



NYUSteinhardt

Metropolitan Center for Urban Education

New York State Spanish BETAC



APRIL 2010

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**NEW LOCATION FOR THE
NYS SPANISH SPELLING BEE FINAL COMPETITION**
May 28, 2010
UFT Headquarters, Auditorium 2nd Floor
52 Broadway, New York, NY
For more information, please email: nyssbetac@gmail.com

Research-based Classroom Management Ideas

Dr. Irene C. Pompetti-Szul

Doug Lemov’s new book, *“Teach like a Champion: The 49 Techniques That Put Students on the Path to College* contains a number of classroom teaching routines that are highly appropriate for English language learners. The techniques incorporate the use of movement, song and hand signals into the daily management of the whole group class situation.

In the five videos that can be accessed by clicking on the link below, teachers demonstrate a variety of these techniques. One teacher uses hand signals to remind students to sit up straight, to look at the student who is speaking, and to put their hands down. An elementary teacher sets high expectations by saying, “That was good, but I want great.”

Another teacher has children sing during transitions from one area of the room to another. For example, elementary students energetically sing an adaptation of the Indiana Fight Song while

they are getting ready to move from their desks to the carpet. Lemov describes this teacher as teaching “structure and joy.”

At the secondary level, a math teacher invites students to stand and then uses “cold calling,” in which he verbalizes math problems and calls on individual students to solve them right there on the spot. This teacher is indeed teaching students to “think on their feet.” Adapting this technique for ELLs might involve additional pre-teaching and practice with vocabulary and with understanding oral expression of math problems.

Doug Lemov began his career as a teacher in a private day school in Princeton. He subsequently helped to found a Boston charter school, where he became the dean of students, and later founded “Uncommon Schools,” a charter school network. All 49 techniques researched by Lemov were originally known as “Lemov’s Taxonomy.” However, they have been re-worked into his new book, just published in April 2010.

What teacher hasn’t gone home at the end of a school day or week hoarse from talking or shouting to be heard and obeyed? To see some of the alternatives, read Lemov’s book, or click on the link below to see five short videos of teachers using some of the techniques that were described above.

<http://www.nytimes.com/interactive/2010/03/07/magazine/20100307-teacher-videos.html#/calling>

Source: “Can Good Teaching be Learned?” by Elizabeth Green, NY Times Magazine, March 7, 2010.

Teaching Writing with Blogs by Erica Lowe

As a teacher of ELLs for several years, I recently explored how best to engage student learning via blogs, on-line forums for writing and publishing. I tried using two kinds of blogs with two groups of students, and had very different experiences with each group, which I describe below.

The first group consisted of eight high school ELLs from China who met on Saturdays. With this group, I started a collective blog. All students logged in with the same username and password and wrote blog posts and comments in the same blog. I also participated in the blog. The second group was a group of fifteen adult ELL students from eight different countries who met in an evening ESL class 3 nights a week. We used individual blogs where all students had different usernames, passwords, and blog addresses. I also maintained a “teacher’s blog”, where I included links to all my students’ blogs, so they could access other students’ blogs by visiting my blog.

There are advantages and disadvantages to using collective and individual blogs. Collective blogs are easier to manage, because the students write in only one place and all use the same username and password. However, students must sign their names to their posts so that the teacher can identify their work. Otherwise, grading is virtually impossible. Also, with a collective blog, students don’t always feel ownership, and so may be less motivated to write.

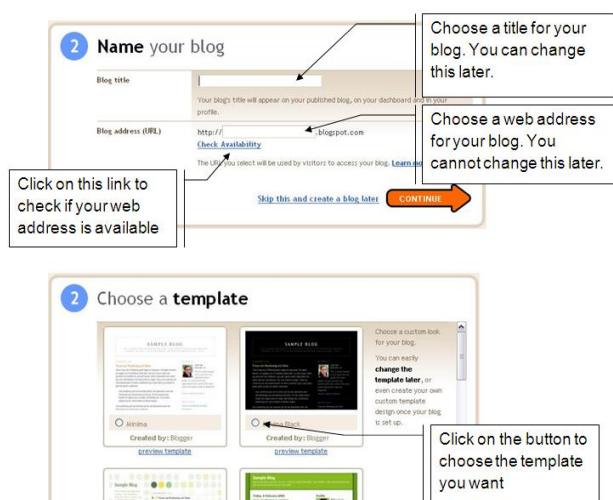


Figure 1 Sample step-by-step instructions for setting up a blog.

With individual blogs, each student “owns” a blog and has a chance to showcase his or her individuality through the design and content of the blog. Individual blogs also foster a sense of pride, especially when those who are not very technology-savvy are first able to set up a blog.

However, individual blogs require all students to have their own email addresses and blog accounts. To facilitate this process, I created a handout with step-by-step instructions on how to create a blog (Figure 1), and even then, it took a long time to make sure all students had a blog and wrote down their usernames and passwords. To be sure, I kept a list of usernames and passwords of students who are less secure with technology, and the list proved to be helpful because there were problems with logging on to accounts in almost every class session!

Blogs are great for teaching writing. According to Annette Vee (2006), “Blogs are a natural form of peer review, and allow students to respond to each others’ ideas through comments.” In my class, students were given the assignment to share their thoughts and feelings on topics we discussed in class on their blogs. They also had to comment on at least two of their classmates’ blogs. By letting them know that the whole class (and the whole world!) can see their work, they are more likely to be more careful with checking grammar and spelling. Also, students who are more reticent in class now have the same opportunity as the more talkative ones to share their thoughts on their blogs. Students actually generated more interesting content on their blogs than in their paper assignments. I will definitely continue to use blogs to teach ELLs. References can be found below.

