

Office of Bilingual Education and World Languages

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April 2021 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez

Dear Colleagues,

During this time of pandemic education, many stories of successful collaborations have been shared with us. These stories demonstrated the unity of experienced educators reaching out and mentoring our newer generation of teachers, as well as developing positive relationships with students that paved the way for their students' success in life. Our goal, as educators, has always been to provide our students with an opportunity that allows them to understand the value within themselves and the positive impact they can have on the world. This pandemic, with all of its challenges, has not changed our passion of advocacy in education.



Learning gaps or opportunities have historically been a hurdle for our multilingual learners. We use data to help drive our decisions and initiatives that will support our students to close and surpass this learning divide. Although gathering data at this moment in time is a challenge for many school districts, it is a great indicator in planning programs to address the missed

learning opportunities of our students.

Holiday breaks, Saturday Academies, and summer enrichment programs are necessary now more than ever. We are aware that many of our youngest of learners who would have attended a PreK program did not have that ability this year. Although, as an office we provided guidance in support of maintaining the first or heritage language of our Emergent Multilingual Learners, many school districts lost these programs due to low enrollment. Hope is not lost; we have heard of the wonderful, innovative, summer school opportunities many of our districts are creating to become a bridge in fostering transitions and enrichment. Hybrid models of summer sessions adopted by some districts are open to our scholars for a deeper dive into science exploration or STEM, as well as offering families an opportunity to reunite as an informed community. Unity is power.

The summer session is also being strategically used to support professional learning opportunities. Our administrators have set aside intensive learning institutes to reflect and prepare for the re-opening of schools for the 2021-2022 academic year. Some of these institutes will focus on equity for English Language Learners, emotional intelligence, high-quality instruction content specific to literacy and mathematics, and Culturally Responsive-Sustaining Education. We celebrate the school districts who continue their commitment and lead by example.

Our students have an opportunity in life because of your advocacy and commitment. It is in your interaction where you help them find their rightful place in this world. As a daughter of Dominican immigrants, I thank you.

In unity,

Elisa Alvarez

Board of Regents Adopts Revisions to NYS Learning Standards for LOTE

[Link to press release](#)

The Board of Regents adopted the revised New York State Learning Standards for Languages Other Than English (LOTE) on Monday, March 15, 2021. The revisions align the standards with both the World-Readiness Standards for Learning Languages and high-leverage practices and update them to represent what students should know and be able to do in the languages and cultures that they study. The Department presented regulation changes to rename the learning standards from LOTE to “World Languages.” Public comment on the proposed changes will be accepted through May 31 via email at regcomments@nysed.gov.

The New York State Learning Standards for LOTE are divided into two language groups: modern languages and classical languages. Modern languages include any language that has living, native speakers. Modern languages are contrasted with classical languages, which include Latin, ancient Greek, ancient Hebrew, and other languages from earlier time periods in human history.

These updated learning standards for both modern and classical languages are organized into two anchor standards: Communication and Cultures. The Communication Anchor Standard for all languages is broken down into three Standards—one for each mode of communication (Interpretive, Interpersonal, Presentational). The Cultures Anchor Standard is broken down into two Standards: the *Relating Cultural Practices and Products to Perspectives* standard and the *Cultural Comparisons* standard.

Unlike the standards of other disciplines, the NYS Learning Standards for World Languages are not grade-banded, but instead are grouped into three proficiency ranges that correspond to the World Language Checkpoints (A, B, C) that reflect levels of achievement students must reach, generally over the course of two years of study each. Students meet the standards by demonstrating proficiency at the levels consistent with the lower end of the range for each Checkpoint. This demonstration of proficiency generally occurs by the end of 8th grade for Checkpoint A, by the end of 10th grade for Checkpoint B, and by the end of 12th grade for Checkpoint C.

