



Metropolitan Center for Urban Education

New York State Spanish BETAC



September 2008

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TO OUR READERS:

Welcome back! We wish you a wonderful 2008-09 school year. Just a request: if you have not already completed our needs assessment survey, we would be very grateful if you would do so at: <http://www.surveymonkey.com/s.aspx?sm=xBdwmenDOrvpEOBAQPtDQw%3d%3d>

RESEARCH AND PRACTICE

In summarizing the existing research on the education of English language learners, Claude Goldenberg, Professor of Education at Stanford University, asserts that there are three main research-supported practices. First, research supports the practice of teaching children to read in their primary language because it promotes reading achievement in the second language (English). Secondly, the research reveals that “in many important respects, what works for learners in general also works for English language learners.” This finding might be problematic were it not for the third finding, which is that “teachers must make instructional modifications when ELLs are taught in English, primarily because of the students’ language limitations.” Unfortunately, Goldenberg uses the term “limitations,” which implies that students are somehow deficient. Nevertheless, it is quite true that instructional modifications must be made to accommodate the needs of English language learners when English is the medium of instruction.

On a practical level, Goldenberg proposes several applications of the research. First, instruction in the primary language is warranted because it “a) develops first language skills, b) promotes reading in English, and c) can be carried out as children are also learning to read and learning other academic content in English.” Secondly, since the transfer of language skills does not always happen automatically, students must be explicitly guided to transfer what they know from the primary language into learning tasks in English. Third, specific techniques for using the first language as a resource, springboard, and scaffold must become part of instructional routines. An example of this is asking students to tell other students or write down what they know about a topic in their primary language before asking them to complete tasks about the concepts in English. This technique can facilitate the transfer of language skills from the primary to the second language, and it doesn’t have to be time-consuming. It can be done quickly at the start of a unit of lesson. A fourth application of the research is to implement instructional modifications that enable ELLs to participate in class activities through the use of graphic organizers, manipulatives, multi-sensory instruction, cooperative learning, multi-level and multi-lingual reading materials, self- assessment, and other techniques.

Finally, there is research support for “intensive oral English language development,” including vocabulary and academic English. However, the research does not indicate the proportion of time that should be spent on English grammar, vocabulary, pronunciation and usage, as opposed to “meaningful activities...”

Goldenberg, C. (2008). Teaching English Language Learners: What the research does – and does not—say. In *American Educator*, summer 2008.

EYE ON THE CLASSROOM

On April 11, 2008, at the *Voces Dominicanas Conference*, the NYS Spanish BETAC featured Dinorah Coronado, author of myriad works of children's literature in Spanish. In particular, Ms. Coronado used her book, *Rebeca al bate y dos cuentos más*, to illustrate the importance of selecting classroom reading material appropriate to the interests, ages and levels of students. Some of the activities suggested by Ms. Coronado for use with *Rebeca al bate y dos cuentos más* are listed below:

- ♥ Compose crossword puzzles related to positive values, such as – *Ruta de alegría, Esperanza de Quisqueya, Bella sonrisa, Cariño de padres, Alianza de amigas.*
- ♥ Write a letter or post card to a character or characters in the story - Rebeca, Anita and José.
- ♥ Balloon-shaped cards that ask students to carry out actions or act out vocabulary portrayed in the text
- ♥ Role play with puppets (Rebeca and her mother/ Anita and her brother/ José and the salesperson/ the dog).
- ♥ Have students paint, weave, or make decorations appropriate to each story.
- ♥ Tell the story in their own words dressed up as the basic characters – Anita with her bañera, Rebeca with her bat and glove, and José in a boat.
- ♥ Write lists of advice for each main character
- ♥ Make a word bank or cards listing situations that occurred in the stories. Put them in large jars, read them and form sentences.
- ♥ Plant seeds and give the plants the names of the three characters to create gardens for Rebeca, Anita and José.
- ♥ Interview ballplayers, fishermen, children with brothers; prepare questions beforehand and discuss the interview experiences in groups.
- ♥ Author's podium: Choose the story that you like most. Change the story endings and illustrate the stories.

Dinorah Coronado, a skilled presenter, author, and prolific playwright can be reached at rositaw@aol.com

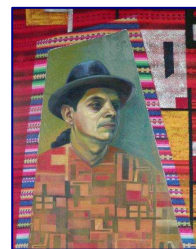
FACES OF NYU

This month, NYU professor Miryam Yataco brings to our attention artist and educator, Wari Zárate. Wari is a Quechua-speaking Peruvian from Ayacucho, who is an expert in Intercultural and Bilingual Pedagogy in the Andes. He has worked with both bilingual and monolingual Quechua-speaking children in Ayacucho and with the children of Andean migrants living in Lima. One of Wari's research projects concerns the children of Andean weavers. Through his project, the children transfer their tactile weaving skills to reading and writing tasks in school. This process invites the use of the children's out of school knowledge and experience as a bridge or scaffold to school-based literacy. Scholar Luis Moll characterizes this pedagogical method as drawing on students' 'funds of knowledge.'

