New York State Education Department Office of Bilingual Education and World Languages (OBEWL)

Changes in Leadership at OBEWL & NYSED and Other Important News

As you may already know, our esteemed Associate Commissioner, Angelica Infante-Green, is now Deputy Commissioner of Instructional Support. Not only will she oversee OBEWL, she will also oversee Data Systems and Educational Technology; Assessment, Standards, and Curriculum; Special Education; and the Office of District and School Review. As the department embarks on important initiatives, having Angelica in this position is critical to our work. It means that the interests of English Language Learners (ELLs) and their parents are always going to be part of every important decision!

Fortunately for OBEWL, we will now be led by Lissette Colón-Collins as Assistant Commissioner. Lissette is no stranger to our department. She and Angelica began their work at NYSED in 2013 and before that for many years as a team in New York City. Under their leadership, OBEWL has been able to create momentum, and pivotal steps have been taken to ensure that the needs of ELLs are being addressed in New York State. Lissette is a dedicated and self-motivated leader with more than 20 years of experience in education. She has been working at NYSED as a Senior Regents Fellow in OBEWL and has been collaborating hand in hand with Angelica on the design and execution of policy and systemic initiatives that have significantly increased services for ELLs and their families in New York State. As an ELL herself, Lissette knows first-hand the challenge of learning a new language and the value of being bilingual. She will continue to champion the work that OBEWL is doing on behalf of ELL parents and their children.

In other important news, the ESEA Reauthorization Bill has been signed by the President. The final version of the bill negotiated between the House and Senate is called the Every Student Succeeds Act (ESSA), and it will have many implications for New York State's English Language Learners. We encourage you to familiarize yourself with this legislation and particularly those sections which apply to ELLs, which are Title I and Title III. In our next issue we will have details as it relates to ELLs/MLLs and how it will impact our collective work. The searchable full text of the document can be found here:

https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf

And here: https://www.congress.gov/bill/114th-congress/senate-bill/1177/text

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A Profile of Regent Lester Young

Whether we recognize it or not, all of us are inspired by someone throughout the course of our lives. Regent Dr. Lester Young, who lost his father at the age of 12, had two people who inspired him – Spencer Jameson and Larry Ellis. Both men lived in Queens, as did Dr. Young.

Spencer Jameson was an educator who lived on the same block, and, as Dr. Young explains, took him under his wing when his father died: "As an adult, he saw that I needed something extra, he encouraged me. He would talk about his work, and he was the only adult who let me call him by his first name." Dr. Young was inspired by Jameson's role as an educator who taught in Brooklyn and at Columbia University, and says, "I just wanted to do what he did." Another role model was Larry Ellis, a well-known track coach who later became the first African American coach of an Olympic Track Team as well as the Coach at Princeton University. Dr. Young describes how Ellis would visit his home to talk to his mother about how he was progressing: "He did not take an authoritarian approach, but a caring approach."

Regent Young wanted to grow up to be like these men, so he knew education was in his future. He started as a biology major, considering a career in science, and went on to earn a B.S. in Behavior Science (majoring in biology, with a minor in psychology). In his senior year, during a time of a teacher shortage, he was invited to teach at a school in Harlem. Having enjoyed the experience, Regent Young applied to graduate school at Brooklyn College, focusing on urban education. That fall he began teaching high school biology. He soon earned an M.S. in Guidance and School Counseling and an Ed.D. from Fordham University, Graduate School of Education. Throughout his career, Dr. Young has added middle school and elementary school to his repertoire. He has served as a teacher, guidance counselor, supervisor of special education, principal, Superintendent of Community School District 13, and Associate Commissioner with the New York State Education Department. He also led the first N.Y.C. Office of Youth Development and School Community Services, has had supervisory roles in Special Education Services, and has served as a senior executive for Youth Development and School Community Services in the city system. He is the founder of the college-prep Benjamin Banneker Academy HS and Bedford Academy HS in Brooklyn, and his official bio notes that "he takes particular pride in having implemented the nationally recognized Algebra Project and Comer School Development Program." He has also served as an Associate Professor at Long Island University's Graduate School of Education.

In March, 2008, Dr. Young was appointed by the New York State Legislature as Regent At Large and was re-elected to a five-year term effective April 1, 2010 and again to a five-year term effective April 1, 2015. Currently, he co-chairs the Regent's P–12 Education Committee, Early Childhood Workgroup, and most recently chairs the Regents Workgroup to Improve Outcomes for Boys and Young Men of Color.

Dr. Young believes that providing boys and young men of color with sustainable educational advancement opportunities is a matter of both social justice and economic importance. As a result, the Workgroup was charged with developing a series of educational policy, budget, and legislative recommendations that reflect informed judgment, innovative "best" practices, and collaborative efforts that must be taken across the Pre K-20 pipeline to right the inequities that have impeded access to educational opportunities and, ultimately, life opportunities for boys and young men of color in New York State.

Clinically Rich Intensive Teacher Institute

By Mary Ellen Krakoff, 5th Grade Teacher in Freeport, NY

I am what you would refer to as a veteran teacher. My journey as an educator began in 1984 and as a result, this adventure has taken me down a meandering path. I have experienced my fair share of challenging situations to say the least. I have had the good fortune of working in the district I attended as a child. My commitment to this community is deep. Having said that, fast forward to 2014 when I came upon an opportunity to sign up for the CR-ITI at Molloy College to obtain an English to Speakers of Other Languages (ESOL) certification that would allow me to work with English Language Learners (ELLs) and help my district address the needs of the ever-growing population of students who are required to learn English as another language.

I decided to go to the informational meeting and hear what they had to say about the program. The first cohort of teachers, twenty from districts across Nassau and Suffolk counties would be the most intense. It would start in January and finish in July. We would take five classes, three of which would be held during the school year and then two CR-ITI week-long courses all of which had three credit graduate course requirements. The following cohorts would be able to take the same classes, but have ten months to complete the program. After enduring all of the recent changes in education, I wouldn't say I was in my comfort zone or burnt out, but I wanted to try something new. Having heard all of this, I asked myself, "What do I have to lose?" and went ahead and applied for the program. I was accepted and began my wild adventure.

