

# Effective Multilevel Strategies for Adult English Language Learners

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El Paso, Texas  
June 24-25, 2008

# Introductions

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# Day 1 (6 hours)

Challenges and Lesson Plan Framework

# Workshop Objectives

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- Understand the challenges and opportunities provided by multilevel ESL instruction
- Recognize the principles underlying lesson planning for multi-level classes.
- Familiarize teachers with the Texas content standards and their use in multilevel-ESL instruction
- Identify and use a variety of activities and grouping strategies that are effective for the ESL multilevel class.
- Develop and present a multilevel lesson plan

# Agenda for Day 1 (6 hours)

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## ■ Warm-up/Introduction

- Introduction
- Agenda
- Grouping strategies (line introductions, different ability group activity)
- Challenges of multilevel instruction

## ■ Presentation

- Background reading (Jigsaw)
- WIPPEA lesson plan stages
- Lesson planning (Longman Video)
- Multilevel lesson framework
- Using the Texas Standards for Multilevel Planning
- Choosing appropriate objectives for a multilevel class

# Agenda for Day1 Continued

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## ■ Practice

- Identify stages from a lesson
- Practice with prepared multilevel lesson plan
- Matching activities to Texas Standard ESL levels
- Bump it Up/Bump it Down

## ■ Evaluation/Application

- Analysis of lesson plan
- Summary and reflection

# Line Introductions

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Directions:

- Line up by years of experience teaching adult ESL
- Say your name, affiliation, years of experience and level(s) taught

# Different Ability Group Activity

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- Demonstrate the creation of heterogeneous groups by folding the line created in the Line Introductions in half. Then two pairs break off to form a group of four.
- Each groups assigns a recorder and a reporter, each participant has 15 seconds to say what the greatest challenge of multilevel instruction.

# Different Ability Group Activity

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- On the second round, participants have 15 seconds to say a strategy they have used to cope with multilevel ESL instruction.
- Reporters report out to whole group
- Facilitator records challenges and strategies and summarizes results

# Forming Groups for Jigsaw Reading Activity

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- **Preview Reading**
- Have participants preview the reading (look at reading sections)
- Ask participants “Which Section holds the greatest interest for you?” Why?
- Participants briefly discuss answers to this question with a partner.

# Forming Groups for Jigsaw Reading Activity

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- **Form groups for Jigsaw reading based on interest:**
- Participants go to a corner of the room that has the poster board with the title of the section they are going to read:
- Group 1: Background and Context
- Group 2: Challenges
- Group 3: Instructional Strategies
- Group 4: Administrator Support

# Jigsaw Directions

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- **Jigsaw Reading:** Read the section and write a bulleted summary of the main points. Recorder writes a summary of main points on the poster board w/help from group. The question writers develop three simple questions about the material covered in their presentation on separate 3X5cards . Answers will be recorded in the reverse.

