

Office of Bilingual Education and World Languages

New York State Education Department

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Dear Esteemed Colleagues,

As we navigate the ever-evolving landscape of education, it's imperative that we continue to innovate and expand opportunities for all students. Dual Language Immersion (DLI) programs stand as a beacon of inclusivity and academic excellence, offering a pathway to success for English Language Learners (ELLs) and students whose home language is English, alike. These programs foster linguistic proficiency, and they cultivate cultural competence and global awareness, preparing students to thrive in an interconnected world.



For ELLs, DLI programs offer unparalleled benefits. Research consistently demonstrates that bilingualism enhances cognitive skills, including problem-solving and multitasking abilities. By engaging in rigorous academic content delivered in both their home language and English, ELLs develop a strong academic foundation while preserving their cultural identity. This linguistic and cultural dexterity not only boosts their confidence but also empowers them to excel academically and socially.

One of the most compelling outcomes of DLI programs is the attainment of the NYS Seal of Biliteracy, a prestigious recognition of linguistic proficiency. This achievement opens doors to higher education and career opportunities, and it instills a sense of pride and accomplishment in students. By actively promoting and nurturing DLI programs, we pave the way for more students, particularly ELLs, to reach this milestone and unlock their full potential.

In cultivating a new generation where language is not a barrier, but a bridge, we foster a society that celebrates diversity and embraces cultural richness. By investing in DLI programs, we not only enrich the educational experience for all students, but we also lay the foundation for a more inclusive and interconnected world. Let us seize this opportunity to initiate, sustain, and grow these transformative programs, empowering our students to become global citizens equipped with the linguistic and cultural competence to thrive in the 21st century and beyond.

Yours in Unity,

Elisa Alvarez

Promoting Certification in English to Speakers of Other Languages (ESOL) and Bilingual Extensions (BE)

NYSED and the Office of Bilingual Education and World Languages (OBEWL) continue to seek new ways to overcome our state’s shortage of qualified teachers for English Language Learners (ELLs). One key means to address this need is through our partnership with institutes of higher education to sponsor [Clinically Rich-Intensive Teacher Institutes \(CR-ITI\)](#) programs which subsidize tuition for NYS teachers to seek additional certification in ESOL or a Bilingual Extension (BE). Another NYSED effort to increase the number ELL teachers is the development of temporary flexibility that makes it easier for NYS teachers to earn Supplementary Teaching Certification in ESOL or BE through passing the appropriate Content Specialty Test, even for teachers who have not yet earned graduate level credit in the teaching program area. Details about this flexibility are provided in our information flyer found on the next two pages, and also available on the [Educator Certification](#) section of the OBEWL website.

Supplementary Certificate Pathways

September 12, 2023 to August 31, 2024

In response to the influx of recently arrived and asylum-seeking students, and to promote the teaching of English Language Learners in NYS schools, the Board of Regents recently adopted an emergency rule to provide flexibilities for the Supplementary Certificate and Supplementary Bilingual Education Extension. The supplementary certificates have a five-year (5) validity period, during which the candidate should be working toward completing the requirements for the initial certificate. In the case of the Bilingual Extension Supplementary certificate, the validity period is three (3) years, and can be renewed for an additional three-year (3) period for recipients that enroll in a New York State approved teacher education program leading to the Bilingual Extension.

Refer to the table on the next page for requirements to obtain the supplementary certificate. Follow the instructions below to identify the most accurate pathway:

Option One (1):

You currently hold a New York State teaching certification and you are seeking a supplementary Bilingual Education extension to your current certification.

Option Two (2):

You currently hold a valid Initial, Professional, or Permanent New York State teaching certification¹ and you are seeking supplementary certification in English to Speakers of Other Languages.

Option Three (3):

You currently hold an English to Speakers of Other Languages (ESOL) Initial, Professional, or Permanent New York State teaching certification and you are seeking supplementary certification in a content area.

Please note that for the supplementary certification, the school district must provide a Superintendent’s Statement. This refers to a statement submitted by a New York State public school district, BOCES, nonpublic, or charter school online through [TEACH](#) that describes the terms of the applicant’s employment. Individuals for whom English is not a primary language may request an extension of testing time. Individuals seeking this extension must provide documentation supporting your request that certifies that English is not your primary language.