Now the "CR" stands for Clinically Rich, and the ITI stands for Intensive Teacher Institute. I am not the kind of person who is easily intimidated. I figured that I would give it my best shot, so on I went. I was the only elementary teacher out of the four candidates in Freeport and as a result, felt a little isolated at first, but we worked closely together. My colleagues taught me so much about technology and I am eternally grateful for their help! I not only worked harder than I ever thought possible, but have met some of the most amazing teachers I now consider my friends.

We began the journey with an in-depth study of the most popular countries represented in each of our communities. This really opened my eyes. I learned about the challenges and the hardships their families have faced. Next we created folders for newcomers, which contained different things for different grade levels. Items included a Newcomer Workbook, school map, pictures of the principals and myself, visuals including clocks with times to remember, an alphabetical list of cognates and resources for parents in Spanish and English, and lists of phrases, numbers, and colors that the newcomers would need for everyday survival. Then we interviewed teachers in our buildings and observed their classes in action. I saw firsthand the obstacles that the teachers and students face. We also learned the different theories of language acquisition. Following that course, we had to present specific methods of instruction and teach that method to the class. Those were the courses in the spring, in addition to reading chapters, articles, and responding online.

But wait, there's more . . . on to the week-long CR-ITI. We learned a lot of helpful strategies for ELLs at various levels. We had to design a unit of study incorporating all of the aspects of language learning. Luckily we had the opportunity to work with partners. This was a great experience.

For the final class, we learned various strategies and techniques using the Sheltered Instruction Observation Protocol (SIOP) model of instruction. We took our units that we created in the previous class and adapted them to meet the needs of the students using that model. We also had to analyze a New York State English as a Second Language Achievement Test (NYSESLAT) exam. This was a whirlwind of information, although extremely useful and interesting.

One of the requirements of the program was to work with a mentor who was an English as a New Language (ENL) teacher. My mentor was a master teacher who not only met with me, but co-taught with me as well. By doing so, she was modeling how to conduct lessons with ELLs. Her example was an incredible standard to aim for. I also got the opportunity to observe her teaching in an adult ENL class at SUNY Farmingdale. This was amazing!

Intensive is not the word to describe the experience that my cohort and I endured. I do believe that we are all ready to address the needs of our respective districts with creativity, insight, and compassion. I would like to take this opportunity to thank my mentor Patricia Belfi and our professors for their high-quality instruction. Molloy College is a wonderful institution, and I am grateful to have been a member of their professional learning community. Professor Lisa Estrada, Dr. Carrie McDermott, Dr. Maureen Walsh, Dr. Maria Dove, and Professor Heather Parris did an outstanding job.

Here at OBEWL we are constantly looking for ways to improve the lives of our students and their families. Putting books and more books into the hands of our students will encourage them to read, share, and build a culture of literacy throughout their daily lives. Reading is not something that kids only do in school. Whether it's in their home language or in English, practicing reading makes a better reader and supports the development of conceptual thinking. In order to encourage our English Language Learner/Multilingual Learner students to continue reading outside of school, we are launching a literacy challenge to New York State schools. Guidelines for the challenge will be posted in the next newsletter, so start thinking now about ideas that you have for bolstering literacy by finding creative ways to encourage students to read!

Resources for Educators and Community Leaders:

Promoting Literacy in our Communities

In the spirit of President Obama's My Brother's Keeper initiative, the Office of Bilingual Education and World Languages would like to highlight some exciting literacy initiatives that we might bring into our communities:

*The following information is taken from the organization websites:

Barbershop Books is a community-based literacy program that creates child-friendly reading spaces in barbershops for boys ages 4-8. It leverages the cultural significance of barbershops in Black communities to connect Black men to Black boys' early reading experiences, to improve Black boys' access to culturally relevant, age appropriate, and gender responsive children's books, and to increase the time Black boys spend reading for fun.

The Big Read supports organizations across the country in developing community-wide reading programs which encourage reading and participation by diverse audiences. Organizations selected to participate in The Big Read receive a grant, access to online training resources and opportunities, and educational and promotional materials designed to support widespread community involvement.

Dolly Parton's Imagination Library Dolly's vision is to foster a love of reading among preschool children and their families by providing them with the gift of a specially selected book each month. By mailing high quality, age-appropriate books directly to their homes, she wants children to be excited about books and to feel the magic that books can create. Moreover, she can ensure that every child will have books, regardless of their family's income. She is making the program available for replication to any community that is willing to partner with her to support it locally.

The International Children's Digital Library The ICDL Foundation's goal is to build a collection of books that represents outstanding historical and contemporary books from throughout the world. Ultimately, the Foundation aspires to have every culture and language represented so that every child can know and appreciate the riches of children's literature from the world community.

Kids, Community, and Cops Little Free Library's Kids, Community, and Cops program helps law enforcement and civic groups create positive interactions with youth by developing their love of reading and giving them more hopeful outcomes. More and more police departments and cities are investing in Little Free Library because it combines literacy with youth and family engagement.

Little Free Libraries In the beginning—2009--Todd Bol of Hudson, Wisconsin, built a model of a one room schoolhouse as a tribute to his mother, a former school teacher who loved reading. He filled it with books and put it on a post in his front yard. His neighbors and friends loved it. He built several more and gave them away. Each one had a sign that said FREE BOOKS. Communities across the USA have since created their own Little Free Libraries

Library Dogs Dogs are now being used in many school and library settings to help motivate youngsters to read. The use of trained therapy dogs in reading programs can result in children who feel comfortable reading out loud, read more often, attempt more difficult books, and actually look forward to reading. As they improve their literacy skills, they're not just learning how to read, they're learning to love to read!

