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The New York State Association for Bilingual Education

NYSABE News

Spring/Summer Issue

April-August 2011

A Message from the President, María de los Angeles Barreto



Dear Colleagues,

I begin this message by wishing you and your families a great summer vacation. I cannot believe that the summer is finally here! Have a well deserved, wonderful, and peaceful summer vacation. It has been an honor and privilege to serve our organization as president. As I look back, I would like to commend the NYSABE Executive Board, Executive Director, Delegate Assembly and the general membership for working diligently towards the accomplishment of the association's goals and objectives in the areas of advocacy, leadership, professional development, networking, and dissemination of information. I thank you all for your efforts, commitment, and fine work throughout the year.

As my term comes to an end in September, it is with great humility that I thank all the individuals and organizations with whom we collaborated throughout the 2010-2011 term in order to accomplish the following objectives:

In **Advocacy**, we have participated successfully in state-

wide and local meetings and hearings focusing on the education of emergent bilingual learners. We made recommendations on issues related to assessment, financial accountability, budget cuts, bilingual teacher certification, preschool education, and other important issues. Throughout the year, our members have been represented at advocacy meetings led by organizations such as the NYSED OBE-COP, CSA, UFT, NYSUT, AFC, NYSCEA, NABE, and NYSTESOL. Our ongoing presence has continued to strengthen our linkages with those organizations.

On May 9-10th, 2011, a delegation of NYSABE's Past Presidents and active members attended the National Conversations on English Learner Education held in New York City, and sponsored by the Office of English Language Acquisition, U.S. Department of Education. A major goal of these conversations was to identify specific areas of concern in the education of bilingual learners and to explore possible solutions. This forum promoted a dialogue among the diverse assembly of bilingual practitioners, researchers, public and private educational entities as well as community-based organizations with the specific task of sharing information, experiences and promising practices for classrooms and schools. Prior to these

general and group activities, NYSABE's Executive Director, Nancy Villarreal de Adler, and the First Vice President, Maria-Angélica Meyer, met with Dr. Rosalinda Barrera, Director of OELA, U.S. Department of Education. Their discussions focused on financial and programmatic accountability and a new direction for reform in services for bilingual learners in general and special education. The main topics on their agenda were bilingual education for preschoolers, bilingual learners with disabilities, and alignment of assessments and curriculum for all schools in NY State.

On June 14th, 2011, NYSABE held its annual Legislative Day in Albany NY. Under the sponsorship of Assemblywoman Carmen Arroyo and the coordination of Carmen Pérez-Hogan, the NYSABE's advocacy team met with the legislators who are members of the Puerto Rican/Hispanic Task Force. In accordance with the day's theme, "Bilingual Education: Challenges and Promises in the 21st Century," the groups engaged in discussions focusing on the achievement gap of bilingual

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A Message from the President, María de los Angeles Barreto (Cont.)

learners and the promising practices that could reduce the current drop-out rates and increase the graduation rates. I thank the members of the NYSABE Advocacy Team, Dr. Bernice Moro, Past President 2006-'07, Dr. Tatyana Kleyn, Assistant Professor at City College, Dr. ZoilaTazi, Principal, Park School, Ossining, NY; Yazmín Torres, Executive Board Secretary, María-Angélica Meyer, First Vice President, and Nancy Villarreal de Adler, NYSABE's Executive Director. I thank Assemblyman Félix Ortiz and the Puerto Rican/Hispanic Task Force legislators for meeting with us and for renewing their commitment to the education of New York State's emergent bilingual learners. After this meeting, we were joined by Dr. Gladys Cruz, NYSED's Director of the Office of Curriculum and Instruction. Dr. Cruz discussed NYSED's curricular initiatives and encouraged NYSABE members to participate in all initiatives to ensure equitable opportunities for our children. I thank Dr. Gladys Cruz for this opportunity to meet with her. Also, I express my gratitude to Carmen Pérez-Hogan for coordinating the activities in Albany and working closely with our Executive Director, Nancy Villarreal de Adler, to ensure a successful legislative day. My special thanks to Assemblywoman Carmen Arroyo for her guidance, encouragement, and full support to NYSABE.

As we try to catch our breath at NYSABE, the Executive Board, the Executive Director, and NYSABE delegates have already begun planning for future activities including participation in this summer's training for the network teams on the Common Core Standards, next fall's revision of Part 154, and the celebration of NYSABE's 35th anniversary. I thank all the past presidents and members who have volunteered to participate in the various sub-committees.

In **Networking and Membership**, our organization has continued to offer members a forum to establish and strengthen relationships with other members and professional organizations through regional meetings, professional development opportunities, and organized joint projects. These initiatives have been implemented in collaboration with the NY BETACs, higher education institutions and professional organizations such as NYSTESOL. We have collaborated with public and private educational and community-based agencies, especially the National Puerto Rican Parade Education Committee in New York City, and the Rochester Puerto Rican Festival. We have also expanded our membership and updated our records based on the participation of members at the annual conference and NYSABE's membership drives.

In **Dissemination of Information**, we have maintained constant communication with our members via NYSABE Newsletters, E-news, NYSABE's Journal of Multilingual Education Research (JMER), and listservs. I applaud the efforts of Dr. Aida Nevárez La Torre, JMER's senior editor, Dr. Tamara Alsace, editor of the NYSABE's Newsletter, and MelodieValenciano, distributor of the E-News. These individuals have worked closely with our Executive Director, Nancy Villarreal de Adler, to ensure quality and timely information

services related to current research, policies, best practices, and general announcements. Thank you all for your outstanding work. I also wish to express my gratitude to Michael Arent, website master, who worked with Margarita Reyes, Past President 2009-2010, to maintain updated information on our website.

In **Professional Development**, not only did we conduct professional development at the regional meetings organized by our delegates, but we also offered NYSABE's Annual Conference in New York City. After 24 years, NYSABE's conference returned to New York City, to the delight and benefit of numerous New York City educators. A special feature of this conference was the inclusion of two new components - the Higher Education Consortium (HEC) Forum and the Special Education/Clinical Support Institute. Both initiatives served to expand the scope of the conference and to satisfy the specific interests of HEC members and professionals in the field of Special Education. I express my deepest gratitude to María-Angélica Meyer, conference chairperson, and to all chairpersons of the conference planning sub-committees: Carmen Alverio-Hope and Marceline Torres (Parent Leadership Institute), Angélica Infante, Odalys TrapoteIgneri, Stella Radovanovic, and Martine Santos (Dual Language Strand), Dr. Pedro J. Ruiz (Administrators Roundtable), Carmen Pérez-Hogan (Legislative Luncheon), Dr. Bernice Moro and Eva García (Teachers Insti-

tute), Alison Provencher and Dr. María Victoria Rodríguez (Special Education/Clinical Support Institute), Dr. Tatiana Kleyne and Dr. Cándido de Jesús (HEC Consortium Research Forum), Eudes Budhai (Past Presidents Forum and Entertainment), Pedro Maymí (Awards), Linda Scalice (Evaluations), Eva Proctor (Exhibitors and Vendors), Félix Pagán (Hospitality and Student Performances), Yolanda Rodríguez (Logistics), Iraida Bodré (President's Reception, Luncheons, and Gala Banquet), Nellie Mulkay (Program), Miriam Pérez (Registration), Carmen (Millie) Bermúdez and Yazmín Torres (Student Essay and Art Contest), Ofelia Anamaría (NYSABE Booth), Lisa Estrada and Heather Parris-Fitzpatrick (Volunteers). To all these individuals and the members of their respective subcommittees I give my kudos and sincere thanks.

This year's conference also offered a variety of keynote presentations, strands, and special presentations led by renowned researchers, teacher educators and speakers. Very special thanks to Carmen Pérez-Hogan, Dr. Sonia Soltero, Dr. Pedro Ruiz, Dr. Marjorie Hall Haley, Dr. Ivannia Soto-Hinman, Dr. Samuel O. Ortiz, Dr. Kate Menken, Estee Lopez, Dr. John B. King, Jr., Dr. Anna Uhl Chamot, Dr. Ofelia Garcia, Dr. Pedro Noguera, Carmen Dinós, Dr. Betty Rosa and Tom Hogan. In addition, I thank Dr. Dolores Fernandez, Past President 1985-1986, for her remarkable presentation honoring the memory of Ceferino Narváez-Ortiz, Past President

1982-1983. I also thank the exhibitors and vendors who provided financial support to all NYSABE activities, especially to our annual conference. This memorable conference was made possible thanks to all the representatives and organization that throughout the years have embraced NYSABE's mission.

