

Office of Bilingual Education and World Languages

New York State Education Department
89 Washington Avenue – EB505, Albany, NY 12234
55 Hanson Place, Rm 594, Brooklyn, NY 11217
(518) 474-8775, (718) 722-2445, [OBEWL website](http://www.obewl.org)



January 2021 Newsletter

In this issue:

- Letter from the Associate Commissioner 1
- Indigenous Languages in NYS ... 2
- K-12 Immersion Program in Herricks Public Schools 4
- NYS Seal of Biliteracy 5
- Professional Learning for World Language Teachers 7
- Revision of the Learning Standards for LOTE 9
- Graduation Dropout Toolkit ... 10
- RBERN Highlight: Capital District Region RBERN 11
- News from other NYSED Offices 12

Greetings from Associate Commissioner Elisa Alvarez

Dear Colleagues,

I hope everyone is well and continuing to provide quality instruction to our students under these very challenging and changing situations.

The Office of Bilingual Education and World Languages (OBEWL) continues to recognize and promote multilingualism as an asset. We must help to ensure that all students have the opportunity to learn and develop a second language and develop their English language skills. This includes our heritage language speakers, whether they are identified as ELLs or not. Toward that end, OBEWL has expanded and enriched its mission:

Our mission 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 Language students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.

Research studies have shown that students who are bilingual or know a second language can outperform monolingual students. The effects of bilingualism can help improve a student's educational development, cognitive functions, social skills, literacy, and emotional

skills. Furthermore, it improves a student's multitasking skills, attention control, problem-solving, thinking, and creativity. Ultimately, it can help them professionally after graduation as they move into a globally competitive, economic community where fluent speakers of various languages are a greatly valued human resource.

It is important to include our bilingual students and heritage language speakers as districts and schools move toward Culturally Responsive Sustaining Education (CR-S) in which student-centered learning environments affirm racial, linguistic, and cultural identities; prepare students for rigor and independent learning; develop students' abilities to connect across lines of differences; elevate historically marginalized voices; and empower students as agents of social change.

Bilingual students, heritage language speakers, and world language learners are an important and valuable resource for a school's CR-S efforts. They contribute to the richness of a school's diverse student body by helping students learn about themselves and understand each other. Because of the unique social and empathic skills developed by knowing more than one language, these students are able to effectively communicate and work with students from their own linguistic and cultural backgrounds as well as with students from other backgrounds.

Schools are encouraged to include our bilingual and heritage language speakers in their CR-S initiatives and, of course, to make efforts to continue their language development through one-way developmental bilingual programs, dual language programs, world language programs at both the elementary and secondary school levels, language enrichment programs, and after-school programs. I look forward to learning more about your efforts for including and developing our heritage speakers in your language programs.

Finally, as we start a new calendar year in this undoubtedly most uncertain of times, I prefer to focus on the lessons learned. For myself, time is precious. Dedicating time to family and friends creates memories of everlasting joy, therefore, time with loved ones should never be compromised. We here at the office of OBEWL wish that all your hopes and dreams be fulfilled and may you and yours enjoy a safe and joyous new year.

