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Metropolitan Center for Urban Education

New York State Spanish BETAC



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In this Issue

(Click links to jump to page/ section)

Writing Letters about Literature	1
Vargas Llosa Wins Nobel Prize	3
Using Technology To Teach Handwriting	4
Books on the Immigrant Experience	5
NYU News "Quechua Week"	9
New York State News	10
MLK Essay Contest	10
Global History Images	11
"What Works" ELL Webinars	12
New York City DOE News	13
Hispanic Essay Contest	16
2011 NYS Spanish Spelling Bee	17
SBETAC Activities and Events	18
State and National Conferences	22
Other Announcements	23

Writing Letters about Literature

Letters about Literature (LAL)

State Winners Are "Guest Authors" at National Book Festival

"In any group of children we find that if they begin by sharing their most obvious observations they soon accumulate a body of understanding that reveals the heart of a text and its meaning(s) for them all." --Aidan Chambers, *Tell Me: Children, Reading, and Talk*

Letters about Literature invites young readers to write a personal letter to an author, reflecting on how that author's work somehow changed their view of the world or themselves. Katherine Ann Van Kirk (shown below) wrote to Michael Buckley, author of the *Sisters Grimm* series. She admitted in her letter that her relationship with her own sister had been not as strong as she wished it to be. Once she read about Buckley's fictional sisters, however, Katherine knew what she wanted to do. "I wanted to make the relationship I had with my sister better."

Jerry Spinelli's novel *Stargirl* inspired Olivia Marcantonio to stop "seeing everyone else as "Them" with a capital T and start seeing people as individuals." Olivia (pictured right) wrote: "Though everyone is made from the same primary colors, it is how we mix

those colors to create ourselves that makes us different." Pictured at left is Claire Wang, who took first place on Level 2 (grades 7-8) in the state of Maryland reading her letter to author, Katherine Paterson (on stage) about her novel, *Bridge to Terabithia*.

First and foremost, *LAL* is a writing contest for young readers in grades 4 - 12. How has an author's work -- novel, nonfiction, poetry--changed your view of the world or yourself? That's the *LAL* writing challenge. "Don't write a book report. The author already wrote the book and knows what it is about. What the author doesn't know is how YOU responded to his or her work. Write about that -- your personal reader's response?"

"Don't let anyone tell you how you can or cannot respond to a book," Katherine then told Claire. An author can't tell you how to respond." Nor can a teacher, she emphasized. The reader-author relationship is unique and very personal. Talking about books is step one in the *LAL* reader response teaching strategy. To learn more about reader response and "tell me" type questions, please click on [Lesson Plans](#).



Letters about Literature (LAL): A National Reading-Writing Contest

The Center for the Book in the Library of Congress, in cooperation with affiliate state centers and with Target Stores, invites readers in grades 4 through 12 to enter *Letters about Literature*, a national reading-writing contest.

To enter, readers write a personal letter to an author, living or dead, from any genre--fiction, nonfiction, or poetry, contemporary or classic--explaining how that author's work changed the student's way of thinking in some way. There are three competition levels: Level I for students in grades 4 through 6, Level II for grades 7 and 8, and Level III for grades 9 - 12.

State winners, announced in March each year, receive cash awards. National winners, announced in late April, receive additional prizes and earn for their school or community library *LAL* Reading Promotion Grants valued at thousands of dollars! Last year, 70,000 young people entered. For more information on how students can enter, browse through the website below for sample letters and the how-to-enter guidelines and coupon.

Deadline for this year's competition: DECEMBER 10, 2010

LAL is so much more than just a writing contest. It promotes reading through the teaching strategy of reader response and reflective writing. It also provides *free* teaching materials, including lesson plans, writing samples, assessment checklists, and teacher tips--all downloadable through <http://www.lettersaboutliterature.org/>

LAL offers professional development workshops for teachers, literacy coaches, & librarians on Reader Response and Reflective Writing. Contact *LAL* national project director Catherine Gourley for more information at 570-675-3305 or via email at lal@epix.net.

Verb It: A Board Game to Practice Spanish Verbs

A new game to help students learn Spanish and facts about Latin America has been created by retired ESL teacher, Carol Franks. In the words of its creator, *Verb It* is "a fast-paced Spanish board game [that is] so engaging that players don't even notice they are practicing complex Spanish verbs as they race through Latin America." The game does not require expensive equipment, DVDs or CDs, the verb questions come in three skill levels, and the material is suitable for middle school through college students.

Verb It includes questions about Latin America, such as the advanced level question *¿Quién es Frida Kahlo?* The game's interactive website, www.verbitgame.com, includes free on-line verb quizzes, teacher feedback, and pages of competitions where schools can post results of competitive games.



Mario Vargas Llosa Wins Nobel Prize for Literature

Adapted from an article by Sara Krulwich that appeared in The New York Times, October 8, 2010



The Peruvian writer Mario Vargas Llosa, whose deeply political work vividly examines the perils of power and corruption in Latin America, won the 2010 Nobel Prize in Literature on Thursday, October 7, 2010.

Announcing the award in Stockholm, the Swedish Academy praised Mr. Vargas Llosa “for his cartography of the structures of power and his trenchant images of the individual’s resistance, revolt and defeat.”

Mr. Vargas Llosa, 74, is one of the most celebrated writers of the Spanish-speaking world. He is frequently mentioned with his contemporary, Gabriel García Márquez, who won the literature Nobel in 1982, the last South American to do so. Mr. Vargas Llosa has written more than 30 works of nonfiction, plays and novels, including *La Fiesta del Chivo* (The Feast of the Goat) and *La Guerra al Fin del Mundo* (The War of the End of the World).

The prize is the first for a writer in the Spanish language in two decades, after Octavio Paz of Mexico won in 1990. It renews attention on the Latin American writers who gained renown in the 1960s, like Julio Cortázar of Argentina and Carlos Fuentes of Mexico, who formed the region’s “boom generation.”

During a news conference at the Instituto Cervantes in Manhattan on October 7th, Mr. Vargas Llosa called the Nobel Prize “a recognition of the importance of Latin American literature and the Spanish language, which has acquired a sort of citizenship in the world.” He currently resides in New York City and teaches creative writing and a course about Jorge Luis Borges at Princeton University.

Below is a picture of Vargas Llosa’s first book for children, *Fonchito y La Luna*, appropriate for Grades K- 3.



Source: *New York Times*, October 8, 2010

http://www.nytimes.com/2010/10/08/books/08nobel.html?_r=1&scp=2&sq=mario%20vargas%20llosa&st=cse

For more resources on Mario Vargas Llosa’s works, visit: <http://www.mvargasllosa.com/> and <http://www.clubcultura.com/clubliteratura/clubescritores/vargasllosa/home.htm>

Using Technology to Teach Handwriting

Adapted from an article by Gwendolyn Bounds in the Wall Street Journal, October 5, 2010



Does handwriting matter in the age of digital communication?

