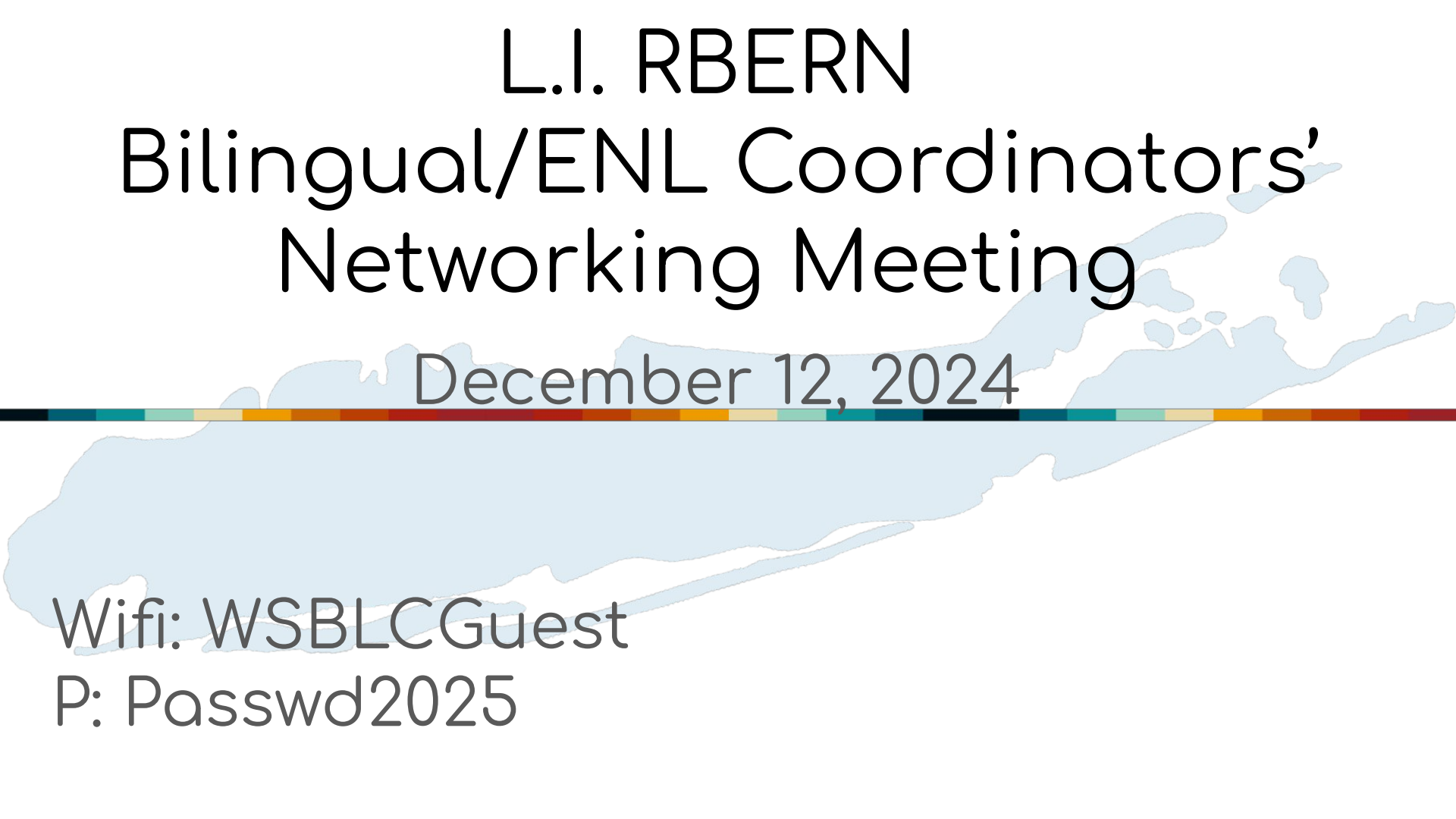
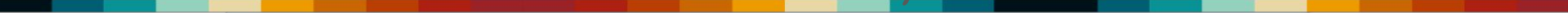


L.I. RBERN Bilingual/ENL Coordinators' Networking Meeting



December 12, 2024



Wifi: WSBLCGuest
P: Passwd2025

Agenda

- I. Welcome/Introductions
- II. Director's Update
- III. Part 1- Dr. Tamara Alsace Presents: The SoR and Foundational Literacy Skills Instruction for Emergent Bilinguals
- IV. Break
- V. Sponsor Presentation - Arturo Guajardo, Pocketalk
- VI. Part 2- Dr. Tamara Alsace Presents: Framework's implications for and connections to the Science of Reading.
- VII. Long Island RBERN Evaluation



