficiency Assessment due out in spring, 2005. While useful to ESL teachers, these standards are also helpful to all teachers in any content area. The benchmarks and performance standards are especially instructive for curriculum planning and teaching strategies.

To access the standards, go to: www.sde.state.nm.us/div/learn.serv/Bilingual/index.html.
Diverse Learners, One Classroom: A Beginning ESL Student in the Mainstream Classroom

by Greg Hansen and Kathy Waldman

"He doesn't seem to know much English at all. He only nods and shrugs when I talk to him. I don't know if he understands anything I tell him. He talks to the other children a little. He knows some phrases, like 'my turn' and 'stop it.' I feel so inadequate. Isn't there a smaller class where he could get more help? I have my ESL endorsement, yet I'm still not sure that my class is the best placement for him. Maybe if I could get some of our textbooks in his language..."

This report from a 5th grade teacher at an initial SAT team meeting highlights the problem many English language learners (ELL's) face as they begin schooling in their new language: They may quickly pick up a little playground language, and a few survival phrases, but then are confused and lost in the regular classroom activities. The teacher's challenge is to incorporate subject-specific language and registers with grade level standards and content, while assuring that the ESL student participates fully in the class.

The Classroom as a Language Lab
The goal then becomes, "How can I meet the needs of my ELL's and maintain an academically challenging environment for all students?" The assumption is that we need to use simplified language and subject matter in order to keep things understandable, so ELL students often will be given a separate task which may or may not be related to the work the rest of the class is doing. However, what we know about second language learning tells us that language is best learned when it is the medium of content instruction. Classrooms full of academic language, alive with the color and vibrancy of English in all registers, are wonderful places for students learning English.

The modifications we can use to help our ELL students have to do with the delivery of instruction, not with the material or content itself. With ELL’s in our classrooms, the HOW we teach may change, but WHAT we teach, including the standards we strive toward, remain the same. The “output” expected from language learners may look somewhat different, but the “input” will be much the same. Learning needs to be collaborative in nature. The interrelatedness of the teacher and learner roles and the active participation of both in the learning process cannot be overemphasized.

Modeling Thinking, Modeling Language
The goal of this kind of learning is to go beyond simply learning items of knowledge to being able to use that knowledge in other contexts. In other words, students need to learn how to think, not simply what to think. When a teacher “thinks aloud” with her class in writing a collaborative lab report on a science experiment the class has conducted, she is teaching her students more than the specific scientific principles addressed in the experiment. She is teaching them how to report scientific data in a subject-specific way, and through this collaboration students learn to write their own lab reports for subsequent experiments. The beginning ELL student may not be able to write out the whole procedure, but her lab report might take the form of illustrated and labeled steps of the experiment, showing her understanding of the process. The teacher has taught all students how to use specific language to talk about science and has given them a framework to use independently in the future. She is effectively using content instruction and language modeling to support one another.

Our ongoing mentoring and assistance is essential to our students’ academic success. We provide increased support for the learning of English in order to make our instruction more understandable. This support changes as the needs of the learner change. From the point of view of the second language learner, the difference between understanding something and nothing is huge. When the student is aware of the subject matter being taught and he/she is included in the lesson, the language that is being used in instruction becomes available for acquisition.

—continued on page 7—
"Include Me in the Action!"
What can we do to help learners know HOW to do something, so that they will later be able to complete a similar task alone? Let’s say, for example, the standard is “Understanding Energy Sources and Transformations,” and the lesson is kinetic energy. The first thing we want to do for the ELL is keep her in the midst of the learning, perhaps close to the teacher where non-verbal cues for understanding can be more easily observed. By doing this, we’ve established the expectation that she is as much a learner as anyone else in the classroom.

To further understand kinetic energy, the teacher has asked the students to drop tennis and ping-pong balls and observe what happens. Working alone, the students may not possess enough language to complete the task in a meaningful way. Working with peers, however, allows the tasks to be broken down into smaller, more manageable units. And while the students are working cooperatively, the teacher can interact individually with students.

Oral Language as a First Step
This is where the teacher has the opportunity to shine some light on language that will be used and practiced in the “doing” part of the lesson. The verb structures “pick up” and “let go” might be particularly good ones in our model lesson because they involve a physical activity or movement that will attach to the word, thus aiding in retention. The teacher mediates the steps of the experiment:

T: Okay, let’s pick up the tennis ball. (T. Picks up ball while speaking, then puts ball back on table)
S: (Looks at teacher, unsure, starts to reach for ball)
T: (Nods, indicating yes) Right Adriana, now pick up the ball...
S: (Taking ball, picking it up)
T: Good Adriana, ok, we picked up the ball, now let go. (T. Models this action while repeating “let go”)

Since the student is working in a group situation, she may have the opportunity to hear the same language used again by her peers performing the task. This presents yet another opportunity for acquisition of language.

