



NY State Education Department Office of Bilingual Education and World Languages

News from the Associate Commissioner

At the end of a busy academic year, I want to take this opportunity to share with you a few OBEWL projects that are coming to fruition:

Math Module Translations

We are excited to announce that since May 18th Spanish language versions of PreK-Grade 8 Math Modules, Algebra I and II Modules, and Geometry Modules have been available on the [EngageNY website](#). As indicated on the site, we are working on translating the mathematics curriculum modules into the top five languages spoken in New York State, including Spanish, Chinese (Simplified and Traditional), Arabic, Bengali, and Haitian Creole. Additional translations will be posted as they become available in the next two months.

Home Language Questionnaire Smart Pens

OBEWL is currently working with [Mantra Lingua](#) to make “talking pens” available to public school districts throughout New York State. These digital devices, called [PENpals](#), translate material into the user’s preferred language. A user simply touches the pen to a document, poster, or learning chart, and the content touched is read aloud in the chosen language. We are working on preparing Home Language Questionnaires that are compatible with these smart pens, so that parents and guardians can use them if needed, and we hope to have kits available in twenty-six languages.



Associate Commissioner of Bilingual
Education Angelica Infante-Green

SIFE Screening Materials

The SIFE workgroup, consisting of educators and specialists working together with OBEWL staff, have been busily preparing screening tools including: A revised Oral Interview Questionnaire with accompanying guidance, a reading comprehension diagnostic, a writing skills diagnostic, and a math proficiency diagnostic. We expect to have these materials ready by the beginning of the school year.

The Seal of Biliteracy

Currently, nine schools or districts are participating in the Seal of Biliteracy pilot program, and we expect to have a Seal of Biliteracy Award ready for the 2016 graduating class. The Seal will become an official and permanent item in a student’s school record and will document that the student is fluent in two or more languages. Students will be provided with various pathways for verifying fluency, and the criteria will be rigorous. New York State is leading the way with this innovative program!

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A Place at the “Literacy Table”: World Languages and the Common Core

What does it mean to be truly college and career ready? It is a question that is often asked, but few can answer. Some believe that we need to focus our learners’ attention on ELA, science, social studies and mathematics in order to get them ready for the “real world.” To help get them “ready”, educators are being asked to do their part to support the Common Core Learning Standards (CCLS) in order to improve literacy across the disciplines. But, what is the role of world language teachers and programs in all of this improvement?!

World language teachers have been embedding CCLS skills and design in their practice for years, but we have been calling it the interpretive, interpersonal, and presentational modes of communication. We have used informational texts to help our students derive meaning from authentic sources. We ask them to read and write poems or analyze literary excerpts to reinforce a topic or to highlight an aspect of the target culture. We call the “Staircase of Complexity” the spiraling effect of language learning that recycles and builds upon previously learned material in order to build proficiency. Though we are a topic-based discipline, we help students recognize and build vocabulary word families that ultimately assist them in other disciplines so they will recognize and acquire the critical academic (content specific) vocabulary. We were interdisciplinary before the term came into vogue! World language teachers teach language, culture, art, literature, history, numeracy (metric system, currency exchange, and

military time), and culinary appreciation. We often partner with other disciplines on projects to make the experience for students an authentic one. We can feel proud of the work that we have been doing and will continue to do to support the CCLS’s instructional shifts. Text-based answers and writing from sources are two areas that we integrate to some extent, but there is always room for improvement. We ask students to write based on information garnered from sources as a way to show understanding and then to share it with an audience. We are a profession that embraces change, but we must hold true to what second language research tells us is best for our learners. Other disciplines are now being asked to do what we have been doing for years. So, why aren’t we seen as teachers of literacy?

In *Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening*, Heidi Hayes Jacobs praises the work of language teachers and makes the

argument that other teachers need to become “active language teachers.” We employ great instructional strategies for listening, speaking, reading, and writing. Few understand our profession and what we do every day to make language comprehensible and authentic. Some may not perceive our work as rigorous, but I defy anyone to define rigor and what it looks like in each of our classrooms. I often substitute rigor with authenticity – in authenticity, there is rigor! Some see the songs we sing as fun exercises, but they don’t realize that they help build fluency. We ask students to act out words and dialogues, with tons of props, but few see it as a way to help students learn, retain, and comprehend what is being asked of them. At the elementary level, they call it Reader’s Theater, but at the secondary level and in our classrooms, it is the “fun things they do in language classes.” We have an image problem within the teaching profession. Cuts come easily to those programs that are poorly understood and not valued.

