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Metropolitan Center for Urban Education

New York State Spanish BETAC



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March is Women's History Month

Why Women's History?

Each time a girl opens a book and reads a womanless history she learns she is worth less. – Myra Pollack Sadker

History helps us learn who we are, but when we don't know our own history, our power and dreams are diminished. Multicultural American women are overlooked in most mainstream approaches to U.S. history, so the National Women's History Project champions their accomplishments, leading the drive to write women back into history.

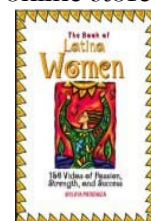
Recognizing the achievements of women from diverse backgrounds in all facets of life – science, community, government, literature, art, sports, medicine – has a huge impact on the development of self-respect and new opportunities for girls and young women.

With an emphasis on positive role models and the importance of women from all backgrounds, the National Women's History Project (NWHP) has developed a nationwide constituency of teachers, students, parents, public employees, businesses, organizations, and individuals who understand the critical link between knowing about the important role of women throughout history and making a positive difference in today's world.

The NWHP is the catalyst, the content provider, the behind-the-scenes director of activities promoting women as leaders and influential forces in our society. Over the past 25 years, the NWHP, founded in Santa Rosa, California, has established a nationwide presence as the number one resource for information and material about the unfolding roles of women in American history. The NWHP leads both local and national efforts, consults, publishes, distributes, inspires, advises, and networks with a wide variety of institutions and activists in the field.

The NWHP also operates an award-winning web site, which makes information about women available and widely accessible. The site, www.nwhp.org, attracted over one million visitors last year making it the leading destination of its kind. Ongoing expansion and updating keep the site relevant and easy for students, journalists, and anyone else to use. Materials can also be ordered through the NWHP's extensive online store.

Sylvia Mendoza's *The Book of Latina Women: 145 Vidas of Passion, Strength, and Success*. Publisher: Adams Media Corporation (September 30, 2004). www.Amazon.com



Honored Latinas

Below are some of the Latinas who have been honored by the *National Women's History Project* during 25 years of "Writing Women Back into History".



Judith F. Baca (1946-) *Artist*

Determined to give all people a voice in public art and urban culture, Baca organized over 1,000 young people in Los Angeles to create more than 250 murals citywide. Starting in 1974, her massive works have brought together young people from different ethnic neighborhoods to explore their cultural histories and make connections to their lives today. Since 1987, Baca has been creating an enormous portable mural called the "World Wall" to promote global peace.



Tania León (1943-) *Composer and Conductor*

León, born in Cuba, immigrated to New York in 1967, and continued her work of performing, directing, conducting and composing music. She directed and conducted the Broadway musical *The Wiz* and *Dance in America* for public television. In 1993, León was a composer for the New York Philharmonic, using gospel, jazz, Latin and African elements in her music. In 1994, León started the Sounds of the Americas festival. Her opera *Scourge of Hyacinths* premiered in 1994 and won Best Composition prize at Munich. [Read her full bio here](#)



Sonia Manzano (1950-) *Actress*

Manzano appeared in the original Broadway production of *Godspell* in New York. In 1972, she played the shopkeeper in the children's TV show, *Sesame Street*. Manzano also wrote for the show. She has won seven Emmy Awards for her work. She was also nominated for an Emmy for Best Performer in a Children's Program. Manzano has also appeared in other plays including *The Living Room*.



Vilma Martinez (1943-) *Civil Rights Attorney and Lawyer*

Martinez graduated from Columbia University with a law degree in 1967. Knowing discrimination herself as a Latina, she has worked to ensure that the rights of traditionally underrepresented people are respected. Martinez was president of the Mexican American Legal Defense and Education Fund (MALDEF) from 1973–1982, building it into a powerful civil rights organization with regional offices. For a decade, she was a regent of the University of California. [Read her full bio here](#)



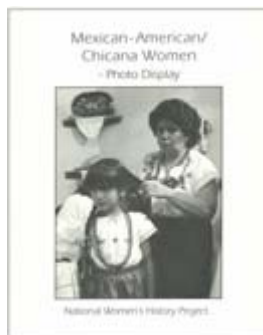
Ellen Ochoa (1958-) *Astronaut*

Ochoa was the first female Hispanic astronaut who, in 1993, served on a nine-day mission aboard the shuttle *Discovery*. The astronauts were studying the earth's ozone layer. A pioneer of spacecraft technology, she patented an optical system to detect defects in a repeating pattern. At the NASA Ames Research Center, she led a research group working primarily on optical systems for automated space exploration. [Read her full bio here](#)

The National Women's History Project <http://www.nwhp.org/resourcecenter/honoredlatinasp>

April is National Poetry Month

Book Corner



[Mexican-American/Chicana Women Photo Display Set](#)

Twenty photographs along with stories in English and Spanish chronicle the lives of unnamed women focused on family and community and women who made their mark on American society from the early frontier days to the present. #4920 \$16.95

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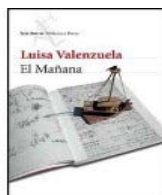


Ensuring America's Future: Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020

http://www.edexcelencia.org/system/files/benchmarking_latino_college_completion_execsummary.pdf

Authors: Deborah Santiago and Patrick Callan

Publication Date: Sept 2010



Book Review of "El Mañana", by Luisa Valenzuela (2010)

January 18, 2011 www.libraryjournal.com Also, at www.amazon.com

El Mañana ("Tomorrow") Valenzuela, Luisa.

Mexico/U.S.: Fondo de Cultura Económica. 2010. 429p. ISBN: 9786071602848 FICTION

This novel pays homage to Juana Azurduy, a woman who in the 19th century, and against all odds, commanded a battalion and fought for the independence of what is now Bolivia. The novel is partially narrated by Elisa Algora, who, along with 17 other female writers has been put under house arrest. The exact reason for their arrest is unclear, but it may have to do with their books. During her house arrest, Elisa tries to write the story of the writers' capture, but every week someone deletes all the files in her computer. One day, Ómer, a long-lost friend from Israel, is able to break into her house. Ómer and Esteban, an Argentinean computer hacker, have a plan to free the writers. While they work out the plan, Ómer encourages Elisa to write about Juana Azurduy, whom Elisa had been researching for years. And so unfold the stories of these two women fighting for freedom. Though she must change her whole identity, the writer escapes, a liberating experience that frees her to investigate the reason for her arrest. Valenzuela uses rich and poetic language to explore the themes of solitude, freedom, the art of writing, and the female nature, and the narrator's reflections about the creative process provide insight into Valenzuela's own attitude toward writing. The pace of the novel is slow. Recommended for all bookstores and libraries with literary collections.- *María Elena Cruz, Boston*

News from the Center for Applied Linguistics:

What's Different about Teaching Reading to Students Learning English?