The visual supports that were used to explain what the lesson is about (pictures, real objects, or graphic organizers) can also come in handy when assessing what an ELL has learned in the lesson. While they may not be able to express a concept with their nascent language, they can point to or indicate where the information is found in a picture or visual representation.

When planning a lesson for a class that includes ELL’s, there are a few general questions that should be pondered. They include the following:

- How can I illustrate what the students already know?
- Is there an opportunity for the students to work collaboratively?
- What real objects can I use and what can I have the students DO to illustrate the concept?
- What words and phrases will the student encounter in the text that will need illumination?
- What English language usage will they hear in the directions I give and the language I use in instruction that can provide an opportunity for learning?

Asking ourselves questions like these will inevitably lead to teaching that benefits all students while providing essential support for our English language learners.
En un salón de primer grado, un estudiante aprendió la palabra *camuflaje* en la unidad de Anfibios y Reptiles. Estaban leyendo sobre camaleones y cómo se camuflan en la selva para atacar a su presa y por qué el camaleón cambia de colores cuando cambian sus emociones. Los estudiantes se fascinaron con la palabra y buscaron maneras de usar camuflaje en varios contextos.

Después de unos años el mismo estudiante aplicó y usó la palabra en un contexto diferente (sintáctica y gramaticalmente). Esta vez estaba estudiando el arte de Diego Rivera. El estudiante tenía que criticar una pintura o mural de Diego Rivera. En su crítica el estudiante observó y escribió que una de las figuras del mural se camuflaba con el fondo del mural porque los colores que Diego Rivera escogió para la figura y el fondo eran iguales pero a la misma vez sí se podía distinguir los diferentes objetos del mural. No sólo este estudiante, sino todos los estudiantes del salón captaron el significado de la palabra *camuflaje* tanto que pudieron hacer conexiones en diferentes contextos.

Las estadísticas indican mucha diferencia entre familias profesionales y familias en asistencia pública. Es crítico poner más énfasis en la enseñanza de vocabulario académico con todos nuestros estudiantes en cuanto entren a nuestras escuelas. ¿Cómo pueden los maestros y maestras en los salones bilingües promover el aprendizaje del vocabulario académico en inglés y en español?

### ¿Por qué vocabulario académico?

En el libro, *Bringing Words to Life*, Beck, McKeown y Kucan (2002) escriben sobre la importancia del desarrollo de vocabulario desde primaria a secundaria, particularmente, porque el grado de conocimiento de vocabulario está relacionado con la capacidad en la lectura y logros académicos. Incluso, Beck, McKeown y Kucan encontraron que el problema es que hay enormes diferencias en el conocimiento de vocabulario entre estudiantes de diferentes habilidades o grupos socioeconómicos desde primaria a secundaria. Para apoyar esta declaración anotaron varias estadísticas en el libro *Bringing Words to Life*:

- Estudiantes de altos niveles y conocimientos académicos del tercer grado tenían vocabulario igual al de estudiantes de bajos niveles y conocimientos académicos del décimo grado.
- Estudiantes de altos niveles y conocimientos académicos de secundaria tenían cuatro veces más conocimiento de vocabulario que estudiantes del bajo nivel.
- Estudiantes de primer grado de nivel socioeconómico alto sabían el doble de palabras que estudiantes de nivel socioeconómico bajo.

### Charla de vocabulario

Este verano encontramos un método para enseñar vocabulario que es emocionante e interactivo. Lo interesante de este método llamado *Text Talk* creado por Beck y McKeown (2001) es que los resultados han sido positivos en el desarrollo de vocabulario para todos los estudiantes pero en particular para los estudiantes de bajo nivel socioeconómico. Es por eso que decidimos modificar el método *Text Talk* y llamarlo *Charla de Vocabulario*.
...más acerca de “Charla de Vocabulario”

Después de haber leído, discutido y acabado el libro La Mariposa, por Francisco Jiménez, puedes introducir las tres palabras a continuación para practicar toda la semana.

**Comienza así**
- Introduce la palabra usándola en el contexto del libro.
- Los estudiantes repiten la palabra oralmente para obtener una representación fonológica.
- Dales una definición simple que puedan entender fácilmente todos los estudiantes.
- Dales ejemplos de la palabra en varios contextos.
- Los estudiantes comparten sus ejemplos de la palabra. El maestro les da la pauta sobre cómo comenzar (observen los ejemplos de La Mariposa).
- Finalmente, los estudiantes repiten la palabra oralmente para reforzar la representación fonética de la palabra.

