

Making Connections

Language, Literacy, Learning

APS A publication of the Department of Language and Cultural Equity LCE

Celebrating Navajo Language and Culture

by Vincent Werito

Recently, a group of Albuquerque Public Schools teachers and students from Painted Sky and La Mesa elementaries gathered with parents to celebrate Navajo language and culture. As part of the Navajo language program goal to have more parent involvement, the primary objective of these two celebrations was to provide a place for students, parents, and community people to recognize the value of Navajo language within the school and community settings. The first celebration was on March 5th at Painted Sky Elementary and the second one was on March 12th at La Mesa Elementary. The two days were filled with fun activities, cultural demonstrations such as Navajo weaving, silversmithing, traditional food preparation demonstrations, and lots of delicious traditional Navajo foods like blue corn mush, fry bread, and mutton stew. Most

importantly, students, parents, and teachers had the wonderful opportunity to speak and hear the Navajo language throughout the day.

At Painted Sky, over eighty parents, students, and community members enjoyed a day



Andrea Yazzie and Shirley Gee serve traditional Navajo food to students and parents at La Mesa Elementary School.

full of cultural demonstrations like a Navajo shoe game, silversmithing, Navajo weaving, and food preparation. Throughout the day, children and adults alike enjoyed listening to various shoe game songs in Navajo as they played the traditional shoe game. The shoe game involves two teams, each playing to outmaneuver the

other as one team tries to guess where the opposing team has hidden a yucca ball in shoes that are lined up in front of each team. Other participants tried their skills with silver and wool as they worked with the silversmith and weaver. Some young girls were seen sitting at the loom with the weaver as they tried their hand at working with the delicate yarn. Finally, some participants also had a chance to make their own fry bread for Navajo tacos to eat for lunch. Parents, teachers, and community people were encouraged throughout the day to speak Navajo since the focus of the celebration was to revitalize the language and culture.

At La Mesa, about forty parents, students, and community members attended the event

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on a cool brisk day. The festivities began with most participants making hot fry bread to eat with honey. Later, everyone was invited to watch elders demonstrate the use of the Navajo cradle board and grinding stones. Students watched in awe as a grandmother worked the stones, pushing the mano-stone against the metate-stone to grind white corn to make corn meal. Another parent modeled how to wrap an infant in the cradle board. Then, participants gathered to enjoy a delicious meal that included traditionally prepared mutton stew with the fry bread that had been made earlier that day.

The Navajo language staff, students, and teachers at Painted Sky and La Mesa would like to thank the following community members for sharing their knowledge and experiences: Lucy Gorman, weaver; Bruce Wood, silversmith; Kerby Smith, cultural presenter; Linda Smith, traditional food preparation; Annie Singer, traditional food preparation and cultural presenter; Andrea Yazzie, traditional food preparation; and Helen Tafoya, silversmith.

These types of events are crucial for children and their parents, as well as for the community. They provide a location and an environment where native languages and cultural events can be recognized and respected. Also, native languages can be used and valued in appropriate cultural contexts. It is the hope of the APS Navajo language teaching staff that more events like these will be planned by parents, educators, and students in the future.



Navajo students at Painted Sky E.S. try their hand at the loom with Lucy Gorman.

Spanish Spelling Bee—2005

by Susan Anne López



Spanish Spelling Bee Winners—2005: Ariel Solis (second place), Irma Vidal (first place), and Salvador López (third place)

Albuquerque High School hosted the district's 2005 Spanish Spelling Bee on February 23. Coordinators Susan López and Elia María Romero were assisted by the Activities Director, Liz Wright, and Albuquerque High students in making this an exciting and rewarding educational experience for everyone. The first place winner of this year's competition was Irma Vidal from Ernie Pyle Middle School, followed in second place by Ariel Solis, also of Ernie Pyle. The third place winner was Salvador López from Truman Middle School. Congratulations to them and to all of this year's participants!

Emilia Guerra and María Dolores Limongi, both from the Mexican Consulate, and Rosa Osborn, Title VII Project Coordinator from APS Language and Cultural Equity, judged the event. The pronouncer was Alejandro Contreras from Univisión. We extend our sincere gratitude to them for their expertise, professionalism, and continuous support for our bilingual students.

