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The New York State Association for Bilingual Education

NYSABE News

Fall Issue

September/December 2010

A Message from the President, María de los Angeles Barreto



Dear NYSABE Members and Colleagues,

It is with great honor that I assume my role as the President of the New York State Association for Bilingual Education (NYSABE). NYSABE is a non-profit professional organization that promotes quality educational programs for multilingual learners. Its primary purpose is to equip each member with the knowledge and skills to be an excellent practitioner as well as an advocate for the educational rights of all students from diverse linguistic and cultural backgrounds in New York state. As I initiate the 2010-2011 term, I would like to point out that all activities included in this year's strategic action plan are framed within the following objectives:

- **Advocacy:** To work with advocacy groups, community leaders, policy makers, education administrators, and organizations focusing on the socio-political issues that affect the education of multilingual learners.

- **Dissemination of Information and Communication:** To publicize current news and educational research on best pedagogical practices for emergent bilingual learners through NYSABE's Newsletter, E-News, and the Journal of Multilingual Education Research (JMÉR).

- **Professional Development:** To offer high quality professional development activities, such as regional workshops, seminars, presentations, and the annual conference.

- **Leadership:** To offer leadership training to the members of the Executive Board and Delegate Assembly, and to provide members with opportunities to assume leadership roles during the planning and implementation of activities.

- **Networking:** To offer members a forum to establish and strengthen professional relationships with practitioners, parents, staff from public and private educational institutions, advocates, and community-based organizations.

I would also like to invite you to attend NYSABE's 34th annual conference which will take place on March 3-5, 2011. The theme of this conference, "Fostering Cognition through Bilingual Education in the 21st Century," seeks to offer a renewed, broader vision for bilingual education. It emphasizes current research on cognition as the foundation for

effective educational practices and academic achievement among emergent bilingual learners. It also emphasizes enriching opportunities for all students in NYS to become proficient, literate, and academically successful in more than one language.

For information regarding NYSABE's activities and the upcoming annual conference, please visit our website (www.nysabe.net) and do not hesitate to contact the members of the executive board, your regional delegates, or me, if you have any questions, suggestions, or ideas on how to improve services for our members and the community at large.

Thank you for your ongoing support and dedication. I reiterate NYSABE's commitment to continuing its advocacy efforts to ensure excellent and equitable education for all students in New York State.

María de los Angeles Barreto

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**From the Desk of
the Executive
Director,
Nancy Villarreal
de Adler**

Let me share with you my reflections on two of my favorite quotes.

"Change is inevitable, growth is optional." (author unknown)

"Creative people are uneasy about the status quo; they live on the edge of their competence. They place themselves in situations where they don't know what is going to happen. They accept confusion, uncertainty, and the higher risks of failure, as part of the process." (David Perkins)

This is a time of change when we, as members of the educational community, are faced with multiple challenges impacting the academic achievement of ELLs/bilingual learners and our roles as educators. These challenges indeed encompass all aspects of the current education reforms and are linked to the educational demands of a rapidly evolving

global world. This is a time of transformation that calls for a renewed educational leadership that must embrace the challenges, as risky as this process may appear, and work toward creating innovative responses.

The search for novel educational practices is a process that comprises a retrospective view of our own background knowledge and experiences in bilingual education as well as an analytical consideration of current research linked to effective practices for bilingual learners. The search process also involves a clear examination of the transformations and the complex dynamics occurring in the multilingual/multicultural milieu, where emergent bilinguals live and are educated. In addition, the process requires a critical view of educational policies that may not be aligned with our

present realities and the needs of our students. Furthermore, our search necessitates an explicit articulation of the educational goals that we must envision for all bilingual learners in the 21st century. These initial basic steps will lead us to additional inquiries and hopefully to new answers.

NYSABE, as the organization that advocates for the academic achievement and successful lifelong learning for all bilingual students, urges you to engage in professional discourse with your colleagues and pursue your role as an innovative educator, advocate, and researcher so that effective practices and fair policies can emerge from authentic classrooms and schools.

"Be the change you wish to see in the world."

(Mahatma Gandhi)



**From the Desk of
the Editor,
Tamara Alsace,
PhD
Director of Multilingual
Education,
Buffalo Public Schools**

Welcome, dear colleagues, to another year of NYSABE News.

It is with great pleasure that we present this first issue of the 2010-11 school year and welcome our new president, María de los Angeles Barreto. This year promises to be an interesting one - a time of change and opportunity. With unprecedented funding (accompanied by unprecedented accountability) coming through the federal education initiatives, new common core standards and assessments, and a volatile political and economic climate, information and communication within our organization will be more imperative than ever. As educators and NY-

SABE members, we must keep ourselves abreast of current research, trends, and political forces that may help or hinder our efforts. NYSABE's newsletter and Journal are two vehicles for achieving this.

This news issue introduces us to this year's Executive Board and updates us on NYSABE activities throughout the state. It also connects us with our history, through a new column featuring Past President Angela Carrasquillo; with policy, through a piece by Estee López; and with parents, via a reflection on parent involvement by NYSABE member Kyung Soon Lee.

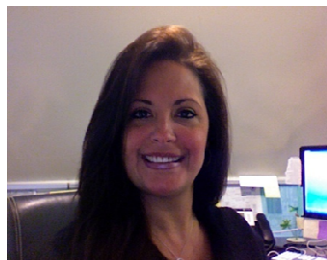
Lastly, our feature article by Zoila Tazi focuses on the youngest of our bilingual learners through an examination of current research and best practices in preschool education. She reminds one of something that famed anthropologist Margaret Mead wrote about over half a century ago:

"A basic condition of successful literacy... is that it should be attained in the mother tongue. Literacy achieved in any language other than the mother tongue is likely... to remain superficial and incomparable with the literacy of people who learned to read in the language in which their mothers sang them to sleep."