Annette Vee, “blogs! tool for teaching”, 2006. <https://mywebspace.wisc.edu/avee/blogstoteach/>
Ruth Reynard, “Avoiding the 5 Most Common Mistakes in Using Blogs with Students”, 2008. <http://woo.ly/blogsmistakes>

The author is currently Program Manager at the Center for Immigrant Education and Training at LaGuardia Community College. She can be contacted at ericalowe@gmail.com.

Bilingual and Foreign Language Education under the Revised NCLB

What will be the fate of bilingual and foreign language education when the federal government revises NCLB? In a commentary published online by Education Week on March 16, 2010, Rosemary Salamone, a Law Professor at St. John's University, who just published a book entitled, *True American: Language, Identity, and the Education of Immigrant Children* (Harvard University Press, 2010), offered a cogent analysis. Excerpts are printed below.

According to Salamone,

NCLB is an impediment to fostering bilingual skills and bicultural understandings, especially among the nation's 12 million students from immigrant families, including the 5.1 million identified as English-language learners, as well as millions of English-dominant students who are economically disadvantaged. Even though Obama's "proposed English Learning Education Program...is a disheartening mix of more of the same. . . , threaded through with...talk of testing and "rigorous" standards, it nonetheless conveys a long-overdue message that the bilingual potential of English-language learners...is a national asset, rather than a deficit....

Reversing four decades of federal wavering on the question of home-language instruction, the assistant secretary openly affirmed the cognitive benefits of bilingualism, the need for "nuanced instructional approaches" that recognize the diversity within the ELL population, and the administration's desire "in particular...to encourage dual-language programs" that would help prepare students, both English- and non-English-dominant, for a "globally competitive world." However, "[t]he fact that schools are judged by the percentage of students reclassified as fluent in English each year creates a built-in incentive to set aside non-English-language instruction in the interest of moving ELLs swiftly and exclusively toward English proficiency. In effect, No Child Left Behind and its implementing regulations establish national policy that gives perfunctory recognition to bilingualism while overlooking biculturalism, inevitably moving the instructional landscape toward some variant of English immersion while miring the nation in a time warp of monolingualism.

But that is only part of the story. The law intersects with language programs and national interests in other insidious, though less obvious, ways. The assistant secretary's speech came on the heels of a [national survey report](#) contrasting the dramatic decline ... of public elementary and middle school classes in French and German with the equally dramatic rise in Arabic and Chinese classes, funded in part under the federal government's National Security Language Initiative.

The media attention given to the report focused on China's emergence as a major political and economic player and the belief that fluency in Chinese opens doors to career opportunities. Only briefly noted was the survey's suggestion that the drop in instruction in other languages was in some measure the result of NCLB.

The law's emphasis on reading and math has drawn resources away from language programs, which accountability measures do not cover. And while the number of elementary schools offering Spanish has risen, most of that increase has occurred within private, and not public, schools. Among public schools, higher socioeconomic status went hand in hand with more programs overall.

The potential problems implicit in both the shift in languages and the equity disparities were largely absent from news reports. The paradox in offering such opportunities...to mainstream students, while denying language-appropriate ones to less-privileged ELLs with stronger bilingual potential, similarly escaped notice. What makes [this] troubling...is that other parts of the world are moving toward multilingualism, and not merely bilingualism. Within the European Union, for example, there is a...push for every student to develop proficiency in at least two languages in addition to the mother tongue by the completion of secondary school. The European Commission is now conducting a major survey on the success of this strategy, with a report due in 2012.

Undoubtedly, there is a compelling need for cross-border communication to integrate member states into a united Europe. There also is a...fear that other languages are losing status to English. Nonetheless, in almost all EU countries, compulsory learning of a foreign language now begins in primary education—in Spain, as early as the age of 3. In the United States, by contrast, as of 2008, a meager 15 percent of public elementary school students were enrolled in foreign-language classes. Yet we know that languages are learned most effectively at an early age. . . .

As lawmakers now examine No Child Left Behind, the current version of the Elementary and Secondary Education Act, in light of the coming ESEA reauthorization, they would be wise to consider that the law's rigid testing and accountability standards are squandering valuable linguistic and cultural resources, and that the negative impact on language learning for all students, including the least advantaged, can progressively set the nation behind in the global arena.

More specifically, they should recognize the untapped potential in students from immigrant homes to mediate across linguistic and cultural bounds, especially in regions like Latin America, East Asia, Africa, and the Middle East, where the United States holds important economic and geopolitical interests. Meanwhile, educators should encourage students to learn “critical” languages like Arabic and Chinese in addition to, and not in lieu of, French, German, and other European languages. Above all, like our transatlantic neighbors, we Americans must shed the misguided notion that monolingualism promotes economic growth, while multilingualism threatens national security and identity.” Education Week Vol. 29, Issue 25, Pages 24-32.

Access the article at:

http://www.edweek.org/ew/articles/2010/03/17/25salomone_ep.h29.html?kn=WRLF8o%2BKtByb1FNQkbFR4RVwrhAyyMGR%2BDf8&cmp=clp-edweek

REGISTER FOR THE SPRING NYC BETAC NETWORK CONFERENCE



Topic: Explicit Vocabulary Instruction for Content Area Learning

Presenter: Dr. Kate Kinsella

Dates & Locations: **Thursday, April 29, 2010 at Fordham University's Rose Hill Campus**
or
Friday, April 30, 2010 at Hunter College

Time: 8:00 AM – 3:00 PM

To register for Thursday, April 29th, [Click Here](#)

To register for Friday, April 30th, [Click Here](#)

REGISTER FOR ONE DAY ONLY

These two workshops are planned and conducted by members of the NYC BETAC Network in collaboration with Pearson Publishing.

For more information, see flyer on page 13.

