

Office of Bilingual Education and World Languages

New York State Education Department

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June 2023 Newsletter



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Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

Greetings! Our monthly newsletters allow us the opportunity to share with you the latest research, highlight recent guidance documents, and celebrate the work of our district and school communities across the state. This edition will feature several collaborations and partnerships of our district leaders, BOCES colleagues, and our specialists from the Regional Bilingual Education Resource Networks (RBERN). In this edition, I would like to share my profound gratitude for all our RBERN brothers and sisters. They are the quiet, unsung heroes who ignite our work across the state.

New York State has over 2.4 million students, with about 10% identified as English Language Learners (ELLs) and a significantly higher number of heritage language speakers, including students who previously exited ELL status. Our RBERNs have the charge of partnering with our district and school leaders to ensure that NYSED’s Commissioner’s Regulations Part 154 and the Blueprint of ELL Success are supported for all students. Their guidance and expertise provide the framework needed for every district that seeks to improve their services for ELLs, such as by strengthening or creating bilingual programs, or learning how to use students’ home language and culture as an asset.

As a group, the RBERNs contribute regularly OBEWL’s efforts to develop new resources and support practices that benefit ELLs through the participation in our strategic working groups, which have been featured throughout this past year’s newsletters. Individually they provide professional learning opportunities and technical assistance tailored to the specific needs of districts located in their regions. The RBERNs stand tall in representation of our quest to promote a multilingual and multiliteracy society.

As we close this academic school year, I wish to express my deep gratitude to all my RBERN colleagues. I celebrate you for your unwavering passion, for your vision of equity, and for continuing to protect the rights of our English Language Learners. I thank you for our past year and am excited for what’s to come next.

In unity,

Elisa Alvarez

Central Islip UFSD Offers Saturday Literacy Enrichment Program to Newly Arrived ELLs

The empowerment of parents is essential in the academic and personal advancement of English Language Learners (ELLs). This is a pivotal ingredient in student support that is accurately identified in the NYS [Blueprint for English Language Learner/Multilingual Learner Success](#), and it has guided the coordination of a six-week Saturday program offered to newly arrived ELLs and their parents within the Central Islip community.

Financially endorsed by a grant afforded to the Central Islip Union Free School District by our visionary Associate Commissioner of NYSED's Office of Bilingual Education and World Languages (OBEWL), Ms. Elisa Alvarez, the program offered literacy enrichment services departing from the concept that literacy is a social process which integrated parent training as the axel of the student learning. Each of these six workshops offered a three– hour parent workshop and training split into two sessions, with an emphasis on home language, new language and computer literacy.

For the past three years, the creation of a meaningful parent-district partnership has been the priority at the Central Islip Bilingual and ENL department. Throughout the months of May and June, the Saturday Literacy Enrichment Program offered parents an opportunity to learn how to navigate the online textbooks their children use at school and to learn strategies such as Autopruebas and Literacy-Based Cooking Lessons, both with the purpose to apply the new acquired lexicon in the English language. Parents also gained the ability to diversify their communication skills in the home language through every day home activities.

The success of this effort was apparent in the expressed interest of the parents who participated on the survey provided to them at the end of the six-week program. One parent comment in particular sums up the success “que sigan los pogramas, los necesitamos (let the programs continue, we need them).” Central Islip UFSD is grateful for the opportunity to deliver this program to our students and families.



Broome-Tioga BOCES Community of Practice for English as a New Language Teachers Conducts a Transformative Session

In a powerful display of collaboration and dedication, the Broome-Tioga English as a New Language (ENL) teacher community convened for its third Community of Practice (CoP) session on Wednesday, May 31st. The Community of Practice draws ENL educators from various school districts, including Sidney, Chenango Forks, Susquehanna Valley, Union-Endicott, Johnson City, Whitney Point, and Binghamton.

Led by Erin Wilday of the BT BOCES, Samara Romo of the Binghamton City School District, and staff from the Mid-State Regional Bilingual Education Resource Network (RBERN), the CoP's mission is to improve the educational experience of English Language Learners (ELLs) and Multilingual Learners (MLs). The CoP focuses on acquiring knowledge and skills and spreading ideas through community building, learning opportunities, and shared expertise for the Southern Tier of New York State.



