



## European Day of Languages 2022

The European Union National Institutes for Culture (EUNIC) dedicated their 2022 European Day of Languages on September 30th to the New York State Seal of Biliteracy. Hosted by the Goethe Institut of New York and sponsored by the New York State Education Department and the New York City Department of Education, this networking event was part conference, part information fair, and was attended by more than 150 educators, professionals, and exhibitors from around the globe.

The day included several panel discussions with various stakeholders from educational institutions that work with the Seal of Biliteracy, each presenting their perspective on the importance of developing students with biliteracy and bicultural skills. Panels were followed by a series of concurrent sessions by presenters from all over the state, highlighting the support services provided by various institutions for language learning. One such support is the development of a [Wakelet for the Seal](#). On this Wakelet, teachers, students, and families can access general resources for the Seal, as well as language-specific resources to support learning.

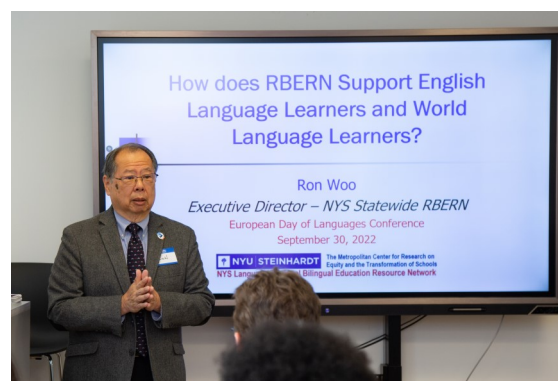


*Regent Luis O. Reyes*



*From left to right: Panelists Candace Black (NYSED), Stela Radovanovic (NYCDOE), Fabrice Jaumont (Embassy of France), Francesca McAuliffe (Stuyvesant HS), and Brenna Muldoon (North Colonie CSD) .*

Following lunch, Regent Luis O. Reyes of the NYS Board of Regents shared how the NYS Seal of Biliteracy has grown from just under 250 students in its first year (2015-16) to more than 7,000 students in 2021-22. Regent Reyes went on to advocate for our English Language Learners (ELLs), who are ideal candidates for the Seal, stating that “ELLs, both current and former, are particularly well-poised to earn the Seal, since they already speak a language other than English. The number of current ELLs who earned the Seal increased significantly in the last two years, up 130% in 2020-21 and up over 70% in 2021-22.”



*Dr. Ron Woo, Executive Director of the NYS Statewide Language Regional Bilingual Education Resource Network (RBERN)*

Throughout the day, attendees were able to interact with various exhibitors representing organizations that support world language instruction, including various cultural institutes.

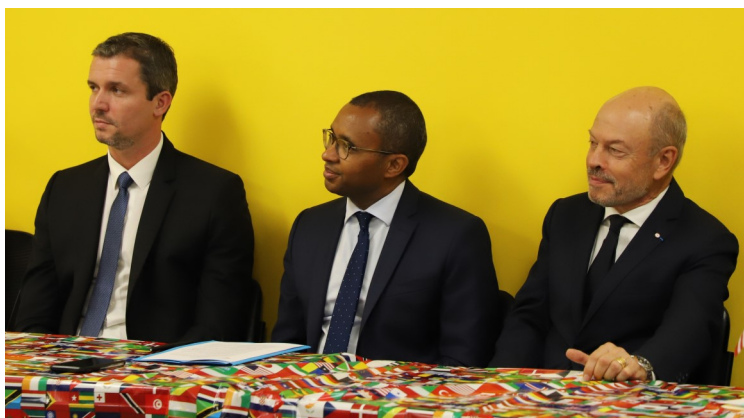


*An exhibitor and an attendee discuss German programs.*





## NY French American Charter School Building Inaugurated with Visit from French Minister of Education



*From left to right: Jérémie Robert, Consul General of France in New York; Pap Ndiaye, French Minister of National Education and Youth; and Richard Orteli, Chairman of the NYFACS Board of Directors*

The New York French American Charter School (NYFACS) was the first bilingual Franco-American public charter school in the United States. Founded in 2010, the school was established to address the needs of francophone communities of New York City, including the Little Senegal section of Harlem, where NYFACS is located. Its mission is to develop bilingual, biliterate global citizens who will be the leaders of tomorrow. At present a Prekindergarten through 8th grade school, NYFACS boasts a diverse student body and native French-speaking teachers from the francophone global community.

