

**FOURTH COLLABORATIVE CONFERENCE**  
Educating English Language Learners in Early Childhood – Birth Through Age 8  
Building Culturally-Responsive Settings for all Students

Saturday, May 6, 2017  
Registration, Breakfast, Vendors: 8:30AM-9AM  
Program: 9AM-2:30PM

**Registration Link:** <https://goo.gl/Y15FZ1>

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**KEYNOTE SPEAKER:** *Tatyana Kleyn, PhD Associate Professor in the TESOL and Bilingual Program, City College of New York*

Tatyana Kleyn is an associate professor in the Bilingual Education and TESOL programs at the City College of New York. Tatyana is acting co-PI for the CUNY New York State Initiative on Emergent Bilinguals that supports administrators in developing school-wide bilingual ecologies. In 2007 she received an Ed.D. in international educational development at Teachers College, Columbia University. She is author of "Immigration: The Ultimate Teen Guide" (Scarecrow Press, 2011) and co-author of "Teaching in Two Languages: A Guide for K-12 Bilingual Educators" with Adelman Reyes (Corwin Press, 2010). She is the co-producer and director of "Living Undocumented: High School, College and Beyond," a documentary geared toward high school students. Tatyana has also published about the cultural, linguistic and educational needs of the Garífuna people in Honduras. She has been involved in a study of long-term English learners (with Kate Menken) in NYC. She was an elementary school teacher in San Pedro Sula, Honduras and Atlanta, Georgia.

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**Conference Workshops\***

**The ELL Teacher's Tech Toolkit**

*Gregory Bailey*  
*HV RBE-RN at Southern Westchester BOCES*  
*Technology Resource Specialist*

The world of technology for educators is always changing with new and exciting tools. This presentation will introduce educators to various tools and apps which can be used in the classroom with ELLs. Technology focus will be on communication with students, translation, and accessibility. Time will be taken to demonstrate some of the more involved technologies. Please bring an Android or Apple device which you can use to experiment with apps and the other technologies!

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**Engaging ELL Families in Early Childhood**

*Lulu Bencosme MEd*  
*Bilingual Outreach & Information Specialist*  
*Lower Hudson Early Childhood Direction*  
*Hudson Valley Special Education Parent Center*

As early childhood educators and administrators we are in a unique position. We have the first opportunity to establish and create a culture of success within our school and community. Engaging ELL families in all aspects of their child's development and education is fundamental. ELL families have so much to offer-if you are ready to embrace, listen and learn from your ELL families then let's create an ELL Family Engagement Plan.

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**Who are our ELLs?**

*Manya C. Bouteneff, EdD*  
*Executive Director*  
*Better Outcomes, LLC*  
*Educational Research and Consulting*

In this session, participants will have an opportunity to participate in guided reflection and discussion about who are the ELLs we teach, who are immigrants, and why the work we do is important work, especially today, as we lift the lamp beside the Golden Door of the American Dream. Thanks to this reflection, planning an environment where our children thrive, and can be fully themselves even as they learn a new language and culture, will become an obvious need and delight.

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**\* Workshop times and rooms to be determined**

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## **Building a Culturally Responsive Classroom Library - Must-Have Titles for Early Readers**

*Beth Clark-Gareca, Assistant Professor of TESOL, SUNY-New Paltz*

*Elizabeth Olivere Malmstedt, MEd Student, TESOL Program-SUNY New Paltz*

It is well established that multilingual children become better readers when they have access to texts in their home languages (Cummins, 2000; Garcia, 2009). Nonetheless, bilingual titles in school and classroom libraries are often very few in number, in part because teachers or decision-makers may not know how to select texts that would have greatest appeal to multilingual readers. In this workshop, the presenter will give some guidelines for ways in which to evaluate books for young readers according to the appropriateness and responsiveness of the illustrations, the authenticity of the text with regard to the cultures represented, the merits of the translations, and the lessons that can be learned from bilingual/bicultural texts by EBL and non-EBL classmates alike. A list of potential must-have titles will be shared, and attendees will be invited to peruse some of these texts and think about how they can help create a more culturally inclusive classroom. Finally, participants will share their favorite books that have helped them to establish a culturally rich learning environment.

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## **Comprehensible Classrooms for English Language Learners**

*Janety Encarnacion*

*RSE-TASC at Dutchess BOCES*

*Bilingual Special Education Specialist*

Participants will:

1. Understand Comprehensible Input as a critical component of literacy development in ELLs.
  2. Use Cummin's Quadrants to identify cognitively and non-cognitively demanding language.
  3. Name Comprehensible Input Techniques to use.
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## **The Best Part of Me (Grades 1+)**

*Christine Kelton*

*Goshen Central School District*

*ENL Teacher*

Based on the mentor text, *The Best Part of Me* by Marcia Ewald, this session will outline how "students" produced writing that describes why \_\_\_\_ is the best part of them. They developed vocabulary and targeted the language goal of subject/verb agreement in the present tense. Also, vocabulary was developed with a graphic organizer, producing full sentences orally using the organizer, prewrite, write, revise, edit, and publish.

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## **Literacy Through Play**

*Jamie Moran, Marlboro Elementary, Marlboro Central Schools;*

*Kim Wojehowski, Montebello Elementary, Ramapo Central Schools*

Play is disappearing in elementary classrooms. While struggling to meet the demands of the Common Core, many kitchen sets, puppets and sand tables collect dust. We know our learners need these experiences, but how do we fit it all in? With careful planning, modeling, and demonstration, co-teachers can provide young learners with opportunities that facilitate language acquisition and literacy skills through non-threatening, developmentally appropriate play. This presentation will demonstrate how teachers can observe students at their work—building, role-playing, creating, problem-solving, reading, and writing. We will show how they can join children in their play— demonstrating, talking, and recording their language. Following play, teachers and students share out to write about their play experiences and discoveries. This approach allows us to teach and reinforce early literacy skills in context. We will reference Alliance for Childhood ([www.allianceforchildhood.org](http://www.allianceforchildhood.org)) and Imagination Playground ([www.imaginationplayground.com](http://www.imaginationplayground.com)) throughout the presentation.

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## **The Universal Language of Art: People, Places and Things**

*Kaitlin Roney*

*Art Teacher*

*Diocese of Rochester*

This session will focus on effective ways to incorporate art into your teaching practices, in order to promote language skills and understanding among all students. Art is the universal language, connecting us to the past and to each one another. Visual communication transcends geographic and cultural barriers. Incorporating art into your lessons give you the power to reach all students, regardless of their background or abilities. Teaching visually and building skills through constructive, hands-on methods, presents learners with the opportunity to connect information in a very meaningful setting. Through art, language is both experienced and contextualized. Session participants will engage in samples of communication building art lessons, geared toward young ELLs. There will be three main themes covered: people, places, and things. Using a variety of materials, participants will experience an art activity exploring each topic. Materials will be provided.

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