



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

## News from the Assistant Commissioner Parent Orientation Video Released

The Office of Bilingual Education and World Languages is pleased and excited to release an [English Language Learner \(ELL\) parent orientation video](#), titled *English Language Learner Programs in New York State*. This lively whiteboard animation, which runs approximately ten minutes, describes the ELL identification process and outlines in detail various program options available to parents. Under CR part 154, prior to an ELL's placement in a Bilingual Education (BE) or English as a New Language (ENL) program, districts must provide parents (or persons in parental relation) of new ELL entrants with a high-quality orientation session in the parents'/guardians' indicated preferred language. In order to ensure that districts provide consistent information regarding ELL programs and services, the video should be used at all ELL parent orientation sessions. It is currently available in Arabic, Chinese Simplified, Chinese Traditional, English, French, Haitian, Russian, Spanish, Bengali and Urdu. In addition, if the video is not available in a parent or guardian's preferred language, we are making every effort to ensure that a translated script will be provided in that language. Please note that the [Comprehensive Guide for Parents of ELLs](#) contains information found in the video and much more. Topics covered in the video include, but are not limited to:

- A description of the ELL identification process
- An explanation of ENL and BE programs, including Transitional Bilingual Education and Dual Language programs
- ELLs' basic rights under CR Part 154
- OBEWL and ELL Parent Hotline contact information

In addition, we have created a number of translated resources specifically for parents, including a [Parent Bill of Rights](#) that summarizes critical rights concerning educational access and programming for ELLs and their parents and guardians. The Bill also includes information on how parents, persons in parental relation, and students can contact our [ELL Parent Hotline](#) at (800) 469-8224 or OBEWL at 518-474-8775 if they have questions or concerns. To access these resources, visit: <http://www.p12.nysed.gov/biling/bilinged/parent-information/home.html>, and to access the parent orientation video in all nine languages, visit: <http://www.p12.nysed.gov/biling/bilinged/parent-information/parent-orientation-videos.html>

## NYS Seal of Biliteracy (NYSSB) Passed by the Board of Regents

The [New York State Seal of Biliteracy](#) was approved by the Board of Regents along with the criteria required to demonstrate proficiency in two or more languages. The Board's approval is an endorsement of language acquisition within our state's schools and communities and a call to districts to encourage and celebrate language learning. Furthermore, it is an opportunity for teachers to develop rigorous and stimulating programs so that all students can demonstrate the level of proficiency that will earn them the NYS Seal of Biliteracy. We are delighted to introduce this new initiative and will work with administrators and educators throughout the state to help them create their programs. Resources for Implementation include:

- [NYSSB Handbook](#) which includes Q/A guidance document, forms, regents item, glossary and resource links
- Required forms, including *District Notification Form*, *Seal Image Request Form*, and *End-of-Year Data Form*
- All information can be found at: <http://www.p12.nysed.gov/biling/bilinged/NewYorkStateSealofBiliteracy.html>

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## COLLABORATION & CO-TEACHING STATEWIDE PROFESSIONAL DEVELOPMENT EVENTS

Collaboration is an essential 21st century skill that all teachers need to engage in for the sake of diverse student populations. In light of the changes to Commissioner's Regulations (CR) Part 154, stand-alone English as a New Language (ENL) classes will no longer satisfy the requirements. English Language Learners will need to receive Integrated ENL Services, which may be satisfied through co-teaching.

The New York State Education Department (NYSED) [Office of Bilingual Education and World Languages](#) (OBEWL) in collaboration with the Regional Bilingual Education Resource Networks (RBERNs) is pleased to announce seven one-day professional development events that will explore evidence-based collaborative practices and effective co-teaching models for ELLs that allow for differentiation of instruction and enhance English Language Learners' academic and linguistic development. These events will be held in regions across NYS.

Participants will examine essential frameworks for successfully responding to the needs of ELLs through innovative approaches to Integrated ENL instruction. Through a series of interactive explorations, participants will:

- become familiar with various types of instructional and non-instructional collaborative practices among ESOL and mainstream teachers
- identify strategies and analyze tools for a collaborative instructional cycle (co-plan, co-teach, co-assess, reflect)
- learn how to implement various co-teaching models to enhance integrated services for ELLs
- evaluate vignettes and video clips of collaborative and instructional practices

Those participating in leadership training sessions will also explore the following questions:

- How do leaders support teachers to develop and implement an integrated ENL curriculum that meets the needs of ELLs?
- How do leaders support collaborative instructional and assessment practices for ELLs?

