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Metropolitan Center for Urban Education

New York State Spanish BETAC



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HAPPY HOLIDAYS TO ALL OUR READERS!

10 Ways to Support ELLs in the School Library  
From Jacqueline Jules



Watch [A Welcoming Library](#)

From *Launching Young Readers: Becoming Bilingual*.

The school library is an important resource for English language learners. It may be the first place many students and their families experience using a lending library. What can school librarians do to show ELLs that libraries are welcoming places of entertainment and enrichment? Here are some ideas, and don't miss the recommended [resources](#) or the American Association of School Librarians' [report on ELLs](#) at the end of the article.

1. Provide Foreign Language Materials in Easy-Access Displays

There are a number of ways to keep bilingual or foreign language books front and center in the library, and to integrate them into the curriculum:

- **Translated books:** Keep your Spanish and other translated books on shelves close to the action, rather than in a hidden corner. Mark these sections with bilingual signs in Spanish/English, Chinese/English, etc.
- **Curriculum resources:** Be familiar with the curriculum and have as many translated books as possible on topics that students will be studying. For example, many of the *Magic School Bus* books are available not only in English, but also [in Spanish](#) and French and could be powerful learning tools for ELLs who need some extra support in a science class.

2. Provide Books and Information on Countries of Origin

ELLs love seeing colorful pictures from their birth countries in books or online. You can provide access to those resources by making these materials available:

- **Books about different countries:** With limited school and library budgets, you may not be able to buy many books in a range of languages. If you don't have a large population from Vietnam, for example, you may not be able to buy more than a few books in Vietnamese, but you can have books *about* Vietnam. Choose books with dynamic photos and illustrations of important symbols such as the flag.
- **Online resources:** Many educational websites provide information and pictures from countries around the world. Some are free, while others require a paid subscription to access a database or encyclopedia. A homesick child might enjoy an online trip back home and will learn some computer skills in the process.

### 3. Provide Electronic Access to Materials in Other Languages

Many online resources are also available in other languages, such as the following:

- **Reference materials:** Spanish versions of World Book Online, [Grolier Online](#), and Encyclopædia Britannica's [PlanetaSaber](#) are available as part of these websites' subscription packages. You may also wish to show students how to use the English-Spanish online dictionaries that include audio pronunciation guides, such as [Merriam-Webster](#) or [WordReference.com](#).
- **Reading materials:** Share stories with your students from the [International Children's Digital Library](#), which includes children's books in more than 50 languages.

Post links to these websites on your library web page for easy access from school or home.

### 4. Provide Audio Materials and Instruction on How to Use Them

Audio materials can be very helpful to ELLs, from books on CD to free podcasts. Some students will not have the devices required to play the materials at home, so here are some ways around that:

- **Playaways®:** These are [audio books](#) that are preloaded on a portable player. A number of children's and young adult titles are available. Students may need instruction on how to use the players and change batteries.
- **Library-owned CD players, MP3 players, or iPods:** Many classrooms and libraries are using technology to support ELLs' language acquisition. Students can use these players in the library to listen to ESL podcasts, listening activities on CD, or other audio programs. Learn more in ["iPods in the Library?"](#) From *School Library Journal*.
- **Library computers:** Students can use headphones to listen to free podcasts or watch educational videos. Short translated instruction sheets and stickers for players and computers will help students learn how to use these technologies effectively.



**Good Comics for Kids**  
**Brigid Alverson**

### 5. Share Culturally Meaningful Stories

With curricular demands, classroom teachers have little time to acknowledge holidays through stories and read-alouds. This can be done in the library, however. Here are some ideas for different holidays:

- **Halloween:** Read one of the children's book versions of "La Llorona, the Weeping Woman" — a Mexican folktale the students may have heard from family members or friends.
- **Thanksgiving:** Remember that ELLs may feel left out when hearing stories of families eating traditional American foods which are not served in their own homes. Share stories of immigrants celebrating Thanksgiving in their own way, such as *Molly's Pilgrim* and other titles featured on the Colorín Colorado bilingual [Thanksgiving Tales booklist](#). This topic is near and dear to my heart, and I focus on this issue in my children's book [Duck for Turkey Day](#).
- **Ramadan, Divali, or Chinese New Year:** Recognize ELL students' home celebrations by doing read-alouds on these holidays and asking students to share their own traditions.
- **Winter break:** Spend a week promoting winter and holiday stories from around the world that feature a number of traditions and cultures.

By incorporating these stories into library time, we validate children's cultural heritage and foster their self-esteem and adjustment.

(Click on the picture to find a video version of this book about a girl from Argentina who didn't know any English.)



## 6. Watch Your Words!

ELLs sometimes need help with instructions, vocabulary, or understanding a key piece of background knowledge in a story. It's important not to take their comprehension for granted as you might for English-speaking students. Support their comprehension in the following ways:

- **Clarify instructions:** Be on the lookout for puzzled faces. Reading instructions aloud doesn't always clear confusion for ELL learners. If you ask your students to practice Atlas skills with a worksheet and you see they are having trouble getting started, find out if there is an unfamiliar word in the directions or questions.
- **Help students build background knowledge:** During read-alouds, be prepared to stop and explain words like "patriotic" and "accomplishment." Never make assumptions that students will understand references to American culture and geography. Ask if the students know where the Grand Canyon is if it is referenced in the story. Encourage students to raise their hand if they don't understand a word.

## 7. Make Story Time Interactive

Interactive story time is a favorite activity for many ELLs at our library. You can get kids participating by using these strategies:

- **Choral response:** Everyone can say "Moo!" For story time, choose books that have a short repeated chorus or animal sounds everyone can chime in with. ELL students like to participate, and a repeated phrase or song will allow them to feel included, even if they don't yet understand the meaning of "I'll huff and I'll puff!"
- **Music:** Songs are a great way to teach library skills and promote a love of reading. Easy-to-learn ditties can become earworms students will repeat, giving them more practice with the English language. Use simple songs to begin and end story time. I have a favorite reading song, which you can listen to at [jacquelinejules.com](http://jacquelinejules.com)

## 8. Use Visuals at Story Time

Using visuals will help ELLs learn new vocabulary words and will add meaning to stories or read-alouds:

- **Flannel board pieces, props, and puppets:** These are great tools for engaging all students and will enhance comprehension of new stories.
- **Tangible objects:** If a gourd is featured prominently in a story, bring one in to show ELL learners who might not understand the word in English. Whenever possible, use "realia" -- ELL learners especially benefit from any three dimensional objects you bring in to enhance the reading experience.

## 9. Use Visuals in Your Correspondence Home

The concept of a lending library may be new to immigrant families. You can help them get familiar with library books by doing the following.

- **Recognizing library books:** Prepare a short translated note explaining when library books must be returned. Include a bar code, a spine sticker, and library stamp on the letter to help parents identify library materials, which must be returned in a timely manner, as opposed to RIF books and Title I materials.
- **Overdue notices:** If books are overdue, send home a print-out from your catalogue that contains the book cover, or send an e-mail with the book cover graphic. Visuals can get better results than a translated note simply listing the name of the overdue book.

## 10. Promote the Public Library, too!

There are a number of things that school librarians can do to encourage ELL families to use the public library:

- **Library cards:** Encourage your ELL families to obtain a public library card. Keep a list available (in different languages if possible) of different resources at your local library so that you can show parents what they will be able to use if they get a card.
- **Librarian outreach:** Invite a public librarian to come to an evening event, provide an overview of library materials and resources (with lots of visuals!), and sign up new families for library cards.
- **Family night:** Arrange for an evening family event at the public library, where families can take a tour, visit the children's section, and learn about programs offered at their local branches.

Try some of these ideas this year! I hope you find they go a long way in helping ELLs feel comfortable and welcome in the school library, and that they support student learning throughout the year.

### AASL Report on ELLs: School Libraries Count!

In 2007, the American Association of School Librarians (AASL) initiated an annual survey of school library media programs. Each year, the survey addresses a current issue within the school library field in addition to its standard questions. In 2009 AASL focused these questions on English Language Learners (ELLs). [This report](#) summarizes those findings.

### Recommended Websites and Databases (Starred websites require a subscription)

[PBS Teachers](#)

[National Geographic: Kids](#)

[Lonely Planet Travel Guide](#)

[CultureGrams\\*](#)

[National Geographic: Education Resources](#)

[National Geographic](#)

[Discovery Kids](#)

[Google Earth](#)

[WorldBook Online\\*](#)

[National Geographic: Photography](#)

[Smithsonian Kids](#)

[Google Images](#)

[Grolier Online\\*](#)

[Time for Kids: Around the World](#)

**A Welcoming Library** - Learn how to make your library accessible for children in multiple languages in this clip from [Launching Young Readers: Becoming Bilingual](#).

