

# Office of Bilingual Education and World Languages

New York State Education Department

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December 2022 Newsletter



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## Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

I am happy to say that the past few months have allowed me the privilege to personally see how our communities throughout the state respond to the challenges that English Language Learners and their families face. District leaders and their communities have united to celebrate the diversity of their scholars, welcome our newly arrived immigrant students, and create opportunities for parents to safely gather and become part of their child’s education. This is exactly what I have been able to witness.

Manhatanville College, in collaboration with our Hudson Valley Regional Bilingual Education Resource Network (RBERN), hosted an in-person event for parents and guardians that offered a plethora of free resources and advocacy organization representatives. The time I was able to spend with our families validated the strength, dedication, and most importantly love that each and every family has for their children and community. The families reiterated that the American Dream begins with the appropriate education their child can receive especially in our great state of immigrants. Our families shared their struggles and simultaneously offered stories of triumph. I assured the parents, ‘Compadres y Comadres,’ that our work is a shared belief of equality, respect of diversity, and promise of inclusivity.

International high schools open their doors to all newly arrived scholars. Walking the halls of the Bronx International High School in New York City, greeted by district/school leaders and students the climate resonated of personality and acceptance. The candid conversations with leaders and students alike presented their daily struggles, yet for each concern this community has created various scenarios for triumphant experiences. As a representative, I often ask our scholars how we can help. These students asked me to ensure that they are seen and supported, that their future is

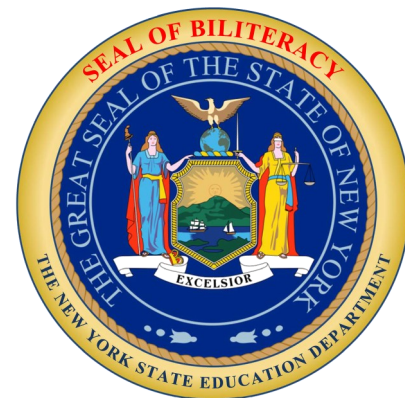
filled with successful opportunities. Their success means that the sacrifices of their parents are honored. They wish to be seen as individuals with talents that need the help of the school community to be identified and nurtured.

Given this holiday season, I share these experiences with you to validate and honor each and everyone of you. Your efforts create the foundation in the lives of many. I wish you, your school communities, and your families a sense of renewed strength and understanding that you make a difference in the lives of so many. On behalf of our families, I thank you. Have a safe and wonderful holiday.

In appreciation and unity,

*Elisa Alvarez*

# New York State Seal of Biliteracy Infographics for 2021-22 Released



The Office of Bilingual Education and World Languages is proud to present the annual series of infographics for the New York State Seal of Biliteracy (NYSSB) for the 2021-22 academic year. Each infographic provides a snapshot of data regarding the Seal in a particular region, including:

- The number of schools offering the Seal since it was first available in 2015-16;
- The percentage of district schools that offer the Seal;
- The languages in which students earned the Seal;
- The total number of students who earned the Seal since it was first available in 2015-16;
- The number of Seal earners broken down by gender, English Language Learner (ELL) status, and race;
- The number of students who earned the Seal in two more world languages in addition to English; and
- The contact information for the Regional Bilingual Education Resource Network (RBERN) that schools may contact for assistance with their Seal of Biliteracy program.

Highlighted below is the infographic for the Long Island region, which has the highest percentage of district schools that offer the Seal in the state.

The Annual Report and Regional Reports for 2021-22 which accompany these infographics will be released soon. To access these infographics and for more information, please visit our [NYSSB Annual Reports website](#).

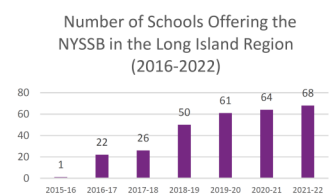
## NYS Seal of Biliteracy Long Island Region 2021-22

**The New York State Seal of Biliteracy (NYSSB)** recognizes students from district, charter, and non-public schools who have attained a **high level of proficiency in two or more world languages** (one of which must be English) by high school graduation. It acknowledges the importance of biliteracy in today's global society.