DATE	LOCATION	TOPIC	CONTACT
June 28, 2016	SYRACUSE	Leadership Support for Integrated ENL Services	<a href="#">Mid-State RBERN at OCM BOCES</a>
July 18, 2016	ROCHESTER	Leadership Support for Integrated ENL Services	<a href="#">Mid-West RBERN at Monroe 2-Orleans BOCES</a>
July 19, 2016	BUFFALO	Collaboration and Co-Teaching for English Learners: A Leader's Guide	<a href="#">RBERN West at Erie 1 BOCES</a>
Aug. 10, 2016	ALBANY	Integrated ENL Services: Program, Planning and Delivery, What Teachers and Leaders Need to Know	<a href="#">Capital District RBERN at Questar III BOCES</a>
Aug. 12, 2016	NEW PALTZ	Leadership Support for Integrated ENL Services	<a href="#">Hudson Valley RBERN at SW BOCES</a>
Aug. 30, 2016	BRONX	Leadership Support for Integrated ENL Services	<a href="#">NYC RBERN at Fordham University</a>
Sept 8, 2016	LONG ISLAND	Morning Session: Collaboration and Co-teaching Strategies for Teachers & Afternoon Session: Leadership Support for Integrated ENL Services	<a href="#">Long Island RBERN at Eastern Suffolk BOCES</a>

***All participants will leave with a collection of tools and resources that will aid them in implementing Integrated ENL programs. Each PD event is custom designed by the two nationally recognized author-presenters (Dr. Andrea Honigsfeld and Dr. Maria G. Dove) and collaboratively planned with the local RBERN staff to reflect locally determined areas of needs.***



## Recent Field Memos: Guidance and Information

### Guidance Relating to the Right of Individuals Over Compulsory School Age to Attend High School

This guidance memorandum from Deputy Commissioner Angelica Infante-Green clarifies the right of all individuals, regardless of citizenship, who reside in New York State (NYS) and are between the ages of 5 and 21, to a free public high school education in their school district of residence. For further information, go to:

<http://www.p12.nysed.gov/biling/docs/EdLaw3202Guidance5.27.16.pdf>

### Reporting English Language Learners (ELLs) Who Score Proficient in Regents English in August

This memorandum from Assistant Commissioner of the Office of Bilingual Education and World Languages (OBEWL) Lissette Colón-Collins and Director of Educational Data and Research Rose M. LeRoy provides guidance on reporting English Language Learners who exit ELL status pursuant to Commissioner's Regulations (CR) §154-2.3(m). Currently, each school district annually determines if a student identified as an ELL will continue to be so identified. For further information, go to:

<http://www.p12.nysed.gov/biling/docs/ELLExitCriteriaGuidance.pdf>

### Guidance Regarding Bilingual Programs and English Language Learner (ELL) Parent Information Resources in New York State

This memorandum, from Assistant Commissioner of OBEWL Lissette Colón-Collins, provides guidance to school districts clarifying conditions under which they must open Bilingual Education (BE) programs under CR Part 154 and to roll out New York State Education Department (NYSED) resources for districts' use in ELL parent orientation and information regarding those BE programs and English As A New Language (ENL) requirements. It supplies links to a wide range of guidance documents and parent/family resources. For further information, go to:

[http://www.p12.nysed.gov/biling/docs/GuidanceRegardingBEProgramsandELLParentInformation5\\_3\\_16.pdf](http://www.p12.nysed.gov/biling/docs/GuidanceRegardingBEProgramsandELLParentInformation5_3_16.pdf)

### Title III Annual Measurable Achievement Objectives Improvement and Corrective Action Plans for English Language Learners

This memorandum, from Assistant Commissioner OF OBEWL Lissette Colón-Collins and Assistant Commissioner for the Office of Accountability Ira Schwartz, provides critical guidance regarding Title III AMAOs. A State is not required to make new accountability determinations based on 2014-2015 or 2015-2016 assessment data. NYS will freeze district accountability determinations under Title III based on the most recent AMAO calculations, but will continue to implement corresponding supports and interventions in LEAs with Title III AMAOs for the remaining months of the 2015-2016 school year and the 2016-2017 school year. For further information, go to:

[http://www.p12.nysed.gov/biling/docs/ESSA\\_AMAOtoallSchoolsMay2016.pdf](http://www.p12.nysed.gov/biling/docs/ESSA_AMAOtoallSchoolsMay2016.pdf)

### Pathway for Content Area Teachers to Obtain Supplementary Certification in English to Speakers of Other Languages (ESOL) and for ESOL Teachers to Obtain Content Area Supplementary Certification

The Department continues to be committed to the recruitment and certification of highly-qualified teachers with the appropriate credentials to teach Bilingual Education and ENL classes. To address the critical issue of the shortage of qualified staff, NYSED has made available Supplemental Certification Pathways for New York State Certified English to Speakers of Other Languages (ESOL) Teachers to obtain Content Area certification and for Content Area teachers to obtain ESOL certification. NYSED continues to explore different avenues and incentives to encourage teachers to enroll in courses and to obtain a bilingual extension/certification. This memorandum outlines eligibility and requirements. For more information:

<http://www.p12.nysed.gov/biling/bilinged/memos/Supplementary-Certification-Content-Area-ESOL-Fact-Sheet.pdf>

<http://www.p12.nysed.gov/biling/bilinged/memos/Supplementary-Certification-ESOL-Content-Area-Fact-Sheet.pdf>

### Individual Interview and Home Language Questionnaire Guidance Available on OBEWL Website

A *Home Language Questionnaire (HLQ) Guidance* Document is available on the OBEWL website. This valuable resource can be accessed by clicking [here](#). It includes step by step instructions on administering the HLQ, as well as instructions on the ELL identification process. Guidance on the individual interview and sample interview questions are also included.

