



## LILT<sup>TM</sup> NEWSLETTER

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[WWW.LILTFL.ORG](http://WWW.LILTFL.ORG)

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### PRESIDENT'S MESSAGE

On behalf of the LILT Executive Board and myself, we would like to wish everyone health, happiness and peace for the New Year. I would also like to express my gratitude for your dedication to our organization.

As we begin a new year, I would like to remind you to **RENEW YOUR MEMBERSHIP** and encourage your fellow colleagues to join today and benefit from all that LILT has to offer. Your membership affords you the opportunity to attend professional development workshops, participate in the LILT Student Foreign Language Competition, purchase LILT Student Language Plaques for outstanding graduating seniors in your school, nominate and apply for LILT Awards, Grant and Stipend, attend the LILT Annual Conference, and much more. Renew NOW so that you do not miss out on any of these opportunities. LILT membership is for the calendar year, and the grace period for renewing is February 15<sup>th</sup>. If you have not renewed by then, your students cannot participate in any LILT competitions.

I would like to thank **Donna DiNatale**, our 2nd VP, for putting together a successful LILT Fall General Membership Meeting. It was a great way to begin the year mingling with our fellow educators. Our meeting was attended by many members, new and old. We were fortunate to have **Jenn Nesfield**, our keynote presenter, speak enthusiastically about the importance of keeping students in the target language. She offered many suggestions and ideas to accomplish this in our classrooms. **Encore Performing Arts** demonstrated various cultural dances and discussed the advantages of bringing cultural dances to the classroom. These demonstrations were enjoyed by all and brought myself, President of FLACS, **Elaine Margarita**, and Immediate Past President of NYSAFLT, **Francesco Fratto**, together on the dance floor to show our dynamic moves. What a great representation of collaboration across professional organizations! **Marie Nuzzi** was honored for her 40 years of service to LOTE education. She is an outstanding teacher and role model for all of us. At the end of the evening, many walked away with great baskets and gifts from our raffle.

Thank you **Michele Ortiz**, 1st VP, for putting together an exciting professional development workshop program that will begin this winter 2016. We are excited to be offering an array of topics. Our program will run from February 27 to April 9. Thank you to the following people for their professionalism and generosity of time and expertise in presenting these workshops: **Kerri Titone, William Anderson, Christina Margiore, Dan Saitta, Janice Kincaid, Angelina Legerton, Susan Beitzinger, Lisa Silveri** and **Gala Handler**. Take advantage of these valuable opportunities to enhance your professional growth.

Information about the annual Student Foreign Language Competition and the Poster Contest is available on our website at [WWW.LILTFL.ORG](http://WWW.LILTFL.ORG). **Only teachers who have renewed their membership in LILT by February 15<sup>th</sup> will be eligible to enter their students in the Poster Contest and Student Foreign Language Competition.** While you are at our website, [WWW.LILTFL.ORG](http://WWW.LILTFL.ORG), read about the many LILT Awards, Grant And Stipend available to members and their students. The submission deadline is April 15th.

Looking forward, we are already beginning to plan our Annual Conference for the Fall of 2016. Consider helping in organizing this important event, or perhaps sharing your specialty with your colleagues! Contact me, or any board member, for information or to express interest.

I am grateful to my Executive Board and member volunteers, for all of the hard work, energy, and commitment you endlessly offer LILT. I look forward to 2016 with great enthusiasm and excitement in continuing the growth of LILT into a more resourceful and influential organization that allows us to promote the importance of foreign language education, as we encourage our students to speak and enjoy foreign languages and appreciate the beauty and importance of other cultures.

Sincerely,

*Ana Aguiar-Mady*

## CONGRATULATIONS

To **Judy Martialay** on the publication of her book, *jHOLA! Let's Learn Spanish*, which is for anyone who would like to give a child an early start in learning Spanish, be it at home or at school. The book is for sale on Amazon.com, and the free audio version can be downloaded from <http://www.polyglotkidz.com>. Judy may also be contacted at the .com address above.