For a biography and information on Wari Zárate's projects, go to http://www.ach.lit.ulaval.ca/Registro/Wari_Zarate/index.html

For information on his art and human rights work, visit http://www.ach.lit.ulaval.ca/Registro/Wari_Zarate/DDHH.html

<http://mx.youtube.com/watch?v=HBH-Yh8SN2c>



Self Portrait of Wari Zárate

NEWS FROM THE NEW YORK STATE EDUCATION DEPARTMENT

Mr. David Abrams, the Assistant Commissioner of the Office for Standards, Assessment, and Reporting, was recently appointed by Secretary of Education, Margaret Spellings to the new National Technical Advisory Council (NTAC). The Council's purpose is to advise the U.S. Department of Education on complex and technical issues regarding the design and implementation of state standards, assessments, and accountability systems. The Council will offer expert advice on such things as the use and applicability of minimum subgroup sizes for proficiency calculations, confidence intervals, and the principles necessary for ensuring that performance indexes are consistent with the Title I statute and regulations. All members are experts in assessment and accountability, and represent a range of backgrounds - from academicians and researchers to national, state and local policymakers. The Council will meet twice a year and at the request of the Secretary. Proceedings from meetings will be made available to the public.

In late July, Mr. Abrams' office sent a memorandum providing the scale score ranges for the 2008 New York State English as a Second Language Achievement Test (NYSESLAT) along with guidance and information concerning the interpretation of the scale scores. The memorandum can be found on-line at:

<http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>

NEWS FROM THE NEW YORK CITY DEPARTMENT OF EDUCATION

Research Summary on New York City High Schools

The New York City Department of Education has just released a new research report on *Designing Better High Schools for ELLs*. The [report](#) (See URL below) highlights the use of native language support, English as a Second Language through content, academic language, reading and writing, vocabulary, and technology. It also summarizes the instructional elements that can strengthen teaching and learning for adolescent ELLs and provides creative ideas for preparing students for grade promotion, graduation, college, and beyond.

http://schools.nyc.gov/NR/rdonlyres/E5BF4C47-6C62-4D67-8449-6AC894F3E0A4/39554/HSResearchSummary_2008_FINALReadOnly.pdf?utm_source=bronto&utm_medium=email&utm_term=report&utm_content=leonic%40att.net&utm_campaign=T-Weekly+7.30.08

HOME-SCHOOL CONNECTIONS

Jonathon Vidal of the New York City Immigration Coalition offers the following information about registering in New York City Schools.

Learn how to register a student who is new to the New York City public school system or who has left our schools and is returning. A child is entitled to attend New York City public schools free of charge if he or she:

- is more than 5 and less than 21 years of age **and**
- is a resident of New York City **and**
- has not received a high school diploma

Kindergarten is not mandatory in New York City public schools, but if you wish to have your child attend a New York City public school kindergarten, he or she must turn five years old by December 31st of the year he or she is enrolled.

When and where do I register?

- Elementary or middle school: Register at your zoned school. Your zoned school is determined by your home address. If you don't know your zoned elementary school, call 311 or [click here](http://schools.nyc.gov/FindaSchool.htm).
- If you don't have a zoned school, please visit a Borough Enrollment Office in your borough of residence. You may access the enrollment office online at <http://schools.nyc.gov/ChoicesEnrollment/NewStudents/BEO+Contact+Information.htm>
- High school: Register at a [Borough Enrollment Office](#).

What documents will I need to register my child?

- Verifiable proof of your home address: utility bill (gas, electric, or water), a deed to a house or a document from the City Housing Authority, or the Human Resources Administration. Other proofs of address include a medical or insurance card with home address or a statement that verifies your address from an employer, a social service agency, community-based organization or a religious institution. A telephone bill or driver's license is not acceptable proof of address. A lease by itself is not acceptable. A parent subletting an apartment or home, or sharing a living space with more than one family, must present an affidavit from the leaseholder or homeowner and attach an acceptable proof of address.
- Your child's birth certificate or passport.
- Your child's immunization history.
- Your child's transcript or most recent report card.
- Your child's Individualized Education Program (IEP) (if applicable).