¹ Career and Technical Certificates cannot be accepted towards this requirement. Certificates issued using one of the following pathways do not satisfy this requirement: (1) Pathway: NYS Professional License, (2) Pathway: ASHA Program

Options for Supplementary Certificate Pathways

Option One (1): Bilingual Education Assessment (BEA) Flexibility	Option Two (2): Supplementary English to Speakers of Other Languages (ESOL) Certification	Option Three (3): English to Speakers of Other Languages (ESOL) Certified Teachers		
Holds a Valid NYS Classroom Teaching Certification		Holds a Valid NYS ESOL Certification		
Bilingual Education Assessment (BEA), more information	<i>Only one (1) suboption is required</i>			
	Suboption One (1) - Content Specialty Test (CST) - ESOL or Safety Net ESOL, more information	Suboption One (1) - Content Specialty Test (CST) in requested subject area, more information		
	Suboption Two (2) - College Coursework: Teaching Literacy Skills Methods (3 Semester Hours (S.H.)) Teacher Literacy Skills (3 S.H.) Methods of Teaching English to Speakers of Other Languages (3 S.H.)	Suboption Two (2) - Supplemental Certificate Content Core in subject area requested (12 S.H.)		
	<i>Suboption One (1) and Suboption Two (2) flexibility expires August 31, 2024</i>			
Additional Requirements² <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> 1. Workshops: <input type="checkbox"/> Child Abuse Identification <input type="checkbox"/> School Violence Intervention and Prevention <input type="checkbox"/> Dignity for All Students Act (DASA) </td> <td style="width: 50%; vertical-align: top;"> 2. Fingerprint Clearance 3. Superintendent’s Statement via TEACH </td> </tr> </table>			1. Workshops: <input type="checkbox"/> Child Abuse Identification <input type="checkbox"/> School Violence Intervention and Prevention <input type="checkbox"/> Dignity for All Students Act (DASA)	2. Fingerprint Clearance 3. Superintendent’s Statement via TEACH
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Need more information? See below:				
Search Certification Requirements via NYSED OTI: Area of interest - <i>Other School Service</i> Subject Area - <i>Bilingual Education</i> Grade Level - <i>Pre K-12 - All Grades</i> Title - <i>(select what applies)</i> Type of Certificate - <i>Supplementary Certificate</i>	Search Certification Requirements via NYSED OTI: Area of interest - <i>Classroom Teacher</i> Subject Area - <i>English to Speakers of Other Languages</i> Grade Level - <i>Pre K-12 - All Grades</i> Title - <i>English to Speakers of Other Languages</i> Type of Certificate - <i>Supplementary Certificate</i>	Search Certification Requirements via NYSED OTI: Area of interest - <i>Classroom Teacher</i> Subject Area - <i>(select what applies)</i> Grade Level - <i>(select what applies)</i> Title - <i>(select what applies)</i> Type of Certificate - <i>Supplementary Certificate</i>		

² These requirements are standard across all certifications. If applicants have already completed it, it will automatically be applied.

NYSSB End of Year Data Challenge

The **New York State Seal of Biliteracy (NYSSB) End of Year Data Challenge** is a multi-round online game for Seal Coordinators to practice the knowledge and skills necessary to understand the criteria to earn the NYSSB.

In each round, players are given a scenario describing the work a Seal candidate has completed toward the NYSSB. Players answer questions (fill-ins, multiple choice, or check all that apply) that mimic the order in which data is entered on the EOY Data form) based on the scenario given.

Results are released immediately after the “quiz” is submitted. If you answer all questions correctly, you will receive an email of congratulations that reveals the link to the next scenario. Any questions answered incorrectly are displayed (although the correct answer is not indicated). In this case, players can retake the same quiz as many times as they would like.

This is an ongoing challenge with multiple parts. Each part has 10 rounds. Upon successfully completing all rounds in part one, you will be issued a certificate documenting one hour of CTLE or attendance credit. Players only receive the link to the next round (scenario) once they’ve gotten a perfect score on the prior round’s quiz. Currently, part 1 of the challenge is available. Additional parts are in development. Click [here](#) to start playing!