María de los Angeles Barreto, President:

Born in Puerto Rico, Ms. Barreto came to New York City at the age of 8. Beginning her career in 1986 as a teacher, she has served as a bilingual education teacher and district coordinator, citywide coordinator of Project FAMILIA-Title VII, and as an assistant principal in District 32, New York City. Currently, she is the principal of Intermediate School 296 in Brooklyn. Throughout her career, Ms. Barreto has been recognized for her bilingual education advocacy on behalf of children and her skills in coordinating effective professional development activities for her colleagues. She has received the Channel 13 Exemplary Teacher Award (1987), a U.S. Department of Education Scholarship (1990), the 2006 NYSABE Bilingual Education Administrator of the Year Award, the Channel 41 Best NYC Educator Award (2007), and the Puerto Rican Educator Leadership Award, nominated by the city's National Puerto Rican Parade Association. In NYSABE, Ms. Barreto has served as the parent-at-large, delegate-at-large, second vice-president and first vice-president. She holds a BA from Brooklyn College, a master's degree in bilingual education from City College, a professional diploma in administration and supervision from St. John's University, and is currently completing her doctoral program at Walden University.



Maria-Angélica Asilis Meyer

First Vice President: Born in Queens, New York, Ms. Meyer is the proud daughter of Dominican émigrés. She is also a proud wife and mother of three daughters, who are being raised to be bilingual, bicultural and biliterate. They are her inspiration for the work she does to ensure that all children have the opportunity for a high quality education that will prepare them for a future with endless possibilities. This inspiration led Maria to find her passion in education 16 years ago when she decided to pursue an MS in elementary education, with a bilingual extension, from Adelphi University. She was a bilingual elementary teacher in New York City and Westbury USFD on Long Island. Ms. Meyer later obtained certification in TESOL from Molly College and in educational leadership from CW Post Long Island University. She is currently a bilingual resource specialist/coach, and district-wide extended day program coordinator for the Westbury UFSD. She provides professional development to educators and shares her expertise statewide. As an advocate for students and families, Maria has served as an active member of NYSABE in various capacities for the past thirteen years. She has been the committee chairperson for the past five conferences and currently holds the position of first vice president, regional delegate (region I/Long Island) and is the chairperson for this year's 34th Annual NYSABE conference: *Fostering Cognition through Bilingual Education in the 21st Century*.



Evelyn H. Arent, Second

Vice President: Raised in Guatemala until age 14, Ms. Arent emigrated to Los Angeles, California. She has served in bilingual special education for several years. She taught Spanish for native speakers in the Sweetwater Union High School District, San Diego, and received the Excellence in Education award. In 2004, she moved with her husband and three children to Buffalo where she has taught Spanish in the Buffalo city school district.

Currently, Evelyn is teaching in the bilingual special education program in the Buffalo Public Schools. Ms. Arent holds a bachelor's degree in Spanish 7-12 from the State University of New York College at Buffalo/California State University San Marcos College of Education and an MS in bilingual special education from the State University of New York College at Buffalo. Her service in NYSABE includes positions as regional delegate, Region VI/Western New York, and second vice president. Ms. Arent has also done extensive work around parental involvement in NYSABE throughout her tenure in the organization.

**Meet the
2010-11
NYSABE
Executive
Board**

Meet the 2010-11 NYSABE Executive Board



Yazmín Torres, Secretary:

Born in Puerto Rico, Ms. Torres moved to the mainland United States in the year 2000 with her two children and husband. She has been in the education field for more than 10 years, beginning her career as a Social Studies and Spanish high school teacher. After obtaining two New York State teaching certifications, one in Childhood Education and another Bilingual Education, Yazmin transitioned into an elementary bilingual program. Currently, she serves as a bilingual teacher and ELL curriculum writing specialist for the Rochester City School District. Mrs. Torres holds a BA in Social Studies Secondary Education from the University of Puerto Rico, an MS in International Studies from St. John Fisher College in Rochester, NY, and a Bilingual Extension from Nazareth College in Rochester, NY. She is a member of Ibero's Education Task Force, Rochester, NY and participates actively in the Rochester Bilingual Council meetings, supporting community and district initiatives. For more than four years, Yazmin has been involved in NYSABE serving first as a volunteer, and then as a Regional Delegate for Region V/ Rochester. At the present time, she continues to represent her region and holds the position of NYSABE Secretary.



Margarita Reyes, Past President:

Born in Puerto Rico, Margarita Reyes moved to the United States in 1973 with her two daughters. For the last twenty years, she has been involved in the field of education. Ms. Reyes began working in the field as a high school paraprofessional which influenced her decision to become a teacher. After completing her bachelor's degree in Special Education, she worked as a bilingual special education teacher for 10 years. She then accepted a position as a district administrator and is now serving as the Bilingual Special Education Specialist for Monroe 1 BOCES.

As a strong advocate for the second language learners, Ms. Reyes has been involved for many years with NYSABE and is committed to Bilingual Education. She has served as a delegate, first vice-president, president and now as the immediate past president. She strongly believes that in order for second language learners to receive quality and equitable education, they must be provided with instruction in their native language while learning English. Ms. Reyes holds a bachelor's degree from Buffalo State College and a master's degree in bilingual education and administration from Brockport State College.



Diana V. Hernandez, Treasurer:

Born and raised in the Bronx, Diana V. Hernandez served the Rochester community for 34 years as teacher, mentor, program coordinator, vice-principal, principal and supervising director of bilingual education for the Rochester City School District. At the age of 33, she became one of the youngest school principals, and is credited with opening School #56 (currently #57), the first early childhood magnet school in Rochester. In recognition of her exemplary leadership in designing, creating and ensuring growth in this school, she was honored by the Rochester Board of Education in 1991. She served as a bilingual program supervisor at Douglas Middle School and Monroe High School, and as principal at schools 1, 16, and 44, raising academic achievement levels above district and state benchmarks. She holds a bachelor's degree from William Smith and Hobart College, and an MS in education with a concentration in reading from SUNY Brockport. At Brockport, Diana also earned NYS certification for school administrator and supervisor (SAS). She is now pursuing an Ed.D in executive leadership at St. John Fisher College, and her dissertation will focus on English language learners. In 2008, NYSABE named her the Administrator of the Year. The next year, she was awarded the Leadership Career Achievement Award by the Latinas Unidas Organization.

A few weeks ago, NYSABE asked me to write a short essay about my professional involvement these days. I am honored to share my current professional educational activities. Let me start by saying that in September 2008, and after 33 years as a full-time faculty member at Fordham University's Graduate School of Education, I retired. But I have not retired from the fields of bilingual education and second language learning and teaching.

