

Office of Bilingual Education and World Languages

New York State Education Department

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March 2024 Newsletter



In This Issue:

- Letter from the Associate Commissioner1
- Advanced Literacy Briefs: An Overview2
- Long Island Teachers Institute3
- Summer Workshops on Assessment Guidance for World Language Educators4
- Spring Webinars for World Language Educators5
- Webinar: Demystifying End-of-Year Data Submission for the NYS Seal of Bilingual Proficiency6
- Save the Date: NYCAFLT Professional Learning Conference.....7
- News from Other NYSED Offices8
- RBERN Contact Page9

Dear Esteemed Colleagues,

The teaching profession is facing an unprecedented decline, particularly in relation to educators who work with linguistically diverse students. This poses a significant threat to the quality and inclusivity of education in our increasingly diverse society. Acknowledging the urgency of this issue, it is imperative for higher education institutions, policy makers, and outside organizations to collaborate on strategic initiatives aimed at attracting and retaining a more diverse pool of educators.



The importance of having a diverse teaching workforce, especially for linguistically diverse students, cannot be overstated. Students benefit not only academically but also socially and emotionally when they see educators who reflect their cultural and linguistic backgrounds. Diverse teachers bring unique perspectives, cultural competencies, and language skills that enrich the overall educational experience. It creates a more inclusive environment where students feel understood, supported, and inspired to excel.

Higher education institutions play a pivotal role in shaping the future teaching workforce. To address the decline in teachers working with linguistically diverse students, universities should prioritize recruitment efforts that actively seek students from diverse linguistic and cultural backgrounds. Scholarships, mentorship programs, and partnerships with community organizations can

incentivize aspiring educators. Simultaneously, policymakers need to review and adapt licensure and certification processes to recognize and value linguistic diversity skills. Policies that promote inclusive teaching practices and provide ongoing professional development in culturally responsive teaching can better prepare educators for diverse classrooms. New York State has taken, and will continue to take, measures that address a diverse, equitable and inclusive educational professional environment, including teacher certification flexibilities.

Outside organizations can significantly contribute to reversing the downward trend in linguistically diverse educators. Partnerships with philanthropic organizations can fund initiatives such as scholarships, teacher residency programs, and community outreach efforts. These partnerships can also support research on effective strategies for recruiting and retaining diverse teachers. By investing in the development of educators from underrepresented backgrounds, philanthropic organizations contribute to breaking down barriers and fostering a more inclusive educational landscape.

Addressing the shortage of teachers for linguistically diverse students requires a multi-faceted approach that involves higher education institutions, policymakers, and philanthropic partners. By prioritizing diversity in recruitment, revising certification processes, and fostering strategic partnerships, we can cultivate a teaching workforce that mirrors the rich tapestry of our society. In doing so, we not only provide better educational opportunities for all students but also create a more equitable and harmonious future. The time to act is now, and the collaboration of these stakeholders is essential for the transformation of our education system.

Yours in Unity,

Elisa Alvarez

Advanced Literacy Briefs: An Overview

The New York State Education Department (NYSED), in collaboration with the state’s BOCES and Big 5 school districts, hosted a statewide literacy conference on January 10, 2024 at designated BOCES and Big 5 sites. This event, which was a hybrid webinar with in-person discussion, provided New York State administrators and literacy leaders an opportunity to strengthen their knowledge of evidence-based literacy practices in P-12 education. NYSED launched the literacy initiative with seven (7) briefs by Dr. Nonie Lesaux and Katie Carr. Through this work NYSED seeks to ensure that our districts and schools have the best skills, the best knowledge, and the best tools to lead evidence-based research and practice on reading and writing.

The Office of Bilingual Education and World Languages embraces the evidence-based research of the science of reading and literacy to inform instruction for English Language Learners (ELLs), aligned with the understanding of Social-Emotional Learning (SEL) and the four high leverage principles of NYSED’s Culturally Responsive-Sustaining (CR-SE) Framework: 1. Welcoming and affirming environment 2. High expectations and rigorous instruction 3. Inclusive curriculum and assessment and 4. Ongoing professional learning. We will continue to focus on student-centered learning experiences, which embrace equity and diversity of race, economic background, gender, language, sexual orientation, nationality, religion, and ability.

The Science of Reading (SoR) informs instruction from early childhood through adolescence, for all populations. Research finds that reading and writing necessitate equal attention, with emphasis on developing skills and competencies in the six components of reading: 1. Oral language—Includes speaking and listening, provides the foundation for written language; 2. Phonological awareness—An awareness of speech sounds, as opposed to phonemic awareness, the ability to identify and manipulate sounds 3. Phonics—An instructional method that involves systematically matching sounds with the letters that represent the sounds 4. Vocabulary—A student’s internal dictionary, which is comprised of words and their meanings 5. Fluency—The ability to read connected text with accuracy and expression at an appropriate rate. 6. Comprehension—The complex process and goal of reading that involves constructing meaning from and interpreting texts.

