



NYUSteinhardt
Metropolitan Center for Urban Education
New York State Spanish BETAC



October 2009

In this issue:

Technology for ELLs	1
Research-based Strategies	3
Proposed Museum for USA Latinos	4
NY State and City News	5
ELL Assessments	6
General Interest Announcements	7
College focused Spanish TV series	8
VOCES HISPÁNICAS Series	9
Calendar of SBETAC Activities	10
State and National Conferences	11
Special Announcements	12

TECHNOLOGY FOR ELLS

On-line Writing and Publishing with Blogs

By Marguerite Lukes

**A Dozen Reasons to Blog in the classroom:
 Blogs**

1. Are easy to create and monitor.
2. Motivate and engage learners.
3. Ensure differentiated instruction.
4. Promote writing.
5. Provide instant feedback.
6. Promote peer interaction.
7. Help connect parents to the classroom.
8. Allow you to archive student work.
9. Actively involve all students.
10. Allow students to learn anytime, anywhere.

When many of us attended school, “learning to write” was synonymous with hand-writing practice, copying, and dictation; creativity was not a primary focus. Writing instruction was primarily teacher- driven, with lots of structured drill and practice. “Authentic” was not a word used often in curriculum planning, and most writing practice was focused on skills rather than on form or communication. Things have changed. We recognize writing to be an iterative social process that fosters connection and communication. One of the basic premises of teaching writing now is that students should learn to write the way real writers do, not with a single draft that is supposed to be perfect from the start, but as a process, with many drafts and revisions that lead up to a final product for public sharing. In this process-oriented approach to writing instruction, we now emphasize student selected topics; writing for a purpose; peer sharing, and editing. Often the process is driven by a project-based approach with publishing celebrations and classroom shares used as a means to validate and give meaning to the process.

According to Barbara Ganley, founder of the New Writer’s Coalition,

“If you take away the social context of the educational experience, then you’ve lost *tremendous* opportunities. Social software enhances that context. It allows us to be connected to one another as learner to learner. It also connects us to our own work in profound ways.”

Reading and writing are key elements of the language development process for ELLs. Competencies developed through writing instruction and practice include social and academic language development; communicative competence; vocabulary, grammar and fluency. Typically, computer-based instruction has

been used separate and apart from regular content area instruction, but teachers are now learning more and more how internet-based projects can be used to promote student writing and publishing across the content areas. Using “blogs” to promote writing is one effective means of using the Internet.

‘Blog’ is the shortened version of “web-log,” a free web-based journal that can have one or many authors. Blogs have links and can also contain images, video, and audio, while a “comments” function provides an opportunity for the reader to respond. Overall, blogs are a great way to engage students in writing for an audience, writing with a purpose, and reading. Versatile and easy to set up using pre-set online templates, blogs can be used for individual or group writing assignments, assessment, and as a forum for publishing. Students can use blogs for journaling, for formative performance-based assessment to show mastery of material, or as a spring board to class discussion.

Blogs are popular because they are free and easy to set-up, as there is no special software or skill needed. Because they are Internet-based, there is no risk of losing a notebook or worksheet; blogs are available anywhere, anytime. It is easy to post new entries or make comments, and the contents are saved automatically. Few technology maintenance issues arise. Teachers like blogs because it is easy to provide written feedback and much easier for students and teachers to maintain than web pages. Time stamps that show when students made entries are a record-keeping plus. For today’s technology savvy students, the online forum of blogs is a motivator for writing, while publishing adds to the enjoyment of the writing experience. By using blogs, teachers can structure learning to extend beyond the school day into a forum that is interactive and authentic.

Steps to set up blogs

<http://edublogs.org/eduvideos/blogusercreator.swf>

<http://edublogs.org/2008/03/11/simple-create-blogs-and-usernames-for-your-students/>

Teacher-created classroom blog for ELLs focused on writing

<http://jhh.blogs.com/shaw>

Teacher-created K-4 blog

<http://bobsprinkle.com/blog/C1180652568/index.html>

Sixth Grade social studies blog

<http://room613talk05.edublogs.org/about/>

Interview with Barbara Ganley about blogging

http://www.abroadview.org/faculty/ganley_interview.htm

Useful blogging sites

<http://www.blogger.com> <http://wordpress.org> <http://www.edublogs.org> <http://lifetype.net>

NYSED CHANGES ELA TEST DATES AND ELL EXEMPTION DATE.