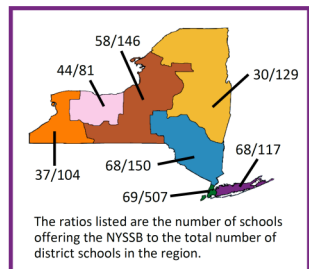
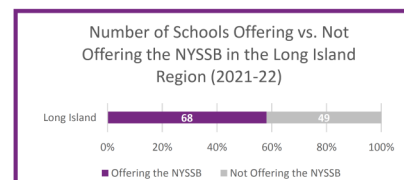
The intent of the NYSSB is to:

- affirm the value of diversity in a multilingual society;
- encourage the study of languages;
- identify high school graduates with multilingualism and multiliteracy skills for employers;
- provide universities with additional information about applicants seeking admission;
- prepare students with twenty-first century skills; and
- recognize the value of world and home language instruction in schools.

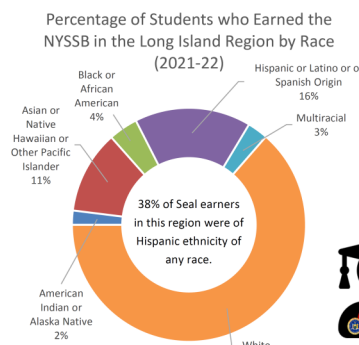
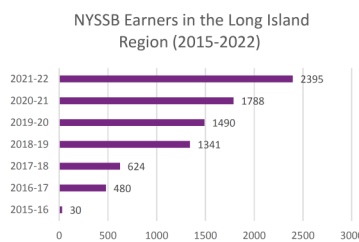
The NYSSB carries the highest weight on a school's "Readiness Measures", on par with the NYS Regents Diploma with Advanced Designation and Advanced Placement and International Baccalaureate exams. This also includes current ELLs not in the graduation cohort earning the NYSSB and a Regents Diploma.



**58.1%** of district schools in the Long Island region offered the NYSSB in 2021-22.



**2,395** students from the Long Island region earned the NYSSB in 2021-22.



**Seal Earners by Gender**

1,588 (Female)    806 (Male)    1 (Non-Binary)

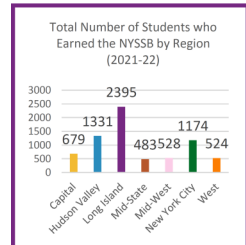
**Seal Earners by ELL Status**

Current ELLs	174
Former/Ever ELLs	294
Never ELLs - Home Language = English	1,619
Never ELLs - Home Language ≠ English	308

**Current ELLs** are students who, by birth or ancestry, speak or understand a language other than English and who score below the designated level on the NYS English language proficiency assessment. **Ever ELLs** (includes Former ELLs) are students who were once ELLs, but who have demonstrated the NYS designated level of proficiency necessary to exit ELL status. **Never ELLs** are students who have never been identified as ELLs. A Never ELL's home language may be English or another world language.

**2** Students from the Long Island region earned the NYSSB in **three** world languages in addition to English in 2021-22.

**62** Students from the Long Island region earned the NYSSB in **two** world languages in addition to English in 2021-22.



Your local RBERN can also provide support for your Seal of Biliteracy Program.

