



NYUSteinhardt
Metropolitan Center for Urban Education
New York State Spanish BETAC



September 2009

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TECHNOLOGY FOR ELLS

Virtual Field Trips Enrich the Classroom Experience
By Marguerite Lukes

While your students might easily be able to visit the American Museum of Natural History in Manhattan, sites such as the Louvre in Paris or the Museum of Latin American Art in Buenos Aires are much less accessible. A virtual field trip, however, takes advantage of Internet technology to visit a museum or other site without ever having to leave the school building. A virtual field trip can also be used prior to a physical field trip to prepare students for the actual visit. Regardless of how they are used, virtual field trips mean no permission slips, no chaperones, no buses, no admission fees, no lunches to pack and no paperwork. Time, budget constraints, and accessibility make virtual field trips very appealing. The following paragraphs offer planning guidelines and examples of successful virtual field trips.

Planning a virtual field trip begins with an analysis of how the field trip can help students meet standards and accomplish your curricular goals. This includes a thorough examination of the field trip site and a preview of what students will view. The virtual field trip should be prefaced by an introductory lesson that sets the tone for the activities and clearly connects them to curricular and instructional goals. Possible activities to be planned and prepared in advance include treasure hunts, gathering text and images to make a scrapbook, and specific directions to find, describe, and/or analyze particular paintings, sculptures, tapestries, types of rocks, etc. Students may need step by step guidance to complete the activities. It is also important to set time limits and to allow students to choose among several different activities.

The virtual field trip can include word processing, desk top publishing, and multi media presentations. Authentic assessment can be built right into the activities if students are to produce a scrapbook or presentation on their experience. A rubric for such products should always be provided and it is often useful to ask students to contribute to preparing the rubric! Whether or not authentic assessment is used, some type of assessment should follow the virtual field trip.

Teachers are advised to plan carefully before their virtual field trip to avoid some of the pitfalls of using virtual field trips. Failure to plan ahead and prepare specific activities and directions for students can lead to confusion or use of the field trip as unstructured free time. Here are some examples of successful virtual field trips:

Christie Wood of SUNY Plattsburgh has created a virtual field trip to the San Diego Zoo that emphasizes vocabulary (and can be adapted to be conducted in a bilingual classroom). Using new vocabulary the students were exposed to during their virtual field trip, the children create a word wall on animals and their habitats. The lesson also infuses different types of online sites, including dictionaries and other reference materials.
<http://student.plattsburgh.edu/cwood001/teachingvocabularytusingvirtualfieldtrips.htm>

The CyberSmart Education Company has developed a lesson plan that combines Internet safety and the ability to use the Internet for new information using virtual field trips for lower elementary students. The teacher provides the students with the links to eight different locations to explore, such as aquariums, zoos, and museums. After exploring different locations using a virtual fieldtrip, the students make a collage of information that should be kept private while they search the internet. This lesson is intended for young children, such as kindergarteners, to have initial exposure to the various uses of the internet.

http://cybersmartcurriculum.org/safetysecurity/lessons/k-1/go_places_safely/

A useful follow up to any field trip is a **virtual visit**, a web page or multimedia presentation made from visitors' field trip photos, recordings and writings. Virtual visits are made by students using computers, cameras, tape recorders and possibly other technology. Unlike **virtual tours or virtual field trips**, they represent the **visitors'** point of view, not the official viewpoint of the site visited. Both **virtual visits** and **virtual tours** enable other students who view the visit on the Web or view the presentation to get important information and experience which might not otherwise be available to them. Virtual visits can be a collaborative project that students work on as a follow-up to their field trip (real or virtual). A camera, images from the museum or site they visit, text, and students' impressions can all be incorporated into a PowerPoint presentation as a demonstration of learning. This will solidify concepts and provide students with a meaningful opportunity to work together and use technology for a product that can then be used by other students to help them prepare for a visit to the same site.

Some useful links:

- Virtual field trips: <http://www.uen.org/utahlink/tours/>
- This article from Education World provides useful information for virtual field trips: http://www.education-world.com/a_curr/curr057.shtml
- American Museum of Natural History: <http://mywebspace.quinnipiac.edu/PHastings/bac.html#>
- Science web portal of AMNH: <http://www.amnh.org/education/resources/index.php>

STUDENTS CREATE AUTOBIOGRAPHICAL COMIC STRIPS ONLINE!

Break the ice with your students at the beginning of the new school term and learn more about them by encouraging them to create a biographical comic strip about themselves and their families or one summarizing the most important things about their lives.

They can do so by using the free online comic strip generator, makebeliefscomix.com, which was selected by Google and UNESCO as among the most innovative sites to encourage literacy for students of all ages.

Online, students select a cartoon character to represent them and then fill in blank balloons in which they write about themselves and their lives. After students complete their strips, they can exchange them with classmates to learn more about each other. Students can also create comic strips that summarize what their individual interests are to help a teacher learn more about them.

