



# NY State Education Department Office of Bilingual Education and World Languages

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## News from the Associate Commissioner

This is an exciting time for ELLs and teachers of ELLs in New York State. Spring is a time for renewal and new beginnings, and as we look back to the principles that were outlined in 2014 in the *Blueprint for ELLs*, we look forward to the new programs and the hard work by educators that will help bring them to life in 2015. To support you during this transition, the Office of Bilingual Education and World Languages is producing a series of resources and guidance materials that will be rolled out gradually within the next few months. These include, but are not limited to:

- A whiteboard animation video, to be translated in the top ten home languages, designed to provide parents with basic information regarding ELL programs and services
- A six page parent guide to be translated in the top ten home languages, that includes information on programs, services, assessments, and parent/guardian rights and responsibilities
- A Parent Bill of Rights
- Units of Study tables with glossary
- An ELL Screening, Identification, and Placement flow chart, with accompanying guidance
- ELL Status and Placement Notification forms and templates
- An “A to Z” CR Part 154 guide for districts



Associate Commissioner of Bilingual Education Angelica Infante-Green

- A CR Part 154 Frequently Asked Questions booklet
- A NYSITELL Frequently Asked Questions booklet

As we prepare these materials, we are keeping in mind the ways that we can best serve not only parents, but districts, administrators, educators, and support personnel because they are the ones who will ultimately serve our greatest resource, our children. We hope to achieve the balance between providing the details that you need and presenting them in a user-friendly format. As always, we value your feedback and your questions. We hope that this newsletter will be one more vehicle for providing the info that you need and for informing you of the outstanding work being done by your colleagues throughout the state. As the school year comes to an end, I wish you a relaxing and rejuvenating summer.

**June 2015**  
**Volume 1, Issue 1**

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## 2 Ensuring Equal Opportunities for Our ELLs

by Patricia Burns, Matthew Gavin, and Nicole Moriarty

A few years ago, the Mineola School District reached the “magic number” of 20 or more students speaking the same second language in one grade. At this time we were also focused on the implementation of the Common Core State Standards (CCSS). We had set the expectation that *all* students would meet the new and more rigorous standards. To meet these challenges the leadership recognized that the district needed to reassess the instructional programs offered in the K-12 setting. We affirmed our commitment to the success of *all* of our students with a focus on our English Language Learners. Consequently, we began our journey through research and what we subsequently created embodied the best ideas of educational practice.

Through our research we uncovered that one of the first tenets of effective schools is teacher collaboration. Thus, the district placed this at the forefront of our initiative. The goal was for all teachers to collaborate in order to plan lessons that were aligned with the needs of their students and to embed learning-style responsive lessons. The idea was that if teachers could collaborate they would be able to avoid common instructional pitfalls, enhance their pedagogical repertoire, and provide professional, real-time feedback on the use of various practices and protocols throughout a unit or lesson. This collaboration would also lead to a more integrated approach whereby all learners

were learning rigorous content in an inclusive setting. This was a departure from the past, where students receiving additional services, like ESL, might walk down the hall in a pull out model, work in the corner of their classroom, or participate in a lesson that was completely unrelated to the instruction their peers were receiving. In one monumental shift we changed the old manner of doing business where the students who needed the most support were receiving the most erratic and fragmented instruction to the model where *all* students’ needs were equally addressed.

The next area we turned our attention to was our curriculum. As active participants in the Network Team Meetings in Albany, the district decided to gradually implement the NYSED ELA and Math modules. We selected a math and literacy

specialist in Grades K-4 who worked closely with the teachers to unpack the modules and understand the implications for instruction. The district adopted the math curriculum from kindergarten through high school. Having just implemented Foundations phonics program in our primary grades, the district decided to continue using a balanced literacy approach to teaching reading and writing in K-2. The teachers created interdisciplinary units of study with specific grade appropriate learning objectives and assessments using the Core Knowledge program as a guide. In Grades 3-12, we have adapted or adopted the modules from EngageNY, including the Odell Inquiry-Based Research Framework at the HS. Common learning objectives and assessments are being

*Continued on page 3*



[Click here](#) to see a video about bilingual programs at Mineola.