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A Place at the Literacy Table

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I ask that we rebrand ourselves and demand a place at the “literacy table.” So, how do we share what we do? I suggest that we continue to use best practices, based on sound second language research, but increase opportunities for students to integrate the modes of communication in order to make language more authentic. We need to adopt the language of the CCLS to explain our work, and at the same time, teach our colleagues a new set of vocabulary words, such as: spiraling, interpretive, interpersonal, presentational, circumlocution, recycling, probing, and fossilization. We *are* teachers of literacy! The problem is that we speak a “foreign” language that few communicate to administrators, parents, and community members what it is that you do each and every day. I implore you

to continue to sing, dance, cook, and share your passion of languages and culture(s), but that your lessons should have very explicit and achievable goals that build proficiency! It is ALL disciplines, including world languages, that will ensure that our students are ready to live, thrive, and understand the world in which they live.

*Francesco L. Fratto, President
The New York State Association of
Foreign Language Teachers and
Chairperson of
World Languages
& ESL,
Herricks UFSD*



Correction: In our last issue, Dan Sherman was incorrectly identified as the Communications Director for the Capital District Regional Bilingual Education Resource Network. He is the, Communications Director at Questar III BOCES.

CR Part 154 Quiz:

Does the ELL Identification Determination Review Process provide an opportunity for an ELL to opt out of ENL services?

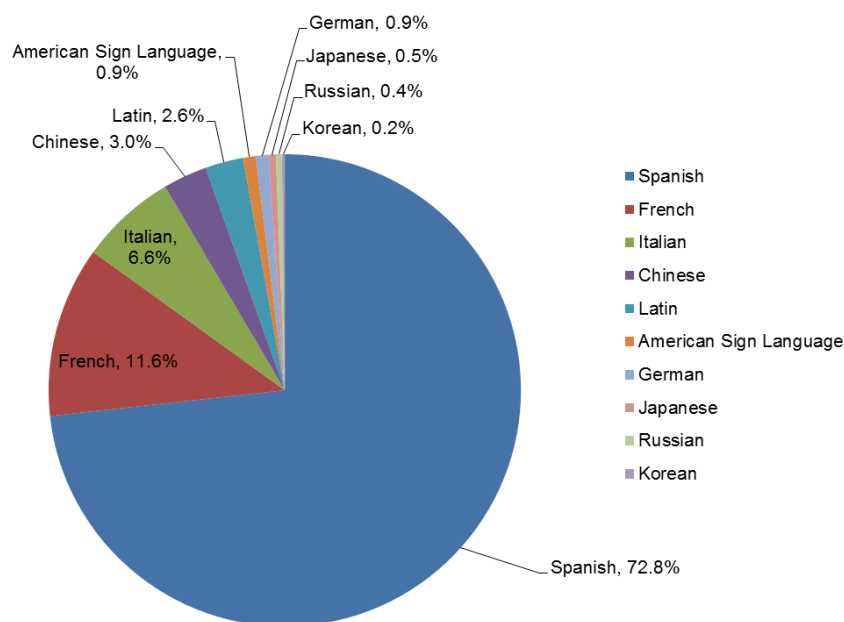
Yes

No

(See answer on back under Frequently Asked Questions)