- [NYS Learning Standards for LOTE \(World Languages\) \(2021\)](#)
- [Themes & Topics \(2021\)](#)
- Proficiency Ranges & Performance Indicators [PDFs are available in two formats – letter size (8.5 X 11) and tabloid size (11 x 17)]. Category 1-2 modern languages are those that use a Roman-based alphabet. Category 3-4 modern languages are those that use a non-Roman-based alphabet (i.e., Greek, Cyrillic), those that are character-based (Chinese, Korean), and indigenous languages (Seneca, Tuscarora).
 - Modern languages – Category 1-2 ([8.5 x 11](#), [11 x 17](#))
 - Modern languages – Category 3-4 ([8.5 x 11](#), [11 x 17](#))
 - Classical languages ([8.5 x 11](#), [11 x 17](#))

LOTE Standards Review and Revision Process and Stakeholder Input

The Department established the World Language Leadership Team (now called the World Language Content Advisory Panel), consisting of 20 leaders and experts in the fields of language acquisition and world language teacher preparation in 2018 to assist in the standards revision process. The Department developed the proposed revisions to the NYS LOTE Standards in partnership with numerous stakeholders, including the World Language Content Advisory Panel and ten Standards Review Committees made up of seven regional committees and three Language-Specific Committees (American Sign Language, classical Languages, and indigenous languages) with over 200 members. Care was taken to ensure participation by representatives of all regions of New York State, as well as key stakeholder groups, including teachers and administrators, experts in the field, parents and students, higher education faculty, BOCES and Regional Bilingual Education Resource Network (RBERN) staff, Big 5 school districts,

and members of various professional organizations, including the New York State United Teachers (NYSUT), the New York State Association of Foreign Language Teachers (NYSAFLT), the New York State Association of World Language Administrators (NYSAWLA), NYS TESOL, and the New York State Association for Bilingual Education (NYSABE).

Feedback Process

The Department released the proposed standards revisions to the public in February 2020, along with a survey that gathered feedback from more than 1,100 individual stakeholders across New York State. The vast majority of respondents expressed strong support for all proposed revisions. Of the responses received, 94 percent indicated that they either moderately or strongly supported the revised standards overall, with 93 percent specifically supporting the name change.

Proposal to Rename Standards “New York State Standards for World Languages”

The regulation changes proposed by the Department include to:

- Rename the standards to the “New York State Standards for World Languages,” which amends Commissioner’s regulations to replace the term “languages other than English” with “world languages” in reference to the learning standards, pathway assessment, and course credit;
- Rename teaching certificate titles, as well as certification and teacher preparation program coursework requirements from “language(s) other than English” to “world language(s) other than English,” and the tenure title of “Foreign Languages” to “World Languages”;
- Amend references to the term “foreign languages” throughout Commissioner’s regulations to read “world languages” or “world languages other than English,” as applicable; and
- Clarify that teachers currently in the foreign languages tenure area will be in the world languages tenure area, and any prior service in the foreign languages tenure area is included toward service in the renamed world languages tenure area.

Dates	Phase	Activities
Adoption – Aug. 2023	Phase I - Raising Awareness and Building Capacity	Roll-out and building awareness of the revised standards and timeline for implementation; professional learning opportunities to prepare schools to transition to the revised standards
Sept. 2023 – Aug. 2028	Phase II – Gradual Implementation and Building Capacity	Focus on curriculum development, resource acquisition, professional learning
Sept. 2028 and on	Phase III – Full Implementation and Sustainability	All P-12 World Language courses will be aligned with NYS Learning Standards for World Languages (as renamed from LOTE); New York State Seal of Biliteracy programs will be aligned with the revised standards.

Department staff will continue to develop resources and guidance to aid the field in implementing the standards in accordance with the implementation timeline.

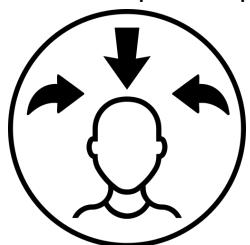
A Notice of Proposed Rule Making was published in the State Register on March 31 for a 60-day public comment period on the proposal to rename the standards to “New York State Standards for World Languages” in accordance with the State Administrative Procedure Act (SAPA). Public comment on the proposed changes will be accepted through May 31 via email at regcomments@nysesd.gov. Following the 60-day public comment period, Department staff will make a recommendation to the Board of Regents this summer to adopt the proposed regulatory change.

2021 World Languages Professional Learning Series

The Office of Bilingual Education and World Languages presents a four-part workshop series entitled “From Skills to Modes,” designed to support educators in the transition to the recently adopted revised LOTE (World Languages) Standards. The first three workshops took place from March to April 2021. Recordings of these three workshops are now available on the NYSED World Languages Professional Learning website. Viewers may earn CTLE credit by watching the recording on the OBEWL website and answering at least seven out of ten questions correctly on a multiple-choice post-assessment. No registration is necessary to view the recordings of the workshops.