The English Language Arts exemption date for ELLs has been changed along with the administration date of the ELA. On July 22, the NY State Education Department moved the ELA test date from January to April for the 2010 Grades 3-8 ELA tests. Effective with the April 2010 ELA test administration, schools may exempt the following ELLs from the ELA tests: English language learners (including those from Puerto Rico) who, on April 1, 2010, will have been attending school in the United States for less than one year. Only one exemption is permitted per student. The NYSESLAT may be administered to these students in lieu of the ELA test.

RESEARCH-BASED STRATEGIES AND RESOURCES

Interactive Whiteboards and English Language Learners

By Dr. Irene C. Pompetti-Szul

Research on the use of interactive whiteboards with English Language Learners in grades 3 and 5 was recently published by Dr. Omar S. López. His paper, entitled, *The Digital Learning Classroom: Improving English Language Learners' Academic Success in Mathematics and Reading Using Promethean Activclassroom Technology*, reports the results of the first year of a study completed in Round Rock, Texas. Results indicate that interactive whiteboards “offer significant potential in creating classrooms leading to increased learning for ELL students.”

Digital Classroom activities were conducted in both mathematics and reading. Examples of such activities are modules that ask kids what they want to learn and proceed to interactively guide them in learning how to measure angles with a protractor or in finding the rhyming couplets in Shakespeare’s *Macbeth*. A non-interactive example of the latter is below. However, by visiting the actual site, you will be able to experience the interactive nature of the Promethean Activelearn Technology.

<http://www.prometheanworld.com/server.php?show=nav.19269>

In the activity below, students are directed to find the rhyming couplets in the first scene of *Macbeth* (See highlighted words). After reading, students can drag unclear or unfamiliar words into the box on the right.

Macbeth by William Shakespeare

Scene: Scotland and England

Act I. Scene I.

A desert place. Thunder and lightning.

FIRST WITCH. When shall we meet **again?**

In thunder, lightning or in **rain?**

SECOND WITCH: When the hurly burly’s

done, when the battle’s lost and **won**.

THIRD WITCH. There to meet with Macbeth.

FIRST WITCH. Where the place?

SECOND WITCH. Upon the heath.

THIRD WITCH. I come. Graymalkin.

ALL. Paddock calls. Anon! Fair is foul and foul is **fair**. Hover through the fog and filthy **air**.

EXEUNT

Which Words are unclear?

hurly burly

heath

Exeunt

Lopez concluded that the Digital Learning Classroom contributed to increasing ELL student achievement in 3rd grade mathematics and in 5th grade mathematics and reading. In addition, while the traditional classroom prepared proportionally more 3rd grade students at the minimal performance standard in reading required for grade promotion, the Digital Learning Classroom prepared proportionally more ELL students at the higher performance standard that indicates that a student has mastered the entire third grade reading curriculum!

These findings indicate that the Digital Learning Classroom, based on Promethean’s Activclassroom technology, significantly improves the extent to which ELL students perform at similar achievement levels as regular students in traditional classrooms—in mathematics and reading at both the 3rd and 5th grade levels.

Proposed Museum for USA (American) Latinos

THE WHITE HOUSE

Oficina del Secretario de Prensa

23 de septiembre, 2009



Presidente Obama Nombra Miembros de Comisión para Estudiar la Potencial Creación de un Museo Nacional del Estadounidense Latino

WASHINGTON – Hoy, el Presidente Barack Obama anunció que ha nombrado a varias personas a la Comisión de Estudio para la Creación Potencial de un Museo Nacional del Estadounidense Latino (Commission to Study the Potential Creation of a National Museum of the American Latino).

Las siguientes personas fueron nombradas por el Presidente Obama como miembros de la comisión: **Emilio Estefan, Jr., Andrés W. López, Cindy Peña, Abigail M. Pollak y Cid Wilson.** Se incluyen sus biografías abajo. El Presidente también anunció que **Gilberto Cárdenas y José B. Fernández,** miembros actuales de la comisión, continuarán siendo parte de ella.

“Me complace nombrar a estos sobresalientes hombres y mujeres a la Comisión de Estudio para la Creación Potencial de un Museo Nacional del Estadounidense Latino, un museo que se dedicaría a rendir homenaje a la historia y los logros de los latinos en Estados Unidos”, afirmó el **Presidente Obama.** “Es apropiado que, al celebrar el Mes de la Herencia Hispana, estas personas revitalicen los esfuerzos de esta comisión para reconocer los aportes de los latinos y las latinas a nuestro país”.