We embrace and apply the Science of Reading to ELL instruction in a universal and targeted approach. It is important to identify practices that are aligned both to the science of reading and to research of how our ELLs learn to read and write in English as a New Language (ENL). Considering the SoR research and literacy development for ELLs, schools need to rethink the existing practices and strengthen instruction for ELLs in all classrooms and at all grade levels. Schools need to provide ELLs the opportunity to develop language in academic texts and talks, organize academic speech and writing, and practice analytical exercises to achieve the advanced literacy competencies.

In a classroom of high expectations and rigorous instruction, ELLs develop language and analytical skills simultaneously to understand content and concepts, and learn to make judgments based on evidence. They are fully engaged in activities that are scaffolded for their language development and autonomy, and in a curriculum that is grade appropriate and culturally responsive. They bring their own experiences into the learning when they comprehend complex information in all content areas. They develop language and skills in meaningful activities; they practice identifying and articulating their own perspectives in different modes of communication, and they interact with others in a culturally responsive and welcoming environment.

To lead literacy for equity and excellence for all students, we need to understand the how SoR aligns with SEL and CR-SE instructional frameworks. Schools need to have a system with inclusive curricula and assessments that enable formative assessment to be an essential process to teaching and learning of ELLs. It is important to identify ELLs’ specific needs and develop their language skills by engaging them in classroom discussions or presenting their ideas in other modes, in oral or written form. ELLs bring their unique life experiences to classrooms, and they are supported in the scaffolded learning instances to integrate the new learning experiences in their lives.

In the CR-SE Framework, educators and teachers to develop knowledge of their students and the diverse communities they serve through ongoing professional learning. They also develop expertise in the Science of Reading and their disciplines to create culturally responsive curricula and best practices for their students. They become highly effective in identifying their specific literacy needs and learning trends in the ELLs sub-group.

References:

- Heritage, M., Walqui, A., Linquanti, 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:

- [Topic Brief : Advanced Literacies for Academic Success](#)
- [Topic Brief: Quality Education for English Language Learners and Multilingual Learners: Why We Need It and How We Can Achieve It?](#)
- [New York State Literacy Initiative Brief: Science of Reading: What Is It?](#)

SCIENCE OF READING

The Science of Reading refers to a body of research—50+ years of interdisciplinary research that documents and describes how children develop reading and writing skills and competencies.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech, and language pathology, implementation science, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.

Long Island Teachers Institute



On March 6, 2024 the Long Island Regional Bilingual Education Resource Network (LIRBERN) hosted its annual Long Island Teachers Institute (LITI) at the Marriott Melville. After 30 years as a live event, the Institute converted to a virtual format due to COVID. This year the conference shifted back to a live format for the first time since 2019. The event was attended by over 500 Long Island ESOL educators and administrators, from 70 Nassau/Suffolk public school districts.

Guest speakers for general session included Juli Kreichman from OBEWL, Eastern Suffolk BOCES Chief Operating Officer David Wicks, and Western Suffolk BOCES District Superintendent April Poprilo, who is also serving as Interim District Superintendent of Eastern Suffolk BOCES. The keynote presentation *The (Mis) Education of Multilingual Learners* was delivered by Dr. Ayanna Cooper, a U.S. Department of State English Language Specialist alumna who also offered an administrator specific breakout session entitled *Action Steps for Leadership Teams to Support Multilingual Learners* later in the day.

The general session came to a close when forty talented high school students from the Brentwood UFSD *Community, Obligation, Professionalism, and Achievement (COPA)* Club treated attendees to a series of traditional dances. The COPA Club is sponsored by the 21st Century Community Learning Centers program, a federally funded program which supports the creation of community learning centers that operate programs for students, particularly those who attend high-poverty and low-performing schools.

The afternoon program consisted of 21 workshops for educators and administrators ranging on topics from supporting newly arrived immigrants to using technology to support CR-SE to teaching poetry for ELLs. Many workshops were presented by Long Island educators and administrators, providing an opportunity to highlight the best practices and achievements of public-school districts throughout Long Island.