### About the Author

Jacqueline Jules is a teacher, librarian, poet, and author of fourteen children's books. Two of them, *No English* and *Duck for Turkey Day*, were directly inspired by her work with English Language Learners as an elementary school librarian in a Title I school in Virginia. *No English* is the story of two second grade girls who find a creative way to overcome a language barrier. *Duck for Turkey Day* is the story of Tuyet, who is worried because her family is not following the "rules" for Thanksgiving she learned in school. Both books validate the immigrant experience in America, encourage readers to reach out to newcomers, and embrace the diversity in our schools. To learn more about Jacqueline, take a look at *Colorín Colorado's* 2008 [interview with her](#) and [her website!](#)

Article originally published in *Colorín Colorado*

## The Best of Young Spanish Language Novelists

*Granta* is a quarterly magazine published in the United Kingdom devoted to new writing, including fiction, reportage, memoir and photography. *Granta* recently published a list of “The Best of Young Spanish Language Novelists”. Announced at a press conference at the Círculo de Bellas Artes in Madrid on October 1, 2010, the issue was celebrated with events in London and New York from November 29 to December 3. Here is the list of the writers and their birth year:

Andrés Barba – España, B. 1975  
Oliverio Coelho – Argentina, B. 1977  
Andrés Ressa Colino – Uruguay, B. 1977  
Federico Falco – Argentina, B. 1977  
Pablo Gutiérrez – España, B. 1978  
Rodrigo Hasbún – Bolivia, B. 1981  
Sónia Hernández – España, B. 1976  
Carlos Labbé – Chile, B. 1977  
Javier Montes – España, B. 1976  
Elvira Navarro – España, B. 1978  
Matías Néspolo – Argentina, B. 1975  
Andrés Neuman – Argentina, B. 1977  
Alberto Olmos – España, B. 1975  
Pola Oloixarac – Argentina, B. 1977  
Antonio Ortuño – México, B. 1976  
Patricio Pron – Argentina, B. 1975  
Lucía Puenzo – Argentina, B. 1976  
Santiago Roncagliolo – Perú, B. 1975  
Andrés Felipe Solano – Colombia, B. 1977  
Samanta Schweblin – Argentina, B. 1978  
Carlos Yushimito – Perú, B. 1977  
Alejandro Zambra – Chile, B. 1975



*Granta* editor John Freeman, Mercedes Monmany (panel judge) and Valerie Miles, co-editor of *Granta* en español

Visit the [blog of Granta en español](#), or the [Duomo Ediciones website](#), where you can buy the Spanish edition.

### Explore Latin-America with CLACS at NYU

Attention K-12 educators!

The NYU Center for Latin American and Caribbean Studies (CLACS) is reaching out to educators around New York City who may be interested in exciting programming for NYC high school teachers and many other ongoing Latin America-focused events and resources sponsored by CLACS. The aim of CLACS is to support local teachers in the metro area and bring high-quality scholarship on Latin America and the Caribbean into classrooms. CLACS would like to invite you to join its K-12 email list which will enable you to receive information about K-12 events and related programs. You may also choose to sign up for other email lists, all of which you may access through this link.

Past training events for K-12 teachers have included workshops on Haiti and workshops on Quechua Language. In January 2011, CLACS will be organizing workshops on the Cold War in Latin America. Please direct colleagues who may be interested in CLACS programming and resources, to their K-12 website: <http://clacs.as.nyu.edu/page/k12outreach> and our home page: <http://clacs.as.nyu.edu/page/home>

## Bilingual Education Students Outperform Peers after 6th Grade

By Ramon Bracamontes, *El Paso Times*, 10/29/2010

Students in bilingual education outperform their peers in English-only programs after the sixth grade, a San Jose State University professor said Thursday in El Paso. Professor Kathryn Lindholm-Leary told educators at the Texas Association for Bilingual Education Conference that she has studied bilingual programs in 10 states during the past 20 years. The study results were always the same. "The bilingual students will outperform the other students in English and in math," she said. "There is a lot of high-quality research that backs that up."

Lindholm-Leary spent an hour discussing her conclusions and pointed to several national studies that compare bilingual students to English-only students. She said bilingual educators need to know the amount of research that has been done on this topic because school boards and business leaders often do not believe those findings. "We keep hearing that students need to learn English, and they must be forced to speak English to learn English," she said. "But studies have shown that students in dual-language programs succeed in English and in school. In the end, they are stronger in English because they are stronger in Spanish."

Diana Natalicio, president of the University of Texas at El Paso, told those at the conference that it is difficult to convince others that bilingual students can compete with anyone. She said people do not want to accept that low-income, Spanish speakers can outperform English-only speakers. Instead, it is easier to make assumptions about students' proficiency, Natalicio said.

She told the educators to fight what she called the politics and practices of exclusion. "Let's ensure that every young person with a big dream has an opportunity to achieve it. Too often," Natalicio said, "young Hispanic children who do not speak English are told they cannot succeed in school or cannot go on to college. We have to be bold and step up to push back at those silly assumptions."

Natalicio said UTEP was an example of erroneous claims that Hispanic students cannot compete globally. Twenty years ago UTEP offered one doctoral program, in geology. Today the school has 17 doctoral programs and is competing to become a "tier-one" research university, despite the fact that a large portion of its students are low-income and Hispanic.

"Isn't it funny that children in elementary school get told they must learn English, they must speak English," she said, "and when they get to college they get told to learn a second language, that it will help them in their career."

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[http://www.elpasotimes.com/news/ci\\_16462296?source=most\\_email](http://www.elpasotimes.com/news/ci_16462296?source=most_email)

### Bilingualism and Cognitive Benefits

From *Brain Research and Instruction Newsletter*, Fall 2010 by Janet Zadina, Ph.D.

According to Dr. Zadina, being a fluent bilingual appears to confer certain cognitive benefits. Because bilinguals have to exercise more control, they get better at controlling their attention and perform better on measures of selective attention. This supports the importance of having a second language. If the second language is introduced earlier, cognitive benefits may occur earlier.

In addition, Dr. Zadina speaks about the importance of "gesture." One of the strategies she advocates is that all students stand when doing pair-shares. She also says that you can usually tell who is on task by whether or not they are gesturing. Gesturing helps us think. It is an important part of language research. A new study that comments on gesture with regard to second language acquisition can be found on Dr. Zadina's website. It is: Methodological reflections on gesture analysis in second language acquisition and bilingualism research by Marianne Gullberg at the Max Planck Institute. *Second Language Research* 26.1 (2010); pp 75-102.

## **A Different Approach to Differentiated Instruction** (Excerpted and Edited from Education Week)

Noted education writer Mike Schmoker recently wrote in *Education Week* that differentiation was undermining effective curriculum and instruction. He explained that there is no research evidence to support differentiation and that often teachers don't have the time to assemble multiple sets of materials for each student or group. Often, teachers were unable to "provide sustained, properly executed lessons for every child or group..." Schmoker has seen differentiation reduce expectations for some students. For example, "In English, 'creative' students made things or drew pictures. 'Analytic' students got to read and write."

What does Schmoker propose instead?

- A coherent, content-rich, guaranteed curriculum, so that the subject matter and intellectual skills that are taught in each classroom "don't depend on which teacher a student happens to get."
- Students reading, discussing, arguing, and writing about what they read every day, across the curriculum.
- Well-taught lessons, which include a clear, curriculum-based objective, a quick diagnostic assessment, and several cycles of instruction, guided practice, checks for understanding, and ongoing adjustments to instruction. "Solid research demonstrates that students learn as much as four times as quickly from such lessons," says Schmoker.

"When Pedagogic Fads Trump Priorities" by Mike Schmoker in *Education Week*, Sept. 29, 2010 (Vol. 30, #5, p. 22-23), <http://www.edweek.org/ew/articles/2010/09/29/05schmoker.h30.html>

### **Long Island Schools Meet to Craft Second Language Proficiency Exams**

Forty (40) Long Island schools have joined together to implement state mandated Second Language Proficiency Exams. On Wednesday, December 1, 2010 a consortium of 40 Long Island Schools, which comprise the Foreign Language Association of Chairpersons and Supervisors (FLACS [www.flacs.org](http://www.flacs.org)), met for the purpose of creating the 2nd Language Proficiency Examinations and Regents Examinations for Middle School and High School Language curriculums in 6 areas including Spanish, French, Italian, Latin, German and Hebrew.

The creation of these exams by NYS School Districts is now mandated by the New York State Department of Education as a deficit-reducing action. However, the responsibility and the expense for the exams have been passed onto the schools themselves. The FLACS Consortium agenda for the December 1 meeting was as follows: establish a process for exam creation; create language and assessment specific committees; appoint a chairperson; establish deadlines; consider Copyright Laws; conduct the specific item-writing for each language exam.

## Thoughtful Scaffolding during Guided Reading Instruction

“Saying or doing the just-right thing so that students do the cognitive work is a critical aspect of teaching reading and writing,” say San Diego State University professors Nancy Frey and Douglas Fisher in *The Reading Teacher*. The heart of small-group literacy instruction is providing students with the scaffolding they need to move toward self-sufficiency in what Vygotsky called the Zone of Proximal Development – where tasks are challenging but not too challenging and where expert help (not too much and not too little) will accelerate learning.