The act of writing by hand appears to be an important building block for learning. New research from Indiana University shows how handwriting helps with learning letters, improves the expression of ideas and composition, and may even aid fine motor skill development.

Adults can also benefit from the practice when studying graphically different languages such as Chinese or symbols in sciences such as chemistry. Some physicians say it could help keep our minds sharp as we age.

Ironically, it may be modern technology that gives a boost to handwriting's resurgence. More schools are using technology to modernize traditional handwriting lessons, which researchers say are still essential in a digital world. Teachers are using applications for the iPhone, iPad and other hand-held devices that focus on handwriting instruction through educational games.

Some current applications in the iTunes app store are: [abc PocketPhonics](#), [ABC Tracer](#) and [iWriteWords](#). Cheering pencils and encouraging animals give positive feedback for good performance. Parents who have downloaded them say their children think learning to write on these devices is a game. There are also adult apps, such as [WritePad](#), which convert your own handwriting to text. Handwriting is an important skill and using technology may make it possible to reach students who otherwise could not be helped.

Columbus Discovers Puerto Rico on November 19, 1493

Cristóbal Colón spent two days in Puerto Rico after landing there on November 19, 1493. He claimed the island for Spain, and christened it San Juan Bautista (Saint John the Baptist). Already living on the island were the Taíno Indians, an advanced agricultural society. The Taínos' name for the island was *Borikén*, which meant "land of the valiant lords". Today, Boriquen remains a symbol of someone of Puerto Rican heritage.

It was Ponce de León, a soldier who had been on the trip with Colón in 1493, who came back in 1508 and named the harbor near his settlement Puerto Rico (rich port). Ponce de León was the first governor of the new territory. Later, he left Puerto Rico and went to Florida to search for the "fountain of youth" However, his family and early descendants remained in Puerto Rico.



Cristóbal Colón



Juan Ponce de León

Books on the Immigrant Experience

By Grace Cornell

Adapted from http://rethinkingschools.org/archive/25_01/25_01_cornell.shtml

After writing letters on behalf of her students' parents in preparation for their immigration hearings and after seeing a number of the parents deported, bilingual teacher Grace Cornell noticed that the library books in her school did not touch on documentation and citizenship issues. She set about to find books that grappled with issues her students and their families faced in growing numbers. Grace Cornell identified three broad categories of books according to the extent to which they explore or obscure these themes.

Theme I: Creating the Image that Citizenship Is Equally Available to All

The first category comprises books that choose to ignore issues of undocumented immigration and unequal access to citizenship, portraying a world in which U.S. citizenship is equally (and often easily) available to all people. The most extreme example of this that I encountered is *A Very Important Day*, by Maggie Rugg Herold, in which families from the Philippines, Mexico, India, Russia, Greece, Vietnam, the Dominican Republic, China, Egypt, Ghana, Scotland, and El Salvador all joyously celebrate as they make the trip downtown to the courthouse to receive their papers and to be granted citizenship. They happily swear loyalty to the United States of America and recite the Pledge of Allegiance, waving tiny American flags as they exit the courthouse.

This book strongly implies that each family has had an equal opportunity to apply for citizenship, whether from Scotland or Ghana. They have all followed the same equitable legal process that is described in the epilogue. For a child unfamiliar with the economic, linguistic, and political issues that make U.S. citizenship far more attainable for some than others, this book creates a false sense of security—look, our system is working well! For a student who is undocumented or whose parents are undocumented, this book raises many unanswered questions—why can't we just go down to the courthouse, recite the Pledge of Allegiance, and become citizens if everyone else can? Unless a teacher is willing to engage with these issues and discuss the author's underlying assumptions with the students, this book could do more harm than good in a classroom setting.

The second book in this category, *How Many Days to America?: A Thanksgiving Story*, by Eve Bunting, does portray immigration and border crossings as difficult, but the barriers suddenly and inexplicably disappear in the end when the need arises to create a happy ending. This book tells the wrenching story of a family that is forced to leave an unnamed Latin American country, fleeing from political oppression. They board a fishing boat to travel to the United States. Their journey is arduous—the motor breaks, the soldiers in their country shoot at them from the shore, their food and water run out, people become ill, and what little they have left is taken by thieves. When they finally arrive at the shore of the United States, they are greeted by soldiers who give them food and water but do not let them land. *They will not take us*, the father comments sadly, but he refuses to explain why.

Yet suddenly, the next day, the boat makes landfall on U.S. shore again. This time there are no soldiers, but instead a large crowd of people who welcome the family and usher them into a shed with tables covered with delicious food. They explain that it is Thanksgiving and tell the new arrivals about the significance of that day in the United States. The book ends with a description of how *Father gave thanks that we were free, and safe - and here*. The little sister asks if they can stay. *Yes, small one*, the father replies. *We can stay*. This book clearly sets up a false expectation: No matter the struggle that it takes to get to the United States, once here, you are safe and you are allowed to stay. Yet this is so clearly not the case for many undocumented immigrants, and many children recognize that, despite their family's arduous journeys to this country, they still face the dangers of deportation, exploitation and discrimination on U.S. soil. Just as this book stays silent on the reasons why the soldiers initially refuse to allow the family to land, it all too swiftly conjures up a happy ending when many questions still remain in the mind of a critical reader. Like *A Very Important Day*, it ignores the possibility that citizenship might not be attainable for all people who set foot on U.S. shores.

Theme 2: Someone Else's Problem

While the first category comprises books that completely ignore issues of documentation and equitable access to citizenship, the second category includes books that hint at these themes but do not explore them. They imply that the aforementioned dangers exist, yet avoid putting the main characters at any real risk. The message that such books send is that deportation and the separation of families occurs, but that such things usually happen to someone else.

The first of these books, *My Diary from Here to There/Mi diario de aquí hasta allá*, by Amada Irma Pérez, is the diary of a girl who immigrates to the United States from Mexico. Although her father is a U.S. citizen, the family must wait a long time near the border while her father secures their green cards. The narrator expresses sadness at how she cannot see her father and fear that he will not be able to get green cards for the rest of the family. Yet they wait patiently, the green cards finally arrive, and the family is able to cross the border legally and be reunited. Interestingly, on the bus into the United States, the police arrest a woman without papers. This incident is mentioned but not discussed, leaving children on their own to question why some immigrants have documents and others do not.

Another book, the charming *Super Cilantro Girl/La superniña de cilantro*, by Juan Felipe Herrera, tells the story of Esmeralda, a child whose mother is stopped at the U.S.-Mexico border despite the fact that she is a U.S. citizen. Worried about her mother, Esmeralda dreams that she turns green like a bunch of cilantro, grows into a giant, and flies to the border to set her mother free. Here Herrera paints a vivid picture: *She gawks at the great gray walls of wire and steel between the United States and Mexico. She stares at the great gray building that keeps people in who want to move on.*

In the dream, Esmeralda rescues her mother. When the soldiers begin chasing her, she makes green vines and bushes of cilantro grow up and erase that border, declaring that the world should be *sin fronteras*—borderless. However, when Esmeralda wakes up in the morning, she discovers that everything was a dream and that her mother is already safely home.

