

SPANISH BILINGUAL EDUCATION TECHNICAL ASSISTANCE CENTER

New York University Metropolitan Center for Urban Education

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Spanish BETAC MONTHLY BULLETIN

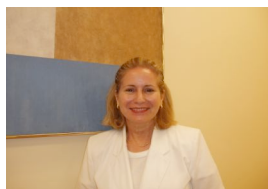
September 2006

The NYU Spanish BETAC serves the needs of Spanish-speaking LEP/ELL students and their teachers, parents and administrators in New York State. We are located on NYU's Washington Square Park Campus in Manhattan. The NYU SBETAC is a part of the Metropolitan Center for Urban Education at NYU's Steinhardt School of Education. We hope that our monthly bulletin will provide you with resources on Spanish and ESL 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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We at the NYU Spanish Bilingual Education Technical Assistance Center (Spanish BETAC) are committed to serving the needs of schools and districts with respect to the education of Spanish-speaking LEP/ELL students. To that end, we'd like to start by introducing ourselves to you.

Introducing...



Nellie B. Mulkey is the Director of the NYU Spanish BETAC. Prior to this position, Ms. Mulkey directed the Lehman College

SBETAC from 2004 to 2006.

She has extensive experience in the New York City public schools, having served as bilingual education staff developer, and educational administrator in the Office of Instruction and Professional Development, Division of High Schools, Office of Planning and Compliance and the Office of the Deputy Chancellor for Instruction. She has also served as a middle and high school principal and as a Regional Instructional Supervisor (RIS) for English Language Learners in Brooklyn.

An adjunct professor at Touro College's School of Graduate Education, Ms. Mulkey is a fellow in NYU's *Institute of Educational Leadership*, and winner of a Title VII Fellowship at NYU.



Marguerite Lukes is a Resource and Training Specialist with the NYU SBETAC.

Formerly, she served as Assistant Director of the LIU Spanish BETAC.

She has taught and directed programs in English as a Second Language, basic literacy in Spanish, adult basic education, and family literacy, and has designed, implemented and evaluated professional development programs for K-12 and adult education programs. She has also developed and taught graduate courses in bilingual/multicultural education for pre- and in-service teachers and developed on-line and distributed learning courses for adult and family educators.

Ms. Lukes has served as the Project Director for the *What Works Literacy Partnership*, a 3 year national initiative of 15 adult literacy organizations across the United States. She has also published articles on family literacy, instructional technology, language policy and media literacy in *TESOL Quarterly*, *Teaching for Change*, *Literacy Update*, and *Rethinking Schools*.



Dr. Irene C. Pompetti-Szul is a Resource and Training Specialist with the NYU Spanish BETAC. She held a similar position at the

Lehman College Spanish BETAC until June, 2006.

Dr. Pompetti-Szul directed M.Ed. programs at De Sales University, where she coordinated a *Training for All Teachers Partnership Grant*, and was Associate Professor of Education at De Sales University, Molloy College, and NY Institute of Technology. She has degrees in Spanish, English Education/TESOL and International Relations. Prior to completing her Ph.D. in Curriculum and Instruction from SUNY Albany, she was an ESL teacher and ESL/Bilingual Coordinator for the School District of Philadelphia.

Her latest article, "Second Language Literacy Through Literature," will appear in the Spring 2007 issue of *Academic Exchange Quarterly*.



Dr. Gail M. Slater is a Resource and Training Specialist with the NYU Spanish BETAC. She has over thirty years of experience in the field of bilingual and ESL education with the New York City Department of Education where she held jobs as ESL teacher, professional developer, curriculum coordinator and Regional Instructional Supervisor for ELLs.

Dr. Slater has served as adjunct professor at NYU and Brooklyn College.

She has an M.A. in French (Middlebury College), an M.A. in TESOL (NYU) and a Ph.D. in Linguistics (NYU).



Poonam Basu is a Project Associate with the NYU Spanish BETAC. She is happy to be back at NYU where she received her Bachelor of Arts degree in Spanish and Latin American Language and Literature in January 2006.