The skillful teacher provides scaffolds that guide, not simply tell, steps back and observes what students do, continuously assesses how well instruction is sticking, and gradually releases responsibility to the student. “The use of these scaffolds represents the intersection of the art and the science of teaching,” say Frey and Fisher. “Perhaps this is why small-group guided instruction is often identified as the most complex type of teaching.”

To capture how the most effective teachers do this challenging work, Frey and Fisher closely observed 18 kindergarten through fifth-grade urban teachers. These teachers were “fairly systematic, yet not scripted, in their approach to small-group guided instruction,” say the authors, and used four kinds of scaffolding:

### Checking for understanding:

- *Elicitation questions* – These ask students to give information or deal with a misconception using previously-taught concepts or skills – *who, what, when, where, why, and how* questions.
- *Elaboration questions* – These are often follow-ups to the first kind of question, for example, “Can you tell me more about that?” or asking students where they found the information and why it supports an answer.
- *Clarification questions* – These also follow up on elicitation questions to dig deeper into students’ knowledge of the content, for example, “What evidence do you have of that trait?” and “You read the word *mighty*. Tell me about that word.”
- *Divergent questions* – These ask students to consolidate concepts about two topics to formulate a new understanding, often drawing on background knowledge – for example (in a third-grade class looking at a map of California), “Why might the Sierra Nevada mountain range be called ‘the backbone of the state?’”
- *Heuristic questions* – These ask students to formulate a problem-solving technique or rule of thumb – for example, after reading two editorials on school uniforms, one written by the president of a school uniform company, students were asked, “Are there techniques you use to make a judgment about these letters?”
- *Inventive questions* – These invite students to use what they’ve learned to speculate or create – for example, asking students to make a list of items that would be vital for an astronaut traveling to Mars.

### Prompting when students are confused:

- *Prompting for background knowledge* – Often students have the background knowledge but haven’t activated it. When reminded, the frequent response is, “Oh, yeah!”
- *Prompting for process or procedural knowledge* – For example, a teacher might refer students working on a composition to a checklist or rubric on the traits of effective writing.
- *Prompting for models, templates, or frames* – This would include using a mentor text to understand and emulate the writing style of a particular author and a teacher urging students to use the words *hieroglyphics, writing system, and civilization* in their group discussions on Egypt.
- *Prompting for reflective knowledge* – These get students thinking about their thinking – metacognitive processes on how they are learning and how learning might be breaking down – for example, *What am I trying to accomplish? What strategies am I using? How well am I using the strategies?* and *What else could I do?* Younger students might be prompted with teacher questions like, “Does that make sense to you?” and “How would you say that?” and “What can you do to help yourself?”

### Cuing students when they aren't noticing something:

- *Visual cues* – Drawing students' attention to illustrations, photographs, bold-faced words, graphs, charts, diagrams, or blinking icons – for example, “Did you see the bear on this page? Take a look at what he's holding. That will help you make an inference.”
- *Verbal cues* – For example, “Watch out! This is a tricky word. Pay attention to all the parts.”
- *Gestural cues* – The teacher moves his or her body to focus students' attention – for example, using a specific gesture for finding the main idea or silently pointing to a language chart.
- *Physical cues* – This might include touching a student's hand to encourage the student to keep reading or touching a student's shoulder to divert the student's gaze to the left.
- *Environmental cues* – Teachers had word walls (which helped one student find the spelling of the word *beautiful*) and sentence frames to help students understand – for example, “Some spiders \_\_\_\_\_, but all spiders \_\_\_\_\_.”
- Direct explanations and modeling:  
When questions revealed a lack of understanding and prompts and cues didn't resolve the issue, teachers explained or modeled. “In the language of the gradual release of responsibility,” say Frey and Fisher, “these explanations required that the teacher reassume control of the thinking and demonstrate how the task could be completed or the strategy could be applied.” For example, a fifth-grade teacher whose students were struggling with writing instructions took out a piece of paper and wrote a sample introduction, thinking aloud as she did so.

“Identifying Instructional Moves during Guided Learning” by Nancy Frey and Douglas Fisher in *The Reading Teacher*, October 2010 (Vol. 64, #2, p. 84-95)

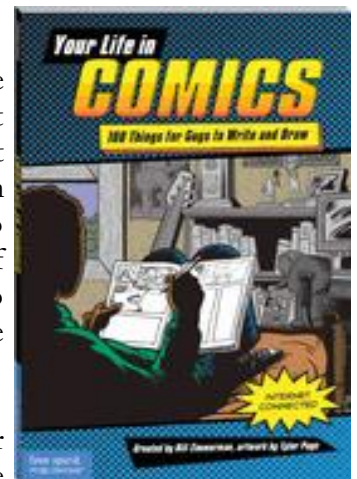
The authors can be reached at [nfrey@mail.sdsu.edu](mailto:nfrey@mail.sdsu.edu) and [dfisher@mail.sdsu.edu](mailto:dfisher@mail.sdsu.edu)

## Interactive Comics for Boys 9-13 Years Old

Bill Zimmerman, the creator of “makebeliefscomix.com” has published a new interactive comic book for reluctant boy readers entitled, “Your Life in Comics: 100 Things for Guys to Write and Draw.” These free activity pages can be downloaded from the, Free Spirit Publishing web site: <http://bit.ly/Your-Life-in-Comics>. A sampling can also be found in the printable sections of MakeBeliefsComix.com at <http://www.makebeliefscomix.com/Printables/>

In the author's words, “I wrote ‘Your Life in Comics’ for boys in the 9-13 age range to help them create their own comics books by filling in dialogue and thought balloons of the characters shown in different situations that deal with important topics in their lives, including family, friends, school, health and the future.” Filling in the balloons offers them a way to express thoughts that might be difficult for them to verbalize. Other pages encourage readers to draw full comic strips with the help of word or picture prompts, as well as other creative activities that allow them to personalize the book and keep their own journal. On many of the pages, too, are Web links pointing the way to fun, interactive online resources.

Send feedback to the author at [wmz@aol.com](mailto:wmz@aol.com). His goal is to incorporate your suggestions in future editions of the book. Excerpts from it can be found on web site – [www.billztreasurechest.com](http://www.billztreasurechest.com).



## Hispanic Youth Leadership Institute

The deadline to submit applications for the Hispanic Youth Leadership Institute has been extended to **January 6, 2011**. Hispanic students in grades 11 and 12 are invited to submit applications to apply for a six Saturday Leadership Training Institute that culminates in an all expenses-paid weekend in Albany in which students participate in the legislative process and meet congressmen. The Leadership Institute is sponsored by the New York Senate and Assembly Puerto Rican Task Force, the NYS/NYC Network of Regional BETACs, the New York State Education Department, and the New York City Department of Education. For more information, please see the flyer on page 26 of the bulletin. To apply, go to <http://www.surveymonkey.com/s/BS57KCB>

Who should apply? 11<sup>th</sup> and 12<sup>th</sup> grade Hispanic students.

PR/HYLI Training Saturdays: January 29, February 5, February 12, March 5, March 19, March 26

PR/HYLI Weekend Dates: Saturday, April 2 - Monday April, 4, 2011

## National Youth Science Camp Applications - Due January 21, 2011

Applications to attend the 2011 National Youth Science Camp (NYSC) are now available online at <http://www.nysc.org/w/2011.html>. Two graduating high school students will be selected to represent New York at the all-expenses paid honors program which will be held from June 30 through July 24, 2011. To apply, please download the application packet from <http://www.nysc.org/w/2011.html> and follow the enclosed instructions. For more information about the NYSC, please visit <http://www.nysc.org>. For questions about the application process, please contact Mr. Anthony Jaacks at 518-474-5922 or by E-mail at [ajaacks@mail.nysed.gov](mailto:ajaacks@mail.nysed.gov). The NYSC is hosted and operated by the National Youth Science Foundation (<http://www.nysf.com/>). Applications must be received no later than January 21, 2011.

## Learn Spanish at the Cervantes Institute

Instituto Cervantes

Winter Term 2011

Two Week Super Intensive Course Jan 24 to Feb 4

For a complete list of courses including Spanish for Business, for Heritage Speakers, Art, Flamenco, Cinema, Catalan, Basque, Gallego, as well as regular courses for adults and children, email: [classprogram@cervantes.org](mailto:classprogram@cervantes.org)

Instituto Cervantes New York  
211 East 49<sup>th</sup> Street, New York, NY 10017  
Tel: 212 308 7720 Fax: 212 308 7721  
<http://newyork.cervantes.org>

## TELECLIP TV

### Children's Television in Spain and the United States

*Teleclip TV*<sup>TM</sup> is an Internet news channel made by and for youth between the ages of 7 and 16. The news targets a youth audience in the Spanish-speaking world. On *Teleclip TV*<sup>TM</sup>, young people develop and present professionally produced stories of interest to their peers, servicing .