Need to Know at a Glance

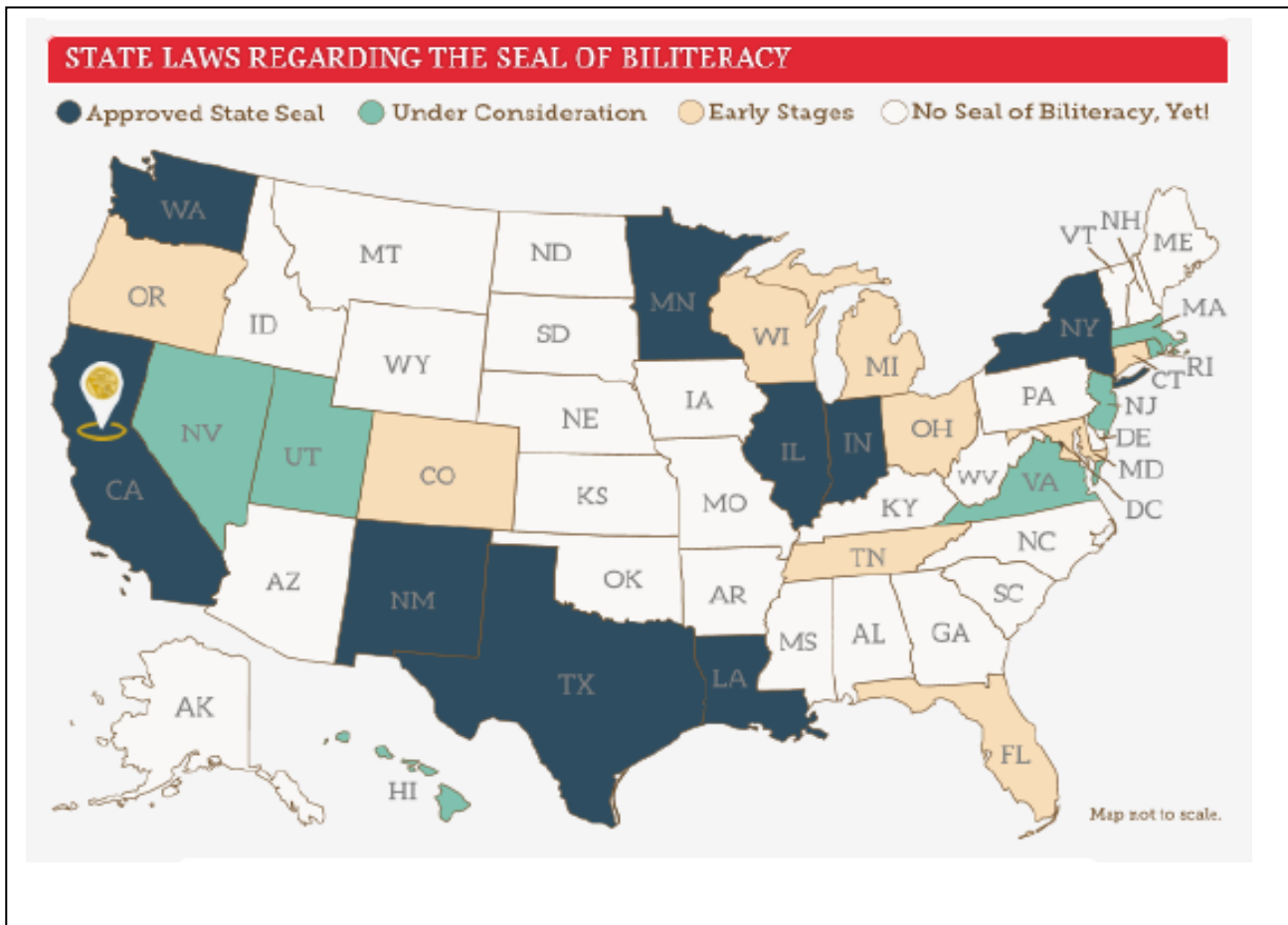
World Languages Studied by Students Taking LOTE Classes



Spanish, French, and Italian comprise 91% of all languages studied.

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

The Seal of Biliteracy: New York State is on the Map!



Map is reproduced with permission from California Together and Velazquez Press. The full interactive map can be found on the [Seal of Biliteracy](#) website.

The New York State Seal of Biliteracy: Pilot Program Underway

New York State plans on recognizing students who demonstrate proficiency in English and one or more world languages by introducing the Seal of Biliteracy. The Seal is a statement of accomplishment that will identify students who excel in languages and provide evidence of these achievements to future employers and college admissions offices. This recognition of biliteracy will become part of the high school transcript and diploma for these students.

A Seal of Biliteracy Pilot program is currently underway with nine participating districts and schools to help guide and develop the criteria and pathways necessary to achieve this award. This pilot program will lead to the implementation of the Seal of Biliteracy award for the 2016 graduating class.

The Seal of Biliteracy will help promote and acknowledge the great value and many benefits that come with being multilingual and

multicultural in today's global society. By highlighting the importance of learning more than one language, the Seal may inspire students to pursue world languages and encourage schools to offer world language instruction earlier in a student's education.