## News and Resources

### US Department of Education Releases Toolkit for Dual Language Learners in Early Childhood Programs

The US Department of Education announced today a new Federal policy statement from the U.S. Departments of Health and Human Services and Education on better supporting dual language learners in early childhood programs. . Following are links to the press statement and the toolkit: <http://www.ed.gov/news/press-releases/fact-sheet-supporting-dual-language-learners-early-learning-settings?>

Toolkit:<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/toolkit>

### The 17th Annual Language Series 2016: Building on Students' Linguistic and Cultural Assets for Academic Success, November 18-19, 2016, New York, NY

Bank Street College of Education's Language Series offers an annual event to help educators understand the critical role that language plays in the social and academic success of all students. Featured is a keynote presentation by Dr. Ofelia Garcia, co-author of *Translanguaging: Language, Bilingualism and Education* along with three rounds of hands-on workshops on Saturday. Workshop topics include: *Integrating Movement and Dance*, *Culturally Responsive Practices in Early Childhood*, *Folktales as a Tool for Language Development*, *Translanguaging in the Classroom* and more. Visit [bankstreet.edu/ls](http://bankstreet.edu/ls) for more information or to register. Graduate and CEU credits may be earned. Register by October 15 for the early bird discount!

### New Research on State Policies and Practices for Dual Language Education

A new study prepared by the American Institutes for Research (AIR) for the U.S. Department of Education presents an analysis of relevant research and data related to dual language education policies and practices. Dual language education programs are a type of bilingual education program designed to teach students content in both English and a partner language.

Please visit the AIR website to learn about the findings of [Dual Language Education Programs: Current State Policies and Practices](#), including a [5-minute video](#) to explain the concept of dual language programs. You may also visit AIR's website to learn more about [AIR's Center for English Language Learners](#) and to learn more about The Every Student Succeeds Act via the Education Policy Center blog, [What Will ESSA Mean for English Learners?](#)

### 2013-2014 Civil Rights Data Collection: A First Look

The [2013-14 Civil Rights Data Collection \(CRDC\)](#) is a survey of all public schools and school districts in the United States. The CRDC measures student access to courses, programs, instructional staff, resources, and school climate factors that impact education equity and opportunity for students, such as student discipline, bullying, and harassment. The U.S. Department of Education will release additional data highlights later in 2016 on key topics such as student discipline, early learning access, teacher and staffing equity, access to courses and programs that foster college and career readiness, and chronic student absenteeism. The full CRDC data file may be downloaded now, and a report may be found here: <http://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf> In Fall 2016, the public will be able to look up 2013-14 CRDC data for individual schools, school districts, and states by visiting the CRDC website at <http://www2.ed.gov/about/offices/list/ocr/data.html>

## Info on the New York State Teacher Certification Examinations English to Speakers of Other Languages (ESOL) Content Specialty Test (CST)

The revised ESOL CST includes educationally meaningful content that supports the knowledge, skills, and abilities needed to be an effective educator. The terminology, instructional content, and educational practices included therein are consistent with the Regents Reform Agenda, the New York State Teaching Standards, and applicable laws and regulations.

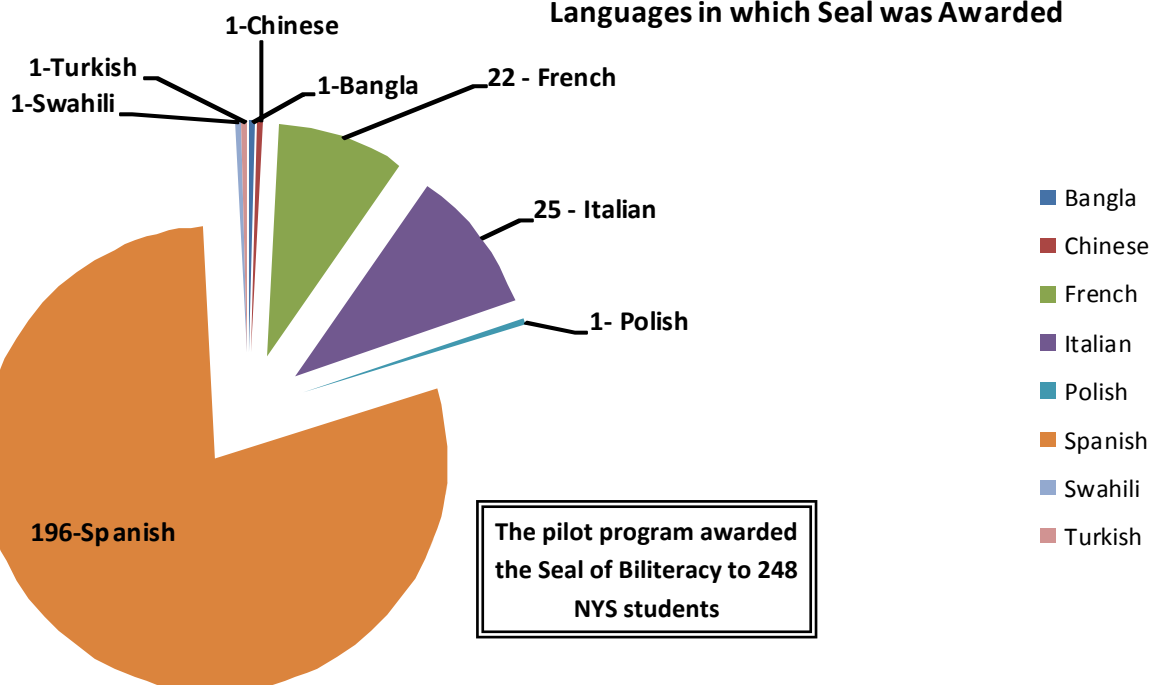
The current New York State ESOL CST covered a broad range of topics. The revised ESOL CST which will be administered starting Fall 2016 contains a wider array of topics that reflect the latest research and best practices as well as being aligned to the NY State New Standards and Part 154 of the Commissioner's Regulations.

