

# Office of Bilingual Education and World Languages

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## December 2021 Newsletter

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### Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

The holidays are fast approaching and a new year awaits. The elegance of being an educator and an advocate is that we embrace every opportunity where hopes and dreams of a better society for our children can take root. Let's celebrate those who came before us and laid the foundation for our voices to be heard and our children to be seen.

I recall certain people who played a pivotal role in my life's journey. I'll share my earliest memory: it is of my kindergarten teacher, Ms. Morapore, from P.S. 152, otherwise known as the Dyckman Valley School in Washington Heights (District 6). Ms. Morapore exuded kindness. I understand now that her kindness was her recognition that it was her responsibility to be a role model. As I was the only brown-skinned Hispanic Dominican student, she wanted me to feel welcomed. Ms. Morapore went further and would personally invite my mom to participate in class events. I felt that I belonged; I felt worthy; and I felt as competent as my peers. Equally important, my mom felt that she belonged as well. This kindness or wisdom of my kindergarten teacher are the same practices we speak of today, except we call it diversity, equity, and inclusion.

We have a vast array of guidance that helps us reflect on models of effective instruction, student engagement strategies, and feedback practices. Yet, I would offer that we must present these and all other instructional practices with the heart of the child in mind. In order to do this, we must also be in tune with our own heart. The educated mind of a child is power for a better tomorrow. Let's continue to be the instrument of power in the lives of our children.

During the holiday season, I invite you to give yourselves the opportunity to reflect and reconnect with your heart. Disconnect from the noise and distractions that wish to create doubt in your work and believe that there are many more like-minded advocates for children working with the same purpose as you.

I commit to strengthening our voices, uniting our advocacy, and honoring those who came before us. We will continue to strive for equity and ensure that every child we serve knows that they belong and are worthy.

A safe and wonderful holiday season to you and yours.

In unity,

*Elisa Alvarez*

## 2022 World Language Professional Learning Series Announced

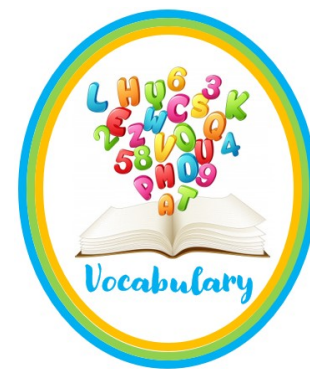
The Office of Bilingual Education and World Languages is proud to announce the first five workshops in the 2022 World Language Professional Learning Series. These online workshops are offered free of charge for world language educators and administrators working or studying in New York State schools, colleges, universities, BOCES/RBERNs, or other educational institutions. All workshops will take place from 4:00-5:00 p.m., so that educators can attend. Participants who attend these workshops via Zoom may earn a certificate of attendance or a certificate documenting CTLE credit. Recordings are made of all large-group workshops. Those who are unable to attend the virtual workshops may earn a certificate, including for CTLE credit, by watching the recording and earning a score of at least 7/10 on a post assessment.

Registration for these workshops is now open. Please note that registration for all workshops closes 48 hours prior to the event. There is no same-day registration. Only pre-registered attendees will be admitted into the workshops. Once the registrant's email address has been verified as being from a New York State educational institution, an email confirming registration will be sent. No registration is necessary to view the recordings of these workshops.

### Understanding Vocabulary Development in Standards-Based Teaching (January 13, 2022)

Workshop description: Vocabulary knowledge is the key to communication. No one can understand or be understood without it. In this session, participants will examine the role of vocabulary learning in proficiency development and explore the importance of vocabulary development in designing and implementing thematic units. Participants will learn research-informed strategies for identifying, presenting, and spiraling vocabulary to facilitate acquisition.

