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Our Students. Their Moment.

World Languages – Our Path Forward NYSAFLT Summer Institute August 8, 2019

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Agenda

- Welcome & Introductions
- LOTE FAQ – How students earn credit in LOTE
- NYS Seal of Biliteracy
- Overview of the Standards revision process
- Major changes in World Languages

LOTE FAQ

Answers to FAQs on:

- WL graduation requirements
- WL & differently-abled students
- Courses of study
- Transfer students
- Locally-developed tests
- Special situations

<http://www.nysed.gov/world-languages/graduation-requirements>

New York State Education Department

Languages Other Than English (LOTE)

Frequently Asked Questions

Office of Bilingual Education and World Languages

LOTE FAQ & Earning Credit



Earning Diploma Credit in a LOTE (World Languages)

Students shall earn at least one (1) unit of credit in a Language Other Than English (LOTE) in order to complete the LOTE Diploma requirement ([8 NYCRR § 100.5\[b\]\[7\]\[iv\]\[g\]](#)).

There are four means by which a student can earn 1 unit of credit in a Language Other Than English through coursework.

The student can successfully complete a two-year LOTE course sequence aligned to Checkpoint A in 7-8th grades and pass a Checkpoint A exam. ([8 NYCRR § 100.2\[d\]\[5\]](#))

NYS Seal of Biliteracy

228 schools offered the NYSSB in 2018-19.



4,031 students earned the NYSSB in 2018-19.

That's **1** in every **6** schools.

This represents more students earning the NYSSB in 2018-19 than in all three prior years **combined** since the Seal was adopted.



NYS Seal of Biliteracy

The **4,031** students in
the NYSSB Class of 2019
are from **83** countries.



Those students earned the
NYSSB in **47** different
languages.



NYS Seal of Biliteracy

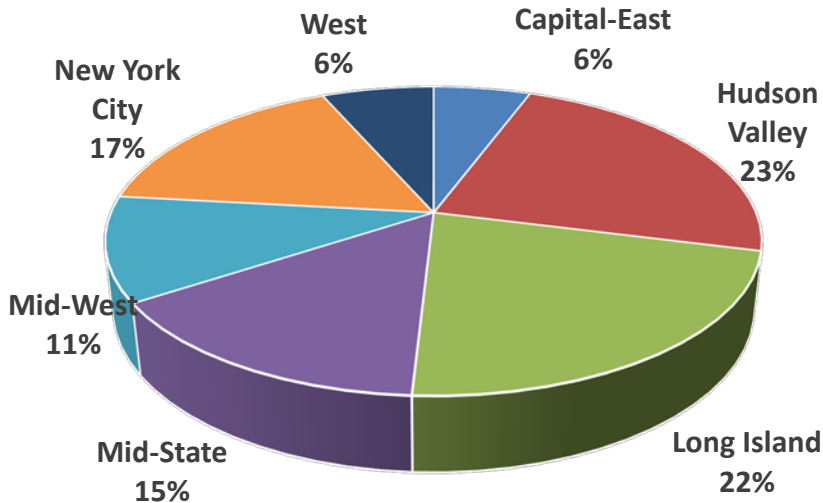
23 students earned the NYSSB in **2** world languages in addition to English.

1 student earned the NYSSB in **3** world languages in addition to English.

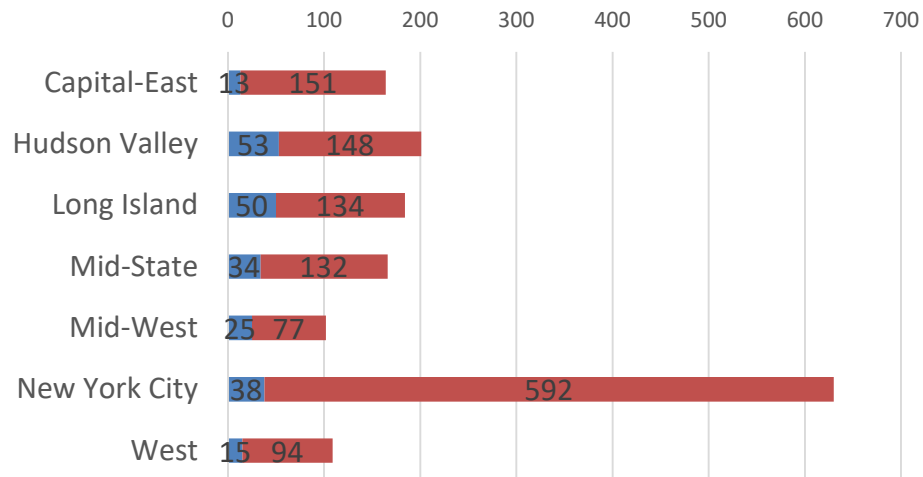


NYS Seal of Biliteracy

% of Schools Offering the NYSSB by Region
(2018-2019)