*Teleclip TV*<sup>TM</sup> is a trademark of *e-Televisión, Estudios y Aplicaciones, S.L.*, a spin-off company. *E-Televisión* is a research project directed by Dr. Loreto Corredoira, Professor of the *Universidad Complutense de Madrid*. In 2007, *e-Televisión* developed *Teleclip TV*<sup>TM</sup> in collaboration with other universities, technology partners and educational organizations. Currently, *Teleclip TV*<sup>TM</sup> has its own production team and channel at <http://www.teleclip.tv/>

The *Teleclip TV*<sup>TM</sup> newsroom is composed of youth groups from different countries. The young people participate in the writing and video production workshops and/or send in their clips and scripts. Participation is open to all and includes schools and other institutions. Currently, there are more than 200 enthusiastic reporters who participate with the support of their parents and teachers. Parents participate by helping their children to record and upload their videos, sharing their opinions and helping to improve the content on the site. Parents must also authorize the use of photos and images of their children online. *E-Televisión* staff then previews all videos and decides whether or not to broadcast them.

Through *Teleclip TV*<sup>TM</sup>, young people learn to:

- value the ideas of others as they research topics for their clips
- understand the complexity of the information and ideas they wish to transmit
- write and broadcast videos that are comprehensible to their audience
- strive for excellent oral and written skills
- to use body language to present information and ideas

During January, February and March of 2011, *e-Televisión* staff will be teaching Spanish and TV workshops at the Cervantes Institute on 49<sup>th</sup> Street in Manhattan. For more information, e-mail: [info@e-television.es](mailto:info@e-television.es)

### National Clearinghouse for English Language Acquisition Hosts Webinars on ELLs

[www.ncele.gwu.edu](http://www.ncele.gwu.edu)

*SchoolsMovingUp* is once again excited to bring you a webinar series focused on English language learners, with nationally recognized researchers and professional development providers. The presenters will review their respective chapters of [Improving Education for English Learners: Research-Based Approaches](#), and give implications for educators and administrators nationwide. The remaining webinars are scheduled as follows:

Date	Title	Presenters
January 19, 2011	Programs and Practices for Effective Sheltered Content Instruction	Jane Echevarria and Deborah Short
February 9, 2011	English Language Development: Issues and Implementation in Grades 6 – 12	Kate Kinsella
February 16, 2011	Alternate Educational Programs for English Learners	Kathryn Lindholm-Leary and Fred Genesee

More information about the series can be found on *SchoolsMovingUp* [upcoming webinars](#) page.

## The 2010 DREAM Act

By Lorena Guadiana

NYU Robert F. Wagner School of Public Service Graduate Student

The Development, Relief and Education for Alien Minors Act (DREAM Act) is a bipartisan bill proposal that could provide undocumented youth and young adults a pathway to earned citizenship under specific stipulations set by the legislation. Beneficiaries must have graduated from a US high school or obtained a GED, attended college or served in the US military, and be under the age of 30 in order to qualify. For more information on the exact text of the bill, visit [www.thomas.gov](http://www.thomas.gov) and search for "DREAM Act". The bill made it through the House of Representatives in Congress on December 8, 2010 and is scheduled to continue the legislative process in the Senate before 2011.

The DREAM Act movement has witnessed an unprecedented momentum with many young adults openly revealing their status as they continue to search for an opportunity to exercise their aspirations. Many of them, amidst all the adversity, are able to succeed academically only to find out that higher education or specific career paths are out of their reach due to their status. Even when they have been able to achieve a college education they struggle with their inability to obtain formal employment. In fact, DREAM Act activists are mobilizing and urging citizens all over the country to call their Senators to support this important piece of legislation. There are approximately 65,000 undocumented graduating from US high schools on a yearly basis. A study by the Migration Policy Institute<sup>1</sup> estimates 2.1 undocumented young adults in the U.S., of which 7 percent are in New York.

Many politicians have shied away from evaluating the currently broken immigration system and from serious conversations about comprehensive immigration reform. Potential DREAM Act beneficiaries say the bill represents the possibility to launch a broader conversation. In addition, adjusting the immigration status of the young people who have assimilated and lived in the U.S. for most of their lives would boost the economy and the workforce. One study<sup>2</sup> indicates they would generate between \$1.4 trillion and \$3.6 trillion by earning higher wages, investing in education, opening bank accounts, buying homes, and starting businesses.

**UPDATE:** *As of December 18, 2010, the Dream Act Bill was blocked in the Senate by a 55-to-41 vote, five votes short of the number needed to clear the way for its final passage, and effectively killing the bill for this year."*

WE MUST NOT GIVE UP! The most urgent need right now is to call US Senators to sponsor the DREAM Act. Click below to read a recent statement by President Obama about the House voting to pass the DREAM Act: <http://www.whitehouse.gov/the-press-office/2010/12/08/statement-president-house-voting-approve-dream-act>

### New York Regional Resources on the DREAM Act

The New York Immigration Coalition: <http://www.thenyic.org/>

Coalition for Asian American Children & Families: <http://www.cacf.org>

Families for Freedom: <http://www.familiesforfreedom.org>

New York State Youth Leadership Council: <http://www.nysylc.org/>

The Opportunity Agenda: <http://opportunityagenda.org/>

### National Resources on the DREAM Act

United we DREAM: <http://www.unitedwedream.org>

Immigration Legal Resource Center: <http://www.ilrc.org>

Immigration Policy Center: [www.immigrationpolicy.org](http://www.immigrationpolicy.org)

Migration Policy Institute: [www.migrationpolicy.org](http://www.migrationpolicy.org)

Mexican American Legal Defense Fund: [www.maldef.org](http://www.maldef.org)

### Videos on the DREAM Act

Unsockumented, a video made by students at Global Action Project

[http://www.teachertube.com/viewVideo.php?video\\_id=35478&title=Unsockumented](http://www.teachertube.com/viewVideo.php?video_id=35478&title=Unsockumented)

A Dream Deferred <http://vimeo.com/4576582>

## La Real Academia Española (RAE) Cambia las Reglas de Ortografía

Noticias de la RAE

La Real Academia Española (RAE) divulgó recientemente las nuevas reglas ortográficas, entre las que se encuentra la eliminación de varias tildes, el cambio en la denominación de algunas letras y la forma de escribir de algunas palabras, publicó en noviembre el diario español, *El País*. El coordinador de la Real Academia Española, Salvador Gutiérrez Ordóñez, señaló que la nueva edición de la *Ortografía de la RAE*, que se publicará antes de Navidad (2010), trata de ser “razonada y exhaustiva pero simple y legible” y sobre todo “coherente” con los usos de los hablantes y las reglas gramaticales. Sin embargo, aclaró que seguir escribiendo las palabras sin tomar estas modificaciones en cuenta “será tomado como una falta de ortografía”. El texto básico fue aprobado por la *Comisión Inter-académica de la RAE*, que se reunió en la ciudad española de La Rioja, y ratificado el 28 de noviembre en la Feria del Libro de Guadalajara, México, durante el pleno de las 22 academias. Éstas son algunas de las modificaciones previstas en el nuevo texto.

**La i griega será ye.** Algunas letras de nuestro alfabeto recibían varios nombres: be, be alta o be larga para la b; uve, be baja o be corta, para v; uve doble, ve doble o doble ve para w; i griega o ye para la letra y; ceta, ceda, zeta o zeda para z. La nueva ortografía propone un solo nombre para cada letra: be para b; uve para v; doble uve para w; ye para y (en lugar de i griega). Según el coordinador del nuevo texto, el uso mayoritario en español de la i griega es consonántico (rayo, yegua), de ahí su nuevo nombre, mayoritario además en muchos países de América Latina. En tanto, la desaparición de la “i griega” afecta también a la “i latina”, que pasa a denominarse simplemente “i”.

**Ch y LL ya no son letras del alfabeto.** Desde el siglo XIX, las combinaciones de letras ch y ll eran consideradas letras del alfabeto, pero ya en la Ortografía de 1999 pasaron a considerarse dígrafos, es decir, “signos ortográficos de dos letras”. Sin embargo, tanto la “ch” como la “ll” permanecieron en la tabla del alfabeto. La nueva edición las suprime formalmente.

**La eliminación de la tilde en algunos casos – ejemplo: “solo”.** Hay dos usos en la acentuación gráfica tradicionalmente asociados a la tilde diacrítica que es la que modifica una letra como también la modifica, por ejemplo, la diéresis: llegue, antigüedad. Los dos usos son:

1. el que opone los determinantes demostrativos este, esta, estos, estas, e. g., ese libro me gusta, frente a los usos pronominales de las mismas formas, e. g., ese no me gusta;
2. el que marcaba la voz solo en su uso adverbial, e. g., llegaron solo hasta aquí, frente a su valor adjetivo, e. g., vive solo.

**Guion, también sin tilde.** Hasta ahora, la RAE consideraba “monosílabas a efectos ortográficos las palabras que incluían una secuencia de vocales pronunciadas como hiatos en unas áreas hispánicas y como diptongos en otras”. Sin embargo, permitía “la escritura con tilde a aquellas personas que percibieran claramente la existencia de hiato”. Se podía, por tanto, escribir guion-guión, hui-huí, riais-riáis. La nueva Ortografía de la RAE considera que en estas palabras son “monosílabas a efectos ortográficos” y que, cualquiera sea su forma de pronunciarlas, se deben escribir siempre sin tilde.

