

# Office of Bilingual Education and World Languages

New York State Education Department

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May 2024 Newsletter



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Dear Esteemed Colleagues,

Ensuring English Language Learners' (ELLs) success in high school graduation is a multifaceted task that demands a comprehensive approach from educational administrators. To achieve this goal, I recommend the following key strategies.

Administrators should prioritize robust language development programs tailored to the specific needs of ELLs. These programs should incorporate a mix of language acquisition techniques, including immersive language instruction, bilingual education, and targeted language support classes. By providing a scaffolded approach to language learning, administrators can empower ELLs to gradually build proficiency and confidence in English, facilitating their academic success while honoring their culture and heritage language.

Academic advising and mentoring play a crucial role in guiding ELLs towards graduation. Administrators should ensure that ELLs receive personalized academic support and guidance from knowledgeable mentors who understand their unique challenges. These mentors can help ELLs navigate course selection, academic requirements, and graduation pathways, fostering a sense of direction and purpose in their educational journey.

Access to resources and support services, including financial allocation, is another vital component of supporting ELLs' success. Administrators should strive to create an inclusive and supportive learning environment by providing ELLs with access to resources such as tutoring, counseling, and language support services. Additionally, administrators can collaborate with community organizations to expand the range of support services available to ELLs both within and outside the school setting.

Cultural integration programs instill belonging and acceptance among ELLs. Administrators should promote cultural diversity and celebrate the rich heritage and backgrounds of ELLs through various initiatives, such as multicultural events, language clubs, and cultural exchange programs. Embracing diversity and promoting cultural awareness creates a more inclusive and welcoming environment where ELLs feel valued and respected.

Flexible learning options are essential for accommodating the diverse needs and learning styles of ELLs. Administrators should explore alternative learning pathways, such as online courses, blended learning models, and credit recovery programs. By offering diverse learning options, administrators can support their ELLs' individual needs and success.



Faculty training and support equip educators with the knowledge and skills needed to effectively support ELLs in their classrooms. Administrators should invest in professional development opportunities that focus on culturally responsive teaching practices, language acquisition strategies, and differentiated instruction techniques. This ongoing training and support can empower educators to create inclusive and engaging learning environments that meet the diverse needs of ELLs.

Continuous monitoring and evaluation are critical for understanding the effectiveness of support programs and identifying areas for improvement. Administrators should regularly collect and analyze data on ELLs' academic performance, language proficiency, and social-emotional well-being. By consistently monitoring and evaluating support initiatives, administrators can make informed decisions and implement targeted interventions to ensure the success of ELLs in high school graduation.

Facilitating the success of English Language Learners in high school graduation requires a comprehensive and multifaceted approach from educational administrators. The items presented above are only a few of the possible suggestions to ensure our students successfully complete their high school studies and achieve their full potential.

Yours in Unity,

*Elisa Alvarez*

## U.S. Office of English Language Acquisition Recognizes New York State's Success in Dual Language Immersion Programs

The Office of English Language Acquisition (OELA) at the U.S. Department of Education Office recently visited New York State in recognition of the exemplary Dual Language Immersion (DLI) programs offered in our state. This acknowledgment marks a significant achievement in our ongoing efforts to elevate bilingual education and foster multilingualism across the state.

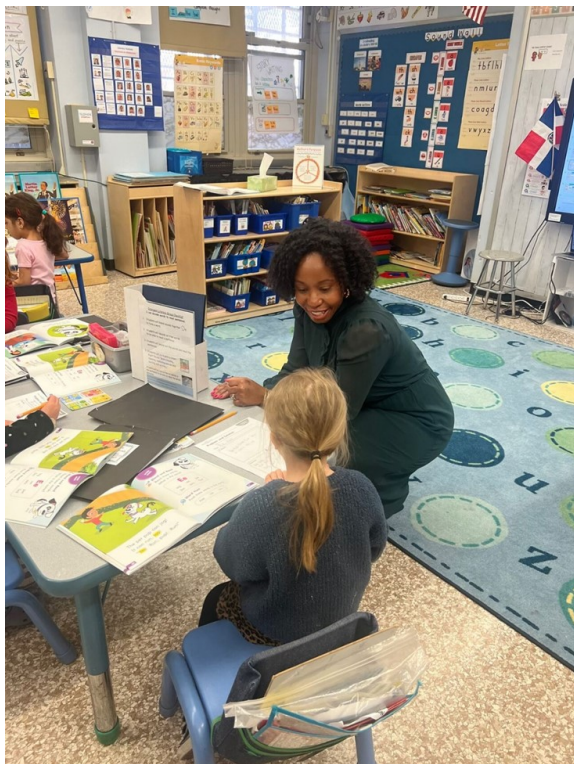
Under the initiative "Raise the Bar: Pathways to Multilingualism for ALL", OELA representatives, including Melissa Castillo, and Beatriz Ceja, visited three sites—Ossining Union Free School District, North Rockland Central School District, and Public School 084 - Jose De Diego in the NYC Public Schools—to witness firsthand their DLI programs in action. These programs exemplify the Office of Bilingual Education and World Language's (OBEWL) commitment to providing high-quality bilingual education that empowers students to become proficient in multiple languages while excelling academically.