The idea of creating biographical comic strips is one of 21 ideas to be found at:

<http://www.makebeliefscomix.com/How-to-Play/Educators/>

Comic-strip making can be put to use to encourage writing, reading and storytelling by Native and Second Language students.

RESEARCH-BASED STRATEGIES AND RESOURCES

Bilingual Brain Research

By Dr. Irene C. Pompetti-Szul

Several recent studies of how the brain functions when learning more than one language have begun to shed light on the language learning processes of bilinguals. Possible classroom applications are emerging from this research as well. At the University of Washington, Dr. Patricia Kuhl is part of a research team that has found that the best language learners are babies and children from birth to age 7. Writing about Dr. Kuhl's research, AP Medical Writer Lauran Neergaard says, "It's remarkable that babies being raised bilingual — by simply speaking to them in two languages — can learn both in the time it takes most babies to learn one." "You're building a brain architecture that's a perfect fit for Japanese or English or French," whatever is native, Kuhl explains — or, if you're a lucky baby, a brain with two sets of neural circuits dedicated to two languages.

Each language uses a unique set of sounds. Scientists know that babies are born with the ability to distinguish all known sounds, but that even before babies start talking, this ability begins to weaken. Dr. Kuhl offers an example: Japanese doesn't distinguish between the "L" and "R" sounds of English — "rake" and "lake" sound the same. Her team proved that a 7-month-old in Tokyo and a 7-month-old in Seattle respond equally well to the two different sounds. However, by 11 months, the Japanese infant had lost a lot of the ability to distinguish between English "L" and "R." Apparently, when infants are learning just one language, sometime towards the end of their first year, their brains begin to tune out sounds that don't have distinct meaning in that language.

Italian researchers, who had expected delays in infants learning two languages rather than just one, found that not only was there no delay, but that being bilingual makes the brain more flexible (Science, July 09). The researchers tested 44 twelve-month-olds to see how they recognized three-syllable patterns — nonsense words, just to test sound learning. Sure enough, gaze-tracking showed the bilingual babies learned two kinds of patterns at the same time — like lo-ba-lo or lo-lo-ba while the one-language babies learned only one. This research finding is similar to that of Northwestern University Professor Viorica Marian, who found that people who know two languages learn words more easily than other people.

While new language learning is easiest by age 7, the ability markedly declines after puberty. "We're seeing the brain as more plastic and ready to create new circuits before than after puberty," Kuhl says. As an adult, "it's a totally different process. You won't learn it in the same way. You won't become (as good as) a native speaker."

What might help people who missed their childhood window? Baby brains need personal interaction to soak in a new language — TV or CDs alone don't work. So researchers are improving the technology that adults tend to use for language learning, to make it more social and possibly tap brain circuitry that tots would use. For example, Kuhl and other scientists helped develop a computer language program that pictures people speaking in "motherese," the slow exaggeration of sounds that parents use with babies.

Japanese college students who'd had little exposure to spoken English underwent 12 sessions listening to exaggerated "Ls" and "Rs" while watching the computerized instructor's face pronounce English words. Brain scans showed the students could better distinguish between those alien English sounds. And they pronounced them better, too, the team reported in the journal *NeuroImage*. "It's our very first, preliminary crude attempt but the gains were phenomenal," says Kuhl. The use of "motherese" in language learning situations could help older students who have difficulty learning the pronunciation of their new language. For those of you who remember the **Jazz Chant** "Tall Trees," you can readily see the classroom applications of this bilingual brain research.

But Kuhl would rather see parents follow biology and expose youngsters early. If you speak a second language, speak it at home. Or find a play group or caregiver where your child can hear another language regularly. "You'll be surprised," Kuhl says. "They do seem to pick it up like sponges."

Adapted from: http://news.yahoo.com/s/ap/us_med_healthbeat_bilingual_tots July 21, 2009 3:08 ET

HISPANIC HERITAGE MONTH

Hispanic Heritage Month starts September 15, the anniversary of independence for Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. México declared its independence on September 16 and Chile on September 18.

Since the Spaniards founded *St. Augustine* (Florida) in 1565, many locations in the United States are dotted with Spanish place names. Here are a few.

Alamo: meaning "cottonwood"; this common softwood tree gave its name to a number of U.S. places, including the memorable chapel-fort in San Antonio, Texas and the town of *Los Álamos* in New Mexico.

Alcatraz Island: from "alcatraces" or pelicans; a sizable pelican population once lived on this rocky island in the San Francisco Bay.

Boca Raton: from "boca de ratones," a Spanish term applied to nearby inlets; it translates as "mouth of the mouse" (not "rat," which is "rata") and may refer to the jagged rocks at these inlets. It has also been suggested that "ratones" was a term used for the pirates who might hide in such a place.

Colorado: meaning "reddish"; the state is named for the reddish color of mud found in the Colorado River.

El Paso: meaning "passage"; the border city of El Paso lies at a small gap between the Rockies and the Juárez Mountains of México which has made the city a hub for both north-south and east-west travel.