To **Marie Nuzzi** on her retirement from Garden City HS after 40 years of teaching. Marie also retired from the US Marine Corps Reserves as an interrogator and translator. LILT wishes her a very happy retirement.

### **GREAT NECK TEACHER WINS RIGHT TO CHALLENGE RATING TIED TO STUDENT TEST SCORES**

A veteran Great Neck elementary teacher, Sheri Lederman, has won the first round of her legal challenge to the state's evaluation system, which she contends is unfair to her and colleagues because of statistical flaws.

A State Supreme Court justice, in a preliminary ruling, declared that Lederman had legal standing to sue the State Education Department because she showed she had suffered personal injury when the agency assigned her an "ineffective" job rating for the 2013-14 school year on the portion of her evaluation tied to student test scores.

The acting justice, Roger McDonough, observed that the rating represented a "drastic" drop from an "effective" mark given the fourth-grade teacher the year before.

"Petitioner has adequately demonstrated that she has suffered an injury in fact in the form of her precipitous drop in her growth score," the judge said in his decision, signed May 28. The ruling in Albany was released Monday.

"Growth" scores are based on improvement in student performance on standardized tests in English and math administered each spring. Such scores currently make up 20 percent of overall evaluations for teachers in grades three through eight, and are due to rise to as much as 50 percent of evaluations under a controversial amendment in the law approved April 1 by Gov. Andrew M. Cuomo and state lawmakers.

Attorneys for the state contended that Lederman had no standing to sue and had suffered no injury because her rating was confidential under law and because her overall evaluation rating was "effective." Evaluations are based not only on test scores, but also on classroom observations and other subjective criteria.

Dennis Tompkins, chief spokesman for the education department, said his agency did not comment on pending litigation.

The teacher, who is represented in the case by her husband, Bruce Lederman, a real estate attorney working in Manhattan, contended the "ineffective" rating

had an adverse effect on her career because it impugned her reputation among certain parents, who are the only ones other than school supervisors granted access to teachers' marks under law. Sheri Lederman also argued that the rating demoralized her personally and put at risk her eligibility for status as a master teacher and for bonus pay.

"I'm very pleased that the judge decided that there is reason to move forward with this," the teacher said Tuesday in a phone interview. "If teachers are being rated ineffective, that in itself is an injury."

Bruce Lederman said an Aug. 12 court hearing has been set for the case.

Sheri Lederman, a teacher since 1997, holds a doctorate in education from Hofstra University, where her dissertation won a university wide award for exceptional work. She teaches at Great Neck's Elizabeth Mellick Baker Elementary School. Both the school's principal, Sharon Fougner, and district superintendent, Thomas Dolan, submitted affidavits supporting her.

Lederman is believed to be the first individual teacher to challenge state ratings in court. Separate lawsuits filed by teachers unions in Rochester and Syracuse are pending.

Ratings opponents have noted that such marks are subject to wide fluctuations from one year to the next -- partly because of the small statistical samples involved in classes of between 20 and 30 students.

*Reprinted from Newsday, June 3, 2015*

### **REGENTS: 4-YEAR HALT ON USING STUDENT SCORES TO RATE TEACHERS**

A four-year moratorium on use of student scores on Common Core state tests to evaluate job performances by teachers and principals gained quick and overwhelming preliminary approval Monday from the state Board of Regents.

Under the new "emergency regulation," educators still would get annual "growth" scores from Albany based on results of state tests given during the moratorium, but the scores would be advisory. They would not be used to decide which teachers and principals will be assigned improvement plans or fired.

The Regents committee on P-12 education passed the new regulation in a 15-1 vote, with the only "no" cast by Chancellor Merryl Tisch.

Its approval by the full 17-member board is scheduled Tuesday and is virtually assured. But because of the accelerated nature of the regulation, final passage will be scheduled at the board's February meeting.