Following the site visits, a pivotal roundtable discussion was hosted at The City College of New York, bringing together stakeholders from various sectors. Opening remarks from Dean Edwin M. Lamboy and Commissioner Dr. Betty A. Rosa set the tone for an insightful dialogue on the future of bilingual education in New York State.

We extend our deepest gratitude to the representatives from the New York State Education Department who played a pivotal role in making this visit a success. Special thanks to Commissioner Betty Rosa, Chancellor Lester W. Young, JR., Ed.D., Deputy Commissioner Angelique Johnson-Dingle, Associate Commissioner Elisa Alvarez, and NYS Board of Regents Members Aramina Vega Ferrer, Frances Wills, and Hasoni Pratts for their unwavering support and commitment to bilingual education.

None of this would have been possible without the dedication and tireless efforts of our school leaders, teachers, and representatives from the school districts. Your advocacy and passion for our children's education are truly commendable.

As we celebrate this achievement, let us reaffirm our collective commitment to advancing bilingual education for all students. Together, we will continue to build a brighter, more inclusive future where linguistic diversity is celebrated and cherished.



## Science of Reading to Inform Instruction for English Language Learners

The Joint Statement [Understanding the Difference: The Science of Reading and Implementation for English Learners/Emergent Bilinguals](#), released by the Reading League and the National Committee for Effective Literacy, states that “One universal truth that emerged was that the science of reading has become a buzzword and lightning rod in the greater field of education. Our collective objective is to unite as a community of experts who understand the science of reading as a comprehensive body of knowledge. This knowledge should be embraced and applied to inform instruction, complemented by understanding and addressing the social, linguistic, and cultural factors that impact students.” It has been acknowledged that there is much more scientific research conducted with monolingual English-speaking children and, moreover, that the studies that include ELL students discuss them as an after-thought. The need for more research on teaching literacy and language development for ELLs is clear.

To embrace science of reading research, the Council of the Great City Schools published “[A Framework for Foundational Literacy Skills Instruction for English Learners – Instructional Practice and Materials Consideration](#).” In it, the Council stated that English Language Learners (ELLs) “need a comprehensive and connected approach to foundational literacy skills development that involves grade-level instruction by knowledgeable teachers who build on the linguistic repertoire of [ELLs] and can teach [ELLs] how the English language system works to convey meaning.” It is important to remember that while we focus on teaching ELLs language-based and code-based skills, we teach the skills that are anchored in meaning-making of grade-level content.

In 2022-2023, there were 245,570 ELLs enrolled in New York State public schools. If we are to meet the complex needs of ELLs and their literacy and language development in alignment with NYSED’s literacy initiative, then we must bring research- and evidence-based instruction to literacy learning and instruction for them. Additionally, we must ensure that this literacy and language learning instruction builds on the assets of ELLs, provides equitable learning opportunities for ELLs, and aligns with linguistically and culturally responsive teaching for all students.

OBEWL’s [topic briefs](#) on teaching advanced literacies to linguistically diverse learners identify four key shifts for literacy improvement to guide education leaders:

**Shift 1 – From** supporting diverse learners through interventions **to** focusing on strengthening the instructional core

**Shift 2 – From** using data on the edges of our efforts **to** placing data at the core of the literacy improvement effort

**Shift 3 – From** having practitioners design and deliver instruction **to** using a shared curriculum to support daily teaching and learning

**Shift 4 – From** using one-size-fits-all professional development models **to** creating contexts for 21st-century learning

To lead the key shifts, first take a literacy inventory to examine literacy practices – population literacy profiles, student assessment data, curricular, other supports for literacy, and professional learning context:

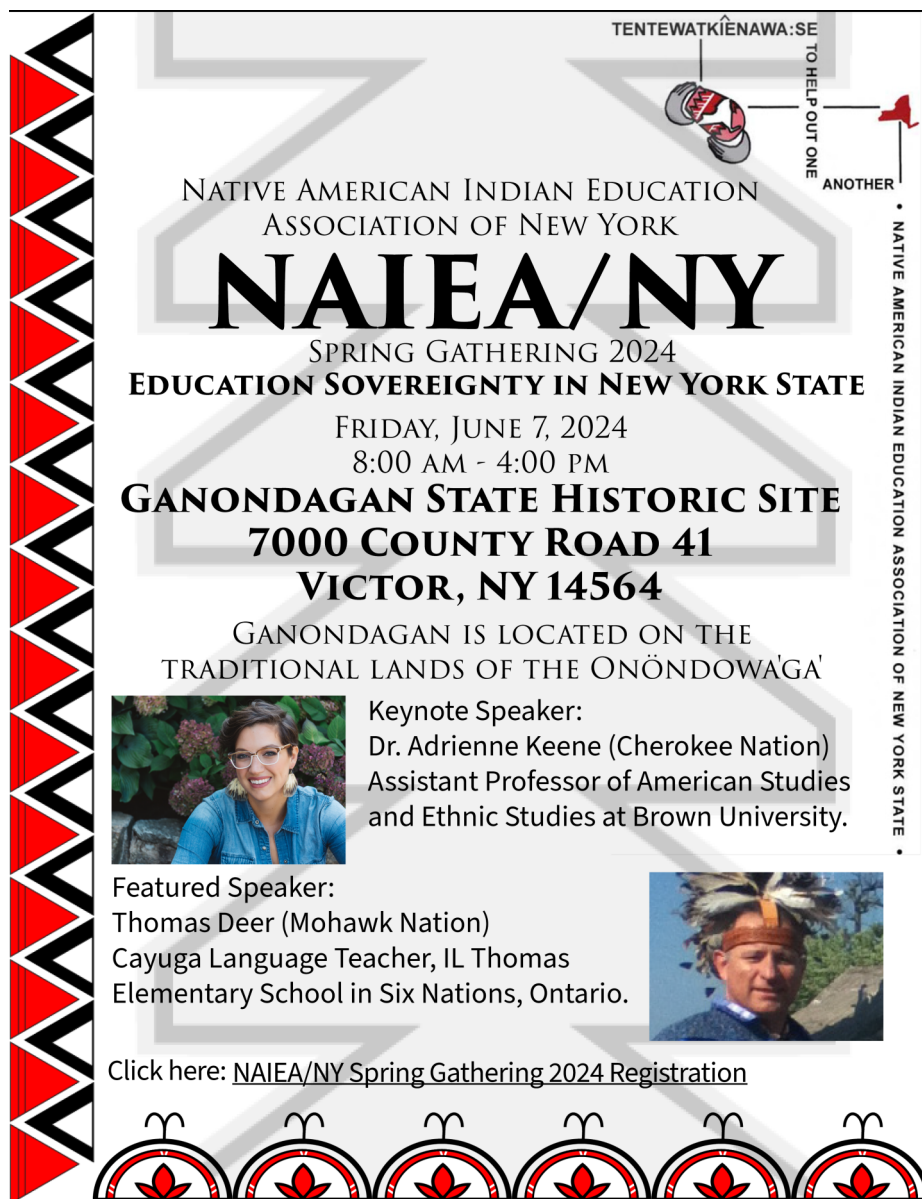
The 4 Key Shifts	Key Shifts Inventory
Focus on strengthening the instructional core	Is teaching language-based and code-based skills part of our strong quality day-to-day instruction for our students?  Is our literacy instruction anchored in meaning-making of grade-level content and moving across domains of reading, writing, listening, and speaking?
Place data at the core of the literacy improvement effort	What assessments do we use to ensure that teachers gain a full understanding of their students’ reading profiles? How do we get this information?
Use a shared curriculum to support daily teaching and learning	What curriculum and supports do we have in place for students?
Create contexts for 21 <sup>st</sup> -century learning	What instructional initiatives do we have in place to support literacy? What is the associated professional development?

To embrace the science of reading is to apply evidence-based research in practice for ELLs and to inform instruction in culturally and linguistically responsive teaching for all students.

## Native American Indian Education Association of New York Conference

The Native American Indian Education Association (NAIEA) of New York will hold its 2024 Spring Gathering on Friday, June 7<sup>th</sup> at the Ganondagan State Historic Site in Victor, NY. The theme of this year's event is *Education Sovereignty in New York State*. The keynote speaker will be Dr. Adrienne Keene (Cherokee Nation), Assistant Professor of American Studies and Ethnic Studies at Brown University. Thomas Deer (Mohawk Nation), Cayuga Language Teacher at the I.L. Thomas Elementary School in Six Nations, Ontario, will be a featured speaker at this event.

To register for this event, please click [here](#). For more information on this event, please contact Hugh Burnam (Mohawk Nation) ([hburnam23@gmail.com](mailto:hburnam23@gmail.com)).



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TO HELP OUT ONE  
ANOTHER


NATIVE AMERICAN INDIAN EDUCATION ASSOCIATION OF NEW YORK

# NAIEA/NY


SPRING GATHERING 2024  
**EDUCATION SOVEREIGNTY IN NEW YORK STATE**  
FRIDAY, JUNE 7, 2024  
8:00 AM - 4:00 PM  
**GANONDAGAN STATE HISTORIC SITE**  
**7000 COUNTY ROAD 41**  
**VICTOR, NY 14564**

GANONDAGAN IS LOCATED ON THE  
TRADITIONAL LANDS OF THE ONÖNDOWAGA'

Keynote Speaker:  
Dr. Adrienne Keene (Cherokee Nation)  
Assistant Professor of American Studies  
and Ethnic Studies at Brown University.