NYSED Strategies for Collecting and Integrating NYSESLAT Feedback

By Juliette Lyons-Thomas

This past spring, a revised version of the New York State English as a Second Language Achievement Test (NYSESLAT) was administered to English Language Learners (ELLs) throughout the State. Following the administration of the assessment, feedback was requested through multiple sources. This is a summary of how the feedback was collected and integrated in order to improve the 2016 NYSESLAT.

- *Weighting survey:* In June 2015, a survey on the weighting of the New York State English as a Second Language Achievement Test (NYSESLAT) was administered to ELL educators. The survey asked respondents in New York State to provide feedback on how the NYSESLAT modalities should be weighted, along with their rationale. In total, 2254 individuals responded to the survey, with the largest group indicating that modalities should be equally weighted because each of the modalities are equally important.
- *Administration survey:* In June 2015, a survey was administered through the Office of State Assessment (OSA) site to collect feedback on the administration of the NYSESLAT. At the last collection of the results, there were over 1000 responses, and the survey remains open with no immediate plans to close.
- *NYSUT:* On June 9, 2015, NYSED and Regents Research Fund (RRF) staff joined a call with members of New York State United Teachers (NYSUT) to discuss and receive feedback on the NYSESLAT. After the call, NYSUT provided notes that summarized the topics that were discussed, as well as comments from members who were not able to speak during the call.
- *ELL Summer Institute:* On July 14th, a number of NYSESLAT sessions (including content and administration) were held in which feedback was provided to NYSED and RRF staff.
- *Parking lot notes:* At the educator review meeting held July 6-10th, groups were provided with large sheets of paper on which to write NYSESLAT concerns that did not immediately relate to the task of reviewing items and passages. The papers were collected by MetriTech at the end of the week.
- *Email feedback:* Since administration of the NYSESLAT, NYSED has encouraged concerned educators to provide feedback on the NYSESLAT by email or phone.
- *Incorporation of feedback:* Every point of feedback was reviewed and incorporated into a master document that summarized the major themes within the following categories: Difficulty, Content, Administration, Scoring, and Format. Each point in the master document was then discussed internally and with the vendor to determine the level of importance/urgency as well as the process of resolving the issue if applicable.

engage ny

Don't forget to take advantage of the NYSESLAT and ELL resources available on engageNY

Juliette Lyons-Thomas is a Regents Research Fund Fellow and is currently working with NYSED's Office of State Assessment.

NORTHEAST CONFERENCE on the Teaching of Foreign Languages

http://www.nectfl.org/conference

The application **deadline for scholarships is Monday, January 4**. All applications and letters of support must be received by this date. Applicants will be notified by January 20, 2016.

If you have your signed letter of support ready to upload, click here to apply!

Thanks to very generous grants from

VISTA Higher Learning

and from

The NYS Statewide Language Regional Bilingual Education Resource Network (RBE-RN) at NYU

NECTFL is pleased to announce

25 scholarships for new teachers	**25 $50 stipends** for experienced "mentor" teachers

to attend the 2016 Northeast Conference February 11-13, in New York City

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Recently Released from Education Secretary Arne Duncan:

Resource Guide: Supporting Undocumented Youth

Resources that educators and school personnel can use to better serve and support undocumented students in secondary and postsecondary settings. As you continue to support and serve all students in your schools, you can access educational resources on the U.S. Department of Education's web site: http://www2.ed.gov/about/overview/focus/immigration-resources.html that may be of interest to DACA recipients, other undocumented youth, and to all educators, counselors, and school leaders who serve these students.

Recently Posted Resources and Guidance from OBEWL

NEW

Bilingual Education Program Waiver Form

CR Part 154 Former ELL Services Guidance

CR Part 154 Former ELL Services District Plan 2015-2016

ELL Student Placement Form (translated in 25 languages)

English – Spanish Cognates / Palabras Afines Inglés-Español

Guide for Parents of ELLs in New York State (translated in 22 languages)

Home Language Questionnaire (new) (translated in 40 languages)

Literary Terms & Devices in English for Language Arts / Términos y Recursos Literarios en Español para Las Artes del Lenguaje

NYSESLAT Parent Guide

NYSESLAT Result Letters: Continued Eligibility and Exiting ELL Status (translated in 25 languages)

Parents' Bill of Rights (translated in 9 languages)

Procedures for Obtaining NYSITELL/NYSESLAT Scores for Students who Transfer Between New York State School Districts

ELL Tool Kit Released from US Department of Education

The following is from a USDOE press release:

September 21, 2015

The U.S. Departments of Education (ED) and Justice (DOJ) today announced the completion of the English Learner (EL) Tool Kit to support states, districts, and schools in meeting their legal obligations to ELs and ensuring access to quality education.

This toolkit is presented as a resource for educators. However, references to opting-out of ENL programs should be disregarded. According to NYS Commissioner's Regulations Part 154: the parents/guardians of a student designated as an ELL shall have the option to withdraw their child only from participation in an instructional bilingual education program. At a minimum, such student shall participate in a free-standing English as a Second Language program, now referred to as English as a New Language (ENL).

"Our work is motivated by the belief that all students - regardless of race, gender, income, disability, and English learner status - need and deserve a world-class education," said U.S. Education Secretary Arne Duncan. "This toolkit - along with the guidance we released in January - can serve as a critical resource for educators in their work with English learners to help ensure that all students have a chance to succeed in school, careers, and life."

The EL Tool Kit is a companion to the English Learner Guidance released jointly by ED and DOJ in January, 2015, and consists of 10 chapters, each chapter aligned to one of the 10 sections of the guidance. Each chapter contains easy-to-use tools and resources relevant to the topic of the chapter.

"The tool kit is a perfect complement to the English Learner Guidance the Departments of Justice and Education issued in January. The tool kit equips educators with the resources they need to put our nation's English Learners on the path to success," said Principal Deputy Assistant Attorney General Vanita Gupta, head of the Civil Rights Division at DOJ. "The Civil Rights Division congratulates the Department of Education on the completion of the tool kit and encourages states and schools to use it to help English Learners realize their full potential."