After retirement, I spent one and a half years producing a piece of writing that I have always wanted to write—my memoirs. In the book, *Between Puerto Rico and New York: A Journey of a Puerto Rican Professor*, I tell the story that as a Puerto Rican woman, and as a Puerto Rican/Latina professor, my life has not been easy, and that my voyage has been a constant and continuous struggle. However, strategies within communities of resistance provided me with the internal and external motivation, strength and power, to go forward, living and working in two languages, in two cultures and with individuals of different professional, academic, and personal insights and agendas. These memoirs are an attempt at self-understanding, which is, indeed, the deepest way of expressing our own lives. I say that my journey is perhaps similar to all those first, second, third and fourth generations of women and men who have struggled through life, especially in two/three languages and two/three cultures; individuals like me, living in a cultural middle, where two languages and two cultures are bonded. But living, working, and learning in two languages and two cultures have enabled me to have multiple perspectives of the surrounding environment. It is said that those that speak more than one language and own more than one culture, are

more sensitive and sympathetic, and more likely to have the skills to build bridges, to connect with and understand people of different backgrounds.

My book is in the final publication stage, and hopefully it will be out very soon. But writing this book has not stopped me from continuing my involvement in the fields of bilingual education and TESOL. One example is that I continue to be the evaluator for the two Intensive Teacher Institutes (Bilingual Special Education, and Bilingual Education/ ESL). Working with Terry Brady-Mendez and Jody Sperling has provided me the opportunity to contribute to the professionalism and growth of the two ITI programs. Each year, these programs provide opportunities to more than 500 bilingual and ESL educators to take college courses to become fully certified to teach in the areas of bilingual special education, bilingual education and English as a second language.

I am also evaluating the Fordham University LI/Westchester Bilingual Teacher Leadership Academy (LI/W-BETLA) under the leadership of Dr. Anita Battisti and Nancy Rosario-Rodriguez. The main goal of the LI/W-BETLA is to prepare bilingual and ESL teachers to become school leaders who have strong knowledge of best practices, who are solid instruction and leadership models, and who have the capacity to impart knowledge and understanding of the daily life of the school culture and learning community so that children move academically, and to close the achievement gap.

I have always felt a profound sense of respect and admiration for dual language programs, hence my involvement in several dual language projects. Together with Diane Howitt (Lower Hudson BETAC) and Estee Lopez (New Rochelle Graduate School of Education), I

am part of a dual language committee based out of Westchester, that meets on a regular basis to promote dual language programs.

It is my opinion that public schools in New York State and especially in New York City, do not promote themselves well in disseminating their successful academic stories. For this reason, I am documenting dual language instruction at PS/MS 218, an entirely dual language school under the leadership of its principal, Leticia Rosario, and one of the assistant principals, Vivian Bueno. We are looking at what goes on in the classrooms and how it contributes to the progress of students' bilingualism and biliteracy. It is our hope to share the process of improving students' overall academic ability and achievement as a result of the dual language programming and instruction.

Another project I am working on is to reflect on the implications of the new national educational/instructional movement common core curriculum standards for the instruction of ELLs. I am using this opportunity to recommend that NYSABE create a task force to start analyzing the policies and resources that will be needed to implement this new educational initiative to meet the instructional and linguistic needs of ELLs.

But I also take time to do other things, those things that allow me to maintain an equilibrium, such as yoga, poetry, reading, and traveling, especially to my adorada isla de Puerto Rico.

Let me finish by saying that I will continue my commitment and involvement with NYSABE and its new leadership. Together, we can continue la lucha/the struggle of providing linguistically and culturally diverse students with optimal instruction within the best teaching and learning communities.

Reflections of a Former NYSABE President

**Angela
Carrasquillo
NYSABE
President from
1989-1990
and
Professor Emerita
Fordham
University
Graduate School
of Education**

**Bilingual by
Design: A
Vision for
Preschool
Education in
New York**
by Zoila Tazi

Illinois' recent ruling to mandate bilingual instruction at the preschool level may be a harbinger of progress in educational reform. It suggests a deepening understanding of the unique conditions confronting young children entering schools. Policymakers who operate with greater knowledge and understanding may be prepared to spearhead those reforms that emanate from educational research and practice rather than political expediency. There is a considerable body of literature that supports the use of a child's home language in instruction but the movement to make that a reality in our schools is often forestalled by policy and public opinion. Congratulations Illinois – you inspire the rest of us!

The state of New York has a higher population of children born to immigrants than Illinois. In 2007-2008, New York was home to 8% of the nation's young children of immigrants, placing it in the top six states nationwide. Within the state itself, this figure translated into more than 30% of the children under the age of eight in New York having one or two immigrant parents (Fortuny, Hernandez & Chaudry, 2010). At this age, children of immigrants tend to live in linguistically isolated homes where the adults do not speak English. Rather than being a linguistic or cognitive advantage, speaking a language other than English at school entry is actually a risk factor (Coppola, 2005). Children of immigrants often speak little or no English themselves and become part of a population sub-group called "English language learners" (ELLs). We need only refer

to the school report cards at the New York State Education Department to understand how urgently New York needs reform if it is to adequately educate such a large proportion of its student population. Young children of immigrants share other demographic characteristics that are persistently linked to academic struggle: they are disproportionately poor and they have lower rates of preschool attendance when compared to native-born children (Fortuny, Hernandez & Chaudry, 2010). This constellation of features – language, poverty and decreased school experience – renders children vulnerable within our own school systems and warrants a targeted response in order to ensure equitable outcomes across population groups. Early childhood education (ECE) continually emerges in the literature as a preventive measure for academic failure. Seminal studies have linked attendance at preschool with substantial long-term effects including increased educational attainment, cost savings to school districts and social benefits to a community (Nores, Belfield, Barnett, Schweinhart, 2005; Belfield, 2004). These studies suggest that preschool education potentially ameliorates financial and social difficulties across an individual's lifetime. Cumulatively, this represents an enormous boon to a state economy. New York, then, should also be looking at ways to strengthen the benefits of early childhood education.

A state that understands the importance of ECE might turn its focus to enhancing its impact. Access to quality ECE is certainly a necessary first approach, but given the diversity

of the student population, instructional strategies must be a priority as well. The growing numbers of children who enter schools in New York speaking little or no English deserve and require a targeted approach that maximizes on their strengths rather than exposing their vulnerabilities. If, like Illinois, New York takes a strong, research-based approach to educating young children of immigrants, what design would it implement? Articulating a vision for early childhood education in New York requires some common agreements which form a list of principles to promote and protect as integral elements of quality early childhood education.