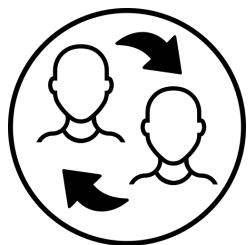
Standard 1: Interpretive Communication—Dr. Joanne O’Toole—Recording now available

Workshop description: Get to know Standard 1, Interpretive Communication, an input-focused standard designed to scaffold learners' target language comprehension. In this session, you will take a deep dive into Standard 1 and its elements as well as the resources developed to support you in its implementation. You will see examples of the Interpretive mode applied to various text types at Checkpoints A, B, and C, and you will come away with a set of strategies for scaffolding your learners' Interpretive Communication.



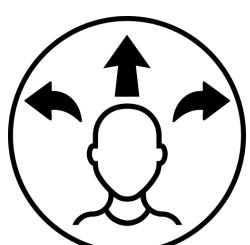
Standard 2: Interpersonal Communication—Bill Heller—Recording now available

Workshop description: After a brief analysis of the contexts and functions embedded in New York State World Language Standard 2: Interpersonal Communication, participants will explore a variety of strategies for learners at Checkpoint A, B, and C level proficiency. You will discover classroom-tested ways to build conversational skills, create engaging communicative situations, empower learners to ask questions, and design tasks requiring the negotiation of meaning. Common classroom challenges teachers face in facilitating interpersonal communication tasks will also be examined.



Standard 3: Presentational Communication—Dr. Lori Langer de Ramirez—Recording now available

Workshop description: Building on the previous two presentations on Standard 1 (Interpretive Communication) and Standard 2 (Interpersonal Communication), we will dive into the third New York State World Language Standard: Presentational Communication. Participants will explore ways in which to create real-world opportunities for students to share their proficiency in writing and speaking in the target language. We will also consider the importance of authentic audiences for student work and have the opportunity to brainstorm and share specific tasks for a variety of proficiency levels.



Planning for Learning: Integrating the Modes of Communication—Laura Terrill—May 19th, 4:00 - 5:00 PM

Workshop description: Build on the previous presentations on each mode of communication by developing a mindset for working with any authentic text using strategies that move learners from input in the interpretive mode to output in the interpersonal and presentational modes. Strategies for working with text in the interpretive, presentational, and interpersonal modes will be modeled using various text types appropriate for Checkpoints A, B, and C. Acquisition of vocabulary and grammar in context will be modeled. Establish purpose, create focus, ensure relevance, and make your learners work harder than you. Click [here](#) to register.



A Writing Initiative for All Students Across NYS

OBEWL continues to build partnerships with other NYSED offices to support the growth of all Multilingual Learners (MLs) across our state. One of these partnerships is with the Office of Curriculum and Instruction, which recently released a new writing initiative. *Write on, NY!* is a statewide initiative that focuses on encouraging writing throughout NYS schools for all students. The purpose of this partnership is to ensure that teachers of MLs have resources that can be adapted and scaffolded to support the different language levels of all the students that they serve.



Through collaboration with New York State's teachers, districts, educational organizations, the NYSED English Language Arts Advisory Panel, and statewide ELA and literacy professional organizations, the **Lifelong Practices for Writers** were developed. These practices include the following:

- think, read, speak, and listen to support writing;
- write often and widely in a variety of formats, using print and digital resources and tools;
- write for multiple purposes, including for learning and for pleasure;
- persevere through challenging writing tasks;
- enrich personal language, background knowledge, and vocabulary through writing and communicating with others;
- experiment and play with language;
- analyze mentor texts to enhance writing; and
- strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

For each of the **Lifelong Practices of Writers** listed above, the team is working on recommendations of how this can be enacted in classrooms with strategic support embedded for all learners.

For additional information on the these practices and the resources available, please visit: the [Write on, NY!](#) webpage.