Included in the tool kit are tools and resources for identifying ELs, delivering high quality EL programs, evaluating the effectiveness of EL programs, preventing unnecessary segregation, providing qualified staff, ensuring access to school programs and activities (including disability-related services), exiting ELs from EL programs at the appropriate time, monitoring students' progress, and supporting [the parents/guardians of English Language Learners (ELLs)] .

"We are committed to equity and access for all students, and in particular, English Learners," said Libia Gil, Assistant Deputy Secretary and Director for ED's Office of English Language Acquisition. "In our country we have a valuable yet untapped resource in our EL student population. These students come to school already speaking a variety of home languages. The heritage languages our English Learners bring to school are major assets to preserve and value."

The tool kit is free and accessible to the public and can be easily downloaded and printed here online.

Our nation's public schools serve over five million EL students–about 10 percent of all public school students. Therefore, it is crucial to the future of our nation that EL students—and all students—have equal access to a high-quality education and are provided an equal opportunity to succeed. The tool kit is just one part of the ED's work to expand equity and opportunity in education as it honors of Hispanic Heritage Month and the 25th anniversary of the White House Initiative on Educational Excellence for Hispanics.

The USDOE's Civil Rights Data Collection (CRDC) Website

The Civil Rights Data Collection (CRDC) is a biennial (i.e., every other school year) survey required by the U.S. Department of Education's Office for Civil Rights (OCR). Since 1968, the CRDC has collected data on key education and civil rights issues in our nation's public schools for use by OCR in its enforcement and monitoring efforts regarding equal educational opportunity. The CRDC is also a tool for other Department offices and federal agencies, policymakers and researchers, educators and school officials, and the public to analyze student equity and opportunity.

Do you know the CRDC includes data about:
* Enrollment Demographics
* Prekindergarten
* Math & Science Courses
* Advanced Placement
* SAT/ACT
* Discipline
* School Expenditures
* Teacher Experience

OBEWL Initiative/Regent's Item: Roadmap to College

The Blueprint for ELL Success sets out several guiding principles with the goal of ensuring that all ELLs are college and career ready upon graduation. One of these principles is that "[d]istricts and schools value all parents and families of ELLs as partners in education and effectively involve them in the education of their children by:

- Providing them with resources that enable them to make informed decisions about their children's education.
- Providing them with training in English and in their home language on effective strategies to support their children's learning in and out of school.
- Sharing with them and their family members the high expectations that schools have established for the education of all ELLs and engaging them in the pursuit and achievement of those expectations.

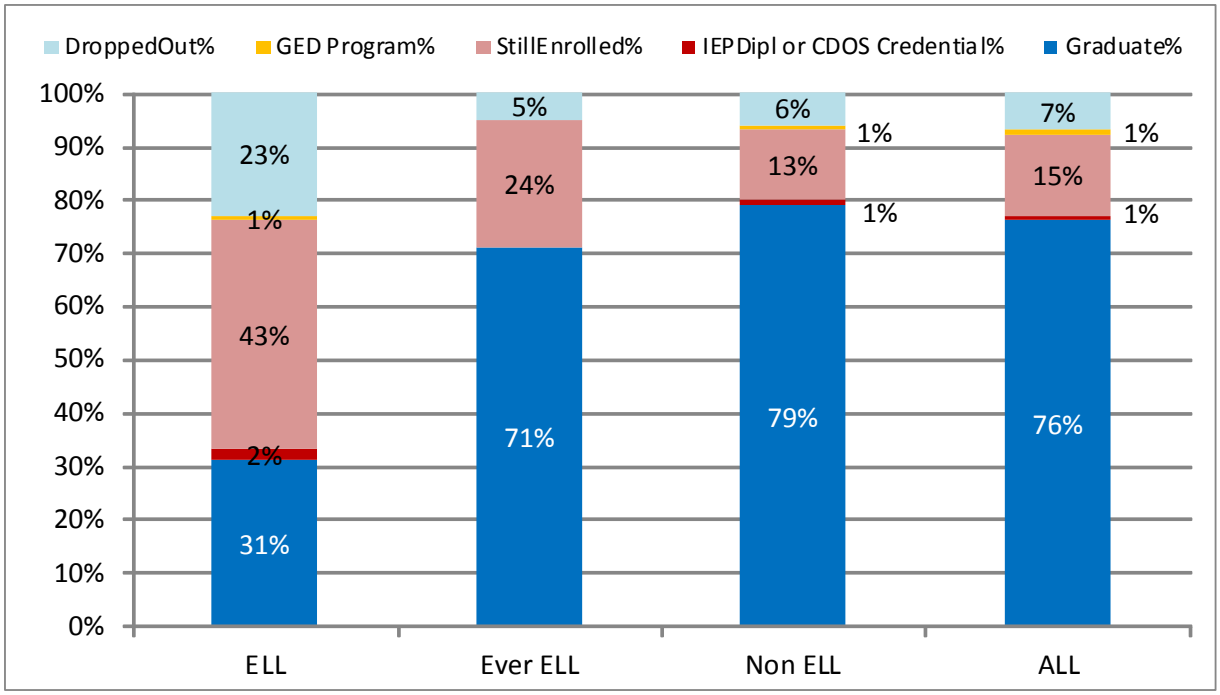
To that end, OBEWL has collaborated with The Bronx Institute at Lehman College of the City University of New York to create parent informational materials entitled the *ELL Roadmap to College.* This *Roadmap* is a comprehensive step-by-step guide for ELLs and their parents or guardians on how to prepare and apply to college beginning in middle school and continuing through high school. It advises students on academics, extracurricular activities, and other work that will prepare them for college. Tips on how to be college-ready are also included. The *Roadmap* helps ELLs understand why and how to choose a college education as a goal and the value it affords over a lifetime. Being bilingual is specifically identified as a skill that is valued, and with a college education bilingualism will provide many opportunities for ELLs and their families.

