In 1924 in France, teacher Celestin Freinet used the cutting edge technology of the time (printing presses and the postal service) to link his classroom to others across the country and promote collaborative exchanges and authentic student writing. By providing a real audience in schools in other parts of the country, Freinet broke through the walls of the classroom to give his students access to the real world. Today, Internet technology has made global learning networks accessible for teachers all over the world. In their book *Brave New Schools*, Jim Cummins and Dennis Sayers advocate for global learning networks as a means to promote multiculturalism and improve instruction.

New York City-based iEARN (International Education and Resource Network) hosts a network of thousands of schools and youth organizations in more than 130 countries. They describe their work as: “on-line school linkages to enable students to engage in meaningful educational projects with peers in their countries and around the world.” iEARN facilitates collaborative networking projects online and at any given moment has multiple projects that teachers can join. Over 2,000,000 students each day are engaged in collaborative project work worldwide. You can learn about their 20 years of work in their online video at [http://iearn.org/anniversary](http://iearn.org/anniversary)

iEARN is inclusive and culturally diverse, and provides a safe, structured environment in which students can communicate and learn about each other, often applying knowledge in math, science and other content areas. At any given moment, there are more than 150 iEARN projects going on all over the world, and it is simple to join in. In addition to connecting student learning with local issues and meeting specific curriculum needs, every project is created by teachers and students and addresses the question, "How will this project improve the quality of life on the planet?" This vision and purpose enables participants to become global citizens who make a difference by collaborating with their peers around the world.

One current ongoing project is called *One Day in the Life*. Students describe a day in their life – a regular day, or vacations, birthdays, graduation or other experiences, including celebrations and holidays. In addition to written descriptions, students are invited to share visual images of their days through the "A Day in the Life: Photo Diaries," a digital photography exchange. In addition to ongoing activities, the Photo Diaries will have two One Day events this year, in November and May.


To learn more about global learning networks projects through iEARN or partner organization Orillas, go to [http://iearn.org/projects/index.html](http://iearn.org/projects/index.html) and [http://www.orillas.org/](http://www.orillas.org/)

Book resources are on the next page.
RESEARCH-BASED STRATEGIES AND RESOURCES

Language and Literacy for ELLs: Connecting Reading and Writing
A Presentation by Nancy Cloud

By Dr. Gail M. Slater

On one of the last warm days in September, the NYS Bronx BETAC and the NYS Manhattan/Staten Island BETAC co-sponsored an afternoon with Nancy Cloud, M.Ed., of the Feinstein School of Education and Human Development at Rhode Island College. Professor Cloud introduced her presentation by asking the participants in the auditorium to “stop and jot” answers to two questions: How does reading inform writing? How does writing make students better readers? After eliciting responses from the audience, Professor Cloud then quoted Words Their Way with English Learners, (Bear et al. 2007), by stating that “…there’s a reciprocal relationship between reading and writing development. Reading informs writing, and writing makes for better readers and spellers.”

Professor Cloud believes that by tapping into students’ background knowledge using familiar themes and topics, students can develop schema associated with a particular theme, put together networks of related concepts to talk and write about, and build confidence and fluency in reading since they will have encountered many words and phrases before. Reading instruction should be connected with writing instruction so that each can build on the other.

Teachers need to focus on research that informs their practices and be aware of the literacy leaders working with English language learners. Professor Cloud recommended Educating English Language Learners: A Synthesis of Research Evidence, (Genesee et al. 2006), which provides a comprehensive summary and analysis of research conducted during the last 20 years on the oral language, literacy, and academic development of English language learners.

Later on in her presentation, Professor Cloud asked the participants to share some of the “big ideas that influence how they teach literacy to ELLs.” It was especially significant that she asked the audience to share key principles of instruction that they try to “honor” in teaching English language learners. Many of the responses included connecting the classroom to home, incorporating students’ prior knowledge, and focusing on transferring skills already studied in the students’ native language.

Nancy Cloud ended her presentation by sharing a variety of reading and writing strategies from her recent publication entitled Literacy Instruction for English Language Learners: A Teacher’s Guide to Research-Based Practices, (Cloud et al. 2009), samples of which can be viewed (free) at the Heinemann website: http://www.heinemann.com/products/E02264.aspx
NY STATE AND CITY NEWS

2010 New York State Spanish Spelling Bee

New York State public schools are invited to participate in the statewide Spanish Spelling Bee sponsored by the NYSED Office of Bilingual Education and Foreign Language Studies, through the NYS Spanish BETAC at New York University.