This book hints at the terror that children experience at the prospect of their families being split apart, but it does not actually put the characters in real danger. Esmeralda's mother is a citizen and does not truly run the risk of being separated from her family. In the foreword, Herrera expresses concern about families that are kept apart by borders and shares his wish that some superhero could abolish such borders and bring those families back together. However, his choice to make Esmeralda's mother a citizen in no danger of actually being barred from returning home still sends the message that family separation, deportation, and detention centers are all part of a dream from which you can wake up. If they are real dangers, they exist only in the lives of others.

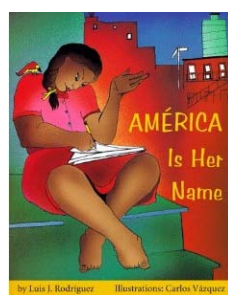
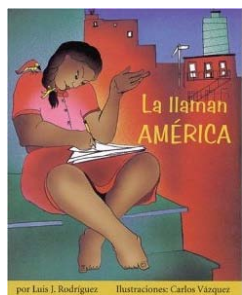
Theme 3: Tackling the Subject

The final category includes the handful of books I found that do deal with issues of documentation and unequal access to citizenship head on. In *Hannah Is My Name*, by Belle Yang, a family immigrates to San Francisco from Taiwan. Though they apply for green cards, they wait more than a year to hear back from the government. During this time, the narrator's parents must work illegally to make ends meet. Hannah's mother is fired from her job in a clothing factory when the boss realizes that she doesn't have papers, and her father is constantly on the watch for immigration agents as he works at a hotel. One of Hannah's friends, Janie, a child from Hong Kong, is deported because Janie's father is discovered working at a Chinese restaurant before his family receives their green cards.

And one day, while Hannah is visiting her father's work, she and her father are forced to flee from an immigration raid. From then on, her father must work at night. In the end, the story concludes happily—the family finally receives the green cards and is allowed to stay. In the process, however, the author exposes several key issues, including the seemingly arbitrary nature of the immigration process (e.g., papers can be delayed for extended periods of time without explanation) and the fact that many families must work illegally to survive while applying for documents.

América Is Her Name/La llaman América, by Luis J. Rodríguez, deals with many other harsh issues facing immigrant communities: neighborhood violence, unemployment, language barriers, and, importantly, racism, an issue that is not directly addressed in any of the books reviewed above. América's mother is called a "wetback" when she goes to the market. In school, América's ESL teacher, Ms. Gable, scornfully refers to her as an "illegal." América's confusion is heartbreaking: *How could that be—how can anyone be illegal! She is Mixteco, an ancient tribe that was here before the Spanish, before the blue-eyed, even before this government that now calls her "illegal."* How can a girl called América not belong in América?

This is a powerful question to pose to students, one that could generate much discussion. Fortunately, América finds release from the pressures of her life through writing poetry, discovering her voice and her place in this new passion. Her family and her teacher, who are initially skeptical, finally support her, telling her that she will be a real poet some day. *A real poet*, the book concludes. *That sounds good to the Mixteca girl, who some people say doesn't belong here. A poet, América knows, belongs everywhere.*



Teaching Critical Thought

The books critiqued above are only a few of the many that are available. However, although there are many children's books that deal with the experiences of Asian and Latin American (specifically Mexican) immigrants, there is a paucity of literature that tells the stories of immigrants from other places in the world, such as Africa or the Middle East. I urge teachers to seek out books that do represent these populations when building their classroom libraries, especially books that choose to tackle the difficult issues surrounding immigration status and citizenship. This is especially important if we want immigrant students to recognize that they are not the only ones who face struggles in the United States—that many different groups share similar experiences and that this may in turn be due to the existence of larger systemic injustices.

I have reflected on the books above from the perspective of a teacher whose class includes immigrant students, many of whom are undocumented or have undocumented family members. However, I believe that it is just as important for teachers who do not have immigrant students to look critically at the books about immigration available in their classrooms. In all probability, children who do not confront these issues in their daily lives are the least likely to question the portrayals of immigration in the books they read.

Finally, and most importantly, I want to emphasize that none of these books stands alone, regardless of whether they choose to confront or evade the topics of documentation and inequitable access to citizenship. Read these books aloud and make them the subject of group discussions before adding titles to the classroom library for independent reading. This is to assure that the sensitive issues involved can be treated with care, given the attention they deserve, and dealt with in a safe environment mediated by a caring adult. If our goal is to develop students who think critically about their own lives and about the world around them, teachers should be integrally involved in guiding children as they discover, explore, and analyze all of these books. I have tried to provide a framework to help us, as educators, look closely at the messages sent by the books about immigration that we choose for our classrooms. Thinking critically about the books ourselves is the first step in facilitating thoughtful dialogue among our students.

Book Review

From North to South/Del norte al sur

by Grace Cornell

Reviewed By René Colato Laínez

Hot off the press, *From North to South/Del norte al sur* addresses issues of family separation and deportation head-on. The story is told from the perspective of José, a young child who travels from San Diego to Tijuana to see his mother, recently deported in a factory raid. At the shelter where she is staying, José meets other women and children who have also been separated from their families. It is clear how deeply his mother's deportation affects José—and this is movingly described—but there are several reasons that his situation should not be considered broadly representative. His father is a permanent resident of the United States and can hire a lawyer for his mother, and José lives close enough to the border to visit her every weekend. His mother has been able to find lodging at a safe and welcoming shelter, and every indication is that she will soon be able to return home. Neither the families in this book, nor our own students who face similar challenges, are guaranteed these advantages and resources. Thus there is much here for teachers to discuss with their students—especially the complex reasons behind José's family's separation and the different ways that families experience deportation.

The story ends with a description of José's dream as he sleeps on the car ride back to San Diego: mamá has the right papers, the family crosses the border together, fireworks fill the sky, and José knows *that all the other children would see their parents soon, too*. This is a beautiful dream, but it is indeed a dream. The real world does not deliver fairytale endings so reliably, and the other children at the shelter may not soon be reunited with their families. In this respect, the book seems torn between the attempt to realistically portray the pain caused to children by deportation and the desire to provide a happy ending. In choosing the latter, it may set students up with the unrealistic expectation that deportation is always temporary, and those who face it will inevitably be reunited with their families in the United States.

Despite these issues, the book *From North to South/Del norte al sur* remains one of the only children's books to directly portray a child's struggle with family separation caused by deportation, and so is an invaluable addition to any classroom.

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Grace Cornell (gevecornell@gmail.com) works as a bilingual educator in Oakland, Calif.