For more information on the Seal of Biliteracy program, contact Associate in Instructional Services Ricardo Constantino:

ricardo.constantino@nysed.gov

Honoring Lafayette High School's International Students: 5 ELLs Are This Year's Highest Academic Achievers

Lafayette High School in Buffalo, NY, hails their highest academic achieving students: Thain Gi Oo, Zi Ram, and Msaada Nankumba, all refugees. Their stories highlight their resilience after dealing with the oppression and aggression in their homelands.

Thain Gi Oo comes from a hard working family and she was a top ranking scholar in her class in Burma. She is Lafayette's valedictorian after only two years in the United States. She is active in her school community, participating in the peace club, drama and design, and the [Ferry St. Corridor Project](#)¹. Thain Gi helped lead professional development for her teachers in a cultural series designed to help the school's staff better understand their Burmese students. Moreover, Thain Gi is a business entrepreneur, independently selling cleaning products. She was named as a Gates Millennium Scholar for 2015, which will fund her aspirations to become an architect, supporting her love of math and design.

Zi Ram came from the Sham State of Burma. The family initially fled to Malaysia because her father would have been jailed were he not able to produce enough rice to give the mandatory allotment to the government. After two years in Malaysia, the family relocated to Buffalo in April of 2012. Here, Zi is an asset to the growing Burmese population. She is a Sunday-school teacher and worship leader. She also teaches Burmese dance. She is quietly artistic and loves flowers. Zi has earned scholarships to complete her higher education in floral design.

Msaada Nankumba is one of the first students to receive recognition for his work in the New York State Seal of Biliteracy Pilot Program through the New York State Education Department. To qualify for this award, he needed to show proficiency in both English and another language. He did this by writing a play in both Swahili and English. He defended and supported his work in front of a panel of educators. The videotape of his presentation was sent to the State of New York as an exemplar, scoring the highest marks possible. He also won the 2015 Junior Robotics Study Challenge. Msaada arrived in the United States in 2014, after living temporarily in Kenya. He left the Congo at age four after witnessing violence and rape. Many family members had been slaughtered by militants before the family nucleus fled to Kenya. He started formal education for the first time in the seventh grade where he studied Swahili and French. Msaada taught himself English by comparing an English version of his Bible with one in his native tongue, Mashi. His compassion, leadership, and drive are unparalleled for his age, and he will continue his education by studying for a degree in medicine.

Each of these students have accomplished the colossal task of becoming literate in English and passing high stakes tests to earn Regents diplomas in three years or less. Thain Gi, Zi, and Msaada have taken personal ownership of their education. They believe that individually they can make a difference to brighten the future of Buffalo. Their past challenges have not created barriers. Instead those sacrifices and hardships have

helped them flourish in their new country, where their courage and ambition have paved their pathways to success.

¹Approximately forty high school students from Lafayette High School and the Buffalo Academy of the Visual & Performing Arts (BAVPA) attend twice weekly workshops to learn from professionals how to tell their own stories. They transform those stories into a performance art piece, personal artworks, and poetry.

Thain Gi Oo, Zi Ram, and Msaada Nankumba, all refugees surpassing expectations. Their stories highlight their resilience after dealing with the oppression and aggression in their homelands.

We encourage articles highlighting the achievements NYS students have made. If you would like to highlight a student, please contact us (see Call for Submissions).

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
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.

Understanding Language

Language, Literacy, and Learning in the Content Areas

Stanford | GRADUATE SCHOOL OF
EDUCATION



Our Mission

To heighten awareness of the language and literacy issues embedded within the new Standards.

[LEARN MORE](#)

[Our Mission / Teaching Resources / Papers](#)

Stanford University Graduate School of Education's **Understanding Language** website, is where *District Leadership Institute Blueprint for ELL Success* facilitators **Maria Santos** and **Kenji Hakuta**, along with their colleagues, have developed a site rich with resources. As noted on their "about" page: "We seek to improve education for all students—especially English Language Learners. To that end, we are synthesizing knowledge and developing resources that help ensure teachers can meet their students' evolving linguistic needs as the new standards are implemented. We are bringing policy makers in the fields of language, learning, and the subject areas to explore and promote pragmatic approaches to addressing these issues systematically."