**LONG ISLAND REGIONAL BILINGUAL EDUCATION RESOURCE NETWORK**

Long Island RBERN @ Eastern Suffolk BOCES  
379 Locust Avenue, Oakdale, NY 11769, Tel: (631) 218-5175  
Website: [www.esboces.org/lirbern](http://www.esboces.org/lirbern) Email: [lirbern@esboces.org](mailto:lirbern@esboces.org)

**Languages in which Long Island students earned the NYSSB in 2021-22**  
Albanian, American Sign Language, Bangla, Czech, French, German, Greek, Hebrew, Hungarian, Italian, Japanese, Korean, Latin, Mandarin, Polish, Portuguese, Russian, Spanish, Swedish, Tagalog, Turkish

Office of Bilingual Education and World Languages, New York State Education Department  
NYSSB Website, Email: [nyssb@nysed.gov](mailto:nyssb@nysed.gov)



## **Associate Commissioner Alvarez Addresses the 16th Annual Hispanic Parents Leadership Conference**

*By Beverly Guity, Hudson Valley Regional Bilingual Education Resource Network*

On Friday, December 2, 2022, the Hudson Valley Regional Bilingual Education Resource Network (RBERN), in collaboration with the Manhattanville College Changing Suburbs Institute (CSI), hosted the 16th Annual Hispanic Parents Leadership Conference. The theme of this year's conference was "Comadres y compadres en colaboración / Our Families in Collaboration."

Keynote speaker Elisa Alvarez, Associate Commissioner of Bilingual Education and World Languages, spoke of the Department's efforts to support Bilingual Education and other English Language Learners (ELLs) services, with a special focus on our view of parents as partners in their children's education. Ms. Alvarez shared valuable information including but not limited to the strength of biliteracy/multiliteracy, The Seal of Biliteracy, PRHYLI, ENL Parent Bill of Rights, and ways to promote literacy in everyday interactions with our scholars.

This was the RBERN's return to an in-person conference after two years. As registration was not required, we did not know what to expect regarding participation numbers. We are pleased to share that we had over 150 participants! We are still waiting for official numbers from our participating districts which included Bedford, Elmsford, New Rochelle, Ossining, Peekskill, Port Chester, and White Plains.



*Associate Commissioner Alvarez joins educators and parents for the HV RBERN/CSI Leadership Conference*

## **Clinically Rich-Intensive Teacher Institutes for Bilingual Education and English to Speakers of Other Languages**

The Office of Bilingual Education and World Languages is pleased to be able to sponsor 16 Clinically Rich-Intensive Teacher Institutes for Bilingual Education and English to Speakers of Other Languages (CR-ITI-BE/ESOL) across New York State. Over the past 8 years, these programs have provided the opportunity for hundreds of graduate students to complete the educational requirements leading to certification in English to Speakers of Other Languages (ESOL) and to the Bilingual Extension on their previously earned teaching certification.

Teacher preparation, programming, and instruction are a part of the New York State Education Department's (NYSED) ongoing commitment to supporting English Language Learners (ELLs) and a part of the Department's overarching and steadfast mission to ensure that all students attain the highest level of academic success and language proficiency as they become college and career ready. A shortage of properly certified Bilingual Education and ESOL education teachers continues to be a challenge in school districts throughout New York State. NYSED is committed to working with institutions of higher education (IHEs) across the state to create for programs that aim to address the shortage of teachers in these areas.

Clarkson University is one of the IHEs that was awarded grant funding to help support students working on earning their ESOL certification. Since being awarded this grant in 2018, Clarkson University has been able to provide scholarships to 62 candidates, all of whom have earned their NYS ESOL certification, or are currently on their way to earning it, and has had a 100% job placement rate for these students.

## **ELLs' Social Emotional Learning —Part II: Building Capacity to Implement and Improve Social-Emotional Learning Practices**

Recently, the [New York State Social Emotional Learning \(SEL\) Benchmarks-Equity Revision](#) provided guidance for schools to address the development of self-awareness, social awareness, and decision-making skills with the purposes of building a sense of self-agency, a sense of belonging, and social, emotional, and physical well-being in personal, school, and community contexts. In doing so, schools need to build or expand capacity by (re)allocating resources, creating compatible structures and cultures, strengthening institutional knowledge, and establishing authentic partnerships. [Part I](#) of this series provides recommendations for continuous and consistent social-emotional learning (SEL) practices in and out of schools that support the integrated academic, social, and emotional learning (ASEL) for English Language Learners (ELLs). Part II addresses organizational design and operations strategies aimed at expanding school capacities for SEL. Administrations can leverage the methods available for specific teams in order to better support ELLs.