Bronx Community Celebrates Multilingual Learner Symposium

The Office of Bilingual Education and World Languages (OBEWL) joined the Bronx community in celebration at the Multilingual Learner Symposium hosted by Fia Davis, High School Superintendent for Districts 8, 10, & 11. Associate Commissioner Elisa Alvarez delivered an inspiring keynote, highlighting the resilience of multilingual learners. The performances by Bronx students showcased their talents and cultural richness, leaving attendees uplifted. Superintendent Davis expressed pride in the community's support for multilingual learners. The event concluded with a renewed commitment to champion bilingualism and diversity.

Bronx Strong!



Celebrating Bilingual Education Advocacy: Our Presence at NABE 2024

OBEWL is thrilled to share the success of our associate Austin Nojaim's recent attendance and presentation at the National Association for Bilingual Education (NABE) conference held in New Orleans, Louisiana. In addition, NYSED had representation from six of our Regional Bilingual Education Resource Networks (RBERNs), including the Capital, Long Island, Mid-State, New York City, and West regions, as well as the Statewide Language RBERN. It was a celebration to the achievements and progress made in Bilingual Education.

Many of our RBERN Resource Specialists presented on an array of relevant topics, reflecting our commitment to advancing Bilingual Education initiatives. Their expertise and dedication made a significant contribution to the knowledge shared at the conference.

We were also delighted to see representation from many New York State school districts, including Yonkers, Ossining, Portchester, Syracuse, Rochester, and New York City, among others. The presence of these districts underscored the widespread commitment to Bilingual Education and the collective effort to ensure equitable opportunities for all students.



Among the highlights of our experience was the opportunity to hear from Dr. Miguel Cardona, U.S. Secretary of Education, and Dr. Montserrat Garibay, Assistant Deputy Secretary and Director in the Office of English Language Acquisition, whose insights and perspectives added depth and inspiration to our discussions. Their presence underscored the importance of collaborative efforts in driving positive change within the Bilingual Education landscape.

As we reflect on our time at NABE, we are filled with pride for the impactful work being accomplished in advocacy for Bilingual Education in New York State and across the nation. The conference served as a powerful platform to amplify our collective voice and celebrate our progress thus far.

Looking ahead, we are excited to continue our collaboration and partnership with NABE and its members. Together, we remain true to our commitment to championing Bilingual Education and ensuring equitable opportunities for all students. And we join NABE in recognizing that bilingualism is a superpower!

The New York State Association for Bilingual Education (NYSABE) 46th Annual Conference

The Office of Bilingual Education and World Languages is honored to have participated alongside esteemed colleagues and advocates at the NYSABE 46th Annual Conference in Syracuse, New York.

Our Associate Commissioner, Elisa Alvarez, provided insightful contributions, including participation on a compelling panel presentation, engaging morning greetings, and leading a dynamic "town hall" discussion.

Dr. Tatyana Kleyn's keynote address, drawing from her work as principal investigator of the OBEWL-sponsored CUNY Initiative on Immigration and Education (CUNY-IIE), left a lasting impression, illuminating the vital intersection of immigration and education.

We extend heartfelt congratulations to all presenters for their dedication to advancing educational equity and inclusivity, and we applaud our Puerto Rican/Hispanic Youth Leadership Institute students from Buffalo and Dunkirk for their enthusiastic participation and discussion.

Lastly, we express gratitude to NYSABE President James Nieves and Treasurer Lyda Ragonese for their leadership in creating a memorable and impactful event.



Leading The Instructional Shift in Linguistically Diverse Schools

In the Science of Reading (SOR) movement, there is national concern that teaching children to rely on context clues in texts to figure out the meaning of words and sentences alone does not work to improve children's reading. In its [Framework for Foundational Literacy Skills Instruction for English Learners](#), the Council of the Great City Schools stated that English Language Learners (ELLs) need "a comprehensive and connected approach [to foundational literacy skills, which] recognizes the need for [ELLs] to develop both broad language-based skills with related content knowledge to support meaning-making and learning the English language system and code-based skills that build phonemic awareness and decoding skills." While it is crucial to develop basic literacy skills, it equally is important that ELLs develop language through accessing the content-rich grade-level texts and have a good command of spoken and written academic language. Content-rich texts include informational texts with complex and sophisticated academic language.