Congratulations to all the winners and participants, teachers, and parents. Special thanks to Linda Sink and the other administrators and staff at Albuquerque High for their support. Our appreciation also goes out to the wonderful students who helped organize the event that morning. ¡Muchas gracias!

Dual Language Education of New Mexico offers...

Critical Institute: "Integrating Language and Mathematics Objectives"

by Bernadette Ellis and Denise Gleason, Dual Language Education of New Mexico

So, you teach students in a dual language setting. If so, they are learning two languages while learning content through both. As you're teaching, you find it incredibly challenging to fit in everything needed with regard to content. Meanwhile, you are making sure that all learning activities are productive for both L1 and L2 learners of the language of instruction. Dual Language Education of New Mexico (DLeNM) is working to serve the needs of dual language educators in developing strategies that produce effective teaching and learning in our classrooms.

Dual Language Education of New Mexico is a non-profit, grass-roots organization created to support the proper growth of dual language programs in New Mexico. It is an affiliate of New Mexico Association of Bilingual Educators and has offered professional development at both the program and classroom level through offerings such as the annual conference, "La Cosecha," which attracts participants and national as well as local presenters; "La Siembra," an intensive workshop session for school teams of educators who are researching or initiating dual language programs; "El Enriquecer," a professional development opportunity for staff at schools already implementing dual language; and "Dual U Mini-Workshops," specific sessions targeting dual language instructional techniques. The purpose of DLeNM is to provide support to dual language educators and develop leaders in the field. The organization is governed by a board of directors from various schools in the state.

Last spring, a group of educators participated in study groups and worked together to develop the Dual U mini workshops sponsored by Dual Language Education of New Mexico. They have come together again in a follow-up effort for a study group on "Integrating Language and Mathematics Objectives."

These educators are dedicating time together to fully investigate the Albuquerque Public Schools' mathematics standards, programs, and materials currently used in the schools. The goal is to develop purposeful ways for grade-level teachers to produce common unit plans. The unit plans will be created with content and language objectives in both Spanish and English, as well as corresponding best practices activities. Members from the study group will then be facilitating a week-long "Dual Language Critical Institute on Integrating Language and Mathematics Objectives" this summer.

The Dual Language Critical Institute will be held June 13-17 in Albuquerque. There are scholarships available for APS teachers through APS Language and Cultural Equity. For more information, or to register, visit our website at www.duallanguagenm.org and click on "News & Events," or call 505.243.0648. Please call 505.881.9429 for more information regarding scholarships.

Dual Language Critical Institute— Integrating Language & Mathematics Objectives

June 13-17, 2005—Albuquerque

Two sessions available:

Morning session: 8:00 a.m.-12:00 p.m.

Afternoon session: 1:00-5:00 p.m.

Registration: \$300

- Teachers will participate in creating grade level content unit plans, as well as classroom activities, with content and language objectives for first (L1) and second (L2) language learners and corresponding best practice activities.
- Separate sessions of the Critical Institute will be offered in English and Spanish.

Registration deadline: Monday, May 16

Questions? Please call Dual Language Education of New Mexico at 505.243.0648.

Una unidad temática para la primavera

por Susan Anne López

La primavera está aquí, y con ella vienen los insectos, las flores, el viento y otros aspectos naturales de la estación. No se debe perder la oportunidad de usar la naturaleza con sus diferentes aspectos para ayudar a mantener el interés y el entusiasmo para aprender.

Tienen que apoderarse de esta oportunidad del momento para retar a los niños a continuar con su aprendizaje hasta el último día del año escolar. Es decir, los estudiantes que tienen actividades que les retan su modo de pensar, su creatividad y sus habilidades van a tener éxito en sus estudios.

Muchos niños están encantados con los insectos. A la misma vez hay muchos niños que les tienen miedo a los insectos. También, mucha gente piensa que todos los insectos son malos. No tienen ni una idea sobre los beneficios de los insectos.

Lectura: Un buen libro para leer en voz alta es *La mariquita malhumorada* escrito por Eric Carle. Este libro puede dar una oportunidad para discutir y aprender conceptos en muchas áreas del currículum. También puede extender las normas a varios niveles en cada grado. Es importante saber que se pueden usar muchos temas en grados diferentes y niveles. El maestro o la maestra deberá de planificar la enseñanza de los conceptos a un nivel más avanzado, dependiendo del grado o nivel del estudiante.

