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Our Students. Their Moment.

NYS World Languages in the 21 Century LIASCD Conference October 4, 2019

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NYSED OBEWL**



Agenda

- Welcome & Introductions
- Where are we?
- Where are we going?
 - Overview of the Standards Revision Process
 - Major changes in World Languages
- How can we prepare WL administrators, teachers and students for the revised standards?
- How does the NYS Seal of Biliteracy support these initiatives?
- Questions?

Where are we coming from?

- Checkpoints A, B, C
- Current standards - Modern Languages for Communication (MLC)
Last Revised in 1996
- Link to www.nysed.gov
- What did your classroom world language classroom look like?
- What does a 21st century world language class look like? Socratic Seminar Video
- Embedding modal tasks = students are at the center of instruction & handling authentic tasks (authenticity = rigor)

MLC: Our Current Standards

Our current standards describe what students can do at each Checkpoint for Speaking/Listening and Reading/Writing relative to the following criteria:

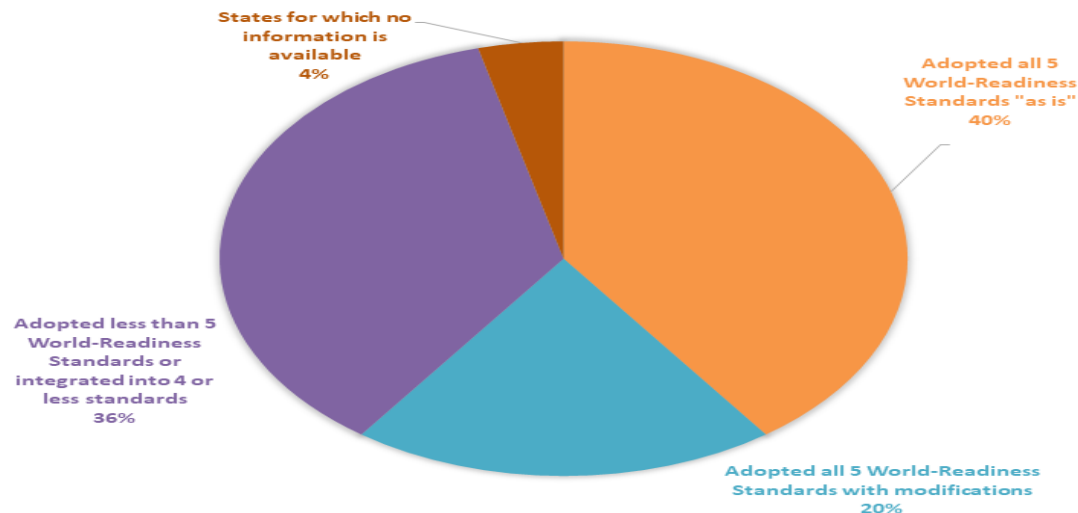
- Types of vocabulary & structures
- Length of student production of work (oral or written)
- Level of detail & sophistication
- Strategies and supports
- Types of people/media/texts w/whom they can interact



Proposed Standards Timeline



How Other States Aligned to WR Standards



Changes in World Languages

1. In an effort to define our discipline positively (rather than what we are not), Languages Other Than English will be transitioned to World Languages.

OTHER



WORLD
Languages

Changes in World Languages

2. Revised World Language Standards aligned to the national World-Readiness Standards for Language Learning

MODERN LANGUAGE FOR COMMUNICATION

NEW YORK STATE SYLLABUS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234



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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentation Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
	CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

Changes in World Languages

3. A shift from the four isolated skills (speaking, listening, reading and writing) to the three modes of communication (interpersonal, interpretive, presentational) outlined in the national standards