In unity,

Elisa Alvarez

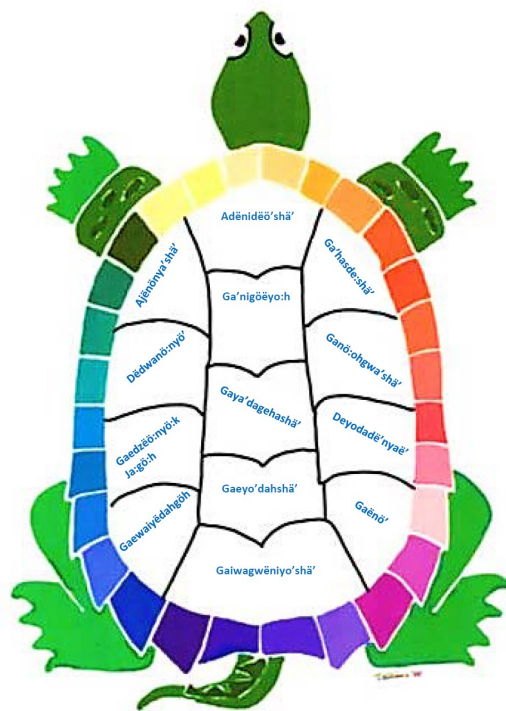


Indigenous Languages in New York State

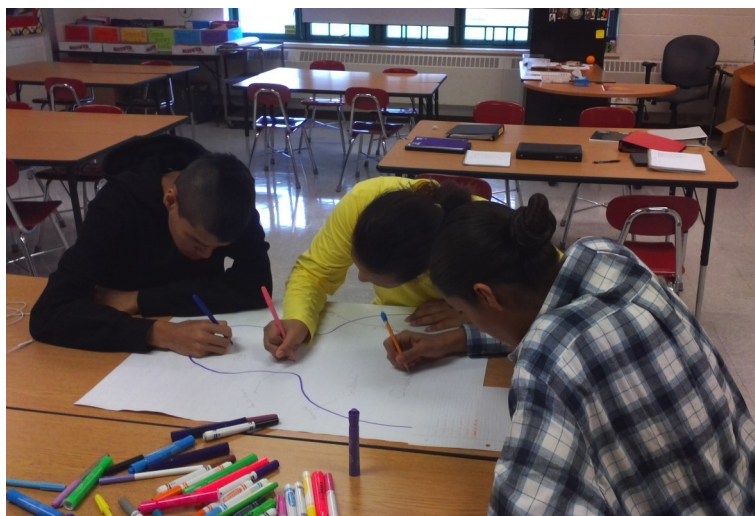
New York State benefits from a rich diversity of peoples, languages, and cultures. Students in our state speak over 200 languages other than English. Among these include the Indigenous Languages of the Cayuga, Mohawk, Oneida, Onondaga, Seneca, Shinnecock, Tuscarora, and Unkechaug Nations. Students are learning and maintaining their skills in these languages, from Seneca in the west to the Shinnecock and Unkechaug languages in the east.

The *Onödowá'ga:*, or the "Great Hill People" as the Seneca are called, is the farthest west of the Nations of the Haudenosaunee (the Iroquois League). The Seneca language is taught in the Salamanca Central School District, located just north of Allegheny State Park in southwestern New York. Rachael Wolfe, a Seneca Language teacher at Salamanca High School, describes what she likes best about teaching an Indigenous language as "witnessing students develop their love and respect for the language and culture." She adds that "those who are Indigenous feel a sense of pride and inclusion, whereas those who are not Indigenous are awakened to the beauty of the culture within their own community." Her fellow Seneca language teacher, Mrs. Andrea Cooke, cites "the gratification of passing on the ancestral language to our younger generation; for Indigenous peoples it is a matter of survival." Both Mrs. Wolfe and Mrs. Cooke are members of the Indigenous Languages Standards Review Committee which proposed revisions to the Learning Standards for Languages Other Than English. These revisions were presented to the NYS Board of Regents at their December 14th meeting, where Mrs. Wolfe spoke to the Board about her experience as a Seneca Language teacher and her work on the standards committee.

Students in Salamanca's Seneca language program begin the year learning the *Ganö:nyö:k*, or traditional Thanksgiving address of the *Hodinöhsö:ni:h*. This unit encompasses and embraces the 13 Characteristics of a Human Being, depicted in the illustration above of a turtle with the characteristics listed on its back. The address connects the human being with their responsibilities and place in the natural world. Lessons include the Seneca name for the elements, the responsibility of each element, the order of the elements, the reasoning for the order, and the focus on the interpretation of formal and informal language. Students learn what these characteristics mean literally, culturally, personally, and symbolically. Throughout the year, they are an integral part of the curriculum.



The 13 Characteristics of a Human Being



Photos of students in Mrs. Wolfe's Seneca language classes at Salamanca High School

World languages are categorized on a scale of 1 to 4 by their difficulty level for English-speaking students to learn. Indigenous languages as well as those languages which use a non-Roman alphabet are category 4, which is the most difficult to learn. Teachers of these languages report that the difficulty is, in part, a result of a contrast between traditional and modern language use. Mrs. Wolfe clarifies, “Our ancestors had many words for the natural world and the responsibilities that they had; however, in more modern times, they’ve had to adopt or adapt words or phrases that weren’t always agreed upon.” Tina Pineda, teacher of the Tuscarora language at the Tuscarora Elementary School in the Niagara-Wheatfield District and member of the Indigenous Languages Standards Committee, offers that “Indigenous languages are challenging to learn because there are little to no similarities to the English language.” She explains that these languages are “polysynthetic, meaning words are complex, consisting of several morphemes, in which a single word may function as a whole sentence.” The primary school program in Niagara-Wheatfield gives their students a strong foundation in both the language and culture of the Tuscarora Nation and supports students who aim to develop proficiency in the language through high school and beyond.