New Link to PD Catalog

www.longislandrbern.org/webreg



Long Island Teachers' Institute

March 5, 2025

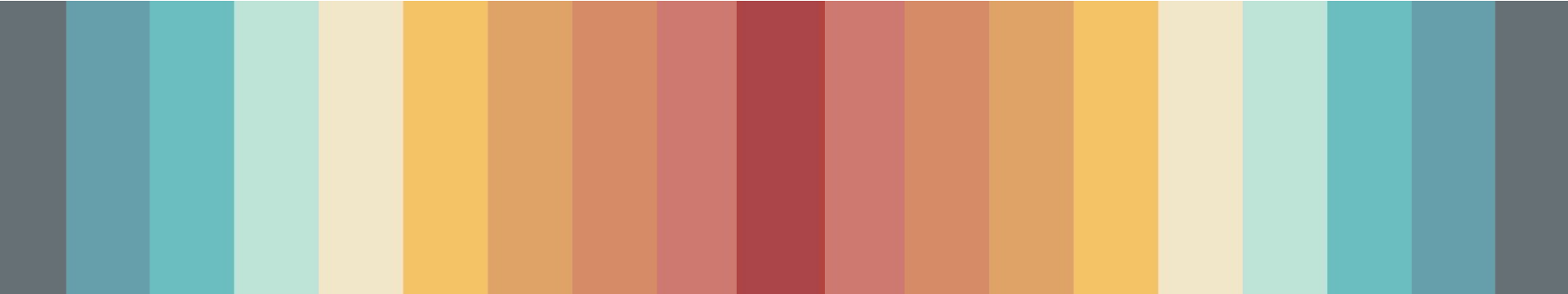
Register Today! Limited Seats

<https://bit.ly/LITI25Registration>





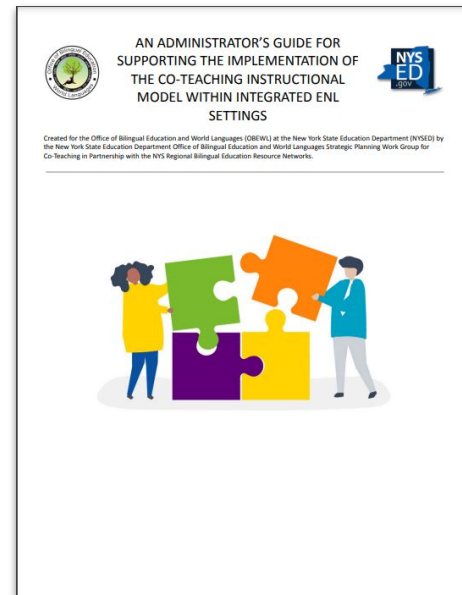
Executive Director's Update



New OBEWL Publication

AN ADMINISTRATOR'S GUIDE FOR SUPPORTING THE IMPLEMENTATION OF THE CO-TEACHING INSTRUCTIONAL MODEL WITHIN INTEGRATED ENL SETTINGS

We are excited to announce the official publication of a new guidance document, created for the Office of Bilingual Education and World Languages (OBEWL) at the New York State Education Department (NYSED), titled [An Administrator's Guide for Supporting the Implementation of the Co-Teaching Instructional Model Within Integrated ENL Settings](#). The L.I. RBERN's own Dr. Erica Flores and Dr. Kelley Cordeiro served as the lead co-authors on this guidance document, as members of the NYSED/OBEWL Strategic Planning Work Group for Co-Teaching, in partnership with members of the NYS Regional Bilingual Education Resource Networks



New Asynchronous Opportunity!

Introduction to the Academic & Linguistic Demands (ALDs): Creating Equitable Access for ELLs

- Self-paced course
- An introductory look at the ALDs of the NYS Next Generation Learning Standards.
- Participants will learn to implement ALDs effectively.
- Includes engaging presentations, interactive activities, and resources for implementation through Canvas.
- Register:

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?l=4971528&D=10057>



Long Island Principals' Collaborative for ELL Success

- A dedicated group created for Principals and Assistant Principals on Long Island.
- Safe and supportive environment in promoting the academic success of ELLs.
- Participants can openly inquire regarding ELL programs, regulations, and instruction.
- It fosters a collaborative and constructive network of school building leaders.
- Register on My Learning Plan/ Frontline.
- www.longislandrbern.org/webreg



Long Island ELL Leadership PLC for New Coordinators

- This PLC is for new ELL Coordinators & Directors on Long Island.
- Discuss the challenges, successes, and promising practices in leading ELL programs.
- Engage in systems level thinking, collaboration and probleming solving.
- A safe and supportive network of Long Island Leaders of ELL programs.
- Register: www.longislandrbern.org/webreg



NYSED ELL Identification and Placement Timeline - Expiration of Waiver

- The waiver extending the Identification and placement timeline issued in August 2023 is *no longer available*.
- All school districts must complete the Identification and placement process within ten (10) days of a student's initial enrollment.
- School districts that wish to seek an individual waiver to the ELL Identification and Placement Timeline must submit a written request to obewl@nysed.gov. The request should include:
 - data on the number of students anticipated to require identification,
 - the number of qualified staff available to conduct the identification,
 - and the length of time for which the waiver is requested.



