

# Office of Bilingual Education and World Languages

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## January 2022 Newsletter

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### Greetings from Associate Commissioner Elisa Alvarez



Dear Colleagues,

I greet you and your school community with a continued sense of hope and gratitude. Hope, because you remain dedicated in placing the needs and educational rights of children first and foremost. Gratitude, because you give the very best of yourselves daily to the children of our state and their families.

New York State is truly a multilingual society, comprised of a wonderful and diverse array of cultures, languages, and peoples, some of whom have immigrated here. Our schools serve a little over 2.2 million children, who speak one or more of 200 different languages. Although we face many challenges, our collective priority remains fostering bilingualism, biliteracy, and culturally responsive education. We strive to ensure that our children reach the highest level of English language proficiency and to support the development of proficiency in other world languages, including the home and heritage languages of our students.

Our work in Transitional Bilingual and Dual Language programs, as well as in world languages and the New York State Seal of Biliteracy, allows us to address diversity, equity and inclusion. As advocates for justice, we can find strength in those who came before us. As we celebrate the life and accomplishments of Dr. Martin Luther King, Jr., let us draw wisdom from the dignity he portrayed in life. He demonstrated courage in the face of adversity. He exuded intelligence

and elegance as he took a stand against injustice and invited others to stand with him. Dr. King had such a profound effect on American race relations that his efforts resulted in the passage of the Civil Rights Act of 1964. Dr. King received the Nobel Peace Prize in the same year.

As advocates for English Language Learners (ELLs) and our newly arrived immigrant scholars, you also stand for truth and justice. Your courage promotes equity and speaks to our work as a true mission and purpose-driven advocacy for Bilingual Education. Your leadership is a fundamental stepping stone in ensuring our children are prepared to take their rightful place in our society.

Thank you for standing in solidarity for the rights of all students to an excellent education, for helping others see the truth, and most importantly, for inviting them to stand with you in our quest as a state to lead our country where multilingualism is no longer the exception, but rather the rule.

In unity,

*Elisa Alvarez*

## **Family and Student Engagement**

*This is the first in a series of articles about family engagement activities being conducted throughout New York State by our Regional Bilingual Education Resource Networks (RBERN). Please check back again next month for more.*

The NYS Language RBERN recognizes that access to information in one's home language is an equity strategy for families who do not speak English. Access to information in home languages enables families to be informed decision-makers who can advocate for their children and be active partners in their schools and districts.

Over the years, the NYS Language RBERN's Parent Hotline website has become the de facto site of translated resources for non-English speaking families of students in New York State. Currently, the Language RBERN is upgrading and expanding translated resource offerings on its website. The expanded resources not only include OBEWL and CR-Part 154 resources but will include translated resources from other NYSED offices. For example, the recently released translations of "Current Diploma Requirements" and "The NYS Diploma Requirements Tracking Tool" are now available on the Language RBERN website. These are posted with other translated resources such as the "Every Student Succeeds Act (ESSA) Accountability Fact Sheets."

Further, the NYS Language RBERN continues to conduct family and student workshops in multiple languages over the course of a year. These workshops include:

- Parent Rights & CR Part 154;
- High School Graduation Requirements;
- Rights of Undocumented Students (English and Spanish);
- FAFSA Orientation and FAFSA College Application;
- NYS Dream Act & Access to Higher Education for Immigrant Students (English and Spanish);
- Roadmap to College (Part 1) - College Application Process (Spanish, English, Haitian Creole, Russian & Chinese); and
- Roadmap to College (Part 2) – Financing College (Spanish, English, Haitian Creole, Russian & Chinese).

The NYS Language RBERN coordinates its parent activities with the New York City Department of Education's (NYCDOE) Division of Multilingual Learner's Office for Family and Community Engagement. Through the collaboration with that office, an invitation has been extended to the NYS Language RBERN to present on the NYS Parent Hotline and resources on its website to the NYCDOE's newly elected members of the Citywide Council on English Language Learners (CCELL) at a future meeting. The members of the CCELL are all parents of English Language Learners.

