Office of Bilingual Education and World Languages

New York State Education Department
Albany office: 89 Washington Avenue – 301 EB, Albany, NY 12234, (518) 474-8775
Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585) 344-2002
Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445
OBEWL website

October 2023 Newsletter

In this issue:

- Letter from the Associate Commissioner 1
- Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism 2
- Regent Ferrer and Associate Commissioner Alvarez Visit the South Bronx Charter School for International Cultures and the Arts 3
- World Language Professional Learning Series..... 4
- Port Chester High School Students Receive Scholarship to Attend Institute at French Woods Summer Arts Camp . 5
- Teaching Assistant Scope of Practice Related to English Language Learners 6
- Enrolling Students who are Refugees or Asylum seekers 6
- NYSSB Professional Learning Series 2023-24 7
- PLAN Pilot Program..... 8
- Social Emotional Learning , Culturally Responsive-Sustaining Education and Diversity, Equity, and Inclusion Strategic Planning Workgroup 9
- NYS Language RBERN: Supporting Newly Arrived Immigrant Students and Families 10

Greetings from Associate Commissioner Elisa Alvarez

Dear Colleagues,

I am delighted to share with you a few pieces of important information. First, the Office of Bilingual Education and World Languages (OBEWL) will be hosting our first in-person conference since before the COVID-19 pandemic. This conference, titled *Voices United: Embracing Diversity to Foster Multiculturalism and Multilingualism*, is being offered free for all educators and administrators working in New York State educational institutions. The theme, "Voices United," underscores the importance of embracing diversity to foster multilingualism and multiculturalism in our educational system.

For the next announcement, I am very pleased to let you know that the office will be releasing the *Academic and Linguistic Demands: Creating Access to the Next Generation Learning Standards in English Language Arts for Linguistically Diverse Learners (ALDs)* in the coming weeks. The ALDs will help teachers identify the words, phrases, and language structures embedded in the English Language Arts standards, so that they can be empowered to design instructional scaffolds to address individual students' needs by language modality and proficiency level. A thorough description of this new document was provided in our September newsletter, and I encourage you to review it if you have not already done so. An introduction to the ALDs will be provided for all attendants at our Voices United conference, after which professional and learning opportunities will be provided for all teachers throughout the state.

Finally, our Regional Bilingual Education Resource Network (RBERN) specialists have prepared a number of seminars to assist you in your daily work supporting English Language Learners. These are topics that include understanding and interpreting NYSESLAT results, implications of data-informed instruction, establishing communities of practice, and providing strong Tier 1 instruction using the Advanced Literacy Hallmarks. I encourage you to view the monthly up to date calendar on our site for the seminar of most interest to you.

Our team of specialists will continue to bring these opportunities to you. We hope that they will prove useful for your work and beneficial to your students.

In Unity,

Elisa Alvarez

The NYSED Office of Bilingual Education and World Languages is excited

Voices United:

Embracing Diversity to Foster Multiculturalism and Multilingualism

Thursday, December 7, 2023

8 a.m. – 3:15 p.m.

⇒ This event will provide New York State educators and administrators with a one-day professional development opportunity to strengthen theoretical and practical knowledge to implement high-quality academically rigorous instruction for English Language Learners (ELLs) and other Multilingual Learners (MLs).

This professional development opportunity is offered at NO COST to New York State educators and administrators and can be used to fulfill CTLE professional development requirements. Registration information will be posted to the OBEWL website.