On Monday, September 19, 2022, the new middle school building of the New York French American Charter School was inaugurated

by Pap Ndiaye, French Minister of National Education and Youth. Minister Ndiaye shared that “French is the language of the future. In 2050, the French-speaking world (*la Francophonie*) will include over 700 million people who speak French at home.” An embodiment of this himself, Minister Ndiaye is the product of a French mother and a Senegalese father. In his remarks at this event, he shared the critical role that bilingual education plays in providing equitable access for all to a high-quality education that develops learners with 21st century skills, including students who can communicate in multiple languages and with intercultural competence.



*Manuella Gatia, grade 7 student and one of two student speakers at the inauguration*

Additional comments were offered by NYFACS’ principal, Dr. Bertrand Tchoumi, leaders within the New York City Department of Education, and other NYFACS staff members. Several students gave testimonials regarding their school in both English and French.

Principal Tchoumi spoke of his students in the following way: “Our students are citizens of the world. From the youngest students and throughout all grades, we instill the notion of respect and curiosity for different cultures. Children who learn in the bilingual environment of NYFACS gain a unique perspective on the world and are prepared for the complex,

multicultural environment of tomorrow.

Following the inaugural presentation, M. Ndiaye unveiled an inauguration plaque and attendees were treated to a tour of the school, accompanied by a traditional drumming demonstration by students, pictured here on the right.

For more information on NYFACS, please visit their [website](#).



*NYFACS students perform at the inauguration*



**New York French American  
Charter School**

*The Only Free French Immersion Program for Grades PK - 8*



## **Implementing Social Emotional Learning for ELLs' Well-being and Academic Success**

While the number of English Language Learners (ELLs) within New York State has increased by around 1.8% (3% out of New York City) in the last decade, the academic gap between ELLs and their non-ELL peers has remained relatively constant. ELLs may experience various stressors including acculturation, English proficiency expectations, the trauma of immigration, discrimination, bullying, and socio-economic disadvantage. Student well-being including social and emotional, physical, and cognitive capacities needs to be centralized in sustainable education. Research has shown that social-emotional competencies positively impact mental health and academic performance. Cognitive development and social emotional learning (SEL) are intertwined to help students build the competencies for college and career readiness and civic life.

How do we implement SEL to ensure ELLs' academic success and well-being? The first principle in teaching should be the integration of academic, social, and emotional learning. Besides curriculum, flexible and achievable practices should be developed and implemented continuously and consistently in instructional and non-instructional spaces. Whole child support, family engagement, school support, and community involvement are essential components of SEL for ELLs. A growing number of SEL frameworks encompass a whole school approach to strengthening SEL through authentic and equitable partnerships between schools, families, and communities.

The following core practices are recommended for to support SEL of ELLs and also of the educators that support them.

### **Inside School Practices**

#### *Addressing ELLs' Needs and Interests*

- Build knowledge of ELLs' linguistic and social-emotional background.
- Understand the language demands inherent in each SEL task.
- Develop scaffolding for SEL instruction to enable ELLs to successfully participate in independent and class activities.

#### *Implementing Culturally and Linguistically Responsive-Sustaining Education*

- Set high expectations and provide rigorous, adaptive instructions.
- Involve parents and students in curriculum design to affirm a sense of identity & dignity for an inclusive learning and social environment.

#### *Prioritizing Project-Based Learning (PBL)*

- Use mindful reflections on thoughts, emotions, and behaviors in independent and group PBL work to develop assertiveness, empathy, critical thinking skills, and a growth mindset with positive attitudes.
- Apply compassionate communication practices in PBL teamwork to foster responsible decision-making, build a self-agency in learning, and establish mutually supportive relationships.

