

# The New York State Association for Bilingual Education

40<sup>TH</sup> ANNIVERSARY CONFERENCE



[www.nysabe.net/2017conference](http://www.nysabe.net/2017conference)

Families, Practitioners, Partners, and Policymakers

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66 Hale Avenue, White Plains, New York 10601



# ***WELCOME!***



## **The New York State Association for Bilingual Education**

**March 2-4, 2017**

**Crowne Plaza White Plains—Downtown**

66 Hale Ave — White Plains, NY 10601

<http://www.nysabe.net/2017conference>





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## NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION

New York University  
Metropolitan Center for Research on Equity and the Transformation of Schools  
726 Broadway, 5<sup>th</sup> Floor  
New York, NY 10003  
Tel: 212-998-5104 Fax: 212-995-4199

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Dear NYSABE Members,

Welcome to the 2017 NYSABE Conference! On behalf of our Board of Directors, Delegate Assembly and Executive Director, we are excited to share effective pedagogical practices, policy updates, and fellowship with you and other educators and advocates from across New York State.

The 2017 annual conference theme, *“Families, Practitioners, Partners, and Policy Makers: Fulfilling the Promise of Bilingual Education Together,”* is a call to action for members of our educational community to strengthen our spirit of collaboration and unity to realize the full potential of bilingual education. During these uncertain sociopolitical times, when the education of our ELLs/multilingual learners will inevitably face serious challenges, it is imperative that we seize every opportunity to speak up with one voice and ensure that our educational system supports their diverse needs and talents. Bilingual education holds the promise of a world citizenry that is well prepared to meet the challenges of a global economy and to embrace diversity, multilingualism, and multiculturalism; therefore we, members of the multilingual educational communities, must strive to sustain this vision by working together.

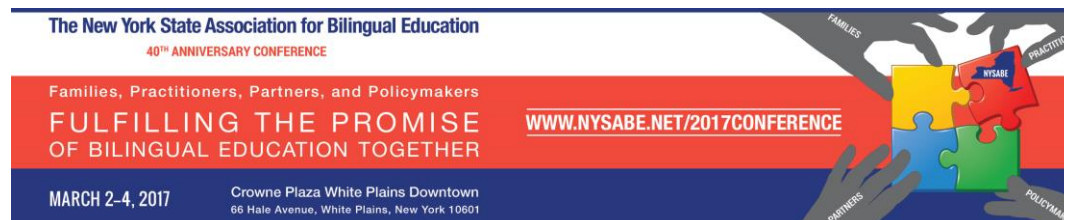
Planning, coordinating, and executing a conference takes a tremendous amount of collaboration and effort. It would not have been possible without the skill and expertise of our conference chairperson, Iraida Bodré. I would like to extend my sincere and enthusiastic thanks to her and all the wonderful committee chairpersons and members who assisted. I also extend a very special thank you to our devoted and tireless Executive Director, Nancy Villarreal de Adler, whose hard work and support at every step of the way were invaluable.

I look forward to your participation and feedback throughout this year's conference and thank each of you for your work on behalf of ELL/bilingual learners. It is only through working together that we will “fulfill the promise of bilingual education” for our students.

Sincerely,

Tamara Alsace

NYSABE 2016-17 President



President – Western Region Representative  
Minh-Anh Hodge, Ed.D.  
Tacoma School District  
O: (253) 571-1415  
F: (253) 571-1232  
[mhodge@tacoma.k12.wa.us](mailto:mhodge@tacoma.k12.wa.us)

Vice President – Eastern Region Representative  
Margarita P. Pinkos, Ed.D. – Executive Director  
Department of Multicultural Education  
School District of Palm Beach County  
3388 Forest Hill Boulevard, Suite A 204  
West Palm Beach, FL 33411  
O: (561)-434-8010  
F: (561)-434-8074  
[margaritapinkos@gmail.com](mailto:margaritapinkos@gmail.com)

Treasurer – Member-at-Large  
Josie Tinajero, Ed.D.  
Assistant to the VP for Research  
The University of Texas at El Paso  
500 W. University Ave  
El Paso, TX 79968  
O: (915)-747-5552  
F: (915)-747-5755  
[tinajero@utep.edu](mailto:tinajero@utep.edu)

Secretary – Member-at-Large  
Rossana Boyd, Ph.D.  
University of North Texas  
3410 Clydesdale Dr.  
Denton, TX 76210  
M: (940)-391-4800  
[rossana.boyd@unt.edu](mailto:rossana.boyd@unt.edu)

Member-at-Large  
Luis F. Cruz, Ph.D.  
Education Consultant  
20867 Amar Rd., Ste 2 #815  
Walnut, CA 91789  
M (626)-705-9415  
[lcruz@newfrontier21.com](mailto:lcruz@newfrontier21.com)

Central Region Representative  
Leo Gómez, Ph.D.  
PO Box 420  
Edinburg, TX 78540  
M: (956)-467-9505  
[leogomez@dlit.us](mailto:leogomez@dlit.us)

Western Region Representative  
Macario Saldate, Ed.D.  
M: (520) 336-4939  
O: (520) 621-7991  
[saldatemacario@gmail.com](mailto:saldatemacario@gmail.com)

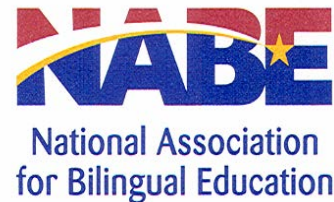
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Anita Pandey, Ph.D.  
Professor and PD Coordinator  
Morgan State University  
1700 E. Cold Spring Ln  
Baltimore, MD 21251  
M (443)-422-5923  
[anita.pandey@morgan.edu](mailto:anita.pandey@morgan.edu)

Central Region Representative  
María Arreguin Anderson, Ed.D.  
Associate Professor of Early  
Childhood and Elementary Education  
University of Texas at San Antonio  
M: (210) 275-4621  
[arreguinma@aol.com](mailto:arreguinma@aol.com)

Parent Representative  
Myrna Reyna, MBE  
O: (972) -248-1308  
M: (214) 500-1686  
[Myrna.reyna@region10.org](mailto:Myrna.reyna@region10.org)

Executive Director  
Santiago V. Wood, Ed.D.  
M: (954) 729-4557  
c/o Ana G. Mendez University  
11006 Veirs Mill Rd., (L-1)  
Wheaton, MD 20910  
O: (240) 450-3700  
F: (240) 450-3799  
[drsantiagow@gmail.com](mailto:drsantiagow@gmail.com)  
[www.nabe.org](http://www.nabe.org)

Deputy Director  
Nilda M. Aguirre  
O: (225) 209-0224  
M: (225) 284-3394  
PO Box 1569  
Albany, LA 70711  
[Conference.nabe@gmail.com](mailto:Conference.nabe@gmail.com)



February 7, 2017

Dear NYSABE Conference Attendees:

On behalf of the 20 States and 3 International Affiliates (China, Spain, Mexico) representing bilingual education teachers, professors, researchers, parents, advocates and policy makers who collectively serve the needs of our nation's 4.7 million Dual Language Learners (DLLs) and English Language Learners (ELLs), the National Association for Bilingual Education (NABE) is honored to extend our heartfelt Congratulations to NYSABE, one of NABE's most faithful and supportive affiliate, on this very important celebratory occasion of your 40<sup>th</sup> Annual Conference on March 2-4, 2017 in White Plains, NY.

We believe that your Conference theme honoring **"Families, Practitioners, Partners, and Policy Makers: Fulfilling the Promise of Bilingual Education Together"** is most appropriate and serves as a wonderful call to action for members of your educational community to strengthen your spirit of collaboration and unity to realize the full potential of bilingual education and to engage in dialogue and significant learning opportunities that will continue to enhance our collective ability to more effectively serve our bilingual/multilingual and immigrant students. NYSABE has an exemplary record of always being in the forefront of leading the fight for justice, access, equity and opportunities for ALL students, especially our English Learners and immigrants.

During these uncertain sociopolitical times, when the education of our ELLs/Multilingual learners will inevitably face serious challenges, it is imperative that we seize every opportunity to speak up with one voice and ensure that our education systems support their diverse needs and talents. NABE further believes that at a time of shrinking resources and international interdependence, the United States can no longer afford the luxury of linguistic parochialism and cultural imperialism. It is poor policy to squander the existing reservoir of human talent that is already familiar with other cultures and other languages.

NABE is very pleased and excited to endorse and to reaffirm our strong partnership with NYSABE, its many volunteers, families, practitioners, partners, policy makers, sponsors, parents, teachers, and participants for your tireless and most effective work in equipping our teachers and educational leaders most proximate to students with concrete guidance for these days ahead. YOU are on the frontlines of American civil society. YOU are first responders for our children and families who may be confused, scared and grieving on a daily basis with the fear of deportation, disruption, social upheaval and retaliation simply because they are immigrants and bilingual/multilingual learners.

This is a MUST Conference that will undoubtedly create a wonderful opportunity to build cultural and language awareness and recognize the value of diversity as a fundamental opportunity to unite multilingual voices in our country and across the world in serving bilingual/ multilingual students, one of our nation's greatest assets.

NABE is certain that you will be inspired by keynoters, featured presentations, work sessions, professional development and many hands on sessions that certainly will encourage and inspire our new cadre of bilingual teacher leaders, practitioners, policy makers, families, researchers, parents and the business community.

Congratulations!  
Felicidades!  
¡Sí se puede!

Sincerely,

Dr. Minh-Anh, President

Dr. Santiago Wood, Executive Director

NABE – c/o Ana G. Mendez University – 11006 Veirs Mill Rd – Wheaton, MD 20902 – O:240-450-3700 – F:240-450-3799  
[www.nabe.org](http://www.nabe.org)





**New York State Teachers of English to Speakers of Other Languages, Inc.**

Teachers College, Columbia University  
525 W. 120<sup>th</sup> Street, Z-316, Box 185, New York, NY 10027-6696  
(212) 678-3074  
[www.nystesol.org](http://www.nystesol.org)

Dear Friends and Colleagues,

On behalf of the NYS TESOL Executive Board, I want to THANK YOU for your tireless commitment to the field of education, in general, and to bilingual/multilingual students, in particular. Regardless of your titles and the settings, I know that you devote endless time, energy, and resources to provide high quality education to your students.

The conference theme, *Families, Practitioners, Partners, and Policymakers: Fulfilling the Promise of Bilingual Education Together*, could not have been more apt as you celebrate your 40<sup>th</sup> anniversary. And in this current political climate, it is more important than ever for all stakeholders to work together to advocate for our profession and our students and their families, who by definition, cannot advocate for themselves. In addition, it is imperative for us to be educational resources for our policymakers and share research based information about bilingual education and best practices in order for them to make informed decisions.

Equally important is our work with parents and families. Kudos to NYSABE for always remembering the families as an essential partner to the work that we do in schools. The Parent Institute that is offered each year is a fantastic opportunity to connect with families and for them to learn about how they can support their children and their academic success. Without families, we would not be able to achieve what we've been charged to do: provide high quality education to all our students.

Lastly, I want to congratulate NYSABE President, Dr. Tamara Alsace, Executive Director, Nancy Villarreal de Adler, the Board of Directors, and the Delegate Assembly, on another great year. The countless hours that you spend to represent the organization and to provide support to those in the field is exceptional and admirable.

I wish you continued success in your work and I look forward to strengthening our collaborative efforts in the coming years.

Sincerely,

*Anne Henry*

Anne Henry  
President, NYS TESOL





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March 2017

Dear Conference Participants,

The NYS Council of Educational Associations (NYSCEA) is proud that our member association, the New York State Association for Bilingual Education, will be holding its 2017 Annual conference, *Families, Practitioners, Partners, and Policy Makers: Fulfilling the Promise of Bilingual Education Together*.

NYSCEA and its member organizations through our collaborative efforts attempt to break down barriers across curriculum areas that prevent our English Language Learners and Multi Lingual Learners from achieving. On March 2- 4 at the Crowne Plaza-White Plains Downtown Hotel, NYSABE members will be able to strengthen the spirit of collaboration and unity to realize the full potential of bilingual education. NYSCEA knows that the workshops and speakers present will offer a wealth of knowledge to participants in their quest to facilitate the success of each and every one of our bilingual students. We encourage participants to take advantage of all this NYSABE conference has to offer.

NYSCEA encourages collaborative work among all of our member associations to develop and implement programs for students and professional development for teachers so all NYS students can fulfill their dreams. This conference will support New York's Bilingual students and teachers. On behalf of NYSCEA, I extend best wishes for a meaningful and productive conference.

Sincerely,

Marc E. Greene  
NYSCEA President 2015-17

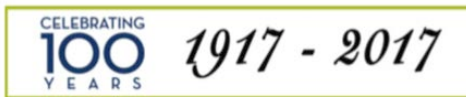


# New York State Association of Foreign Language Teachers, Inc.

2400 Main Street Buffalo, NY 14214

(716) 836-3130

[info@nysaflt.org](mailto:info@nysaflt.org) [www.nysaflt.org](http://www.nysaflt.org)



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February 6, 2017

Dear NYSABE Members,

As the 2017 President of the New York State Association of Foreign Language Teachers, it is my pleasure to welcome you to the 2017 NYSABE Conference.

We have a long history of fruitful collaboration promoting the study of world languages and supporting our world language learners, our bilingual learners and our English language learners. That collaboration is best exemplified in our collective work towards making the New York Seal of Biliteracy a reality for our students as well as our continued efforts to restore the NYS Regents and Proficiency examinations. We look forward to the continued collaboration with NYSABE for 2017 and beyond.

On behalf of NYSAFLT, please accept our best wishes for a wonderful day of professional development and collegial networking.

Sincerely,

Marie J. Campanaro  
NYSAFLT President



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[www.flacs.org](http://www.flacs.org)

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Denise Hannaoui, Secretary/Treasurer, Connetquot Central School District

---

Dear NYSABE Members,

On behalf of the FLACS Board of Directors, I wish you a most successful conference! Many of our members have the honor of overseeing not only World Language programs, but also English as a New Language and/or bilingual programs in their districts. As advocates who promote language learning at all levels, we appreciate that conferences, such as yours, bring theory to practice alive for our teachers who attend your events.

The conference theme of *Families, Practitioners, Partners, and Policymakers: Fulfilling the Promise of Bilingual Education Together* takes on greater significance this year given the challenges that educators are facing at both the local and national level. It is only through advocacy and partnership to promote bilingual education that we will be able to ensure that our children are prepared to enter the global community. Our nation's success and survival rests on a society that promotes and respects ALL languages and cultures.

Sincerely,

Francesco L. Fratto



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March 2, 2017

Dear NYSABE Colleagues and Friends,

We are privileged to collaborate in the work of supporting bilingual educators, who believe in the power to make a difference in our English language learners. We are grateful to be sharing alongside NYSABE during a time where collaboration, respect, parent engagement, advocacy, and professional development are flourishing in the NYC Department of Education. As a sister organization and your partner, the Association of Dominican-American Supervisors and Administrators (ADASA) congratulates your annual conference and trusts that you will continue to invigorate our stake holders by ensuring exceptional support to further expand bilingual education for many years to come.

As the federal and state governments team up with local school districts to develop collaboration, curricula, leadership, provide professional development opportunities, and enhance school knowledge of best practices in bilingual education, the urgency of NYSABE and ADASA to make policy makers aware of the needs of our students is paramount. We must continue to advocate for equity and developmentally appropriate practices for our multilingual students.

Together, we can be the vision, vehicle, voice, and hope our students need. With our collaborative expertise we can also provide the resources and inspiration that our members need to build our students' cultural, academic, social, and cross-lingual knowledge.

We encourage you to continue inspiring with passion, serving with distinction, supporting one another with humility, and working incessantly to bring equity to every student we educate. Congratulations on a successful conference.

Fraternally,

Vivian Bueno  
President 2015-2017



ONE Classroom.  
ONE Teacher.  
Equity for  
EVERY Student.

**MR. JAMES**

English Teacher

Lesson: *Lost Languages*



CLASS SIZE:

32 students



ALL STUDENTS READING  
AT THEIR LEVEL:

Yes



STUDENT LEXILE RANGE:

470L–1370L

715L

1285L

1050L

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**Executive Director**

**Nancy Villareal de Adler**

# ABOUT NYSABE

## THE PURPOSE

The New York State Association for Bilingual Education (NYSABE) is a tax-exempt, not-for-profit, statewide organization of professional and advocacy members founded in 1976 to address the educational needs of language-minority students, who are English language learners (ELLs)/bilingual learners.

**NYSABE** is a multilingual and multicultural association that represents multiple language groups and educational sectors throughout the State. The Association unites educators, parents, school administrators, college professors, researchers, community and business leaders, elected officials, the media and policy makers with a common interest in excellence and equity for ELLs/bilingual learners.

**NYSABE** encourages the establishment, maintenance, and expansion of quality bilingual educational programs. It also promotes bilingual education as a process by which students achieve success through instruction in their home 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, and that bilingualism and biliteracy are critical components of contemporary education in the United States.