**Escapar...** El maestro empieza: En el cuento, Francisco aprendió una manera de escapar cuando dejaba volar su imaginación. Escapar quiere decir que sales o te libras de algo malo o incómodo. Digan la palabra conmigo, escapar. Puedes escapar de una jaula, escapar de peligro o escapar de una enfermedad. Francisco quería escapar en su imaginación porque se sentía muy incómodo cuando no entendía a todos hablando inglés en su salón.

Cuenta algo que tendrías que escapar. Trata de usar la palabra escapar cuando lo describas. Puedes empezar diciendo, p.ej., “Tendrías que escapar______.” ¿Cuál es la palabra de la que estamos hablando? (escapar)

**Interpretar...** En el cuento, Francisco trató de interpretar las letras extrañas de inglés mirando las fotografías. Interpretar quiere decir que te explican cosas que no entiendes. Digan la palabra conmigo, interpretar. Una persona bilingüe puede interpretar para una persona que sólo habla un idioma. Puedes interpretar un sueño. Puedes interpretar un texto difícil en tu clase de lectura.

¿Puedes contar cuándo tendrías que interpretar algo? Trata de usar la palabra interpretar cuando lo cuentes. Puedes empezar diciendo, p.ej., “Tendrías que interpretar cuando________.” o “Necesitaría que me interpreten si________.” ¿Cuál es la palabra de la que estamos hablando? (interpretar)

**Emerger...** En el cuento, todos los estudiantes miraron la mariposa emerger lentamente de su capullo. Emerger quiere decir que te haces visible. El sol puede emerger después de una tormenta. Una planta puede emerger de la tierra. Mucha información puede emerger después de encontrar un secreto.

¿Puedes contar una situación cuando algo puede emerger? Trata de usar la palabra emerger cuando lo cuentes. Puedes empezar diciendo, p.ej., “_________(algo) puede emerger cuando__________.” ¿Cuál es la palabra de la que estamos hablando? (emerger)

**Más actividades**—Trata de buscar muchas maneras naturales de practicar y encontrar estas tres palabras. Así los alumnos empiezan a incorporar permanentemente las palabras en su vocabulario.

Este boletín demuestra que cada vez que los estudiantes mencionan las palabras a través del curriculo, la maestra pone una marca.

Si tienen preguntas, pueden contactar a las autoras—881-9429.
What is Multicultural Education?

by Joycelyn Jackson, Multicultural Education Coordinator

Multicultural education is an idea, an educational reform movement, and a process. As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups. Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within society and within the nation’s classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.

—Center for Multicultural Education, College of Education, University of Washington, Seattle—

Joycelyn Jackson works with students in Valerie Scott’s first grade classroom at Lavaland Elementary.

Why Should a Multicultural Education Be an Integral Part of the School Environment and Curriculum?

Many of the students entering our nation’s schools speak a first language other than English. The 2000 census indicated that 26% of the nation’s school age youth lived in homes in which the primary language was not academic English. In addition to the increase of racial, ethnic, and language diversity among the student population, more and more students are poor.

Even though the percentage of children living in poverty has gone down from 19.6% in 1989 to 16.1% in 2000, (U.S. Census Bureau, 2000) the gap between rich and poor students is also increasing. While the student population is becoming increasingly diverse, the teaching force remains predominantly White, middle-class, and female. In 1996, 90.7% of the nation’s teachers were White, and almost three-quarters (74.4%) were female. (National Education Association, 1997) Consequently, a wide cultural, racial, and economic gap exists between teachers and a growing percentage of the nation’s students.

What are educational institutions doing to address these cultural, racial, and economic gaps that exist between the learning and understanding that need to take place in classrooms and the diverse student populations and teachers? Multicultural education acknowledges that schools are essential to laying the foundation for the transformation of society and the elimination of oppression and justice. The underlying goal of multicultural education is to effect social change. The pathway toward this goal incorporates three strands of transformation:

• transformation of self;
• transformation of schools and schooling; and
• transformation of society.

Joycelyn Jackson

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How Can We Insure That the Transformation Will Take Place?
- Every student must have equal access and opportunity to achieve to her or his full potential.
- Every student must be prepared to competently participate in an increasingly intercultural society.
- Teachers must be prepared to effectively facilitate learning for every individual student, no matter how culturally similar or different from her or himself.
- Schools must be active participants in ending oppression of all types, first by ending oppression within their own walls, then by producing socially and critically active and aware students.
- Education must become more fully student-centered and inclusive of the voices and experiences of the students.
- Educators, activists, and others must take a more active role in re-examining all educational practices and how they affect the learning of all students: testing methods, teaching approaches, professional development, evaluation and assessment, school psychology and counseling, educational materials and textbooks.