El 8 de mayo, 2008, se promulgó la ley de la Comisión de Estudio para la Creación Potencial de un Museo Nacional del Estadounidense Latino. La ley creó una comisión de 23 miembros, compuesta por personas nombradas por el Presidente y por personas nombradas por líderes de la Cámara de Representantes y el Senado. Está encargada de estudiar durante un periodo de dos años la viabilidad y formular planes para un nuevo museo nacional en la capital del país que se dedique a representar el arte, la historia y la cultura de la población latina de Estados Unidos.

NY STATE AND CITY NEWS

Official New York State ruling concerning the length of time schools must provide ESL services to English language learners.

Commissioner's Regulations Part 154 (CR Part 154) requires that identified LEP/ELLs receive services and funding for three years. Services and funding can be extended for three additional years by completing the Extension of Services Form in the yearly CR Part 154 Data/Information Report. When a student has been designated as LEP/ELL for more than six years, districts must continue to provide ESL services through tax levy funds even though no further State funding is provided.

Another source of funding for ELL services is Title III, which is associated with No Child Left Behind. These funds continue to be available for all LEP/ELL students provided that the district has an approved CR Part 154 Comprehensive/Data Plan on file with New York State.

2009-10 Bilingual/ESL Supplementary Intervention Program Grants:

New submission date! Apply for funding for before, after school, or Saturday programs for ELLs.

On August 3, a Request for Proposals (RFP) was posted on the New York State Education Department website: <http://www.emsc.nysed.gov/funding/currentapps.html#bilingual> On September 21, the RFP was reissued and the submission deadline changed to **November 1, 2009**

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

Public School Districts with approved Comprehensive Plans under CR Part 154 for middle and/or high schools are eligible to apply for the grant money. Approximately \$400,000 is available for grants statewide. Grants of a maximum of \$25,000 may be awarded to public school districts for the project period starting on December 1, 2009 and extending to June 30, 2010.

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

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

Questions about this RFP must be submitted to smallgrants@mail.nysed.gov by October 9, 2009.

A Questions and Answers summary will be posted no later than October 19, 2009 at:

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

CONFERENCE ON FOREIGN LANGUAGE INSTRUCTION

The NYCAFLT/UFT -NYS AFLT Annual Professional Conference will be held at the UFT Headquarters at 52 Broadway in Manhattan on October 31, 2009 from 8:00 AM to 4:00 PM. Featuring a variety of workshops on delivering quality foreign language instruction to different grade levels, in different school settings, and using effective strategies, the conference will also offer sessions conducted in French, Italian and Chinese. The early registration fee is \$25.00 if postmarked by October 21, 2009; thereafter, it will be \$40.00 by mail or on-site.

To register, download and complete the registration form, which is available at:

<http://www.uft.org/member/committees/foreign/services/events/2009flyerCo>

ELL Assessments: Jim Cummins' Comments on the Current Policy

Jim Cummins recently wrote on the topic of the assessment of English Language Learners. His comments were based on the findings of the National Literacy Panel Report on Language Minority Children and Youth. According to Cummins:

The panel concluded that major problems of cultural and linguistic bias characterize the assessment of language minority students. Few could argue with this conclusion. However, the panel fails to link what Catherine Snow, in the final chapter of the summary book, calls "the sorry state of assessment" with problems of construct definition related to the notion of "English language proficiency." If the constructs of (oral) language proficiency and literacy are incoherent, as argued earlier, then assessments of these constructs will inevitably reflect that incoherence. Also, the panel failed to address perhaps the major current policy issue related to the assessment of ELL students, namely, the fact that, in the context of No Child Left Behind legislation, ELL students are required to take the high stakes standardized tests after just one year of English instruction. If students have not attained grade expectations after 1 year, their performance is interpreted as being due to inadequate instruction. As noted above, ELL students typically require at least 5 years in order to catch up academically, and thus the attribution of ELL students' lower reading achievement to inadequate instruction not only ignores the empirical evidence but has devastating impacts on teacher and student morale in schools with large numbers of ELL students.