**NYSABE** is affiliated with the National Association for Bilingual Education (NABE) and The New York State Council of Educational Associations (NYSCEA).

**NYSABE** collaborates with professional organizations, including the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), the Association of Dominican American Supervisors and Administrators (ADASA), and the New York State Association of Foreign Language Teachers (NYSFLT).

## THE MISSION

It is NYSABE's mission as an organization to dedicate itself to the promotion of services for ELLs/bilingual learners through instruction in their home language and English, i.e., students receive academic instruction in their home language, a language they can understand, while acquiring proficiency in English.

It is our intent to promote bilingualism for all, whereby English speaking students also learn a language other than English, to increase literacy in two languages, promote cultural awareness, and provide educational equity and excellence for students in New York State.

NYSABE involves parents of ELL/bilingual learners in the process of schooling and in public policy decisions that affect them and their children. NYSABE promotes public understanding of the importance of language and culture in education, and defends the rights of linguistic minority communities to promote a pluralistic society.

**PLEASE "LIKE" AND FOLLOW OUR POSTS ON THE NYSABE FACEBOOK PAGE  
AND JOIN US USING #NYSABE2017 FOR YOUR CONFERENCE-RELATED  
UPDATES AND PHOTOS ON FACEBOOK, TWITTER, AND INSTAGRAM!**

# CELEBRATING THE PAST

TERM	PRESIDENT	LOCATION	CONFERENCE THEME
1976-1977	Daniel Domenech	Fordham University	Founding Year—No Conference Held
1977-1978	Sonia Rivera	Albany Thurway House	Bilingual Education: Unity for Excellence
1978-1979	Angelo Gimondo	Penta Hotel, New York City	Celebrating the Year of the Child
1979-1980	Michael Vega	The Concord Hotel	The Future of Bilingual Education: The Decade of the 80s
1980-1981	Genis Meléndez	The Concord Hotel	Bilingual Education: Enrichment for All
1981-1982	Lilliam Malavé	The Concord Hotel	Bilingual Education: New Horizons
1982-1983	Ceferino Narváez-Ortiz	The Rye Town Hilton	Bilingual Education: Achieving a Global Perspective
1983-1984	Sandra Ruíz	Grossinger's Hotel	Success in Academics: Bilingual Education
1984-1985	Bernard Cohen	The Concord Hotel	Bilingual Education: Unity Through Diversity
1985-1986	Dolores M. Fernández	Albany Hilton	Bilingual Education: Equity and Excellence
1986-1987	Aurea E. Rodríguez	New York City Hilton	Bilingual Education: Past, Presence and Future
1987-1988	Mutsuko Tanouchi	The Concord Hotel	Bilingual Education: Lighting the Way for School and Community
1988-1989	Debra A. Colley	Buffalo Hilton	Bilingual Education: Decades of Success, a Lifetime of Opportunities
1989-1990	Angela L. Carrasquillo	Hauppauge Marriott	Bilingual Education: Unity and Success for the Nineties
1990-1991	María E. Valverde	Westchester Marriott	Bilingual Education: Using Languages for Success
1991-1992	David Báez	The Concord Hotel	Bilingual Education: America 2000 and Beyond
1992-1993	Nivia Zavala	The Concord Hotel	Bilingual Education: Affirming a New Generation of Global Leaders
1993-1994	Ximena E. Zate	Uniondale Marriott	Bilingual Education: From Research to Quality Pedagogy
1994-1995	Nancy Villareal de Adler	The Rye Town Hilton	Bilingual Education: The Strength of Our Nation
1995-1996	Susan Pien Hsu	The Concord Hotel	Bilingual Education: Twenty Years of Advocating for Educational Success
1996-1997	Aurea Porrata-Doria	The Rye Town Hilton	Bilingual Education: High Standards for All Students
1997-1998	David Cabrera-Villafañá	The Rye Town Hilton	Bilingual Education: Making Successful Connections to Meet the New Standards
1998-1999	Elsie G. Loperena	The Rye Town Hilton	Bilingual Education: Meeting the Challenges of the New Millennium
1999-2000	Carlo Mitton	The Huntington Hilton	Bilingual Education: A Transformative Process on Globalization Toward Student Empowerment
2000-2001	Florence Pu-Folkes	The Rye Town Hilton	Bilingual Education: A Humanistic Approach to Excellence
2001-2002	Pedro J. Ruiz	The Crowne Plaza	Bilingual Education: Cultivating the Power of Language to Building New York's Future
2002-2003	Heriberto Galarza	Westchester Marriott	Bilingual Education: A Tool for Global Connection
2003-2004	David Mauricio	The Huntington Hilton	Bilingual Education: Ensuring Equity for all Learners
2004-2005	Jean Mirvil	The Rye Town Hilton	Bilingual Education: Language and Culture-Pillars of Our International Community
2005-2006	Eudes S. Budhai	The Huntington Hilton	Bilingual Education: Developing our Future Leaders
2006-2007	Bernice Moro	The Huntington Hilton	Bilingual Education: Thirty Years of Unity, Advocacy and Excellence
2007-2008	Wilda Ramos-Morales	The Huntington Hilton	Bilingual Education: Unity in Diversity
2008-2009	Anne Henry Montante	Westchester Marriott	Bilingual Education: Honoring Our Heritage for a Better Tomorrow
2009-2010	Margarita González-Martínez	The Huntington Hilton	Bilingual Education: A Pathway to Multicultural and Multilingual Learning Communities
2010-2011	María de los Ángeles Barreto	NY LaGuardia Marriott	Fostering Cognition through Bilingual Education in the 21st Century
2011-2012	María-Angélica Meyer	The Huntington Hilton	Achieving a Lifetime of Bilingualism from Early Childhood through Higher Education
2012-2013	Awilda Ramos Zagarrigo	The Huntington Hilton	Bilingual Education: Promoting Educational Excellence and Equity for All Students
2013-2014	Yazmín Torres	NY LaGuardia Marriott	Educating Our Next Generation of Biliterate Citizens
2014-2015	Tatyana Kleyn	White Plains Crowne Plaza	Building Bridges: Bilingual Education Across Borders
2015-2016	Tamara Alsace	NYU Kimmel Center / Niagara University	Changing Policies, New Directions: Bilingual Education Paving the Way to Every Student's Success

# GENERAL 2017 CONFERENCE INFORMATION

## ANNUAL GENERAL MEMBERSHIP MEETING

All NYSABE members are welcome and encouraged to attend the Annual General Membership Meeting, Friday, March 2, 2017 at 4:00 PM, Salons A & B.

## CURRICULUM PARTNERS/EXHIBITORS

Educational materials and instructional aids will be displayed by various publishers in the lower level of the Crowne Plaza Hotel.

## CTLE CERTIFICATES

Certificates will be e-mailed to participants within one week of the conclusion of the conference. Participants will receive 8 CTLE credits per day of attendance.

## EVALUATIONS

A copy of the conference evaluation form appears in the back pages of this Conference Program. Please be sure to complete your evaluation of our conference at: <https://www.surveymonkey.com/r/NYSABE2017>. Your participation in evaluating the NYSABE 2017 conference is essential to future events.

## FUND-RAISING

NYSABE pins, sweatshirts, T-shirts and other items will be sold at the NYSABE booth in the Exhibitors' area. Please support our organization's fund-raising efforts.

## GALA TICKETS

These are included with your Pre-Registration Package, if they were pre-purchased. A limited number of tickets, if available, may be purchased at the Registration Desk. Conference attendees without tickets may dine at the hotel's restaurant.

## RAFFLE

Raffle tickets may be bought at the NYSABE booth. The raffle will take place at the closing session, Saturday, March 4, 2017, Salons A & B.

## REGISTRATION BADGES

Registration badges indicate that you are a paid participant and member, as well as the dates of participation. Badges must be visible at all time, especially upon entering the Ballrooms for breakfast and lunch.

## SPECIAL GUESTS/PRESENTERS DESK

Provides check-in, name badges, ribbons and assistance for special guests and presenters.

## STRAND SESSIONS

This year sessions take the format of a 40 minute presentation, roundtable, poster session or a 90 minute workshop. Refer to the appropriate pages and abstracts of sessions for presenters' exact times and room locations. As a courtesy to both the presenter and the audience, please arrive on time to all the sessions.



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# NYSABE 2017 CONFERENCE COMMITTEES

## **CONFERENCE CHAIRPERSON** Iraidia

Bodré

## **CALL FOR PROPOSALS**

Rebecca Murphy, Chairperson

Terri Brady-Méndez

Elizabeth Chrunev

Alina Cotter

Elena Dokshansky

Miriam Eisenstein Ebsworth

Colleen Glahe

Marguerite Lukes

Zoila Morell

## **CONFERENCE PROGRAM**

Michael Duffy, Chairperson

Melissa Duquette

Denise Góñez-Santos

Lyda Ragonese

## **EDUCATIONAL POLICY/ADVOCACY**

Claire E. Sylvan, Chairperson Tamara

Alsace

Miriam Eisenstein Ebsworth

Tatyana Kleyn

Kate Menken

Zoila Morell

Rebecca Murphy

Nancy Villareal de Adler

Ron Woo

## **EVALUATIONS**

Awilda Ramos Zagarrigo, Chairperson

## **EXHIBITORS/SPONSORS**

Eva García, Chairperson

Ron Woo

## **GALA BANQUET**

Natalia Kesabian, Chairperson

Luisa Rojas, Chairperson

Xiomara González

Josephine Hall

## **HOSPITALITY**

Petra Mencía, Chairperson

Evelyn Bunger

Olga Castro

Rosemarie Colón

Claribel Colón-González

Maeva López-Kassem

Yocasta Mencía

Lourdes Roa

Hulda Yau

## **KEYNOTE SPEAKERS**

Tatyana Kleyn, Chairperson Laura

Ascenzi-Moreno

Heather Homonoff Woodley

Maite Sánchez

## **LEADERSHIP FORUM**

Eudes Budhai, Chairperson

## **LOGISTICS**

Maria-Angélica Meyer, Chairperson

## **MEMBERSHIP MEETING**

Tamara Alsace, Chairperson

## **NYSABE BOOTH/RAFFLE**

Rosa Lien, Chairperson

Yanick Frederic

Nicole Sibiski Ayala

Victoria Tambini

## **PARENT ACADEMY**

Elena Dokshansky, Chairperson

Jose González, Chairperson

Eva Garcia

Nancy King Wang

Carlos Sánchez

## **PAST PRESIDENTS FORUM** Maria-

Angélica Meyer, Chairperson

## **PHOTOGRAPHY**

Rafael Mencía

## **PROFESSIONAL AWARDS**

Heriberto Galarza, Chairperson

David Mauricio

Maria-Angélica Meyer

Jean V. Mirvil

Wilda Ramos

## **PUBLICITY/NEWSLETTER** Lourdes

Roa, Chairperson

Seokhee Cho

Hulda Yau

## **REGISTRATION**

Maite Sánchez, Chairperson

Alicia Báez-Barinas

Wilfredo Garcia

## **STUDENT AWARDS**

Wilda Ramos, Chairperson

Alicia Báez-Barinas

Rose Colon-Kitcho

Heriberto Galarza

Denise Góñez-Santos

Maeva López-Kassem

Pietro Mendola

## **STUDENT PERFORMANCE**

David Cabrera-Villafañá,

Chairperson **TECHNOLOGY**

Lyda Ragonese, Chairperson

Jacqueline LeRoy

## **VOLUNTEERS**

Zoila Morell, Chairperson **WEBSITE**

César Rodríguez

# NYSABE 2017 AWARD WINNERS

Presentation event and time listed below each name

## THE BILINGUAL ADMINISTRATOR OF THE YEAR AWARD

***Miguel Medina***

Major Session II

Friday, March 3, 2017

## THE GLADYS CORREA MEMORIAL AWARD

***Claire E. Sylvan***

Gala Banquet

Friday, March 3, 2017

## THE DR. XIMENA ZATE BILINGUAL TEACHER OF THE YEAR AWARD

***Daisy Balaguer*** and ***Liya Wang***

Major Session III

Saturday, March 4, 2017

## THE BILINGUAL STUDENT ESSAY / NIVIA ZAVALA ART CONTEST AWARDS

***Winners listed on “Awards Luncheon” (Page 52)***

Awards Luncheon

Saturday, March 4, 2017

# NYSABE 2017 STUDENT PERFORMANCE

White Plains City School District

# CONFERENCE SCHEDULE

## Thursday, March 2, 2017

*Registration from 7:45am—4:00pm*

*Continental Breakfast starts at 7:30am*

TIME	EVENT	LOCATION
8:45am – 10:30am	<b>Major Session I</b> <b>Welcoming Remarks:</b> Tamara Alsace NYSABE President <b>Greetings:</b> Angélica Infante-Green Deputy Commissioner, Office of P-12 Instructional Support, NYSED <b>Greetings:</b> Lisa Panaro Director of World Language & ELL Programs K-12, White Plains School District <b>Performance:</b> White Plains City School District <b>Keynote Speaker:</b> Madeline Pérez Associate Professor, Department of Social Work at the University of Saint Joseph, Connecticut	Ballroom Salons A, B, C, D
10:30am – 11:00am	<b>Visit Curriculum Partners/ Exhibitors</b>	Lower Level
11:00am – 11:40am	<b>Breakout Session I</b> Workshop Sessions Parent Workshops	Lower Level
11:50am – 12:30pm	<b>Breakout Session II</b> Workshop Sessions Parent Workshops	Lower Level
12:45pm – 2:30pm	<b>International Luncheon</b> <b>Greetings:</b> Evelyn DeJesús Vice President United Federation of Teachers <b>Greetings:</b> Lissette Colón-Collins Assistant Commissioner, Office of Bilingual Education and World Languages, New York State Education Department <b>Greetings:</b> Betty Rosa Chancellor, New York State Board of Regents <b>Panel Discussion</b> Advocacy in Action: Families Fighting, Creating and Expanding Bilingualism in Education	Ballroom Salons A, B, C, D
2:50pm – 3:30pm	<b>Breakout Session III</b> Workshop Sessions	Lower Level
6:00pm – 7:00pm	<b>President's Address</b> Dr. Tamara Alsace, NYSABE President	Salon A & B
7:00pm – 10:00pm	<b>President's Reception</b> Music and Entertainment	Salon C & D

# NYSABE 2017 CONFERENCE OPENING

## MAJOR SESSION I

**LOCATION: BALLROOM - SALONS A, B, C, D**

**8:45-10:30 AM**

### CONVENER

**Tamara Alsace**, NYSABE President

### GREETINGS



**Angélica Infante-Green**  
Deputy Commissioner  
Office of P-12 Instructional Support, NYSED



**Lisa Panaro**  
Director of World Language & ELL Programs K-12  
White Plains School District

### STUDENT PERFORMANCE

White Plains City School District

### KEYNOTE ADDRESS



### KEYNOTE SPEAKER

**Madeline Pérez**  
Associate Professor, Department of Social Work  
University of Saint Joseph, Connecticut

**Small Things with Big Impact/ Cosas  
Pequeñas con Gran Impacto:  
Intentionality in Partnering with Diverse  
Families**



# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION I OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
101	11:00-11:40	Larchmont 1	K. Gross, Widmeyer Communications, I. Figueroa, Southern Vermont College	Enabling Student Success: A New Approach
102	11:00-11:40	Sprainbrook	A. Joseph, NYS Language RBE-RN	Effective Ways for Families to Support their Children in Mathematics
103	11:00-11:40	Yorktown	M. Emmanuel, NYS Language RBE-RN	Effective Ways for Families to Support their Children in Mathematics
104	11:00-11:40	Briarcliff 1	M. Diaz, Y. Delgado-Villao, NYS Language RBE-RN	How to Plan and Prepare Your Child for College
105	11:00-11:40	Briarcliff 2	G. Ortiz, NYS Language RBE-RN	How to Plan and Prepare Your Child for College
106	11:00-11:40	Scarsdale 2	N. King Wang, NYS Language RBE-RN	How to Plan and Prepare Your Child for College
107	11:00-11:40	Larchmont 2	Y. Miguez, M. Petkanas, P811Q, NYC District 75	Taking Best Practices from School to Home: Using Visual Strategies
108	11:00-12:30*	Pelham	K. Wojehowski, Suffern CSD, J. Moran, Marlboro CSD	Language in Context: Literacy Scaffolds for K-5

**\*This is a 90-minute session.**

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION I

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 101

11:00-11:40AM

**Audience:** T, A, R, P/F, CM, TE, PM

**Room:** Larchmont 1

(ENGLISH/SPANISH)

#### ***Enabling Student Success: A New Approach***

Presenters: Karen Gross, Author/Educator, Widmeyer Communications; Ivan Figueroa, Director of Diversity Initiative, Southern Vermont College

Concrete strategies to facilitate student success in and outside the classroom will be addressed. The goals of this session will be to introduce the new approach, share how it differs from current approaches and then how it can be animated throughout the educational landscape. Special attention will be paid to how elasticity can and does benefit bilingual and multi-cultural students and their families in ways not now emphasized or addressed. Indeed, schools, families and communities that adopt this new approach will be able to measure improvements tangibly.