The third session left participants feeling inspired and supported. Notably, Elisa Alvarez, the Associate Commissioner for the Office of Bilingual Education and World Language (OBEWL), joined the community, adding valuable insights to the discussions and reminding participants of maintaining the academic rigor for ELLs and MLs.

The gathering focused on addressing the needs of the ELLs in the region, as their population has grown by a substantial 20% this year. Presentations from the ENL Teachers of East Middle School in the Binghamton City School District and Mid-State RBERN highlighted the extensive efforts being made to cater to the unique challenges faced by Newcomers and Students with Interrupted/Inconsistent Formal Education (SIFE) in this area of the state.

To further enrich the learning experience, the EdTech Team of BT BOCES provided a comprehensive overview of cutting-edge Technology Tools for ELLs. These resources empowered educators with innovative approaches to enhance their teaching methods.



Engagement with Associate Commissioner Alvarez was a significant highlight of the session. Participants eagerly posed questions and shared their own experiences, fostering an atmosphere of collaboration and learning and bringing to her attention the unique experiences and challenges that ELLs face in the Broome-Tioga region. Difficult conversations centered on celebrating achievements and addressing challenges in serving the ELL population, leading to fruitful problem-solving discussions and next steps for the CoP.

This Community of Practice not only fosters camaraderie among ENL teachers from different districts but also reignites their passion and commitment to providing exceptional education to ELLs. Equipped with renewed

knowledge and determination, the Broome-Tioga ENL Teacher CoP is poised to make a lasting impact on the lives of our students.

Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute Washington Trip 2023

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI) hosted 21 Outstanding Student Delegates on an educational trip to Washington, D.C in June 2023. This group represented seven PR/HYLI delegations and nineteen high schools from across New York State, and were peer-selected as leaders in their home delegations to receive this honor. While in D.C., students had the opportunity to experience the history, culture, and legislative process of our nation's capital. This enriching experience allowed students to tour historic landmarks, visit iconic monuments and world-class museums, and meet with elected congressional officials for a real-world experience in civic engagement.

The theme of this year's PR/HYLI curriculum was ***Defending Our Democracy***, and students viewed the entire Washington, D.C. experience through this lens. Students received a guided tour of the National Mall where they got up close and personal with the Washington Monument, the World War II and Vietnam War Memorials, the Martin Luther King, Jr. Monument, and the famous Reflecting Pool and Lincoln Monument, which overlooks the entire city. Delegates also traveled to Mount Vernon, Virginia, where they were able to visit the home and learn the history of President George Washington first-hand.



PR/HYLI Student Delegates with Congressman Paul Tonko, of the Capital Region.

During the trip, the PR/HYLI delegates visited the famous Smithsonian Educational Research Complex. They viewed a variety of science discoveries of the past and present at the Smithsonian National Museum of Natural History, learning more about our changing global interconnectivity. They also toured the newest museum to the complex, The Smithsonian Museum of the American Latino. Here, they learned about changes in democracy since our country's inception and the important roles, movements, and ideas that Latinos specifically have had in shaping our nation. This experience powerfully reinforced the PR/HYLI theme.

Because PR/HYLI students have been studying the difference between state and federal governments for months, the capstone event of this trip was perhaps the most influential of all. Students visited the outside of the White House and received a personalized tour of the Capitol Building. Students were offered special passes granting them access to a closed-door gallery view of the House floor in session. They were then welcomed into a series of conversations with four separate Congressional Representative offices, for which students had prepared individualized questions.

This valuable educational experience had a positive impact on our students. According to an independent evaluation survey, 100% of students shared that they now feel confident applying what they learned in PR/HYLI Development Workshops to national issues. Additionally, 100% reported now feeling confident speaking with elected officials about concerns important to them, and have a clear understanding of the difference between the workings of the federal versus state governments. Congratulations to the 2023 Outstanding Student Delegates. Please visit the [PR/HYLI website](#) for more information.