Given Jim Cummins' ideas, for most students who have been in the United States only one year, wouldn't it make more sense to test their oral language proficiency rather than their reading proficiency, since oral language proficiency typically develops first? Reading proficiency could then be assessed after the second full year at the very earliest. What do you think? If you agree or disagree, send an email to us at nyssbetac@gmail.com. Perhaps if enough experienced teachers of English language learners weigh in on the topic, we can make some suggestions to policymakers!

Employment Opportunity

A bilingual/ESL kindergarten teacher or someone with early childhood experience is needed to work in PS 334, a public school on the Upper West Side of Manhattan (84th St. and Columbus Ave). Please contact Donna Smiley, Community Coordinator, The Anderson School (PS 334) (212)595.7193 x107, DSmiley@schools.nyc.gov.



LEARN SPANISH NOW!

INTENSIVE II: FROM OCTOBER 5th THROUGH NOVEMBER 9th

30 hour Spanish courses in 5 weeks 3 hours each day twice per week: all levels
Monday & Wednesday and Tuesday & Thursday: 10:00am - 1:00 pm or 6:00pm - 9:00pm

SUPER INTENSIVE III: FROM OCTOBER 13th THROUGH OCTOBER 26th

Early registration deadline: September 29th
30 hour Spanish courses in 2 weeks 3 hours each day: all levels
Monday through Friday: 10:00am - 1:00 pm or 6:00pm - 9:00pm
For complete information, please click [here!](#)

GENERAL INTEREST ANNOUNCEMENTS

Take your ELLs to see a play especially adapted for them!

FALL SEASON BEGINS OCTOBER 19, 2009

Educational Theater of New York
Presents

A Dynamic New Play for English Language Learners

OSCAR WILDE

THE PICTURE OF DORIAN GRAY

Adapted and directed by Barbara Bregstein



Can a painting of a person tell you more about him than the person's own face?
Give your students a great experience in the theater.

PERFORMANCE SCHEDULE:

Monday, October 19 at 6:30 pm

Tuesday, October 20 at 10 am

Wednesday, October 21 at 6:30 pm

Thursday, October 22 at 10 am

Thursday, Oct. 22 at 6:30 pm

Friday, October 23 at 10 am

Saturday, October, 24 at 12 noon

RESERVE TICKETS NOW!

Lesson plans at: www.etnyarts.org; ticket reservations at bbregstein@etnyarts.org

TICKETS: \$10

For information and ticket reservations: **646-733-7685**

Educational Theater of New York, Inc.
140 East 46th Street, suite 10K
New York, NY 10017

All performances at Wings Theater, 154 Christopher Street, NYC
(Between Washington and Greenwich Streets)

A NEW SPANISH LANGUAGE TELEVISION SERIES ON HOW TO GET INTO COLLEGE

HITN - TV and HACU ANNOUNCE THE LAUNCH OF COLLEGE ADMISSIONS 411: An inspirational and practical guide for US Latinos about how to get into college.

The Hispanic Information and Telecommunications Network (HITN), in partnership with the Hispanic Association of Colleges and Universities (HACU), has launched *College Admissions 411*. The Spanish-language series, which began airing weekly on HITN-TV on September 9, provides practical information about the complicated college admissions process. The program is intended to help and inspire US Latino students, their families, teachers and their community, according to the producers, while answering questions such as "Is it worth going to college?"

One answer provided by the program is that, on average, college graduates earn \$1,000,000. More in their lifetime than high school graduates.

The series is available in its Wednesday prime time slot on HITN TV and on the program's dedicated website, www.HITN.tv/CA411. Each episode features Spanish-speaking educators who address the issues that really matter to U.S. Latinos who are applying to college. Big questions like: How much will it cost? And, how can I pay for it? as well as complicated details like: how do I fill out the financial aid form?

"HACU helped us receive a tremendous response from leading American universities and colleges" says HITN founder and CEO Jose Luis Rodríguez. "Contributors include HACU-member institutions such as South Texas College, as well as Brooklyn College, MIT and the University of Southern California. Latino community organizations asked us to help them improve their college prep programs. Our new series is a response to their urgent need," says Rodríguez.

According to Dr. Antonio Flores, President and CEO of HACU, "Both HITN and HACU want to reach every student in America who dreams of a better life through a college education but may not be aware of the opportunities within his or her reach. Through College Admissions 411 we also aim to help every Spanish-speaking adult who is working with an aspiring Latino student - as a parent, teacher, administrator or mentor - become a true champion of Hispanic success in higher education."

