During the month of May, the Spanish BETAC hosted three major events dealing with the teaching of Native Language Arts. On May 1st, Alma Flor Ada and Isabel Campoy presented their “Authors in the Classroom” materials and activities. On the 15th of May, the 18th Spanish Children’s Literature Symposium was held at the Cervantes Institute, and the annual New York State Spanish Spelling Bee took place on May 29th. Each event is chronicled below.

**Authors in the Classroom**

“Authors in the Classroom” is the title of one of Alma Flor Ada and Isabel Campoy’s many collaboratively written books. As Isabel tells it, “When you write together, the work is halved.” At the Voces Hispánicas IV Conference on May 1st, these two talented women presented a variety of classroom activities designed to foster the active communication skills of speaking and writing and to give children “the strength to stand tall, to look far beyond, to know that they matter, to feel they belong.”

Known for her (and Isabel’s) beautiful story books, Alma Flor Ada spoke of lessons children tell her they’ve learned from her books: to never give up; to make the world better; that people can be friends even when they’re different; that small things in life are important; that it is important to values all forms of work; and that Alma loves words (and even individual letters)! Many conference participants headed home anxious to try Isabel Campoy’s “I am” poem with their students. With their eyes closed, students can pretend to be anything they wish: I am a room full of toys; I am a loaf of brown bread. However, when they open their eyes, they are content to be themselves! (But, when I open my eyes, what I care to be, is me). Isabel stressed that this type of poem can also be used in content area learning. For example, one student wrote, “I am a starfish ready to give more than one handshake.”

Workshop participants were unanimous in their praise of VOCES Hispánicas IV. Several commented that it was one of the best workshops they had ever attended, and many expressed an interest in helping students to create their own “I am” poems. Others learned to let the lives of their students serve as springboards for creative expression, and one participant “learned to be positive about encouraging positive dialogue in my classroom.” The many examples of books that can be created by students in the classroom were an inspiration to all. We look forward to next year’s VOCES conference series! The first VOCES conference is scheduled for August 10 and 11th. See you there!
Spanish Children’s’ Literature Symposium

More than 130 teachers and administrators attended the 18th Spanish Children’s Literature Symposium on Friday, May 15th at the Instituto Cervantes on E. 49th Street. The symposium was a collaborative venture between the Spanish BETAC, the Cervantes Institute, Lectorum Publications, the New York City Department of Education, the Education Consulate of Spain, NYU’s Center for Latin American and Caribbean Studies and the Institute of Latin American Studies at Columbia University.

Rosa Navarro Durán, a professor of Spanish Literature at the University of Barcelona was the featured speaker. She specializes in the literature of Spain’s Golden Age (La Edad de Oro). Professor Durán believes that teachers are “the great treasure of society,” even if society doesn’t always know it. She has made it her special mission to adapt great works of Spanish literature for use in K-12 classrooms. Many of the themes illustrated in her adaptations speak to modern issues. For example, El Cid provides an example of how not to treat women. To explore these themes, Dr. Durán strives to make classic Spanish texts accessible to young readers without sacrificing the original meaning or intent. Some of the books that she has already adapted are: Don Quijote, Lazarillo de Tormes, El Cid, and El Burlador de Sevilla. Professor Durán firmly believes that unless these timeless works are made accessible to children, they will be confined to obscurity. In her words, “We must guard against having Don Quijote and other authors or works become names of cheese rather than literature that is read. If a book isn’t read, it doesn’t exist.”

New York State Spanish Spelling Bee

On Friday, May 29th, eighty-two students in grades four through eight competed in the New York State Spanish Spelling Bee at Scholastic. Students had prepared for months by competing in school and district Spelling Bees prior to the final competition. The children were honored by a letter from Governor David A. Patterson, read by the Assistant to the Governor for Community Affairs, Eileen Reyes. Mayor Michael R. Bloomberg sent a congratulatory letter that was read by the Director of the New York State Spanish BETAC, Nellie Mulkay. The New York State Office of Bilingual Education and Foreign Language Studies, coordinated by Dr. Pedro J. Ruiz, was represented by Dr. Juan D. Vargas, Associate, NYSED OBE FLS. The winners were:

**Grades 4 -5**

1st Place Junior Del Rosario The Bilingual School  
2nd Place Amy Mercado The Bellaire School  
3rd Place Candy Almonte PS 95 Eastwood School  

**Grades 6 -8**

1st Place Natassja Pérez PS/MS 218 Magnet School  
2nd Place Pablo Leocadio MS 322 Academy  
3rd Place Alice Lambert The Anderson School

Candy Almonte, Amy Mercado, Junior del Rosario  
Alice Lambert, Pablo Leocadio, Natassja Pérez
A special thank you is in order to our Master of Ceremonies, Dr. María del Pilar Fernández González, who is the Education Advisor for the Spanish Consulate in New York, and to all of the Spelling Bee judges: Dr. Fátima Álvarez-López, Professor at the Instituto Cervantes; Genaro Bastos, Bastos Educational Books, Inc.; Juan Castillo, Founder and Director of UVEA (Unidad de Voluntarios para la Educación de Adultos); Aída Delgado, Assistant Principal and Supervisor of Foreign Language Education (retired), NYC DOE; Dr. Odalys Igneri, ELL Curriculum Specialist, NYC DOE Office of English Language Learners; Ardelio Valdés, Educational Sales Manager, Scholastic; Dr. Juan D. Vargas, Associate, NYS Office of Bilingual Education and Foreign Language Studies; and Nancy Villarreal de Adler, Executive Director of NYSABE (New York State Association for Bilingual Education).

This event was sponsored by the NYS Spanish BETAC of the New York State Department of Education, the New York City Department of Education’s Office of English Language Learners, Lectorum Publications, NYSABE, The Spanish Consulate, and Scholastic, Inc. Prizes and awards were donated by the New York Yankees, the Brooklyn Cyclones, Ballet Hispánico, Cambridge University Press, MOMA, Bastos Books, and The New York Times.

Next year, the New York State Spanish Spelling Bee will be held on: Friday, May 28th, 2010 at Scholastic. Save The Date! Prepare your students!
EYE ON THE CLASSROOM

Bilingual Education Can Accelerate English Language Learning

According to veteran educational researcher Stephen Krashen, the April 7th news report in the Boston Globe showing that Massachusetts' English-only programs are not helpful to students is not at all surprising. “Scientific studies done over several decades consistently show that children in bilingual programs do better on tests of English than students in all-English programs. In addition, a number of reports confirm that English-only legislation in Arizona and California has not improved the English competence of language minority children. We all agree that all students should become competent in English as quickly as possible. Bilingual education makes this happen by using the child's first language in ways that accelerate English language development.”

Long-Term ELLs

The April 2009 issue of Educational Leadership featured an article by Kate Menken and Tatyana Leyn on the increasing number of English language learners who have attended U.S. schools for seven years or more. A summary of this article follows.

In New York City, almost one third of all ELLs fall into this category. These students are typically found in grades 6-12. They come from all over the world and are frequently orally bilingual so that they sound like native English speakers. However, they usually have low literacy skills in English as well as in their native language. Such students may have moved frequently between their own country and the United States or moved from program to program within the United States. In either case, long-term ELLs are likely to have experienced inconsistent schooling. Since low grades and grade retention are both common among this population, long-term ELLs are at high risk of dropping out.

A critical fact about long term ELLs is that they have different needs from newly arrived English language learners, especially in the upper grades. However, many educators are not familiar with the needs of this population. Menken and Kleyn cite the impressive amount of research that supports teaching students to read and write their native language in order to increase English literacy. They also point out that the students they studied rarely had this opportunity. Worse, their ESL classes were often viewed as “easy” and “baby” classes, while the ELA classes were too difficult. Another missed opportunity, according to the researchers, is that of foreign language classes. Spanish for native speakers or Chinese for native speakers’ classes can offer opportunities for students to hone native language skills, but they must be targeted to this population, so that the level of instruction is not an insult to the students. They can’t be the same as foreign language classes for native speakers.

Access the full article at the URL below:

http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/The_Difficult_Road_for_Long-Term_English_Learners.aspx

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Tatyana Kleyn is Assistant Professor of Bilingual Education and TESOL at the City College of New York, CUNY; tkleyn@ccny.cuny.edu.
(continued from page 4)

**Arts in Education: Dancing in Chemistry Class!**
*A former science teacher helps kids dance their way to understanding.*

An article in the February 2009 issue of *Edutopia* entitled “Chemistry in Motion” described how inviting a dancer into a chemistry classroom resulted in enhanced student understandings and creative interpretations of chemical reactions and ionic, covalent, and metallic bonds. Excerpts from the article appear below.