The proposal to clamp a four-year hold on using student "growth" scores on Common Core tests in evaluating teachers was advanced just last (continued on p. 4)

# **IMPORTANT LILT DEADLINES**

## **LILT INDIVIDUAL MEMBERSHIP – DUE FEBRUARY 15<sup>TH</sup>**

LILT membership is for the calendar year, i.e. January 1-December 31, with a grace period of February 15<sup>th</sup>. If you have not yet renewed your membership, kindly do it immediately. If you do not renew by February 15<sup>th</sup>, your students will NOT be able to participate in any LILT competitions. ***There can be absolutely NO EXCEPTIONS to the deadline. Organizing LILT student competitions takes much work by many volunteers and late entries make the process extremely difficult. Therefore, LILT must strictly adhere to all its deadlines.***

## **LILT ASSOCIATION MEMBERSHIP – DUE FEBRUARY 15<sup>TH</sup>**

All language professional organizations are encouraged to become an Association Member of LILT to reap the many benefits of this membership: one seat on LILT's Executive Board, association members may participate gratis in the LILT Poster Contest, the association's name will be included in the LILT Poster Contest's masthead, a free display table at the LILT Annual Conference and one person to attend this table gratis, cast one association vote for ballots open to the general membership, have association news published in the *LILT Newsletter*, and have a hot link on the LILT website. The deadline is February 15<sup>th</sup>.

## **2016 LILT PROFESSIONAL DEVELOPMENT WORKSHOPS – DUE FEBRUARY 15<sup>TH</sup>**

LILT is offering many exciting workshop this winter at various sites in Nassau and Suffolk Counties: Happy To Be In Checkpoint C, What Every Language Teacher Should Expect The First Three Years, Using Google Apps, Rigorous Reading Your Students Will Love, Infographics, Is It Gaming Or Testing, and Graphic Organizers And Mind Mapping For the WL Classroom. The deadline for registration is February 15<sup>th</sup>. Kindly go to [LILTFL.ORG](http://LILTFL.ORG) for details.

## **LILT STUDENT FOREIGN LANGUAGE COMPETITION – DUE MARCH 1<sup>ST</sup>**

The competition categories are: written original poetry on any topic, written original essay – Social Media Etiquette, international dance video on any dance of the target language, international vocal music video on any topic, language production video – Cooking Demonstration in the target language, poetry recitation video on any topic, poetry recitation video on any poem in the target language, multi-media computer program – A Tribute To... in the target language, ASL Song Interpretation video on any topic, and ASL poetry interpretation video on any poem. The deadline for all submissions is March 1<sup>st</sup>, and your membership must be paid by February 15<sup>th</sup> in order for your students to participate. Kindly go to [LILTFL.ORG](http://LILTFL.ORG) for further details.

## **LILT POSTER CONTEST – DUE MARCH 18<sup>TH</sup>**

*Celebrate The Power Of Languages* is this year's poster contest theme, coinciding with National Foreign Language Week, March 7-13. The deadline for the submission of student entries is March 18<sup>th</sup>, and your individual LILT Membership must be paid by February 15<sup>th</sup>. Please go to [LILTFL.ORG](http://LILTFL.ORG), or contact Pat Lennon-Murphy at [PLENNONMURPHY@LILTFL.ORG](mailto:PLENNONMURPHY@LILTFL.ORG) for more information.

## **LILT EXCELLENCE IN FOREIGN LANGUAGE AWARD PLAQUES – DUE MARCH 31<sup>ST</sup>**

These plaques are available for junior high school or middle school graduating students, and/or senior high school graduating students. The deadline with payment is March 31<sup>st</sup>, and your individual LILT Membership must be paid by February 15<sup>th</sup>. Purchase orders are no longer acceptable. More information about these beautiful plaques go to [LILTFL.ORG](http://LILTFL.ORG), or contact Donna DiNatale at [DDINATALE@LILTFL.ORG](mailto:DDINATALE@LILTFL.ORG), or 98 Chelsea Drive, Mt. Sinai, NY 11766.