*Continued from page 2*

implemented and aligned to the CCSS. Teachers work collaboratively to design lessons with the individual learners in mind.

Assessment, an area of much debate, was also addressed. The teacher-designed units were created to give teachers the opportunity to assess students' progress toward meeting grade-level standards. Teachers in Grades 3 – 7 were given iPads and were able to track individual progress in standards through engaging students in continual formative assessments that are recorded in the app “School 4 One.”

***We affirmed our commitment to the success of all of our students with a focus on our English Language Learners.***

Simultaneously, the district implemented a Spanish dual language program in the primary grades, whereby the students receive instruction in both Spanish and English. Moving forward, the plan is to increase implementation each year as the students progress through the K-12 continuum. In Grades 5-12 the instructional program has changed dramatically. ESL teachers no longer work in isolation with their students, but work with colleagues to create learning opportunities that engage students in drawing from their life experiences and prior knowledge

to make content more accessible.

Determined to ensure the success of these paradigm shifts, the district made a commitment to provide high-quality professional development even prior to the amended Part 154 of the Commissioner’s Regulations. The leadership team viewed professional development as the vehicle to facilitate the instructional shift we were asking our teachers to make. Our initial dual language teacher teams attended an intensive training course in Chicago to support the first year implementation. To further support professional learning, Mineola has partnered with Bank Street College and Molloy College to provide classroom and ESL teachers with instructional strategies that accelerate the learning process and promote academic achievement for our English Language Learners. As a follow up to this work, the teachers attend workshops during the summer and throughout the school year focused on specific teaching and learning strategies to meet the needs of our students.

Finally, last fall the district

joined the *ELL Leadership Institute: Blueprint for ELL Success*. Participation in the institute provided excellent opportunities for our leadership team to learn from experts in the field and share concerns regarding practice, solutions, and tools as we implement the changes to Part 154 and continue to provide the most effective instructional program and professional development activities for our school community. Although, we have come a long way, our work in the *ELL Leadership Institute* has highlighted that there is still more for us to accomplish for *all* students and that our work is not done. We need to continue teacher collaboration, communication, and creativity so that students will be engaged in learning experiences that get them excited about learning!

*About the authors:*

*Patricia Burns is Assistant Superintendent for Curriculum and Instruction for the Mineola School District. Nicole Moriarty, Ed.D, is Assistant Principal and Matthew Gaven is the Principal at Mineola Middle School.*