In **Leadership**, NYSABE has continued to provide opportunities for members and delegates to develop leadership skills through participation in conference sub-committees and leadership training. One important training session was conducted by Nancy Villarreal de Adler, Executive Director, on NYSABE's goals and objectives, NYSABE's By-Laws, and the development of statewide and regional strategic plans.

In **Fiscal Accountability**, we have done everything possible to reduce expenditures and secure funding for the future. This year, we held many of our meetings via conference calls and technological means to decrease the operational costs of our organization. In addition, many of our regional activities were self-supported and resulted in an increased membership.

As we celebrate our accomplishments, NYSABE thanks the NYSED's Office of Bilingual Education and Foreign Language Studies, the Bilingual Technical Assistance Centers (BETACs), and the Office of Special Education, the New York City Department of Education's Office of English Language Learners, public and private higher education institutions, and professional organizations for their unfailing sup-

port, assistance and their participation in various NYSABE working committees. Very special thanks to Dr. Bernice Moro, Eva García, Estee López and Nellie Mulkay for their remarkable work and spirit of collaboration. I cannot close my final message to you as president without recognizing four individuals who were with me every step of the way: my special friend NYSABE Past President and Executive Director, Nancy Villarreal de Adler, past presidents Eudes Budhai and Margarita Reyes, and my conference chairperson, Maria-Angélica Meyer. I could not have accomplished this year's strategic plan without their unwavering support, hard work, expertise, and mentorship.

Also, I thank all NYSABE members who continue to be involved, let their voices be heard, and who are able to pull through when it matters the most. NYSABE's mission is to ensure an excellent and equitable education for all emergent bilingual learners.

I encourage all stakeholders, teachers, parents, administrators, researchers, clinical and instructional support personnel, as well as elected officials and community leaders, to join NYSABE in this quest for excellence in education. Together we can ensure that NYSABE continues its work on behalf of all bilingual learners, their families, and communities. Best wishes for a successful and healthy summer!

Maria de los Angeles Barreto
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"I encourage all stakeholders, teachers, parents, administrators, researchers, clinical and instructional support personnel, as well as elected officials and community leaders, to join NYSABE in this quest for excellence in education."



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

From the Desk of
the Editor,
Tamara Alsace,
PhD

"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action." —Peter F. Drucker

The beginning of summer is always a time for the celebration of our accomplishments throughout the school year. It is the anticipation of enjoyment and relaxation while transitioning from the busy working hours in our schools into the slower pace of vacation activities. For me, summer is also a time for quiet reflection, a time to look back at the goals and objectives set for NYSABE the year before and reflect upon the actions taken towards their accomplishment.

Two major goals were included in the 2010-2011 Strategic Plan: (1) To expand the scope of the membership, the annual conference, and all activities to address the needs and interests of members in higher education institutions as well as professionals in the field of special education; and (2) To expand NYSABE's advocacy agenda to address the needs of bilingual learners at the preschool age level.

As I reflect upon these two major goals, I am delighted to inform you that the Higher Education Consortium (HEC), under the leadership of Dr. Tatyana Kleyn and Dr. Cándido de Jesús, was organized and held a successful strand of activities during the annual conference in March. Very recently, the HEC has initiated a new project, the HEC Spotlight that will serve to keep all NY-

Student performers at the NYSABE 2011 conference.



SABE members informed about members' recent book publications and dissertations. I am also proud to inform you that NYSABE's annual conference offered a most successful two-day Special Education/Clinical Support Institute organized by Alison Provencher and Dr. María Victoria Rodríguez.

In addition to the expansion of the conference's scope of activities, NYSABE has been consistent in its advocacy work and efforts to include the needs of preschoolers. Due to the support and leadership of Dr. Zoila Tazi, NYSABE has brought to the attention of its members, state legislators, US Department of Education officials, and NYSED staff the urgent needs of preschoolers from diverse linguistic and cultural backgrounds. As recent research studies demonstrate, the path leading children towards college and career success must begin at the preschool level. Consequently, NYSABE promotes the initiation of Bilingual Education in PreK. Please see Bilingual by Design: A Vision for Preschool Education in New York, by

Zoila Tazi, NYSABE Newsletter, September/December 2010 Issue.

In closing, I would like to thank NYSABE's Executive Board, Delegate Assembly, Conference Planning Committee, Past Presidents, Dr. Aida Nevárez La Torre, JMER Editor, Dr. Tamara Alsace, NYSABE Newsletter Editor, the members of NYSABE Advocacy Team, María de los Angeles Barreto, María Angélica Meyer, Yazmín Torres, Dr. Bernice Moro, Dr. Tatyana Kleyn, and Dr. Kate Menken, for their unfailing commitment to the education of bilingual learners. I also thank the leaders of the HEC and the Special Education/Clinical Support Team for their vision and remarkable work in accomplishing NYSABE's goals and objectives. I know that as we all reflect upon our accomplishments this year, new, more effective actions will emerge.

"Be the change you wish to see in the world."—Mahatma Gandhi



As we end another year of NYSABE news, I wish to thank all our readers and contributors and wish you all a restful summer. I look forward to next fall and another year of information sharing. My best to all !

**Fostering Cognition
through Bilingual Educa-
tion in the 21st Century**
Maria Angélica Meyer,
Conference Chairperson



*Maria-Angélica Meyer,
NYSABE First VP and
2011 Conference
Chairperson*

Our conference this year took place at New York's LaGuardia Marriott Hotel in East Elmhurst, New York, March 2-5, 2011. The goal of the conference was to offer a renewed, broader vision for bilingual education and emphasize current research on cognition as the foundation for effective educational practices and academic achievement for all bilingual learners. Our hope was to broaden our knowledge in order to ensure that all bilingual learners have equity and access to a high quality education. By creating effective educational models that address the diverse needs of our learners and their families, we take huge strides towards closing the achievement gap, fostering college and career readiness, and encouraging all to become lifelong learners that better prepare them for meeting the challenges of the 21st century.

We acknowledge that providing our bilingual learners an excellent and equitable education is the direct result of

the explicit collaboration of all members of the educational community. For this reason, NYSABE was proud to present a conference where educators, parents, administrators, institutions of higher education, researchers, clinical personnel, and support personnel, in conjunction with policy makers and community leaders, gathered to share their innovative visions and common goals.

The success of this conference was dependant on the collaboration among a wonderful group of professionals and organizations. First of all, we would like to acknowledge the City of New York for welcoming us back with open arms after more than 20 years and for being the most gracious host. We would also like to acknowledge the following organizations for their unending support:

- NYS Education Department
- New York City Department of Education
- NYS public and private institutions of higher education
- All the statewide Bilingual Education Technical Assistance Centers (BETACs), especially those located at Hunter College, Fordham University/Bronx Campus, New York University, Long Island University and Brooklyn College
- Hispanic Television Network (HITN)

We would also like to say a very special "thank you" to

the twenty-seven dedicated sub-committee chairpersons who were integral in planning and executing this conference (see sidebar). They all worked tirelessly to ensure that it was an exemplary professional development opportunity for all who attended.

I also thank the members of each subcommittee whose quality team work ensured successful outcomes for this conference. My special



*Maria de los Angeles
Barreto, NYSABE Presi-
dent*

thanks to the publishers and vendors. Their continued support and enthusiasm have always been essential throughout the planning and implementation processes of every conference activity.