Many of the sequences involving High School students were filmed at Harlem's Frederick Douglass Academy. "This amazing project will be very successful," says Dr. Hodge, the school's principal. "American educators everywhere are determined to improve college attendance amongst Latinos."

Topics that are examined this fall season include: Strategies for U.S. Hispanics; The Application Timeline; A Step-by-Step Guide to Financial Aid; The Importance of Grades; and How to Succeed in the Standardized Tests.

HITN is currently producing 25 episodes of College Admissions 411, with another series planned in 2010.

College Admissions 411, an exclusive series from HITN TV on Wednesdays 9:30 pm ET/6:30 pm PT and on Saturdays 12 pm ET/9 am PT

Internet Video www.HITN.tv/CA411

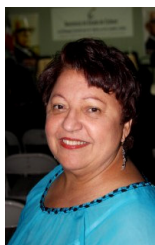
For further information, please contact Magaly Rivera, Director of Development, 646-731-3804 and at magrivera@hitn.org

NYS SPANISH BETAC VOCES HISPÁNICAS SERIES FALL 2009

The fall *Voces* series is honored to have authors **Georgina Lázaro León** and **Dinorah Coronado** join us as author-guest speakers. Presentations by Dr. Irene Pompetti-Szul (NYSSBETAC), Nellie Mulkay (NYSSBETAC) and Dr. Pilar Fernandez (Office of Education/Consulate of Spain) will complement the authors' work. *Voces* Fall calendar include presentations in Newburgh (October 14), Albany (October 14 and 15), New York City (October 16), and Wyandanch/Western Suffolk BOCES (October 23 and November 20). These presentations are made possible with the collaboration and support of the local regional BETACs, NYU's Center for Latin-American and Caribbean Studies (CLACS), Columbia University's Institute for Latin-American Studies (ILAS).



Georgina Lázaro is a well-known Puerto-Rican poet and author of children's books. Some of her best-known children's books include *Mi flamboyán amarillo*, *El mejor es mi papá*, *Don Quijote para siempre*, *Ya llegan los reyes magos*, *Poesía: una al día*, *La niña y la estrella*, *Mi gorrita*, *Mi caballo* and *Viva la tortuga*. In her series *Cuando los grandes eran pequeños* (Lectorum), Georgina uses poetry to introduce children to the young lives of icons of the arts and culture, such as Pablo Neruda, José Martí, Julia de Burgos, Sor Juan Inés de la Cruz, Garcia Lorca, and Jorge Luis Borges.



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

Voces Hispánicas II - Newburgh, New York

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

Wednesday, October 14th. Puerto Rican author Georgina Lázaro will present two workshops on teaching Spanish poetry and literature for students in grades K – 5. Location/registration: Newburgh School District.

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

(In collaboration with the QUESTAR III BETAC)

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

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

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

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

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

Voces Hispánicas V – Western Suffolk BOCES- October 23 and November 20, 2009 (In collaboration with the Long Island (Nassau and Eastern Suffolk Boces) BETACs)

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

CALENDAR OF SPANISH BETAC ACTIVITIES 2009-2010

NYS Spanish BETAC
at NYUSteinhardt
Metro Center

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

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Executive Director

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& Resource Specialist

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Bulletin Contributor
& Resource Specialist

Contact information
nyssbetac@gmail.com

Post-Secondary Access for Immigrant Students

Thursday, October 8, 2009 9:00 am – 12:30 pm
Committee for Hispanic Children and Families
Registration for this workshop is now closed.

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

Tuesday, October 27, 2009 1:00 – 3:30 pm
Verizon Technology Education Center (W. 125th St.)
Register by sending an email to NYSSBETAC@gmail.com
Write "Oct. 27 Tech for ELLs" in the subject line.

Art and Literacy Development for English Language Learners For Bilingual and ESL Teachers

Tuesday, November 17, 2009
To register: Send an email to NYSSBETAC@gmail.com
Write "November 17 Art and Literacy" in the subject line.

Using The New York Times to Teach All Subjects to Intermediate/Advanced ELLs in Secondary School

Thursday, November 5, 2009 (Part I)
and

Thursday, December 3, 2009 (Part II)

1:00 p.m. – 3:00 p.m.

NY Times Offices

Presenter: Mark Bechara, Senior Education Manager at The New York Times
Register online by sending an e-mail to nyssbetac@gmail.com
Write "The New York Times" on the subject line.