This resource provides teacher trainers and other educators with a research-based curriculum to guide the professional development of classroom and ESL teachers who teach reading in classes where some or all of the students are English language learners. This widely used professional development tool includes a comprehensive trainer's manual, a study guide designed for use by individual teachers, and a DVD of the popular video, *Why Reading Is Hard*. [Learn more.](#)

LATISM (Latinos in Social Media) Adopts a Library Virtual Book Drive Donates Over 400 Books to a Community Library in Need

Latinos in Social Media (LATISM) announced the results of its Adopt a Library Book Drive to help community libraries across the United States. LATISM laid the program groundwork with a donation of over 400 books that will be presented to the City of Moreno Valley Public Library in Moreno Valley, California. The library was selected via Twitter and Facebook by LATISM's extensive online community of over 100,000 Latinos in the United States and all over Latin America.

With this first installment of the social media-based Adopt a Library program, LATISM is paving the way for its members and sympathizers to "give the gift of reading" and putting fiction, non-fiction, bilingual and children books into the hands of thousands of people in the Moreno Valley area. Subsequent book drives will be implemented throughout the year to support libraries across the United States.

An essential part of the mission of Latinos in Social Media is to support education. U.S. With the onset of the recession, the majority of public libraries sustained cuts in local funding during fiscal 2010. Public libraries, especially those serving minority communities, are in dire need of support.

"Latinos online have spoken, and their words show their deep commitment to education and literacy in the Latino community," said Elianne Ramos, Vice Chair of Communications and Public Relations for LATISM. We are grateful and extremely excited to work with so many generous partners that helped to make this nationwide initiative happen."

The LATISM Adopts a Library Virtual Book Drive partners include Penguin Books USA, Grupo Nelson, Candlewick Press, LeaLA, Singalingo, Houghton Mifflin Harcourt Publishing Company, Author Raul Ramos y Sanchez, Reina Valenzuela and Julio R. Varela. Claudia Duncan, Gina Ruiz and Elianne Ramos were the virtual book drive organizing committee. For more information, go to <http://latism.org>

Demographics of U.S. Hispanics

In an October 2010 article by Melissa Campbell published in *The Hispanic Outlook in Higher Education* (Vol. 21, Iss. 2; pg. 8-11), it was reported that the Pew Hispanic Center profiles the 10 largest Hispanic populations in the United States by country of origin, drawing on the U.S. Census Bureau's 2008 American Community Survey.

The nation's current population of 304.1 million includes 46.8 million Hispanics. The largest Hispanic population, at 30.7 million, is of Mexican origin, accounting for nearly two-thirds of the nation's Hispanics. The second largest Hispanic group, with 4.2 million, is from Puerto Rico. Hispanics of Cuban origin comprise the third-largest group, at 1.6 million, with Salvadorans a close fourth at just under 1.6 million. Hispanics of Dominican origin make up 1.3 million of the nation's population, accounting for the fifth-largest Hispanic population. The sixth- through tenth-largest Hispanic populations, in descending order, are Guatemalans at 986,000, Colombians at 882,000, Hondurans at 608,000, Ecuadorians at 591,000 and Peruvians at 519,000.

Mapping Immigration

The New York Times

Mapping the U.S.: Immigrants Make Path to Suburbs, Not Cities

http://www.nytimes.com/2010/12/15/us/15census.html?_r=1&scp=1&sq=immigrants&st=cse

<http://projects.nytimes.com/census/2010/explorer?ref=us>

Pathway to Biculturalism: Pineapple School offers Tots a Head Start on Spanish.

By Lindsay Kastner lkastner@express-news.net
Published: 12:00 a.m., Thursday, December 30, 2010

Teacher Angelica Bradford works with David Gamboa on writing the word "galleta" as part of the Spanish immersion program.



Photo: Bob Owen/rowen@express-news.net / San Antonio Express-News

The bookshelf in one classroom at the [Pineapple School](#) holds all the classics, with a twist. There's Dr. Seuss' *Huevos Verdes con Jamón* and the bedtime staple *Buenas Noches, Luna*. In fact, all the books at the preschool are in Spanish, and except for the rare translation, Spanish is the only language spoken to students there.

Since opening in August, the private school has enrolled about 100 children from infants to age 5, most of whose parents chose the school for its Spanish immersion program that surrounds children with Spanish language and Latin American culture throughout the school day.

Classrooms are strung with *papel picado*, and student art projects include colorful handmade piñatas and decorated paper ponchos. Latin American dishes spice up mealtimes, and students learn about Hispanic cultural traditions. "You actually get a feel for the culture and not just the language," said [Shawn Gonzaba](#), whose 9-month-old daughter, Ava, attends the school. "All the food is Spanish ... it just feels like you're actually there."

Many of the children at the school come from English-speaking households, with parents who see the school as a way to get a jump-start on valuable second-language skills. Other children have parents or grandparents who speak Spanish to them at home and who lament that they never learned the language well.

Spanish immersion programs around the country are so popular for older children that they often must resort to lottery admissions, but preschool programs like the Pineapple School's are far less common, despite research bearing out the benefits. Children who grow up bilingual have an easier time learning to read and may be better at solving certain nonverbal types of problems, some research shows, although the number of words they know and use in each of their two languages might be smaller than the vocabulary of a monolingual peer.

Administrator [Krisana Puccio](#) decided to open the school, after completing graduate school in Costa Rica. "I had to learn Spanish there and it was hard for me," Puccio said. "But I learned the value of immersion, because while it was hard, it was fast." Her husband, Juan Puccio, was raised in Venezuela and studied English in school, but he did not begin learning the language in earnest until they moved to the United States in 2006.

Armed with master's degrees in business administration and a newfound appreciation for the difficulty of learning second languages as an adult, Puccio and her husband began thinking about a Spanish immersion preschool. The pair operates the school with Krisana Puccio's parents, who ran a child-care center when she was younger. Full-time tuition ranges from \$800 to \$950 a month, based on the child's age. Similar programs exist — including a pilot program that combines Spanish and English instruction for 4-year-old students at [St. Anthony Catholic School](#) — but the Pineapple School's language and cultural immersion take the approach a step further.

"There are so many opportunities to use Spanish in this city that I hope parents will take advantage of this," Puccio said. Parents say they love the results and are looking for ways to make sure their children will continue learning Spanish once they move on to kindergarten. "We're trying to convince the Pineapple School to have a kindergarten," parent Karen Engates said. Read more:

<http://www.mysanantonio.com/default/article/A-pathway-to-biculturalism-927562.php#ixzz1E3jCFKd3>

Closing the Talent Gap

The new McKinsey report [Closing the Talent Gap: Attracting and retaining top third graduates to a career in teaching](#) said that the educational success of countries like Singapore, Finland, and South Korea does not result solely from hiring those who graduated in the top third of their college classes. The report states, "These countries invest systematically in developing the skills of those they select to teach." Although the report did not describe what that "systematic" process entails, in describing Singapore it noted that:

"Singapore also provides teachers with time for collaboration and professional development. A few senior and master teachers in each school observe and coach other teachers, prepare model lessons and materials, advise on teaching methods and best practices, organize training, and support newly qualified teachers and trainees, in addition to their regular course-load. All teachers have time each week for professional collaboration and receive 100 hours of paid professional development each year."

Would this approach work in the United States? It's certainly a method worth considering.