Additionally, the NYS Language RBERN has expanded its bilingual family and student workshops beyond traditional school and district walls to include venues such as the local public library systems. The RBERN partnered with the NYS Association for Bilingual Education to conduct a virtual Statewide Parent Institute (conducted in multiple languages) that spanned three days. That partnership enabled the statewide ELL Parent event to reach a larger number of the State's ELL families rather than those who would have attended at a selected in-person site. That partnership will continue in April 2022.

The NYS Language RBERN anticipates offering more than 30 family and student workshop sessions over the year, similar to the previous year. For more information on the NYS Language RBERN, please visit their [website](#).

# A Series of Topic Briefs About Integrated Co-Teaching in the English as a New Language Classroom

OBEWL is proud to provide a new set of resources, developed for the New York State Education Department and New York State Language Bilingual Education Resource Network by Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D. Drs. Dove and Honigsfeld both serve on the faculty of the Molloy College School of Education and Human Services; they are co-authors of numerous articles and books on the subject of co-teaching for English Language Learners (ELLs) including *Collaborating for English Learners: A Foundational Guide to Integrated Practices* and *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection*.

The goal of these resources is to support the implementation of the Commissioner’s Regulations Part 154, the directives that determine and hold all school districts responsible for identifying and serving ELLs. As part of a plan to provide appropriate services for ELLs in English as a New Language (ENL), an Integrated ENL component has been established in which students receive content-area instruction in conjunction with English language development. In order to provide such instruction, districts have developed plans for Integrated ENL that include co-teaching—the practice of an English to Speakers of Other Languages (ESOL) teacher and a grade-level or subject-specific teacher working together to teach ELLs via co-planning, co-instruction, co-assessment, and reflection. For the purposes of these documents, the term “co-teaching” refers to team-taught Integrated ENL classes and should not be confused with other co-teaching models.

To support districts in providing better services to ELLs, these topic briefs identify the basis for the practice of co-teaching for this population of students, as well as the specifics for implementation of the program. School and district administrators, coaches, teacher leaders, and all teachers working with ELLs will benefit from the recommendations outlined in these documents, which are strictly aligned to both New York State (NYS) and Federal guidelines. These guidelines support teachers to become effective co-teaching partners as well as give school leaders a better understanding of the practice. Moreover, authentic accounts of co-teaching practices from NYS practitioners are contained herein.

- Topic Brief #1: The Blueprint for English Language Learner/Multilingual Learner Success and Integrated English as a New Language (ENL)
- Topic Brief #2: Co-Teaching in an Integrated English as a New Language (ENL) Class
- Topic Brief #3: The Collaborative Instructional Cycle
- Topic Brief #4: Seven Models of Co-Teaching

Topic Brief #1 can be accessed on [our website](#). Additional briefs are being developed to support school administrators in scheduling and monitoring Integrated ENL classes, use of technology to support Integrated ENL co-teachers, and more.

## INTEGRATED CO-TEACHING<sup>1</sup> IN THE ENGLISH AS A NEW LANGUAGE CLASSROOM

Created for the New York State Education Department and the New York State Language Bilingual Educational Resource Network by Maria Dove, Ed.D. and Andrea Honigsfeld, Ed.D

### Topic Brief #1:

#### The Blueprint for English Language Learner/Multilingual Learner Success and Integrated English as a New Language (ENL)

The *Blueprint for English Language Learner/Multilingual Learner Success* (the Blueprint) identifies a set of principles that encompass a vision for serving Multilingual Learners (MLs)—including English Language Learners (ELLs) as well as Former/Ever ELLs, heritage speakers of other languages, and World Languages students—laying the groundwork for providing more equitable, inclusive, culturally responsive, and linguistically responsive instruction to this population of students. The Blueprint emphasizes shared ownership of the teaching and learning of MLs and ELLs, the assurance of high-quality instruction that is academically rigorous and grade appropriate, the incorporation of authentic assessment so that students can demonstrate their knowledge and skills in multiple modalities and languages, and the establishment of high expectations for all students. These principles are the framework for Integrated ENL as they clearly outline the main components of English Language Development (ELD) programs in New York State (NYS). The excerpts selected and presented in Figure 1 highlight key elements of the vision for a collaborative Integrated ENL service delivery system and offer answers to the many questions about why Integrated ENL is an important programming development for MLs and ELLs.