Al presentar la lección, la maestra necesita usar métodos para aclarar los conceptos, porque en su clase hay niños que entienden bien el idioma y otros que no lo entienden tan bien. ¿Cuáles son estos métodos? Organice el currículum en torno a diversos temas con el fin de dar a los principiantes del lenguaje oportunidades repetidas para usar el idioma nuevo. Antes de empezar la lección presente el vocabulario nuevo. Use el contenido como vehículo para aprender. Use objetos reales, demostraciones, dibujos, gráficos y otros materiales visuales. También ponga a los estudiantes en grupos

cooperativos y fomente las interacciones entre los estudiantes y entre los estudiantes y el maestro. Éstas son unas cuantas sugerencias. Necesita usar los mismos métodos y estrategias que usa cuando enseña a los niños que no hablan inglés.

A continuación se encuentra un ejemplo de una gráfica organizadora con una discusión después de leer *La mariquita malhumorada*. Esta discusión se puede extender a una lección más científica durante el estudio de los insectos a la hora de ciencias.



Muchas actividades se pueden efectuar después del cuento y la identificación del personaje central (la mariquita). Unas actividades de escritura son las siguientes: escribir una oración, un párrafo o un cuento de las mariquitas; escribir un párrafo o hacer un dibujo de un resumen del cuento; realizar una discusión del tiempo y el orden del cuento incluyendo la relación de los animales que la mariquita malhumorada encontró y sus tamaños. La dificultad de la tarea depende de la habilidad y nivel del grado de los niños.

Trabajar con palabras generadoras es otra actividad. Tome la palabra *mariquita*, por ejemplo, divida la palabra en sílabas, y use

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solamente las vocales para crear palabras nuevas. Se pueden formar más sílabas con otras vocales y las consonantes. Entonces, los niños pueden usar todas las sílabas para crear palabras nuevas. También, dependiendo del nivel o la habilidad de los niños, ellos pueden escribir oraciones, párrafos o hacer dibujos con las palabras nuevas. Vea el modelo que aparece a continuación.

ma	ri	qui	ta	
me	ra	que	te	
mi	re		ti	
mo	ro		to	
mu	ru		tu	
a	e	i	o	u
sa	se	si	so	su

Las palabras posibles: me, mi, mí, mía, mío, ti, tí, tío, tía, rata, moto, río, mamá, mira, quieto, María, te, té, ruta, etc. También se pueden crear más sílabas sustituyendo las letras (sa, se, si, so, su), creando así más posibilidades (rosa, mesa, masa, queso, siete, etc.).

Hay tantas actividades que se pueden realizar con el lenguaje que no tengo espacio para discutir aquí. Use su imaginación, su experiencia y su creatividad como guías en la creación de lecciones que concuerden con su estilo de enseñanza y el estilo de aprendizaje de sus estudiantes. Recuerde, para tener éxito y producir estudiantes avanzados académicamente, se necesita usar métodos que respondan a la diversidad en su clase y los estilos de aprendizaje de sus estudiantes.

