

Office of Bilingual Education and World Languages

New York State Education Department
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June 2021 Newsletter

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Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

Maya Angelou, one of America’s most talented poets and most dedicated civil rights activists, is quoted as saying, “You can’t really know where you are going until you know where you have been.” As advocates for our children, this saying serves as a wonderful platform that continues to organize our efforts to provide opportunities for our children. Her quote helps us remember and honor the struggle of so many that led to the various landmark cases in our past, including Title VI of the Civil Rights Act (1964), *Lau v. Nichols* (1974), and *Plyler v. DOE* (1982).

Another such historic act that improved our educational system is the Every Student Succeeds Act (ESSA) of 2015. ESSA was designed, in part, to hold school districts accountable for English Language Learner progress in proficiency and content area courses. This federal education law was a turning point for us. It provided a much-needed focus on measures of accountability that every stakeholder would now use in making decisions for our ELLs. Our struggles continue, but the law continues to remind us of the right of our children to receive a high-quality education.

Reflecting on why we have chosen the role of educator (or perhaps, why this role has chosen us), serves as a source of daily strength. We, as advocates, protect the civil rights of English Language Learners. We design and execute systemic initiatives, weaving them into the very fabric of our instructional practices. This work significantly increases services for English Language Learners and their families in our state.

Humanity needs our advocacy. This pandemic has taught us just how much we are needed and need one another. In recognition of these needs, the Office of Bilingual Education and World Languages has established a vision of Bilingual Education, anchored by a set of pillars that should be reflected in every classroom. These include, but are not limited to, tolerance, acceptance, inclusion, and the belief that every child has the right to become proficient in English and at least one other world language. Bilingualism promotes the love of two languages and the cultures where that language is spoken. For our heritage language learners, this means fostering a love of one’s own language and culture.

United as educators, families, and community members, we can model for our children the benefits of learning more than one language and give them a vision of the future where their bilingualism opens doors to professional success and personal fulfillment. Our collective goals are multilingualism and multiliteracy for all students. Embracing and honoring our linguistic and cultural differences is the only means to ensure future generations will be able to communicate with others, to become active participants in our global society, and to positively impact the social dynamics of our country.

In closing this academic school year, we should celebrate that we not only made it through, but did so with integrity. Planning for the restart of the 2021-2022 academic year, it will be your voice that will continue to ensure the curriculum, resources, policies, and educational spending reflect the needs of our children and their families. We know where we have been. With you, we know where we are going.

In unity,

Elisa Alvarez

Blooming Minds: Summer Enrichment for English Language Learners by Alicia Báez-Barinas

"Where flowers bloom so does hope." ~ Lady Bird Johnson

While the pandemic created unforeseen challenges and exposed inequities within our education system for English Language Learners (ELLs), it's time to stop thinking from a deficit perspective. Our students are not "broken," and as they make their way back into our classrooms, our goal is not to "fix" them, but to foster and honor the strong home-school connections that have been created and to embrace the positive changes in teacher practice.



As summer approaches, we must work to address academic and social emotional practices through enrichment programs that promote critical thinking and problem-solving skills; making learning more meaningful, valuable, and rewarding. Summer enrichment programs should be specifically designed to support the linguistic, cultural, and academic needs of our ELLs. Participation in summer learning, enrichment, and other community-based programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). The body of research on summer learning programs is robust and encouraging. It has been proven that students who regularly attend well-structured summer learning programs demonstrate higher rates of attendance in school, have fewer discipline referrals, are more prepared for the academic rigors of school, and demonstrate increased achievement in core academic areas such as mathematics, science, reading, and language arts (Martin, et al., 2007; Farmer-Hinton, Sass, & Schroeder, 2009; Huang & Cho, 2009).

Summer enrichment programs should be structured to include (1) academic support through project-based learning that includes specific skills to support the school/district curriculum; (2) stakeholders who share (whenever possible) the same linguistic and cultural backgrounds as students; and (3) ways in which to include parents and community members in the program. When serving ELLs, each of these components must be designed to enhance English language development through varied learning opportunities that are authentic. This authenticity should be grounded in students' linguistic and cultural backgrounds, while addressing their interests.

True engagement starts with natural curiosity and *blooms* when an environment of trust is cultivated; teachers and administrators must think and plan beyond the baselines of standards. Enrichment happens when teachers push their students to take that natural curiosity to the next step independently.

