

Making Connections

Language, Literacy, Learning



Albuquerque Public Schools

Language and Cultural Equity **LCE**

Expanding our Work at LCE

by Lynne Rosen, Director, Language and Cultural Equity

October is already upon us, bringing us new and exciting opportunities and challenges to make this a positive and productive school year for APS students and educators. At Language and Cultural Equity, we have been designing and implementing ways of improving how we assist district personnel, and most specifically, classroom teachers. Our mission remains the same as it has always been: to help assure an equitable, quality educational experience for culturally diverse students and English language learners.

First of all, we welcome new and returning staff members to help in our endeavors.

Instructional Manager Dr. Sandra Rodríguez comes to us with a strong background in dual language instruction at the elementary level and in teacher education at the university

level. She is charged with managing testing services for the New Mexico English Language Proficiency Assessment (NMELPA) and Language Assessment Scales (LAS), heading up the cadre of testing specialists, and coordinating all work in that area. Working closely with her and the specialists is Resource Teacher David

Gallegos, who joined the LCE staff last year. David has worked in APS for many years, primarily as a high School Spanish teacher. He will be helping with training teachers in administering the new NMELPA, among other duties. Lette Trujillo has joined LCE in her capacity as resource



Lynne Rosen, left, discusses New Mexico's English Language Development Standards with new LCE staff members Lette Trujillo, Sandra Rodríguez, and David Gallegos.

teacher for the "Limited English Proficiency" courses offered to teachers in APS. She has been working in this capacity for several years, after having taught in APS at the elementary level for several years. In charge of the Cross Cultural Library is Karen Hedstrom. Karen, whose previous duties were with the APS Unified Library, started as the LCE librarian last year.

LCE is proud to be part of Instruction and Accountability and to work with other departments to integrate second language acquisition instruction and multicultural education in district professional development. Through this forum, we intend to not only focus our work with schools in a more efficient and inclusive manner, but to augment our

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Building Community Through Second Language Learning

by Monica Romero, Manzano High School, and Ginger Looney

Monica Romero returned to teach Spanish I and Spanish II on a new block schedule at Manzano High School. This year, Monica will see a majority of her 180 students every other day. In addition to a new schedule and new students, Monica also has a new textbook series: *iAvancemos!* She wanted a get-to-know-you activity that would incorporate language learning within the authentic context of her students' lives that would also serve as a springboard for the new Spanish materials. Monica chose an interview activity from a recent inservice based on a technique from Linda Rief's *Seeking Diversity: Language Arts with Adolescents* (pp. 43-48), which incorporates listening, speaking, reading, and writing.

In *iAvancemos!*, Ms. Romero's students will travel curricular expeditions learning vocabulary and grammar in the cultural context of Spanish-speaking cities and countries featured throughout the text. She wanted her students to begin by first reflecting on their own experiences with Spanish before learning about others'. Rief's interview technique offered Monica a tool for her students to start with their own experiences with Spanish and get to know one another a bit. She would have the opportunity to learn about her students as well, and she structured the interview activity as an informal assessment to learn what Spanish language skills her students already have.

INTERVIEW ACTIVITY INSTRUCTIONS

Monica customized Rief's interview to fit her curricular needs. Ms. Romero's version of the

interview has four main steps. She explained the activities all in Spanish and encouraged all students, in both Spanish I and Spanish II, to complete the activities using as much Spanish as possible. Monica asked the students to fold their papers in half vertically and then number each section one through four for the four steps of the interview. (See example below.)

STEP I

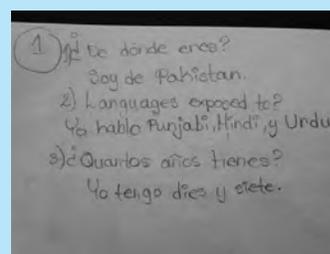
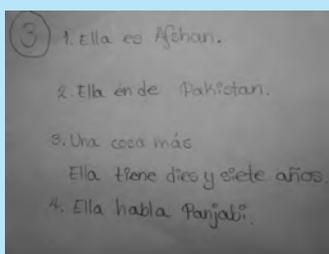
Monica first instructed students to personalize the first section of the paper as a nametag for their desk. She modified the original activity to include the nametag because she was concerned that with the new schedule—seeing students every other day—that she would need more help learning their names. Once the students' nametags were completed, Monica partnered them for the interview process.