The final competition will take place on May 28, 2010 and is limited to students who have participated in a school or district spelling bee. Schools/districts need to designate a Spanish-speaking administrator or teacher who will coordinate and promote a school wide/district-level competition. A meeting to prepare school/district Spelling Bee Coordinators will be held on December 4, 2009 in New York City. Word lists and instructional materials will be distributed and logistics will be reviewed. Attendance is highly recommended.

The New York State Spanish Spelling Bee is an excellent opportunity to promote academic excellence and high standards for the diverse populations of our public schools. Students who participate in the spelling bee will strengthen their Spanish language skills and showcase their knowledge to their peers. Participation is open to all students in grades 4-8 who are able to compete in Spanish.

If you have any questions or would like to register your district or school to participate, please send an email to nyssbetac@gmail.com with “Spanish Spelling Bee” in the subject line no later than December 4, 2009.

Item Maps Available for 2009 NYSESLAT

The New York State Education Department Office of State Assessment has posted the 2009 NYSESLAT Item Maps to the NYSESLAT home page at http://www.emsc.nysed.gov/osa/nyseslat/home.shtml showing the standard and performance indicator represented by each item on each level of the exam.

Implementation of the LEP/ELL Program Evaluation Toolkit (PET):
A Self-Evaluation Tool for the Review of Educational Services to Limited English Proficient/English Language Learners (LEP/ELL PET)

The New York State Education Department Office of Bilingual Education and Foreign Language Studies in conjunction with Academic Enterprises, Inc., will use the LEP/ELL Program Evaluation Toolkit (PET) in a pilot program during 2009-2010 to identify strengths and weaknesses in instructional programs and services for LEP/ELLs and develop action steps, when needed, in districts throughout NYC and NYS. The purpose of the Toolkit is to review and improve performance levels of LEP/ELLs on AMAOs, AYP, and overall academic achievement. The PET will also aid in the identification of professional development needs for all staff regarding the specific instructional and support needs of LEP/ELLs and will determine the degree to which programs are designed and delivered based on sound educational practice, thereby fulfilling federal, state, and local requirements. Ultimately, the LEP/ELL PET will develop and strengthen a culture of self-assessment and self-reflection in schools and districts.

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 NYS 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.
Length of Time Schools must Provide 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 under the No Child Left Behind Act. 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.

VOCES HÍSPANICAS II, III and IV

On October 14, 15 and 16th, the NYS Spanish BETAC featured Puerto Rican author of Spanish books for children, Georgina Lázaro León, at three different locations around the state. A gifted speaker, Ms. Lázaro presented her books and a variety of teaching techniques to bilingual, dual language, ESL and foreign language teachers in Newburgh, Albany and New York City. In addition to books such as El 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, y Mi Gorrita, Ms. Lázaro has written a series of books called Cuando los grandes eran pequeños in which she chronicles the young lives of Pablo Neruda, Sor Juana Inés de la Cruz, Jorge Luis Borges, José Martí, Juana de Burgos, Pablo Casals, Federico García Lorca, and other great writers who share a common heritage through their skill and mastery of the Spanish language.

To philosophically frame her presentation, Ms. Lázaro quoted Italian writer Gianni Rodari, who said:

“No para que todos sean artistas,
sino para que nadie sea esclavo.”

(Emphasis added)

Among the classroom suggestions presented were: giving students a list of words in alphabetical order from which they collaboratively create a story; putting words, objects and newspaper sentences in a bag and letting students draw out one or more to help them create an oral or written story; writing an imaginary biography of a person of their choosing. Focusing on rhyme, (la música de la lengua), Ms. Lázaro asked participants to create rhymes using their names, e.g. Yo soy Carolina. Soy de la China y quiero visitar a Taormina. Then she asked, “Si el pájaro que va de flor a flor es el colibrí, cómo se llama la flor que viaja de pájaro a pájaro? La respuesta es: el brocoli. Participants departed from the workshops with a treasure trove of ideas for promoting native language literacy engagement.

At the Albany Native Language Institute held on October 14th and 15th, Dr. Pilar Fernández González of the Education Office of the Spanish Consulate, and Dr. Irene C. Pompetti-Szul of the Spanish BETAC presented strategies and resources to help students develop literacy and literate thinking. All of the presentations were designed to foster literacy and literacy engagement, which, according to Jim Cummins, is critical for student success.