Update on the Spring 2021 NYSESLAT

NYSED has recently issued the following guidance on the Spring 2021 administration of the New York State English as a Second Language Achievement Test (NYSESLAT). This includes the memo [Spring 2021 New York State English as a Second Language Achievement Test](#), the [2021 School Administrator's Manual](#), an updated [testing schedule](#) from the Office of State Assessment, and the memo [Administration of the Spring 2021 New York State English as a Second Language Achievement Test for Provisionally Identified English Language Learners](#) from OBEWL.

Key information shared in these documents is provided below:

- The dates of the NYSESLAT testing administration window have been extended. The new testing dates are April 19—June 9 for Speaking and May 17—June 9 for Listening/Reading/Writing (LRW).
- Scoring dates for the NYSESLAT have also been changed to support the extended test administration dates. Scoring for LRW will take place June 1—24. The deadline to submit answer sheets to scanning centers has been extended until June 24.
- ELLs who are receiving instruction via in-person or hybrid learning models are required to take the NYSESLAT as normal. Schools may adjust their testing schedule to administer the NYSESLAT for hybrid students on days that they ordinarily attend school in person.
- ELLs who are receiving instruction via a remote-only learning model—including provisionally identified ELLs—should be offered the opportunity to participate in the NYSESLAT if they wish to do so. Schools should conduct outreach to these students' parents/guardians to inform them of their children's right to take the test and to make arrangements to have their children participate in person, if they choose to do so.
- Provisionally identified ELLs who do select to take the NYSESLAT are not required to take the NYSITELL during this time.
- In order to accommodate student schedules, schools may administer up to two NYSESLAT sessions to a student in a single day.
- The NYSELAT cannot be administered remotely. All tests must be administered in person and in the school building.

Classroom Practices for MLs and ELLs and the Next Generation Learning Standards

OBEWL has begun to release a [new series of grade-level units with a video](#) that describe and update pedagogies that can be useful to teachers of Multilingual Learners. Developed for NYSED by Queens College researcher, Dr. Patricia Velasco, and Lehman College researcher, Dr. Cecilia Espinosa, these units model with high-leverage practices for language learning aligned to the Next Generation Learning Standards.

The initial release provides an introduction to the series and sample instructional practices for PreKindergarten and Kindergarten classrooms. Additional units will be published in the coming weeks. In addition to covering all grade bands, sample instructional practices will be provided for different ELL program options (e.g., Dual Language, Transitional Bilingual Education, English as a New Language) and content areas (e.g., Social Studies, Science, English Language Arts). Please continue to check the website regularly to look for the new units as they are published.

RBERN West @ Erie 1 BOCES

For more than 39 years, the RBERN West at Erie 1 BOCES has served the needs of English Language Learners (ELLs) in Western New York. Erie 1 BOCES initiated this work through the award of a Bilingual Education Technical Assistance Center (BETAC) grant in 1982. Since that time, we have provided uninterrupted service in leadership and advocacy in the field of English as a New Language and Bilingual Education. Our vision emphasizes that a community that provides access to an excellent and equitable education for ELLs prepares them to be prosperous participants of a free and democratic society and this includes embracing the cultural and linguistic diversity our students bring to the classroom.



The RBERN West engages in our daily work with fidelity, excellence, and with a joyful attitude toward our students, teachers, administrators, parents, community-based organizations, institutions of higher education, other state-funded networks, and fellow RBERNs under the leadership and coordination of the NYSED OBEWL. Our goal is to ensure that the professional development, technical assistance, program support, needs and education rights of all English Language Learners are achieved to promote academic excellence and ensure high school graduation for all students.

Click [here](#) for the RBERN West website.