Changes in World Languages

4. Refreshed 21st century topics categorized under four overarching themes



**Identity & Social
Relationships**

Contemporary Life

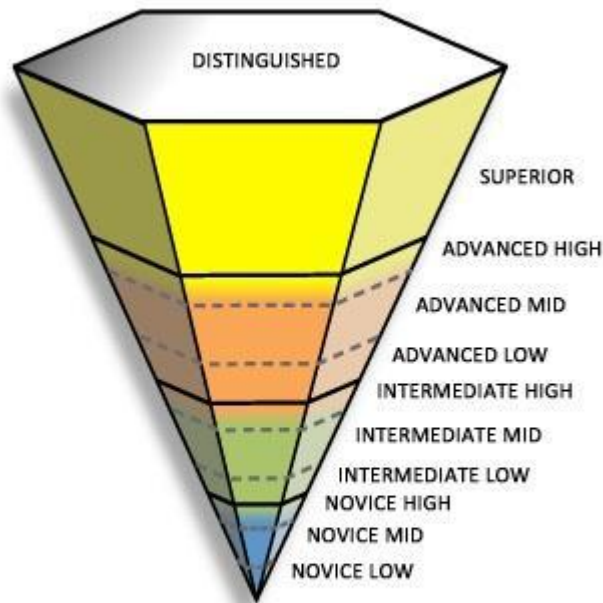
**Science, Technology
& the Arts**

Global Awareness

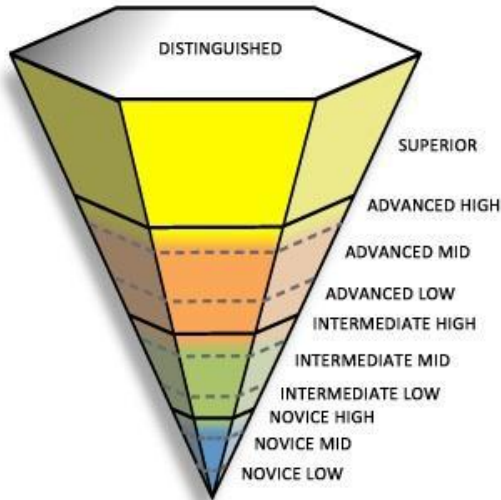


Changes in World Languages

5. Checkpoints redefined by ACTFL Proficiency levels (supported by the NCSSFL-ACTFL Can-Do Statements)



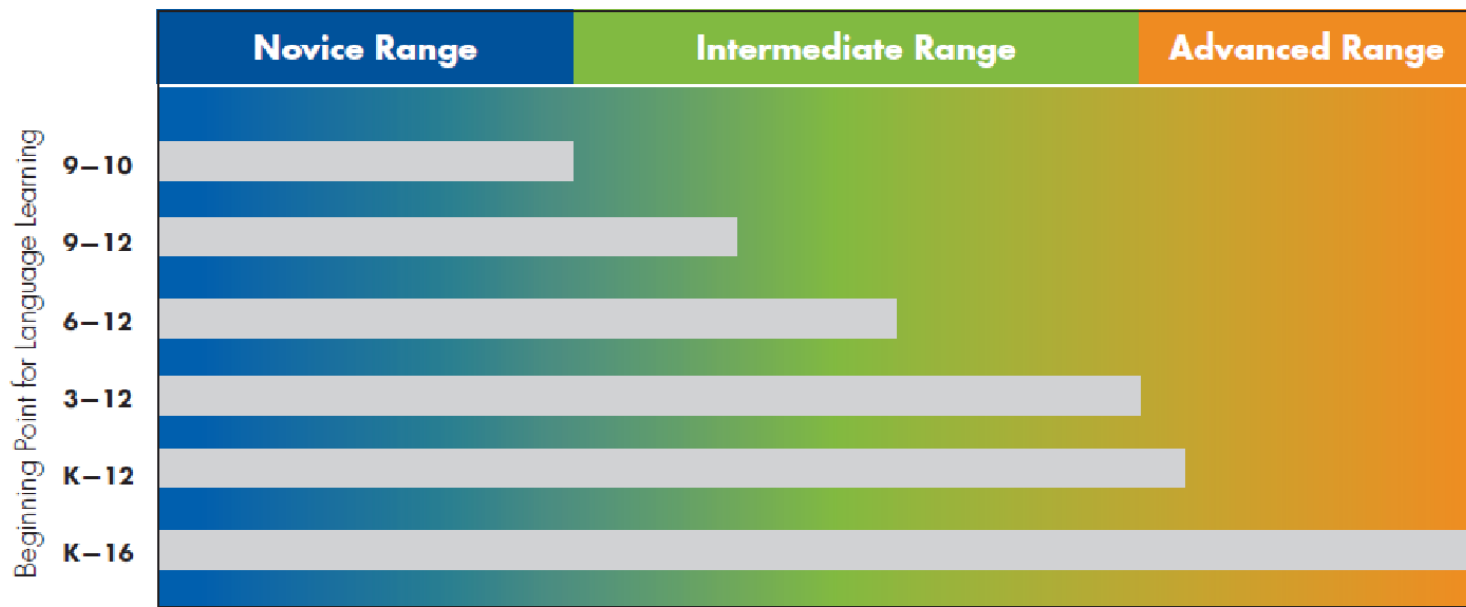
ACTFL Proficiency Guidelines



- The ACTFL Proficiency Guidelines are a description of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context.
- 5 major levels of proficiency (Distinguished, Superior, Advanced, Intermediate, and Novice) describe the continuum of proficiency (from highly articulate to a level of little or no functional ability).
- The levels of proficiency are listed as ranges, and describe what an individual can and cannot do with language at each level.

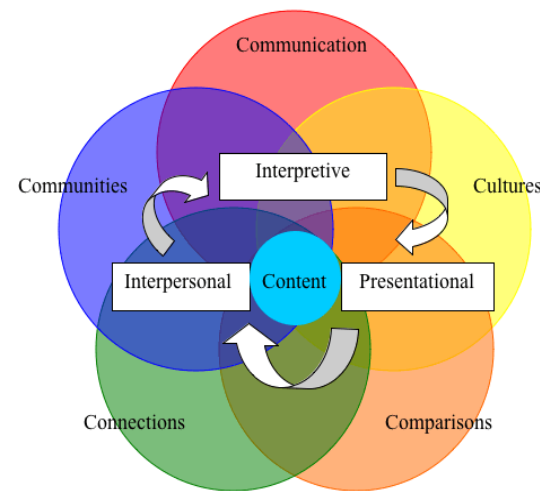
ACTFL Proficiency Levels

Time as a critical component for developing language performance



Videos: Bringing the Modes to Life

1. Can Do Attitude!
2. Learning Stations that embed the 3 Modes: Chinese
3. Interpersonal: Spanish Immersion Grade 3
4. Interpersonal (Socratic Seminar): Italian 4 and Spanish 3
5. Interpretive Tasks: Spanish Grade 9