NYU NEWS

CLACS Announces “Quechua Week”

The *Center for Latin American and Caribbean Studies* (CLACS) at NYU will host a week of events on the Quechua languages and those who speak it in several Andean nations. One of the events, in collaboration with the NYS Spanish BETAC at NYU, is an afternoon lecture and workshop for K-12 teachers on the December 15 at the King Juan Carlos Center at NYU’s Washington Square. – see registration information in the BETAC events pages [below](#). *No se lo pierdan!*

Amazonian and Andean Languages Scholar will speak at New York University on December 15.

Dr. Gustavo Solís Fonseca will speak at the King Juan Carlos Center at 53 Washington Square on December 15th. Dr. Solís, a Linguistics Professor at the Universidad Nacional Mayor de San Marcos, specializing in Amerindian languages, has been the director of the Center for Research in Applied Linguistics, at the UNMSM for several years. He has also been the recipient on two occasions of the Medal of Scientific Merit awarded by the University.

Dr. Solís is one of the leading scholars and researchers in the area of Amazonian & Andean languages. His research is interdisciplinary, and draws on diverse fields such as general and theoretical linguistics, macro- and micro-sociolinguistics, applied linguistics, linguistic anthropology, education, ethnography of communication, language contact phenomena, working with extinct languages, language policy & planning, language revitalization, politics and history. He began his work in the Amazon region while working as a researcher of two Amazonian languages: the Machiguena and the Arawak in the MANU National Park, where he lived among the Machiguena and learned their language.

Books he has published include: *Lenguas en la Amazonía Peruana* (2003), *Lenguas Vivas Introducción a la Morfología* (2004) , *Cuestiones de lingüística general, hispánica y aplicada* (2004), *Introducción en la Toponimia* (1989), *Todas las lenguas del Perú* (2010) etc. He has also been the author of numerous articles on linguistics and Peruvian native languages. One of his greatest contributions is that he has designed the official ethno-linguistic maps of Peru. (Map & booklet) (1987, 2003). Recently he was called to be one of the 30 world specialists who participated in the *Report of UNESCO on the state of the languages of the World* (2008); additionally he is an author of the section corresponding to the Peruvian Amazon languages that appears in the *Sociolinguistic Atlas of Latin America* (2009), important publication promoted by UNICEF. This publication is instrumental for decision making in matters relating to linguistic policy in Latin American countries. Below are YouTube videos on the various languages of Peru.

Los Castellanos del Perú

<http://www.youtube.com/watch?v=AFc4cozqbzo>

Lenguas del Perú Parte I

<http://www.youtube.com/watch?v=5C5Ae8-Ir24>

Lenguas del Perú Parte II

<http://www.youtube.com/watch?v=vtXsGrvMKyo&feature=related>

Lenguas del Perú Parte II

<http://www.youtube.com/watch?v=5VubnMLe3OU>

Los Castellanos del Perú

<http://www.youtube.com/watch?v=rroXCqvC1Ek&feature=related>

New York State News

Use of Race to the Top (RTTT) Funds for ELLs

Jean Stevens, NYSED Associate Commissioner of the Office of Curriculum, Instruction and Standards, (which includes the Office of Bilingual Education and Foreign Language Studies), gave a presentation at the Staff and Curriculum Development meeting in Albany on September 15th that included information on Race to the Top (RTTT) goals for Limited English Proficient /English Language Learners (LEP/ELLs). Some of the ways in which RTTT funds will be used for LEP/ELLs are:

- To implement the Seven Essential Elements in high need districts.
- To support and provide
 - Preparation and certification of bilingual and ESL staff
 - LEP/ELL parent empowerment
 - Capacity building at the school and district levels
 - Provision of equitable services for LEP/ELLs

NYSED Postions Available

The New York State Education Department is currently recruiting upwards of 25 positions directly related to supporting the recent success in securing a federal "Race to the Top" award. Please share the link found below to help get the word out about these new, exciting employment opportunities.

Visit: <http://www.oms.nysed.gov/hr/listing.html>

Martin Luther King, Jr. Art and Essay Contest

The New York State Education Department, in collaboration with the New York State Office of General Services, is pleased to announce the 11th Annual Martin Luther King, Jr. Fine Arts and Essay Display. All New York State schools are invited to submit student artwork and essays based on Dr. King's Six Principles of Nonviolence for a celebration of his birthday in January 2011. The categories for student entries include writing, painting, drawing, sculpting and photography.

All entries must be postmarked no later than Monday, December 6, 2010, and will be placed on display for viewing in the Empire State Plaza in Albany, New York in January 2011.

For more information, visit the links below

<http://www.oms.nysed.gov/hr/MLKArts2011> and <http://www.oms.nysed.gov/hr/MLKArtDisplay2011.pdf>

Regents Examination Dates for 2011-2012

The final dates for the January, June and August Regents examination periods for 2011 and 2012 administrations, along with the tentative dates for the 2013 administration, are provided in the following link: <http://www.emsc.nysed.gov/osa/schedules/regentsexamdates11-13.pdf>. Schools will now be able to establish their calendars and facilitate planning and arrangements for important events such as staff development activities, class trips, and commencement exercises.

Call for Public Feedback on Additions to The Common Core State Standards

On July 19th, 2010, New York State adopted the Common Core State Standards (CCSS) for English language arts & literacy in history/social studies, science, technical subjects and mathematics. The Board of Regents would like your feedback on recommended student expectations to add to the CCSS.

To support the state's adoption plan, a group of P-12 and higher education English language arts and mathematics practitioners met in Albany in July 2010 to analyze the *Common Core State Standards* to determine if there are necessary additions for New York State.

To access the recommended additions for English language arts and the survey, please go to:
http://www.p12.nysed.gov/ciai/common_core_standards/elafallsurvey.html

The surveys will be available from October 20, 2010 until November 29, 2010.

In January 2011, the Board of Regents will review the recommendations and determine if they approve the additions, resulting in a new set of P-12 English language arts and literacy standards and P-12 mathematics standards. Any questions about the surveys may be sent to emscurric@mail.nysed.gov.

State Education Department Awards \$19,800,003 Federal School Improvement Grant To New York City Schools

New York State Commissioner of Education David Steiner today announced that the New York City Department of Education will receive \$19,800,003 for the 2010-2011 school year to help turn around 11 of its Persistently Lowest Achieving schools through the federal School Improvement Grants (SIG) program.

Global History and Geography Images Available on State Archives' website

The New York State Archives has global history and geography images now available on their website. These photographic images held in the State Archives' collections show people and places as they appeared in the early twentieth century. The descriptions of the images are contemporary to that period. Locations include Asia Minor, Brazil, England, Mexico, Japan, Netherlands and Yugoslavia along with many others. See these images on the State Archives website at http://www.archives.nysed.gov/education/ed_global.shtml.



Chili Market at San Juan Market, Mexico (1922)

National Clearinghouse for English Language Acquisition Hosts Webinars on ELLs

www.ncela.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 speaking on topics covered in the recent publication from the California Department of Education, [Improving Education for English Learners: Research-Based Approaches](#). The presenters will review their respective chapters and the 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.