Universal Access

Universal Pre-Kindergarten (UPK) is the state sponsored ECE program in New York. Utilization rates indicate that UPK is reaching less than half of New York's four year olds (Barnett et al., 2009). While many children might be served in other early childhood programs, public preschool education aligned to state standards represents a more coordinated, uniform approach to affect achievement in later grades.

Widely accessible UPK programs begin to mitigate the disparities in school experience at the preschool level. In order to create genuinely universal access, there needs to be a dramatic increase in the number of UPK programs across the state. Funds may be made available through various initiatives but, ultimately, as a program of public education, school districts are the vehicle to reach all com-

munities. This design assumes that community schools would make enriching early childhood education programs available for *all* its preschool children.

A Strengths Perspective

If we assume a strengths perspective, we reject practices or ideologies that only identify deficits in children. In our thinking, rather than speak of “interventions” for “at risk” children, universal preschool education is predicated on a notion of enrichment, not remediation. Likewise, the terms and descriptions we use in referring to the student population reveal our notions of *who they are*. When it comes to describing a child’s command of language, our terms betray our deficit-based thinking.

García, Kleifgen and Falchi (2008) coined the term “emergent bilinguals” to refer to individuals in the beginning stages of acquiring a second language. In this conceptualization, “emergent bilingual” is preferable to “English language learner” in that it acknowledges an individual’s existing skills and language practices rather than emphasize the language he/she is learning and consequently *does not know*. The choice of terms and descriptions for any group aptly conveys an underlying message, in that sense, choosing to use the term “emergent bilingual” is an acknowledgement of the strengths, skills, and potential of the young children of immigrants attending schools in New York.

Bilingual Instruction

Children of immigrants are among the least served pre-

school children and are therefore at greater risk of a widening achievement gap. The NAEYC/IRA (1998) joint position statement, “Learning to Read and Write: Developmentally Appropriate Practices for Young Children” includes:

For children whose primary language is other than English, studies have shown that a strong basis in a first language promotes school achievement in a second language (Cummins 1979). Children who are learning English as a second language are more likely to become readers and writers of English when they are already familiar with the vocabulary and concepts in their primary language. In this respect, oral and written language experiences should be regarded as an additive process, ensuring that children are able to maintain their home language while also learning to speak and read English (Wong, Fillmore, 1991). Including non-English materials and resources to the extent possible can help to support children’s first language while children acquire oral proficiency in English. (p.4)

A vision for ECE in New York includes instruction in a child’s home language along with instruction in English. This is to say that children will learn concepts and skills in their home language and not solely receive translation of what is taught in English. The concurrent goals to expand the home

language vocabulary and introduce a new language (English) represent the most robust model for emergent bilinguals.

Linking Language and Literacy

Early literacy skills are an undeniable starting point for academic achievement. The literature on early literacy points to the connection between early language skills and the development of literacy skills (Dickinson & Neuman, 2006). In fact, of all the factors contributing to the acquisition of early literacy skills, strong vocabulary development persists as a significant predictor of success (Biemiller, 2006). This would suggest the importance of early education that emphasizes oral language development. Strong, consistent use of language and varied vocabulary are paramount foundational skills. We need to consider that children who enter preschool speaking a language other than English may actually be imperiled to achieve if their home language skills are suddenly rendered irrelevant in school. Instead, these children “test” as less prepared than their English-speaking counterparts. Unaddressed, these early disparities can become entrenched and begin to forge the pernicious “achievement gap” between population groups.

A design for New York would consider this reality and require the use of the child’s home language in initial assessments and early instruction in order to garner the most realistic picture of what a child actually knows. Without a true depiction of the child’s capacities, it is only possible to conceive of the child as *deficient* in English and, conse-

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"Having two languages at one's disposal is inherently advantageous. This is very different from our current designation of children being 'at risk' when they enter school if they speak another language."

quently, *deficient* in readiness skills. In addition, instruction in the home language in early childhood potentially propels achievement by setting a stronger foundation at a critical time.

Understanding Bilingualism

If we are to propose bilingual instruction for New York's emergent bilinguals, we need a broad, erudite understanding of bilingualism that incorporates contemporary research and theory. This deeper understanding informs instruction and curriculum. It helps educators do a better job. In her book, "Bilingual Education in the 21st Century," Ofelia García (2009) articulates concepts that guide the current thinking on emergent bilinguals. Among these is the notion that bilingualism represents a dynamic, interactive process in the use of two languages by one individual. García introduces the concept of *translanguaging* – the idea that, in bilingual individuals, languages exist in the brain as a means of social communication not as independent lexicons. The brain accesses all it has in order to gain comprehension and communicate. This is, in fact, a revolutionary idea that challenges the practice of isolating language learning and thereby limiting a student's own comprehension skills. The concept of translanguaging is also a liberating notion; it makes room for the individual as an integrated whole rather than as one whose skills are measured against two separate thresholds for competence. Having two languages at one's disposal is inherently advantageous.

This is very different from our current designation of children being "at risk" when they enter school if they speak another language.

Adopting more current thinking on bilingualism necessarily directs our approaches to bilingual education. It may challenge our thinking on current models such as Dual Language programs and lead us toward a more fluid blend of linguistic approaches, which enhance comprehension and communication in the classroom. Our vision for preschool education in New York includes bilingual instruction that honors and incorporates the varied uses of language evidenced in translanguaging.

No Testing

Although early childhood education may be among the most effective contributors to meeting the goals set by the No Child Left Behind Act (NCLB), we should protect early childhood programs from regulations requiring testing. Funding for UPK is expected to grow. Once public funds are invested, we are always likely to see increased interest in accounting for how the money is spent. If "accountability" for ECE follows the pattern of the upper grades, we stand to strip ECE of its beautiful efficacy. The narrowly defined notions of accountability that have become part of NCLB confuse legislators and politicians who want to demonstrate that they are fiscally responsible. It is imperative, then, to adopt a model now that helps us make the most of the cumulative wisdom of research and treat ECE, not

as we do the upper grades, but as a unique intervention. The National Association for the Education of Young Children and the International Reading Association (1998) joint position statement, "Learning to Read and Write: Developmentally Appropriate Practices for Young Children" states: "The younger the child, the more difficult it is to obtain valid and reliable indices of his or her development and learning using one-time test administrations." Assessment for emergent bilinguals is particularly fraught with controversy given the paucity of reliable instruments and the exclusive focus on English acquisition. This model promotes sound assessment practices that are always part of good instruction. Children taught bilingually should also be assessed bilingually in order to ascertain their own particular progress, not to compare them to monolingual, dissimilar populations.

