

Office of Bilingual Education and World Languages

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May 2021 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

Standing in the presence of children and providing all of them with a high-quality education is the educator’s daily commitment. As we know, countless people from across the globe face profound daily hardships, including violence, economic crisis, and political unrest. The United States continues to be a beacon of hope for so many of our brothers and sisters. Those who choose to immigrate to America, and are able to do so, will leave behind what they know and face the journey of reaching our country safely. They will bring with them their unique cultures and languages, but also their hopes for a safe and secure future for themselves and their children. We are here to welcome them with open arms.

Newly enrolled immigrant students are an integral part of the fabric of our school community. This year, we anticipate the arrival of an unprecedented number of unaccompanied minors. These children will need special care, attention, and carefully targeted resources. Some will have language barriers; some will have special health or emotional needs; and in some cases, their primary adult advocates will be appointed, temporary guardians. Despite these challenges, we know that all children thrive when given the right supports.

Intentionality in the way we use financial resources, personnel, and adopted district/school practices is essential. It is vitally important to create welcoming school environments for our students – environments where all children are known and called by their given name, with the correct pronunciation.

Suggested best practices include:

- Greeting all students every morning to set the tone for a positive day;
- Providing consistent, individual counseling/social-work sessions;
- Engaging frequently in conversations to create and foster trusting relationships between teachers and their students;
- Explaining to students, in age appropriate terms, how we protect and advocate for their rights;
- Providing professional learning opportunities to all teachers (this is where our [Blueprint for ELL Success](#) lives); and
- Adopting a Culturally Responsive-Sustaining (CR-S) Framework that specifically embeds the ideals of diversity, equity, and inclusion.

Incorporating diversity and culturally responsive elements into the school and classroom, which brings all students into the learning process and acknowledges them as essential contributors to that process.

Make your school a place where everyone has a voice and every voice is valued. Most importantly, let the children know that they are safe in your care and they are not alone!

Thank you for continuing to stand for all children; please know that we stand with you!

In unity,

Elisa Alvarez

Lead With Me

A poem by Connie Mejia

I created a space for you right here. No need to trail or lose your breath to catch up. I'm right here; You alongside me. Take a look. Plenty to carry but sometimes I forget I can share.

The everyday worry about creating a perfect space, a perfect outcome while forgetting that the wrong answer is a powerful learning.

The urge to see smiles on people's faces, lighter hearts through multiple tasks and great gains despite the tools, yet denying myself the grace to stop, embrace and rest. Pause!

The need to get it right, can't pause now, smile and *do that dance with grace* while hiding the pounding weight of the tasks I welcome daily with open arms. Heavy shift day to day yet fills my heart. A good tired. A good fight.

Can't share that hard decision, the 10th draft or the tears in private but maybe I should.

The vulnerable the strong the persistent the tired the anxious the grateful and human side.

Lead With Me

National Board Certified Teachers—ESOL Class of 2020

Throughout New York and the nation, National Board Certified Teachers (NBCTs) truly represent accomplished teaching. NYSUT and NYSED are proud to honor New York's 60 newest NBCTs, who join more than 2,000 educators statewide who have achieved this distinction.

New York is home to 2,179 National Board Certified Teachers, each of whom have completed a rigorous performance-based, peer-reviewed assessment process that includes a review of teaching portfolios, student work samples, videos, and analyses of a candidate's teaching and student learning. In addition to the 60 teachers who achieved certification in the past year, 42 New York educators had their National Board certifications renewed. The list of new National Board certification awardees, who hail from every region of the state, can be found [here](#).

Among the NY teachers who achieved National Board certification in 2020, the following four teachers received this certification in the area of English as a New Language:

- Monica Baker, Webutuck CSD, English as a New Language/Early and Middle Childhood;
- Tiffany Duquette, Syracuse CSD, English as a New Language/Early Adolescence through Young Adulthood;
- Melissa Higgins, Newburgh Enlarged CSD, English as a New Language/Early and Middle Childhood; and
- Marguerite McQuaid, New York City Department of Education, English as a New Language/Early and Middle Childhood.

Please join us to congratulate New York State's newly certified National Board Certified Teachers.



The CUNY - Initiative on Immigration and Education: Learn, Act and Advocate With Us!