Figure 1: Excerpts from the *Blueprint for English Language Learner/Multilingual Learner Success*

<p><b>Principle 1: All teachers are teachers of MLs and ELLs and need to plan accordingly in order to:</b></p> <ul style="list-style-type: none"><li>• Design and deliver instruction that is culturally and linguistically responsive for all diverse learners.</li><li>• Provide integrated language and content instruction to support language development through language-focused scaffolds.</li><li>• Collaborate purposefully and consistently with other teachers to promote academic achievement in all content areas.</li><li>• Use materials and instructional resources that are linguistically and age/grade appropriate and are aligned to the Next Generation Learning Standards.</li></ul>
<p><b>Principle 2: All school boards and district/school leaders are responsible for ensuring that academic, linguistic, social, and emotional needs of MLs and ELLs are addressed by:</b></p> <ul style="list-style-type: none"><li>• Providing a clear vision for student success that includes high expectations for ML and ELL student achievement and social-emotional development, supported by a purposeful plan of action.</li><li>• Providing high-quality instruction for MLs and ELLs.</li><li>• Providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students.</li><li>• Ensuring that districts and school leaders are trained to meet the needs of MLs and ELLs in order to cultivate a school culture of high expectations.</li></ul>

<sup>1</sup>For the purposes of this document, the term “co-teaching” refers to team-taught Integrated English as a New Language (ENL) classes and should not be confused with other co-teaching models.

## 2022 World Language Professional Learning Series Continues

The Office of Bilingual Education and World Languages is continuing its series of professional learning workshops for World Language educators. These online workshops are offered free of charge for world language educators and administrators working or studying in New York State schools, colleges, universities, BOCES/RBERNs, or other educational institutions. All workshops will take place from 4:00-5:00 p.m. so that educators can attend. Participants who attend these workshops via Zoom may earn a certificate of attendance or a certificate documenting CTLE credit. Recordings are made of all large-group workshops. Those who are unable to attend the virtual workshops may earn a certificate, including for CTLE credit, by watching the recording and earning a score of at least 7/10 on a post assessment.

Registration for these workshops is now open. Please note that registration for all workshops closes 24 hours prior to the event. There is no same-day registration. Only pre-registered attendees will be admitted into the workshops. Once the registrant's email address has been verified as being from a New York State educational institution, an email confirming registration will be sent. No registration is necessary to view the recordings of these workshops.

- [Understanding the Role of Grammar in Proficiency Development Parts 1 & 2](#) (February 24, March 3)
- [Understanding Standards-Based Lesson Planning](#) (March 31, 2022)
- [Preparing for Standards-Based Curriculum Planning](#) (May 19, 2022)

## World Language Administrator Reference Guide—Part 1

The first in a three-part series of **Administrator Reference Guides to the Revised NYS Learning Standards for World Languages** is now available in downloadable PDF format from the [NYSED-OBEWL World Languages Standards and Guidelines webpage](#). Collectively, these one-page guides detail and illustrate key information about the revised world language learning standards and related concepts and offer administrators practical recommendations for supporting world language educators as they shift their instruction. The guides are sequenced to correspond with the phases of the standards implementation process. Part 1 of 3, “Planning for Implementation”, provides a brief overview of the standards, an implementation timeline, and recommendations for supporting professional learning and the standards implementation process. Part 2 of 3, “Standards in Action”, will further illustrate the standards and describe what language proficiency looks like at each of the three proficiency Checkpoints. This information will enhance administrators’ ability to understand what they are viewing when observing in a world language classroom or what world language educators are saying when they discuss their practice. Part 3 of 3, yet to be named, will be a set of world language-specific observable criteria that can be used as a complement to locally-adopted teacher evaluation rubrics. To facilitate their use, each criterion will be cross-referenced to common APPR rubrics.