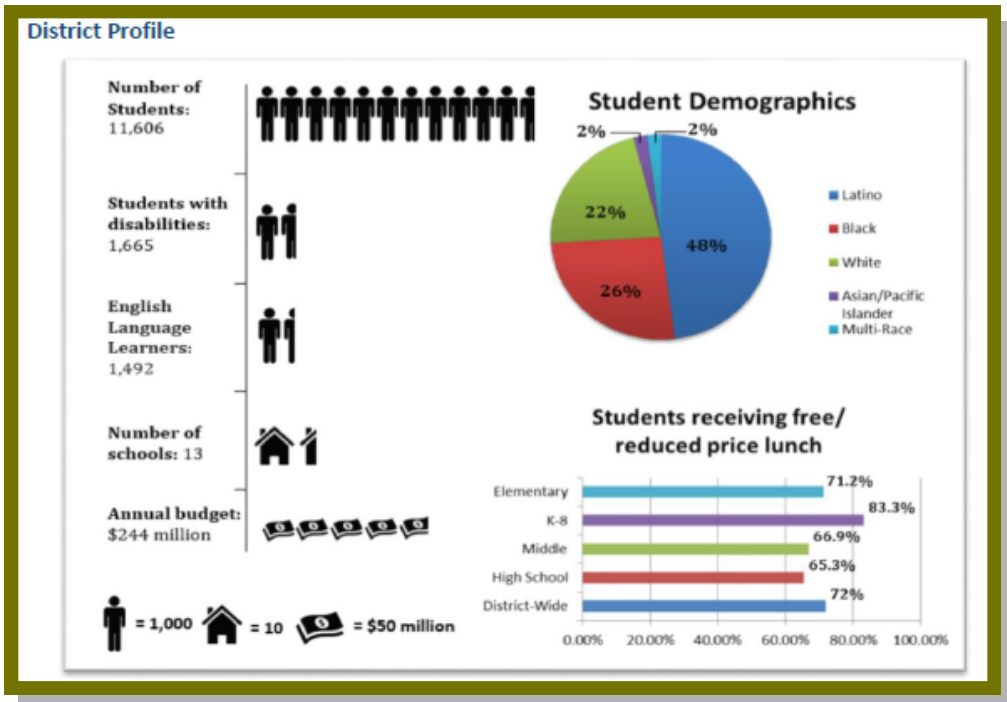
The Office of Higher Education's Office of Postsecondary Access, Support, and Success administers programs which form connections between the secondary schools and colleges and universities. These programs seek to provide academic intervention services, enhanced opportunities for Science, Technology, Engineering, and Mathematics (STEM), as well as preparation for postsecondary education, collegiate study including college courses for credit, and specific educational and social supports for students. OBEWL and The Office of Postsecondary Access, Support and Success will continue to work together to create resources and opportunities for all students. For the full text of this Regent's Item, visit: http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12hed1.pdf and for a Powerpoint on the initiative: http://www.regents.nysed.gov/common/regents/files/meetings//P-12HERoadmap%20to%20College.pdf

Need to Know at a Glance

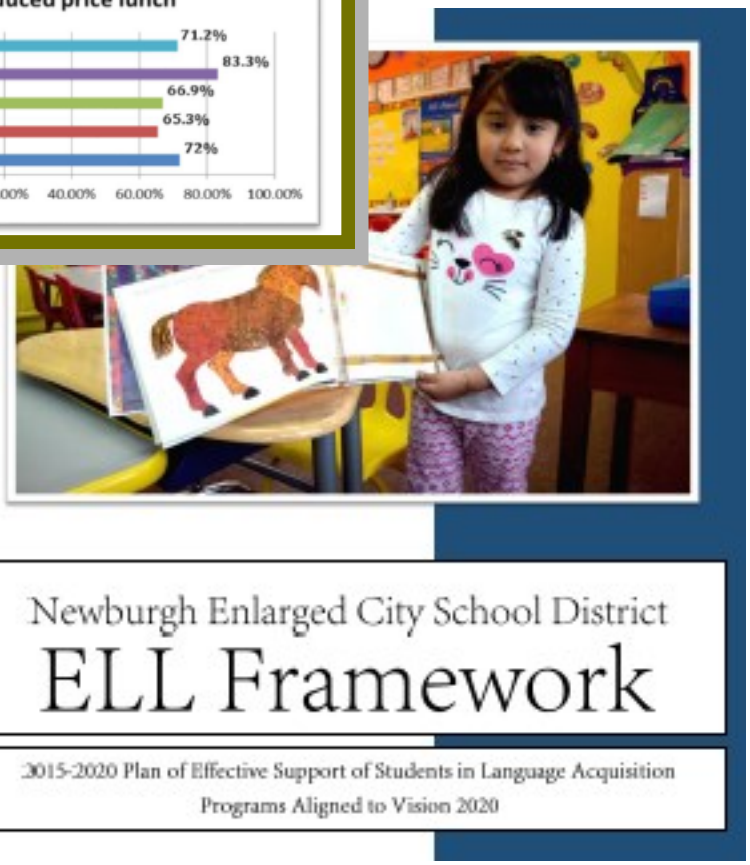
Graduation Rates of ELLs, Ever ELLs, and Non-ELLs