According to former science teacher, Jane S. Burke, “We pushed all the chairs to the edges of the room to create space when the dancer arrived. Because he knew no chemistry, my students and I had to explain to him about ionic, covalent, and metallic bonds and the types of chemical reactions. To help him create meaningful movements for the class, he constantly asked the students “why” and “how”—how electrons behave, how strong one bond is compared to another, what polar means. Listening to the students’ answers, I was impressed by their attention to all the details the dancer needed to understand.

This depth of exploration would never have occurred in the regular classroom setting. As one student wrote in her journal, “I had come to hate paper and pencil busywork and had formed a mental block against chemistry that I thought would never change. By applying the arts to our chemistry class, you have temporally erased that mental block.”

Another wrote that dancing depicted things that were hard to explain in words. “I was able to think about concepts in a completely different way. Because you cannot actually see what is happening on the atomic level during a reaction, it was helpful to dance it out. Over the days we worked on this, there wasn’t one person in the class who wasn’t always involved. That’s a record!”

The connection between the choreography and the science became very specific. As another student put it, “Now when I think ‘double bond,’ I visualize how we showed it in our dance.”

Students reported that the dance helped them answer questions on the state chemistry achievement exam. They closed their eyes and visualized their dance to retrieve information about chemical reactions.

Besides enhancing the students’ understanding of concepts, dance helped reveal their unrecognized talents. One boy had been withdrawn and unresponsive, never entering into class discussions. But when asked to show, through movement, the chemical reaction known as a single replacement, he grabbed two of his classmates to form the covalent bonds of the ion and whirled around the room to find a “metal.” Evaluating the day’s lesson later, he said, “Dancing helped clear up chemistry ideas that had been hard for me to understand. I also learned not to be nervous in front of people. I think that dancing has helped me be more open and not so shy in class.”

A failing student astounded everyone with his remarkable dance intelligence. He was able to repeat a complex twelve-count phrase after seeing it only once. “I really put in an effort to understand the chemistry so I could make a good dance,” he explained. Some students worked with first graders, teaching them about chemical reactions and then choreographing and performing with them. A young man said, “I felt empowered because the first graders wanted to hear what I had to say about science.”

“This experience showed me that I can learn from doing papers,” said another student, “but for my mind to really get a good picture of something, I have to see it displayed, or display it myself.”

But there was even more of a dividend, as this boy showed me: “Changing the ways we learn will help us later on, because we will be more open minded.” Arts in education is powerful, and it works.”

To view a video of the dance experience, go [http://edutopia.org/dance-science-concepts](http://edutopia.org/dance-science-concepts)

Jane S. Burke, a former science teacher, is the director of the nonprofit *Flying Cloud Institute*. 

NYS Spanish BETAC @ [http://steinhardt.nyu.edu/metrocenter/SBETAC.html](http://steinhardt.nyu.edu/metrocenter/SBETAC.html)  Volume 3, #10. May/June 2009 5
Marguerite Lukes Receives AERA award

The American Educational Research Association (AERA) recently presented The Adult Literacy and Adult Education Award for an Outstanding Paper by an Early Career Scholar to Marguerite Lukes, Resource Specialist with the New York State Spanish Bilingual Education Technical Assistance Center (SBETAC) at New York University.

Established to honor the professional commitment and accomplishments of early career scholars (graduate students or recent graduates), the award also fosters the Adult Literacy and Adult Education SIG’s goal in supporting and mentoring promising new scholars working in the field of adult education research.

The award acknowledges scholarly work that exemplifies high-quality research, written expression, innovation and contributions to the field of adult literacy/adult education.

Marguerite presented her paper at the Adult Literacy and Adult Education Special Interest Group meeting during the AERA’s 2009 annual meeting.

