Administrator Reference Guide

Revised New York State Learning Standards for World Languages
Part 1 of 3: Planning for Implementation

Brief Overview of the Revised NYS Learning Standards for World Languages

In 2021, the NYS Board of Regents adopted revised learning standards for Languages Other than English (LOTE) and subsequently approved a name change from LOTE to World Languages. The revised NYS Learning Standards for World Languages consist of two anchor standards—Communication and Cultures—and five learning standards for each of two language groups: Modern Languages and Classical Languages. The revised standards, which are aligned to the national World-Readiness Standards for Learning Languages, reflect 21st Century priorities as they prepare students to engage in real-world communication while developing biliteracy and interculturality. In other words, the revised standards promote College, Career, Civic, and World Readiness.

Revised NYS Learning Standards for World Languages (2021)	
Modern Languages	**Classical Languages**
Anchor Standard 1: Communication	Anchor Standard 1: Communication
1. Interpretive Communication 2. Interpersonal Communication 3. Presentational Communication	1. Interpretive Communication 2. Presentational Communication 3. Interpersonal Communication
Anchor Standard 2: Cultures	Anchor Standard 2: Cultures
4. Relating Cultural Practices and Products to Perspectives 5. Cultural Comparisons	4. Relating Cultural Practices and Products to Perspectives 5. Cultural Comparisons

The revised NYS Learning Standards for World Languages are not grade-level specific. Instead, they are applied across all grade levels in ways appropriate to students' language proficiency development. World language courses are clustered into three proficiency checkpoints (A, B, and C) each intended to be a two-year course of study in a traditional 7-12 program. For programs that start world language education prior to grade 7, Checkpoint A will begin with the first course in the sequence.* Descriptors of targeted performances for each standard at each checkpoint and course are detailed in the NYS World Language Performance Indicators. Performance indicators are differentiated for Category 1-2 Modern Languages (Roman alphabet-based languages), Category 3-4 Modern Languages (non-Roman alphabet-based languages and Indigenous languages), and Classical Languages.

Implementation Timeline

Implementation of the revised NYS Learning Standards for World Languages is a gradual process that begins in Fall 2023 with the first course in Checkpoint A and adds one course each academic year.

2021-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Pre-Implementation Professional Learning	*Checkpoint A 7th Grade	Checkpoint A 8th Grade	Checkpoint B 9th Grade	Checkpoint B 10th Grade	Checkpoint C 11th Grade	Checkpoint C 12th Grade
	Ongoing Professional Learning →→→→→→→→→→→→					

Supporting World Language Educators' Professional Learning

Administrators' support of world language educators' professional learning is critical to their success in transitioning their instruction to the revised standards. This support falls primarily into the three categories of *awareness*, *time,* and *funding*. Concrete steps to take for each are described below.

☑ *Awareness* – Assure that you, *every* administrator, and *all* world language educators are aware of:
- The revised learning standards, resources, and implementation timeline posted to the NYSED Office of Bilingual Education and World Languages (OBEWL) Standards and Guidelines webpage;
- Free, live and on-demand, professional learning events announced and archived on the NYSED OBEWL Professional Learning webpage;
- Information and updates provided in the NYSED OBEWL monthly newsletter. To be added to the mailing list, email obewl@nysed.gov.

☑ *Time* – Assure that world language educators have sufficient time to:
- Dialogue departmentally, within and across buildings and grade levels, about the revised learning standards and their implications for professional learning;
- Engage in professional learning communities (PLCs) to build deeper understandings of the revised learning standards and concepts that inform them, such as the High-Leverage Teaching Practices;
- Attend in-person and virtual professional learning events individually and collaboratively.

☑ *Funding* – Assure that world language educators have the funding to be able to:
- Purchase or renew memberships to professional organizations that support educators in implementing world language standards such as ACTFL, NYSAFLT, and NYSAWLA.
- Attend professional world language educator conferences and events that have associated costs;
- Purchase up-to-date resources to support departmental, PLC, and individual professional learning.

Supporting the Standards Implementation Process

Administrators' support of world language educators as they follow state guidelines and prepare to implement the revised learning standards will increase the likelihood of a successful implementation. This support falls primarily into the three categories of *advocacy*, *time*, and *funding*. Concrete steps to take for each are described below.

☑ *Advocacy* – Advocate for world language educators to assure that they:
- Have online access to retrieve and curate authentic resources, target language materials created by native speakers for real-world purposes. Information about authentic resources and access to authentic resources collections is posted to the NYSED OBEWL Authentic Resources webpage;
- Feel encouraged and supported as they transition their instruction and implement new approaches with which they may feel less confident or polished.

☑ *Time* – Assure that world language educators have sufficient time to:
- Collaborate departmentally and by level or language on the implementation process (e.g., survey strengths and assets; set goals; map curriculum; plan for vertical articulation; communicate with students and families);
- Audit, revise, and/or create unit plans, major learning tasks, lesson plans, and performance assessments individually or collaboratively;
- Collect and curate authentic resources for each unit of instruction;
- Observe colleagues as they try out new approaches.

☑ *Funding* – Assure that world language educators have the funding to:
- Be compensated for curriculum development;
- Purchase up-to-date resources that support curriculum development.