



A BILINGUAL, BILITERATE,
CITIZEN OF THE WORLD!



Welcome Back to School - ELL Department Quarterly Newsletter Fall 2014

"We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community – and this nation." Cesar Chavez

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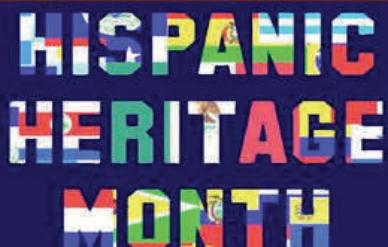
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Hispanic Heritage Month - EVENTS



HISPANIC HERITAGE MONTH

**HISPANIcS:
SERVING AND
LEADING
OUR NATION
WITH PRIDE
AND HONOR**

Hispanic American Heritage Month

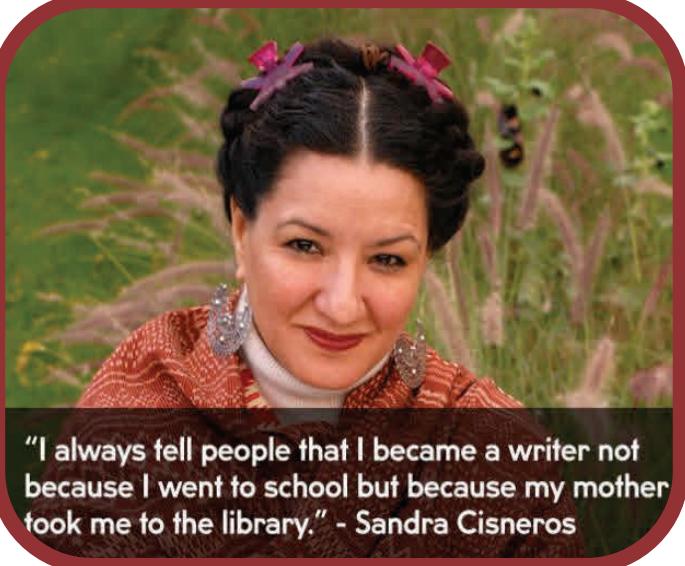
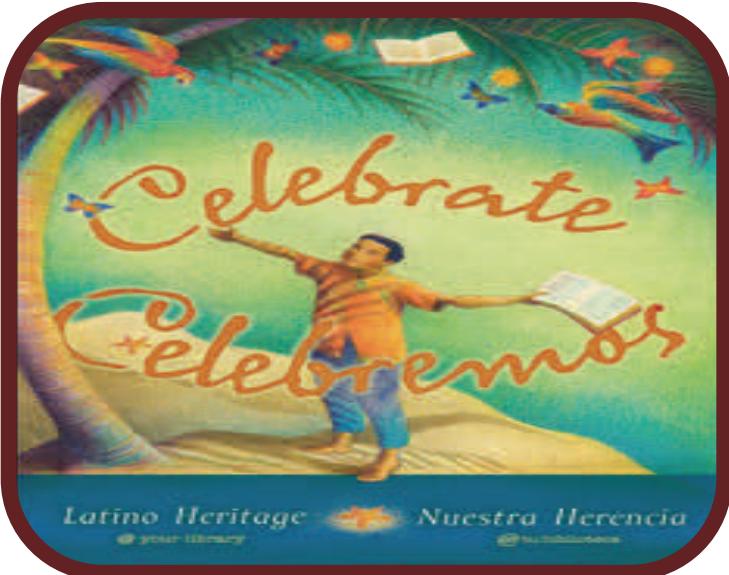
**HERENCIA
DIVERSIDAD
INTEGRIDAD
y honor**
**la renovada
esperanza
de América**

MOTHER TONGUE

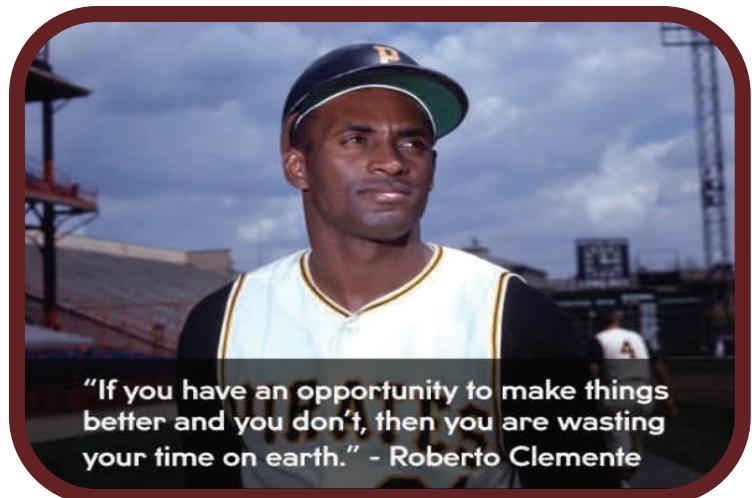
Benjamin Alire Sáenz

I cling to my culture because it is my memory, and what is a poet without memory? I cling to my culture because it is my skin, because it is my heart, because it is my voice, because it breathes my mother's mother's mother into me. My culture is the genesis and the center of my writing, the most authentic space I have to write from. I am blind without the lenses of my culture.





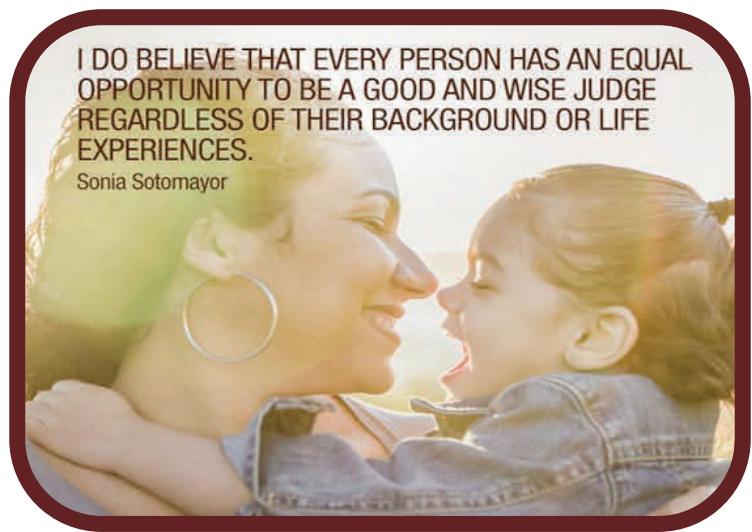
"I always tell people that I became a writer not because I went to school but because my mother took me to the library." - Sandra Cisneros



"If you have an opportunity to make things better and you don't, then you are wasting your time on earth." - Roberto Clemente

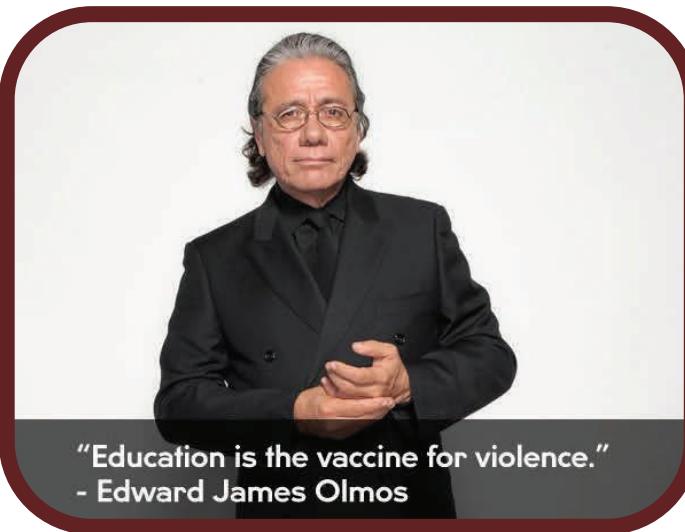


"No particular race is the enemy. Ignorance is the enemy." - George Lopez



I DO BELIEVE THAT EVERY PERSON HAS AN EQUAL OPPORTUNITY TO BE A GOOD AND WISE JUDGE REGARDLESS OF THEIR BACKGROUND OR LIFE EXPERIENCES.

Sonia Sotomayor



"Education is the vaccine for violence." - Edward James Olmos

Students teach all sorts of things but most importantly they make explicit the courage that it takes to be a learner, the courage it takes to open yourself to the transformative power of real learning

Junot Diaz





Cultural Affairs

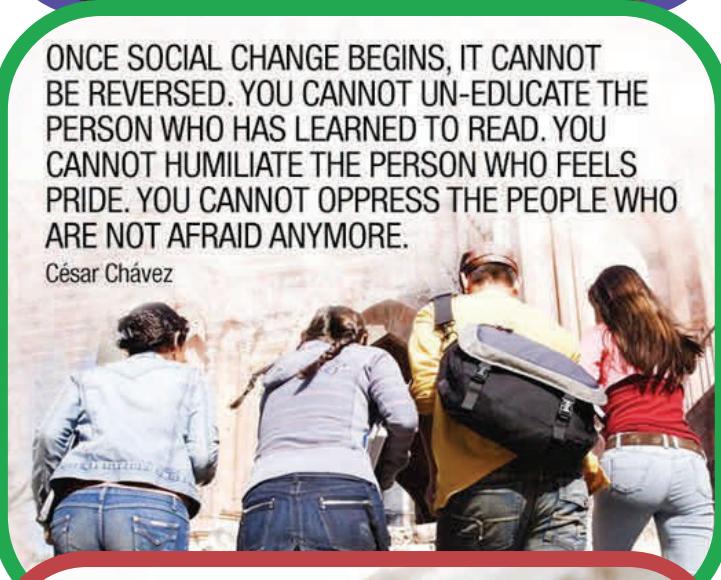
Searching for Latinos in Children's Literature: A Reading List

By DIEGO RIBADENEIRA

Where are all the Latinos? That's the question raised in an article published in The Times that focused on the dearth of books with Latino characters that are aimed at school-age children. (No disrespect meant to the hugely popular Dora the Explorer or her cousin Diego, who started as cartoons.) This is an especially relevant issue given the increasing number of the country's public school seats occupied by Latinos.