New Website Features Educational Research

According to James Kemple of New York University, a new website for the Research Alliance for New York City Schools has been launched at NYU. The hope is that the website will become a powerful source of credible, non-partisan information to assist all stakeholders in the City’s education system in promoting evidence-based policies and practices. For further information, visit the website at: http://steinhardt.nyu.edu/research_alliance/

HOME SCHOOL CONNECTIONS

Advocates for Children (AFC) is a non-profit organization that will provide free workshops for parents, professionals or students at your school or institution. Topics for the on-site training include:

- Early Intervention Services for Infants and Toddlers
- Special Education Services
- Strategies for Parents to Advocate at their Children’s School Conferences and Hearings
- School Discipline
- School Access
- Immigrant Student/Parent Educational Issues
- Federal, State, and Local Laws that Govern Entitlements for Children

Located at 151 West 30th Street in Manhattan, Advocates for Children also maintains a free helpline (1-866-427-6033) on Mondays through Thursdays from 10am to 4 pm.

For more information, contact Joanne Buccellato at: Jbuccellato@AdvocatesforChildren.Org, or 212 822 9505. You may also contact Lilliana Díaz-Pedrosa, Esq. at 212 822-9506 or LDP@AdvocatesForChildren.Org
Resources Available from the Center on Instruction

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Instruction and Academic Interventions and Professional Development Supplement for Book 1 Publication and a PowerPoint

This book is the first in a series of three providing evidence-based recommendations for policymakers, administrators, and teachers in K–12 settings who seek to make informed decisions about instruction and academic interventions for ELLs. The recommendations apply to both a class-wide instructional format and individualized, targeted interventions. The professional development PowerPoint supplements the content of the book. The detailed slides and speaker notes summarize and augment the information contained in the book and may be used to provide professional development during in-service training to educators teaching in grades K–12. October 2006, November 2007

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for Serving Adolescent Newcomers and Professional Development Supplement for Book 2 Publication and a PowerPoint

This book was written primarily for adolescent newcomer ELLs who have a relatively short period of time in which to simultaneously develop academic language skills and master grade-level content. It provides evidence-based recommendations for policymakers, administrators, and teachers in middle and high schools who seek to make informed decisions about effectively serving adolescent newcomers. The professional development PowerPoint supplements the content of Book 2 of the Practical Guidelines series. The detailed slides and speaker notes summarize and augment the information contained in the book and is intended to provide professional development during in-service training to educators teaching in grades K–12. October 2006, November 2007

Practical Guidelines for the Education of English Language Learners: Research-Based Recommendations for the Use of Accommodations in Large-Scale Assessments and Professional Development Supplement for Book 3 Publication and a PowerPoint

This third book in the series focuses on research-based recommendations on the use of accommodations to increase the valid participation of ELLs in large-scale assessments. The professional development PowerPoint supplements the content of Book 3 of the Practical Guidelines series. The detailed slides and speaker notes summarize and augment the information contained in the book and is intended to provide professional development during in-service training to educators teaching in grades K–12. October 2006, November 2007

Effective Language and Reading Interventions for English Language Learners and English Language Learners with Disabilities – Publication

This report presents information about assessment, instructional interventions, and professional development with a particular focus on ELL students who have been identified with a language and/or learning disability or who are at-risk for reading difficulties. The focus of the intervention section is on those that have demonstrated success at remediating reading for ELLs who have either identified language impairment, reading and/or learning disabilities, or those who are performing significantly below their peers in reading achievement. The report also offers recommendations followed by discussion and empirical evidence for the types of instructional interventions that best serve ELLs who are at risk for reading difficulties, who may or may not have an identified language and/or learning disability. Coming summer 2009
Language Development Instruction for English Language Learners – Two Publications and a PowerPoint

These professional development materials (PowerPoint presentation, Presenter’s Notebook, Participant’s Notebook) are the basis for a train-the-trainer workshop session on effective language instruction strategies for ELLs. The module provides an overview of strategies for improving instruction of ELLs.