STEP II

In section two of their paper, the students recorded questions to ask their partner. Ms. Romero generated the questions in Spanish and English, with more questions in Spanish for her Spanish II class. All questions were written in the *tú* verb form on the board for the students to see the correct spelling and punctuation. A sample of the questions were:

1. ¿Cómo te llamas?
2. ¿De dónde eres?
3. Any language influences other than English in their lives?
4. Student questions of choice (some ranged from ¿Te gusta _____? to ¿Qué color es tu favorito?)

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STEP III

Ms. Romero instructed and role-played that her students record their partners' responses word-for-word, without changing the verb form, because they would practice changing the verb form in step four. The students then interviewed their partners by asking each other the questions from step two and recorded their partners' responses in the third section.

STEP IV

In this last section of the paper, the students wrote a paragraph about their interview partner. Their partners' responses from the third step were the content of the paragraph.



Students work in groups to introduce one another in Ms. Romero's Spanish class.

Once the students finished interviewing and writing, Monica reviewed the third person singular verb forms with the group. Then, the students brainstormed with their partners how to change their answers into the third person *ella/él* forms in Spanish so that they could introduce their partner to someone who wasn't in their group. Monica used a paragraph frame with missing information that the students would need to fill in. They wrote what they were going to say so that they used the correct verb form to indicate their partner. Finally, Ms. Romero regrouped the students so that they were in small groups of four or five, and they introduced each other to the new group.

As the students introduced their partners, Monica circulated among the small groups. She used this opportunity to start learning their names and to encourage the students to use as much Spanish as they could by telling them that mixing languages on that day was OK. She assisted with corrections when asked and she listened to the conversations. She overheard students talking about language influences,

such as grandparents/family members that speak a language other than English, and how that affects their vocabulary. Monica reported that someone mentioned how many New Mexicans will use *panza* instead of tummy. Some students mentioned the elders will speak languages other than English so that the younger generations won't know what they're saying. One student said that they know a few phrases of Dutch or Polish that they throw around because their grandparents use them—idioms and such.

THINKING BEYOND THE ACTIVITY: EQUITY AND LANGUAGE LEARNING AND DEVELOPMENT

Ms. Romero chose this structured interview for many reasons. Monica's students are from many

ethnic and racial backgrounds: African American, Asian, European, Hispanic, Middle Eastern, Pacific Islander, and White, with the slight majority of students being European and White. The new Spanish textbook—*iAvancemos!*—contextualizes Spanish language content in Spanish-speaking cultures around the world. This approach provides rich opportunities to learn about others: other peoples' languages, cultures, music, heritages, holidays, and histories. Before her students started learning about others within the textbook, she wanted her students to think about their own experiences with Spanish and influences from other languages.

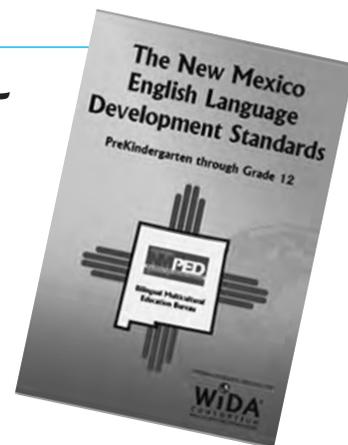
BEGINNING WITH THE SELF

As teachers, we need to structure learning activities where students explore and reflect specifically on their own languages, cultures, heritages, and histories. All persons, from all racial and ethnic backgrounds, have rich and varied cultural experiences. We need to create learning opportunities for students to identify commonalities in their experiences to make humanized connections with one another.

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Guiding Instruction and Assessment— New ELD Standards for New Mexico

by Kathy Waldman



The new *New Mexico English Language Development Standards* (NMELD Standards) will guide our instruction for English language learners this year. They are aligned with the national TESOL standards and are available on the New Mexico Public Education Department (PED) website as well as at *Icequity.com*.