It's also an issue that has personal resonance. Sure, we want to stoke a passion for reading in our young son, who turns 4 in March, and our home is filled with all the age-appropriate classics — "Goodnight Moon," "The Very Hungry Caterpillar," and so on. But as he gets older, will he open books and find characters and themes that offer perhaps something more, something richer — a window into his culture?

For the complete article click [HERE](#)



WE COME TO WORK,
WE COME FOR A BETTER
LIFE, WE COME TO
PARTICIPATE IN THE
AMERICAN DREAM.
Antonio Villaraigosa



Hispanic Heritage Month Recommended Readings

¡Ven a LEER!!



This list of resources for students by grade level, as well as for adult readers, is available on the intranet under the ELL Department.

School District U-46
ELL Department

Grades K-2

Title	Author
<i>Abuela</i> <i>Angels Ride Bikes: And Other Fall Poems</i>	<i>Arthur Dorros</i> <i>Francisco X. Alarcon</i>
<i>Book fiesta! Celebrate Children's Day/Book Day; Celebramos El día de los niños/El día de los libros</i>	<i>Pat Mora</i>
<i>Carlos and the Squash Plant/Carlos y la planta de calabaza</i>	<i>Jan Romero Stevens</i>
<i>Chato and the Party Animals</i>	<i>Gary Soto</i>
<i>Dear Primo: A Letter to My Cousin</i>	<i>Duncan Tonatiuh</i>
<i>Diego Rivera: His World and Ours</i>	<i>Duncan Tonatiuh</i>
<i>Dora Flor</i>	<i>Pat Mora</i>
<i>From the Bellybutton of the Moon and Other Summer Poems</i>	<i>Francisco X. Alarcón</i>
<i>Gathering the Sun: An Alphabet in Spanish and English</i>	<i>Alma Flor Ada</i>
<i>Get Ready for Gabi: A Crazy Mixed Up Spanglish Day</i>	<i>Marisa Montes Illustrated by Joe Cepeda</i>
<i>Gracias Thanks</i>	<i>Pat Mora</i>
<i>Hispanic Scientists: Ellen Ochoa, Carlos A. Ramirez, Eloy Rodriguez, Lydia Villa-Komaroff, Maria Elena Zavala</i>	<i>Jetty St. John</i>
<i>In My Family</i>	<i>Lomas Garza, Carmen</i>
<i>Juan Bobo Goes to Work</i>	<i>Marisa Montes</i>
<i>La Piñata/The Piñata</i>	<i>Rita Rosa Ruesga</i>
<i>Los marachis</i>	<i>Rita Rosa Ruesga</i>
<i>Mama & Papa Have a Store</i>	<i>Amelia Lau Carling</i>
<i>Martina the Beautiful Cockroach: A Cuban Folktale</i>	<i>Carmen Agra Deedy</i>
<i>Nacho and Lolita</i>	<i>Pam Munoz Ryan</i>
<i>Pablo's Tree</i>	<i>Pat Mora</i>
<i>Rainbow Tulip</i>	<i>Pat Mora</i>
<i>Snapshots from the Wedding</i>	<i>Gary Soto</i>
<i>The Spirit of Tío Fernando</i>	<i>Janice Levy</i>
<i>The Storyteller's Candle/La velita de los cuentos</i>	<i>Lucia Gonzalez and Lulu Delacre</i>
<i>Too Many Tamales!</i>	<i>Gary Soto</i>
<i>Xochitl and the Flowers</i>	<i>Jorge Argueta</i>

School District U-46
ELL Department

Grades 3-5

Title	Author
<i>Alicia Alonso: First Lady of the Ballet</i>	<i>Sandra Martin Arnold</i>
<i>Amazing Hispanic American History</i>	<i>George Ochoa</i>
<i>Becoming Naomi Leon</i>	<i>Pam Muñoz Ryan</i>
<i>Book Fiesta!: Celebrate Children's Day/Book Day; Celebramos El día de los niños/El día de los libros</i>	<i>Pat Mora</i>
<i>Calling the Doves/El Encanto De Las Palomas</i>	<i>Juan Felipe Herrera</i>
<i>Charro: The Mexican Cowboy</i>	<i>George Ancona</i>
<i>Chavela and the Magic Bubble</i>	<i>Monica Brown</i>
<i>El Piñatero/The Piñata Maker</i>	<i>George Ancona</i>
<i>Ellen Ochoa: The First Hispanic Woman Astronaut</i>	<i>Romero Maritz</i>
<i>Family Pictures</i>	<i>Carmen Lomas Garza</i>
<i>Famous Hispanic Americans</i>	<i>Janet Morey</i>
<i>Grandma's Chocolate</i>	<i>Mara Price</i>
<i>Hands-on Latin America: Art Activities For All Ages</i>	<i>Yvonne Y. Merrill</i>
<i>Harvesting Hope: The Story of Cesar Chavez</i>	<i>Kathleen Krull</i>
<i>How Tía Lola Came to Stay</i>	<i>Julia Alvarez</i>
<i>Ivan Rodriguez</i>	<i>Tony DeMarco</i>
<i>Learning About Determination From the Life of Gloria Estefan</i>	<i>Mearne Stazzabosco</i>
<i>Magic Windows</i>	<i>Carmen Lomas Garza</i>
<i>Maximilian & the Mystery of the Guardian Angel: A Bilingual Lucha Libre Thriller</i>	<i>Xavier Garza</i>
<i>My Diary from Here to There</i>	<i>Amada Irma Pérez</i>
<i>Poet and Politician of Puerto Rico: Don Luis Munoz Marin</i>	<i>Carmen T. Bernier-Grand</i>
<i>Return to Sender</i>	<i>Julia Alvarez</i>
<i>Salsa Stories</i>	<i>Lulu Delacre</i>
<i>Tales Our Abuelitas Told: A Hispanic Folktale Collection</i>	<i>Alma Flor Ada and F. Isabel Campoy</i>
<i>The Biographical Dictionary of Hispanic Americans</i>	<i>Nicholas E. Meyer</i>
<i>The Bossy Gallito</i>	<i>Lucia Gonzalez</i>
<i>The Day It Snowed Tortillas: A Classic from the American Southwest</i>	<i>Joe Hayes</i>
<i>The Dreamer</i>	<i>Pam Munoz Ryan</i>
<i>Under the Royal Palms: a Childhood in Cuba</i>	<i>Alma Flor Ada</i>
<i>Where the Flame Trees Bloom</i>	<i>Alma Flor Ada</i>

School District U-46
ELL Department

Grades 6-8

Title	Author
<i>Among the Volcanoes</i>	<i>Omar S. Castañeda</i>
<i>Baseball in April and Other Stories</i>	<i>Gary Soto</i>
<i>Becoming Naomi León</i>	<i>Pam Muñoz Ryan</i>
<i>Before We Were Free</i>	<i>Julia Alvarez</i>
<i>Breaking Through</i>	<i>Francisco Jiménez</i>
<i>Call Me María: A Novel</i>	<i>Judith Ortiz Cofer</i>
<i>César Chávez: A Photographic Essay</i>	<i>Ilan Stavans</i>
<i>Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</i>	<i>Lori Carlson, Editor</i>
<i>Crossing the Wire</i>	<i>Will Hobbs</i>
<i>Cuba 15</i>	<i>Nancy Osa</i>
<i>Dancing Home</i>	<i>Alma Flor Ada</i>
<i>Delores Huerta: Labor Leader and Civil Rights Activist</i>	<i>Robin S. Doak</i>
<i>El Cárabo: The Story of Alfonso, Labor Camp Child</i>	<i>Yolanda Espinosa Espinoza</i>
<i>Esperanza Rising</i>	<i>Pam Munoz Ryan</i>
<i>Extraordinary Hispanic Americans</i>	<i>Susan Sinnott</i>
<i>Facts of Life</i>	<i>Gary Soto</i>
<i>Flight to Freedom</i>	<i>Ana Veciana&quot; Suarez</i>
<i>Hispanic, Female and Young: An Anthology</i>	<i>Edited by Phyllis Tashlik</i>
<i>Hurricane Dancers: The First Caribbean Pirate Shipwreck</i>	<i>Margarita Engle</i>
<i>Journey of Dreams</i>	<i>Marge Pellegrino</i>
<i>My Daughter, My Son, the Eagle, the Dove: An Aztec Chant</i>	<i>Ana Castillo</i>
<i>Struggling to Become an American</i>	<i>Robin Santos Doak</i>
<i>Summer of Mariposas</i>	<i>Guadalupe Garcia McCall</i>
<i>The Circuit: Stories From the Life of a Migrant Child</i>	<i>Francisco Jimenez</i>
<i>The Color of My Words</i>	<i>Lynn Joseph</i>
<i>The Dreamer</i>	<i>Pam Munoz Ryan</i>
<i>The Firefly Letters</i>	<i>Margarita Engle</i>
<i>The Revolution of Evelyn Serrano</i>	<i>Sonia Manzano</i>
<i>The Smell of Old Lady Perfume</i>	<i>Claudia Guadalupe Martinez</i>
<i>The Surrender Tree: Poems of Cuba's Struggle for Freedom</i>	<i>Margarita Engle</i>
<i>The Tree Is Older than You Are</i>	<i>Edited by Naomi Shihab Nye</i>
<i>Tropical secrets : Holocaust refugees in Cuba</i>	<i>Margarita Engle</i>
<i>Under the Mesquite</i>	<i>Guadalupe Garcia McCall</i>
<i>Under the Same Sky</i>	<i>Cynthia DeFelico</i>
<i>Wachalé! Poetry and Prose about Growing Up Latino in America</i>	<i>Ilan Stavans, Editor</i>
<i>When I was a Boy Neruda Called Me Polícarpo</i>	<i>Poli Delano</i>
<i>When the Rain Came</i>	<i>Anna Fienberg</i>