Source: NYSED 2014 Information Reporting Services





An Overview of Newburgh Enlarged City School District's Framework for ELLs



The NECSD is located at "The Crossroads of the Northeast," an area on the west bank of the Hudson River 60 miles north of New York City and 80 miles south of Albany. The district serves students from four neighbouring municipalities: the City of Newburgh, the Town of Newburgh, New Windsor, and a small portion of Cornwall. The district currently consists of six elementary schools, three K-8 schools, two middle schools, and one high school (composed of two buildings). The student population is over 11,000 students, and a little over 1,500 students are English Language Learners (ELLs). In spring of 2015, the NECSD recognized the importance of creating the ELL Framework. The ELL Framework is a five year plan designed to effectively serve the needs of the growing multilingual student population enrolled in all Language Acquisition programs. This plan was developed under the leadership of Chastity Beato, the district's Supervisor of Language Acquisition in collaboration with a group of over 30 individuals from parents to administrators. It was designed based on the district's needs demonstrated by the data, and it is district and state aligned. Incorporating this plan simultaneously with the recent changes to Commissioner's Regulations Part 154 will enable 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. (continued on page 10)

Newburgh Enlarged City School District's Framework for ELLs (continued)

Following a needs analysis and a study of district demographics, the committee developed "Guiding Principles for NECSD Language Acquisition Programs" which took the form of five goals that correspond to the five pillars of the district's Vision 2020 Strategic Blueprint:

Effective leadership will support the mission of the language acquisition programs by providing opportunities for educators of the NECSD as well as appropriate stakeholders to increase proficiency of skills and develop professionally with an intentional focus on Learners of New Languages.

Learning Theory:
If the district provides strategic professional development, time for co-planning and collaborative meetings, offers peer observation opportunities, coaching, and research-based instructional practices and materials (in English and Spanish); then the mission of the language acquisition programs will be achieved and opportunities provided will advance the proficiency level of all new language learners.

Priority Targets /Goal	Evaluation Strategy
1. Professional Development is in compliance with CR Part 154-2 2. Professional Learning Communities which are based on Action Research (Lambert, 2003) 3. Create ELL Intake Coordinator position.	• Increase in overall ELL academic achievement • Teachers have opportunities to conduct and report results of their Action Research throughout the year; their presentation format to be determined by the teacher (colleagues, department meeting, faculty meeting, written report, etc.) However, it includes context, purpose, data collection and analysis, learning, and implications for practice (Dana & Yendol-Hoppey, 2014). • 15% of total professional development hours for all staff offered by district and schools is specific to the needs of ELLs (co-teaching strategies, and integrating language and content instruction). • 50% of total professional development hours offered by district and schools for Bilingual and ENL teachers is specific to the needs of ELLs (co-teaching strategies, and integrating language and content instruction). • PLCs on topics specific to the needs of ELLs such as co-teaching models and strategies, interactive activities, peer assessment, authentic assessment, and integrating language and content instruction to present at department meetings. • To further support the district's efforts in meeting its goals and state regulations, this document includes the proposing of a full time position for a Teacher on Special Assignment (Bilingual/ESOL certified and Spanish fluent) for the role of ELL Intake Coordinator for the district. This position, which includes NYSITELL testing, will also play a liaison role for the DLAT, family & community services, Supervisor of Language Acquisition, as well as maintain data and tracking of students in the programs.

This is just one example of the work that the district is doing. Such targets are in place for "District-wide Systems," "Educational Equity and Excellence- Curriculum & Instruction," "Family and Community Engagement," and "Supportive Learning Environment- Support and Resources." (continued on page 11)

Newburgh Enlarged City School District's Framework for ELLs (continued)

Taking this a step further, the committee prepared sample activities that correspond to the target:

Sample activities may include, but are not limited to
• Small Professional Learning Communities (PLCs) that are vertical and horizontal • Opportunities for peer observation/ collaboration/ and Action Research • Planned time for vertical and horizontal collaborative planning district wide and school wide • District/Program wide platform for teachers to share resources and ideas • Partnership with local colleges and universities for professional development • Instructional Coach specifically for teachers of ELLs • Opportunities to visit and collaborate with other model programs in the area • Teacher and administrators input for and presence at ELL PD • PD on Action Research • Using Department of Education's Institute of Education Services "What Works Clearinghouse" for research-based strategies

To learn more about Newburgh's Framework for ELLs, go to:
http://www.newburghschools.org/documents/ELLFrameworkForStateFinal.pdf

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St. John's University Graduate TESOL & Bilingual Education Programs is offering TESOL & Bilingual Education Certification Program Scholarships:

TESOL and Bilingual Education Distance Learning and Blended Learning cohorts of 12 or more certified teachers, counselors, and administrators may be eligible for a fifty percent (50%) tuition reduction scholarship.

Accelerated Programs offer the opportunity to complete ONLINE or face-to-face the 15 credit coursework for the Advanced Certificate in TESOL or the Bilingual Extension.

For program selection and admission criteria, please send an email request for SOE Scholarship information to Dr.Taylor DeKay at Tesolprojects1@gmail.com

SUNY Oneonta Launches New Online Bilingual Education Extension PreK-12 Advanced Certificate Program

The Bilingual Education Advanced Certificate Program is offered completely online and consists of five graduate level courses. Candidates who complete this program will have met the course requirements to receive the Bilingual Education Certification Extension. For a limited time, tuition support is available to qualifying candidates through a grant from the New York State Office of Bilingual Education and World Languages. For more information, including how to apply, go to http://suny.oneonta.edu/academics/majors-programs/graduate-programs/bilingual-education-advanced-certificate-online-program

CR Part 154 Quiz:

Will there be any grace period for current Spanish-speaking teachers to obtain their bilingual certifications?