### Session 102

11:00-11:40AM

**Audience:** P/F, CM, PC, SC, P, SW

**Room:** Sprainbrook

#### ***Effective Ways for Families to Support their Children in Mathematics***

Presenter: Archangelo Joseph

This session will present strategies on how parents and families can best support their children at home in mathematics. In particular, participants will engage in a variety of activities designed to foster math learning among their children. For example, in cooperative groups with hands-on materials (e.g., supermarket flyers), parents and families will strive to make greater sense of such key mathematical concepts as fractions, percentages, patterns, and equations. In turn, they will help their children make connections between the aforementioned topics and the mathematical concepts taught in school.

### Session 103

11:00-11:40AM

**Audience:** P/F, CM

**Room:** Yorktown

(HAITIAN CREOLE)

#### ***Effective Ways for Families to Support their Children in Mathematics***

Presenter: Marie-Alix Emmanuel, NYS Language RBE-RN

This session will present strategies on how parents and families can best support their children at home in mathematics. In particular, participants will

engage in a variety of activities designed to foster math learning among their children. For example, in cooperative groups with hands-on materials (e.g., supermarket flyers), parents and families will strive to make greater sense of such key mathematical concepts as fractions, percentages, patterns, and equations. In turn, they will help their children make connections between the aforementioned topics and the mathematical concepts taught in school.

### Session 104

11:00-11:40AM

**Audience:** P/F, CM, TE, PC, SC, P, SW

**Room:** Briarcliff 1

(SPANISH)

#### ***How to Plan and Prepare Your Child for College***

Presenters: Maria V. Díaz, Ed.D, Yolanda Delgado-Villao, NYS Language RBE-RN

The presenters will elicit and provide reasons why every child should aspire to go to college. The participants will be provided with a sample four-year plan, (from 9th until 12th grade) and the transition from high school to college. Presenters will discuss how grades, credits and Advanced Placement and the study of world language courses impact on college acceptance. The presenters will review organizational, social and academic skills that students will need for college success and how parents can help their child develop these skills at home. The new financial aid process and funding resources, including undocumented students, will also be discussed. Finally, the presenters will provide and describe various websites/digital resources that are geared toward college readiness, and offer the participants an opportunity to ask questions.

### Session 105

11:00-11:40AM

**Audience:** P/F, CM, TE, PC, SC, P, SW

**Room:** Briarcliff 2

#### ***How to Plan and Prepare Your Child for College***

Presenter: Gloria M. Ortiz, NYS Language RBE-RN

The presenter will elicit and provide reasons why every child should aspire to go to college. The participants will be provided with a sample four-year plan, (from 9th until 12th grade) and the transition from high school to college. Presenters will discuss how grades, credits and Advanced Placement and the study of world language courses impact on college acceptance. The presenters will review organizational, social and academic skills that students will need for college success and how parents can help their child develop these skills at home. The new financial aid process and funding resources, including undocumented students, will also be discussed. Finally, the presenters will provide and describe various websites/digital resources that are geared toward college readiness, and offer the participants an opportunity to ask questions.

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION I

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 106

11:00-11:40AM

**Audience:** P/F, CM, TE, PC, SC, P, SW

**Room:** Scarsdale 2

**(CHINESE)**

#### ***How to Plan and Prepare Your Child for College***

**Presenter:** Nancy King Wang, NYS Language RBE-RN

The presenter will elicit and provide reasons why every child should aspire to go to college. The participants will be provided with a sample four-year plan, (from 9th until 12th grade) and the transition from high school to college. Presenters will discuss how grades, credits and Advanced Placement and the study of world language courses impact on college acceptance. The presenters will review organizational, social and academic skills that students will need for college success and how parents can help their child develop these skills at home. The new financial aid process and funding resources, including undocumented students, will also be discussed. Finally, the presenters will provide and describe various websites/digital resources that are geared toward college readiness, and offer the participants an opportunity to ask questions.

### Session 107

11:00-11:40AM

**Audience:** T, A, P/F, TE

**Room:** Larchmont 2

#### ***Taking Best Practices from School to Home: Using Visual Strategies***

**Presenters:** Yvette Miguez, Maria Petkanas, P811Q, NYC District 75

This presentation will encourage parents and educators to learn and apply visual strategies used in the special education classroom to continue in their home environment. The participants will have the opportunity to explore the use of calendars, schedules, to-do lists, checklists, and behavioral strategies. The presentation will also reinforce the process of learning the importance of organization to accomplish school work, homework, home routines, and community integration.

### Session 108

11:00AM-12:30PM

**Audience:** T, P/F

**Room:** Pelham

**(90-minute Workshop Session)**

#### ***Language in Context: Literacy Scaffolds for K-5***

**Presenters:** Kim Wojehowski, Suffern CSD, Jamie Moran, Marlboro CSD

At a time when educators are exploring how best to meet the deeper, more complex language demands of the Common Core, the quest for effective approaches to ensure language learner (LL) access and achievement continues. To intentionally support language development and academic achievement of LLs, it is essential that general education teachers and ENL specialists find ways to coordinate their instruction in a way that is both culturally and linguistically responsive and accessible. Participants will examine teaching moves designed to make cultural assumptions in text explicit and visible to language learners. To show how to systematically organize instruction, the presenters will unpack the Teaching and Learning Cycle (Rothery, 1996), model scaffolds, and show how accessibility strategies and activities can be integrated into both Stand Alone and Integrated models of instruction. Small group discussion questions will be embedded throughout the presentation.

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION II OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
201	11:50-12:30	Larchmont 1	A.Thurman-Cosby, Z. Thurman, Kuumba Preschool Partners	Talking the Language of Math through Meaningful Music and Movement Preschool Experiences
202	11:50-12:30	Scarsdale 2	R. Woo, NYS Language RBE-RN	Bilingual Education in the United States: A Bumpy Road
203	11:50-12:30	Larchmont 2	D. DeKay, St. Johns University	Challenging Fake News about Undocumented Students with Facts
204	11:50-12:30	Scarsdale 1	M. Eisenstein Ebsworth, NYU Steinhardt, T. Ebsworth, The College of New Rochelle, C. Cai, NYU Steinhardt	Pragmatics and Perceptions of International Chinese Students and American Peers: Reflections of Sociolinguistic Norms and Values
205	11:50-12:30	Sprainbrook	N. Mulkay, NYS Language RBE-RN	Equity in Education for English Learners
206	11:50-12:30	Briarcliff 1	Y. Delgado-Villao, C. Santana-Eccardi, NYS Language RBE-RN	How to Navigate and Access the NYSED Educational System to Help ELLs Succeed
207	11:50-12:30	Briarcliff 2	G. Ortiz, NYS Language RBE-RN	How to Navigate and Access the NYSED Educational System to Help ELLs Succeed
208	11:50-12:30	Yorktown	M. Augustin, NYS Language RBE-RN	How to Navigate and Access the NYSED Educational System to Help ELLs Succeed

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION II

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 201

11:50AM-12:30PM

Audience: T, A, TE

Room: Larchmont 1

#### ***Talking the Language of Math through Meaningful Music and Movement Preschool Experiences***

Presenters: Aisha Thurman-Cosby, Zakia Thurman, Kuumba Preschool Partners

Participants can connect new knowledge by collaborating with teachers and other educational professionals to use meaningful math language, provide preschoolers multiple opportunities to count, add and problem solve and by asking open-ended questions that foster rich discussion while engaging preschoolers in music and movement activities.

### Session 202

11:50AM-12:30PM

Audience: T, A, R, P/F, CM, TE, PM

Room: Scarsdale 2

#### ***Bilingual Education in the United States: A Bumpy Road***

Presenter: Ron Woo, NYS Language RBE-RN

Bilingual education has been part of the American educational landscape before the Revolutionary War. This presentation will provide the audience with a brief history of bilingual education in the United States including a discussion of the legislative and political history of language education for English Language Learners in the New York State and United States, and its possible future.

### Session 203

11:50AM-12:30PM

Audience: T, A, P/F, CM, TE

Room: Larchmont 2

#### ***Challenging Fake News about Undocumented Students with Facts***

Presenter: Della DeKay, St. Johns University

The election of 2016 contained many fake news stories about undocumented immigration. For example, fake news stories threatened undocumented immigrants with immediate deportation. These reports, which terrified many teachers and students, ignored undocumented students' federal and state constitutional rights. In some instances, fake news has empowered native-born students to bully immigrant students. The objective of this presentation is to (1) explain the reality of undocumented immigration; (2) look at the rights of undocumented immigrants and (3) help teachers explain undocumented students' legal rights and places where they can go for help. Topics include: a discussion of undocumented immigrant students' rights; the path to citizenship; the relationship between school and undocumented immigrants; the free legal resources families can use to protect themselves; and the type of immediate changes can the new administration can legally make to immigration policy.

### Session 204

11:50AM-12:30PM

Audience: T, A, R, P/F, CM, TE

Room: Scarsdale 1

#### ***Pragmatics and Perceptions of International Chinese Students and American Peers: Reflections of Sociolinguistic Norms and Values***

Presenters: Miriam Eisenstein Ebsworth, NYU Steinhardt, Timothy John Ebsworth, The College of New Rochelle, Chencen Cai, NYU Steinhardt

We investigate the sociolinguistic strategies and judgments of international Chinese students communicating in English in the US with those of their American peers. Using responses to critical incidents as a focus, we explore the participants' understandings of the local language varieties and subcultures with which they come into contact. The possibilities for pragmatic failure are considered along with the native norms and values that may underlie their choices and interpretations. Drawing on a mixed methods approach, we began with natural observation and interviews of members of the populations in the study to draw on their experiences and identify critical incidents, situations they have found challenging in their interactions with the opposite group. Based on alternative responses to these incidents and semantic formulas elicited from the Chinese and American participants, we ask all participants to evaluate 4 alternative solutions on a series of semantic differential scales to each of 5 incidents, reflecting a range of settings and relationships. These quantitative findings are further explored via semi-structured interviews with a subset of participants and experts to identify the socio-linguistic norms and values of each group reflected in the data. While all Chinese participants are fluent in Mandarin and have advanced American English proficiency, intervening variables that may affect outcomes will be considered. Implications for bilingual education and professional development will be explored. Audience participation a must.

### Session 205

11:50AM-12:30PM

Audience: T, A, R, TE

Room: Sprainbrook

#### ***Equity in Education for English Learners***

Presenter: Nellie B. Mulkay, NYS Language RBE-RN

The objective of this oral presentation is to explore the meaning of equity in education with a focus on English learners (ELs) in the context of actions that have been taken by the New York State Education Department, all meant to address and increase opportunities, fairness and achievement across the various EL groups throughout the 700 school districts of New York State. A review of the EL languages, school grades, graduation data, regulations and placements will illustrate the importance of The Blueprint for ELLs Success, as well as some additional actions still needed. Most importantly, the presentation will attempt to show that the more we know about individual groups of ELs, the more successful we can be in providing appropriate services and achieving equity.

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION II

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 206

11:50AM-12:30PM

Audience: P/F, CM, TE, PC, SC, P, SW

Room: Briarcliff 1

(SPANISH)

#### ***How to Navigate and Access the NYSED Educational System to Help ELLs Succeed***

Presenters: Yolanda Delgado-Villao, Clotilde Santana-Eccardi, NYS Language RBE-RN

English Language Learners (ELLs) and families face many challenges as they enter the New York State (NYS) educational system. In this workshop participants will discuss the challenges ELLs and their families face in getting acclimated to the new culture while honoring the culture, traditions and language of the country they left behind; learn about how the New York State educational school system differs from the educational system of students and families who come from a different culture; learn literacy strategies for parents and families to support their children at home in accessing the Common Core Learning Standards; receive a variety of resources in Spanish and in English that will be beneficial to them and their child now and in the future; and learn about the recently enacted Seal of Biliteracy and the importance of being biliterate/multiliterate.

### Session 207

11:50AM-12:30PM

Audience: P/F, CM, TE, PC, SC, P, SW

Room: Briarcliff 2

#### ***How to Navigate and Access the NYSED Educational System to Help ELLs Succeed***

Presenter: Gloria M. Ortiz, NYS Language RBE-RN

English Language Learners (ELLs) and families face many challenges as they enter the New York State (NYS) educational system. In this workshop participants will discuss the challenges ELLs and their families face in getting acclimated to the new culture while honoring the culture, traditions and language of the country they left behind; learn about how the New York State educational school system differs from the educational system of students and families who come from a different culture; learn literacy strategies for parents and families to support their children at home in accessing the Common Core Learning Standards; receive a variety of resources in Spanish and in English that will be beneficial to them and their child now and in the future; and learn about the recently enacted Seal of Biliteracy and the importance of being biliterate/multiliterate.

### Session 208

11:50AM-12:30PM

Audience: P/F, CM, TE, PC, SC, P, SW

Room: Yorktown

(HAITIAN CREOLE, ENGLISH, SPANISH)

#### ***How to Navigate and Access the NYSED Educational System to Help ELLs Succeed***

Presenter: Myriam Augustin, NYS Language RBE-RN

English Language Learners (ELLs) and families face many challenges as they enter the New York State (NYS) educational system. In this workshop participants will discuss the challenges ELLs and their families face in getting acclimated to the new culture while honoring the culture, traditions and language of the country they left behind; learn about how the New York State educational school system differs from the educational system of students and families who come from a different culture; learn literacy strategies for parents and families to support their children at home in accessing the Common Core Learning Standards; receive a variety of resources in Spanish and in English that will be beneficial to them and their child now and in the future; and learn about the recently enacted Seal of Biliteracy and the importance of being biliterate/multiliterate.

# **NYSABE 2017 FOCUS ON FAMILIES LUNCHEON: ADVOCACY IN ACTION PANEL**

**LOCATION: BALLROOM - SALONS A, B, C, D**

**THURSDAY, MARCH 2, 2017**

**12:45-2:30 PM**

## **CONVENER**

**Anne Henry**, NYSABE Past President

## **GREETINGS**



**Evelyn DeJesús**

Vice President United Federation of Teachers



**Lissette Colón-Collins**

Assistant Commissioner,

Office of Bilingual Education and World Languages

New York State Education Department



**Betty Rosa**

Chancellor

New York State Board of Regents

## **PANEL DISCUSSION**

Advocacy in Action: Families Fighting, Creating and Expanding Bilingualism in Education

## **PANELISTS**

**Nuala O'Doherty**, Parent Member, NYCDOE  
Community District Education Council 30

**Maria Jaya Vega**, Parent Co-Director,  
Cypress Hills Community School, New York  
City Department of Education

## **MODERATOR**

**Heather Homonoff Woodley**, NYU



# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION II OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
301	2:50-3:30	Scarsdale 1	M. López-Kassem, J. Correa-Longo, M. Medina, Bilingual Center #33	Building Bilingualism and Successful Relationships through Collaboration with the School Community
302	2:50-3:30	Briarcliff 1	M. Díaz, C. Santana-Eccardi, NYS Language RBE-RN	The Bilingual Common Core Progressions: Planning Instruction for all ELLs, Grades 3-8
303	2:50-3:30	Larchmont 2	D. Viscusi, Pearson ELL/Intervention Account Executive	iLit ELL: Accelerating Newcomer and ENL English Language Development
304	2:50-3:30	Pelham	A. Colón, S. Martinez, NYC RBE-RN	Fostering Oral Language Fluency in Early Grades
305	2:50-3:30	Sprainbrook	M. Emirzian, Genius Plaza	Using Technology to Improve Academic Language
306	2:50-3:30	Larchmont 1	K. Richmond, Achieve 3000, M. Isaac, Lower Hudson RIC, C. Murphy, Achieve 3000	Learn How to Accelerate Literacy Gains for Every ELL/Bilingual Learner Using a Blend of Technology and Direct Instruction
307	2:50-3:30	Briarcliff 2	Luarben Bencosme, Bilingual Outreach Specialist; Lower Hudson Special Education Parent Center	Parents as Partners: Effective Communication within Special Education
308	2:50-3:30	Yorktown	M. Emmanuel, Y. Delgado-Villao, NYS Language RBE-RN	Understanding NYSED Regulations that Enable English Language Learners (ELLs) to Succeed

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION III

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 301

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Scarsdale 1

#### ***Building Bilingualism and Successful Relationships through Collaboration with the School Community***

Presenters: Maeva López-Kassem, Janet Correa-Longo, Miguel Medina, Bilingual Center #33, Buffalo Public Schools

The value of collaboration among teachers, parents, and the community to support student success has been extensively documented in the educational literature. The faculty and staff of a bilingual school located in Western New York view collaboration as essential in developing and maintaining a culture of bilingualism and biculturalism for all its members. The school has adopted an inquiry-based philosophy to support its dual language immersion program and in so doing has thoughtfully and purposefully embraced collaboration among school stakeholders. This presentation will narrate the multiple ways in which teachers and staff build relationships with each other, parents and the community to support student bilingualism, biculturalism and overall academic success. The presenters will first highlight powerful team and co-teaching practices among Spanish, English, ENL, and Special Ed teachers aimed at developing and implementing bilingual units of study in their classrooms. They will then disclose ways in which the school effectively engages parents in their children's education through ongoing partnerships. Next, the presenters will discuss means to successfully collaborate with the immediate community, neighboring schools, and institutions of higher learning to embrace and support bilingualism and biculturalism. The team will conclude its presentation with an exploration of plans for future collaborative endeavors and a short question and answer session.