This final issue of the Newsletter includes summaries of presentations and events that took place in this memorable conference, including the outstanding sessions that were presented by renowned scholars and practitioners and the many opportunities this conference allowed for networking with colleagues. As you read them, please remember that our organization provides an opportunity to continue re-energizing, reinvigorating

**2011 Conference Sub-
committee Chairpersons**

Awards, Pedro L. Maymí
Administrators Roundtable,
Dr. Pedro J. Ruiz

**Banquet, Receptions,
Luncheons,** Iraida Bodré
Dual Language Strand,
Angélica Infante, Odalys
Trapote Igneri, Stella Ra-
dovanovic

Entertainment, Eudes
Budhai

Evaluation, Linda Scalice
Exhibitors and Vendors,
Eva Proctor

**HEC Research Consortium
Strand,** Dr. Tatyana Kleyn,
Dr. Cándido de Jesús

Hospitality, Félix Pagán
Legislative Luncheon,
Carmen Pérez-Hogan

Logistics, Yolanda
Rodríguez

NYSABE Booth, Ofelia
Anamaría

**Parent Leadership Insti-
tute,** Carmen Alverio-
Hope, Marceline Torres
Past Presidents Forum,
Eudes Budhai

Program, Nellie Mulkay
Registration, Miriam Pérez
**Special Ed. /Clinical Sup-
port Inst.,** Alison
Provencher, Dr. María Vic-
toria Rodríguez

**Student Essay and Art
Contest,** Millie Ber-
múdez, Yasmín Torres

Students Performances,
Félix Pagán

Teachers Institute, Dr.
Bernice Moro, Eva García
Volunteers, Heather Parris
-Fitzpatrick, Lisa Estrada

Conference Pics



and renewing ourselves; expanding our knowledge and skills; meeting colleagues; strengthening our professional goals; and reaffirming our commitment to the education of all emergent bilingual learners in New York State.

We would like to cordially invite you to join us for our 35th Annual Conference taking place in March of 2012 at the Huntington Hilton in Melville, New York. We are in the beginning stages of the planning, so please stay tuned for more details in the coming months.

Major Session I The Cognitive Core of the Common Core: Its Significance for Educators of Bilingual Education

Rosemary Colón

Estrella (Estee) López, a well known friend of NYSABE and an advocate for bilingual students across the state, discussed changes that need to occur in the education of ELLs. She highlighted the

fact that the new Common Core Learning Standards now require students to demonstrate higher academic language as well as higher order thinking skills. These cognitive tools, she said, will support the students in developing higher cognitive processes and transforming information into knowledge. She led the conversation on how to ensure that all ELLs develop cognitive tools and are prepared to meet the Standards. She also reminded participants that this is an obligation that all professionals that service ELLs must meet in order to guarantee their success in society.

Ms. López gave examples of how districts could begin the shift from teaching language solely for proficiency to teaching that incorporates critical thinking skills strategies. This is what will move us towards fully preparing our students for the rigorous challenges ahead.

Parent Leadership Institute

A Message for Parents of English Language Learners

Carmen A. Pérez-Hogan

The New York State Association for Bilingual Education (NY SABE) conducts an annual conference for educators and parents of English language learners (ELLs). An important part of the conference is the Parent Leadership Institute designed to help parents understand the education system in New York State. This year I had the honor of delivering the keynote address to the ap-

proximately 150 parents who attended the institute. The following is a summary of that address.

Ladies and gentlemen it is my honor to join you today at this very important institute where we learn from each other as we focus on one our most sacred responsibilities—the education of our children.

The greatest asset of any society is its children and the hope and promise they represent for the future. And you, the parents of our newly arrived students are the guardians and shapers of America's future and one of America's greatest resources. You are their first teachers and will continue to be their teachers and guardians for many years to come just as my parents were my teachers for as long as I had them with me. As I look at your faces I am confident that America's future is in good hands! You have taken time from your jobs and other responsibilities to learn about the educational system in New York so that you can make the right decisions for your children.

Parents of our most precious children, soy Puertorriquena, y orgullosa de mis raíces, de mi cultura y de mi lengua natal. I am Puerto Rican, and passionately proud of my roots, my culture and my native language!

The sense of pride in who I am, a Puerto Rican born in the island of Vieques and transplanted to New York City, was instilled in me by mami y papi. It helped de-

Major Session I: Estrella (Estee) López, Keynote Speaker, College of New Rochelle Graduate School



fine me as a person and gave me the strength to deal with the struggles of growing up as a Hispanic in New York City. They instilled a level of confidence in me about who I am, that stayed with me for the rest of my life. I learned the most important life lessons from them. Someday I will write a book entitled "Lo Que Mami me Enseñó" "What my Mother Taught Me." Today I am going to share some of those lessons with you.

Never forget your native language: My parents taught us that we must learn English but we must not forget our native language... Spanish. How proud mami and papi were that we were learning English in school so quickly! But, at home, we were expected to speak to them in Spanish. "Aquí se habla español." "In this house we speak Spanish" was proudly repeated often.

Many of you also made the same decision to leave your homeland in search of the "American Dream" and a better education for your children. I congratulate you and urge you to encourage your children to learn English. They must become proficient in English but as my parents did, you must also encourage your children to continue to learn and develop skills in their home language and to become bilingual. Bilingualism is a very marketable skill in our society.

I am an avid believer in bilingual education for all students in our nation, but I see it as a critical program for

the immigrant English language learners in our schools. A well implemented bilingual program of excellence is beneficial to our children because in addition to teaching and learning the academic subjects in the language that the student understands, there is the added value that the students will be fully bilingual and bicultural.

Our children must complete high school: My parents expected us to complete high school and earn a diploma. Mami and papi were not able to obtain a high school diploma at the time when they were growing up but they expected my sister and I to obtain one. This was not a negotiable expectation. My parents were literate, articulate, and very intelligent people. They loved to read, kept up with current events and seemed to know everything that was going on in the world. They expected the school to teach us the academics while they provided us with a wealth of experiences about the world around us. They worked very hard in factories in the New York City garment district but on weekends took us to all of the important cultural and recreational places that the city and surrounding areas had to offer - the New York City Central Park for picnics and the zoo, the Saturday movies, house parties, botanical gardens, the Museum of Natural History, Museum of Art, the great beaches, the Statue of Liberty and the Empire State Building. There was not a



Dr. Pedro J. Ruiz, Director, Office of Bilingual Education and Foreign Language Studies, NYSED



Angélica Infante, Director, Office of ELLs, and Laura Rodriguez, Deputy Chancellor, Division for Students with Disabilities and ELLs, NYCDOE



Carmen Pérez-Hogan, Special Assistant to Assemblywoman Carmen Arroyo, was the keynote speaker at the Parent Leadership Institute

Conference Pics



place that we did not visit. What fun we had but we did not realize how much we were also learning!

Their expectation was that we would finish high school and possibly go on to college! They always said that an education was the greatest inheritance that they could leave us that would be with us forever. How right they were! You know my sister and I both did get that coveted high school diploma.

A high school diploma must be the legacy that you leave your children. You, the parents must insist that your children finish high school and help them do it. Furthermore, in the 21st century finishing high school is just the first step to an appropriate education. Today our young people must go beyond high school and get a degree from college, university or a technical school in order to be competitive in the current job market. There are many opportunities out there to help them obtain a higher education. We must help your children connect with opportunities that will open doors for them.

Better educational opportunities: Like my parents, you have come to this strange land with hope for a better future for you and your children. I salute you for your courage and strength in giving up your way of life, leaving your homeland, a culture and a language that are familiar to you to move to a new

country, a different culture with a new language and a new way of life to make a better future for your children. You are courageous just like my own parents were and your determination will lead to educational opportunities for your children that could not be provided in the homeland that you left behind.

As you travel the New York road toward that better education for your children you will face many challenges, but they are not insurmountable. This is the land of opportunity and your strength and courage are powerful tools to help you obtain those opportunities, but there are other important tools that must be added to your arsenal to help you and your children achieve your goals and dreams.

It is often said that information is power. Knowledge and information about our education system in New York and your rights as parents are key additions to that arsenal of tools. Knowledge about the system and how to access it will help give you the power to meet those challenges successfully. That is why you are here today.

[Editor's note: Parents were given an overview of state and federal regulations governing services to LEP/ELL students, including the qualifications for services.]

...My last words of advice are that you take advantage

of all that the school system has to offer and continue to advocate for your child. Ask the questions and continue to learn the educational system. It is complex but you can make it work for you and your children. Reach for the sky...your child may grow up to be the next teacher, or principal, or assembly member, or director of bilingual education in the state or in the country.

