



Supporting English Language Learners and Multilingual Learners in New York State

Office of Bilingual Education and World Languages
March 13, 2023



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Stakeholder Engagement

The Office of Bilingual Education and World Languages (OBEWL) regularly engages with stakeholders to ensure our work is guided by the voices from the field.



- ELL Leadership Council
- World Language Leadership Council
- Bilingual Education Advisory Panel
- World Language Content Advisory Panel
- New York State Seal of Biliteracy (NYSSB) Forum
- New York State Seal of Biliteracy (NYSSB) Task Force
- RBERN Executive Directors

Supporting Newcomers and Immigrants

- Districts with Newcomers
- CUNY Initiative on Immigration and Education (CUNY-IIE)
- Students with Interrupted/Inconsistent Formal Education (SIFE)

Sample Student 2 | Spanish | Reading Comprehension



Student Performance Report

Spanish Reading Comprehension

The MLS Reading Comprehension Test evaluates the literacy skills of newcomer students in their home language. The test was developed to identify potential SIFE students (Students with Interrupted Formal Education). This test was designed to reflect current reading curricula from students' home countries, which are articulated in the language of the New York State Next Generation Learning Standards (NGLS) for Grades K – 9. Teachers can use this report to analyze the student's home language literacy skills. To learn more about the MLS, visit https://mls.slalab.org/MLS_User_Manual.pdf.

Student ID: XXXXXXXXXX **Date of test:** 05/02/2022
Date of Birth: 01/01/2010 **MLS Reading Placement*:** Grade 1
Grade of Matriculation: unsure **Percent Correct in Placement Grade:** 40%
Reason for testing: To identify SIFE **Potential SIFE?:** Yes

*The MLS Placement suggests that the student can access tests at the placement grade and has mastered the grades below.

KEY **NGLS SKILL DEFINITION FOR KINDERGARTEN AND GRADE 1**

- KRF1d Recognize upper case and lower case letters
- KRF3 Connect phonics and letters
- 1RF3 Identify syllable blends and words
- 1RF4 Read with sufficient accuracy to support comprehension

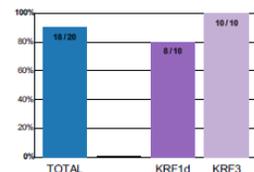
For more information on the NGLS visit <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-english-language-arts-learning-standards>.

Grade 1



Category	Score
TOTAL	8/20
1RF4	1/5
1RF3	7/15

Kindergarten



Category	Score
TOTAL	18/20
KRF1d	8/10
KRF3	10/10

 A project of the Graduate Center, CUNY

Assessment of Spanish Literacy

Before using these resources, you will need to assess student literacy in Spanish in order to support both lesson planning within the thematic unit and foundational-skill workbook use for certain students. Collect the following data on each student in the beginning of the year or as students enter your class throughout the year. Look across the data so that you have a good sense of each student as a reader and writer.

Assessment	Data	Notes
MLS³ (computer-based)	The MLS generates a grade-level reading comprehension score in home language. Additional tests include early literacy and vocabulary in some languages.	MLS scores are used to identify and program Bridges students. All Bridges teachers need access to this data.
Writing Sample	As soon as possible, administer the beginning of the year unit assessment in lesson 1 of the HLA unit. Use the Bridges Writing Rubric (in the teacher materials) to assess each student's writing skills.	Use this information to plan writing instruction, including those who are beginning writers in Spanish.
One-on-One Reading Level Assessment	More nuanced reading data comes from a one-on-one reading conference. This allows teachers to observe comprehension and other skills and behaviors including: decoding, sight word recognition, fluency, as well as ability to self-correct and use strategies. This is also an opportunity to get to know each student and find out about their interests and reading preferences and practices.	Teachers can use the ENIL, or other similar developmental tool that uses running records and indicates the student's independent reading level in Spanish. Use this assessment in addition to, not instead of, the MLS.