Touro College One-Day Seminar: Douglas Fisher: "Better Learning for ELLs through Structured Teaching"

Middle Schools and High Schools/Deadline: March 14

This interactive session focuses on the Gradual Release of Responsibility and provides participants with information about implementation of an instructional framework that ensures success for ELLs, including establishing purpose, modeling thinking, and guiding instruction, productive group work, and independent learning tasks. Taken together, these phases of instruction provide students with opportunities to apprentice in academic English, practice the language, and learn content. The one-day seminar will take place at the UFT Teacher Center, 52 Broadway, Manhattan, 19th Floor. The seminar is open to all NYC DOE secondary content-area teachers, grades 6 – 12 (pre-registration is absolutely necessary). Walk-ins will not be admitted. To register, email Rebecca Sharman at rebecca.sharman@touro.edu or call her at 212-463-0400, ext. 5387.

The CCNY Immigration and Education Conference: Envisioning Schools, Communities and Policies of Acceptance

The School of Education at The City College of New York (CUNY) will host The CCNY Immigration and Education Conference on Saturday, March 19, 2011 from 9:00 a.m. to 4:00 p.m. The event will be held at City College of New York, 160 Convent Ave, New York, New York 10031. The conference will bring together students, educators, community members, and politicians from NYC and beyond. Questions about the conference can be addressed to ImmigrationConf@ccny.cuny.edu. Registration is free and required of all those attending and presenting. You can register at:

http://www1.ccny.cuny.edu/prospective/education/immigration_conf_sp11.cfm

New Working Group Focuses on Support for English Language Learners



The Madison Academic Language Working Group was formed to advance support for the language learning and achievement of English learners and to expand educators' awareness of academic language. Representing CAL are founding members Diane August, Dorry Kenyon, David MacGregor, and Deborah Short. A new website has been launched that will provide information and updates from the group. [Learn more.](#)

Using Performance Tasks in Foreign-Language Classes

Wisconsin Department of Public Instruction official Paul Sandrock shares a step-by-step guide to designing foreign-language curriculum units (excerpted from his new book) in an article in *The Language Educator*. Foreign-language teachers, he says, “express frustration with assessments that emphasize only low-level recall of vocabulary, manipulation of grammatical structures by filling in blanks, and other substitutions for real communication.” Sandrock believes that good performance assessments put the emphasis where it belongs – on the message that’s being communicated – while keeping perfect grammatical accuracy as a long-term goal.

To develop effective assessments of student learning, teachers need to ask what information they hope to gather, and what they will do with the information. In foreign language classes, the most important assessment goal is measuring students’ use of language in real-life situations, which include:

- Presenting ideas to an audience;
- Exchanging opinions;
- Preparing a letter of application or introduction;
- Skimming a website to find information;
- Understanding other people and comparing their ideas to one’s own

A well-designed performance task will simulate genuine acts of communication and provide teachers and students with helpful feedback. “Students will know much more than how well they did on a test,” says Sandrock. “They will know how well they can perform when actual communication is needed.” Here are the recommended steps:

- *Identify standards-based learning outcomes.* Then target the language level and focus the assessment within the context of the curriculum unit.

- *Create a rich and engaging thematic focus.* Identify what students need to do to demonstrate their learning, and evaluate assessment tasks against the targeted level of proficiency.

- *Decide on a series of on-the-spot assessments.* These might include tickets to leave (for example, asking students to write down two ways to say goodbye) and quick oral checks for understanding, moving from yes-no answers (*Does a good friend help a friend with homework?*), to having students finish a sentence (*Tomorrow you are going to bring to class your . . .*), to forced-choice questions (*When a friend is being bullied, should a good friend step in to fight back, go get help, or escort the friend to where there is an adult?*) to open-ended questions (*How can a friend be helpful without doing all the work?*)

- *Create summative assessments.* These should provide evidence of what students can do on their own as a result of a unit of instruction. They might be conversational (for example, students pair up and talk about how much they have in common on the topic), interpretive (for example, students identify a news story of national importance in their local paper and then search for stories on the same event in three different foreign newspapers in the target language and highlight similarities and differences), or presentational (for example, intermediate students write a letter to a potential host family in the target language, explaining differences in responsibilities and house rules that could be anticipated).

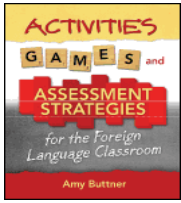
- *Design rubrics.* First, identify what quality performance looks like at the proficient level. Second, describe exceeds-expectations performance and below-expectations performance. Students can be involved at this stage of rubric construction. Third, pilot the rubric with students and make revisions. Finally, decide how to communicate the assessment results.

- *Use performance assessment data to enhance programs.* Sandrock recommends using performance tasks to track student progress across grades and schools and to improve curriculum design.

“The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress” by Paul Sandrock in *The Language Educator*, January 2011 (Vol. 6, #1, p. 46-50), no e-link available; Sandrock’s book (same title) is available at <http://www.actfl.org>.

Foreign Language Activity: Chain Stories

From [Activities, Games, and Assessment Strategies for the Foreign Language Classroom](#) by Amy Buttner



In a chain story, each student in a specified pair or group starts by writing a sentence to begin a story in the target language. Each student then passes the paper to the next student in line, who reads the previous sentence and then writes another to continue the story.

[More details on this strategy can be found here.](#)

Originally published in *Eye on Education* on 12/3/2010

Technology for Translation and Interpretation

In a new report, [Communicating More for Less: Using Translation and Interpretation Technology to Serve Limited English Proficient Individuals](#), the Migration Policy Institute's National Center on Immigrant Integration Policy (NCIIP) provides an overview of available translation and interpretation technologies. The analysis is based on interviews with state and local government employees and language access service managers experienced in using these technologies. Since some service providers have limited information about such technologies or lack the time necessary to research their purposes, costs, and benefits, MPI's report provides a much-needed roadmap that can assist in selecting products to meet their needs.

<http://www.migrationpolicy.org/pubs/LEP-translationtechnology.pdf>

An Illinois High School Uses RTI for English-Learners

By [Mary Ann Zehr](#) on December 8, 2010 9:32 AM Education Week Blog

A high school in a suburb of Chicago has implemented "response to intervention" first for its English-language learners and is now expanding the effort to involve all students. I learned about this school, Maine West High School, in Des Plaines, Ill., when Alan Matan, the head of the ELL and foreign-language department there, [commented on a recent blog post](#) about the implementation of the educational method for ELLs. Matan's comment is the third one on the post.

Response to intervention, or RTI, supports struggling students with interventions in an effort to reduce the number of referrals to special education. Maine West High School, where about 90 of 2,400 students are ELLs, is in its second year of carrying out RTI for ELLs. It's one of three high schools in the 6,500-student [Maine Township High School District 207](#).