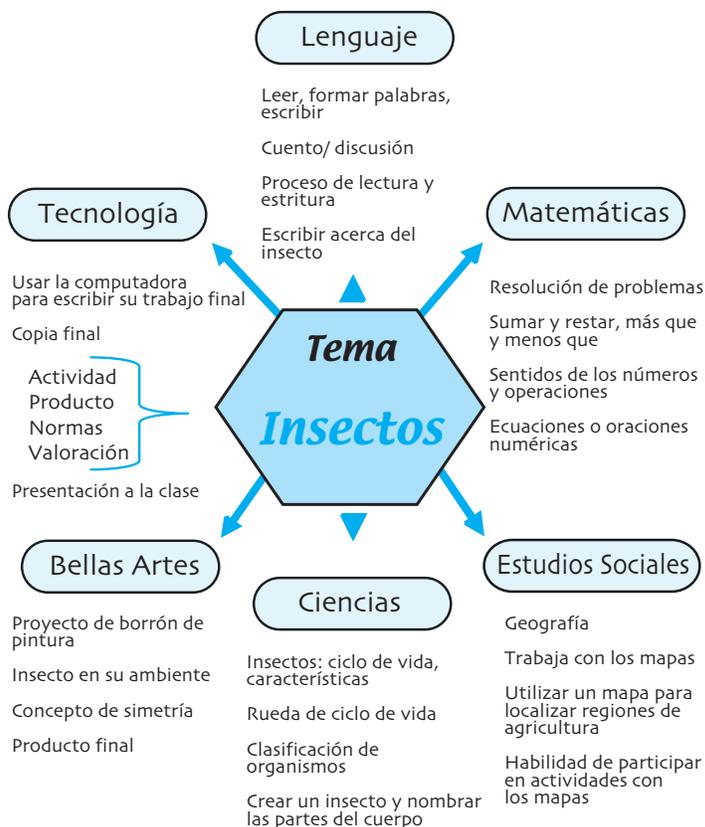
Arte: Hay una posibilidad de usar la creatividad de los estudiantes en su valoración. Hay un proyecto que se llama el borrón de pintura. En este proyecto, se pone un borrón de pintura en el centro de un papel. Los niños entonces doblan el papel en el medio y aplican presión con la mano, moviendo la pintura afuera del centro. Después, los niños abren el papel y lo dejan secar. Con un lápiz, con marcadores, las crayolas, o lápices de colores los niños tienen

que crear un insecto real o imaginario. Tienen que dibujar todas las características de los insectos. También, tienen que dibujar el fondo que indica dónde vive este insecto.

Escritura: Luego de haberlo dibujado, los estudiantes tienen que escribir algo sobre su insecto, explicando cuáles son las características que indican cómo es el insecto. Necesitan hacer una copia final (después de seguir los pasos apropiados para crear un escrito para publicación: planificar, escribir, revisar, corregir y publicar).

Esta unidad temática tiene muchas posibilidades en niveles y grados diferentes, dándole además oportunidad de enseñar de tal manera que cubra las diferentes normas académicas del currículum. ¡Buena suerte en sus esfuerzos con las unidades temáticas!

La red de pensar las temas temáticas



Brave Enough to Embrace an Open Dialogue About Race

by Joycelyn Jackson, M.A., Ed.S., Multicultural Education Coordinator

Understanding the need for change and how to go about implementing it in our school systems are probably two of the most difficult challenges that we must face as educators today. Educational systems can expect to bridge the achievement gap when we, as educators, have the cultural and linguistic knowledge, skills, and tools to meet the diverse needs of all students. We may not know how to build respect for differences across and within groups nor address and fight the detrimental effects of institutional racism without sufficient training and appropriate knowledge. Many people feel that there has been an abundance of conversation about race and racism in the United States, yet there is substantial reason to believe that there has not been enough done to create change.

"In recent years, news headlines have highlighted the pervasiveness of the problem. There have been race riots in Los Angeles and St. Petersburg, Florida. Anti-immigrant legislation in California has led to public harassment of Latino citizens. Anti-Asian violence has increased dramatically... As a society, we pay the price for our silence. Unchallenged personal, cultural, and institutional racism results in the loss of human potential, lowered productivity, and a rising tide of fear and violence in our society. Individually, racism stifles our own growth and development. It clouds our vision and distorts our perceptions. It alienates us not only from others but also from ourselves and our own experiences. We need to continually break the silence about racism whenever we can. We need to talk about it at home, at school, in our houses of worship, in our workplace, in our community groups. But talk does not mean idle chatter. It means meaningful, productive dialogue to raise consciousness and lead to effective action and social change. But how do we start?" (Beverly Daniel Tatum, Ph.D., 1997)



Highland High School Cluster Principals with Joycelyn Jackson, standing, fourth from left.

