



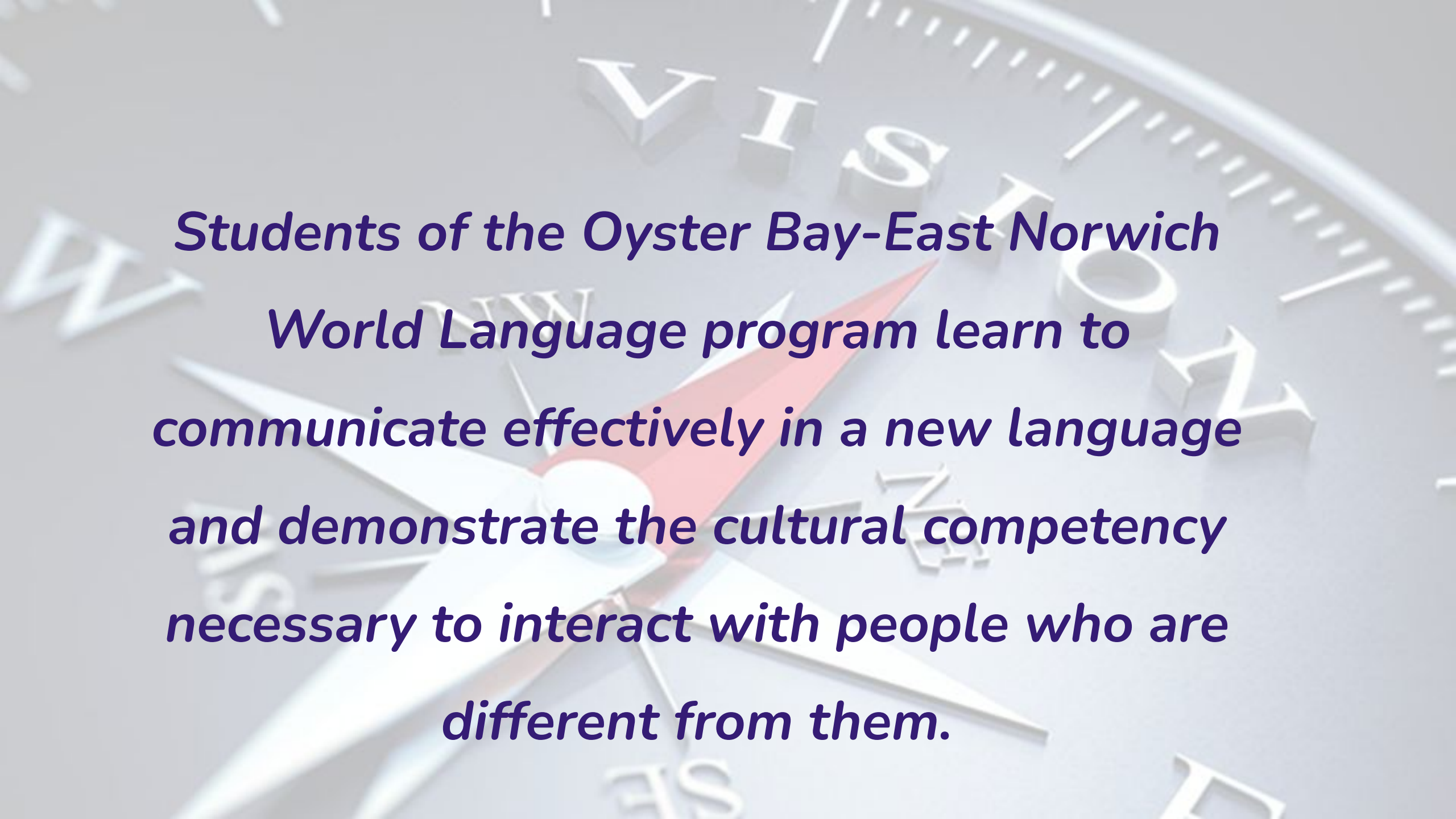
Oyster Bay-East Norwich CSD

Presentation to Board of Education

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December 1, 2020



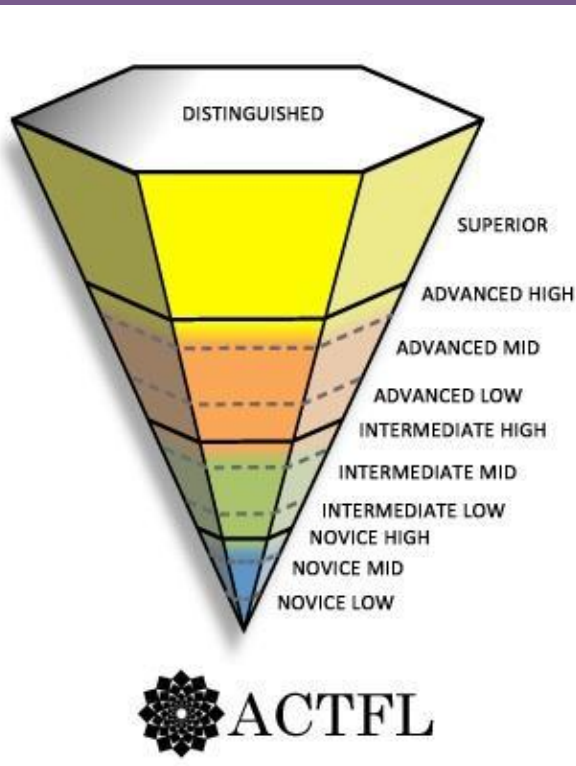
*Students of the Oyster Bay-East Norwich
World Language program learn to
communicate effectively in a new language
