World Languages Needs Assessment Survey Results Report



September 21,2020

Office of Bilingual Education and World Languages

New York State Education Department



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September 2, 2020

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Contents

Acknowledgements

Overview

Acknowledgements

The Office of Bilingual Education and World Languages (OBEWL) of the New York State Education Department (NYSED) would like to acknowledge the significant contribution of the World Languages Executive Committee to the creation of this report. This committee consists of the following members:

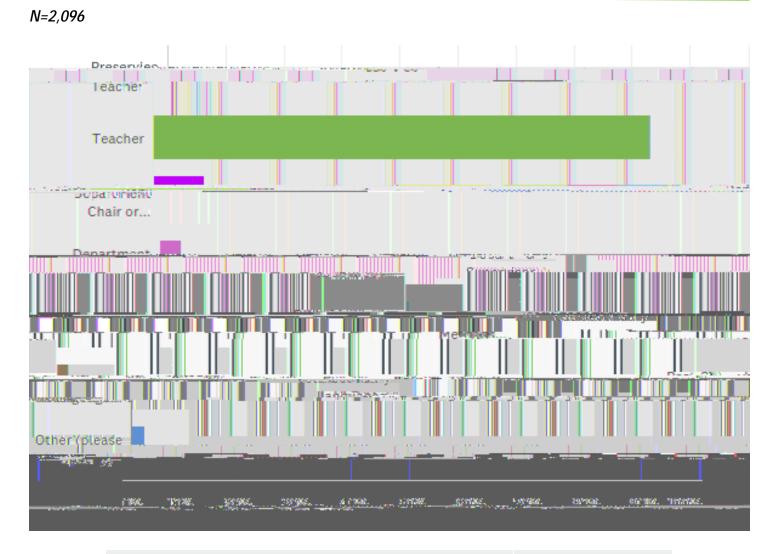
- o Willard Heller, SUNY Geneseo;
- o Lori Langer de Ramirez, Ed.D, The Dalton School; and
- o Joanne O'Toole, Ph.D., SUNY Oswego.

OBEWL would also like to acknowledge contributions of the World Language Content Advisory Panel in reviewing this document. The members of this panel include:

- o Joan Anderson, East Williston SD (retired);
- o Laura Arpey, NYSED-OBEWL;
- John Carlino, New York State Association of Foreign Language Teachers (NYSAFLT), Northeast Conference on the Teaching of Foreign Languages (NECTFL);
- o Jill Crooker; Pittsford Central Schools (retired);
- o Jenny Delfini, New Paltz CSD;
- o Maria Fenton, Mid-State Regional Bilingual Education Resource Network (RBERN);
- Francesco Fratto, Herricks Public Schools, New York State Association of World Language Administrators (NYSAWLA);
- o Ross Garmil, NYSED-OBEWL;
- o Kathleen Gremmler, NYSED-Office of State Assessment (OSA);
- o Clarissa Jacobs-Roraback, NYSED-Native American Education;
- o Susan Lafond, New York State United Teachers (NYSUT);
- o Amanda Landers, Syosset CSD;
- o Elaine Margarita, Ed.D., Queens College, CUNY;
- o Michael Mitchell, Bethlehem CSD;
- o Melissa Montague, NYSED-Office of Curriculum and Instruction;
- o Tanya Rosado-Barringer, Mid-State RBERN;
- Jill Schimmel, New York City Department of Education (NYCDOE), Division of Multilingual Learners
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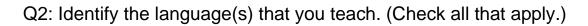
• There was a strong desire expressed to see sample lesson and unit plans that show what instruction informed by the revised standards might look like at each checkpoint and in multiple languages. Easy-to-follow templates and other resources such as short videos of actual teaching illustrating instructional practices implicit in the revised standards were also requested. Across the board, respondents requested on-demand access to resources. Those responding to the survey indicated a