Administrators can access the Part 1 document on our website at the following [link](#).

**Administrator Reference Guide**  
**Revised New York State Learning Standards for World Languages**  
**Part 1 of 3: Planning for Implementation**

**Brief Overview of the Revised NYS Learning Standards for World Languages**  
In 2021, the NYS Board of Regents adopted revised learning standards for Languages Other than English (LOTE) and subsequently approved a name change from LOTE to World Languages. The revised [NYS Learning Standards for World Languages](#) consist of two anchor standards—Communication and Cultures—and five learning standards for each of two language groups: Modern Languages and Classical Languages. The revised standards, which are aligned to the national World-Readiness Standards for Learning Languages, reflect 21<sup>st</sup> Century priorities as they prepare students to engage in real-world communication while developing biliteracy and interculturality. In other words, the revised standards promote College, Career, Civic, and World Readiness.

Revised NYS Learning Standards for World Languages (2021)	
Modern Languages	Classical Languages
<b>Anchor Standard 1: Communication</b> 1. Interpretive Communication 2. Interpersonal Communication 3. Presentational Communication	<b>Anchor Standard 1: Communication</b> 1. Interpretive Communication 2. Presentational Communication 3. Interpersonal Communication
<b>Anchor Standard 2: Cultures</b> 4. Relating Cultural Practices and Products to Perspectives 5. Cultural Comparisons	<b>Anchor Standard 2: Cultures</b> 4. Relating Cultural Practices and Products to Perspectives 5. Cultural Comparisons

The revised NYS Learning Standards for World Languages are not grade-level specific. Instead, they are applied across all grade levels in ways appropriate to students’ language proficiency development. World language courses are clustered into three proficiency checkpoints (A, B, and C) each intended to be a two-year course of study in a traditional 7-12 program. For programs that start world language education prior to grade 7, Checkpoint A will begin with the first course in the sequence.\* Descriptors of targeted performances for each standard at each checkpoint and course are detailed in the NYS World Language Performance Indicators. Performance indicators are differentiated for [Category 1-2 Modern Languages](#) (Roman alphabet-based languages), [Category 3-4 Modern Languages](#) (non-Roman alphabet-based languages and Indigenous languages), and [Classical Languages](#).

**Implementation Timeline**  
Implementation of the revised NYS Learning Standards for World Languages is a gradual process that begins in Fall 2023 with the first course in Checkpoint A and adds one course each academic year.

2021-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-Implementation Professional Learning	*Checkpoint A 7 <sup>th</sup> Grade	Checkpoint A 8 <sup>th</sup> Grade	Checkpoint B 9 <sup>th</sup> Grade	Checkpoint B 10 <sup>th</sup> Grade	Checkpoint C 11 <sup>th</sup> Grade	Checkpoint C 12 <sup>th</sup> Grade

→ Ongoing Professional Learning →



# TALKING POINTS

## for the revised Learning Standards for World Languages

World language departments across the state have begun their transition to the revised Learning Standards for World Languages (WL) adopted by the Board of Regents on March 15, 2021. In order for districts to successfully move forward with the revised WL Learning Standards, they must be understood and supported by school administrators. In addition, each WL teacher is encouraged to engage in professional learning on the revised Learning Standards provided by NYSED's Office of Bilingual Education and World Languages.

The New York State Association for Language Teachers' (NYSAFLT) Public Advocacy Committee (PAC) has created resources to assist building and district administrators who will oversee the implementation of the revised NYS Learning Standards for World Languages. These resources (available on [NYSAFLT's PAC web pages](#) to download and print) are geared toward those who may be unfamiliar with the revised standards.