Culture Club Update

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

ROOM	CURRENT CONTENT
 Banquet Hall	MARCH 2010: Mexican Hot Chocolate Read article JANUARY 2010: Mole de olla (Cocido de carne y verduras en olla) Read article
 Spanish Music Room	MARCH 2010: <i>Rubén Blades Greatest Hits</i> by Rubén Blades Read Review DECEMBER 2009: <i>Renovatio</i> by Orozco Read Review
 Screening Room	Spanish: La hora de los valientes
 Library	JANUARY 2010: Spanish: La Catedral del mar (Cathedral of the Sea) Discover new cinquains for use in your classroom in the Spanish Poetry Room: El Rincón Poético Go to the Teacher's Lounge for guidelines on writing cinquains. Send in your contributions as well as those of your students. You can all be published poets!
 Teachers' Lounge	JANUARY 2010: El Origen y el Uso de la Tortilladora by Sheila Cockey Go to article
 The Hangout	NOVEMBER 2009: Nelson, a teenager from San Salvador, talks about his life in the capital of El Salvador. Go to interview
 Bloggers' Den	<p>Have you checked out our blog list recently?</p> <p>Culture Shocks! is back. Read about incidents of cross-cultural miscommunication and add your own.</p> <p>Edward Gauvin and Andrea Agostini submitted winning entries for our Cultureshocks blog. They both provided amusing but frustrating stories about being a foreigner in their own countries. We welcome your stories of cross-cultural misunderstandings. If we accept it for publication, you will win a prize!</p> <p>Check out these blogs and many more, including blogs in additional languages and the NCLRC's own Culture Shocks blog, in the Bloggers' Den!</p>
	How to contact the Culture Club: Please send an email to Christine , our Culture Club Director. Make sure you specify what you are writing about, in the subject line of your email. Thank You!!!

Preparing for College – Virtually! Campus Tours and College Orientations Go Virtual

by Marilyn Gilroy

(published in Hispanic Outlook 3/8/2010)

College-bound students and their parents who want to check out campuses but don't have the time or money to visit and take the traditional tour now have Web-based alternatives. The latest option, YOUiversityTV.com, offers students an interactive virtual environment with access to hundreds of colleges across the U.S. The tours include campus highlights, special facilities, an overview of academics and unscripted interviews with faculty members and students.

The co-founder and CEO of YOUiversityTV, Ron Reis, developed the concept in 2008 and launched the site in 2009. It is an idea that seems right for these times when the number of students applying to four or more colleges has reached more than 60 percent, according to the Higher Education Research Institute. The ability to check out the campus without the expense of traveling has both practical and educational appeal for those sorting through the sometimes overwhelming decision about where to apply to college.

"YOUiversityTV.com is about promoting higher education, about offering students the resources they need to make an informed decision about where to go to school," said Reis. "We hope to become the premier online destination for prospective college students, motivating them to enroll in a school that fits their needs and interests." The video tours have been developed, filmed and produced by YOUiversityTV with the help, but not control, of the college campuses. Reis said that no compensation is received from any college, but participating institutions accommodate the production schedules of the YOUiversityTV production crew and are on hand to ensure accuracy.

To date, YOUiversityTV's cast and crews have visited hundreds of four-year colleges in the United States, filming each campus realistically while trying to provide students with an unbiased and in-depth look. All of the videos are shot in high definition.

Reis said the tours offer flexibility and take advantage of the technology available in a Web 2.0 environment. Unlike visitors who might feel "stuck" on the usual campus tour which is often structured and includes a lot of college history and statistics, viewers of virtual tours can control the pace and timing of their experiences. "Viewers can watch what they want, where they want it and when they want to watch it," said Reis.

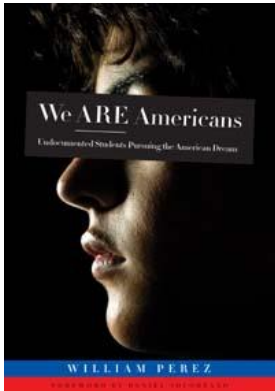
The Web site has many features and options that expand access to information. YOUiversityTV's social networking component, YOUlife, allows students, alumni, and friends to become part of the YOUiversityTV network, leave messages on each other's corkboards, comment on each other's photos, exchange music and write on their personal blogs. The YOUtorium already includes more than 1,000 student-submitted videos of students hanging out or scenes around campus. For example, the student videos from Florida Atlantic show local beach scenes while Stanford's has scenes of nearby night life.....

Online student orientations are part of YOUiversityTV's services. The orientation has a lot of traditional features..., but it also pulls information from the student's records and identifies any forms that might be required. Students who lack residency documents are notified and walked through the process. If transcripts are missing, students receive a notification and learn how to complete the task.... Students still must meet with an advisor to select their classes.... After signing on, students are guided through registration and nine other topics designed to boost student success.

For the rest of the article and further information, visit <http://youiversitytv.com/youlife/index.home.php>

Undocumented Students Pursuing the American Dream

Book Review by Rosie Carbo. This article appeared in the 3/8/2010 issue of **Hispanic Outlook**. It has been edited and abridged slightly for publication in the SBETAC Bulletin.



We ARE Americans
By William Pérez

We ARE Americans: Undocumented Students Pursuing the American Dream, by William Pérez. Sterling, VA: Stylus Publishing, LLC, 2009 ISBN 978-1-57922-376-2. \$22.50 (161 pages). Winner of the CEP Mildred Garcia Award for Exemplary Scholarship.

In *We ARE Americans*, William Pérez chronicles the plight of 16 “illegal alien” students, representing 2.4 million nationwide, forced to delay or scrap their dreams because of their legal status. Although reared in the United States... students learn that without American citizenship, achieving education and career goals can be a nightmare.