### **Outside School Practices**

#### *Implementing Consistent SEL in Out-of-School Time (OST) Programs*

- Provide guidance on leveraging OST programs (e.g., after-school and summer programs) to accelerate SEL in a manner that is aligned with inside school practices.
- Offer a continuum of care for all ELLs in need of support with additional SEL support services provided as needed.
- Build multiple connections with students, families, and communities.

#### *Building Youth Positive Program*

- Facilitate strength-based and aspiration-oriented youth development (e.g., college-career aspiration project).
- Collaborate with community health organizations to help ELLs evaluate their SEL well-being and receive support to address any needs identified.

### *Enhancing Family Involvement*

- Initiate a dual capacity-building framework for family engagement and collaboration between teachers and parents in terms of capacities in confidence, cognition, and connections.
- Reduce family social isolation/exclusion through collective parent engagement and family support.

### **Developing Capacity Among Adult Stakeholders**

#### *Building Transformative Leadership*

- Establish a shared vision and mission for SEL.
- Build consensus and commitment to SEL among all educators.
- Distribute decision making power across all stakeholders.

#### *Strengthening Social-Emotional Skills*

- Provide workshops for adults (e.g., educators, parents, community service providers) to learn SEL competencies.
- Build learning communities and/or co-teaching workgroups to develop adult emotion regulation and interpersonal skills, modeling for students.
- Align learning activities with the Collaborative for Academic, Social, and Emotional Learning (CASEL) five core competencies of SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

#### *Expanding Adult SEL Capacity (Cognition, Curriculum/Instruction, and Collaboration)*

- Understand the role of SEL in preparing ELLs for college, career, and civic life, the inclusion of ELLs in general education classrooms, language acquisition, academic motivation and engagement.
- Provide professional development for teachers on SEL practices.
- Provide workshops on collaborative strategies for teachers and parents to promote interprofessional collaboration and learning.

### **Evaluation and Improvement**

- Apply the Plan-Do-Study-Act (PDSA) quick circle method to scale up and scale out capacities.
- Assess ELLs' social-emotional skills through formative assessment, emphasizing the process to inform improvement.
- Consider multi-source assessments from students, parents, and teachers that predict more accurate results.

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## **Resources Available to All Educators**

As the school year moves forward, the Office of Bilingual Education and World Languages (OBEWL) wants to reshare our educator tools and supports to help both teachers and their ELL students experience a successful 2022-2023. Our office works with numerous experts who specialize in language acquisition and instruction for English Language Learners to present the educators of New York State useful and timely tools to support their pedagogy and ultimately assist in allowing ELLs to realize their full potential not only in English but also in their home language and within all content areas.

We hope these resources will be helpful during the new school year, and we invite each of you to reach out for more information on pedagogy by visiting [OBEWL](#) online or contacting your local [Regional Bilingual Education Resource Network \(RBERN\)](#).

### **Advanced Literacies**

This series of eight topic briefs produced for NYSED by Nonie K. Lesaux, Ph.D. and Emily Phillips Galloway, Ed.D. are designed to aid educators in implementing the NYS Next Generation Learning Standards. Topics include Advanced Literacies for Academic Success, Effective Reading Comprehension, Spotlight on Academic Vocabulary, and Language Production Projects.

### **Quality Education for English Language Learners/Multilingual Learners**

The following briefs, prepared for the Office of Bilingual Education and World languages by WestEd, cover the topic of quality education for ELLs through peer-to-peer interaction and working with complex texts. Topics include Quality Student Interactions, De-Mystifying Complex Texts, Proximal Development, and Understanding the Importance of the First Language in Second Language Learning.

### **Scaffolding Instruction for English Language Learners**

In association with American Institutes for Research (AIR), OBEWL has developed this series of scaffolds from Prekindergarten to tenth grade with a focus on vocabulary development and background knowledge. These ELL and ML supports will also provide a framework to assist educators in the use of these strategies and routines when creating their own lessons.