Mrs. Pineda's classroom at Tuscarora Elementary School



Just this past year, New York State recognized its very first student to complete the Seal of Biliteracy in an Indigenous Language: Gabrielle Capton. Gabrielle graduated from Niagara-Wheatfield during the start of the COVID lockdown of 2020. Her class began presenting their projects for the Seal on a Friday and never returned to school that year. In the midst of the challenges presented by school closures, Gabby was able to persevere over the virtual obstacles and received the remaining credits needed to obtain the Seal in Tuscarora. While Gabrielle is a member of the Cayuga Nation, Wolf clan, her father is Tuscarora and she has taken Tuscarora language classes since Pre-K. Gabby is currently a student at the University of Buffalo majoring in physics and looks forward to continuing her studies in the Tuscarora language.

Gabrielle Capton, the first Seal of Biliteracy graduate in an Indigenous language in NYS

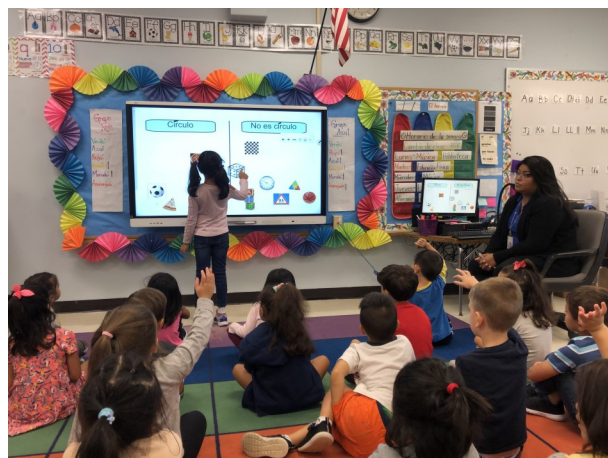
The Office of Bilingual Education and World Languages is working with Coordinator Clarissa Roraback-Jacobs of the Native American Education Center to support Indigenous languages and the schools in which they are offered. The Native American Education Center is an office of NYSED, which works to provide funding and assistance to public school districts that educate Native American children residing on reservations throughout the state and also administers the NYS Indian Aid program.

The number of native speakers of these Indigenous languages is dwindling. At the time of this article, there were just 18 teachers in New York State with a certification in an American Indian language. One of the challenges, therefore, is to develop additional pathways for teacher certification, thus allowing the Indigenous language programs to sustain themselves and grow, while preserving the language of these Nations.

We close this article with the following saying in the Tuscarora language: *Neyękwawęta?ųkwáhshék*, which means “We will continue to carry the language.” May we all work together in the future to carry our languages so that they live on in our children.

K-12 Language Immersion Program in Herricks Public Schools

The Herricks Public Schools, located in Nassau County, N.Y., is a culturally and linguistically diverse district on Long Island and is among the highest ranked schools by [U.S. News and World Report](#). There are over 33 languages spoken in the homes of its high school students. The district values and supports linguistic and cultural diversity through the many programs it offers students. Students begin language study in grade six and are required to take up to and pass a Checkpoint B course and exam in Chinese (Mandarin), French, Italian, or Spanish. Herricks' Board of Education increased these graduation requirements beyond those mandated by NYSED in order to ensure that students achieve not only college, career, and civic readiness, but are also world-ready. To ensure diversity in language offerings, Herricks was one of the first districts on Long Island to offer Mandarin Chinese. Over eleven years ago, the district took another risk and started a Spanish language immersion program at the elementary level with the full support of the community. Beginning in the 2021-2022 school year, when the "pioneer" or first cohort of language immersion students will begin grade twelve, this program will become the only such language immersion program in New York State to be a fully articulated K-12 program. Dr. Fino Celano, Superintendent of Schools, stated "we are very proud to offer our students such a unique and enriching program. The Herricks Language Immersion program has been extremely successful in providing students with an intensive experience in learning a world language beginning while the children are in Kindergarten. The students become fluent at an early age and also learn the importance of their role in a wider global community."