School District U-46
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Grades 9-12

Title	Author
<i>Accidental Love</i>	<i>Gary Soto</i>
<i>American Chica</i>	<i>Maria Arana</i>
<i>Before We Were Free</i>	<i>Julia Alvarez</i>
<i>Bless Me, Ultima</i>	<i>Rudolfo Anaya</i>
<i>Crazy Loco</i>	<i>David Talbot Rice</i>
<i>Curse of the Chupa Cabra</i>	<i>Rudolfo Anaya</i>
<i>El Bronx: Remembered</i>	<i>Nicholasa Mohr</i>
<i>Famous Hispanic Americans</i>	<i>Wendy Dunn, Janet Nomura Morey, and Carlos E. Cortes</i>
<i>Growing Up Inside the Sanctuary of My Imagination</i>	<i>Nicholasa Mohr</i>
<i>Hispanic Surnames and Family History</i>	<i>Lyman DePlatt</i>
<i>How the Garcia Girls Lost their Accents</i>	<i>Julia Alvarez</i>
<i>I, Juan De Pareja</i>	<i>Elizabeth Borton de Trevino</i>
<i>Jesse</i>	<i>Gary Soto</i>
<i>Journey of the Sparrows</i>	<i>Fran Leeper Buss</i>
<i>Kids Like Me</i>	<i>Judith M. Blohm, Terri Lapinsky Powells</i>
<i>Latinovating: Green American Jobs and the Latinos Creating Them</i>	<i>Graciela Tiscareño-Sato</i>
<i>Laughing Out Loud, I Fly: Poems in English and Spanish</i>	<i>Juan Felipe Herrera</i>
<i>One Hundred Years of Solitude</i>	<i>Gabriel García Márquez</i>
<i>Parrot in the Oven: Mi Vida</i>	<i>Victor Martinez</i>
<i>Reaching Out</i>	<i>Francisco Jiménez</i>
<i>Red Hot Salsas: Bilingual Poems on Being Young and Latino in the United States</i>	<i>Lori Marie Carlson</i>
<i>Riding Low on the Streets of Gold: Latino Literature for Young Adults</i>	<i>Judith Ortiz Cofer</i>
<i>Taking Sides</i>	<i>Gary Soto</i>
<i>The Distance Between Us: A Memoir</i>	<i>Reyna Grande</i>
<i>The Emerald Lizard: Fifteen Latin American Tales to Tell</i>	<i>Pleasant DeSpain</i>
<i>The House on Mango Street</i>	<i>Sandra Cisneros</i>
<i>The Importance of a Piece of Paper: Stories</i>	<i>Jimmy Santiago Baca</i>
<i>The Shadow of the Wind: A Novel</i>	<i>by Carlos Ruiz Zafón and Lucia Graves</i>
<i>Voices in First Person: Reflections on Latino Identity</i>	<i>edited by Lori Marie Carlson</i>
<i>When I Am Singing to You</i>	<i>Rebecca Burke</i>
<i>When I Was Puerto Rican</i>	<i>Esmerelda Santiago</i>
<i>Yo!</i>	<i>Julia Alvarez</i>
<i>You Don't Have a Clue: Latino Mystery Stories for Teens</i>	<i>edited by Sarah Cortez</i>



A BILINGUAL, BILITERATE,
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English Learners an Asset for Global, Multilingual Future



by Arne Duncan, *Secretary of Education* and
Libia Gil, *Assistant Deputy Secretary, Office
of English Language Acquisition*



Los Angeles Daily News, Feb. 19, 2014

Over the last several days, 230 American men and women competed against and socialized with athletes from 87 other nations at the 2014 Winter Olympics in Sochi, Russia.

The Olympics are a test not only of individuals' athletic prowess but also of nations' goodwill, collaboration and diplomacy—and ability to find a common language.

As the late Nelson Mandela said, "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

To provide our children an excellent education, and to keep America competitive economically, we would do well to heed his words.

Today, a world-class education means learning to speak, read and write in languages in addition to English.

In an interconnected, interdependent global economy, we must prepare our children for a future in which their social and economic success will depend on their ability to understand diverse perspectives and communicate with people from other cultures and language groups. This isn't a matter of getting ahead—it's a matter of catching up.

It is common for students in other countries to be required to study two or three languages in addition to their own.

In our country, we have a valuable yet untapped resource within the estimated 4.6 million students learning English—the fastest-growing student population in our schools. These students come to school already speaking a variety of home languages,

most commonly Spanish, Vietnamese, Chinese, Arabic or Hmong.

These languages are significant not only to our economic competitiveness but also to our nation's security. The heritage languages our English learners bring to school are major assets to preserve and value.

Many schools and communities across the country have established programs to encourage mastery of multiple languages. In effective dual-language classrooms, English learners and English-proficient classmates are provided opportunities to learn academic content while simultaneously becoming proficient in both languages.

That's why our department is encouraging innovations in the education of English learners, in part by making it a priority in the federal Investing in Innovation (i3) program.

The extraordinary opportunities for—and needs of—our English learner population were the focus of the three-day National Association for Bilingual Education (NABE) conference, which convened last week and drew over a thousand participants.

There, leaders from our department described the department's commitment and met with international leaders to improve cross-border educational coordination.

Educating speakers of other languages in English, and encouraging mastery of multiple languages, has long been important to America's competitiveness—and will be increasingly vital in the years to come.

We challenge our schools and communities to invest in our future leaders with biliteracy and multiliteracy skills.

For the Spanish version please click [HERE](#)



A BILINGUAL, BILITERATE,
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EdChange
informing ourselves
reforming our schools
transforming our world
www.EdChange.org

Beyond *Celebrating Diversity:* Twenty Things I Can Do to Be a Better Multicultural Educator

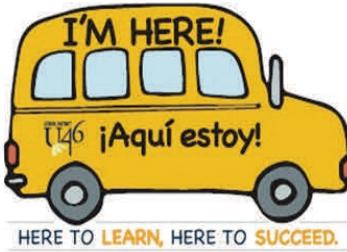
by Paul C. Gorski <gorski@edchange.org>
for EdChange <<http://www.edchange.org>>
Revised September 18, 2010

1. I can learn to pronounce each student's full name correctly. No student should feel the need to shorten or change her or his name in order to make it easier for me or anyone else to pronounce it. Being sure that I do not contribute to a student feeling she or he needs to do so is the first step toward being inclusive.
2. I can sacrifice the safety of my comfort zone by building a process for continually assessing, reflecting upon, and challenging my biases, prejudices, and socializations and how they influence my expectations for, and relationships with, each student, family, and colleague.
3. I can review all learning materials, ensuring that they are free of bias whether in implicit or explicit forms. When I find bias in required materials, I can commit to encouraging students to recognize and analyze it.
4. I can learn, and teach about, the ways people in the subject areas I teach have used their knowledge to advocate for either justice or injustice.
5. I can reject deficit ideology—the temptation to identify the problem of outcome inequalities (such as test scores) as *existing within* rather than as *pressing upon* disenfranchised communities. I will always keep in mind that such disparities do not result from supposed deficiencies in disenfranchised communities, but usually are, instead, symptoms of systemic educational and social conditions. This means, as well, that I must find solutions to these problems that focus, not on "fixing" disenfranchised communities, but on fixing those conditions and practices which disenfranchise communities.
6. I can teach about critical multicultural issues such as racism, sexism, poverty, and heterosexism. And despite false perceptions that younger students are not "ready" for these conversations, I will begin doing so at the youngest ages because students from disenfranchised communities already are experiencing these problems, and witnessing their parents or guardians experiencing them, at the youngest ages.
7. I can understand the relationship between *intent* and *impact*. Often, and particularly when I'm in a situation in which I experience some level of privilege, I have the luxury of referring and responding only to what I have intended, regardless of the impact I've had on somebody. I must take responsibility for and learn from my impact because most individual-level oppression is unintentional. But unintentional oppression hurts just as much as intentional oppression.
8. I can reject the myth of color-blindness. As uncomfortable as it may be to admit, I know that I react differently when I'm in a room full of people who share many dimensions of my identity than when I'm in a room full of people who are very different from me. I must be open and honest about this reality, because those shifts inevitably inform the experiences of people in my classes. In addition, color-blindness denies people validation of their whole person.
9. I can keep in mind that some students do not enjoy the same level of access to educational materials and resources, such as computers and the Internet, as other students. I will be thoughtful, therefore, about how I assign homework.



