



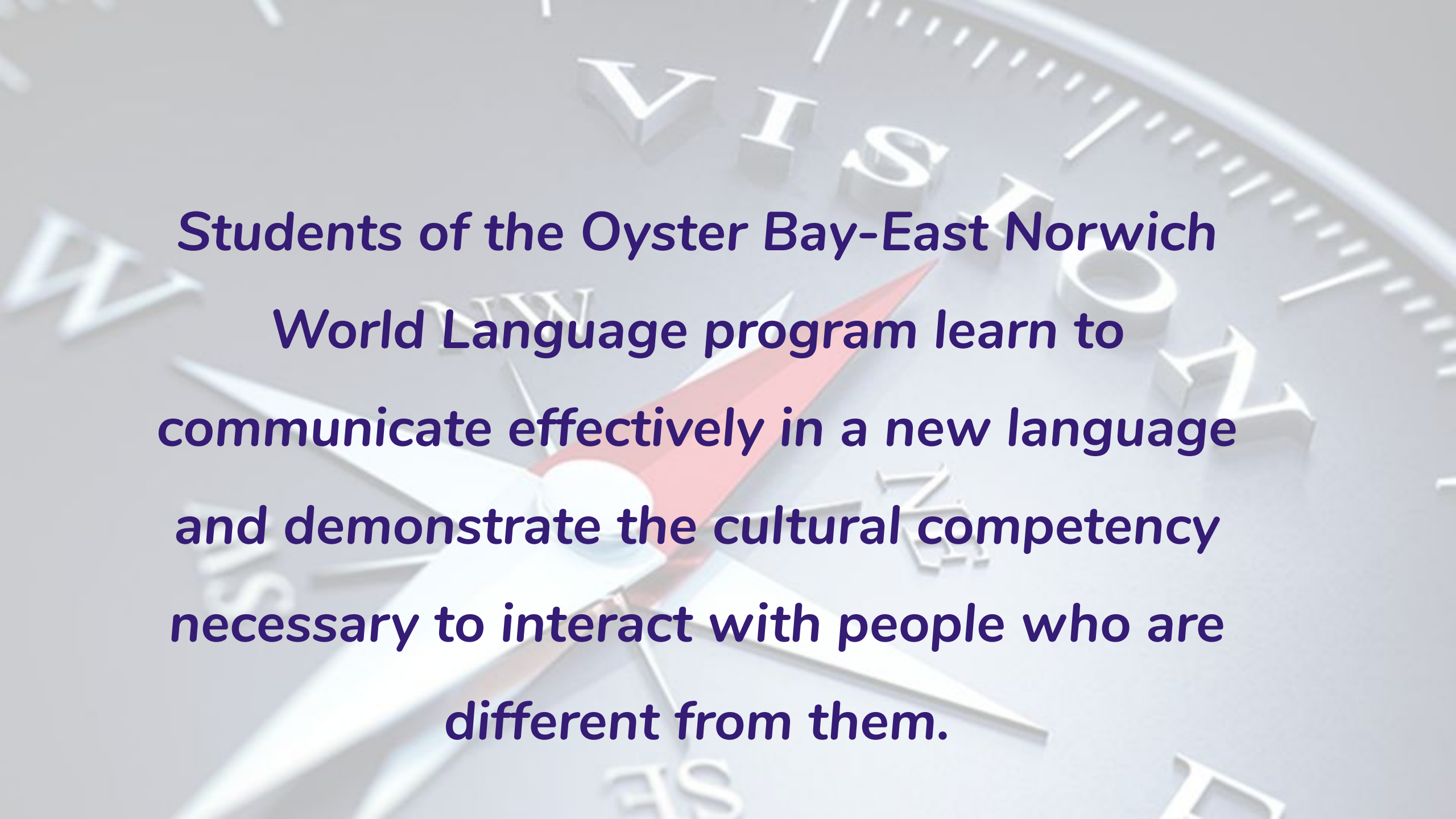
Oyster Bay-East Norwich CSD

Presentation to Board of Education

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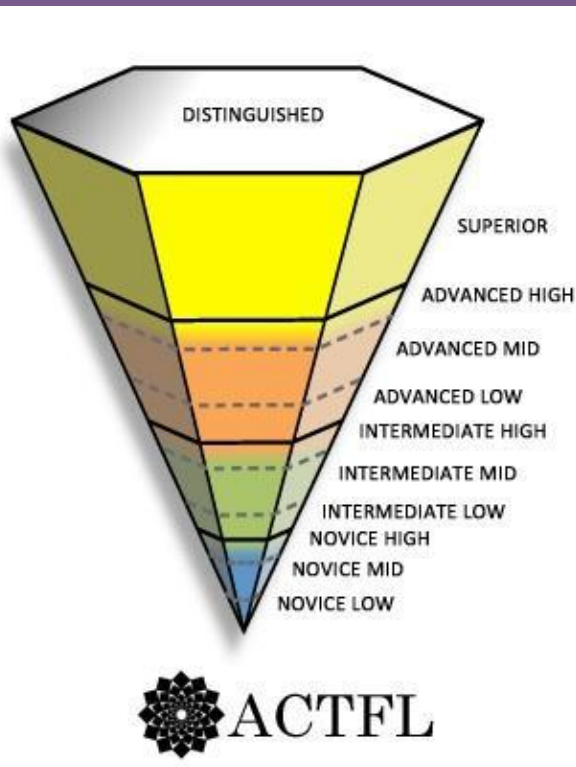
**Students of the Oyster Bay-East Norwich
World Language program learn to
communicate effectively in a new language
and demonstrate the cultural competency
necessary to interact with people who are
different from them.**