Highlighting the “Dynamic Duo” Series: Hudson Valley RBERN & SWBOCES School Library Systems

The Hudson Valley Regional Bilingual Education Resource Network (HV RBERN) and Southern Westchester BOCES (SWBOCES) are thrilled to highlight the dedicated districts who came together this past year to cultivate a dynamic partnership through an exceptional professional learning series aimed at fostering strong teamwork between English as a New Language (ENL) teachers and School Librarians within the same school and district. The four part series spanned from October until June, featuring information on culturally responsive-sustaining education and research-based strategies English Language Learner (ELL) education, as well as laying the foundation for a successful partnership in supporting our ELLs and Multilingual Learners (MLs). The partnership of the ENL teachers and School Librarians is essential in that each brings unique expertise as well as resources to support and educate our ELLs and MLs both academically and socially.

The concept for the series was crafted after an initial conversation between the HV RBERN and SWBOCES School Library System. The conversation led to a session where districts were invited to discuss how we could best support them in educating ELLs and MLs. The resulting series was facilitated by Vanessa Gulfo and Christine Olsen, Resource Specialists at HV RBERN, in partnership with Anne Price-Gordon, Library Media Specialist at SWBOCES School Library System. The districts who committed to and participated in the series were Carmel Central School District, Chappaqua Central School District, East Ramapo Central School District, Greenburgh Central 7 School District, Hendrick Hudson Central School District, Mount Pleasant Central School District, Onteora Central School District, Peekskill City School District, Pocantico Hills Central School District, Port Chester-Rye Union Free School District, Union Free School District of the Tarrytowns, and Valhalla Union Free School District.

Through their participation in this professional learning series, the districts cultivated partnerships that lead to an specific event, activity, or task to engage ELLs and MLs. In the first session, participants developed a deeper understanding of the respective roles of ENL teachers and School Librarians to support all learners, strengthened their idea of the definition of culture as exemplified by Edward T. Hall’s concept of the “Iceberg Model of Culture,” and drafted an action plan for their districts. The second session consisted of districts sharing their planning template drafts and receiving feedback in breakout rooms. The third session was a virtual session in which districts provided updates on their work, participated in a Q and A, and were encouraged to invite stakeholders and partners to the final session. The final session served as an opportunity for districts to celebrate the outcome of the partnerships. The culminating events and projects included “Book Speed Dating,” “Bilingual Book Bites,” “Readers’ Theatre,” “Sustainability Unit Projects,” and “Books, Burgers, and Backpacks,” in addition to many more. The professional learning series played a pivotal role in fostering and enriching relationships among the educators, students, families, and stakeholders.

We express our deepest gratitude to the ENL teachers, School Librarians, and all stakeholders across the districts who participated in this series. Your dedication and partnership are invaluable contributions to the communities you serve. As we look ahead, we eagerly anticipate continuing our collaborative efforts to create meaningful and enriching educational experiences for our English Language Learners and Multilingual Learners.



2023-24 Regional Book Studies for World Language Educators

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) is proud to sponsor a series of Regional Book Studies in 2023-24 using **Enacting the Work of Language Instruction: High Leverage Teaching Practices, Vol. 1**. Virtual book studies are organized in six regions of New York, facilitated by teams who worked with NYSED during the 2022-23 school year to prepare. Because sessions are virtual, participants may choose to attend in the book study in their region or in any of the other regions. The dates for the book study in each region are listed below. Each book study will meet virtually via Zoom once a month from September to May from 4:00-5:30 p.m. (except for the Capital group, which will meet from 4:15-5:45 p.m., and the Long Island group, which will meet from 5:00-6:30 p.m.) Click [here](#) to download the flyer for these book studies.

Click [here](#) to access the registration form. Applicants will be processed on a rolling basis until registration reaches its capacity. Applicants are encouraged to register prior to July 31st to ensure the book can be mailed to them in advance of the book study.

