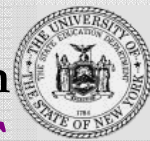




NYU Steinhardt

Metropolitan Center for Urban Education

New York State Spanish BETAC



December/January 07-08

*In this issue:*

Research & Practice: Teaching Science	1
Home/School Connections: Art & Literacy	2
Cultural Notes: México	3
Teacher Leader Academy (BETLA)	4
NYU Partners	4
Immigrants in New York	5
Spanish BETAC Activities	6

**Research and Practice**  
by Dr. Irene Pompetti-Szul

Teaching science is truly an art, especially if one sees the enterprise as one of encouraging students to hypothesize and problem-solve rather than simply memorize and regurgitate. It is tempting to teach the words instead of the ideas. To help ensure that students really understand a concept, ask them to tell you what they know about the concept without using the name of the concept. Some English language learners may need to explain the concept in their native language, while others can use English. Still others might draw their ideas. Once students can explain the concept, ask them to write about it - again in the native language or English, depending on which is most comfortable for them.

Beyond vocabulary, it is possible to embed reading comprehension strategies in the science curriculum. As Harvey and Goudvis have shown in their book, *Strategies That Work*, (2007 Stenhouse) one can begin with essential questions about a topic. For example, with the topic of "Extreme Weather," essential questions might be: How do storms and extreme weather affect people? What happens during a hurricane? Tornado? Thunderstorm? Blizzard? What causes extreme weather? How can we stay safe during extreme weather? Once the topic and essential questions have been established, students can do the activities described below to practice the following four reading comprehension strategies: 1) Activating, exploring, and building background knowledge 2) Reading to gather information and develop questions 3) Summarizing and synthesizing 4) Demonstrating understanding and sharing learning.

To activate, explore and build background knowledge, students can write or draw comments and questions on chart paper affixed next to news articles about extreme weather posted for them to read. In addition, the teacher can create a word wall and picture dictionary of important concepts. Students choose words to illustrate and write definitions and explanations in clear, simple language. Descriptive language such as "howling winds" can also be created and posted by small groups.

To help students gather information and develop questions, the class can brainstorm questions that they have about extreme weather. Students look for answers and record the information. Help with summarizing and synthesizing can be given by means of a chart with the heading, "What do we do when we read to find answers to our questions?" Students then read with a question in mind. The chart lists the following steps for them to follow: 1) check the table of contents for information that might answer the question; 2) check the index; 3) skim the book for photos or graphs that might answer the question; 4) read the information and think about it; 5) try to say the information in your own words (paraphrase it); and, 6) summarize by drawing and sketching what you've learned. Then, formatively assess students by asking them to answer the question or explain their drawing.

Finally, create opportunities for students to demonstrate and share their learning. Often students can be summatively assessed using a rubric as they present the information to their peers or create a brochure to showcase their learning.

## Home-School Connections: Art and Literacy

This month Marguerite Lukes interviewed Michael Perrone, Assistant Director of Adult Education at Northern Manhattan Improvement Corporation (<http://www.nmic.org>) about the organization's recent family literacy and art collaborative project with the Museum of Modern Art.

In a partnership with the Literacy Assistance Center (<http://www.lacnyc.org>), an ESL family literacy class at Northern Manhattan Improvement Corporation (NMIC) teamed up with the Museum of Modern Art (MOMA) to incorporate art and museum visits into an existing curriculum to teach English and parenting skills to mostly Spanish-speaking immigrant parents.

When the Literacy Assistance Center (LAC) approached Michael Perrone of the Northern Manhattan Improvement Corporation, he was not sure what he would be getting into by launching a project that integrated art with ESL and literacy. It was not immediately clear how art could be linked to literacy in the classroom. The class that began the partnership met five mornings a week, so there was flexibility to meet with MOMA and LAC staff to incorporate the lessons. According to Michael, "Many of our classes are at the lower end of the ESL proficiency scale and students are learning some very basic grammar and vocabulary. We were initially very intimidated to start marrying art with our ESL and literacy classes. ... I personally was not raised in an environment that sought out the arts – I have been teaching for 15 years and have never incorporated art into my teaching – it seemed so foreign to me, but I knew of the high caliber of work of the Literacy Assistance Center and the staff there are knowledgeable and terrific, so we wanted to try it out."