10. I can build coalitions with teachers who are different from me in terms of race, sexual orientation, gender, religion, home language, class, (dis)ability, and so on. These can be valuable relationships for feedback and collaborative problem-solving. At the same time, though, I must not rely on other people to identify my weaknesses. In particular, in the areas of my identity through which I experience privilege, I must not rely on people from disenfranchised groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).
11. I can improve my skills as a facilitator, so when issues such as racism and heterosexism arise in the classroom, I can take advantage of the resulting educational opportunities.
12. I can elicit anonymous feedback from my students and, when I do, I can model a willingness to be changed by their presence to the same extent they are changed by mine.
13. I can avoid ~~essentializing~~ students from identity groups different from my own. Despite the popularity of workshops and literature that suggest that we need to know only one dimension of a student's identity in order to know her or his learning needs, culture, and proclivities, such a position is dangerously simplistic. Similarly, despite popular belief, there is no such thing as a singular, predictable "culture of poverty" or Asian culture. All girls and women do not share a single learning style. One's racial identity is not a reasonable predictor of her or his learning preferences or competencies. I will refuse these simplifications and focus, instead, on individual students' interests and needs.
14. I can offer an integrated multicultural curriculum, not just during special months or celebrations, but all year, every day.
15. I can understand inequity, not just as an interpersonal issue, but as a systemic issue. Although I might not consider the fight against global sexism or world poverty as within my purview, part of understanding students is understanding the ways in which conditions and inequities within the education system itself affect them.
16. I can encourage my students to think critically and ask critical questions about all of the information they receive, including that which they receive from me.
17. I can challenge myself to take personal responsibility before looking for fault elsewhere. For example, if I have one student who is falling behind or being disruptive, I will consider what I am doing or not doing that might be contributing to their disengagement before problematizing their behavior or effort.
18. I can work to ensure that students from disenfranchised communities are not placed unjustly into lower academic tracks. I can fight, as well, to get them into gifted and talented programs. Better yet, considering that two decades of research demonstrate that tracking benefits only the five percent of highest achievers, I can fight tracking altogether.
19. I can fight for equity for *all* underrepresented or disenfranchised students. Equity is not a game of choice; if I am to claim that I am committed to education equity, I do not have the luxury of choosing who does or does not have access to it. For example, I cannot fight effectively for racial equity while I fail to confront gender inequity. And I never can be a real advocate for gender equity if I duck the responsibility for ensuring equity for lesbian, gay, bisexual, transgender, and queer students. When I find myself justifying my inattention to any group of disenfranchised students due to the worldview or value system into which I was socialized, I know that it is time to reevaluate that worldview or value system.
20. I can *celebrate* myself as an educator. I can, and should, also celebrate every moment I spend in self-reflection regarding my practice, however challenging, because it will make me a better educator. And *that* is something to celebrate!





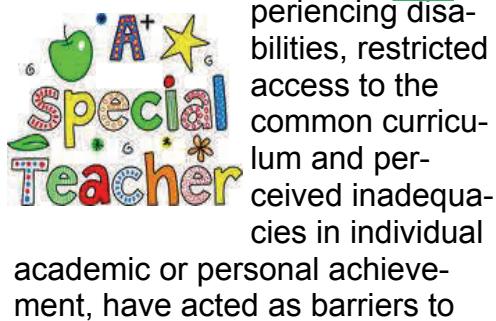
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Equity, Social Justice, Disability and Secondary Schools

By Gary Bunch, Rima Al-Salah, and Jack Pearpoint

Social justice, equity, and belonging are closely associated with how teachers facilitate principles of equity through their treatment of the curriculum, individual achievement, and individual behaviour. For learners ex-



periencing disabilities, restricted access to the common curriculum and perceived inadequacies in individual academic or personal achievement, have acted as barriers to

equity, social justice, and belonging. Nevertheless, the history of how learners experiencing disabilities have been served in schools has been progressively positive in welcoming these learners more

Oneliness and the feeling of being unwanted is the most terrible poverty.

Mother Teresa

and more into the school system. It has been a long trail over many years, but acceptance and progress always have continued to unfold. This resource is intended to support you in continuing the progressive, positive welcome being accorded learners with disabilities, the last group of

students in Canada to be welcomed into regular classrooms of community schools.

As we all are aware, our governments and school systems are emphasizing the value of ensuring that all learners are welcomed in our schools, no matter what types of difference may exist. Teachers are doing a good job in terms of almost every difference. It is how to work with students differing in academic or behavioral ability level that continues to test our professional skills.

For the complete article please click [HERE](#)

WHAT IS EQUITY AND SOCIAL JUSTICE IN EDUCATION?

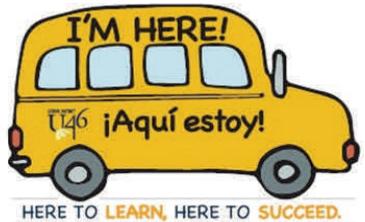
Equity is different from equality. equity looks for the same outcome giving all children the same test. doesn't speak English, then giving fair or equitable. An equivalent test him or her the opportunity to dis-



Equality means the same inputs, while comes. For instance, equality would be But if a child has just immigrated and that child a test in English would not be in the child's native language would give play competence on the subject.

In the United States education system, inequities exist in access, inputs, and outcomes. An example of access is the ability of low income students to afford college. Inputs refer to things like computers, high teacher expectations, and availability of Advanced Placement classes. Outcomes refer to things like differences in grades, graduation rates, and college enrollment. Social justice in education aims to reduce these differences. There are a number of approaches to creating social justice in education, but all emphasize respect for all students and providing students with equal opportunities to succeed.

http://sitemaker.umich.edu/educationalequity/frequently_asked_questions



A BILINGUAL, BILITERATE,
CITIZEN OF THE WORLD!

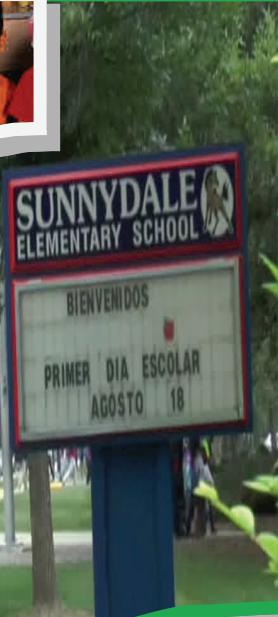


Voices from the field

Celia Banks Prek - 6

Literacy Coordinator

THINGS YOU SHOULD KNOW...



- All literacy documents (flip charts, "I can" statements, curriculum frameworks and more) can be found online (Click on **TOOLS FOR SCHOOLS**, and then the literacy resources link)
- Report card revisions are being loaded into Infinite Campus and as soon as they are available we will share them with teachers
- There is voluntary after school professional development in the next few weeks on assessments and literacy resources, please sign up on *Coursewhere*

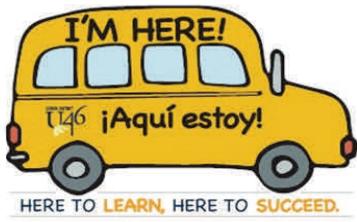
The literacy department has provided professional development for over

600 teachers in supporting the District Improvement Plan focus for teaching and learning of an increase in nonfiction writing and reading. If you have not been able to attend a "***Cultivating Readers and Writers***" session yet, there is one more session available on **September 10, 2014**. It will be held at **Elgin Community College, Building E, Seigle Auditorium**, please sign up on *Coursewhere*, if you plan to attend. We examine close reading as a strategy in nonfiction reading and how writer's workshop can be used to support additional nonfiction writing in the classroom. We will continue working throughout the year to provide support and guid-

ance in implementing the new English Language Arts curriculum framework. We look forward to working with all of you!

Celia Banks,
Bilingual Literacy Coordinator Prek– 6





A BILINGUAL, BILITERATE,
CITIZEN OF THE WORLD!

ELL Teacher

EDUCATION



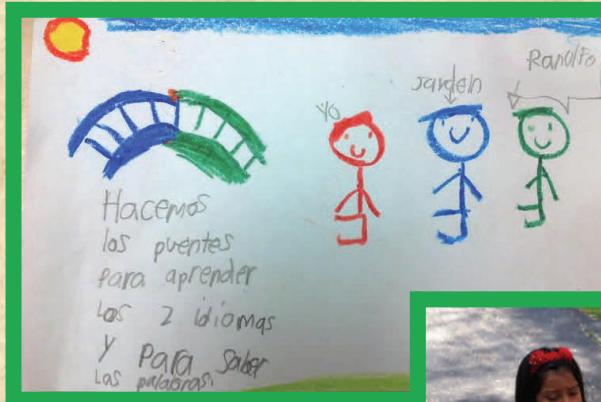
Voices from the field

Sara Robles

Dual Language

First Grade Teacher

Last May, Dual Language students at Glenbrook School took their lunches and books outside as they gathered for their first dual language celebration. The day began with partner reading. This offers younger students a glimpse into their coming years by listening and reading with older students, and it gives the older students the opportunity to mentor younger learners. After their picnic lunch, each class showcased something interesting or new they learned during the year. One notable example was Mrs. Vargas' class, who presented a lesson on idiomatic expressions, entertaining the group with dramatizations of phrases like "*ser pan comido*" and "*tirar la casa por la ventana*". Finally, each grade level reflected on the benefits of the dual language program,

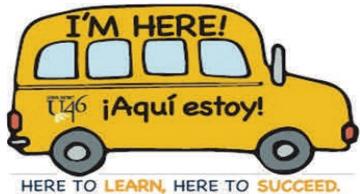


presenting to the larger group their prepared written explanations. The highlight of the event was listening to students of all

ages confidently share their heartfelt reflections. Students shared that being bilingual is important because they can help others, read twice as many books, get a better job, and trav-

el the world, among many other reasons. Taking the time to unite students from

all grade levels allowed them to reinforce their own efforts through multi-age peer support and to gain greater appreciation for their skills as bilingual learners. This simple celebration made just a little space for teachers and students to celebrate children's growth and to develop as a dual language community, while elevating the power of Spanish by reading, writing, and presenting in the minority language as a united community.