☐ Yes

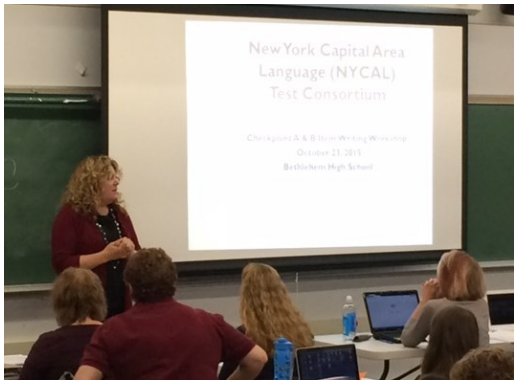
☐ No

(See answer on back under Frequently Asked Questions)

Be sure to check out this inspiring NY Times article on the Dual Language program at Dos Puentes Elementary School in Manhattan:
http://www.nytimes.com/2015/10/09/nyregion/dual-language-programs-are-on-the-rise-even-for-native-english-speakers.html

Consortium Developing Checkpoint A and B Exams

By Sarah Cioffi, Supervisor of World Languages at Bethlehem CSD



On October 23, nearly 50 teachers from 15 area school districts met at Bethlehem Central High School to begin writing test items for this year's New York Capital Area Language (NY-CAL) Consortium Exams. The NY-CAL Consortium was launched last year, in an effort to meet a need in New York State schools for common Comprehensive Checkpoint A and B exams in French, German, and Spanish. This year, the consortium added Latin to the list of assessments to be created. Area districts represented at the workshop included Bethlehem, Shenendehowa, Burnt Hills-Ballston Lake, South Colonie, Scotia-Glenville, Waterford-Halfmoon, Averill Park, Cairo-Durham, New Lebanon, Scoharie, Warrensburg, Schuylerville, Amsterdam, Corinth, and Chatham.

The first half of the day was spent discussing the timetable for the creation of this year's exams, explaining the process for submitting questions, and training participants on writing appropriate exam questions. Participants spent the afternoon collaborating in small groups, writing test items in the various target languages. "The turnout for this year's workshop was much higher than we anticipated, not including several schools who have joined the consortium but were unable to attend. This indicates to us that school districts are interested in a common assessment that matches the rigor and reputation of the Regents Exam," said Sarah Cioffi, Supervisor of World Languages at Bethlehem CSD. "The fact that this exam is created by experienced teachers, who are experts in their content areas, means that we are able to provide an excellent product to participating districts."

Each test item goes through a rigorous editing process, which includes sub-committees of language teachers and supervisors, and review by native speakers. The exams' questions are kept secure until June, when they are distributed to administrators in partic-ipating districts. The format of the exams mirrors that of the former Comprehensive Regents Exams in format and point values, and includes speaking, listening, reading, and writing components. This year, the NY-CAL Consortium plans to gather data from participating schools, including an item analysis of test questions, in order to inform the creation of the assessments moving forward.

In order to use the NY-CAL exam, participating districts must submit a minimum number of questions for the listening and reading portions of the exams, on topics pre-determined by NY-CAL organizers. Otherwise, there is no cost to districts to use the exam. Membership is open to all New York State schools, and it is not too late to join for this school year. If you would like more information about joining the NY-CAL Consortium, please contact Sarah Cioffi, Supervisor of World Languages and ENL at Bethlehem Central School District (scioffi@bcsd.neric.org), or Rachel Stead, Academic Administrator for LOTE, ENL, and Grants at Shenendehowa Central School District (SteaRach@shenet.org).

World Languages—Frequently Asked Questions

The following were some frequently asked World Language questions that OBEWL received in September:

Can a student take a foreign language class outside of the district and receive credit for independent study towards a Regents diploma or Regents diploma with Advanced Designation?
No. Credit for independent study may be awarded for elective courses only, and shall not be awarded for courses required for the Regents diploma. The district/school deciding whether or not to accept a language class for elective credit should take into account the number of weekly hours of instruction, the rigor of the program, and alignment to NYS checkpoint A and B standards

If a 9th grade student skips a first year of LOTE because s/he speaks a language other than English at home, how many more units of LOTE must the student take to receive the Regents with Advanced Designation?
Regardless of where a student is placed in his/her first year of LOTE instruction, in order to receive the Regents with Advanced Designation, the student would still need to successfully complete a total of three units of study and pass a locally developed Checkpoint B exam.

If a student earns 3-5 LOTE credits for education and residence in an other than English–speaking environment, does s/he have to take a locally developed LOTE exam?
No, not if the credit is towards a Regents Diploma, (Checkpoint A);
Yes, if the credit is towards Regents Diploma with Advanced Designation, (Checkpoint B).

New York State English Language Learner Parent Academy

Organized by the teams at the New York State Regional Bilingual Education Resource Center (RBERN) at Fordham University and the New York State Statewide Language RBERN at New York University, with support from the NYS Office of Bilingual Education and World Languages (OBEWL).

Parents and educators accessing info, some of which was made available in multiple languages

Over 554 parents, persons in parental relation, teachers, counselors, parent coordinators and advocates convened on October 29th at New York University for the 2015 New York State English Language Learner Parent Academy for New York City parents of ELLs. The daylong event started with greetings and a challenge from Angelica Infante-Green, NYSED Deputy Commissioner, Instructional Support for parents to be better informed about their rights so that they can have the freedom to select the best education for their children. Lissette Colón-Collins, NYSED Assistant Commissioner of the Office of Bilingual Education and World Languages, followed with an overview of the importance of the day's activities. Lastly, Yolanda Torres, Executive Superintendent, Division of Family and Community Engagement provided a welcome from the New York City Department of Education. The featured speaker was Andrés Lara from Success Training, Inc. who spoke on "Motivating Students to Move Forward to College and Career Readiness." Simultaneous interpretation was made available in seven languages thanks to the Office of Translation and Interpretation of NYCDOE.

Following the morning presentations, participants attended informative workshops conducted in seven languages (Arabic, Bengali, Chinese, French, Haitian, Korean, and Spanish) and English covering: the Parent's Bill of Rights for English Language Learners; NYSED Commissioner's Regulation Part 154 which governs services for ELLs; and the ELL Parent Hotline and Website. Bilingual materials were provided to parents from multiple contributors such as Advocates for Children, United Health Care, and Univision, among others. The workshops for various languages were conducted by Language and NYC RBERN staff.

Parents expressed their gratitude for this opportunity to obtain information on the various NYSED initiatives, such as how they can best help their children towards the path to college and career readiness. They stated how sharing this experience at this academy with other parents of various language communities broadened their understanding of the need for participation and collaboration to support

(Continued on page 14)

their youngsters' success. They look forward to more conferences and workshops.