Matan explained to me that either ELL specialists or regular content teachers fill out a form that identifies particular academic or behavioral struggles that some students may be having, such as difficulty decoding words or making inferences when reading. He said the teachers are urged to be specific about what skills the students seem to be lacking. Those students then may receive one-on-one assistance for a particular intervention from either an ELL teacher or teacher's assistant for a short time two or three times a week. The high school considers that special help to be Tier 2 of the three tiers of RTI instruction. Tier 1 includes the regular comprehensive program that all ELLs receive, such as two or three periods of intensive English per day, if they are brand new to the country, or much less language help if they have high levels of English-proficiency. Tier 3 in the implementation of RTI at the school equals special education, Matan explained.

With the RTI approach, Matan said the school's staff has been able to be much more nuanced in determining academic skills that students may be lacking, rather than simply assuming that a student needs to be referred to special education. "We do have more data [than before] that says we tried these interventions," said Matan, "while in the old days, it would be, 'They aren't understanding this, so boom, it's a referral to special education.'"

USDOE SENDS INFORMATION ABOUT TITLE III AND ASL



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

JAN 27 2011

Dear Title III Director:

I am writing to you regarding questions we have received about how to determine if an American Sign Language (ASL) user is limited English proficient (LEP) and whether or not this qualifies the user for Title III services.

Under the former Title VII of the Elementary and Secondary Education Act (ESEA), as amended by the Improving America's Schools Act (IASA), Title VII was designed to address the needs of students whose language minority status was tied to their national origin status, hence it provided services to students covered by the *Lau* obligation under Title VI of the Civil Rights Act of 1964, rather than students with disabilities. The U.S. Department of Education's position was that an individual cannot be considered LEP solely because of his or her reliance on ASL for communication due to deafness or a hearing impairment. That did not mean, however, that individuals with deafness or a hearing impairment who relied on ASL for communication can never be served under Title VII. For example, an individual whose native language was Spanish, and who also had a hearing impairment and relied on ASL for communication, could be considered LEP under Title VII because his or her native language was a language other than English.

Under Section 9101(25) of the ESEA, as amended under the No Child Left Behind Act (NCLB), an individual that might be considered LEP must also meet the following federal definition:

- (25) LIMITED ENGLISH PROFICIENT.—The term 'limited English proficient', when used with respect to an individual, means an individual—
- (A) who is aged 3-21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

A student who uses ASL for communication due to deafness or hearing impairment, who meets the definition of LEP as stated above, and whose primary language is based on national origin may qualify for Title III services.

If you have any further questions, please contact Supreet Anand, Title III Supervisor at Supreet.anand@ed.gov or 202-401-9795. Thank you for your efforts to meet the needs of students who are deaf or hearing impaired English learners.

Sincerely,

A handwritten signature in black ink, appearing to read "Thelma".

Thelma Meléndez de Santa Ana, Ph.D.

cc: Chief State School Officers

US Department of Education Regional Meetings on “National Conversations on English Learner Education”

REGISTRATION IS OPEN!

Registration is now open for the meetings on *National Conversations on English Learner Education*. These National Conversations are taking place at three primary locations, including Dallas, TX February 10 – 11, Los Angeles, CA, March 7 – 8 and New York, NY, April 11 – 12, with secondary satellite locations for each event. More information is available at http://www.ncela.gwu.edu/files/uploads/24/reg_is_open.pdf.

Please pass this information on to your colleagues and others who work with English Learners and multicultural students in our nation’s schools! For more information, contact askNCELA@gwu.edu or call NCELA at 1–800-321-6223.

New York State News

All English Language Learners Must Take NYSESLAT

All students who are Limited English Proficient/English Language Learners (ELLs) must take the New York State English as a Second Language Achievement Test (NYSESLAT) this spring. Under State law, the only way students designated as ELLs can exit from ELL programs is to achieve the cut grade on the NYSESLAT.

Schools must have ordered all necessary exams via ServicePoint before March 4, 2011. Your school’s unique ServicePoint link and additional ordering information were provided by SED via email last month. If you need assistance, contact Questar Assessment, Inc. at (866) 644-6648 or NYSESLATSupport@QuestarAI.com.

The NYSESLAT School Administrator's Manual (SAM) will be available the week of March 15 online, provided by the vendor. Here are the delivery dates: Speaking: April 6-7; Listening/Reading/Writing: May 9-10; Writing Scoring Materials: May 23-24. Administration dates: Speaking: April 13-24; Listening/Reading/Writing: May 16-May 27. Scoring of the NYSESLAT will take place between May 25-June 2

Although the scoring dates for NYSESLAT now overlap with the administration dates, school personnel may not engage in scorer training or scoring of student responses for Writing until the initial administration of the Writing Section has been completed in the school for that grade band.

The final date for submitting answer sheets to the scanning centers is by June 2nd. NYCDOE will be issuing a memo specific to all NYC school districts regarding the deadlines for submitting answer sheets prior to the June 2nd NYSED deadline.

Board of Regents Approves Additions to the Common Core State Standards

On January 10, 2011, the Board of Regents approved recommended additions to the Common Core State Standards for English Language Arts and Mathematics. The Board also approved new Prekindergarten Standards. To review these additions and learn more about the timeline for implementation in schools, please visit the SED Common Core website at http://www.p12.nysed.gov/ciai/common_core_standards/.

Summer Reading at New York Libraries

The theme for the 2011 Summer Reading at New York Libraries is “Global” with the slogans “One World, Many Stories” (children) and “You Are Here” (teens). As in past years, the New York State Library is developing materials to help public and school libraries collaborate to help all children continue to read and use the public library during the summer months. The “One World, Many Stories” 2011 New York State School Library Partner Manual can be viewed and downloaded at <http://www.nysl.nysed.gov/libdev/summer/facts.htm>.

2012 New York State Teacher of the Year

The New York State Education Department is seeking nominations for the 2012 Teacher of the Year. Please visit <http://www.highered.nysed.gov/kiap/ted/toty/> for additional information as well as the nomination form.

Dr. Gladys Cruz Appointed as NYSED Director of the Office of Curriculum Services

Dr. Gladys I. Cruz, the Assistant Superintendent for School Improvement at Questar III BOCES in Castleton, New York, will be joining the New York State Education Department, effective March 4, 2011, as the Director of Curriculum Services. Dr. Cruz received her Ph.D. in Curriculum and Instruction and her master's degree in Curriculum Development and Instructional Technology from SUNY/Albany. She also holds a master's degree in Education with a specialization in Bilingual Education and English as a Second Language and a bachelor's degree in Elementary Education from the Universidad del Turabo in Puerto Rico. Prior to joining Questar III, Cruz taught second languages in schools and universities in New York and Puerto Rico. Congratulations, Gladys!

SUCCESSFUL 2011 NYSABE CONFERENCE in NEW YORK CITY

A very successful 2011 NYSABE Conference was held on March 3-5 at the La Guardia Marriott, NY, where more than 1,000 parents, teachers, researchers, and administrators heard featured speakers such as Pedro J. Ruiz, Samuel O. Ortiz, Pedro A. Noguera, Regents Betty Rosa, Sonia Soltero, Ofelia Garcia, John King, Ana Uhl Chamot, Marjorie Hall Haley, Ivannia Soto-Hinman, Kate Menken, Carmen Pérez-Hogan, Tom Hogan, Carmen Dinos and Estee López. Five major strands of activities at NYSABE were the Parent, Teacher, Special Education, Higher Education Research and the Dual Language Institutes.