Register [here!](#)



### Understanding the Role of Grammar in Proficiency Development Parts 1 & 2 (February 24, 2022 & March 3, 2022)



Workshop description: Increasing control of grammatical structures is essential to language proficiency development. Participants will first discover how proficiency descriptors for checkpoint proficiency targets and the language functions embedded in each of the NYS Learning Standards for World Languages help teachers identify which language structures to include in thematic unit design and implementation. Participants will then explore strategies that draw on both implicit and explicit approaches to help learners develop increasing control of grammatical structures.

Register [here!](#)

### Understanding Standards-Based Lesson Planning (March 31, 2022)

Workshop description: Developing a logical sequence of engaging lessons is the key to realizing the objectives of thematic unit plans that facilitate learner success and growth in proficiency. In this session, participants will explore ways to envision, design, and implement a variety of lesson plan types. Each integrates the standards in natural and meaningful ways that will engage learners and promote proficiency development.

Register [here!](#)



## [Preparing for Standards-Based Curriculum Planning](#) (May 19, 2022)

Workshop description: Vertical and horizontal curriculum alignment is critical to helping learners make continuous growth in proficiency. Intentional sequencing of rich thematic units creates learning experiences that are relevant to learners' interests and appropriate to checkpoint proficiency targets. Vertical articulation spirals proficiency development and recycles and reinforces high-frequency vocabulary and grammatical structures. In this session, participants will examine templates to help analyze and sequence thematic units across the checkpoints. Presenters will also demonstrate tools that can be used to assess how well the curriculum addresses the revised NYS Learning Standards for World Languages, their embedded language functions, and NYS World Language themes and topics.



Register [here!](#)

Check out all of our offerings on the [World Language Professional Learning website!](#)

## **Facilitation Guides for Workshops in 2021 World Language Professional Learning Series**

To assist world language educators, who may wish to view the recorded workshops from our professional learning series, OBEWL has created facilitation guides. These facilitation guides are designed for use by a facilitator and/or participants engaged in professional learning designed around a webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guides in whole, or in part, all at once, or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks. The facilitation guides begin with an overview of the webinar goals and its organization. They follow with suggestions of structured discussion questions and tasks that are organized for use before, during, and after webinar viewing and are aligned to the stated webinar goals. Guides are currently available for the following eight workshops:

- Standard 1—Interpretive Communication
- Standard 2—Interpersonal Communication
- Standard 3—Presentational Communication
- Standards 4-5—The Culture Standards
- Understanding Checkpoint Proficiency Targets
- Understanding Performance Indicators & Can-do Statements
- Understanding NYS World Language Themes & Topics
- Understanding Unit Planning with the Revised NYS World Language Standards—Part 1

All facilitation guides can be found on the individual workshop's webpage. Additional guides will be added as more workshops are offered.



OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES  
NEW YORK STATE EDUCATION DEPARTMENT  
<http://www.nysed.gov/world-languagesobewl@nysed.gov>



### Professional Learning Series Webinar Facilitation Guide

#### From Skills to Modes: Standard 1 - Interpretive Communication

Access video-recorded webinar and accompanying resources at:  
<http://www.nysed.gov/world-languages/skills-modes-part-1-interpretive-communication>

#### Introduction to the Facilitation Guide

**Facilitation Guide Use.** This facilitation guide is designed for use by a facilitator and/or participants engaged in professional learning designed around this webinar and its focus topic(s). Facilitators and/or participants may use the facilitation guide in whole or in part, all at once or spaced out over time. They may additionally customize the facilitation guide to best suit their needs by modifying, adding to, or eliminating suggested discussion questions and/or tasks.

**Facilitation Guide Design.** The facilitation guide begins with an overview of the webinar goals and its organization. It follows with suggestions of structured discussion questions and tasks that are organized for use before, during, and after webinar viewing and aligned to the stated webinar goals.

#### Webinar Goals

1. I can define and differentiate language skills and communicative modes.
2. I can identify reasons for the standards' shift from language skills to communicative modes.
3. I can interpret what is meant by the wording of Standard 1, Interpretive Communication.
4. I can identify ways to meaningfully apply Standard 1.