Featured Speaker:  
Thomas Deer (Mohawk Nation)  
Cayuga Language Teacher, IL Thomas  
Elementary School in Six Nations, Ontario.



Click here: [NAIEA/NY Spring Gathering 2024 Registration](#)

NATIVE AMERICAN INDIAN EDUCATION ASSOCIATION OF NEW YORK STATE

## Haldane High School Senior to Make New York State Seal of Biliteracy

### History

Since the 2015-16 school year, more than 33,600 students have earned the New York State Seal of Biliteracy (NYSSB) by demonstrating a high level of proficiency in English and one or more world languages. To accomplish this, students must satisfy criteria in each language, which may include course grades, nationally recognized assessments and the presentation of culminating projects in front of a panel.

In 2019-20, New York State saw its first graduates earning the NYSSB in two or more world languages in addition to English. Each region of our state has since had NYSSB earners in two or more world languages in addition to English. To date, there have been 616 students who have earned the NYSSB in two world languages in addition to English, 29 students who have earned the NYSSB in three world languages in addition to English, and two students who have earned the NYSSB in four world languages in addition to English. This school year, Haldane High School senior, Helena Kottman, will make history as the first New York State student to earn the NYSSB in five world languages in addition to English: Japanese, Italian, German, Spanish, and French.

Helena's mother is Japanese, and her father is American. She grew up in a small village in the Hudson Valley speaking two languages at home. Both of her parents had already learned several languages by the time Helena was born, and they made sure to expose her and her older sister to as many foreign languages and cultures as possible. Helena attended a Japanese school every Saturday from Kindergarten through 9th grade to learn to read and write in Japanese. Her father took up a summer job teaching in Verona, Italy, allowing their family to spend most summers in Italy. Later, Helena's father took a sabbatical in Cologne, Germany, where the family lived for a year and where Helena attended third grade. In Cologne, she learned German, as well as some of the local "Kölsch" dialect. Helena's mother, who homeschooled Helena and her sister, taught Math at the Manitou School, a Spanish-English bilingual private school. Helena attended middle school at the Manitou School, learning Spanish as part of the immersive bilingual structure of the school. At Haldane High School, she completed courses in both Spanish and French, culminating in AP Spanish, which she took as a sophomore, and AP French, which she is completing as a senior.

Helena expressed to her Seal Coordinator, Ms. Julia Sniffen: "My extensive background in languages has made it easier for me to learn new languages, especially ones that share a root with a language I already have familiarity with." She stated that when she and her Spanish friend often laugh about how, when they forget a word in French, they can usually use a Spanish word and give it a French accent. A true language lover, Helena will watch videos in other Romance languages such as Portuguese or Catalan to see how much she understands. Helena believes that "a clear benefit of learning foreign languages is that one never learns just one language in isolation; one gains familiarity with the cultural values of another part of the world, strengthens one's pattern-recognition skills, and builds courage. Some humility is also an inevitable lesson when learning a language. There are frustrating moments when one has something to say, but cannot communicate it fully. In these moments, my favorite lesson about language-learning is evident: improvisation. Experimentation and improvisation are necessary when diving into a new language and allow a person to discover new things about themselves."

Helena expressed that she and several of her bilingual friends take on another identity when they speak a different language. She goes on to state that "undoubtedly, bilingualism is not only a skill set, but a type of flexibility deep in oneself." The Office of Bilingual Education and World Languages commends Helena Kottman, her family, and the staff at Haldane High School for making history as the first person to earn the New York State Seal of Biliteracy in five world languages in addition to English. Helena offered that she is "deeply grateful to have had the opportunity to learn these languages and to be recognized with the New York State Seal of Biliteracy" and that she "would like to encourage fellow students and other members of the New York State educational community to explore language, to learn more about the world we live in, and the part you play within it."



## **Mid-State RBERN Puerto Rican Hispanic Youth Leadership Institute Gala**

Mid-State RBERN hosted the 2024 Puerto Rican Hispanic Youth Leadership Institute (PR/HYLI) Gala for the Syracuse Delegation in collaboration with OCM BOCES, SOMOS, Inc. and OBEWL on April 13th at the DoubleTree by Hilton Hotel in East Syracuse. The event celebrated its largest delegation of Hispanic and Puerto Rican high school students who completed the PRHYLI Leadership Program, where they learned advocacy and legislative deliberation skills. Delegates from 11 school districts, accompanied by guests including family members, administrators, local leaders, and PRHYLI alumni, gathered for a night of cultural performances featuring Borinquen Dance Theater and classical guitarist Isaac Sharp. Associate Commissioner Elisa Alvarez delivered inspiring opening remarks with the main message of “¡Sí se puede!”, followed by master of ceremonies Mario Palma and keynote speaker C. Sonia Martinez from Somos, Inc. The gala highlighted the students' achievements and advocacy efforts, symbolizing the impactful PR/HYLI initiative in the Mid-State region of New York.