# Jigsaw Directions

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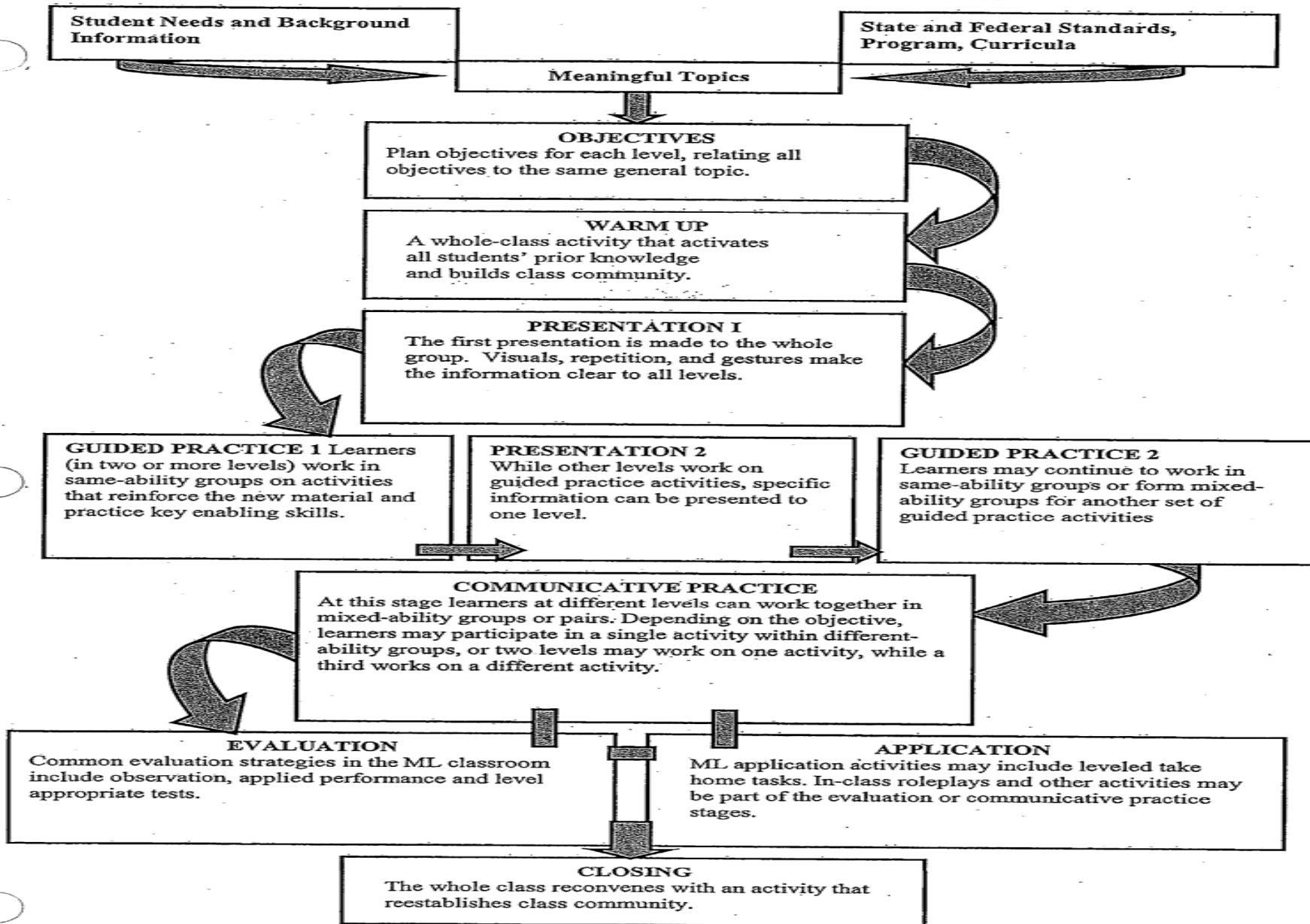
- **Group Presentations:**
- **Presenter:** 2 minute summary of main points of reading
- **Commentator:** 1 minute comment on what the group thought was “old hat”, “news to us”, and “very cool.”
- **Comprehension Check Game:** In order (G1-G4) groups ask one of their questions to group on the right

# WIPPEA Lesson Plan

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- Warm-up (**W**)
- Introduction (**I**)
- Presentation (**P**)
- Practice (**P**)
- Evaluation (**E**)
- Application (**A**)

# Multilevel Lesson Framework



## Multilevel Lesson Plan

- Look at the Multilevel lesson plan below:
- Answer the questions on PH page 12 (FN p. 18).