### Session 302

2:50-3:30PM

**Audience:** T, A, R, TE, SC, P, SW

**Room:** Briarcliff 1

#### ***The Bilingual Common Core Progressions: Planning Instruction for all ELLs, Grades 3-8***

Presenters: Maria V. Díaz, Ed.D, Clotilde Santana-Eccardi, NYS Language RBE-RN

Adopted by the New York State Board of Regents for implementation during the 2013-2014 school year, the Bilingual Common Core Progressions (BCCP) were explicitly designed as a tool for teachers to design instructional activities that will make the Common Core Learning Standards (CCLS) accessible for all ELLs. The BCCP take a bilingual stance that promotes biliteracy in English as well as in the home language. Using the same standards as the CCLS, the BCCP address the content and linguistic demands as well as provide guidance to teachers on how to support the progressions along the five language proficiency levels.

This body of work will be reviewed during this presentation. Participants will be engaged in a variety of activities designed to facilitate the use of the NYSED Bilingual Common Core Home Language Arts Progressions (HLAPs) to support all ELLs. Among the topics to be explored are development of the Bilingual Common Core Progressions, unpacking the BCCP for HLA, strategies for using the BCCP to plan instructional activities to support the Entering, Emerging, Transitioning, Expanding and Commanding proficiency levels of ELLs, and activities and resources in support of the BCCPs

### Session 303

2:50-3:30PM

**Audience:** T, A, P/F

**Room:** Larchmont 2

**(Poster Session)**

#### ***iLit ELL: Accelerating Newcomer and ENL English Language Development***

Presenter: Duilio Viscusi

iLit ELL is an evidence-based technology solution specifically designed to accelerate English Language Development in Newcomer and ENL Students grades 4-12. iLit ELL can be delivered either as a core ELA curriculum or as a supplement. The iLit ELL Newcomer lessons guide beginning learners through the initial stages of language acquisition. Newcomer lessons support students in developing their communication and academic skills. iLit ELL is a highly engaging solution aimed at building academic vocabulary, developing fluency, independent reader, writers and speakers. The differentiated instructional routine of iLit is centered around the SIOP instructional model and the gradual release process to inspire independent learning. School districts including Mt. Vernon and many schools in New York City are now experiencing great success with iLit. This session will provide an overview of iLit ELL and allow participants to hear from educators that are seeing amazing results in the classroom.

### Session 304

2:50-3:30PM

**Audience:** T, A, P/F

**Room:** Pelham

#### ***Fostering Oral Language Fluency in Early Grades***

Presenters: Aileen Colón, Sara Martínez, NYC RBE-RN

Participants will explore a variety of ways to use music, chants and choral recitation to enhance language learning in the classroom. They will engage in activities that foster fluency while helping students speak with the natural rhythm and intonation patterns of American English. All will become familiar with activities that support students in the practice of vocabulary, as well as introduce and reinforce grammar patterns. Most importantly, participants will experience the joy of the sounds of the English language. For native speakers, stress is key to meaning. Focusing on stress and rhythm, participants will notice the syllable that is stressed in English.

# THURSDAY, MARCH 2, 2017

## BREAKOUT SESSION III

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

They will be able to implement these strategies without having musical ability. These activities will support language acquisition through speaking and listening activities that are aligned to Common Core.

### Session 305

2:50-3:30PM

**Audience:** T, P/F, TE

**Room:** Sprainbrook

**(Poster Session)**

#### *Using Technology to Improve Academic Language*

Presenter: Michelle Emirzian, Genius Plaza

Genius Plaza would like to help fulfill the promise of bilingual education together by presenting a workshop on how to incorporate technology to build academic language. The expected outcomes of the workshop will be to provide teachers with a brief understanding of academic language, how it differs from social language, and how to increase and measure it within their classrooms. Cognizance of varied learning styles and multiple languages amongst students is not only important, but necessary in creating a safe and balanced learning environment. Academic language retention and understanding can be measured through the assignment of tasks in which students summarize, analyze, compose, or edit written and spoken materials, while critically thinking to reach a conclusion.

### Session 306

2:50-3:30PM

**Audience:** T, A, TE

**Room:** Larchmont 1

**(Roundtable Session)**

#### *Learn How to Accelerate Literacy Gains for Every ELL/Bilingual Learner Using a Blend of Technology and Direct Instruction*

Presenters: Kristi Richmond, Achieve 3000, Mae Isaac, Lower Hudson RIC, Colleen Murphy, Achieve 3000

Learn how to accelerate literacy gains for every ELL/Bilingual Learner using a blend of technology and direct instruction with Achieve3000.

Achieve3000's literacy solutions are designed to support the unique needs of your ELLs and Spanish-speaking students by providing all students with same grade-appropriate non-fiction content tailored to their specific language needs, with 12 levels in English and 7 in Spanish. All lessons align to EngageNY and other core curriculum and prepare students for CC-ELA and Regents.

### Session 307

2:50-3:30PM

**Audience:** T, A, P/F, CM

**Room:** Briarcliff 2

#### *Parent Leadership*

Presenter: Luarben Bencosme, Bilingual Outreach Specialist, Lower Hudson Special Education Parent Center

Facilitators: Carlos Sánchez, LHV RBE-RN, Eva García, NYC RBE-RN

This information session will provide a review of basic communication skills that can assist parents in becoming meaningful partners within the special education process and build skills to communicate clearly and collaborate effectively as they develop their child's education program.

### Session 308

2:50-3:30PM

**Audience:** P/F, CM

**Room:** Yorktown

**(ENGLISH, SPANISH, HAITIAN CREOLE)**

#### *Understanding NYSED Regulations that Enable English Language Learners (ELLs) to Succeed*

Presenter: Marie-Alix Emmanuel, Yolanda Delgado-Villao, NYS Language RBE-RN

The New York State school system can be very different from other school systems, especially for parents and families whose home language is other than English. In this workshop parents and families will have the opportunity to receive information about the New York State Commissioner's Regulation Part 154. (CR Part 154), which are the regulations that govern services for English Language Learners (ELLs), understand the Screening, Identification, and Placement process for ELLs, learn about NYSITELL and NYSESLAT tests and the different language proficiency levels, receive information about NYS Parents' Bill of Rights, as well as the Parent Hotline, and be empowered to collaborate with their child's school so that their child can succeed

# NYSABE 2017 PRESIDENT'S ADDRESS

LOCATION: SALONS A & B

6:00 - 7:00 PM

## CONVENER

Nancy Villareal de Adler, NYSABE Executive Director and Past President

## KEYNOTE ADDRESS



## KEYNOTE SPEAKER

Tamara Alsace, Ph.D.  
NYSABE President

**FULFILLING THE PROMISE OF BILINGUAL EDUCATION THROUGH  
ADVOCACY, ACTION, AND THE ARTS**

# NYSABE RECEPTION

LOCATION: SALONS C & D

7:00 - 10:00 PM

Music and Entertainment by J&A Music - DJ Abe Barretto



# CONFERENCE SCHEDULE

## Friday, March 3, 2017

*Registration from 7:45am—4:00pm*

*Continental Breakfast starts at 7:30am*

TIME	EVENT	LOCATION
8:45am – 10:30am	<b>Major Session II</b> <b>Greetings:</b> Regent Judith Johnson 9 <sup>th</sup> Judicial District Member, New York State Board of Regents <b>Keynote Speaker:</b> Kate Menken Professor of Linguistics, Queens College The Graduate Center, City University of New York <b>Professional Award: Bilingual Administrator of the Year - MIGUEL MEDINA</b>	Ballroom Salons A, B, C, D
10:30am – 11:00am	<b>Visit Curriculum Partners/ Exhibitors</b>	Lower Level
11:00am – 11:40am	<b>Breakout Session IV</b> Workshop Session Educational Policy	Lower Level
11:50am – 12:30pm	<b>Breakout Session V</b> Workshop Sessions Educational Policy	Lower Level
12:45pm - 2:30pm	<b>Policy Luncheon</b> <b>Greetings:</b> Michael Mulgrew President UFT <b>Greetings:</b> Carmen Fariña Chancellor, NYC Department of Education <b>Greetings:</b> Luis O. Reyes Member-at-Large, New York State Board of Regents <b>Panel Discussion</b> Educators as Innovators: Enacting Policy at Different Levels	Ballroom Salons A, B, C, D
2:50pm – 3:30pm	<b>Breakout Session VI</b> Workshop Sessions Leadership Forum	Lower Level
4:00pm – 5:00pm	<b>NYSABE Membership Meeting</b> NYSABE Board of Directors, Regions and Language Groups	Salon A & B
7:00pm – 11:00pm	<b>GALA Banquet</b> <b>Gladys Correa Memorial Award - CLAIRE SYLVAN</b>	Ballroom Salons A, B, C, D

# MAJOR SESSION II

**LOCATION: BALLROOM - SALONS A, B, C, D**

**8:45-10:30 AM**

## CONVENER

**David Báez**, NYSABE Past President

## GREETINGS



**Regent Judith Johnson**  
9<sup>th</sup> Judicial District Member  
New York State Board of Regents

## PROFESSIONAL AWARD PRESENTATION

**Heriberto Galarza**  
NYSABE Past President

The Bilingual Administrator of the Year Award  
**MIGUEL MEDINA**

## KEYNOTE ADDRESS



## KEYNOTE SPEAKER

**Kate Menken**  
Professor of Linguistics  
Queens College  
The Graduate Center, City University of New York

**Bilingual Education Policy in the  
Trump Era**

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION IV OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
401	11:00-11:40	Larchmont 2	H. Marshall, LIU Hudson	To Define Is to Know: Teaching the Skill of Defining
402	11:00-11:40	Pelham	G. Seymour, C. Osorio, Islip UFSD	Makerspaces: What Can They Do for English Language Learners?
403	11:00-11:40	Briarcliff 1	C. Stevenson, H. Parris, LI RBE-RN	Incorporating the Bilingual Common Core Progressions into Culturally Responsive Instruction
404	11:00-11:40	Briarcliff 2	E. Lesser	How Does Speaking More than One Language Impact Students with Learning Disabilities?
405	11:00-11:40	Yorktown	C. Hardigree, Iona College	Supporting Synergistic Literacy: Linking Reading and Writing Instruction in Super-diverse Classrooms
406	11:00-11:40	Larchmont 1	R. Constantino, NYSED OBE-WL	The New York State Seal of Biliteracy
407	11:00-11:40	Scarsdale 1	T. Predaris, SupportEd	Effective Dual Language Programs in Implementing CR Part 154 Regulations
408	11:00-12:30*	Scarsdale 2	B. Clark-Garcea, SUNY New Paltz	Teaching Translanguaging through Poetry
409	11:00-12:30*	Pleasantville	C. Sylvan, Internationals Network for Public Schools	NYS Local and Statewide Advocacy in 2017: Your Role As an Educator in Supporting Immigrant, Refugee, and Multilingual Students, Families, and Bilingual Education

\*This is a 90-minute session.



# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION IV

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 401

11:00-11:40AM

**Audience:** T, TE

**Room:** Larchmont 2

#### ***To Define Is to Know: Teaching the Skill of Defining***

Presenter: Helaine W. Marshall, LIU Hudson

In fact, the most common question asked in classrooms is the one that requires the student to define: "What is X?" (Cazden, 2001). When a teacher asks this question, it is not sufficient to point or even to give an example, but rather to provide salient characteristics, functions, and categories appropriate to the given term or concept and couching them in academic language. In this presentation, participants will learn a methodical, explicit set of activities designed to build the necessary linguistic, formal, and content schemata for students to learn the skill of defining. The presenter provides examples from math, science, social studies and English language arts to demonstrate the steps involved and show how these steps serve to scaffold the process of producing a student-created, academic definition for a new term or concept. Participants leave with guidelines and samples for use in secondary school classroom instruction.

### Session 402

11:00-11:40AM

**Audience:** T, A, P/F, CM, TE

**Room:** Pelham

#### ***Makerspaces: What Can They Do for English Language Learners?***

Presenters: Gina Seymour, Claudia Osorio, Islip UFSD

We will share our experiences working with English Language Learners in our school library makerspace and will provide practical advice on creating a hands-on learning area with activities for students of all grade levels and abilities. These activities go across all areas of the curriculum, can be self-directed and promote an environment of collaboration and communication. We will give examples of makerspace activities that promote confidence in special population students something they often lack in other classes.

### Session 403

11:00-11:40AM

**Audience:** T, A, R, TE

**Room:** Briarcliff 1

#### ***Incorporating the Bilingual Common Core Progressions into Culturally Responsive Instruction***

Presenters: Christa Stevenson, Heather Parris, LI RBE-RN

This presentation will help teachers create learning environments that support cultural awareness and diversity. Lesson plans that incorporate the Bilingual Common Core Progressions and the Teaching Tolerance Anti-Bias

Framework will be shared. Resources, activities and strategies that promote a positive school and classroom climate will be provided. Participants will: 1. Learn how to use the Bilingual Common Core Progressions to identify appropriate grade level academic and linguistic demands for ELLs. 2. Explore the four domains of the Teaching Tolerance Anti-Bias Framework 3. Examine culturally responsive resources, instructional strategies and activities.

### Session 404

11:00-11:40AM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Briarcliff 2

#### ***How Does Speaking More than One Language Impact Students with Learning Difficulties?***

Presenter: Elissa I. Lesser, Bilingual Licensed Psychologist and Certified School Psychologist

What role does it play in their cognitive functioning and executive skills, such as emotional control, organization, working memory and flexible thinking? This workshop will address bilingualism, cognitive functioning and executive skills, and the impact that speaking more than one language has on students' ability to think, keep feelings in check, organize/keep track of key information in their mind and adjust to the unexpected. By exploring three case studies of elementary age bilingual students, course participants will become more knowledgeable about possible strategies which can be used to help bilingual students with learning difficulties. The workshop will offer an opportunity for participants to debunk myths about bilingualism.

### Session 405

11:00-11:40AM

**Audience:** T, A, TE

**Room:** Yorktown

#### ***(Workshop Session)***

#### ***Supporting Synergistic Literacy: Linking Reading and Writing Instruction in Superdiverse Classrooms***

Presenter: Christine Hardigree, Iona College

How do you teach literacy in a secondary classroom of emergent readers from different language backgrounds? This workshop will present promising practices drawn from the Synergistic Literacy Project (SLP), which was a collaborative unit designed through a teacher-researcher partnership to serve language minority students struggling with academic literacy. This workshop will discuss the SLP teaching approach of working across disciplinary boundaries to build upon students' existing literacy skills, including first-language resources, even when students (and teachers) may not share these backgrounds.

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION IV

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 406

11:00-11:40AM

**Audience:** T, A, P/F, CM, TE

**Room:** Larchmont 1

#### ***The New York State Seal of Bilingualism***

Presenter: Ricardo Constantino

In 2016, the New York State (NYS) Education Department launched the NYS Seal of Bilingualism which honors and formally recognizes students who have studied and attained a high proficiency in one or more languages, in addition to English, by high school graduation. This presentation will begin by giving a brief history on the Seal. The presentation will highlight the criteria necessary to earn the Seal and the steps districts will take to implement the program in their school(s). Additionally, the presentation will go over the NYSED-required forms that must be submitted. The presentation will conclude with a question and answer session.

### Session 407

11:00-11:40AM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Scarsdale 1

#### ***Effective Dual Language Programs in Implementing CR Part 154 Regulations***

Presenter: Teddi Predaris, SupportEd

This interactive session focuses on guiding principles for implementing successful dual language programs in meeting new requirements. The session will begin with a brief review of the regulations that relate specifically to bilingual programs, including dual language programs. Next, the presenter will share seven research-based key features for implementing effective dual language programs. The key features will be supplemented with current research from a 2016 U.S. Department of Education national dual language program study. The presenter will share best practices from Syracuse City School District (SCSD) through technical assistance provided to SCSD in enhancing their dual language programs. Resources including additional dual language program strategies and a comprehensive research-based rubric for dual language program assessment will also be provided.

### Session 408

11:00AM-12:30PM

**Audience:** T, A, R, P/F, TE

**Room:** Scarsdale 2

#### ***(90-minute Workshop Session)***

#### ***Teaching Translanguaging through Poetry***

Presenter: Beth Clark-Garcea, SUNY New Paltz

Giving children opportunities to explore their identity and voice through writing is critical to their identity development and academic achievement. In this workshop, we will explore ways in which translanguaging can be incorporated into creative writing lessons in K-12 classrooms. First, participants will be invited to listen to and analyze several poems which use translanguaging in their prose and will reflect upon how translanguaging can expand bilingual writers' creative repertoires as they express themselves through writing. After discussing the poems and analyzing how translanguaging is used, we will turn to three translanguaging poem templates which can be easily adapted for various school contexts.