Florida: meaning "flowery"; Spanish explorer Ponce de León named the land for the Spanish phrase for Easter, Pascua Florida ("Flowery Feast" relates to the Catholic's Feast of the Resurrection, when churches are decorated with flowers), because he first saw the land during the Easter season.

Fresno: *eng.* "ash tree"; this central Californian city and county are named for their abundant ash trees.

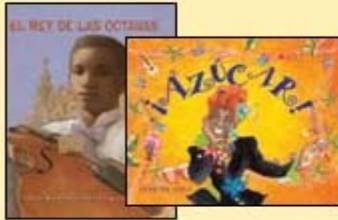
Las Cruces: from "crosses"; the city is named for the burial ground of some 40 travelers killed during the early 1800's.

Las Vegas: or "meadows"; before casinos and neon lights defined Las Vegas, the area was noteworthy as a desert oasis with artesian springs.

Los Angeles (California): "angels"; in 1781 Felipe Neve, founded *El Pueblo de Nuestra Señora la Reina de Los Angeles del Río de Porziúncola* (The Village of Our Lady, the Queen of the Angels of the river of Porziuncola), currently know as Los Angeles or L.A. *Porziúncola*, also called *Portiuncula* (in Latin) or *Porzioncula*, is a small church in the enclave of *Santa Maria degli Angeli* near Assisi (Italy) and the place from where the Franciscan movement started.

Encourage your students to find out more about the origin of the Spanish names of cities in the US and relate the found information to geography, natural resources and history.

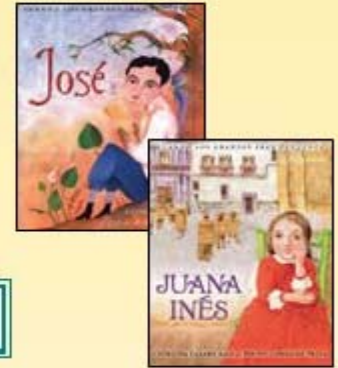
All children can make music



Claudio Brindis de Salas Celia Cruz

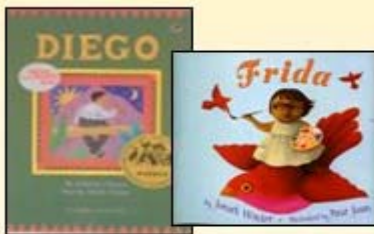
Celebrating
Hispanic Heritage Month 2009
with biographies
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in Spanish

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Photo Essay: La Habana, Cuba (2009)

by Nellie Mulky

El Morro y La Cabaña a la entrada del Puerto de la Habana



Vista lejana del Centro desde el Malecón (El Capitolio a la derecha)



El Teatro Nacional frente al Parque Central



Escalinata – Universidad de la Habana



NY STATE AND CITY NEWS

Online Examination Request System for LAB-R is Now Operational

All regular and large-type editions of the LAB-R may now be requested through the New York State Education Department's online examination request system. (Please note that for New York City Public and Charter Schools, LAB-R must be obtained directly from the NYC Department of Education Division of Assessment and Accountability Office, following the directions provided by that office.) Telephone requests for examinations will not be accepted, but questions regarding this information may be directed to 518-474-8220.

2009-10 Bilingual/ESL Supplementary Intervention Program Grants

On August 3, a Request for Proposals (RFP) was posted on the New York State Education Department website: <http://www.emsc.nysed.gov/funding/currentapps.html#bilingual>

The Bilingual/ESL Supplementary Intervention Program grants provide funding for extended day programs in public middle and high schools to prepare Limited English Proficient/English Language Learners (LEP/ELLs) to pass the examinations required for promotion and graduation. Parents and teachers of LEP/ELLs are integrated into the program through intensive professional development for teachers, and information to parents on the State's higher standards and assessments. The grants provide money for instruction, parental involvement and staff development.

Public School Districts with approved Comprehensive Plans under CR Part 154 for middle and/or high schools are eligible to apply for the grant money. Approximately \$400,000 is available for grants statewide. Grants of a maximum of \$25,000 may be awarded to public school districts for the project period starting on November 16, 2009 and extending to June 30, 2010.

Applications must be postmarked by October 1, 2009 and mailed to:

New York State Education Department, Grants Management Room, 674 EBA, Albany, NY 12234

Questions about this RFP must be submitted to smallgrants@mail.nysed.gov by September 3, 2009.

A Questions and Answers summary will be posted no later than September 15, 2009 at:

<http://www.emsc.nysed.gov/funding/currentapps.html>

H1N1 Flu Information

NYSED and NYC DOE would like to disseminate the following information regarding the H1N1 Flu now that the new school year has started. The information has been translated into eight different languages.

<http://usny.nysed.gov/swine-flu-info.html> and <http://www.nyc.gov/html/doh/html/cd/cd-h1n1flu.shtml>

Links for additional updates on the H1N1 Virus:

- The Center for Disease Control www.cdc.gov
- NYC Department of Health www.nyc.gov
- General Flu Information www.pandemicflu.gov



Resources from the New York State RtI Technical Assistance Center:

<http://www.nysrti.org/page/lep-ell/>

The Response to Intervention Technical Assistance Center offers abundant resources concerning English Language Learners and RtI. Several briefs and presentations are listed below.