and demonstrate the cultural competency
necessary to interact with people who are
different from them.*

Agenda

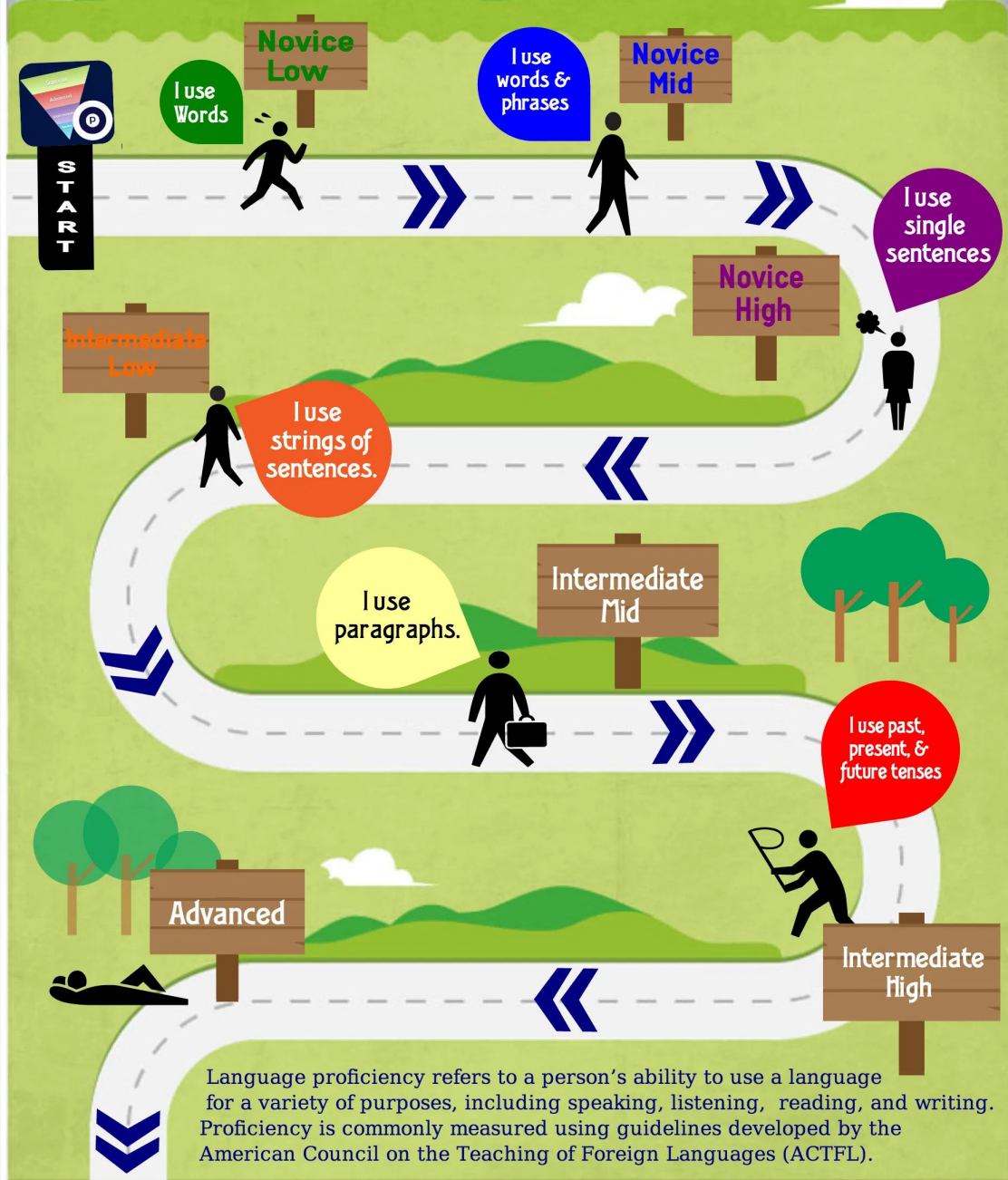
1. NYS World Language Shifts
2. OBEN WL Adjustments
3. Data Review & Opportunities for Growth
4. Mandarin Chinese update
5. Foreign Language in the Elementary School (FLES)