#### Webinar Organization

1. Welcome, introduction, and overview
2. Explanations of language skills, modes of communication, and the rationale for the revised standards
3. Deep dive into Standard 1, including authentic resources
4. Examples of Standard 1, applied at three proficiency checkpoints

## **Unit Plan Exemplar Development for World Languages at the Checkpoint A Level**

The NYS World Language Standards and Professional Learning Initiative will be conducting a **Unit Plan Exemplar Development Program** for World Languages at the Checkpoint A level from January through April of 2022. NYS educators who are teaching a world language other than English at the secondary level (Grades 7-12) and who can commit to collaborating with regional colleagues from January through April of 2022 are invited to complete and submit an [online application](#) by no later than **December 31, 2021**. Educators from district, charter, and non-public schools are welcome to apply to be language-specific unit plan exemplar developers. OBEWL is seeking at least three (3) teachers in each world language in each of seven (7) regions of New York (Capital-East, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, and Western NY) for this program.

The [online application](#) consists of sixteen (16) total questions organized into the following sections:

1. Principal's approval to participate
2. Applicant information
3. School information
4. Qualifications

To be considered for this program, applicants must complete and submit the [online application](#) by no later than December 31, 2021. Applications will be reviewed the first week in January. Selected applicants will be notified no later than January 8, 2022.



Selected applicants will participate in three (3) after-school virtual meetings once a month from January - March 2022 and one (1) in-person meeting in their region during a school day in April 2022. If there are not enough applicants in a single region, then a multi-region or statewide group will be created for that language. In the latter case, all four (4) meetings would be virtual to avoid extensive travel by participants.

Prior to completing this application, prospective participants must secure permission from their building principal to be able to attend the one (1) in-person meeting in their region during the school day. The application requires the name and email of the approving principal.

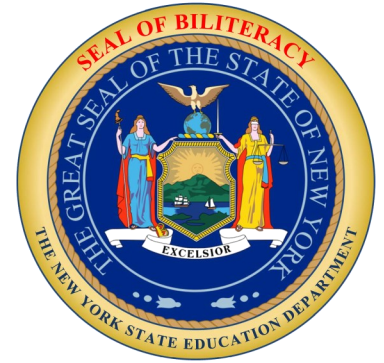
Selected candidates will be notified no later than January 8, 2022, along with the dates of each meeting. Those participating in the program must attend all four (4) meetings and submit a Checkpoint A Thematic Unit Plan for the language they teach by no later than April 30, 2022. In return, participants will receive CTLE credit for all meeting times and a fixed stipend of \$225.

OBEWL plans to run similar Unit Plan Exemplar Development Programs for Checkpoint A at the elementary school in the fall of 2022 and for Checkpoints B and C in the winter/spring of 2023.

For any questions regarding this Unit Plan Exemplar Development Program, please contact Candace Black ([candace.black@nysed.gov](mailto:candace.black@nysed.gov)).

## **Schools Offering the Seal of Biliteracy to Submit School Notification Forms**

Schools wishing to offer the New York State Seal of Biliteracy (NYSSB) must submit the NYSSB School Notification Form. OBEWL has established a general deadline for receipt of this form by December 1st of each year, however, we will continue to accept NYSSB School Notification Forms after December 1st on a rolling basis. All schools who wish to offer this program, including those who have offered it in the past, must fill out this form in each year that the Seal is offered. Seal Coordinators can print out a [template of the form](#) to gather the required information prior to submitting it via the [online form](#). Please send any questions to [nyssb@nysed.gov](mailto:nyssb@nysed.gov).



## **Earning the NYS Seal of Biliteracy in Languages with Multiple Varieties**

A memo was sent out to Seal Coordinators at all schools that offered the NYSSB in 2020-21 in the first part of December regarding the ability of students to earn the NYSSB in languages with multiple varieties. Below is the text of said memo.