**“4 o 5” y no “4 ó 5”.** Las viejas ortografías se preparaban pensando en la escritura a mano. La nueva incorpora la moderna escritura mecánica desde la máquina de escribir a la computadora. Hasta ahora, la conjunción “o” se escribía con tilde cuando aparecía entre cifras (4 ó 5 millones). Era una excepción de las reglas de acentuación del español: “era la única palabra átona que podía llevar tilde”. Sin embargo, los teclados de computadora eliminan esa confusión al tener la letra y el número formatos diferentes, por lo que directamente esa norma se suprimió.


**Catar y no Qatar.** Aunque no siempre lo fue, la letra “k” ya es plenamente española, de ahí que se elimine la q como letra que representa por sí sola el fonema /k/. “En nuestro sistema de escritura la letra q solo representa al fonema /k/ en la combinación qu ante e o i (queso, quiso). Por ello, la escritura con “q” de algunas palabras (Iraq, Qatar, quórum) representa una incongruencia con las reglas”. De ahí que pase a escribirse ahora: Irak, Catar y cuórum. ¿Y si alguien prefiere la grafía anterior: “Deberá hacerlo como si se tratase de extranjerismos crudos (*Qatar* y *quorum*, en cursiva y sin tilde)”.

## Heritage Languages

### Welcome to the Home of the Alliance for the Advancement of Heritage Languages



The Alliance for the Advancement of Heritage Languages (the Alliance) is committed to advancing language development for heritage language speakers in the United States as part of a larger effort to educate members of our society who can function professionally in English and in other languages.

The work of the Alliance is carried out through [publications](#), the ongoing development of our Web site, a [newsletter](#), and a [listserv](#). In addition, the Alliance is compiling the [Heritage Language Programs Database](#) to promote information sharing and capacity building. [Download](#) a flyer detailing the Alliance and their work. 

### COPI: A Computer-Based Test of Arabic and Spanish Oral Proficiency

CAL developed the Computerized Oral Proficiency Instrument (COPI) as an alternative to the audiotape-mediated Simulated Oral Proficiency Interview (SOPI). The COPI is a computer-based, semi-adaptive test of Arabic and Spanish oral proficiency intended for high school junior and seniors, college students, and professionals. [Learn more.](#)



### Multimedia Rater Training Program (MRTP)

The MRTP is an interactive software program designed to teach professionals to rate oral language proficiency in Spanish, French, and German. [Learn more.](#)



### Advanced Placement Italian Language Program is Re-instated

by ACTFL Executive Director, Bret Lovejoy

The Italian Language Foundation has announced that the Advanced Placement Program in Italian Language and Culture – which was suspended after the 2008-2009 school year – will be reinstated in September of 2011. The reinstatement comes following an effort initiated and led by the Italian Language Foundation (ILF).

As a result of their efforts, the Republic of Italy agreed in principle to become an equal partner in reinstating the AP Italian program in partnership with advocates of the Italian language in the United States, such as Governor and Mrs. Mario Cuomo, and their daughter, ILF president Dr. Margaret I. Cuomo

To find out how to support world language learning you can take an active role in supporting the [Excellence and Innovation in Language Learning Act \(HR 6036\)](#) in the Advocacy section of the ACTFL website.

## New York State News

### Scheduling of the January 2011 Regents Comprehensive Examination in English

The Regents Comprehensive Examination in English is scheduled to take place on January 11, 2011 in order to enable the State Education Department to respond to school district requests to post the conversion chart on Friday, January 28<sup>th</sup>, the last day of the regular Regents testing period. If you have any questions or require additional information about the Regents Comprehensive Examination in English, please contact the Office of Assessment Policy, Development and Administration at [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov).

## New York City DOE NEWS

### Immigration and Education Conference at CCNY

The School of Education at the City College of New York (CCNY) is excited to host the **Conference of Envisioning Schools, Communities and Policies of Acceptance** on Saturday, March 19, 2011, from 9:00 a.m. to 4:00 p.m. This event about immigration and education will be held at City College of New York, 160 Convent Ave, NY, NY 10031. The conference will bring together students, faculty, educators, community members, and politicians from NYC and beyond to address this timely and important topic. To register for this free conference, go to <http://pd.nycoit.org/>. For additional information, contact Tatyana Kleyn at City College of New York at [tkleyn.ccny@gmail.com](mailto:tkleyn.ccny@gmail.com)

### Strengthening Pedagogical Practices through an Understanding of Cultural and Historical Perspectives in Spanish Literature

The NYC Department of Education Office of English Language Learners invites all Spanish foreign language and native language arts educators to a series of workshops (remaining sessions: February 10, March 3, March 31) to strengthen the historical and cultural understanding of the canons of Spanish literature. Spanning major historical periods from medieval Spanish works to those of the contemporary diaspora, this series, held at various locations around the City, presents literature through a historical lens as well as through cultural and social contexts. Participants may register on [ProTraxx](#) for all sessions as a full institute or for the session covering a particular historical era of interest. All sessions will be conducted in Spanish and per session may be available on extended sessions with a cultural component. For additional information, please contact [Odalys Igneri](mailto:Odalys_Igneri@schools.nyc.gov) at [Odalys\\_Igneri@schools.nyc.gov](mailto:Odalys_Igneri@schools.nyc.gov).

### ELL Literacy Leadership Institute for School Leadership Teams

School administrators that serve ELLs K-12 can register themselves and their leadership teams for the ELL Literacy and Leadership Institute (ELL-I), a unique multi-session institute that meets throughout the school year to increase the ELA performance of ELLs. The remaining sessions (February 10, March 3, March 31) feature experts from across the literacy education landscape such as, Aida Walqui (WestEd), Kate Kinsella (San Francisco State University), Nonie Lesaux (Harvard School of Education), Yvonne and David Freeman (University of Texas at Brownsville) and Julia Lara (educational consultant), who will help participants develop plans to meet the literacy needs of ELLs using research and school-based data. The institute specifically addresses literacy models, program improvement, evaluation and testing, and federal and state education policy. Registration is free. To register, visit [ProTraxx](#). For additional information, contact Stela Radovanovic at [sradova@schools.nyc.gov](mailto:sradova@schools.nyc.gov).

### ELL Parent Orientation Video Now Online

The ELL Parent Orientation Video is now available online in 13 languages, <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>.

## NYS SBETAC RECENT and UPCOMING EVENTS

### Teaching the Content Areas to ELLs

At a two-part NYS Spanish BETAC workshop series on November 17<sup>th</sup> and December 8<sup>th</sup>, author Judie Haynes discussed the stages of language acquisition, second language acquisition myths, as well as culture shock, and challenges for ELLs in acquiring content knowledge. Above all, she stressed the importance of providing ELLs with comprehensible input, that is, speech and reading material that ELLs can understand. Haynes advocated speaking in meaningful phrases at a slower rate than is commonly used in the classroom. She mentioned how teachers should use gestures, body language, visuals and realia to convey meaning. Finally, Haynes advocated simplifying text material and choosing one or two important themes to present to ELLs rather than presenting the material in its entirety.

In her books, *Getting Started with English Language Learners* and *Teaching English Language Learners*, which were provided to workshop participants, Haynes has assembled scenarios based on experiences from her own teaching to illustrate cultural differences at work. Participants expressed interest in implementing the strategies with their English Language Learners.

Haynes' workshop, Content Area Strategies for Mainstream Teachers of ELLs, will be offered again on March 10, 2011. See the NYS Spanish BETAC calendar for registration information.

### 2011 NYS Spanish Spelling Bee

On December 9<sup>th</sup>, seventy-five teachers and administrators met at the NYU King Juan Carlos Center to prepare for the 2011 New York State Spanish Spelling Bee. More than one hundred schools will conduct school-wide "Spanish Spelling Bee" during the next few months, and the winners will compete in the State-Wide Competition, which will be held June 3, 2011 at the UFT Headquarters in New York City.

Many schools will be participating in the New York State Spanish Spelling Bee for the first time. At the December meeting, many veteran participants – some who have participated as many as 18 times in past Spanish spelling bees -- shared their expertise and stories with newcomers, emphasizing the value for their students. To help with preparation, María Eugenia Santana, native of Madrid and AP Spanish teacher at Brooklyn Technical High School, shared myriad strategies for preparing students for the Spelling Bee, including many web-based activities that students will find entertaining and educational.