First person accounts by Lilia, Sasha, Julia, Eduardo, Ignacio and others reveal more than poignant anecdotes. They illustrate that despite obstacles, some of the undocumented can obtain a higher education and ...success.

Michael worked two jobs and got help from his family so that he could pay for college. After earning a Bachelor of Science in molecular biology, he found that he could not work as a biologist due to his legal status.

Ignacio, like Michael and the others, faced numerous obstacles, but ultimately graduated from a prestigious university, drawing inspiration from his family and his heritage. “In college, I felt like I was representing my family. I felt like I was representing all Latinos. I felt like if I gave up, what would they say about me?” said Ignacio.

Some 65,000 undocumented students graduate from the nation’s high schools each year. Yet, even with stellar grades and achievements, [they] do not qualify for educational and career opportunities due to their legal status.

In 2001, the Senate introduced the Development, Relief and Education for Alien Minors Act, commonly known as the DREAM Act. The proposed law, which would extend “conditional” legal status to the students for six years, has failed to pass.

...[I]n *Plyer v. Doe* (1982), the Supreme Court affirmed the right of all children in the United States to obtain a free public education regardless of legal status, so that even children brought to the U.S. illegally by their parents, were entitled to receive a free public education. But once alien students earn a diploma, they are marginalized by society due to their legal status. Consequently, undocumented students who graduate at the top of their class are forced to turn down scholarships to the most outstanding universities, solely because of their legal status.

After reading *We ARE Americans*, I realized that keeping a young Latino group in second-class citizen status may be the new manifest destiny. Hispanics living in the shadows ensure a population at the ready, ready to mow lawns, wash windows and work in restaurant kitchens.

Pérez stresses that passage of the DREAM Act would grant undocumented students equal access to scholarships and other forms of financial aid. In defense of those brought here by their parents, he says, “It’s time to do the right thing.”

Rosie Carbo has a journalism degree from the University of North Texas. Her articles have appeared in Texas publications and nationwide.

The *Instituto Cervantes New York* Celebrates International Book Day on April 23rd

Bring your students! Read “Don Quijote de la Mancha” aloud!

On International Book Day, Friday April 23rd (the anniversary of Miguel de Cervantes’ death), *Instituto Cervantes New York* (ICNY) will hold its annual multilingual reading of *Don Quijote de la Mancha*, between 10:00 am and 2:00 pm. Students, ages 6 to 16, are invited to take part in the event where students are encouraged to read aloud from *Don Quijote* in their home languages. Schools, teachers and parents interested in bringing students to read at this excellent learning experience should contact Soledad López, ICNY Cultural Department at cult1ny@cervantes.org.



Instituto Cervantes

This is an ideal event to showcase students’ first, second and third languages. At the Multilingual Reading of *Don Quijote* students will read aloud their favorite chapters from *Don Quijote* in versions that may be available to them, and in the language of their preference. ICNY encourages students to read from *Don Quijote* in their native language and English. ICNY is in possession of a limited number of copies of *Don Quijote* in various languages; therefore, students are encouraged to bring their own copy. Any grade level adaptation and all the languages of the world are acceptable.

ICNY is located at 211 East 49th Street, between 2nd and 3rd Avenue in Manhattan, and the Reading will take place between the hours of 10:00 am and 2:00 pm. A light lunch will be provided. Directions to ICNY may be found at: <http://nuevayork.cervantes.es/en/default.shtm>

For downloadable translations of Chapter 1 of *Don Quijote* in the languages listed below, place prompt on the name of the language of your choice and visit: www.cervantes.es/quijote/catalogo.htm

Albanés	Español	Holandés	Persa
Alemán	Esperanto	Húngaro	Polaco
Árabe	Estonio	Inglés	Portugués
Braille	Euskera	Irlandés	Rumano
Búlgaro	Francés	Islandés	Ruso
Catalán	Finés	Italiano	Serbio
Checo	Gaélico	Japonés	Sueco
Chino	Gallego	Latínclásico	Tailandés
Coreano	Georgiano	Letón	Tagalo
Croata	Griego	Lituano	Turco
Danés	Hebreo	Maltés	Vietnamita
Esloveno	Hindi	Noruego	Yidis

NYS EDUCATION DEPARTMENT NEWS

Reprinted from "News and Notes"

<http://www.emsc.nysed.gov/newsnotes/>



Important Information about 2010 Grades 3-8 Field Tests

In response to feedback from our colleagues, the Department will be changing the dates for the 2010 Secure Audit Tests/Field Tests for the Grades 3-8 English Language Arts (ELA) and Mathematics Testing Program. Field tests will be administered to all students in all schools participating in the 2010 Grades 3-8 ELA and Mathematics Tests (a full census field test) from **May 12-14**. This differs from previous years when schools participated in field tests according to the schedule provided in the Elementary- and Intermediate-Level Field Test Matrix. Each field test booklet will include a section with ELA questions followed by a section with Mathematics questions. The participation of all students in these field tests will ensure that the 2011 tests will be valid and fair assessments. A revised memorandum regarding the **May 12-14** field testing for the Grades 3-8 ELA and Mathematics Tests can be accessed on the Department's web site at: <http://www.emsc.nysed.gov/sar/>.

NGA/CCSSO Seeks Public Comment on Common Core State Standards through April 2

The National Governors Association and the Council of Chief State School Officers has issued for public comment the K-12 Common Core State Standards. Since spring 2009, New York State - along with 50 other states, territories, and the District of Columbia - has been involved in the process of creating common core standards in English language arts and mathematics.

