

## Registration and Conference Fees

Attendance at all three sessions \$150.00 per person.

Name \_\_\_\_\_

Title \_\_\_\_\_

Institution \_\_\_\_\_

E-mail \_\_\_\_\_

Day Phone \_\_\_\_\_ Evening Phone \_\_\_\_\_

Number of persons attending Series \_\_\_\_\_

Amount enclosed (\$150.00 per person) \_\_\_\_\_

### Payment Method

Check enclosed (make check payable to Bank Street College)

Purchase Order Number \_\_\_\_\_  
(Please attach original PO)

Credit Card:  Visa  Master Card

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Card Holder's Signature \_\_\_\_\_

**Mail completed form to:** Maritza Parchment,  
Bank Street College Language Series, 610 West 112th Street,  
New York, NY 10025-1898

**Contact Information:** Inquiries to Maritza Parchment  
Tel: 212-875-4461 or Fax: 212-875-4753  
E-mail subscription: [mparchment@bankstreet.edu](mailto:mparchment@bankstreet.edu)  
Dr. Lili Costa Garro, Coordinator of the Language Series

Those wishing to receive one credit in Special Education should register in the Registrar's Office. Series can be taken for one Bank Street graduate credit: **EDUC 651 Strategies for Language Development**

The tuition cost of \$1010 plus the registration fee of \$50 includes admission to the series. Please visit our conference website:

<http://www.bankstreet.edu/lc/>



Bank Street College of Education  
610 West 112th Street  
New York, NY 10025-1898

Bank Street College  
Graduate School of Education

The Eight Annual Language Series  
Excellence in Language Instruction:  
Conversations with the Experts

# Differentiated Instruction for Language and Concept Development: Zooming in!

The ultimate goals of the series are:

- To promote an in-depth discussion about language learning principles and methodology, with a focus on classroom applications;
- To support the professional growth of Dual Language, ESL, and mainstream educators;
- To foster the exchange of ideas and to provide opportunities for networking among teachers and leaders across schools.

January 26, February 2, & March 1, 2008  
9:00 am – 1:00 pm  
Bank Street College Tabas Auditorium  
610 West 112th Street, New York, NY

Saturday, January 26

## PS/IS 210 - New York City Differentiated Instruction In Action

What tools do we need for differentiation? How can we prepare and organize for differentiated instruction? What choices do I have as a practitioner? Join us to experience concrete curricular examples in social studies, science, and math from early childhood, childhood, and middle school classrooms. Learn how teachers pre-assess their students and create groups, choices, and tiered tasks. Participate in small grade level groupings to work on planning differentiated instruction for your own setting.



A team of teachers from PS/IS 210 21st Century Academy for Community Leadership will share their application of differentiated instruction from their classroom practice, facilitated by Dr. Jane Spielman, Literacy Specialist, Center for Educational Options. PS/IS 210 has been a Dual Language School since its inception. It is a progressive, New Visions for Public School now located in its new building in the Upper West Side/Harlem area in Manhattan.



Saturday, February 2

## Larry Alper Thinking Maps for Differentiated Instruction Across the Grades

Participants in this conference will be introduced to Thinking Maps, a common visual language for thinking and learning across whole school communities. These cognitive tools have been used successfully in the full range of educational settings, including multi-lingual schools, as a first language for content learning and language and concept development. Thinking Maps provide teachers with the flexibility to differentiate instruction by allowing them to adapt activities and the maps themselves to the range of language acquisition levels among the students, from beginning to advanced, using the same content and the same tools. Students are encouraged to construct the maps in cooperative groups, allowing English Language learners the opportunity to practice their oral language skills in smaller groups with their peers. While language development and vocabulary instruction become a natural part of any lesson, text structures and organizational patterns are illustrated visually, supporting students in their efforts to read, comprehend, and communicate their understanding to others.



*Larry Alper, MSEd., is co-author, with David Hyerle, of Thinking Maps: A Language for Leadership and a co-editor and contributing author of Student Successes with Thinking Maps. He is currently co-director of Designs for Thinking, an educational consulting group focused on research, literacy, and whole school improvement through the use of Thinking Maps, a visual language for learning and leading. He is a former school administrator with over 25 years experience leading schools and developing learning communities for students, teachers, and parents. Larry received his Masters in Supervision and Administration from the Bank Street College of Education.*

Saturday, March 1

## Barbara Andrews, Tammy Jones, and Annyce Kuykendall Using Texts for Differentiated Instruction

How do we meet grade level content expectations and the diverse needs of second language learners? Recognizing that instruction should vary and be adapted to meet the needs of all learners is crucial for academic success and a daily challenge for all teaching practitioners. This session will examine how assessment and small group instruction with carefully selected texts provides opportunities to support the literacy development, academic vocabulary, and content understandings for all students.



*Barbara Andrews is co-author of the English Explorer Series for Differentiated Instruction, published by Benchmark Education. As a classroom teacher and a Reading Recovery Teacher for 27 years, Barbara has worked extensively with bilingual students and English language learners.*

*Tammy Jones is co-author of Apprenticeship in Literacy: Transitions Across Reading and Writing published by Stenhouse. She is a former classroom teacher, Early Childhood Curriculum Specialist, and Reading Recovery® Teacher Leader.*

*Annyce Kuykendall is a former classroom teacher, literacy coach, and trainer. She has assisted districts in implementing systemic change in comprehensive literacy practices.*