Our students are resilient, come with a full linguistic and cultural repertoire, and are blooming with all they have endured - embrace it as we all move forward together. ¡Si Se Puede!

"You see you wouldn't ask why the rose that grew from the concrete had damaged petals. On the contrary, we would all celebrate its tenacity. We would all love its will to reach the sun..." ~Tupac Shakur

Resources

Farmer-Hinton, R. L., Sass, D. A., & Schroeder, M. (2009). What difference does an hour make?

Examining the effects of an afterschool program. *Planning and Changing*, 40, 160–182.

Hirsch, B. J. (2011). Learning and development in after-school programs. *Phi Delta Kappan*, 92(5), 66–69.

Huang, D., & Cho, J. (2009). Academic enrichment in high-functioning homework afterschool programs. *Journal of Research in Childhood Education*, 23, 382–392.

Martin, D., Martin, M., Gibson, S. S., & Wilkins, J. (2007). Increasing prosocial behavior and academic achievement among adolescent African American males. *Adolescence*, 42, 689–698.

Téllez, K., & Waxman, H. C. (2010). A review of research on effective community programs for English language learners. *The School Community Journal*, 20(1), 103–119.

Mid-West RBERN

For over thirty-seven years, the Mid-West RBERN has been part of Monroe 2-Orleans BOCES and has established a valued reputation as an educational leader in the region. The key factors of our success are partnerships with NYSED networks, school districts, community organizations, colleges, and researchers. The Mid-West RBERN team is specifically dedicated to building capacity within school communities, to cultivating strong leaders, to promoting high-quality, meaningful instruction, and to supporting welcoming, inclusive environments for Multilingual Learners (MLs), including English Language Learners (ELLs). The team at Mid-West RBERN provides valuable support to over 71 public school districts, plus charters and non-public institutions.

We are committed to helping school leaders and educators across the region ensure equitable educational outcomes for students by capitalizing on the backgrounds, cultures, and strengths of diversity. We believe that all students and their families are vital members of the community, and we strive to make their voices heard and strengths visible. Over recent years, the Mid-West RBERN has been strategic in prioritizing culturally and linguistically diverse voices of students through publications, family and biliteracy support activities, and community forums.

We offer ongoing professional development and technical assistance to an increasing number of schools and educators across the Mid-West region of New York, including schools in urban, suburban, and rural districts. We love to partner with districts to offer parent engagement activities. The Mid-West RBERN team has a vast array of expertise and experience to support the region, and you will often see our presence with colleagues across the entire state. Please visit our website (below) for details of the varied activities we offer.

Meet Our “Rock Star” Team!

Staff Member:	Areas of Expertise:
 <p>Lourdes Roa, Coordinator lroa@monroe2boces.org (a.k.a. Gloria Estefan)</p>	<ul style="list-style-type: none"> • Bilingual Special Education • Educational Leadership • Program Review and Development
 <p>Nicole Bell, PD Specialist nbell@monroe2boces.org (a.k.a. PSY)</p>	<ul style="list-style-type: none"> • Parent and Family Engagement • Migrant Education • Elementary ENL Instruction & Arts Integration
 <p>Jennifer Raponi, PD Specialist jraponi@monroe2boces.org (a.k.a. Peter Frampton)</p>	<ul style="list-style-type: none"> • Students with Interrupted Formal Education (SIFE) • Literacy for ELLs • Early Childhood Education & Preschool Initiatives
 <p>Anna Stukes, PD Specialist astukes@monroe2boces.org (a.k.a. Selena)</p>	<ul style="list-style-type: none"> • Bilingual Education • Spanish Language Arts Instruction • Puerto Rican Hispanic Youth Leadership Institute (PRHYLI)
 <p>Shawna Sweet, PD Specialist ssweet@monroe2boces.org (a.k.a. Janis Joplin)</p>	<ul style="list-style-type: none"> • NYS Seal of Biliteracy & World Languages • Teacher Preparation • Secondary ENL Instruction & Career and Tech Ed (CTE)
 <p>Patricia Nesbitt, Dept Support pnesbitt@monroe2boces.org (a.k.a. Pat Benatar)</p>	<ul style="list-style-type: none"> • Administrative assistance for workshop registration, travel arrangements, budget needs & technology supports



Mid-West Regional Bilingual Education Resource Network

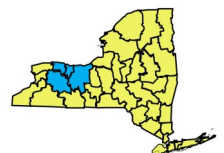
Monroe 2-Orleans BOCES—3599 Big Ridge Rd Spencerport, NY 14559