³ Please see the Bridges orientation resources for more information about intake and identification of Bridges students. <https://bridges-sifeproject.com/professional-learning/program-orientation/>

New York State Curriculum for SIFE with Developing Literacy iii



Civil Rights for Newcomers and Immigrants

Office of Bilingual Education and World Languages
<http://www.nysed.gov/bilingual-ed>

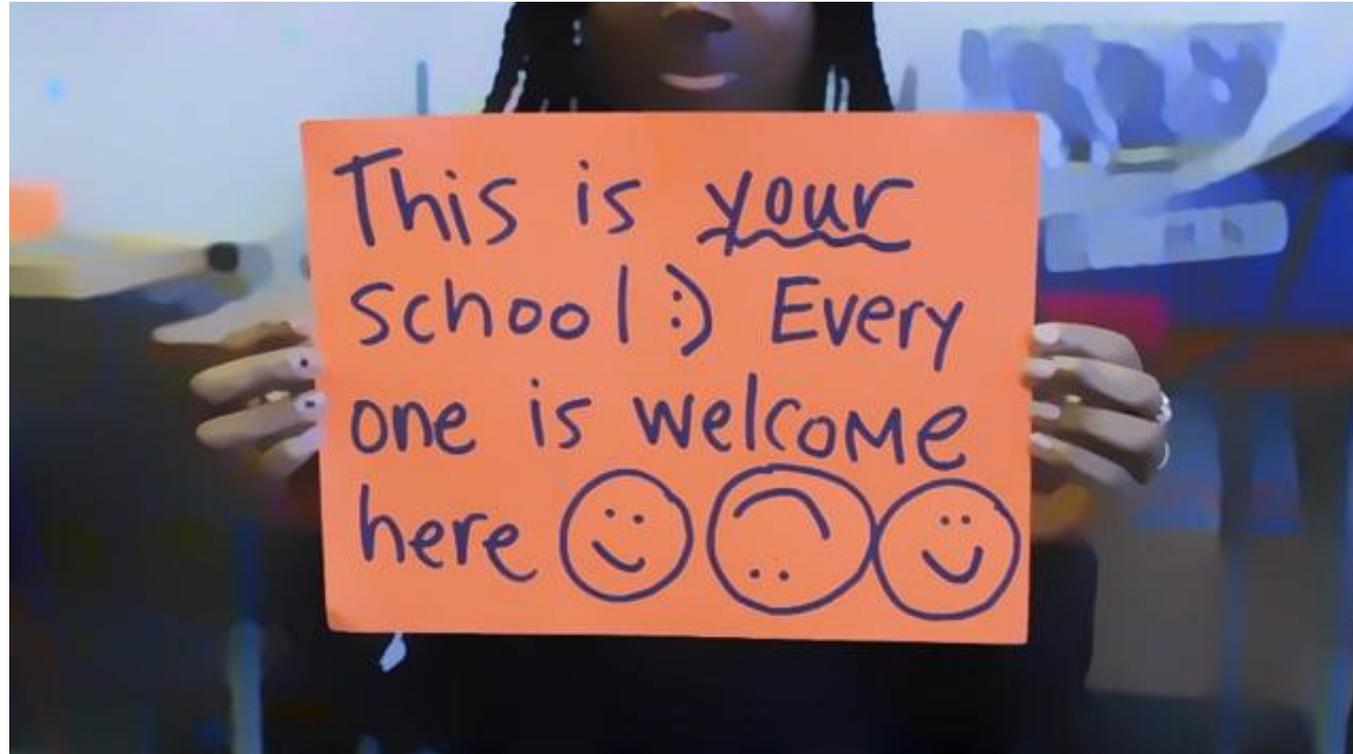



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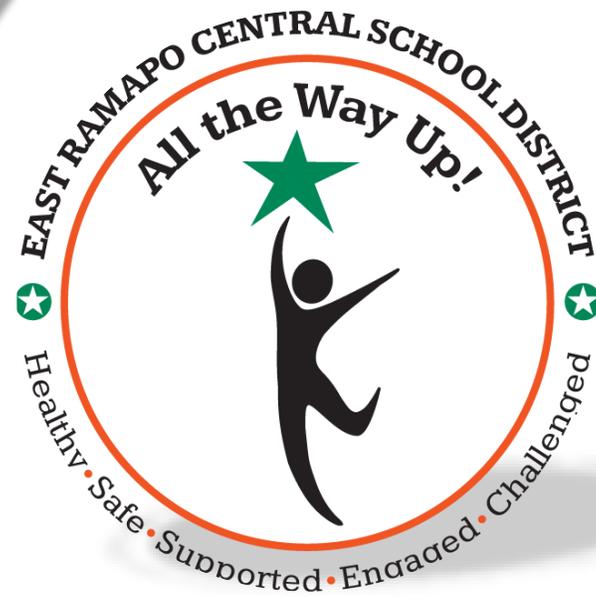