LESSON BASICS	
Class Level: Multilevel (BL-IL)      Topic: Health      Class Length 2.5 hrs*      Date: 11-10-05	
<b>Lesson Objective:</b> <i>Students will be able to...</i> BL) <i>identify the major parts of the body</i> BH) <i>describe symptoms to medical personnel</i> IL) <i>offer health advice or recommend OTC medications</i>	
<b>Enabling Skills:</b> Grammar: use poss. adj. (BL), simple present, first and third person (BH), gerunds with the phrase: "Why don't you stop/start...?" (IL) Vocabulary: parts of the body, symptoms for basic ailments, over the counter medications. Pronunciation: suffix "ache", emphasis on "Why don't you...?"	
<b>Language Skill Proficiency Focus</b> L S W R	<b>Materials and Equipment</b> Visuals: parts of body; ailments; doctor and patient in conversation. Handout: outline of body
ACTIVITY PLAN- Part I	
<b>Warm up/Review:</b> Whole class discussion on picture that shows patient talking to a doctor. Play a quick game of yes/no questions (about the picture) using previously acquired language. (i.e. <i>Is the patient under the table?</i> ) Time: 10 minutes	
<b>Introduction:</b> Put up (or draw) a silhouette of a man. Ask the BL students to name him. Elicit his back story from the class and ask BH students why he's going to the doctor. Ask IL students to say how it happened. Tell the class the lesson objectives. Time: 10 minutes	
<b>Presentation:</b> Present and elicit a dialog between the man and his doctor that includes the symptom (pain in <u>foot</u> (BL)), possible reason for the symptom (He dances all the time. (BH) and suggested course of action (Why don't you stop dancing? IL) Act out the dialog and use visuals to support the language. Guide students through the dialog. Model or point out structures within the dialog (poss. adj, simple pres. and Why don't you stop/start + gerund). Give students a chance to repeat the structures using the language from the dialog and substitute related vocabulary as well. Time: 15 minutes	
<b>Comprehension check:</b> Ask Y/N, "OR" and WH- questions from Ss for approximately 5 min. re: the content of the dialog and vocabulary usage. Time: 5 minutes	