Regent Ferrer and Associate Commissioner Alvarez Visit the South Bronx Charter School for International Cultures and the Arts

by Ruth D. Caraballo , South Bronx Charter School for International Cultures and the Arts

The South Bronx Charter School for International Cultures and the Arts (SBCSICA) were thrilled to host Regent Aramina Vega Ferrer, OBEWL Associate Commissioner Elisa Alvarez, Executive Director of the Office of Charter Schools Lisa Long, and representatives from New York City Public Schools at the beginning of the 2023-2024 school year. SBCSICA is a K- 12 school that implements an interdisciplinary curriculum providing hands-on, interactive learning experiences through which students engage with a range of diverse materials, ideas, and people while developing language proficiency in both English and Spanish. In addition to cognitive development, students participate in experiences that support their social and emotional growth. Students' second language is integrated across all content areas, allowing them to continuously build on language skills while learning academic content. Dual language instruction provides students with a systematic set of supports that strengthen their oral and written language development regardless of their proficiency level via classroom environment, essential vocabulary, and visuals.

Learning a second language can be difficult at first. But the early challenges are no match for the benefits later in life. Studies have shown that individuals who are exposed to two languages at an early age, on average, outperform their monolingual peers on tests of cognitive function in adolescence and adulthood. Research has also shown that students in dual-language immersion programs – both English-predominant speakers and English Language Learners – perform better academically than their peers in traditional classrooms. This is particularly true when it comes to reading, though studies have also reported increased achievement in math and science.

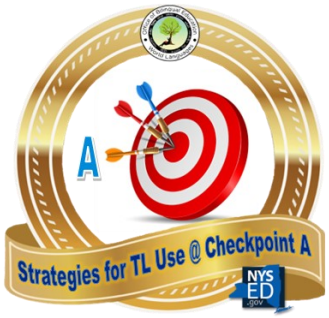
The SBCSICA dual language program is a 50/50 model with alternating lessons provided in Spanish and English. Classes in K-2 are self-contained in order to preserve instruction being implemented.

World Language Professional Learning Series

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) is proud to present the next webinars in the **2023-24 World Language Professional Learning Series.** These webinars are offered **free of charge** for educators, counselors, and administrators working and studying in New York State educational institutions. **All webinars take place from 4:00-5:00 p.m. via Zoom.** Registration is required for attendance and CTLE certificates. All webinars are recorded for on-demand viewing, and CTLE credit can be granted for viewing the webinar with a score of at least 7 out of 10 on the post assessment.

One Department's Journey Into the Standards by Zoey Baird and Joshua Wigle-Harris (October 24, 2023, 4:00-5:00 pm via Zoom)
The World Languages team at East Irondequoit Middle School will share our exploration of the revised New York World Language Standards over the past three years. Participants will learn how through collaboration and even some failure, we developed new unit plans, adjusted assessments, implemented new instructional strategies, and created a culture of proficiency in our language classrooms. We will share our successes & challenges and give you some examples of how you can make the shift in your school. Click here to download the webinar flyer. Click here to access the registration form.

Applying Interpretive Communication Strategies with Authentic Resources by Dr. Joanne O'Toole, Bill Heller, and Dr. Lori Langer de Ramirez (November 7, 2023, 8:30-11:30 am via Zoom)
This 3-hour interactive session will engage participants in planning to enact New York State World Language Learning Standard 1, Interpretive Communication, using authentic resources. The presenters will explain and model task designs for use before, during, and after engaging with the authentic resource in the Interpretive mode. Participants will have several opportunities to apply strategies to construct an Interpretive lesson sequence applicable to their own classroom using an authentic resource they bring to the session. Click here to download the webinar flyer. Click here to access the registration form.



Strategies for Target Language Use at Checkpoint A by Dr. Lori Langer de Ramirez, Dr. Joanne O'Toole, and Bill Heller (December 5, 2023, 4:00-5:00 pm via Zoom)
Novice language students need rich and contextualized input in the target language to make meaning and establish a foundation for output. In this webinar, we will explore strategies for maintaining the target language environment in the Checkpoint A classroom, and for facilitating and encouraging student production in the language. Suggestions for scaffolding language, providing visual and gestural supports, and teaching culture in the target language will be presented. Click here to download the webinar flyer. Click here to access the registration form.