In August 2004, a group of courageous and dedicated school principals from the Highland Cluster volunteered three hours per month to begin their journey into a meaningful and productive dialogue about race. (Elementary

principals: Nikki Dennis, Cluster Leader, Bandelier; Cindy Bazner, Mark Twain; Marcella Jones, Sandia Base; Peter Espinosa, Kirtland; Jacque Costales, Emerson; Agnes Redmond, Whittier; Debbie Montoya, Hawthorne; Rita Martínez, Ph.D., and Kathy Harper, Wherry; Connie Hansen, Wilson Middle School; and

Ace Trujillo, Highland High School) In order for this honest and difficult dialogue to begin, a sense of trust and confidentiality had to be developed. This was accomplished with the decision that any dialogue or action that took place in the group, stayed in the group. We reflected, laughed, cried, and got angry, but we began to understand and accept each other and learn from knowledge we gained.

Several of the principals who have been participating in the conversation have answered a set of questions in regards to this dialogue.

1. How has the dialogue about racism/diversity affected you personally?
2. What effect has the dialogue had on the work you do as an administrator?
3. How have you implemented things you have learned into your school environment?
4. Do you think this dialogue on race is valuable to all principals? Why or why not?

Talking about race affects us personally because it is a part of our identity. How we feel and

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see the world is a direct reflection of the values that we have learned and observed from our childhood, environment, and life experiences.

“Sharing information and experiences with my colleagues has helped me to understand the diversity of the administrators in our cluster. We are role models in setting the tone in our schools with regards to racism, not with just our staff but with the community and the broader community as a whole. Our background and previous experiences helped to develop our leadership styles.”

Marcella Jones, Sandia Base Elementary

The dialogue on race/diversity is a conversation that needs to happen on a continuum with a trained facilitator. In order to internalize and process new ideas, information must be disseminated and discussed in a timely, trusting, and consistent fashion. There is not a quick fix.

“I am much more conscious of the occasional, unintentional instances of discrimination when they occur at our school. I have become more aware and have more tools to challenge decisions regarding children. Together, the staff has worked collaboratively to change some consequences intended for the child because of our awareness of racism. This has challenged other teachers and their assumptions, and we are becoming more comfortable discussing how our actions may adversely affect a child.”

Nikki Dennis, Bandelier Elementary

The knowledge acquired from a consistent dialogue on race/diversity empowers educators to actively bring about academic and social change. It helps us to look at content in the educational system and environment from a more diverse and multicultural perspective. Educational leaders are better able to apply knowledge gained as they work with people across diverse backgrounds.

“I now am more conscientious about presenters in my school. I make sure they are appropriate for my school and cognizant of my student diversity. I have encouraged people to share their cultures in our staff meetings using food as an avenue. I encourage my teachers to use these techniques in their classrooms. ... (and to) utilize the culturally diverse community we live in, whether attending an event or church, visiting a market in our area, or simply riding the city bus.”

Marcella Jones, Sandia Base Elementary

Such dialogues can help principals to build strong, positive school communities.

“I think it is essential for principals to get to know each other on a more personal level and to share their cultural background. It allows you to see the world from multiple perspectives. It also forces people to take responsibility for their actions.”

Nikki Dennis, Bandelier Elementary

“Until we deal with our own prejudices and biases, we cannot do this kind of work. It can be overwhelming, emotional, and guilt ridden... We need to lead the charge... by providing our kids with an equal education. It is the great liberator. I wouldn't be where I am now, if it weren't for a few very caring and committed educators... When I first came to the Highland Cluster, I was pleading for a forum like you created and was joyous that it had finally come to pass. Thanks for your courage.”

Rita Martínez, Ph.D., Kyrene del Sureno Elementary, Chandler, AZ

The Highland Cluster principals have decided to continue their dialogue on race/diversity in 2005. The diverse students and communities will reap the benefits of the principals' knowledge, skills, and understanding of the role race/diversity plays in an equitable and accessible education for all. As educators, we must never become discouraged about this goal, even when we find ourselves doing the same thing year after year with very little apparent change. We must remember that our presence can create a “clamor of voices.”

“HERE WE ARE AGAIN”

*Here we are again
apparently invisible
and we look at
and recognize ourselves,
give each other strength
with our presence.*

*Do not lose hope, for,
apparently invisible,
we know that:*

*a hurricane is made of whiffs of air,
a flood comes one drop at a time,
whispers can create a clamor.*

—Angel Nieto

References:

Nieto, Sonia. (2005). *Social Justice in Hard Times: Celebrating the Vision of Dr. Martin Luther King Jr.* Multicultural Perspectives, 7(1) 3-7.