At the Parent Institute, NYSABE President, María de los Ángeles Barreto reminded them that "NYSABE is for you; we cannot do this work without parents. You are key partners." Later, Pedro Ruiz of NYSED, urged parents to be advocates for their children's education. The room buzzed with interest as speakers of various languages taught each other the word "advocate" in Spanish, Bengali, Chinese, Haitian Creole and other languages. Volunteers in the audience served as translators for the more than 200 parents in the group.

The Teacher Institute was sponsored by the NYC network of NYS BETACs, with Ofelia Garcia (CUNY Graduate Center) as the keynote speaker. The Institute was designed to offer teachers a full day session by school level. Marjorie Hall-Haley led the elementary school group through a number of hands-on exercises that were differentiated based on multiple intelligences, while Ivanna Hinman-Soto focused on developing academic vocabulary using both oral and written language.

Congratulations to María Meyer, 2011 NYSABE Conference Chair, and her committee chairs for a great conference!

For more information about the 2011 NYSABE Conference or about NYSABE, visit, www.nysabe.net



Carmen Pérez-Hogan, Parent Institute



Dolma Kunchok, Parent Institute.



Ivannia Hinman-Soto, Teacher Institute

New York City DOE NEWS

Dual Language Symposium

This year's Dual Language Symposium, "Bilingualism: Aiming Higher, Reaching Higher", sponsored by the Office of English Language Learners, will be held on Friday April 1st, from 8:00 a.m. to 3:00 p.m. at the Sheraton LaGuardia East Hotel, Flushing, NY. The symposium presents the latest research, best practices and instructional resources for dual language educators, leaders and parents through workshops, panel discussions, exhibits, as well as a keynote address on exploring ways schools have moved along the continuum to sustain and expand programs from grade to grade. Registration on [ProTraxx](#) for this free program is required and space is limited, so sign up now. Walk-ins will not be accepted. For additional information, contact Martine Santos at MSantos7@schools.nyc.gov

Professional Development on Language Allocation Policy

School leadership teams can register for a one-day professional development on the nuts and bolts of the language allocation policy (LAP), offered on March 25th or May 20th, 8:30 a.m.-3:30 p.m. Designed for principals and APs, the session features an updated LAP tool kit that contains the latest guidelines on how to create academically rigorous programs to meet the needs of your ELL populations. School administrators are encouraged to invite other key staff members (for a total of 3) to attend with them. All participants can register on [ProTraxx](#). The cost is \$250 for the LAP tool kit (available on FAMIS at #TLELL0060) which includes the workshop for up to three staff members from your school. Confirmed registrants will be sent specific location information. For more information, contact [Richard Bellis](#).

Brain Research: Keeping ELLs in Mind

The Office of English Language Learners invites educators to register for a free, three-day institute on brain research and its implications to teaching and learning for ELLs. This institute will provide participants with a background on brain structure, how the brain learns, the latest research on educational neuroscience and its implications to learning. In addition, principles and strategies to teach students with a brain-based approach will be shared and modeled. Teaching ELLs with a deeper understanding of the cognitive, cultural, and emotional aspects of learning will lead to higher achievement. The institute will take place on April 15th, May 13th, and June 3rd, 8:30 a.m. – 3:00 p.m. at the Museum of Jewish Heritage, 36 Battery Place, Manhattan. To register, visit <http://pd.nycoit.org>. For more information, contact Odalys Igneri at oigneri@schools.nyc.gov or Miguel Cordero at mcordero@schools.nyc.gov

Strengthening Pedagogical Practices through an Understanding of Cultural and Historical Perspectives in Spanish Literature: Part 6 – *La Literatura antes de la Segunda Guerra Mundial*

The Office of English Language Learners in the Division of Students with Disabilities and English Language Learners in collaboration with the Education Department of the Spanish Embassy invites all Spanish foreign language and native language arts educators to the sixth session of Strengthening Pedagogical Practices Through an Understanding of Cultural and Historical Perspectives in Spanish Literature: Part 6 – *La literatura antes de la Segunda Guerra Mundial*, which will be held March 31st, 8:30 a.m. - 3:00 p.m. (location: TBA). This institute is designed to build capacity of Spanish teachers around the core knowledge of Spanish literature, specifically exploring how major historical periods have influenced the literature of a given period. This knowledge will transfer into delivering rigorous NLA instruction of the highest quality allowing students to approach and understand the canons of Spanish literature. This session of the institute will focus on the literature before World War II including the avant-garde movement. For additional information, contact Odalys Igneri at Oigneri@schools.nyc.gov.

Languages Other than English (LOTE) Conference in NYC, January 31, 2011

On January 31st, more than 300 teachers and administrators attended the LOTE Conference at Louis D. Brandeis High School in Manhattan. The conference was organized jointly by the NYC Department of Education and the NYC Network of NYS Language BETACs.

The conference began with a keynote address on “Task-based Language Teaching” by Professor Michael Long of the University of Maryland and was followed by a panel presentation moderated by Professor Frank Tang of the New York University Steinhardt School of Culture, Education, and Human Development. Four panelists representing the New York State Education Department, the Asia Society, the US Fund for UNICEF and Global Learning Cooperative High School gave short talks and then fielded questions from the audience. The panelists were (in the order listed above) Dr. Pedro Ruiz, Chris Livacarri, David Donaldson, and Jennifer Zinn.

Participants attended morning and afternoon workshops on topics such as *Task-based Language Teaching*, *Pop Music in Spain*, *The Inquiry Process in Native Language Arts Classes*, *Cultural Themes*, and *Songs and Chants in the Foreign Language Classroom*.

Panel Discussants



Songs and Chants Workshop



Happy Retirement to Stu Tuchfeld!



Booth of the Korean American Teachers Association



Apprenticeships Available

Public Allies New York (PANY), an organization that advances new leadership to strengthen communities, non-profits, and civic participation throughout New York City announces the opening of its 12th annual apprenticeship program. PANY accomplishes this by placing bold, diverse, young leaders in 10-month, stipended apprenticeships in community organizations that focus on a wide-array of issues: from youth/education, immigration, housing, economic development, and many more. PANY also provides training to all of its allies, along with an educational grant that can be used towards pursuing college education upon completion of the program.

The PANY team would like to extend the invitation to you or any young people that you might directly work with at your non-profit organization to apply to become an Ally in the 2011 class. We think it is an exceptional opportunity for those you identify as leaders who are dedicated to serving their community and have interest in maintaining a long-term commitment to the non-profit and public sectors. Background information on the 10-month apprenticeship program starting September 2011 has been attached below. A flyer for you to disseminate to your young people can be downloaded here: <http://bit.ly/gmMpaN> and all applications can be completed online at: www.publicallies.org.

As part of the program, Allies will receive training in leadership and professional development, coaching, access to professional networks, and other career benefits.

What opportunities will you receive?

