



New York State Spanish BETAC

NYU Steinhardt
Metropolitan Center for Urban Education



September 2007

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Research and Practice

Adolescent Literacy and the English Language Learner

By the time students in the U.S. have finished the elementary grades, there is an expectation that they will be able to read and write. Unfortunately, this is often not the case. In the United States, in addition to native speakers of English who enter secondary schools with limited literacy, there has been a growth in middle and high school enrollments of English language learners with limited literacy in both English and their native language.

Many dictionaries define *literacy* as “the ability to read and write” but students also need literacy skills that help them understand academic content, such as content-specific language, word meanings specific to a particular content area, and discourse

characteristic of each content area, e.g., narrative, scientific argument, or the connection between history and current events. At the secondary school level, along with the concerns that accompany adolescence, ELLs struggle because of limited literacy in both their native language and English.

The Northeast Regional Educational Laboratory and the Center for Resource Management have found that to improve adolescent literacy, schools must provide support in a variety of forms including:

- Careful attention to the social and motivational issues of adolescent learners,
- Explicit teaching and use of cognitive strategies, and
- Integration of literacy instruction with content-area learning in ways that support teaching and learning in that discipline.

These supports also include carefully planned program scheduling and preparation of courses as well as adequate professional development of teachers. Mainstream teachers of all content areas, as well as teachers of English as a second language and English Language Arts, encounter ELLs in their classes who need targeted and specific practices that support their literacy development as well as content-area learning. According to Meltzer and Hamann, some of the effective instructional practices recommended for ELLs are also supported by research concerning other adolescents, such as:

- teacher modeling, strategy instruction, and using multiple forms of assessment
- emphasis on reading and writing, as well as on speaking and listening
- stressing the importance of viewing and critical thinking
- creating learner-centered classrooms
- recognizing and analyzing content-area discourse features
- understanding text structures within the content areas and
- vocabulary development.

Despite similarities among all teenagers, there are also differences that influence adolescent ELLs. Although physical and cognitive development affect all teens' acquisition and use of literacy skills, teenage ELLs often have additional responsibilities that cause them to assume adult tasks that require literacy. Many adolescent ELLs take on household literacy activities such as reading bills, interacting with doctors, and working part-time jobs that require work-related reading and writing. Adolescent ELLs enter school with differing levels of language proficiency (both in English and their native languages) as well as in their knowledge of academic subject matter; they also differ from each other in their "expectations of the school experience, age of arrival in the United States, parents' educational levels and proficiency in English, family situation, and other personal experience. Each of these factors has been shown to have an effect on literacy development." (Short and Fitzsimmons)

The research indicates that the best way to help English language learners succeed in school is to incorporate an approach that requires students to communicate across the curriculum by listening, speaking, reading and writing about content. It is important to stimulate thinking, incorporate learning strategies (reading to learn, writing to learn, study skills), and explicitly teach the text structures associated with each discipline, such as writing observations and hypotheses in science, descriptions of events and primary sources in social studies, word problems in mathematics, and the variety of literary genres in a language. For adolescent English language learners, attention to both literacy development and content learning is critical if they are to successfully complete high school and have the opportunity to attend college.

Gail M. Slater, Ph.D.

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We remember September 11, 2001.



Voices from the Classroom

This month, the NYS Spanish BETAC would like to introduce Gary Keblish from the District 79 Tenzer Learning Complex. Currently, Gary teaches and lends administrative support to the Tenzer G.E.D. Plus Program as well as other ESL programs throughout District 79. Spanish-speaking students in the program both study ESL and prepare for the G.E.D. in Spanish. The program is limited to serving 18-20 year olds. Students who turn 21 can stay until the end of the school year. After that they may enter the adult G.E.D. program. Approximately 20% of the Spanish bilingual students are SIFE students (Students with Interrupted Formal Educations).

Gary is originally from Pennsylvania, where he received his TESOL degree at Temple University and taught ESL initially at the Philadelphia School for the Blind. At that time, the school had a creative director who recruited international students with minimal English and computer skills. Within one year, the students were able to remove new computers from their boxes, set them up and teach the essentials of computer use IN ENGLISH to others!

Following several years of teaching in private schools in New England, Gary enjoyed a brief foray into the business world in New York City. After that he began teaching ESL in the city and is now beginning his tenth year here. For eight years he was an itinerant ESL teacher in District 79. Throughout those years, Gary was instrumental in establishing ESL programs where they were needed. He raised awareness of the needs of English language learners, and sometimes taught in a school until an ESL teacher could be found.