The New York State Education Department is seeking your feedback on the draft standards through an online survey (one for the Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and one for the Common Core State Standards for Mathematics). To access the draft materials and respond to the surveys, please visit the NYSED Common Core State Standards toolkit at http://www.emsc.nysed.gov/ciai/common_core_standards/toolkit.html. Your comments will be compiled and forwarded to NGA/CCSSO. If you would like to respond directly to NGA/CCSSO, please visit <http://www.corestandards.org> to access their survey.

March Meeting of the Board of Regents

At its meeting on March 8-9, the Board of Regents acted in support of the following initiative:

- **General Educational Development (GED) Program Budget and Policy Considerations**

The Regents College and Career Readiness Working Group recommended that the Board of Regents approve the short-term actions to address immediate budget concerns in the GED program, including suspending the \$20 reimbursement for testing site contracts. The Working Group also discussed possible long-term actions to address GED policy and budget concerns and endorsed gathering feedback from the field on those recommendations. The Working Group also endorsed a proposed work plan and meeting schedule for the College and Career Readiness Working Group and staff will work on the details for future meetings.

See the Regents item on the [General Educational Development \(GED\) Program Budget and Policy Considerations](#) for more information.

The Board of Regents also discussed and considered policy questions for several crucial issues:

- **Broadband Access - Update**

The Board was given an update on data concerning broadband access in school buildings in New York State, including a map that shows where the schools are that do not currently meet a 100 mbps standard. New York State's Office of Cyber-Security and Critical Infrastructure Coordination (CSCIC) is leading the effort in New York State to develop a map showing broadband capacity in "community anchor institutions" (e.g., schools, libraries, hospitals, etc.) and homes across the State. SED is contributing to this mapping effort by providing broadband data for K-12 schools, higher education institutions, and libraries. Staff will provide more complete data that includes schools that are not part of the Regional Information Centers (RICs) and the Big 5 school districts to the Regents in April.

See the Regents item on [Broadband Access](#) for more information.

- **EMSC Budget Imbalance and Possible Cost Savings Strategies for the NYS Assessment Program**

The Board began a discussion about the structural imbalance that currently exists between available EMSC resources and costs of the NYS assessment program and student data systems. The Board also discussed the flexibility of state and federal funds. The budget imbalance has occurred due to reductions in state General Fund support and past reliance on federal carryover funds that are no longer available. For 2010-2011, the projected deficit will be \$11.5 million and for 2011-2012, the projected deficit will be \$21.3 million. The reductions in the state General Fund over the past three budget cycles have compelled the Department to rely more on the use of federal carryover funds to support the cost of data and assessment. These carryover funds are projected to be materially expended by the end of the 2009-10 fiscal year and unavailable for use in the 2010-11 year. The budget imbalance is compounded by

the fact that the cost of the NYS assessment program has grown exponentially in the last five years due to inflation and the addition of more tests. Staff identified some possible options for the Regents to consider in order to address the deficit, which include:

- advocating for additional funding and the Regents budget priorities with the Legislature
- downsizing the NYS Assessment program
- reducing reliance on external vendor contracts by hiring additional staff to do some work “in-house”
- reducing the amount of State-level funds that are going to Technical Assistance Centers by bringing the work “in-house”

The Board also discussed options and possible cost savings strategies targeted specifically at reducing the costs for the NYS Assessment Program. Staff provided data on the number of students who take the various 3-8 and Regents exams to illustrate the impact of eliminating various tests. In light of the ongoing and significant fiscal challenges facing the Department, the Commissioner and Senior Deputy are asking the Regents to prepare for all contingencies, including possible changes to our assessment system. It is important to note that no cuts have been proposed and no decisions have yet been made; the Regents simply began discussing various options at this time. The Regents, the Commissioner, and the Senior Deputy will continue to make every effort to identify additional resources to support a rigorous and robust assessment system aligned with college and career readiness. As part of this effort, the Regents amended their 2010-11 state budget requests to include an additional \$7 million for assessments.

The Board will continue these discussions at future meetings. See the Regents items on the [EMSC Budget Imbalance](#) and the [Possible Cost Savings Strategies for the NYS Assessment Program](#) for more information.

- **Alternative Pathways to Earning Credit**

The Board approved a conceptual policy on receiving course credit for independent study. Draft regulatory language will be brought back to the Regents for discussion in April. See the Regents item on the [Draft Proposed Policy on Receiving Course Credit for Independent Study and General Part 100 Guidance to the Field](#) for more information.

- **The Importance of Summer Reading**

In response to an earlier request from Chancellor Tisch, the State Library has developed “The Importance of Summer Reading: Research Findings on Summer Reading and Learning.” This new White Paper, which is still a draft and a work in progress, highlights key research on the importance of summer reading to long-term student success and achievement.

In addition to the White Paper and the new program name and logo, several new statewide activities in 2010 will further promote and support “Summer Reading at New York Libraries”:

- Websites: more downloadable materials for librarians, educators, and families; reading lists; research information; and links to further information
- Statewide on-line registration for public library summer reading programs with Evanced software product—the leading national software for summer reading
- Collaborations with school libraries, NYS Public Broadcasting, State Museum, SED, and other education organizations.
- New collaborative activities with the Senate and Assembly to promote summer reading in local communities. See the Regents item on [The Importance of Summer Reading](#) for more information.

- **Students with Disabilities Teacher Certification**

As part of their ongoing review of teacher policy, the Joint Committees of Higher Education; Elementary, Middle, Secondary and Continuing Education; and the Vocational and Educational Services for Individuals with Disabilities discussed concerns about the current special education certification structure and the fact that it is not meeting the needs of students with disabilities in the State, especially at the adolescence level, where there are documented shortages. This month the Committees discussed a framework to modify the structure of certification categories to create a 7-12 Students with Disabilities (SWD) Generalist certificate that includes the possibility of subject area extensions, eliminate the SWD 5-9 Generalist and Content Specialist certificates, and plans to create more flexibility for special educators to move between the three developmental levels of certification. Additionally, the Regents agreed that there should be increased requirements in teacher preparation programs for candidates to learn the importance and process of professional collaboration, and increased special education pedagogy, focused on ensuring that the educational needs of New York’s students with disabilities are met. Proposed regulations will be developed and shared extensively with the field prior to Regents adoption. See the Regents item on [Students with Disabilities Teacher Certification](#) for more information.