- Impact the lives of young people and communities through challenging positions with New York-based non-profit organizations.
- Participate in a nationally recognized leadership training program covering a wide range of social and professional issues.
- Receive critical feedback, reflection opportunities, and individual coaching on performance and personal/professional goals.
- Plan, develop, and implement a team service project impacting various communities throughout New York City.

What are the benefits?

- A monthly stipend of \$1,700
- \$5,350 educational award upon completion of the program (for existing school loans or future tuition costs)
- Healthcare, childcare (if eligible), and student loan deferment

What qualifications do you have to have?

- Have a high school diploma or GED
- Must be a U.S. Citizen or have legal Permanent Resident status
- Must have no more than (1) year of service with another AmeriCorps program
- Must be committed to developing personally and professionally

When do people apply?

- Early Deadline: March 30, 2010
- Final Deadline: May 15th, 2010
- Apprenticeship begins September 1st 2011

Download an application today at www.publicallies.org! Please submit complete application online, including resume and (2) letters of recommendation. Please address all questions to: Marissa Gutierrez-Vicario at marissag@publicallies.org or (646) 237-7797.

XX Simposio de Literatura Infantil y Juvenil Instituto Cervantes Nueva York

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

726 Broadway, 5th Floor
New York, NY 10003

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

NYU Metro Center
Professor Pedro A. Noguera
Executive Director

NYS Spanish BETAC
Bulletin Staff

Nellie B. Mulkey
Director

Irene C. Pompetti-Szul, Ph.D.
Resource Specialist

Gail M. Slater, Ph.D.
Resource Specialist

Marguerite Lukes
Resource Specialist

Ché C. Melson
Project Associate

Contact information
nyssbetac@gmail.com

El 13 de mayo en el Instituto Cervantes se llevará a cabo el simposio anual de literatura infantil y juvenil. Cuatro autores compartirán información y técnicas en cuanto a la creación de la literatura infantil y como usarla con los jóvenes en el salón de clases. Los que compartirán sus obras este año serán: Eliacer Cansino, Ricardo Chávez Castañeda, Carmen Dinorah Coronado y Teresa Nasarre.

De España, el autor Eliacer Cansino ganó el Premio Nacional de Literatura Infantil en el año 2010 con su libro *Una habitación en Babel* (Anaya).

Ricardo Chávez Castañeda (escritor mexicano), profesor de literatura en Middlebury College, Vt., quien ha escrito gran numero de libros, presentará su nuevo título para niños, *Severiana*.

Carmen Dinorah Coronado cuyo trabajo frecuente con nuestros maestros en Nueva York ha sido mencionado en otros volúmenes de nuestro boletín, autora de *Rebeca al bate y dos cuentos más*, hablará acerca de los niños en la literatura y mencionará su reciente libro, *Soy campeón*.

Teresa Nasarre, oriunda de España y residente de Nueva York, obtuvo el Primer Premio en Narrativa del Instituto de Cultura Peruano con su libro *Quimeras del emigrante*. Teresa ha escrito otros libros tales como *Al otro lado*.

En el Simposio del Instituto Cervantes, los señores Cansino y Chávez presentarán su obra por la mañana. Después del almuerzo, habrá una mesa redonda, coordinado por la Sra. Teresa Mlawer de Lectorum Inc., con Nasarre y Coronado. Aquellos que decidan quedarse después de la mesa redonda podrán visitar la Biblioteca Borges del Instituto Cervantes a partir de las cuatro de la tarde. Después, a las seis, la Compañía Marina Bollaín presentará el espectáculo *La Gallina Submarina*.

Éste será el 20vo año en que el Instituto Cervantes celebra el Simposio de Literatura Infantil y Juvenil. Si Ud. desea participar, inscribese por medio del enlace que aparece en la página 17.

Eliacer Cansino



Ricardo Chávez Castañeda



Carmen Dinorah Coronado



Teresa Nasarre





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

Updated March 1, 2011

SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTERS	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
MARCH 2011			
3/30/11 8:30 am– 3:00 pm	TeachUNICEF: Exploring Gender Equality Through Global Education David Donaldson Tara Broughel Dr. Gail Slater Prof. Erin Murphy-Graham	Educators Grades 6-12 US Fund for UNICEF , NYC	Click HERE to register. If you have trouble opening the link, email nyssbetac@gmail.com with “UNICEF” in the subject line. <i>Fill out the form once to register for both workshops.</i>
3/24/11 3/25/11 8:30 am– 3:00 pm	RtI for Diverse Learnings – Targeted Instruction for ELLs Diversity in Learning Series # 3 of 3. Catherine Collier SAME PROGRAM ON TWO DIFFERENT DAYS IN TWO DIFFERENT LOCATIONS	Educators and Clinicians Grades K-12 Fordham University BX (Day 1) Hunter College (Day 2)	Click HERE to register for March 24 in the Bronx. Click HERE to register for March 25 in Manhattan Or, email bronxbetac@fordham.edu with “Diversity in Learning” in the subject line, and make sure to specify the date.

Happy St. Patrick’s Day

The Legend of the Shamrock



St. Patrick used the three leaves of the shamrock, a three leafed clover, to describe the Trinity of the Father, the Son and the Holy Spirit.

While most Shamrocks are three leaved, it is believed that a rare four leaf clover will bring you good luck.





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

Updated March 1, 2011

SCHOOL YEAR 2010-11



MAY 2011

<p>5/13/11 8:30 am - 3:30 pm</p>	<p>XXth Symposium of Children's & Young Adult Literature of the Cervantes Institute NY</p> <p>Featured authors:</p> <p>Eliacer Cansino Ricardo Chávez Dinorah Coronado Teresa Nasarre</p>	<p>Spanish language and bilingual teachers Grades K-10</p> <p>Cervantes Institute, NYC</p> <p>Optional additional activities from 4:00 – 6:00 pm, including a dramatic presentation by La Compañía de teatro Infantil “Marina Bollain”</p>	<p>Click HERE to register.</p> <p>Or, if you have trouble opening the link, email nyssbetac@gmail.com with “May 13 Cervantes” in the subject line.</p>
<p>5/31/11 9:00 am– 3:00 pm</p>	<p>MoMA Arts and Literacy Development for Teachers of ELLs.</p> <p>Marguerite Lukes, SBETAC & Calder Zwicky, MoMA</p>	<p>ESL, Bilingual, and Foreign Language Teachers</p> <p>Museum of Modern Art (MoMA)</p>	<p>Click HERE to register.</p> <p>Or email nyssbetac@gmail.com with “MoMA Spring Series” in the subject line.</p>

JUNE 2011

<p>6/3/11 9:00 am – 1:00 pm</p>	<p>2011 NYS Spanish Spelling Bee Final Competition</p>	<p>For student winners of local school and district spelling bees only</p> <p>Shanker Hall UFT Headquarters, NYC</p> <p>For more information, please visit: http://steinhardt.nyu.edu/metrocenter/sbetac/nysssb</p>	<p>Registration is now closed.</p> <p>Schools that are registered can go HERE to see a timeline/breakdown of the remaining due dates and deliverables necessary to ensure participation in the Final Competition.</p>
<p>6/9/11 8:30 am – 3:00 pm</p>	<p>Voces Hispánicas VII: Spanish Literature and Language Conference</p> <p>Yanitzia Canetti</p>	<p>Spanish language and bilingual teachers Grades 3-10</p> <p>Fordham University, Rose Hill Campus, Bronx</p>	<p>Click HERE to register.</p> <p>Or email nyssbetac@gmail.com with “Voces June 9” in the subject line.</p>