Developed by a group of teachers from all over New Mexico with the help of WIDA (World-class Instructional Design and Assessment) Consortium and the PED over the course of the past year, these standards are quite different than those that have guided us in the past.

There are five standards:

1. English language learners *communicate* for Social and Instructional purposes within the school setting.
2. English language learners *communicate* information, ideas and concepts necessary for academic success in the content area of Language Arts.
3. English language learners *communicate* information, ideas and concepts necessary for academic success in the content area of Mathematics.
4. English language learners *communicate* information, ideas and concepts necessary for academic success in the content area of Science.
5. English language learners *communicate* information, ideas and concepts necessary for academic success in the content area of Social Studies.

Each of these five standards appears in two frameworks—Summative and Formative—arranged by grade-level clusters. The two frameworks can be used for planning curriculum, instruction, and assessment for English language learners. Each framework contains the ELD standard, the language domain, a grade-level cluster, and all language proficiency levels. In the summative framework, the performance indicators describe the outcomes of learning and are intended to guide teachers and students in developing ways for students to demonstrate their English language knowledge and skills in specific content areas.

The formative framework is designed to guide student learning and teacher instruction. Both frameworks support language learning using visual and graphic supports. In addition, the formative framework provides interactive supports, such as working with groups or technology in L1 or L2 and allows for the use of thematic units and long-term projects.

These frameworks are meant to guide planning. They do not provide benchmarks for working toward the standard. Instead, teachers are given ideas and guidance for supporting ELLs' language development and ways to assist their learning in language arts, science, mathematics, and social studies, as well as in social and instructional language.

LANGUAGE DOMAINS

Each of the five standards encompasses the four language domains that define how English language learners process and use language:

- ❖ Listening—process, understand, interpret, and evaluate spoken language;
- ❖ Speaking—engage in oral communication for a variety of purposes and audiences;
- ❖ Reading—process and interpret written text with understanding; and
- ❖ Writing—write to communicate for a variety of purposes and audiences.

EXAMPLE TOPICS

At the beginning of each grade-level cluster is a list of example topics which has been drawn from New Mexico content standards. These are some, but by no means all, of the possible topics teachers may cover and are meant as a guide. Teachers are encouraged to develop cultural and linguistic diversity across the curriculum.

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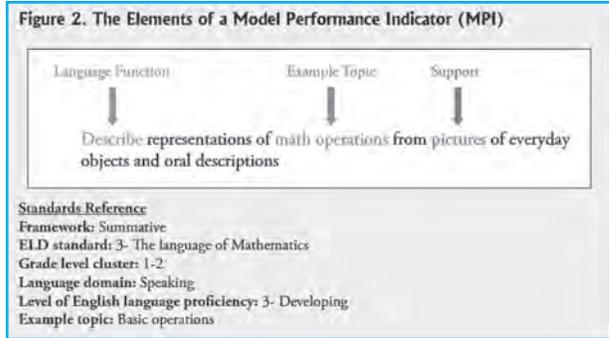
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LANGUAGE PROFICIENCY LEVELS

The five language proficiency levels in the ELD standards will match the new NMELPA categories and follow the continuum of language learning from little or no knowledge of English to English proficiency. Suggestions for working with each level of students on a given topic are included and will help teachers and students know how to best access grade-level content. The language proficiency levels delineate expected performance and describe what ELLs can do within each domain of the standards from level to level.

MODEL PERFORMANCE INDICATORS

A Model Performance Indicator (MPI) is one cell within the English language development matrix (see Figure 1, NMELD Standards) that describes a specific task that might be accomplished with delineated supports by students at a discrete language level in one language domain. An MPI is the smallest unit of a strand. There are three parts to each MPI (see Figure 2, NMELD Standards). The first word of an MPI is the *language function*, how ELLs process or use language to communicate. The next part delineates the *example topic*, the content to be studied. The final segment shows the *supports* that have been built into the MPI, as they provide necessary avenues for ELLs to access meaning.

