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NEW YORK STATE SPANISH BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER

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NYS Spanish BETAC MONTHLY BULLETIN
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The NYS Spanish BETAC at the NYU Metro Center serves the needs of Spanish-speaking LEP/ELL students by providing professional education support to their school teachers, school administrators, and parents in New York State. Our monthly bulletin will provide you with Spanish and ESL instructional resources, as well as research, news and updates concerning Spanish bilingual education, Spanish language programs and ESL programs. Our contact information is listed above.

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Dual Language Programs

Developing a good Dual Language Program does not happen overnight. But, didn’t an ancient philosopher once say that the difficult takes a long time, the impossible, a little longer?

While facing the reality that Bilingual Education is under attack, two Principals share their insights into how they converted their schools’ mediocre bilingual programs into successful ones in the form of dual language programs.

Initiating a Spanish-English/English-Spanish Dual Language Program requires research and planning, involving community and staff, supporting teachers, and accounting for student achievement – monolingual English students, Spanish heritage language students, and English language learners.

How well did they succeed? What steps did they take to see improvement? Where are they heading for ever-increasing achievement? Copy and paste this address into the address bar of your browser for two brief, but important articles: “Developing a Dual-Language Program” and “Battling for Bilingualism” from the National Association of Elementary School Principals’ Here’s How: http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/0d/9f/a6.pdf

Two-Way Immersion Toolkit

This valuable Toolkit was originally published in December 2005 by the Northeast and Islands Regional Educational Laboratory at Brown University. It is now available through the Center for Applied Linguistics (CAL).

The Toolkit is designed to meet a growing demand from teachers, administrators, and parents for guidance related to the effective implementation of Two-Way Immersion (TWI) programs. The toolkit was designed with newcomers to TWI in mind, yet is an extremely valuable tool for schools considering launching a Dual Language (DL) program, those at various stages of implementation and for staff involved in strengthening and supporting DL education. The Toolkit is composed of three segments that address program design and planning, classroom instruction, and parental involvement, respectively. For more information, go to www.cal.org/twi/toolkit/index.htm

Plan ahead to attend a

Two-Way Bilingual Immersion Summer Conference
July 10-13, 2007
Hyatt Burlingame
Burlingame, CA

Plazas Comunitarias

Congratulations to Plazas Comunitarias student Sra. Alicia Reyes Acosta, who won first prize for her essay on the Mexico -United States immigration experience. Mrs. Reyes Acosta is a student of Ms. Karla Quiñónez in the Adelante Alliance Program at the Sunset Park Cultural Center in Brooklyn. For more information, including her essay, go to
http://www.ime.gob.mx/concurso/concurso_historias_de_migrantes.htm

Spanish Resources

Baharona Center for the Study of Books in Spanish for Children and Adolescents
http://www.csusm.edu/csb

This site provides information about recommended books in Spanish for children and adolescents published around the world. There are more than 6,000 in print books in the database. These books have been selected because of their quality of art and writing, presentation of material, and appeal to the intended audience. Bibliographic information, grade level, subject headings, and a brief description of each book are available in both English and Spanish. Weekly updates of recent titles are provided.

Colorín Colorado
http://colorincolorado.com/
This site provides information and activities in English and Spanish for parents and teachers of English language learners.

Chicomanía
Recursos y actividades para estudiantes y sus padres.
http://chicomania.com/

Rethinking Schools Special Collection on Bilingual Education
http://www.rethinkingschools.org/special_reports/bilingual/resources.shtml

Cometa Mágica
This site features math, science, and language materials in Spanish for grades one through six. Actividades son diseñadas para niños del primero al sexto grado en las áreas de matemáticas, ciencias y lenguaje.
http://www.cometamagica.com/

Rincón Poético

LA GUITARRA
Empieza el llanto de la guitarra.
Se rompen las copas de la madrugada.
Empieza el llanto de la guitarra.
Es inútil callarla.
Es imposible callarla.
Llora monótona como llora el agua,
como llora el viento sobre la nevada.
Es imposible callarla.
Llora por cosas lejanas.
Arenal del Sur caliente que pide camelias blancas.
Llora flecha sin blanco, la tarde sin mañana,
y el primer pájaro muerto sobre la rama.
¡Oh guitarra!
Corazón malherido por cinco espadas.

Federico García Lorca

To have a Spanish poem e-mailed to you every day, send a message to:
poemadeldia@elistas.net
ESL Resources


Started in 1988, iEARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world.


"Literacy, Technology, and Diversity: Teaching for Success in Changing Times" by Jim Cummins, Kristin Brown, Dennis Sayers. Published by Allyn & Bacon.

"The Words Came Down!"