Will my child be eligible to ride on a school bus or receive other transportation?

Yellow school bus service is provided for eligible general education children in kindergarten through 6th grade. Eligibility is determined at the time of registration and is generally based on a student's grade level and the distance between the student's home address and school. In addition, students of all ages may be eligible for free or reduced public transportation fare depending on the distance between their home address and school. Please visit <http://www.opt-osfns.org/opt/> or call the Office of Pupil Transportation (OPT) Customer Service Hotline at 718-392-8855 for additional information.

Do I need to come with my child to school on the first day?

You must accompany your child on the first day of school if your child is an elementary or middle school student. It is strongly recommended that you accompany your child if your child is a high school student who is new to New York City public schools.

Zoned High Schools

Zoned academic comprehensive programs are identified in relation to a specific geographical area. Students living in that area, if they list the zoned program, are guaranteed admission. A student living outside of that zoned area may still apply to the zoned program of that school, but he/she will not have priority for admission. Students are not guaranteed admission to any program in their zoned school other than the zoned program.

For more information about high schools, copy and paste the link:

<http://schools.nyc.gov/ChoicesEnrollment/High/Admissions/Methods.htm>

UNITED STATES SENATE YOUTH PROGRAM

Each year, the William Randolph Hearst Foundation sponsors a scholarship for two students from each state and the District of Columbia to visit Washington D.C. (all expenses paid) as guests of the Hearst Foundation and a \$5,000 college scholarship for undergraduate studies at an accredited United States university or college. During the visit to Washington, D.C., students engage in a series of seminars and briefings with Senators and members of the House of Representatives and meet with officials from the executive and judicial branches of government. The principal of a New York State high school may select only one candidate for this statewide competition. Any high school junior or senior is eligible. For more information and for applications, go to <http://www.emsc.nysed.gov/ciai/socst/senateyouth.html>.

PREPARING TEACHERS TO TEACH ELLS- NEW LAW SIGNED ON AUGUST 14, 2008

The excerpt below is from an article by Mary Ann Zehr in the August 21, 2008 issue of *Education Week*.

For the first time, a federal education law requires colleges and universities to do SOMETHING in regard to preparing teachers to work with English-language learners. The bill, signed into law on Aug. 14 by President Bush, requires colleges and universities to set annual goals for increasing the number of teachers for instruction of ELLs and other areas where there are teacher shortages.

Here's what the new higher education law says under Title II, Section 206:

Each institution of higher education that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving federal assistance under this act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

The law also requires that each institution provide an assurance that "general education teachers receive training in providing instruction to diverse populations, including children with disabilities, limited English proficient students, and children from low-income families."

The provision doesn't contain any penalties for institutions if they don't reach their goals, though they must report how they are meeting them to the public, according to an Aug. 13 article about the bill written by my colleagues Stephen Sawchuk and Alyson Klein for *Education Week*.

Mary Ann Zehr writes that she confirmed with Jane E. West, the vice president for governmental relations at the American Association of Colleges for Teacher Education, that for the first time the nation has a statutory requirement for colleges and universities to set goals related to teacher shortage areas, including ELLs. She said the recommendation for such a requirement was included in the report put out by the Commission on No Child Left Behind run by the Aspen Institute. I scanned the report and found that it names teachers of English-language learners as a shortage area. It also includes a recommendation on page 52 that colleges and universities should be required to set goals to increase the number of graduates qualified to teach in shortage areas, though it doesn't name teachers of ELLs at that same point in the report. H.R. 4137 also includes a provision in Title II to establish graduate fellowships for teacher educators in second language acquisition pedagogy and theory. Including bilingual education and ESL teacher preparation as high-priority areas in the Graduate Assistance in Areas of National Need (GANN) program is also a small, but significant, step by lawmakers to try and address the needs of English language learners in the classroom. According to Mary Ann, the needs of English-learners are getting more consideration by lawmakers than previously.

DIGITAL WORKSHOP: TEACHING READING TO ENGLISH LANGUAGE LEARNERS

A new Teacher-to-Teacher digital workshop entitled “Doing What Works: Teaching Reading to English Language Learners” is now available at www.t2tweb.us/doingwhatworks. The workshop is specifically geared to techniques and practices for teaching reading to ELLs in the elementary grades.