The New York State Seal of Biliteracy (NYSSB) is an award that formally recognizes students who have attained a high level of proficiency in two or more world languages (one of which must be English) by high school graduation. The NYSSB was created by NYSED to honor students who meet the criteria established by the Board of Regents and who attend schools that voluntarily agree to participate in the program. The NYSSB is affixed to the student's high school diploma and transcript and must be made available to students at no cost. Students can earn the NYSSB in multiple world languages. In 2020-21, more than 80 students earned the NYSSB in English and two additional world languages and a handful of students earned the NYSSB in English and three additional world languages. This communication explains that students can also earn the NYSSB in multiple varieties of a language or language family.

From the perspective of linguistics, a language refers to a mutually intelligible cluster of expressive forms. A language may have different varieties, some of which may be intelligible, and others which may be intelligible in some modalities and unintelligible in other modalities. When a language variety is no longer intelligible to speakers of another variety, the language variety becomes associated with an alternative language (e.g., Latin evolved to contribute to the Romance languages, such as Italian, French, Spanish, Catalan, etc.). From a political perspective, in order to provide a sense of unity, mutually unintelligible expressive forms are sometimes placed under a single umbrella (e.g., Mandarin and other varieties placed under the umbrella of Chinese).

The Chinese language varieties are generally classified into the following groups: Mandarin, Wu, Min, Xiang, Gan, and Yue. While the written form of these languages may be very intelligible to most speakers of any of the varieties, the spoken forms are not mutually intelligible. That is, a speaker of Mandarin may reasonably be expected to understand the writing of a speaker of another variety of Chinese, but it would not be reasonable to expect such speakers to be able to have a mutually intelligible oral conversation because of the differences in the spoken forms of the two varieties. Because of this mutual unintelligibility in at least one mode of communication among such language varieties, it is possible for students to earn the NYSSB in English and multiple language varieties. In this example, a student may earn the NYSSB in English and one or more varieties of Chinese by earning three points in each from the approved criteria.

## NYS Seal of Biliteracy One-Pagers Now Available in Multiple Languages

The Office of Bilingual Education and World Languages (OBEWL) is proud to announce the release of the NYSSB one-page briefs for students and families in the ten most common languages of English Language Learners in New York State. To ensure that schools have the tools they need to promote the NYS Seal of Biliteracy with students and families whose preferred language is not English, OBEWL worked with the NYS Language RBERN to provide translated versions of the briefs for students and families in Arabic, Bengali, Chinese, French, Haitian Creole, Karen, Russian, Spanish, Urdu, and Uzbek.

These one-page briefs are available in English for students, families, teachers, counselors and administrators, and the members of the Panel of Reviewers. To download any of the NYSSB briefs in English, go to the main [NYSSB website](#) and click on the blue accordion labeled “One-Page Summaries of the NYSSB for Various Stakeholders”.

### One-Page Summaries of the NYSSB for Various Stakeholders

Click on any of the following links to download a one-page summary of the NYS Seal of Biliteracy for each of the following stakeholders:

- [Culminating Project Advisors](#)
- [Counselors and Administrators](#)
- [Panel of Reviewers](#)
- [Parents](#)\*
- [Students](#)
- [Teachers](#)

Below is an image of the student brief on the NYSSB in Spanish. To download the student and/or family briefs in Arabic, Bengali, Chinese, French, Haitian Creole, Karen, Russian, Spanish, Urdu, or Uzbek, click [here](#) or use the link in the aforementioned accordion of one-page summaries.



## El NYSSB para los Estudiantes

### ¿Qué es el Sello de Bilingüismo del Estado de Nueva York (*New York State Seal of Biliteracy, NYSSB*)?

El Sello de Bilingüismo del Estado de Nueva York (NYSSB) es un reconocimiento que se da a los graduados de la escuela secundaria que han demostrado un nivel alto de habilidad en inglés y en uno o más idiomas mundiales. El NYSSB fomenta el estudio de idiomas, valora la diversidad y las culturas de los pueblos del mundo y proporciona a las universidades y los futuros empleadores más información sobre nuestros estudiantes.