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 Albany, NY 12234

Supporting Newcomers and Immigrants



District Visits/Supports - Customer Service



- What's in a visit...
 - Leadership Meetings
 - Office Support/Collaboration
 - School Visits
 - Data Analysis
 - Identified Support in Collaboration with the RBERNs
- Highlights
 - East Ramapo Central School District
 - Corrective Action Plans

Instructional Resources

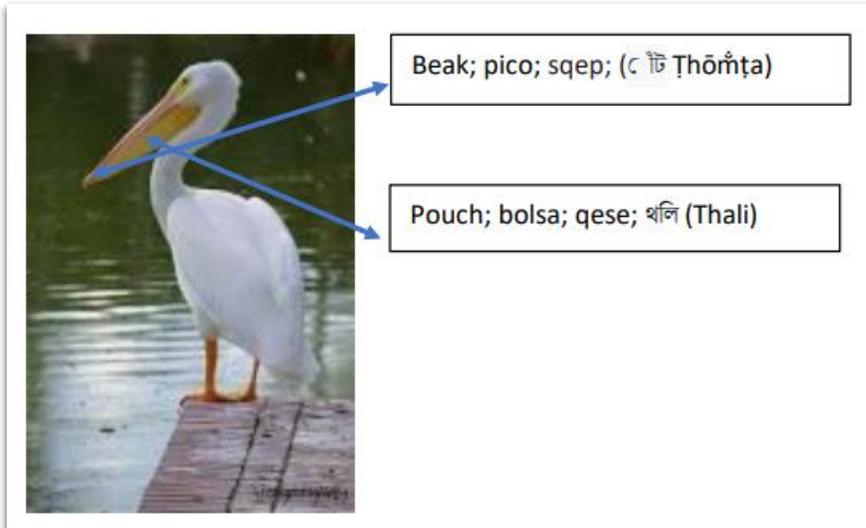


Table 1: Roadmap of the Instructional Thematic Unit for Kindergarten on the Ocean

Development of the Unit	Classroom Practices	Suggestions for Modifications by All Teachers of MLs
Considering the possible thematic studies	Brainstorming about topics that can be developed into a thematic unit of study (oral language development).	Teachers of MLs can brainstorm with their students as described, creating a space where their home languages are valued and are used as a resource for content and language development.
Home/school connections	Fostering deep collaboration between parents and teachers. Parents support learning through individual interactions (oral language development).	Teachers of MLs can support home-school connections and encourage parents to support children's learning in their home language.
Launching the thematic unit	Tapping on and building background knowledge about the topic of study (the ocean). Whole group instruction and conversations with partners (oral language development).	Teachers of MLs can build background knowledge as described, including hands-on activities and demonstrations such as a virtual field trip or a video clip and a reading in their home language.
Setting up the Classroom Environment	Teachers find resources and artifacts that support the theme and content.	Teachers of MLs look for resources and artifacts in English and in the students' home languages.
Read-alouds and multimodal experiences with texts	Exploring the content and language of the texts. Inviting each child into the learning experience. Whole group instruction. Launching the thematic unit using read-alouds (oral language development). Language awareness using three words: ocean, water, and wave.	Teachers of MLs can read a book in the target language or in the home language(s), if possible. Teachers of MLs can partner students with a bilingual classmate. Teachers of MLs can , show pictures, videos, or play an audiotope related to the topic or key vocabulary words.
Shared reading: analyzing key concepts of print	Exposure to whole group reading and exploration of key concepts of print. Whole group instruction, strategically and intentionally organized (oral language development and language awareness).	Teachers of MLs can read a poem or other type of text for shared reading in the target language or in the home language(s), if possible. In order to ensure comprehension, teachers of MLs can utilize visuals, realia, drama, and the home language.