Your child might grow up to be the next senator, or lawyer or a justice in the US supreme court as our very own Sonia Maria Sotomayor who was born in 1954 and grew up to become Associate Justice of the Supreme Court of the United States, serving since August 2009. Justice Sotomayor is the Court's 111th justice, its first Hispanic justice, and its third female justice. She was born in The Bronx, to Puerto Rican parents. Her father died when she was nine, and she was subsequently raised by her mother in a single family home where Spanish was the home language. Justice Sotomayor is bilingual.

Your child may grow up to become the first language minority president of the United States. Your children are the most precious resource that this country and this state have. It is our responsibility to make sure that they are prepared to be our future leaders. I am totally confident that they are in the best hands because you have taken the time to come to this confer-

ence. Take advantage of all that this institute has to offer and thank you for coming.

Carmen Perez-Hogan is currently Special Assistant to Assemblywoman Carmen E. Arroyo. She retired in 2005 from the New York State Education Department where she served as Coordinator of the New York State Education Department Office of Bilingual Education.

Dual Language Strand Dual Language Discourse Dr. Odalys Trapote Igneri

Over 200 educators attended this year's NYSABE Dual Language Institute, held March 3–5 at LaGuardia New York Marriott in Queens, New York. The institute, a collaboration between NYSABE and the New York City Department of Education's Office of ELLs, offered a range of workshops on topics such as "Dual Language for Our Youngest Learners" and "Dual Language Education: Analysis, Synthesis, Metacognitive Discourse vs. Remediation."

For the first time, this year's institute included a keynote speaker: Dr. Sonia Soltero of DePaul University in Chicago spoke to a full house on "Current Trends in Dual Language Education." Another new feature was the Embassy Educational Round Tables. These sessions enabled institute participants to meet in small groups with the educational attachés of various embassies, including those of France, Italy, Spain, and

Taiwan. The embassies shared instructional resources, professional development opportunities, and educational program offerings for both educators and students. These new features, along with the top quality workshops, combined to make this dual language institute the best yet.

Opening Luncheon A Summary Yazmín Torres

The conference opening luncheon was organized by Iraida Bodré, Chairperson, and convened by Margarita Reyes, NYSABE Past President 2009–2010. During this luncheon Zoila Tazi, principal at the Ossining Park Early Childhood Center, introduced Nelly García, recipient of the Bilingual Support Personnel Award. The opening luncheon featured Dr. Betty A. Rosa, Regent of Judicial District XII in the Bronx and Tom Hogan, Consultant, Tom Hogan Associates. The presenters provided a historical perspective of the Board of Regents in relation to the development of policies and programs for ELL/bilingual learners in New York State.

Major Session II Developing Cognition in the Bilingual Classroom: The Role of Learning Strategy Instruction

Dr. Awilda Ramos Zagarrigo
The conference welcomed Dr. Anna Uhl Chamot, a professor of curriculum and pedagogy and faculty advisor for English as a second language (ESL) and foreign language education at the



Dr. Zoila Tazi, Principal, Park School, Ossining UFSD, and Nelly García, recipient of the 2011 Bilingual Support Personnel Award, at the opening luncheon



Dr. Betty A. Rosa, Regent, Judicial District XII, Bronx, featured speaker at the opening luncheon

George Washington University's Graduate School of Education and Human Development. Dr. Chamot served as a keynote speaker for hundreds of NYSABE members with a presentation entitled, "Developing Cognition in the Bilingual Classroom: The Role of Learning Strategy Instruction". Dr. Chamot's presentation suggested ways in which all English language learners could engage in cognitively demanding learning activities through the use of learning strategies. Dr. Chamot began her presentation by clarifying



Dr. Anna Uhl Chamot, keynote speaker at Major Session II, accompanied by María de los Angeles Barreto, NYSABE President, and Diana Hernández, NYSABE Treasurer



Dr. John B. King, Jr., Sr. Deputy Commissioner, NYSED, conducts a special presentation at Major Session II



Dr. Samuel Ortiz, keynote speaker, with Dr. Alexia Thompson, Associate in Bilingual Education, NYSED Office of Special Education, and Heriberto Galarza, NYSABE Past President 2002-03

and literacy, and learning how to learn. One way to learn how to learn was the use of learning strategies which Dr. Chamot defined as thoughts and actions that learners use to help them complete a learning task, ways to understand, remember, and recall information and ways to practice skills efficiently. Dr. Chamot stated that in teaching students learning strategies, it shows students how to be better learners, build students' self efficacy, increases students' motivation to learn, and helps students to become reflective and critical thinkers. Dr. Chamot presented some of the research findings in regards to the use of learning strategies by second language learners and research concluded that all second language learners use strategies, BUT "Good" language learners' use more varied strategies and use them more flexibly. In addition, frequent use of learning strategies is correlated to higher self-efficacy. Lastly, research also found that strategy instruction improves academic performance. In conclusion, Dr. Chamot's presentation was very successful and informative and gave the NYSABE members a clear understanding of the importance of teaching our English language learners how to use learning strategies. On behalf of NYSABE, we wish to say Thank You to Dr. Chamot for her continued dedication to the education of English language learners.

Special Education Strand
Clinical Support Institute
 Alison Provencher and Maria Victoria Rodríguez

The Special Education Strand at the conference focused on collaboration among teachers and clinicians to improve special education services for emergent bilinguals with suspected or identified disabilities. In order to appropriately assess emergent bilinguals to identify possible disabilities and develop a culturally responsive, comprehensive, integrated continuum of special education services that address these students' needs for native and second language development, it is crucial that bilingual and monolingual English-speaking teachers and clinicians work in multidisciplinary teams. The keynote presentation, entitled "The Role of Bilingual Clinicians in Services and Collaboration for English Language Learners with Disabilities: Or, why being bilingual is more than just speaking two languages," was given by Dr. Samuel Ortiz, professor of psychology and director of the bilingual emphasis in school psychology and doctorate in psychology at St. John's University. Dr. Ortiz's presentation provided a rationale for the importance of collaboration in order for multidisciplinary teams to tap into their own bilingual/bicultural resources to assess the strengths and needs of emergent bilinguals. Through humorous personal anecdotes, Dr. Ortiz provided examples of

that cognitively demanding learning is:

- Acquiring new information
- Solving meaningful problems
- Applying learning to new contexts
- Finding relationships
- Using evidence to evaluate
- Regulating one's own learning processes, and
- Thinking about thinking

Dr. Chamot explained that students can access cognitively demanding learning by experiencing the subject content and curriculum, using academic language

bilingual development and contextual factors that teachers and clinicians must consider when assessing and crafting services for emergent bilinguals who may have special education needs.

The special education strand planning committee was co-chaired by Alison Provencher, a Bilingual Specialist with the NYC Regional Special Education Technical Assistance Resource Center (RSE TASC) and Dr. Maria Victoria Rodríguez, associate professor of bilingual special education at Lehman College (CUNY). Presentations and workshops by bilingual clinicians, teachers, researchers, and administrators included:

- Assessment and instruction for ELLs with significant disabilities (Gila Rivera, NYCDOE District 75)
- Home literacy experiences of Latino children with disabilities (Maria Victoria Rodríguez, Lehman College, CUNY)
- NYSED initiatives to address shortages of special education personnel with bilingual or ESOL certification and bilingual special education school improvement efforts (Rebecca Cort and Alexia Rodríguez Thompson, NYSED; and Ellen Chernoff, Elizabeth DeFazio-Rodríguez, Alison Provencher, Margarita Reyes, and Lucy Rodríguez, of NYSED's RSE TASCs)

- Culturally-appropriate behavioral supports for emergent bilinguals (Su-Je Cho, Fordham University)
- Using the Visible Thinking Approach to develop language skills and foster deep understanding (Rhonda Bondie, Fordham University)
- Special strategies literacy development through the visual arts (Ellen Chernoff, Capital/North Country RSE TASC)

The Higher Education Consortium

A Conference Overview

Tatyana Kleyn

The conference saw the re-emergence of the Higher Education Consortium (HEC). The mission of the HEC is to work in the following areas across New York State:

- Develop collaborations and networking opportunities for scholars of bilingual education
- Advocate for an equitable education of emergent bilinguals
- Strengthen bilingual teacher and researcher education programs

The conference activities for the HEC were co-chaired by Cándido de Jesús (Bank Street/BETLA) and Tatyana Kleyn (The City College of New York). The committee was made up of faculty from a range of universities across the state and included Miriam Eisenstein Ebsworth (New York Uni-

versity), Timothy John Ebsworth (The College of New Rochelle) and Aida Nevárez-La Torre (Fordham University).