Overview of the Standards Process

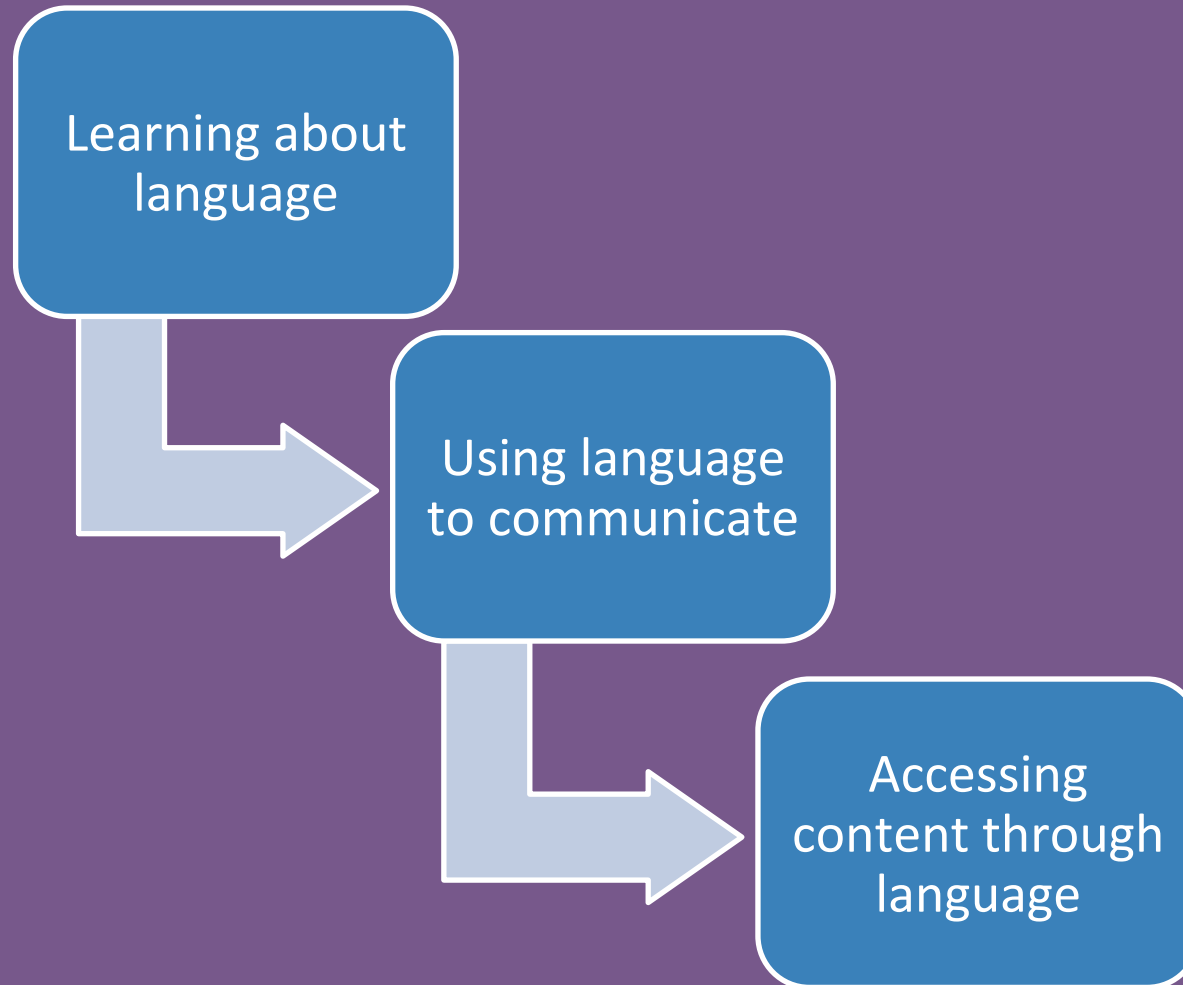


Changes in NYS World Language:

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



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-Checkpt 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:

	7-12 sequence	HS Elective only	Sequence + Elective
2020-21	.2	.2	.4
2021-22	.4	.2	.6
2022-23	.6	.2	.8
2023-24	.8	.2	1.0
2024-25	1.0	.2	1.2

FTE = Full-time Equivalent



A silhouette of a person in mid-air, jumping over a hurdle. The person is positioned on the left side of the frame, with their body arched over the hurdle. The hurdle is a simple rectangular frame. The background is a light, textured surface, possibly a wall or a screen, with a red horizontal band at the bottom. The overall image has a semi-transparent overlay.

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 