For photos, videos and information about 2011 and past spelling bees, visit:

<http://steinhardt.nyu.edu/metrocenter/sbetac/nysssb>

To explore the strategies shared by Maria Eugenia Santana on strengthening Spanish, visit:

<https://steinhardt.nyu.edu/metrocenter/sbetac/2011spellingbee>

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## NYS SPANISH BETAC ACTIVITIES AND EVENTS

(Includes Collaborations with BETACs and Other Organizations)

**Updated December 20, 2010**  
**SCHOOL YEAR 2010-11**



DATE/TIME	TITLE/PRESENTERS	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
<b>JANUARY 2011</b>			
<b>1/21/11</b>  8:30 am- 3:00 pm	<b>Diversity in Learning Series (# 2 of 3)</b>  Jeanette Klinger	Educators and Clinicians Grades K-12  Fordham University Rose Hill Campus, Bronx	Click <a href="#">HERE</a> to register. Or, email <a href="mailto:nyssbetac@gmail.com">nyssbetac@gmail.com</a> with "Jan. 21 Diversity #2" in the subject line.
<b>1/25/11</b>  12:30 pm- 3:30 pm	<b>Providing Native Language Support to ELLs in Grades 3-6: A Sharing Success Workshop</b>  Dr. Irene Pompetti-Szul	ELL Educators Grades 3 - 6  New York University	Click <a href="#">HERE</a> to register. Or, email <a href="mailto:nyssbetac@gmail.com">nyssbetac@gmail.com</a> with "Jan. 25 NL Support" in the subject line.
<b>1/31/11</b>  8:30 am- 3:00 pm	<b>Conference on Languages Other Than English – LOTE (NYCDOE OELL and the NYS Language BETACS)</b>  Keynote Speaker: Michael H. Long	NYC DOE Middle School and High School Teachers of Languages other Than English.  NYC DOE Brandeis HS	For information, go to: <a href="http://pd.nycoit.org">http://pd.nycoit.org</a>  To submit a proposal for a presentation, go to:  <a href="https://spreadsheets.google.com/viewform?formkey=dDAzR3dhX3RCdV96cGNVd293OGxYdVE6MQ">https://spreadsheets.google.com/viewform?formkey=dDAzR3dhX3RCdV96cGNVd293OGxYdVE6MQ</a>
<b>FEBRUARY 2011</b>			
<b>2/10/11</b>  12:30 pm- 3:30 pm	<b>Providing Native Language Support to ELLs in Grades 7 – 12: A Sharing Success Workshop</b>  Dr. Irene Pompetti-Szul	Educators of ELLs Grades 7-12  New York University	Click <a href="#">HERE</a> to register. Or, email <a href="mailto:nyssbetac@gmail.com">nyssbetac@gmail.com</a> with "Feb 10 NL Support" in the subject line.
<b>2/11/11</b>  12:30 pm- 3:30 pm	<b>Best Practices in Teaching SIFE Students: A Sharing Success Workshop</b>  Dr. Irene Pompetti-Szul	Educators of ELL students with interrupted formal education (SIFE)  New York University	Click <a href="#">HERE</a> to register. If you have difficulty accessing the link, email <a href="mailto:nyssbetac@gmail.com">nyssbetac@gmail.com</a> with "Feb 11 SIFE" in the subject line.



**NYS SPANISH BETAC ACTIVITIES AND EVENTS**  
 (Includes Collaborations with BETACs and Other Organizations)  
 Updated December 20, 2010  
 SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTERS	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
<b>MARCH 2011</b>			
3/3/11 – 3/5/11	<b>2011 NYSABE Conference</b>	Educators, parents, researchers, clinicians Grades K-16  LaGuardia Airport Marriott Hotel	For registration: <a href="http://www.nysabe.net">www.nysabe.net</a>  See Call for papers on <a href="#">page 23</a> of this bulletin.
3/10/11  9:00 am – 1:00 pm	<b>Content Area Strategies for the Mainstream Teacher of ELLs</b>  Judie Haynes	Educators Grades 3-12  New York University	<b>Click <a href="#">HERE</a> to register</b> If you have difficulty accessing the link, email <a href="mailto:nysbetac@gmail.com">nysbetac@gmail.com</a> with “Mar 10 Haynes” in the subject line
3/8/11 (Session # 1 of 2)  3/30/11 (Session # 2 of 2)  8:30 am– 3:00 pm	<b>Exploring Gender Equality Through Global Education</b>  David Donaldson Tara Broughel Dr. Gail Slater	Educators Grades 6-12  US Fund for UNICEF, NYC	<b>Click <a href="#">HERE</a> to register.</b> Or, email <a href="mailto:nysbetac@gmail.com">nysbetac@gmail.com</a> with “UNICEF” in the subject line.  Fill out the form only once to register for both workshops.
3/24 - 3/25 2011  8:30 am– 3:00 pm	<b>Diversity in Learning Series (# 3 of 3)</b>  Catherine Collier	Educators and Clinicians Grades K-12 Hunter College (Day 1) Fordham University (Day 2)	<b>Click <a href="#">HERE</a> to register.</b> Or, email <a href="mailto:nysbetac@gmail.com">nysbetac@gmail.com</a> with “Diversity in Learning” in the subject line
<b>MAY 2011</b>			
5/13/11  9:00 am– 3:00 pm	<b>XXth Symposium of Children’s and Young Adult Literature</b>	Spanish language and bilingual teachers, grades K-10  Cervantes Institute, NYC	<b>Click <a href="#">HERE</a> to register.</b> Or, email <a href="mailto:nysbetac@gmail.com">nysbetac@gmail.com</a> with “May 13 Cervantes” in the subject line.



**NYS SPANISH BETAC ACTIVITIES AND EVENTS**  
 (Includes Collaborations with BETACs and Other Organizations)

Updated December 20, 2010  
 SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTERS	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
<b>JUNE 2011</b>			
6/3/11  9:00 am – 1:00 pm	<b>2011 NYS Spanish Spelling Bee 2011 Final Competition</b>	<b>For student winners of local school and district spelling bees only</b>  Shanker Hall UFT Headquarters, NYC  For more information, please see page 16 and also visit, <a href="http://steinhardt.nyu.edu/metrocenter/sbetac/nysssb">http://steinhardt.nyu.edu/metrocenter/sbetac/nysssb</a>	Registration is now closed.
6/9/11  8:30 am – 3:00 pm	<b>Voces Hispánicas VII: Spanish Literature and Language Conference</b>  Yanitzia Canetti	Spanish language and bilingual teachers in grades 3-10  Fordham University, Rose Hill Campus, Bronx	Click <a href="#">HERE</a> to register.  Or, email <a href="mailto:nyssbetac@gmail.com">nyssbetac@gmail.com</a> with “Voces June 9” in the subject line

### Job Opening

ESL/ELA Position at the *International HS in Prospect Heights*

The International HS @ Prospect Heights (IHSPH) is looking for a NYS licensed ESL teacher to join a 9th/10th grade interdisciplinary team. The school serves a 100% English language learner immigrant population using the Internationals model. Students are grouped heterogeneously by language and by ability. The school and classroom model is collaborative and project-based. Teachers have common time in the school day to allow for collaboration and interdisciplinary planning. The IHSPH is a community that is supportive of the learning of its teachers as well as its students. We are looking for a hard-working dedicated teacher, who thrives on teamwork, creativity and innovation. Our ideal candidate wants to continue growing as a teacher, is resourceful, and is a reflective practitioner. If you would like to apply, please send a cover letter and resume to [ndecastroihs@gmail.com](mailto:ndecastroihs@gmail.com). To learn more go to: <http://www.internationalsnps.org/index.html>

## STATE AND NATIONAL CONFERENCES

<p style="text-align: center;"> <b>NYS TESOL</b>  <b>Applied Linguistics Winter Conference</b>  <b>February 12, 2011</b>  <b>Teachers College, Columbia University, NYC</b>  <a href="http://www.nystesol.org/sig/AppliedLinguistics">www.nystesol.org/sig/AppliedLinguistics</a> </p>	<p style="text-align: center;"> <b>National Association for Bilingual Education</b>  <b>NABE</b>  <b>40<sup>th</sup> Annual Conference</b>  <b>February 16-18, 2011</b>  <b>New Orleans, LA</b>  <a href="http://www.nabe.org">www.nabe.org</a> </p>
<p style="text-align: center;"> <b>New York State Association for Bilingual Education</b>  <b>NYSABE</b>  <b>March 3-5, 2011</b>  <b>LaGuardia Marriott Hotel, NYC</b>  <a href="http://www.nysabe.net">www.nysabe.net</a> </p>	<p style="text-align: center;"> <b>Teachers of English to Speakers of Other Languages</b>  <b>TESOL</b>  <b>March 16-19, 2011</b>  <b>New Orleans, LA</b>  <a href="http://www.tesol.org">www.tesol.org</a> </p>
<p style="text-align: center;"> <b>Celebration of Teaching and Learning</b>  <b>WNET</b>  <b>March 18-19, 2011</b>  <b>Hilton Hotel, NYC</b>  <a href="http://thirteencelebration.org">http://thirteencelebration.org</a> </p>	<p style="text-align: center;"> <b>Association for Supervision and Curriculum Development</b>  <b>ASCD</b>  <b>March 26-28, 2011</b>  <b>San Francisco, CA</b>  <a href="http://www.ascd.org">www.ascd.org</a> </p>
<p style="text-align: center;"> <b>National Conference on Family Literacy</b>  <b>NCFL</b>  <b>April 3-5, 2011</b>  <b>Louisville, KY</b>  <a href="http://www.famlit.org">www.famlit.org</a> </p>	<p style="text-align: center;"> <b>Northeast Conference on the Teaching of Foreign Languages</b>  <b>NECTFL</b>  <b>April 2-4, 2011</b>  <b>Baltimore, MD</b>  <a href="http://www2.dickinson.edu/progrg/nectfl">www2.dickinson.edu/progrg/nectfl</a> </p>
<p style="text-align: center;"> <b>American Educational Research Association</b>  <b>AERA</b>  <b>April 8-12, 2011</b>  <b>New Orleans, LA</b>  <a href="http://www.era.net">www.era.net</a> </p>	<p style="text-align: center;"> <b>American Association of Teachers of Spanish and Portuguese</b>  <b>AATSP</b>  <b>July 6-9, 2011</b>  <b>Washington, D.C.</b>  <a href="http://www.aatsp.org">www.aatsp.org</a> </p>
<p style="text-align: center;"> <b>New York State Association of Foreign Language Teachers</b>  <b>NYSAFLT</b>  <b>October 13 - 16, 2011</b>  <b>Rochester, NY</b>  <a href="http://www.nysaft.org">www.nysaft.org</a> </p>	<p style="text-align: center;"> <b>National Council of Teachers of English</b>  <b>NCTE</b>  <b>November 17-20, 2011</b>  <b>Chicago, IL</b>  <a href="http://www.ncte.org">www.ncte.org</a> </p>