6. Presentational Writing: French



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Resources and Suggestions to move your department to a proficiency-based model

- Survey Students at the 8th and 12th Grade
- Annenberg Foundation – Learner.org – free!
 - Deeper Understanding of the Modes of Communication in Action
- The World-Readiness Standards For Language Learning (ACTFL Publication)
- The Six Core Practices
- Can Do Statements – Students Self Reflect (Handout)
- Review and Revise Assessments to Integrate the 3 Modes of Communication (Handout)
- Digital-Portfolios (Handout)
- Professional Development: ACTFL, NECTFL, NYSAWLA, NYSAFLT
- Use external assessments to check proficiency AAPPL or STAMP
- Ohio Department of Education: World Languages
- NADSFL – Walk Through Checklist for Administrators and Other Documents

The Six Core Practices

Core Practice 1: Use the target language as the vehicle and content at all levels of instruction. Strive for teachers and learners to use the target language 90% during instructional time and, when feasible, beyond the classroom.

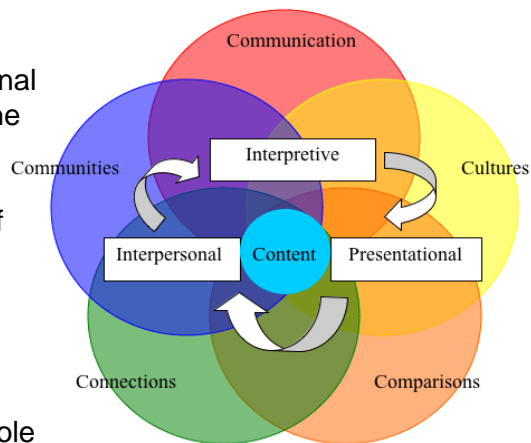
Core Practice 2: Create a discourse community. Design and carry out interpersonal communication tasks for pair, small groups and whole class instruction (that are meaningful).