2023-24 School Year English Language Proficiency (ELP) Accountability Report

- SIRS 113 Report: 2023-24 school year English Language Proficiency (ELP) is now available in L2RPT (a.k.a. Level 2)
- Information displayed in this report will be used to make 2024-25 SY Targeted Support and Improvement (TSI) support model determinations.
- *For all other questions, contact accountinfo@nysed.gov and specify “ELP Accountability Report” in the subject line of your email.*
- *SIRS 113 Report Guide:*
<https://www.p12.nysed.gov/irs/level2reports/documents/sirs-113-elp-accountability-report-guide.pdf>



NYSESLAT Ordering

Principals should have received an email from Metritech regarding ordering the 2025 NYSESLAT in October.

Make sure they received the email and have ordered assessments for the May 2025 administration

<https://www.nysed.gov/sites/default/files/programs/state-assessment/ordering-memo-nyseslat-2025.pdf>

Ungraded Age Range Chart:

<https://www.nysed.gov/sites/default/files/programs/state-assessment/nyseslat-ungraded-chart-2024-25.pdf>



The New York State Seal of Biliteracy (NYSSB)

- Schools intending to offer this program in 2024-25 must submit the [NYSSB School Notification Form](#) by December 1.
- The Office of Bilingual Education and World Languages (OBEWL) has a series of webinars for schools interested in or currently offering the NYSSB on their [Professional Learning for the NYS Seal of Biliteracy website](#)
- Resources for schools looking to start or expand their New York State Seal of Biliteracy program:
 - [Criteria to earn the NYSSB](#)
 - [NYSSB Culminating Project Rubrics](#)
 - [One-page briefs for various stakeholders](#)
 - The [NYSSB Guidance Toolkit](#) with eight modules detailing the steps to take to implement a Seal program



CR Part 154 CEEP: Overview

<http://www.nysed.gov/bilingual-ed/cr-part-154-comprehensive-ell-education-plan-ceep>

- Available in the NYSED Business Portal
 - **DUE December 20th**
 - Superintendent delegates access to the person who will be filling out the application
 - Only the Superintendent or their proxy may certify/submit
- CEEP must be kept on file in the District office
 - Available for review upon request by NYSED
 - Must be shared with building administrators so that the district's vision for ELL success is clear to all school leaders



NYSED The Science of Reading Literacy Briefs

<https://www.nysed.gov/standards-instruction/literacy-initiative>



NEW YORK STATE LITERACY INITIATIVE
BRIEF 1 OF 7

Science of Reading: What is it?

Produced for the New York State Education Department by Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

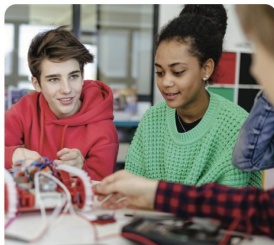
KEY IDEA #1

The Science of Reading Reflects a Body of Research

The Science of Reading refers to a body of research—50+ years of interdisciplinary research that documents and describes how children develop reading and writing skills and competencies. This research also features the principles and practices for research-based instructional design and opportunities to learn.

The Science of Reading is not a single approach or entity—the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy.

The Science of Reading reflects research in education, psychology, linguistics, neuroscience, sociology, speech and language pathology, implementation science, and other fields. Integrating discoveries from across disciplines creates a comprehensive understanding of the reading and writing processes.



Defining Literacy for Today and Tomorrow

The ability to read, write, speak and listen as a means of identification, understanding, interpretation, creation, and communication; the ability to communicate in diverse ways and with diverse audiences; the ability to understand and use print in an increasingly text-mediated, information-rich, digital and fast-changing world.

(Check out NYSED's Briefs on Advanced Literacies.)

NEW YORK STATE LITERACY INITIATIVE
BRIEF 2 OF 7

Common Myths

Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.



MYTH #2

The Science of Reading signals that instruction should focus on teaching skills in isolation.

A comprehensive curriculum and pedagogical approach that includes goals and target skills with explicit instructional strategies, ranging from direct instruction to integrated application. Research is always in service of the goal to develop learners' skills and knowledge that support higher-order knowledge building.