Coming Summer 2009

Exemplary Programs Publication

This technical report identifies exemplary programs across grades K–12 that are considered exceptional due to remarkable academic outcomes. This was accomplished by examining the achievement of ELLs in each state as an indicator of academic success, selecting schools with a high percentage of ELL enrollment and low socioeconomic status, and using statistical models for each level of education and subject to predict the expected percentage of ELLs passing with either proficient or advanced scores. It then identifies the characteristics that contribute to their success, through interviews with principals and/or assistant principals from the top five elementary, middle, and high schools across the five states. Coming fall 2009

Practical Guidelines for Teaching English Language Learners across Instructional Models – Publication

This guidance document focuses on research that addresses issues in the effectiveness and use of the three primary instruction models used with ELL students in districts across the country: dual language programs, transitional bilingual programs, and English-only programs. It also provides classroom instructional strategies that have been demonstrated to be effective within specific instructional models. It is intended to help decision-makers and practitioners make well-informed choices for the instruction of their ever-increasing ELL population. Coming fall 2009

Workshop on Language Development and Reading Interventions for ELLs – Two PowerPoints

The ELL strand held a two-day train-the-trainer workshop which included research and instructional strategies related to (1) language development and (2) reading interventions for ELLs with and without disabilities. It provided guidance on the use of two in-process products from COI-ELL on these subjects. The language development session of the train-the-trainer workshop includes research in academic language. The session on effective interventions for teaching reading to ELLs with and without disabilities provided RCCs with the knowledge of research and effective strategies necessary to guide states as they offer professional development training to teachers of ELLs. May 2008

Practical Guidelines for the Education of English Language Learners – Podcast

The Center on Instruction’s ELL strand director David Francis delivered a teleconference presentation providing an overview of the series of Practical Guidelines for the Education of English Language Learners for the RCCs and provided an opportunity for them to ask questions. A podcast was archived and is available for download. December 2006

Practical Guidelines for the Education of English Language Learners – PowerPoint

ELL strand director David Francis delivered an overview presentation describing the series of Practical Guidelines for the Education of English Language Learners at the LEP Partnership meeting Washington, DC October 28-29, 2006, when the series was released. The PowerPoint presentation is available for download.
GENERAL INTEREST ANNOUNCEMENTS

Concurso De Dibujo Infantil “Este Es Mi México”

El pasado 1° de abril se publicó la Convocatoria del XIII Concurso de Dibujo Infantil “Éste es mi México”.
En esta ocasión el certamen estará dedicado al Bicentenario de la Independencia de México y al Centenario de la Revolución Mexicana, y forma parte del programa que la Secretaría de Relaciones Exteriores ha preparado para conmemorar estas destacadas fechas.

La Convocatoria está abierta desde el 1° de abril y cerrará el día 30 de junio del año en curso. Los 15 ganadores serán dados a conocer a más tardar el 12 de agosto a través de las Embajadas y la Red Consular de México en el Mundo y los resultados se publicarán en la página web del IME: www.ime.gob.mx.

Como en todas las ediciones anteriores del Concurso, el Jurado seleccionará, además de los 15 ganadores, otros trabajos sobresalientes con la finalidad de editar el Calendario “Éste es mi México” 2010 y que se distribuye en el mundo entero.

Por ser el Bicentenario de la Independencia Nacional y el Centenario de la Revolución Mexicana temas que despertarán gran interés entre las comunidades mexicanas en el exterior, en esta ocasión se ha acordado seleccionar 160 trabajos, con el objeto de integrar cuatro exposiciones itinerantes, lo que permitirá una mayor difusión de las obras infantiles y una presencia permanente en diversas localidades a lo largo del 2010.

Como cada año, el gobierno de México a través de su representación consular, lanza una invitación a todos los niños de origen o ascendencia mexicana para que participen en el concurso de dibujo infantil, “Este es mi México”. El concurso tiene como objetivo que los niños de diversas partes del mundo, expresen mediante un dibujo lo que para ellos significa México (su historia, su cultura, sus héroes, su riqueza natural, su gente, sus fiestas tradicionales o cualquier otro tema relacionado con México). Los temas recomendados para el Concurso 2009 son: Independencia de México y Revolución Mexicana.

Los dibujos participantes se enviarán a México en donde concursarán con los dibujos provenientes de todo el mundo. Un jurado especialista en artes seleccionará los 15 dibujos ganadores.

