



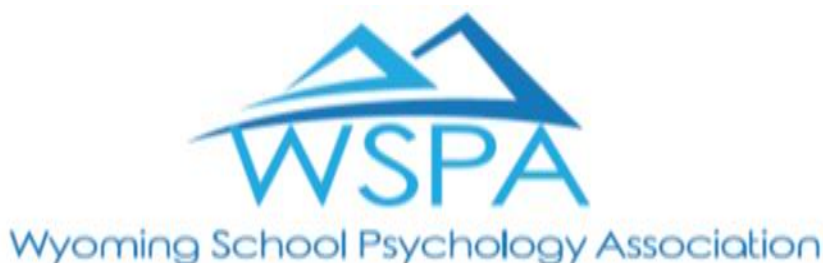
## **WSPA PRESENTS OUR SPRING CONFERENCE ON: BEST PRACTICES FOR ASSESSMENT AND INTERVENTION FOR ENGLISH LANGUAGE LEARNERS**

The Wyoming School Psychology Association is excited to feature two of the nation's leading experts on best practices for supporting English Language Learners, Dr. Sam Ortiz and Dr. Julie Esparza Brown.

Dr. Ortiz is Professor of Psychology and former Director of the School Psychology Program at St. John's University, Queens, New York. He has studied and published on topics that include assessment of culturally and linguistically diverse individuals, application of modern intelligence theory in testing through CHC Cross-Battery assessment methods, differentiating cultural and linguistic differences from disorders, and development of the CHC Culture-Language Matrix as a method for determining the primary influence of culture and language on test performance. He recently authored three chapters in NASP's Best Practices IV on nondiscriminatory assessment, contemporary intellectual assessment, and working with culturally and linguistically diverse children and families. Dr. Ortiz trains and consults nationally and internationally on topics ranging from nondiscriminatory assessment to contemporary evaluation of learning disabilities. He combines practical and research based experience with specialized education and training in working with culturally and linguistically diverse children and parents. Dr. Ortiz is bilingual (Spanish) and bicultural (Puerto Rican).

Dr. Esparza Brown is a third generation Chicana, and an associate professor in the Special Education Department at Portland State University in Portland, Oregon. Currently, her teaching, research, and publications focus on the interface of bilingual and special education. Additionally, she consults locally and nationally on issues related to RTI and ELL students, least biased assessment of ELL students, and effective instruction for diverse learners. She is currently on the National Advisory Board for the National Center on Response to Intervention. Her publications include a chapter in the book *The Psychology of Multiculturalism*, published by the National Association of School Psychology, and a chapter in the International Reading Association's book *Improving Literacy Achievement in Urban Schools*. She is a co-author of a national brief *A Cultural, Linguistic, and Ecological Framework for Response to Intervention with English Language Learners*. Since 1998, much of her focus has been on preparing ESL and bilingual teachers and most recently, bilingual special educators.

***Registration is limited so reserve your seat today!***



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Questions?

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