Port Chester High School Students Receive Scholarship to Attend Institute at French Woods Summer Arts Camp

by Dr. Katherine Sinsabaugh, Port Chester - Rye UFSD

This past summer, through the generosity of a donor and the NYSED Department of Education spearheaded by Associate Commissioner of NYSED's Office of Bilingual Education and World Languages (OBEWL), Ms. Elisa Alvarez, two Port Chester High School students from Port Chester - Rye UFSD attend the French Woods Summer Arts Camp in Hancock, NY. Both students received a full scholarship to attend a three-week camp session. These Port Chester High School students described their camp experience as life-changing.

At its best, summer is a time of renewal and exploration. It is a time for students to gain and try new experiences in a safe exploratory space. Camps teach students independence, build confidence, promote positive self-esteem, and teach students the necessary skills to build positive friendships. Students who attend camp are exposed to different career paths. In a nutshell, camps are vital for every student.

French Woods was the perfect program for our students to blossom and discover new passions. Both students came home focused with a clear picture of how to make their career path a reality. Our Port Chester students took full advantage of all of the camp offerings. Students spoke about the eye-opening experiences that they had. They talked about exploring ceramics, riding horses, being outside in nature, performing and staging Ragtime, the musical, and most importantly, making new friends. One student said that during COVID, she did not learn how to work with other students or even have fun. She noted that camp allowed her the time and opportunity to form friendships. Indeed, both students talked about forming deep, lifelong friendships this summer at camp.

French Woods prides itself on helping all campers explore activities in a non-competitive environment so that students can find their true passions. The camp is designed to foster discovery and risk-taking through the arts. When students arrive at camp, they choose their major, which they continue to do all three weeks. In addition, each morning, students have the opportunity to select a minor. The minor activities allow students to try new interests and experience various activities without being stuck in the activity all summer. Teamwork, community building, and a supportive nurturing environment are the heart of the French Wood camp mission.

As we start the new school year, Port Chester High School is abuzz with our students having had the opportunity to soar at camp. Both of our students are excited to use and further develop their new skills as they navigate high school, college applications and beyond. We are so happy to see the positive impact going to camp had on our students, and we are thankful to everyone who made this possible.

Teaching Assistant Scope of Practice Related to English Language Learners

The Office of Bilingual Education and World Languages have received questions from the field regarding the proper use of Teaching Assistants (TAs) in Bilingual Programs and Integrated ENL settings. It is important to reassert that TAs are subject to the same scope-of-practice standards for ELL instruction as for any other area of instruction.

We are providing the following information as basic guidance to schools and districts in regard to how Teaching Assistants are to engage with ELLs in all classroom settings based on the Regulations of the Commissioner of the New York State Department of Education.

Working under the general supervision of a certified ESOL or BE teacher, TAs **may** assist teachers by performing duties to English Language Learners such as:

- working with individual pupils or groups of pupils on special instructional projects;
- providing the teacher with information about pupils that will assist the teacher in the development of appropriate learning experiences;
- assisting pupils in the use of available instructional resources, and assisting in the development of instructional materials;
- utilizing their own special skills and abilities by assisting in instructional programs in such areas as: foreign languages, arts, crafts, music and similar subjects; and assisting in related instructional work as required.

TAs **may not** engage in activities that are beyond their scope of practice as noted above.

Questions about policies related to providing supports to English Language Learners should be directed to the Office of Bilingual Education and World Languages at 518-474-8775 or OBEWL@nysed.gov.

Enrolling Students who are Refugees or Asylum seekers

In response to the increased enrollment of students who are refugees or asylum seekers, the Board of Regents and the New York State Education Department are committed to supporting Local Educational Agencies (LEAs) in their obligation to enroll students.

This memo provides important information regarding the obligation of schools and districts to enroll students, including refugees or asylum seekers, pending receipt of their health records and to assist them in obtaining all necessary immunizations within the applicable time frame. Lack of proof regarding immunization is not grounds to deny students the ability to attend school while they work towards obtaining immunizations or proof thereof within the timeframes set forth in law and regulation.