Stakeholder Supports

Presentations and Conferences 2022-2023

TESOL
International
Association

National Association
of Bilingual Educators

New York State
Association of
Bilingual Educators

Conferencia de
Liderazgo de Padres
Hispanos

Women in Leadership:
NYS Association of
Latino Administrators
and Superintendents

Changing Suburbs
Institute Educational
Forum

Capital East Regional
NYS Association of
Foreign Language
Teachers

NYS Association for
Women in
Administration, Long
Island Regional Mtg

New York State
Council of School
Superintendents

Regional Bilingual Education Resource Networks (RBERNs)



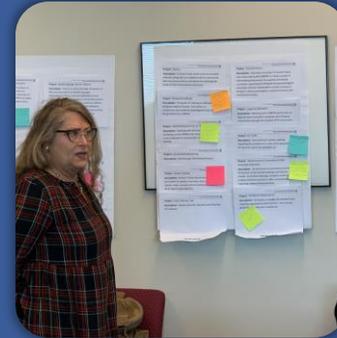
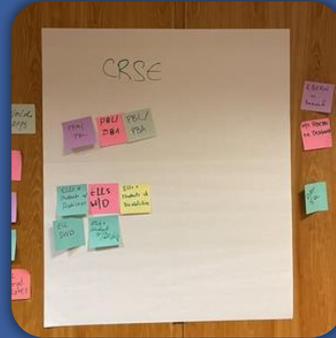
Professional Development

- More than 700 sessions in Fall 2022
 - ⑩ Dual Language
 - ⑩ Bilingual Special Education
 - ⑩ Culturally Responsive-Sustaining Education
 - ⑩ Supporting Parents of ELLs

Family Engagement

- Workshops in five different languages
 - ⑩ Roadmap to College
 - ⑩ Completing the FAFSA
 - ⑩ Parents Bill of Rights for ELLs
 - ⑩ Transitioning from Elementary to Middle School

Strategic Planning



Career and
Technical
Education
and Digital-
Age
Teaching for
ELLs

Co-Teaching
for
Integrated
English as a
New
Language

ELLs with
Disabilities

Promoting
Access to
and Equity
in Advanced
Coursework
for ELLs

Supporting
Immigrant
Students

Addressing
Graduation
and
Dropout
Rates for
ELLs

Collaboration with Other NYSED Offices

Office of State Assessment

- ELL Identification and Placement
- World Language 4+1 Exams

Office of Accountability

- Coordinated Monitoring
- Title III Awards
- English Language Proficiency Indicator

Office of Innovation and School Reform

- Coordinated Monitoring

Office of Special Education

- Dually Identified Students

Office of Standards and Instruction

- Instructional Guidance
- World Language Learning Standards
- World Language 4+1 Exams

Office of Early Learning

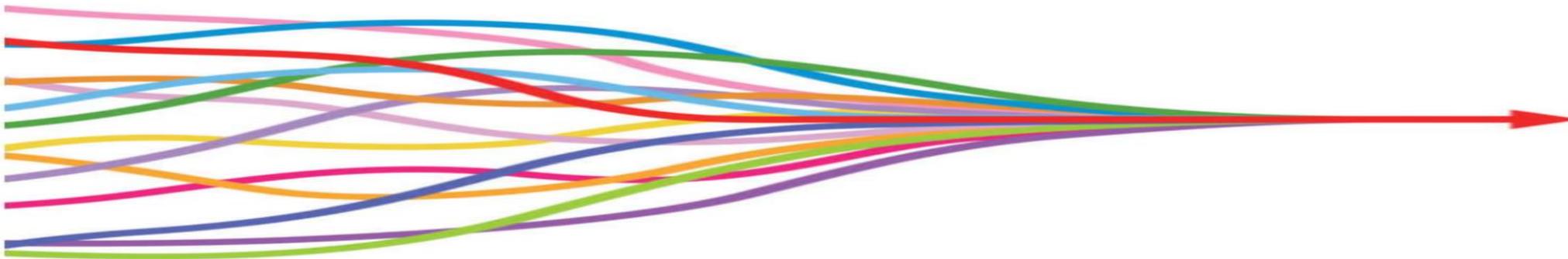
- Emergent Multilingual Learners

Indigenous Education Unit

- Indigenous Language Programs

Office of Higher Education

- Indigenous Culture and Language Studies Certificate



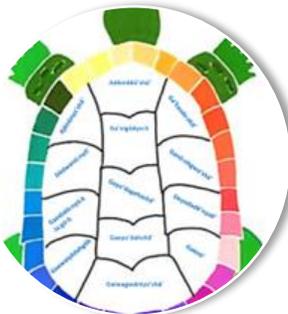
World Languages



Transition to the revised NYS Learning Standards for World Languages



Workshops on Unit Design aligned to the revised standards



Supplemental financial allocations for districts providing instructional sequences in Indigenous languages

New York State Seal of Biliteracy

Who are the recipients of the NYS Seal of Biliteracy (NYSSB)?