Birth to Three

Although the focus of UPK is services to four-year-old children, there is mounting evidence of the importance of yet an earlier start. The *Zero to Three Policy Center* has gathered the statistics on a school readiness gap that exists long before children enter the preschool door. Poverty in early childhood (versus later childhood or adolescence) has particular deleterious effects. The National Research Council Institute of Medicine (2000) includes in its report, *From Neurons to Neighborhoods*:

Indeed, there is good evidence to suggest that the

long-term prediction of academic achievement, school dropout, and even adult literacy from the socioeconomic status of one's family during the early childhood years is attributable to the effects of social class on early school achievement. (p. 159)

A model for New York State can include innovative approaches to reach children from birth. In collaboration with community based programs and service providers, school districts can influence the very earliest learning experiences of the children in their communities. There is evidence from current programs indicating the success of school-community collaborations that reach large numbers of very young children in a community promoting the idea of "literacy from birth" (Tazi, 2009). Let us imagine the power of entire communities in New York working toward a common definition of "school readiness" under the guidance of the school district where the children ultimately attend. Once again, our model presupposes that all approaches to literacy will utilize a child's home language. Intervening at the very early stages of a child's language development, such as occurs from birth to age three, represents an invincible mechanism to reap all the advantages of early literacy preparation as well as bilingualism.

Conclusion

At this time in the history of ECE, individual states are

grappling with issues of funding, pedagogy and programming in order to develop effective models for their changing populations. Advocacy groups, policy analysts, schools of education and interested community members all watch to see what develops, particularly in light of the current economic crisis. Illinois has taken a bold approach that sets a strong precedence for reform of ECE for other states. Will New York follow their example?

Set against the backdrop of the *Race to the Top* funding initiative, which places emphasis on early learning outcomes, New York stands to reap economic and educational benefit from our proposed, research-based design. Bilingual preschool can revitalize early childhood education by promoting achievement for a growing population of young children of immigrants, and ultimately invigorate the potential of the littlest New Yorkers.

Zoila Tazi is currently a Principal at the Park Early Childhood Center in Ossining, New York. She is also a doctoral student in Urban Education at the Graduate Center of the City University of New York.

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"Illinois has taken a bold approach that sets a strong precedence for reform of ECE for other states. Will New York follow their example?"

ELA Standards: Shifting the Focus to the Common Core

Comments from the Standards and Curriculum Chairperson for NYS TESOL

*Estee López
October 2010*

As a result of the Race to the Top initiative, the New York State Board of Regents has accepted and approved the new Common Core State Standards (CCSS) instead of the work that evolved from the New York State ELA/ESL Standards Review Initiative (SRI). To that end, the leadership of the ELA/ESL SRI and the CCSS met last spring to discuss the differences and similarities of both initiatives. The differences pointed to gaps in the common core such as the lack of standards for pre-school, the need for more fictional literature in secondary schools, and explicit standards that scaffold learning for ELLs, among others. The New York State Education Department plans to add 15% into the CCSS, which may help fill the existing gaps.

After careful review, we realize that there is overlap between ELA/ESL SRI and the CCSS such as standards, strands, and performance indicators that we expect teachers to teach and children to learn. We also must recognize that there are instructional issues that New York State must consider if we are to meet the needs of **all** children, especially English language learners. To that end, it is important that the NYSABE and NYSTESOL membership become informed as to the evolving process concerning the Common Core State Standards.

Goals of the Common Core State Standards and Race to the Top:

1. Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace
2. Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice
3. Recruiting, developing, retaining, and rewarding effective teachers and principals
4. Turning around the lowest-achieving schools

To view the complete Common Core Curriculum documents click onto: <http://www.corestandards.org/>.

What does this mean for English language learners?

This effort has enormous implications for the education of ELLs. Building teacher and administrator capacity will be essential so that the educational needs of ELLs are addressed properly. Curriculum development must focus on the approaches to learning for English language learners. Academic language and language development will need to evolve simultaneously. Assessments will need to be developed so they can inform educators about the learning pathway of ELLs over time and within the school year. The work of the ELA/ESL SRI was deliberate in ensuring that ELLs were addressed in every standard and performance indicator. Yet, unlike the ELA/ESL SRI team, the Common Core did not view the work from the standpoint of ELLs. However, the ELA/ESL SRI team,

of which I was a member, agreed that due to the overlap within the Common Core there is an opportunity for ELLs to thrive.

It will be up to NYSED and many organizations, curriculum writers, and others to ensure that the new Common Core State Standards reach the hands of practitioners in a meaningful and pragmatic way. The discussion of how educators are to approach teaching and learning using the common core to ensure the language proficiency and academic success of ELLs must then be had.

The following is a reprinted document from the Common Core Standards introductory materials which relate to English language learners. It is retrieved from and located at the following website: http://www.p12.nysed.gov/ciai/common_core_standards/intro.pdf

Application of Common Core State Standards for English Language Learners

English language learners (ELLs) must be held to the same level of standards expected of students who are already proficient in English. However, these students are acquiring both English language proficiency and content area knowledge concurrently, so some students will require additional time, and all will require appropriate instructional support and aligned assessments. ELLs are a heterogeneous group with differences in ethnic background, first language, socioeconomic status, quality of prior schooling, and levels of English language proficiency. Effectively educating these

students requires diagnosing each student instructionally, adjusting instruction accordingly, and closely monitoring student progress. For example, ELLs who are literate in a first language that shares cognates with English can apply first-language vocabulary knowledge when reading in English; likewise ELLs with high levels of schooling can bring to bear conceptual knowledge developed in their first language when reading in a second language. However, ELLs with limited or interrupted schooling will need to acquire background knowledge prerequisite to the educational tasks at hand. Those ELLs who are newcomers to U.S. schools will need sufficiently scaffolded instruction and assessments to make sense of content delivered in a second language and to demonstrate this content knowledge.

English Language Arts

The common core standards for English language arts (ELA) articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English language learners. Second-language learners also will benefit from instruction about how to negotiate situations outside of those settings so they are able to participate on equal footing with native speakers in all aspects of social, economic, and civic endeavors.