BASES DEL CONCURSO:
1. Pueden participar todos los niños del mundo que tengan entre 7 y 11 años de edad.
2. Dibujar sobre una cartulina o cartoncillo cuadrado de (30 x 30 cm /12” x 12”) con pincel, lápiz, acrílicos, acuarelas, crayones o los materiales que quieras.
3. Plasmar en tu dibujo todo lo que tu imaginación te dicte sobre México (qué conoces de México, cómo lo recuerdas, cuál es el orgullo de ser mexicano, por qué amas a México, qué sabes de sus héroes, de su cultura, de su arte, de su arquitectura), hay mucho que pintar.
4. Firmar y ponerle fecha a tu obra. Es muy importante acompañarlo con toda tu información. No olvides que todos los datos son importantes, podrías quedar eliminado si falta alguno.
5. Los dibujos copiados, calcados o donde se advierta la mano de un adulto, no podrán participar en el concurso. Tampoco aquellos dibujos que estén sin acabar, que no cuenten con la información solicitada o que se salgan de las medidas indicadas en esta convocatoria.
6. El premio consiste en un obsequio en especie a elegir entre una computadora, una cámara digital o un equipo para dibujo y un paquete de materiales escolares/ libros, el cual no excederá de $ 1,500.00 dólares.

Para mayor información contactarse con la oficina de Asuntos Comunitarios/IME del Consulado de México. Eduardo Peñaloza epenaloza@sre.gob.mx; (212) 217 6428 y Leah Serinsky; ljserin@gmail.com (212) 217-64-79
National Board Certification for Teachers of ELLs

The National Board for Professional Teaching Standards has announced that more than 130 teachers of English as a New Language recently achieved National Board Certification, the highest credential in the teaching profession. The 2008 achievement brings the total number of teachers who earned certification in this field over time to more than 900. This announcement comes several months after the National Research Council affirmed that National Board Certification has had a positive impact on student achievement, teacher retention and professional development. In the most rigorous and comprehensive study to date about National Board Certification, the NRC found that students taught by National Board Certified Teachers make higher gains on achievement tests than students taught by teachers who have not applied and those who did not achieve certification.

The New York League of Puerto Rican Women presents $1,000 Scholarships.

The New York League of Puerto Rican Women, Inc. (NYLPRW) is a non-profit organization dedicated to assisting Puerto Rican women in their pursuit of higher education, by providing them with the financial support necessary to obtain their college degree. The proceeds of all our events go toward the funding of the College Awards Program. The League’s College Awards are $1,000 each, and granted to Puerto Rican undergraduate women selected for their academic excellence and service to the community. In 2007, six College Awards were presented at a Gala Dinner Dance, for a total of $6,000. This same feat was repeated in 2008, for a grand total of $12,000 to 12 undergraduate Puerto Rican women. This tradition will be upheld in 2009, at the League’s College Awards Gala Dinner Dance at the Marina Del Rey in the Bronx, on Thursday, August 20, 2009. To access the application form, visit 2009 NYLPRW College Award Application.pdf.
Using Art in the Classroom

Learn to integrate the visual arts into content area and language teaching this summer at MoMA.

Connecting Collections
July 13–17, 2009

This weeklong program for teachers is the result of collaboration between MoMA (The Metropolitan Museum of Art), the Solomon R. Guggenheim Museum, and the Whitney Museum of American Art. Working with modern and contemporary art from each museum, this national institute encourages educators to develop techniques for integrating the study of visual art into their classrooms. Participants return to their schools with the ability to create meaningful object-based learning activities that can be integrated into a wide variety of curricula and meet standards for student achievement.

Fee: $400 per educator. For more information on Teacher Programs or to register for the summer institute, please call (212) 708-9882 via or e-mail teacherprograms@moma.org.

Vincent van Gogh. Portrait of Joseph Roulin. 1889. Oil on canvas. Gift of Mr. and Mrs. William A. M. Burden, Mr. and Mrs. Paul Rosenberg, Nelson A. Rockefeller, Mr. and Mrs. Armand P. Bartos, The Sidney and Harriet Janis Collection, Mr. and Mrs. Werner E. Josten, and Loula D. Lasker Bequest (all by exchange)

Save the Date!

NYS TESOL Fall Conference
November 13 & 14th at the White Plains Crown Plaza

“Critical Literacy: Opening Words and Worlds to English Language Learners”
2009 Summer Intensive English Language Program at
The City University of New York (CUNY)

Students entering 9th grade in September can spend a summer studying on a campus of The City University of New York to learn oral and written communication skills necessary for success in high school.