Peer-Assisted Learning

Peer-Assisted Learning Strategies is a peer-tutoring program for use in elementary school classrooms to improve student proficiency in reading. The program is meant to supplement students' existing reading curriculum and uses peer-mediated instruction to provide tutoring in three reading strategies. The What Works Clearinghouse found that *Peer-Assisted Learning Strategies* was found to have potentially positive effects on reading achievement for English language learners. The [intervention report](#) can be found on the [What Works Clearinghouse](#) website.

Young Latinas Leadership Institute Scholarships

Scholarships of \$1,000 each year for four years are available to eligible Latinas who meet the following qualifications: Latinas currently enrolled in a CUNY senior college as a freshman or lower sophomore; U.S. citizen or permanent resident; GPA of 3.0 in college; commitment to participate for 4 years at CUNY and attend three annual workshops. For more information and the application, visit:

<http://www.citytech.cuny.edu/files/admissions/scholarships/ylischolorshipapplication.pdf>

Disappearing Languages at SUNY Albany

The State University of New York at Albany has announced that the university is ending all admissions to programs in French, Italian, Russian and classics, leaving only Spanish in the language department once current students graduate. George M. Philip, SUNY Albany's president, cited deep, repeated budget cuts as requiring the university to move beyond across-the-board cuts or identifying one-time savings. To see the entire article, go to

<http://www.insidehighered.com/news/2010/10/04/albany>

New York City DOE NEWS

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 November 12, November 19 or December 10, 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 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](#) at rbellis@schools.nyc.gov .

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 (November 17, December 14, January 6, 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](#) at oigneri@schools.nyc.gov .

Conference of Envisioning Schools, Communities and Policies of Acceptance

The School of Education at the City College of New York (CUNY) 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 immigration and education event 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.ccnyc@gmail.com

ELL Literacy Leadership Institute for School Leadership Teams

November 19, January 7, February 11, and March 25

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. These sessions (November 17, December 14, January 6, 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.



FREE LATINO COLLEGE FAIR

NOVEMBER 20, 2010

10:00AM - 3:45PM



LOCATION:

Fordham University
Rose Hill Campus
441 East Fordham Rd.
Bronx, NY 10458

LEARN ABOUT

- Private Colleges and Universities in New York State
- Finding a College
- Getting into College
- Paying for College

GETTING THERE

Public Transportation:

- Metro North Harlem Line - Fordham stop
- D Train - Fordham Road stop (Walk 6 blocks East to campus)
- 4 Train - Fordham Road stop (Walk 8 blocks East to campus)
- BX12 Select bus available from both subway stations to campus
- Pedestrians should enter through the 3rd Avenue/Fordham Road Gate

Parking:

- Use Southern Blvd. entrance to campus
- Individuals who pre-register will receive an electronic parking pass via e-mail to waive the \$10.00 parking charge on the Fordham University campus.

Saturday, November 20, 2010, 10:00am - 3:45pm

- 10:00am: Registration Opens, Fordham Preparatory HS, Leonard Theatre
- 10:00 - 11:00am: Optional Fordham University Tours Departing from Fordham Preparatory HS
- 11:45 - 2:00pm: Welcome Overview and "Planning and Paying for College" Workshop (English/simultaneous Spanish translation), Fordham Preparatory HS, Leonard Theatre
- 2:00 - 3:45pm: College Fair, McGinley Center, Fordham University
- 2:15 - 3:45pm: Financial Aid "Ask the Expert" Stations Open, McGinley Center
- 2:00 - 3:00pm: Optional Fordham University Tours Departing from McGinley Center

Please allow additional time for parking when planning your trip to the Fair.

For more information, a link to a campus map with locations indicated, and to register to attend (recommended): www.surveymonkey.com/s/2010LatinoCollegeFair or call 518.436.4781 x23

Presented by: **clcu** New York's 100+ Private Colleges and Universities

With special thanks to the Bronx Assembly Delegation for their support.

***This event is supported with a Federal College Access Challenge Grant (CACC) and a Federal NYCEARLUP grant, both awarded to the Commission on Independent Colleges and Universities (ICU) by the Higher Education Services Corporation (HESC), the state agency designated to administer these grants. Remaining funds come from clcu, Fordham University, and its member colleges and universities.

Scan Tag for the 2010 Latino College Fair Registration Page



To register: <http://www.surveymonkey.com/s/2010LatinoCollegeFair>

Medgar Evers College Preparatory School Promotes Foreign Language Study

Principal Michael Wiltshire of Medgar Evers College Preparatory School (MECPS) strongly believes in preparing students well for their adult lives, and in an academic foundation that embraces all of the subject areas. MECPS, located in the Crown Heights neighborhood of Brooklyn is a 6-12 school associated with Medgar Evers College. Of its 1,038 students, 230 students are in grades 6-8. Although most students who enter in the 6th grade complete their high school requirements by the end of grade 8, students may enter in either the 6th or 9th grades.

The school program is structured to help students pass Advanced Placement exams in a wide variety of subjects. To accomplish their goals, MECPS runs extended day classes and summer courses for students who need additional help or wish to strengthen their skills. Medgar Evers College Prep has a strong science, math and technology program, and a 100% passing rate on the Global Regents Exam. Because MECPS values all academic subjects as preparation for college, students are required to take three years of Mandarin in middle school, and either French or Spanish in high school.

A variety of clubs (journalism, math, science, art, dance, step team, cheerleading, marching band, and more) are offered, as well as both girls and boys sports teams (basketball, bowling, cross country, track.) Recently the school's marching band won a national competition.

In short, Medgar Evers College Preparatory School gives its students a strong pre-college liberal arts foundation. Our hats are off to Dr. Wiltshire, his staff and students. For more information, visit <http://www.mecps.org/>

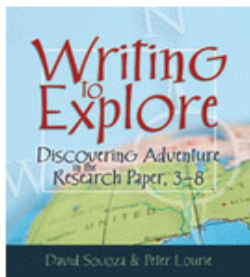
First Freedom Student Essay and Video Competition

Students in grades 9 through 12 are invited to enter the *First Freedom Student Competition* to compete for \$2,500 awards by writing essays or producing videos on the topic of the First Amendment and the history and implementation of religious freedom and freedom of conscience in American democracy. Online registration must take place by November 15, 2010 and the postmark entry deadline is November 27, 2010. Winners will be announced on April 13, 2011. To qualify, students must comply with all requirements. For the complete topic, essay and video guidelines, registration, classroom poster, student flyer and other details, visit www.firstfreedom.org, and then click on the red First Freedom Student Competition button.