➤ **Implications of Response to Intervention for Bilingual and English Language Learners**

by Garcia, Shernaz (2009)

This resource is a March 2009 presentation by Dr. Shernaz Garcia at the New York State Association for Bilingual Education Conference. The presentation outlines key RtI issues for students who are learning English as a second language and presents a framework to help schools conceptualize an RtI model/process that is responsive to the cultural and language needs of English language learners.

[Implications of Response Implications of RtI for Bilingual & ELLs - Garcia \(2009\).pdf](#)

➤ **Implementing Response to Intervention with English Language Learners** by Baca, Leonard (2009)

This resource is a presentation by Dr. Leonard Baca (University of Colorado at Boulder) in April 2009 at the Buffalo State College's Annual Exceptional Education Graduate Research Symposium. It summarizes the current state of research regarding the best instructional practices for ELLs and also outlines the factors from an ecological model that need to be taken into consideration when implementing the RtI process with ELLs.

[Implementing Response to Intervention with English Language Learners - Baca 2009.pdf](#)

➤ **A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners** by Esparza-Brown, J. & Doolittle, J. (2008)

This book describes a tiered-RtI model or framework which outlines cultural, ecological, and linguistic considerations for ELLs at each tier. It also discusses the prerequisite knowledge and skill base required for educators who work with this population of learners.

<http://www.nccrest.org/Briefs/Framework for RTI.pdf>

➤ **Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions.** (Under cooperative agreement grant S283B050034 for U.S. Department of Education). Portsmouth, NH: RMC Research Corporation, Center on Instruction). By Francis, D., Rivera, M., Lesaux, N., Kieffer, M. & Rivers, H. (2006).

This is the first in a series of three books that present recommendations grounded in empirical research regarding instruction in the areas of reading and math for ELLs.

<http://www.centeroninstruction.org/files/ELL1-Interventions.pdf>

➤ **Effective Literacy and English Language Instruction for English Learners in the Elementary Grades** by Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). This practice guide, from the Institute of Education Sciences (IES) National Center for Education Evaluation and Regional Assistance, presents recommendations for teaching literacy to English Language Learners (ELLs) in the elementary grades. Recommendations, which are grounded in empirical research, focus on curriculum selection, assessments for monitoring Progress, and expectations for student achievement and growth.

http://www.centeroninstruction.org/resources.cfm?category=ell&subcategory=&grade_start=&grade_end

➤ **Addressing Diversity in Schools: Culturally Responsive Pedagogy**
By Heraldo V., Richards, H., Peay, A., & Forde, T.
This brief defines culturally responsive pedagogy and lists specific activities for becoming a culturally responsive teacher and implementing culturally responsive instruction.

http://www.nccrest.org/Briefs/Diversity_Brief.pdf?v_document_name=Diversity_Brief

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Social Studies Teaching Strategies from a Talented New York City Teacher

Hunter College professor David Connor and New York City teacher Christopher Lagares published an article in *Teaching Exceptional Children* that describes classroom strategies Lagares has used in his inclusive social studies classroom to prepare students for the New York State Regents examinations. Several strategies that work well with social studies are listed below, including strategies that assist students with document-based questions. Notice the emphasis on visualization and on asking students to create symbols to represent ideas:

- *Memorizing major concepts by story, visualization, and choral repetition* – For example, to remember the Bill of Rights, Lagares tells the story of each amendment in a sequence of images and describes each in vivid language. As a new image is added, the class retells the story from the beginning in call-and-response style, with students writing the information on a specially prepared worksheet. As they repeat the story, students identify the tenets that each amendment represents.

- *Using student-generated visual symbols* – To help students remember key concepts during lectures, Lagares has them come up with symbols – for example, a head with an open mouth for free speech, a gun for the right to bear arms, a house with an arrow through the front door for protection from unreasonable search and seizure.

- *Using learning stations* – Lagares sets up several “stations” around the classroom, each with a historical document, a series of quotations, a photograph depicting social conditions, a map, and other historical artifacts. Students move around the room in groups of four, analyzing one station’s content.

- *Using symbols for document-based questions* – To help students grapple with document-based questions in state assessments (for example, part of an international treaty, a regional map), Lagares teaches them to write six symbols and use them as entry points to analyze the document:

S – Surprising: What surprised you in the text?

***** – Important: What is important in the text?

? – Clarification: What are you unsure about in the text?

T-T – Text-to-text connections: How does this reading relate to other texts we’ve read?

T-C – Text-to-class connections: How does this text relate to a history lesson or another class?

T-S – Text-to-self connections: How does the text relate to me personally?

This article was adapted from Marshall Memo 295 published on July 20, 2009 by Kim Marshall.