The HEC strand consisted of three different sessions on Friday, March 4th. The day began with a research panel

Participants at the HEC Forum



Dr. Angela Carrasquillo, Dr. Miriam Acosta-Sing, and Dr. Florence Pu-Folkes at the HEC Research Forum

chaired by Kate Menken. It featured articles from a special themed issue of the *International Journal of Bilingual Education and Bilingualism*, which Menken guest edited. The issue, called "From Policy to Practice in the Multilingual Apple: Bilingual Education in New York City," coincided with the return of the NYSABE annual conference to NYC after 24 years. The sessions began with Menken framing the articles through an overview of the bilingual education policies and programs in the city. Then four papers consid-



Dr. Isabel Cid Sirgado, recipient of the 2011 Dr. Antonia Pantoja Bilingual Advocacy Award, with Rosa Escoto, at the Legislative Luncheon



María de los Angeles Barreto, NYSABE President, and Assemblyman Marcos Crespo, 85th District, Bronx



María de los Angeles Barreto, NYSABE president, Dr. Pedro A. Noguera, Director of the Metropolitan Center for Urban Education at New York University, and Nancy Villarreal de Adler, NYSABE Executive Director

ered the following areas: the small schools movement and its impact on Latinos (Nelson Flores); leadership in dual language bilingual programs (Victoria Hunt), challenges to bilingual and multicultural education (Tatyana Kleyn); and teacher methodologies and stances in relation to read alouds (María Torres-Guzmán).

The second event was the Conversation Café. It offered participants the opportunity to discuss relevant topics and issues pertaining to bilingual education and emerging bilingual students with leaders in research, policy and professional development. Participants selected between five topics and experts in their given areas: implementing research-based instruction (Angela Carrasquillo); sociolinguistic and cross-cultural aspects of bilingualism (Miriam Eisenstein Ebsworth and Timothy John Ebsworth); teacher inquiry in multilingual schools (Aida A. Nevárez-La Torre); politics of bilingual education (Luis O. Reyes); and connecting content and language goals (Patricia Velasco).

The HEC strand at the conference concluded with a wine and cheese reception sponsored by the BETLA (Bilingual/ESL Teacher Leadership Academy) program at Bank Street. The informal event provided an opportunity for current and future scholars from different institutions across New York to meet each other, learn about their research and make connections to collaborate on research and advocacy. The HEC made a strong return to NYSABE and looks to have a continued presence in the organization and the field. To be a part of the HEC contact Cándido de Jesús (cdejesus@bankstreet.edu) or Tatyana Kleyn (tkleyn@ccny.cuny.edu).

Legislative Luncheon A Brief Note

Nancy Villarreal de Adler

Organized by Carmen Pérez-Hogan, the Luncheon featured Assemblywoman Carmen Arroyo as well as Assemblymen Félix Ortiz and Marcos Crespo who expressed their full support for the education of bilingual learners. In addition, Dr. Isabel Cid Sirgado was honored with the Antonia Pantoja Bilingual Advocacy Award. Also, the principal, Carmen Toledo, former administrators, teachers, and parents from PS 25 in the Bronx, were honored by Assemblywoman Carmen Arroyo.

**A Feature Presentation by
Dr. Pedro A. Noguera**

Serving the Hard to Serve: What NYS Can Do to Reduce School Failure and Lower Dropout Rates among ELLs besides Closing Schools

Nancy Villarreal de Adler

Dr. Noguera's presentation focused on the urgent educational needs of students from disadvantaged socioeconomic backgrounds, particularly those identified as ELLs. Dr. Noguera's description of the current demographic, social and economic changes affecting all learners, was followed by his decrrial of the "ideologies of the market place" currently guiding policy makers and top education administrators. These ideologies, he suggested, frame the detrimental environment where teachers' effectiveness and the teaching profession are measured

mainly by the students' test results. The challenge in this present gloomy environment, he affirmed, is how to make a real difference in a child's life.

Dr. Noguera pointed to research that confirms the notion that there are schools where, in spite of all the negative factors threatening real learning, the teachers and the entire school staff, are making the difference in their students' learning and achievement. Dr. Noguera mentioned a number of successful schools - among them PS 24 in Brooklyn. In these schools, he noted, most of the students come from disadvantaged economic and educational backgrounds, with inadequate school experiences and limited language development. In spite of these factors, there is clear evidence that the youngsters are achieving. The smart thing to do, Dr. Noguera stressed, is to find out what these schools are doing and how they are doing it.

Our distinguished speaker also pointed out key characteristics of teacher effectiveness in those successful schools: thorough knowledge of content material, excellent command of diverse approaches to address the needs of all students, acceptance of full responsibility for the students' successful learning, viewing teaching as a combination of skills and creativity, ability to teach literacy throughout the curricular subjects, ability to estab-

lish authentic relationships with the students, and the aptitude to be a role model for his/her students. Above all, Dr. Noguera said, the teacher must have "ganas" [the will] to make a difference in the lives of the youngsters.

In closing, Dr. Noguera praised NYSABE for being a meaningful professional organization that truly supports the professional growth of all educators working with bilingual learners. Educational research, he said, has proven that effective professional development activities must be aligned to the classroom instructional activities. In this regard, Dr. Noguera asserted, NYSABE has excelled in providing valuable professional development opportunities for all educators.

NYSABE thanks Dr. Pedro Noguera for his energizing and inspirational presentation and for welcoming NYSABE's office at the NYU Metropolitan Center for Urban Education.

Gala Banquet Night of Stars

Iraida Bodré

NYSABE's gala banquet on Friday, March 3rd was a night to remember! It was full of exciting moments, especially when we honored our 2011 Gladys Correa Memorial Award recipient, Denise Góñez-Santos. We were invigorated by her amazing journey. She described how teachers, mentors, children, and her family encouraged her to pur-

sue a career in education. All were amazed by her enthusiasm, her accomplishments, her dedication, and her spirit.

That night, we also recognized the 2011 Conference Committee Members for their hard work under the leadership of Maria A. Meyer, Conference Chairperson. The president of the association, Maria de los Angeles Barreto, commended everyone for their dedication and enthusiasm. In her opening remarks, she also gave thanks to her family for their unending support, encouragement



Maria de los Angeles Barreto, NYSABE President, and Denise Góñez-Santos, recipient of the 2011 Gladys Correa Memorial Award



Maria-Angélica Meyer, First Vice President and Conference Chairperson, with Wilda Ramos, NYSABE Past President 2007-08



Denise Góñez-Santos, recipient of the 2011 Gladys Correa Memorial Award, surrounded by her husband, mother, family members, and friends



Ramonita Hernández, recipient of the 2011 NYSABE Teacher of the Year Award, surrounded by Dr. Pilar Fernández, Acting Consul of Education, Consulate of Spain, family members, NYSABE elected officers and colleagues.



Dr. Bernice Moro, Director of M/SL BETAC, Hunter College; Dr. Ofelia García, Graduate Center, CUNY; Dr. Pedro J. Ruiz, Coordinator, NYSED OBE/FLS; María de los Angeles Barreto, NYSABE President

and patience.

The 2011 Night of Stars was about celebrating the accomplishments of teachers, leaders, mentors, parents and friends. It was an “amazing” way to end an “invigorating” day... with a “smile.”

Major Session III
Teachers Designing Successful Experiences for ELLs
 Bernice Moro, Ph.D.

One of the highlights of this year's conference on March 5, 2011, was the keynote presentation by Dr. Ofelia García, a professor in the Graduate Center of CUNY. Her presentation, “Translanguaging as a Cognitive Process in Multilin-

gual Pedagogy” highlighted how important it is for teachers to make sense of both language and content, and to build on the complex and multiple language practices of students and teachers. Her presentation was followed by the annual NYC Network of Bilingual Education Technical Assistance Centers (BETAC) Teachers' Institute. Both events were sponsored by the NYC Network of BETACs.