## **LILT AWARDS, GRANT AND STIPEND – DUE APRIL 15<sup>TH</sup>**

The Student Award named The Lucille DiPietro Lambert Student Award for Excellence in Second Language Studies on Long Island offers a \$500 grant to an outstanding senior. The LILT Kathleen Ann Lyons Memorial Excellence in Teaching Award recognizes and honors the work of an outstanding teacher of second languages. The LILT Teacher Incentive Grant enables a teacher to inaugurate a project of projects which a district would not normally budget. The grant is \$600. The Friends of Foreign Language Award recognizes individuals or associations who advocate, promote and/or further foreign language study on Long Island above and beyond their daily responsibilities. The LILT Stipend to Attend the NYSAFLT Annual Meeting helps defray the cost of attending the NYSAFLT Annual Meeting. Kindly go to [LILTFL.ORG](http://LILTFL.ORG) for all the specific information and forms necessary to apply, or contact Nancy Russo-Rumore at [NRUSSORUMORE@LILTFL.ORG](mailto:NRUSSORUMORE@LILTFL.ORG). The deadline is April 15<sup>th</sup>.

(continued from p. 2) Thursday by an advisory task force appointed by Gov. Andrew M. Cuomo.

The vote — an abrupt about-face in policies pushed by Cuomo and the Regents in recent years — was the latest in a series of state responses to rising public opposition against Albany's direction on school curricula, testing and educator evaluations.

It came after a cascade of dissent from parents and teachers, steadily growing since tests aligned with the Common Core academic standards were introduced into classrooms in the 2012-13 school year and since the state toughened its evaluation laws, with an increasing amount of educators' job ratings linked to student performance on exams.

"This is the highest level of state policymakers heeding the call of angry suburban voters," said Lawrence Levy, executive dean of the National Center for Suburban Studies at Hofstra University. "Suburbanites are the swing vote in any close election or on any issue, and when it comes to something that really riles them, attention must be paid."

Last spring, Long Island emerged as the epicenter of a test-boycott movement that involved more than 200,000 students in grades three through eight — about 20 percent of students statewide eligible to take the exams. It was the largest such revolt in the nation.

Proponents of Monday's speedy Regents action said it was necessary because of the turmoil caused by the evaluation system. Opponents, however, warned that continued public ire could result in more than 400,000 students opting out of state tests in English language arts and math in April.

The regulation approved by a Regents committee would postpone until at least the 2019-20 school year any use of standardized state English and math scores in penalizing students, teachers or principals. Until now, teachers and principals faced the possibility — albeit a small one — of losing their jobs if they were rated "ineffective" two years in a row.

New figures released Monday by the State Education Department showed that 96.2 percent of teachers evaluated during the 2014-15 school year were rated "highly effective" or "effective." Those deemed "developing" were 3.2 percent and 0.6 percent were rated "ineffective." The findings were similar to those for the previous school year.

Under a complex four-year transition the Regents approved Monday, many teachers in grades 3-8 would continue to receive state-assigned "growth" scores, but only on an advisory basis. Those teachers and others also would receive new "transition scores" calculated by the state, based on information provided by local school districts. Such ratings would be based on results of classroom observations and tests selected locally by school districts.

"We need to move this agenda," Education Commissioner MaryEllen Elia said at the Regents committee's meeting. "We all need to work together to bring improvement to our schools." Elia, who became the Education Department's chief in July, reports to the Regents. She served on the governor's 15-member task force.

Tisch said she opposed the move to "decouple" students' test scores from teachers' job ratings on grounds that it might detract from state efforts to improve instruction in low-performing school districts. The chancellor, an ardent supporter of higher academic standards, recently announced she will step down in April when her current term expires.

Elia told reporters after the Regents meeting that teachers still would be held accountable in their jobs on the basis of the "transition" ratings.

Some parent leaders of the boycott movement had welcomed last week's task force recommendations, but the Regents' action drew a cooler reception.

Parent groups want Cuomo and state lawmakers to repeal the tough teacher-evaluation law passed last spring, which bases up to about half of teachers ratings on student test results. The governor, on the other hand, wants to limit any changes in the evaluation system to regulations, which are the purview of the Regents.