The 2009-2010 NYC BETAC TEACHER INSTITUTE

Featured Speaker: Robert Marzano
"Building Academic Background Knowledge for
English Language Learners"

October 21, 2009

LOCATION: Fordham University's Rose Hill Campus

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

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

CONFERENCES

NYS TESOL Fall Conference

“Critical Literacy: Opening Words and Worlds to English Language Learners”

November 13 & 14th at the White Plains Crown Plaza

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

NYSABE 33rd Annual Conference

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

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

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

OTHER STATE AND NATIONAL CONFERENCES

NYS AFLT

2009 Annual Conference

October 9-11, 2009 Buffalo, New York

www.nysatfl.org

National Association for Bilingual Education (NABE)

February 3 – 6, 2010

Denver Convention Center

Denver, CO

www.nabe.org

National Council on the Teaching of
Mathematics
(NCTM) Regional Conference and Expo

Oct. 21-23

Boston, MA

www.nctm.org/meetings/

Association for Supervision and Curriculum
Development (ASCD)

March 6-8, 2010

San Antonio, TX

www.ascd.org

American Council on the Teaching of Foreign
Languages (ACTFL)

November 19-22, 2009

San Diego, CA

www.actfl.org

California Association for Bilingual Education
(CABE)

March 10-13, 2010

San José, CA

<http://www.bilingualeducation.org>

National Association for the
Education of Young Children
Annual Conference
(NAEYC)

November 18-21, 2009

Washington, D.C.

<http://naeyc.org/conferences/>

TESOL

March 24-27, 2010

Boston, MA

www.tesol.org

International Reading Association (IRA)

April 25-29, 2010

Chicago, IL

www.ira.org

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

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

**NEW YORK STATE/NEW YORK CITY REGIONAL
BETACs AT LONG ISLAND UNIVERSITY, HUNTER
COLLEGE CUNY, AND FORDHAM UNIVERSITY
IN COLLABORATION WITH
THE NYC DEPARTMENT OF EDUCATION
PRESENTS**

**2010 ANGELO DEL TORO PUERTO RICAN &
HISPANIC YOUTH LEADERSHIP INSTITUTE**

**ORIENTATION SESSIONS REGARDING THE SELECTION OF THE
NYC PR/HYLI DELEGATION**



Who should attend:

High School Counselors,
Administrators, Parent
Coordinators

What:

Information regarding
PR/HYLI program and
student application process

Date:	Location:	Time:	To Register E-mail
October 14, 2009	Fordham University	9:00 a.m.	bronsbetac@fordham.edu by October 7, 2009
October 16, 2009	Long Island University, Brooklyn Campus	9:00 a.m.	Dayana.quinones@liu.edu by October 13, 2009
October 20, 2009	Hunter College	9:00 a.m.	xrodngu@hunter.cuny.edu by October 15, 2009

Registration required.

You should only register for one session. **Register on line by sending an e-mail to the address indicated above.** Write "PR/HYLI Orientation" in the subject line. You will receive a confirmation e-mail with room number and directions.

**Bank Street College
Presents**

*Excellence in Language Instruction:
Conversations with the Experts*



**Differentiated Instruction:
Using Multiple Modalities
for Language Development**

Save the Dates: Winter 2010

January 23, January 30, February 27

8:30 a.m. – 1:30 p.m.

Come join us in the exploration, infusion, and implementation of sound and music, visual arts, and kinesthetic activities in the differentiated classroom. Together with the experts as well as the classroom teachers already differentiating through multiple modalities, participants will plan their own lessons for effective differentiated instruction. The use of multiple modalities to access content allows all students to enrich their language, to access content, and to reach the appropriate curricular goals for their developmental level through different paths. Participants will learn how to use these interactive tools and will incorporate them into differentiated lessons.

Featuring:

Martha Eddy, Center for Kinesthetic Education

Barbara Ellman, Lincoln Center Institute

Many teachers and practitioners!

The ultimate goals of the Language Series are:

- To promote an in-depth discussion about language learning principles and methodology with a focus on classroom applications;
- To support the professional growth of all classroom educators: Dual Language, Bilingual, ESL, Special Ed, and Monolingual teachers in Pre-K to high school settings; and
- To foster the exchange of ideas and to provide opportunities for networking among teachers and leaders across schools.

Registration Fee: \$175 for all three Saturdays

Location: Bank Street College, New York City, Tabas Auditorium.

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