Elementary School Uses Language-based Teaching Method (SIOP)

Teachers at a Virginia elementary school are using a teaching method called *Sheltered Instruction Observation Protocol* that focuses on vocabulary and interactive activities and has educators develop a contextual background for students. While the teaching method originated as a way to reach English-language learners, the school is using it with the entire student body. "We see kids retaining the information better than they were before," the school's principal said. "We see them really connecting lessons to prior learning." [The Washington Post](#) (10/21) (ASCD Smartbrief October 21, 2010)

Get Adventurous With Research Writing



What can you and your students learn from an adventure writer? Join classroom teacher David Somoza and adventure book author Peter Lourie as they share a writing process that goes beyond research to engage students through self-expression and imagination.

[Writing to Explore](#) describes all aspects of an adventure writing project, and helps teachers breathe new life into research writing while incorporating history and geography. <http://www.stenhouse.com/0787.asp?r=n199>

The Hispanic Experience in New York Annual Essay Contest

Middle and high school students may enter the annual *Hispanic Experience in New York* essay contest by describing (500 words or less) someone or something that has had a key role in shaping the Hispanic experience in the greater New York area and/or how their own life in the greater New York area has been shaped and influenced by Hispanic people, culture and language.

The grand prize is a \$5,000 savings bond. Other prizes include an iPad, a laptop, and a Netbook. The entry deadline is November 30, 2010.

Mail-in and e-mail entrants must send a completed and signed [Official Entry Form](#) with two copies of the essay to: Cablevision's Power to Learn, 1111 Stewart Ave, Bethpage, NY 11714. To enter by e-mail, essays must be sent to info@powertolearn.com. To enter online, click www.powertolearn.com to submit the essay.

Talleres Para Maestros en el Instituto Cervantes New York

Instituto Cervantes New York

211 E 49th Street, New York, NY 10017

Cómo usar el español popular como base para la expansión del conocimiento del español general entre hispanohablantes en EEUU

Viernes, 3 de diciembre de 2010 / 5:30 p.m. - 8:30 p.m.

El Instituto Cervantes

Ricardo Otheguy, profesor de lingüística hispánica en el Graduate Center, City University of New York, discutirá el uso del español popular para ayudar a los estudiantes mejorar su conocimiento del español.

La inscripción es gratuita pero es necesario reservar plaza, pues el aforo de las salas es limitado, enviando un correo electrónico a classprogram@cervantes.org. Las solicitudes de asistencia se atenderán por estricto orden de llegada y se confirmarán a través del correo electrónico dos semanas antes de la fecha del taller. En el correo habrá que incluir la siguiente información: Nombre y Apellidos, Titulación, Lugar de trabajo, Dirección, Teléfono, Correo electrónico.

Translation as Performance: From Español into English- A Multimedia Presentation

Thursday, November 18th, 6:00 p.m.

Barnard College, 4th Floor Barnard Hall

A text is usually translated in isolation. At this event, however, two translators will encounter a text in performance, changing it from Spanish to English in real time, as it is projected on adjacent screens. The audience will thus be able to experience the act of translation firsthand, comparing the choices made by either translator in the "alchemical" transformation of a text from one language into another.

Refreshments will be served. For information, call 212-851-5979 or email sjohnson@barnard.edu

New York State Spanish Spelling Bee
2011 Final Competition
June 3, 2011
Grades 4-8

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

726 Broadway, 5th Floor
New York, NY 10003

NYU Metro Center
Professor Pedro A. Noguera
Executive Director

NYSED OBE/FLS
Pedro J. Ruiz, Ph.D.
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Contact information
nyssbetac@gmail.com

TO OUR READERS

The NYSSBETAC Bulletin and other SBETAC program news are also distributed via email through the monthly NYU Metropolitan Center for Urban Education's "E-Blast".

FINAL CALL TO REGISTER FOR 2011!

The New York State Spanish Spelling Bee is a wonderful opportunity to promote academic excellence and high standards for the diverse populations of our public schools. Spanish-speaking and Spanish-learning students who participate in this competition will have a chance to strengthen their Spanish language skills and showcase their knowledge to their peers.

Participation is open to all students in grades 4-8 who are able to compete in Spanish, regardless of home language.

The final competition will take place on June 3, 2011 and is limited to one student per school in grades 4 through 8 who has participated in a school spelling bee.

To be eligible to participate in the statewide 2011 Spanish Spelling Bee, schools/districts must register by Tuesday, November 30, 2010.

Click on the following link: ["2011 BEE REGISTRATION"](#) to register your school using our online registration form. If you have problems accessing the link, email nyssbetac@gmail.com and write "2011 Spelling Bee Registration" in the subject heading.

A link to the *2011 NYS Spanish Spelling Bee Official Guidelines and Rules* is now available on the NYS Spanish BETAC website at <https://steinhardt.nyu.edu/metrocenter/sbetac/2011spellingbee> and at the NYS Education Department Office of Bilingual Education and Foreign Language Studies website at <http://www.p12.nysed.gov/biling/bilinged/resources.html>

Districts or individual schools must designate a Spanish-speaking administrator or teacher who will coordinate and promote a school wide and/or district-level competition. A meeting to prepare school/district spelling bee coordinators will be held on Thursday, December 9, 2010 in New York City. Attendance is highly recommended to ensure the success of your spelling bee.

All local school/district Spanish spelling bee competitions must be completed by April 29, 2011.

The competition has been broadcast on TV for the last few years and is expected to receive the same level of media attention this year.

If you have any questions, please email us at nyssbetac@gmail.com with "2011 Spanish Spelling Bee" in the subject line.



NYS SPANISH BETAC ACTIVITIES AND EVENTS
 (Includes Collaborations with BETACs and Other Organizations)
 Updated for the November 2010 Bulletin
SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTER(S)	AUDIENCE & LOCATION	REGISTRATION INFORMATION
November 2010			
11/16/10 9:00 am – 3:00 pm + 12/14/10 10:00 am - 2:00 pm (Series B)	MoMA Arts and Literacy Development for Teachers of ELLs (Series B) Marguerite Lukes, SBETAC and Calder Zwicky, MOMA	ESL, Bilingual, and Foreign Language Teachers Museum of Modern Art (MOMA)	<p align="center">THIS WORKSHOP IS NOW FULL</p> <p><i>Please Note:</i> We are working on setting up a re-peat of this series in the spring. Click HERE to register for the waiting-list/re-peat list.</p> <p>If you have problems accessing the link, email nyssbetac@gmail.com with “MoMA Series B Waiting-list” in the subject line.</p>
11/17/10 8:30 am– 3:00 pm	Designing and Developing Exemplary Best Practices for ELLs Dr. Ofelia García, Professor, CUNY Graduate Center	Educators, K-12 Fordham University Rose Hill Campus, Bronx See poster on page 26 of this Bulletin for more information.	<p align="center">Click HERE to register.</p> <p>If you have problems accessing the link, email nyssbetac@gmail.com with “Nov. 17 Ofelia Garcia Conference” in subject line</p>
11/17/10 (# 1 of 2) & 12/8/10 (# 2 of 2) 8:30 am– 1:00 pm	Teaching English Language Learners across the Content Areas (Session # 1 of 2) Judie Haynes, Author	Educators, 3-12 New York University	<p align="center">THIS WORKSHOP IS NOW FULL</p> <p><i>Please Note:</i> We are working on setting up a re-peat of this series in the spring. Click HERE to register for the waiting-list/re-peat list.</p> <p>If you have problems accessing the link, email nyssbetac@gmail.com with “Haynes Workshops Waiting-list” in the subject line.</p>