### Session 409

11:00AM-12:30PM

**Audience:** T, A, P/F, CM, TE, PC, SC, P, SW **Room:** Pleasantville

#### ***(90-minute Workshop Session)***

#### ***NYS Local and Statewide Advocacy in 2017: Your Role As an Educator in Supporting Immigrant, Refugee, and Multilingual Students, Families, and Bilingual Education***

Moderator: Claire E. Sylvan, Internationals Network for Public Schools

Come to this interactive two-part session to both engage with state policy-makers—elected and appointed officials—about NYSABE's advocacy agenda and the current political situation and learn through hands-on activities **how you** as NYSABE members can advocate in your schools, districts and home regions on behalf of your immigrant, refugee, and multilingual students and families.

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION V OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
501	11:50-12:30	Pelham	L. Avery, UCLA Center X, NE Region, A. Patierno, R. Cáceres, Sleepy Hollow MS	Co-Teaching for ENLs in the Middle School Science Classroom
502	11:50-12:30	Yorktown	P. Sanchez, K. Vin- ce, Estrellita	Estrellita: Building a Reading Foundation in Spanish for ELL and SLL Students
503	11:50-12:30	Sprainbrook	M. Cioe-Peña, CUNY Graduate Center	Call to Action: Research on Emerging Bilinguals Labeled as Disabled
504	11:50-12:30	Larchmont 1	C. Espinosa, Lehman College, D. López, CCNY	Utilizing Translanguaging to Leverage Students' Bilingualism in 21st Century: Possibilities in the Early Childhood Classrooms
505	11:50-12:30	Larchmont 2	H. Marshall, LIU Hudson	Transforming Your Teacher Education Program with the Online Flipped Approach
506	11:50-12:30	Briarcliff 1	M. Augustin, NYS Language RBE-RN	Creating a Culturally Responsive Classroom
507	11:50-12:30	Briarcliff 2	Mario Palma, American Reading Company	Spanish Text Complexity, Part I

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION V

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 501

11:50AM-12:30PM

**Audience:** T, A, TE

**Room:** Pelham

#### ***Co-Teaching for ENLs in the Middle School Science Classroom***

Presenters: Laureen Avery, UCLA Center X, NE Region, Anthony Patierno, Robert Cáceres, Sleepy Hollow Middle School

This session will outline and describe strategies and lessons that teachers can use with ELLs in order to provide a high-quality, rigorous curriculum that engages students through a variety of activities while also preparing them for state assessment, in this case, New York State's Living Environment Regents. This will be a Practice-oriented session that focuses on co-teaching, using a science and language teacher, who plan together, prioritizing big ideas but also designing lessons with a specific focus. An emphasis is placed on providing comprehensible input, whether through use of students' native language or with the strategic use of cognates and simpler English.

### Session 502

11:50AM-12:30PM

**Audience:** T, A

**Room:** Yorktown

#### ***Estrellita: Building a Reading Foundation in Spanish for ELL and SLL Students***

Presenters: Perla Sanchez, Karol Vinchez, Estrellita

Participants will gain an overview on how to teach Spanish reading to students in Pre-Kinder to 1st grade using the Estrellita program and the process for teaching systematic phonics in Spanish. Initial Spanish letter sounds are acquired quickly using auditory, visual and kinesthetic modalities. Participants will learn a "chant" and hand signals for the initial sounds. A new, improved approach to teaching syllables based on task analysis will be presented. Both approaches to blending (new and traditional) will be contrasted and the advantages of the new method will be noted. The blending process covers: forming syllables, manipulating syllables to form words, manipulating words to form sentences, and reading and comprehending simple stories.

### Session 503

11:50AM-12:30PM

**Audience:** T, A, R, CM, TE

**Room:** Sprainbrook

#### ***Call to Action: Research on Emerging Bilinguals Labeled as Disabled***

Presenter: Maria Cioe-Peña

As the demographics of culturally and linguistically diverse students in the United States public education system continue to grow the research on how to best serve these populations follows suit. Currently there is no national or local data on how many students are Emerging Bilinguals Labeled as Disabled (EBLAD), how many are learning in bilingual settings or how many are learning in inclusive settings. In order to answer these questions and to ensure that the needs of EBLADs are being met in the most inclusive and culturally responsive settings we must think beyond "best practices" and explore who these students are. After a brief review of the literature, this paper discusses how these gaps in the literature negatively impact all emergent bilingual students as well as identify areas of research that are in need of attention. Ultimately, this is a call to action to increase research on the faces and names behind the labels.

### Session 504

11:50AM-12:30PM

**Audience:** T, A, P/F

**Room:** Larchmont 1

#### ***Utilizing Translanguaging to Leverage Students' Bilingualism in 21st Century: Possibilities in the Early Childhood Classrooms***

Presenters: Cecilia M. Espinosa, Lehman College, Dina López, CCNY

This presentation will address practical ways in which early childhood teachers can create a learning environment that views bilingualism as the norm. In this early childhood setting the teacher both nurtures and challenges the young bilingual students learning through the utilization of their entire linguistic repertoire as a resource. The students' bilingualism and ways of knowing, along with their families' and communities' are an integral part of teaching and learning. We will present ways in which teachers can arrange the language ecology of the classroom, invite parents to become partners who actively share their funds of knowledge and language practices. We will also invite the audience to consider ways of organizing culturally and linguistically age appropriate thematic studies, as well as consider books, chants, etc.

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION V

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 505

11:50AM-12:30PM

**Audience:** TE

**Room:** Larchmont 2

#### ***Transforming Your Teacher Education Program with the Online Flipped Approach***

Presenter: Helaine W. Marshall, LIU Hudson

Bringing flipped learning into an online learning environment goes a long way to addressing the challenges of online learning by creating enriched ways for students to engage with each other, the instructor, and the material, leading to their autonomy and empowerment as learners. Presenter will share the results of implementing this model in a teacher education program, providing benefits and caveats for those interested in flipping their online courses.

### Session 507

11:50AM-12:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Briarcliff 2

#### ***Spanish Text Complexity, Part I***

Presenter: Mario Palma, American Reading Company

As emergent bilingual populations continue to grow, the need to provide multi-cultural, multi-perspective, multi-sourced leveled libraries increases. To meet this need, we have the responsibility to use sound leveling systems that reflect authentic Spanish language structures. Not all leveling systems are created equal, nor should they be. Participants will use a standards based leveling system built on a phonics infrastructure (K-2) and a vocabulary infrastructure (3-12) to determine the complexity of texts written in Spanish.

### Session 506

11:50AM-12:30PM

**Audience:** T, A, R, TE

**Room:** Briarcliff 1

#### ***Creating a Culturally Responsive Classroom***

Presenter: Myriam Augustin, NYS Language RBE-RN

English Language Learners (ELLs) come from different cultures with traditions and family values that differ from the American culture. Teachers play an important role in recognizing the importance of including ELLs' cultural references in all aspects of learning. Participants will learn about some of the characteristics that comprises creating culturally responsive classroom include. Through a series of activities, participants will be able to experience the elements necessary to plan instruction that is culturally relevant.

# **NYSABE 2017 POLICY LUNCHEON:**

## **EDUCATORS AS INNOVATORS PANEL**

**LOCATION: BALLROOM - SALONS A, B, C, D**

**FRIDAY, MARCH 3, 2017**

**12:45-2:30 PM**

### **CONVENER**

**Margarita González-Martínez**, NYSABE Past President

### **GREETINGS**



**Michael Mulgrew**

President, United Federation of Teachers



**Carmen Fariña**

Chancellor, NYC Department of Education



**Luis O. Reyes**

Member-at-Large, New York State Board of Regents

## **PANEL DISCUSSION**

Educators as Innovators: Enacting Policy at  
Different Levels

### **PANELISTS**

**Hulda Yau**, Henry Hudson School #28,  
Rochester City School District

**Carol Heeraman**, PS/IS 30, New York City  
Department of Education

**Annie Smith**, Bridges to Academic Success,  
The Graduate Center, CUNY

### **MODERATORS**

**Maite Sánchez**, The Graduate Center,  
CUNY

**Laura Ascenzi-Moreno**, Brooklyn College

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION VI OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
601	2:50-3:30	Pelham	L. Avery, UCLA Center X, NE Region, R. Estevez, Tarrytown Public Schools, M. Puella, Ossining Public Schools	The ExcEL Attitude: A Schoolwide Approach to Excellence for English Learners
602	2:50-3:30	Scarsdale 1	A. Monges, B. Clark-Garcea, SUNY New Paltz	Learn from Our Past, Transform Their Future: Language Race, and Power in America
603	2:50-3:30	Yorktown	A. Rodriguez, D. Rodriguez, Fordham University	English Learners with Learning Disabilities: What is the Current State?
604	2:50-3:30	Sprainbrook	T. Marchionda, Geneva City Schools	Building a Foundation for Dual Language Education
605	2:50-3:30	Scarsdale 2	Guisela Marroquin, New York Civil Liberties Union	Know Your Rights: What to Do If You're Stopped by the Police/Immigration and Customs Enforcement/Customs and Border Patrol
606	2:50-3:30	Larchmont 1	Mario Palma, American Reading Company	Spanish Text Complexity, Part II
607	2:50-3:30	Larchmont 2	M. Katz, NYC Charter School Center	Engaging ELLs through Student Interaction
608	2:50-3:30	Briarcliff 1	C. Solorza, Bank Street College GSE, G. Aponte, T. Becker, NYCDOE	A Blueprint to Incorporate Translanguaging in Dual Language Bilingual Education
609	2:50-3:30	Briarcliff 2	L. Ascenzi-Moreno, Brooklyn College, CUNY	How We Listen to Emergent Bilingual Readers in Elementary School: Fashioning the Reading Assessment Process for Linguistic Diversity
610	2:50-4:00*	Pleasantville	E. Budhai, Westbury Public Schools	Leadership Forum

**\*This is a 70-minute session.**



# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION VI

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 601

2:50-3:30PM

**Audience:** T, A, R, CM, TE

**Room:** Pelham

#### ***The ExcEL Attitude: A Schoolwide Approach to Excellence for English Learners***

Presenters: Laureen Avery, UCLA Center X, NE Region, Rosa Estevez, Tarrytown Public Schools, Mirla Puello, Ossining Public Schools

Two school districts (Tarrytown and Ossining in New York) are partnering with UCLA's Center X to implement a multi-year program aimed at creating expanded and personalized learning opportunities for students who do not speak English as their first language. Known as Project ExcEL, or Excellence for English Learners, the program combines evidence-based strategies for classroom teaching with support provided by community partners. Elements of ExcEL are being replicated in additional districts this year, you will learn how to adapt and adopt the process at your own site.

### Session 602

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Scarsdale 1

#### ***Learn from Our Past, Transform Their Future: Language, Race, and Power in America***

Presenters: Amanda Monges, Beth Clark-Garcea, SUNY New Paltz

The historical suppression of languages other than English in the United States is long and lamentable. It has run parallel to, and has often converged with, racial oppression, benefiting a few and harming many. In this presentation, I demonstrate the connection between policy, legislation, racism and language by chronologically tracing the history of public sentiment which has alternately sought to smother then defend racial and linguistic minorities in this country. Participants will be presented with materials that show the progression of civil rights in America as they have affected speakers of languages other than English. By clearly understanding our past, participants will be better prepared to defend, advocate for, and fight to expand the rights of students during a time when the hard-won civil rights advances made in our society in general and bilingual education in particular seem especially vulnerable.

### Session 603

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Yorktown

#### ***English Learners with Learning Disabilities: What is the Current State?***

Presenters: Ashley Rodríguez, Diane Rodríguez, Fordham University

As the population across the United States continues to change, specifically

with increases in school age English Learners (ELs) who speak a home language other than English, it is imperative that schools meet the diverse needs of these children and that educators strive to be knowledgeable in the pre-referral process and non-biased in assessment in order to avoid over-identification and disproportionality in special education programs. This presentation will summarize studies about English Learners with learning disabilities.

### Session 604

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Sprainbrook

#### ***Building a Foundation for Dual Language Education***

Presenter: Tracy Marchionda, Geneva City Schools

Research provides evidence that students who learn two languages in an immersion setting will outperform their mono-lingual peers. When the Geneva City School District faced the need to establish a bilingual education program, we used this research as a foundation in building a successful Dual Language program. Participants in this session will learn about the Dual Language Program in the Geneva City Schools. Practical implementation steps will be included and topics such as curriculum, assessments, staffing will be covered. In addition, we will discuss parent and community involvement as well some of the challenges we still face as our program continues to expand.

### Session 605

2:50-3:30PM

**Audience:** T, A, P/F, CM

**Room:** Scarsdale 2

#### ***Know Your Rights: What to Do If You're Stopped by the Police/ Immigration and Customs Enforcement/Customs and Border Patrol***

Presenter: Guisela Marroquín, New York Civil Liberties Union

Facilitator: Carlos Sánchez, LHV RBE-RN, Eva García, NYC RBE-RN

This training informs immigrant New Yorkers, both documented and undocumented, of their rights when interacting with both immigration officers and police. The training covers the right to remain silent, the right to speak to an attorney, the right for proof of a warrant before a home raid, and the right for undocumented individuals not to hand over documents that prove their status. It also suggests best practices by immigrant individuals when they are stopped by police, state troopers, Customs and Border Patrol agents, and Immigration and Customs Enforcement agents.

# FRIDAY, MARCH 3, 2017

## BREAKOUT SESSION VI

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 606

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Larchmont 1

#### *Spanish Text Complexity, Part II*

Presenter: Mario Palma, American Reading Company

As emergent bilingual populations continue to grow, the need to provide multi-cultural, multi-perspective, multi-sourced leveled libraries increases. To meet this need, we have the responsibility to use sound leveling systems that reflect authentic Spanish language structures. Not all leveling systems are created equal, nor should they be. Participants will use a standards based leveling system built on a phonics infrastructure (K-2) and a vocabulary infrastructure (3-12) to determine the complexity of texts written in Spanish.

### Session 607

2:50-3:30PM

**Audience:** T

**Room:** Larchmont 2

#### *Engaging ELLs through Student Interaction*

Presenter: Melissa Katz, NYC Charter School Center

In this session, teachers will learn about characteristics of authentic engagement and productive group work. Attendees will also come away with many strategies and ideas for grouping their students for productive interaction, as well as scaffolds to set ELLs up for success in these interactions. Just as we are pushing the adult stakeholders in our educational environments to collaborate, so should we be creating opportunities for our students to collaborate meaningfully and productively in our classrooms.

### Session 608

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Briarcliff 1

#### *A Blueprint to Incorporate Translanguaging in Dual Language Bilingual Education*

Cristian Solorza, Bank Street College GSE, Gladys Aponte, Tim Becker, NYCDOE

The presenters will share a theoretical model for incorporating translanguaging (TL) pedagogy into dual language bilingual classrooms, including ideas for creating a TL classroom community, TL assessments, and curriculum that is responsive to DL bilingual students. Presenters will also share examples of dual language bilingual curricula that respect both the use of students' full linguistic repertoires and the integrity of dual

language bilingual education models. This work was developed in collaboration with Ofelia García and María Teresa Sánchez as part of the CUNY-NYS Initiative on Emergent Bilinguals

### Session 609

2:50-3:30PM

**Audience:** T, R

**Room:** Briarcliff 2

#### *How We Listen to Emergent Bilingual Readers in Elementary School: Fashioning the Reading Assessment Process for Linguistic Diversity*

Presenter: Laura Ascenzi-Moreno

This interactive presentation provides an overview of the reasons why and how informal reading assessments, such as running records, can be modified for emergent bilingual students. The majority of the session will focus on reading assessment practices that teachers can employ when working with emergent bilinguals both in English as New Language (ENL) programs and Dual Language bilingual programs.