Current ESOL CST	Revised ESOL CST (Fall 2016)
Foundation of ESOL instruction	Language and Language Learning
Developing English Language Proficiency Across the Curriculum	Knowledge of English Language Learners
The ESOL Program	ESOL Instructional Planning, Practices, and Assessment
Developing English Language Proficiency Across the Curriculum: Constructed Response Assignment	Instructing English Language Learners in English Language Arts
	Instructing English Language Learners in the Content Areas
	ESOL Professional Environments
	Analysis, Synthesis, and Application: Constructed Response Assignment

For more information regarding the revised ESOL CST Test Design and Framework go to:

[http://www.nystce.nesinc.com/PDFs/NY116\\_OBJ\\_FINAL.pdf](http://www.nystce.nesinc.com/PDFs/NY116_OBJ_FINAL.pdf)

### Seal of Biliteracy Pilot Program: Languages in which Seal was Awarded



# Resources to Support English Language Learners Using EngageNY English Language Arts Curriculum

By Diane August, PhD.

Specialists at the Center for English Language Learners at the American Institutes for Research (AIR) have developed materials to support teachers with English Language Learners (ELLs)/Multilingual Learners (MLLs) in their classrooms.

“Our work is motivated by the belief that English Language Learners should be given access to grade level course content,” said American Institutes for Research, Managing Researcher, Diane August. “These resources provide this access through routines and scaffolds that support English Language Learners at all levels of English proficiency.”

These resources for teachers with ELLs in their classrooms, accompany lessons developed by Core Knowledge, Expeditionary Learning, and Public Consulting Group that can be found on the EngageNY website. The routines and scaffolds are consistent with the New York State P–12 Common Core Learning Standards (CCLS) by aligning them with criteria in the Evaluating Quality Instructional Programs (EQuIP) rubric. EQuIP is a rubric that 35 states are using. The rubric provides criteria to determine the quality and alignment of curricular lessons and units to the New York State P–12 CCLS. As is consistent with the criteria set by EQuIP, the exemplar lessons that follow are aligned to the depth of the standards, address key shifts in the standards, are responsive to ELL learning needs, and regularly assess whether students are developing standards-based skills.

The scaffolds and routines used in these lessons also are consistent with findings from research reported in the recently released Institute of Education Sciences Practice Guide focused on teaching academic content and literacy to English Language Learners (Baker et al., 2014), research related to reading for multiple purposes (August & Shanahan, 2006), and research related to the importance of capitalizing on students’ some language knowledge and skills (e.g., Francis, Lesaux, & August, 2006).

The routines that follow comprise Attaining Core Content for English Language Learners (ACCELL), AIR’s research-based model of supporting ELLs in acquiring grade-level core content knowledge and language proficiency. The ACCELL routines include: Introducing the Lesson, Developing Background Knowledge, Supporting Vocabulary Development, Building Code-related Skills, Enhancing Comprehension, and Strengthening Written Expression. A variety of scaffolds are used in the context of implementing these routines. Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students, including ELLs. They are embedded in the routines.

The New York State New Language Arts Progressions specify four levels of proficiency and literacy for ELLs—Entering, Emerging, Transitioning, and Expanding—and one level of proficiency for ELLs who have become proficient in English—Commanding. These materials support ELLs at all levels of proficiency with the intent that scaffolds are reduced as students become more proficient in English. For example, ELLs at the Entering and Emerging levels of proficiency have access to sentence frames and word banks to help them respond to text-dependent questions posed throughout the exemplar lessons. ELLs at the transitioning levels of proficiency also have access to sentence starters. ELLs at the Expanding and Commanding levels of proficiency generally answer questions without sentence frames or starters.

<sup>1</sup>In New York, students acquiring English as another language are referred to as multilingual learners. However, these documents utilize the term that is more commonly used for these students—English Language Learners.