Core Practice 3: Start with the end in mind! Design lessons and tasks that have functional goals and objectives. Specify the language and activities needed to support and meet the communicative objectives.

Core Practice 4: Teach grammar as a CONCEPT and use it in CONTEXT. Language learning is developmental. Errors are to be expected. Focus on form AFTER meaning of form has been established in context. Students acquire a conceptual understanding of form - how form is used to express the intended meaning.

Core Practice 5: Design and carry out interactive reading and listening comprehension tasks using authentic, cultural texts.

Core Practice 6: Comprehensibility trumps accuracy! Provide appropriate feedback in speech and writing on various learning tasks. Corrective feedback (CF) plays a pivotal role in the kind of scaffolding that teachers need to provide to learners to promote continuing L2 growth. CF moves student learning along



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Can Do Statements

The Department of World Languages
Can Do Statements
Herricks High School

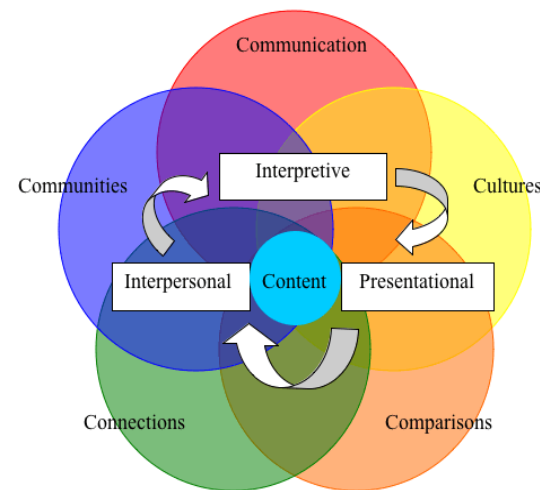
我可以... Je Peux... Io Posso... Yo Puedo...

Student _____

Course: Français 4

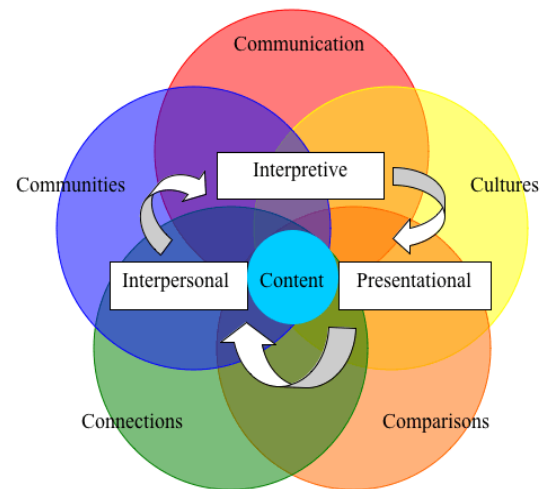
4	I completely understand this topic and could easily explain the content to someone else.
3	I mostly understand this topic and could explain the content to someone else with notes.
2	I only somewhat understand this topic.
1	I do not understand this topic.
0	I was absent for this topic.

Date	Topic: Childhood & Adolescence	4	3	2	1	0	Comments
Interpretive: I can							
	Read a website to learn about a nontraditional school in Senegal						
	Interpret a poem about school						
	Read and make inferences from a survey of French youth						
Interpersonal: I can							
	Discuss in detail how school and extracurricular activities contribute to the wellbeing of adolescents						
	Respond to an email from a charitable organization to ask about becoming involved						
	Discuss how the experiences of students in the film <i>Entre les murs</i> are similar to and different than the experiences of students at Herricks						
Presentational: I can							
	Write a short application essay to an alternative school						
	Present findings about an alternative school in my assigned francophone region						
	Present about a charitable organization in my assigned francophone region						



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Digital Portfolios



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Assessments → Classroom Activities

Herricks Public Schools The Department of World Languages Summative Assessments

Dear Student,

Assessments tell teachers and students many things about teaching and learning that go above and beyond a grade on a report card. Our world languages courses will continue to use a mix of traditional and performance-based assessments to tell us how well students are progressing towards increased proficiency in the Chinese, French, Italian, or Spanish language. Assessments help us reflect, set goals, provide additional support when necessary, and then move forward. Please note that some traditional assessments will be replaced this year with more performance-based assessments. Our final exams are no exception; three performance-based tasks (final exam) will be administered in May/June over a period of time in class. We believe that this will release the stress from taking a final exam over a two to three hour period on a given day in June. Students will practice and deepen their understanding of the interpretive, interpersonal, and presentational modes of communication; these tasks will in turn help us, the teachers, more precisely assess how well you speak, read, write, and listen in the Chinese, French, Italian, or Spanish language.