*English Language Learners Read, Write, and Talk Across the Curriculum, K-2*

"Lucky us! In this inspiring and thoughtful book, Emelie and Tess take us inside their reading, writing, and content-area workshops where we see (and hear!) how young English language learners thrive in rigorous, joyful learning communities. Here’s proof that our deliberate use of language—what we say and how we say it—quickly becomes what they say and how they say it. Happy Reading!"

—Debbie Miller, author of Reading with Meaning
The Spanish BETAC Goes to Rikers

On the 23rd of October, Dr. Irene Pompeetti-Szul and Patricia Ramos of Mexico visited Horizon Academy on Rikers Island. The purpose of the visit was to support the use of the program Plazas Comunitarias as a vehicle to literacy and the GED for incarcerated males ages 19 – 21. The students at Horizon Academy volunteer to attend school, and are offered basic literacy, ESL, and bilingual classes.

After introducing themselves to the young men and their teachers, Dr. Pompeetti-Szul and Mrs. Ramos were given a tour of the classroom by the students. The young men later recited poetry that they had written in Spanish.

Under the leadership of Principal Gloria M. Ortiz, many students receive their GED and graduate. In 2004-05, 125 students passed the GED test and in 2005-06, 97 students received their GED. The staff at Horizon is to be commended for their dedication and hard work on behalf of these young men, who are mostly from Central and South America.

There are no testing accommodations for former LEP students, only for current LEP students. The current rules on testing accommodations, as included in the test manuals, are tied to the students' LEP/ELL status and not to the services the student is receiving.

Steven Katz
Director
NYS ED Office of State Assessment

Upcoming Events

Plan now to attend SBETAC workshops in February. The workshops deal with content area teaching, ESL methods, and using classroom libraries. The workshops on Thursday and Friday cover strategies and materials for teaching in Spanish. Register with Poonam Basu at poonam.basu@nyu.edu

Tuesday, February 20
9:00 – 12:00 Content Area ESL Teaching Techniques: Science
1:00 – 4:00 Content Area ESL Teaching Techniques: Social Studies

Wednesday, February 21
9:00 – 12:00 Content Area ESL Teaching Techniques: Mathematics
1:00 – 4:00 ESL Teaching Methodologies

Thursday, February 22
9:00 – 12:00 Using Spanish Classroom Libraries
1:00 – 4:00 Content Area Strategies and Materials in Spanish

Friday, February 23
9:00 – 12:00 Content Area Strategies and Materials in Spanish
1:00 – 4:00 Using Spanish Classroom Libraries
NYSTESOL Annual Conference

Plan to attend the 36th Annual Conference of New York Teachers of English to Speakers of Other Languages (NYSTESOL). It will be held on November 17 and 18 at the Saratoga Hotel and Convention Center. For more information, go to www.nystesol.org

Best Practices

Culturally Responsive Teaching

The following is taken from an article by Susan Black in the American School Board Journal from January 2006.

To illustrate the problems that can ensue when kids think and act differently from their teachers, [Geneva] Gay describes a common classroom scene in which teachers insist that students sit quietly, listen to lectures, answer questions, and compete for high grades. But African-American kids, Gay says, often interject comments or blur out answers when they're deeply engaged in a lesson. All too often, she says, teachers misinterpret the kids' enthusiasm and punish them for being "rude and disruptive."

Instances of cultural dissonance are all too easy to come by. Carol Weinstein of Rutgers gives these examples:

• A second-grade teacher scolded a Vietnamese girl for low motivation and falling back on her first language. The teacher didn't understand that the child was confused and uncertain about the assignments, and she didn't know the girl was saying, in her dialect, "I am politely listening to you."

• A third-grade teacher informed Mexican immigrants that their daughter was "insecure and overly dependent." The teacher didn't realize the parents taught their little girl to be quiet and obedient and to seek approval while working on her assignments.

• A teacher viewed the Pacific Islander children in her classroom as "lazy and noncompliant." The teacher didn't understand why these students, raised to value peaceful interpersonal relationships, were reluctant to participate in spelling bees and other classroom competitions.

• A teacher was angry with a Southeast Asian student who, she said, "smirked disrespectfully" when she disciplined him. The teacher didn't understand that in the boy's culture, a smile was an admission of guilt and also conveyed "no hard feelings." For the entire article, go to: http://www.asbj.com/2006/01/0106research.html

Meet Our Partners

Bastos Book Company
home of ESL, bilingual, foreign language and classic publications.

P.O. Box 770-433
Woodside, NY 11377
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e-mail bastos@bastosbooks.com
http://www.bastosbooks.com/

NYC DOE News

Translation and Interpretation Unit

To ensure that parents of English Language Learners are provided with meaningful opportunities to participate in and have access to programs and services critical to their
child’s education, the NYC DOE has established a Translation and Interpretation Unit (T & I).

Services are provided in 8 languages: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu. Language assistance in other languages may also be available. Further information is available at:

http://schools.nyc.gov/offices/translation/default.htm