### **Integrating Science and Language for All Students with a Focus on English Language Learners**

This series of seven topic briefs was created for New York State Education Department (NYSED) by New York University (NYU) researchers Drs. Okhee Lee, Lorena Llosa, Alison Haas, and Scott Grapin to promote the implementation of New York State P-12 Science Learning Standards and build the instructional capacity of ELL and science educators with a focus on providing instruction for ELLs.

### **Bilingual Education Resources: Supporting and Sustaining Initiative**

This series of resources for educators produced by the CUNY-New York State Initiative on Emergent Bilinguals was a collaborative project of the Research Institute for the Study of Language in Urban Society (RISLUS) and the Ph.D. Program in Urban Education. Topics include Understanding, Validating, and Building on the Language Practices of Emergent Multilingual Learners (EMLs) in Prekindergarten and Developing Biliteracy in Dual Language Classrooms through Culturally and Linguistically Sustaining Literature.

### **Co-Teaching in the Integrated ENL Classroom**

The following offerings authored by Maria Dove, Ed.D. and Andrea Honingsfeld, Ed.D. include charts, professional development presentations and scholarly articles that focus on the art of co-teaching for the integrated ELL classroom. Topics include Seven Co-Teaching Models, Collaboration and Co-Teaching, and The Collaborative Instructional Cycle.



## Seymour Dual Language Academy

*By James Nieves, Principal*



Seymour Dual Language Academy is an elementary school in the Syracuse City School District. It is located on the west side of the city, offering our community and families a unique and special program in the region. Currently, there are approximately 500 students enrolled from grades PK to fifth grade. Seymour embraces and celebrates cultural diversity and promotes a sense

of belonging embedded in a strong family environment. We believe that our students in the dual language program will be bilingual, biliterate, multicultural, and demonstrate high academic achievement that prepares them to compete and be successful in a global society.

Seymour offers a sequential and simultaneous model of instruction. In kindergarten, first grade, and for the first half of their second grade, students receive language arts in their language of dominance (ELA or SLA) and the second language is slowly introduced. The second semester of second grade, our students switch from a sequential model to a simultaneous model where students receive language arts in both Spanish and English.

We recently started highlighting and promoting our dual language program in a monthly newsletter that is being sent out to the Syracuse City School District, to inform them about our unique model of instruction. Our newsletter shares exciting news about student learning and academic achievement, culture inclusion and

celebration, and promotes the importance and advantage of becoming bilingual, multilingual and biliterate. We



*Principal Nieves with two students proudly displaying their certificates.*



*Students and staff celebration their achievement.*

have our team of “Ambassadors” (Dual language teachers and coaches) who work on the newsletter. This team of Ambassadors is led by Erica Daniels, ENL coach and Lillian Zayas, Dual Language coach.

We invite you to take a peek at our latest issue which can be found on our website : <https://www.syracusecityschools.com/seymour>

## Regional Bilingual Education Resource Network Staff Retreat

This October, the staff from all regions of our RBERN teams joined OBEWL in Albany for a staff retreat. During this in-person opportunity for statewide collaboration and support, the teams presented on the important work from each region and introduced the team to new members.

One of the on-going projects our teams focused on during this retreat was our statewide Strategic Planning Work Groups. These groups have been formed to address many statewide needs in the coming years. These Strategic Planning Work Groups are focusing on key areas: Co-Teaching for ELLs, CTE and the Digital Age of Teaching for ELLs, DEI and the CR-SE Framework, ELL Graduation Rates, ELLs with Disabilities, Immigrant Students, and Dynamic Instruction for ELLs Across the Content Areas.

These Strategic Planning Work Groups are comprised of RBERN team members from across regions as well as OBEWL team members to address statewide initiatives. Meeting at regular intervals, these groups are moving the work forward to create materials to support our students in the key areas. Group members will also utilize the statewide website, [New York State RBERN On Demand](#), to record and share new resources asynchronously with leaders and educators statewide. Please visit this site to view our resources.