STATE AND NATIONAL CONFERENCES

<p style="text-align: center;"> Teachers of English to Speakers of Other Languages TESOL March 16-19, 2011 New Orleans, LA www.tesol.org </p>	<p style="text-align: center;"> Celebration of Teaching and Learning WNET March 18-19, 2011 Hilton Hotel, NYC http://thirteencelebration.org </p>
<p style="text-align: center;"> Association for Supervision and Curriculum Development ASCD March 26-28, 2011 San Francisco, CA www.ascd.org </p>	<p style="text-align: center;"> American Association for Applied Linguistics AAAL March 26-29 Chicago, Illinois www.aaal.org </p>
<p style="text-align: center;"> Northeast Conference on the Teaching of Foreign Languages NECTFL April 2-4, 2011 Baltimore, MD www2.dickinson.edu/prorg/nectfl </p>	<p style="text-align: center;"> National Conference on Family Literacy NCFL April 3-5, 2011 Louisville, KY www.famlit.org </p>
<p style="text-align: center;"> American Educational Research Association AERA April 8-12, 2011 New Orleans, LA www.aera.net </p>	<p style="text-align: center;"> National Council of Teachers of Mathematics NCTM April 13-16, 2011 Indianapolis, Indiana www.nctm.org/meetings </p>
<p style="text-align: center;"> American Association of Teachers of Spanish and Portuguese AATSP July 6-9, 2011 Washington, D.C. www.aatsp.org </p>	<p style="text-align: center;"> New York State Association of Foreign Language Teachers NYSAFLT October 13 - 16, 2011 Rochester, NY www.nysaftl.org </p>
<p style="text-align: center;"> New York State Teachers of English to Speakers of Other Languages NYSTESOL October 28-29, 2011 Melville, New York http://nystesol.org/annualconf/ </p>	<p style="text-align: center;"> National Council of Teachers of English NCTE November 17-20, 2011 Chicago, IL www.ncte.org </p>

The Culture Club is an online environment where teachers of foreign languages can find materials and information to help them teach about the culture(s) of their target language(s). Below you will discover what is currently featured in each of the nine rooms of the Club. Each room also has a link to its Collection where you will find all the previously-featured materials. If you have trouble following the links from the email, paste this URL into your browser: <http://nclrc.org/cultureclub/Email/CCEmail.html>

February Culture Club Update

The February Culture Club is now available online. This month you will find a **new mystery photo** in the Photo Gallery, an article about **Life in the Ivory Coast during the war** in the Speaker's Corner by Beckie Bray, **new stories of culture clash** in the Bloggers' Den, an appeal for **holiday lessons** in the Teachers' Lounge, **new cinquains in the French, German, Italian, and Spanish** Poetry Rooms as well as **new reviews in the Library** (French, German, and Spanish) and the **Screening Room** (French, German, Italian, Norwegian, and Spanish). [The German and Italian Scavenger Hunts](#) are open for alternates so try your luck!

	<p>Speakers' Corner Life in the Ivory Coast during the War By Béckie Bray</p>	<p>As Americans and as French teachers, we talk about colonization and its effects in Africa, in particular, the positive effects of Western government and schooling. Rarely, however, do we talk about the day to day life of living in a formerly-colonized country...Read article</p>
	<p>Photo Gallery Where in the World Mystery Photo Contest!!!</p>	<p>The new Mystery photo is ready for you to guess! participate NOW!</p>
	<p>Screening Room Italian, French, German, Spanish and Norwegian Movie Reviews</p>	<p>French: Huit Femmes (Eight Women) German: Friendship Italian: La Terra Trema Norwegian: Vinterkyss (Kissed by Winter) Spanish: Mataharis Read reviews</p>
	<p>Library New book reviews and new poems!</p>	<p>Book reviews: French: French-Canadian & Québécois Novels German: The Book Thief Spanish: Espía de Dios (God's Spy) Go to Library</p>
	<p>Teachers' Lounge Fun with Holidays: How do you teach holidays in your classroom?</p>	<p>The holidays of a culture are an essential part of a foreign language curriculum. Students generally find these lessons fun. Which holidays do you teach in your classroom and how do you make these lessons educational and enjoyable? Go to lesson.</p>
	<p>Bloggers' Den Cultural Shocks Blog</p>	<p>Amusing and informative incidents of cross-cultural misunderstandings. Take a look at the stories already submitted and consider contributing one of your own. Go to blog.</p>

*The NYS/NYC Network of BETACs, The Lower Hudson Valley BETAC
and The NYS Bilingual School Psychology Support Center at
Fordham University
Present:*

**Diversity in Learning Series #3: RTI for Diverse Learners: Targeted
Instruction for ELLs**

FEATURED SPEAKER:



Dr. Catherine Collier has over 45 years experience in equity, cross-cultural, bilingual, and special education. Dr. Collier is the author of several books and articles on cross-cultural and multilingual special education. She works extensively with school districts on professional and program development for diverse learners who are at-risk in our schools. Dr. Collier provides technical assistance to university, local, and state departments of education regarding programs serving cognitively, culturally and linguistically diverse learners who are at-risk. She is the director of the national professional development project *Curriculum Integration for Responsive, Cross-Cultural, Language-based Education (CIRCLE)* at Western Washington University. Her most recent publications include a chapter on acculturation in the *Multicultural Handbook for School Psychologists*, and two books, *Response to Intervention for Diverse Learners* and *Seven Steps for Separating Difference and Disability*.

REGISTRATION

To register for **MARCH 24th** presentation in the Bronx, please cut and paste this link to your browser

<https://spreadsheets.google.com/viewform?formkey=dEpiRmJmNldRUEJnRUJnRgEdKURoUVE6MA>

To register for **MARCH 25th** presentation in Manhattan, please cut and paste this link to your browser

<https://spreadsheets.google.com/viewform?formkey=dEIEYIAzcVnKOGz3V2FaRHNOcUNhX2c6MA>

Building & room will be provided upon registration



Date:	March 24, 2011 & March 25, 2011 (same presentation)
Time:	8:00am — 3:00pm
Location:	March 24, 2011—Fordham University, Rose Hill Campus March 25, 2011—Hunter College Campus, Manhattan
Audience:	Bilingual and ESL coordinators, supervisors of programs for ELLs, School Psychologists and support personnel
Description:	Dr. Collier will provide research-based and classroom-proven intervention strategies that allow instructional staff to effectively address learning and adaptation issues of diverse learners—specifically, students’ cognitive, behavior, literacy, and communication issues along the continuum of RTI tiers. By using these strategies within an RTI model, school teams can ensure that the needs of culturally and linguistically diverse students are appropriately identified and addressed.