"It's trying to confuse people, but it doesn't substantially change anything," said Diane Venezia Livingston, a mother of three and founder of Port Washington Advocacy for Public Education, a group that opposes tying test scores to teacher evaluations. "So the 'Great Opt-Out of 2016' is on," added Livingston. "We're looking for double the opt-out numbers until they repeal the actual law."

New York State United Teachers, the state's largest teacher union, simply referred to the Regents action as a "first step." A spokesman said the group expects the board and the Education Department "to make policy changes that restore the joy of teaching and learning to our classrooms."

The door was opened to delay or repeal New York State's evaluation law by action at the federal level, after Congress passed and President Barack Obama last week signed into law a major overhaul of national school policy.

The new "All Students Succeed Act" blocks the federal government from requiring New York and other states to use standardized test scores in judging teachers' performance. That tossed responsibility for evaluations back to the states. The revised federal statute, however, continues to require that at least 95 percent of students in all states and local school districts participate in annual standardized testing. Under law, states failing to enforce that requirement risk loss of federal financial aid — a rule that many school administrators view as a

threat to New York.

*Reprinted from Newsday December 14, 2015*

### **SOCIAL MEDIA IN THE CLASSROOM**

It's hard to avoid social media. With everything we do, we as a society, have become obsessed with showing everyone else, in all different ways, the things we do. Social media has even consumed our vernacular, with hashtags, tweets, likes, etc.

As world language teachers, it would be naive to turn a blind's eye to this way of consuming our culture. If we wish to capture our student's attention, we have an obligation to stay abreast of recent events via social media and incorporate them into our curriculum. Despite the time constraints of the school year and the efforts from the New York State that are changing our profession, we owe our students this immersion experience.

Today, social media is the key to using up to date, even to the hour, authentic material in our classes. The question becomes *how?* How do we use all these fast paced resources in an educational setting? The real difficulty is compounded when our school computers most likely block these sites. The workload inevitably falls on the teacher, as we modify these resources to be usable in a classroom setting. We have the capacity to take a screenshot, which allows us to capture the image projected on the computer screen. We can then use this image in a word document by cropping, editing and/or attaching questions. The key is knowing your audience and keeping this new found information relevant.

1.) **Pinterest** ([www.pinterest.com](http://www.pinterest.com)) is a social network that allows users to visually share, and discover new interests by posting (known as 'pinning' on Pinterest) images or videos to their own or others' boards (i.e. a collection of 'pins,' usually with a common theme), and browsing what other users have pinned. This creates a virtual bulletin board. Most often I use Pinterest to find my "do now" activities. Here is where I find infographs or charts and ask short questions, either multiple choice, fill-in the blank, matching, true and false, etc. This can also be Common Core aligned to the new FLACS Checkpoint Examination. Part 3a of the Checkpoint A and B exams give several infographs, charts, pictures with questions in English, asking students to infer the meaning and context of such images. These images can also be used on the "Read to Write" section of the checkpoint exam, and in checkpoint C courses with questions in the target language.

2.) **Creating Famous Persons Facebook** ([www.facebook.com](http://www.facebook.com)) Pages - With other outlets such as Facebook, an online social networking service, I have had students create fictitious Facebook pages for famous French personalities. This encourages students to combine a class project, with something they are familiar with in their personal lives. Students research,

use their creativity and connect the past to the present while using the Target Language (TL)

The teacher provides the grading criteria, rubrics, and guidelines. At the Middle School level, students are asked to research a famous TL person, then create a minimum of 10 posts in the target language, completing the "about me" section, including his/her profession, nationality, place of residence, place of birth, education, etc. Grading criteria might include: the correct use of TL grammar such as: adjective agreement, proper use of verb tenses, complete sentences, etc., along with a creativity component including originality, unique presentation of information and aesthetic quality. For HS students, this project is composed entirely in French with a sentence and word minimum per post, incorporating the relevant grammar covered in class.