To lead the shift from supporting diverse learners through intervention to focusing on strengthening the instructional core, we must first look at how we lead our daily practice in teaching ELLs and whether teaching language-based and code-based skills is part of our day-to-day instruction for our students. One of the five hallmarks (Lesaux 2016) in the instructional shift is how we use texts to communicate the purpose for reading. Content-rich texts of various varieties in thematic units help build up students' understanding of unit topics and allow for alternative interpretations of the topics. Research has found that providing ELLs with opportunities to access grade-level texts with different levels of readability and perspectives affects student success. ELLs who are immersed in learning from rich texts with purposeful and appropriate instructional support in their language development can build their knowledge and language simultaneously.

The second hallmark of a strong instructional core is the instructional focus on developing ELLs' academic vocabulary and providing opportunities for ELLs to experiment with language. Peer interaction and discussion is part of the classroom routine. We recognize that learning is a social process, and that ELLs develop their language through participating in conceptual and analytical practices when they learn collaboratively with peers, and teachers, in deliberately structured learning activities. ELLs should be given the opportunity to engage in grade-level content with targeted and structured instructional support in a collaborative learning environment.

The third hallmark of the instructional shift is using writing as a method for consolidating learned knowledge and recognizing that reading and writing are complementary aspects of SoR. Instructional designs should build in writing routines and make writing an integral part of the curriculum. Writing assignments should be content-based, which helps ELLs develop their academic language when they consolidate what they have learned and use the vocabulary and examples from texts to write in their own language to express their thoughts and opinions. ELLs talk with their peers to share their thoughts, they read with a focus, and they write to experiment with academic language usage and structure.

The fourth hallmark is the focus on teaching high-utility vocabulary words. Teachers select target words from texts, and design and provide learning opportunities for students to explore deep conceptual understanding of the vocabulary words. Students use high-utility content-based vocabulary words in their peer-to-peer discussions, notetaking, and written summaries to consolidate their learning.

The fifth hallmark calls for school-wide protocols to ensure the successful implementation of the instructional shift that supports ELLs' literacy and language development, meets the needs of ELLs, and recognizes their assets. The protocols are research- and evidence-based instructional procedures and routines in the everyday teaching of reading, writing, speaking, and listening. These protocols are not only implemented in literacy and language learning classes, but are practiced across classrooms and content areas.

A successful instructional shift to focus on strengthening the instructional core should result in a reduction in the number of students who need intervention.

To summarize, here is a quote from the opening remarks by a representative from the Council of the Great City Schools (2023): "[ELLs] need a comprehensive and connected approach to foundational literacy skills development that involves grade-level instruction by knowledgeable teachers who build on the linguistic repertoire of ELLs and can teach ELLs how the English language system works to convey meaning."

References:

- Council of the Great City Schools. (2023). [A Framework for Foundational Literacy Skills Instruction for English Learners: Instructional Practice and Materials Considerations](#). Retrieved from <https://www.cgcs.org>.
- Heritage, M., Walqui, A., Linqanti, R. (2015). *English Language Learners and the New Standards: Developing Language, Content Knowledge, and Analytical Practices in the Classroom*. Cambridge, Massachusetts: Harvard Education Press
- Lesaux, N.K., Galloway, E.P., Marietta, S.H. (2016). *Teaching Advanced Literacy Skills: A Guide for Leaders in Linguistically Diverse Schools*. New York: The Guilford Press.

Resources:

- NYSED: [Topic Briefs \(1-8\): Advanced Literacies Topic Briefs - Linguistically Diverse Learners and the NYS Next Generation P-12 Learning Standards](#)
- The Reading League Summit: [Joint Statement on Understanding and Implementing SoR for ELLs](#)
- WestEd: [Quality Education for ELLs/MLLs: Why We Need It and How We Can Achieve It](#)

Professional Learning Opportunities for World Language Educators

OBEWL is offering the following free spring webinars for world language educators:

[Explore Thematic Unit Plans to Inspire Your Instruction](#)

by Barbara Patterson (May 7, 2024, 4:00-5:00 pm via Zoom)

Be inspired by the curated unit plan exemplar collection created by teachers around New York State to align with the revised learning standards and housed in LiveBinders. The presenter will familiarize you with the LiveBinders platform and how you can use it to access the thematic unit plans already posted to the site. You will learn strategies for searching the platform and downloading and editing exemplars for your own use. Add these gems to your treasure trove of materials aligned to the WL Learning Standards to inspire your standard-based thematic instruction.