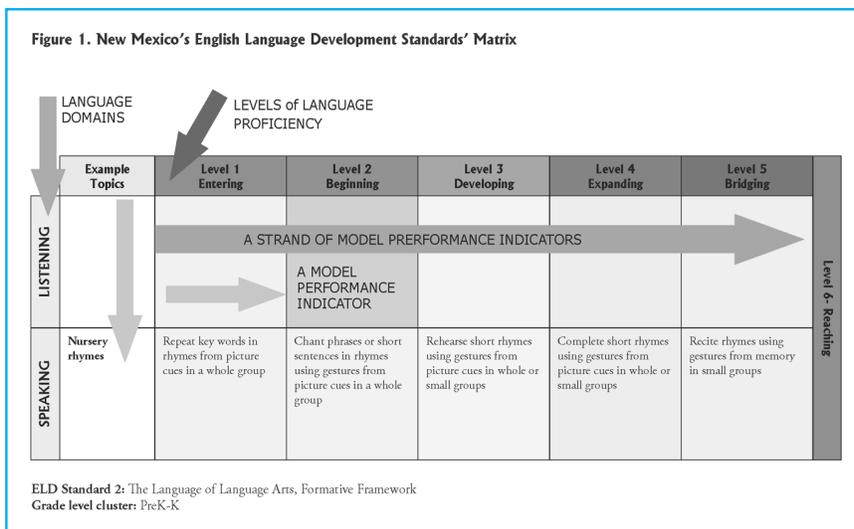


STRANDS OF MODEL PERFORMANCE INDICATORS

A strand of MPIs consists of the five levels of English language proficiency for a given topic and language domain. Horizontal strands of MPIs illustrate the progression of language development for a given grade-level cluster. These strands are usually thematically connected through common topics that have been identified from New Mexico academic content standards. They are scaffolded from one language proficiency level to the next and are developmentally appropriate and designed for ELLs at a specific grade-level cluster. They are academically rigorous, with the highest level of English language proficiency (level 5, "Bridging") corresponding to language expectations of proficient English speakers at the highest grade in the cluster.

While these NMELD standards will necessitate a shift in our thinking, they are designed to help not only the ESL teacher scaffold instruction

for her/his ELLs but also for content area teachers who struggle with how to help students access content knowledge. Language is the hidden curriculum for all subjects, and these standards acknowledge the need to teach the language of science, math, etc. They should allow for meaningful collaboration between content and language teachers. All of our students should benefit from the dialogue they will generate.



La importancia de promover estrategias cognitivas y metacognitivas para la comprensión de textos científicos en la preparatoria

por Mario Hernández, Escuela preparatoria Albuquerque, y Elia María Romero

Una de las preocupaciones de los maestros bilingües en la preparatoria es la falta de comprensión que presentan los estudiantes a los textos científicos. Prueba de esto son las limitadas estrategias cognitivas y metacognitivas que demuestran nuestros alumnos en su aprendizaje diario y que no les permiten concretar ni adquirir conceptos científicos.

El señor Mario Hernández, maestro de biología de la preparatoria Albuquerque, cuenta con 20 años de experiencia en la intervención cognitiva y metacognitiva de la lectura de textos científicos. En su trabajo de colaboración, los autores de este artículo han reflexionado sobre cómo se pueden implementar diariamente diversas estrategias cognitivas y metacognitivas con los estudiantes que presentan problemas en la lecto-comprensión de textos científicos.

En primer lugar, se observó que los estudiantes poseen habilidades para memorizar información, pero desconocen cuáles son las estrategias y operaciones cognitivas que se emplean para construir un modelo coherente e integrado para comprender un texto global (De Vega, 1993).

De acuerdo con Gellatly (1997), las estrategias de cognición se refieren a las actividades de conocer, recoger, organizar y utilizar el conocimiento. Es notorio que una gran parte de los estudiantes de la preparatoria logran identificar un concepto, pero no logran definirlo con sus propias palabras. Del mismo modo presentan dificultades en extraer las ideas principales y secundarias de un texto científico.