# LOTE Conference

The New York City Office of English Language Learners (OELL) and the New York State Network of Language BETACs (ALBETAC, HABETAC and Spanish BETAC) invite middle school and high school teachers and administrators of Languages Other Than English (LOTE) to a full-day conference on best classroom practices and current teaching methodologies.



## *Cultivating World Citizens: Teaching and Learning Language and Culture*

**MONDAY, JANUARY 31, 2011**

**8:00 A.M. - 3:00 P.M.**

Louis D. Brandeis High School  
145 West 84<sup>th</sup> Street  
New York, NY 10024

This conference is intended for all middle school and high school administrators and educators who work with languages other than English. Participants will have the opportunity to select from a wide range of sessions showcasing exemplary strategies and curricula. A renowned keynote speaker, Professor Michael Long, from the University of Maryland, as well as NYC practitioners, will share techniques for developing a common theoretical understanding and using practical applications to build the foundation for developing students to become world citizens through the teaching and learning of languages.

Conference registration is on ProTraxx (<http://pd.nycoit.org>).

For additional information, please contact Evelyn Ilg in the Office of ELLs at [Eilg@schools.nyc.gov](mailto:Eilg@schools.nyc.gov)



*New York State Association for Bilingual Education*

**SAVE THE DATE**

**NYSABE 34th  
Annual Conference**

*Fostering Cognition through Bilingual  
Education in the 21<sup>st</sup> Century*

**March 3rd - 5th, 2011**

**New York LaGuardia Airport Marriott Hotel  
102-05 Ditmars Boulevard  
East Elmhurst, NY 11369**

Join teachers, school and central office administrators, paraprofessionals, teacher educators, community-based advocacy organizations, parents, researchers, and elected officials in sharing their innovative vision and common goal, to promote an excellent and equitable education for emergent bilingual students.

For more detailed information, preregistration forms, award nominations, and presentation forms, please visit the NYSABE web site at: <http://www.nysabe.net>

**34<sup>th</sup> Annual Conference March 3- 5, 2011**  
**La Guardia Marriott, New York**

***Fostering Cognition through Bilingual Education in the 21<sup>st</sup> Century***

The 34<sup>th</sup> Annual New York State Bilingual Education Association Conference will be held at the New York City La Guardia Marriott on Thursday, Friday and Saturday, March 3 – 5, 2011. NYSABE is soliciting proposals from the field for the concurrent sessions.

**CALL FOR PROPOSALS**

**DEADLINE FOR SUBMISSION: January 14, 2011**

**To submit a proposal, scroll down the page to fill out the electronic form.**

**PROPOSAL GUIDELINES**

**1. PROPOSAL FORM**

Proposals will only be accepted using the online submission system. Please ensure that all appropriate boxes are checked and that all relevant information has been proofread and corrected.

**2. PROPOSAL THEME**

The theme of the NYSABE Conference is *Fostering Cognition through Bilingual Education in the 21<sup>st</sup> Century*. Proposals that address the development of student thinking, content area knowledge and language skills development are encouraged.

**3. SUBMISSION REQUIREMENT**

Only complete proposal submissions will be considered. A complete proposal submission contains ALL of the following:

- a). 300 word description or abstract
- b). 50 word description for the conference program
- c). 60 word (or less) biography of the presenter

**4. ABSTRACT OR DESCRIPTION**

Abstracts or descriptions must be no more than 300 words in length and must include:

a) title, b) topic of presentation, c) objectives, d) significance, e) explanation of the content of the presentation, and f) format (workshop, demonstration, descriptive report, research paper).

Please keep in mind that NYSABE receives many more proposals than it can accept. To enable the readers to judge the quality of a proposed presentation fairly, proposals should clearly indicate what the session will cover and how; the title should reflect what is to be done in the presentation; and the appropriate topic of presentation should be selected.

**5. BRIEF DESCRIPTION OF THE PRESENTATION FOR THE PROGRAM**

Please submit the title and a 50-word description to be used in the conference program.

NYSABE encourages presentations in languages other than English. For presentations in languages other than English, the title and the 50-word description should be in the language of the presentation, but the abstract must be in English.

## 6. PRESENTER GUIDELINES

- a) Presenters should plan to bring or rent the technology equipment needed for their session.
- b) The Proposal Committee will select presentations based on the relevance of the session to the needs of conference participants, the interest level of the topic, the applicability to instruction, and the relevance to current research.
- c) Presenters, as a condition of acceptance, must be available any conference day for scheduling. Any requests made for scheduling cannot be guaranteed. It is the responsibility of the presenters to make the agreed upon presentation at the NYSABE Conference. If unforeseen circumstances arise which prevent the presenter(s) from appearing at a scheduled session, it is the presenter's responsibility to arrange for someone to take his/her place and to send notice of replacement to the NYSABE Proposal Committee.
- d) All presenters will be required to register for the conference. They can register for one day or for the entire conference. There will be NO complimentary registration for presenters nor will any honoraria be paid to presenters. Conference registration materials will be available on the NYSABE website at [www.nysabe.net](http://www.nysabe.net)
- e) Session room information will be emailed to all primary presenters by February 4, 2011. Please notify [nyssbetac6@gmail](mailto:nyssbetac6@gmail.com) if you do not receive your e-mail. The e-mail will contain the following information: a) Session number, title, date and time, and b) room number, capacity and setup.
- f) Presenters are responsible for providing hard copies of the session handouts unless online copies are made available.
- g) Notification of acceptance or rejection of proposals will be emailed to the primary presenter. A second message, the speaker confirmation message, will include the date, time and location of your presentation. A link to the NYSABE 2011 conference registration form will be sent along with the acceptance or rejection communication.
- h) Publishers and commercial developers of educational materials wishing to make presentations must be NYSABE Exhibitors or Sponsors to be considered for inclusion in the program. Commercial and non-commercial proposals will be judged in separate competitions. Please check the appropriate box on the online proposal form. Commercial proposals include all those submitted or sponsored by profit-making firms.
- i) Only proposals that conform to all the requirements outlined in this Call for Proposals will be considered for inclusion in the program. Severe constraints on time and funds do not allow for follow-up calls or correspondence. NYSABE reserves the right to edit material for the conference program, including presentation titles and program descriptions as necessary.
- j) NYSABE reserves the right to photograph, videotape, audiotape, and/or publish conference presentations. Submission of a proposal indicates the presenter's permission to do so without further written approval.

## 7. PRESENTATION FORMATS

### WORKSHOPS (90 minutes)

#### **Intensive sessions in which participants develop methods or materials**

Workshops must provide participants with the opportunity to participate actively. Emphasis is on providing hands-on experiences. Typically, there is little lecturing; the workshop leader structures the activity and guides the work of the participants. Time for questions and discussion must be included. The abstract should include the goal of the workshop, a description of activities to be conducted during the workshop, and if possible, a summary of the theoretical background underlying the activities.

### DEMONSTRATIONS (45 minutes)

#### **Presentations that show a specific teaching or testing technique and/or materials**

After a brief description of underlying theory/research, the session is devoted to explaining how something is done. Presenters are encouraged to use posters, handouts, and audio-visual aids while actively involving participants. The description should include the purpose of the demonstration, along with clarification of what will be displayed, and how it will be done.

### DESCRIPTIVE REPORTS (45 minutes)

#### **Descriptive reports are detailed discussions of an activity or methodology the presenter is carrying out related to the theory or practice of bilingual education.**

The purpose is to describe an activity. Descriptions of program design and implementation; policies and procedures; and teacher preparation and development are suitable topics. Time should be allowed for audience questions and discussion. The abstract should include a description of the topic to be covered.