The memorandum is posted here.

NYSSB Professional Learning Series 2023-24

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) is proud to present the **2023-24 NYSSB Professional Learning Series.** These webinars, focused on the New York State Seal of Biliteracy, are offered **free of charge** for educators, counselors, and administrators working and studying in New York State educational institutions. **All NYSSB webinars take place from 3:30-4:30 p.m. via Zoom.** Registration is required for attendance and CTLE certificates. All webinars are recorded for on-demand viewing and CTLE credit can be granted for viewing the webinar with a score of at least 7 out of 10 on the post assessment.

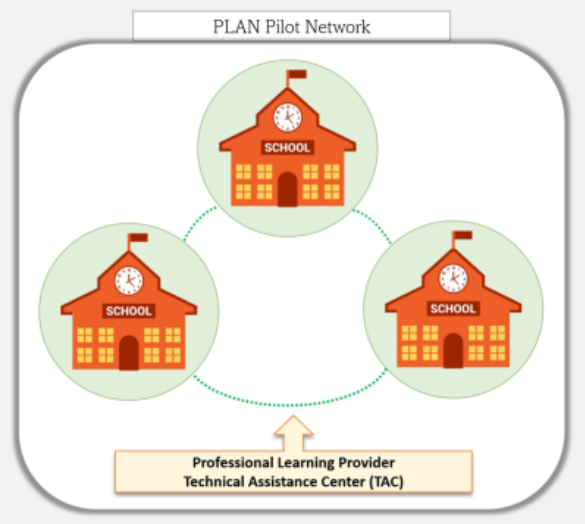
- Starting a NYS Seal of Biliteracy Program
  Wednesday, October 25th, 2023, Register here.
- Growing Your NYS Seal of Biliteracy Program
  Monday, October 30th, 2023, Register here.
- Completing the School Notification Form
  Wednesday, November 15th, 2023, Register here.
- Promoting the Seal of Biliteracy and Recruiting Students
  Monday, December 4th, 2023, Register here.
- Supporting Students through the Culminating Project
  Wednesday, January 17th, 2024, Register here.
- Using the NYSSB Rubric to Evaluate Culminating Project Presentations
  Wednesday, February 28th, 2024, Register here.
- Training Panelists to Evaluate Culminating Projects & Presentations
  Wednesday, March 20th, 2024, Register here.
- Demystifying End-of-Year Data Submission for the Seal
  Wednesday, April 10th, 2024, Register here.

Does your school offer the NYS Seal of Biliteracy? Now is the perfect time to start planning. Honor your current and former English Language Learners, your Heritage Language Speakers, and your World Language students. The deadline to submit the NYSSB School Notification form is December 1st, 2023. For more information on how to start a program, download the NYSSB Handbook or view the first module of the NYSSB Guidance Toolkit: Getting Started.

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

PLAN Pilot Program

by David Mumper, Hudson Valley Regional Bilingual Education Resource Network (RBERN)



Applications are now available for schools interested in joining the **Performance-Based Learning and Assessment Networks (PLAN) Pilot** program. All schools are encouraged to apply to the program and/or participate in professional learning opportunities.

The PLAN Program will support networks of schools and educators in shifting their instructional practices to prepare diverse students for college, career, and civic readiness. Pilot Schools will re-orient their instructional cultures to incorporate performance-based learning and assessment (PBLA) in culturally responsive and engaging ways for educators and students alike.

Pilot schools will design and implement quality learning and assessment experiences for all students, including English Language Learners (ELLs). In terms of classroom instruction, there is a core shift towards authentic, real-world problems, deeper learning, and higher-order thinking skills. Key features for schools in the program include:

- Adopting, adapting, and implementing an evidence-based performance assessment model, including collaborating within the Pilot Network to design, develop, and implement performance-based assessments and scoring and evaluation rubrics.