Communities and schools are shaped and strengthened by the migration of people and ideas across the globe. The City University of New York's Initiative on Immigration and Education ([CUNY-IIE](#), pronounced 'CUNY-eye') is a NYSED-funded project that works to create opportunities for educational stakeholders to learn from immigrant students, families, and educators directly impacted by restrictive immigration policies and educational inequality. The project aims to develop multimodal and multilingual resources that center the strengths of mixed-status immigrant communities that include undocumented, refugee, and asylum-seeking members. At CUNY-IIE, educators, researchers, families, and local leaders work together to learn about, from, and with immigrant communities, act in ways that center our shared humanity regardless of legal status, and advocate for equitable policies and opportunities.

CUNY-IIE is led by the following faculty from The City College of New York and The CUNY Graduate Center: Tatyana Kleyn, Ariana Mangual Figueroa and Nancy Stern, with Cynthia Carvajal as the project director. The initiative includes the following projects, events and resources for the NYS community:

At CUNY-IIE we work together to



Learn about current immigration issues



Act in ways that center our collective humanity



Advocate for equitable policies for all people regardless of immigration status

Introducing the CUNY-IIE

Workshop Series

Learn, Act and Advocate With Us!

	Thursday, February 25 Introduction to CUNY-IIE
	Wednesday, March 24 Legal Updates at the Intersection of Immigration and Education
	Friday, April 30 UndocuART at the Intersection of Immigration and Education
	Thursday, May 20 Organizing at the Intersection of Immigration and Education
	Wednesday, June 16 Fostering Conversations Across Borders at the Intersection of Immigration and Education

All virtual workshops are from 5:00 - 6:30 PM Eastern Time

Free and open to students, families, educators, community organizers, and all!

Sign-up for the series here: [Bit.ly/WorkshopSeries2021](https://bit.ly/WorkshopSeries2021)



[CUNY-IIE Workshop series](#) that address different aspects at the intersection of immigration and education;

[Comprehensive professional development modules](#) and resource guides for educators including Key Immigration Issues, Refugees and Immigrants in Schools, Immigration in Elementary Schools, and Immigration in Secondary Schools;

[Mini-courses for NYS educators](#) that provide information and illustrate successful practices to support educators in creating safe and welcoming environments for immigrant students and families and offer CTLE credit (available in the 2021-22 academic year);

Newsletter—sign up for the newsletter on the CUNY-IIE [website](#) (scroll to the bottom of the page to submit your information);

CUNY-IIE collaborations

- CUNY-IIE Partner Schools: Collaborations between CUNY-IIE and NYS PreK-12 partner schools center on learning from and with students, families and educators, and include professional learning about immigration and education, data exchange, and action research projects.
- Immigrant Liaison: In collaboration with the New York State Youth Leadership Council/Teach Dream, CUNY-IIE is piloting an Immigrant Liaison position in high schools to support the matriculation of immigrant students and families into higher education.
- Undocu-Edu: A team of undocumented and “DACA-mented” educators and paraprofessionals highlights the narratives of professionals in education to develop guidance on navigating access to work, studies, and resources.
- Understanding New York State Immigrant Communities: To create new initiatives and programs, CUNY-IIE is learning more about the needs of immigrant families, students, and educators through interaction, interviews, and surveys.

For more information about CUNY-IIE, visit our [website](#) or send questions to info@cuny-iie.org.

The New York State Seal of Biliteracy (NYSSB) and Non-Public Schools

The vast majority of schools that currently offer the NYSSB are public schools. Did you know that any schools that offer the NYS Regents Diploma to their students may have an NYSSB program? This includes public schools, charter schools, and non-public schools, which include religious and independent schools. Charter schools registered to offer the NYSSB in the 2020-21 school year include: Holy Trinity Diocesan High School, Preston High School, and St. John the Baptist High School. Charter schools registered to offer the NYSSB in the 2020-21 school year include: The American Dream School, MESA Charter School, and New Visions Charter Schools (Advanced Math and Science II and III, and Humanities II). While the NYSSB criteria states that “Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma”, the criteria also includes a footnote allowing for the development of an “alternate pathway for graduation.” OBEWL is currently working with other offices at NYSED to formalize the process for non-public schools to apply to have their alternate pathway for graduation approved by the Commissioner (in lieu of offering the Regents Diploma) so as to be able to offer the NYSSB in 2021-22.



Linda Melendez—Seal of Biliteracy Graduate in Italian and Spanish from Preston High School.