### **(Re)allocating Resources for Foundational SEL Support**

- Assessing SEL needs and resources
- Aligning financial resources to support SEL
- Implementing human resource practices and policies that support SEL



### **Adopting the Self-Managing Team Model as Operating Core Structures**

- Reducing hierarchical layers for a structure with more autonomy and innovation
- Self-managing teams throughout the entire process with collective responsibility and accountability to enable autonomy in SEL practices and build a strong sense of belonging to the SEL commitment
- Combining experts with divergent strengths to create and share new knowledge effectively



### **Creating and Sharing Institutional Knowledge and Skills**

#### **Building Transformative Leadership**

- Respect: Involving all stakeholders to reach a shared vision and mission for SEL
- Empowerment: Inspiring and distributing power to team members in decision-making and implementation for the SEL engagement
- Responsibility: Taking charge of accountability and risks in the change for a commitment to SEL

#### **Developing Competencies and Capacity Among Staff**

- Enhancing social-emotional competencies through learning, sharing, and cooperative practice
- Expanding capacity in tutoring SEL on perception, instruction, and collaboration

#### **Data-Informed Decision-Making and Improvement**

- Assessing student social-emotional skills through formative assessment, emphasizing the process to inform SEL practice improvement
- Checking the correlation between SEL and academic performance (attendance, engagement, and achievement) to adjust the systemic ASEL implementation
- Evaluating school climate to improve organizational capacity



## Cultivating an Equitable and Supportive Culture

### Building Consensus on Values and Attitudes

- Respecting individual dignity
- Valuing Diversity, Equity, and Inclusion
- Prioritizing compassionate communication and collaboration

### Creating an Inclusive and Supportive Environment

- Building trusting and collaborative relationships among adults
- Developing caring and supportive relationships between students and adults
- Fostering a positive emotional and inclusive, supportive social environment



## Establishing Authentic Partnerships

### Inter-Organizational Partnership: School-Family-Community

- Identifying the roles and responsibilities of the three partners
- Establishing a mechanism for partnerships, such as creating dual communication, identifying boundary crossers, and assigning program coordinators
- Sharing resources including professionals, facilities, and information to support each other

### Intra-Organizational Partnerships: School-School; School-District

- Promoting collaboration among school and district leaders around ASEL and equity
- Strengthening collaboration among schools at elementary and secondary levels for students' continuous social-emotional skills development

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## East Ramapo and the Hudson Valley RBERN Collaborate on Advanced Literacies Professional Learning Community

In November, East Ramapo Central School District leaders partnered with the Hudson Valley Regional Bilingual Education Resource Network (RBERN) to kick-off a multi-session Professional Learning Community (PLC) with East Ramapo secondary level teachers on incorporating the [Advanced Literacies](#) into curriculum and instruction in the content areas.

The Topic Briefs produced for NYSED by Dr. Nonie Lesaux and Dr. Emily Phillips Galloway provide a deep dive into serving the needs of linguistically diverse learners. East Ramapo's year-long PLC will engage in professional development and actionable tasks to implement the Advanced Literacies. Through this engagement, participants will learn to apply the Four Hallmarks of Advanced Literacy (see below) with a focus on the following key areas:

- Advanced Literacies for Academic Success
- Reading Comprehension
- Engaging Texts
- Rich Discussion
- Frequent Writing
- Academic Vocabulary and Language
- Language Production Projects
- Units of Study

The teachers and leaders in East Ramapo are committed to providing access points for linguistically diverse learners to engage in grade-level literacy with the use of content mastery tools as support to develop students into lifelong learners of reading and writing. This work will not only provide these teachers with a head start before full implementation of the Next Generation Learning Standards for the next school year, but will also provide opportunities for scaffolds and access to content to the many newly arrived English Language Learners in their district.