Tatum, Beverly. (1999). *Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books. USA.

Highland Cluster Principals

Quality At The Heart Of School—A Tale of Two Libraries

by Greg Hansen

Quality libraries promote literacy, bring students and information together, and can be powerful forces that increase student achievement. (Education World, 2000) But what constitutes a good library? And how does a library become the hub of a school? Here are snapshot descriptions of the libraries at La Mesa Elementary and Truman Middle School that attempt to capture how each supports its linguistically and culturally diverse community.

A COMFORTABLE ENVIRONMENT

Walk into the Truman Middle School library any morning and you might think you've wandered into a neighborhood café. Students are talking around tables, playing board games, working on homework, or lost in a good book. Like loyal customers, it is their favorite place to be. It is not uncommon to see thirty to forty students using the library minutes after Assistant Librarian Debbie Romero opens the doors at 7:30 every morning. Things heat up from there as Librarian Tom Moppert and student volunteers get ready to broadcast the morning announcements, news-anchor style. The buzz of energy continues throughout the day as classes file in to avail themselves of 25 computers and 25,260 print volumes. Individual students and teachers add to the vitality during lunch and collaboration times. Through this beehive of activity a message is heard loud and clear: "You are welcome here."



Kayla Sanchez, Danielle Chavez, and Arlene Garcia (l-r) work on homework in the Truman M.S. library.

Vibrant energy is also apparent at the La Mesa library, literally, as strings of lights warm walls already rich in visual appeal. The eye is stimulated with real life objects that fill both the space and the imagination. Librarian Donna Dwyer purposefully tops the shelves with enigmatic objects, like a pair of old skates, in order to create the illusion that stories from the books are springing to life. Large clear signs guide young eyes and help students learn how book collections are organized. Colorful bands on each book let readers know from a glance if the book is written in English or Spanish. Student work, like the long strands of paper cranes that frame the sunken area affectionately known as the "reader's pit," is on regular display.

OUT WITH THE OLD, IN WITH THE NEW

"We're always getting rid of books," explains Mr. Moppert, sifting through a stack that will go to his discard table. "We're not helping students by putting old information out there." Ms. Dwyer concurs: "We try to update time-sensitive materials like science and computers every three years. Our general rule of thumb is, after ten years, we weed books from the collection and give them to students or teachers." Both librarians take multicultural education into account when ordering new materials and purchase books that represent all cultures. Both have substantial professional development sections and each includes a large percentage of books in Spanish in order to support the academic language development in their dual language programs.

Having culturally relevant, high interest books is a priority for both Ms. Dwyer and Mr. Moppert. "Of course I look for good, up-to-date content materials," emphasizes Mr. Moppert. "But I also want to make sure that we have books about Bigfoot and the Bermuda Triangle around, because students love to read those." These types of books are valuable since they increase the opportunity for what Jim Trelease describes as the "Home Run Book." Trelease suggests

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that it takes just a few positive experiences with reading in order for a student to become a lover of books. To this end, both libraries have displays designed to market books. "People really do judge a book by its cover," explains Mr. Moppert. "So we do things like group books by genre, and we get the glossy covers out there... it looks like a commercial bookstore instead of just plain rows." At La Mesa, student book reviews are posted at the ends of each shelf, allowing students an opportunity to rave about a book they liked.

COLLABORATION AND SUPPORT

When talking about their libraries, both Ms. Dwyer and Mr. Moppert are quick to point out that they receive critical support from their building administrators. According to Ms. Dwyer, she is following La Mesa Principal Barbara Trujillo's vision of the library as a center of support for students, teachers, and the community. In addition to collaboration with teachers, Ms. Dwyer works with parents, inviting them to use the library for their own use and to help their children; there is a core group of forty-five parents who are regular users. She also collaborates with students who organize and straighten sections, becoming official "shelf wizards," complete with a photograph of themselves declaring exactly where in the library they have ownership.

At Truman, Mr. Moppert oversees a class novel collection that reflects an array of cultural diversity. Teachers receive email updates about what is new in the collection as well as other recent acquisitions. Parents also receive library news in the community newsletter. School wide reading activities are coordinated by the library, like the recent "Design a Book Cover" contest culminating with prizes and a pizza party.