Flavell, J. (1979) define la metacognición como pensar sobre el pensamiento. Se trata del conocimiento y la regularización de nuestras propias cogniciones y de nuestros propios procesos mentales, incluyendo también la percepción, la memoria, la comprensión, la

comunicación y la lectoescritura. Es decir, el conocimiento autoreflexivo.

En el caso concreto de la clase de biología, la mayoría de los estudiantes tiene problemas en los procesos de metacognición, sobre todo en la autovaloración del conocimiento y el control ejecutivo. La autovaloración se refiere al conocimiento de los propios recursos cognitivos para ejecutar una tarea. El control ejecutivo abarca por su parte los procesos de planificación, monitoreo, revisión y evaluación de la comprensión lectora.

Como respuesta a esta problemática, el Señor Mario Hernández ha logrado desde el inicio del año escolar hasta la fecha incorporar en sus clases diarias de 15 a 20 minutos de lectura científica. Este ejercicio diario permite a los estudiantes poner en práctica estrategias cognitivas y metacognitivas que les facilitan una metacompreensión de los conceptos que se aprenden en clase.

ESTRATEGIAS UTILIZADAS EN LA CLASE DEL SR. HERNÁNDEZ:

Estrategias metacognitivas de autovaloración

Primeramente se les asigna a los estudiantes una lectura científica relacionada con los conceptos que se van a impartir ese día. Tras su lectura, se anima a los estudiantes a hacerse preguntas tales como: ¿Qué palabras claves me ayudan a entender el texto? ¿Cómo hago para entender el texto? ¿Cómo lo hice? ¿Qué me ayudó a entender el texto o el concepto? ¿Dónde me perdí en la lectura? ¿Cómo me acuerdo de lo aprendido? Etc.

Estrategias metacognitivas de control ejecutivo

Las estrategias de control ejecutivo incluyen las actividades de planificación, monitoreo, y la revisión y evaluación de la comprensión lectora.

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Mediante estas estrategias los estudiantes se preguntan: ¿Cuál es mi plan para entender el texto? ¿Qué me funcionó y qué no me funcionó? ¿Cómo me doy cuenta de que me estoy acercando a la meta? ¿Qué otro plan tengo para entender? Etc.

Estrategias cognitivas:

Son las técnicas y actividades repetitivas que se les presentan a los estudiantes para aprender los conceptos. Estas estrategias cognitivas facilitadas por el Sr. Hernández se desarrollan tanto de forma individual como en grupo. A continuación se detallan las más importantes:

<p>Agrupar y organizar información</p>	<p>Se utilizan organizadores gráficos para entender los conceptos.</p>	
<p>Tomar notas</p>	<p>Se toman notas utilizando mapas conceptuales.</p>	
<p>Imaginación</p>	<p>Se visualiza el concepto y se hace un dibujo.</p>	
<p>Resumir información</p>	<p>Se escriben las ideas principales y secundarias.</p>	

A través de todas estas estrategias cognitivas y metacognitivas, los estudiantes de la preparatoria Albuquerque se dan cuenta de que leer diariamente no es sólo para cumplir una tarea dada por el maestro, sino que tiene un objetivo claro y definido, siendo éste la de evaluar, comprender, aplicar e ir más allá de lo leído.

Finding a Place at the Career Enrichment Center to Teach and Learn Navajo

By Howard Redhouse, Career Enrichment Center and Cibola High School

A dozen Navajo language students from various high schools like Albuquerque, Del Norte, La Cueva, Highland, Sandia, Volcano Vista, and Valley pair off to practice a handful of conversational Navajo language questions and responses. Students practice questions like "Where do you go to school?" and "What is your mother's name?"

In turn their partners respond appropriately. This is a culminating language activity designed to reinforce students' conversational Navajo.

In a previous lesson, these students listened to me as I modeled the conversational questions and offered some appropriate responses. Over a two-week period, students practiced enunciating the questions and most are now very confident in reading the list of questions and giving an appropriate response. This is very exciting, because most of them came into the class understanding and speaking very little or no Navajo.