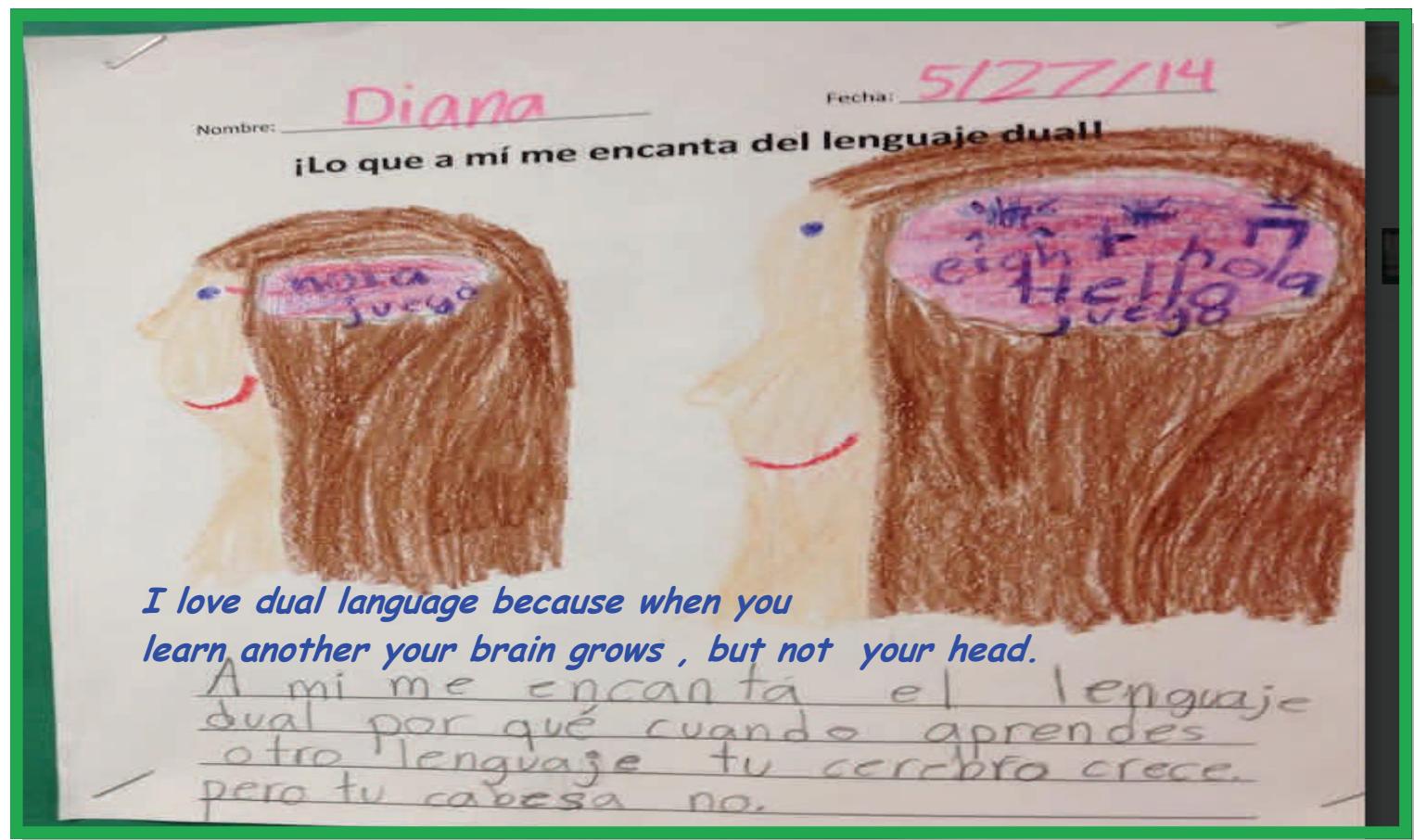
A BILINGUAL, BILITERATE,
CITIZEN OF THE WORLD!



You can't be consistently fair, consistently generous, consistently just, or consistently merciful. You can be anything erratically, but to be that thing time after time after time, YOU HAVE TO HAVE COURAGE. Maya Angelou

Voices from the field: Diana DL Student at Glenbrook

Courtesy of Ms. Vargas' DL 2ND GRADE ART GALLERY
Glenbrook Elementary School



Be a rainbow in someone else's cloud!
Maya Angelou



A BILINGUAL, BILITERATE,
CITIZEN OF THE WORLD!



ELL Teacher

EDUCATION



Dual language!!!



Porque es importante estar en el programa dual?

- es importante porque si tu mamá no habla español le puedes traducir.
- Si eres una doctora ninda

Porque es importante estar el Programa Dual
Para aprender mas español, y el es Divertido

Saber dos leguajes, y poreso estoy en el Programa Dual y tambien poreso me gusta tener gradooo



Creating a Positive Classroom Culture— “Explaining the Why” SOLEADO

A Publication of Dual Language Education of New Mexico
by Lisa Meyer, Dual Language Education of New Mexico

As teachers, we all want students to be empowered and responsible learners who understand that their actions impact their success in school and life. It

can be frustrating when they make decisions that seem to undermine that very success. A powerful, “no prep” way to improve classroom teaching and learning is to explain the “why” to students ... the why behind our directions, behind how we organize our teaching, and behind the content students are learning.

“EXPLAINING THE WHY”

behind what we are doing is a respectful stance that helps students be more engaged, reflective learners and active participants in their classroom communities.

WHAT IT IS...

Explaining the why means stating clear academic and behavioral expectations and communicating in student friendly language why these are important for students’ learning. It means being transparent with students about why lessons are organized the way they are and how students’ participation supports their learning—and then holding them accountable so they see that their actions really do impact their learning and that of others. It includes giving students immediate positive feedback when you see them using strategies they should continue to practice.

WHAT IT LOOKS AND SOUNDS LIKE...

When we incorporate the why into our instruction, we consistently highlight what we expect to see and why it is important. Our language is clear and concise, and we include many opportunities to incorporate student voices and ideas. We use visual models and post expectations and directions. A positive, energetic tone conveys a belief in the students and focuses on expected behaviors, attitudes, or outcomes—we can’t assume that students know what is expected of them... or why! Establishing a positive classroom culture is one of the Key Instructional Principles in the math model *Achievement Inspired Mathematics for Scaffolding Student Success* (AIM4S3). Reflecting on my own teaching and visiting other teachers’ classrooms during on-going development of the model has given me new insights into the need for positive classroom culture and the powerful context it creates for teaching and learning. Explaining the why is one concrete way to build and support that culture—enhancing students’ learning, behaviors, and relationships. Some examples of what this might look like are described in this article.

Setting up an activity for success

In the classroom, we often explain an activity to students, send them off to work, and then discover that we left out—or students missed—key information. Proactively stating clear expectations, what students’ work and actions should look like, and why this is important increases the likelihood of a successful learning experience. For example: “During this activity, you are going to be working in small groups and playing a game where you describe a quadrilateral—and then other group members guess which quadrilateral it is based on the attributes you describe. It’s important that you can recognize the different attributes of quadrilaterals and also that you can describe them and explain them in your own words. This game is a fun way to work on that standard. If you are making good use of your time with the group, what can we expect to hear and see students doing? (Possible student responses include: using our chart and sentence stems as a resource, listening closely to our partner, using sketches or taking notes to help organize our thinking...)

By being proactive in explaining what the behavioral expectations are and why the information and skills are important, you can increase student engagement and decrease counter-productive behaviors.

Explaining the organization of information

Whether we are using the Promethean Board, chart paper, or a dry erase board, we are constantly organizing information or work in front of students.

A simple strategy of saying out loud what we are doing helps students to transfer that thinking to their own work. For example: “On this chart I am listing the different units and tools for each type of measurement. Here we can see that for time, the units are seconds, minutes, days... and the tools we use are clocks, stopwatches, calendars... The next section of our chart talks about how we measure length. I’m switching to a blue marker because color helps our brain chunk information and makes it easier to remember. Here for length, we can see the units are... the tools are... Now as I’m writing the information about capacity I’m going to use an orange marker... Color coding could be a strategy you want to use in your own note-taking.” Another example of this is the four square strategy that many teachers have students use to explain their math work. We typically give directions to students to fold the paper in four parts, use one box to restate the question, another to show a visual, and so on. We need to be explicit in explaining that folding the paper in four parts helps us to organize the work neatly. By restating the question in the first box we make sure that we understand the question and can communicate it to others. By using a visual in the second box, we show the problem in another way and this supports our understanding and the reader’s, and so on. We also need to make sure we then provide opportunities for students to share their work with others so there is a purpose for organizing it in a way that’s clearly understandable. This gives students first hand experience in the why behind this strategy.