Before the partnership, typical outings for the NMIC classes included zoos, parks and community field trips. When one day a week for three months was proposed as the schedule for the arts and literacy collaboration, Michael worried about lowering the quality of the educational experience for the students. Most participants had never set foot in a museum and the idea was threatening to teachers and students alike.

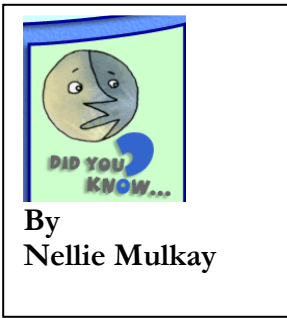
The arts and literacy instruction maintained the focus on English language development. From the start it became clear to the students that they were learning something. No students were "lost" by first talking about museums – it was very hands-on. The lessons were ESL-focused, interactive and student-centered, but with the theme of art. Initially, students did not know what to make of reacting to the artwork. When the questions came back to reacting and interpreting the art – one student said, "I don't know what they are looking for." It was an unfamiliar experience for students to have no right and wrong answers, to be asked their opinions and to be able to interpret what they saw. Pre-visits from MOMA staff to the NMIC classrooms were crucial to the success of the project and created a comfort zone, reports Michael. Students got to know the instructors (Alecia D'Angelo from LAC and Amir Parsa from MOMA) as people, and connected with them; they came to like them as people whom they could trust, and that laid the foundation for creating a community of learners.

Michael and his students presented recently at a conference of the NYC Museum Educators' Roundtable (<http://www.nycmer.org>), and spoke in glowing terms of the impact. "Initially, students were incredulous. Museums?! *That's a rich person's world! We don't belong to that world.* Those are literally the words the students used. Our students live in Washington Heights and some had been to the grounds of the Cloisters, but not inside. They could not relate to the museum experience nor envision themselves there. To them, it was all about 'rich people sipping wine.' It was not a negative perception as much as not seeing themselves as part of this closed world." Michael feels that a door has opened for students. They now view museums as places they can go with their children. As one mother put it, "I feel bad about how when we walked past a museum, I would make this snoring sound. Now our signal is that we clap our hands and say, 'the museum, hurray!'" (See photo on page 8).

Download the curriculum used in this project -- *Engagements and Experiences with Arts and Museums: a Framework for Developing Family Literacy Instruction through the Arts*, developed by Amir Parsa and Alecia D'Angelo at <http://www.lacnyc.org/resources/familylit/Artsbook.pdf>

## Cultural Notes

### Educational System: *Los Estados Unidos de México*



Teachers and administrators often ask us about the grade equivalence of transcripts from Spanish language countries as they try to ascertain the level of education that Spanish speaking ELLs have reached before arriving to the USA. With this in mind, we provide the following information about the educational system of Mexico.

The United States of Mexico has a centralized educational system governed by the federal department of education, better known as *la Secretaría de Instrucción Pública* or **SEP** and Mexico's educational standards are set by *SEP* for all grade levels, from K to university. In contrast, the United States' educational systems are decentralized and state governments set the educational standards and plans of study of all levels of education.

#### General Statistics – Mexico in 2007

Educational oversight: Secretaría de Instrucción Pública	Currently, under the leadership of La Secretaria Licenciada Josefina Vázquez Mota
Primary language(s) of education	Spanish. Education is available also in Náhuatl and other indigenous languages.
Nationalized system	Established September 25, 1921
Literacy	Total: 90.5 %    Men: 92.5 %    Women: 88.6 %
Enrollment • Primary • Secondary • Post-secondary	26.6 million 18.5 million 5.8 million 2.3 million

#### Mexico's school levels and USA equivalence

Level	Grade(s)	Ages	USA equivalent
Educación básica.	Kindergarten	5-6	Kindergarten
Educación básica o "Primaria"	1st Grade to 6 <sup>th</sup> Grades	6-7 to 11-12	Grades 1-6
Educación Secundaria	First grade or year Second grade or year Third grade or year	12-13 13-14 14-15	Grades 7 - 9
Educación media superior: Bachillerato or Preparatoria	First grade or year Second grade or year Third grade or year	15-16 16-17 17-18	Grades 10 - 12

Higher (university) education encompasses four or five years of specialized study leading to *licenciatura*. Postgraduate work takes two to three years and leads to a *maestría*, and additional study, to a Ph.D. or *doctorado*.