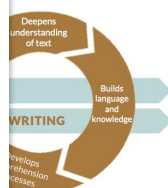
NEW YORK STATE LITERACY INITIATIVE
BRIEF 3 OF 7

Role of Writing

Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

The New York State Next Generation English Language Arts Learning Standards outline Lifelong Practices of Readers and Writers (p. 8). Investigate the patterns and behaviors that shape a sustained and enriching engagement with literacy throughout a lifetime.

Writing is used to explore and illuminate the written piece's text, further building language (home) skills.



NEW YORK STATE LITERACY INITIATIVE
BRIEF 4 OF 7

PreK Years

Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

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(See NYSED's Briefs on Advanced Literacies)

PERFORMANCES, AND CELEBRATIONS
Competencies; Development of a Product
Planning and problem solving • self-regulation

LEARNING OPPORTUNITIES
Communication Skills, and Content Knowledge
Perspective-taking • organizing, planning, editing, revising

LANGUAGE, DIVERSE, AND COMPLEX TEXTS
Vocabulary, and Diversity of Perspectives
Knowledge building • reasoning • synthesizing

READING AND WORD STUDY SKILL-BUILDING
Developing Essential Reading and Writing Proficiency
Language • metalinguistic skills • analytical thinking

STRUCTURES, FEATURES, AND FUNCTIONS

Structures, Patterns, and Purposes

Understanding and Comprehending Increasingly Complex and Varied Texts
Information processing • metacognitive skills • analytical thinking

Secondary Grades

NEW YORK STATE LITERACY INITIATIVE
BRIEF 5 OF 7

Elementary Years

Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

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(See NYSED's Briefs on Advanced Literacies)

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STRUCTURES, FEATURES, AND FUNCTIONS

Structures, Patterns, and Purposes

Understanding and Comprehending Increasingly Complex and Varied Texts
Information processing • metacognitive skills • analytical thinking

Secondary Grades

NEW YORK STATE LITERACY INITIATIVE
BRIEF 6 OF 7

Secondary Years

Nonie K. Lesaux, PhD & Katie C. Carr, M.Ed.

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(See NYSED's Briefs on Advanced Literacies)



SCAN ME

Tamara Alsace, PhD

Multilingual Matters, LLC

The Science of Reading and
Foundational Literacy Skills
Instruction for Emergent Bilinguals



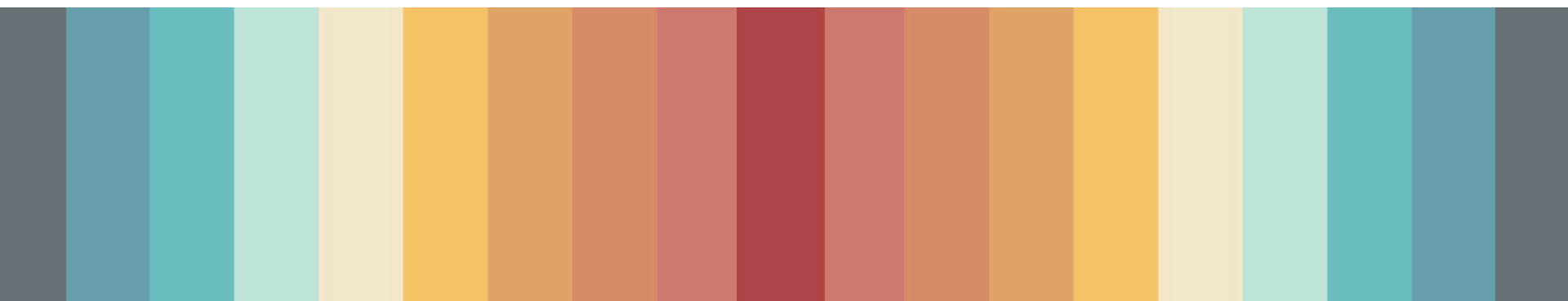
Sponsor Presentation



Arturo Guajardo



~~ 15 minute Break ~~



Tamara Alsace, PhD

Multilingual Matters, LLC

The Science of Reading and
Foundational Literacy Skills
Instruction for Emergent Bilinguals
(Part 2)



Long Island RBERN Evaluation Form

Your Feedback Matters: We value your input! Please note that all responses are confidential and anonymous.

Attendance Confirmation: Completion of the Long Island RBERN Evaluation Form is mandatory as part of the Attendance Verification. While our system tracks who has completed the form, your responses remain unlinked to your identity.

Accessing the Evaluation Form:

1. **Visit:** Navigate to the Frontline-My Learning Plan portal where you registered for this workshop.
2. **Sign In:** Enter your credentials to log in.
3. **Locate:** Scroll to the bottom of the page.
4. **Complete:** Click on the "Long Island RBERN Evaluation Form" to begin.