## CR Part 154 Quiz:

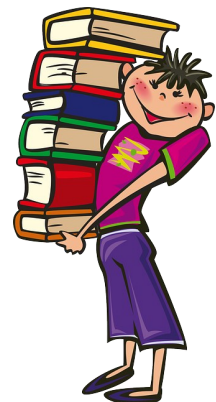
**In Integrated ENL, must the student makeup of the class be a mix of ELLs and Non-ELLs?**

- Yes  
 No

**If so, is there a ratio between ELLs and Non-ELLs?**

- Yes  
 No

(See answer on last page under CR Part 154 Frequently Asked Questions)



# Resources to Support English Language Learners Using EngageNY English Language Arts Curriculum (continued)

## Inventory of Resources

Materials to support teachers in developing the background knowledge and vocabulary of ELLs include two webinars, a resource guide, and exemplar lessons.

**Webinars.** Each webinar is approximately 90 minutes long. Each provides information related to the techniques used for developing vocabulary and background knowledge in ELLs, demonstrates the use of the techniques through examples, and provides webinar participants with opportunities to try out the methods.

**Developing Vocabulary and Background Knowledge in English Language Learners: Resource Guide for English Language Arts.** This resource guide for teachers explains how to develop background knowledge and vocabulary in ELLs. The Guide includes a description of how to select background topics and vocabulary and develop resources for building background and vocabulary knowledge in ELLs.

**Exemplar Lessons, Grades K–2.** Rather than developing background and vocabulary for Core Knowledge lessons, these exemplar lessons scaffold three Core Knowledge Units including, *Native Americans Tell It Again* (K), *The Human Body Tell It Again* (Grade 1), and *Greek Myths Tell It Again* (Grade 2). This approach was used because the anchor texts for these units are already informational and develop background knowledge and vocabulary in students.

**Exemplar Lessons Grades 3–9.** These exemplar lessons provide glossaries and background passages to accompany Expeditionary Learning and Public Consulting Group lessons. Vocabulary was selected that is important to understanding the text and is seen frequently in texts across the grade levels. For each vocabulary word or phrase in the glossary, there is a definition for the word or phrase that is comprehensible for ELLs and the phrase in the book that includes the target word. Each background piece includes vocabulary glossaries and guiding and supplementary questions for students. The student responses are scaffolded at five levels of English proficiency.

### **Scaffolding Instruction for ELLs to Support Close Reading**

**Webinar.** This webinar is approximately 90 minutes long. It provides background information related to the scaffolds that have been added to Core Knowledge, Expeditionary Learning, and Public Consulting Group lessons; demonstrates the use of the scaffolds through examples; and gives webinar viewers opportunities to create their own scaffolds.

**Scaffolding Instruction for English Language Learners, Part 1: A Resource Guide for English Language Arts.** This Resource Guide adds scaffolding to the existing Core Knowledge, Expeditionary Learning, and Public Consulting Group lesson components that require them; adds new components to the lessons if necessary to provide sufficient support for ELLs; and provides a general description of the additional scaffolding or new components created to support ELLs. Additionally it includes instructions and activities for students; and differentiated supports for ELLs at the Emerging, Entering, Transitioning, Expanding, and Commanding levels of proficiency.

**Scaffolding Instruction for English Language Learners, Part 2: A Resource Guide for English Language Arts.** This is a companion to the Part 1 Resource Guide and includes four additional scaffolded lessons.

*Diane August is a managing researcher and directs the Center for English Language Learners at AIR. Her area of expertise is the development of science and literacy in second-language learners in grades PK–12. Currently, she is assisting several states and districts in implementing the Common Core State Standards for ELLs.*

*Prior to her position at AIR, Dr. August was a senior research scientist at the Center for Applied Linguistics, where she served as principal investigator for a ten-year National Institute of Child Health and Human Development Program project that investigated the development of literacy in ELLs. She was also co-principal investigator at the National Research and Development Center for English Language Learners, funded by the Institute of Education Sciences (IES). In addition, she was co-principal investigator on two IES-funded studies; the first focused on developing a comprehension assessment for ELLs, and the second focused on implementing and evaluating bilingual and English as a Second Language programs for ELLs. She also served as staff director for the National Literacy Panel on Language Minority Children and Youth.*

For more info on AIR, visit: <http://www.air.org/person/diane-august>



## New Bilingual Glossaries Available

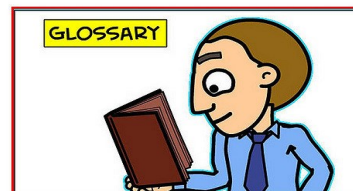
### ELA Glossaries - Grades 3 - 8

[Arabic](#) | [Bengali](#) | [Chinese \(Simplified & Traditional\)](#) | [French](#) | [Haitian](#) | [Hindi](#) | [Karen](#) | [Korean](#) | [Nepali](#) | [Punjabi](#) | [Russian](#) | [Somali](#) | [Spanish](#) | [Swahili](#) | [Ukrainian](#) | [Uzbek](#) | [Vietnamese](#)