#### Sources

- Tamez Guerra, Reyes (2004). *Sistema Educativo de los Estados Unidos Mexicanos. Principales cifras, ciclo escolar 2003-2004*. México City: Dirección General de Planeación, Programación y Presupuesto Secretaría de Educación Pública. ISBN 968-5778-12-4.
- Department of State (2004). *International Religious Freedom Report 2004. Mexico*. Washington, D.C.: Bureau of Democracy, Human Rights, and Labor.

\*\*\*\*\*

**If you want to become an exemplary Bilingual/ESL Teacher Leader, apply to the  
Bank Street College of Education Bilingual/ESL Teacher Leader Academy/BETLA**

**Program Description**

- ◆ A fifteen credit program leading to a certificate in Teacher Leadership
- ◆ Program includes coursework, school-based projects and exciting professional development opportunities
- ◆ Coursework focused on advanced curriculum and instructional practices for English Language Learners and leadership development
- ◆ Bank Street Advisory and cohort model fosters collegial support and networking throughout the duration of the program and beyond
- ◆ Significant tuition support provided by the New York State Education Department Office of Bilingual Education and Foreign Language Studies and Bank Street College

**Who Should Apply**

Exemplary teachers with:

- ◆ Certification in areas of bilingual and ESL preferred
- ◆ Interest in advancing their craft through coursework, school-based action research and the development of model classrooms/lab sites
- ◆ Commitment to advocacy and the academic achievement of English Language Learners
- ◆ Minimum three years of teaching experience
- ◆ Excellent interpersonal and communication skills

To receive an official application for the cohort beginning in **January 2008**, please contact: Maria Ruiz at The Leadership Preparation Institute, 212-961-3367 or log on to [www.bankstreet.edu/lpi/betla](http://www.bankstreet.edu/lpi/betla). Applications are currently being accepted.

**New York University SBETAC Partners  
METRO Center's Professional Development Team**

The Metro Center's Professional Development team provides coaching, after-school professional development workshops, seminars and study groups, and a host of other general professional development services. Highly skilled staff developers visit schools, model best practices in classrooms and provide on-going school-based and classroom staff development to enhance standards-based literacy and mathematics instruction.

In working with New York City schools at all grade levels, Stefan McLetchie, Director of School Services and his Professional Development team, tailor services to what teachers and administrators need to improve student achievement. Their professional development model focuses on instructional processes that incorporate content area lessons, particularly in Literacy and Mathematics, as well as aiding teachers in differentiated instruction and fostering student engagement.

Mr. McLetchie would like to collaborate more with the NYS Spanish BETAC and hopes that his role as Director of School Services at the Metro Center will afford him more opportunity to do so.

In addition to his responsibilities as Director of Professional Development and School Services, Mr. McLetchie is also pursuing his doctorate in Teaching and Learning at the NYU Steinhardt School of Culture, Education, and Human Development. Should you seek additional information, please visit the website at <http://steinhardt.nyu.edu/metrocenter/index.html>.

## Immigrants in New York Better Off, Study Finds

By Sam Roberts

Foreign-born New Yorkers are better educated, more likely to have health insurance and less likely to have entered the country illegally compared with immigrants in the rest of the country, according to a new analysis.

The narrower socioeconomic gaps between immigrants and native-born Americans in New York may be one reason that the state has generally been more receptive to foreigners. "That may help many immigrants integrate and affect the politics as well," said Steven A. Camarota, Research Director for the Center for Immigration Studies in Washington, which favors reducing the influx from abroad.

The biggest income disparities between native and foreign-born residents were found in Arizona, Colorado, Texas and California, where immigration has generated more controversy. In New York and New Jersey, the income differential between native and foreign-born residents was smaller than the national average. The gaps between native and foreign-born residents of New York and New Jersey in education, poverty and health insurance coverage were also generally narrower than in other states.

Mr. Camarota, who prepared the analysis for the center, based mostly on census results, concluded that more than 10 million immigrants had entered the country since the beginning of the decade, more than half of them illegally. About one in eight residents of the United States is an immigrant, the highest proportion since the 1920s, when stricter limits were imposed.