Ms. Loman's kindergarteners learn the fundamentals of math.

The Spanish Language Immersion Program is a carefully articulated K-12 content and language program that assists students in reaching near native proficiency in the Spanish language. The program follows the 50/50 one-way model for language immersion programs. The majority of the students are not native speakers of Spanish. There are no barriers for admittance into the program, which is housed at the Denton Avenue Elementary School before moving on to the secondary schools. It is open to all students, including students with learning disabilities and ELLs. Inter-



Mr. Fratto listens attentively to students during his many visits and always leaves with a smile!

estingly enough, the program often has ELLs who speak Chinese and are learning English in the ENL program and are learning Spanish in the immersion program. Equity and access is a pillar of the program. At different points in their K-12 experience, students are taught the content of math (K-5), science (K-5), social studies (K-8), and Spanish literacy development (K-12) in Spanish, without any translation. Each grade learns the same content in Spanish that their peers are covering in solely English-speaking classrooms. Lessons, conversations, and assignments are explained and conducted entirely in Spanish, and students work together to complete science projects, math problems and more, without reverting to the English language. This collaboration and risk-taking among students and teachers enhances fluency and proficiency in the language-rich classrooms. Their performance on state and national assessments is on par, and at times exceeds, the performance of those of students who take the same courses and assessments in English. Language immersion students are not placed in typical world language sequence courses; when they begin their formal study of a world language class in grade six, they begin the study of the AP Spanish Language & Culture themes. However, those themes are carefully selected to address their social and emotional and cognitive development as middle school learners. Students take the AP Language & Culture Exam in grade ten, and in grades eleven and twelve, they are taught advanced Spanish courses

that are based on 300-level college courses. These advanced Spanish courses are similar to those that majors and minors take at the university level.

The success of the Herricks Spanish language immersion program is partnerships! The teams of teachers have grown the program over the years by researching best practices, working with consultants, attending conferences, participating in professional development, and most importantly, trusting in themselves as a team and raising the level of expectations for all! “The teams are constantly coming together to reflect, refine, build, and move forward the program” stated Mr. Francesco Fratto, Director of World Languages, Language Immersion, & English as a New Language. “There is no dependence on students’ first language. The proficiency we see on assessments, like the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) and Advanced Placement (AP) exams, and observe firsthand in the classroom means that the magic that’s taking place in the classroom is really pushing our students to the highest level.” In addition to crediting the teachers, Mr. Fratto acknowledges the support of parents and students, who motivate the team to think differently each day: “The success of the program is the direct result of team work. It is the Herricks way!”



Mr. Gonzalez insists that Spanish is spoken, even during snack time!

The Goals of the Herricks’ K-12 Spanish Language Immersion Program are to:

- Ensure that their children are truly bilingual;
- Develop strong literacy skills in both English and Spanish;
- Provide students with the academic language to clearly communicate their thoughts and opinions;
- Develop the 21st century skills of communication, collaboration, critical thinking and creativity; and
- Prepare them to live, work and thrive in a global community.

(All photos were taken in September 2019 (pre-COVID-19) during a NYSED visit to Herricks Public Schools.)

The New York State Seal of Biliteracy (NYSSB)

Deadline to Submit Notification Form Extended

Schools offering the Seal of Biliteracy are asked to submit the NYSSB School Notification Form by December 1st of each year. Given the challenges posed by COVID-19, OBEWL will continue to accept these forms on a rolling basis after the deadline. Currently, there are over 300 schools that have submitted their NYSSB Notification Forms.

NYSSB Guidance Toolkit

To assist schools in implementing a NYSSB program, OBEWL, the NYSSB Task Force, and the Mid-West and Mid-State RBERNs have created a NYSSB Guidance Toolkit, which contains a series of self-guiding modules. The modules, consisting of agendas, videos, presentation slides, and supporting documentation, can be used by the NYSSB Committee within a single school or among schools in a consortium looking to implement, improve, or expand their programs. The modules currently posted on our website include:

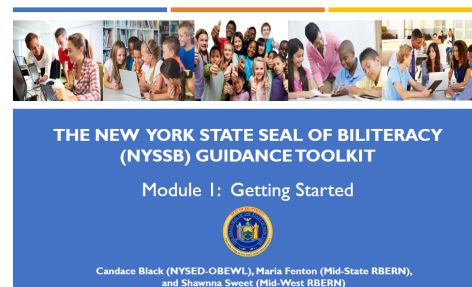
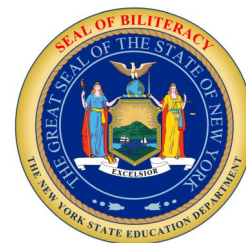
[Module 1: Getting Started](#)