CUNY’s Summer Intensive English Language Institute provides an intensive English language program for entering ninth-grade ELLs at the intermediate or advanced level. The six-week summer program will be held July 6-August 14 on four CUNY campuses. Participants receive 30 hours a week of instruction, including four hours of reading, writing, listening comprehension, oral communication, and Internet research; one hour of ESL-focused physical activity; and, one hour of guided conversation practice at lunch.

Where? Students may choose to attend the CUNY program at LaGuardia Community College in Long Island City, Queens; New York City College of Technology in downtown Brooklyn; Bronx Community College, or Hostos Community College in the Bronx.

For additional information, contact Hilary Sideris at Hilary.Sideris@mail.cuny.edu or (646) 344-7348.

Homenaje a Rodolfo Zamalloa Loaíza

Lamentamos la muerte del papá del violinista andino Daniel Zamalloa del Perú, la cual se ocurrió el 27 de febrero. El Dr. Rodolfo Zamalloa fue senador y diputado por la región del Cuzco por muchos años, y además fue instrumental en crear la legislación que nombraba al Cuzco, la capital arqueológica de América. Esta legislación fue luego aprobada por la UNESCO. El Dr. Zamalloa, además de diputado y senador fue un activista en resguardo de la legislación de tierras para los campesinos de Cuzco y fue Juez del Tribunal Nacional. Fue una figura respetada a nivel del territorio peruano y se le han hecho una serie de homenajes a nivel nacional y latinoamericano en los últimos días.

SBETAC Survey – Please Respond!

As you 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.

To complete the survey, please follow the link below:
NYS Spanish BETAC Needs Assessment Survey 2009-2010

Thank you to all our loyal readers. Please let us know what sort of information you would like us to feature in the bulletin or what topics you would like to see covered. We would also appreciate receiving information or teaching strategies that you feel would be useful to other teachers and administrators of Spanish-speaking ELLs. Please send your ideas via e-mail to Dr. Irene C. Pompetti-Szul at ips3@nyu.edu.
The Dream Act

The following article was written by Kevin O’Brien of the New York State Office of Bilingual Education and Foreign Language Studies (OBE-FLS)

Approximately 2.8 million students graduate from U.S. high schools every year. Some will go on to college; others will join the military or take another path in life. But they will get the opportunity to test their dreams and live their American story. However, a group of about 65,000 students will not have this opportunity because they bear the inherited title of undocumented immigrant. These highly motivated individuals have lived in the United States nearly all their lives and want nothing more than a chance to a quality education and citizenship. Brought to the country years ago as children, they face unique barriers to higher education, are unable to work legally in the U.S., and often live in constant fear of detection by immigration authorities. Our immigration law currently has no mechanism to consider the special equities and circumstances of such students. The DREAM Act would eliminate this flaw.

Under the rigorous provisions of the Development, Relief, and Education for Alien Minors (DREAM) Act, introduced by Senator Richard Durbin of Illinois and Representative Howard Berman of California, undocumented young people could be eligible for a conditional path to citizenship in exchange for a mandatory two-year commitment in higher education or the military. Undocumented young people must also demonstrate good moral character to be eligible for, and stay in, conditional residency. At the end of the long process, the young person can have the chance to become an American citizen. Supporters of the DREAM Act believe it is vital not only to the people who would benefit from it, but also the United States as a whole. It would give an opportunity to undocumented immigrant students who have been living in the U.S. since they were young, a chance to contribute back to the country that has given so much to them and a chance to utilize their hard earned education and talents.

A 1982 U.S. Supreme Court decision entitles illegal immigrants to a free education from kindergarten through high school. Neither Congress nor the courts have figured out what to do with the estimated 65,000 undocumented immigrant students who graduate from high school each year once they decide to attend college. The Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) of 1996 sought to prohibit states from providing a “postsecondary education benefit” to an alien not lawfully present in the United States on the basis of residence, unless any U.S. Citizen or national is eligible for the same benefit. Heightened concern about the slowing economy and illegal immigration has led some states to close the doors of higher education on undocumented students. This summer, South Carolina became the first state to ban such students from all of its public colleges and universities. Arizona, Colorado, Georgia, and Oklahoma have also drawn a line in the sand and now deny illegal immigrants in-state tuition benefits.