New York State accounts for more than 1 in 10 immigrants in the country, second only to California. New Jersey is home to 1 in 20 of the nation's immigrants. New Jersey ranked third, after California and Texas, in the growth in immigrants since 2000. They now account for nearly 22 percent of the state's population, the same proportion as in New York.

New York remains a magnet for immigrants, who arrive in fairly constant numbers. But the number who remain seems to be declining. The state's total foreign-born population increased by 585,000 from 1995 to 2000, but by 262,000 since 2000. In New Jersey, the number of immigrants grew by 152,000 from 1995 to 2000 and by 588,000 since 2000.

While many politicians in New York and elsewhere were briefly incensed over Gov. Eliot Spitzer's proposal to grant driver's licenses to illegal immigrants, New York has been regarded as more generous in providing various benefits, regardless of whether immigrants are here legally. New York City has encouraged illegal immigrants to avail themselves of city public safety, health and other services by saying they would not be reported to immigration authorities.

In contrast to many other places, New York's immigrant population is also more diverse. The census does not ask immigrants whether they are here legally or not, but Mr. Camarota estimated the number of illegal immigrants by subtracting those who, by country or origin, military status and other variables, were likely to have arrived legally. By those indicators, illegal immigrants represent 65 percent of the foreign-born population in Arizona, 50 percent in Texas, 39 percent in Colorado on the high end, ranging to 23 percent in New Jersey and 13 percent in New York.

One reason for the relatively low proportion in New York, he said, is that the state is farther from the Mexican border. Also, social networks in New York draw many more legal immigrants. And, he said, other studies have found that among the foreign-born people who are in New York illegally, more are likely to have overstayed their visas than to have entered the country illegally.

<http://www.nytimes.com/2007/12/02/nyregion/02immigration.html?th&emc=th>

**N Y S Spanish BETAC**  
Steinhardt Metro Center

726 Broadway, 5<sup>th</sup> Floor,  
New York, New York 10003

**Professor Pedro Noguera**  
Executive Director  
NYU Metro Center

**Pedro Ruiz, Ph.D.**  
Coordinator  
NYSED OBE/FLS

**NYS Spanish BETAC**  
Bulletin Staff

**Nellie B. Mulkey**  
Director & Publisher

**Irene Pompetti-Szul, Ph.D.**  
Bulletin Editor-in-Chief  
& Resource Specialist

**Gail M. Slater, Ph.D.**  
Bulletin Editor  
& Resource Specialist

**Marguerite Lukes**  
Bulletin Contributor  
& Resource Specialist

**Poonam Basu**  
Bulletin Coordinator  
& Project Associate:

**Hector Mirabal**  
Contributor-at-Large

Contact information:  
[poonam.basu@nyu.edu](mailto:poonam.basu@nyu.edu)

## Spanish BETAC Activities

### Presentation at NYS TESOL by Dr. Gail M. Slater

Educational professionals of programs for Limited English Proficient/English Language Learners throughout New York State attended the 37<sup>th</sup> NYS TESOL Annual Conference, *Technology: the Language That Brings Us Together*, at The White Plains Crowne Plaza Hotel on November 2<sup>nd</sup> and 3<sup>rd</sup>. The technology in various workshops included presentations on podcasts and blogs as well as computer software and whiteboards.

Participants explored instructional classroom strategies at the presentation by NYS Spanish BETAC Resource Specialist, Dr. Gail M. Slater, entitled "Teaching English Language Learners: Strategies for Success." Teachers and administrators discovered second language activities appropriate to their bilingual secondary school students that would help them develop language skills while studying content area materials.

With over 200 presentations and more than 20 exhibitors, there was always something to learn or someone to speak to at the NYS TESOL Conference. For highlights of the conference or to become a member of NYS TESOL, go to [www.nystesol.org](http://www.nystesol.org).

### Digital Teacher Workshops for Teachers of Native American Students

The U.S. Department of Education's Teacher-to-Teacher Initiative, in collaboration with the Office of Indian Education, is proud to announce the launch of the Digital Teacher Workshops for Teachers of Native American students. The workshops are designed to provide professional development opportunities for teachers of American Indians and Alaska Natives in all grade levels and content areas. The workshops support mastery of academic content and application by modeling strong teaching methods that have been successful

in the classroom and providing a classroom application component, and additional resources. These workshops are available FREE on the Internet at [www.t2tweb.us/nativeamerican](http://www.t2tweb.us/nativeamerican). The first workshops focus on literature, community outreach, and reading.