Historically, Native American or Indigenous languages like Navajo were not taught in a rigid, formalized school setting. Instead, they were learned through the everyday interactions of people in a community setting. Up until about the 1950's, Navajo was spoken in most Navajo homes in all aspects of their lives. As many Navajo students were forced to attend government boarding schools and learn the English language, the value of Navajo as a spoken language decreased significantly. As a consequence of this disruption during the 1950's, the Navajo language began to decline in use, especially as an intergenerational language. As a result, many Navajo children today are not

learning their heritage language at home from their parents or grandparents. Yet, although many of our parents and their generation were literally forced to forget their language and learn English, they did not altogether stop speaking their heritage languages. Ironically, Navajo parents today are now looking to

schools for help in teaching the Native American or Indigenous languages to their children. However, for many Navajo families, it is hard to find a school that offers a Navajo language class.

Over the past year, a group of concerned administrators and educators from the Albuquerque Public Schools coordinated with the Career Enrichment Center staff to address this problem. As a result, a Navajo language class for Navajo students

who attend various high schools from across Albuquerque is now available at the Career Enrichment Center. Since a Navajo class is not offered at their own high schools, many of these students seized the opportunity to take advantage of this course offering. Yet for some it is a big task to fit the course into their regular high school schedules or to find transportation after school. Furthermore, some of the students have commented on the fact that they have to travel quite a distance to get to the class. Yet, since this class is the only chance many of these students will get to receive the required Navajo language credit for the purpose of meeting one of the criteria in applying for the Navajo Nation's *Chief Manuelito Scholarship*, they come regardless of the inconveniences. Also, for all of these students, it is a good opportunity to re-learn their heritage language.



Teacher Howard Redhouse models vowel sounds to help his students as they learn vocabulary and prepare to practice their conversations.

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These connections in turn can work to prevent objectifying others and work to prevent re/constructing stereotypes that contribute to ethnic and racial inequality.

When a person feels they have no culture, a power differential often arises and thoughts such as “someone has something that I don’t” are latent in their mind and can manifest in their thoughts and opinions about others. For example, it is not uncommon for White students to express that they have no culture because they perceive culture as something that only people of color have (see Beverly Daniel Tatum’s *“Why Are All The Black Kids Sitting Together in the Cafeteria?”*). Ms. Romero’s interview activity is one of many instructional approaches that affords *all* students opportunities to understand and explore their culture; in this instance, culture in connection to language.

LANGUAGE LEARNING AND DEVELOPMENT

Specific to technical aspects of language instruction, Ms. Romero’s interview activity accomplished four general instructional goals (Rief, 1991). First, students used all language modalities: speaking, listening, reading, and writing. Second, Ms. Romero introduced students to instructional structures and

expectations they will use throughout the year. Monica often uses partner and small group work where students have individual assignments that contribute to a group project to help create a sense of community. Third, the interview activity incorporated skills students will need and use throughout the year. Students will be developing proficiency in speaking, writing, listening, and reading Spanish through skills and specific cultural-based activities. Finally, students learned skills in a meaningful context. All students were on task and participated in the activity.

The topics had personal meaning for the students, as well as immediate use and purpose, so everyone had a stake in the activity. Through self-reflection and dialogue, students are helped to appreciate similarities and differences among their own and others’ cultures. Ms. Romero explains that, “I know that many people don’t think they have ‘culture,’ especially when they are teens, because they see their customs and traditions as just part of what they do, not part of who they are.” Language learning, through activities such as this interview technique, is an excellent way for students to learn that cultures are part of everyone, no matter their language.



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collaborative and professional skills, much like what occurs in professional learning communities. Our goal is to assure that best practices in curriculum, instruction, materials, and school and classroom environment comprise an integral part of the educational process for culturally and linguistically diverse learners. In order to meet this goal, LCE resource teachers and staff are establishing strong working relationships with content and instructional coaches, teaming in the materials review and adoption cycle, and continuing to participate in professional conversations and initiatives with district and school personnel.

The priority areas for district professional development—standards-based education (SBA), Marzano’s “high yield” strategies,

response to intervention (RTI), and writing across the curriculum—are especially pertinent to the goals and work of LCE. We have been involved in projects in all of these areas in the past and will continue to do so this year. The Public Education Department has recently released the 2009 *New Mexico English Language Development Standards* which are to be used along with content standards in core subjects, pre-K—12. In the area of SBA, these new ELD standards and proficiency indicators provide great supports, and we will be working in the schools and at the district levels to help make this tool useful and meaningful to all.