Gary shares the frustration of many teachers and administrators with assessment tools that were not designed for English language learners. The G.E.D. examination is a seven hour examination that is given over two days. Students have a difficult time concentrating on reading for that length of time. It requires that teachers help students learn to recognize that when they lose focus, they need to bring themselves back in order to refocus their attention.

However, since teachers have less control over assessment tools than they do over instruction, last year Gary attended a large number of professional development workshops so that he could bring back information and techniques to share with other faculty members. From the Spanish BETAC workshops in particular, in addition to acquiring practical activities and strategies that were immediately useful in the classroom, Gary learned about the diverse discourse patterns and vocabulary needs of different content areas. For example, while social studies discourse involves interpreting events and expressing divergent opinions, science discourse is about precise terminology and standardized applications of scientific laws.

Because many Tenzer students come at the pre-production stage of English language development, they have many obstacles to overcome both in learning English and in learning content area subjects before they can pass the G.E.D. examination. Not the least of these is the need to learn academic language (in Spanish first for the bilingual Spanish-speaking students). District 79 is fortunate to have a dedicated professional like Gary Keblish to guide students through this long and arduous process.

Irene C. Pompetti-Szul, Ph.D.



New York State Education Department News

NYSESLAT

Although summer is not usually the time of year when most of us are thinking about the New York State English as a Second Language Achievement Test (NYSESLAT), it was the time when the New York State Education Department and Harcourt Assessment Inc. brought together educators from all over New York State to review items for the spring 2008 field test. Dr. Gail M. Slater, Resource Specialist of the Spanish BETAC, was pleased to be able to work with the grade 9-12 committee in reviewing items for bias and the quality of their content. It is expected that many of these items will move from the field test in 2008 to the operational test in 2009.

Teacher Certification

The new NYSED TEACH online computer system for teacher certification is available to all school districts and shows each teacher's certification status. The Office of Teaching Initiatives has a longstanding policy that once a certificate is issued, the teacher may begin employment in a public school under that certificate title. After an individual qualifies for the certificate, the certificate is issued with an effective date of either February 1 or September 1. However, if an individual has met all the requirements and the certificate is issued, the teacher is qualified to work in a New York State public school immediately. The TEACH computer system is available at <http://www.highered.nysed.gov/tcert/teach/>. Questions regarding this matter may be directed to the Policy Unit of the Office of Teaching Initiatives at (518) 474-4661.

New York University

The Metropolitan Center for Urban Education NYU Steinhardt School of Culture, Education, and Human Development

The Metropolitan Center for Urban Education (Metro Center) in the NYU Steinhardt School of Culture, Education and Human Development promotes an understanding of, and provides services and assistance to underserved populations and the educational, government, and community agencies that serve them. Bridging the worlds of theory and practice, the Metro Center's focus on "underserved populations" speaks to targeted groups of children, their families, and schools that are in the greatest need of support in improving the educational outcomes of the students they serve. The Center's existing relationship with teachers and school administrators, and track record in improving student performance with research-based curriculum and pedagogy are important intangible assets. Under one umbrella, Metro Center runs several distinguished programs; one of such programs is the *New York State Spanish Bilingual Education Technical Assistance Center* (NYS Spanish BETAC).

The Metro Center is currently led by Dr. Pedro Noguera, a leading urban sociologist whose scholarship focuses on urban school reform, conditions that promote students achievements, youth violence, and race and ethnic relations in America society.

For more information on Metro Center at its programs, visit: <http://steinhardt.nyu.edu/metrocenter/index.html>

Upcoming Conferences

NYS TESOL	Nov. 2 – 3, 2007	White Plains, NY
NABE	Feb. 5 – 8, 2008	Tampa, FL
NY SABE	Mar. 14 – 16, 2008	Melville, NY
TESOL	April 2 – 5, 2008	New York, NY

Home-School Connections

(English version follows)

On August 13, 2007, Marguerite Lukes interviewed Guadalupe Martínez, Coordinator of Basic Education in Spanish Programs, Little Sisters of the Assumption Family Health Services.