[Leveraging Social Justice Approaches to Affirm and Support World Language Students](#)

by Dr. Pamela M. Wesely (May 21, 2024, 4:00-5:00 pm via Zoom)

What do we know about how to teach for social justice in world language classes? How can we create more equitable and affirming world language classrooms for all our students? In this webinar, Dr. Pamela Wesely, co-author of *Words and Actions: Teaching Language Through the Lens of Social Justice* (ACTFL, 2014, 2018), will pair recent scholarship on gender-just and racially-just language pedagogies with frameworks in social justice education. Participants will come away with new ideas about how to connect these ideas in the classroom with NYSED guidance, including the NYS Learning Standards for World Languages, Checkpoint Proficiency Targets, and NYS Themes and Topics.



[Checkpoint A Benchmark Proficiency Assessment Guidance and Item Writing Workshops \(Summer 2024\)](#)

OBEWL is offering a free two-day, in-person workshop in each of nine regions (Capital, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Northern NY, Southern Tier, and Western NY) to support NYS world language educators to understand and apply the Principles and Guidelines for Adopting or Creating Locally Developed Benchmark Assessments for Checkpoint A (Modern, Classical, ASL). Workshop presenters will explain the guidelines outlined in the aforementioned documents and will guide participants in designing assessment items that adhere to these guidelines. A member of the World Language Executive Committee—Dr. Joanne O’Toole, Bill Heller, and Dr. Lori Langer de Ramirez—will lead each workshop. All workshops will run from 9am to 2pm with a one-hour lunch on your own. Click [here](#) to see workshop dates and to register.

Starting a New York State Seal of Biliteracy Program at Your School for 2024-25

Have you been thinking about exploring the idea of starting a NYS Seal of Biliteracy program at your school? This program has experienced tremendous growth since it was first offered in 2015-16. In 2023-24, more than 550 NYS high schools are offering the Seal to their students (which amounts to just over 40% of district high schools in the state).

OBEWL is offering webinars for three distinct school types this spring from 3:30-4:30 p.m. via Zoom:

[Starting an NYSSB Program at Your District School](#), Wednesday, May 1st, 2024

[Starting an NYSSB Program at Your Non-Public \(Religious & Independent\) School](#), Monday, May 13th, 2024

[Starting an NYSSB Program at Your Charter School](#), Tuesday, May 28th, 2024

The sessions will review what the Seal of Biliteracy is, who can earn this distinction, how it benefits students, educators, and schools, and, finally, what it takes to start a Seal of Biliteracy program. A wealth of digital resources will be provided, and time will be allotted during the session for questions from participants. Come and learn about how you can honor your English Language Learners (ELLs), your World Language students, and your Heritage Language Speakers who are developing the 21st century skill of biliteracy. All webinars offer one hour of CTLE credit.

OBEWL is also offering a [Starting a NYSSB Program for Mandarin Chinese Teachers](#) on Wednesday, May 15th, 2024 from 3:30-4:30 via Zoom. This webinar will be delivered in Mandarin Chinese.



Modified Oral Proficiency Interview Training Offered in Summer 2024

This August, the Office of Bilingual Education and World Languages will present two-day Modified Oral Proficiency (MOPI) training for 10-12 world language educators in four regions of New York State.

This two-day in-person MOPI Assessment Workshop will introduce the ACTFL rating scale, the structure of the Oral Proficiency Interview (OPI) and techniques for administering and rating the OPI, including its applications in the language classroom. Participants will observe and conduct live practice interviews emphasizing the Novice and Intermediate proficiency levels and will observe one facilitator-led exemplar interview. Participation in an MOPI Assessment Workshop is the first step toward becoming an ACTFL Certified OPI Tester with Limited Certification (Novice Low – Intermediate High).