“Facing High Stakes in High School: 25 Successful Strategies from an Inclusive Social Studies Classroom” by David Connor and Christopher Lagares in *Teaching Exceptional Children*, November/December 2007 (Vol. 40, #2, p. 18-27), no e-link available. Lagares can be reached at christopherlagares@gmail.com.

SBETAC SURVEY

Dear Readers:

As you may know, the New York State Spanish BETAC strives to serve the teachers of Spanish-speaking English Language Learners in New York State. Help us better serve you by taking a few minutes to complete our 2009-2010 survey. Please visit: [NYS Spanish BETAC Needs Assessment Survey 2009-2010](http://www.nysbetac.org/survey)

Thank you.

GENERAL INTEREST ANNOUNCEMENTS

Dominican Studies Fellowships at CUNY

Doctoral students who have completed at least four semesters of graduate studies in a doctoral program in the United States are eligible to apply. A stipend of \$15,000 will be provided in exchange for 20 hours of work per week for the academic year 2009-2010 at the CUNY Dominican Studies Institute. Four stipends will be awarded. For information contact Dr. Ramona Hernandez at 212 650-7496, email dsi@ccny.cuny.edu or visit www.cuny.cuny.edu/dsi.

Ask Your Education Question: REL-NEI Reference Desk

The mission of the Regional Educational Laboratory Northeast and Islands (REL-NEI) is to help pre-K – 16 educators at the state, district, and school levels, use the best available evidence to make decisions leading to improved student achievement and reduced performance gaps among student groups. It serves New England, New York, Puerto Rico, and the U.S. Virgin Islands and is funded by a contract from the Institute of Education Sciences, U.S. Department of Education.

What are the salient educational issues facing your state, district and school: District management?, Teacher retention and staff turnover?, School reform?, Teacher preparation?, Effective instructional strategies? The REL-NEI Reference Desk provides quick-turnaround responses, based on available evidence, to your research-related education questions. And it's completely free. Ask your education question today!
<http://cts.vresp.com/c/?EDC/28f5aa5a73/d06e23af90/dbd57ea36b>

TRAC Program at Children's Village in Dobbs Ferry, NY **Job Posting**

The TRAC Program is seeking candidates interested in teaching newly arrived Spanish-speaking adolescents.

The TRAC Program (Transitional Residence for Alien Children) keeps immigrant children safe while they are awaiting a decision on whether they will be able to stay in the U.S. or be returned to their home country. In December 2004, Children's Village was approved by the [U. S. Office of Refugee Resettlement \(ORR\)](#) to operate the TRAC Program, the first transitional residence for alien children in New York State. The program serves children who have come to the United States illegally without an adult guardian and cares for them until they are either released from custody by ORR or returned to their home country by the State Department. TRAC provides comprehensive services for the children in a safe, family-oriented environment in the culturally rich neighborhood of Queens, NY while the courts decide their status. In its first year of operation, the CV TRAC Program achieved the second highest reunification rate of ORR programs nationwide. In 2007, CV was asked to expand this program and now operates a second site in Dobbs Ferry.

The qualifications for this position are: NYS certification as a teacher in TESOL or bilingual education, or special education with a bilingual extension. Candidates must also speak Spanish fluently and have experience dealing with adolescents from multicultural backgrounds. Benefits are included and the salary is higher than NYC schools. Interested candidates should email a resume with a cover letter to Adalberto Muñoz, Coordinator, TRAC Program at: Amunoz@childrensvillage.org.

To learn more about the life-changing work of The Children's Village, please visit:
<http://www.childrensvillage.org/>

NYS SPANISH BETAC VOCES HISPÁNICAS SERIES



SUMMER 2009
VOCES Hispánicas I – New York City
August 10 & 11, 2009
At Scholastic World Headquarters



Above, from left to right: Dr. Odalys Igneri, Dr. Francisco Jiménez and Nellie Mulkey



Above, Dr. Jiménez with participants during the book signing session

This summer, the New York State Education Department Spanish Bilingual/ESL Technical Assistance Center (SBETAC) and the New York City Department of Education Office of English Language Learners (OELL) presented a two-day Spanish Language Arts Institute in New York City. Dr. Francisco Jiménez, author of *The Circuit*, was our author-guest speaker.

On day one, two workshops were offered: “Aligning Spanish NLA Instruction with the Grades 3-6 ELA Assessment,” conducted by Nellie Mulkey of the NYS Spanish BETAC at NYU, and “Aligning Spanish NLA Instruction with the Grades 7 - 12 ELA Assessment,” conducted by Dr. Odalys Igneri of the NYCDOE Office of English Language Learners.

These workshops for elementary and secondary school teachers explored strategies that strengthen Spanish Native Language Arts (NLA) instruction through inquiry and resource development. They also examined the New York State English Language Arts (ELA) exam and Task 4 of the New York State English Language Arts Regents, and reviewed classroom strategies to align NLA (Spanish) instruction with the skills and strategies needed to succeed in the ELA as they learn the English language.