NYS SPANISH BETAC ACTIVITIES AND EVENTS
 (Includes Collaborations with BETACs and Other Organizations)
 Updated for the November 2010 Bulletin
SCHOOL YEAR 2010-11



DATE/TIME	TITLE / PRESENTER(S)	AUDIENCE & LOCATION	REGISTRATION INFORMATION
December 2010			
12/3/10 8:30 am- 3:00 pm	Guidance and Dropout Prevention Forum for High School Counselors of ELLs Velma Cobb, Director, EAC Center – II	Middle School & High School Counselors of ELLs New York University	Click HERE to register. If you have problems accessing the link, email : nyssbetac@gmail.com with “Dec. 3 Dropout Prevention” in the subject line.
12/8/10 (# 2 of 2) 8:30 am- 1:00 pm	Teaching English Language Learners Across the Content Areas Judie Haynes, Author	Educators, 3-12 New York University	This is part 2 of a two-part workshop. See entry above for 11/17/10 “Teaching English Language Learners...” for registration information.
12/9/10 1:00 pm- 4:00 pm	NYS Spanish Spelling Bee Coordinators Training Meeting <u>Schools must register for the Bee no later than Nov 30, 2010, even if they will not be attending the Coordinators Training.</u>	NYS School/District Spanish Spelling Bee Coordinators New York University See Page 17 above for more information, and also go to: http://steinhardt.nyu.edu/metrocenter/sbetac/nysssb	Click HERE to register for the 2011 Spanish Spelling Bee. There is no separate registration required to attend the Coordinators Training. If you have problems accessing the link, email nyssbetac@gmail.com with “2011 Spanish Spelling Bee” in the subject line.
12/10/10 8:30 am- 3:00 pm	Voces Hispánicas IV: Spanish Literature and Language Conference Emma Romeu, Author	Nassau/Suffolk Counties Spanish language and bilingual language educators in grades 3-10. Western Suffolk BOCES at Wheatly Heights	Email TBMendez@esboces.org with “Voces Dec. 10” in the subject line.
12/15/10 12:30 pm – 4:00 pm	The History of Quechua (“Quechua Week” at NYU CLACS) Keynote and Workshop Dr. Gustavo Solís, Professor of Linguistics	K-12 teachers King Juan Carlos Center, New York University	Click HERE to register. If you have problems accessing the link, email nyssbetac@gmail.com with “Dec. 15 Quechua” in the subject line.



NYS SPANISH BETAC ACTIVITIES AND EVENTS
 (Includes Collaborations with BETACs and Other Organizations)
Updated for the November 2010 Bulletin
SCHOOL YEAR 2010-11



DATE/TIME	TITLE / PRESENTER(S)	AUDIENCE & LOCATION	REGISTRATION INFORMATION
January 2011			
1/21/11 8:30 am- 3:00 pm	Diversity in Learning Series (# 2 of 3) Jeanette Klinger	Educators and Clinicians, K-12 Fordham University Rose Hill Campus, Bronx	Click HERE to register. If you have problems accessing the link, email nyssbetac@gmail.com with “Jan. 21 Diversity #2” in the subject line.
1/31/11 8:30 am- 3:00 pm	Conference on Languages Other Than English - LOTE (NYCDOE and the Language BETACS) Keynote: TBA	Middle School and High School Teachers of Languages other Than English. New York City DOE Brandeis High School, Manhattan	Registration TBA (through NYCDOE)
March 2011			
3/3/11 – 3/5/11	2011 NYSABE Conference Save the date!	Educators, parents, researchers, clinicians, K-16 Location: New York City (details tba)	TBA www.nysabe.net
WEEK OF March 7, 2011 Exact date TBA	Diversity in Learning Series (# 3 of 3) Catherine Collier	Educators and Clinicians, K-12 Fordham University, Lincoln Center Campus, NY	Registration TBA
3/8/11 (Session # 1 of 2) And 3/30/11 (Session # 2 of 2) 8:30am– 3:00 pm	Exploring Gender Equality Through Global Education David Donaldson & Tara Broughel US Fund for UNICEF Dr. Gail Slater, SBETAC Guest professors from New York University “CLACS” Program.	Educators, grades 6-12 US Fund for UNICEF, NYC	Click HERE to register. You will only need to complete the form once to be registered for both workshops. If you have problems accessing the link, email nyssbetac@gmail.com and write “UNICEF” in subject line



NYS SPANISH BETAC ACTIVITIES AND EVENTS
 (Includes Collaborations with BETACs and Other Organizations)
 Updated for the November 2010 Bulletin
 SCHOOL YEAR 2010-11



DATE/TIME	TITLE/PRESENTER(S)	AUDIENCE & LOCATION	REGISTRATION INSTRUCTIONS
May 2011			
5/13/11 9:00 am– 3:00 pm	Instituto Cervantes New York’s Symposium of Children’s and Young Adult Literature Four distinguished and renowned authors will be announced at a later day.	Spanish language and bilingual teachers, grades K-10 Cervantes Institute, NYC	Click HERE to register. If you have problems accessing the link, email nyssbetac@gmail.com with “May 13 Cervantes” in the subject line.
June 2011			
6/3/11 9:00 am – 1:00 pm	New York State Spanish Spelling Bee 2011 Final Competition, for Grades 4-8 <u>The deadline to register for the Bee is November 30, 2010.</u>	For student winners of local school and district spelling bees only Shanker Hall UFT Headquarters, NY For more information, please see Page 17 above, and also go to the Spelling Bee page of our website: http://steinhardt.nyu.edu/ metrocenter/sbetac/nysssb	Click HERE to register your school for the 2011 New York State Spanish Spelling Bee. If you have problems accessing the link, email nyssbetac@gmail.com with “Spanish Spelling Bee” in subject line
6/9/11 8:30 am – 3:00 pm	Voces Hispánicas VII: Spanish Literature and Language Conference Yanitzia Canetti, Author	Spanish language and bilingual teachers in grades 3-10 Fordham University, Rose Hill Campus, Bronx	Click HERE to register. If you have problems accessing the link, email nyssbetac@gmail.com with “Voces June 9” in subject line