The purpose of offering these workshops is to support educators' ability to evaluate their students' interpersonal communication skills. Participants will be expected to use what they learn in these workshops to support their own teaching, as well as that of others in a meaningful way (e.g., giving a presentation at a department meeting, leading a PLC to share what you learned). These trainings, which are offered free of charge, will run from 8:30am to 4:30pm with a one-hour break for lunch on your own. Because of the limited the number of spots, applicants must commit to attending both days from 8:30am to 4:30pm and specify how they will pass on what they learn to others. In addition, there is a limit of one person per school district. Fourteen (14) hours of CTLE credit will be offered following verification of attendance. Attendees may choose to attend any single workshop, regardless of the location or where they teach. Participation is limited to world language-specific administrators (e.g., Director of World Languages) or teachers of a world language other than English currently employed full-time in a NYS elementary, middle, or high school (district, charter, or non-public schools).

Applications will be accepted through Friday, May 24th. Selected applicants will be notified by May 31st and will be asked to confirm their participation by June 15th. A waiting list will be established should any of the selected applicants not be able to attend.

Venues

- Mid-State: Monday, August 5th - Tuesday, August 6th - OHM BOCES (110 Elwood Davis Road, Liverpool, NY 13088)
- New York City: Monday, August 5th - Tuesday, August 6th - Fordham University - Bronx Campus (2691 Southern Boulevard, Bronx, NY 10458)
- Capital District: Thursday, August 8th - Friday, August 9th - Questar III BOCES (10 Empire State Blvd., Castleton-On-Hudson, NY 12033)
- West: Thursday, August 8th - Friday, August 9th - Erie 1 BOCES (355 Harlem Rd., West Seneca, NY 14224)

Link to [registration form](#)

For more information on professional learning webinars for world language educators, please visit [our website](#).

Cultural Festivals at Chinese Dual Language Schools - Chinese New Year

Chinese New Year, also called the Spring Festival, celebrates the start of a new year in the traditional Chinese calendar. The celebration marks the end of winter and the beginning of spring. As one of the most important holidays in Chinese culture, celebrations can be found in Asia, Australia, Canada, France, England, and the United States. New York City is home to several Chinese Dual Language Schools, including PS 170 K, PS 20 Q, and PS 169 K, all of which were visited by a member of the NYS Language Regional Bilingual Education Resource Network (RBERN) during these celebrations. The visitor was impressed by the enthusiasm of the children, teachers, and parents in celebrating this cultural festival at these three dual language schools. With the support of the administration of each school, the performances were well organized as well as skillfully and attractively conducted. Students recited and sang in fluent English and Chinese and put on traditional Chinese folk dances showing rich cultural heritage. These students were showcasing and celebrating their wonderful academic achievements! Below are brief accounts of the visits to these three schools.



PS 170K burst with excitement as its Lunar New Year celebration kicked off! The auditorium was transformed into a joyous festival with decorations created by all the school students. Students in the dual Chinese language program, dressed in stunning traditional costumes, captivated the audience with the rhythmic beat of drums and the graceful movements of the umbrella dance. Their voices soared with traditional songs, offering wishes for a prosperous and happy Year of the Dragon. These performances were a celebration not only of cultural heritage but also of academic achievement. Dual language program students showed their impressive skills and cultural fluency and consistently excelled in English and math, proof of the program's ability to nurture both bilingualism and academic success. Families actively participated, their smiles and enthusiasm mirroring the students' pride and joy. This vibrant event reflected the deep

respect for cultural diversity within the PS 170 community, celebrating the power of shared traditions and fostering a sense of belonging for all.

The PS20Q Dual Language Program recently hosted its eagerly anticipated annual Lunar New Year Performance, showcasing a diverse array of talents and cultural traditions. From enchanting renditions of popular Chinese songs to dynamic pop dances, and captivating ceremonial performances like the dragon eye dotting ceremony, lantern dance, ribbon dance, and fan dance, students dazzled the audience with their skills and creativity. Adding to the festive atmosphere, the auditorium was adorned with vibrant artworks crafted by the students themselves. Beyond their artistic achievements, the Dual Language Program students continue to excel academically, with their English and math scores consistently surpassing school averages. This success reflects the program's commitment to fostering a supportive learning environment where teachers and students alike thrive, learn, and grow together.