Denise Gomez-Santos
RBERN Director



Tamara Alsace
School Improvement



Ruth Casillas
School Improvement



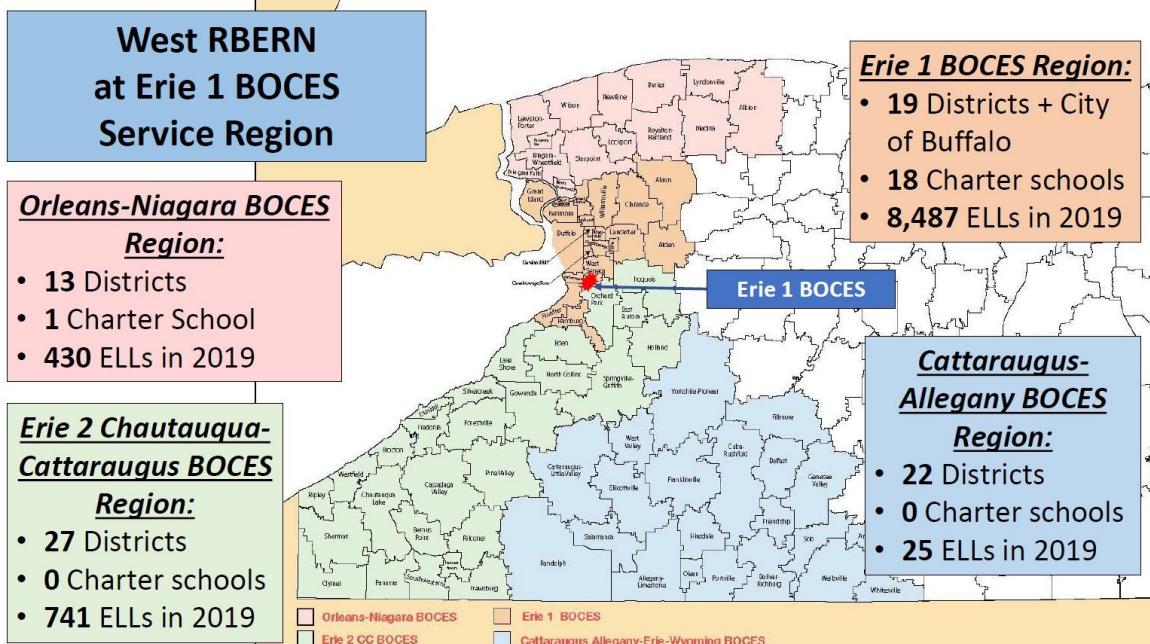
Michael Duffy
Resource Specialist



Melissa Duquette
Resource Specialist



Claribel Gonzalez
Resource Specialist



Dawn Novak
Office Manager



Jose Rivera
School Improvement

The Korean Program and the Seal of Biliteracy at Francis Lewis High School

Francis Lewis High School, located in the borough of Queens, is one of the largest high schools in New York City, serving more than 4,600 students. Led by principal Dr. David Marmour, the ethnically and linguistically diverse student population hails from over 55 countries and boasts over 60 distinct home languages. Francis Lewis High School offers comprehensive study in eight world languages including American Sign Language, Chinese, French, Italian, Japanese, Korean, Latin, and Spanish, as well as Advanced Placement world language coursework and native language arts sequences so that students can learn based on their interests and proficiency levels. The curriculum is theme-based and student-centered to provide context and purpose and to foster the expression of ideas in the target language at varying levels of fluency. With such a rich world language program, Francis Lewis High School began its Seal of Biliteracy program in 2019-20.



Students who participate in the Korean program have the opportunity to not only learn the Korean language, but also to experience Korean culture first-hand. Students celebrate traditional Korean holidays together, sharing what they have learned with peers, faculty, parents, and the larger community. In addition, in this course sequence, students compare and contrast the Korean culture with other cultures, contributing to a school-wide culture of mutual respect, understanding, and appreciation.



In the first two years that the Seal of Biliteracy was offered in our state, there were no candidates who earned the Seal in Korean. Over the following three years, nine students across New York State have completed the criteria to earn the Seal of Biliteracy in the Korean language. Francis Lewis High School intends to push that number into the double digits in 2020-21, despite the significant challenges posed by COVID-19's impact on schools and instruction this year. In the following paragraphs, we highlight two students from Francis Lewis High School who are pursuing the Seal of Biliteracy in

Korean for June 2021 graduation.