Capital-East Region: Mondays 4:15-5:45 p.m.
Sept. 18, Oct. 16, Nov. 13, Dec. 18, Jan. 22, Feb. 12, Mar. 18, Apr 15, May 20
Facilitators: Anna Collie, Shannon Lundgren, Colleen Mager, and Amy Wilson

Hudson Valley Region: Thursdays 4:00-5:30 p.m.
Sept. 28, Oct. 26, Nov. 16, Dec. 21, Jan. 25, Feb. 29, Mar. 21, May 2, May 30
Facilitators: Kate DelVecchio, Elcie Douce, Deirdre Kelly, and Kaleigh Thomas

Long Island Region: Thursdays 5:00-6:30 p.m.
Sept. 21, Oct. 5, Nov. 2, Dec. 7, Jan. 11, Feb. 8, Mar. 7, Apr. 4, May 9
Facilitators: Andrea Hernandez Gallegos, Jennifer Karpoich, Leonardo Rivera, and Stephanie Smith

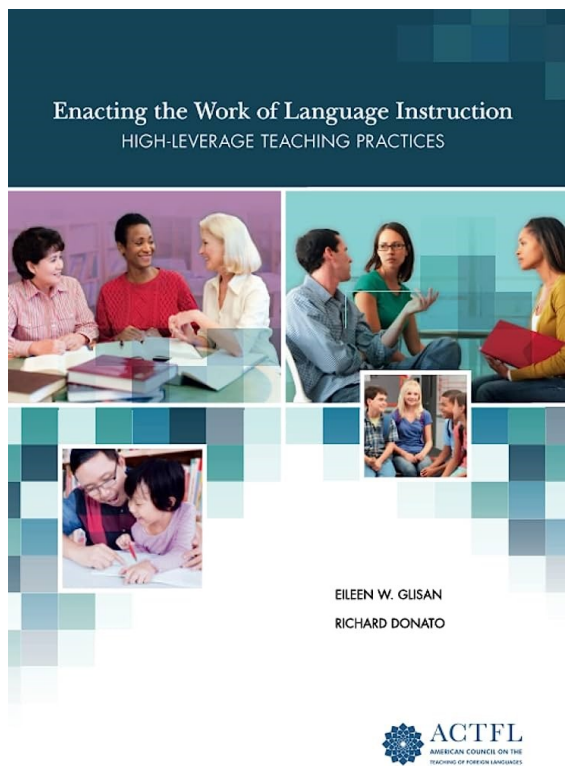
Mid-State Region: Tuesdays 4:00-5:30 p.m.
Sept. 19, Oct. 10, Nov. 14, Dec. 12, Jan. 9th, Feb. 13, Mar. 12, Apr. 9, May 14
Facilitators: Sheri Freestone-Swart and Heather Kent

Mid-West Region: Thursdays 4:00-5:30 p.m.
Sept. 21, Oct. 19, Nov. 16, Dec. 14, Jan. 18, Feb. 15, Mar. 21, Apr. 18, May 16
Facilitators: Tiffany Colon, Erin Johnson, and Sabrina Nudo

Western Region: Thursdays 4:00-5:30 p.m.
Sept. 28, Oct. 12, Nov. 9, Dec. 14, Jan. 11, Feb. 8, Mar. 14, Apr. 11, May 9
Facilitators: Meredith Anthony, Anna Cartwright, and Monika Zanni

Participants may earn up to 27 hours of CTLE credit (1.5 hours for each of 9 meetings and 13.5 hours for reading the book), provided they attend at least 8 of the 9 meetings. The book, **Enacting the Work of Language Instruction: High Leverage Teaching Practices, Vol. 1**, will be mailed to participants, free of charge, in late September. There is no cost to participate in this book study.

Please contact OBEWL via phone (518.473.7505) or email obewl@nysed.gov with any questions regarding this book



Professional Learning Opportunities for World Language Educators in Summer 2023

Collaborative Unit Design for Checkpoint B

OBEWL will host unit design workshops in nine regions throughout New York State to help educators prepare for the implementation of the NYS Learning Standards for World Languages beginning this coming September. *Although the examples given will be for Checkpoint B, these workshops are open to teachers of any level (Checkpoints A through C).* The events will run from 9:00 a.m. to 2:00 p.m. (with a one-hour lunch on your own) on two consecutive days. To participate, educators must register in advance using this [online registration form](#). Registrations will be accepted on a first-come, first-served basis until the venue capacity has been reached. These sessions are offered free of charge, are in-person only, and will not be recorded for future viewing. Below are the list of dates and locations by region.