*RHYLI Syracuse Junior Delegates (photo: Tim Scee)*



*PRHYLI Syracuse Senior Delegates (photo: Tim Scee)*



## **2024-25 Facilitator World Language Book Study**

Are you a teacher-leader interested in learning more about teaching languages through social justice themes? The Office of Bilingual Education and World Languages (OBEWL) is proud to announce the 2024-25 Facilitator Book Study for Words and Actions: Teaching Languages Through the Lens of Social Justice. NYS world language educators from district, charter, religious, and independent schools, as well as administrators who supervise world language departments, are encouraged to participate. This book study will be co-facilitated by co-author Dr. Pamela Wesely and Dr. Lori Langer de Ramirez.

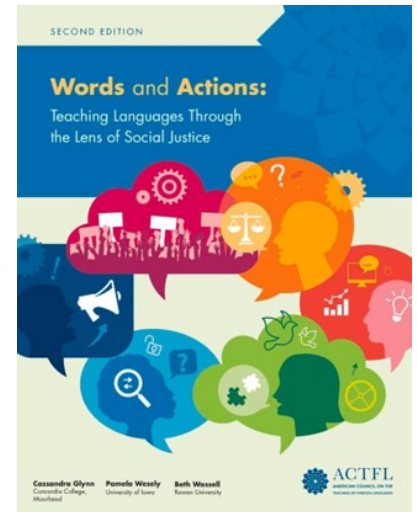
The text provides a variety of unit, lesson, and activity examples from different languages and levels, and content on how social justice education fits within the context of contemporary approaches to language instruction. Concrete examples help readers navigate the opportunities and challenges inherent in adopting a social justice lens, such as the differences between a good cultural lesson and a social justice lesson.

The book study is structured so that time will be provided during each meeting for small groups to process and apply new ideas to school contexts. Participants in this book study will be encouraged to consider facilitating a book study on this same book in the 2025-26 school year with a small team from the 2024-25 facilitator book study, using the materials developed by NYSED. Significant training and guidance will be provided for those interested. There is no cost to participate in this book study.

All book study meetings will be conducted via Zoom from 4:00-5:30 pm EST. Participants may earn up to 27 hours of CTLE credit (1.5 hours for each of 9 meetings and 13.5 hours for reading the book and preparing for meetings). Participants must attend at least eight (8) of the nine (9) meetings in order to receive credit, a certificate of attendance/CTLE, and a digital badge for their participation. The book will be distributed to all participants, free of charge, by early September.

To register for this book study, click [here](#).

For more information on this book study, click [here](#).



## 2024-25 Statewide World Language Book Study

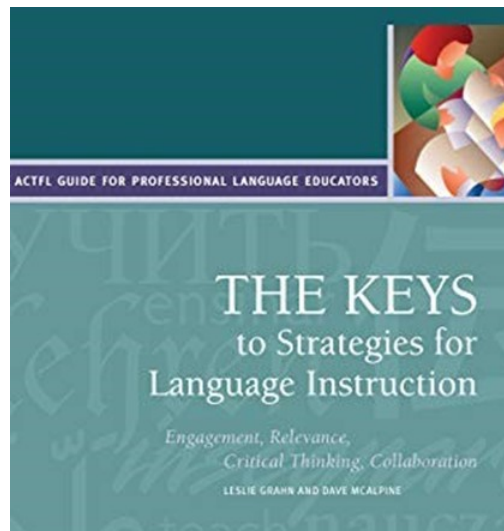
The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) is proud to sponsor a series of book studies in 2024-25 using The Keys to Strategies for Language Instruction: Engagement, Relevance, Critical Thinking, Collaboration by Leslie Grahn and Dave McAlpine. Four virtual book studies will be facilitated by teams of individuals who were trained by Leslie Grahn and Bill Heller during the 2023-24 school year. NYS world language educators from district, charter, religious, and independent schools, as well as administrators who supervise world language departments, are encouraged to participate.

Through this virtual book study, participants will do a deep dive into the why and how of instructional strategies for the world language classroom in alignment with the revised New York State World Languages Standards adopted in 2021 and will gain thought processes for selecting and implementing instructional strategies that have communicative purpose and lead to growth in language proficiency. Time will be provided for small group processing and application of new ideas to classroom contexts. During the last session, participants will meet with and ask questions of Leslie Grahn and Bill Heller.

Book study groups will meet once a month from September to May after school via Zoom. Participants may earn up to 27 hours of CTLE credit (1.5 hours for each of 9 meetings and 13.5 hours for reading the book and preparing for meetings). Participants must attend at least eight (8) of the nine (9) meetings in order to receive credit, a certificate of attendance, and a digital badge for their participation. The book, Enacting the Work of Language Instruction: High Leverage Teaching Practices, Vol. 1, will be mailed to participants, free of charge, over the summer. There is no cost to participate in this book study.