### ¿Cómo beneficia el Sello de Bilingüismo del Estado de Nueva York (NYSSB) a los estudiantes?

El Sello de Bilingüismo del Estado de Nueva York (NYSSB) reconoce la importancia de poder hablar más de un idioma en el mundo actual. Destaca la dedicación de los estudiantes, los anima a conservar su idioma nativo/del hogar y a continuar el estudio de idiomas mientras están en la escuela. El reconocimiento de la alfabetización bilingüe forma parte del expediente académico y del diploma de la escuela secundaria para estos estudiantes y comunica a los futuros empleadores y las escuelas universitarias las habilidades que los estudiantes poseen. De acuerdo con [Leadwithlanguages.org](#), desarrollar habilidades en dos o más idiomas puede conducir a muchas oportunidades, incluida una ventaja competitiva para los empleos, los viajes y la comprensión de otras culturas. Todos los graduados del Sello de Bilingüismo del Estado de Nueva York (NYSSB) obtendrán un sello oficial estampado en sus diplomas, una medalla para usar en la graduación y también pueden recibir un certificado del Departamento de Educación del Estado de Nueva York.



Foto de la Escuela secundaria en White Plains, NY

### ¿Quién puede intentar obtener el Sello de Bilingüismo del Estado de Nueva York (NYSSB)?

Cualquier estudiante que asista a un distrito que ofrezca el Sello de Bilingüismo del Estado de Nueva York (NYSSB) y se haya especializado o estudie inglés y, al menos, un idioma mundial puede intentar obtener este reconocimiento. Esto incluye a los estudiantes que hablan un idioma distinto al inglés en el hogar y a aquellos que están estudiando un idioma mundial en la escuela secundaria.

### ¿Qué necesitan hacer los estudiantes para obtener el Sello de Bilingüismo del Estado de Nueva York (NYSSB)?

Existen varias maneras de obtener el Sello de Bilingüismo del Estado de Nueva York (NYSSB). Los estudiantes deben demostrar el nivel de habilidad necesario obteniendo tres (3) puntos en inglés y tres (3) puntos en uno o más idiomas mundiales. Pueden obtener puntos para el Sello de Bilingüismo del Estado de Nueva York (NYSSB) al obtener un 85 % o más en inglés o en los cursos de idiomas mundiales, al obtener un puntaje fijo en las pruebas nacionales y al completar y presentar un proyecto en inglés o un idioma mundial.

### ¿Dónde puedo obtener más información sobre el Sello de Bilingüismo del Estado de Nueva York (NYSSB)?

Para obtener más información sobre el programa del Sello de Bilingüismo del Estado de Nueva York (NYSSB) en su escuela, hable con su consejero(a) escolar o su maestro(a) de inglés. También puede obtener información en el [sitio web de NYSSB](#) o comunicándose con nuestra oficina por correo electrónico ([nyssb@nysed.gov](mailto:nyssb@nysed.gov)) o por teléfono (518.473.7505).

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Knowledge > Skill > Opportunity

## **OBEWL Welcomes New Bilingual Associate**

The Office of Bilingual Education and World Languages is pleased to announce the addition of a new Bilingual Associate, Ms. Alicia Báez-Barinas. Alicia began her career with the New York City Department of Education and has more than eighteen years of experience in bilingual education. While working in the South Bronx, she supported English Language Learners (ELLs) and Multilingual Learners (MLs) as a classroom teacher, literacy/data coach, and as an Assistant Principal. She coordinated the development of literacy curriculum, integrated technology to meet the needs of ELLs and other MLs, facilitated numerous professional development opportunities for teachers, and implemented an adult English as a New Language (ENL) program for parents, and supervised Title III Saturday programs.