The three modes of communication explained:

Interpretive tasks include: Reading, Listening, and/or Viewing followed by comprehension questions
Interpersonal tasks include: Listening/Speaking (conversation), and Reading/Writing (correspondence)
Presentational tasks include: Speaking, Writing, and/or Visually Representing

Final Performance-based Assessment Grade Breakdown:

30% Interpretive Tasks

35% Interpersonal Tasks

35% Presentational Tasks (written task(s))

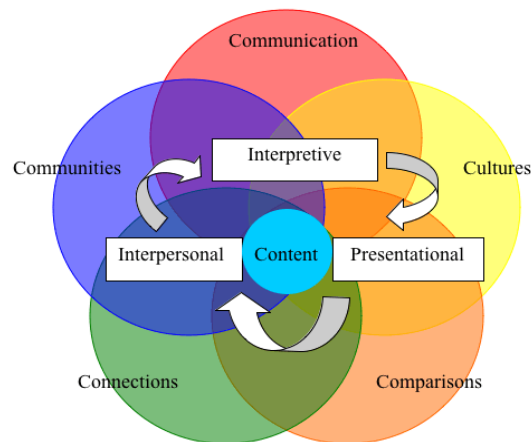
Students at all levels will take final exams that involve the three modes of communication. Details will follow based on your level and school building. Again, teachers will practice these tasks throughout the year to prepare you for the final.

Please note that students who are enrolled in a Chinese, French, Italian, or Spanish Level 1 (grade 8) or Level 3 (grade 10) course will take an exam called the *FLACS Checkpoint A or B Assessment*; these assessments include performance-based tasks. Since the AP Language exams are designed around the modes of communication, AP language students will only take the AP language exam as their final exam. Teachers will explain in more detail the format and grading of these external exams. Again, students will be well prepared for these assessments.

World language students will now be required to set up a digital portfolio to store some of their course work to highlight growth in speaking and writing, along with self-reflection pieces, in their Herricks K-12 account. The great news is that this is not additional work since you will have completed these tasks in class and we only ask that you select several among the many. We are not seeking perfect pieces of evidence of speaking and writing! More great news! The grade you receive for your portfolio is based on selecting and submitting the required pieces of evidence and self-reflection pieces; a rubric will be shared. Language learning takes time and we believe that a digital portfolio will help you grow as a learner of a language other than English! Details will be shared by your teacher once the department finalizes some additional details. We thank you for your understanding and patience!

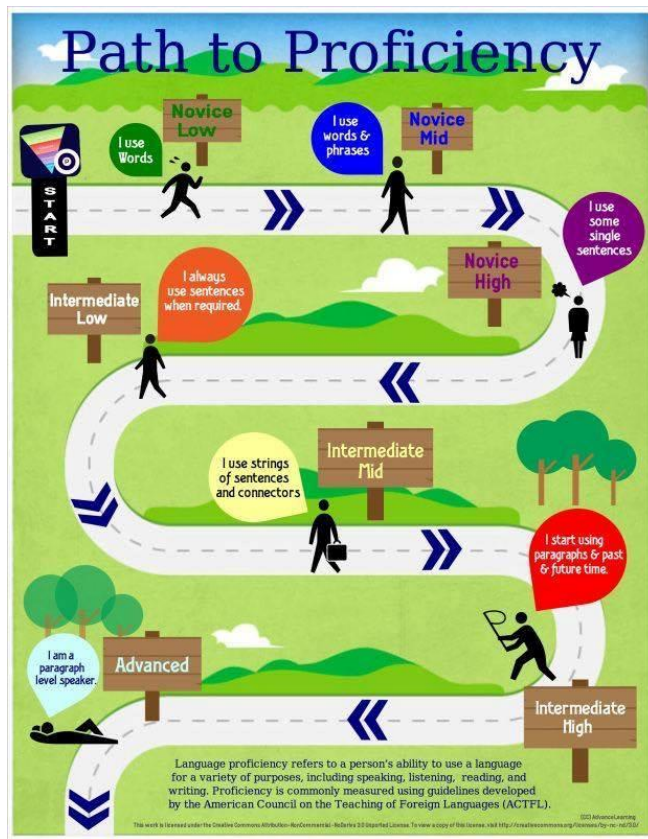
Have a great year!!!