Email: MidwestRBERN@monroe2boces.org

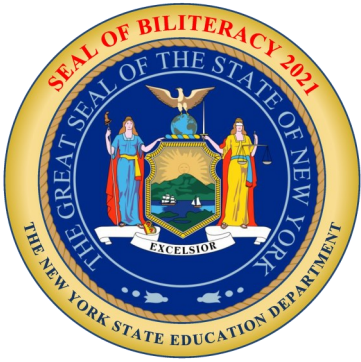
Website: www.monroe2boces.org/rbern

Phone: (585) 352-2790

Twitter: [@MidwestRBERN](https://twitter.com/MidwestRBERN)



Ravena-Coeymans-Selkirk Honors Heritage Speakers in First Year of Offering the Seal of Biliteracy



The Ravena-Coeymans-Selkirk (RCS) High School is part of a rural district located in Albany County. The district serves approximately 1,900 students in grades Pre-K through 12. RCS students excel in and out of the classroom. The school is home to championship athletes, talented musicians, and academic scholars each year. This year, RCS High School will honor its first class of NYS Seal of Biliteracy graduates. This program began under the direction of Seal Coordinator and ENL Teacher, Lisa Barbarino. Ms. Barbarino has had a long-standing admiration for the assets of multilingualism and credits the NYS Seal of Biliteracy with expanding the celebration of multilingualism beyond the

classroom into the larger school community. “For RCS,” Ms. Barbarino states, “the world language presentations fostered a palpable enthusiasm for a new dimension where our students can demonstrate their accomplishments.” Below are highlights from two heritage language speakers from Ravena-Coeymans-Selkirk, who became the district’s first two Seal of Biliteracy graduates.

This year, a Jordanian family of six made the difficult decision to weather the pandemic 9,000 miles away from home in Ravena, NY, where one family member was completing his first year of medical school online. Celine Bader, the medical student’s sister, enrolled as a senior at RCSHS in November of 2020. Fluent in three languages—Arabic, English and French -Celine made an immediate impact, carrying a 98% average in U.S. History, English and Economics. Nonetheless, a change in schools with a complicated transcript left Celine without some of the accolades she earned as salutatorian of her class in Jordan. The NYS Biliteracy Seal offers Celine recognition for her talent as a multilingual student. “Just as being multilingual sets a student apart from their peers, so too does the award of the NYS Seal of Biliteracy at graduation and on a student’s diploma.” Celine has been accepted into the Honors College of University of Albany, where she plans to pursue pre-medicine.



Celine Bader, class of 2021 Seal of Biliteracy graduate from Ravena-Coeymans-Selkirk HS



Sara Nava, class of 2021 Seal of Biliteracy graduate from Ravena-Coeymans-Selkirk HS

Sara Nava, another candidate for the Seal of Biliteracy, arrived in the U.S. from Venezuela in the 5th grade. Like her classmate, Sara has made a significant impact at RCSHS. With a demanding senior schedule which includes a college English course and an honors journalism class, Sara embraced the challenge of pursuing a biliteracy seal. As a PRY-LI participant, in a mock legislative session, Sara presented Article Bill #3, which consists of items related to ethnic and racial profiling by law enforcement. Graduating in the top 30% of her class, Sara has been accepted into the University at Albany, where she plans to study journalism.



Brentwood Establishes Scholarships for New York State Seal of Biliteracy Earners

More than half of the people in the world now speak more than one language, but only 20% of Americans can converse in two or more languages. It is incumbent upon us to prepare students for a global society with multilingualism and multiliteracy being vital skills for 21st century graduates. The Brentwood School District's Board of Education, administration, and teachers are committed to this culturally diverse learning mindset. Since 2017, Brentwood has been providing their students with the opportunity to earn the New York State Seal of Biliteracy.

Brentwood works tirelessly to promote the Seal of Biliteracy. Along with the arduous efforts of their Seal of Biliteracy Committee, they proudly support, acknowledge, and celebrate those students who achieve this extraordinary goal. In 2017-2018, Brentwood had 40 students earn the Seal; in 2018-2019, this number increased to 71; in 2019-2020, they reached 160; and in the current school year, 2020-2021, Brentwood is proud to bestow the New York State Seal of Biliteracy on 195 graduates from the Class of 2021!



Brentwood administrators and staff members (back row) celebrate the district's very first Seal of Biliteracy scholarship winners: Ellen Argueta & Jonathan Escobar (front row).