Guadalupe Martínez es madre de dos hijos que asisten a escuelas públicas en la Ciudad de Nueva York. Ella trabaja como voluntaria en Little Sisters of the Assumption Family Health Services (<http://www.lsafhs.org>) en 'El Barrio' en Manhattan como coordinadora de los programas de educación básica para adultos en español y lanzó el programa de *Plazas Comunitarias* que mantiene la agencia. Guadalupe es mexicana del Distrito Federal, y vino a los Estados Unidos hace diez años con su familia. Lupita habló con Marguerite Lukes acerca de su participación en las escuelas de sus hijos:

“Donde yo vivía en Manhattan había al frente una escuela. Yo desconocía absolutamente todo lo de las escuelas. Fui a observar la escuela y también quería ver la reacción de los niños. Los niños sintieron un poco de temor porque nada les era familiar. También representó un gran cambio para ellos – de venir de una casa con un jardín y espacio a vivir en un apartamento de dos habitaciones compartido con otra familia – entonces no era simplemente un cambio de lugar e idioma sino también de forma y estilo de vivir – eso afecta mucho. Me di cuenta de que al niño que estaba en el programa bilingüe, le fue mejor – él sí participaba mucho más que el menor, el cual lo pusieron en un programa de inglés monolingüe.



...[E]mpecé a participar en los talleres y actividades para padres. Hacían talleres de como enseñar a los niños en casa, como ayudar en la lectura. Todo era en español ya que la mayoría de los padres son latinos. Además fui voluntaria en la biblioteca y participé en el Liderazgo Escolar. Al rato me ofrecieron el cargo de vicepresidenta de la Asociación de Padres. Me di cuenta de que muchos padres latinos no participan a este nivel porque todo está en inglés y a uno le da pena pedir que traduzcan.

Mi consejo para las escuelas es que no consideren a los padres sólo como un número más, sino hacerles sentir como si estuvieran en casa para que tengan buenas experiencias. A veces el personal de las escuelas tiene que ser más sensible a los padres, no echarles la culpa a ellos siempre sino entender que a veces no depende de ellos. Hay personas que tienen barreras y hay que ayudarles a los padres para poder ayudar a los niños. Las mamás disfrutan ayudar a los niños, pero por ejemplo, no se puede esperar de una persona que no ha terminado la primaria por no tener la oportunidad, que asista a un taller acerca del NYSESLAT o sobre el examen del 3er grado – no van a asistir a estos talleres interactivos porque no tienen las destrezas de hacer la división o la lectura -- ¿cómo van a participar? También hay que recordarse que los comentarios existen después del taller ‘¿te diste cuenta de que la mamá de fulana no sabe leer ni escribir’ Esa realidad afecta a la asistencia de los talleres.

Cuando tenía el cargo de VP de la Asociación de Padres empecé un programa de educación básica. Con ayuda del Consulado Mexicano y materiales de Plazas Comunitarias del Instituto Nacional de Educación de Adultos (INEA) pudimos empezar las clases en la escuela. Poco después conocí a Flor de María Eilets de Little Sisters, la cual me invitó a participar de voluntaria en el nuevo programa de educación básica que habían creado allí. Empecé en noviembre del 2.003 y en septiembre de 2.004 estaba yo a cargo del programa.

Para mi, trabajar en LSA (Little Sisters of the Assumption) representa un cambio radical – es el espacio dedicado a las familias; hay lápices, papel, apoyo absoluto. En la escuela había apoyo, pero no había ni espacio ni recursos para mantener el programa. Aquí se sienten completamente bienvenidas. Aquí se simpatiza con la gente y no únicamente se da el servicio de Educación Básica en Español, sino hay una serie de programas en los cuales las personas también cuentan con el apoyo. Por mi parte, desarrollo mejor mis actividades ya que me siento en casa, en confianza y que la agencia me provee todos los elementos necesarios para que pueda funcionar la clase como tal. En nuestros países a cierta edad ya no se puede seguir estudiando – aquí a cualquier edad se puede empezar. [Así que] los padres que vienen son buenos ejemplos para sus niños. Dicen, ‘ve, mi mamá está estudiando.’ La ayudan y resulta que hay más comunicación en la familia.”

English Version

Guadalupe Martínez is the mother of two children who attend New York City public high schools. She works as a volunteer at Little Sisters of the Assumption Family Health Services (<http://www.lsafhs.org>) in East Harlem in Manhattan as the Coordinator of Basic Education in Spanish programs. Guadalupe launched the program's *Plazas Comunitarias* program that provides Basic literacy and basic education classes to Spanish-speaking residents from the neighborhood. Guadalupe is Mexican, originally from Mexico City, and came to the U.S. 10 years ago. She spoke with Marguerite Lukes about her participation in her children's schools over the past ten years.