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



Path to Proficiency



Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing. Proficiency is commonly measured using guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).

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

2019-20 Adjustments:

1. Updated vision statement
2. Changed name from LOTE to 'World Languages'
3. Engaged in intensive professional learning
4. Aligned WL courses to ACTFL proficiencies
5. Began developing comprehensive, shared assessment rubrics
6. Added Mandarin, Heritage Spanish courses



2020-21 Adjustments:

1. Finish developing assessment rubrics
2. Review and pilot new materials and eTexts
3. Adopt new blended learning assessment tools
4. Extend professional learning
5. Continue updating curricula to align with revised state standards



WL Test & Program Data

Grade 7 = local assessment

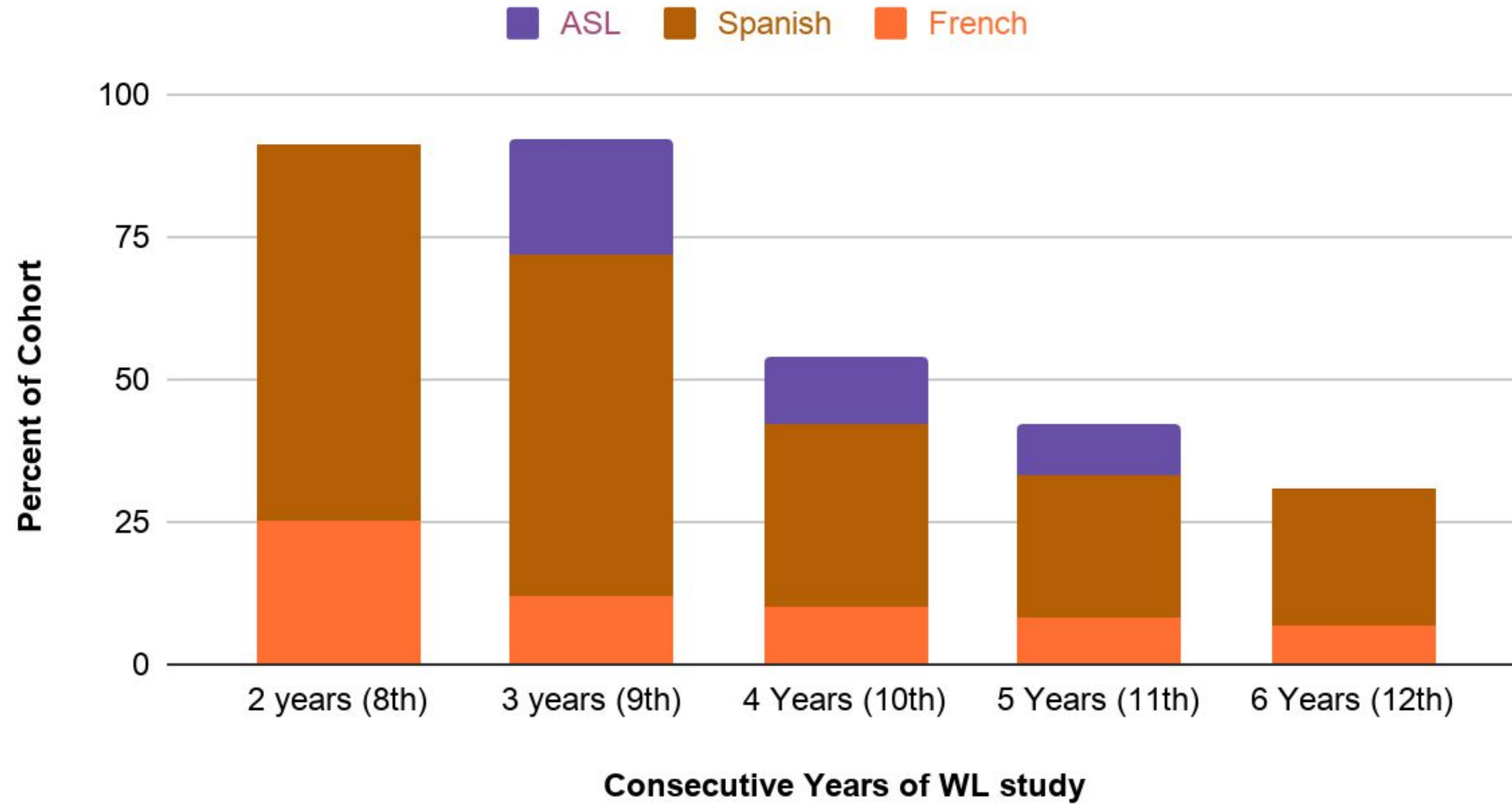
Grade 8 = Checkpoint A Assessment (FLACS A)