3.) **Creating a fictitious Instagram** ([www.instagram.com](http://www.instagram.com)) account - with pictures from a recent trip. Instagram is an online mobile photo-sharing, video-sharing and social networking service that enables its users to take pictures and videos, and share them on a variety of social networking platforms, such as Facebook, Twitter, Tumblr and Flickr. At the MS level, during a study on Paris and various monuments and tourist attractions, students are asked to imagine taking a trip and post 5 pictures. As the motivation, I provided a picture of my husband and me in front of the Eiffel Tower on a Seine River Boat cruise. For each picture the tasks are: to create a caption in the TL with 5 hashtags (#), create their own French username and two other usernames for others, and then a 3 part exchange dialogue or correspondence for each photo. At this level, this is a motivating and highly doable task since there is a minimal of written language that can be assessed. On the assignment sheet, I provided students an example or model. A sample rubric might require the use of a certain number of adjectives and one sentence in the past tense. For my French class, on the assignment sheet, I provided students this model:

#vacancesd'été #lunedemiel #BateauxParisiens  
#Parisjet'aime #NouvelleRobe #TourEiffel

frenchie4lyfe: Très belle photo chérie. Quand étiez-vous à Paris?

aurelie: Nous étions en France pour notre lune de miel l'été dernier. J'ai pris la photo avec mon vieil appareil de photo!

frenchie4lyfe: superbe! Je suis jalouse. Ton mari est beau! Félicitations!

poison.poisson: J'aime bien ta robe...même couleur du ciel!

PoisonPoisson: Quelle vue! La Tour Eiffel...elle brille claire dans cette image!

As silly as the exchange seems, this project invited

students to be creative. I had some students alter pictures and use photo shop to imagine they were really at such places. Some students got so creative they invented usernames that coincided with other students' projects pretending they travelled together. With my permission, their project was completed "together but separate." Each student had to have different pictures, posts and submit his or her own work. However, they worked together for their posts, usernames and they varied the pictures. Students were able to tailor this assignment to their likes. Some students posted pictures of food, others of clothes, and others of monuments. I had one student cut a poster board in the shape of an iPhone, paint the background and add the details that Instagram has: the number of followers, how many people you are following, and a quote about yourself.

4.) **tweet** ([www.twitter.com](http://www.twitter.com)) - Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets". Registered users can read and post tweets, but unregistered users can only read them. If you have utilized the technique of "ticket out or exit slip" as a closure activity, try this. Ask students to write one thing they learned, or answer a question from the day's covered material on their way out the door by 'tweeting' using hashtags from the day's lesson. This allows the teacher to see if students grasped and learned what was taught as a summative assessment. For example, since Twitter is blocked by school districts, I have designed a half piece of paper to look like twitter and students need to post a status with hashtags describing the day's lesson, then collect it on their way out the door.

5) **YouTube** ([www.youtube.com](http://www.youtube.com)) is a video sharing website, which is perhaps the most versatile. Use it by: bringing authentic videos into your class, having students create and post videos, finding educational videos, and doing a *flipped* classroom lesson. A *Flipped* classroom lets students watch lessons, lectures or videos at home and answer guided questions the teacher prepares and distributes in advance. They come to class the next day with a basic understanding, or background knowledge. Then in class the teacher fosters in depth discussion and reviews the material seen the night before.

For example, upper level students can listen to the song "Papaoutai" by Stromae and its accompanying video, and may be asked to make inferences about the boy singing, and discuss how the boy felt in the absence of his father. Similar activities can be created by reading *La Petite Fille à Barbe* and watching the short Canadian film, *Venue de Loin*. Possible tasks might include asking students to write a comforting letter to the youngster, or comparing and contrasting two characters.

6.) **Google Classroom** provides a page in which teachers and students can post comments, pictures, documents and links. There are also other cool features

of Google Classroom. One can create an assignment that students complete and submit. Google then organizes a collected folder in your Google drive waiting for you to grade homework assignments and classroom activities that require the use of other sites on Google can be posted.

