

Implementation of Revised NYS Learning Standards for World Languages



Fact Sheet 22-06

April 2022

Name Change to World Languages

World Languages (WL), formerly known as Languages Other than English (LOTE), was officially adopted by the NYS Board of Regents in July 2021. This name change will amend Commissioner’s regulations in all references to the term “Foreign Languages” to now read “World Languages” in the learning standards, pathway assessment, course credit, teaching certificate titles, certification, and teacher preparation program coursework requirements.

To implement the name change, teachers currently in the Foreign Languages tenure area will now be in the World Languages tenure area and any prior service will be included in the renamed tenure area.

Contents	
Name Change to World Languages	1
2021 NYS Revised Learning Standards for World Languages	1
Implementation of Revised Learning Standards for World Languages	2
District-Level Protocols for a Successful Standards Implementation	2
Supporting Strong World Languages Programs	3
Advice for Local Leaders	3
Resources	3
Appendix A – NYSED Crosswalk 2021 revised Learning Standards for World Languages and the 1996 Learning Standards for LOTE.	4

2021 NYS Revised Learning Standards for World Languages

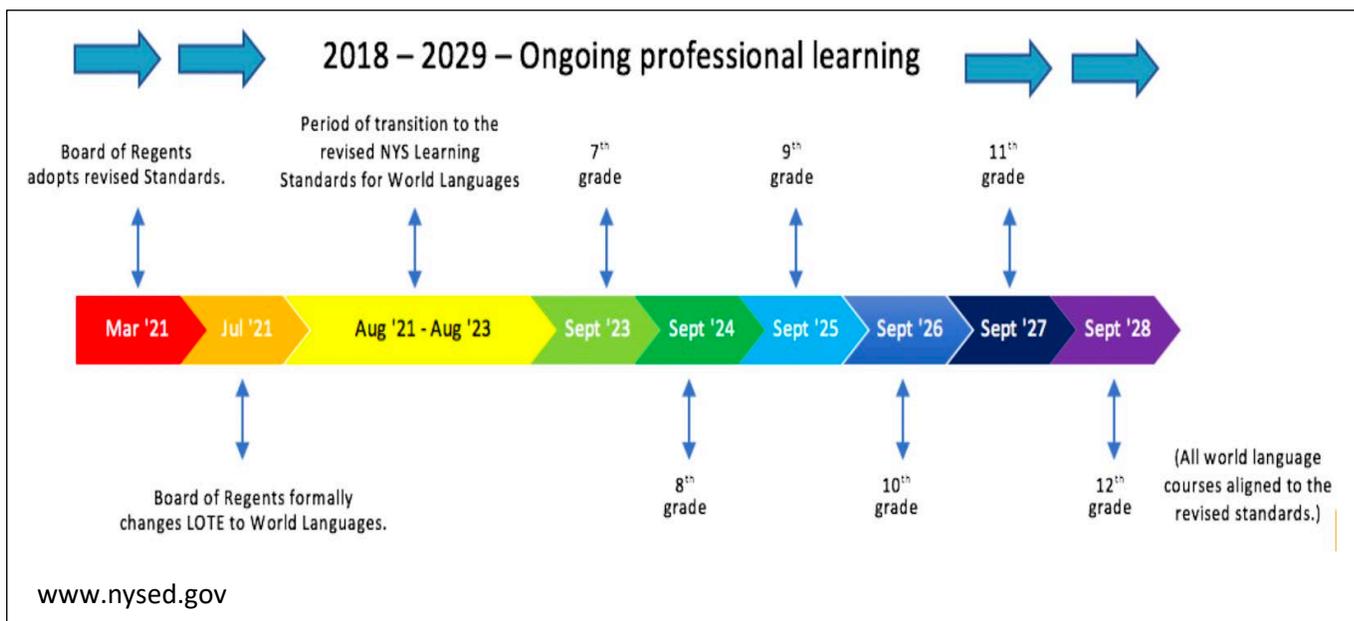
NYS Learning Standards for World Languages are divided into two language groups: Modern Languages and Classical Languages. These revised standards for both are organized into two anchor standards: Communication and Cultures. (See Appendix A for a breakdown of the anchor standards). The revised standards are aligned to the national World-Readiness Standards for Learning Languages, developed by the American Council on the Teaching of Foreign Languages (ACTFL), and represent what students should know and be able to do in the languages and cultures which they study. The key shifts to the revised standards include:

- updated curricular topics organized under four over-arching themes
- benchmarked performance indicators with target ranges for each Checkpoint
- instruction in the target language for the culture standard

Unlike the standards of other disciplines, the revised standards are not grade-banded, but instead grouped into three proficiency ranges that correspond to the World Language Checkpoints (A, B, C) and reflect the levels of achievement students must reach generally over the course of two years of study for each Checkpoint.

Implementation of Revised Learning Standards for World Languages

NYSED has created a crosswalk between the 2021 revised Learning Standards for World Languages and the 1996 Learning Standards for LOTE. This crosswalk is available as Appendix A to this Fact Sheet. The implementation plan includes four critical components: Standards, Professional Learning to Enhance Instruction (Curriculum, Assessment, and Instruction), Materials and Resource Support, and Administrative and Community Support.



The phase-in timeline encompasses ongoing professional learning and a gradual roll out by grade level with all WL courses aligned to the revised standards by 2029.

District-Level Protocols for a Successful Standards Implementation

While the timeline in place is beneficial, actions taken by the district and decisions made by the WL department are crucial for a successful implementation.

Curriculum Development Support: Adjusting the curriculum to align it to the revised standards should be part of paid districtwide curricular writing projects. Teachers must be provided the opportunity to attend high quality training devoted to collaborative standards implementation across the WL department.

Articulation Meetings: Under the backward-design model, teachers of all levels will be revising curriculum. As a result, teachers from all levels of instruction will need common time to establish vertical alignment between courses and across levels simultaneously and together.

Professional Learning: Districts are required to organize and provide timely, relevant professional learning opportunities at the district's expense during the contractual day and provide proof of attendance for CTLE hours. Teachers should be compensated for professional learning outside of the contractual day. Such opportunities need to be responsive to stakeholders' needs and concerns.

Attendance at Training: Teachers should be encouraged to seek out a variety of training opportunities and multiple modes of delivery from providers including NYSED's Office of Bilingual Education and World Languages (OBEWL), New York State Association for Language Teachers (NYSALFT), NYSUT Education & Learning Trust (ELT), and other recognized World

Language professional organizations. District support for these opportunities may include release time, registration fees, transportation reimbursement, substitute costs, materials, etc.

Supporting Strong World Languages Programs

Adequate Staffing: Proactive recruiting, hiring, and planning to avoid attrition are essential to continuing strong programs in multiple world languages. Teacher workloads should be reasonable according to contract language, and the number of preparations kept to a minimum.

Class Size: The revised standards require the assessment and feedback of student interpersonal communication. Smaller class sizes are ideal in that they allow for sufficient time to monitor each student's continual progress while documenting language proficiency growth.

Resources: Access to authentic resources (i.e., video hosting websites, subscription services, and websites from world countries) are considered instructional materials and must be made available for teachers and students in WL classrooms. Districts should be responsive to stakeholder input as well as provide access and funding for up-to-date resources aligned with the revised standards.

Instructional shifts: Administrators should encourage and support teachers to expand their instructional practice through new approaches in their efforts to implement the revised standards.

Advice for Local Leaders

Union leaders have an influential role in being the voice of members and making positive changes happen through advocacy.

- Ensure that all district stakeholders are aware of the standards, certification pathway and tenure name change, including teachers, counselors, administrators, Human Resources, Board of Education members, staff, and community members.
- Support the education of administrators on best practices for WL instruction and in understanding the revised standards to effectively support and observe WL teachers.
- Hold the district accountable for adhering to the number of different preparations, workload, and class size that follow the negotiated contract.
- Monitor the district to ensure compliance with the required WL units of study per [C.R. Part 100.2](#).