*\*(includes 15 min. break, opening and closing activities)*

# Multilevel Lesson Plan Continued

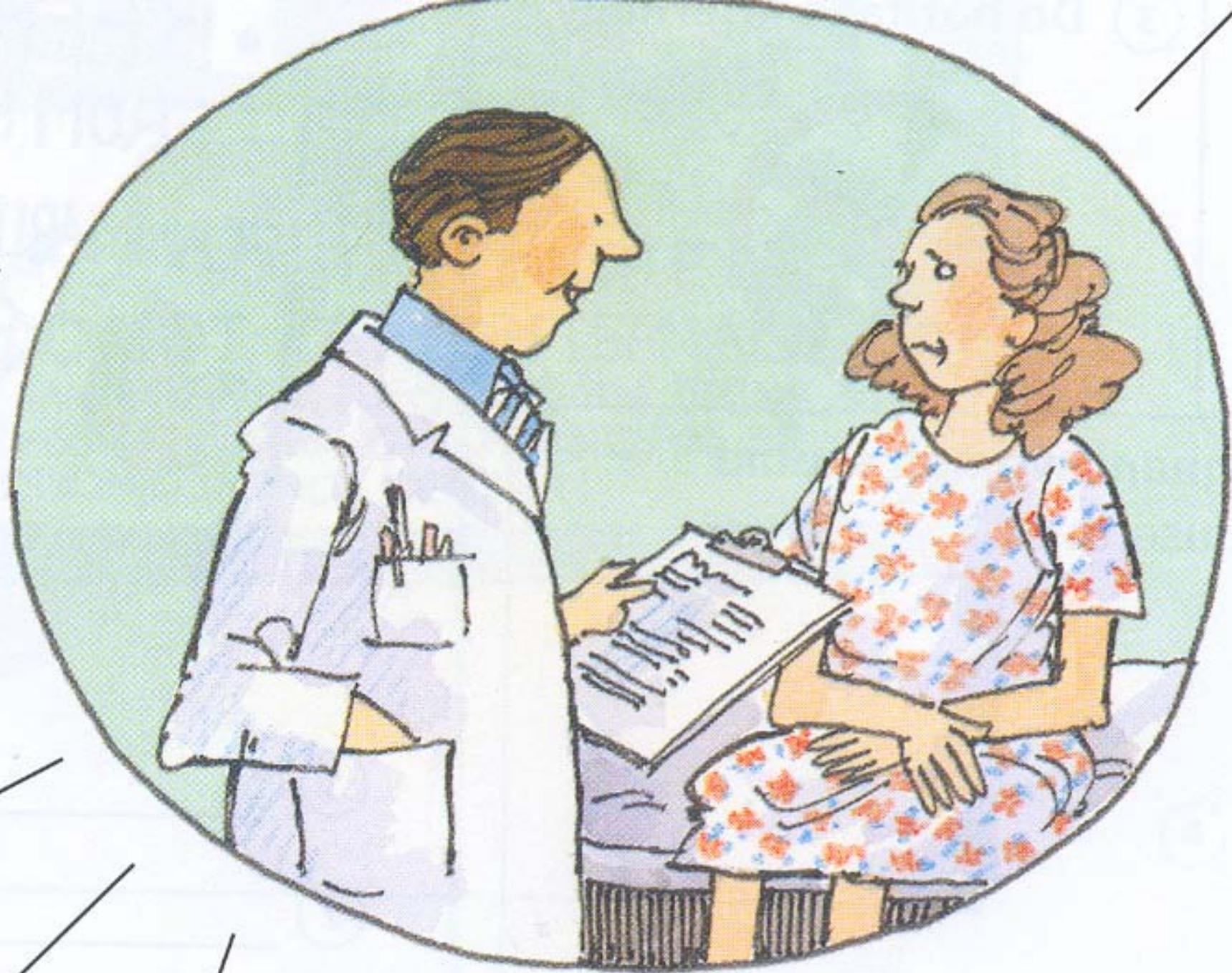
<p><b>Lesson Objective:</b> <i>Students will be able to...</i></p> <p>BL) <i>identify the major parts of the body</i>          BH) <i>describe symptoms to medical personnel</i>          IL) <i>offer health advice or recommend OTC medications</i></p>		
ACTIVITY PLAN - PART 2		
Section 1	Section 2	Section 3
<p>Give BH and IL their tasks:  <b>BH GUIDED PRACTICE:</b>            Have BH students, in small groups, roundtable label parts of the body on a handout and then use labels as substitutions for pair practice of dialog.</p> <p><b>IL GUIDED PRACTICE:</b>            Have IL students, in small groups, brainstorm different pains and ailments then matching remedies. Have groups create 10 sentences that follow the pattern, <i>If you have..., why don't you stop...</i></p> <p>Facilitate BL group  <b>BL PRESENTATION II:</b>            Use TPR to help Ss acquire names of 8-10 parts of the body and to check comp.</p> <p><b>Time: 15 minutes</b></p>	<p>Give BL and BH their tasks:  <b>BL GUIDED PRACTICE:</b>            Ss in pairs give each other TPR commands based on picture cues (point to, touch, raise, etc.) Then switch and work with another partner.</p> <p><b>BH GUIDED PRACTICE:</b>            Have Ss work individually or in pairs to write questions and answers (<i>Where's the pain? It's in my foot.</i>)</p> <p><b>IL PRESENTATION II</b>  <b>Present registers of You should, Why don't you, Maybe you should...</b></p> <p><b>IL PRACTICE</b>            Pairs practice pronunciation skills, especially linking (<i>don't you= donchoo</i>)</p> <p><b>Time 20 minutes</b></p>	<p>Give BH/IL and BL their tasks  <b>BH/IL COMMUNICATIVE PRACTICE</b>            Different-level pairs develop roleplay based on dialog.</p> <p><b>BL COMMUNICATIVE PRACTICE</b>            Pairs roleplay the dialog:            A: What's the matter?"            B: I have a pain in my ____.            A: Oh, that's too bad.            B: It sure is!            Observe BL students during roleplays.</p> <p><b>Time: 15 minutes</b></p>
<p><b>Evaluation:</b> (BH/IL) pairs perform role plays for class while (BL) and rest of class listen and fill out chart identifying name of the patient, reason for the visit, and the recommendation.  <b>Time: 20 minutes</b></p>		
<p><b>Application:</b> Guided-whole class discussion of alternative remedies.            Prompt: <i>George has a headache. What should he do? Encourage IL students to use advice practiced in lesson to make recommendations (e.g., Why doesn't he start meditating?)</i> <b>Time: 15 minutes</b></p>		

adapted from Adelson-Goldstein, J. (2005) *Mastering the Madness and Magic of Multilevel Classes.*

# Presentation

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- Observe Rosa's presentation of the multilevel lesson plan.
- In groups, review the handout for Multilevel Lesson Plan and answer all of the questions in the handout Multilevel Lesson Plan: Questions
- Review answers with the whole group.