[Module 2: Planning to Implement the NYSSB](#)

[Module 3: Designing the Culminating Project & Promoting the NYSSB Program](#)

[Module 4: Monitoring Student Progress](#)

[Module 5: Preparing for Panel Presentations](#)



Additional modules are in development and are anticipated to be released later this winter. For any questions on the NYSSB Guidance Toolkit or for assistance in starting your own program, please contact Candace Black at candace.black@nysed.gov.

NYSSB Posters in Multiple Languages

Did you know that there are Seal of Biliteracy posters available for download on the [OBEWL Seal website](#) in the following languages: Arabic, Bengali, Chinese, English, French, German, Haitian Creole, Italian, Karen, Korean, Nepali, Russian, Spanish, Swahili, and Urdu? Schools are encouraged to ask their language teachers, administrators, and school counselors to display some of these posters in their classrooms or offices.

Proposed Amendments to the NYSSB Regulations

At their December 14, 2020 meeting, the NYS Board of Regents were presented with three amendments to the NYSSB regulations designed to make the Seal more available to students and to make the Commissioner's NYSSB regulations more consistent with other sections that describe the use of outside assessments to apply toward diploma requirements and other honors.

The Board of Regents was presented with a detailed summary of the proposed amendment and authorized Department staff to publish the proposed amendment in the State Register for the 60-day public comment period. A Notice of Proposed Rule Making was published in the State Register on December 30, 2020. Following the 60-day public comment period required under the State Administrative Procedure Act, it is anticipated that the proposed amendment will be presented for permanent adoption at the April 2021 Regents meeting. If adopted at the April 2021 meeting, the proposed rule will become effective on April 28, 2021.

The Proposed Amendments to Section 100.5(h) of the Regulations of the Commissioner of Education Relating to Requirements for Awarding the New York State Seal of Biliteracy (NYSSB or "the Seal") can be found at the following [link](#).

Stakeholders in NYS are encouraged to submit their comments on these proposed amendments to provide information from the field to OBEWL during the 60-day public comment period. These comments will be reviewed by OBEWL and provided to the Interim Commissioner of Education and the NYS Board of Regents to help inform their vote on these proposed amendments. Communications regarding the proposed action may be submitted to Elisa Alvarez, Associate Commissioner, Office of Bilingual Education and World Languages via two methods:

Email:

REGCOMMENTS@nysed.gov

Regular Mail:

Elisa Alvarez
Associate Commissioner
Office of Bilingual Education and World Languages
Room 594
55 Hanson Place
Brooklyn, NY 12217



The New York State Association of World Language Administrators (NYSAWLA) is proud to present the second in a series of free, online workshops for NYS world language educators:

“Embedding Authentic Resources into Lesson Plans”

by Leslie Grahn

January 20, 2021

4:00 – 6:00 PM

NYSAWLA, in collaboration with the New York State Education Department’s Office of Bilingual Education and World Languages (NYSED-OBEWL), is offering this free, online workshop for world language teachers and administrators working in New York State schools.

The first workshop in this series, **Curating Authentic Resources for the World Language Classroom**, was held on November 3, 2020 and attended by over 600 educators. Leslie Grahn, noted leader, presenter, author, and blogger in the field of world language education, returns for a second workshop in this series, **Embedding Authentic Resources into Lesson Plans**, to explore how to make authentic text work for teachers in the various phases of lesson planning. In this two-hour workshop, participants will:

- Consider how to embed authentic resources into phases of lesson plans;
- Analyze scenarios for embedding authentic resources into lesson plans; and
- Use a planning guide to build authentic resources into lesson plans.



Participants are encouraged to create a free Pinterest account prior to the date of the workshop (<https://www.pinterest.com/>)

A maximum of 950 pre-registrations will be accepted for this live workshop. Registration will close by January 18th; there will be no same-day registration. Only pre-registered attendees will be admitted into the workshop.