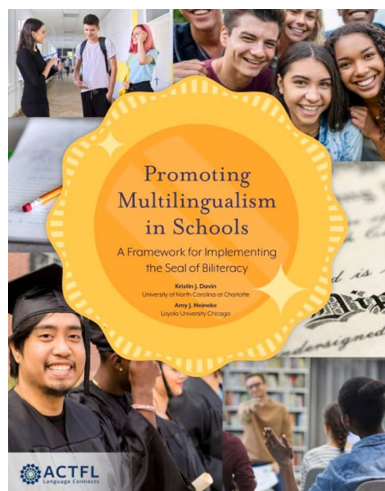
For more information on this book study (including the available dates/times), click [here](#).

To register for this book study, click [here](#).



## 2024-25 NYSSB Book Study

The Office of Bilingual Education and World Languages (OBEWL) is proud to announce the first ever book study on Promoting Multilingualism in Schools: A Framework for Implementing the Seal of Biliteracy. Educators from schools that offered the New York State Seal of Biliteracy (NYSSB) in 2023-24 and that will also offer it in the 2024-25 school year are invited to participate. Educators from district, charter, religious, and independent schools are welcome. This book study will be facilitated by the authors, Dr. Kristin Davin and Dr. Amy Heineke. All book study meetings will be conducted via Zoom from 4:00-5:30 pm EST.



Participants may earn up to 27 hours of CTLE credit (1.5 hours for each of 9 meetings and 13.5 hours for reading the book and preparing for meetings). Participants must attend at least eight (8) of the nine (9) meetings in order to receive credit, a certificate of attendance, and a digital badge for their participation. The book will be distributed to all participants, free of charge, by early September. There is no cost to participate in this book study.

For more information on this book study, click [here](#).

To register for this book study, click [here](#).



## Professional Learning Opportunities for World Language Educators

### Webinar: [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.



### Checkpoint A Benchmark Proficiency Assessment Guidance and Item Writing Workshops (Summer 2024)

OBEWL is offering free a two-day, in-person workshop in each of nine regions (Capital, Hudson Valley, Long Island, Mid-State, Mid-West, New York City, Northern NY, Southern Tier, and Western NY) 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). Workshop presenters will explain the guidelines outlined in the aforementioned documents and will guide participants in designing assessment items that adhere to these guidelines. A member of the World Language Executive Committee—Dr. Joanne O’Toole, Bill Heller, and Dr. Lori Langer de Ramirez—will lead each workshop. All workshops will run from 9am to 2pm with a one-hour lunch on your own.

Click [here](#) to see workshop dates and to register.

### Modified Oral Proficiency Interview Training (Summer 2024)

OBEWL is offering two-day Modified Oral Proficiency (MOPI) training for 10-12 world language educators in four regions of New York State in August of 2024. This 2-day in-person MOPI Assessment Workshop introduces the ACTFL rating scale, the structure of the Oral Proficiency Interview (OPI) and techniques of administering and rating the OPI, including its applications in the language classroom. Participants observe and conduct live practice interviews emphasizing the Novice and Intermediate proficiency levels and observe one facilitator-led exemplar interview. Participation in an MOPI Assessment Workshop is the first step toward becoming an ACTFL Certified OPI Tester with Limited Certification (Novice Low – Intermediate High).

The purpose for offering these workshops is to support educators' ability to evaluate their students' interpersonal communication skills. Participants will be expected to use what they learn in these workshops to support their own teaching, as well as that of others in a meaningful way (e.g., giving a presentation at a department meeting, leading a PLC to share what you learn). These trainings, which are offered free of charge, will run from 8:30am to 4:30pm with a one-hour break for lunch on your own. **Because of the limited number of spots, applicants must commit to attending both days from 8:30am to 4:30pm and specify how they will pass on what they learn to others.** In addition, there is a limit of one attendee per school district. Fourteen (14) hours of CTLE credit will be offered following verification of attendance. No credit will be given for partial attendance. Attendees may choose to attend any single two-day workshop, regardless of the workshop location or where they teach. Participation is limited to teachers of a world language other than English and world language-specific administrators (e.g., Director of World Languages) currently employed full-time in a NYS elementary, middle, or high school (district, charter, or non-public schools).

Applications will be accepted through Friday, May 24th. Selected applicants will be notified by May 31st and will be asked to confirm their participation by June 15th. A waiting list will be established should any of the selected applicants not be able to attend.

Click [here](#) to access the registration link.