—adapted from Paul Gorski—

“Teaching from a range of perspectives will prepare students from diverse groups to work together in a truly unified nation.” James A. Banks

Closing the Achievement Gap:
Implementation of Multicultural Strategies in the Classroom
- Gain understanding of who students are and where they come from.
- Become knowledgeable about their history, culture, and the communities from which they have come.
- Look through students’ eyes and really see what they see, what they feel, and what they experience in the classroom.
- Have high expectations for all students regardless of race, income, geographic location, gender, status, appearance, test scores, behavior, and achievement levels.

Each issue of Making Connections will feature ideas to use in the classroom to help students achieve. This issue offers several strategies for teaching African American and Native American students. The next issue will include approaches for students of Spanish, Mexican, Latino, and Asian descent. While it’s important to understand cultural learning styles and characteristics, it’s equally important to remember that each learner is a unique individual.

Supporting African American Students in the Classroom
- African American students often feel invisible and need to be validated in the school community.
- These students need to know the stated rules and the hidden rules for survival and success in the school community and culture.
- They must be taught that there are no excuses. Consistency is critical.
- Maintain eye contact. State clear, concise objectives, focus, and purpose.
- Give verbal praise. Incorporate non-verbal signs of interest and caring.

Supporting Native American Students in the Classroom
- Native American students may avoid eye contact with the teacher as a sign of respect, not disrespect.
- Acknowledge that patience and the ability to wait quietly is considered good. Allow adequate wait-time for responses.
- These students place the needs of the group over those of an individual.
- Be aware of body language and students’ comfort levels regarding personal space.
- Demonstration and modeling are familiar ways of learning for many students.
The Spanish Spelling Bee is an APS tradition that allows native Spanish-speaking students as well as students learning Spanish to participate in an academic competition demonstrating their language ability. It is an activity that mirrors the English Spelling Bee and should be not only fun and challenging for students, but can serve as an informal assessment of one aspect of language instruction.

**Spelling should be an integral part of language instruction.** With daily instruction and practice bees held in the classroom, students can enjoy and be very successful in this activity. The timeline on page 11 will assist schools and teachers in preparing students for this activity. It is important to plan local bees so that the district winner will have enough time to prepare for the state competition held in March at the New Mexico Association for Bilingual Education Conference.

An essential element for the events is the identification of the schools hosting the cluster bees. The host schools notify the schools in their cluster and Frances Candelaria at LCE about the cluster bee dates and winners’ names. These names need to be reported to the district in a timely fashion, so that the certificates for the district competition can be prepared.

**Steps To A Successful Spelling Bee**

District personnel, who have been involved in supporting the Spanish Spelling Bee for many years, have developed the following guidelines that will help make this event successful for staff, students, and parents:

1. **Make spelling an integral part of language instruction.** Hold a weekly or monthly classroom bee for practice and informal assessment.

2. **Establish a Spelling Bee Committee and select a coordinator** to oversee planning and implementation of the spelling bee.

3. **Contestants should be selected from a class or group contest.** Each contestant should have a copy of the word list and rules at least two weeks prior to the bee.

4. **Practices should be held to prepare contestants.**

**Committee Responsibilities**

A. Prepare name tags for students, judges, and the pronouncer to wear.

B. Send out invitations to parents and community and arrange for judges and pronouncer. Try to recruit these people from the community.

C. Develop a list of words to be used in the contest. These words should be taken from the state list and put into appropriate format of Practice Round, Round 1, Round 2, etc. Rounds should progress from the easier words to the more difficult.

D. Provide judges and the pronouncer with the word list, scoring sheets with contestants’ names in order of their participation, and a Larousse Dictionary for each. Additionally, judges should have pencils, erasers, and signs labeled with “Correcto” and “Incorrecto” in different colors.

E. Set up the room with two microphones (for the pronouncer and for the contestants), a dry erase or portable chalkboard with eraser, a tape and tape recorder, and a podium for the pronouncer.

F. Prepare, in advance, certificates of participation for the contestants, certificates of appreciation for the judges and pronouncer, winners’ trophies, refreshments for all, and bottled water for the judges and pronouncer.

G. The principal or committee member should welcome the guests and participants, introduce the pronouncer and judges, and read the rules from the state packet of spelling bee information.