- The "Talking Points" flier includes the NYSED timeline for the implementation of the revised WL Standards and details the allocation of time and money needed for the transition. In July 2021, the Board of Regents replaced the terms “Foreign Languages” or “Languages other than English” with “World Languages”. This flier also explains ways in which districts and schools can adopt consistent language.
- The "World Languages Increase Students' Prospects" flier explains the critical need for WL proficient graduates, current NYS WL requirements, the need to study WL beyond NYS minimum graduation requirements, and options for further WL study.
- “World Language Education Update for School Counselors and Administrators,” with an accompanying Facilitation Guide, is a 12-minute video which explains the above flier in greater depth. It is designed to be viewed and then discussed with your WL teachers and leaders, school administrators, school counselors, the board of education, and any others that have an interest in your students' academic future.



# NYS Seal of Biliteracy Reports (2020-21)

OBEWL has released a series of infographics on the New York State Seal of Biliteracy (NYSSB) for the 2020-21 academic year, including a statewide infographic (see Figure 1 to the right) and infographics describing the NYSSB in each of the seven regions of the state (see Figure 2 below). These infographics are available for download on our [NYSSB Annual Reports webpage](#).

- 324** schools in our state offered the NYSSB.
- 5,492** students earned the Seal.
- 54** different languages were used to earn the NYSSB.
- 93** students earned the NYSSB in two languages in addition to English.
- 4** students earned the NYSSB in three languages in addition to English.

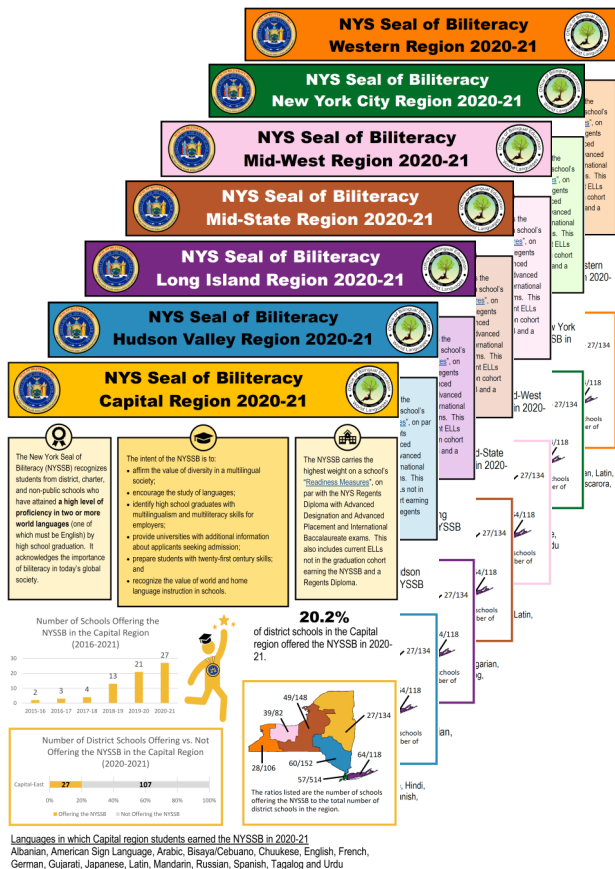


Figure 2. Regional Infographics for the NYSSB

The full NYSSB Annual Report for 2020-21 is anticipated to be published soon, along with reports for each region of the state. This report will be posted to our [NYSSB Annual Reports webpage](#) when available.