Please contact us at LCE if you need support in any of the areas I mentioned. And I would like to thank everyone for their dedication to the success of each student in APS.

From One Beginning to the Next

La'Shira Adams, Black Student Union President, Highland High School

Walking to the Lecture Hall, I thought, "I don't need any type of summer school; I'm not behind on any credits. I mean seven weeks! No time with friends or family and in addition to that, you have to do work, a great amount of work." As we juniors took our seats, a woman introduced herself:

"Hello everyone, my name is Assia. I am a Leadership Enterprise for a Diverse America Recruiter, or for short LEDA Recruiter, and I'll be discussing LEDA and how it will be beneficial to you, your education, and overall atmosphere of life. LEDA is a non-profit organization; it is also a young program for it has only been around for five years."



La'Shira Adams, sitting in the front row at the left, joined fellow LEDA students and sponsors on a trip to Washington, D.C.

Assia continued to talk with us about the college process, how much time it takes and how important it is to identify what type of college you need. The application process, distance, time, and the cost were the four major details which extended beyond the other informative facts about college and the LEDA program. The application program consisted of three sections including: essays, questionnaires, a resume, letters of recommendation, transcripts, report cards, and pieces of work from classes graded and commented on by the assigned teacher from present year, and a brag sheet. The program was held at Princeton University, in New Jersey, and the time spent amounted to a total of seven weeks: June 19th to August 9th. LEDA is a program that helps students in the knowledge of the college process, assists in improving SAT

and ACT test scores, and expands your everyday thought process. LEDA is a rigorous program that presents and provides a great opportunity for juniors progressing to seniors and moving onward to college life.

Starting the application, I found it to be time consuming and something you need to be committed to. Typing essays about why I want to be a LEDA Scholar to what I am hungry for in life, creating a resume, and answering questionnaires kept me productive and occupied. I asked two teachers from my recent

year for recommendation letters, being that they were more familiar with me personally and my work as a student. The application also required an outside recommendation letter from neither a teacher nor your counselor; therefore, I requested and had my Youth Mother from church complete a recommendation letter on my behalf.

The selection process was both exciting and scary. It was at least a five month period to go through the application. The last part of the application is a phone interview. I had to discuss information about my life, family, and a current event that has happened. I described a recent event that happened in Albuquerque, NM; the interviewer was both surprised and refreshed when it wasn't about the economic downfall: recession. The process is such a great span of

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time because there are thousands of students across the nation who apply for LEDA, but only 60 are chosen. Opening the final letter stating if I had or had not been accepted, I worried, yet stood tall. It stated "Congratulations LEDA Scholar!" At that moment, I was the happiest in my life—jumping up and down, with tears of joy.

At the airport I said my "see you later" to my grandmother and took flight on American Airlines to Newark, NJ. I arrived at the airport and met up with the some of the other LEDA scholars. The group was so noticeable since we all had bright orange shirts on that said "LEDA Scholars." We took our place on the bus and traveled to Princeton.

Princeton University is where everything took place. The Scholars and I lived in Witherspoon Hall, as if we were students. Classes were held in East Pyne, and Morning Meetings and College Guidance Meetings were held in Frick. The classes were both rigorous and eye-opening to me, concerning the government and economic activity in our world. Classes were set to a block schedule; Monday, Wednesday and Friday we had Aspects of Leadership, and Tuesday and Thursday we had SAT and ACT Prep, followed by Writing Instruction. Our first Morning Meeting we were all introduced to LEDA's core values: Excellence, Integrity, Community and Compassion. Morning Meetings also consisted of interpretations of quotes from Marianna Williamson, Dr. Martin Luther King Jr., Cornell West, Hitler, and many more. The LEDA program provided the Scholars with great opportunity. LEDA took us to visit a broad range of colleges or had college representatives come to us. Swarthmore, University of Pennsylvania, Columbia, Johns Hopkins, Georgetown, Wesleyan and Yale were colleges we actually visited. Davidson, Rice, DePauw, Dartmouth, Occidental and a few others were presented through their college representatives.