- **Capital:** July 13th - July 14th - Questar III BOCES
- **Hudson Valley:** July 18th - July 19th - Ulster BOCES
- **Long Island:** July 11th - July 12th - Western Suffolk BOCES
- **Mid-State:** July 27th - July 28th - OCM BOCES
- **Mid-West:** June 26th - June 27th - Monroe 2-Orleans BOCES
- **New York City:** July 20th (9am-2pm) - July 21st (10am-3pm) - Fordham University, Bronx Campus
- **Northern NY:** August 8th - August 9th - Franklin-Essex-Hamilton BOCES
- **Southern Tier:** July 25th - July 26th - BT BOCES, Johnson City Learning Center
- **West:** July 6th - July 7th - Erie 1 BOCES

Webinar Recordings Available On-Demand

The OBEWL website now hosts 35 recorded webinars on a variety of topics to support educators' transition to the NYS Learning Standards for World Languages. Most webinars are one hour in length and can be viewed on demand at the convenience of the user. To earn a certificate documenting CTLE hours, educators need only score at least a 7 out of 10 on a multiple choice post assessment, also available on our website. Multiple versions of each post assessment are available for additional attempts or to refresh your knowledge each year. To view one of these webinars or to access the post assessments, please visit our [Professional Learning website](#).

NYSAFLT Summer Institute

For more information, visit [NYSAFLT's Summer Institute page](#).



The graphic features a blue background with a sailboat on the left. In the top left corner is the NYSAFLT logo, which consists of a circular arrangement of various national flags surrounding a map of New York State. The text 'Summer Institute' is written in a large, elegant, white cursive font. Below it, 'JULY 31ST - AUGUST 3RD 2023 VIRTUAL' is written in a smaller, white, sans-serif font. The central text reads 'Sailing with Ease into the Revised Standards' in a white cursive font, flanked by decorative horizontal lines with circular motifs. On the right side, there is a portrait of a smiling woman, identified as Alexis Thornton, Chair of Putnam Valley High School.

European Union National Institutes of Culture of New York Organizes Career Booster Europe



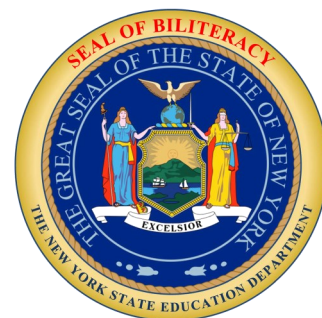
Career Booster Europe is an information and networking fair designed for students who are interested in exploring how they can weave their knowledge and studies of European languages into their education and future career. Students of German, French, Spanish, Italian, Portuguese, Polish, Czech, Romanian, Estonian, or other European languages will receive ideas and hands-on examples to support their future plans. Representatives of European Union (EU) companies in the US, universities, funding institutions, consulates, study abroad organizations, vocational training schools and others will be in attendance to meet with interested participants. The event will also feature panel discussions, presentations and workshops to help attendees think about how to design their individual trajectory. The event is geared towards high school students, undergraduate- and graduate students, and anyone interested in a future with world languages. Attendance is free-of-charge; for more information, click [here](#).

Career Booster Europe honors the European Day of Languages (EDL). Launched in 2001 by the Council of Europe, EDL is celebrated annually and globally on September 26. It aims to raise awareness of the importance of language learning, promote the rich linguistic and cultural diversity of Europe, and increase plurilingualism and intercultural understanding. See our past event [here](#).

This event is organized by the EU National Institutes for Culture of New York (EUNIC NY) in collaboration with local partners. EUNIC is a global network of EU cultural organizations with 125 clusters represented in 90 countries. In New York City, the EUNIC NY cluster consists of 22 regular and 18 associated member organizations. Its aim is to promote European values, build capacity among members and partners, and engage local partners in dialogue and cultural projects. Visit the [EUNIC NY website](#) for more information.