Along with rhyme, Dr. Fernández presented eight tips for writing efficient sentences and five tips for choosing vocabulary. She also shared structural text markers, such as words that introduce topics, signal order or comparison, or indicate time. Dr. Pompetti-Szul shared both print and online resources for developing native language literacy along with a number of strategies to help students succeed on high stakes tests.
For many immigrant families, the dream of higher education for their children seems like a far off goal, obscured by a complex system, inconceivably high tuition fees, a complex maze of tests and application procedures, not to mention limitations based on legal status. Yet, equipped with the right information, families and students as well as teachers and students can have a set of invaluable tools to help them identify financial aid resources, general information and an array of organizations that can help them in the pursuit of their educational dreams. Below are some websites and resources that will help you and your immigrant students access their post-secondary options, regardless of their immigration status.

Local resources

The New York State Youth Leadership Council
The NYSYLC is a youth-led network representing high schools, colleges, communities of faith, and community based organizations committed to improving access to higher education and creating equal opportunity for immigrant youth and children of immigrants through leadership development and advocacy. They provide workshops to schools and community groups on how to demystify the college application process, especially for immigrant students.
http://www.nysylc.org/

College Access Consortium of New York
http://cacny.com/
A network of organizations involved in helping New Yorkers get into college and apply for financial aid.

CUNY Si Se Puede Initiative
This site provides information about opportunities for Mexicans and Mexican American Students at CUNY, along with information that is useful to ALL students, not just students of Mexican origin. It also offers information about two scholarship programs: The Macaulay Honors College and The Teacher Academy, an overview of programs for English language study, preparation for the GED, the application process for undergraduate and graduate study, tuition and financial aid, immigration services and more.
http://www1.cuny.edu/portal_ur/content/si__se_puede/

CUNY Citizenship and Immigration Project
Provides free immigration law services at nine centers located throughout New York City and at Citizenship Now! events throughout the city. Services include confidential one-on-one consultations with immigration attorneys and paralegals, as well as citizenship and family immigration application assistance and community educational activities. All services are free and available to all members of the public.
http://www.cuny.edu/about/citizenship.html

Media

No Nacimos Ricos
http://novelaseducativas.com/mi_educacion.html
An easy-to-follow explanation of financial aid options for collage. In Spanish, with English subtitles.

Unsockumented
http://www.youtube.com/watch?v=uk9awjmYa7s
A short video made by students to open to the conversation about post-high school options for immigrant youth.
Scholarships

**Latino College Dollars**
This website is an initiative of the Tomás Rivera Policy Institute (TRPI), a nonprofit organization that advances informed policy on key issues affecting Latino communities through objective and timely research contributing to the betterment of the nation. [http://www.latinocollegetherdollaors.org/](http://www.latinocollegetherdollaors.org/)

**MALDEF**
Extensive information from the Mexican American Legal Defense and Education Fund about paying for college. Below are general information and scholarships links.
[http://maldef.org/leadership/scholarships/general/](http://maldef.org/leadership/scholarships/general/)

Below is a directory of scholarships for immigrant and minority students.

**Hispanic Scholarship Fund (HSF)**
The nation's leading Hispanic scholarship organization, providing the Hispanic community more college scholarships and educational outreach support than any other organization in the country. In 34 years, the Hispanic Scholarship Fund has awarded over 90,000 scholarships to students in need worth over $250M. Two-thirds of these students were the first in their families to go to college. [http://www.hsf.net](http://www.hsf.net)

**RMHC®/HACER**
As part of their commitment to education, the Ronald McDonald House Charities® Hispanic American Commitment to Educational Resources® (RMHC®/HACER®) has awarded over $3 million to more than 500 students in the NY Tri-State area. [http://www.mcdonaldsnymetro.com/html/rmhc_hacer.php](http://www.mcdonaldsnymetro.com/html/rmhc_hacer.php)

**Tuition Pay**
A monthly plan providing interest-free monthly installments for tuition to colleges across the nation. Very useful for families who can't afford the entire tuition bill at once. [https://tuitionpay.salliemae.com/about_tuitionpay.asp](https://tuitionpay.salliemae.com/about_tuitionpay.asp)

**Information about, by and for immigrant students**

**Wasted Talent and Broken Dreams, Immigration Policy Center**

**Young Lives on Hold, The College Board**

**Living in the U.S.**
[http://www.ilrc.org/for_immigrants/living_in_the_us.php](http://www.ilrc.org/for_immigrants/living_in_the_us.php)

Immigrant Legal Resource Center (ILRC) assists immigrant groups in understanding immigration law and the democratic process in the United States, so as to enable them to advocate for better policies in immigration law, as well as in health care, community safety, and other issues that affect the immigrant community.