Resources

- **NYS Board of Regents P-12 Education Committee:** [Revision of New York State Learning Standards in Languages Other than English \(LOTE\)](#) December 2020; <https://www.regents.nysed.gov/common/regents/files/1220p12d2.pdf>
- **NYSED Commissioner's Regulations, Part 100.2 General School Requirements** <http://www.nysed.gov/curriculum-instruction/1002-general-school-requirements>
- **World Languages Department – OBEWL:** [Standards and Guidelines](#). <http://www.nysed.gov/world-languages/standards-and-guidelines>
 - Summary of the revised standards for World Languages
 - Resources for teachers to support the transition
 - Resources for administrators to support the transition
 - Unit Planning
- **NYSUT World Languages Subject Area Committee** <https://www.nysut.org/resources/all-listing/research/sac/world-languages>



FROM THE NYS LEARNING STANDARDS FOR LOTE (1996) TO THE NYS LEARNING STANDARDS FOR WORLD LANGUAGES (2021)

MODERN LANGUAGES SIDE-BY-SIDE VIEW



NYS LEARNING STANDARDS FOR LOTE (1996)	NYS LEARNING STANDARDS FOR WORLD LANGUAGES (2021)
<p align="center">Standard 1 – Communication Skills</p> <p>Students will be able to use a language other than English for communication.</p>	<p align="center">Anchor Standard 1 – Communication</p> <p>Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.</p>
<p>Modern Languages Key Idea 1: Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>	<p>Standard 1: Interpretive Communication - Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.</p>
<p>Modern Languages Key Idea 2: Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.</p>	<p>Standard 2: Interpersonal Communication – Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.</p>
<p>American Sign Language Key Idea 1: Visual-gestural skills provide a means of communication with Deaf people in the context of the Deaf culture.</p>	<p>Standard 3: Presentational Communication - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.</p>
<p>Native American Languages Key Idea 1: Communication in Native languages takes place primarily to share expression of ideas, thoughts, and feelings to preserve Native cultural ideology.</p>	<p>*Denotes a term specific to American Sign Language (ASL).</p> <p>The consensus decision for all Modern Languages to share one set of standards was made in consultation with Indigenous Languages and ASL language-specific workgroups in the development of the NYS WL Standards.</p>
<p>Native American Languages Key Idea 2: Writing systems, and therefore reading, are recent introductions to Native languages and are used primarily to encourage functional communication in the listening and speaking skills.</p>	
<p align="center">Standard 2 – Cultural Understanding</p> <p>Students will develop cross-cultural skills and understandings.</p>	<p align="center">Anchor Standard 2 – Cultures</p> <p>Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.</p>
<p>Modern Languages Key Idea 1: Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.</p>	<p>Standard 4: Relating Cultural Practice and Products to Perspectives - Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.</p>
<p>American Sign Language Key Idea 1: Key cultural traits exist within the Deaf culture, and cultural patterns are learned through the use of American Sign Language.</p>	<p>Standard 5: Cultural Comparisons - Learners use the target language to compare the products and practices of the cultures studied and their own.</p>
<p>Native American Languages Key Idea 1: Culture is transmitted and preserved through knowledge about the lives of Native American people and the sharing of their cultural ideology.</p>	

A COMPARISON OF THE NYS LEARNING STANDARDS FOR LOTE (1996) AND FOR WORLD LANGUAGES (2021)

WHAT HAS STAYED THE SAME FOR MODERN LANGUAGES?

NYS LEARNING STANDARDS FOR LOTE (1996) AND FOR WORLD LANGUAGES (2021)

Standards

- There are two standards: Communication and Culture.
- There is a single set of standards for all grade levels.

Communication Standards

- Communication standards (or their Key Ideas) embed *language functions*, the purposes of language use, such as *exchanging information* and *persuading*.
- Communication standards (or their Key Ideas) identify associated *language skills*, the modalities of language use, such as *speaking* and *reading*.