H. Monitor the tape recorder.

I. At the end of the contest the principal or committee member will announce the winners, present the trophies and certificates, and invite everyone to enjoy the refreshments provided by the host school.

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KEEPING THE BEE POSITIVE
It is important to remember that the Spanish Spelling Bee creates tremendous interest for students and their parents. Parents place great importance on their child’s ability to do well. Reminders that all students are winners, attentiveness to detail, and continuity in teaching spelling as part of the Language Arts program will ensure a successful and exciting activity for school staff, students, parents, and community.

Timeline

September 2–November 4, 2003: Student preparation and individual school bees

Early fall, 2003: Identification of schools hosting the cluster bees (This is a decision of the schools in the cluster; hosting the event can be rotated among schools from year to year.)

November 1, 2003: Names of schools hosting cluster bees to Frances Candelaria, LCE, 881-9429, ext. 80075

November 17–December 12, 2003: Cluster Spelling Bees

January 5–16, 2004: Preparation for district bee

January 12, 2004: Cluster bee winners’ names to Frances Candelaria, LCE, 881-9429

January 21, 2004: District Spelling Bee

At the district level, LCE administrators and resource teachers continue to work with other departments to better address the needs of minority and language minority students. Collaborative projects include standardized testing and ELL accommodations, instructional materials adoption, standards implementation, literacy initiatives, and multicultural education. Additionally, LCE administrators provide technical assistance to all schools regarding ALS program design, implementation, and regulation. They also consult with school staffs about special education students needing ESL or bilingual services.

As we welcome you to the new school year, we also want to welcome new members to the LCE team. Nana Almers and Jesús Reveles, ALS Coordinators, and Susana Ibarra-Johnson, LCE Resource Teacher, join us in our efforts to better support schools in improving teaching and learning. With your help, we continue the legacy of Superintendent Joe Vigil to make high achievement for all students a reality.

New LCE Location!
City Centre, Suite 601 West
Phone: 881-9429; Fax: 872-8859

Administration
Lynne Rosen Director x80076
Nana Almers ALS Coordinator x80080
Doddie Espinosa ALS Coordinator x80077
Joycelyn Jackson Multicultural Ed. Coord. x80078
Rosa Osborn Title VII Project Coord. x80083
Jesús Reveles ALS Coordinator x80079
TBA Bilingual/Sp. Ed./LAS Coord. x80073

Translation/Interpretation Services (fax: 872-8862)
Tomás Butchart Coordinator x80071
Jason Yuen Coordinator x80072
Pat Rivera Secretary x80070

Clerical/Support Staff
Frances Candelaria Secretary x80075
Dolores Jaramillo Sec./Bookkeeper x80082
Pat Perea Sec./Bookkeeper x80081

LAS Testing Support
Monica Eissele Sec./Bookkeeper x80074
Laurita McKinney LAS Resource Teacher x80495

Resource Teachers
Cecilia Gonzales de Tucker x80497
Greg Hansen x80496
Susana Ibarra-Johnson x80494
Nancy Lawrence x80490
Annette Maestas x80492
Dee McMann x80491
Elia María Romero x80498
Kathy Waldman x80493
Making more connections!

Coming Events

- Camino Real Council of the IRA—13th Annual Mini-Conference, A Mosaic of Literacy: October 25, Albuquerque. For more information, contact June Gandert at 266-7244.

- National Association for Multicultural Education—From Rhetoric to Reality: Student Achievement in Multicultural Societies: November 5-9, 2003, Seattle, Washington. For more information, visit their website at www.nnameorg.org, e-mail name@nnameorg.org, or call 202-628-6263.


- National Association for Bilingual Education—Bilingual Education: An Enlightened Path to Academic Excellence: February 4-7, 2004, Albuquerque, New Mexico. For more information, visit the NABE website at www.nabe.org.

- Southwest Conference on Language Teaching—Chile Tres: Languages, Literacy, Leadership: March 25-27, 2004, Hyatt Regency Downtown, Albuquerque. For more information, contact Nancy Oakes at oakes@rrhs.rrps.k12.nm.us.

Cross Cultural Education Resource Library

Welcome back! Just a reminder that the Cross Cultural Education Resource Library (CCERL), still located at Montgomery Complex, is open year round for your convenience.

The CCERL welcomes you to take advantage of the well-established collection of books, videos, language material, ESL kits, and other resources available for students and teachers to use to develop an awareness of cultural diversity in the school community. The library also provides an extensive professional development section to help support teachers in their work with diverse student populations.

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

The CCERL now has a drop box available for returning material after hours.

Library Specialist: JoAnn Gonzales
883-0440, ext. 147

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