The teachers' institute consisted of two main instructional strands—one for elementary teachers and one for secondary teachers. Both strands provided participants with opportunities to actively engage and share experiences, ask questions, and reflect on how the strategies learned could be put into practice in their classrooms and/or schools.

The elementary strand entitled Making Brain-Compatible Differentiated Instruction Come Alive for ELLs! was led by Dr. Marjorie Hall Haley, a tenured professor of education in the graduate school of education at George Mason University in Fairfax, VA. Dr. Haley's research and publication record is extensive. It includes book chapters, articles, scholarly essays and books, including Content-Based Second Language Teaching and Learning: An Interactive Approach (2004) and Brain-Compatible Differentiated Instruction for English Language Learners (ELLs), published by Allyn & Bacon/

Merrill. This strand provided elementary school educators the opportunity to understand how to use standards-based planning and differentiated instruction to reach ELLs; how to become familiar with diverse teaching strategies to maximize their students' potential for success in both academic settings and in real life; and how to supplement and revise existing lesson plans with creative and innovative ideas.

The secondary school strand was led by Dr. Ivania Soto-Hinman, an associate professor of education at Whittier College where she specializes in language acquisition, systemic reform for English language learners, secondary literacy, and urban education. Dr. Soto-Hinman is the co-author of The Literacy Gaps: Building Bridges for ELLs and SELs, released by Corwin Press in August 2009, and is a contributing author on Houghton Mifflin's reading intervention program Portals for ELLs. This strand provided participants with the opportunity to (a) identify the linguistic and cultural similarities and differences between ELLs and Standard English learners (SELs); (b) learn practical strategies for accelerating the academic instruction for ELLs and SELs; (c) use a four-step lesson plan design for meeting the cultural and linguistic needs of ELLs and SELs; and (d) view and discuss a video demonstration of the lesson design in practice.

This year's teachers' insti-

tute was a great success. The overall comments received from the participants indicated that the information provided was extremely helpful, insightful, and immediately applicable to the work that they do with our English language learners.

Past Presidents' Forum
**Bilingual Education:
 Honoring Our Heritage
 for a Better Tomorrow**
 Eudes Budhai

As is customary, the NYSABE Past Presidents' Council met during the annual NYSABE conference. Our session this year was in honor of an *excellent educator, outstanding leader, and most generous friend*, Ceperino Narváez-Ortiz, NYSABE past president, 1982-1983.

Our mission was to facilitate an interactive session that would in turn provide the executive board and delegate assembly with recommendations in critical areas of concerns related to the academic achievement of English language learners. This year, we discussed the following topics:

- Accountability: Decrease in bilingual programs in New York State, specifically New York City
- Universal Pre-K: The need for bilingual classes in pre-k
- Race To the Top: Impact on English language learners' academic achievement and assessment
- Pipeline of Bilingual Teachers: Teacher shortages and the issue of

bilingual teachers providing ESL mandated periods.

It was timely to utilize the resources of the past presidents in preparation for articulating NYSABE's recommendations for the reauthorization of the Elementary and Secondary Education Act (ESEA). As a result, the past presidents collaborated through subsequent sessions and presented their recommendations at the U.S. Department of Education's National Conversations on English Language Learners held in New York City in May.

NYSABE would like to thank the past presidents for their unconditional commitment to the advocacy efforts of the organization. We also extend our thanks to Dr. Angela Carrasquillo and Dr. Ximena Zate for their contributions to the success of the Past President's Forum.

We must continue to advocate with a clear vision, the benefits of bilingual education for ALL children in this nation and rekindle the fire, supported by research and practice.

Contest Winners
**Student Essay and
 Art Contest Luncheon**

The luncheon honoring winners of the NYSABE Bilingual Student Essay Contest and the Nivia Zavala Art contest for bilingual students with disabilities was convened by Nilda Pabón-Kraft (Delegate at Large) and the co-chairpersons for the essay and art contest



Past Presidents and María-Angélica Meyer, First Vice President and 2011 Conference Coordinator



María de los Angeles Barreto, NYSABE president, with students winners of the Art Contest



Students winners of the Essay Contest with Denise Góñez-Santos and President María de los Angeles Barreto

were Yazmin Torres and Millie Bermudez-Merner. Students from PS 24 from Queens and Grover Cleveland HS from Buffalo provided excellent student performances and winners who could attend brought parents, family members and teachers. Congratulations to all for such an outstanding job!



Assemblyman Marcos A. Crespo, District 85-Bronx, NY; Dr. Tatyana Kleyn, Assistant Professor, City College; María de los Angeles Barreto, NYSABE President; María Angélica Meyer, First Vice President & Region I Delegate; Yazmín Torres, Executive Board Secretary & Region V Delegate; Dr. Bernice Moro, Past President 2006-07; Assemblywoman Carmen E. Arroyo, District 84-Bronx; Assemblyman Nelson L. Castro, District 86-Bronx; Nancy Villarreal de Adler, Executive Director and Past President 1994-95; María V. Ortega, Parent Representative; and Carmen Pérez-Hogan, Special Assistant to Assemblywoman Carmen Arroyo

Bilingual Education: Challenges and Promises in the 21st Century Yazmín Torres and María- Angélica Meyer

On June 14th, 2011, NYSABE's advocacy team, which included NYSABE officers, past presidents, and members, met with state legislators in Albany. The goal was to discuss recommendations for the implementation of effective bilingual education programs. The members of the advocacy team were welcomed by Assemblywoman Carmen Arroyo and Carmen Pérez-Hogan, coordinators of the day's events. During our initial conversation, Assemblywoman Arroyo stated, "The fight for bilingual education needs to continue. It has been a long journey but we must go on." As she reminisced about her own personal challenges as the mother of a bilingual child attending the New York City public school system, Ms. Arroyo described her advocacy work to ensure that her

daughter would receive the same educational opportunities that the children of affluent Manhattan residents had. She said, "Despite the challenges faced in the past, I am confident that the new educational policies implemented by our new Commissioner will benefit our ELL/ bilingual students. There is a new generation of Assembly members that are truly committed to supporting bilingual education. They are interested in hearing the concerns and recommendations of NYSABE as they relate to bilingual education."

After this most welcoming gathering, the advocacy team met with the Puerto Rican/Hispanic Task Force, led by Assemblyman Félix Ortiz, District 51, Brooklyn. Nancy Villarreal de Adler, NYSABE Executive Director, initiated the discussions by stating that NYSABE promotes the implementation of quality bilingual programs that aim at closing the achievement gap and building pathways leading to col-

lege and career readiness. She emphasized that President Barack Obama's Blueprint for Educational Reform establishes the need for our country to prepare all students to successfully participate in a multilingual global economy. She also stated that despite this vision, expressed throughout the document, bilingual educators are still struggling to maintain and expand bilingual programs.

Dr. Tatyana Kleyn continued the discussions by focusing on her article, "Bilingualism beyond borders: Bilingual education for ALL". She explained how bilingual education, as an enrichment program, could be beneficial to all youngsters in New York State. She stressed that building bilingualism as a common practice of teaching and learning in all classrooms would provide the students with the experience of growing cognitively and looking critically at how we as a society view diversity, race, ethnicity and languages. "As we move into the 21st century," she said, "it is the responsibility of every educator to support and develop academic and linguistic proficiency in more than one language so we can prepare diverse students to successfully live in a multilingual world."

Dr. Zoila Tazi's presentation on her dissertation, "Bilingual by design: A vision for preschool education in New York" stressed her view that all New York State children must be entitled to

quality bilingual education beginning in preschool. "Current research supports the notion that bilingual preschool is a win-win scenario. This program provides all children with an early education, builds language skills and confers cognitive advantages that prepare children for global citizenship," she said. Ms. Villarreal de Adler supported Dr. Tazi's thoughts by stating that the pathway toward college and career readiness, as promoted by the Obama administration, must begin at the preschool level.

Yazmín Torres discussed NYSABE's concerns and recommendations related to programmatic accountability and the educational rights of bilingual learners. She primarily focused on the lack of native language assessments to determine the bilingual students' cognitive needs and evaluate teacher effectiveness. This failure to assess students in their native language results in the inability to attain the accurate data required to differentiate instruction. In addition, with the new teacher evaluation tool, or Annual Professional Performance Review (APPR), teachers' performance will be partly evaluated on the basis of state test results. "It is important to note that without native language assessments, the cognitive growth taking place through the use of native language in dual language and transitional bilingual classrooms will not be

available to drive instruction and evaluate bilingual teachers' effectiveness," she affirmed.