The success of this year's Lunar New Year celebration at PS 169K is a testament to the outstanding collaborative effort from every member of the Chinese dual language program and the school staff. Each participant brought their cultural insights, organizational skills, and creativity to the table, contributing to a vibrant and cohesive event. From planning traditional performances to coordinating authentic decorations, the collaborative spirit shone through. The exchange of ideas and shared commitment to honoring the cultural

significance of the Lunar New Year made PS 169's Lunar New Year celebration a truly memorable and inclusive experience, reflecting the strength of the school community when united in purpose.

Empowering Educators: New Topic Briefs for Integrated Co-Teaching in the English as a New Language Classroom

The Office of Bilingual Education and World Languages (OBEWL) continues its commitment to providing comprehensive support for English Language Learners (ELLs) and English as a New Language (ENL) educators. We are eager to announce that four new topic briefs are now available, spanning from the administration of integrated co-teaching models, to utilizing technology tools to support collaborative planning.

Authored by Maria Dove, Ed.D., and Andrea Honigsfeld, Ed.D., of Molloy College, a series of invaluable resources have been developed in collaboration with the New York State Language Regional Bilingual Education Resource Network (RBERN). These briefs facilitate the implementation of Integrated ENL as outlined in Commissioner’s Regulations Part 154.

The Integrated ENL classroom model represents a dynamic approach where students receive content-area instruction and also undergo English language development simultaneously. Central to this instructional framework is the practice of co-teaching, a collaborative effort between an ENL teacher and a grade-level or subject-specific teacher. Together, they engage in co-planning, co-instruction, co-assessment, and reflection, ensuring a holistic learning experience for ELLs.

In response to the growing need for enhanced support for ELLs, we are thrilled to announce the release of four new topic briefs, further enriching the existing resources that were first published in 2022. These briefs explore the foundational principles of co-teaching for this student population and offer practical insights into its implementation. Aimed at school and district administrators, coaches, teacher leaders, and all educators working with ELLs, these resources serve as invaluable guides to foster effective co-teaching partnerships and deepen understanding of the diverse models available.

With great enthusiasm, we invite educators across New York State to explore these new additions to our repository of resources. By embracing the principles of Integrated ENL co-teaching and leveraging these comprehensive tools, educators can empower themselves to create inclusive and enriching learning environments for ELLs. At the heart of our efforts lies a commitment to supporting the success of every student, and we are dedicated to continuing this journey of empowerment and excellence in education.

For more information, see the [Integrated English as a New Language \(ENL\) Resources](#) page via the [Bilingual Education & English as a New Language](#) website.

The image shows the cover of a topic brief titled "TOPIC BRIEF THREE (3) The Collaborative Instructional Cycle". At the top left is the logo for the Office of Bilingual Education and World Languages (OBEWL). To its right is the text "INTEGRATED CO-TEACHING¹ IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM" and the NYS ED logo. Below this is the text: "Created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED) and the New York State Language Regional Bilingual Education Resource Network (RBERN) by Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D.". The main title "TOPIC BRIEF THREE (3) The Collaborative Instructional Cycle" is in a green box. The text describes that co-teaching in ENL classes requires more than two or more teachers (one being an English to Speakers of Other Languages (ESOL) specialist) delivering instruction together to classes that generally contain both Multilingual Learners (MLs) and English Language Learners (ELLs) and English-fluent students. It also requires lesson and unit planning, determining ways to support students' social-emotional well-being, joint assessment of student work, and individual and teacher-team reflection on both collaborative and instructional practices. To develop practices that support co-teaching for ELLs, teachers embrace the collaborative instructional cycle, which consists of four interrelated phases: co-planning, co-instruction, co-assessment of student learning, and reflection (See Figure 1). All four phases together maximize teacher effectiveness and impact on ELLs' language acquisition, literacy development, content learning, and social-emotional growth. Below this is "Figure 1: The Collaborative Instructional Cycle" which is a circular diagram with four phases: Reflection, Co-Planning, Co-Instruction, and Co-Assessment of Student Learning. Below the diagram is a note: "Neglecting or bypassing any of the four phases disrupts the balance and continuity of the cycle and negatively impacts students' academic, linguistic, and social-emotional learning. While co-instruction might receive substantial attention, teachers need protected time and structured opportunities to implement the collaborative instructional cycle as they: a. Collaborate to create multi-level, differentiated unit and lesson plans;". At the bottom is a footnote: "¹ For the purposes of this document, the term 'co-teaching' refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models such as special education co-teaching."