Libraries that serve culturally and linguistically diverse communities can significantly influence student achievement. Successful libraries are environments that invite and sustain the regular use of all members of the school community, and they support teachers who prepare lessons differentiated to meet the needs of their



Tutoring is a frequent activity in the well-stocked library of La Mesa E.S.

students. They are full of books that contain up-to-date information and books that students like to read. The libraries at La Mesa Elementary and Truman Middle School provide strong examples of the broad and meaningful role a library plays in the promotion of literacy, at the heart of a school.

Check out the Cross Cultural Library's new material in the areas of language, professional development and multicultural education. Here's just a sampling...

LANGUAGE MATERIAL:

- *The Shining Star Series for ESL Language Learners A, B, and C Levels*, by Pearson Longman
- Lots of new titles in Spanish and English

PROFESSIONAL DEVELOPMENT:

- *What Every Teacher Should Know About Diverse Learners*, by Donna Walker Tileston
- *Standards-Based Instruction and Assessment for English Language Learners*, by Mary Ann Lachat
- *Differentiated Assessment Strategies*, by Carolyn Chapman and Rita King
- *Facilitator's Guide to Leading for Diversity* with video and work books, by Rosemary Henze
- *The Culturally Proficient School—An Implementation Guide for School Leaders*, by Randall B. Lindsey

MULTICULTURAL:

- *The Buenavida Dilemma: Whether to Become "Gringos"*, by José N. Uranga
- *In The Shadow of Slavery—African Americans in New York City, 1626-1863*, by Leslie M. Harris
- *Latinas—Hispanic Women in the United States*, by Hedda Garza

...see for yourself—there are many more!

Before the Student Assistance Team...

by Laurita McKinney

Teachers with English language learners may be considering taking a student to the SAT (Student Assistance Team) for help in meeting the student's special instructional needs. These special instructional needs may concern giftedness, speech and language skills, academic difficulties, or perhaps even behavioral concerns.

Before the student is presented to the SAT, the classroom teacher needs a complete picture of the student. To form that complete picture, several parts of the puzzle need to be assembled.

LANGUAGE PROFICIENCY

One large segment of the puzzle is language. This segment contains more than one piece.

It is important to look at the student's English language proficiency. All students who have indicated a home language other than English on the Home Language Survey (the reverse side of the registration card) must be assessed to determine English language proficiency. The test used currently is the Language Assessment Scales (LAS). To find out when the student began to learn English in our district and to know at what level they began and how far they have come, request a LNGLASHIST report. This can be generated from the district database for an individual student using the school location number and the student identification number only. The report includes a bar graph. Seeing slow but steady growth in English is a wonderful indicator of all that is right with this student.

Home language proficiency also needs to be assessed. A formal assessment, as well as an informal assessment, is necessary. For students who have indicated Spanish as the home language, the Spanish LAS test is used. For other languages, the Bilingual Verbal Ability Test may be used. Language and Cultural Equity can

provide assistance with these formal assessments. To request language proficiency assessment assistance, call 881-9429 or access www.lcequity.com.

FAMILY

No picture of a student is complete without the parents' or guardian's viewpoint. In this informal assessment, parents can

provide information about how the child compares linguistically and developmentally to siblings or peers. They can give us insight as to how much English is used in the home, and how many other languages are present as well, and in what degree of usage. As the number one expert on their child, they bring a valuable piece of the puzzle.

EDUCATIONAL BACKGROUND

A large part of the picture consists of educational experience. One piece of this section includes educational experience in the home language. It is important to know how long the student was educated in the home language, when and where that took place, how well the student succeeded at it, and how the parent feels about the quality of that education.



Laurita McKinney and Jerry Gallegos discuss the Bilingual Verbal Ability Test—a new resource at LCE which is available to schools for home language assessment.

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Another piece of this segment concerns the student's educational experience in English. Has this student received appropriate alternative language services, and have those services been consistent? Has the student been in several different schools?