**Youth Handbook – Living in the U.S. (English)**

**Living in the US Spanish**

**Words Have No Borders: Student Voices on Immigration, Language and Culture**
The College Board's National Commission on Writing collaborated with the National Writing Project to publish this series of essays from high school students around the country. The essays express the pain and joy of moving from one culture to another, and focus on how learning to write in English opens up new worlds for non-native speakers. [http://www.nwp.org/es/public/print/resource/2898](http://www.nwp.org/es/public/print/resource/2898)
The Educational Needs and Strengths of Mexican Youth and Families Conference  
at Teachers’ College, Columbia University, October 2 & 3, 2009  
By Marguerite Lukes

Mexicans are the fastest growing immigrant community in New York City, with the highest birth rates, one of the lowest educational attainments, and one of the highest poverty rates. The early October conference at Teachers College on “The Educational Needs and Strengths of Mexican Youth and Families” attracted researchers, community members, teachers and graduate students. To open the conference on October 2nd, a panel comprised of representatives from the NYS Spanish BETAC, Union Settlement Association, NYC DOE Office of Adult and Continuing Education, PS 24 in Brooklyn and Little Sisters of the Assumption Family Health Services presented a discussion entitled "Addressing the Educational Needs of Mexican Adults with Limited Formal Education: Lessons from the Field."

The presenters drew on research and practice to discuss issues related to educational levels of Mexican families, the need for comprehensive social services, and program models that provide native language services for parents along with English as a Second Language instruction and that are successful despite funding challenges and limitations. Lianne Friedman of the NYCDOE’s Office of Adult and Continuing Education highlighted the challenges of implementing the necessary native language instructional programs due to federal funding limitations on languages other than English.

Flor de María Eilets of Little Sisters highlighted the resilience of Mexican families who attend her East Harlem program, many of whom have traveled from Guerrero and Puebla with limited knowledge of their destination, directional skills or basic literacy, but nonetheless manage to make a new life for themselves and contribute to the community.

The Adult Education program director at Union Settlement, Melissa Nieves, pinpointed the unique role and value of the classes and other services provided by the various community-based organizations:

“Our classes and programs are the only place where students get their strengths mirrored back to them, where they see themselves as a resource to the community. Everywhere else people refer to them with negative words, and they are told they are poor, uneducated, deficient, illegal. Our undocumented students from Mexico are the ones who take on leadership, make tamales for fund-raisers, take risks and maintain the hope that keeps them and their children going. They inspire the other members of our community with a renewed hope. These new immigrant students are the real leaders.”

Unfortunately, little is written about the positive effects of the strengths and resilience of many Mexican immigrants to the United States and their role in inspiring others in their community and taking on leadership roles. Programs such as the ones presented here are excellent resources. To learn more about them, contact:

Little Sisters of the Assumption  
http://www.littlesistersfamily.org

NYCDOE Office of Adult and Continuing Education  
http://schools.nyc.gov/Offices/AdultEd/Resources/default.htm

Union Settlement Association  
http://www.unionsettlement.org/adult-ed
Voces Hispánicas VI at Western Suffolk BOCES

November 20, 2009 and January 22, 2010

In collaboration with the Long Island (Nassau and Eastern Suffolk Boces) BETACs, Dr. Pilar Fernández González of the Education Office of the Spanish Consulate in New York, and Dr. Irene C. Pompetti-Szul from the Spanish BETAC will present several workshops on developing Spanish native language arts and literacy in ELL/LEP Spanish speaking students. New York Actor Pedro DeLlano will be the featured author/speaker January 22nd. Location: Western Suffolk BOCES. Registration: Please contact the Long Island BETACs. Intended Audience: Elementary School Level on November 20, 2009; Secondary School Level on January 22nd, 2010.

CALENDAR OF SPANISH BETAC ACTIVITIES 2009-2010

Art and Literacy Development for English Language Learners for Bilingual and ESL Teachers
Tuesday, November 17, 2009
Registration for this workshop is now closed.