Join the Conversation!
If your school or community would like to share a story to include in a future edition of this newsletter, please email photos and news items to OBEWL@nysed.gov.

April is designated as the Month of the Military Child

States and school districts across the country will hold special activities and wear purple to honor the critical role military children play and recognize the unique challenges that they face while their service member parents serve our country. We are asking for your support in April for “Purple Up! For Military Kids” by:

1. Coordinating a district-wide month or day celebrating military-connected students and promoting the event(s) through your communication channels (e.g., website, newsletters, media), stakeholders, and partners by tagging #MIC3Compact and #purpleup4militarykids.
2. Drafting a letter or memorandum to your schools encouraging them to consider sponsoring an activity.

Attending a district or school event celebrating “Purple Up! For Military Kids.”

Purple Up! Day celebrations. Information and resources can be found on the Department’s [Month of the Military Child webpage](#).

Justification for Exceeding 1.0 Percent State-level Cap on New York State Alternate Assessment (NYSAA) Participation and Assurance of Participation in Tier 1 Universal Technical Assistance and Supports

All local educational agencies (LEAs) (i.e., public school districts and special act school districts) must review their 2022-2023 NYSAA participation data posted on the Office of Special Education (OSE) [NYSAA webpage](#) to determine if they exceed the 1.0 percent State-level cap under the Every Student Succeeds Act (ESSA) on the percentage of students who may be assessed with an alternate assessment aligned with alternate academic achievement standards (i.e., NYSAA in New York State). LEAs that exceed 1.0 percent participation in one or more subject area(s) (i.e., English language arts, mathematics, science) on the NYSAA are indicated in red. *Questions relating to the 1.0 percent NYSAA State-level cap and the form may be directed to the OSE Policy Unit at speced@nysed.gov. Questions regarding the NYSAA participation data or about IDEx may be directed to the Office of Information and Reporting Services at datasupport@nysed.gov.*

New Student Teaching Regulations Memo & Statement of Assurance

Recent changes in regulations will impact all teacher education programs that lead to initial or initial/professional certificates registered in New York State beginning in the Fall 2024 semester. The changes impact the duration and structure of clinical practice, place an emphasis on who may provide clinical supervision (their qualifications and the plan to ensure clinical faculty stay current in providing effective clinical supervision) and require partnerships to be established and maintained to support effective clinical practice. Please see the [Teacher, Educational Leader, or Pupil Personnel Services](#) page for additional information. The Office of College and University Evaluation (OCUE) requires all institutions with teacher education programs impacted by the above changes to complete a [Statement of Assurance Form](#) by July 1st, 2024. Questions should be sent to OCUEinfo@nysed.gov.

Spring 2024 NYSESLAT Memo

The New York State English as a Second Language Achievement Test (NYSESLAT) will be administered on Monday, April 15, through Friday, May 24, for Speaking, with make-ups given within the testing window; and on Monday, May 13, through Friday, May 24, for Listening, Reading, and Writing, with make-ups given within the testing window. All persons coordinating the administration of the Spring 2024 tests should be familiar with the [NYSESLAT School Administrator’s Manual](#), which is available on the Department’s website. Important telephone numbers, fax numbers, and email addresses for the Office of State Assessment (OSA) and MetriTech Customer Service are listed on the third page of [this memorandum](#). Please call OSA’s main number at 518-474- 5902. Faxes regarding test administration may be sent to 518-474-1989. OSA can also be reached via email at emscassessinfo@nysed.gov. MetriTech Customer Service: Email: nyseslat@metritech.com Phone: 800-747-4868 Fax: 217-398-5798.

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](#)

Office of Bilingual Education and World Languages

New York State Education Department

Albany office: 89 Washington Avenue – 301EB, Albany, NY 12234, (518) 474-8775

Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585)

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[OBEWL Home Page](#)

[Bilingual Education website](#)

[World Languages website](#)

[NYS Seal of Biliteracy website](#)



The mission of the New York State Education Department's Office of Bilingual Education and World Languages is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.