A successful and flourishing Seal program is a great deal of work. Wanda Ortiz-Rivera is the Assistant Superintendent for Bilingual Programs and Student Intake at Brentwood. Ms. Ortiz-Rivera has worked diligently with her team not only to grow her school's program, but also to establish the first district-based Seal of Biliteracy scholarship program in our state. "To further our students' success, we continue to support other districts in this endeavor and for the first time, Brentwood has founded the *Brentwood Union Free School District Seal of Biliteracy Scholarship* to celebrate two Seal of Biliteracy students whose work proved exceptional amongst their peers," states Ms. Ortiz-Rivera. The 2021 Brentwood Union Free School District Seal of Biliteracy Scholarship winners are Ellen Argueta and Jonathan Escobar (pictured along right margin). The Office of Bilingual Education and World Languages commends Ms. Argueta and Mr. Escobar for their achievement and both acknowledges and appreciates the leadership and support shown by Brentwood with regards to the Seal of Biliteracy.

These students we celebrate today represent Brentwood's culturally diverse global citizens. Ms. Ortiz-Rivera sums up our sentiments exactly when she says, "We are proud, Brentwood proud!"

The 2021 World Languages Professional Learning Series Continues This Summer!

The Office of Bilingual Education and World Languages has offered a monthly workshop series since January to support educators in the transition to the recently adopted revisions to the Languages Other Than English (LOTE) Standards, soon to be renamed the NYS Learning Standards for World Languages. The recordings of the first five workshops are now available on our [World Languages Professional Learning site](#). Please consider bookmarking our page for easy future reference! Those who attend these online workshops may earn one hour of CTLE credit. Those who view the recording may also earn CTLE credit by answering at least seven out of ten questions correctly on a multiple-choice post-assessment. No registration is necessary to view the recordings of the workshops.

- [**Standard 1: Interpretive Communication—Dr. Joanne O’Toole**](#)
- [**Standard 2: Interpersonal Communication—Bill Heller**](#)
- [**Standard 3: Presentational Communication—Dr. Lori Langer de Ramirez**](#)
- [**Planning for Learning: Integrating the Modes of Communication**](#)
- [**From Facts to Functions—The Culture Standards—Dr. Lori Langer de Ramirez & Dr. Joanne O’Toole**](#)



Gear up for the upcoming school year with two summer workshops focusing on proficiency targets, performance indicators and Can-do statements!

Understanding Checkpoint Proficiency Targets, July 21, 2021, 10:00-11:00 a.m. (Zoom)

By Bill Heller & Dr. Joanne O’Toole, one CTLE hour

Workshop description: This workshop will describe the concept of proficiency and explore the specific characteristics of Novice, Intermediate, and Advanced proficiency levels and sublevels. In addition, participants will discover how to set course proficiency targets within each Checkpoint in the *NYS Learning Standards for LOTE (World Languages)* adopted in March 2021 and the implications for instructional decisions for each level.

Click [here](#) to register.

Understanding Performance Indicators and Can-Do Statements, August 11, 2021, 10:00-11:00 a.m. (Zoom)

By Bill Heller, Dr. Lori Langer de Ramirez, and Dr. Joanne O’Toole, one CTLE hour

Workshop description: Learn how to identify the key language functions embedded in the *2021 NYS Learning Standards for LOTE (World Languages)* as well as how to write aligned, learner-friendly Can-Do Statements. Then, explore how to use Performance Indicators aligned to Checkpoint proficiency targets as a tool for providing learner feedback, promoting learner self-evaluation and agency, and as means to differentiate instruction and assessment.

Click [here](#) to register.

Transformative SEL as a Lever for Equity

Social Emotional Learning (SEL) can be a lever for advancing educational equity and for creating caring, inclusive, and healthy communities that support all individuals in reaching their fullest potential. SEL promotes equity in education by focusing on the development of identity, agency, belonging, curiosity, and collaborative problem-solving.

The definition of Social Emotional Learning (SEL) was recently updated to “Transformative SEL”. This new definition places SEL more squarely within educational equity goals. The Collaborative for Academic, Social and Emotional Learning (CASEL 2020) defines this as: “a process whereby young people and adults build strong, respectful, and lasting relations that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being”.