Christina Chen, a senior at Francis Lewis High School, grew up in a Chinese immigrant household. To preserve her cultural heritage, Christina's parents only spoke in Mandarin or Fuzhounese to her and her siblings. Saturday Chinese classes were an important part of her childhood, giving her the opportunity to study her native language. In school, Christina was exposed to a number of languages, taking a different one each year at East-West Middle School. She remembers her middle school Korean teacher, Ms. Kim, introduced the students to many foods and types of entertainment, as well as the Korean language itself. This sparked Christina's curiosity about Korea and its history and ultimately led to her choosing to continue learning Korean in high school at Francis Lewis. Her high school Korean teacher, Ms. Kwon, supplements traditional classroom lessons with special events, such as the Lunar New Year celebration, that inspire students to appreciate and learn more about the Korean culture. Christina describes her Korean class as a "tight-knit community created by the program's students and teachers, founded on their interest in cultural aspects, such as K-pop, and allowing everyone to share what makes them excited about learning Korean." Whether it's the latest musical album or TV show, Ms. Kwon's curriculum is centered around what makes the students eager to learn. After high school, Christina plans to become a registered nurse, permitting her to interact with and learn about many different people. She believes earning the Seal of Biliteracy will improve her career prospects, since she will be able to communicate with patients who speak English, Mandarin, and Korean. Christina also hopes to travel and experience what the world has to offer. Travelling to South Korea is at the top of her list.



Christina Chen

Hannah Yang, who is also a senior at Francis Lewis, grew up in a Korean household. Hannah's parents spoke Korean to her growing up and she remembers speaking Korean a lot in her childhood. As she grew older, Hannah found herself losing fluency in her native language . She decided to enroll in the Korean program at Francis Lewis, figuring that it would be a good investment of her time to relearn Korean. Hannah continued in her Korean studies during all four years of high school and decided to accept the challenge of pursuing the Seal of Biliteracy to put her learning to the test. Post-graduation, Hannah will pursue a college degree in business management. She believes that being fluent in Korean will give her "a head start in the business field, especially when communicating with people of different backgrounds or when conducting international business." Hannah is also keenly aware of the benefits of being bilingual, including improved memory, multi-tasking skills, and higher concentration. Like Christina, Hannah also plans to benefit from her study of Korean by travelling abroad.



Hannah Yang

News from Other NYSED Offices



Teaching in
Remote/Hybrid
Learning
Environments
Program

Professional
Learning
Opportunities

Teaching in Remote/Hybrid Learning Environments

NYSED's Teaching in Remote/Hybrid Learning Environments program is facilitating new online professional learning opportunities, through our partners that can be attended by any educator in New York at no cost. Learn more [here](#).

Be one of the first to learn about new professional learning opportunities and join our listserv [here](#).

NYSED Parent Dashboard

The NYSED Parent Dashboard provides a gateway to school-level data for parents and the public. Feedback from parents and stakeholders will guide enhancements to the Parent Dashboard. Click [here](#) to view the dashboard and provide feedback.

Social Emotional Learning

Social emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.*

Find more [resources for Social and Emotional Learning](#) on the NYSED website.

*[Collaborative for Academic, Social, and Emotional Learning](#), 2020

Need local support? Contact your local RBERN!

The RBERNs support OBEWL's mission to ensure that all students' individual educational paths and socio-economical needs are met in multiple languages leading them to college, career, and civic readiness. They are NYSED's key providers of guidance, technical assistance, and support to New York State Districts, Charter Schools, Non-public Schools, and other organizations in the development of programs for MLs.

- [New York State Language RBERN \(statewide\)](#)
 - [Capital District Region RBERN at Questar III BOCES](#)
 - [Hudson Valley RBERN at SW BOCES](#)
 - [Long Island RBERN at Eastern Suffolk BOCES](#)
 - [Mid-State RBERN at OCM BOCES](#)
 - [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
 - [New York City RBERN at Fordham University](#)
 - [West Region RBERN at Erie 1 BOCES](#)

Resource Collection for ELLs

Resource Collection for World Language Students

NYSED Parent Newsletter

Calendar of Professional Learning Events for ELL Educators

Office of Bilingual Education and World Languages

New York State Education Department

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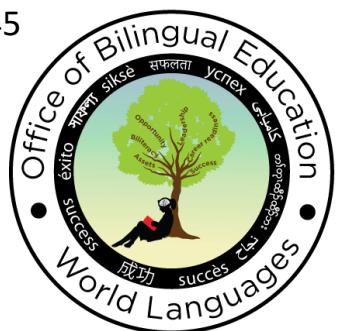
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OBEWL Home Page

Bilingual Education website

World Languages website

NYS Seal of Biliteracy website



The mission of the New York State Education Department's Office of Bilingual Education and World Languages is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.