CULTURE

Yet another chunk of the puzzle concerns culture. The Cross Cultural Library has a resource called *Culturegrams*. This resource is arranged by country and has a "Customs and Courtesies" section that can provide valuable insight. Talk with the student about the type of education they have experienced in the past. Many students are accustomed to a very authoritarian system. Discovering how to function in a setting where independence is highly valued may take some time and guidance. Is this the first time the student has been placed in a school with both male and female students? What other cultural differences might be affecting the way the student perceives us or the way we perceive the student?

HEALTH

A basic part of the puzzle is the student's health and mental health. English language learners may have experienced the trauma of a country at war. They are susceptible to all the physical factors that impact learning. Families are often not aware of the full range of school and community services available.

For more ideas on how to get a clear picture of the student, consult "Elements that Impact Student Learning" beginning on page 37 of the new SAT manual.

Once the teacher has a complete picture of a student, he or she can plan specific interventions. For ideas on interventions, there is a "Menu of Effective Sheltered Instruction." To obtain this menu, look in the SAT manual, page 70. These are good, sound instructional practices. Teachers are probably using many of them already. Choose a few

different strategies/interventions to implement. Document the beginning, the end, and measurable outcomes.

If the student is still experiencing academic difficulties, the teacher may want to draw upon the insight of other teachers, particularly those from different academic disciplines. This is the function of the Student Assistance Team. SAT is a regular education function. In a SAT meeting, school staff, parents, and the student work together to ensure student success. Intervention plans are developed and then monitored in follow up meetings.

The Language Usage Data form is part of the documentation required for the SAT process. Teachers will be guided through the completion of this form by using the document insert and explanation following page 66 in the SAT manual. This step-by-step guide will make the process much easier. The form is also available at www.lcequity.com.

Still puzzled? Try contacting an Alternative Language Services Coordinator at Language and Cultural Equity, 881.9429. For the Bilingual Special Education Coordinator, contact Jerry Gallegos at 881.9429, extension 80073. When you need language proficiency assessment help, contact Jerry Gallegos or Laurita McKinney, extension 80495.

Here are some useful UNISYS databases that can be viewed and updated online. You can also print the page.

- DSHST—History of enrollment in APS
- DSLAN—Home Language Survey, PHLOTE date
- DSLAS—English LAS scores, refusals and exemptions
- DSSAS—Spanish LAS scores
- LNGEDITALS—Lists LEP students and the alternative language services they are receiving
- LNGFEPMLST—Lists all FEP M students at site
- LNGLASHIST—English LAS history, with bar graph, by level or individual student

Making more connections!

Coming Events

❖ College of Santa Fe—TESOL Methods and Survival Spanish Courses for APS teachers— Summer 2005: LCE is making available summer courses at Sandia High School. These are open to APS teachers and administrators, who will be reimbursed for tuition costs. Tuition for each course is \$375, to be paid on the first day of class and reimbursed when the course has been passed. For information, contact Henry Shoner, 855.7271.

❖ La Cosecha 2005, 10th Annual Dual Language Conference: November 9-12, Old Town Sheraton Inn, Albuquerque, New Mexico. Conference updates and registration forms available at www.lacosecha2005.org or www.duallanguagenm.com.

Cross Cultural Resource Library



Monday through 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 coming to make sure the
library is open.

FYI...

Spanish LAS (Language Assessment Scales)

The Spanish LAS will continue to be used to obtain Spanish language proficiency levels. A test is not the only means of determining language proficiency, but it is one useful tool. Students with Spanish indicated as a home language on the Home Language Survey may be given the Spanish LAS to better inform instruction. If a teacher is concerned about a student's academics, then the Spanish LAS will give a more complete picture of the student's language abilities. A history of the student's Spanish LAS test scores and dates of past tests may be obtained from UNISYS by generating a LNGSPLASHS report, using the school location number and the student identification number. If no one at a school site is able to administer a Spanish LAS, one may be requested at www.lcequity.com by selecting the forms menu and the LAS request within that menu. Schools with bilingual models must test all students receiving Spanish as home language instruction. Students who are already fully Spanish proficient do not need to be retested. Schools with bilingual models should order sufficient Spanish LAS materials directly from CTB McGraw Hill at 1.800.538.9547. For help with administering, scoring, entering, or ordering the Spanish LAS, call Laurita McKinney at 881-9429, extension 80495.



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