**New: Glossaries in English-Karen and English-Nepali Languages.**

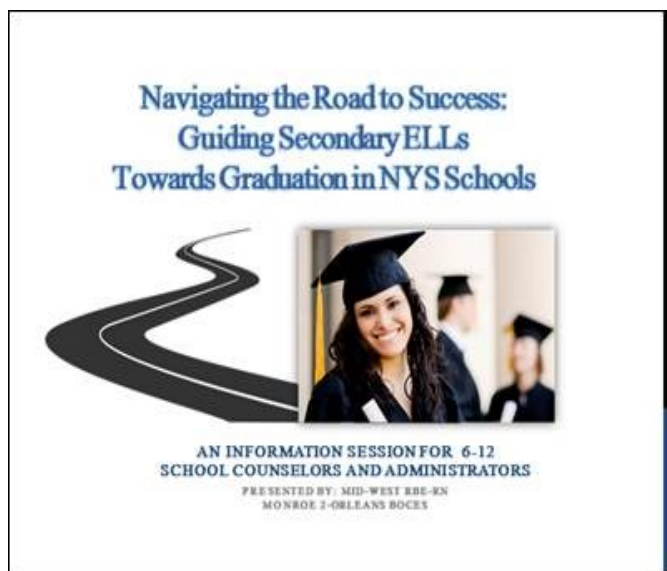
### High School Living Environment (Biology)

[Arabic](#), [Bengali](#), [Bosnian](#), [Chinese Simplified](#), [Chinese Traditional](#), [French](#), [Karen](#), [Korean](#), [Nepali](#), [Russian](#), [Spanish](#)



In addition, please know that there are major updates on the content glossaries, both in translations and presentation.

## Navigating the Road to Success: Guiding Secondary ELLs Towards Graduation in NYS Schools



The Mid-West RBERN has hosted several information sessions, titled: “Navigating the Road to Success: Guiding Secondary ELLs Towards Graduation in NYS Schools.” This workshop, geared towards secondary level school counselors and administrators, aims to identify key components and standards for educational services provided to ELLs in New York State. Topics highlighted include: transferring credits from other countries, LOTE placement and native language credits, the new

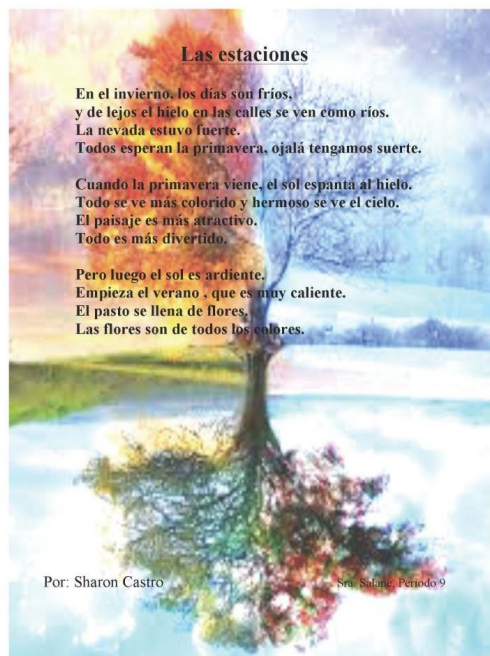
“Graduation Pathways” option to appeal a score on the ELA Regents exam, and the Seal of Biliteracy. This endeavor supports Principle 2 of the *Blueprint for ELL Success*, aspiring to ensure that ELLs are: “...supported by a purposeful plan of action that provides multiple pathways to college and career readiness through high-quality programs...” It also promotes the belief that all stakeholders involved in the process of scheduling and preparing students for high school graduation and college are informed and equipped to address the unique needs of ELLs.



# A Multilingual Student Publication

by Neil Trujeque

Neil Trujeque is a Foreign Language teacher at Forest Hills High School and is the Accents Club Advisor.



*Accents* is the magazine of the Foreign Language Department of Forest Hills High School in Queens, NYC. It is a publication that compiles essays, poems, and projects by students in all levels, from novice to Advanced Placement classes, in the seven language programs taught at the school: Spanish, Spanish for native/heritage speakers, French, Hebrew, Chinese, Italian, and Latin. ENL students participate in the magazine too with articles in English. The magazine is created by the Accents Club, which meets once a week under my supervision.

Proudly, *Accents* has always been a student produced magazine. Dating back to the 1980's, this magazine had a printed format. Every spring photocopy machines at Forest Hills High School printed hundreds of copies that were distributed among students, faculty, and parents. The entire readership felt proud of the progress shown by their peers, students, and children. As alumni visit the school and greet their former teachers, it is common to hear "My name is Lisa. You might remember me, my poem appeared in *Accents* in 2000."

## Accents: An Ever-Evolving Project

As technology evolved, the paper magazine no longer had the appeal it once had. Students growing up in an era of widely available technology did not connect with the simplicity of a black and white publication. The members of the Accents Club decided to make it more eye-appealing and include colors and pictures. In the spring of 2013, *Accents* joined the digital age and became a digital magazine that was published on the school's website. It was a delight to see.