Preston High School, a diverse, all-girls private Catholic college preparatory school of approximately 420 students, is one of only three non-public schools to offer the NYSSB this year. It is rooted in the virtues of dignity, honor, respect, and compassion. Preston High School was founded in 1947 by the Sisters of the Divine Compassion and is located in the Throggs Neck neighborhood of the Bronx.

Preston High School recognizes the importance of bilingualism in this technological and global era. This year, they are proud to participate in the New York State Seal of Biliteracy program. Preston High School affirms the value of diversity in a multilingual society. They encourage the study of languages and seek to prepare high school graduates with 21st century skills that will aid them in being recognized by colleges and future employers. This June, 14 students will receive the NYSSB for Italian, four students for Spanish, and one student will receive the NYSSB in two world languages in addition to English.

Linda Melendez, a senior at Preston High School, will be the first Preston graduate to receive two Seals of Biliteracy; one in Italian and the other in Spanish. Linda is a native Spanish speaker. Linda decided to challenge herself by opting to study Italian and then later, to refine her knowledge of her native language in high school. She has also obtained eight college credits in Italian and three in Spanish. Linda will enroll in the Education program at St. John’s University in the fall and aspires to be a math teacher.

Amendments to the Seal of Biliteracy Adopted

On April 12, 2021, the NYS Board of Regents adopted three [amendments](#) to the NYSSB to align criteria 1C (English coursework), 2A (World Language coursework), and 2C (Home Language Arts coursework), as well as to replace the current list of approved World Language assessments and required scores with a statement authorizing the Commissioner to approve assessments that will apply toward this requirement. Below are the criteria as revised by the amendments.

2a. Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner.

2c. For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) courses with an 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner.

NYS TESOL Scholarships for New York State Seal of Biliteracy Earners

NYS TESOL is introducing several new awards for multilingual students, families, and their educators! Go to their [website](#) for more information and to submit nominations!

One of the new awards specifically celebrates the New York State Seal of Biliteracy (NYSSB)! To be eligible for this award, students must:

- Be a high school senior;
- Be an English Language Learner (ELL) or Former ELL;
- Have earned the NYSSB in the 2020/2021 school year; and
- Have been accepted to college.

Use the following [online nomination form](#) to submit a brief student biography and a statement about why this student should receive the award. NYS TESOL will honor the selected student with a \$500 scholarship and the teacher of the selected student with a free 2021 conference registration. Both will be recognized at the NYS TESOL conference awards event!

Application Deadline: June 30, 2021

For more information on NYS TESOL awards and grants, click [here](#).

NABE 2021

Two OBEWL Associates in Bilingual Education, Jian Liu and Andrea Diaz, presented multiple workshops at the 50th Annual 2021 [National Association for Bilingual Education \(NABE\)](#) Conference, a two-day hybrid event held in late April. On April 28th, Mr. Liu discussed program options for Multilingual Learners and teacher qualifications in New York State. The presentation was



a call for action to encourage more people to consider joining the teaching profession, especially in the field of bilingual education, English as a New Language, and World Languages. On April 29th, Ms. Diaz and Mr. Liu co-presented a session entitled “Recognizing Home Languages from the Start - A Profile for Emergent Multilingual Learners in Prekindergarten”. In this session, they engaged the participants in learning about the [EML Profile Process](#) and the EML Language Profile Protocol, which identifies when a prekindergartner’s home language is other than English.

More information about the [Program Options for English Language Learners/Multilingual Learners](#) and the [Emergent Multilingual Learners in Prekindergarten Programs](#) can be found on the OBEWL website.

The Angelo Del Toro Puerto Rican / Hispanic Youth Leadership Institute (PRHYLI)

The past year was among the most challenging for student development in American history. The onset of COVID-19 and the escalation of social upheaval across the country demanded a robust response from educators and student leaders. Almost exactly one year after the first official COVID-19 mandates were issued by the state of New York, the Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute met again, in a virtual setting, driven by the leadership of Hispanic and Latino students and the dedication of its staff. The weekend of March 13th saw a two-day, online event attended by 200 student leaders from around the state.



The weekend began with a day of expression through writing, art, music, oration, drama, photography, and culture. Eleven workshops focused on different forms of expression and advocacy and were instructed by an energetic and talented team of activists and educators. Students were asked to critically think about problems in their communities and address those issues through drama, oration, and photography. One workshop analyzed the way in which past Hispanic and Latino revolutionary artists, such as Diego Rivera, Frida Kahlo, and David Alfaro Siqueiros, used their art to leverage social change, which was followed by students doing the same. Students wrote letters of support to migrants and refugees currently detained by ICE and explored testimonies as a form of empowerment in a workshop led by renowned activist Carlos Eduardo Espina. Saturday's workshop provided a space for students to reflect on their own personal experiences and re-imagine civic engagement.



