Presentation to Board of Education
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Students of the Oyster Bay-East Norwich World Language program learn to communicate effectively in a new language and demonstrate the cultural competency necessary to interact with people who are different from them.
OBEWL presents overview of WL Standards review process to NYS Board of Regents.

7 Regional Standards Review Committees are formed and begin work to develop recommended revisions to the WL standards.

Initial revisions will be posted for public comment period (survey). Regional committees consider feedback & further revisions.

World Language Leadership Team meets to finalize all revisions.

Draft recommended WL standards revisions are presented to the NYS Board of Regents for consideration.

2nd Public Comment Period

Finalized recommended WL standards revisions are presented to the NYS Board of Regents for adoption.

Professional development & creation of resources to support districts as they plan to implement new standards

First phase in of implementation for K and 7th grades
Changes in NYS World Language:

1. Name change from LOTE to World Languages
2. Alignment to national standards
3. Adoption of three modes of communication
4. Alignment to ACTFL levels of proficiency
   (ACTFL = American Council on the Teaching of Foreign Language)
5. NYS Topics will be updated to overarching themes
Fundamental paradigm shift for instruction

- Learning about language
- Using language to communicate
- Accessing content through language
Paradigm shift from learning about languages to learning through language

- Recognizes the importance of language for purposeful communication
- Supports students in acquiring language vs. learning language
- De-centers overt instruction of grammar
- Shift from cultural knowledge to cultural competency:
  - The skills needed to successfully interact and collaborate with people who are different from us
  - One of the top five skills needed in today’s job market
  - Cultural competency as a skill will be integrated and assessed throughout the language program
Impact for our language program:

1. Update vision statement
2. Change name from LOTE to ‘World Languages’
3. Engage in intensive professional learning
4. Review and update instructional materials
5. Embark upon a comprehensive curriculum review
6. Develop a clear and comprehensive scope and sequence
7. Update curricula over the next three years
8. Shift instructional practices to align with revisions
9. Develop and implement new assessment practices to evaluate strength and health of the program
➢ Embed new assessment practices throughout language courses

➢ Align end-of-year assessments with best practices

➢ Prepare for NYS Checkpoint A and Checkpoint B WL exams, when implemented

➢ Consider ACTFL assessment program: AAPPL
  ○ ACTFL Assessment of Performance toward Proficiency in Languages
  ○ Aligned to national language standards
  ○ Would provide clear benchmarking, during a time of statewide change
  ○ Extensive reports available to us
  ○ Costs associated with this program (NYS considering a statewide subscription)
For consideration: Mandarin Chinese

➢ Identified as the #2 language currently needed in the job market
➢ 20% of the world’s population speaks Chinese
➢ Most international issues of the future will not be solvable without China’s active participation and support
➢ Takes more years to reach advanced proficiency in reading and writing due to characters, and speaking due to tones
➢ Potential for our students to develop cultural competency via interactions with teacher and insights gained during classes
➢ Exposure to non-Western civilization and culture a real bonus
• **Option One: Offer from 7th grade as a full-sequence**
  
  • Phase-in over time, offering as a new language sequence
  • Would require a long-term commitment due to graduation requirements
  • Might impact enrollment in other languages

• **Option Two: Offer only as a High School elective (post-Checkpoint B)**
  
  • Less long-term commitment
  • Less potential impact on other language sequences
  • Much more difficult to staff with a PT teacher on campus
  • Students do not gain real language proficiency

• **Option Three: Offer as a sequence and as a HS elective**
  
  • Allows for a faster start-up window
  • More FTE in year one, could improve chances of finding a teacher
  • Immediately available to current students
Costs of each option:

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<th>HS Elective only</th>
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FTE = Full-time Equivalent
Possible Hurdles:

❖ Could reduce the ability to run other language classes and/or courses
❖ Small class sizes could drive up costs
❖ Cultural learning curve of both students and teacher
❖ Severe shortage of NYS-certified Mandarin teachers
Long Term Goals

• Plan for international opportunities

• Consider NYS Seal of Biliteracy

• Embed culturally-responsive and sustaining instruction throughout all language classes
  • NYS Culturally-Responsive & Sustaining Education Framework, March 2019

• Begin language instruction in early grades to develop bilingualism