The World Language Team of Teachers



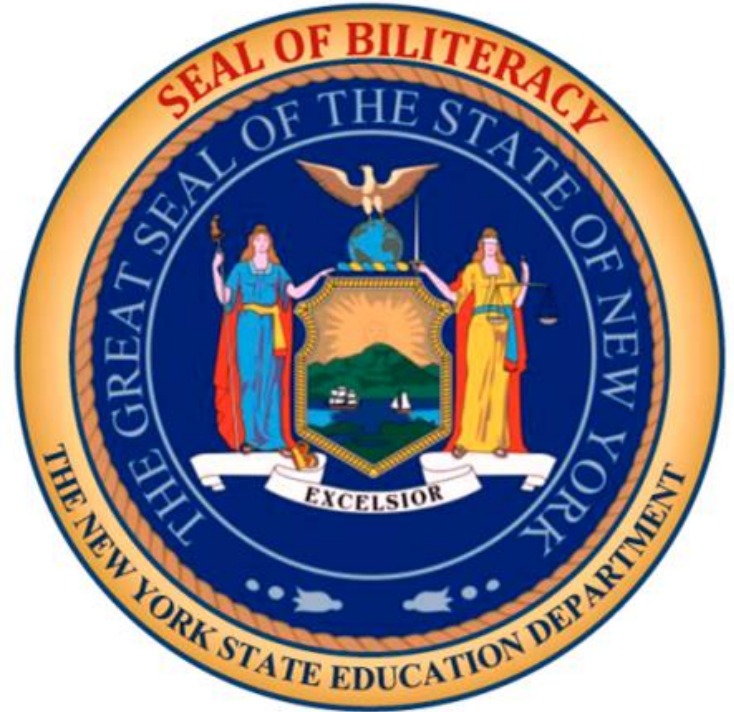
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Pathways to Proficiency



NYS Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, school district or county office of education that formally recognizes students who have attained a **high level of proficiency in two or more world languages** (one of which must be English) by high school graduation.



How does a student earn the Seal?

1. Complete all requirements for graduating with a NYS Regents diploma
2. Point system to demonstrate proficiency in English and another language (earn 3 points in English and 3 in a world language)



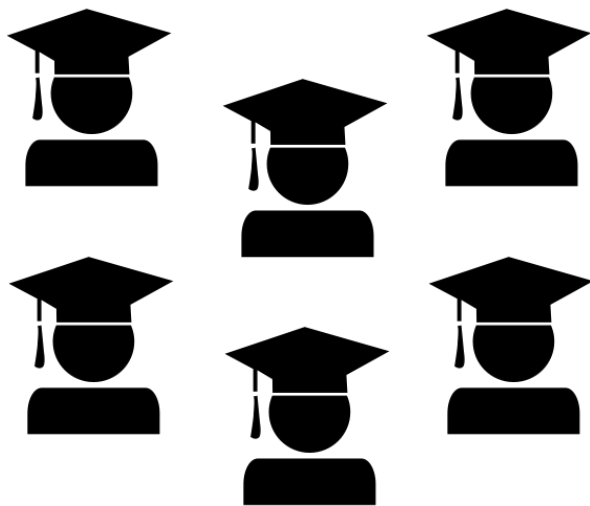
NYS Seal of Biliteracy Annual Report

228 schools offered the NYSSB in 2018-19.

That's **1** in every **6** schools.