# Presentation: Dialogue

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Dr.: What's the matter Mr. Yee?

Mr. Yee: My foot hurts every time I dance.

Dr.: Really?

Mr. Yee: Yes, and I dance all the time.

Dr.: Hmm. Why don't you stop dancing so much? I think your foot will feel better.

# Foot

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# Dancing



# Wrap-up

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- Debriefing
- Summarizing

# Multilevel Lesson Plan Questions

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Discuss the following questions in your group:

1. How does the teacher ensure that all students will understand the first presentation.
2. Why does the teacher make separate second presentations to the BL and BH/IL students?
3. How has the teacher grouped learners throughout this lesson? Why?
4. Which activities are going on simultaneously in this lesson?
5. What would the teacher have to do to prepare students to work independently during the practice stage of the lesson?

# Lesson Plan Questions: Answer Key

## Multilevel Lesson Plan: Questions

Discuss the following questions with a partner.

1. How does the teacher ensure that all students will understand the first presentation?  
*The teacher checks all students' comprehension with directed questions.*
2. Why does the teacher make separate second presentations to the BL and BH/IL students?  
*The BL students need additional work with the new language.  
The IL students need information on the modal grammar structure.*
3. How has the teacher grouped learners throughout this lesson? Why?
  - *Warm up/Review through Presentation: Whole group*
  - *Guided Practice: Level-alike groups*
  - *Communicative Practice: Different-level groups for BH/IL, level-alike for BL*
  - *Application-Whole class**Learners are grouped together at the beginning and end of the lesson to reinforce the class community. Providing a whole class presentation makes it easier on the teacher and learners of all proficiency levels get to hear all the facets of the lesson. Level-alike grouping allows learners to work towards their level objective and practice language at their level. Different-level groups create a more natural, communicative environment. In serving as an audience for the BH/IL roleplays, the BL learners can successfully use their receptive skills.*
4. Which activities are going on simultaneously in this lesson?
  - *Teaching of body parts to BL, while BH roundtable parts of the body and practice the dialog and IL brainstorm symptoms and remedies and then write 10 sentences.*
  - *Teaching IL grammar point and pronunciation practice while BL do TPR pair activity and BH write questions and answers.*
5. What would the teacher have to do to prepare students to work independently during the practice stage of the lesson?
  - *Model or demonstrate the activity, give clear directions and check learners' comprehension. Circulate, monitor and facilitate each group if even for just a few moments.**Note: all learners benefit from hearing what other groups will be doing.*

# Lunch

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- On your own (be back in 1 hour sharp)
- Many lunch options available at Zaragosa/George Dieter/Gateway/ Rojas area
  - Fast food: Arby's, Sonic, Whataburger, Silver Streak, Quizno's, Chico's Tacos, Long John Silver
  - Other (slower) options: Cheddar's, Macaroni Grill, Logan's, Furr's, San Francisco Oven, Barrigas, Great American, Famous Dave's.

# Practice: Lesson Plan Model

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- In groups, review the multilevel lesson presented by Rosa.
- Each group selects one teacher to present the lesson

# Connecting Standards to Multilevel Instruction

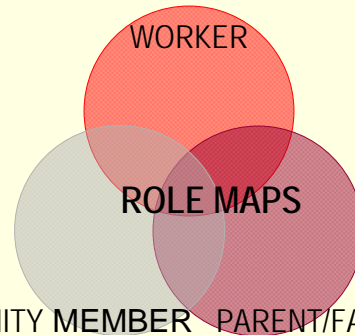
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- To develop teaching objectives and activities that are appropriate for each ESL level.
- Develop in class assessments that are appropriate and effective.

# Texas Content Standards



## EQUIPPED FOR THE FUTURE (EFF)



CITIZEN/COMMUNITY MEMBER PARENT/FAMILY MEMBER

# Texas Content Standards

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## CONTENT STANDARDS

- ★ ESL (pg. 49)
- ★ Speak so Others can Understand
- ★ Listen Actively
- ★ Read with Understanding
- ★ Convey Ideas in Writing

# Texas Content Standards

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## WHY TEACH WITH STANDARDS?