### Session 610

2:50-4:00PM

**Audience:** T, A, P/F, CM

**Room:** Pleasantville

#### *Leadership Forum*

Presenter: Eudes S. Budhai, Westbury Public Schools

In today's climate, several school districts are facing many challenges. Our goal is to educate students to become productive citizens that are college and career ready. Now more than ever, we will need to form partnerships to provide students and their families with an optimistic view of getting to graduate from High School and proceed to college/ universities, technical schools or the workforce. The complexities to form a learning community where all stakeholders embrace the positive outcomes of our children will depend on us. The **Leadership Forum** will host a panel discussion that will discuss some of the challenges and proactive strategies that support: social-emotional mindset in today's environment, describing complexities of addressing the needs of students in a school district, developing sustainable partnerships through advocacy, and providing guidance through governance and policy that drives change

# **NYSABE MEMBERSHIP MEETING**

PLEASE JOIN US FOR THE NYSABE DELEGATE ASSEMBLY AND GENERAL  
MEMBERSHIP MEETING

**FRIDAY, MARCH 3, 2017**  
FROM 4:00-5:00PM SALONS A & B

**PRESIDING**  
TAMARA ALSACE  
PRESIDENT  
NEW YORK STATE ASSOCIATION FOR BILINGUAL EDUCATION (NYSABE)

# GALA BANQUET

**LOCATION: BALLROOM - SALONS A, B, C, D**

**FRIDAY, MARCH 3, 2017**

**7:00-11:00 PM**

## CONVENER

**Eudes Buhai**, NYSABE Past President

## GREETINGS

**Tamara Alsace**, NYSABE President

## PROFESSIONAL AWARD PRESENTATION

**Marguerite Lukes**, NYSABE Delegate-  
at-Large

**Tamara Alsace**, NYSABE President



The Gladys Correa Memorial  
Award

**CLAIRE E. SYLVAN**

**Music and Entertainment provided  
by:**

***Agustin Rivera and Friends***

## GLADYS CORREA MEMORIAL AWARD



Gladys Correa, a New York City bilingual education teacher, was considered one of the strongest advocates for bilingual education and for the education of all children. Through her diligent work as a teacher and her passionate involvement in community organizations, Gladys validated the role of bilingual educators as advocates for the education and welfare of all students and families from linguistically and culturally diverse backgrounds.

Gladys' energy and vision allowed her to enter the realm of the professional development of bilingual educators in institutions of higher education, particularly in the areas of bilingual education and special education. She believed in the continued professional and personal growth of bilingual educators as a crucial element in the provision of quality education for all youngsters.

As a result of her tireless struggle to provide language minority students with an equitable education through the enhancement of bilingual education programs, and because of her courageous, indomitable voice always raised on behalf of our youngsters, NYSABE wished to preserve the legacy of her exemplary life for future generations by establishing in 1979 the Gladys Correa Memorial Award.

This annual award is presented to a bilingual educator whose professionalism and contributions exemplify the commitment and excellence of Gladys Correa.

# CONFERENCE SCHEDULE

## Saturday, March 4, 2017

*Registration from 7:45am—3:30pm*

*Continental Breakfast starts at 7:30am*

TIME	EVENT	LOCATION
8:45am – 10:30am	<b>Major Session III</b> <b>Greetings:</b> David Kirkland Executive Director, NYU Metropolitan Center <b>Greetings:</b> Milady Báez Deputy Chancellor, Division of English Language Learners and Student Support, New York City Department of Education <b>Keynote Speaker:</b> Antonio Alarcón Student at Queens College, City University of New York Youth Organizer for Make The Road New York  <b>Professional Award:</b> <b>Dr. Ximena Zate Bilingual Teacher of the Year Award -</b> <b>DAISY BALAGUER</b> <b>LIYA WANG</b>	Ballroom Salons A, B, C, D
10:30am – 11:00am	<b>Visit Curriculum Partners/ Exhibitors</b>	Lower Level
11:00am – 11:40am	<b>Breakout Session VII</b> Workshop Sessions	Lower Level
11:50am – 12:30pm	<b>Breakout Session VIII</b> Workshop Sessions	Lower Level
12:45pm – 2:30pm	<b>Student Awards Luncheon</b>	Ballroom Salons A, B, C, D
2:50pm – 3:30pm	<b>Breakout Session IX</b> Workshop Sessions	Lower Level
3:45pm – 4:30pm	<b>NYSABE Conference Closing</b>	Salons A & B

# MAJOR SESSION III

**LOCATION: BALLROOM - SALONS A, B, C, D**

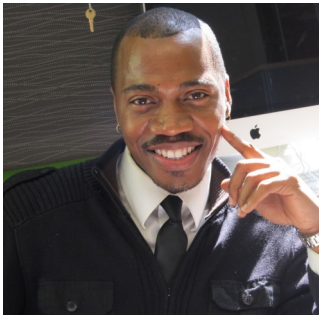
**Saturday, March 4, 2017**

**8:45-10:30 AM**

## CONVENER

**Tatyana Kleyn**, NYSABE Past President

## GREETINGS



**David Kirkland**

Executive Director  
NYU Metropolitan Center



**Milady Báez**

Deputy Chancellor

Division of English Language Learners and Student Support  
New York City Department of Education

**THE DR. XIMENA E. ZATE BILINGUAL TEACHER  
OF THE YEAR AWARD**

**DAISY BALAGUER and LIYA WANG**

## KEYNOTE ADDRESS



## KEYNOTE SPEAKER

**Antonio Alarcón**

Student at Queens College  
City University of New York  
Youth Organizer for Make The Road New York

**Making Dreams into Realities: Partners as  
Supports for Immigrant Students and  
Families**

# PAST PRESIDENT'S FORUM

**SATURDAY, MARCH 4, 2017**

**FROM 10:30AM-12:30PM**

**LOCATION: Pelham**

**CONVENER:**

**María-Angélica Meyer**

**NYSABE PAST PRESIDENT**



Wilda Ramos, Anne Henry, Heriberto Galarza, David Mauricio, David Báez



# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION VII OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
701	11:00-11:40	Pleasantville	M. Eisenstein Ebsworth, NYU Steinhardt, T. Ebsworth, The College of New Rochelle, C. Cai, NYU Steinhardt	How Can I Say This Politely? Intercultural Pragmatics of International Chinese Students and American Peers
702	11:00-11:40	Yorktown	M. Sánchez, The Graduate Center, CUNY, H. Yau, Rochester Public Schools	Translanguaging in a Dual Language Bilingual Education Classroom
703	11:00-11:40	Larchmont 1	G. Colón, Buffalo State College	PALS for ELLs: Friend or Foe? Effects of Peer-Assisted Learning Strategies on Reading Skills of English Language Learners With and Without Disabilities
704	11:00-11:40	Briarcliff 1	B. Beck, Ossining UFSD	The Influence of In-Service Professional Development on Teachers of Emergent Bilinguals
705	11:00-11:40	Briarcliff 2	B. Jones, Santillana USA	Cántame un cuento, léame una canción,: Developing Biliteracy through Narrative Poetry
706	11:00-12:30*	Larchmont 2	H. Marshall, LIU Hudson	Engaging SIFE in Academic Thinking
707	11:00-12:30*	Scarsdale 1	R. Vela, White Plains City Schools	Digital Games in the Bilingual/Dual Language Classroom: Using Games to Promote Second Language Acquisition
708	11:00-12:30*	Scarsdale 2	S. Vogel, CUNY Graduate Center, E. Ballantyne-Berry, PS 126 MAT	Project Based Learning in the Translanguaging Classroom

\*This is a 90-minute session.

# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION VII

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 701

11:00-11:40AM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Pleasantville

#### ***How Can I Say This Politely? Intercultural Pragmatics of International Chinese Students and American Peers***

Presenters: Myriam Eisenstein Ebsworth, Ph.D., NYU Steinhardt, Timothy John Ebsworth, Ph.D., The College of New Rochelle, Chencen Cai, NYU Steinhardt

As emergent bilinguals, Chinese students encounter challenging situations in their communication when they do not know how to respond appropriately. Our mixed design study investigated the language choices and strategies of Chinese international emergent bilingual students using English with Americans in a U.S. context. We identified 5 critical incidents the participants consider challenging in conversing with American English speakers and 4 alternative responses to each. Chinese and American participants rated each response and data were interpreted by a subset of participants and bilingual bicultural experts to reveal underlying norms and values of each community. Follow-up interviews would be conducted to provide an explanation of the cultural values that have generated the evaluations.

### Session 702

11:00-11:40AM

**Audience:** T, A, R, TE

**Room:** Yorktown

#### ***Translanguaging in a Dual Language Bilingual Education Classroom***

Presenters: Maite Sánchez, The Graduate Center, CUNY, Hulda Yau, Henry Hudson School #28, Rochester Public Schools

This presentation will help teachers and administrators understand the importance of translanguaging theory and practice in DLBE programs. We will provide an overview of translanguaging, the theoretical foundations and its pedagogical applications. We will also describe a model for how translanguaging can be incorporated into DLBE that has been developed through collaboration between CUNY-NYSIEB researchers and teachers in NYS schools. We will also share examples on how a DLBE teacher in Rochester has been incorporating translanguaging in her classroom.

### Session 703

11:00-11:40AM

**Audience:** T, R, TE

**Room:** Larchmont 1

#### ***PALS for ELLs: Friend or Foe? Effects of Peer-Assisted Learning Strategies on Reading Skills of English Language Learners With and Without Disabilities***

Presenter: Gliset Colón, Buffalo State College

Intervening early is key to preventing the pervasive attainment gap in the upper elementary and middle school grades. The gaps in communication, instruction, teacher preparation, and cultural mismatch that affect many ELLs may contribute to the disproportionate representation of ELLs in special education. The raised expectations and high stakes assessments have also resulted in an increase in expectations for teachers' instructional practices. It is imperative for educators to understand the difficulties ELLs face when acquiring English reading skills. Additionally, the current body of literature on the research on PALS with ELLs with and without disabilities is limited. These studies add to the research base on effective literacy interventions for ELLs with and without disabilities.

### Session 704

11:00-11:40AM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Briarcliff 1

#### ***The Influence of In-Service Professional Development on Teachers of Emergent Bilinguals***

Presenter: Brandon Beck, Ossining UFSD

This session will present some research in the field, the overall findings, discussion, results, and further recommendations. Overall, as the Emergent Bilingual student population continues to steadily increase, instructional challenges arise. 19 teachers across 2 schools in grades 3, 4, and 5 were interviewed for this study. The findings are helpful for any teacher/administrator in schools that have Emergent Bilinguals.

# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION VII

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 705

11:00-11:40AM

Audience: T

Room: Briarcliff 2

#### ***Cántame un cuento, léame una canción,: Developing Biliteracy through Narrative Poetry***

Presenter: Barbara Jones, Ed.D., Santillana USA

In this session, participants will examine the genre of narrative poetry and its power to promote biliteracy. They will experience a variety of engaging activities designed to develop oracy, reading, writing and metalinguistic awareness using a narrative poem as an anchor text in a thematic unit. Participants will receive a unit outline and activities to take back to their classrooms.

### Session 706

11:00AM-12:30PM

Audience: T, R, TE

Room: Larchmont 2

(90-minute Workshop Session)

#### ***Engaging SIFE in Academic Thinking***

Presenter: Helaine W. Marshall, LIU Hudson

This interactive workshop helps teachers address the need of SIFE to master Western-style education, most notably the underlying academic ways of thinking required for school success. The workshop facilitator adopts the perspective that these learners' struggles are often the result of cultural dissonance (Ibarra, 2001) because they generally do not share scientific lenses (Flynn, 2007) that are prevalent in their new setting and instead expect to learn through pragmatic, real world tasks. To this end, the workshop begins by having participants examine their own assumptions about teaching. Next, participants explore the learning paradigm of SIFE. Finally, participants practice designing appropriate instruction by using the Mutually Adaptive Learning Paradigm (MALP) that promotes classroom success for SIFE by taking elements from both perspectives.

### Session 707

11:00AM-12:30PM

Audience: T, A, TE

Room: Scarsdale 1

(90-minute Workshop Session)

#### ***Digital Games in the Bilingual/Dual Language Classroom: Using Games to Promote Second Language Acquisition***

Presenter: Ricardo Vela, White Plains City Schools

Participants will learn about current research on digital gaming as a formative assessment tool. Also, there will be a focus on digital games that can be used to enhance second language acquisition. Following the presentation on current research, participants will have an opportunity to explore current digital games and develop ways to integrate those games into their pedagogical practices.

### Session 708

11:00AM-12:30PM

Audience: T, R, TE

Room: Scarsdale 2

#### ***Project Based Learning in the Translanguaging Classroom***

Presenters: Sara Vogel, CUNY Graduate Center, Elyn Ballantyne-Berry, PS 126 MAT

In this session, presenters will walk participants through some creative examples from the classroom of English as a New Language teacher, Ms. Elyn Ballantyne-Berry, which incorporate the theoretical framework and approach of translanguaging pedagogy intentionally into project-based learning with an eye towards differentiating instruction and pushing students' metalinguistic awareness and sophistication with language. Presenters will also introduce a planning template and guidelines for planning projects through a translanguaging lens. We will support participants in developing ideas for upcoming units and projects -- during a portion of the Seminar, there will be time to brainstorm, plan, and get feedback.

# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION VII OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
801	11:50-12:30	Pleasantville	T. Kleyn, CCNY, A. Alarcón, Make the Road NY, Y. Tovar, CCNY	Beyond Ellis Island: Teaching About and Supporting Immigrants in a Trump Era
802	11:50-12:30	Yorktown	M. Emmanuel, NYS Language RBE-RN	Scaffolding Strategies for English Language Learners in the Mathematics Classroom
803	11:50-12:30	Larchmont 1	Dr. A. Wintergerst, St. Johns University	Teaching Cultural Awareness through “Critical Incidents”
804	11:50-12:30	Briarcliff 1	I. Espinet, The Graduate Center, CUNY, C. Chapman, Ebbets Field Middle School	Using Translanguaging Video Projects to Leverage Student Learning in a Multilingual Classroom
805	11:50-12:30	Briarcliff 2	L. Sanna, Y. Murphy, A. Stukes, Eugenio Maria de Hostos Charter School	Spanish Literacy Centers for Native and Non-Native Speakers

# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION VIII

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 801

11:50AM-12:30PM

**Audience:** T, A, P/F, CM, TE

**Room:** Pleasantville

#### ***Beyond Ellis Island: Teaching About and Supporting Immigrants in a Trump Era***

Presenters: Tatyana Kleyn, CCNY, Antonio Alarcón, Make the Road NY, Yatziri Tovar, CCNY

This session will begin with an overview of the current immigration policies and the national and local context, especially as it has changed since the Trump administration. Participants will have an opportunity to discuss how to teach current immigration issues and support students and families from PK-12 and into college.

### Session 802

11:50AM-12:30PM

**Audience:** T, A, TE

**Room:** Yorktown

#### ***Scaffolding Strategies for English Language Learners in the Mathematics Classroom***

Presenter: Marie-Alix Emmanuel, NYS Language RBE-RN

This session will focus on research-based scaffolding strategies that support learning among English Language Learners (ELLs). Taking into consideration students' prior knowledge, these strategies scaffold mathematics concepts (e.g., fractions, percentages, equations, and functions) that are foundational and essential for all students' success. In the process (skills/procedural fluency, conceptual understanding, and problem solving) the academic language, and the language of mathematics will be addressed in ways that are more responsive to the needs of ELLs.

### Session 803

11:50AM-12:30PM

**Audience:** T

**Room:** Larchmont 1

#### ***Teaching Cultural Awareness through "Critical Incidents"***

Presenter: Dr. Ann Wintergerst, St. Johns University

Teachers continue to search for challenging activities to use with their English language learners/bilingual learners. One activity that has worked well with my students and that has peaked their interest is using critical incidents to teach cultural awareness. Through this activity students

understand each other better, become culturally-aware, and practice their language skills. What better way to incorporate culture into a class than through critical incidents! A handout is provided.

### Session 804

11:50AM-12:30PM

**Audience:** T

**Room:** Briarcliff 1

#### ***Using Translanguaging Video Projects to Leverage Student Learning in a Multilingual Classroom***

Presenters: Ivana Espinet, The Graduate Center, CUNY, Charene Chapman, Ebbets Field Middle School

This presentation will share the process of using translanguaging and video production in a seventh grade ELA classroom to leverage students' dynamic bilingualism for literacy learning. The project models how to structure activities that engage diverse learners (some of whom are newcomers) who speak five different home languages, as well as students whose home language is English. The presentation will share the instructional design for two different projects, one in which students individually created video poems as a culmination project after engaging with the study of a novel about a Vietnamese refugee.

### Session 805

11:50AM-12:30PM

**Audience:** T, TE

**Room:** Briarcliff 2

#### ***Spanish Literacy Centers for Native and Non-Native Speakers***

Presenters: Leigh Sanna, Yahaira Murphy, Anna Stukes, Eugenio Maria de Hostos Charter School

This workshop will provide Spanish language arts teachers with ideas for new, engaging, and hands-on literacy centers. We are bringing our own tried and tested centers for grades K-8 on topics such as letter sounds, syllables, sight words, fluency, sentence construction, comprehension, vocabulary, and writing. These centers and this workshop focus on allowing all students to fully participate, regardless of their native language. We will share some of our tips and tricks for differentiating centers for native and non-native speakers. Our goals for this workshop are to help inspire teachers with new ideas to take back for immediate use in their own classrooms, and to help teachers create and implement centers that will work for diverse language populations.