Before joining the NYU SBETAC, Poonam had the pleasure of working in Educational Sales at Lectorum Publications, Inc., and completed an internship with the Scholastic Media Group working primarily with the bilingual “Maya and Miguel” website.

NYSESLAT News

On August 4, The New York State Education Department released information concerning the statewide assessment policy and Title I. A summary follows.

The *No Child Left Behind Act* (NCLB) requires that the language arts proficiency of all

students who are limited English proficient / English language learners (LEP/ELL) be measured annually as part of school and district accountability. NCLB also requires that the English proficiency of all LEP/ELL students be annually assessed.

Recently the U. S. Department of Education (USDOE) decreed that New York State could no longer use the New York State English as a Second Language Achievement Test (NYSESLAT) to satisfy NCLB requirements. As a result, all LEP/ELL students who have been enrolled in school in the United States (excluding Puerto Rico) for more than one year as of January 3, 2007 must take the English Language Arts (ELA) exam. Only students who are enrolled in school in the United States for less than one year can take the NYSESLAT in lieu of the ELA.

LEP/ELL students taking the ELA test may be provided with the following testing accommodations: extended time, separate locations, third reading of listening selections, and bilingual dictionaries/glossaries.

New York State will continue to discuss and explore with the USDOE alternate ways of assessing LEP/ELL students. To that end, New York will participate in the LEP Partnership announced by the USDOE on July 27, 2006. Follow-up meetings will be held in Washington, D.C. For more information on the LEP Partnership, please see the USDOE’s website at:

<http://www.ed.gov/news/pressreleases/2006/07/07272006.html>.

In addition, the USDOE will use the data obtained from LEP/ELL students taking both the NYSESLAT and the ELA tests to research other approaches to the testing of and accountability for these students.

Within the next few weeks you will receive New York State assessment ordering forms and instructions for the January 2007

administration of the Grades 3–8 ELA Tests. Be sure to include LEP/ELL students in your ELA count, with the exception of those students who, as of January 3, 2007, have been enrolled in school in the United States for less than one year, as indicated above. Please keep in mind that all LEP/ELL students are required to take the NYSESLAT to annually assess the student's English proficiency. Ordering instructions for the spring 2007 administration of NYSESLAT will be sent to schools in the winter of the 2006-07 school year.

If you have any additional questions, please contact David Abrams, Assistant Commissioner for Standards, Assessment and Reporting, at 518-473-7880.

The entire memorandum may be found at <http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>

NYSESLAT Results

The results from the 2006 NYSESLAT are available and may be obtained from your Regional Information Centers for districts outside of New York City. In New York City, consult your Regional Instructional Supervisors for ELLs (RIS-ELLs).

Information on:
NYSESLAT 2006 SCALE SCORE RANGES FOR DETERMINING ENGLISH PROFICIENCY

may be found at the following link:

<https://mail.nyu.edu/attach/NYSESLAT%202006%20Scale%20Score%20Ranges%20for%20Proficiency.pdf?sid=K3/kR4GHsD0&mbx=INBOX&charset=utf-8&uid=1323&number=10&filename=NYSESLAT%202006%20Scale%20Score%20Ranges%20for%20Proficiency.pdf>

Spanish Spelling Bee '05-'06

In preparation for our annual Spanish Spelling Bee competition (2006-07), we congratulate the winners of the 2005-06 competition which was held on May 27, 2006 in the auditorium of Scholastic, Inc.

4th grade

1. Daniela Dosmán, PS 159, Region 3
2. James Fajardo, PS 24, Region 8
3. Lizette Rincón, PS 189, , Region 6

5th grade

1. Lovely Ávalo, PS 189, Region 6
2. Raúl Tenecota, PS 36, Region 2
3. Yanneris Suares, PS 257, Region 8

6th grade

1. Flor Landi, IS 145, Region 4
2. Belén Argudo, PS 174, Region 3
3. Rochelle Pacheco, IS 392, Region 5

Begin preparing your students now for the 2006-07 Spanish Spelling Bee. The rules for pronouncing the letters are as follows:

- la “b”: “b grande” o “b larga”
- la “v”: “v chica” o “v corta” o “uve”
- la “r”: “erre” o “ere”
- la “rr”: “erre, erre” o “ere, ere”
- la “ll”: “ele, ele”
- la “y”: “i griega” o “ye”
- la “ch”: “ce, hache”
- la “ñ”: “eñe”
- la “q”: “cu”
- la “á”: “a acentuada” o “a con acento”
- la “é”: “e acentuada” o “e con acento”
- la “í”: “i acentuada” o “i con acento”
- la “ó”: “o acentuada” o “o con acento”
- la “ú”: “u acentuada” o “u con acento”
- la “ü”: “u con diéresis”
- la “z”: “zeta”

The full set of rules for the Spanish Spelling Bee will be posted on our website shortly.