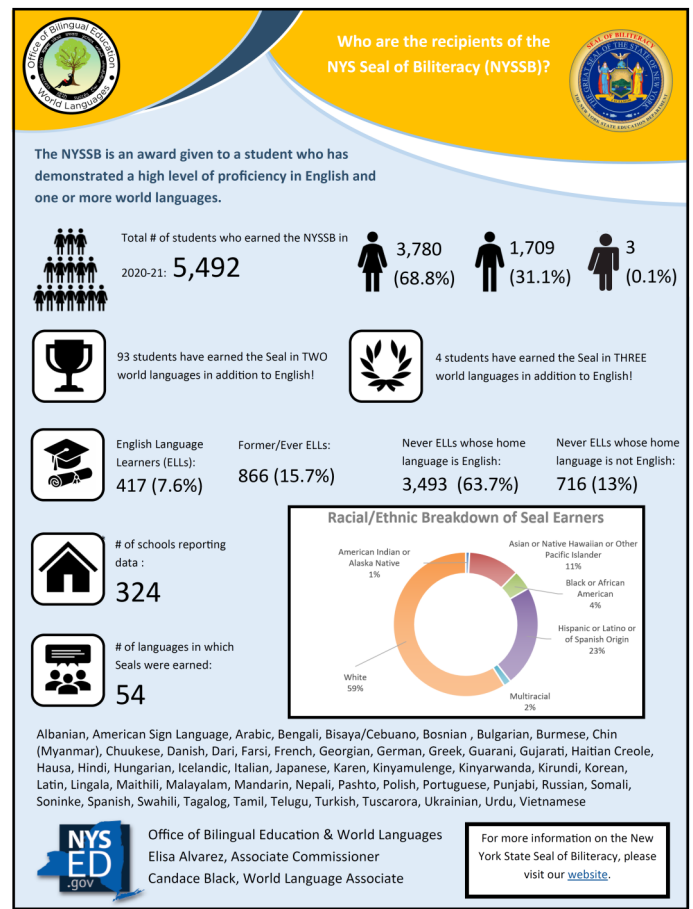
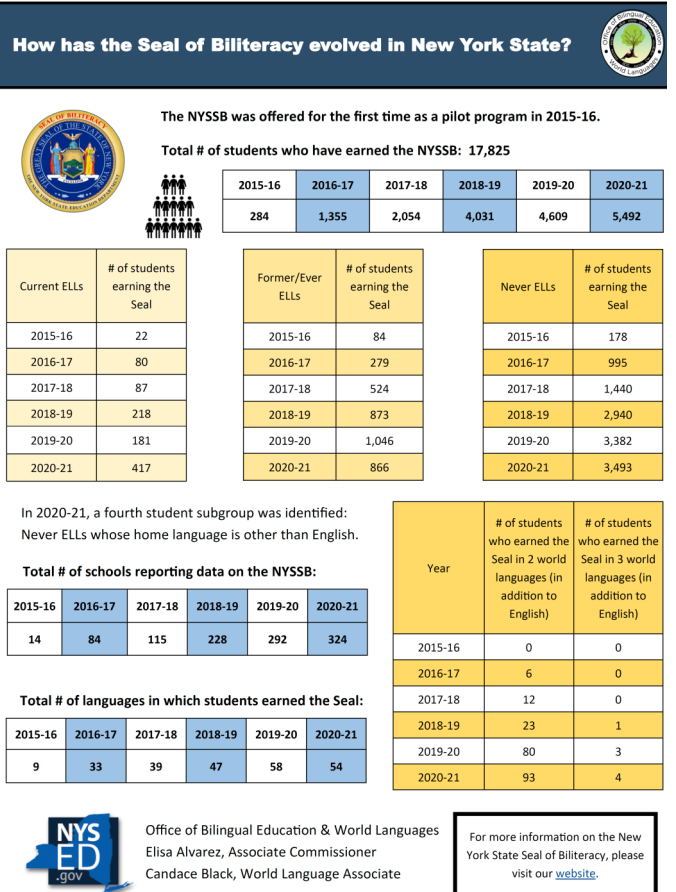


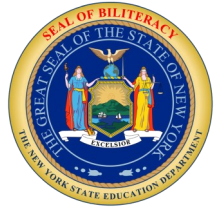
Figure 1. Statewide Infographic for the NYSSB



## First NYS TESOL Seal of Biliteracy Scholarship Awarded to Ravena-Coeymans-Selkirk Student



In November of 2021, the NYS TESOL organization awarded its first Seal of Biliteracy Scholarship to a deserving student from Ravena-Coeymans-Selkirk Central School District: Sara Nava. This newly adopted \$500 scholarship is specifically for a high school senior who is an ELL or Ever ELL, who will have earned the NYS Seal of Biliteracy by graduation, and who has been accepted into college. Sara was nominated for this award by ENL educator, Lisa Barbarino.