A recording of the workshop will be uploaded to the OBEWL website for on-demand viewing by those unable to attend virtually. Those who attend the online workshop will be provided with a certificate of attendance documenting two hours of CTLE credit. Those who are unable to attend the workshop on January 20th may earn CTLE credit by viewing the recording on the OBEWL website and answering at least eight out of ten questions on a multiple-choice post-assessment correctly. No registration is necessary to view the recording of the workshop.

Register using the following link: <https://wnys.wufoo.com/forms/znsiyc6166ehyi/>

NYSED-ACTFL Virtual Workshops for World Language Educators

NYSED and OBEWL are proud to present a series of Virtual Learning Workshops for World Language Educators aligned to the proposed revisions to the NYS Languages Other Than English (LOTE) Standards. These workshops for NYS educators were created by the American Council on the Teaching of Foreign Languages (ACTFL) and originally scheduled as in-person events from January-March of 2020. About half of these events had to be cancelled due to the COVID-19 Pandemic. In response to this, OBEWL commissioned ACTFL to create online versions of these workshops that could be accessed by all world language educators and administrators from schools within our state.

NYSED Virtual Learning Modules



The three Virtual Learning Workshops are:

1. Focusing Learning through Standards and Can-Do Statements;
2. Developing Proficiency through High-Leverage Teaching Practices; and
3. Designing Effective Units of Instruction.

Each Virtual Learning Workshop consists of a processing guide, videos, presentation slides, activities, supporting documents, and a culminating application activity. Registration these Virtual Learning workshops is now available through our [website](#). Participants can complete one, two, or three workshops in any order they wish and need only register once to receive access to all workshops. Four (4) CTLE credits can be earned upon successful completion of each workshop.

World Language educators and administrators must provide a valid work email from a New York State school, college, or university to register. All schools in our state—public, private, charter, religious and independent—are eligible. Registrants will submit a [registration form](#), create a free ACTFL account*, and submit a self pre-assessment. **Please allow for one week from the time of completing the registration form to receiving the link to access the workshop.** Once a participant is registered for one workshop, they will gain access to all three workshops without having to fill out additional registration forms.

For more information on these Virtual Learning Workshops, please contact Candace Black at candace.black@nysed.gov or visit our [website](#).

** To create a free ACTFL account, visit the [ACTFL website](#). Enter your contact information, including your school email (not your personal email). This does NOT require you to become a member of ACTFL. All this does is set up a username and password for you to use in order to log into ACTFL's learning management system to access the content. Once your username and password are created, you will receive a confirmation email and will use these credentials to login into the workshop.*

Curating Authentic Resources for the World Language Classroom by Leslie Grah

On November 3rd, the New York State Association of World Language Administrators (NYSAWLA), in collaboration with NYSED-OBEWL, offered a free, online workshop for world language teachers and administrators working in New York State. “Curating Authentic Resources for the World Language Classroom” was presented by Leslie Grah, a noted leader, presenter, author, and blogger in the field of world language education. This workshop was attended by 612 New York State educators of 10 different languages. These attendees represented 144 different districts, three colleges & universities, and nine Regional Bilingual Education Resource Networks (RBERNs) or Boards of Cooperative Educational Services (BOCES).

The members of the Conference Planning committee were Joan Anderson, Candace Black, Francesco Fratto, Dr. Elaine Margarita, Jennifer Nesfield, and Dr. Joanne O’Toole. Additional support was provided the day of the conference by Andrea Díaz, Juli Kreichman, Jian Liu, and Tara Tassani.

Quotes from participants of this workshop:

This has been, by far, the most valuable PD I've been a part of as a Spanish Teacher for hybrid instruction. ~Danielle G.

I think this meeting was 100% meaningful, relevant, engaging, and productive. Kudos to all of you who arranged it and to these incredible resources, Leslie. ~ Beth H.

*This webinar is so helpful to ENL teachers, too!
~ Jennifer B.*

Being a first year teacher; this meeting has been super informative. I was uncertain about how and where to obtain information and that has been made clearer. Thank you. ~ Naomi D.T.