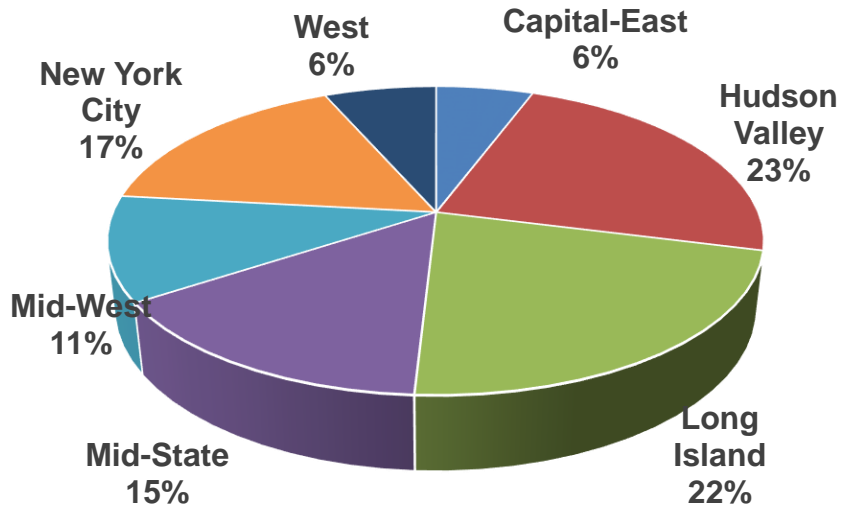
4,031 students earned the NYSSB in 2018-19.



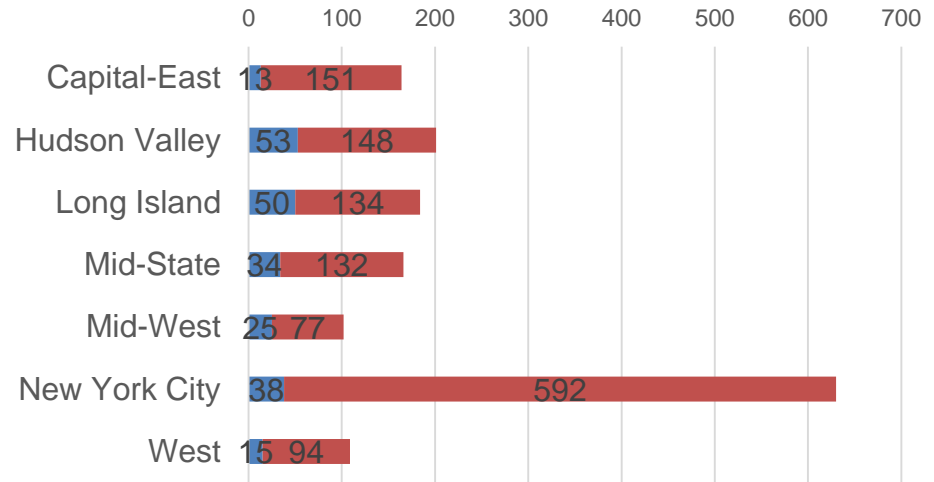
This represents more students earning the NYSSB in 2018-19 than in all three prior years **combined** since the Seal was adopted.

NYS Seal of Biliteracy

% of Schools Offering the NYSSB by Region (2018-2019)



Number of schools offering the NYSSB vs. total number of schools in region (2018-19)



OBEWL Website Resources

World Languages

Our goal is to promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.

NYS Seal of Biliteracy



NYS Seal of Biliteracy

World Language Links



Assessments and Data

Graduation Requirements

Standards and Guidelines

World Language Associations

Teacher Resources

RELATED PROGRAMS

Bilingual Education & English as a New Language

Preparing all English Language Learners (ELLs) for success.

[LEARN MORE](#)

Recent News

Key Shifts in World Languages in New York State

The New York State Education Department's Office of Bilingual Education and World Languages in collaboration with Queens College presents "Key Shifts..."

World Languages in the 21st Century Conference Presentations

The goal of the NYS World Language in the 21st Century conference was to provide teachers with instructional resources, tools, and models for updated...

Updated Languages Other Than English (LOTE)/WL Frequently Asked Questions

The Office of Bilingual Education and World Languages has published an updated Languages Other Than English (LOTE)/WL Frequently Asked Questions...

What we can do for you?

- Including but not limited to professional development, how might we assist you and your districts in this transition?
- In supporting your world language programs?
- Other feedback?



OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

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