## SAVE THE DATES!!

### ANNOUNCING FIVE MAJOR 2008 SBETAC EVENTS

**Friday, April 11 - Voces Dominicanas/Dominican Voices in New York**

**Thursday, May 8 – Children's and Young Adult Spanish Literature Symposium**

**Friday, May 16 – Voces Andinas/Andean Voices in New York**

**Friday, May 30 – Statewide Spanish Spelling Bee**

**Thursday, June 5 – Voces Mejicanas/Mexican Voices in New York**

**REGISTRATION FOR THESE EVENTS WILL COMMENCE IN JANUARY.**

## Upcoming SBETAC Workshops

### ELL Technology Workshop

Featuring: Successmaker; ELLIS; Waterford

January 4, 2008 9:00 am – 12:00 pm

Location: NYU's King Juan Carlos Center

### Art and Literacy: A Workshop for Parent Coordinators and Parent Educators

January 18, 2008 2:30 pm – 5:30 pm (includes free MOMA admission)

Location: Museum of Modern Art, 11 West 53<sup>rd</sup> Street, NYC

### High School Science Workshop: "How Does a Nuclear Reactor Produce Electricity?"

A workshop for H.S. Science Teachers of Spanish-speaking English Language Learners

January 30, 2008 12:30 pm – 3:00 pm

Location: Fordham University, Rose Hill Campus

To register: Send an e-mail to [nyssbetac@gmail.com](mailto:nyssbetac@gmail.com)

## Learn Spanish at Instituto Cervantes

Regular Courses: From January 7 to March 27, 2008

30 hours in 10 weeks

Mornings, evenings, and Saturdays

All levels

Register now to learn Spanish and discover Hispanic culture in our new state-of-the-art facilities in midtown Manhattan. Students registered in our language courses will have free access to our Spanish on-line course. For more information, visit our web page at <http://ave.cervantes.es>

## Upcoming State and National Conferences

NABE	Feb. 5 – 8, 2008	Tampa, FL
NY SABE	Mar. 14 – 16, 2008	Melville, NY
AERA	Mar. 24 – 28, 2008	New York, NY
TESOL	April 2 – 5, 2008	New York, NY

## Honorees: Dr. Luis Reyes and Diana Caballero

During Puerto Rican Heritage Month, Dr. Luis O. Reyes and Dr. Diana Caballero were Honorees of the Comité Noviembre. Details may be found in El Diario at the following link:

<http://www.eldiariony.com/noticias/especiales/detail.aspx?EspecialId=60&id=90001306&fecha=>

## English-language Ability Increases Dramatically From One Generation of Hispanics to the Next

Nearly all Hispanic adults born in the United States of immigrant parents report they are fluent in English. By contrast, only a small minority of their parents describe themselves as skilled English speakers. This finding of a dramatic increase in English-language ability from one generation of Hispanics to the next emerges from a new analysis of six Pew Hispanic Center surveys conducted from 2002 to 2006 among a total of more than 14,000 Latino adults. The report, released 11/29/2007, is available at the Pew Hispanic Center's website:

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

## Attention Parent Coordinators and Bilingual Educators

Become acquainted with a new professional development opportunity for parents of English Language Learners. It is entitled, **“What is My Child Learning? A Professional Learning Series for Parents of ELLs.”** Flyers are available in English and 12 other languages. You can find more information at the website below. In addition, the website features information regarding **The Math and Parents in Partnerships (MAPPS) Kickoff.**

<http://schools.nyc.gov/Academics/ELL/Winter+Professional+Development.htm>.

## Free Foreign Language Assessment Directory

The Foreign Language Assessment Directory (FLAD) is a free, searchable database with information on more than 150 assessments in over 60 languages other than English. FLAD contains information about assessments currently used in elementary, middle, secondary, and post-secondary school programs around the United States. Here's the link: <http://www.cal.org/CALWebDB/FLAD/>

## Art and Literacy Connections

Northern Manhattan Improvement Corporation ESL Students recently went on a class trip to the Museum of Modern Art. (See story on page 2). Amir Parsa and other MOMA staff members helped students connect with and talk about the paintings and sculptures so that students learned to enjoy art rather than be intimidated by the museum atmosphere.



**Happy Holidays from the New York State Spanish BETAC!**