MAKING LEARNING RELEVANT

When we introduce a lesson or unit, it’s important that students see the relevance of what we are studying. For example: “Today we are starting a unit about probability—or the likelihood of something happening. When your mom buys a lottery ticket, you can use probability to know the likelihood that she is going to win. When you get a car and have to buy insurance, your insurance rate is determined by the probability of you being in an accident. Someone who has had accidents or tickets, is in a certain age range or drives a certain type of car will pay more for insurance. Probability, or the likelihood of something happening, impacts your life everyday. During this unit, we are not only going to learn about probability, we are going to watch for the different ways it impacts our daily lives.” Talking up front about why content is important and relevant to students increases engagement and helps them to see beyond the lesson to real life application.

REFLECTING AND PROCESSING AS A COMMUNITY

An important follow-up to explaining the why is reflecting on our learning as a classroom community. What makes a lesson work well for all of us? What things negatively impact our learning? For example, when a lesson goes awry, it is important that the teacher and students can talk together about what happened. Was it that the directions weren’t clear or the materials weren’t well organized? How did students’ choices impact their learning? Which were positive choices? Which kept them from learning? What else could I have done as a teacher to help student learning? Frank, open discussions with students about learning help them connect their actions to their learning—and the learning of others. Emotionally neutral conversations that focus on what is really happening in the classroom allow students to take ownership of their learning, the process, and the community. Each of these strategies supports a positive classroom culture.

Explaining the why pushes us to reflect on our own teaching, learning, and communication; but it also positively enhances students’ learning, behaviors, and relationships—and gives them skills they can use far beyond our classroom doors.



LAS NORMAS DEL DESARROLLO DEL ESPAÑOL ACADÉMICO:

PREPARANDO LA TIERRA PARA UNA NUEVA COSECHA

por Mariana Castro y Lorena Mancilla,
World Class Instructional Design & Assessment (WIDA)
Artículo publicado en SOLEADO Verano 2013

Como educadores bilingües, nuestra tarea es ayudar a nuestros estudiantes a desarrollar todos sus recursos lingüísticos en un mundo que se vuelve cada vez más global. Las normas del desarrollo del español de WIDA han sido creadas por educadores y para educadores involucrados en la instrucción académica en español, es decir, aquéllos que imparten clases de matemáticas, ciencias naturales y otras materias en español. El fin de estas normas es proveer ejemplos del desarrollo del español en el ámbito escolar para facilitar y guiar el desarrollo de los recursos lingüísticos de los estudiantes. Si hay algo que todos los educadores que participaron en este proyecto quisieron incluir es el mensaje de que las variedades del lenguaje del hogar y la comunidad son extremadamente importantes, no sólo como fundamento del desarrollo del lenguaje académico sino también como una variedad que es importante mantener, cultivar y expandir. Sin embargo, el enfoque de estas normas se sitúa en la variedad académica del español, aquel español que los estudiantes necesitan para tener acceso a la información en textos, publicaciones académicas y estudios universitarios. Sea cual sea la variedad que enseñemos o usemos, lo importante es mantener al estudiante en el centro de nuestra labor académica, incluyendo el uso de estas normas. Sin el estudiante como punto central de las normas, su uso se vuelve abstracto e inútil. Aún dentro del género académico, existen variables en la manera en la que el español se usa para proporcionar datos y reportar información. Por ejemplo, la manera del uso del lenguaje al escribir un poema, al explicar el razonamiento tras la solución a un problema de matemáticas, al reportar la conclusión de un experimento científico o al relatar un acontecimiento en la era Mesozoica, varía no sólo en las palabras que se usan, sino también en las estructuras gramaticales que elegimos, las convenciones a las que nos adherimos y aún a la manera en la que organizamos nuestro pensamiento para que fluya de una manera lógica para el interlocutor.

Con esta conciencia, hemos creado las cinco normas a continuación para el desarrollo del español académico en los grados kínder a décimo-segundo:

Norma 1: Los estudiantes de español se comunican con propósitos sociales y de instrucción dentro del contexto escolar

Norma 2: Los estudiantes de español comunican información, ideas y conceptos que son necesarios para el éxito académico en el área de contenido de las Artes del Lenguaje

Norma 3: Los estudiantes de español comunican información, ideas y conceptos que son necesarios para el éxito académico en el área de contenido de las Matemáticas

Norma 4: Los estudiantes de español comunican información, ideas y conceptos que son necesarios para el éxito académico en el área de contenido de las Ciencias Naturales

Norma 5: Los estudiantes de español comunican información, ideas y conceptos que son necesarios para el éxito académico en el área de contenido de las Ciencias Sociales.

Es obvio que las normas en sí son generales y requieren de un esquema para su implementación en las aulas escolares. El esquema en el cual se sitúan las normas del desarrollo del español de WIDA incluye tres elementos principales:



Cada parte en este esquema juega un papel fundamental en el uso de las normas y todas se encuentran entrelazadas una con otra. Las características del español académico son la base en el desarrollo de las definiciones y en la manera en la que se demuestran los indicadores del desempeño lingüístico en las matrices. Las definiciones del desempeño guían la manera en la cual las características del español se demuestran en los diferentes niveles del desempeño y a su vez definen el lenguaje pertinente a cada indicador del desempeño en las matrices. Las matrices por su cuenta, ejemplifican la teoría delineada por las características del español académico y las definiciones de cada nivel. Juntas, estas tres partes se usan para implementar el sistema de las normas en la instrucción y la evaluación diaria referente al idioma español en las aulas escolares. Las características del lenguaje académico se describen lenguaje en sí desde diferentes perspectivas, específicamente, describen el tipo de palabras que se usan a nivel palabra o frase, las formas gramaticales y las convenciones que se usan a nivel oración y la complejidad lingüística.



Susana Ibarra Johnson y Mariana Castro de WIDA con maestras de Illinois desarrollando una progresión lingüística de las normas del desarrollo del español académico.

ca a ni-
curso, en
palabras,
nización,
coheren-

Las normas del desarrollo del español académico: Preparando la tierra para una nueva cosecha (WIDA) continuación

Aunque estas características son parte de muchos idiomas, cada idioma tiene su manera propia de demostrar estas características. Estas normas fueron preparadas usando la manera en la que el español muestra estas características. Para exemplificar esta discusión, examinemos el párrafo a continuación:

—Nuestra tierra está viva, Esperanza –dijo papá, mientras la llevaba de la pequeña mano por las suaves colinas del viñedo. Vides frondosas tapizaban los emparrados y las uvas estaban maduras. Esperanza tenía seis años y le encantaba caminar con su papá por las hileras sinuosas, levantar la vista y ver en sus ojos el amor que él sentía por su tierra. *Esperanza renace* por Pam Muñoz Ryan

Desde el punto de vista del uso del vocabulario, podemos ver que la autora escoge palabras descriptivas específicas, como tapizar. Aunque tapizar es una palabra que típicamente se usa en relación al forro o revestimiento de muebles, en este caso, se usa para proveer una imagen de las vides y cuán frondosas son. Otras palabras con este uso específico literario incluyen la palabra sinuosa y suave. Sin embargo, podríamos examinar el párrafo con un enfoque en las estructuras y patrones gramaticales y convenciones del lenguaje. Un ejemplo de convención es el uso de guiones para mostrar diálogo. Estructuras gramaticales como el uso de oraciones compuestas proporcionan énfasis al sentimiento poético de la prosa. Podríamos hacer el mismo comentario sobre la estructura y organización del discurso o texto provisto en el ejemplo. La ilación de ideas es casi musical y en su coherencia de ideas evoca un sentimiento de paz, tranquilidad y felicidad. La manera en la que se usa el lenguaje en este párrafo coincide con su propósito y el género literario en el que se usa.

En sí, el lenguaje se ajusta dependiendo no solo del propósito, sino también de la audiencia, el género y los registros del lenguaje varían dependiendo de la situación y los roles del locutor e interlocutor. Examinemos ahora el siguiente párrafo:

Evaporación y ebullición. El cambio del estado de líquido a

gas se denota **vaporización**. La **vaporización** ocurre cuando las partículas de un líquido absorben suficiente energía como

para moverse independientemente. Hay dos tipos de vaporización: la evaporación y la ebullición.

Introducción a la química Ciencias Interactivas, Pearson

Desde el punto de vista de complejidad lingüística, podríamos

dicho que las formas gramaticales son más sencillas. Sin embargo, existen palabras, como “independientemente”, que capturan un proceso completo o una actitud en una sola palabra. También se denota una separación del locutor o autor y el mensaje. Se habla del mensaje como un hecho, una información que no requiere evaluación por parte del interlocutor. El uso de la letra en negrita atrae la atención del lector y el uso de símbolos, como “ \Rightarrow ”, contienen un mensaje específico. Desde la perspectiva de la oración no solo vemos menos cláusulas sino que también un aumento en sujetos indeterminados. A nivel de la palabra o frase, se usan más palabras específicas a las ciencias e incluso técnicas, como partículas o ebullición.

Estos ejemplos nos muestran cómo el lenguaje cambia dependiendo de la situación y el contexto; en estos ejemplos, el contexto académico literario o científico. De la misma manera el lenguaje producido por los estudiantes varía dependiendo de la situación, el contexto y su proficiencia en el español.