Day two was reserved for Dr. Jiménez who regaled us with a wonderful day-long presentation while revealing the origins of his “circuit trilogy”. Born in Tlaquepaque, Mexico, Dr. Jiménez, worked as a child as a migrant worker in the fields of California – hence, “the circuit”. He is currently the *Fay Boyle Professor in the Department of Modern Languages and Literatures*, and *Director of the Ethnic Studies Program* at *Santa Clara University*, where he received his BA. His MA and PhD in Latin American Literature were obtained at Columbia University under a Woodrow Wilson Fellowship. Long a writer of academic works for adults, Jiménez's entry into writing for young people came through the award-winning short story, “The Circuit,” (*Cajas de cartón*). Jiménez has combined that first story with others into the autobiographical trilogy *The Circuit: Stories from the Life of a Migrant Child* (*Cajas de cartón*), *Breaking Through* (*Senderos fronterizos*) and his newest book *Reaching Out* (*Más allá de mí*). All have won several publishing awards. Dr. Jiménez has published and edited several books on Mexican and Mexican American literature, and his stories have been published in over 100 textbooks and anthologies of literature. He was selected the 2002 U.S. Professor of the Year by the Carnegie Foundation.

We give a heartfelt thank you to Dr. Jiménez and the wonderful educators who attended this two-day Institute.

Francisco Jimenez' books may be purchased through www.Lectoum.com

NYS SPANISH BETAC VOCES HISPÁNICAS SERIES FALL 2009

The fall *Voces* series is honored to have authors **Georgina Lázaro León** and **Dinorah Coronado** join us as author-guest speakers. Presentations by Dr. Irene Pompetti-Szul (NYSSBETAC), Nellie Mulkay (NYSSBETAC) and Dr. Pilar Fernandez (Office of Education/Consulate of Spain) will complement the authors' work.

Voces Fall calendar include presentations in Newburgh (October 14), Albany (October 14 and 15), New York City (October 16), and Wyandanch/Western Suffolk BOCES (October 23 and November 20). These presentations are made possible with the collaboration and support of the local regional BETACs, NYU's Center for Latin-American and Caribbean Studies (CLACS), Columbia University's Institute for Latin-American Studies (ILAS).



Georgina Lázaro is a well-known Puerto-Rican poet and author of children's books. Some of her best-known children's books include *Mi flamboyán amarillo*, *El mejor es mi papá*, *Don Quijote para siempre*, *Ya llegan los reyes magos*, *Poesía: una al día*, *La niña y la estrella*, *Mi gorrita*, *Mi caballo* and *Viva la tortuga*.

In her book series *Cuando los grandes eran pequeños* (Lectorum), Georgina uses poetry to introduce children to the young lives of icons of the arts and culture, such as Pablo Neruda, José Martí, Julia de Burgos, Sor Juan Inés de la Cruz, Garcia Lorca, and Jorge Luis Borges.



Dinorah Coronado is known for her work as writer, founder/director and actor of *El Teatro Coronado*. Born in the Dominican Republic, she studied literature, theater, counseling and school psychology in DR, Spain and the USA and currently works in the City of New York as a school counselor. She writes poetry, fiction and theater, and has published twelve books, fourteen plays and several nonfiction essays. In June of 2008, she won the *National Children's Literature Prize* for her book *Rebecca al bate y dos cuentos más* (Alfaguara Infantil).

Voces Hispánicas II - Newburgh, New York

October 14, 2009 (In collaboration with the Mid-Hudson BETAC)

Wednesday, October 14th. Puerto Rican author Georgina Lázaro will present two workshops focused on teaching Spanish poetry and literature for students in grades K – 5.

Location/registration: Newburgh School District Office, NY.

Voces Hispánicas III - Albany, New York -October 14 & 15, 2009

(In collaboration with the QUESTAR III BETAC)

Wednesday, October 14th. Dr. Pilar Fernández González, Education Advisor of the Education Office of the Consulate of Spain and the NYC Department of Education, and Dr. Irene C. Pompetti-Szul, Resource Specialist of the NYS Spanish BETAC, will present a full-day of workshops on developing Spanish language arts literacy.

Thursday, October 15th. Georgina Lázaro will present a full-day workshop focused on Spanish literature for through poetry for students in grades K – 5. Location/registration: Questar III BOCES, Albany, NY.

Voces Hispánicas IV – New York City - October 16, 2009

Friday, October 16th. Georgina Lázaro will continue to share her literary and pedagogical expertise at this all-day workshop in New York City. Location: NYU Kimmel Center.

Register by sending an email to nyssbetac@gmail.com. In the subject line, write "Oct. 16th Voces IV."

Voces Hispánicas V – Western Suffolk BOCES- October 23 and November 20, 2009

(In collaboration with the Long Island (Nassau and Esater Suffolk Boces) BETACs)

Dr. Pilar Fernández González and Dr. Irene C. Pompetti-Szul will present several workshops on developing Spanish native language arts and literacy. Dominican author and playwright Dinorah Coronado, will be the featured author/speaker October 23rd. Location: Western Suffolk BOCES. Registration: Long Island BETACs.