Attendees also included a group of 20 high school juniors and seniors enrolled in a Career and Technical Education (CTE) program entitled "Teaching as a Profession," offered in the Patchogue-Medford UFSD. The Teachers Federal Credit Union sponsored the attendance of these students, covering their registration fees. Fullmind, one of the 15 education resource publishers that had exhibitor tables at the event, also sponsored a student to attend this day-long event. Additional sponsorship was provided by the telecommunications company, Optimum, which distributed five hundred \$100 'Donors Choose' gift cards to each LITI attendee!

For more information on next year's LITI or to access conference materials visit the [LITI conference page](#) .



Summer Workshops on Assessment Guidance for World Language Educators

NYSED OBEWL is sponsoring a two-day, in-person workshop in nine regions throughout New York State 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). These documents provide guidance for the creation of Checkpoint A Benchmark Assessments aligned to the revised NYS Learning Standards for World Languages. These assessments are used to award one high school credit for middle school students prior to entering Grade 9 and to meet the one-credit graduation requirement. Checkpoint A Benchmark Assessments must be aligned to the revised standards for the June 2025 administration. Workshop presenters will explain the guidelines outlined in the aforementioned documents and will advise participants in designing assessment items that adhere to these guidelines. A member of the World Language Executive Committee will lead each workshop: Dr. Joanne O’Toole, Bill Heller, and Dr. Lori Langer de Ramirez. All workshops will run from 9am to 2pm with a one-hour lunch on your own.

- Capital District: Tuesday, July 16th - Wednesday, July 17th – Questar III BOCES (10 Empire State Blvd., Castleton-On-Hudson, NY 12033)
- Hudson Valley: Thursday, July 11th - Friday, July 12th – Ulster BOCES (175 Route 32 N, New Paltz, NY 12561)
- Long Island: Tuesday, July 23rd - Wednesday, July 24th – Western Suffolk BOCES (31 Lee Avenue, Wheatley Heights, NY 11798)
- Mid-State: Thursday, July 18th - Friday, July 19th – OHM BOCES (4747 Middle Settlement Rd, New Hartford, NY 13413)
- Mid-West: Thursday, June 27th - Friday, June 28th – Monroe 2-Orleans BOCES (3599 Big Ridge Rd., Spencerport, NY 14559)
- New York City - Thursday, July 25th - Friday, July 26th – Fordham University - Bronx Campus (2691 Southern Boulevard, Bronx, NY 10458)
- Northern NY - Tuesday, July 9th - Wednesday, July 10th – Jefferson-Lewis BOCES (20104 Arsenal St, Watertown, NY 13601)
- Southern Tier: Monday, July 1st - Tuesday, July 2nd – BT BOCES, Johnson City Learning Center (500 Main St, Johnson City, NY 13790)
- West: Monday, August 5th - Tuesday, August 6th – Erie 1 BOCES (355 Harlem Rd., West Seneca, NY 14224)

Participants must commit to attending both days in full. 8 hours of CTLE credit are offered.

Registration process: All participants must pre-register for these workshops using the [NYSED registration form](#). (Please note that using your school’s internal system, such as Frontline, does not register you for these workshops.) Once the registrant's email address has been verified as being from a New York State school, college, or university, an email confirming their registration will be sent. Pre-registration will close by Friday, June 14, 2024, or whenever the individual venues reach capacity; there will be no same-day registration. Only pre-registered attendees will be eligible for a certificate documenting attendance and/or CTLE hours.

[Link to workshop flyer](#)

[Link to registration form](#)

Spring Webinars for World Language Educators

Linguistic Diversity in the Heritage Classroom: Educational Practices that Celebrate Home Languages

by Maria Quintanilla (April 24, 2024, 4:00-5:00 pm via Zoom)

Heritage Language Learners' linguistic, social, and emotional learning path is unique to each learner. A Heritage Language classroom affirms their identities, multilingualism, and cultural practices. In this webinar, the presenter will explore approaches for centering language varieties, cultures, and histories of our heritage language-speaking learners, and will explore strategies relevant to classrooms with a mix of Heritage and non-Heritage language learners. She will present effective teaching strategies, proven in the classroom, for empowering identity, linguistic plurality, and cultural perspectives.

Click [here](#) to register.



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.

Click [here](#) to register.



Webinar: Demystifying End-of-Year Data Submission for the New York State Seal of Biliteracy (NYSSB)

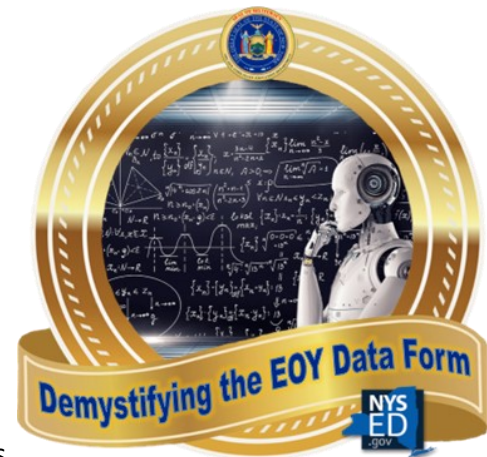
Date & Time: Wednesday, April 10th, 2024, 3:30-4:30 p.m.