The third session of the *District Leadership Institute Blueprint for ELL Success* was held on June 12th in New York City and on June 13th in Albany. Maria Santos, Kenji Hakuta, Steven Weiss, and Richard Curci continued to work with district leaders and their teams from throughout the state to develop quality instructional plans that will build upon the foundation laid by the *Blueprint for ELL Success* and CR Part 154.

The OBEWL would like to recognize the following school districts/RBERN for having participated in all three sessions of the *District Leadership Institute* and for having completed all online components of the seminar, including an Implementation Plan:

- 👍👍 Bridgehampton UFSD
- 👍👍 Central Islip Public Schools
- 👍👍 Lawrence UFSD
- 👍👍 Malverne UFSD
- 👍👍 Mineola UFSD
- 👍👍 NYC Regional RBERN at Fordham University



The "fish bowl", led by Richard Curci, Assistant Superintendent of San Francisco USD, at the third session of the ELL Leadership Institute in Albany.

Constructive Classroom Conversations: Mastering Language for College and Career Readiness

October 2, 2015 to December 31, 2015

Instructors: Kenji Hakuta, Lee L. Jacks Professor of Education, Stanford University; Jeff Zwiers, Senior Researcher, Stanford University; Sara Rutherford-Quach, Director of Academic Programs & Research for Understanding Language, Lecturer in the Stanford Graduate School of Education.

This is a free course from Stanford University Graduate School of Education. You have the opportunity to sign up for a statement of accomplishment for \$200.00. To learn more and register, visit:

<https://novoed.com/classroom-conversations-fall-2015>



Some Upcoming Events

July		
20 th -21 st	Approx. 9:00-6:00 8:00-12:00	New York State Board of Regents Meeting New York State Education Department 89 Washington Ave., Albany, NY
23		CR Part 154 Amended Regulations Mid-West RBERN Beaver Hollow Conference Center
August		
4 th -7 th		2015 NYSAFLT Summer Institute, co-sponsored by NYSED: "World Languages: Transforming Lives, Preparing Global Citizens" SUNY Oneonta, Oneonta, New York Michelle Shenton-Mong , Chair Phelps-Clifton Springs CSD http://www.nysaftl.org/conferences/
10 th -11 th		Co-Teaching 2-Day Session Monroe 2-Orleans BOCES
11 th -12 th	All day event	The 3rd Annual Uncommon Approaches to the Common Core Conference Cultural Education Center , 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.
13 th -14 th		Co-Teaching 2-Day Session Wayne-Finger Lakes BOCES
13 th or 18 th		English Language Learners: Understanding Linguistic, Cultural, and Academic Differences Mid-State BOCES
25 th & 26 th		Mastery for ELLs Through Curriculum Mapping Sponsored by Eastern Suffolk BOCES
October		
30 th -31 st		2015 Annual Conference: "21st Century LOTE Education: Providing the Keys to College and Career Readiness" Saratoga Springs, New York Marie Campanaro , Chair Spencerport CSD http://www.nysaftl.org/conferences/

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 a minimum, all ELLs must receive ENL services. The ELL Identification Determination Review Process is a mechanism to address possible ELL misidentification. <http://www.p12.nysed.gov/biling/bilinged/GuidanceDocuments.htm>

CR Part 154 Frequently Asked Questions

Question:

Upon program placement, what happens in the event that the parent does not return the signed notification form within 10 days?

Answer:

In the event that a parent does not return the signed notification form within 10 school days the ELL is placed in a Bilingual Education (BE) Program if one is available in the school and/or district. If there is no Bilingual Education Program because the district does not have the required numbers, then the student will be placed in an English as a New Language (ENL) program. The parent retains the right to

make a final decision regarding the placement of their child in a BE or ENL Program.

Question:

Where can we find translated HLQs? For low incidence languages not already translated, how does a district get the HLQ translated?

Answer:

The Home Language Questionnaire (HLQ) is currently translated into the following languages: Spanish, Chinese, Haitian-Creole, Russian, Polish, Korean, Bengali, Arabic, Urdu, Vietnamese, Amharic, and Portuguese. Contact your local Regional Bilingual Education Resource Network (RBERN) for availability of HLQs in low incidence languages. Please see the

following link to the translated versions of the HLQ:
<http://www.p12.nysed.gov/biling/bilinged/pub/hlq.html>