CALENDAR OF SPANISH BETAC ACTIVITIES 2009-2010

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

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

NYU Metro Center
Professor Pedro A. Noguera
Executive Director

NYS ED DPT OBE/FLS
Pedro J. Ruiz, Ph.D.
Coordinator

NYS Spanish BETAC
Bulletin Staff

Nellie B. Mulkay
Publisher & Director

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

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

Marguerite Lukes
Bulletin Contributor
& Resource Specialist

Contact information
nyssbetac@gmail.com

Poonam Basu also contributed to
this September bulletin.
Best wishes, Poonam!

Understanding the Nuts and Bolts of CR Part 154: A Workshop for New School Administrators on the Design and Implementation of Instructional Programs for ELLs

Wednesday, September 23, 2009 8:30 a.m. – 12:30 pm

Hunter College, CUNY

NYS Spanish BETAC in collaboration with Manhattan/Staten Island BETAC
To register: Please send an e-mail with “September 23, 2009” in the subject line to
xrodrigu@hunter.cuny.edu.

Please include your full name, school/district, title/position, and phone number.
You will receive confirmation upon registration.

Technology for ELLs in Grades K-4: Interactive Websites for Learning English and Content

Wednesday, September 30, 2009 1:00 – 3:30 pm

Verizon Technology Education Center (W. 125th St.)

To register: Send an email to NYSSBETAC@gmail.com

Write “Sept. 30 Tech. for ELLs” in the subject line.

NYSESLAT: Data-driven Instruction in Grades K-12

Thursday, October 1, 2009 9:00 am – 1:00 pm New York University

In Collaboration with Manhattan/Staten Island BETAC

To register: Send an email to NYSSBETAC@gmail.com

Write "NYSESLAT: Data-driven Instruction Oct. 1" in the subject line.

Post-Secondary Access for Immigrant Students

Thursday, October 8, 2009 9:00 am – 12:30 pm

Committee for Hispanic Children and Families

To register: Send an email to NYSSBETAC@gmail.com

Write "Post-Secondary Access Oct 8" in the subject line.

Technology for ELLs in Grades 5-8: Interactive Websites for Learning Language and Content

Tuesday, October 27, 2009 1:00 – 3:30 pm

Verizon Technology Education Center (W. 125th St.)

To register: Send an email to NYSSBETAC@gmail.com

Write “Oct. 27 Tech for ELLs” in the subject line.

The 2009-2010 NYC BETAC TEACHER INSTITUTE

Featured Speaker: Robert Marzano

“Building Academic Background Knowledge for English Language
Learners”

October 21, 2009

LOCATION: Fordham University’s Rose Hill Campus

To register, write “Teacher Institute” in the subject line and send an email to
dayanaquinones@liu.edu

Please include your full name, school, title/position and phone number.

CONFERENCES

NYS TESOL Fall Conference

"Critical Literacy: Opening Words and Worlds to English Language Learners"

November 13 & 14th at the White Plains Crown Plaza

<http://www.nystesol.org/annualconf.html>

NYSABE 33rd Annual Conference

"Bilingual Education: Pathway to Multicultural and Multilingual Learning Communities"

March 11-14, 2010 at the Huntington Hilton, Melville, New York

http://nysabe.org/conference/NYSABE_Conference2010_SaveTheDate.pdf

OTHER STATE AND NATIONAL CONFERENCES

NYS AFLT

2009 Annual Conference

October 9-11, 2009 Buffalo, New York

www.nysatfl.org

National Association for Bilingual Education (NABE)

February 3 – 6, 2010

Denver Convention Center

Denver, CO

www.nabe.org

National Council on the Teaching of
Mathematics
(NCTM) Regional Conference and Expo
Oct. 21-23
Boston, MA
www.nctm.org/meetings/

Association for Supervision and Curriculum
Development (ASCD)
March 6-8, 2010
San Antonio, TX
www.ascd.org

American Council on the Teaching of Foreign
Languages (ACTFL)
November 19-22, 2009
San Diego, CA
www.actfl.org

California Association for Bilingual Education
(CABE)
March 10-13, 2010
San José, CA
<http://www.bilingualeducation.org>

National Association for the
Education of Young Children
Annual Conference
(NAEYC)
November 18-21, 2009
Washington, D.C.
<http://naeyc.org/conferences/>

International Reading Association (IRA)
April 25-29, 2010
Chicago, IL
www.ira.org

National Council of Teachers of English
(NCTE)
Nov. 19 – 24, 2009
Philadelphia, PA.
www.ncte.org

Northeast Conference on the Teaching of Foreign
Languages (NECTFL)
March 25-27, 2010
New York, NY Marriott Marquis
www.dickinson.edu/progrg/nectfl/

SPECIAL ANNOUNCEMENTS

New York State Association for Bilingual Education NYSABE



NYSABE New York City

*Welcome Back Evening for
NYSABE Members*

AN EVENING WITH NANCY CLOUD

**“LITERACY INSTRUCTION FOR
ENGLISH LANGUAGE LEARNERS”**

Date: Monday, September 21, 2009

Time: 5:00 PM - 7:00 PM

**Place: Fordham University
441 E. Fordham Road
Bronx, NY 10468**

**Please note that participants will receive a
PD certificate for 2 hours.**

Non-members are also welcomed. You may become a member at the event.