# NYSABE 2017 STUDENT AWARD LUNCHEON

LOCATION: BALLROOM - SALONS A, B, C, D

SATURDAY, MARCH 4, 2017

12:45-2:30 PM

## CONVENERS

Heriberto Galarza and Wilda Ramos, NYSABE Past Presidents

## AWARDS PRESENTATION

Wilda Ramos, NYSABE Past President

*The Nivia Zavala Special Art Contest for ELLs/Bilingual Learners with Disabilities Awards*

*The Bilingual Student Essay Contest Awards*

## NYSABE 2017 STUDENT ESSAY CONTEST AWARD WINNERS

### GRADES 3-5

#### 1st Place Winner

Abraham Alexis - 4th Grade  
Louis Marshall School

#### 2nd Place Winner

Louise Ismenor - 4th Grade  
Louis Marshall School

### GRADES 9-12

#### 1st Place Winner

Umutomi Adam - 12th Grade  
Lafayette High School

#### 2nd Place Winner

Luis Guevara - 10th Grade  
Westbury High School

#### 3rd Place Winner

Adolsy Pérez - 12th Grade  
Brentwood High School

## NYSABE 2017 DR. NIVIA ZAVALA ART CONTEST AWARD WINNER

### 1st Place Winner

"Dos idiomas"

Gabriela Santiago Vélez - 8th Grade

Bilingual Center #33

# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION IX OVERVIEW

SESSION	TIME	ROOM	PRESENTERS	TITLE
901	2:50-3:30	Pelham	J. Miller, Mercy College, J. Hernández, In-Tech Academy	The Art of Storytelling and Multimedia in Second Language Learning and Teaching
902	2:50-3:30	Pleasantville	C. Beato, S. Feliz, Newburgh Enlarged CSD	Champions of Equity - A Framework for Accelerating ELL Instruction
903	2:50-3:30	Yorktown	J. Mirvil, F. Alexis, D. Daniel, Lekol S & H Caracol Haiti	Lekol S & H Haiti, Innovative Bilingual School Reform
904	2:50-3:30	Briarcliff 1	B. Clark-Garcea, E. Cruz, SUNY New Paltz	Dynamic Bilingualism in Minecraft: Showcasing School and Home Language Differences

# SATURDAY, MARCH 4, 2017

## BREAKOUT SESSION IX

**AUDIENCE KEY:** T-TEACHERS; A-ADMINISTRATORS; R-RESEARCHERS; P/F-PARENTS/FAMILIES;

CM-COMMUNITY MEMBERS; TE-TEACHER EDUCATORS; PM: POLICY MAKERS; PC-PARENT COORDINATORS; SC-SCHOOL COUNSELORS; P-PSYCHOLOGISTS; SW-SOCIAL WORKERS

### Session 901

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Pelham

(Roundtable)

#### ***The Art of Storytelling and Multimedia in Second Language Learning and Teaching***

Presenters: Jungkang Miller, Mercy College, Joycelin Hernández, In-Tech Academy

The Art of Storytelling and Multimedia in Second Language Learning and Teaching: The presenters will share how digital storytelling as an innovative pedagogical practice was implemented in advancing the preparation of teacher candidates in a TESOL graduate program, and how this has been successfully translated into best practices in an ESOL classroom promoting second language and literacy skills of ELLs. In this presentation, the presenter will share the power of digital storytelling in second language learning and teaching through the implementation of digital storytelling as an innovative pedagogical practice for advancing the preparation of teacher candidates in ESOL teacher training courses, and how this has been successfully translated into best practices in an ESOL classroom.

### Session 902

2:50-3:30PM

**Audience:** T, A, R, TE

**Room:** Pleasantville

#### ***Champions of Equity - A Framework for Accelerating ELL Instruction***

Presenters: Chastity Beato, Sara Feliz, Newburgh Enlarged CSD

ELL Framework is a district-wide plan designed to effectively serve the needs of the growing multilingual student population enrolled in all Language Acquisition programs. This plan was developed in collaboration with multiple stakeholders ranging from parents to administrators. It was designed based on the district's needs demonstrated by data. Incorporating this plan simultaneously with the recent changes to CR Part 154 has enabled the staff to both adjust to the new regulations as well as integrate best practices for educating the ELL population; within the context of supportive programs with the goal of increasing the overall achievement of the district's ELLs and all students enrolled in the Language Acquisition programs.

### Session 903

2:50-3:30PM

**Audience:** T, A, R, P/F, CM, TE

**Room:** Yorktown

#### ***Lekol S & H Haiti, Innovative Bilingual School Reform***

Presenters: Jean Mirvil, Franzdy Alexis, Dieudonne Daniel, Lekol S & H Caracol Haiti

In this presentation, a team of practitioners Haiti will share their best practices. Their objectives are to reinforce the belief that when all the partners are committed in their tasks, our learners will succeed exponentially. The school and its group of pedagogues will share its journey to improving methods that will enhance bilingual instruction. Their data will demonstrate the path to student success for schools in the Northern tier of Haiti. Moreover, highlights to be presented will show how this educational community continues to address some of the implications and resolutions impacting a breakthrough for model innovative educational reform.

### Session 904

2:50-3:30PM

**Audience:** T, R, P/F, TE

**Room:** Briarcliff 1

#### ***Dynamic Bilingualism in Minecraft: Showcasing School and Home Language Difference***

Presenters: Beth Clark-Garcea, Elizabeth Cruz, SUNY New Paltz

Dynamic bilingualism is an integral part of the home and school lives of bilingual children. In this presentation, participants will watch and analyze video clips of Spanish-English translanguaging in formal and informal contexts, and collectively discuss ways to incorporate children's full linguistic repertoires into their school lives.



# NYSABE 2017 CONFERENCE CLOSING SESSION

LOCATION: SALONS A & B

Saturday, March 4, 2017

3:45 - 4:30 PM

## CLOSING REMARKS

Tamara Alsace

NYSABE President

## RECOGNITION OF COMMITTEE CHAIRS

## RAFFLE

## LOOKING AHEAD TO 2018

Iraida Bodré - President-Elect



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# ACKNOWLEDGMENTS

A successful conference can only occur with the commitment and contribution of many people. The NYSABE President, Executive Director, Board of Directors, and the Delegate Assembly would like to thank all of those who have selflessly contributed their time, effort and expertise toward the planning and organization of the 40th NYSABE Conference. We express a sincere and heartfelt thank you!

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Lee & Low Books, Inc.

Mercy College

New York Civil Liberties Union - Guisela Marroquín

New York University Metro Center

NYCDOE Division of English Language

Learners and Student Support

NYSED Office of Bilingual Education &

World Languages

Pearson NCS

Regional Bilingual Education Resource Network  
(RBE-RN)

Santillana USA

United Health Care

Velazquez Press

White Plains City School District

# NYSABE 2017 MAJOR SPEAKERS' BIOGRAPHIES

## **Antonio Alarcón**, Student at Queens College

City University of New York, Youth Organizer for Make The Road New York

Antonio Alarcón is a twenty-two year old student at Queens College in the CUNY system and also serves as Youth Organizer for Make the Road New York. He is an enthusiastic leader working towards the passage of the NY DREAM Act and as well as immigration reform at the federal level. Antonio has been published in the New York Times, El Diario and several other newspapers and outlets. For two years, Antonio was a representative of the National Coordinating Committee of The United We Dream Network. His biggest dream is to graduate with a film degree to create films about the struggle of people of color. He is featured in the film, Indivisible, that shows how the immigration system separates families across borders.

## **Milady Báez**, Deputy Chancellor for the Department of English Language

Learners and Student Support, New York City Department of Education

Milady C. Báez is the Deputy Chancellor for the Department of English Language Learners and Student Support at the New York City Department of Education serving over 150,000 English language learners in the five boroughs of the city. Prior to her present position, she served New York City students for 31 years, including three as a Local Instructional Superintendent of former Region 4 which covered Districts 24, 30, and 32. In this role, her responsibilities, among others, included implementing the structure of the transformation of the Department of Education and serving as the Superintendent Liaison to Dual Language Programs. Ms. Báez also serve as a school principal and assistant principal in Queens and Brooklyn, respectively. Among her many achievements is the recognition for establishing the most prestigious and successful Dual Language Programs, and initiating a gifted bilingual program.

## **Lisette Colón-Collins**, Assistant Commissioner,

Bilingual Education and World Languages, New York State Education Department

Lisette Colón-Collins is the Assistant Commissioner for Bilingual Education and World Languages at the New York State Education Department. Her office provides guidance to over 625 districts, Charter Schools, and Non-Public Schools and implements educational programs and services for over 300,000 English Language Learner (ELL) students in New York State. In her previous role as Senior Fellow with the University of the State of New York, Regents Research Fund Fellows Program she supported the implementation of statewide policy for ELLs. Prior to this position, she served the New York City Department of Education (NYCDOE) in a variety of leadership roles that afforded her the opportunity to work closely with senior leadership developing and implementing policies that impacted more than 150,000 ELLs and new immigrants citywide.

## **Evelyn DeJesús**, Vice President, United Federation of Teachers

Evelyn DeJesús is the vice president for education. She earned a BA in Psychology, a MS Ed in Education and Public Administration from Baruch College, an MS Ed in Reading and Curriculum Development from Fordham University and an additional 30 credits in Reading, from New York University. A skilled teacher and trained administrator, Evelyn DeJesús is a forceful advocate for justice undaunted and unafraid to speak truth to power. DeJesús understood that while her passion was for education, preparation and study and the pursuit of excellence in her chosen craft were essential for long term teaching success. She became a state certified parent educator, eventually attaining an assistant director position in a student support program for pregnant teens, the Evenstart Program, while pursuing her bachelor's degree part-time. DeJesús transitioned easily to a classroom teacher position at Manhattan's PS 126 and shortly thereafter was elected the school's chapter leader. Additionally in August 2014, DeJesús was elected as the AFT's national vice president of Latino advancement. She is a trustee and leading voice directing our own UFT Elementary Charter School and a member of the UFT Executive Board.

## **Carmen Fariña**, Chancellor, New York City Department of Education

Carmen Fariña is Chancellor of the New York City Department of Education, the largest school district in the United States, serving 1.1 million students in over 1,800 schools. During her five-decade career, she has distinguished herself as an innovative teacher, principal, superintendent, and deputy chancellor committed to helping students, teachers, and principals excel. As Chancellor, she is working collaboratively with parents, educators, school communities, and external stakeholders to ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult. Chancellor Farina holds a Bachelor of Science from New York University and master's degrees from Brooklyn College, Fordham University, and Pace University. She is co-author of a School Leader's Guide to Excellence: Collaborating Our Way to Better Schools (Heinemann, 2008).

## **Angélica Infante-Green**, Deputy Commissioner, Office of P-12 Instructional Support, New York State Education Department

Deputy Commissioner Infante-Green oversees the units of Assessment/Standards & Curriculum, Data Systems & Ed Technology, Bilingual Education & World Languages, District & School Review and Special Education for the State of New York. In her previous position as Associate Commissioner for English Language Learners, her office provided guidance to over 625 districts, Charter Schools and Non-Public Schools that implement educational programs and services for over 300,000 LEP/ELL students in NYS. She served as Chief Executive Officer of the NYCDOE's Office of English Language Learners (ELLs) in the Division of Students with Disabilities and ELLs setting policies and implementing programs that have an impact on more than 150,000 ELLs each year, and also served in several instructional leadership positions at the NYCDOE, including Deputy Director in the Office of ELLs, and Region 10 ELL Regional Instructional Specialist in professional development, instruction, and compliance. Under her leadership, more than 100 bilingual programs were opened in NYC. She is also an adjunct professor currently serving on Stanford University's Understanding Language Committee, which guides the work on ELLs and the Common Core Learning Standards.

## **Judith Johnson**, Member, 9<sup>th</sup> Judicial District New York State Board of Regents

Judith Johnson was appointed to the Board of Regents for a five year term effective April 1, 2015. Regent Johnson's teaching and leadership roles span seven very diverse city and suburban districts. During President Clinton's second term in office she was appointed by Secretary of Education, Richard Riley, to serve initially as the Deputy Assistant Secretary and later as the Acting Assistant Secretary for Elementary and Secondary Education. During her tenure the department launched legislation that provided funds for initiatives that included Extended Day and School Choice Programs, Instructional Technology programs and Small Class Size initiatives. A major effort focused on implementation of the Elementary and Secondary Education Act, at that time, labeled the "Improving America's School Act." Regent Johnson returned to K-12 education and served for ten years as School Superintendent for the city of Peekskill, becoming the first woman and African American to hold that position. During her tenure she supported site based leadership teams that launched the transformation of low performing schools into "high performing/gap closing" schools. In 2008 she received the New York State School Superintendent of the Year award, making her the first African American in the history of the New York State Council of School Superintendents to receive this honor. In 2009 she returned to the Brooklyn College campus that launched her life's work to be honored as Alumna of the Year.

**David Kirkland**, Executive Director, NYU Metropolitan Center

David E. Kirkland is a transdisciplinary scholar of English and urban education, who explores the intersections among urban youth culture, language and literacy, urban teacher preparation, and digital media. He analyzes culture, language, and texts, and has expertise in critical literary, ethnographic, and sociolinguistic research methods. He has received many awards for his work, including the 2008 AERA Division G Outstanding Dissertation Award, and was a 2009-10 Ford Foundation Postdoctoral Fellow and is a former fellow of NCTE Cultivating New Voices. Dr. Kirkland has published widely. His most recent articles include: "Black Skin, White Masks: Normalizing Whiteness and the Trouble with the Achievement Gap" (*TCRecord*), "English(es) in urban contexts: Politics, Pluralism, and Possibilities" (*English Education*), and "We real cool: Examining Black males and literacy" (*Reading Research Quarterly*). He is currently completing his fourth book, *A Search Past Silence*, to be published through Teacher College Press Language and Literacy Series. Dr. Kirkland believes that, in their language and literacies, youth take on new meanings beginning with a voice and verb, where words when spoken or written have the power to transform the world inside out.

**Kate Menken**, Professor of Linguistics, Queens College  
City University of New York

Kate Menken is a Professor of Linguistics at Queens College of the City University of New York (CUNY), and a Research Fellow at the Research Institute for the Study of Language in Urban Society at the CUNY Graduate Center. She is Co-Principal Investigator of the CUNY-New York State Initiative for Emergent Bilinguals (NYSIEB) project ([www.cuny-nysieb.org](http://www.cuny-nysieb.org)). She holds an Ed.D. from Teachers College, Columbia University. Her research interests include language education policy, bilingual education, and emergent bilinguals in secondary schools. Recent books are *English Learners Left Behind: Standardized Testing as Language Policy* (Multilingual Matters, 2008), *Negotiating Language Policies in Schools: Educators as Policymakers* (co-edited with Ofelia García, Routledge, 2010), and *Common Core, Bilingual and English Language Learners: A Resource for Educators* (co-edited with Guadalupe Valdés and Mariana Castro, Caslon, 2015). Further information can be found on her website: <http://katemenken.org>

**Michael Mulgrew**, President, United Federation of Teachers

**Michael Mulgrew** is president of the United Federation of Teachers, a union whose 200,000 members including New York City public school educators, family child-care providers, nurses and others. He has led the union's efforts to transform education in the city and is recognized as a national leader in promoting labor-community collaboration. Mulgrew mobilized a diverse coalition of public- and private-sector organizations to create the Community Learning Schools Initiative. Schools in the project work with partner agencies to respond to the social, health and educational needs of students' families and communities as a way of enhancing children's achievement and opportunities. Mulgrew also worked with the Department of Education to launch the landmark PROSE initiative (Progressive Redesign Opportunity Schools for Excellence), which empowers teachers and schools to redesign their school program to better meet students' needs. Mulgrew spent 12 years as a classroom teacher at William E. Grady HS in Brooklyn, where he served as UFT chapter leader.

**Lisa Panaro**, Director of World Language & ELL Programs K-12  
White Plains School District

Lisa Panaro began her career in education in 1983 as a French teacher for the White Plains City School District and in 2009 became the District Coordinator for the World Language Department. Lisa believes in, and enjoys the collaborative work she does with language teachers to incorporate more literary and informational text into the language classroom. Together, her department continues to work toward a shared goal of providing students with meaningful, relevant, and rigorous experiences to learn language in context. In 2014, Lisa had the unexpected opportunity to take on the additional role of Director of ELL Programs for her district. She would say that the past two and a half years have been the most rewarding years of her career in education. Lisa is committed to the vision and goals of Bilingual Education and feels privileged to work each day with students, staff, parents, and community members who share this same vision. Lisa holds a BA and MA in French Literature from Fordham University, and a Professional Diploma in Educational Leadership from Manhattanville College.

**Madeline Pérez**, Associate Professor, Department of Social Work; University of Saint Joseph, Connecticut

Madeline Pérez is an Associate Professor in the Department of Social Work at the University of Saint Joseph in Connecticut. She is also the Director of the Institute for Latino Community Practice, which is committed to supporting Latino/a college completion and research for social change. In 2015, she was awarded teaching excellence awards from the University of Saint Joseph and from Latino De Oro, a community group that recognizes leaders in Connecticut who have made significant contributions to Latino communities. A life-long New Yorker before moving to Connecticut, Madeline received her Ph.D. at the City University of New York's Graduate Center. She co-authored a volume, [Theory and Educational Research: Toward Critical Social Explanation](#) (Anyon et al. 2008, Routledge), in which she writes about the experiences of Latina mothers navigating high school choice. Over the past 25 years, Madeline has worked on many projects that demonstrate a commitment to creating culturally-affirming and multi-lingual spaces that recognize and honor the skills and expertise of community people.