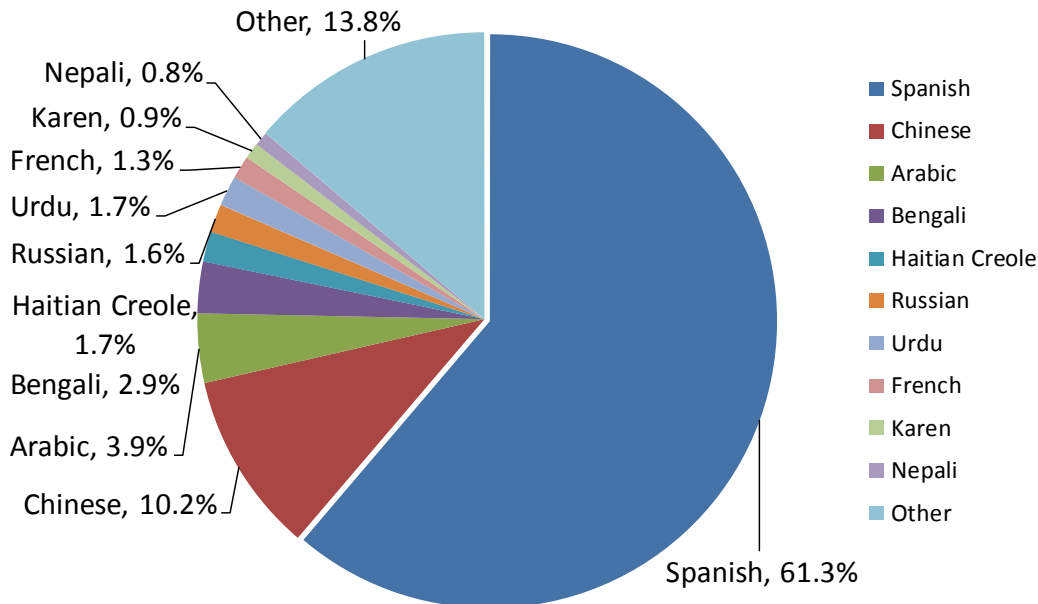




## Need to Know at a Glance

### Linguistic and Cultural Diversity

#### Top 10 ELL Home Languages 2013-14 SY:



**The linguistic diversity of New York State: our student population speaks over 200 different languages.**

Source: New York State Education Department Student Information Reporting System 2013-2014

## South Huntington's Parent University: A Model for Parent Engagement

For the last four years, South Huntington School District has provided parents with an unusual opportunity to learn about a variety of ways they can shape their children's education.

Parent University is an evening featuring workshops, presentations, and activities for both students and their family members. It is a whirlwind of activity, which begins with dinner and socializing. Parents then attend an array of workshops conducted both in English and Spanish, including: Success at Home with Common Core, Being a

Good Sport Parent, Social Media and Parenting, Academic Success in America for Haitian Students and Parents, SAT Changes: What Parents Need to Know, Everything You Need to Know to Conquer the College Admissions Process, and so much more.

Over fifty-four vendors and organizations were on hand to share community resources, including the police department, social service agencies, and financial institutions, not to mention the delicious food everyone enjoyed and the childcare.

Prior to Parent University, registration forms were sent home, allowing parents to select not only workshops, but activities designed to keep their children busy and engaged while the workshops were in session. These included board games, video games, yoga and dance lessons, a magic act, and a reptile show.

South Huntington School District has shown how reaching out to parents through the school and community is a win-win for everyone!

# Giving a Voice to a New Generation of Hispanic/Latino Leaders

by Dan Sherman

Approximately two hundred Hispanic/Latino high school students traveled to Albany in March 2015 to participate in the 25th Annual Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) – a statewide leadership program supported by the Office of Bilingual Education and World Languages and others. The trip was the culmination of a hands-on learning experience that helped students develop leadership skills and gain an in-depth knowledge of the state’s legislative process.

Questar III BOCES District Superintendent Dr. Gladys I. Cruz, who has been associated with the program for more than a decade, said the program continues the work of the late Angelo Del Toro, a member of the New York State Assembly who died in 1994.

“Angelo Del Toro felt the Hispanic community needed to be more engaged in the political process if they were going to have any voice. He decided we needed to start training Hispanic youth at a younger age as part of the adult SOMOS el Futuro conference.

Thanks to his vision, this program is giving a new generation of Hispanic leaders the skills and connections that last a lifetime and change lives,” Cruz said.

As part of the yearlong program, PR/HYLI students participated in local training sessions coordinated through the statewide RBERNs and the New York City Department of Education. Students studied the legislative process, researched bills and learned parliamentary procedure in preparation for the weekend program in Albany.

In March, eight regional delegations gathered in Albany for three days of activities, including leadership, ice breaker and team building exercises at Siena College in addition to information sessions, student presentations and networking opportunities. Additionally, students met with members of the State Legislature, Assembly/Senate Puerto Rican and Hispanic Task Force, local representatives and State Education Department officials.

Throughout the weekend, students heard positive messages about community activism, education, leadership and hope

from legislators and keynote speakers alike. Speakers such as Regent Dr. Betty A. Rosa, Associate Commissioner of the Office of Bilingual Education and World Languages Angélica Infante-Green, Questar III District Superintendent Dr. Gladys I. Cruz, College of St. Rose professor Dr. Stephen Birchak and author Wes Moore talked about the importance of self-discovery, risk-taking, service and learning.