“There was a school across the street from where I first lived in Manhattan. I knew absolutely nothing about the schools here. I went to look around at the school because I wanted to get to know the place where my children would be and to see how they would adapt. My sons were a little scared because nothing at all was familiar. It was a huge change for them – coming from a house with a garden in front and back and space to a two-bedroom apartment shared with another family. So it wasn't just a change of location or language, but a complete change in lifestyle – that has a huge impact. I noticed that my son in the bilingual program did better – he participated more -- than the one who was in English classes only.

I started to participate in workshops for parents. There were workshops on how to teach your children at home, how to help with reading, etc. It was all in Spanish because the majority of the parents are Latinos. I was also a volunteer in the library and took part in Learning Leaders. Soon they asked if I wanted to be vice-president of the PTA. I noticed that Latino parents don't participate at that level because it's all in English and it's really embarrassing to always be asking people to translate.

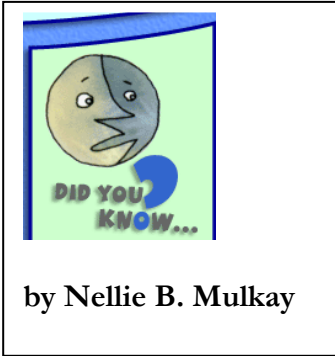


My advice to the schools is to consider parents not just as numbers, but to help make them feel at home so they can have good experiences of school. Sometimes the school personnel should be more sensitive about parents, not always place blame – to understand that often parents can't help their situation. There are people with many obstacles and it's important to help these parents so they can then help their children. The mothers really enjoy helping their children, but for example, you can't expect a person who has never finished elementary school in their country to go to a workshop about the NYSESLAT or the Third Grade Test -- they won't attend those interactive workshops because they don't have the skills to do the math or the reading – how would they participate? You also have to be aware that there is gossip after the workshops – ‘Did you notice that so-and so's mother can't read and write’ This is a reality that affects participation in these workshops.

When I was vice-president of the PTA I started a literacy program in Spanish for parents. With help from the Mexican Consulate and materials from *Plazas Comunitarias* of INEA we launched classes in the school. When they reduced the space for parent activities we were moved to the cafeteria and it was not a really adequate space for classes, but I was still very happy with it. Soon after I met Flor de María Eilets, the Director of Community Life at Little Sisters, and she invited me to volunteer in the new Spanish literacy program they were creating. I started in November of 2003 and by September of 2004 I was coordinating the program.

For me, working at LSAFHS (Little Sisters of the Assumption Family Health Services) is a radical change – it's a place that's completely dedicated to families – there are pencils, paper, and absolute support. In the school there was support, but there was neither the space nor the resources to maintain the program. In LSAFHS ...there is empathy for people, and there are services not only for basic education in Spanish, but also a whole series of other services. I work better because I feel at home... and the agency provides me with all the necessary elements to make the classes work. In our countries at a certain age you can't go back to school; here you can start at any age, so the people who come are good examples for their children. The children [say], ‘Look, my mom is studying, too.’ They help her and there is more communication in the family as a result.”

Cultural Notes



The Founding Immigrants

On the eve of this past Independence Day, The New York Times ran an OP-ED Column entitled *The Founding Immigrants* by Kenneth C. Davis, author of the *Don't Know Much About* series published by HarperCollins. In this OP-ED column, Davis draws a parallel between the concerns of our modern times with those of the "American Founding Fathers". On our Cultural Notes page, we would like to share excerpts of *The Founding Immigrants* in this edition of the NYS Spanish BETAC Bulletin on the occasion of the start of the 2007-2008 school year.

Born and educated in public schools in Mt. Vernon, N.Y. Kenneth C. Davis attended Concordia College in Bronxville, New York, and Fordham University at Lincoln Center, New York City, where he currently lives with his wife and two children.

Davis is a sought-after media guest who is a regular commentator for *All Things Considered* and often makes appearances on *Today*, *Fox & Friends*, *Bill O'Reilly*, NPR, C-Span's *Booknotes*, and lectures at the American Museum of Natural History and the Smithsonian Institute. Davis speaks frequently before public library and educational groups and is a contributing editor to *USA Weekend*, where his "Don't Know Much About" quizzes appear weekly and are read by millions. In addition, he writes for *The New York Times*, *Newsday*, *The Washington Post*, and the *San Francisco Chronicle*. Davis is a featured participant in the Walter Cronkite television documentary, *American Presidents: The Most Powerful Man on Earth*.

The success of his *Don't Know Much About* series and the *Don't Know Much About* for children series have been phenomenal, beginning with *Don't Know Much About History: Everything You Need to Know About American History but Never Learned*. With an engaging style and offbeat approach that uses humor, anecdotal material, and contemporary references, Davis makes his subjects, often viewed as boring, come vividly to life.