On Sunday, March 14th, PRHYLI met in a virtual mock session of the New York State Assembly in which students represented their legislatures and debated four active and live Assembly bills. The bills the students discussed were focused on what so many across the country have struggled with over the last year: racial equity, immigration reform, and access to healthcare. Speeches from legislators echoed the need for social change, but the personal experiences and critically driven arguments from the future leaders of America spoke directly to the electrifying calls for racial and social justice over the past year.

The final event of the weekend was a celebration for the students who attended. Students were awarded with donation-funded PRHYLI scholarships.

Every year, The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute collaborates with the NYS Assembly/Senate Puerto Rican/Hispanic Task Force, the annual SOMOS conference, the Office of Bilingual Education and World Languages, the New York State City Board of Education, the statewide Regional Bilingual Education Resource Network (RBERN), Community-Based organizations (CBOs), and Institutions of Higher Education (IHEs). The program has been in existence for the past three decades, providing over 6,650 students statewide an opportunity to learn about their government firsthand through the legislative process. The program was a creation of late Assemblyman Angelo Del Toro and the Office of Bilingual Education to encourage greater participation of Latinos and Hispanics in the political process. PRHYLI is, above all else, a safe place for our Latino and Hispanic students to develop their passion, connect with their communities, and learn to use their voices to advocate for themselves and others.



2021 World Languages Professional Learning Series

The Office of Bilingual Education and World Languages is proud to offer the 2021 Professional Learning Series designed to support educators in the transition to the recently adopted revised LOTE (World Languages) Standards. The first three workshops are now available on our [World Languages Professional Learning site](#). Viewers may earn CTLE credit by watching a workshop 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 workshop. The following recordings are now available:

[Standard 1: Interpretive Communication—Dr. Joanne O’Toole](#)

[Standard 2: Interpersonal Communication—Bill Heller](#)

[Standard 3: Presentational Communication—Dr. Lori Langer de Ramirez](#)

[Planning for Learning: Integrating the Modes of Communication - Laura Terrill](#)

****NEW WORKSHOP** From Facts to Functions: The Culture Standards, Wednesday, June 9th, 4:00 - 5:00 PM (Zoom) by Dr. Lori Langer de Ramirez and Dr. Joanne O’Toole**

[Link to registration form](#)

Workshop description: “*Use the language to...*” are the words that introduce Culture Standards 4 and 5 and define the relationship between language and culture embedded in the revised New York State World Language Standards. In this session, participants will become familiar with the two culture standards and the elements of each, as well as strategies for enacting the culture standards at the three proficiency checkpoints.

Digital badges for World Language Professional Learning are here!

If you have attended one of our workshops for World Language educators in the past few months, you may have noticed in your email inbox a message from [Badgr.com](#) saying “**Congratulations, you earned a badge!**” OBEWL will now offer digital badges for workshop attendance or the viewing of a workshop recording combined with earning a score of seven out of ten on a multiple-choice post-assessment.

What are digital badges? According to [elearningindustry.com](#), a digital badge is “an indicator of accomplishment or skill that can be displayed, accessed, and verified online.” Also called micro-credentials, digital badges document knowledge, skills, and competencies gained through professional learning opportunities. They are highly portable and able to be displayed in email signatures, on social media, and on websites. Digital badges are therefore an opportunity for you to highlight your knowledge, skills, and competencies in world language instruction.

If you would like to take advantage of these digital badges, you can access them in the following ways:

- By creating a free Badgr.com account—Badgr organizes all of your badges (from any organization) in a digital backpack; and/or
- By downloading the badge image and adding it to your email signature and/or posting it to your social media account or your online profile.

The 2021 World Languages Professional Learning Digital Badge Series



Scholarships for High School Seniors Pursuing a Career in Language Education

Ten (10) \$1,500 college scholarships will be awarded this year to graduating high school seniors interested in pursuing language education as a career via ACTFL's Lead with Languages campaign. The program is now in its third year. The deadline to submit an application is May 28, 2021. More information can be found [here](#).