STATE AND NATIONAL CONFERENCES

<p style="text-align: center;">American Council on the Teaching of Foreign Languages ACTFL November 19-21, 2010 Boston, MA www.actfl.org</p>	<p style="text-align: center;">National Staff Development Council NSDC December 4–8, 2010 Atlanta, GA www.nsd.org</p>
<p style="text-align: center;">NYS TESOL Applied Linguistics Winter Conference February 12, 2011 Teachers College, Columbia University New York NY nystesol.org/sig/AppliedLinguistics</p>	<p style="text-align: center;">National Association for Bilingual Education NABE 40th Annual Conference February 16-18,2011 New Orleans, LA www.nabe.org</p>
<p style="text-align: center;">New York State Association for Bilingual Education NYSABE March 3-5, 2011 www.nysabe.net</p>	<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;">Association for Supervision and Curriculum Development ASCD March 26-28, 2011 San Francisco, CA www.ascd.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;">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;">School year 2011-2012 New York State Association of Foreign Language Teachers NYSAFLT October 13 - 16, 2011 Rochester, New York www.nysaflt.org</p>

Carnival in Q'eros: Where the Mountain Meets the Jungle



Saturday, November 13th, 2 PM **Carnival in Q'eros: Where the Mountain Meets the Jungle, 1991, 32 minutes, Peru**

People Center, American Museum of Natural History; Filmmaker John Cohen in person

The Q'eros of Peru live between the Andes and the Amazon where they practice the sacred rituals of their Incan ancestors.

When John Cohen filmed in 1989, no outsider had ever witnessed the local Carnival celebration, an all-night free-form ceremony of storytelling and flute-playing. Letting his camera wander over the mountain vistas, alpaca chewing cud, stone huts, and the red, brown and blue tones of the Q'eros' woven garb, Cohen opens a window onto this unique culture. When the filmmakers offer a gift of alpaca offspring to refurbish the community's diminishing herd, we have the privilege of witnessing the communal negotiations in which everyone gets their say.

Tickets and Directions

Go to: <http://www.amnh.org/programs/mead/>

Tickets can be purchased online for no additional fee or at Central Reservations by calling 212-769-5200.

American Museum of Natural History is located at 77th Street between Columbus Ave and Central Park West.

Transportation and Parking:

Subway: B (weekdays) or C to 81st Street; 1 to 79th Street

Bus: M7, M10, M11, or M104 to 79th Street; M70 to Central Park West

Parking: A parking garage is open daily until 11pm; enter from West 81st Street

Discounted tickets for friends of Pachamama Peruvian Arts! Mention Pachamama Peruvian Arts upon purchasing your ticket and receive the discounted member price of \$10!



The adventure of Martínez Compañón in Peru

From the Moche Desert to the Amazon Jungle

GET ON YOUR WAY TO THE 2011 EXPEDITION

Ruta Quetzal 2011 is a study and adventure scholarship package aimed at high school students born in 1994 or 1995.

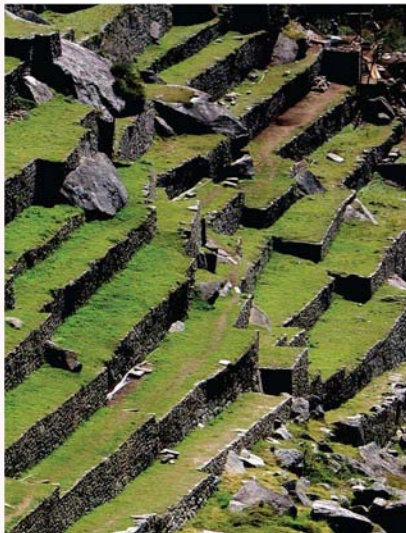
This program was created in 1979 at the suggestion of H.M. Juan Carlos I King of Spain, with the goal of strengthening understanding among 16 and 17-year-old students from all the Spanish speaking countries, along with many others that have joined in over the years, of the historical, geographical and cultural foundations of the present-day Latin-American commonwealth of nations. In the U.S. and Canada, **Ruta Quetzal** is run by the Embassy of Spain's [Education Office](#).

Ruta Quetzal BBVA is a thrilling, unforgettable study and adventure package in which students

from 53 countries are participating this summer.

Three

scholarships are available each year for candidates from the United States. The scholarship covers travel expenses and the study and adventure expedition.



Ruta Quetzal 2011 will travel through Peru and Spain for six weeks in June-July. The journey features a broad program of academic activities, with a curriculum designed by the prestigious *Universidad Complutense* of Madrid. Download a brochure for detailed information about this year's Adventure from [here](#) (in Spanish).

To participate, candidates need to send an original project on one of the designated topics to our office in Washington, D.C. by **January 12, 2011**

together with proof of U.S. nationality, an official [application form](#) and other documents. Please visit our [website](#) for further information and details.

Education Office
Embassy of Spain
2375 Pennsylvania Ave NW
Washington, D.C. 20037-1710

Phone: 202-728-2335
Fax: 202-728-2313 2375
E-mail: consejeria.usa@educacion.es
www.educacion.es/exterior/usa



CONSEJERÍA DE EDUCACIÓN
EN ESTADOS UNIDOS
Y CANADA

NYS/NYC Network of BETACs
Present

November 17, 2010

Designing and Developing Exemplary Best Practices for ELLs



Keynote Speaker: Dr. Ofelia Garcia

Dr. Ofelia Garcia is a Professor in the Ph.D. program of Urban Education and of Hispanic and Luso-Brazilian Literatures and Languages at the Graduate Center of the City University of New York. She has been Professor of Bilingual Education at Columbia University's Teachers College and Dean of the School of Education at the Brooklyn Campus of Long Island University. Among her recent books are *Bilingual Education in the 21st century: A global perspective* and *Educating Emergent Bilinguals* (with J. Kleifgen)

Morning Session: Keynote Address

8:30 am— 11:30 am

Location:

Fordham University Rose Hill Campus, Bronx, NY

Description:

This presentation will afford participants an opportunity to become familiar with the research and subsequent strategies which foster the language and cognitive abilities of English language learners in both the native and second language.

Intended Audience:

Bilingual & ESL teachers, supervisors & turnkey trainers and educators of English language learners.

Afternoon Session: Teacher and Principal* Institutes

12:30pm—3:00pm

Location:

Fordham University Rose Hill Campus, Bronx, NY—Rooms TBA

Description:

In the afternoon session, participants will attend either the Teacher Institute, or the Principal Institute, wherein they will reflect on and discuss the research and strategies presented in the keynote address by participating in collaborative-descriptive inquiry (a practitioner method of sharing practices that can be used in schools).

(Participants in the PM session must also attend the AM session.)

- **Principal Institute participants must be either practicing principals, supervisors, or their designees (e.g., APs, Deans etc.) currently serving English language learners.**

Registration: To register for this workshop please click [HERE](#), or copy and paste the following link into your browser:

<https://spreadsheets.google.com/viewform?hl=en&formkey=dFlwMzAtZFFvaTdzSUEzTzIEcnU0N1E6MA#gid=0>

Specific building & room information will be provided approximately 1 to 2 weeks prior to the workshop.