- ★ Raise expectations of all learners
- ★ Create a common vocabulary for teachers and administrators
- ★ Improve curriculum and instruction
- ★ Enhance Professional Development

# Multilevel Summary Table

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- You can use this table to examine how specific skills vary from level to level for a particular standard (e.g. Speaking so Others Can Understand)
- The full standards provides more examples for each benchmark

# Practice: Matching Game

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- Working in groups, arrange the listening, speaking, reading, and writing activities according to the Texas Standards Benchmarks.
- The group should arrive at a consensus
- Each level has its own color

# Answers to Activity Scramble

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**NRS Level 1 Beginning Literacy ESL**

NRS Level 2 Low Beginning ESL

**NRS Level 3 High Beginning ESL**

NRS Level 4 Low Intermediate ESL

**NRS Level 5 High Intermediate ESL**

NRS Level 6 Advanced ESL

# Meaningful Objectives for the ESL Multilevel Class

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- **Context (C)** — ESL objective is appropriate to student needs (family, workplace, and community)
- **Communicative task (CT)** -- ESL objective teaches a meaningful communication skill in the real world ( A student needs to be a able to understand and listen to her doctor).
- **Focus on proficiency or standard (P)**– ESL objective is supported by state content standards
- **Evaluation (E)**-- ESL objective can be evaluated

# Practice: Determining Meaningful Objectives

1. With a small group, determine which of the elements of a meaningful ESL lesson objective are present in the list below.
2. Mark each proposed objective as follows
  - If the objective features a context, circle C.
  - If the objective focuses on one or two language skill proficiencies, circle P.
  - If the objective features a communicative task or purpose, circle CT.
  - If the objective can be evaluated, circle E.
3. Once you have finished identifying the elements, make a check (✓) next to the meaningful objectives.

## OBJECTIVE

*Students will be able to...*

1. contrast the simple present and past tense of the verb BE
2. write eight new words
3. make a grocery list of healthy food choices
4. describe the events in a crime
5. study the housing vocabulary on page 9 of the textbook
6. read a narrative paragraph about Cinco de Mayo and answer comprehension questions
7. write a short paragraph
8. ask and answer questions

# Answers to Objectives

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## OBJECTIVE

*Students will be able to*

*E*\_\_

1. Contrast the simple present and past tense of the verb BE

*EP*\_

2. Write eight new words

*CPCTE*

3. Make a grocery list of healthy food choices

*CPCTE*

4. Describe the events in a crime

*C*

5. Study the housing vocabulary on page 9 of the textbook

*CPCTE*

6. Read a narrative paragraph about Cinco de Mayo and answer comprehension questions

*P*

7. Write a short paragraph

# Answers to Objectives

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P CT

8. Ask and answer questions

CP CTE

9. Take and leave simple phone messages at home

CP CT

10. Listen to a taped job interview

# Practice: Bump it Up/Down

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- You receive sheet with the sets of language topics. Each topic has only one objective provided.
- Add a beginning, intermediate or advanced objective for each topic as needed.
- Debrief with whole group

# Evaluation

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- Write three new things you have learned.
- Write three questions you would like to have answered tomorrow.



# Multilevel Strategies for English Language Learners

DAY 2

# Warm-up: Multilevel Dictation

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## Directions:

- Teach a text or lyrics
- Allow participants to choose between three groups (blank piece of paper; intermediate cloze, and beginning cloze of the lyrics). Read the text or lyrics slowly.
- Have students split into multilevel groups of 3 (one from each level). Advanced student asks intermediate for help in filling gaps in their dictation orally (without showing the page).

# Text: La Marseillaise

Allons enfants de la patrie,  
Le jour de gloire est arrivé  
Contre nous de la tyrannie  
L'étendard sanglant est levé

Entendez vous dans les campagnes,  
Mugir ces féroces soldats?  
Ils viennent jusque dans nos bras  
Egorger nos fils, nos compagnes!

Aux armes, citoyens!  
Formez vos bataillons!  
Marchons! Marchons!  
Qu'un sang impur  
Abreuve nos sillons!



# Principle of Differentiated Instruction

Or how do you make it personal to fit the student's learning needs?