LoTi Digital-Age Survey

This past year's events have affected our teaching strategies, practices, and technology use in the language classroom like never before. World Language Educators are invited to take part in the following research study on the effect of world language teachers' level of technology integration on students' development of higher-order thinking skills. Teachers who participate in this study will be asked to complete an online survey within a month of receipt. The survey contains questions that are based on the teacher's experiences with technology integration. It will take approximately 25 minutes to complete. There are no known risks involved with this study and participation is entirely voluntary. Results from this survey will provide valuable information to teachers and pre-service teachers in integrating technology to support the three modes of communication and the development of students' higher-thinking skills. They will also guide school leaders in providing targeted professional development that supports technology integration in the language classroom. Overall, the results will give the field a better understanding of the benefits of world language studies in this global time.

Instructions for the LoTi Digital-Age Survey:

1. Access the LoTi Lounge at: <http://www.lotilounge.com/>
2. Click on the link that says 'Register With Group ID!' (under Have a Group ID?) to complete a one-time registration sequence that will identify you as part of the research study.
3. Follow the registration instructions on the screen. You will first be prompted to enter your Group ID: douce
4. Follow the onscreen registration instructions. Next, you will be prompted to enter your email address. This information will not be shared. All of your responses will be reported in aggregate. Individuals will not be identified in any report.
5. Finally, click *Take a LoTi Survey* to begin.

Feel free to read the [instruction sheet](#) for more detail. Thank you for your time and your dedication to the field.

Elcie Douce, Ed. D.

Please be aware that this survey is not under the jurisdiction of NYSED, and NYSED is not responsible for its content.

New York City RBERN

The NYC RBERN, located at Fordham University, is dedicated to providing assistance to schools, districts, and families across the five boroughs of New York City. RBERN staff work under the stellar leadership of Associate Dean Anita Vasquez Batisti, Ph.D., of Graduate School of Education Center for Educational Partnerships. Their mission is to support the development of professional learning communities focused on enhancing the educational outcomes of English Language/Multilingual Learners.



The RBERN boasts a staff of educational experts with deep experience in the fields of bilingual education, ENL, and biliteracy. Their highly experienced team members support the needs of Multilingual learners within the academic, linguistic, affective, social-emotional, and culturally responsive domains.

The partner schools of the NYC RBERN benefit from the expertise of this staff, as team members work in collaboration with teachers, administrators, counselors, coaches, and service providers to build capacity, while offering exemplary educational practices that enable schools to meet accountability requirements.

The NYC RBERN strives to customize activities in schools, and tailor programs to meet the needs of each school and its staff. They strongly believe that each community reflects its own unique character that should be considered when preparing professional support.

Additionally, the RBERN offers regional professional development opportunities (virtual and on-site) at strategically centralized locations within NYC where educators can enrich their knowledge and practice. Nationally recognized experts in the field of bilingual/ENL education provide administrators and teachers with the latest research and practices.



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Click [here](#) for the NYC RBERN Website.



5 Boroughs
160,624 ELLs
33 Districts
180+ Languages

News from Other NYSED Offices

New York State Board of Regents Launches an Initiative to Advance Diversity, Equity and Inclusion in New York Schools

The Board of Regents launched an [initiative to advance diversity, equity and inclusion](#) in schools across the New York State, Chancellor Lester W. Young, Jr. announced.

As the first step in the initiative, the Board released a draft framework and call to action for all schools in New York State to develop policies that advance diversity, equity and inclusion as a priority in their schools.

The NYS Board of Regents Framework on Diversity, Equity, and Inclusion in New York's Schools: A Call to Action - **DRAFT**

April 2021



Parent Dashboard & Newsletter

The New York State Education Department is inviting parents and other stakeholders to explore its new Parent Dashboard and provide feedback via an online survey. The feedback will be used to make improvements to the website. Click [here](#) to learn more.

Parents can stay up-to-date on the latest information, resources, and guidance from NYSED by subscribing to Commissioner Betty A. Rosa's parent updates. Read April's letter [here](#). Click [here](#) to subscribe to receive future updates.

NYSED's Teaching in Remote/Hybrid Learning Environments program

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. Click [here](#) to learn more.

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



Implementation Timelines Extended for the Next Generation Learning Standards in ELA and Mathematics

Due to the ongoing COVID-19 pandemic, implementation timelines for the Next Generation Learning Standards in ELA and Mathematics and the NYS P-12 Science Learning Standards have been updated to allow one additional year for professional learning and curriculum development prior to implementation. More information on these timelines and additional resources to help with local implementation are available [here](#).

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](#)

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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.