“Doing What Works” is also a new site sponsored by the U.S. Department of Education. It is dedicated to helping educators identify and make use of effective teaching practices. The “Doing What Works” website (www.dww.ed.gov) contains practice guides from which the workshop material is drawn. These practice guides reflect teaching practices that the Institute for Educational Services has found to be effective for teaching English Language Learners. The Teacher-to-Teacher digital workshop was designed as a visual complement to the much more extensive materials presented in the subject's practice guide. Both the website and this digital workshop discuss examples of how educators might apply research findings on effective practice. Extensive interviews with experts in the field are highlighted. The “Teaching Reading to English Language Learners” workshop is available at <https://www.t2tweb.us/doingwhatworks/Workshops.asp>

DISPLAY GREAT ART IN YOUR CLASSROOM: *PICTURING AMERICA*

Libraries and schools can apply for a free teaching tool called *Picturing America* which provides high-quality reproductions of great American art to public libraries and K-12 schools to enhance the study of history, social studies, language arts, literature, and civics. *Picturing America* is presented by the National Endowment for the Humanities (NEH) in partnership with the Institute of Museum and Library Services (IMLS). The goal of the Endowment is to implement *Picturing America* in every school and public library in the United States. Public libraries and public, private, parochial, charter, and home school groups (K-12) in the United States and its territories are eligible to receive *Picturing America* materials, which include:

- Forty large, high-quality color reproductions of selected masterpieces (24" x 36")
- A comprehensive teacher's resource book with links to core subject areas
- Lesson plans and resources available through the *Picturing America* Web site

Also eligible are libraries with collections that circulate to the general public and those that offer public reading programs.

Application information can be found in the 'Apply Now' section of the *Picturing America* website, <http://picturingamerica.neh.gov>. Applications are currently being accepted now through October 31, 2008, with delivery scheduled for spring 2009.

In addition, the NEH and the Department of Health and Human Services Administration for Children and Families are making *Picturing America* available to the 20,000 Head Start centers to enhance early childhood development.

The Institute of Museum and Library Services is the primary source of federal support for the nation's 122,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. To learn more about the Institute, please visit www.imls.gov. Additional information about the National Endowment for the Humanities and its grant programs is available at www.neh.gov.

HANDS-ON RESOURCES: CHILDREN'S LITERATURE IN SPANISH

Book review of *Rebeca al bate y dos cuentos más*

Coronado, Dinorah. *Rebeca al bate y dos cuentos más*. Santillana, 2007 ISBN: 978-9945-429-05-3

Rebeca al bate y dos cuentos más by Dinorah Coronado, winner of the 2008 "Aurora Tavárez Belliard" National Prize for Children's Literature, consists of three stories written at the third grade reading level. Each story contains an important character-building lesson that is didactic without being overly moralizing.

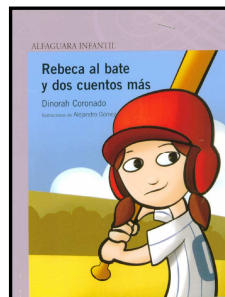
The title story, *Rebeca al bate*, is about a young girl who is up to bat in the last moments of the final game of an international baseball tournament in New York City. Can she score the winning homerun? While she is at bat, she remembers what her parents have taught her about the game and how hard she had to work in order to be where she is now. This lesson showcases the dedication and discipline needed to play a sport well and the importance of setting a goal and working hard to achieve it.

The next story, *Anita la olvidadiza*, tells the tale of a forgetful young girl who cannot even remember to turn off her bath water or brush her hair! One day, a friend changes Anita's life by suggesting that she make a list of her daily tasks, checking them off as she completes them. It's a brilliant system **if** she can remember to practice it! Students will love the silly things Anita forgets to do. *Anita la olvidadiza* is an entertaining way to learn about responsibility and the practical utility of list writing.

Finally, *José Rapidez* is the story of a boy whose need for speed makes him rather careless. For example, when he takes his dog for a run, he forgets to bring the dog! As a result of his inattention, José finds himself stranded on a deserted island. Alone on the island, José finds the time to process and reflect on the importance of being prudent.

Coronado occasionally employs non-traditional story structure by leaving out some fundamental story elements. For example, *Rebeca al bate* markedly excludes conflict. However, this difference can be utilized by teachers as an opportunity to show how stories are not always written in exactly the same way. My favorite story, *Anita la olvidadiza*, has the greatest strength of story structure, and Anita's happy-go-lucky, albeit absentminded character makes her the most lovable.

Despite any unconventional decisions in structure, Dinorah Coronado has a pleasant voice that captures and holds the reader's attention. Her humor is straightforward and uncomplicated, perfect for young readers to grasp. This book is a great snapshot of Dominican culture and everyday life. The best aspect of all three stories is how likeable the characters are, allowing children of various cultural backgrounds to relate easily to them. The clear portrayal of the characters in *Rebeca al bate y dos cuentos más* will undoubtedly entice students to read on.