Upcoming Events

- Spanish Spelling Bee (Grades 4 – 6)
- Spanish Essay Contest (Grades 7 – 9)
- Spanish Children's Literature Symposium

Look for more information in subsequent bulletins.

Foreign Language News

British schools retool approach to foreign languages and the result is better school performance.

A controversial British program ended compulsory foreign language classes for 14 to 16-year-olds, but implemented foreign language courses in primary schools. The result has been an overall improvement in school performance in the early grades, and sustained better performance in the upper grades. *The London Times* (8/11/2006)

Spanish Resources

1. REFRANES Y MÁS

A buen hambre, no hay mal pan!

Go to www.espanole.org/refranes for a list of every imaginable saying in Spanish. The parent site, www.espanole.org has additional resources, such as information on twenty Spanish countries, Latin cooking, art, and contemporary Latino figures.

2. LECTOESCRITURA

Taller De Lectoescritura En Español: Lecciones Para Maestros Bilingües by GLORIA PATRICIA MOHAMMAD
For more information on this guide for bilingual teachers, go to www.lulu.com/content/333944

3. EDUPLACE

A website that contains a multitude of content-oriented materials in English and Spanish can be found at :

<http://www.eduplace.com/bil/links>

Subjects covered include Space, Tales and Legends, Bugs and Other Creatures, Countries and Their Cultures, Dinosaurs, Space, and Disasters. Each area has reading material in English and Spanish.

Educational Software

Below is a description of *Ace Reporter*, Spanish Bilingual and ESL software that enables students to act like reporters, including choosing a title for the report once it is written. It is suitable for intermediate and advanced elementary students in grades three and up.

Ace Reporter

Machine: Win/Mac

Skill: reading

Publisher: Mindplay

See also [Learning Services](#), [Comenius](#), [World of Reading](#)

Approximate single-unit price: \$50

Purchase options: network, lab pack, site license

Level: Intermediate, advanced

For: Grades 3+

Special use: Bilingual, elementary

Students read 'teletype' messages and conduct 'phone interviews' to find answers to Who, What, When, Where and Why questions. Once their stories are complete they select the best headline for the story. Available as a CD-ROM, *Ace Reporter* is now part of a One-Pick Pack (English only) or Language Pack (Spanish or French), which includes *Ace Detective*, *Ace Explorer*, *Ace Inquirer*, *Ace*

Reporter, Easy Street, Race the Clock Language Arts, Word Hound, and some math titles.

For more information on *Ace Reporter*, go to www.mindplay.com or e-mail mail@mindplay.com

Rincón Poético

El gallo despertador

Kikirikí,
estoy aquí,
decía el gallo
Colibrí.

El gallo Colibrí
era pelirrojo,
y era su traje
de hermoso plumaje.

Kikirikí.
levántate campesino,
que ya está el sol
de camino.

Kikirikí.
levántate labrador,
despierta con alegría,
que viene el día.

Kikirikí.

Niños del pueblo
despertad con el ole,
que os esperan en el “cole”
El pueblo no necesita reloj,
le vale el gallo despertador.

*To have a Spanish poem e-mailed to you every day,
send a message to:*

poemadeldia@elistas.net

Directory of Spanish Instructional Materials and Resources

The SBETAC *Directory of Spanish Instructional Materials and Resources* will be disseminated via email to preserve the active links of the websites mentioned in the directory. The purpose of the *Directory* is to assist schools with Spanish bilingual programs in identifying the best possible instructional materials currently available in Spanish.