ELLs bring with them many resources that enhance their education and can serve as resources for schools and

society. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language; additionally, they bring an array of talents and cultural practices and perspectives that enrich our schools and our society. Teachers must build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELLs in becoming proficient and literate in English.

To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English that enable ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELLs with models and support.

Mathematics

ELLs can participate in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. While mathematics instruction for ELLs should address mathematical discourse and academic language, this involves much more than vocabulary instruction.

Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not

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"Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics."

only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions as they are learning English.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to concepts; and students should wrestle with important mathematics.

Overall, research suggests that:

- Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient

for understanding the text of the word problem.

- Instruction should ensure that students understand the text of word problems before they attempt to solve them.
- Instruction should include a focus on "mathematical discourse" and "academic language" because these are important for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments.
- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for

learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

Estee López is a faculty member at the College of New Rochelle. She is also the Chairperson of NYS TESOL's Curriculum and Standards Committee.

Reflecting on My Role as a Class Parent

Kyung Soon Lee,
NYSABE Member and
Assistant Adjunct
Professor at Fordham
University Graduate
School of Education,
TESOL Programs, and
Touro College Graduate
School of Education and
Psychology

Many researchers and educators discuss the importance of parental involvement and the crucial role it plays in children's educational success (Becher, 1984; Hoover-Dempsey & Sandler, 1995). According to Warren, Hong, Rubin, and Uy (2009), it is now widely accepted that parent involvement has a positive influence on students' academic success. However, few parents talk about the benefits of parental involvement not only for students, but also for teachers, schools and themselves. Beginning with small involvement efforts, such as becoming

a "class parent", there are benefits to all those involved in the education of our children. Let me share my own experiences as a "class parent" or "class mom."

I am a parent of two children, ages 6 and 4, who attend an early childhood elementary school in a small town. I volunteered to be a "class mom" in the first grade classroom where my six-year-old son is enrolled. The school is composed of a culturally and linguistically diverse student body and has implemented a parental involvement strategy called "class parent". Every

year, the school uses a survey conducted through the Parent Association to identify parents interested in becoming a class parent. Usually two class parents are chosen every year in each class and they work very closely with the classroom teacher. The duties of a class parent include helping the teacher to organize and implement class events such as holiday celebrations and field trips, and to motivate parents to attend and participate in school related activities. The class parent becomes a spokesperson and mediator for all the parents represented

in the classroom. Let me use this opportunity to share with you some of the activities that I have performed in fulfillment of these two main roles.

The Class Parent as a Mediator and Spokesperson. I have had the opportunity to be in communication with all the parents of the class to share information, invite them to activities, and inform them of what goes on in the classroom. When discussing the role of a class mom with another mother she said, "I think a class mom is a mediator between teacher and parents, because by having a class mom, we can easily find out what is going on in our children's class." I also was able to implement another activity in the class- the "Monthly Parents' Coffee Meeting" with the purpose of sharing and discussing topics related to our children's education in an informal and non-threatening way. We interact and communicate regarding class news, classroom instructional activities, and school events. There is another responsibility that I consider to be an important one. I make efforts to participate and support the Parents' Association in activities such as the Book Fair and the Fashion Show. When parents have questions and concerns regarding the Parents Association, I gladly help them by providing information. The goal of the Parents Association is to create a harmonious community through working with parents, teachers, administrators and students. Therefore, I see the class parent as cre-

ating a link between parents and the school.

The Class Parent as a Cultural and Linguistic Community Resource. This is a key role for our children's sense of cultural identity and self image. The class parent helps the teacher to organize culture-focused instructional activities in which our children see their culture and language represented. I call on other parents to serve as resources for their own heritage in the celebration of holidays and themes throughout the year. I also ask parents to come and share a variety of cultural activities such as reading a book about their country, providing hands-on activities, and being in the classroom to celebrate the special day with all the children. Usually, there are other parents who bring culturally typical snacks to help celebrate the day. For example, this year we are working close with the teacher and other parents in celebrating holidays such as Diwali, Hanukkah, Kwanza, Lunar/Chinese New Year, Valentine's Day, and St. Patrick's Day. When parents participate in different holidays, children engage with different ethnic groups in celebrating special days and they realize that "different" is really okay. By giving them this opportunity we help our children, who live in a diverse and global community, to make the right choices in their lives. It has become increasingly apparent that a lack of understanding and appreciation of differences can lead to significant discord and alienation instead

of unity (Banks, 1995; Chu, 1993; Wolfram, 1999). We have seen the tragedy of suicide caused by the misunderstanding of differences. Teachers, parents, administrators, and students need to make efforts to understand each other's points of view, especially understanding how cultural differences influence learning processes. The ultimate goal is that through such understandings, all individuals involved can combat all forms of prejudice, crime, and discrimination and create equal opportunities for each and every student. By having parents share their cultures through class activities, students can develop critical thinking skills. Formulating their own views of historical events and social issues helps students to synthesize data from divergent sources and to grasp important ideas. By giving parents opportunities to get involved in school activities and discuss their holidays and cultural celebrations through multicultural literature, we improve literacy and enhance the children's academic success. In conclusion, it is not only our children who benefit from parental involvement, but parent-teacher-school relationships are expanded and can develop into better and more successful communities. Today, I am a better parent because my involvement as a class mom. I recommend that other parents get involved and become a class parent. I also recommend that schools implement this strategy to add an effective component to their parental involvement plan.

"The ultimate goal is that through such understandings, all individuals involved can combat all forms of prejudice, crime, and discrimination and create equal opportunities for each and every student."



NYSABE members greet keynote speaker Dr. Aida Nevárez-La Torre at Lincoln Center.

Region II (New York City) NYSABE Fall Event Offers Insight on Teacher-Led Inquiry in Bilingual and ESL Classrooms

By Juliet Luther

About 150 teachers, union professional development leaders, administrators, university professors, pre-service teachers, and doctoral students gathered in the twelfth floor lounge of Fordham University's Lowenstein Hall at Lincoln Center, to hear keynote speaker Dr. Aida Nevárez-La Torre speak on the topic of inquiry in the bilingual education and ESL classrooms. The topic was based on her recently released book, "The Power of Learning from Inquiry". This activity was the fall season's regional meeting for Region II of the New York State Association for Bilingual Education, known by its members and allies as "NYSABE." According to Nancy Villarreal de Adler, NYSABE's Executive Director, its mission is to "encourage and maintain quality bilingual education programs, promote bilingual

education as an educational process, and foster recognition of the importance of bilingualism within communities, for the betterment of cultural and linguistic understanding among people.