# Presentation: Differentiated Instruction

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“A differentiated classroom offers a variety of learning options to tap into different readiness levels, interests and learning profiles. In a differentiated classroom the teacher uses:

- (1) a variety of ways for students to explore curriculum content,
- (2) a variety of sense making activities or processes through which students can come to understand or “own” information and ideas, and
- (3) a variety of options through which students can demonstrate or exhibit what they have learned”

Tomlinson, C. (1995). *Differentiating instruction for advanced learners in the mixed-ability middle school classroom*. Reston, VA.: ERIC Clearinghouse on Handicapped and Gifted Children. (ERIC ED389141).

# Differentiate What?

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- **Content:** The teacher can modify what is taught by having a variety of texts, difficulty of text, different learning objectives, etc.
- **Process:** Refers to how students learn the material. Teachers modify how they teach (e.g flexible groupings, modifying the difficulty of the task)
- **Product:** Output of the unit. How the student demonstrates their mastery of the lesson. (role plays, PowerPoint presentation, project, etc.)

# Differentiate Why?

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- **Readiness:** Students don't learn at same rate and have different background knowledge
- **Interests:** Learners have different interests. Provide enough choices to take those interests into account.
- **Learner Profiles:** Students vary in how they best learn (e.g. learning styles: auditory vs. visual learners)

# Modifications of ESL Activities

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- **Chalk Talk:** Teacher or student uses a series of simple drawings to tell a story
- **Think, pair, share:** Questioning technique that allow time for thought and collaboration.
- **Language Experience:** Teacher generates a story using student language.
- **Cubing:** Teacher generates a variety of assignments using Bloom's taxonomy
- **RAFT writing assignment:** Teacher generates writing assignment with clear definition of role, audience, format and topic.
- **Reciprocal Teaching:** Asking questions between learners during oral reading

# Learning Centers for Multilevel ESL

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- Learning Centers are traditionally used in K-12 instruction but can be used effectively for adult ESL instruction.
- **Approach One: One type of activity with many levels of challenge:** In this approach, there is only one thing to do at a center, but there are endless levels of challenge possible.
- **Approach Two: One focus, many activities:** In these centers there are many ways to work on the skill or content of the center. Different ways can be easier or harder to do.
- **Approach Three: Self-designed student Centers**

**From: Learning Centers/Stations for Adult ESOL Classrooms  
Robin Lovrien Schwarz, M. Sp. Ed:LD 2007**

# Centers: Benefits to Students

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- Learning centers address many of the principles of adult learning;
  - Learners have input into what they will learn, how and how fast they will learn it.
  - A variety of activities guarantees multisensory involvement with learning.
  - Learners can monitor their own progress.
- They allow ESOL learners to work on personal English learning goals.
- Learners can practice skills or review content material in many ways until mastery is achieved.
- Learners can do one or more activities to practice content or skills.
- Learners can repeat or review as they need.
- Learners are able to work on challenging material if they wish, or can review as they desire.
- The approach is flexible so learners can
  - Have more or less challenging material as needed.
  - Work alone or with a partner or in small groups.
  - Use commercial or teacher-made or learner provided materials.

Adapted from: Learning Centers/Stations for Adult ESOL Classrooms  
Robin Lovrien Schwarz, M. Sp. Ed:LD  
2007

# Practice: Learning Centers

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- Center 1: Chalk Talk
- Center 2: Language Experience
- Center 3: Cubing
- Center 4: RAFT
- Center 5: Reciprocal Teaching

# Center 1: Chalk Talk

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## Directions:

- Students role play the three levels of learners using a Chalk Talk Lesson from the handout. The first row (tables) of learners represents the basic, the second row, the intermediate and the row farthest from the teacher is the highest level.
- Teacher uses Chalk Talk to tell Paulo's story and the **think, pair, share technique** to ask appropriate questions for each group.

# Center 2: Language Experience Approach

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- Use the Chalk Talk lesson as a model for a Language Experience approach to create appropriate fictional story about how a student came to the US from his or her country.
- Teacher generates ideas and language from students in order to create an original story
- This story can then be used as the basis for various reading and writing activities

# Center 3: Cubing

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## Directions:

- Divide into four groups. Each group create a “cube” for either the Beginning Literacy, Beginning, Intermediate, or Advanced level. Each side of the cube contains one appropriate activity for that level. They can be oral, reading, writing, grammar activities, but all on the subject of coming to the United States.
- Use Barbara Fowler’s handout on Bloom’s taxonomy as a guide to appropriate questions.