LEDA helped us to further understand the college application process. PowerPoints on financial aid, scholarships, college applications,

resumes, and college life were all discussed in detail. Mr. John Roberts and Ms. Jones are some of the head figures in charge within the LEDA staff. Residential Advisors (RA's) and College Guidance Advisors (CGA's) are staff members you see on a daily basis. The RA's became the sisters and brothers to the Scholars, and helped with college questions and even more personal issues. Alyssa Nelson and Sierra Mullen became my two big sisters. They both helped me to become a more confident person with greater self-esteem. The program in itself made the Scholars' lives better in ways in which they would have never expected.

LEDA has changed my life completely and I thank them sincerely! I am an even stronger person and a more educated person because of LEDA. I now think in colorful perceptions, or in other words, I no longer think in black or white. I open up from my strongly supported opinions to looking at and understanding others' opinions, stepping out of my moral compass into someone else's.

The LEDA staff and the LEDA Scholars became more than students and staff members. We became a family—a strong family. As we all went back to our separate homes, we made it a priority to get each others' information to stay in contact; Facebook and Google Groups accounts were made for those purposes. I will continue with my affiliation with LEDA throughout my entire undergraduate career. LEDA Scholars still have deadlines for resumes, college lists, and personal statements within the beginning periods of senior year. LEDA is one of the best programs you can be a part of, not only as a student but as a person overall. Leadership Enterprise for a Diverse America is life-changing and worth every minute of time you can dedicate.

For further information about activities and events in APS Black Student Unions, please contact Joycelyn Jackson, Multicultural Education Coordinator, at 881-9429, ext. 80078.

Making more connections!

Coming Events

❖ **NEW MEXICO ORGANIZATION OF LANGUAGE EDUCATORS 2009 FALL MEETING**—Saturday, October 24, 2009, Volcano Vista High School, Albuquerque, NM. New Mexico OLE works to promote quality second language instruction in the state. For more information about the fall meeting, please contact Natalie Figueroa, President, at figueroa@aps.edu.

❖ **LA COSECHA 2009, 14TH ANNUAL DUAL LANGUAGE CONFERENCE**—November 18-21, 2009, at the Albuquerque Convention Center, Albuquerque, NM. La Cosecha brings together educators, parents, researchers and the community in support of dual language enrichment education. Come share your experience and knowledge, and “harvest” the best of our multilingual/multicultural communities. For more information or to register on-line, visit the conference website at lacosecha.dlenm.org.

❖ **NATIONAL ASSOCIATION FOR MULTICULTURAL EDUCATION'S 19TH ANNUAL INTERNATIONAL CONFERENCE**—A Mile High Commitment to Change: Reaching New Heights in Equity & Social Justice Throughout the Global Community: October 28-November 1, 2009, Denver Colorado. For more information, visit the NAME website at www.nameorg.org.



❖ **NATIONAL COUNCIL OF TEACHERS OF ENGLISH 99TH ANNUAL CONVENTION, 2009**—Once and Future Classics: Reading Between the Lines: November 19-22, 2009, Philadelphia, Pennsylvania. For more information, visit the NCTE website at www.ncte.org.

Cross Cultural Resource Library



Tuesday and Wednesday: 7:30-5:00
Monday, Thursday, Friday: 8:00-4:30
Closed daily for lunch: 12:00-1:00

LIBRARY SPECIALIST: Karen Hedstrom

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

❖ **AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES ANNUAL CONVENTION AND WORLD LANGUAGES EXPO**—Speaking Up for Languages... The Power of Many Voices: November 20-22, 2009, in San Diego, California. For conference information, visit the ACTFL website at www.actfl.org.

❖ **NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION'S 39TH ANNUAL CONFERENCE**—Bilingual Education: Nurturing Communities for a Better World: February 3-6, 2010, at the Colorado Convention Center in Denver, Colorado. Early registration discounts are available now! For more information, visit NABE's website at www.nabe.org.

FYI...

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

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