To learn more about the Advanced Literacies, you can view the Hudson Valley RBERN's asynchronous self-guided choice board workshop titled, "[Linguistically Diverse Learners and Advanced Literacy Instruction: Elevating the Instructional Core for All Students.](#)" CTLE credits will be awarded.



*Teachers from East Ramapo CSD collaborate on the Advanced Literacies with the support of their District Leaders*

# New York State Language Regional Bilingual Education Resource Network (RBERN) Hosts Online Series: “Immigrant Connections”



## **Immigrant Connections (Online Series)** **Fall 2022 – Winter 2023**

### **AUDIENCE**

School Personnel working with Immigrant Newcomers, CBO Members, Parent Coordinators, School Counselors, Family Support Services, Administrators and School Leaders

**Understanding the Background of Central American and Venezuelan Students & Families (Focus on NYC)**

**PART 1: SATURDAY / DECEMBER 03, 2022 / 9AM - 12PM**

**PART 2: MONDAY, JANUARY 30, 2023 / 12PM - 3PM**

**PRESENTER: Natasha Quiroga, Esq.**

### **LEARNING OBJECTIVES**

- Explore the current situation facing Central American and Venezuelan families bussed to NYC
- Gain a basic understanding of the U.S. immigration legal system and the challenges facing immigrant students as they navigate their legal journey
- Develop strategies and explore resources for supporting immigrant students and families as they go through the immigration process

**Supporting EL & Immigrant Students & Families: It's More than Just Language**

**SATURDAY / DECEMBER 10, 2022 / 9AM - 12PM**

**PRESENTER: Laura Gardner / MSW**

### **LEARNING OBJECTIVES**

- Describe the countries and backgrounds of immigrant students and families in one's school district and community.
- Gain awareness of the strengths and challenges immigrant students and families face as they interact and engage with their school and community.
- Explain 4 core stressors of immigrant children and families and describe strategies for how educators can support those experiencing such stressors.
- Acquire information on the various systems immigrant and refugee students and families interact with, such as the U.S. Refugee Program and the system that handles unaccompanied immigrant children.

**Immigrant Family & Community Engagement in Schools**

**PART 1: SATURDAY / JANUARY 14, 2023 / 9AM - 12PM**

**PRESENTERS: Laura Gardner / MSW & Consultant**

### **LEARNING OBJECTIVES**

- Acquire information on the Dual Capacity Building Framework and other theories from the field of family engagement.
- Gain awareness of the journeys, strengths, and challenges of immigrant families, particularly in regards to their interactions with schools.
- Increase knowledge of how to welcome and provide language access for immigrant families.

**Immigrant Family & Community Engagement in Schools**

**PART 2: SATURDAY / FEBRUARY 4, 2023 / 9AM - 12PM**

**PRESENTERS: Laura Gardner / MSW & Consultant**

### **LEARNING OBJECTIVES**

- Increase knowledge of how to orient English Learner and immigrant families to the U.S. educational system.
- Discover strategies for increasing the capacity of immigrant families and school staff for engaging in partnerships.
- Apply the Dual Capacity Building Framework specifically to English Learner/immigrant family engagement.

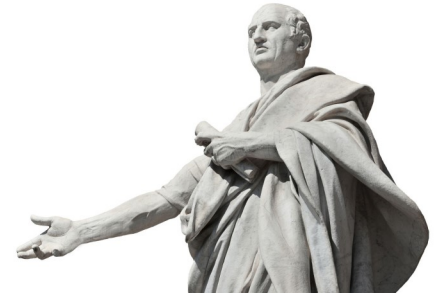
**[PLEASE REGISTER HERE](#)**

The NYS Statewide RBERN is an approved Sponsor of CTLE pursuant to Section 80-6 of the Regulations of the NYS Commissioner of Education. All participants must fully attend all required parts of the professional development and be actively engaged in the learning process (as demonstrated in the breakout rooms and/or chat discussions) in order to be awarded CTLE credit.