Advocates of open access say it is cruel and wrongheaded to deny undocumented students higher education and an opportunity to obtain legal status. Proponents of the DREAM Act argue that unauthorized immigrant children had no choice in entering the United States illegally, have grown up in the United States, and, if allowed to continue their studies, would ultimately pay more taxes and make greater contributions as professionals and citizens. Opponents feel that scarce education dollars should be spent on making college more affordable for U.S. citizens, not illegal immigrants. They believe the legislation would reward lawbreakers, that only lawful resident students should qualify for resident tuition, and that it could result in added cost to taxpayers. To raise awareness about their plight, undocumented students have sent letters and made calls to members of Congress. They have also forged strong communities online, where they tell their stories and sometimes raise money for their education. The purpose of the DREAM Act is to help give qualifying individuals an opportunity to succeed, and have a path to citizenship, which they otherwise would not have without this legislation. To learn more about the challenges that undocumented youth face as they turn 18 without legal status, view the movie “Papers,” at http://www.papersthemovie.com.
CALENDAR OF SPANISH BETAC ACTIVITIES *
*Additional workshops and conferences will be announced during the month and in future bulletins.

SAVE THE DATE ANNOUNCEMENTS OF NYS Spanish BETAC EVENTS 2009-2010

Voces Hispánicas I
August 10 & 11, 2009
New York, NY
(A two day event)

Monday, August 10, 2009. The NYCDOE and the NYS Spanish BETAC will offer workshops focusing on NLA and ELA Standards. Location: Manhattan.

Tuesday, August 11, 2009. Enjoy a full day Spanish Native Language Arts workshop with Francisco Jiménez, famous Mexican-American author of The Circuit (Cajas de cartón, Senderos fronterizos and Más de mí – pub. date Oct. 09). Francisco Jiménez is currently professor of Spanish Literature at Santa Clara University in California. He has written books for all ages, many of which focus on topics related to the immigrant experience. Registration information will be announced at a later date. Location: Manhattan.

Voces Hispánicas II -Albany
October 14 & 15, 2009
Albany, N.Y.
(A two day event)

Wednesday, October 14th. Dr. Irene C. Pompetti-Szul from the New York State Spanish BETAC will give a full-day workshop on developing native language arts and literacy.

Thursday, October 15th. Puerto Rican author Georgina Lázaro will present a workshop focused on Spanish literature for students in grades K – 5. Georgina Lázaro has published a number of children’s books, Cuando los grandes eran pequeños series, which includes José (on José Martí), Pablo (on Pablo Casals), Julia (on Julia Álvarez), and other famous artists, writers and musicians. In addition, some of her titles include Don Quijote para siempre, Ya llegan los reyes magos, Poesía: una al día, La niña y la estrella, Mi gorrita, and Mi caballo. Location: Questar III BOCES, Albany, NY.

Voces Hispánicas II - NYC
October 16, 2009
New York City, N.Y.

Friday, October 16th. Georgina Lázaro will share her literary and pedagogical expertise in New York City at an all day conference / workshop (9:30 – 2:30). Location: Manhattan

The 2009-2010 NYC BETAC INSTITUTE
NYS BETAC NETWORK IN NEW YORK CITY
OCTOBER 21, 2009
LOCATION: NYC

The NYS Spanish BETAC staff wishes you a restful summer.
STATE AND NATIONAL CONFERENCES

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

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

‘LITERACIES FOR ALL’ SUMMER INSTITUTE
July 9 – 12, 2009
Columbia, S.C.
www.ncte.org

New York State Teachers of English to Speakers of Other Languages (NYSTESOL)
Nov. 13-14, 2009
Crowne Plaza Hotel in White Plains, New York
www.nystesol.org

AATSP 91st ANNUAL CONFERENCE
(American Association of Teachers of Spanish and Portuguese)
Albuquerque, New Mexico
July 9, 2009 - July 12, 2009
www.aatsp.org

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

McREL
Developing Professional Developers: Classroom Instruction that Works with ELLs
Denver, Colorado
July 20-22, 2009
jhill@mcrel.org

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

NYSAFLT
2009 Annual Conference
October 9-11, 2009 Buffalo, New York
www.nysatfl.org

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