The NYSSB is an award given to a student who has demonstrated a high level of proficiency in English and one or more world languages.

Total # of students who earned the NYSSB in 2021-22: **7,114**

- 4,796 (67.4%) Current ELLs
- 2,311 (32.5%) Former/Ever ELLs
- 7 (0.1%) Never ELLs

184 students earned the Seal in TWO world languages in addition to English!
 11 students earned the Seal in THREE world languages in addition to English!
 1 student earned the Seal in FOUR world languages in addition to English!

736 English Language Learners (ELLs) earned the Seal (10%)
 1,136 former/ever ELLs earned the Seal (16%)
 4,245 never ELLs whose home language is English earned the Seal (60%)
 997 never ELLs whose home language is not English earned the Seal (14%)

374 schools that offered the Seal

68 languages in which Seals were earned

35% of Seal earners in 2021-22 were of Hispanic ethnicity of any race.

Albanian, American Sign Language, Arabic, Azerbaijani, Bambara, Bangla, Bosnian, Bulgarian, Burmese, Croatian, Czech, Dari, Dutch, Farsi, French, Fulani, German, Greek, Guarani, Gujarati, Haitian Creole, Hebrew, Hindi, Hungarian, Igbo, Italian, Japanese, Karen, Karenni, Kinyarwanda, Kizigua, Korean, Krio, Latin, Lingala, Macedonian, Mai Mai, Malay, Malayalam, Mandarin, Mandinka, Nepali, Onondaga, Pashto, Poe Karen, Polish, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Somali, Soninke, Spanish, Swahili, Swedish, Tagalog, Telugu, Thai, Tigrinya, Turkish, Tuxcarora, Twi, Ukrainian, Urdu, Vietnamese, Yoruba

Office of Bilingual Education & World Languages
 Elisa Alvarez, Associate Commissioner
 Candace Black, World Language Associate

For more information on the New York State Seal of Biliteracy, please visit our [website](#).

How has the Seal evolved in New York State?

Offered for the first time as a pilot program in 2015-16.

Students who have earned the NYSSB: 24,939

Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total	1,355	2,054	4,031	4,609	5,492	7,114

Year	# of students earning the Seal	Never ELLs	# of students earning the Seal
15-16	84	2015-16	178
16-17	279	2016-17	995
17-18	524	2017-18	1,440
18-19	873	2018-19	2,940
19-20	1,046	2019-20	3,382
20-21	866	2020-21	3,493
2021-22	1,136	2021-22	5,242

Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total # of schools that offered the NYSSB:	14	84	115	228	292	324	374

Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Total # of languages in which students earned the Seal:	9	33	39	47	58	54	68

In 2021-22, one student earned the Seal in four world languages in addition to English.

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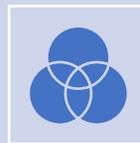
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Recognizes students who have attained a high level of proficiency in English and one or more world languages by high school graduation



More than one in four Seal earners is a Current ELL or an Ever ELL



Alignment between the NYSSB and PR/HYLI

Pathways for Teachers

- OBEWL has partnered with institutes of higher education to provide 16 Clinically-Rich Intensive Teacher Institutes (CR-ITIs) across NYS
- Each CR-ITI supports up to 20 teachers per year to take the courses necessary for earning either an English to Speakers of Other Languages (ESOL) teaching certification or a Bilingual Extension to a teacher's current certification.