Additional News

Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient Students/English Language Learners (LEP/ELLs)

Title III of the No Child Left Behind Act (NCLB) requires state educational agencies (SEAs) to hold local educational agencies (LEAs) accountable for meeting annual measurable achievement objectives (AMAOs) for limited English proficient students/English language learners (LEP/ELLs). AMAO is the accountability measure for Title III, as Annual Yearly Progress (AYP) is for Title I.

Please see <http://www.emsc.nysed.gov/biling/NEWTIII.html> for a memo to School Districts regarding the most recent report on AMAOs and required plans. If you have any questions please call the Office of Bilingual Education and Foreign Language Studies at (518) 474-8775.

[Go to archived editions of News and Notes](#)

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TO OUR READERS

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

[45690-1.html](http://www.brownbears.com/freecal/BETAC)

NEW LOCATION

NYS Spanish Spelling Bee Final Competition
May 28, 2010

UFT Headquarters, 2nd Floor Auditorium
52 Broadway, New York, NY

For more information, please email nyssbetac@gmail.com
(Go to page 19 of this Bulletin for links to videos of local Spanish Spelling Competitions for this year)

CALENDAR OF SPANISH BETAC ACTIVITIES 2009-2010

ADDITIONAL CONFERENCES ARE ANNOUNCED IN VARIOUS
PAGES OF THE BULLETIN

THE XIX SYMPOSIUM OF CHILDREN'S AND YOUNG ADULT LITERATURE

Cervantes Institute, NY
May 21, 2010

Presenter: Writer and Graphic Artist Illustrator
Miguel Calatayud

Winner of the *2009 Premio Nacional de Ilustración*

Miguel Calatayud was born in Aspe, Alicante in 1942. He graduated from the *Escuela de Artes Aplicadas* in Murcia, and in 1966 he finished his "licenciatura" in the *Escuela de Bellas Artes de San Carlos*, Valencia. To-date he has written and / or illustrated more than 50 books, including "cómics". He has won more than a dozen awards and has presented his work at many book fairs and art expositions.

For a transcript of a 1997 interview with the artist (in Spanish), go to:
<http://revistababar.com/wp/?p=209>

For more information about Miguel Calatayud, you may visit:
<http://algundiainalgunaparte.wordpress.com/2009/09/16/miguel-calatayud-premio-nacional-de-ilustracion-2009/>

[http://www.lacerca.com/noticias/cultura/miguel_calatayud_ilustracion_2009-](http://www.lacerca.com/noticias/cultura/miguel_calatayud_ilustracion_2009-45690-1.html)



Pre-registration is required. To register, click here: [Cervantes Symposium 2010](http://www.lacerca.com/noticias/cultura/miguel_calatayud_ilustracion_2009-45690-1.html) Space is limited.

For specific questions about the Cervantes Institute Symposium: nyssbetac.cervantes@gmail.com

For more information on the NYC BETAC Network Calendar of Events, visit:
<http://www.brownbears.com/freecal/BETAC>

The Manhattan/ Staten Island BETAC at Hunter College,
the Bronx BETAC at Fordham University,
and the Brooklyn/ Queens BETAC at Long Island University

Present:

Literacy Support for Secondary ELLs: Designing Effective Instruction for SIFE and Long—Term ELLs

Nancy Cloud, Keynote Speaker

April 9, 2010

9:30 am—2:30 pm

Hunter College

Nancy Cloud, Professor of Education at Rhode Island College, is Coordinator of the M.Ed. in TESOL and Bilingual Endorsement Programs. Prior to her work in Rhode Island, she served as the Coordinator of the M.Ed. in TESL Program at Hofstra University. Dr. Cloud's publications deal with the design and delivery of effective instruction to English Language Learners, including those with unique educational needs, such as students with interrupted or limited formal schooling. Her most recent publications include *Teaching Adolescent English Language Learners: Essential Strategies for Middle and High School*. Caslon Publishing, 2010, (together with Judah Lakin, Erin Leininger and Laura Maxwell); and *Literacy Instruction for English Language Learners: A Teacher's Guide to Research-Based Practices*, Heinemann, 2009, (together with Fred Genesee and Else Hamayan).

This Institute is designed for secondary instructional personnel who are serving adolescent *Students with Interrupted Formal Education (SIFE)* and/or *Long-Term ELLs (LTEs)*. It is essential that these students receive comprehensive literacy support to prevent academic failure.

Audience: Administrators, teachers, guidance counselors, and educators of ELLs.

Registration: Registration is a must and limited to participants on a first come, first served basis.

Please click on the link (or cut and paste into browser) and fill out the registration form at:

<http://spreadsheets.google.com/viewform?hl=en&formkey=dFIJZ0xxRmJMTHMyQXI1VmxvRGV1dVE6MA>

The NYC/NYS Network of BETACs

Presents

Dr. Kate Kinsella

“Bolstering Confident and Competent Vocabulary Use through Explicit Instruction in the Content Areas”



Kate Kinsella, Ed.D. is an adjunct faculty member in the College of Education at San Francisco State University and provides consultancy nationally to districts regarding instruction of K-12 English Learners.

As a teacher educator, she has maintained active involvement in grades 3-12 classrooms by coaching across the grade levels and teaching academic literacy skills to high school English learners in San Francisco State University’s Step to College Program.