### Venues

**Central NY:** Monday, August 5<sup>th</sup> - Tuesday, August 6<sup>th</sup> - OHM BOCES (110 Elwood Davis Road, Liverpool, NY 13088)

**New York City:** Monday, August 5<sup>th</sup> - Tuesday, August 6<sup>th</sup> - Fordham University - Bronx Campus (2691 Southern Boulevard, Bronx, NY 10458)

**Capital Region:** Thursday, August 8<sup>th</sup> - Friday, August 9<sup>th</sup> - Questar III BOCES (10 Empire State Blvd., Castleton-On-Hudson, NY 12033)

**Western NY:** Thursday, August 8<sup>th</sup> - Friday, August 9<sup>th</sup> - Erie 1 BOCES (355 Harlem Rd., West Seneca, NY 14224)

## Professional Learning Opportunities for World Language Educators (cont.)

### [Sign Language Proficiency Interview \(SLPI\) training for ASL Teachers](#)

NYSED OBEWL is sponsoring a four-day, in-person **Sign Language Proficiency Interview (SLPI) training** for up to 12 American Sign Language teachers currently teaching in a NYS public secondary school from **Monday, August 19<sup>th</sup> – Thursday, August 22<sup>nd</sup>** from 8:00am to 4:00pm (with a one-hour lunch on your own) at the National Technical Institute for the Deaf, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, NY 14623.

NYSED will cover the cost of the workshop and offer a stipend of up to \$500 for any attendees that live more than 90 miles from the workshop site to cover travel expenses. The stipend would be payable upon verification of successful completion of the workshop, including attendance in full for each of four days. As part of the workshop, attendees will take the SLPI to determine their own proficiency level and will be eligible to become SLPI evaluators, based on an SLPI score of at least Advanced Plus and successful completion of the workshop. Because space is limited for this workshop, participants must commit to attending all four days of the workshop. A total of 28 hours of CTLE credit will be awarded for successful completion. (No partial credit will be awarded should a participant not be able to attend the workshop in full.)

Workshop description: The SLPI-ASL, a test of sign language communication skills, assesses a person's skills in using American Sign Language (ASL) to communicate in a one-to-one conversation/interview with a highly skilled interviewer. The goal of this workshop is to assist participants in gaining the knowledge and skills needed to plan, conduct, and provide follow-up for the SLPI. The three parts of the SLPI process include the interview, the rating, and the sharing of results. These results include a memo or written report and a follow-up meeting to review the interview video, discuss the interviewee's current skills, and make suggestions for skills development. Participants must either take the SLPI themselves (and earn a score of at least Advanced Plus) or take the SLPI as part of the workshop itself.

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.) Applications will be processed on a rolling basis and accepted through May 30<sup>th</sup>, or whenever the maximum capacity of the workshop has been reached. Applicants must demonstrate how they propose to share what they will learn from this workshop with others. Accepted applicants will be notified via an email from OBEWL by June 15th. A waiting list will be established if there are more applicants than available spots.

Click [here](#) to access the registration form.

For more information on professional learning webinars for world language educators, please visit our website: <http://www.nysed.gov/world-languages/professional-learning>

### **4+1 Pathway Assessments Approved in Arabic, Korean, Portuguese, and Russian**

NYSED continues to receive and review applications for 4+1 Pathway Assessments in world languages. In May, the American Councils for International Education's National Examinations in World Languages (NEWL) were added as approved 4+1 Pathway Assessment in Arabic, Korean, Portuguese, and Russian. In addition to serving as a locally developed Checkpoint B exam, this assessment, when passed, can count as the fifth Regents Exam required to graduate. The NEWL exams have also been approved for use with the NYS Seal of Biliteracy. 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](#).

## Western New York PR/HYLI Student Advocacy Panel at NYSABE

### Collapsing Cultural Space and Time: Using Ceramic Art to Advocate for Multilingual Education

by Gliset C. Morales, Ph.D., RBERN West

The Angelo Del Toro Puerto Rican/Hispanic Youth Leadership Institute (PR/HYLI), is an innovative collaboration with the NYS Assembly/Senate Puerto Rican/Hispanic Task Force in conjunction with the annual SOMOS, Inc. Conference, the New York State Education Department, and the Office of Bilingual Education and World Language. Rooted in the ethos of student empowerment and leadership development, the PR/HYLI program empowers students to explore themes of leadership, civic engagement, and democracy. This year's conference theme, "The Art of Democracy," provided the perfect canvas for the students to express their "dreams for democracy" through the creation of ceramic vessels.

The dream vessels, meticulously crafted by hand, served as artistic testimonies of the students' "Justice Dreams towards Democracy." Each vessel bore witness to historical and contemporary injustices, sparking critical thought, healing, and empowerment. Dr. Morales and Dr. Hunter aptly define artistic testimonies as multimodal expressions of human creativity designed to provoke reflection and advocate for a more just present and future—a powerful form of Art as Truth Storytelling.