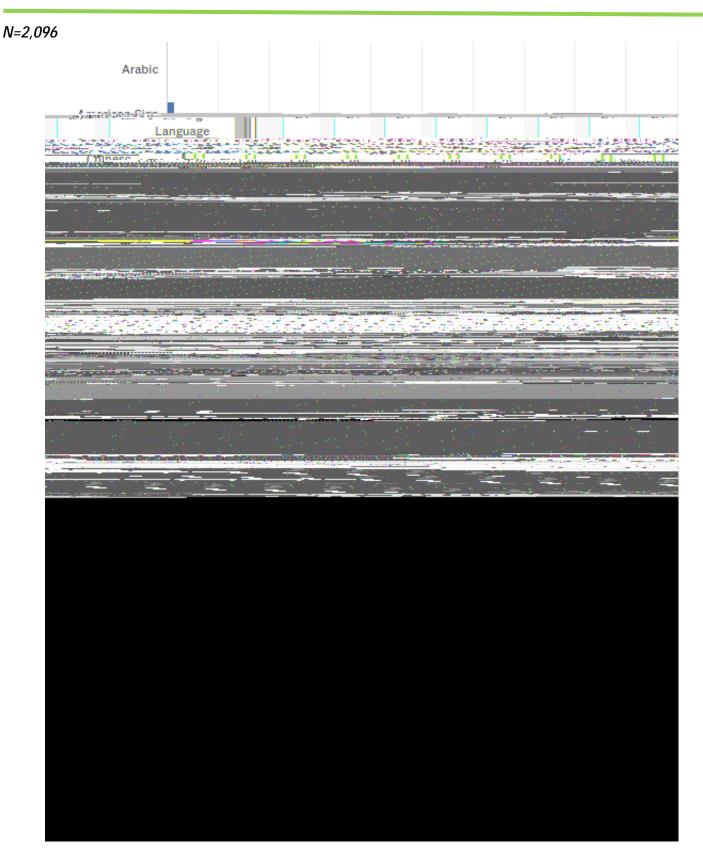
- to publicize an easy-to-understand version of the implementation plan that illustrates how the different steps of helping teachers transition to the revised standards will be rolled out and how the process capitalizes on a rich network of professionals, nationally, statewide, regionally and locally.
- to develop resources that are easy-to-use and concise. The sections of the revised standards guidance will have an executive summary or graphic visualization/infographic followed by an elaborated explanation.
- to provide supporting documentation as well as professional learning on the topic of differentiation in the world language classroom. This can include targeted professional learning for teaching heritage language speakers, in i4iv (he)ari[(t)-o[(on)-sonin(e)-1 ()]TJ0.001 Tc 0.0035.91 1.5 0 Td[4ass1 (c)4 (u)-b(lan)-4 (provide the second s



Q1: Identify your primary role in world language education Select only ONE answer.)

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Q3: Identify the level(s) that you teach. (Check all that apply.)

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Q4: Identify the region of New York State in which you work.

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Q6: Which of the following statements best reflects your current knowledge of the revised standards and your comfort level with the shifts they will require? (Select one.)

Q7: Identify the i

Q8: Identify your preferences for these professional learning delivery formats Note: "Synchronous" events are live, an attendees participate in reatime. "Asynchronous" events are recorded and are available to users for **de** mand access.

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Q9: Identify your school year timing preferences for online synchronous professional learning opportunities

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Q10: Identify the importance of these resources to you in transitioning to revised NYS Standards for World Languages:

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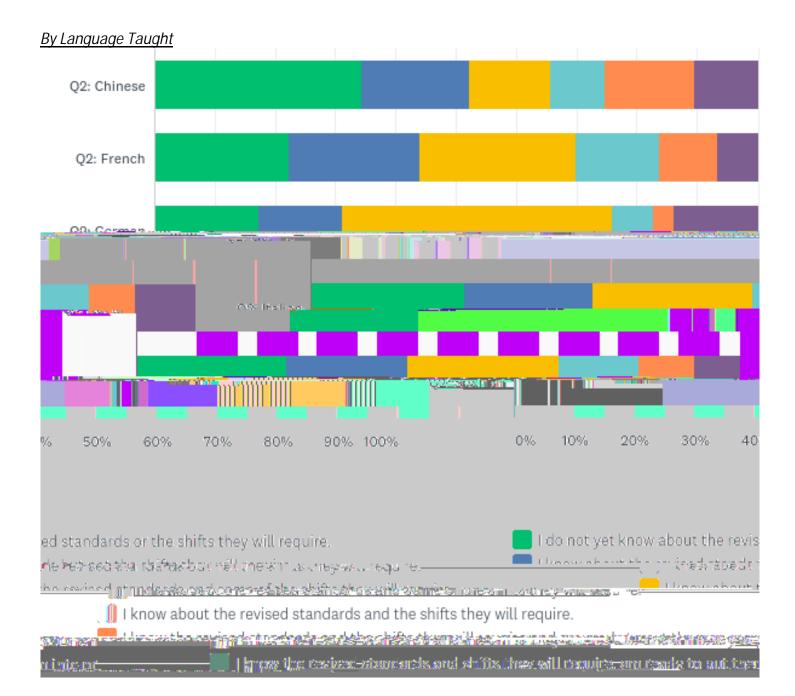
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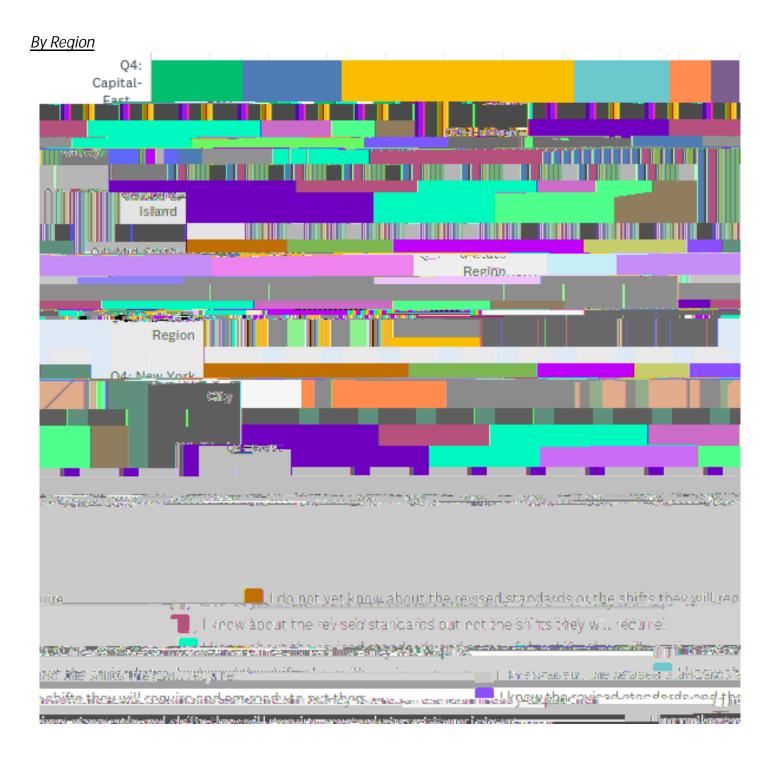
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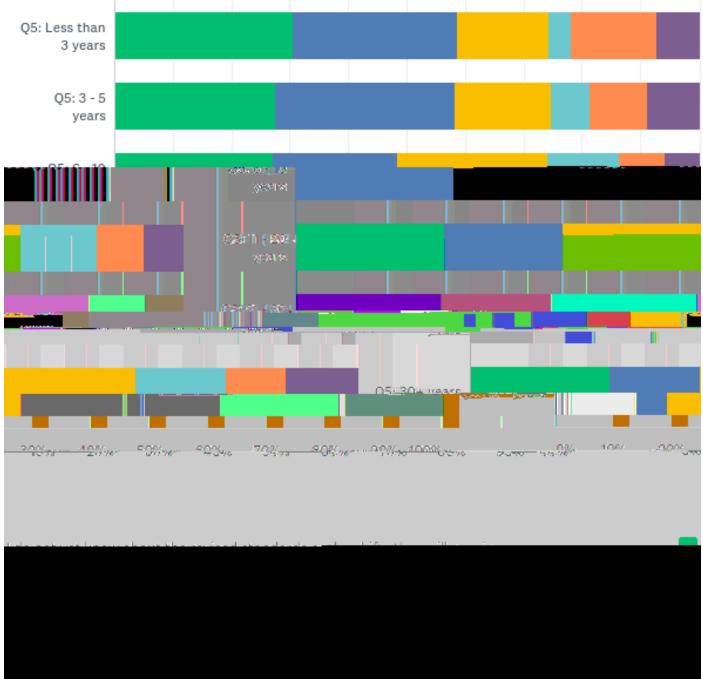
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