Technology and social media have taken learning far beyond the classroom and the textbook. There are so many other social networking sites that can be adapted for use in an educational context. We need to connect our students to the language and culture of the languages we teach, emphasize their differences and similarities, and move forward as a learning community so we vividly capture all of our students' imaginations. We need to capture their very vivid, active minds to create lifelong language learners.

*Ariadne T. Livaditis, French Teacher  
Pelham Memorial High School*

### **DIFFERENTIATING WITHOUT DROWNING**

In today's classrooms of 25 or more students from diverse backgrounds, teachers strive to quickly become differentiation experts as well as subject area instructional experts. While doing so, they have to keep up with the building schedule, curriculum pace, and the overall best interests of the students they serve. Despite our best efforts, we have all experienced that one student who sits through class, day after day, not receiving the best we have to offer because we are overwhelmed or aren't even sure how to help. We know differentiating instruction and learning (Tomlinson, 1999) will help us reach each of our students, but knowing where to start can be overwhelming. To avoid differentiating on the fly, or spending hours scripting lessons to anticipate any possible student needs, make one simple change to your lesson planning: focus differentiation on three areas of weakness for two target students. Here's how to get started:

1.) Create your normal lesson plan for the day (you may even begin with a basic Common Core-aligned textbook lesson).

2.) Choose two students on whom to focus your differentiated instruction or lesson (who isn't benefiting from instruction in your class?).

3.) Use student files, assessment results, student work, support-staff knowledge, and any other data you have on hand to pinpoint three areas of weakness for each of the two students. (You may want to build on this list later, but begin with a short list of three weak areas.)

4.) Bender and Crane (2011) recommend using this newly researched data to scaffold and diversify your

# PROFESSIONAL CALENDAR

|            |   |              |  |
|------------|---|--------------|--|
| Feb. 11-13 | Northeast Conference, New York City   | Apr. 1       | FLACS and Queens College Spring Conference   |
| Feb. 15    | <b>LILT Individual Membership deadline</b>  | Apr. 15      | <b>Deadline for completed Presenter Applications for the 2016 LILT Annual Conference</b> |
| Feb. 15    | <b>LILT Association Membership deadline</b>   | Apr. 17-19   | Global Language and Culture Conference, Mohonk Mountain House, New Paltz                 |
| Feb. 15    | <b>Registration deadline for 2016 LILT Professional Development Work-shops</b>                | Apr. 22-27   | AATI International Conference, Naples, Italy   |
| Mar. 1     | <b>Submission deadline of student work for the LILT Student Foreign Language Competition.</b> | Jul. 3-6     | AATF National Convention, Austin, TX   |
| Mar. 5     | NYSAFLT Spring Conference, Rochester, NY  | Jul. 8-11    | AATSP Annual Conference, Miami, FL   |
| Mar. 18    | <b>Submission deadline of student work for the LILT Poster Contest</b>                        | Aug. 2-5     | NYSAFLT Summer Institute, Oneonta, NY  |
| Mar. 31    | <b>Deadline for the LILT Excellence in Foreign Language Award Plaques orders</b>              | Oct. 21 & 22 | NYSAFLT Annual Conference, Syracuse, NY  |
|            |   | Nov. 18-19   | ACTFL & AATI Convention & World Languages Expo, Boston, MA                               |

instruction to support these two students. Change may come in the form of additional supportive background knowledge you expose by questioning the class orally, resource charts for students to use, manipulatives at each table to provide concrete experiences, parallel tasks that explore the same concept but at different levels of complexity (Small, M., 2009, p. 10), or any supports that address the specific needs of your two focus students.

5.) After the lesson is over, reflect on the three or four additions you made to the original lesson plan. Did these supports help the two focus students? Did other students benefit from the differentiated instruction or learning you added to the lesson? What should you use again or try next time? Keep your reflection notes with the lesson plan so that you can build on those for next time.

If you can do this once a week, you will eventually create an evolving, differentiated approach to your current instructional practice. Every year, you will add to your repertoire of instructional modifications, and you will see more of your students being included in the awesome learning environment you have created in your classroom.