World language educators who were unable to attend the live event may view the [recording of this webinar](#) and earn CTLE credit via an online, multiple-choice post assessment. This recording and post-assessment are provided for the exclusive use of World Languages educators that teach at a school, college, or university within New York State. All public, non-public, religious, independent and charter schools within New York State are eligible. You will need to enter your work email address from your New York State school to take the post-assessment. **Personal emails will NOT be honored.**

The post-assessment should be taken after viewing the entire recording of the “Curating Authentic Resources for the World Language Classroom” workshop by participants who wish to earn four (4) hours of CTLE credit issued by NYSED-OBEWL. In order to earn this credit, participants need to score at least 8 out of 10 questions correctly. Different versions of the post-assessment can be taken should the desired score not be achieved in the initial attempt.

For any questions regarding the recording or how to earn CTLE credit, please contact Candace Black at candace.black@nysed.gov.

Revision of the Learning Standards for Languages Other Than English (LOTE)

OBEWL gave an informational presentation on the proposed revisions to the Learning Standards for LOTE to the NYS Board of Regents at their meeting on Monday, December 14th. The memo to the Board of Regents outlining the proposed revisions can be found [here](#). The supplemental presentation given to the Board of Regents can be found [here](#). It is anticipated that the proposed revisions to the Learning Standards for LOTE will be presented for permanent adoption at the March 2021 Regents meeting.

Professional Learning Calendar for ELL Educators

OBEWL is regularly updating a [Calendar of Professional Learning events](#) organized by the RBERNs around the state. These professional learning events will be helpful for teachers and administrators who work with ELLs.



Graduation Dropout Toolkit



New York State Education Department
Office of Bilingual Education and World Languages



Multilingual Learner/English Language Learner Graduation Rate Improvement and Dropout Prevention **PLANNING TOOL**

The graduation and dropout rate for ELLs has seen slight improvements over the past few years, but with a statewide graduation rate of only 38.9% and a dropout rate of 27.1%, the success of our ELLs remains one of the most significant challenges NYSED is facing.

In 2019, OBEWL published the [Multilingual Learner/English Language Learner Graduation Rate Improvement and Dropout Prevention Planning Tool](#). Districts and schools are encouraged to use this toolkit to gain a better understanding of how their practices impact the college, career, and civic readiness of their ELLs and how to improve outcomes for their students. The toolkit contains self-assessment tools and information on research and best practices that are designed to assist reflection on the district's current practices and to guide development of new policies, programs, and instructional practices that can be implemented to improve ELL graduation rates. Rather than providing a prescriptive set of directions to follow, the intent of this toolkit is to facilitate conversations that lead districts and schools to understand their specific needs and find the solutions that work best for their educators and students.

The Planning Tool is divided into five Key Components. These components may be used individually if there are

some areas that require more focus than others. The components are:

- Demographic and Performance Data;
- Early Warning System;
- ML/ELL High School Guidance;
- Family Engagement; and
- Diverse ML/ELL Supports.

Each component contains tools to lead districts and schools through a comprehensive analysis of the effect that their programs may be having on their ELLs' experience and likely implications on student success. Users are guided through a reflection of this analysis and presented information on different practices they can adopt to improve the programs and support better outcomes for ELLs. Districts and schools can access this toolkit directly through the OBEWL [website](#). The [RBERNs](#) are trained in this toolkit and available to assist in the implementation and analysis of the tools.

Capital District Regional Bilingual Education Resource Network (RBERN)



Like many RBERNs statewide, the Capital District RBERN supports English as a New Language (ENL) programs as well as Dual Language (DL) bilingual programs. The RBERN also provides professional learning and technical support (emails, phone calls, etc.), as well as embedded coaching for educators across their large region. The Capital District RBERN is grant-funded and free for schools to utilize. Similarly to the schools in the Capital region, the Capital District RBERN has adapted their trainings and support to virtual opportunities. Their website provides many resources for teachers, parents, students, and school counselors and the team members serve as trainers for the local Puerto Rican Hispanic Youth Leadership Institute (PR/HYLI) delegation. The Capital District RBERN serves 149 school districts, 8 charter schools, 8 BOCES and a total of 4,243 ELLs.