- For teachers, key shifts include: adapting, and/or designing rubrics across the curriculum and revising them as needed; establishing inter-rater reliability; evaluating student work and assigned tasks; and making learning goals transparent to students and families.

For more information regarding these shifts, as well as the "big picture" and key terms in the Pilot program, please see this fact sheet.

Besides participating as a Pilot School, interested educators can engage in this work in other ways. Schools across the state can participate in professional learning experiences to build statewide foundational knowledge of PBLA via a webinar series or by encouraging Communities of Practice. Educators and other stakeholders interested in engaging with peers and colleagues to learn more about PBLA may:

- Join the PLAN Pilot listserv
- Participate in a PLAN Community of Practice
- Establish a PLAN Professional Learning Community in their own school community
- Attend PLAN Pilot Webinars and other professional learning events; and/or
- Visit the "Resources" section of our website to engage in self-guided learning.

Applications are available for schools and programs interested in participating as a PLAN Pilot School. During the application period (currently underway), all communications with NYSED related to the application are handled through the Q&A process described on the Applying to Become a PLAN Pilot School webpage. This is to ensure all potential applicants have access to the same information and to avoid any communications that might be construed as intended to influence the selection process.

Social Emotional Learning , Culturally Responsive-Sustaining Education and Diversity, Equity, and Inclusion Strategic Planning Workgroup

The topics of social emotional learning (SEL), culturally responsive-sustaining education (CRSE), and diversity, equity, and inclusion (DEI) have become integral for ensuring the academic success and emotional well-being of our students and teachers, especially in a post-pandemic world. To support this, OBEWL has created a strategic planning group to build capacity of our schools in these three areas, as they relate to English Language Learners (ELLs). This strategic planning group, headed by Diane Howitt, Executive Director of the New York City RBERN, is currently developing a series of topic briefs in these areas.

When deliberately juxtaposed, these three topics: SEL, CRSE, and DEI have the potential to build academic capacity by creating a responsive community for learning. All too often there exists a tendency to utilize each topic separately, and independently of one another. There is, however, a natural intersection among these dynamic structures and how they combine to create student-centered learning environments that affirm racial, linguistic, and cultural identities and that also prepare students for rigor and independent learning with a focus on identity, agency, and belonging; develop students' abilities to connect across lines of difference; elevate historically marginalized voices; and empower students as agents of social change.

The validation of individual cultural identities dovetails with elements of DEI and, by creating an inclusive and equitable environment of fairness and affirmation, there is a conduit built with the precepts of CRSE and SEL. The notion that each of the three concepts—SEL, CRSE and DEI—are stand-alone constructs assumes one-dimensional linear explanations that can be redefined as they are inserted in the educational fabric. We must explore how to deliver high quality instruction that promotes open and authentic discussions in the school setting using strategies that are meaningful, equitable, culturally responsive, inclusive, and compassionate. By doing this, educators can discover how to embed social emotional, culturally responsive, and inclusive practices in all instruction and interactions with students, families, and other community stakeholders.

The strategic planning group is comprised of specialists from the NYC RBERN (Diane Howitt, Abby Baruch, Elsie Berardinelli, Sara Martinez) and the NYS Language RBERN (Nicole Rosefort). The group meets monthly. We will use data and research produced by various academic institutions to inform our conclusions. Our first brief, which will be published in the coming months, will provide an overview of the intersection among the three areas, with a specific focus on the guidance documents NYSED has created for each area. During this academic year, we will focus on how bias impacts instruction from the points of view of SEL, CRSE, and DEI, at which time we will publish our findings in our second brief.

NYU STEINHARDT The Metropolitan Center for Research on Equity and the Transformation of Schools
NYS Language Regional Bilingual Education Resource Network

Supporting Newly Arrived Immigrant Students & Families (2-Part Series)

Natasha Quiroga, Esq.