Teaching with the New York Times for Teachers of ELLs
Intermediate/Advanced ELLs in Secondary School
Social Studies, ESL, and ELA
Thursday, December 3, 2009
Registration for this workshop is now closed.

Teach UNICEF: Global Education, Language and Content for Teachers of English Language Learners
(Grades 6-12)
Tuesday, December 1, 2009 (Part I) and Thursday, December 17, 2009 (Part II)
9:00a.m. – 12:00p.m.
To register: Send an email to NYSSBETAC@gmail.com
Write “Teach UNICEF for ELLs” in the subject line

2010 New York State Spanish Spelling Bee
Friday, May 28, 2010
To register: Send an email to nyssbetac@gmail.com
no later than December 4, 2009
Write “Spanish Spelling Bee” in the subject line

Conferences
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
October 2, 2009

To: Superintendents of Public Schools

From: Pedro J. Ruiz, Ph. D.
Coordinator
NYSED Office of Bilingual Education & Foreign Language Studies

Re: 2010 New York State Spanish Spelling Bee Final Competition

On behalf of the Office of Bilingual Education and Foreign Language Studies of the New York State Education Department, I write you to encourage your district's Spanish-speaking and Spanish-learning students in Grades 4, 5, 6, 7, and 8 to participate on May 28, 2010 in New York City in the:

2010 New York State Spanish Spelling Bee Final Competition

The Spanish Spelling Bee is a wonderful opportunity to promote academic excellence and high standards for the diverse populations of our public schools since students who participate in this competition will have a chance to strengthen their Spanish language skills and have an opportunity to showcase their knowledge to their peers.

To be eligible to participate in the statewide Spanish Spelling Bee, schools/districts must have submitted their intent to participate by December 4, 2009.

Schools/districts need to designate a Spanish-speaking administrator or teacher who will coordinate and promote a school-wide/district-level competition. A meeting to prepare school/district Spelling Bee Coordinators will be held on December 4, 2009 in New York City. Attendance is highly recommended.

Students, including newcomers, willing to compete with students within their own school and/or with students from other schools in the district, should be encouraged to participate. Students from schools/districts that conduct a local Spanish Spelling Bee will advance to the statewide competition on May 28, 2010. The competition has been broadcast live on cable TV for the last few years and we look forward to the same level of media attention this year.

Thank you in advance for your support of our Spanish-speaking and Spanish-learning students and for your continued commitment to language education for all students. A copy of the NYS Spanish Spelling Bee Official Guidelines and Rules is attached to this letter.

If you have any questions or would like to register your district or school to participate in the Coordinators’ meeting or the statewide competition, please send an email to nyssbetac@gmail.com with “Spanish Spelling Bee” in the subject line by no later than December 4, 2009.
STATE AND NATIONAL CONFERENCES

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

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

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

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

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

National Association for Bilingual Education (NABE)
February 3 – 6, 2010
Denver Convention Center
Denver, CO
www.nabe.org

TESOL
March 24-27, 2010
Boston, MA
www.tesol.org

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

Northeast Conference on the Teaching of Foreign Languages (NECTFL)
March 25-27, 2010
New York, NY Marriott Marquis
www.dickinson.edu/prorg/nectfl/
NYSABE would like to invite ELL/LEP students to enter the poster contest for the 2010 annual statewide conference. Students must be enrolled in a New York State school between grades 7 – 12. Each entry must adhere to the following guidelines.

**Poster Contest Prize: $500.00**

Contest winner will receive a certificate and check for $500.00. Prize will be presented at the annual NYSABE conference Awards Luncheon on Saturday, 13 March 2010.

**Contest Guidelines and Requirements**

**Theme:** Entries must reflect the theme of the conference: “Bilingual Education: Pathway to Multicultural and Multilingual Learning Communities”

**Medium:** Entries may be in one of these mediums
- Pastel
- Watercolor paint
- Oil paint
- Colored pencil
- Acrylic paint
- Temper/Gouache/Poster paint

**Other requirements:**
- Entries must be in color
- Entries must include a submission form
- Entries will not be returned
- Entries must be authentic and original work
- Entries may not include commercial characters and/or logos
- Entries must be between 8 ½” x 11” and 16” x 20”
- Limit one entry per student

*Selected artwork will become the property of NYSABE and will be used to promote its annual conference and any NYSABE related activities.