The five core competency areas were recently updated through an equity lens that is inclusive of the culture, racial/ethnic, linguistic, and economic backgrounds of the student body. We must be cognizant of the current socio-political state and assess how the needs of all students are or are not being addressed. Our ability to assess and reflect on our own behaviors, intentions, and biases can open opportunities for all stakeholders to address our students from an asset-based lens versus a deficit perspective, which continues to hinder the growth and potential of our Multilingual Learners (MLs), including English Language Learners (ELLs).

When SEL is practiced without an equity and Culturally Responsive Sustaining Education (CRSE) lens, well-meaning educators, unaware or dismissive of their own biases, make decisions about school practices that can and do create barriers, limit opportunities, and impede the success of students. Integrating SEL with an equity lens will help ELL students make connections with their personal histories and cultures into their learning.

Educating our MLs and ELLs must begin with educators learning about their students’ backgrounds and acknowledging that culturally normative practices and models of the dominant culture can and do disregard culturally and linguistically diverse student populations. Students interact and build relationships with educators, school personnel, and mentors that are culturally different from them; as such, validating and affirming these differences in the school and classroom honors inclusion and diversity as assets.

Transformative SEL School Environments

The commitment to create transformative SEL environments begins with the adults in the school community. There is a need for schools to create collaborative professional learning (PL) opportunities for school personnel that engage in dialogue and discussions to critically examine the root causes of inequity, to recognize biases, to identify their own biases, and to challenge these biases and address how they inform leadership and teaching practices. Transformative SEL professional learning communities committed to equity and grounded in dialogue, action and reflection can significantly impact systemic change. Keeping in mind, that dialogues and discussions respectfully framed to create tension should do so without the intention to harm others. Brave spaces encourage vulnerability within communities, hold space for disagreement, and focus on addressing unhelpful behaviors, such as ‘call out culture’, which can be punitive and ineffective to engaging real change. Setting small goals that include high-leverage steps has the ability to affect tangible change within interpersonal dynamics between staff members and the student body.

Conversations located in brave spaces provide opportunities to model, improve discourse, and encourage school leaders and personnel to share their voices more often. As a result, educators and school personnel may be more open to listening to and receiving constructive feedback that can influence real change in behaviors and mindsets towards teaching and engaging culturally and linguistically diverse students. Transformative SEL is not just for the students; it is a practice engaged by the whole school community.

CRSE and Transformative SEL: Shared Goals and Strategies

The goal of the CRSE framework helps educators design and implement student centered environments that recognize and value all students. Valuing racial, cultural, linguistic, and economic diversity in the classroom encourages respect and dignity for all, resulting in healthier interpersonal relationships and higher academic achievement. Educators can help combat racial and cultural discord by fostering a sense of belonging for all students and families. Adopting an asset-based lens recognizes and builds upon what students bring to the classroom from their life experiences: culture, language, disability, socio-economic background, immigration status, gender, and funds of knowledge. These characteristics add value and strength to our classrooms and learning



communities. Integrated and diverse classrooms promote critical thinking, problem-solving and encourage creativity. Both CRSE and Transformative SEL share these values and goals for our students. Here, we list a few simple but powerful strategies that can form part of a CRSE and Transformative SEL instructional repertoire for teachers of ELLs.

- ***Differentiate instruction***— Include differentiation strategies in lessons to model for students the value of using prior knowledge in their learning and growth process.
- ***Provide multiple learning opportunities***—Planning lessons that revisit and review concepts helps students feel appreciated, can lift their self-esteem, and empower them to strive for success.
- ***Create the right conditions for students to meet high expectations***— Increase opportunities for ELLs to respond and participate in the classroom by building in wait times for students to respond to prompts and activities to allow for active pausing and reflection.
- ***Consider your part in leveling power dynamics***— Make students and their learning the focal point of the classroom to help them see the teacher as a facilitator versus the keeper of knowledge.
- ***Include narrative storytelling in your lessons***—Narrative sharing validates and elevates the student voice and embraces risk-taking as a means of growth and community building, creating opportunities for ELL students to practice and build trust with themselves, peers, and educators.

Providing equitable education means fostering acceptance versus tolerance of student differences. Academic instruction and school environments with Transformative SEL promote the valuing of different ideals and foster cultural respect and understanding necessary to connect inside and outside of the classroom. Engaging in learning activities that reinforce respect as a cornerstone of community relations discourages intolerance and discrimination. When stakeholders embrace these practices with a commitment to long-term change, they do so by accepting that this is an ongoing mission that requires consistent reflection and reexamination of biases, stereotypes, and expectations for ourselves as educators/leaders and our students as learners and agents of change.