Natasha Quiroga (she/her/ella) has spent 20 years advocating for the most vulnerable children, youth, and families as a lawyer, fundraiser, and executive director. She is the Director of Education Policy and InsideSchools at the New School's Center for New York City Affairs where she recently launched a project to help newly arrived migrant families navigate the NYC public school system. Natasha is also a consultant with Immigrant Connections and English Learners Portal. She develops and teaches online courses on the legal journey facing immigrant children and youth and provides monthly immigration policy updates for educators, school administrators, and school staff.

AUDIENCE
Administrators, Counselors, Parent Coordinators, ALL Teachers, CBO Members

Choose one date to attend for Part 1.
MONDAY / OCTOBER 2, 2023 / 3PM-6PM
TUESDAY / NOVEMBER 7, 2023 / 3PM-6PM
MONDAY / JANUARY 22, 2024 / 3PM-6PM

- Explore the current situation facing newly arrived immigrant families to NYC/NYS
- Gain knowledge about the backgrounds of the families and their journeys to the U.S. and New York
- Develop strategies and explore resources for supporting immigrant students and families as they move through the immigration process

Choose one date to attend for Part 2.
MONDAY / OCTOBER 23, 2023 / 3PM-5PM
TUESDAY / DECEMBER 4, 2023 / 3PM-5PM
MONDAY / FEBRUARY 5, 2024 / 3PM-5PM

- Gain an understanding about newly arrived students' previous educational experiences
- Learn how schools can prepare for and engage newly arrived immigrant families living in temporary housing to navigate the U.S. education system
- Explore best practices of how schools and community-based organizations can collaborate to support newly arrived immigrant families living in temporary housing

The NYS Statewide Language 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.

PLEASE REGISTER HERE

News from Other NYSED Offices

Congratulations to Commissioner Betty A. Rosa for being named on the 2023 Power Players in Education list by PoliticsNY.

The Office of State Assessment has issued a field memo providing new information about the New York State English as a Second Language Achievement Test (NYSESLAT) grade bands and mode of administration.

The Office of State Assessment has published the Revised Procedure for Next-Day Completion of Testing for English Language Learners on Regents Examinations. This procedural change does not impact schools' ability to provide this accommodation for English Language Learners with two Regents Examinations scheduled for the same day who also have the accommodation of extended time.

Looking for some story time strategies? Join us on 10/12 @ 1:30 PM for 30 Favorite Storytime Books and How to Use Them, a free, online early literacy program from the NYS Library! For more info & to reg.

Earth Science Week raises awareness of the role geoscientists play in our world. No Child Left Inside Day encourages teachers and children to experience Earth science in the outdoors. Find resources and explore the exciting career of Geology.

World Mental Health Day's theme is "Mental health is a universal human right." Find mental health resources for schools, educators, families, and caregivers. @MHAacrossNYS @NYSomh

State Education Department Recognizes 53 Employers of Individuals With Disabilities.

New York State Selected for Hunt Institute's the Path Forward to Transform Literacy Instruction.

International Day of the Girl was created to celebrate girls all around the world and amplify their voices. This year's theme is "Invest in Girls' Rights: Our Leadership, Our Well-being." Let's help girls harness their limitless potential.

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

Albany office: 89 Washington Avenue – 301EB, Albany, NY 12234, (518) 474-8775

Batavia office: 2A Richmond Avenue, Park Lewis Hall, Batavia, NY 14020, (585) 344-2002 Brooklyn office: 55 Hanson Place, Rm 594, Brooklyn, NY 11217, (718) 722-2445

OBEWL Home Page

Bilingual Education website

World Languages website

NYS Seal of Biliteracy website

The mission of the New York State Education Department's Office of Bilingual Education and World Languages is to ensure that all New York State English Language Learners (ELLs) attain the highest level of academic success and that all Multilingual Learners (MLs) – which include ELLs, Former/Ever ELLs, World Languages students, and heritage speakers of World Languages – achieve the highest level of language proficiency in English and in one or more other languages.