One of the highlights of the day was the *Univision Contigo Parent Academy* session which featured Marijoel Durán, the morning anchor from the *Univision 41 News at Dawn*, Juan Garcia, and Adriana Flores-Ragade, both from Univision as well. Parents were very appreciative of the information that was shared with them and were eager to learn more.

Another highlight, as a component of the Parent Academy, consisted in having one of the speakers, Andrés Lara, make an additional presentation at a high school in The Bronx. After an energetic morning motivating the ELL parents, Andrés Lara, motivational speaker, was escorted to New World High School, CSD 11X to meet over 60 12th grade students. Welcomed warmly by Principal Fausto Salazar, Mr. Lara quickly established rapport with the students. Through an energizing, interactive presentation, Mr. Lara led the students in considering the following questions:

How many times does the average person try something? The answer is "zero." Why? Because of fear of trying.

How can you turn "setbacks" into "comebacks"?

How can you turn the "impossible" into the "possible"?

How can you turn "doubt and uncertainty" into "confidence and certainty"?

Andrés Lara, "The Cuban Guy," with a volunteer participant and translator

Through a variety of examples, the students like the parents quickly appreciated the importance of goal setting, developing an action plan and celebrating success. The standing ovations given to Mr. Lara, at the parent academy and the school, demonstrated everyone's appreciation for the knowledge he shared.

The day was organized by the NYS New York City Regional Bilingual Education Resource Network (RBE-RN) at Fordham University and the NYS Statewide Language RBE-RN at New York University headed respectively by Eva Garcia and Nellie B. Mulkay.

Staff from the NYS New York City Regional Bilingual Education Resource Network (RBE-RN) at Fordham University, the NYS Statewide Language RBE-RN at New York University, and the New York State Education Department Office of Bilingual Education and World Languages.

EMPLOYMENT OPPORTUNITIES

Please send us any job openings that you would like to highlight in this section, and we will be pleased to post them.

OBEWL OPENINGS

Have you ever wanted to work for OBEWL? Well, think about it. We currently have three positions open: one Supervisor of Bilingual Education in Albany, one Associate in Bilingual Education and one Assistant in Bilingual Education in Brooklyn. If you are interested, please follow the directions in the job description. This is a wonderful opportunity to impact the teachers and students of New York State.

Call For NYS Certified Teachers

Information and Application for New York State Certified Teacher Participation Opportunities.

It is very important to NYSED that we develop fair and valid tests for the New York State English as a Second Language Achievement Test (NYSESLAT) Testing Program on an annual basis. Therefore, we are calling for NYS bilingual, ENL, and ELA teachers that are interested in participating as a committee member for various test development processes .
Honorarium will be paid and all travel expenses will be reimbursed for participants. Please refer to the recruitment form for more information regarding how to apply.

The NYS Language RBERN at New York University is looking to increase its pool of translators and interpreters on behalf of the English Language Learners and immigrants in New York State. We are interested in hiring educators as consultants to work on translations and serve as interpreters as needed. Please use the following link if you are interested:
http://steinhardt.nyu.edu/scmsAdmin/media/users/nbm3/Job_Application_Flyer.pdf

OBEWL Listserv: if you would like to be added to the Office of Bilingual Education and World Languages email distribution list please send a message to: obefls@nysed.gov Please include your full name; your business/affiliation email address; your title, as applicable; and your school, district, or organization affiliation name.

In the September issue of the OBEWL newsletter, Joan Anderson's name was inadvertently omitted as Chief Operating Office of FLACS and co-author of the article.

Some Upcoming Events

December		
17th & 18th		Math and Science: Skills and Strategies to Adapt Instruction for ELLs: ***Grades K-5 (Must attend both days)*** Presented by The Center for Applied Linguistics (CAL) Eastern Suffolk BOCES
January		
5th	9:00AM-3:00PM	SW BOCES - Integrated Co-Teaching for English Language Learners Presented by the Hudson Valley RBERN
6th	9:00AM-3:00PM	PNW BOCES - Integrated Co-Teaching for English Language Learners Presented by the Hudson Valley RBERN
7th	9:00AM-3:00PM	Sullivan BOCES - Integrated Co-Teaching for English Language Learners Presented by the Hudson Valley RBERN

NYSED

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The Office of Bilingual Education and World Languages (OBEWL) provides support to districts in developing and implementing educational programs for English language learner (ELL) students. Under the guidance of OBEWL, over 625 districts, Charter Schools and Non-Public Schools implement educational programs and services for over 300,000 ELL students in our state. These students come from over 200 language backgrounds. Our website has current information on regulations, programs and funding for districts. Please contact us for additional information.

Website: http://www.p12.nysed.gov/biling/

Quiz Answer: No. At this time, there is no grace period or extension for Bilingual certification.

CR Part 154 Frequently Asked Questions

Question: Can a student with disabilities (SWD) be exempt from ENL, if he or she is in a self-contained class, is classified as speech impaired, receives speech therapy, OT, or PT, and cannot communicate in either L1 or L2? What about children who will be classified as Other Health Impaired (OHI) and Speech/ Language impaired due to OHI?

Answer: No. Pursuant to CR Part 154-2.3(d)(9), a Stand-alone ENL program must be provided to all ELLs enrolled in public and charter schools who are not enrolled in a BE program. ENL instruction is also required for ELLs served in a BE program. The Committee on Special Education (CSE) should consider the language needs of each student as they relate to the student's IEP, as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum, which includes ENL for ELLs. When developing recommendations for a student who does not speak any language, the CSE should consider the student's receptive language skills in English and the native language.

Question: Must the ELL-oriented PD be offered separately, or can they be embedded in other PD sessions?

Answer: To meet ELL PD requirements under Part 154-2.3(k), the professional development must be ELL specific, and should be relevant or aligned to other PD initiatives in the school or district.