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) presents this eighth webinar in its 2023-24 NYSSB Professional Learning Series: **Demystifying End-of-Year Data Submission for the NYS Seal of Biliteracy**. This webinar is offered free of charge for educators, counselors, and administrators working and studying in New York State educational institutions. One (1) hour of CTLE credit is offered. This webinar will be recorded and the recording made available on our professional learning website within about a week of the original event. Those who watch the recording may earn CTLE credit for the webinar by earning a score of at least 7 out of 10 on the post assessment available on the webinar's webpage.

Webinar description: At the end of each academic year, schools must report their NYSSB data to OBEWL to obtain the Seals to put on the diplomas and the medallions to distribute to students for graduation. Seal Coordinators submit this information on the End-of-Year Data form in the late spring or early summer. The sometimes-arduous process of gathering and entering this data can be streamlined to ensure accurate and timely reporting, as well as to avoid overburdening the Seal Coordinator during an already busy time of year. Each part of the form will be unpacked, while strategies for recording keeping and cross-checking data for errors will be discussed. In the second half of the webinar, participants will work in small breakout rooms to complete a challenge exercise designed to hone their skills in completing the End-of-Year Data form. There will be ample time for participants to ask questions.

Click [here](#) to register.

For more information on the NYS Seal of Biliteracy, please visit [our website](#) or contact nyssb@nysed.gov.





SPRING 2024 NYCAFLT PROFESSIONAL LEARNING

Conference
Save The Date

13

APRIL
2024



9:00AM-
1:00PM

THEME:

"OUR NEW WORLD LANGUAGE STANDARDS: SUPPORTING ALL LEARNERS' LANGUAGE SKILLS AND CULTURAL COMPETENCY IN A CAN DO WORLD"

CONFERENCE CO-CHAIRS:

VIVIAN SELENIKAS, LONG ISLAND CITY HS
YADIRA ALEJANDRO, JOHN ADAMS HS

5 CTLE HOURS AVAILABLE UPON REQUEST AT EVENTBRITE REGISTRATION

**THE CONFERENCE WILL BE IN PERSON AT UNITED FEDERATION OF
TEACHERS CONFERENCE CENTER SHANKER HALL 52 BROADWAY, 19 TH
FLOOR, NEW YORK, NY 10004**

LIMITED CAPACITY: 150 PARTICIPANTS

**ONLINE REGISTRATION CONFERENCE FEE IN ADVANCE: \$30
ONSITE REGISTRATION: \$45**

CONTINENTAL BREAKFAST INCLUDED



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

The New York State Library Announces Programming for March

This month's webinars and events are related to history, genealogical services, and other interesting topics. Visit the State Library's [website](#) for a complete list of upcoming programs, including webinars, events, and onsite genealogy walking tours. Additional programs will be added to the website as they are confirmed. Some highlights for March include:

- Fearless Women: Feminist Patriots from Abigail Adams to Beyoncé
- Register for Eleanor Roosevelt After 1945
- [Celebrating the 19th Amendment: Women's Suffrage and Anti-Suffrage Documents for Educators](#)

New Resources for Students with Disabilities

The U.S. Department of Education's Office for Civil Rights (OCR) has released [new resources](#) for students with asthma, diabetes, food allergies, and gastroesophageal reflux disease (GERD). A [data snapshot](#) is included on equity and access for students with disabilities drawn from OCR's 2020-21 Civil Rights Data Collection.

Statewide Elementary Math Tournament

As part of the [Expanded Mathematics Access Program \(EMAP\)](#), NYSED and [First In Math](#) will be holding a [Statewide Tournament for Mathematics](#) for students in grades 1-5. The Statewide Mathematics Tournament will include virtual regional contests and an in-person statewide event. The program is free for all (public, BOCES, charter, religious, and independent) New York State schools and programs serving students in grades K-5. Please see the [Statewide Mathematics Tournament 2024 flyer](#) for additional information.

New York State Summer School of the Arts!

Applications are being accepted for the 2024 New York State Summer School of the Arts! In-residency programs and scholarships are available for NY students in grades 8-12. [Deadlines for in-residency programs](#) are approaching soon.

Youth Arts Month

[March is Youth Arts Month!](#) This annual celebration emphasizes the value of Arts Education for all children and encourages support for high-quality school art programs