Following are some excerpts from *The Founding Immigrants* by Kenneth C. Davis. (The complete essay appeared in *The New York Times* OP-ED Column, July 3, 2007.)

A PROMINENT American once said, about immigrants, "Few of their children in the country learn English... The signs in our streets have inscriptions in both languages ... Unless the stream of their importation could be turned they will soon so outnumber us that all the advantages we have will not be able to preserve our language, and even our government will become precarious."

This sentiment did not emerge from rancorous debates over the immigration bill defeated in the Senate. (...) Voicing this grievance was Benjamin Franklin. And the language so vexing to him was the German spoken by new arrivals to Pennsylvania in the 1750s, a wave of immigrants whom Franklin viewed (in most unkind terms).

About the same time, a Lutheran minister named Henry Muhlenberg, himself a recent arrival from Germany, worried that "the whole country is being flooded with ordinary, extraordinary and unprecedented wickedness and crimes. ... These German masses yearning to breathe free were not the only targets of colonial fear and loathing. (...)

And still earlier in Pennsylvania, the Scotch-Irish had bred discontent, (when their interest on the land) (...) ran headlong against the colony's founders, the Penn family, and their genteel notions about who should own what. Often, the disdain for the foreign was inflamed by religion. Boston's Puritans hanged several Friends after a Bay Colony ban on Quakerism. In Virginia, the Anglicans arrested Baptists. (...)

Once independent, the new nation began to carve its views on immigrants into law. In considering New York's Constitution, for instance, John Jay — later to become the first chief justice of the Supreme Court — suggested erecting “a wall of brass around the country for the exclusion of Catholics.”

By 1790, with the United States Constitution firmly in place, the first federal citizenship law restricted naturalization to “free white persons” who had been in the country for two years. That requirement was later pushed back to five years and, in 1798, to 14 years. Then, as now, politics was key. Federalists feared that too many immigrants were joining the opposition.

Under the 1798 Alien Act — with the threat of war in the air over French attacks on American shipping — President John Adams had license to deport anyone he considered “dangerous.” Although his secretary of state favored mass deportations, Adams never actually put anybody on a boat.

Back then, the French warranted the most suspicion, but there were other worrisome “aliens.” A wave of “wild Irish” refugees was thought to harbor dangerous radicals. Harsh “anti-coolie” laws later singled out the Chinese. And, of course, the millions of “involuntary” immigrants from Africa and their offspring were regarded merely as persons “held to service.” (...)

As we celebrate another Fourth of July, this picture of American intolerance clashes sharply with tidy schoolbook images of the great melting pot. (...) And why has each new generation of immigrants had to face down a rich glossary of now unmentionable epithets? (...)

That fence along the Mexican border now being contemplated by Congress is just the latest vestige of a (...) tradition, at least as old as John Jay's “wall of brass.” “Don't fence me in” might be America's unofficial anthem of unfettered freedom, but too often the subtext is, “Fence everyone else out.”

At this time in our nation's history, most Americans would probably agree that a well thought-out immigration policy is overdue.



September is Hispanic Heritage Month

In September 1968, Congress authorized President Lyndon B. Johnson to proclaim National Hispanic Heritage Week. The observance was expanded in 1988 to a month-long celebration (September 15 – October 15). America celebrates the culture and traditions of U.S. residents who trace their roots to Spain, Mexico and the Spanish-speaking nations of Central America, South America and the Caribbean. Sept. 15 was chosen as the starting point for the celebration because it is the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Celebrate Hispanic Heritage Month with the National Register of Historic Places. Click on the following link to access the National Register: <http://www.nps.gov/history/nr/feature/hispanic/>

Or, you might try your hand at a Hispanic crossword puzzle by clicking on: <http://www.infoplease.com/xwords/hispanic.html> .

Read about Hispanic-American technological innovators at <http://patents.uspto.gov/web/offices/com/speeches/02-62.htm>.

Get to know the Hispanic astronauts at: <http://oeop.larc.nasa.gov/hep/hep-astronauts.html>.



The flags that are most visible in this picture are the flags of Argentina (blue and white), and the flag of Venezuela (red, blue and yellow).

Results of the Spanish BETAC Needs Assessment Survey: What did we learn?

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More than 173 people responded to the Spanish BETAC survey that was first sent out in June. Among the respondents were school administrators, Spanish bilingual and ESL teachers and school district administrators, along with teacher education program faculty. Although most of the respondents were from the New York City schools and the NYC Department of Education Office, people from various regions around the state also filled out the survey.