Queremos recordarles a todos que el "Mes de la Hispanidad" se celebra entre el 15 de septiembre y el 15 de octubre. Visite Google y busque "septiembre celebra la hispanidad" donde encontrará miles de lazos en honor a esta celebración hispana por excelencia.

CALENDAR OF SPANISH BETAC ACTIVITIES *

*Additional workshops and conferences will be announced in future bulletins.

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

726 Broadway, 5th Floor,
New York, New York
10003

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ED OBE/FLS
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Contact information
nyssbetac@gmail.com

Bilingual Education Conference at Hostos Community College

Friday, 10/3 - 8:30 - 4:30 PM

To register, contact pmaymi@hostos.cuny.edu

ELL Forum for Counselors on Helping Immigrant Students Pursue Post-Secondary Options

Fordham University in the Bronx

Friday, 9/26 9-12 PM

To register, send an e-mail with "September 26th Workshop" in the subject line
to: bronxbetac@fordham.edu

Parent Literature Circles in Spanish

Bronx Welcome Center

Wednesdays: 9/17, 9/24, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12

Hispanic Parents Conference

Mid Hudson BETAC - Tuesday, 10/7 (Closed registration)

Spanish language and Literature Series: Native Language Support and L₁/L₂ Literacy Development

Wednesday 10/15 - Questar III BOCES, Albany (Closed registration)

Spanish language and Literature Series: Reading and Writing in Spanish

Thursday, 10/16 - Questar III BOCES, Albany (Closed registration)

Plazas Comunitarias Coordinators' Monthly Meetings

Tuesday, 9/9 1 - 4 PM

Tuesday, 10/4 1 - 4 PM

Tuesday, 11/11 1 - 4 PM

Tuesday, 12/9 1 - 4 PM

Art and Literacy for ELLs at MOMA

Dates TBA

In this interactive session, gallery visits and demonstrations will be followed by lesson development. Certificates for 6 PD hours will be provided, and breakfast and lunch will be available.

SAVE THE DATE!

January 23, 2008: NYS BETACs Institute: Addressing the Needs of ELLs in the Age of Accountability. NY State and national speakers; specific Manhattan location and registration information will be announced soon!

May 29, 2008: New York State Final Competition for the Spanish Spelling BEE - Grades 4 to 8

Location: Scholastic Auditorium, Manhattan. Districts Register by December 19th, 2008 with gail.slater@nyu.edu

STATE AND NATIONAL CONFERENCES

New York State Association of Foreign Language
Teachers (NYSAFLT)
October 9 – 12, 2008
Saratoga Springs, NY
www.nysaflt.org

Association for Supervision and Curriculum
Development (ASCD)
March 14-16, 2009
Orlando, FL.
www.ascd.org

New York State Teachers of English to Speakers
of Other Languages (NYSTESOL)
November 14/- 16, 2008
Buffalo, New York
www.nystesol.org

Teachers of English to Speakers of Other
Languages
March 26 - 28, 2009
Denver, CO
www.tesol.org

National Council of Teachers of English (NCTE)
Nov. 20-23, 2008
San Antonio, TX
www.ncte.org

American Educational Research Association
(AERA)
April 13-17, 2009
San Diego, CA
www.aera.org

American Council on the Teaching of Foreign
Languages (ACTFL)
November 21/- 23, 2008
Orlando, FL
www.actfl.org

Northeast Conference on the Teaching of Foreign
Languages (NECTFEL)
April 11 - 16, 2009
New York City Marriott Marquis
www.nectfl.org

National Staff Development Council
(NSDC)
Dec. 6 – 10, 2008
Washington, DC.
www.nsdcc.org

Commission on Adult Basic Education (COABE)
April 18-22, 2009
Louisville, KY
www.coabe.org

National Association for Bilingual Education
(NABE)
February 18 – 21, 2009
Austin, Texas
www.nabe.org

National Council of Teachers of Mathematics
(NCTM)
April 22- 25
Washington, DC.
www.nctm.org

California Association for Bilingual Education
(CABE)
Feb. 25 – 28
Long Beach, CA
<http://www.bilingualeducation.org/>

International Reading Association (IRA)
Feb. 21 – 25, 2009
Phoenix, AZ
and May 3 – 7, 2009 in Minneapolis, MN
www.reading.org/

NYS Association for Bilingual Education
(NYSABE)
March 11 - 14, 2009
Tarrytown, NY
www.nysabe.org

National Educational Computing Conference
NECC
June 28- July 1, 2009
Washington, DC.
www.necc.org