Lastly, Ms. Torres expressed a concern regarding the current testing practices, including the requirement for students to take the ELA State Assessment after one year and one day of entering our school system, which is not supported by current research on second language acquisition.

She then presented NYSABE's recommendations to develop valid, research-based native language assessments that will support quality instruction in the students' native language. She also reiterated NYSABE's recommendation to revise the current testing practices in the second language and give students the extended time they need to acquire academic language proficiency and content knowledge while developing higher order thinking skills.

Through a most eloquent presentation entitled ELLs with diverse needs: Some surprising or not so surprising facts you should know, Dr. Bernice Moro denounced the fact that, "The lack of accurate data in the native language to drive instruction and intervention, combined with the testing prep frenzy has caused the inappropriate placement of ELLs in Special Education." In addition she said, "ELLs with diverse needs often do not receive the services they need ac-

cording to their IEP." Dr. Moro discussed the urgent need to have a data system that can provide information on the students' academic performance in their native language. Dr. Moro's call for action and support to enforce federal and state laws and regulations that safeguard the provision of bilingual and ESL services to bilingual learners with disabilities was welcomed by the elected officials.

NYSABE's concerns pertaining to financial accountability and the schools' use of ELL generated funds was addressed by Maria Angélica Meyer. "How to monitor the allocation of state and federal funds to local education agencies and the appropriate expenditures of ELL generated monies is the question that needs to be answered in New York State," she said. Ms. Meyer urged the legislators to advocate for a transparent system where schools must demonstrate how their funds are being spent and what the educational outcomes for bilingual learners are. Ms. Meyer also referred to federal funding and the need to ensure that the NYS expenditure plan at all levels includes and states clearly the provision of equitable education for bilingual learners.

The discussions that were conducted during the meeting with the members of the Puerto Rican/ Hispanic Task Force were very productive and served as a catalyst to influence policy

"The lack of accurate data in the native language to drive instruction and intervention, combined with the testing prep frenzy has caused the inappropriate placement of ELLs in Special Education."

and practice, establish meaningful financial and programmatic accountability systems, assist in establishing an integrated database system that can accurately and consistently identify ELLs' performance from preschool through college (P-20), establish criteria for identification and classification of ELLs that are uniform and standardized across the state, and that minimize the role of subjective judgments. In closing, Assemblyman Félix Ortiz and Maria de los Angeles Barreto, NYSABE President, agreed to initiate a new collaborative relationship by scheduling ongoing meetings and developing a joint advocacy agenda for the education of bilingual learners in the 21st century.

NYSABE's Legislative Day in Albany concluded with a meeting with Dr. Gladys Cruz, NYSED's Director of the Office of Curriculum and Instruction. Dr. Cruz discussed NYSED's curricular initiatives and encouraged NYSABE members to ensure

their participation in all initiatives to safeguard equitable opportunities for bilingual learners in New York State.



Honoring the Accomplishments of the BETACS Carmen Pérez-Hogan

It was more than 25 years ago when Peter Byron, Pedro Maymí, and I established the first BETAC at the Monroe-Orleans 2 BOCES, headed by Patrice Lancelot. Its goal was to facilitate services to the local districts so they could better serve the limited English proficient/English language learners (LEP/ELLs), their teachers and their parents. As the number of students increased and spread, the number of centers grew throughout the state. Twenty-five years later, the number of LEP/ELLs still continues to multiply and spread reinforcing, more than ever, the need for strong technical assistance centers throughout the state.

It is important to note that during 25 years, the BETACs quickly became the instrument of positive change and the secret weapon against ignorance, prejudice, bias, anti-bilingual sentiments, and sometimes hate of our immigrant children. Their expertise, professionalism, and love helped to change many attitudes and improve the education of hundreds of thousands of our LEP/ELLs. Thank you BETAC directors and staff!

As we all prepare for changes that will include the replacement of BETACs by newly

created regional networks, I want to recognize the hard work that Edith Cruz, Bilingual Associate at the NYSED's Office of Bilingual Education and Foreign Language Studies, has dedicated to the management of the BETACs. For so many years, she has nurtured and supported them with outstanding commitment and dedication. I would also like to honor Virginia Pérez, Bilingual Support staff at the NYSED's Office of Bilingual Education and Foreign Language Studies. She has worked at the highest professional level and has demonstrated unwavering loyalty to the education of LEP/ELLs, their teachers, and the BETACs. She has mastered the concept of the "carrot" (cookies) and the stick to get things done. Thank you, Virginia!

Another important player in the creation of the BETACs was Dr. Carole Joseph, a distinguished and innovative educator and a fearless advocate for bilingual learners. As a member of Commissioner Gordon Ambach's Advisory Council for Bilingual Education, Carole was instrumental in getting the BETAC concept approved. Coincidentally, as we bid farewell to the BETACs, we are pleased to welcome Carole back to New York City, as the newly appointed president of the Bronx Community College. Congratulations President Joseph!

This is a time of changes in our state and in our nation. Although sometimes change can be painful, let us view



BETAC Directors and staff with Assemblywoman Carmen Arroyo at the BETAC Celebration organized by Nicole Rosefort, Director of HABETAC, on June 11, 2011

this as an opportunity to grow and move forward. Those of you who will become staff members of the new regional networks have a responsibility to continue the historic tradition of providing the best and most innovative technical assistance possible to the teachers and parents of our LEP/ELLs. I wish you well. Those of you who will no longer participate in this type of work, I salute you and thank you for your contributions and accomplishments.

In closing, I would like to draw on our Spanish tradition of *el abrazo* (the hug). I wish to offer three abrazos: The first abrazo is to say goodbye to a wonderful and faithful friend of our students—the BETACs. The second abrazo is to welcome the new regional network centers and wish them success. The third abrazo is to seal our commitment to continue our passion and advocacy for quality bilingual education in New York State.



Congratulations to Ofelia Anamaría on her Retirement

Nancy Villarreal de Adler



NYSABE congratulates Ofelia Anamaría, Syracuse/Albany Regional Delegate, on her recent retirement from the Syracuse City School District. Ofelia's distinguished career began in 1989 when she was hired as a teacher assistant in the Early Childhood Education Program. Thanks to ITI and local scholarships, Ofelia obtained her M.S. degree in education from Brockport University. She also completed the requirements for the certification in special education and the bilingual extension. In September 1995, Ofelia was appointed as a bilingual special education teacher at Seymour School, SCSD; and in 2009, she joined the dual language program at the Seymour Dual Language Academy.

Ofelia has been the recipient of numerous awards and special recognitions for her outstanding professional performance and her leadership in the Syracuse community. The acknowledgements include:

- NYSABE's Bilingual Teacher of the Year Award (2001)
- Embassy of Spain's scholarship to study literature at the Universidad Complutense, Madrid Spain (2001)
- Outstanding service awards from the Syracuse school superintendent's office and the NYS education commissioner (2002)
- Outstanding Latino

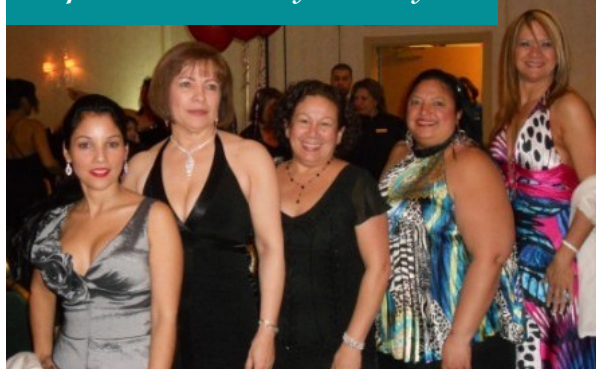
award from the Latino Heritage Celebration Committee (2008)

- Special award from the Hispanic Leadership Institute "Angelo del Toro" in celebration of its 20th anniversary (2010)
- Univision's special recognition and interview during the Hispanic month celebration (2010)

Other awards have been presented to Ofelia by local agencies such as the "Say Yes Program," the Girl Scout troop of Syracuse, Realizando Mis Sueños project, the Spanish Action League, and Nosotros-Tu Voz Latina Radio Broadcast. In addition, she has often appeared in the local newspapers, which have identified her as an exemplary Latina in Syracuse.