## **Latin and the Revised World Language Standards—Interpersonal Speaking & Listening**

*By David Pellegrino*

I often hear teachers say, “I teach AP or IB Latin; I don’t have time to add speaking and listening activities into the curriculum.” As a long-time AP Latin teacher, I understand! However, the addition of these activities in small doses from the very beginning of Latin study can go a long way to improve vocabulary retention because the more students work with high-frequency vocabulary the better they will remember those words when they appear in upper-level Latin passages.



When teachers add common classroom directions to their routines, they can point to them when they are ready to teach imperatives. When they have students talk about their likes and dislikes, it will help them with the verb “placēre” with concrete examples governing a dative. The great thing is that teachers will be able to decide what is important for their students to know and be able to do, and along the way little by little their students will be able to use Latin actively and meet the new Classical Language Standards.

When I was teaching middle school Latin, I created what I called “Conversational Songs” to help students learn key vocabulary and be able to speak and understand some Latin. I put these songs into the [an interactive website](#) with clickable words to help the students practice with the new vocabulary. When my singing voice wasn’t cooperating for a few days, I taught the students the pronunciation and the meaning of the song lyrics. Then I had musically-inclined students lead the class in the song. They were often better than I was on a good day, and all the students liked the change of pace.

If music is not your thing, consider using short Latin passages and culturally relevant pictures and related artwork as a springboard to using Latin more actively in the classroom. What you add to your repertoire has to be meaningful to both you and your students. The students will not only get more practice with the grammar and vocabulary that you are already teaching, but also get the learning experiences that they will need to succeed on tasks, geared to the new standards.

## **Spring 2023 World Language Professional Learning Series Announced**

The Office of Bilingual Education and World Languages is proud to announce the first webinars in the World Language Professional Learning Series for 2023. Each webinar is offered free of charge to any teacher of a world language working in a NYS school, including district, charter, and non-public schools, as well as BOCES and RBERN employees. The webinars will be conducted from 4:00-5:00 p.m. via Zoom and recorded for educators to access on-demand following the original events. Educators can earn CTLE credit by attending the live webinar or by viewing the recording and scoring at least a 7 out of 10 on a multiple-choice post assessment.

### **Centering Voices: Representation Within and Through World Language Classrooms**—1/24/23

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenters: Ingrid Paredes and Diana Clark Perez

In this seminar, participants will consider how the identities of our students and of target language cultures, New York State (NYS) Learning Standards for World Languages (WL), and the NYS Culturally Responsive Sustaining Education (CRSE) Framework apply to our instruction as World Language Teachers. We will consider the following:

- What do we mean by identity? Who are the marginalized?
- How does this connect with the NYS World Language Standards and NYS CRSE Framework?
- How are we considering the identities and voices in our classroom instruction that are seen and unseen?
- How does all of this apply to our instruction?





### **Real Connections: Leveraging Literacy Strategies for the World Language Classroom—2/28/23**

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenter: Beth Slocum

This session will explore how literacy can be developed in the world language classroom using the crosswalk between the revised NYS Learning Standards for World Languages and the Next Generation Learning Standards for English Language Arts (ELA) as a guide. The presenter will discuss literacy strategies and demonstrate ways to meaningfully apply them with authentic resources for novice and intermediate learners. Examples will be provided in French and Spanish but strategies are applicable for all languages.



### **Connecting Technology to the Modes—3/14/23**

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenter: Françoise Piron

In our current educational landscape, the use of technology is ubiquitous. As teachers, we plan lessons using tech tools, we engage students with the help of internet-based tools, and we refine our craft by learning about new strategies online. In this 1-hour webinar, the presenter will focus on the following: How can we address communication goals (Standards 1, 2, and 3) in the classroom when using technology with all 3 modes (Interpretive, Interpersonal, and Presentational)? How can social media and other authentic resources be used to both inspire students and to present culturally-rich materials (Standards 4 and 5)? How can language acquisition and proficiency develop through the help of appropriate tech tools? The presenter will offer tried-and-true strategies that align with the two anchor standards of Communication and Culture so that participants leave this webinar with a small toolkit that they can tweak to make their own.