**Luis O. Reyes**, Member-at-Large, New York State Board of Regents

Dr. Reyes serves as an at-large member of New York State's Board of Regents for a term of April 1, 2016 to March 31, 2021. The Board of Regents presides over both the New York State Education Department and the University of the State of New York, the nation's most comprehensive and unified educational system. The Regents are responsible for all elementary, secondary, and postsecondary educational institutions, libraries, museums, public broadcasting, records and archives, the licensed professions, and vocational and educational services for individuals with disabilities. His publications include an article in the *Harvard Educational Review* (October, 2006), on the 30th anniversary of the ASPIRA Consent Decree (1974) that established the legal right for Puerto Rican/Latino students in New York City who were Spanish dominant to receive bilingual education instruction. Dr. Reyes has a chapter entitled "Rebuilding the Puerto Rican education pipeline for a multilingual/multicultural future" in *Puerto Ricans and the dawn of the new millennium*, published by the Center for Puerto Rican Studies in 2014 (E. Meléndez and C. Vargas-Ramos, eds.).

**Betty Rosa**, Chancellor, 12th Judicial District,  
New York State Board of Regents

Dr. Rosa was elected to a five-year term (April 1, 2008 – March 31, 2013) and re-elected (April 1, 2013 – March 31, 2018) as the Regent for the Twelfth Judicial District (Bronx County), and in March 2016 was elected by her Board of Regents colleagues as Chancellor for the term April 1, 2016 through March 2019. Since 2015, Dr. Rosa has been honored with the Champions of Education Leadership Award from the Alliance for Quality Education, Woman of the Year Award from the New York League of Puerto Rican Women, Heimlich Community Service Award from the Ben Franklin Reform Democratic Club, Transformative Education Leadership Award from the International Chartership High School, Education Leadership Award from the National Puerto Rican Day Parade, Leadership in Education Award from the Association of Dominican-American Supervisors and Administrators, Women of Distinction Award from the Bronx Chamber of Commerce, and the Latina of the Year Award from the New York State Assembly and Senate's Puerto Rican/Hispanic Task Force.



# NYSABE 2017 AWARD WINNERS' BIOGRAPHIES

## **Daisy Balaguer, The Dr. Ximena E. Zate Bilingual Teacher of the Year Award**

Daisy Balaguer is a second grade bilingual education teacher in the dual language program of Buffalo Public School #64-Frederick Law Olmsted. She is an enthusiastic, dedicated and motivated teacher whose daily example to students, colleagues, administrators, and parents continues to demonstrate her unshakeable advocacy for multilingualism, multiculturalism, and a firm belief in a student's ability to thrive in the classroom no matter their previous educational experience. Daisy believes strongly in bilingual education and her commitment lead to her accepting a position in the first dual-language program at Buffalo Public School #64.

## **Miguel Medina, The Bilingual Administrator Award**

Miguel Medina started his journey as an Assistant Principal at Bilingual Center School 33 in Buffalo, NY during the 2008-09 school year. This is when his advocacy for bilingual education began. Later, as principal, he saw the existing program as a social injustice which did not meet the needs of all students. Therefore, he embarked on a mission to demand equity. As a native Spanish speaker, Mr. Medina fully embraces the importance of bilingualism in brain development, academic and cultural success. He also led the school to become the first in Western New York that developed and implemented an integrated Dual Language Immersion, Reggio Emilia-inspired, and Project-based learning philosophies. He has worked tirelessly, against all odds, to create a school in which the educational philosophies and school culture prepare students for lifelong success in academics, languages, socio-cultural competence, and 21st century skills.

## **Claire E. Sylvan, The Gladys Correa Memorial Award**

Claire E. Sylvan has been an inspiring, unwavering leader in the field of education for more than 40 years. Her outstanding work and impact spans communities, fields, and populations. She began her career in the classroom as a bilingual and ESL teachers in Brooklyn in the late 1970s, and soon began advocating and working on behalf of multilingual learners of all backgrounds. She has taught and worked on behalf of immigrant adults, was a founding teacher at the ground-breaking International High School at LaGuardia in 1985, a Title VII fellow, and a tireless advocate. Throughout her career she has mentored teachers, advised countless students, and continued to strive for excellence for all learners. She has also fought and made strides to support Dreamers and DACA recipients in order to give student and families access to education. Her work at the national level has served to raise awareness in policy around the needs of multilingual learners and immigrant students and their families. For her long and continuing career, Claire has demonstrated leadership, courage, passion, thoughtfulness and unwavering dedication to the education of ELLs/bilingual learners of all backgrounds.

## **Liya Wang, The Dr. Ximena E. Zate Bilingual Teacher of the Year Award**

Mrs. Liya Wang is a Chinese English Bilingual Social Studies Teacher currently working in John Bowne High School in Queens, New York. After graduating from Shanghai Teachers University in China, Liya started her career teaching in a Community College in Shanghai for 8 years before serving the New York City Public School system for another 22 years. Her 30 years of teaching has given her abundant experience in helping bilingual and ELL students learn both the content of Social Studies and English as a New Language. She has taught in three large New York City high schools and has been known by her students and colleagues as a hard working and conscientious teacher with a wealth of knowledge. Liya sees the power of the parents and the community. As a fervent advocate of Bilingual Education, she has also taken up the job as Vice President of the Association of the Chinese-English Bilingual Educators East Coast of USA and has been involved in numerous activities to serve ELL students and parents.

## NYSABE 40th Anniversary Conference Evaluation

Welcome to NYSABE's 40th Anniversary Conference - March 2-4, 2017

**It is an honor to welcome you to NYSABE's 40th Anniversary Conference, "Families, Practitioners, Partners, and Policymakers: Fulfilling the Promise of Bilingual Education Together". We ask that you take five minutes to complete the following evaluation of this year's conference. The information collected will be helpful in planning future conferences and events. Please be sure to go to the following link to complete your evaluation: <https://www.surveymonkey.com/r/NYSABE2017>**

1. Major Session 1 Speaker: Dr. Madeline Pérez: How satisfied were you with.....

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to your position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

2. Major Session 2 Speaker: Dr. Kate Menken: How satisfied were you with...

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to your position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

3. Major Session 3 Speaker: Antonio Alarcón: How satisfied were you with...

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to your position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

4. Focus on Families Luncheon: Advocacy in Action: How satisfied were you with...

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the luncheon meal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

5. Policy Luncheon: Educators as Innovators: How satisfied were you with...

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the luncheon meal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

6. Student Awards Luncheon: How satisfied were you with...

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the luncheon meal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

7. Student Awards Luncheon: How satisfied were you with...

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
the information presented?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relevance to the conference theme?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
the luncheon meal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify, Ex: Did not attend this session)

\* 7. How many breakout sessions did you attend per day?

☐ 1 - 2

☐ 5 - 6

☐ Not Applicable

☐ 3 - 4

☐ 7 or more

8. The content of the session(s) were appropriate and informative.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Other (please specify)



9. Please list the session codes of the concurrent sessions you attended and if you would recommend them.

Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>
Session Code	<input type="text"/>
Recommended (Yes/No)	<input type="text"/>

\* 10. Did you feel the length of the conference sessions were...

☐ Just right ☐ Too Short ☐ Too Long

\* 11. How satisfied were you with the registration process?

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
Ease of registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information provided	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/> Other (please specify)	<input type="text"/>			

\* 12. Overall, how satisfied were you with the conference facilities?

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/> Other (please specify)				
<input type="text"/>				

\* 13. Overall Impressions

	1 Very Satisfied	2 Satisfied	3 Dissatisfied	4 Very Dissatisfied
Program Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending Conference was Valuable and Impactful to Your Position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned Useful/Interesting Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)				
<input type="text"/>				

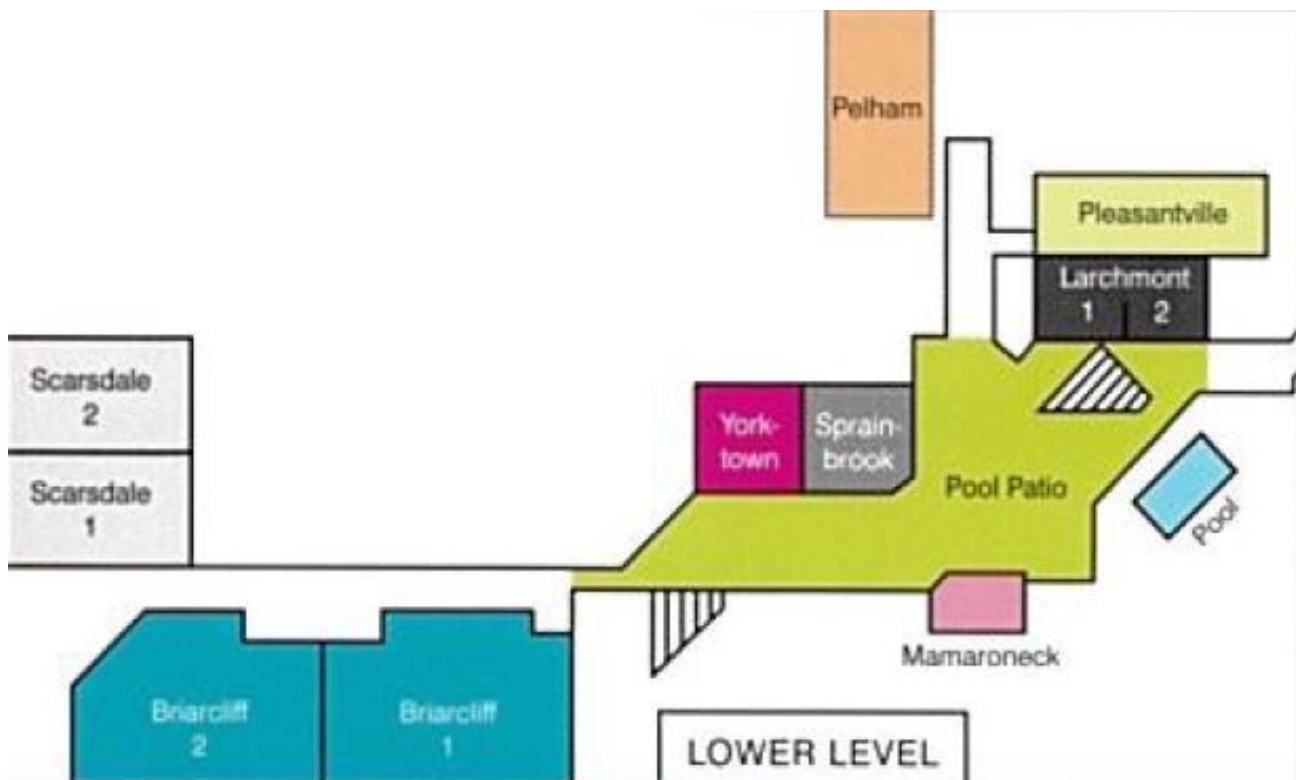
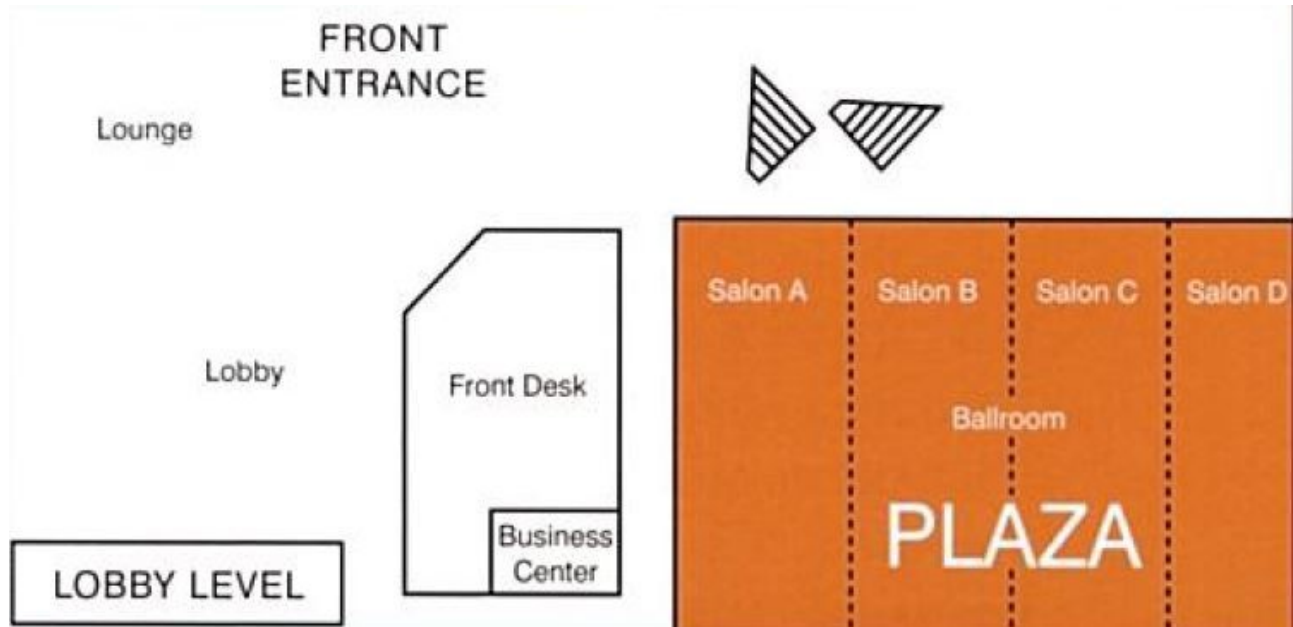
14. Please list any remaining questions, comments or concerns.

## NYSABE 40th Anniversary Conference Evaluation

Thank you on behalf of the NYSABE President, Dr. Tamara Alsace and the NYSABE Organization.

Thank you for taking the time to complete this survey and help NYSABE in continuing to improve our future conferences.

# CROWNE PLAZA HOTEL WHITE PLAINS DOWNTOWN - FLOOR PLAN



# NYSABE 2017 CONFERENCE

## CURRICULUM PARTNERS/EXHIBITORS

American Reading Company 201 South Gulph Road King of Prussia, Pennsylvania 19406  <b>TABLE 1</b>	Achieve 3000 1091 River Avenue- Suite 3 Lakewood, New Jersey 08701  <b>TABLE 2</b>	Benchmark Education 95 Madison Avenue Pelham, New York 10803  <b>TABLE 3</b>
Attanasio & Associates, Inc. 79-11 69 <sup>th</sup> Drive Middle Village, New York 11379  <b>TABLE 4</b>	Houghton Mifflin Harcourt 215 Park Avenue South New York, New York 10003  <b>TABLE 5</b>	Imagine Learning 191 River Park Drive Provo, Utah 84604  <b>TABLE 6</b>
Caslon Publishing 825 North 27 <sup>th</sup> Street Philadelphia, Pennsylvania 19130  <b>TABLE 7</b>	Data Recognition 2800 Northwest Blvd Plymouth, MN 55441  <b>TABLE 8</b>	Lee & Low Books, Inc. 95 Madison Avenue, Suite 1205 New York, New York 10016  <b>TABLE 9</b>
Curriculum Solutions Associates 1232 Clear Pond Lane Webster, NY 14580  <b>TABLE 10</b>	Discussions 4 Learning 50 Portland Street Worcester, MA 01608  <b>TABLE 11</b>	Santillana USA 2023 NW 84th Avenue Doral, Florida 33122  <b>TABLE 12</b>
Lectorum Publications 205 Chubb Avenue Lyndhurst, New Jersey 07071  <b>TABLE 13</b>	Pearson NCS <b>Learning Services K-12 Sales</b> 1900 East Lake Avenue Glenview, IL 60025  <b>TABLE 14</b>	Velazquez Press 9682 Telstar Ave Ste. 110 El Monte, CA, 91731  <b>TABLE 15</b>
Genius Plaza 511 Moe Road Clifton Park, New York 12065  <b>TABLE 16</b>	United Health Care 77 Water Street-14 <sup>th</sup> Floor New York, New York 10005  <b>TABLE 17</b>	Fordham University 113 West 60th Street New York, New York 10023  <b>TABLE 18</b>
Mercy College 66 W 35th Street New York, NY 10001  <b>TABLE 19</b>	Artesanías Típicas PO Box 1189 Bronx, NY 10462  <b>TABLE 20</b>	Estrellita 6050 Greenwood Plaza Blvd. #120 Greenwood Village, CO 80111  <b>TABLE 21</b>

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# NOTES

# NOTES

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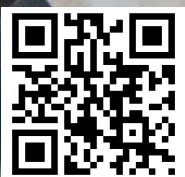
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