Make your requests directly by email:

poonam.basu@nyu.edu

Caribbean Connections



The Dominican Republic, published by Teaching for Change, features essays, oral histories, poetry, fiction, and lesson plans on the history, politics, and culture of the Dominican Republic. The material is ideal for high school, adult education and college courses. Authors include Julia Alvarez, Edwidge Danticat, Junot Díaz, Rhina P. Espaillat, and Pedro Mir. A Spanish-language companion is available. Order from Teaching for Change, www.teachingforchange.org

Focus On Research

Art and Literacy

A new study by the Guggenheim Museum suggests that students who study art perform better on six measures of literacy and critical thinking skills. The measures included thorough oral description, hypothesizing, and reasoning.

The children were assessed orally. However, they did not show gains on the New York City written standardized English Language Arts examination. It is suggested that perhaps children need to practice more description,

hypothesizing, and reasoning in written mode in order for the skills to transfer from the oral to the written channel.

(New York Times, July 27, 2006, p. E1)

Science and Technology

The following information is a brief excerpt from *The Advantages of an STS Approach Over a Typical Textbook Directed Approach in Middle School Science* by Yager, Yager, & Lim, published in *School Science and Mathematics* (2006) (Volume 106, no. 5, pp. 258-260). STS stands for Science-Technology-Society.

In a one semester study of two classrooms, researchers found that there was no difference in either concept mastery or achievement between the textbook-centered classroom and the Science-Technology-Society centered-classroom. However, the STS students had more positive attitudes towards science, asked more questions, offered more explanations, and proposed more tests to validate explanations.

Features characterizing the STS approach:

- ♦ Student identification of problems with local interest and impact.
- ♦ The use of local resources (both human and material) to locate information that can be used in problem resolution.
- ♦ The active involvement of students in seeking information that can be applied to solve real-life problems.
- ♦ The extension of learning beyond the class period, the classroom, and the school.
- ♦ A view that science content is more than concepts which exist for students to master for tests.
- ♦ An emphasis upon process skills which students can use in their own problem resolution.
- ♦ An emphasis upon career awareness- especially careers related to science and technology.

- ♦ Identification of ways that science and technology are likely to impact the future.
- ♦ Student autonomy in the learning process as individual issues are identified and approached.

Content Area Reading

Develop vocabulary and content knowledge with paired novels and non-fiction books that link middle school readers to social studies and science with Steck Vaughn's *Lynx* series. More information can be found at <http://steckvaughn.harcourtachieve.com> On the webpage, under "Featured Products," click on *Lynx*.

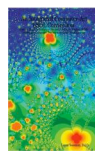
ESL Teacher Resources

1. Special English

For older students and adults, a *Voice of America* news program called "Special English" is available in the form of audio and text files on the *Voice of America* website, www.voanews.com/specialenglish Special English was developed almost 50 years ago as a radio experiment to spread American news and cultural information to people with limited English skills outside the United States.

2. A Computer-Art ESOL Curriculum

The Computer-Art ESOL Curriculum listed below is suitable for middle school LEP/ELL students. For more information, visit www.lulu.com/content/57119



An Integrated Computer-Art ESOL Curriculum: Limited-English- Proficient Students Improve English While Developing Computer Proficiencies and Visual Literacy by Laura Sweeney, Ed.D.

Best Practices

Developed for students who are hard of hearing, this weblink lists the best practices in reading and writing:

<http://clerccenter.gallaudet.edu/literacy/about/reading.html>

Meet One of Our Partners



Instituto Cervantes
(The Cultural Center of Spain in NY)
211 E. 49th Street
New York N.Y. 10017

www.cervantes.org

library@cervantes.org

Library Cat. : <http://biblioteca.ny.cervantes.es>

ESL Websites

Purdue University sponsors an Online Writing Lab (OWL) at <http://owl.english.purdue.edu>. Featured are handouts and interactive exercises on grammar points and vocabulary usage. This website is most useful for teachers of secondary and adult LEP/ELLs.

Our website is under construction. Look for our website address in the next bulletin!

Thank you to all our readers for their continued support. In particular warm thanks to those who responded to our needs assessment survey. If you'd like to take the survey, please e-mail poonam.basu@nyu.edu