

New York State Education Department
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This spring, OBEWL will offer a two-part webinar series on the NYS Learning Standards for World Languages to school and district administrators. These webinars will be offered free of charge and will provide CTLE credit for attendees. To earn credit, administrators must attend a part 1 session and a part 2 session. For more information, please visit our [World Language Professional Learning website](#).

International Community High School, a small school in the South Bronx that specializes in educating recently arrived immigrant youth, proudly partners with The French Heritage Language Program (FHLP). The French Embassy has sponsored the FHLP in several New York City schools, providing various opportunities to support the social and academic development of the French language. The partnership between International Community High School and FHLP began when the school first opened in 2006 and has endured due to the dedicated staff who have consistently been responsive to the individual needs of students in a growing and evolving school.

Today, the joint effort spans participation across all grades in an after school program.

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Each year since 2018-19, the New York State Education Department (NYSED) has released the [Annual Report on the New York State Seal of Biliteracy](#) (NYSSB or “the Seal”). The reports summarize facts and figures, such as the number of students who have earned the Seal and the number of schools that have offered it. The data is disaggregated in several meaningful ways, including by year, by region, by gender, and by race and ethnicity, which can provide valuable information for districts and schools to recruit and support students in their pursuit of the Seal. The reports also provide information regarding future goals for growth areas, strategies to achieve these goals, and how the NYSSB compares to other such programs throughout the country. NYSED will continue to collaborate with various stakeholders, including the NYSSB Task Force, the NYSSB Forum, the Division of Multilingual Learners of the New York City Department of Education, the Regional Bilingual Education Resource Networks (RBERNs), and individual districts and schools offering the NYSSB program to accomplish these goals.

The recently released Annual Report shows that the NYSSB grew significantly in the 2021-22 school year:

374 schools offered the Seal of Biliteracy, a 15% increase from the prior year;

7,114 students earned the NYSSB, a 29% increase over last year and nearly 4% of seniors at ending high schools in New York; and

More than 24,900 students have earned this distinction since it was first offered.

On the [NYSSB Annual Reports website](#), schools can also find individualized reports for each of the following regions:

Capital region

Hudson Valley region

Long Island region

Mid-State region

Mid-West region

New York City region

Western region

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

For questions on the NYSSB, including how to start a program at your school, please contact us at

nyssb@nysed.gov.

The Office of Bilingual Education and World Languages is collaborating with the NYS Association of Supervision and Curriculum Development (NYSASCD) to offer two webinars on the NYS Seal of Biliteracy for administrators. Both workshops will be offered via Zoom from 4:30-5:30 p.m. on the dates listed below and are provided free of charge. The workshop on May 10th is designed for administrators with no experience with the NYS Seal of Biliteracy, while the workshop on May 24th is geared toward administrators with some experience with the Seal who are interested in expanding their program. To register for either of these webinars, please click on the registration links provided below:

[Starting a Seal of Biliteracy Program at Your School](#)—May 10th, 4:30-5:30 p.m.

[Expanding your Seal of Biliteracy Program](#)—May 24, 4:50-5:30 p.m.

For more information on the NYS Seal of Biliteracy, please visit our [website](#)

The CTE Strategic Planning group represents a collaborative effort between the Office of Bilingual Education and World Languages (OBEWL) and the Regional Bilingual Education Resource Networks (RBERNs) to support the needs

by Heather Rubin, Long Island RBERN

Our educational landscape has shifted. You might even say there has been a seismic shift in our post-pandemic classrooms. We have moved beyond our work to transform the traditional, non-digital classroom structure. Now we need to design our classroom environments so that all of our digital learning resources work together as a functioning system - a digital learning ecology. How can we keep ELLs in mind while creating this new classroom environment?

Designing complex learning ecologies to advance language development and content knowledge requires that we consider the way we want students to interact with one another, learn by doing, and express their ideas using digital learning resources (Rubin et al., 2022; WIDA, 2014). Start this design process by considering the Digital Age Teaching for English Learners Framework (or DATELS; see figure 1). It highlights several essential elements to include when crafting your classroom's learning ecosystem. Using a DATELS approach involves planning instruction and selecting tools that will work together to accomplish the following:

- Increase social interaction and engagement
- Provide authentic communication and contextually rich language practice
- Reduce the affective filter so that more learning can occur
- Support scaffolded instruction through digital tools and media

Consider tools that target different needs such as:

Tools that encourage collaboration and communication between students

Tools that allow teachers to manage lessons, create and share content, and connect with other colleagues and parents

Tools that give students the opportunity to be creative and demonstrate mastery

Tools that develop language skills through all six modalities (l, s, r, w, v, vr)

Tools that allow teachers and students to collect, reflect on, and share information with authentic audiences.

Table 1 provides an example of categories and digital learning resources to consider. There are many resources that may accomplish the same goal. Choose the resources that work best for you and for the needs of your students.



On Monday, November 14th, the New York State Education Department (NYSED) released revisions to its Social Emotional Learning (SEL) Benchmarks for voluntary implementation. These revisions better align the benchmarks with the agency's Diversity, Equity, and Inclusion (DEI) and Culturally Responsive-Sustaining Education (CR-SE) Frameworks, as well as its Civic Readiness Initiative. To develop these revisions, NYSED partnered with the national Center for the Improvement of Social Emotional Learning and School Safety (CISELSS) and the Region 2 Comprehensive Center at WestEd.

When NYSED began this work, they first established a team of external partners and NYSED program leads working on aligned content. Members of the workgroup included teachers, young people, administrators, parents, a community school coordinator, BOCES' School/Curriculum Development Network (S/CDN) SEL Framework group, community partners, and experts in SEL, including from the Collaborative for Academic, Social, and Emotional Learning (CASEL). From NYSED, representatives included staff working on Culturally Responsive-Sustaining Education, Diversity, Equity, and Inclusion, Civic Readiness, Family & Community Engagement, and Special Education. Each of these initiatives are facets of something that is whole and strong and inherently connected.

The team met over a year to develop revised benchmarks that reflect deep listening with young people and adults. They began by building a shared understanding of the content and objectives, then reviewed the previous benchmarks and made suggestions. They developed draft revisions based on that feedback, then came back to review the draft and provide additional feedback. When the team was satisfied, the draft was shared with additional stakeholders from other child-serving State agencies, BOCES, professional organizations, educators, and youth.