Light Breakfast will be provided. Lunch will be on your own.

CLACS K-12 Outreach

The Center for Latin American and Caribbean Studies at New York University



The Center for Latin American and Caribbean Studies (CLACS) at New York University invites you to be a part of our K-12 Outreach Program.

CLACS is a renowned leader in teaching, research and programming related to Latin America and the Caribbean. Through our K-12 initiatives, you can have access to innovative Latin American and Caribbean-related resources. We offer educators research opportunities and exciting workshops with leading scholars. Working with teachers, we develop and distribute curricular materials that incorporate groundbreaking research on the region. CLACS also seeks partnerships with governmental and non-profit organizations in order to broaden the scope of Latin America and Caribbean-related content in K-12 classrooms.

There are many ways for you to learn about and become involved with our K-12 Outreach Program. Information about our K-12 Outreach Program may be found at: www.clacs.as.nyu.edu/page/k12outreach

We recommend that you [join our K-12 email list](#), which will keep you informed of our initiatives and events. You can sign up by entering your email address on the CLACS website: www.clacs.as.nyu.edu

Through the CLACS K-12 Outreach Program you can:

- Apply for the innovative CLACS K-12 Residency Program, which pairs NYC teachers with experts in the field of Latin American Studies to create classroom curricula
- Attend teacher workshops aimed at sharing expertise and information about the region applicable to NYC classrooms
- Network with colleagues in other NYC schools who are interested in incorporating Latin American themes into their teaching
- Explore resources and public events organized by CLACS
- Receive updates on valuable resources posted to our website

Funding for the CLACS K-12 Outreach Program comes from the US Department of Education through a Title VI National Resource Center grant.

The CLACS K-12 Outreach Program counts on valuable partnerships with: Steinhardt MetroCenter, Facing History and Ourselves, and Spanish and Haitian BETACs (Bilingual Education Technical Assistance Center)

Please visit our website to find out more about CLACS K-12 initiatives and events.
We look forward to sharing our resources with you.



www.clacs.as.nyu.edu



**VACANCY ANNOUNCEMENTS
FOR
NYSED CERTIFIED FRENCH TEACHERS**



The Monitor School

February, 2011

Vacancy Circular #1 2011-2012

Position: French Dual Language Kindergarten Teacher

Location: P.S. 110K

Eligibility: New York State Certification in Childhood Education Grades K-6
New York State Certification in French Bilingual Education

Selection Criteria:

1. Demonstrate fluency in French
2. Knowledge of best practices in instructional strategies and techniques
3. Demonstrated success in working collaboratively with colleagues

Duties and Responsibilities:

1. Provide daily instruction in French and English
2. Engage students in meaningful inquiry-based lessons and activities
3. Assess students' ongoing performance and provide intervention as needed
4. Confer and report performance of students to their families and administration
5. Participate in ongoing Professional Development
6. Maintain student progress reports
7. Maintain student attendance records

Work Schedule: Beginning September 2011

Hours: 8:10am – 3:07pm

Salary: As per UFT Collective Bargaining Agreement

Application: Please forward a letter of application and resume to:
Dana Raciunas at draciun@schools.nyc.gov

Principal: Anna CanoAmato
Assisant Principal: Anna Rocchio
124 Monitor Street, Brooklyn, N.Y. 11222
Phone: 718-383-7600
Fax: 718-383-5053

PS 58K: Job Opening: French Bilingual Elementary Teacher

PS 58 The Carroll School, in Carroll Gardens, Brooklyn, is seeking a highly qualified fluent French-speaking teacher for the 2011-2012 academic year.

PS 58 started a French dual language program in September 2007 with 24 students. The program has since expanded as a result of its success and growing demand from French-speaking families in the neighborhood. Thanks to the support of *Education française à New York* and *Les services culturels de l'Ambassade*, the program will welcome 250 students in grades K-4 in 2011-2012.

This dual language program is a bilingual (or immersion) program where instruction in all subjects happens in both French and English. In each classroom, fifty percent of the students speak French at home. The other half speaks English or another language at home, and is developing proficiency in French. By the end of fifth grade, students will be able to speak, read and write in both languages.

Only four stops away from Manhattan, the school is located in the charming, bustling neighborhood of Carroll Gardens and is surrounded by beautiful historic townhouses that overlook Carroll Park.

PS 58 is seeking highly motivated and enthusiastic candidates to teach in grades K-4.

Qualifications required:

- Permanent US citizenship or green card
- Teacher certification from New York State or another state with reciprocal agreements
- Fluency in written and spoken French
- Experience working with children
- Excellent communication skills
- Strong collaborative teaching skills

Qualifications preferred:

- New York State certification in elementary education
- New York State extension in Bilingual Education – French
- Knowledge of balanced literacy
- Knowledge of bilingual education or ESL
- Three years' teaching experience in elementary education

Should you have questions about the program or the position, please e-mail Marie Bouteillon, Instructional Coach, at mariebouteillon@hotmail.com.

Please send your resume and cover letter in English and a French writing sample to Giselle McGee, Principal, at GMcGee@schools.nyc.gov.

PS84M, a K-5 elementary school on the UWS is **urgently looking for a substitute teacher** for its French dual language program for approximately 12 to 14 weeks.

The program, most likely, will also be recruiting for a permanent position for the fall. The applicant should be bilingual, bi-literate, NYS certified, NYC licensed.

Experience preferred. Please send a CV and cover letter to: Principal Robin Sundick, PS 84, The Lillian Weber School, 32 West 92nd Street, New York, NY 10025 or email AHauschild@schools.nyc.gov.

WILLIAM A. BUTLER ELEMENTARY SCHOOL

Public School 133

211 Eighth Street, Brooklyn, NY 11215

Phone (718) 857-4810

Fax (718)622-3264

Heather Foster-Mann, Principal

Deanne McGhie, Assistant Principal

Vacancy Circular # 1 2011-2012

Position: French Dual Language Teacher

Eligibility:

New York State Certification in Childhood Education Grades K-6

New York State Certification in French Bilingual Education

Two (2) years of satisfactory service as a teacher in the NYC Public Schools.

Selection Criteria:

1. Demonstrated fluency in French.
2. Demonstrated success in incorporating hands-on and co-operative learning activities
3. Knowledge and application of best practices in instructional strategies and techniques.
4. Demonstrated success in working collaboratively with colleagues and parents/caregivers

Duties and Responsibilities:

1. Provide daily instruction in French and English
2. Engage students in meaningful inquiry-based lessons and activities
3. Assess students 'ongoing performance and provide intervention as needed
4. Confer and report performance of students to their families and administration
5. Participate in ongoing Professional Development
6. Maintain student progress reports
7. Maintain student attendance records

Work Schedule: Beginning September 2011

Hours: 8:20am-3:10pm

Salary: As per UFT Collective Bargaining Agreement

Application: Please forward a letter of application and resume to hfooster@schools.nyc.gov

Heather Foster-Mann, Principal

PS 133

211 Eighth Street

Brooklyn, NY 11215