### RESEARCH PAPERS (45 minutes)

#### **Presenters use handouts and audio-visual aids to present a summary of the paper rather than reading a prepared text.**

Emphasis is on empirical research or well-documented theoretical/practical perspectives. Also acceptable are critical reviews of literature, policy studies, well-documented historical studies, critiques, etc. Qualitative and quantitative research papers from all disciplines are acceptable. The abstract should include the main premises of the research paper, or summary of supportive evidence, and the conclusion.

## 8. SPECIAL REMINDERS

**AV Equip:** NYSABE is not able to provide laptops or projectors for any presenter, including members of the NYSABE assembly, VIPs, and keynote speakers.

**Rental Prices:** Screen: \$100.00; LCD Projector: \$600.00; Flipchart: \$50.00

**Room Set-up:** All rooms will be set up theater style unless otherwise indicated in proposal.

**All Proposals Must Be Received No Later Than January 14, 2011**  
**Notification of acceptance or rejection will be sent by February 4, 2011**

**[SUBMIT PROPOSAL HERE](#)**

# 2011 ANGELO DEL TORO PUERTO RICAN / HISPANIC YOUTH LEADERSHIP INSTITUTE

**LEARN ABOUT YOUR STATE GOVERNMENT!  
SEE HOW THE STATE LEGISLATURE FUNCTIONS!  
VISIT ALBANY AND LEARN ABOUT THE LEGISLATIVE  
PROCESS!  
DEVELOP YOUR LEADERSHIP SKILLS DURING  
A SIX-WEEK SATURDAY INSTITUTE!**



## Who should apply:

Latino students in the 11<sup>th</sup> and 12<sup>th</sup> grades

## PR/HYLI Weekend Dates:

Saturday, April 2 - Monday, April 4, 2011

## PR/HYLI Training Dates:

Saturdays:

January 29, February 5, February 12,  
March 5, March 19, March 26

## Click here for application:

<http://www.surveymonkey.com/s/BS57KCB>

Selected students will attend an all-expenses-paid weekend in Albany after completing a six Saturday leadership institute. For more information, contact institute coordinator Damaris Reda by phone at 914-831-7752 or by email at [prhyli2011@yahoo](mailto:prhyli2011@yahoo). Please visit the PR/HYLI website: <http://prhyli.org/>.

The Puerto Rican / Hispanic Youth Leadership Institute (PR/HYLI) is a leadership development program for high school students sponsored by the New York State Senate & Assembly Puerto Rican Task Force, the New York State / New York City Network of Regional BETACs, New York State Education Department and the New York City Department of Education.



## 34th ANNUAL THREE KINGS DAY PARADE Thursday, January 6, 2011 10:30am - 12:00pm

Help us keep this rich cultural tradition alive and bring the spirit of the holidays to El Barrio. Join us and thousands of children, parents, teachers, artists, political and community leaders, and *vecinos*, as we parade through the streets of El Barrio.

**FAMILIES, SCHOOLS, and ORGANIZATIONS** are encouraged to participate. Advanced registration is required, and the deadline to sign up is **Monday, December 20, 2010 at noon**. To learn more and register your group, please visit [www.elmuseo.org/3kings](http://www.elmuseo.org/3kings). There will be NO on-site registration the day of the parade.

**CALLING ALL TALENT!** Interested in performing in the parade or know of a group that is? We want to hear from you! Two of the participating groups will be presented with the "Most Spirited Performance Group" award by our Three Kings, and will be invited to perform at one of our upcoming SUPER SABADO! Target Free Third Saturdays at El Museo. For more information, contact us at [threekings@elmuseo.org](mailto:threekings@elmuseo.org) or 212-660-7197.

**EDUCATORS:** We invite you to sign up your class at [www.elmuseo.org/3kings](http://www.elmuseo.org/3kings) for one of our hands-on workshops (Nov. 29, 2010 - Jan. 25, 2011), including engaging activities that will enrich your students' knowledge of this holiday tradition celebrated in varied ways throughout Latin America and the Caribbean. Teacher participants will receive an Educators Resource Guide with strategies and techniques to integrate Three Kings Day into their classroom curriculum.

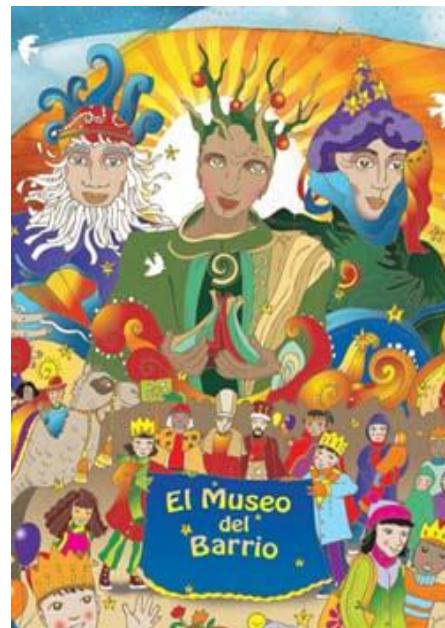


Illustration by Julio Granados.

**EL MUSEO DEL BARRIO** NEW YORK  
CELEBRATING 40 YEARS OF LATINO ARTS & CULTURE  
1230 Fifth Avenue at 104th St. New York, NY 10029  
212.831.7272 [www.elmuseo.org](http://www.elmuseo.org)

## Diversity Learning Group



# DiversityLearningK12

Meeting the Needs of English Language Learners

P.O. Box 19790, Portland, OR 97280 [www.diversitylearningk12.com](http://www.diversitylearningk12.com)

### ELL News Digest

Updates on research,  
policy, and practice

### Quick Links

[Visit Our Website](#)  
[View Our Philosophy](#)  
[Join Our Mailing List](#)

### Meet Our Partners

Click on photos for  
brief bios



Sharon  
Adelman  
Reyes



James  
Crawford



Stephen  
Krashen

### Dear Colleague,

English language learners (ELLs) are the fastest-growing population in American schools. Their numbers, estimated at 5.5 million today, are projected to grow to one in four K-12 students by 2025. In many districts, ELLs pose the greatest educational challenges. Yet expertise to address their unique needs is often in short supply.

Here's where **DiversityLearningK12** can help. We empower educators to respond effectively and proactively by offering professional services uniquely tailored to their students, schools, and communities.

Our partners are recognized authorities in ELL education. We have worked extensively as teachers, administrators, researchers, psychologists, teacher educators, and policy analysts. We have authored numerous [books](#) and professional [articles](#) in the field. And some of us have guided our own children through bilingual and multicultural education programs.

### Professional Development

Drawing on a wealth of research knowledge and classroom experience, **DiversityLearningK12** provides expert guidance in working with ELLs in multiple contexts. Our areas of specialization include:

- Second-language acquisition
- Bilingual teaching methods
- ELL program design
- Sheltered instruction
- Literacy and biliteracy
- Assessment
- Constructivist pedagogy
- Multicultural education
- Language proficiency and disability
- Parent involvement
- Media outreach
- Education policy

[more details](#)



Mary Carol  
Combs



Salvador  
Gabaldón



Tatyana  
Kleyn



Martha  
Villegas-  
Gutiérrez

### Find Out More About Our Services

[Professional Development](#)

[Keynote Presentations](#)

[Consulting](#)

[Media Training](#)

[Join Our Mailing List!](#)

## Consulting

*How can curriculum, instruction, and program development be strengthened to meet the needs of ELLs?*

The answer is not always clear. **DiversityLearningK12** consultants can come on site to talk with faculty, administration, and parents, tour facilities, and partner with you in creating the professional support your school or district needs.

Our curriculum consultants can help ensure that instruction for ELLs is consistent with your program philosophy and design and with current research in best practices. We can work with you in developing a plan to assess progress along the way, with authentic tools that educators can use in the classroom as part of the normal course of instructional activities. [more details](#)

## Media Training

*Getting your message out clearly ... Developing friendly relations with local media ... Combating misconceptions and unfair news coverage ... Holding effective press conferences ... Shaping public opinion in your community ...*

Achieving these goals demands more than superficial advice on how to craft "sound bites" or how to dress for an upcoming TV appearance. Influencing news media requires long-term efforts to understand how journalism works - and how to put that knowledge to work for your school, district, or organization. **DiversityLearningK12** will customize media training to serve the needs of your school, district, or other institution. [more details](#)

## Our Philosophy

Believing that each educational context is unique, we offer services that are customized to the challenges of schools and districts - whether in designing quality programs, improving instruction, or working with the families of bilingual students. Because there is no one-size-fits-all for ELLs, we stress professional empowerment. Rather than selling a cookbook of "can't fail" strategies, we equip educators with the knowledge, skills, and confidence to create their own.

## Contact Us

If the services that **DiversityLearningK12** can offer would benefit your schools, teachers, children, or communities, please email us at:

[info@diversitylearningk12.com](mailto:info@diversitylearningk12.com)

We look forward to hearing from you.

Sincerely,

James Crawford, President  
DiversityLearningK12, LLC

[www.diversitylearningk12.com](http://www.diversitylearningk12.com)