El nivel de proficiencia de los estudiantes se mide dentro de las normas de WIDA usando como criterios las características del lenguaje académico. Las normas de WIDA usan una escala de cinco niveles: nivel 1 (de entrada), nivel 2 (emergente), nivel 3 (de desarrollo), nivel 4 (de extensión) y nivel 5 (de transformación). A medida que cada nivel aumenta, los criterios de complejidad lingüística, de formas y convenciones del lenguaje y de uso del vocabulario también incrementan en complejidad, variedad y especificidad.

Este esquema permite que las normas se usen de maneras diferentes por diferentes grupos. A continuación se provee una muestra de la variedad de usos de las normas: Estos ejemplos representan el comienzo de un enfoque hacia desarrollo lingüístico de los estudiantes que reciben instrucción en el español. Sin importar el nivel de proficiencia del estudiante en español, se le puede situar dentro del continuo de desarrollo e individualizar la instrucción a su nivel. Sin embargo, la habilidad de ver proficiencia en diferentes modalidades del lenguaje, como el hablar, el escuchar, la lectura y la escritura provee a maestros en diferentes sistemas y programas de educación la oportunidad de agrupar estudiantes para maximizar sus recursos.

Estudiantes	Maestros(as)	Padres y Madres	Administradores
Reflexión sobre su propio progreso lingüístico	Establecimiento de objetivos lingüísticos de instrucción y evaluación	Conversaciones con sus hijos y sus maestros sobre el progreso lingüístico de los estudiantes	Selección de materiales didácticos y programas escolares
Establecimiento de metas lingüísticas	Diferenciación del lenguaje de instrucción, actividades y evaluaciones	Conversaciones sobre los apoyos y programas disponibles para sus hijos	Monitoreo de progreso lingüístico de grupos de estudiantes o del programa

Para más información sobre las normas del desarrollo del español académico, visite <http://www wida us/standards salsa>.

Es con gran orgullo que presentamos el trabajo de cientos de educadores bilingües con el fin de proveer recursos y facilitar el

éxito de nuestros estudiantes bilingües a nivel nacional. También compartimos estos recursos con la esperanza de proveer acceso al bilingüismo y biculturalismo a tantos estudiantes como sea posible, **ya que dos lenguas, valen por tres**.

What the Border Crisis Means for U.S. Schools

By [Calvin Hennick](#)

Schools scramble to address flood of unaccompanied minors crossing the borders.



[Liberty High School](#) in Houston is specifically designed to educate students who are new to the United States. The school, formerly known as Newcomers Charter High School, serves more than 200 recent immigrants between the ages of 17 and 25 who have few or no credits toward a diploma.

Still, principal Monica Rivas says that children who come to the country alone—a growing population at Liberty High—often arrive at school with separate issues that need to be addressed.

“Some of our students have experiences with traumatic circumstances on their way here,” Rivas says. “That takes time, counseling, additional support. Some of them, if they’re just rejoining family, are going through a period of adjustment.” Rivas also says these children may not have regularly attended school in their home countries and need to learn basic skills.

According to [U.S. Customs and Border Control](#), nearly 58,000 unaccompanied children were taken into custody during the first nine months of this fiscal year—almost double the number during the same period last year.

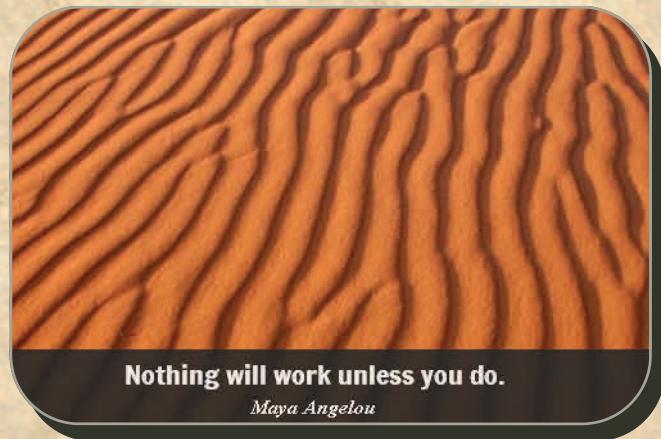
Most of the children come from Mexico and Central America. Many have emigrated to escape escalating violence in Guatemala, El Salvador, and Honduras. They often come with the mis-taken belief that if they make it across the border, they will be allowed to stay in the U.S. for good.

In May, the Obama administration declared a humanitarian crisis and opened emergency shelters to house these children. From there, many kids are sent to live with relatives across the country, mostly in Texas, California, New York, and Florida.

By law, schools must serve these students as they await immigration hearings, a process that can take months or years. At Liberty High School, special programming includes intensive English-language instruction and flexible scheduling, such as night and weekend classes. Rivas also recommends asking community members who have similar backgrounds to serve as volunteers and mentors.

“Helping these students and their families feel like a part of the school and helping them to feel welcome is key to their success,” he says.

—Back to School 2014—



SUPPORTIVE CONDITIONS



COLLECTIVE
CREATIVITY



SHARED VALUES AND VISION

SHARED PERSONAL PRACTICE



SUPPORTIVE AND
SHARED LEADERSHIP



WELCOME TO SCHOOL DISTRICT U-46

ELL DEPARTMENT

You are O-FISH-ALLY a member of the ELL TEAM!!!

Hispanic Heritage Month Events



School District U-46
ELL DEPARTMENT and BPAC

Roy Juarez



Never give up! Our darkest moments are the birthplace of our greatest victories!

- Roy Juarez Jr.

Canton, Ellis, Kimball and Larsen Middle Schools

THE ELL DEPARTMENT AND BPAC ARE HOSTING AN INSPIRATIONAL EVENT TO CELEBRATE WITH GREAT HONOR HISPANIC HERITAGE MONTH. STUDENTS AT CANTON, ELLIS, KIMBALL AND LARSEN MIDDLE SCHOOLS WILL HAVE A SPECIAL VISIT FROM A YOUNG INSPIRATIONAL LEADER AND SPEAKER.

ROY JUAREZ
WILL SPEAK WITH STUDENTS DURING ASSEMBLIES ON
TUESDAY SEPTEMBER 30, 2014
AND
**WEDNESDAY,
OCTOBER 1, 2014**

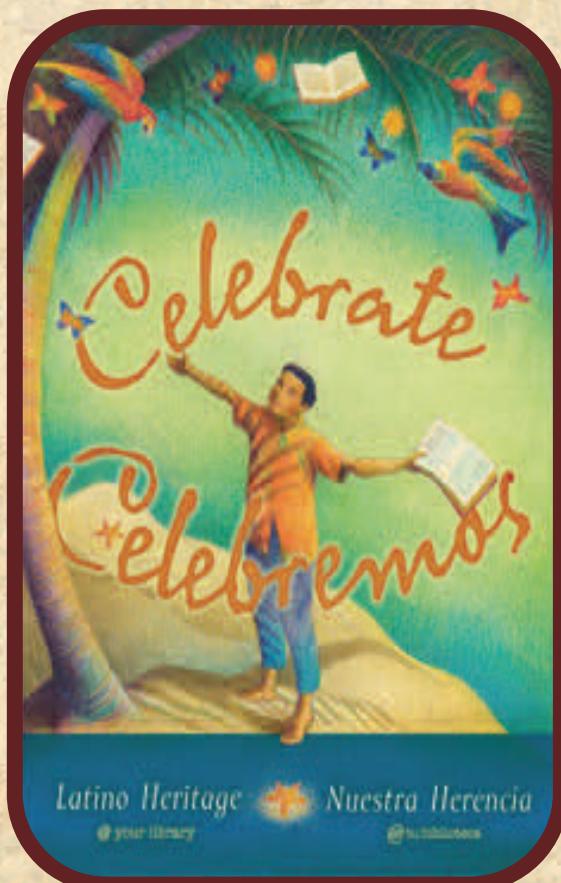
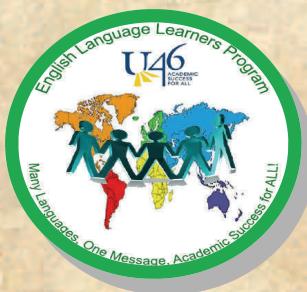
"Hispanics: A legacy of history, a present of action and a future of success."

HISPANICHERITAGEMONTH.ORG

**HISPANIC
HERITAGE
MONTH**

**HISPANIC
HERITAGE
MONTH**

September 15 to October 15, 2014



School District U-46
ELL DEPARTMENT and BPAC

CONSUELO CASTILLO KICKBUSH

Consuelo Castillo Kickbusch

100 CNN LIFETIME GLAMOUR LATINAStyle

Veteran, Author, Motivational Speaker

Consuelo Castillo Kickbusch currently shares her story with people of all ages and creeds. She is doing exactly what she preaches – living a legacy. Her strong dedication to saving the youth of America (including those living under similar circumstances as she did during her childhood) has led Consuelo to work with over one million children and their parents across the United States. She is a renowned, charismatic, passionate and influential speaker with a mission to empower the next generation of leaders.

Elgin, Larkin and

Streamwood High Schools

"Hispanics: A legacy of history, a present of action and a future of success."

**HISPANIC
HERITAGE
MONTH**

CONSUELO CASTILLO-KICKBUSH WILL SPEAK WITH STUDENTS DURING ASSEMBLIES ON
**TUESDAY,
SEPTEMBER 30, 2014**
AND
**WEDNESDAY,
OCTOBER 1, 2014**



School District U-46 ELL DEPARTMENT and BPAC

Consuelo Castillo-Kickbusch will speak with U-46 parents!