Carmen Diaz
RBERN Director



Chris Casey
Data Analyst



Yulissa Gomez
Resource Specialist



Kristine Rodgers
Resource Specialist



Marcia Soares
Resource Specialist



Sandy Strock
Resource Specialist



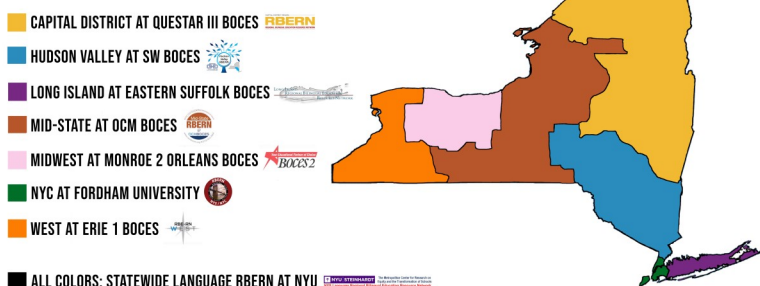
Jessa Waterhouse
Resource Specialist



RBERN OnDemand

Introducing NYS RBERN OnDemand: A tutorial, video-oriented resource to support ELLs across New York State. This repository of knowledge is a collaboration between all NYS RBERNs and includes seven major categories to address the needs of ELLs, including: Instructional Design, Social Emotional Learning, Family Engagement, Technology Integration, New York State Regulations, Assessment and Progress Monitoring, and English Language Development. For more information, please visit: www.nysrbnondemand.org

NYS RBERN REGIONS



News from other NYSED offices

Nominate a great teacher to be 2022 NYS Teacher of the Year

New York State recognizes and celebrates the exceptionally skilled and passionate educators who exist in every school in the State. The purpose of the New York State Teacher of the Year program is to:

- Support the development of programs throughout the State that recognize great teachers in their schools;
- Engage exemplary teachers in professional development by completing the New York State Teacher of the Year application; and
- Identify and celebrate one teacher per year as the New York State Teacher of the Year who will represent all of New York State teachers at events throughout the State and at national events with Teachers of the Year from across the United States.

Find out how to [nominate a great teacher](#) to be 2022 NYS Teacher of the Year! Applications are due February 1, 2021.

Parent/Caregiver Resources in Developmental Phase

The NYSED [Office of Early Learning](#) website has a set of ten tip sheets that were created for families and that school districts and educational centers can customize with the district/agency name to send home throughout the year. Each tip sheet covers one area of learning and provides activities that can be done at home and additional resources about the topic. Topics include, but are not limited to: the importance of reading to a child, having healthy bodies and minds, talking about feelings, writing with their children, and spending time outdoors.

State Education Department Launched a Parent Dashboard

NYSED strives to maintain a strong connection with families and communities, and a key aspect of this connection is transparency. The Department recently launched a [Parent Dashboard](#) to increase transparency and make information about school performance and other school-level data easier for parents and the public to access. The Parent Dashboard increases data transparency by providing parents with valuable information about their child's school, enabling informed decisions.

NYSED is now gathering additional feedback from parents and stakeholders to guide further enhancements to the Parent Dashboard. Readers are encouraged to explore the [Parent Dashboard](#) and then provide feedback via an [online survey](#), available in 17 languages.

January 2021 Regents Examinations Cancelled Due to Ongoing Pandemic

Throughout the pandemic, the Department's priority has been the health and wellbeing of our students and educators. With this in mind, NYSED determined that the January Regents Exams could not be safely, equitably, and fairly administered across the state given the current status of the pandemic. NYSED recently announced that the [January 2021 administration of the High School Regents Examination Program is cancelled](#). This cancellation applies to all Regents Examinations that had been scheduled for the January 2021 Regents Examination period.

Connections in Education during COVID-19

Throughout New York State, administrators, teachers, and school personnel continue to demonstrate their extraordinary dedication, support, and commitment to their students and our children. The Department wishes to highlight the exceptional efforts of our educators to stay connected with the students of New York State during the coronavirus pandemic.

The Department is grateful to the dedicated educators and school personnel who are working so diligently to ensure that students are safe and well. We encourage you to [Submit Your Story](#) detailing how you continue to stay connected throughout the 2020-2021 school year.

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 MLs

In response to New York State school closings due to the COVID-19 public health emergency, OBEWL has collected resources for educators to provide continuity of instruction for ELLs and World Language students. We are also providing educational resources for students and parents to continue moving ELLs toward English proficiency in the absence of face-to-face classroom instruction and to support their remote learning of core content areas.

[Resource Collection for ELLs](#)

[Resource Collection for World Language Students](#)

[NYSED Parent Newsletter](#)



Office of Bilingual Education and World Languages

New York State Education Department

Albany office: 89 Washington Avenue – EB505, Albany, NY 12234, (518) 474-8775

Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445

[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.