Students also participated in a mock legislative session held in Capitol’s Assembly Chamber. Here students, serving in different legislative roles, debated actual bills on stop and frisk searches, translation services, and bilingual education – bills selected by students due to the impact on their communities. Students were also joined by legislative leaders, who presided over the mock assembly, and encouraged their leadership development and growth in their remarks. Questar III BOCES coordinates PR/HYLI through a five-year contract awarded by the State Education Department. For more information on PR/HYLI, including a video highlighting this year’s program, please visit: [www.prhyli.org](http://www.prhyli.org).

*Dan Sherman is Director of Communications at the Capital District Regional Bilingual Education Resource Network at Questar III BOCES.*



# News from the RBERNs: Long Island Regional Bilingual Educator Network

by Terri Brady-Mendez

The Long Island Regional Bilingual Education Resource Network (RBERN) at Eastern Suffolk BOCES began its existence in 1989 as the Suffolk Bilingual ESL Technical Assistance Center (BETAC). It has operated continuously since then, first serving the 69 school districts in Suffolk County, and expanding in 2011 to cover all 125 districts across all of Long Island. One of the distinctive services that the L.I. RBERN provides to the region is acting as Lead Applicant for two of the largest NCLB Title III Consortia in New York State.

The purpose of these consortia is to support ELLs in meeting the New York State Common Core Learning Standards (CCLS) through the integration of instructional technology. Comprised of 49 school districts (or 40% of Title III eligible L.I. districts), these two consortia currently serve 113 teachers and 1,006 ELLs in both Nassau and Suffolk Counties. This is accomplished through a unique collaboration of institutional partners from the three BOCES that serve Long Island, including trainers from their Model Schools and Shared Data Services Programs.

Over the course of the year, participating

districts receive computer hardware and peripheral devices (keyboard, mouse, microphone, etc.), educational software, and subscriptions to online resources. In addition, teachers participate in three full-day professional development sessions, and receive embedded classroom coaching at the district level from their trainers to ensure successful integration of technology into classroom instruction of ELLs.

At the end of each school year, during the culminating activity, *A Celebration of Learning*, all consortia teachers meet to share Learning Experiences they have created which combine the technology with instruction for ELLs, based on the NYS CCLS. Subsequently, these Learning Experiences are published in the form of an on-line booklet on the L.I. RBERN's web site, which can be viewed and downloaded at the following link: <http://www.esboces.org/Page/383>. We invite you to take few minutes to browse through these documents and peruse the excellent work that our consortia teachers have produced over the years.

*Terri Brady-Mendez is the Executive Director of the Long Island RBERN at Eastern Suffolk BOCES and the Sherwood Instructional Support Center.*

## CR Part 154 Quiz:

**In a Bilingual Education Program, do students in grades 9-12 who are granted Language Other Than English (LOTE) credits have to be included in Home Language Arts (HLA) instruction?**

Yes

No

(see answer on back under Frequently Asked Questions)

## CALL FOR SUBMISSIONS:

*The OBEWL newsletter invites submissions from ELL and world language educators and school administrators throughout New York State. If you have a story you would like to share or know of a good story, please contact Carol Corrody or Paula Orlando at:*

*[carol.corrody@nysed.gov](mailto:carol.corrody@nysed.gov)  
[paula.orlando@nysed.gov](mailto:paula.orlando@nysed.gov)*

*We welcome news about the important work that you are doing in your districts, including community activities, expansion of programs, special projects, and best practices.*



The New York State Education Department (NYSED) invites *teachers and administrators* to evaluate the NYSESLAT. Feedback from teachers and administrators who work with English Language Learners provide an important contribution to the test development program. A number of specific questions are asked, and your judgment on each of these points would be appreciated.