How to use with students: Assign a cube to appropriate level group. Let them work individually. Check work. Share answers with whole group.

# Center 4: RAFT Writing Assignment

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- Role, Audience, Format, Topic (RAFT)  
Writing assignments provide clear guidelines for multilevel classes based on student interest and/or ability

## Directions:

- Working in same groups, generate one appropriate RAFT assignment related to the topic of coming to America.
- Share with the whole group

# Center 5: Reciprocal Teaching

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- Pair participants. Read story, one paragraph at a time, exchanging roles of teacher (listener) and reader
- Learner reads a short passage aloud to partner and partner asks questions check for comprehension. Learners switch roles.
- Types of questions: summarizing (e.g., what happened?), clarifying (e.g., what does blank word mean?), and predicting (e.g., what's going to happen next?)



Break

# Hess's Principles of Multilevel ESL

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- Review 11 principles in the handout
- Check if you have used this principle

# Mingle Activity

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- Select one of the eight topics in the book
- Identify one activity in that section that you like and have never used before
- Use a 3x5 card to write what you are going to say about this activity to a peer.
- Mingle with your peers and briefly tell them about the activity you chose (15 minutes)
- Mingle, Swapping cards: continue mingling but this time swap cards. You will have to use that card the next time around.

# PBL

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- The initials “PBL” refer to a variety of related instructional approaches including “project-based learning,” “problem-based learning,” and the “project approach.”
- PBL fits well with learner-centered approaches to adult basic education.
- In PBL, the teacher takes the role of facilitator or coach.
- Learners engaged in PBL generally work in cooperative groups for extended periods of time and are encouraged to seek out multiple sources of information.

# Benefits of PBL As a Multilevel ESL Strategy

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- PBL provides English students a link to the real world.
- PBL engages English students in using authentic language needed outside the classroom.
- Group work in PBL requires students to work collaboratively and to use language to plan, negotiate, arrive at a consensus, etc.
- Individuals choose tasks within the project that play to their own strengths and interests therefore making the team stronger.
- Students use language to share results orally or in writing.
- Effective PBL often integrates the use of technology

# Some examples of PBL in the ESL Classroom

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- **Yearbook:** Students develop a class yearbook
- **Halloween Stories:** Students put together a book of Halloween stories
- **Dream Homes:** Students create a physical model of their “dream” home and write a description.

[www.bordercivics.org](http://www.bordercivics.org)

- **Socorro News:** Students put together and video-tape a complete newscast with local news, weather, sports, and commercials.
- More projects at [www.farwestgreat.org](http://www.farwestgreat.org)  
(Search training materials)

# Application: Generate a multilevel lesson

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- Working in groups write a multilevel sample lesson plan using the objectives created in the Bump it Up/Bump it Down handout. Use one of the lesson plan models provided. Use at least one activity learned during the workshop or from Natalie Hess's book.
- Lesson plans will be acted out by a "lead teacher." The rest of the participants will be "students" in a multilevel class.

# Follow-up Sessions

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- This Institute has two scheduled follow-ups
- Assignment for first follow-up: Create a multilevel lesson plan using the principles and at least three of the activities learned in this Workshop. Submit the filled lesson plan via email attachment to [ehonol@sisd.net](mailto:ehonol@sisd.net) by the date of the follow up. Be prepared to discuss how your lesson plan addresses the needs of your multilevel class.

# Follow-up Sessions

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- Assignment for second follow-up: Carry out your lesson plan in your class. Have somebody in your program observe your lesson plan and fill out the classroom observation form or contact the GREAT Center to have your class observed by GREAT Center staff or a mentor. Fill out lesson plan reflection form. Submit electronically before the second follow up.

# Session Wrap-up

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- **Quick Write:** Write as much as possible about what you learned today in 3 minutes.
- Pair them up to discuss.
- Share a few impressions with the group.
- Session evaluations

# Questions?

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