FAR
BEYOND

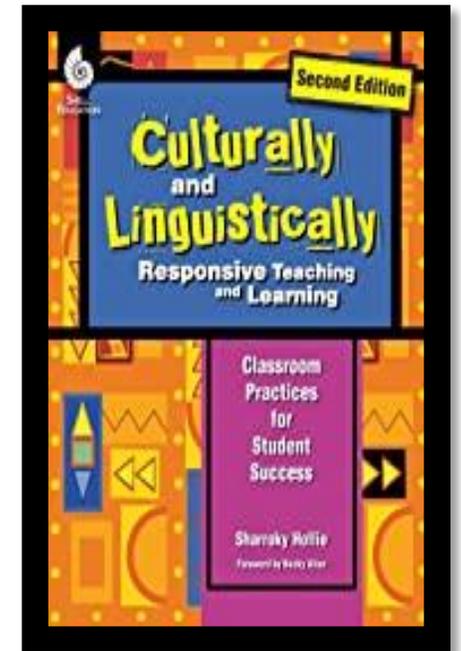
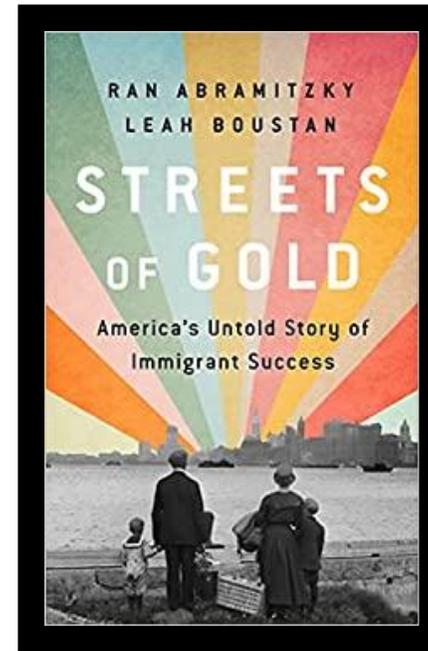
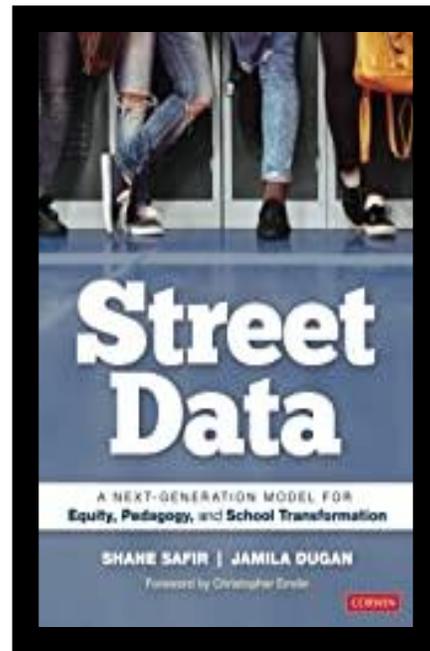
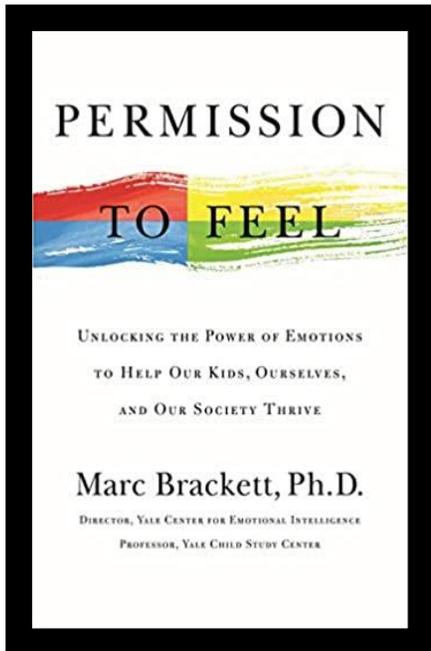
Professional Learning



OBEWL staff are engaging in book study groups to increase our team capacity.



Content is shared at staff meetings using different presentation choices to make learning meaningful and tied to our work at OBEWL.



Angelo Del Toro PR/HYLI Delegates

Diana Meza

12th Grade, Ichabod Crane High School

Ferneidy Dotel

12th Grade, Amsterdam High School

Xavier Moore

12th Grade, Amsterdam High School

Isabella Wiseman

11th Grade, Chatham High School

Diana Castellano

12th Grade, Chatham High School

John (Jake) Pezzulo

12th Grade, Guilderland High School

Javier Feliz

12th Grade, Tech Valley High School





Questions