Sara Nava arrived in the U.S. in the 5th grade from Venezuela. She has made a significant impact in her time at Ravena-Coeymans-Selkirk Central School District, pursuing rigorous coursework to include AP US History, Physics and Algebra II, mentoring her Latinx peers, and serving on the principal's advisory panel. With a senior schedule that included a college English course and Honors-level Journalism, Sara embraced the challenge of pursuing the Seal of Biliteracy. In her Spanish presentation, Sara presented her impressive participation in the Puerto-Rican Hispanic Youth Leadership Institute (PR-HYLI). As a PR-HYLI participant, she presented Article Bill #3, which consisted of items related to ethnic and racial profiling by law enforcement. In English, Sara presented her reading blog. The depth and breadth of her bilingual reading list, and the insight with which she approached her self-learning was representative of the work ethic and motivation her teachers have seen throughout Sara's high school career.



*Sara Nava, first recipient of the NYS TESOL Seal of Biliteracy Scholarship and NYSSB Graduate of 2021 from Ravena-Coeymans-Selkirk CSD*

In addition to being a staunch advocate for Hispanic students, Sara recently served on a district panel to address middle school online bullying of the LGBTQ community. Additionally, it was Sara who inspired her school to implement their first Seal of Biliteracy program. In addition to her studies, Sara has been a mentor and an advocate in her school community. She plans to pursue a degree in communications and is eager to go beyond the classroom and put her ideas and enthusiasm into practice. We congratulate Sara Nava on this outstanding accomplishment!

For more information on the NYS TESOL Seal of Biliteracy Scholarship, please visit their [website](#).

### News from Other NYSED Offices

[New York State Digital Equity Portal](#) is an interactive, online data mapping tool for communities across the state seeking data on New Yorkers' ability to access the internet to advance digital equity.

[Family Newsletter: Message from Commissioner Betty A. Rosa](#)

[Department Announces Additional Virtual Regional Information Meetings to Discuss Review of Graduation Measures in New York State](#)

[News & Notes: 2018 Budget Priorities & State Aid Request; Safety Net for Students with Disabilities](#)

## Professional Learning for Teachers of Multilingual Learners

NYSED has contracted with NYSCATE to deliver a series of free, online webinars and courses about using technology in education. Among these free online webinars are a series of three courses specifically designed to help teachers make distance and hybrid learning successful for MLLs. For more information, visit the [NYSCATE website](https://www.nyscate.org).



**Complete the  
NYSED MLL Requirement  
Online – at no charge  
to you or your district!**

**15% of your CTLE hours  
must be in ELL/ML**

**\*COMPLETE IN THE COMFORT OF YOUR OWN HOME!**

**For more information or to register: <https://www.nyscate.org/page/learning-path-8>**

### **ELL/MLL**

#### **MULTI LANGUAGE LEARNERS**

*How Language Impacts Learning for ELL/ML Learners*

Understand how to make content comprehensible for **ELLs/MLs**, how language impacts learning, and specific ways to create meaning for students who speak other languages.

**3 CTLE Credits**

### **Multi Language Learners**

#### **SUPPORTING ELL/ML LEARNERS ACADEMIC LANGUAGE DEVELOPMENT IN DISTANCE AND HYBRID SETTINGS**

In this session, we will explore supporting English language learners' academic language development, while working in distance learning or hybrid instructional settings.

**3 CTLE Credits**

### **Multi Language Learners**

#### **CREATING EFFECTIVE SUPPORTS AND SCAFFOLDS FOR ELL/ML LEARNERS**

In this session, participants will review the essential elements for creating mini webinets in content areas for English language learners, in English.

**3 CTLE Credits**



**Apply Today!**

**[www.nyscate.org](https://www.nyscate.org)**



## 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](#)

[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.