Dr. Kinsella was editor of the *CATESOL Journal* from 2000–2005 and served on the editorial board of the *International TESOL Journal* from 1999–2003. She is the author of Pearson’s *Reading in the Content Areas: Strategies for Reading*

About the Session

This session provides participants with a research-informed and classroom-tested instructional routine for developing students’ expressive word knowledge, the ability to apply words effectively in speaking and writing. Using hands-on demonstration and video footage, Dr. Kinsella illustrates how to explicitly teach a critical lesson term and productively check for comprehension. She also models how to effectively teach a multiple-meaning word and an academic word family. Participants will learn how to effectively prepare for explicit vocabulary instruction using Longman Dictionaries and leave with practical vocabulary notebook templates.

Choose your session

THURSDAY, April 29, 2010

Time: 8:00 am – 3:00 pm

Location: Fordham University, Bronx, NY

[CLICK HERE](#) to register for this session

Note: You may only register for one day.

FRIDAY, April 30, 2010

Time: 8:00 am – 3:00 pm

Location: Hunter College, NY, NY

[CLICK HERE](#) to register for this session

Note: You may only register for one day





40th Annual Conference
**“Forty Years and Forward:
Responding to Change through Innovation”**
November 5-6, 2010

Call for Student Essays

“A journey of a thousand miles begins with a single step.”

“A journey of a
thousand miles begins
with a single step.”

-Lao-Tzu

Lao Tzu (Old Master)
Chinese Taoist Philosopher
c. 600 B.C.E.

千里之行，始于足下。——《老子》



Submission Guidelines:

- ❖ Please respond in a typed essay of 250 or fewer words
- ❖ Submit all responses to Liontas@fredonia.edu as an attachment and in the e-mail body to or to Essay Contest, c/o Dr. John I. Liontas, Department of Language, Learning and Leadership, College of Education, State University of New York at Fredonia, E278 Thompson Hall, Fredonia, NY 14063
- ❖ Include on each submission the student’s name, grade, and phone number; school’s name, address, phone number; and teacher’s name and e-mail
- ❖ Submissions postmarked by **May 24** US mail or **May 28, 2010** via e-mail.
- ❖ **Only typed essays will be accepted.**

Participants:

Essay contest is open to any current or former English language learner in the following categories:

- Students in grades 4-8
- Students in grades 9-12
- Students in university (this includes students enrolled in intensive English programs, adult education, community colleges, and graduate students)

Essay Context:

Chinese Taoist philosopher Lao Tzu once said that “A journey of a thousand miles begins with a single step.”

- **Students in grades 4-8:** Describe your journey in learning English. Give some examples.
- **Students in grades 9-12:** Describe in your own words the ways in which your language and culture journey in English resembles that of a ‘thousand miles.’ Give examples.
- **Students in university:** Describe your journey in learning English and focus your description on the challenges you faced and the ways in which you met and solved those challenges. Offer specific examples where needed.

Winners will have their essays published in the fall conference booklet and Idiom and receive a gift certificate to a book store. Prizes will be awarded in each of the above-mentioned categories.

For more information about the essay contest and annual conference,
visit the NYS TESOL Web site at

<http://www.nystesol.org>

NYC DOE LAUNCHES 2010 CITYWIDE COUNCIL ELECTIONS

Parents of English Language Learners and Special Education Students

Last summer, Governor David Paterson signed a new school governance law that calls for the creation of the Citywide Council on English Language Learners (CCELL) and broadens the composition of the Citywide Council on Special Education (CCSE) to include parents or guardians of all students with individualized education programs (IEPs). The CCSE is tasked with advising on services for students with disabilities, and nine of its voting members must be parents of students with IEPs.

The CCELL will advise the NYCDOE on policy involving bilingual and English as a Second Language (ESL) programs, and nine of its voting members must be parents of students receiving bilingual or ESL services. Two additional voting members on each Council will be appointed by the City's Public Advocate.

The CCELL and CCSE elections will take place in four phases:

- March 2-12, Nominations: Parents interested in running for a Council seat can nominate themselves by completing an application and disclosure form online at www.powertotheparents.org. Hard copies of the applications are also available by calling the Office of Family Engagement and Advocacy (OFEA) at 212-374-4118, or by picking up an application from OFEA, located at 49 Chambers St., Rm. 303, New York, NY 10007.
- April 12-26, Meet the Candidates: District and borough parent leaders, along with the Department of Education, will host forums for parents to meet and ask questions of Council candidates.
- April 26-30, Advisory Vote: Parents will be able to cast advisory votes online at www.powertotheparents.org. The advisory vote is open to all parents of ELLs for the CCELL, and to all parents of students with IEPs for the CCSE.
- May 11-12, Voting Commences: The Presidents' Council for each community school district, each borough, and D75 will choose one eligible parent to serve as a selector of CCSE members and one to serve as a selector of CCELL members. Elected members will be notified on May 31.

Election materials will be available in nine languages, and translation services will be offered at candidate forums and Council meetings throughout the school year.

For more information on Citywide Councils, visit www.powertotheparents.org, contact OFEA at 1-212-374-2323, or call 311.



ACTFL

American Council on the Teaching of Foreign Languages



[2010 ACTFL Convention and World Languages Expo](#)

[Boston, MA
Nov. 19-21](#)



Forward to a Friend

ACTFL is currently seeking **Intermediate** level **Heritage** speakers of **Spanish** between the ages of 18-29 to be part of a study designed to gather reliable data about the range and variety of spoken language profiles of heritage speakers.

A heritage speaker is one who learned to speak Spanish at home with their families or in an informal setting. An **Intermediate speaker of Spanish** is one who has basic survival language and is able to give and get simple information to satisfy basic needs in Spanish. These speakers can engage in simple conversations about self, family, daily activities, and personal interests.