*Reprinted from ASCD Express, Vol.10, No. 11 (2015)*

*Submitted by Nancy Russo-Rumore, Emerita*

## SEARCH FOR PRESENTERS

**LILT is continuously searching for new ideas in the field, or methods and ideas that have brought you great success. Share your wealth of knowledge and experience with your colleagues at the 2016 LILT Conference this coming fall.**

**Applications for presenters can be found on LILT's homepage, LILTFL.ORG, under "Call For Proposals."**

**The LILT Annual Conference Committee looks forward to hearing from you by April 15<sup>th</sup>.**

## SEARCH FOR ASSISTANT TREASURER

**Ron Taub, LILT's treasurer of many years, is seeking an assistant to help with the various treasurer's duties. You should be organized, responsible, have a fair degree of mathematical understanding, be computer savvy, and be able to understand directions. If interested, please contact Ron directly at [RONTAUB@LILTFL.ORG](mailto:RONTAUB@LILTFL.ORG).**

## ARE YOU A LEADER

**LILT needs many good men and women who can lead LILT for the betterment of Foreign Language teaching on Long Island. A leader is a person who has a vision of what can be done and is not deterred by roadblocks, who can rally colleagues to the cause, who can make the seemingly impossible come to fruition, and who can protect the profession that allows us all to lead the lives we are presently living.**

**Don't sit back and wait "to see what the others will be doing." If that be the case, LILT would've died many years ago. Several on the LILT Executive Board have served for many, many years, and it is now time for those actively teaching to become more involved. Yes, there are many small ways you may have already helped LILT, but have you ever thought of the bigger picture?**

**Search your professional souls and think of ways you can actively protect and improve your profession. Remember the old proverb, "He/she who hesitates is lost."**

**Become a leader of LILT by contacting the LILT President, Ana Aguiar Mady at [AAGUIARMADY@LILTFL.ORG](mailto:AAGUIARMADY@LILTFL.ORG) today! Don't wait until tomorrow, write to Ana now!**



Richard Gentile  
LILT Newsletter Editor  
99 Soundview Road  
Huntington, NY 11743

**IF '15 APPEARS AFTER YOUR LAST NAME ABOVE,  
YOUR MEMBERSHIP HAS EXPIRED - THIS WILL BE YOUR LAST  
MAILING. RENEW YOUR MEMBERSHIP NOW!**

PLEASE CUT HERE ▶ -----



**MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFL.ORG to register on-line.)**  
**PLEASE PRINT CAREFULLY IN BOLD BLUE OR BLACK IN.**  
**\*REQUIRED FIELDS**

Last Name\* \_\_\_\_\_  New, First Name\* \_\_\_\_\_

Former Last Name \_\_\_\_\_

Home Address\* \_\_\_\_\_  New

Home City\* \_\_\_\_\_, State\* \_\_\_\_\_ Zip\* \_\_\_\_\_  New

Home Phone\* ( ) \_\_\_\_\_  New, Home Fax ( ) \_\_\_\_\_  New

**E-MAIL ADDRESS\*** \_\_\_\_\_  New

School Name/District \_\_\_\_\_  New

School District City \_\_\_\_\_, State \_\_\_\_\_ Zip \_\_\_\_\_  New

School Phone\* ( ) \_\_\_\_\_  New, School Fax\* ( ) \_\_\_\_\_  New

Languages and levels you teach.\* \_\_\_\_\_

- Dues\* (check one):  \$20 Individual  \$10 Full-Time Student  \$10 Emeritus  \$500 Lifetime
- I am a **NEW** LILT member\*.
- I am **RENEWING** my LILT membership\*.
- I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition\*.

**In order for your students to participate in LILT Student Foreign Language Competition and the LILT Poster Contest, your present LILT Membership must be paid by February 15<sup>th</sup> of the current school year.**

Make your check **PAYABLE TO LILT** and mail to: Ron Taub, 16 Radford Road, Lake Grove, NY 11755