After a warm welcome from Dr. Vincent Alfonso, Assistant Dean of the Graduate School of Education, the keynote speaker was introduced by a special guest and past president of NYSABE, Dr. Ángela Carrasquillo, a Fordham University professor emerita. In her introduction, Dr. Carrasquillo pointed to the exemplary work Dr. Nevárez-La Torre has done as director of the newly created Office of Multilingual Education. Dr. Carrasquillo, who prior to her retirement had been in charge of the teacher preparation programs, expressed her appreciation for the fact that the new director is also of Puerto Rican birth. She suggested that this creates ethnic ties and a model for struggling Latina teachers. The history of multilingual education across the nation is meant to remind readers of how the Puerto Ricans, like Chicanos and people of Asian birth and heritage, were the ones who fought for the right to bilingual education - just as blacks and others fought for rights within the Civil Rights Movement of the 1950s and 60s. The struggle for linguistic equity resulted in the passing of the Bilingual Education Act

of 1968. Teachers, students and other educators today have these fighters to thank. The roles and positions they hold today were far less accessible, if not impossible to obtain, prior to the struggles of their predecessors. For students from a variety of home language groups, access to comprehensible curriculum and instruction is due to the inception of bilingual education, advocated for and pioneered by these activists. The work of scholars like Dr. Carrasquillo and Dr. Nevárez-La Torre highlight the contemporary struggles and achievements of educators that carry on this legacy.

The keynote speaker opened the discussion by introducing inquiry as a powerful tool for professional growth. This perspective emerged from her research on the acquisition of inquiry skills and how a group of ESL and bilingual educators used these to challenge unproductive practices and policies. She detailed how the professional development activities were not those typically experienced by most teachers---a top-down approach, in which teachers are treated as recipients of one-shot-deal workshops---rather, these were experiences which flowed from needs which teachers themselves identified within their own classrooms, and investigated using methods they learned

with Dr. Nevárez-La Torre's mentoring. In her talk, she detailed her work with five different teachers, exposing them to research, revealing how the process can be--- and should be---used by teachers, to confront the obstacles imposed on their emergent bilingual and multilingual students by external influences. Her findings illustrated how the professional experiences led to a transformation of the perspectives the teachers had of themselves and of their roles in schools and in communities. She took some time to discuss what she termed the "contended" nature of the contexts in which bilingual education and ESL teachers work and the effect this has on their work, their students, and their professional lives.

Following the presentation, participants had many questions and comments. Questions ranged from inquiries about the investigative process, about the instructional practices which were changed, to questions about what kind of support the teachers had from administrators in doing such projects. The activity was timely, considering that many teachers are involved in a form of inquiry, which is part of the New York City Department of Education's "data inquiry" initiative. This forum gave partici-

pants a chance to have inquiry explained from the teacher's perspective. Dr. Tatyana Kleyn, a teacher educator and researcher from City College of the City University of New York (CUNY), commented that the talk was, "a breath of fresh air in a climate of teacher de-professionalization and test-centered instruction." She said, Nevárez-La Torre "was able to show us what the heart of teaching is all about - questioning, looking, listening, analyzing and acting" and how, "educators only need to look within to address issues in bilingual classrooms." She felt Nevárez-La Torre has "now charged [teachers, administrators and teacher educators] with making teacher inquiry institutionalized in teacher education settings as well as K-12 schools."

After a lively discussion period, participants broke out into small groups to enjoy cocktails and hors d'oeuvres and continue to discuss the topic of the evening. A pre-service teacher, Michelle, called the talk "eye-opening", commenting that she had not before considered how critical it is for her to "take down data about all the amazing things that happen in the classroom", and to consider the many sources of that data. She appreciated that in this presentation, teachers were

recognized as professionals, creators, and researchers, and she said that, "they do not get support from administration to fit such roles, but [even so] they can support themselves and live out these roles". A United Federation of Teachers support specialist in attendance commented that she expected to be able to make use of the information in the presentation to enhance her support work for teachers involved in inquiry projects. Barbara, a bilingual special education teacher, said she was inspired by the presentation and hoped to be able to do an inquiry project in her own classroom, noting that her colleagues do not understand the multiple strategies and dimensions of her work with bilingual special education students and tend to attribute her successes to simplistic explanations. She hoped that by learning about inquiry she could come to better explain her student outcomes to those outside of bilingual and special needs settings.

Congratulations to NYSABE board members Lorraine Estrada and Dr. Lucia Buttaro, NYC Regional Delegates; Nilda Pabón-Kraft, Delegate-at-Large; María de los Angeles Barreto, President; and the NYC members who assisted in coordinating this event.

Dr. Tatyana Kleyn, a teacher educator and researcher from City College of the City University of New York said, Nevárez-La Torre 'was able to show us what the heart of teaching is all about - questioning, looking, listening, analyzing and acting!'



**Region III (Mid-Hudson)
NYSABE at the Changing
Suburbs Institute at
Manhattanville College**

By Yolanda L. Rodríguez,
Regional Delegate, Region III

On October 1st, 2010 NYSABE participated in the Changing Suburbs Institute Parent Conference whose theme was "Apoyo para la educación de sus hijos". This event, organized by Manhattanville College, was aimed at providing Hispanic parents with language development strategies that can assist their children in succeeding in school. The conference's keynote speaker, Dr. Luisa Costa from Bank Street College, and all the distinguished presenters encouraged parents to continue their efforts to maintain their native language alive at home and to develop leadership in their respective school districts. During the presentations, the parents had the opportunity to practice a variety of effective strategies, games, and fun



exercises that help children in developing skills in their native language.

NYSABE supported this event and presented lovely bags to those parents that visited our booth. In addition, NYSABE distributed informational brochures, our Newsletter and articles explaining to parents their rights as members of the school community. Our Italian language delegate, Silvia Zaluski, and I spoke with parents about their concerns and had the opportunity to answer questions about our organization. Our Executive Director, Nancy Villarreal de Adler, addressed the approximately 200 parents in attendance and explained their rights as parents of emergent bilingual learners in general education and special education settings.