The following key professional development needs emerged from the survey:

- ESL content area instruction for English Language Arts
- Incorporating language and content objectives into unit and lesson plans
- ESL content area instruction for math, science and social studies
- Children's and adolescent literature in Spanish
- Designing and implementing project-based, hands-on instruction
- Using data and formative assessment to drive instruction
- Establishing home-school connections that help parents help their children at home, help parents navigate the school system, and help parents pursue their own educational objectives.

In addition, respondents indicated a strong interest in attending workshops and conferences sponsored by the New York State Spanish BETAC.

Spanish BETAC to Offer a Series of Science Workshops.

Dr. Francisco Fernández of Hostos Community College, who was once a New York City high school science teacher, will be the featured speaker at five high school science workshops sponsored by the Spanish BETAC. The workshops begin on October 24 and continue through March 26. They will be held at 726 Broadway on the fifth floor. The cost is \$10. This money is used to cover refreshments and supplies. Please send a check in advance made out to Spanish BETAC, 726 Broadway, 5th Floor, NY, NY 10003. Checks must be received one week before each workshop. A confirmation will be sent after we have received your check and registration form. If you prefer a phone confirmation, please let Poonam know. Advance registration is required. Participation is limited to the first 20 people who register. For more information, contact poonam.basu@nyu.edu. A registration form and flyer appear below.

The following workshops will be offered:

- | | |
|---|---------------|
| • Simple Demonstrations for the Science Classroom | Oct. 24, 2007 |
| • The use of the Graphing Calculator in Chemistry Classes | Nov. 28, 2007 |
| • How does a nuclear reactor produce energy? | Jan. 30, 2008 |
| • Nutrition: Food for Thought. | Feb. 27, 2008 |
| • Science Pedagogy | Mar. 26, 2008 |



New York State Spanish BETAC
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WORKSHOP SERIES ANNOUNCEMENT

Demonstrations for the Science Classroom

**A Workshop for High School Science Teachers
of Spanish-speaking
English Language Learners**

By

Dr. Francisco Fernandez of Hostos Community College

**Wednesday, October 24th, 2007
4:15 – 6:30**

A Certificate of Attendance and refreshments will be provided. The cost for each workshop is \$10.00. A check made payable to NYS Spanish BETAC must be received no later than one week before each workshop. Mail to: NYS Spanish BETAC, 726 Broadway, 5th Floor, NY, NY 10003.

Workshop Description:

Demonstrations for biology, chemistry and physics will be targeted in this workshop. The topics are: protein digestion; the reaction of aluminum with copper salts; a universal indicator 'rainbow'; and Boyles's law for gases.

Note: This workshop will be conducted in English.

Other workshops in the SBETAC science series:

- **The use of the graphing calculator in chemistry classes** **Nov. 28**
- **How does a nuclear reactor produce electricity?** **Jan. 30**
- **Nutrition: Food for thought.** **Feb. 27**
- **Science Pedagogy** **Mar. 26**

Note: The workshops being held on January 30 and February 27 will be conducted largely in Spanish.

Pre-registration is required. Participation is limited to the first 20 people who register. For information or to register, contact Poonam Basu at (212) 998 -5101, e-mail the form below to poonam.basu@nyu.edu, or fax to: (212 995 4199).

You will receive a confirmation after we have received your check and registration form. Please indicate how you would like to receive confirmation: email, telephone, or fax.

Directions to the workshop (726 Broadway, 5th floor) will be provided at the time of confirmation.

NYS Spanish BETAC Secondary Science Workshop Series

- Simple Demonstrations for the Science Classroom Oct. 24
- The Use of the Graphing Calculator in Chemistry Classes Nov. 28
- How does a nuclear reactor produce electricity? Jan. 30
- Nutrition: Food for thought. Feb. 27
- Science Pedagogy Mar. 26

Workshop time: 4:15 – 6:30 PM

Workshop Location: New York University
(Specifics on location of the workshop will be provided before the workshop
to registered participants)

Registration Form

(Please e-mail to poonam.basu@nyu.edu
or fax to Poonam Basu at 212 995 4199)

Workshop I am registering for:	
Workshop Date	
Your Name:	Position (ESL, bilingual teacher, administrator, other):
District and School:	Grades and Subjects You Teach:
Email:	Phone or Cell Phone Number:
I prefer to receive a confirmation by:	
email _____ phone _____ fax _____	