Grade 9 = local assessment

Grade 10 = Checkpoint B assessment (FLACS B)

Grades 11 & 12 = college levels, projects

WL Retention Data



2018 Assessments	Passing % (65+)		Mastery% (85+)	
	Regional	OBEN	Regional	OBEN
FLACS A / French	94%	97%	58%	75%
FLACS B / French	97%	100%	58%	68%
FLACS A / Spanish	91%	87%	56%	52%
FLACS B / Spanish	96%	99%	56%	42%
Locally Developed ASL	n/a	100%	n/a	90%
2019 Assessments	Passing % (65+)		Mastery% (85+)	
	Regional	OBEN	Regional	OBEN
FLACS A / French	98%	100%	67%	79%
FLACS B / French	91%	100%	64%	79%
FLACS A / Spanish	94%	94%	62%	43%
FLACS B / Spanish	96%	95%	49%	48%
Locally Developed ASL	n/a	100%	n/a	90%

2018 / 2019 Foreign Language Assessment Consortium for Schools (FLACS) Data

Assessment in a time of transition

AAPPL : ACTFL Assessment of Performance towards 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 assessment
- Scored by the organization

Option One: all students in grades 7 -10 = $(n=342 \times \$20/\text{student})$ \$6,840

Option Two: sample students in grades 8, 9, 10 = $(n=111 \times \$20/\text{student})$ = \$2,220

Mandarin Chinese

- 6 students signed up for Chinese 1A (7th grade)
- 13 students registered for Chinese 1 in grades 9-12
 - 7 students ended up in the class after the schedule was run
 - Hiring:
 - 9 initial applicants, 4 withdrew initially, then 4 more after interviews
 - 3 teachers were hired and then declined the position
- Next steps: Re-post and open up search again

Why FLES



Foreign Language in the Elementary School

Early foreign language study...

1. increases cognitive development.
2. improves children's problem solving abilities.
3. allows child to acquire language naturally.
4. makes higher levels of fluency more accessible.
5. open windows to other cultures.



FLES Models



Immersion model



- Daily, 100% in target language
- Content instruction in new language
- Bilingual Ed certified teacher

FLES Model



- Songs, stories, rhymes, dance, etc.
- Should be 100% in target language
- 20-30 minutes, 3-5 days/week, push-in
- FL teacher with certification: N-6 extension

FLEX Model



- Exposes students to a variety of languages

FLES Options



Immersion model



- One-way: All kindergarteners learn WL
- Dual: ENL-Kindergarten combined
- Would need to hire future elem. teachers with a bilingual certification
- Best model for language acquisition

FLES Model #1: Build up



- Start in K and 1st grades
- 30-min lessons, 3x weekly
- Add 2 grades, estimated 1 teacher each year

FLES Model #2: Build down



- Start in 5th & 6th grades
- 30-min lessons, 3x weekly
- Add lower grades over time
- Gets older elementary students learning right away

	2021-22	2021-22	2022-23	2023-24	
K					6
1					5
2					4
3					3
4					2
5					1
6					K
est. FTE	1	2	3	3.5	

Potential Rollout of FLES Program

Guiding Questions

1. What is the primary goal of the FLES program?
2. How do we ensure that all students are included?
3. Which language(s) should be taught?
4. What is the impact on the other languages if just one is chosen?
5. Should sixth grade program become a FLEX program to encourage other languages?
6. How will we evaluate the program's success?