**Submission DEADLINE:** Friday, November 19, 2009

(late entries will not be accepted)

**Mail entries to:** Margarita Reyes
46 Gemini Circle
Rochester, NY 14606
New York State Association for Bilingual Education
Poster Contest 2009-2010 Submission Form

Directions: Complete all required information and sign below. This form must accompany each entry. Lack of form and/or required information may lead to disqualification.

Theme: “Bilingual Education: Pathway to Multicultural and Multilingual Learning Communities”

Student’s Name: ____________________________
Grade Level: _______ English Language Proficiency: ____________
Heritage: __________________________________ Medium of Entry: ____________
Name of Parent/Guardian: ____________________________
Home Address: __________________________________
Home Telephone: ____________________________
Teacher’s Name: ____________________________
Principal’s Name: ____________________________
School District: ____________________________
School Building: ____________________________
School Address: ____________________________
School Telephone: ____________________________

Check List:
☐ Entry is in color
☐ Entry does not include commercial characters/logos
☐ Entry reflects the theme
☐ Entry is in allowable medium & size
☐ Entry is original and authentic
☐ Submission form is included
☐ I understand that my entry will become the property of NYSABE and if selected, will be used to promote the organization’s activities.

Student’s Signature: ____________________________

Submission DEADLINE: Friday, November 19, 2009

Mail entries to: Margarita Reyes
46 Gemini Circle
Rochester, NY 14606

33rd Annual Conference
“Bilingual Education: Pathway to Multicultural and Multilingual Learning Communities”
March 11 – March 14, 2010
Huntington Hilton, Melville, New York
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, Tobais Auditorium.

Series can be taken for one Bank Street graduate credit:
EDUC 651 Strategies for Language Development
Meets requirements for teacher education professional development (PD) credit

Inquiries to (212) 875-4461
Email subscriptions information directly to: ediva@bankstreet.edu
Dr. Luisa Liliana Costa Garro, Coordinator of the Language Series, kosta@bankstreet.edu
Please visit our conference website: http://www.bankstreet.edu/ls/
PLANIFICACIÓN FINANCIERA PARA JÓVENES

¡QUIERO SER RICO!
para Karin Humbolt

¡QUIERO SER RICO!
Habla de la importancia de establecer metas, presupuestos, ahorros, inversiones (como bonos, acciones, fondos mutuos), habla del valor de una educación superior y cómo financiarla, obtener crédito, habilidades para conseguir trabajos, y ser dueño de tu propio negocio.

Pregunta: Si usted invierte $109 cada mes empezando desde los 17 años en una Cuenta Individual de Retiro (o IRA por sus siglas en Ingles) y su inversión se le regresa un 12% de la tasa promedio anual, (de lo que aproximadamente el mercado de acciones le ha sacado promedio desde la década de los veinte (1920’s) cuando valdría su inversión a la edad de cincuenta y cinco años?

RESPUESTA:
Aproximadamente $1,000,000!

¡QUIERO SER RICO!
Retail Price: $15.95
The Reynolds Publishing Company
P.O. Box 13535
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kmhumbolt@att.net
If you want to become an exemplary Bilingual/ESL Teacher Leader

Consider applying to the Bank Street College of Education Bilingual/ESL Teacher Leader Academy (BETLA)

Mission Statement

The Bilingual/ESL Teacher Leadership Academy (BETLA) was created to instill leadership skills in outstanding teachers, who then work to support fellow teachers serving English Language Learners (ELLs).

Program Description

- A fifteen-credit program leading to a certificate in Teacher Leadership
- Program includes graduate coursework, supervised fieldwork, school-based projects and exciting professional development opportunities
- Coursework focuses on advanced curriculum and instructional practices for English Language Learners and leadership development
- Bank Street advisory and cohort model fosters collegial support and networking throughout the duration of the program and beyond
- Visits to model school sites
- Tuition support provided by the New York State Education Department Office of Bilingual Education and Foreign Language Studies and Bank Street College

Who Should Apply

Exemplary teachers with
- Certification in areas of bilingual education and ESL preferred
- Interest in advancing their craft through coursework, school-based action research and the development of model classrooms/lab sites
- Commitment to advocacy and the academic achievement of English Language Learners
- Minimum three years of teaching experience
- Excellent interpersonal and communication skills

We are currently accepting applications for our cohort that begins in January 2010.
For a complete application please log on to www.bankstreet.edu/lpi/betla
Classroom Collections at Rock Bottom Prices!

Are budget cuts causing you to stretch your funds?

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10% SHIPPING CHARGE WILL BE ADDED TO ALL ORDERS