NYSABE is very excited about this collaboration with the Changing Suburbs Institute and with their organizer, Laura Bigaoutte. We look forward to future joint activities sponsored by NYSABE and Manhattanville College.



**NYSUT Regional ELL
Conference in Utica:
A Great Success!!!**

By Melanie Pores, Assistant in Educational Services,
New York State United Teachers (NYSUT)

On Friday, October 8, 160 educators from the Central New York Region attended

the 2010 NYSUT Regional ELL Conference at the Radisson Hotel/Utica Centre. This one-day conference co-sponsored by NYSABE, featured a parent panel, student panel, and various breakout sessions including "The Power of Native Language: It's Alive!!!!" presented by former NYSABE regional delegate, María Nieves Nicoletti from the Syracuse City School District dual language program at Seymour Elementary School. Bilingual school social worker Julia Burgos, from the Brentwood Early Intervention Program, also collaborated on presenting a session entitled, "Supporting Newcomers: Helping them Adjust to Schools in the US" in which she shared poignant memories of her experiences while growing up in the Bronx. NYSABE second vice-president and western region delegate Evelyn Arent, attended the conference to assist in staffing the NYSABE table along with Ofelia Anamaria the NYSABE delegate from Region IV/Syracuse. To learn more about NYSABE, please visit the NYSABE website: www.nysabe.net.

To learn more about the Utica Conference, check out the following links:

http://www.nysut.org/cps/rde/xcchg/nysut/hs.xsl/research_15743.htm

<http://www.flickr.com/photos/nysut/sets/72157625001034553/show/>

Save the Date:

New York State Association for Bilingual Education 34th Annual Conference



March 3rd - 5th, 2011

New York LaGuardia Airport Marriott Hotel

102-05 Ditmars Boulevard

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Fostering Cognition through Bilingual Education in the 21st Century

Join teachers, school and central office administrators, paraprofessionals, teacher educators, community-based advocacy organizations, parents, researchers, and elected officials in sharing their innovative vision and common goal, to promote an excellent and equitable education for emergent bilingual students.

For information, pre registration, award nomination, and presentation forms, please visit NYSABE web site at: <http://www.nysabe.net/>

NYSABE wishes to thank all of our contributors and supporters for lending their expertise to this publication.

NYSABE News Staff includes

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Design and Layout



www.nysabe.net

New York State Association for Bilingual Education

NYSABE
48 Luther Jacobs Way
Spencerport, NY 14559

Membership Application

PLEASE PRINT CLEARLY in that this information will generate your membership card and future mailings.

☐ NEW ☐ RENEWAL

I was referred by: _____

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- ☐ \$25 Associate (full-time student, parent, paraprofessional)
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Select your local region:

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CONTRIBUTION: I would like to contribute to NYSABE's continuing efforts to strengthen Bilingual Education in New York with my tax-deductible contribution of:

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Signature _____

Date _____

Please duplicate and disseminate this application to your colleagues and others.

Please make check payable to NYSABE and mail with this completed form to:

NYSABE
48 Luther Jacobs Way
Spencerport, NY 14559

THE ORGANIZATION

NYSABE is a multilingual, multicultural association founded in 1975, which represents all language groups and educational sectors throughout the State.

NYSABE unites educators, parents, community and business leaders, elected officials, the media and policy makers in a common interest — excellence and equity for language minority students.

NYSABE encourages the establishment, maintenance, and expansion of quality programs in bilingual education.

NYSABE promotes bilingual education as a process by which students achieve success through instruction in their native language while learning English.

NYSABE supports the belief that language pluralism and bilingual competence in English and other languages benefit the nation and all its citizens.

NYSABE believes that bilingual education is a critical component of contemporary education in the United States.

NYSABE is affiliated with NABE (National Association for Bilingual Education), SCOL, (New York State Council of Languages) and NYSCEA (New York State Council of Educational Associations).

MEMBERSHIP BENEFITS

Join the NYSABE team. Through your membership dues and involvement, you have the opportunity to make integral contributions towards positive educational change for limited English proficient students. Membership benefits include:

NYSABE Journal • The yearly issue of this journal is a must for every library and member of the association. It publishes articles of professional and academic significance to bilingual education. Scholarly research, instructional methodology, techniques, and second language learning are the topics of articles by respected educators in the field of bilingualism.

NYSABE Newsletter • A quarterly issue bringing you updates on the activities of the association and its members; local, regional and state calendar of events; information on current legislative and policy developments related to the field of bilingual education.

Professional Development • NYSABE offers local and regional educational activities and the opportunity to network with other professionals in your field of interest.

Activism • The opportunity to work in Committees, Special Interest Groups, Language groups, and much more.

And the pride in belonging to the only association that protects the rights of the limited English proficient students participating in bilingual education.

MARCH 3rd-5th, 2011

NEW YORK LAGUARDIA AIRPORT MARRIOTT HOTEL

KEYNOTE SPEAKERS

Carmen Pérez-Hogan, Parent Leadership Institute	Thursday, March 3rd
Estrella "Estee" Lopez, Major Session I	Thursday, March 3rd
Dr. Pedro J. Ruiz, Administrators' Roundtable	Thursday, March 3 rd
Dr. Anna Uhl Chamot, Major Session II	Friday, March 4th
Dr. Kate Menken, Bilingual Education Research Strand	Friday, March 4th
Dr. Ofelia García, Major Session III	Saturday, March 5th
Dr. Marjorie Hall Haley, Teachers' Institute	Saturday, March 5 th
Dr. Ivannia Soto-Hinman, Teachers' Institute	Saturday, March 5th

IMPORTANT DEADLINES

Please note the following deadlines to submit nomination, application, and registration forms:

Call for Papers and Presentations: Friday, January 14, 2011

Nominations for Professional Awards: Friday, January 14, 2011

The Gladys Correa Memorial Award

The Antonia Pantoja Advocacy Award

The Bilingual Teacher of the Year Award

The Bilingual Support Personnel Award

The Bilingual Parent of the Year Award

The Bilingual Instructional Assistant Award

The Bilingual Administrator of the Year Award

Student Essay and Art Contest: Friday, January 21, 2011

Conference Pre-Registration: Tuesday, February 1, 2011

To obtain specific information as well as registration, application, and nomination forms, please visit NYSABE's website: www.nysabe.net

Conference Chairperson: María A. Meyer, mariameyero3@gmail.com