### **World Languages in the Elementary School and the Revised Standards—4/18/23**

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenter: Marissa Coulehan

How can early language teachers create proficiency-based lessons that align to the revised standards? In this session, participants will discover how FLES teachers can plan engaging and developmentally-appropriate lessons that promote proficiency development for students in grades K-6. Participants should include administrators and teachers of World Language or Dual Language programs at the elementary school level, or administrators and teachers interested in establishing such programs.



### **Getting to Know Your Heritage Language Learners: Basic Sociolinguistic Concepts—4/24/23**

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenter: Dr. Carolina Bustamante

In this session, participants will identify the differences between native, heritage, and second language speakers in terms of proficiency and their pedagogical needs as language learners. Participants will learn about language dialect, register, standard, Spanglish and its characteristics, and why it is important for teachers to be aware of sociolinguistic considerations in order to better advocate for heritage learners in world language programs.



### **Getting Ready for Implementation of the World Language Standards: Administrators' Perspectives—5/9/23**

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenters: William Anderson and Shawna Sweet

This session will share experiences and lessons learned from two districts' journeys toward implementation of the revised NYS Learning Standards for World Languages. Learn about effective and practical strategies to lead and support World Language educators as they incorporate the revised standards in their classrooms. Familiarize yourself with the resources created by the Office of Bilingual Education and World Languages to guide curriculum alignment and instructional shifts.



## [Getting Ready for Implementation for World Language Teachers](#)—5/30/23

Click [here](#) to register. Click [here](#) to download the webinar flyer.

Presenters: Dr. Joanne O’Toole, Dr. Lori Langer de Ramirez, Bill Heller

With September 2023 fast approaching, the time has come for world language teachers to prepare to implement the Revised NYS Learning Standards for World Languages. What steps can teachers take now to be ready and confident to enact the revised standards? What is the best starting place? In this session, presenters will offer practical advice, strategies, and resources that world language teachers at all levels can use to audit and align their curriculum and build capacity to confidently implement the revised learning standards.



For more information on these webinars, please visit our [Professional Learning webpage](#).

## **News from Other NYSED Offices**

The New York State Education Department (NYSED) has ordered all school districts in the state to remove Native American mascots and associated icons from the public school system. Specifically, [the order](#) states, “the court’s decision establishes that public school districts are prohibited from utilizing Native American mascots. Arguments that community members support the use of such imagery or that it is ‘respectful’ to Native Americans are no longer tenable.” The directive goes on to state that “should a district fail to affirmatively commit to replacing its Native American team name, logo, and/or imagery by the end of the 2022-23 school year, it may be in willful violation of the Dignity [for All Students] Act.”

Are you renewing a New York State professions registration? Visit the Office of the Professions’ [“How Do I...” webpage](#) for information on this and other commonly requested services.

December 1, 2022 was i [#WorldAIDSDay](#). We can increase our impact through education and partnerships. NYSED and the NYS Department of Health Aids Institute have released guidance for HIV/AIDS prevention education, available [here](#).

NYSED’s [public data website](#) is now updated with district- and school-level state assessment data for the 2021-2022 school year, including grades 3-8 English language arts and mathematics assessment scores.

The New York State Library’s DayByDayNY website posts new songs every day for you to sing with your kids and students. Find them [here](#).

WMHT provides resources to help incorporate the arts into math lessons. [This collection of lesson plans](#) uses dance, drama, music, and visual arts to teach math concepts.

Celebrate and recognize an outstanding educator! Nominate a teacher to be the 2024 New York State Teacher of the Year. The [application](#) will be available until February 1, 2023.

The NYS Office of Information Technology Services’ K-12 Kids Safe Online NYS Poster Contest is open through December 16. Help students learn about cybersecurity by creating posters encouraging internet safety! Click [here](#) for more information.