Its colors and graphics made it clear that this was the right direction. Unfortunately, its PDF format resulted in an extremely large file that was hard to forward and share. After discussing the matter with the club members in the fall of 2013, and with the continuous support and encouragement of the Foreign Language Assistant Principal, Mr. Raúl Macías, it was decided that the magazine took the shape of a blog (<http://fhhaccents.wordpress.com>), which made instant sharing possible on computers, tablets, and smartphones. An enthusiastic group of teenagers chose a theme with practical scrolling and search-by-language features. One year later, a motivation-driven club made it its goal to surpass the previous year's blog appeal. Thus an impressive quilt-like theme was chosen to publish a highly successful 2014-2015 version of *Accents* (<https://fhsaccents2.wordpress.com>).

## The Process: Teamwork

Every year our students work on projects, write poems, and polish their essays in an ongoing learning process across all language classes at Forest Hills High School. Teachers select the works that show growth or originality. This step is a group effort that involves each language teacher working with their students to edit the selected pieces, which the students then send via email to the editors of *Accents*. Editors select the pieces to be posted on the blog. Club members copy and paste each text and embellish it by changing font types, adding color, graphics, and pictures. In this year's blog video, the addition of audio is our goal. Undoubtedly, the backbone of this blog is the students and their work. Nevertheless, the teachers' input and participation is crucial. Every teacher in the foreign language department meets with me to discuss topics, timeframes and editing; this is an enriching activity where teachers provide feedback and suggestions, which in turn I bring to the table when I meet with the club members. With some changes, the topics of our students' work have remained the same: family, school, friendship, pets, role models, travels, hobbies, sports, reflections and thoughts.

"Whether you prefer poems, essays, or short stories, you are going to enjoy our magazine. From the simple beauty of a beginner's work, to the sophistication and eloquence of advanced students' essays, you will find something you like. Our essays, short compositions, and poems cover a wide range of topics from favorite foods to role models." So reads our blog introduction.



By Fatou Diagne

## Online TESOL Certificate and Bilingual Extension Courses Offered at LIU Hudson

*LIU-Hudson has courses throughout the summer that are available in two sessions:*

**July 5 – August 21.** *LIU has obtained authorization to provide a 50% tuition reduction for online cohorts or off-site (in district) in these crucial certification areas. This means that in place of the regular tuition of \$1,155 per credit (not per course), the teachers would pay (or the district would support them in paying) half of that amount or \$577.50 per credit.*

We would like to make you aware of Long Island University (LIU) Hudson course offerings, particularly those available online, that support the increased need for dually credentialed teachers of ELLs. LIU Hudson is offering online programs that lead to certification in Teaching English to Speakers Other Languages and two programs that lead to a Bilingual Extension (BE). For individuals seeking certification in TESOL, the university offers a full 22-credit program that includes supervised teaching onsite and a weekly seminar. Additionally, the university offers a 12 credit pathway that is inclusive of the four courses specified by NYSED's [Office of Teaching Initiatives](#) for teachers seeking additional certificates in TESOL through individual evaluation. Regardless of the pathway, teachers must

have 12 credits of a language other than English on college-level transcripts for review. There are also two pathways for individuals seeking a BE. Candidates who are bilingual and biliterate and have an underlying certification in any area except TESOL or LOTE may choose from either a full 15-credit program or a 12-credit program depending on educational record. For all TESOL and BE programs, students must pass the specified New York State Teaching Certification Examinations. For more information or program specific questions, please contact Helaine Marshall at [Helaine.Marshall@liu.edu](mailto:Helaine.Marshall@liu.edu).

### Advanced Certificate: Childhood Education

In response to the need for dually certified ESOL teachers, LIU Hudson is also offering an online certification in Childhood Education (Grades 1-6) to NYS-certified ESOL teachers. LIU Hudson will provide a 45% tuition reduction and certification via institutional recommendation for this 17-credit Advanced Certificate. Cohort 1 session starts July 2016 and Cohort 2 session starts September 2016. As with our highly regarded TESOL and Bilingual Education programs, this new offering provides robust, synchronous online delivery and direct interaction with the professor and fellow students. In addition to the required coursework, candidates for certification must take and pass the NYSTCE Multi-Subject Content Specialty Test (CST) for Teachers of Childhood. Inquire now about our July 2016 cohort by contacting Dr. Iris Goldberg at 914-831-2710 or [iris.goldberg@liu.edu](mailto:iris.goldberg@liu.edu). **Also of interest may be a course on Foreign Language and Elementary School.** **Additional Information about course offerings at LIU Hudson can be found at:** <http://www.liu.edu/Hudson/Academics/Programs/SE/TESOL-BE>

## World Languages—Frequently Asked Questions

**Q Are ELLs exempt from studying a Language other than English (LOTE)?**

No. All students must earn at least one unit of credit in a LOTE in order to meet the requirements for a Regents diploma unless a student with a disability is exempted from LOTE study on his or her Individualized Education Program (IEP). However, schools may award 3-5 units of credit for documented school attendance and residence in an other than English environment, provided the experience occurred at age 10 or older in direct contact with that environment and its people. These credits would satisfy the LOTE units of study requirement. Keep in mind though that no credit may be awarded for residence in a bilingual home within an English speaking environment because the amount of foreign language learning which occurs cannot be predicted.