During the keynote presentation, Jaziel Correa Gómez spoke of the emotional journey of creation and its transformative healing power, urging educators to prioritize healing and empowerment in their teaching practices. Elias Eliel Gutierrez drew inspiration from his ancestors, weaving their legacy into his vessel and prompting educators to incorporate ancestral teachings into their curriculum. Above all, the students championed linguistic justice and their right to bilingual education, using their art as a catalyst for change. Their voices echoed a resounding call to action, urging stakeholders to recognize the importance of linguistic diversity in education.

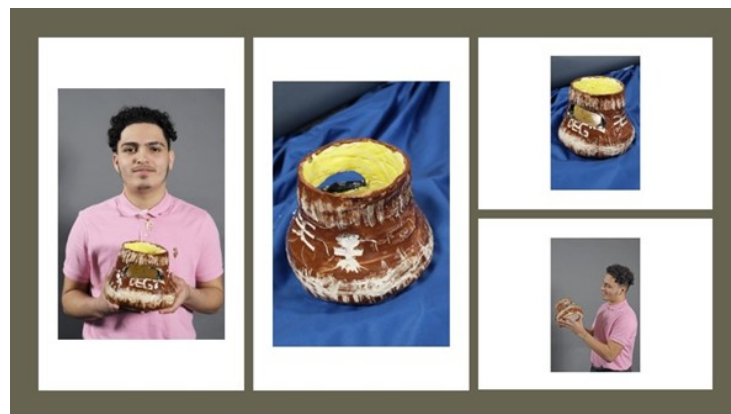
As the keynote drew to a close, the audience was invited to provide words of affirmation to the Western Delegation—a testament to the impact of their work, on a Padlet. The upcoming celebration event at the Burchfield-Penney Art Museum in Buffalo, NY, promises to be a culmination of artistic expression, personal growth, and advocacy achievements. Special invitations extended to key figures in bilingual education underscore the significance of their message and the transformative power of art in advocacy.



Jaziel Correa Gómez –*Tree of Knowledge*~



Doralis Garmon -*Our Voice*~



Elias Eliel Gutierrez\_*Dios es Grande*~



**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

### **State Education Department Announces Schools Selected for Performance-Based Learning and Assessment Networks Pilot**

NYSED has selected 23 middle schools, high schools, and BOCES programs from across the state to participate in the Performance-Based Learning and Assessment Networks (PLAN) Pilot. PLAN Pilot schools were selected to represent different geographic regions of the state, different stages of implementation, and different student populations. The Department, in collaboration with its university-based research partners, will collect data from the pilot to guide the development of tools and resources to support broader implementation. The networks of pilot schools will focus on implementing different kinds of evidence-based approaches, such as: work-based learning, internships, and career and technical education; approaches designed around a “learner profile” to help students develop a set of attributes through their educational experience; and project-based learning. Schools that successfully implement a system of performance-based learning and assessment in New York State and who would be interested in sharing their knowledge and expertise are encouraged to visit NYSED’s [PLAN Pilot website](#) for more information on how to apply to become a PLAN Mentor School.

### **NY State Library May Public Programs**

#### **Onsite Walking Tour of the Local History and Genealogy Resources at the New York State Library**

Friday, May 24, 2024 | 12:00 PM - 1:00 PM

The New York State Library provides a nearly endless supply of resources for those tracing their family histories. Join us for an onsite tour highlighting published genealogies, local histories, church records, Daughters of the American Revolution (DAR) records, United States and New York State Census records, newspapers on microfilm, city directories, and more. Senior Librarian **Jane Bentley-Turo** will lead the tour. [Register for May 24, 2024, Onsite Walking Tour of the Local History and Genealogy Resources at the New York State Library](#)

#### **Discovering the Frank Brothers - Freeborn Men of Color, Soldiers of Independence (Webinar)**

Wednesday, May 22, 2024 | 12:00 PM - 1:00 PM

Shirley Green will speak about her recent book, *Revolutionary Blacks: Discovering the Frank Brothers, Freeborn Men of Color, Soldiers of Independence* (Westholme Publishing; 2023). The narrative follows the lives of William and Benjamin Frank, two brothers who enlisted in the Second Rhode Island Regiment during the American Revolutionary War in the spring of 1777. Their military experiences quickly diverged, and Dr. Green explores their stories to provide context and substance to the Black experience during the war years, as well as underscore the significant distinction between free Blacks in military service and those who had been enslaved, and how they responded in different ways to the harsh realities of racism. [Register for Discovering the Frank Brothers - Freeborn Men of Color, Soldiers of Independence](#)

#### **Sanborn Fire Insurance Maps (Webinar)**

Thursday, May 30, 2024 | 1:00 PM – 2:00 PM

*Sanborn Fire Insurance Maps, 1867-1999*, is a collection that includes maps of over twelve thousand American cities and towns. Sanborn Maps were originally created to evaluate the degree of risk associated with commercial, industrial, and residential structures. Today, Sanborn Maps are often consulted by researchers interested in the characteristics of buildings and how neighborhoods changed over time. [Register for Sanborn Fire Insurance Maps](#)

## 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.