*Associate Commissioner Elisa Alvarez (standing) works with members of the RBERN team to further develop strategic planning to support multilingual learners.*

## Lesson Planning Part 2 Webinar for World Language Educators

[Lesson Planning, Part 2: Lesson Planning Options for Thematic Units](#), 12/13/22

What can effective and engaging lessons look like in the context of a thematic unit? Lesson design and strategy selection can depend on the lesson focus, whether that be a single mode of communication, integrated modes of communication, a targeted language function, or a particular cultural context. In this session, participants will explore strategies that lend themselves well to different lesson designs to maximize student engagement and promote proficiency development. Click [here](#) to register. For more information on world language professional learning, please visit our [website](#).



## NYSED-OBEWL Unit Plan Exemplar Development for FLES/WLES (December 19, 2022)

NYSED is seeking NYS educators who are currently teaching a world language other than English at the **elementary and middle school levels (Grades PreK-6)** and are interested in attending a full-day webinar (Zoom) on Unit Plan Exemplar Development for elementary schools. This webinar, offered free of charge by the Office of Bilingual Education and World Languages, will take place on **December 19, 2022 from 8:30am to 3:00 pm**. Educators of all world languages from district, charter, and non-public schools are welcome to apply. A maximum of twenty (20) participants will be permitted to participate. Registration will be open from November 10th to December 10th, or until the maximum number of participants has been reached. Participants will receive a confirmation of their registration in the order in which they are received. Participants must commit to attending the full webinar (partial attendance will not be permitted) and will receive 5 hours of CTLE credit upon verification of attendance. Those who choose to submit their completed Unit Plan Exemplars for publication following the webinar will receive a stipend of \$225. To qualify for this stipend, the original Unit Plan Exemplar must be submitted by January 31, 2023 and then following the receipt of feedback, the participant must resubmit the Unit Plan Exemplar with feedback incorporated by March 31, 2023. Click [here](#) to register.



## **American Association of Teachers of Italian Distinguished Service Award 2022**

The American Association of Teachers of Italian (AATI) has selected Greece CSD Italian teacher Ida Wilder as the 2022 recipient of the Distinguished Service Award for K-12 Teaching. This award aims to recognize AATI members for distinguished service to the Association as well as notable teaching and/or published scholarship in the fields of Italian language, literature, cinema, culture, and civilization. The award consists of a plaque and lifetime membership in the AATI and is presented under the auspices of the AATI Selection Committee at the Association's annual convention.



Ms. Wilder has taught the Italian language and culture in the same school district for 43 years. To both her students and her colleagues, she is an inspiration, opening their eyes to the beauty of Italy's language and culture and encouraging both students and adults to visit, study, and live in Italy. Ms. Wilder is not only an animated teacher in the classroom, but has also led 40 student trips to Italy including student exchanges with cities such as Bologna and Pescara. In 1994, her outstanding achievement in teaching was recognized via the New York State Association for Language Teachers (NYSAFLT) Ruth E. Wesley Distinguished Teacher Award.

In addition to the more than four decades of classroom instruction in Italian at the Greece Central School District, Ms. Wilder has also served as an adjunct instructor of Italian at various Rochester-area colleges for more than 20 years. She is committed to the preparation of the next generation of Italian teachers through World Language Methods courses and by serving as a cooperating teacher. This commitment to the teaching profession is also evident through her long-standing participation in professional organizations, including as AATI, NYSAFLT, Italian Teachers Association of Central New York (ITACNY) and National Italian American Foundation (NIAF). Finally, Ms. Wilder has been a College Board consultant for Italian for 16 years and continues to be involved in the development of the AP Italian Language course and exam. She has also been an instructor of the AP Italian Summer Institute for 16 years and is a frequent presenter at the regional, state, and national levels.

## **Countdown to the Launch of the Revised NYS Learning Standards for World Languages**

Are you a world language educator looking for ideas to help you begin the transition to the revised standards in anticipation of implementation beginning in September 2023? Look no further. NYSED is proud to present the "Countdown to the Launch of the Revised NYS Learning Standards for World Languages", outlining concrete steps that teachers can take right now to prepare themselves for a successful implementation of the revised NYS Learning Standards for World Languages. Offering a multiple of suggestions for teachers, this document also provides a suggested monthly study plan to guide teachers through the process and to make it manageable. Click [here](#) to download the document from our [Standards and Guidelines page](#).