**This event is organized for NYSABE members in partnership with the Bronx BETAC at Fordham University
and the Manhattan/Staten Island BETAC @ Hunter College.**

**To obtain information and/or pre-register you may contact
Lorraine Estrada at lestradster@gmail.com**

**Please pre-register for this event by e-mailing your name, address, phone number, and e-mail address
no later than Friday, September 18th, 2009.**

FREE Saturday Seminars for Teachers *FALL 2009*

The Kevorkian Center for Near Eastern Studies in collaboration with the Steinhardt School of Education New York University

Workshops are open to educators of elementary, secondary, and post-secondary school as well as teachers in training. Come to just one or all three! Registration is easy and free! See details at the bottom of the message. All workshops take place at The Kevorkian Center, located at 50 Washington Square South (at 255 Sullivan Street) in New York City.

To register, please email the below information to sarah.coffey@nyu.edu <<mailto:sarah.coffey@nyu.edu>>

School Affiliation: _____ Grade Levels and Subjects Taught: _____
Email address: _____ Phone number: _____
Names/dates of the workshop(s) for which you wish to register: _____

With questions, contact Greta Scharnweber, Associate Director and Outreach Coordinator for the Kevorkian Center at greta.scharnweber@nyu.edu

Middle Eastern” Art in Translation: Strategies and Tools for Teaching Culture. Saturday, September 26, 2009 (10am-3pm)*

Interested in learning and teaching about “Middle Eastern” Art? Hear from Professor *Jessica Winegar* (Northwestern University) and independent art writer and curator *Maymanah Farhat* about the world of contemporary “Middle Eastern” art on its own terms. This workshop will challenge conventional and reductionist views of cultural production based on geography and artist identity. Curriculum tools based on new leading-edge works of art will be introduced in conjunction with a curator-led visit to the *Tarjama/Translation* exhibit open at the Queens Museum of Art. Curator *Iftikhar Dadi* (Cornell University) will lead the tour. Transportation between the Kevorkian Center and the Queens Museum will be provided, and a lunch of Turkish food will be served. For a virtual tour of the exhibit, see www.artecast.org/pages/virtualgallery <http://www.artecast.org/pages/virtualgallery>. Co sponsored by ArteEast. Registration Deadline: September 21, 2009

Political Participation in Iran: Elections and the Everyday. Saturday, October 10, 2009 (10am-2pm)*

The June 2009 Iranian presidential campaign and the contested election results that followed it inspired public protests that have been compared to those staged during the Islamic revolution. In this workshop, learn what has been happening since the recent Presidential election while investigating the general history of public political engagement in Iran. Special attention will be paid to the important roles women have played in politics in recent years. The program will feature presentations by *Kaveh Ehsani*, Assistant Professor of International Studies at DePaul University; *Norma Claire Moruzzi*, Associate Professor of Political Science and gender and women’s studies at University of Illinois at Chicago; and *Arang Keshavarzian*, Associate Professor of Middle Eastern and Islamic Studies at New York University. A teaching resource packet, including digitized campaign posters from the recent election will be provided. A lunch of Iranian food will be served. For background reading by the authors, please see their recent co-authored essay published in the Middle East Report. Online: <http://merip.org/mero/mero062809.html>
Registration Deadline: October 5, 2009

The Kurds: Culture, Politics and History across Borders Saturday, October 24, 2009 (10am-3pm)

Who are the Kurds? Despite varied historical experience and political realities over the past century and more, this large “minority” group in the Middle East shares a common identity, language, and aspirant nation across the borders of Syria, Iran, Iraq, Turkey and the diaspora. On the occasion of the First Kurdish Film Festival of New York (hosted by NYU and ArteEast October 21-25, 2009), come and hear strategies for teaching about the complex realities of Kurds living across the Middle East today, while engaging with a rich palette of recent Kurdish filmmaking. Featuring presentations by historian *Janet Klein* (Assistant Professor of History, University of Akron) and a panel of curators from the festival. A teaching resource packet including discussion guides for films recommended for use in U.S. high schools and complimentary passes to select festival events will be provided to workshop participants. A lunch of Middle Eastern food will be served. An optional screening of Yilmaz Guney’s classic film /Yol/ (considered to be one of the most significant landmarks in Kurdish filmmaking) will begin at 1pm. Co-sponsored by ArteEast and the committee of the First Kurdish Film Festival of New York. Full details for the festival will be forthcoming soon.
Registration deadline: October 19, 2009