Alicia returned to her hometown of Buffalo, New York more than eight years ago where she proudly accepted the position of Assistant Principal at City Honors School. She then continued to advocate for and serve ELLs and other MLs in Buffalo as Director of Bilingual Education for the Division of Multilingual Education. She worked collaboratively with the Division to reform bilingual education in Buffalo, establishing a bilingual school Principals' Consortium, revamped Spanish literacy instruction, and facilitated multiple professional learning opportunities for various stakeholders. In this role, Alicia also created a middle school program to motivate Hispanic/Latino students entering high school and worked with community-based organizations and community members to raise the graduation rate of Hispanic/Latino students, while decreasing their rate of drop-out. She worked collaboratively with SUNY College at Buffalo to assist teachers recruited from Puerto Rico in obtaining New York State Certification, and much more.

Alicia was sworn in as President of the New York State Association for Bilingual Education (NYSABE) on September 7, 2019. During her two-year term, she promoted the establishment, maintenance, and expansion of high-quality bilingual education programs for students of diverse cultural and linguistic backgrounds as a means to ensure equitable and enriched educational opportunities. Alicia advocates for broad public recognition of the importance of bilingualism and biliteracy as a path toward equitable participation in a global, multilingual, and multicultural society. As a member of various state-wide coalitions, she advocates daily for all ELLs and other MLs and their families. She was also voted in as a Regional Director for the New York State Association of Latino Administrators and Superintendents.

Bilingual education is a calling for Alicia, and she views access to it as a right for students. Biliteracy, bilingualism, and biculturalism are the pillars on which the foundation of this education must be built. She believes that, together, we can achieve great things for our children. We have a duty to them to continue our efforts with ensuring that our children have every opportunity to succeed and that language continues to enrich the life of our nation, as a whole. She will work tirelessly to achieve this as she embarks on her new journey as the new Associate of Bilingual Education for the New York State Education Department.



## News from Other NYSED Offices

### *New Resources to Support NYSED's Culturally Responsive-Sustaining Education Framework*

To support districts and schools in raising awareness of the CR-SE Framework, the NYS Education Department has released three optional [Professional Development Toolkits](#) that can be shared within schools and professional communities. The toolkits contain PowerPoint presentations and turnkey facilitation guides tailored to three audience types: a General Session, a Teacher Session, and an Administrative/District Leaders Session. The toolkits are customizable to address districts', schools', or communities' unique needs. Also released are three [articles](#) written by fellow educators to share ideas and resources on implementing the CR-SE Framework. If you have any questions on the new materials or on the CR-SE Framework, please contact the Office of Curriculum and Instruction at [emscurric@nysed.gov](mailto:emscurric@nysed.gov).

### *New York State Teacher of the Year*

Celebrate and recognize an outstanding educator! Nominate a teacher to be the 2023 New York State Teacher of the Year. The [application](#) will be available until February 1, 2022.

### *2022 MLK Student Art and Essay Exhibition*

NYSED is sponsoring the 2022 Dr. Martin Luther King, Jr. Fine Arts and Essay Exhibition. An official request for submissions was sent via email to school officials on 10/8/21. Schools are encouraged to submit student art and essays that reflect Dr. King's life and teachings. All students enrolled in any K-12 program are invited to participate and all submissions will be included in the virtual exhibition. Student submissions are due no later than **Friday, December 17, 2021**. For guidelines and additional information, please visit this [website](#).



### *My Brother's Keeper is expanding!*

The [MBK Equity Framework](#) provides necessary resources for our communities to effectively address the conditions facing boys, young men, and their families. This framework is designed to create a new standard of success and implement systematic changes in communities across the country. Learn how this framework can lead to better outcomes for your community today! This program is looking for people who are passionate about improving the lives of boys and young men of color. [Apply today](#) and begin to make your lasting impact. There's no time like the present to accept the MBK Community Challenge to ensure boys and young men of color have the opportunity to reach their full potential. Get involved with your local [MBK Community](#) today.



## 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](#)

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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.