NYSSB Reminders

Congratulations to all NYS schools that offered the Seal of Biliteracy in 2022-23. A reminder that schools with candidates must submit the End of Year Data form by no later than July 15th of each year. Forms should be submitted to NYSED via email (nyssb@nysed.gov). Schools are encouraged to submit photos of their graduates in their Seal regalia for inclusion in the 2022-23 Annual report. Photos can be sent to the aforementioned email address.

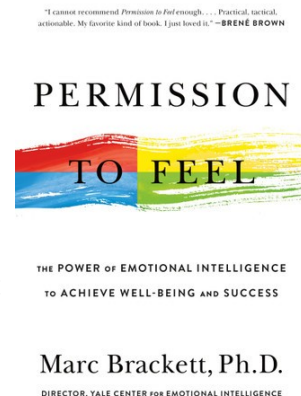


OBEWL Staff Engage in Book Study

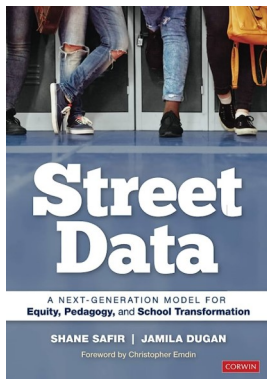
The staff at the Office of Bilingual Education and World Languages (OBEWL) have been engaging in a series of book studies this year in small groups and then sharing out the information with other staff incrementally throughout the year. Below are a few of the books for your review should you wish to consider designing a book study with a friend or colleague.

Permission to Feel

Permission to Feel is a wonderful book on “The power of emotional intelligence to achieve well-being and success.” The author, Marc Brackett, Director of the Yale Center for Emotional Intelligence, has written a book that is not only easy to read but easy to put into practice. By using the **R.U.L.E.R.** skills (Recognizing, Understanding, Labeling, Expressing and Regulating emotions) and the **Mood Meter** (designed to chart every feeling a human being can experience), readers learn to pin-point/understand what they are actually feeling to such a precise degree that they will not only know how to defuse a possibly challenging situation, but know how to actually predict and avoid it. These tools help readers understand how to handle emotional situations by clearly understanding what is actually happening and not allowing their response to be led by emotion, projection, or assumption. We cannot recommend this book highly enough. It is a welcomed tool that can improve all areas of our lives (in school, business, personal, and inter-personal relationships).



Street Data



Street Data by Shane Safir and Jamila Dugan offers an equity-centered framework and systems-based leadership strategies for school and district transformation. The book sheds light on the importance of humanizing the process of gathering student data. Instead of positioning students and families as objects that can be quantified, Street Data teaches us to shift our thinking on the effective and efficient use of qualitative data. Moreover, it teaches us the importance of listening deeply to those who are most marginalized in our school systems and to truly understand their experiences. Lastly, the book provides a holistic approach to elevating student voices and ultimately moving away from quantitative metrics to real lived experiences of those we serve.

Culturally and Linguistically Responsive Teaching and Learning: Classroom Practices for Student Success

Culturally and Linguistically Responsive Teaching and Learning by Sharroky Hollie provides practical activities and information to support the modern-day teacher rooted in research, best practices, and evidence-based teaching strategies. Beginning with background knowledge and loaded with tons of teacher-ready tools to use right away, this book can ignite growth in your teaching and classroom management. Written to address all grade levels, this invaluable resource provides novice and experienced educators with a pedagogical framework for implementing culturally and linguistically responsive teaching strategies in today's diverse classrooms. It covers classroom management, academic literacy, academic vocabulary, academic language, and learning environment. Teachers will be able to implement best-practice instruction with the practical strategies and concrete activities provided in the book and will learn how to approach their instruction through a culturally and linguistically responsive lens. Educators will feel empowered and excited to implement this framework because it embraces and places value on students' culture and language, allowing them to thrive in the classroom.