Culturally Responsive-Sustaining Education Roadmap

NYSED has released two new sets of resources to support the implementation of the Culturally Responsive-Sustaining Framework (CR-S) that was released in 2018. The CR-S framework is intended to help education stakeholders create student-centered learning environments that affirm cultural identities; foster positive academic outcomes; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; empower students as agents of social change; and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

The CR-S Roadmap provides suggested action steps, organized into three main phases: Raising Awareness, Building Capacity, and Full Implementation. The Roadmap was created by a committee that includes classroom teachers, educators, community partners, and higher education representatives from across New York State with support from the NYSED Office of Curriculum and Instruction and OBEWL. The Roadmap was developed with the understanding that the Framework has not been uniformly adopted throughout the state and is designed so that districts and schools can begin to use it at the appropriate steps that match their own level of implementation of the Framework. The Roadmap also features links to free resources for school districts and community groups. Click [here](#) to access these resources.



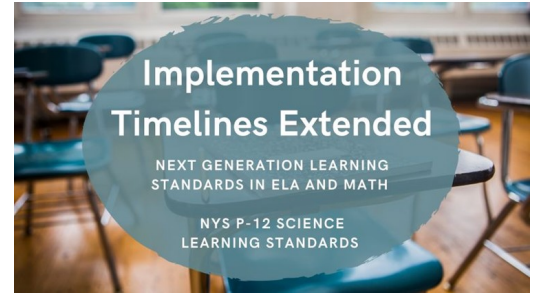
In addition to the Roadmap, NYSED has released a series of six CR-S briefs to introduce the concepts and benefits of CR-S education and reference the CR-S Framework. The Framework is grounded in four key overarching principles that guide the work:

- A Welcoming and Affirming Environment;
- High Expectations and Rigorous Instruction;
- Inclusive Curriculum and Assessment; and
- Ongoing Professional Learning.

The NYS CR-S Roadmap has been designed to assist and support districts and educators with the implementation of these important key principles. Based on a need assessment, districts are encouraged to tailor the suggested implementation activities in the Roadmap to meet specific district-level needs during the transition process.

News from Other NYSED Offices

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



The U.S. Department of Education has issued a Frequently Asked Questions document on allowable uses of federal ESSER and GEER funding provided under the CARES Act and the CRRSA Act, as well as federal ESSER funding provided under the American Rescue Plan (ARP) Act. Click [here](#) for more information.

Expanded professional learning opportunities to support remote and hybrid learning are available for New York's educators. These opportunities are being facilitated by NYSED's Teaching in Remote/Hybrid Learning Environments program and through a partnership with the New York State Association for Computers and Technologies in Education. A calendar of TRLE learning opportunities is available [here](#).

NYSED is currently accepting public comment on several other important initiatives. We value your input, and I hope you will take some time to participate in these public comment periods.

- Earlier this month, the Board of Regents and NYSED acted to create the [New York State Seal of Civic Readiness and proposed the Civic Readiness Pathway to graduation](#). Public comments on the proposed [Civic Readiness Pathway regulatory amendments](#) will be accepted until July 26, 2021 by email at REGCOMMENTS@nysed.gov.
- NYSED is requesting public comment on the inclusion of [Regents Examination exemptions](#) when calculating Performance Indices (PI) as required by the New York State ESSA plan. Comments will be accepted until June 23, 2021 by email at ESSAComments@nysed.gov.
- Public comments on proposed regulations relating to [high school students' eligibility to participate in interscholastic competition](#) until the conclusion of the interscholastic athletic spring season will be accepted until June 27, 2021 by email at REGCOMMENTS@nysed.gov.

Recruiting Educators for Test Development Committees

The Department is seeking educators to participate in the following committees that will meet in 2021.

- Framework Review for the new Computer Science Content Specialty Test
- Framework Review for the new School Counselor Content Specialty Test
- Framework Review for the revised Physical Education Content Specialty Test
- Item Review for the revised Business and Marketing Content Specialty Test
- Item Review for the revised Bilingual Education Assessments

Higher education professionals, including both higher education educator preparation faculty and higher education faculty who have content expertise, are encouraged to apply for the committees by visiting the [Educator Involvement Opportunities webpage](#) and completing the [online application](#).

Need local support? Contact your local RBERN!

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

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

[Resource Collection for ELLs](#)

[Resource Collection for World Language Students](#)

[NYSED Parent Newsletter](#)

[Calendar of Professional Learning Events for ELL Educators](#)

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[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.