Individuals qualifying as Intermediate Heritage speakers of Spanish who agree to participate in the study will be asked to provide biographical and linguistic data, and a sample of their spoken language proficiency.

Note - If you learned Spanish at home but then studied Spanish in school, you are eligible to take part in this project.

Those parties who are interested in participating can go to the websites indicated below to complete a qualification survey which will determine if they qualify as a heritage speaker:

[Click here to take Spanish Qualification Survey.](#)

Please note that all individuals who qualify as Intermediate Heritage speakers of Spanish will be asked to:

- 1) complete a second online survey, which takes approximately 3-5 minutes to complete;
- 2) take an ACTFL OPIc

Upon completion of both, participants will receive an official ACTFL OPIc rating and a payment of \$25.

If you have any questions about this project or the surveys, please contact Jeanmarie O'Leary at joleary@actfl.org. Please use HERITAGE PROJECT as the subject line for all emails.

[ACTFL](#) 1001 N Fairfax St Suite 200 Alexandria, VA 22314
P 703.894.2900 Fax 703.894.2905
membership@actfl.org | www.actfl.org | www.discoverlanguages.org

The Hagop Kevorkian Center for Near Eastern Studies and the Steinhardt School of
Education at New York University

Present

A Saturday Seminar for Teachers (and teachers-in-training)

Food, Culture and Politics in the Middle East

Saturday, April 17, 2010

10:00am-3:00pm

The Kevorkian Center is located at 50 Washington Square South (at 255 Sullivan Street)



How do you stimulate a student's appetite for knowledge about Middle Eastern culture, politics and history? You talk about food!

This workshop will include lecture and discussion, a short film screening and hands-on classroom activities to taste, teach, and learn about Middle Eastern food.

We will think about how food, a basic human necessity, intersects with national and ethnic identity, and a group's collective memory in the region. Participants will also gain a broad historical, political, and cultural perspective to the everyday human struggle to obtain and prepare food within the context of complicated geopolitical events. And of course, a lunch of Middle Eastern food will be served.

Featuring presentations by:

- ✓ **Yael Raviv**, the Director of Umami Food and Art Festival,
- ✓ **Annia Ciezadlo**, journalist specializing in articles about Arab culture and civil society, stories that explore the intersections between larger political realities and everyday activities like driving, cooking, and going to school; and
- ✓ **Barbara Petzen**, Education Director of the Middle East Policy Council.

To Register for Saturday Seminars: Registration is free of charge but space is limited so pre-registration is required. To register, please email the following information to sarah.coffey@nyu.edu

Name:

School Affiliation:

Grade Levels and Subjects Taught:

Email address:

Phone number:

Names/dates of the workshop(s) for which you wish to register:

STATE AND NATIONAL CONFERENCES

NYSTESOL ANNUAL CONFERENCE CALL FOR PROPOSALS ANNOUNCEMENT *Forty Years and Forward: Responding to Change Through Innovation*

NYS TESOL is pleased to issue this call for proposals. We invite you to become a presenter at NYSTESOL's 40th Conference scheduled for November 5 and 6 at the *Crown Plaza* Hotel in Albany. We need you to share your knowledge, expertise, understanding and instructional practice with colleagues. Proposals are invited for a variety of sessions: poster, demonstration, workshop, paper, panel or commercial. All proposals must be submitted electronically. For more information or to submit a proposal, go to: www.nystesol.org/annualconf.html
The deadline for proposal submission is May 7, 2010.

<p>International Reading Association (IRA) April 25-29, 2010 Chicago, IL www.iraconvention.org</p>	<p>American Education Research Association (AERA) April 30 – May 5, 2010 Denver, CO www.aera.org</p>
<p>Association for Supervision and Curriculum Development (ASCD) Summer Conference June 22-24, 2010 Orlando, FL www.ascd.org</p>	<p>American Association of Teachers of Spanish and Portuguese (AATSP) July 10-13, 2010 Guadalajara, Mexico www.aatsp.org</p>
<p>National Council of Teachers of Mathematics (NCTM) Regional Conference October 14-15, 2010 Baltimore, MD www.nctm.org</p>	<p>New York State Association of Foreign Language Teachers (NYS AFLT) October 15 -17, 2010 Rochester, New York www.nysaflt.org</p>
<p>National Association for the Education of Young Children (NAEYC) November 3–6, 2010 Anaheim, CA http://naeyc.org/conference</p>	<p>New York State Teachers of English to Speakers of Other Languages (NYSTESOL) November 5–6, 2010 Albany, NY www.nystesol.org</p>
<p>National Council of Teachers of English (NCTE) November 18-21,2010 Orlando, FL www.ncte.org</p>	<p>National Staff Development Council (NSDC) December 4–8, 2010 Atlanta, GA http://www.nsd.org/</p>

CERTAMEN DE DELETREO EN ESPAÑOL 2010

ELIMINATORIAS

UNIVISION videos

Inicio de la temporada de deletreo en *Univision.com*

CES 73, Bronx, NY

Winner: Student Gabriela Martínez

<http://www.univision.com/content/videoplayer.jhtml?cid=2302297>

IS 392 Brooklyn

Winner: Student Alexande Juste

<http://www.univision.com/content/videoplayer.jhtml?cid=2323784>

Longfellow Middle School, Mount Vernon, NY

Winner: Student Anya Patterson

<http://www.univision.com/content/videoplayer.jhtml?cid=2307822>

FELICIDADES A TODOS LOS CONCURSANTES

NYS SPANISH SPELLING BEE FINAL COMPETITION

May 28, 2010

UFT Headquarters, Auditorium 2nd Floor

52 Broadway, New York, NY

For more information, please email: nyssbetac@gmail.com