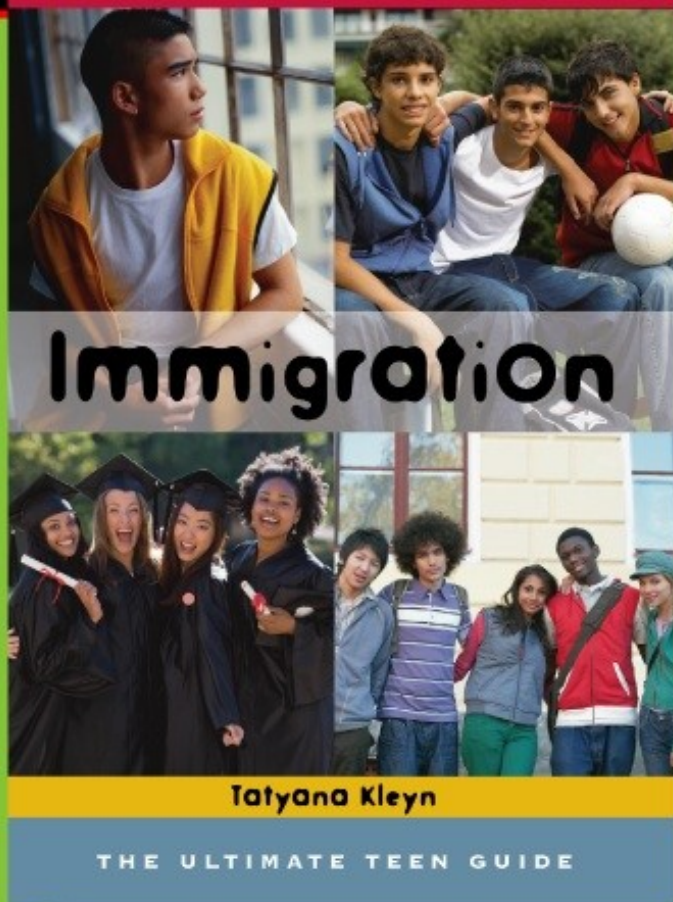
NYSABE congratulates Ofelia for her remarkable achievements and wishes her happiness and success in her future endeavors.

Conference Pics: See you next year!!



BOOK PANEL DISCUSSION & RELEASE PARTY!

IT HAPPENED TO ME



Tatyana Kleyn

THE ULTIMATE TEEN GUIDE

Friday, September 16, 2011 from 6-10pm

The City College of New York
NAC (North Academic Center) Building
Amsterdam Ave and 137th Street

■ Book Panel Discussion: 6-8pm in NAC 4/220B

Tatyana Kleyn is the author of "Immigration: The Ultimate Teen Guide." She is an Assistant Professor at The City College of New York in the Bilingual Education and TESOL program.

Arlen Benjamin-Gomez is a Fellow with the New York State Regents Research Fund working on issues related to the education of emergent bilingual students. Formerly, she was a staff attorney for Advocates for Children.

Jong-Min has been campaigning for the DREAM Act, speaking at various forums including Brown University, the Leonard Lopate Show, and at the Asian American Advancing Justice Conference. He earned his BA from the University of Tennessee-Knoxville, and is originally from South Korea.

Angy Rivera is an undocumented student at The John Jay College of Criminal Justice. She is a core member at the New York State Youth Leadership Council, where she moderates their support group and runs the Ask Angy blog.

■ Release Party with DJ & Dancing

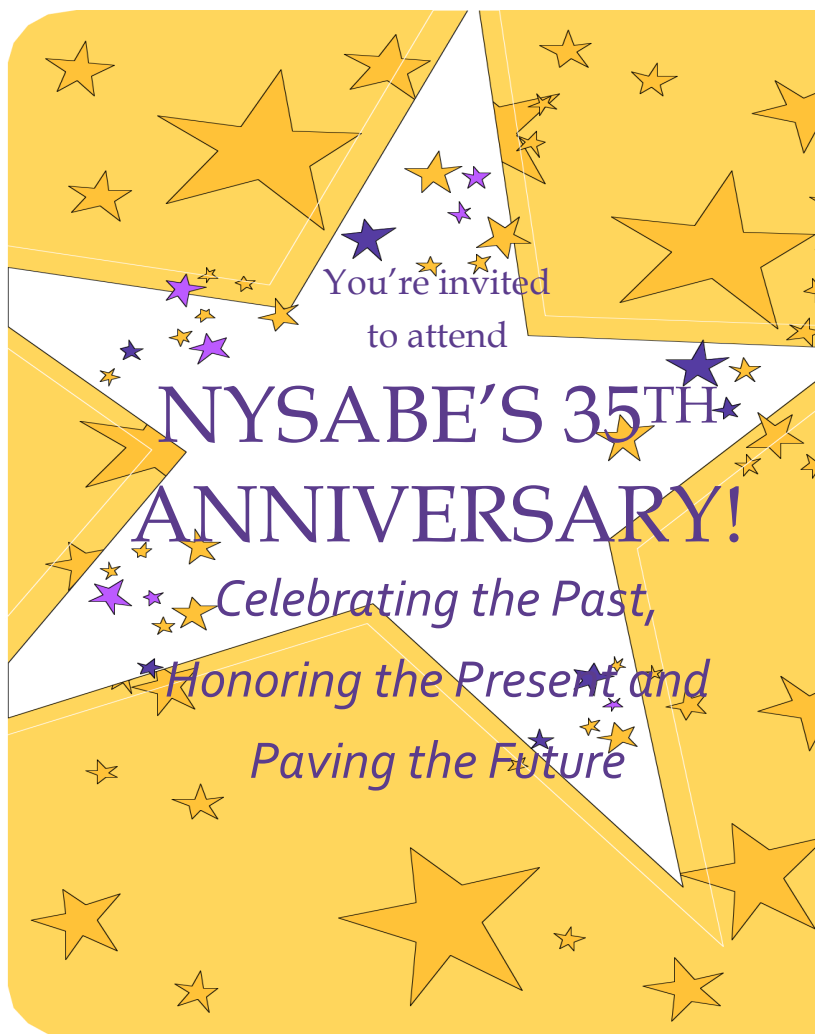
8-10pm in the NAC Ballroom (1st floor)

Suggested Party Donation:

\$10 minimum for students

\$20 minimum for everyone else

- All proceeds will go towards scholarships for undocumented youth!
- To RSVP for the book panel discussion and release party go to: <http://tinyurl.com/bookpanel>
- Email bilingual@ccny.cuny.edu for questions.
- Books will be available for purchase at a reduced rate of \$25.



Date: Saturday, October 29, 2011

Time: 5:00-10:00 pm

Location: Fordham university,
Lincoln center campus, Lowen-
stein Building, 12th floor lounge

RSVP: Seating is limited, so NY-
SABE members are encouraged to
mail in registration form & check
by October 8, 2011 ☼ For addi-
tional information or to become a
member, email nancyvill@aol.com
or call (212) 998-5104

For more information visit the
NYS TESOL Web site :
www.nystesol.org or contact
Christy Baralis, 2011 NYS
TESOL Chair, vp2@nystesol.org



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

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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: _____

Name: _____ Phone - Work: () _____

Home Address: _____ Phone - Home: () _____

City: _____ State: _____ Zip: _____ Email: _____

Languages Spoken: _____

NYSABE Dues:

- ☐ \$25 Associate (full-time student, parent, paraprofessional)
☐ \$35 Regular (teacher, administrator, education)
☐ \$65 Institutional
☐ \$85 Commercial

Select your local region:

- ☐ Region 1-Long Island
☐ Region 2-New York City
☐ Region 3-Mid-Hudson professional
☐ Region 4-Capital/Central District
☐ Region 5-Rochester
☐ Region 6-Western New York

I would like to volunteer:

- ☐ Advocacy
☐ Fundraising
☐ Special
☐ Membership
☐ Other _____

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

☐ \$25 ☐ \$50 ☐ \$100 ☐ Other \$ _____

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.