**Q If a student speaks Spanish at home, can she receive LOTE credit towards the Regents diploma with advanced designation for taking the Checkpoint B examination without completing the coursework?**

No. Since the examination is now locally developed and no longer NYS approved, students can no longer receive credit by examination. This student would still need to successfully complete three units of study in a LOTE or complete a five unit sequence in the Arts or CTE in order to receive the Regents diploma with advanced designation.

**Q If a transfer student comes to our district with two units of credit in a LOTE (e.g. Latin) that we do not offer, can he complete the three units of LOTE study in two different languages to earn the Regents diploma with advanced designation?**

Yes. Since your school doesn't offer the language the student took in his prior school, the student can take a different language class to complete the mandatory three units of study. However, the student will still be required to pass a locally developed Checkpoint B examination in one of the languages studied to complete the credit and receive the Regents diploma with advanced designation.



The New York State Language RBERN at Metro Center

Department of Teaching and Learning

# We are delighted to announce the first Early Career Institute for Teachers of World Languages\*

The Institute will be offered free of charge through a collaboration between New York University Steinhardt's Department of Teaching and Learning (Partnership Schools Program/MMS) and the Metro Center New York State Language RBERN.

The Institute will take place from July 12th to July 14th from 8:30am to 2:00 pm at New York University. **If you are currently teaching World Languages and have completed 3 or fewer years by end of June 2016, you are eligible to apply.**



- Candidates are required to attend all 3 days of the Institute
- Enrollment will be limited to first 24 applicants who meet program eligibility and requirements
- Workshop attendees will receive certificates of participation and a small stipend after completion of all sessions

## Requirements:

- Complete an online application here: <http://goo.gl/forms/atvMgSQzlg5ObaTc2>
- After you submit the application, we will e-mail your principal requesting a letter of support

Deadline to submit application and letter of support: **Friday, June 10, 2016.**

You will be notified of your acceptance to the Institute by **Friday, June 24, 2016.**

If you have any questions, contact **Rosa Riccio Pietanza** (rp1018@nyu.edu) or **Robin Harvey** ([robin.harvey@nyu.edu](mailto:robin.harvey@nyu.edu)).

\* "World Languages" refers to LOTE, NLA and FL

## **NYSED**

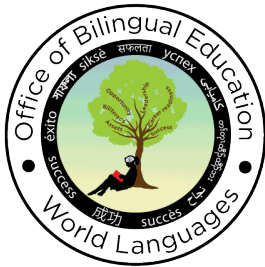
### **Office of Bilingual Education and World Languages**

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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/>

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**Quiz Answer:** In Integrated ENL, the student makeup of a class does not have to be a mix of ELLs and Non-ELLs, but can be if you choose to. An Integrated ENL class could be made up entirely of ELLs. The Integrated nature of Integrated ENL is in the instruction, not necessarily the student make-up of the class.

## **CR Part 154 Frequently Asked Questions**

**Question:** Can ELLs receive credit for a class that is being taught by a teacher who is teaching one class outside of their license area. For example: if an ESOL certified teacher is teaching a Global Studies class, will the students in that class be able to receive credit for the class?

**Answer:** Yes. In the example given, the student would be permitted to receive one content-area credit in social studies, while satisfying the CR Part 154 Integrated ENL requirement. However, if the teacher does not have dual certification in ESOL and Social Studies, then a certified 7-12 Social Studies teacher must co-teach the class with a certified ESOL teacher in order for one content-area credit in Social Studies to be awarded.

**Question:** ELL students who are also Students with Disabilities (SWD) find it difficult to meet all of the required ELL services. What would be a recommendation for a 9th grade Entering/Beginning ELL who also needs resource services in an eight period day?

**Answer:** The Units of Study provide inherent flexibility to meet the varied needs of ELLs. In the example presented, in addition to the required periods of Integrated ENL in ELA and

Stand-alone ENL, the 9th grader Entering/Beginning ELL on an IEP has flexibility in the 3rd unit of study: this could be either Integrated ENL in ELA, Math, Science, or Social Studies or another Stand-alone. The co-teaching option to deliver Integrated ENL instruction also allows flexibility for teachers to combine their expertise in collaborating to deliver simultaneous instruction.

**Question:** Will a full period every other day program fulfill the Integrated ENL/ESL requirement?

**Answer:** In the Units of Study, based on an ELL's proficiency level, there are required and flexible units of Integrated ENL. Scheduling decisions are made at the district or school level. Please refer to the Unit of Study Tables: <http://www.p12.nysed.gov/biling/resource/cr-part-154/units-of-study-tables.html>