[http://www.forms2.nysed.gov/emsc/osa/exam\\_eval/nyseslatsurvey.cfm](http://www.forms2.nysed.gov/emsc/osa/exam_eval/nyseslatsurvey.cfm)

## Some Upcoming Events

June		
1 <sup>st</sup>	8:30-3:00	<b>Dual Language Institute: Getting to Know Your ELL Students: Culturally Responsive Teaching</b> Keynote Speaker: Socorro Herrera Fordham University, Lincoln Center
2 <sup>nd</sup>	6:00 to 8:00pm	<b>Resettling in Albany: A Refugee Art Exhibition</b> Open House City Hall, 24 Eagle Street, Albany, NY
9 <sup>th</sup>	8:00 to 3:00	<b>Collaboration and Co-Teaching: Strategies to Support English Language Learners</b> The University at Albany / Alumni House 1400 Washington Avenue, Albany, New York 12222
11 <sup>th</sup>	8:30 to 3:00	<b>Third Session of ELL Leadership Institute</b> New York LaGuardia Airport Marriott 102-05 Ditmars Boulevard, East Elmhurst, NY
12 <sup>th</sup>	8:30 to 3:00	<b>Third Session of ELL Leadership Institute</b> Hampton Inn & Suites Albany-Downtown 25 Chapel Street, Albany, NY
12 <sup>th</sup>	8:30 to 3:00	<b>The Capital District/North Country RSE-TASC FBA/BIP Training for Pre School Age</b> Capital Region BOCES 900 Watervliet-Shaker Road, Albany, NY
15 <sup>th</sup> -16 <sup>th</sup>	Approx. 9:00-6:00 8:00-12:00	<b>New York State Board of Regents Meeting</b> New York State Education Department 89 Washington Ave., Albany, NY
18 <sup>th</sup> -19 <sup>th</sup>	8:30-3:00	<b>RBERN Directors Meeting</b> Comfort Inn & Suites, Castleton, NY
July		
20 <sup>th</sup> -21 <sup>st</sup>	Approx. 9:00-6:00 8:00-12:00	<b>New York State Board of Regents Meeting</b> New York State Education Department 89 Washington Ave., Albany, NY
August		
11 <sup>th</sup> -12 <sup>th</sup>	All day event	<b>The 3rd Annual Uncommon Approaches to the Common Core Conference</b> <b>Cultural Education Center</b> , Madison Avenue, Albany, New York. An annual conference to develop an understanding of the Common Core with the goal to create common skills, a common base of information and common language so that conference participants will be able to effectively support and collaborate with one another to engage students' interest, curiosity, and creativity.

**UNCOMMON**  
APPROACHES TO THE  
COMMON CORE



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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](http://www.p12.nysed.gov/biling/) has current information on regulations, programs and funding for districts. Please contact us for additional information.

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



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## CR Part 154 Frequently Asked Questions

**Quiz answer:** Home Language Arts is a required component of a BE Program at every proficiency level. Receiving LOTE credit from previous schooling does not exempt this requirement.

### Question:

Will the home language level of Students with Interrupted Formal Education (SIFE) be reported to the state and will there be a standard tool (rubric) for determining the level? What happens if the parent refuses to sign the signed consent form? Are districts allowed to have the HLQ translated into other languages or does that have to go through NYSED?

### Answer:

Curriculum and Assessment tools for SIFE students are being created. NYSED



collects the home language of all children entering the educational system, including those identified as SIFE. An initial diagnostic tool, the New York State

Identification Test for English Language Learners (NYSITELL) is administered, and NYSED is currently working on a SIFE Identification Oral Questionnaire and a SIFE Diagnostic Tool to further screen and place potential SIFE. We need more clarity on your question about refusing to sign the consent form. Parents are involved in selecting ELL programs but there is no consent form, and at minimum all ELLs must receive ENL. Link to NYSED HLQ translated versions: <http://www.p12.nysed.gov/biling/bilinged/pub/hlq.html>

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