Consuelo Castillo Kickbusch



100 CNN Latina Glamour LatinaStyle

Veteran, Author, Motivational Speaker

Consuelo Castillo Kickbusch currently shares her story with people of all ages and creeds. She is doing exactly what she preaches – living a legacy. Her strong dedication to saving the youth of America (including those living under similar circumstances as she did during her childhood) has led Consuelo to work with over one million children and their parents across the United States. She is a renowned, charismatic, passionate and influential speaker with a mission to empower the next generation of leaders.

MOM and DAD

**Please do not miss this
GREAT opportunity!!!**

Presentation will be in Spanish with interpretation in English

**"Hispanics: A legacy of history,
a present of action and
a future of success."**

HISPANICHERITAGEMONTH.ORG

The ELL Department and BPAC are hosting an inspirational event to celebrate with great honor HISPANIC HERITAGE MONTH!



Parents at School District U-46 will have a special presentation from a veteran, author, and motivational speaker.

Consuelo Castillo-Kickbusch

Consuelo will share with parents the skills, abilities, and attitudes necessary to enhance their effectiveness as role models for their children and how to become engaged in their child's education to achieve academic success.

**WHEN? TUESDAY,
SEPTEMBER 30, 2014**

TIME? 6:00 pm

**WHERE? ELGIN HIGH
SCHOOL AUDITORIUM**

CHILDCARE: VIDEO AND SNACK FOR AGES 5-10 ONLY

Come and share with us!

Be an active participant in the education of your children!



DISTRITO ESCOLAR U-46 EL DEPARTAMENTO BILINGÜE y BPAC

¡Consuelo Castillo-Kickbusch estará presentando al grupo de padres de U-46!

Consuelo Castillo Kickbusch



100 CNN Latina Glamour LatinaStyle

Veteran, Author, Motivational Speaker

Consuelo Castillo Kickbusch actualmente ha compartido su historia con gente de todas las edades y creencias. Ella hace exactamente lo que predica—viviendo un legado. Su fervorosa dedicación a salvar la juventud de América (incluyendo aquellos que están viviendo bajo las mismas circunstancias de las que ella vivió durante su niñez) ha motivado a Consuelo a trabajar con más de un millón de niños y sus padres a través de los Estados Unidos. Ella es una oradora renombrada, carismática, apasionada e influyente con la misión de impactar a la siguiente generación de líderes.

**¡MAMI y PAPI
por favor no pierdas esta
GRAN oportunidad!**

Presentación será en español y se traducirá al inglés

**"Hispanos: Un legado de historia,
un presente de acción y
un futuro de éxito"**

HISPANICHERITAGEMONTH.ORG

¡NO FALTE, DIGA PRESENTE!

¡PARTICIPE ACTIVAMENTE EN LA EDUCACIÓN de SUS HIJOS!

**¡VENGA A CELEBRAR CON
NOSOTROS EL MES DE LA
HERENCIA HISPANA!**



El Departamento Bilingüe y BPAC estarán presentando un evento inspirador para celebrar con gran honor EL MES DE LA HERENCIA HISPANA.

Los padres de los estudiantes del Distrito Escolar U-46 están invitados a una presentación especial de la veterana militar, autora y oradora motivacional.

Consuelo Castillo-Kickbusch

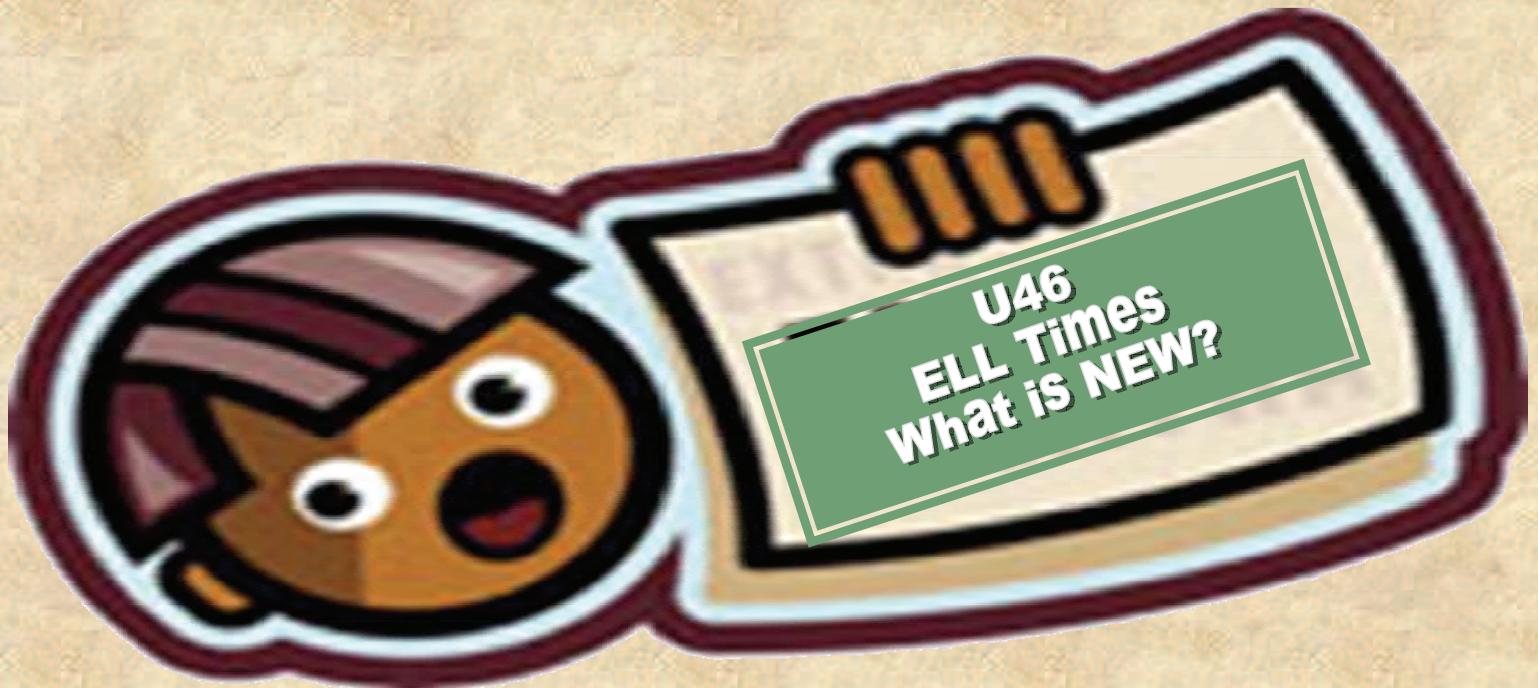
Consuelo va a compartir con los padres las destrezas, habilidades y actitudes necesarias para así realizar la efectividad de los padres como modelos a seguir para sus hijos. Además compartirá ideas de cómo podemos estar involucrados en la educación de nuestros hijos para así alcanzar el éxito académico.

**¿CUÁNDΟ? MARTES,
30 DE SEPTIEMBRE DEL 2014**

¿HORA? 6:00 pm

**¿DÓΝDE? AUDITORIO DE
LA ESCUELA SUPERIOR
ELGIN (ELGIN HIGH SCHOOL)**

HABRÁ CUIDADO DE NIÑOS
PARA LOS NIÑOS ENTRE LAS
EDADES DE 5 A 10 AÑOS



What is new in the ELL Department?

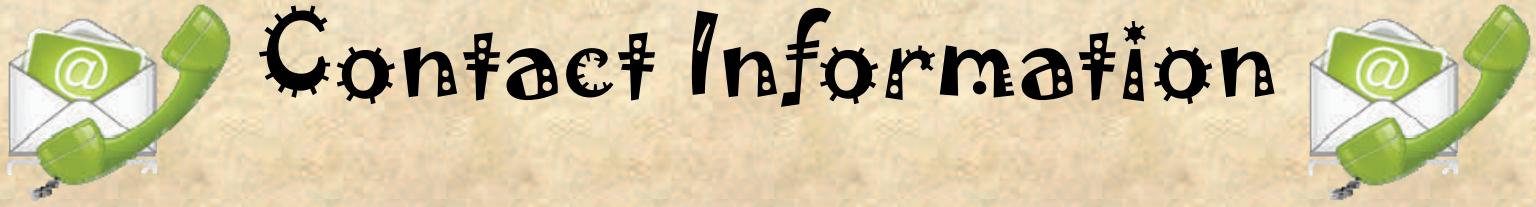
What a busy summer it's been! The summer heat helped us give a warm welcome to two new members of the ELL department . Brenda Escobedo is now the new Family Welcome Center Coordinator, since Dr. Annette Acevedo is now working in the department as an ELL Initiatives Coordinator. Ms. Escobedo has served as an employee of School District U-46 for fourteen years. Most recently, she served as

Assistant Principal Intern at Fox Meadow Elementary School in South Elgin.

Andrea Gaitan is also joining our family as the new ELL Instructional Coach. Ms. Gaitan has been working for the last seven years as a bilingual teacher in our district. She has represented our department in several state conferences as well as an active ELL member of several committees, such as SIP, RtI, and Dual Language. Welcome Brenda and Andrea!!!

We wish Gina Crespo the best in her new position as Larsen Middle School principal. She will continue to be a source of inspiration for us!

And last, but not least, our family continues to grow. Patricia Makishima is expecting her third son. Congratulations to the Makishima family as they eagerly await the arrival of their sure-to-be multi-lingual baby !!!



Contact Information

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