**Tour** the [World Languages](#) pages of the OBEWL website to find standards [documents](#) and professional learning [resources](#).



**Use department and Professional Learning Communities (PLC) meetings** to view and discuss past [webinars](#) from the OBEWL Professional Learning Series along with the companion Facilitation Guides that accompany each webinar.



**Collaborate as a department to conduct a curriculum audit** to identify opportunities for revision to align with the revised NYS Learning Standards for World Languages. Superintendent's Conference Days are ideal times to complete these reviews.

## **4+1 Pathway Assessments in Additional Languages Approved**

For the last several months, NYSED has been reviewing applications for 4+1 Pathway Assessments in world languages. In October, assessments were added in Chinese, French, Italian, and Korean. In November, NYSED approved an additional assessment, the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL), in Spanish. For more information on these 4+1 Pathway Assessments, please visit the [Multiple Pathways website](#). A full list of all Department-Approved Pathway Assessments in World Languages can be found [here](#).

## **News from Other NYSED Offices**

A memo regarding the [delay in the Transition of New York State English as a Second Language Achievement Test \(NYSESLAT\) to Computer-Based Testing](#) can be found [here](#).

November is Native American Heritage Month, and we are celebrating by sharing [educational resources](#) from the Library of Congress, the U.S. National Archives, the National Endowment for the Humanities, the National Gallery of Art, the National Park Service, and the Smithsonian to help students learn about Native American history and traditions. Students can also learn about the rich and diverse cultures, histories, and contemporary lives of Native Peoples with the “[Native Knowledge 360° Education Initiative](#),” a feature from the [National Museum of the American Indian](#). The New York State Museum is honoring the cultural heritage, diverse histories, and continuing contributions of Native People. The Museum created a [dedicated Native American Heritage Month web page](#) with many resources to explore, including highlights from the Museum’s collections, featured videos, online exhibitions, educator guides, a list of events happening statewide

November 7-13 is Children’s Book Week! Every Child a Reader provides resources and activities to help families celebrate, such as posters, step-by-step drawing instructions, bookmarks, and a #HowDoYouBook reading challenge! You can learn more about the #HowDoYouBook Challenge and find free online resources on the [Every Child a Reader website](#). If you would like something new to read and are looking for a place to start, check out these [reading lists from the Children’s Book Council](#). You can also visit your local library to explore more possibilities or rediscover some old favorites!

The New York State Museum will host a special event on Thursday, November 17, all about baseball hero Babe Ruth. New York State Museum Curator of Sports, Stephen Loughnan, will present a short history of the “House that Ruth Built” and discuss New York Yankees-related artifacts in the Museum’s collection, including a recently donated Babe Ruth signed baseball. Learn more about the program on the [New York State Museum website](#).

Although Hispanic Heritage Month celebration has passed, continue learning with these [online exhibits, collections, videos, and other resources](#) about the influence of Hispanic communities on American life.

## Need local support? Contact your local RBERN!

The RBERNs support OBEWL's mission to ensure that all students' individual educational paths and socio-economical needs are met in multiple languages leading them to college, career, and civic readiness. They are NYSED's key providers of guidance, technical assistance, and support to New York State Districts, Charter Schools, Non-public Schools, and other organizations in the development of programs for MLs.

- [New York State Language RBERN \(statewide\)](#)
- [Capital District Region RBERN at Questar III BOCES](#)
- [Hudson Valley RBERN at SW BOCES](#)
- [Long Island RBERN at Eastern Suffolk BOCES](#)
- [Mid-State RBERN at OCM BOCES](#)
- [Mid-West RBERN at Monroe 2 - Orleans BOCES](#)
- [New York City RBERN at Fordham University](#)
- [West Region RBERN at Erie 1 BOCES](#)

### Office of Bilingual Education and World Languages

New York State Education Department

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[OBEWL Home Page](#)

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[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.