Culture Standards

- Culture standards acknowledge the integrated nature of language and culture.
- Culture standards include cultural comparisons.

Performance Indicators

- Performance indicators describe how the standards are implemented at three proficiency benchmarks: Checkpoints A, B, and C.

Topics

- Topics that serve as contexts of language use are identified and assigned to one or more checkpoints.

WHAT HAS CHANGED FOR MODERN LANGUAGES?

NYS LEARNING STANDARDS FOR LOTE (1996)	NYS LEARNING STANDARDS FOR WORLD LANGUAGES (2021)
<p>Standards</p> <ul style="list-style-type: none"> Standards are <i>Communication Skills</i> and <i>Cross-Cultural Understandings</i>. Standards include Key Ideas. Key Ideas are specific to Modern Languages, American Sign Language, and Native American Languages. <p>Communication Standards</p> <ul style="list-style-type: none"> There is one Communication Standard with one Key Idea for American Sign Language and two each for Modern Languages and Native American Languages. Key Ideas point out language skills and language functions to be carried out with those skills. <p>Culture Standards</p> <ul style="list-style-type: none"> There is one Culture Standard with one Key Idea each for Modern Languages, American Sign Language, and Native American Languages. The Culture Standard does not include language functions. <p>Performance Indicators</p> <ul style="list-style-type: none"> Performance indicators are based on New York State proficiency descriptors from <i>Modern Languages for Communication</i> (1986). Performance indicators are categorized by language skill and cultural knowledge at three proficiency benchmarks: Checkpoints A, B, and C. <p>Topics</p> <ul style="list-style-type: none"> Fifteen topics, each with multiple subtopics and elements, published in <i>Modern Languages for Communication</i> (1986), serve as contexts of language use and are designated for instruction at one or more checkpoints. 	<p>Standards</p> <ul style="list-style-type: none"> Anchor Standards are <i>Communication</i> and <i>Cultures</i>. Standards do not include Key Ideas. Standards for Modern Languages apply to all modern languages, including ASL and Indigenous languages. <p>Communication Standards</p> <ul style="list-style-type: none"> There are three Communication Standards: 1- <i>Interpretive Communication</i>; 2 - <i>Interpersonal Communication</i>; and 3 - <i>Presentational Communication</i>. Each Communication Standard reflects a mode of communication or way in which language is used naturally. Each Communication Standard includes multiple language functions. Language functions vary and are specific to the communicative mode. <p>Culture Standards</p> <ul style="list-style-type: none"> There are two Culture Standards: 4 - <i>Relating Cultural Practices and Products to Perspectives</i>; and 5 - <i>Cultural Comparisons</i>. The focus is on developing Interculturality, whereby learners use the target language to explore cultural content (practices, products, and perspectives). Standard 4 includes three language functions while Standard 5 includes one. Language functions for Standards 4 and 5 differ and can be carried out via any mode of communication. <p>Performance Indicators</p> <ul style="list-style-type: none"> Performance indicators are based on performance benchmarks from the <i>NCSSFL-ACTFL Can-Do Statements</i> (2017), which are informed by the <i>ACTFL Proficiency Guidelines 2012</i>. Performance indicators are categorized by standard at three proficiency benchmarks, Checkpoints A, B, and C, each of which targets specific proficiency ranges. Proficiency ranges are differentiated for Category 1 and 2 languages (languages that use the Roman alphabet, such as French, German, Italian, and Spanish); and Category 3 and 4 languages (languages that may be character-based, such as Chinese; languages that use a non-Roman alphabet, such as Russian; or Indigenous Languages). <p>Topics</p> <ul style="list-style-type: none"> Seventeen topics are organized within four overarching themes reflective of Advanced Placement (AP) and International Baccalaureate (IB) themes. Topics are intended to be integrated to serve as real-world contexts of language use. Each is designated for instruction at one or more checkpoints.