Number of schools offering the NYSSB vs. total number of schools in region (2018-19)



■ # of schools offering Seal ■ Total schools in Region

Seal Goals for 2019-20



1. Increase the **total # of schools** that offer the NYS Seal of Biliteracy from 228 to at least **300**
2. Increase the **total # of students** that attempt and earn the Seal of Biliteracy in NYS from 4,000 to at least **6,000**

Proposed Standards Timeline



Apr

OBEWL presents overview of WL Standards review process to NYS Board of Regents.



May-Sept

7 Regional Standards Review Committees are formed and begin work to develop recommended revisions to the WL standards.



Oct

OBEWL will present the initial recommended revisions of the WL Standards to the NYS Board of Regents.



Nov

Initial revisions will be posted for public comment period (survey). Committees to consider feedback & further revisions.



Dec

World Language Leadership Team meets to finalize all revisions.



Jan

Finalized recommended WL standards revisions are presented to the NYS Board of Regents for consideration.



2020-21

Professional development & creation of resources to support districts as they plan to implement new standards



2021-2022

First year of implementation of revised NYS WL standards

Changes in World Languages

1. In an effort to define our discipline positively (rather than what we are not), Languages Other Than English will be transitioned to World Languages.

OTHER



WORLD
Languages

Changes in World Languages

2. Revised World Language Standards aligned to the national World-Readiness Standards for Language Learning

**MODERN
LANGUAGE
FOR
COMMUNICATION**

NEW YORK STATE SYLLABUS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234



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Our Students. Their Moment.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

| GOAL AREAS | STANDARDS | | |
|--|---|---|---|
| COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |
| CULTURES Interact with cultural competence and understanding | Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. | Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. | |
| CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations | Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. | Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. | |
| COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence | Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. | Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. | |
| COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world | School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. | Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. | |

Goal Area: Communication

Current Standard: Students will be able to use a language other than English for communication.

| GOAL AREAS | STANDARDS | | |
|--|---|--|---|
| C OMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes | Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. | Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. | Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. |

Goal Area: Cultures

Current Standard: Students will develop cross-cultural skills and understandings.

CULTURES

Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

NOVICE - Learners use appropriate gestures in classroom interactions and role plays (imitating appropriate etiquette from the target culture at mealtime).

INTERMEDIATE - Learners identify and analyze cultural practices from authentic materials such as videos and news articles.

Goal Area: Connections

CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives:

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

NOVICE - Learners use math skills to convert U.S. dollars to the currency of the target culture in order to understand the prices of items such as clothing and meals.

INTERMEDIATE - Learners evaluate the role and importance of schooling for all children in countries where the target language is spoken.

Goal Area: Comparisons

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

NOVICE – Learners compare word order in items such as the date and placement of descriptors.

INTERMEDIATE – Learners hypothesize about the similarities of languages based on their awareness of cognates and similar idioms.

Goal Area: Communities

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning:

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

NOVICE - Learners create imaginary situations to role play interactions that might take place in a community setting.

INTERMEDIATE - Learners interact with members of the local community or with contacts made electronically to discuss a topic of interest.

How well-versed do you feel on the 5 Cs?



Changes in World Languages

3. A shift from the four isolated skills (speaking, listening, reading and writing) to the three modes of communication (interpersonal, interpretive, presentational) outlined in the national standards



Changes in World Languages

4. Refreshed 21st century topics categorized under four overarching themes

Personal Identification
House & Home
Services
Family Life
Community/Neighborhood
Physical Environment
Meal Taking/Food/Drink
Health & Welfare
Education
Earning a Living
Leisure
Public & Private Services
Shopping
Travel
Current Events



Identity & Social Relationships

Contemporary Life

Science, Technology & the Arts

Global Awareness



What might these refreshed topics look like?

| Personal Identification / Social Relationships | A | B | C |
|--|---|---|---|
| 1. Identity | X | X | X |
| 2. Family Life | X | X | X |
| 3. Celebrations, Social Events and Customs | X | X | X |



What might these refreshed topics look like?

| Contemporary Life | A | B | C |
|---|---|---|---|
| 4. Nutrition and Meal Taking | X | X | X |
| 5. House and Home | X | X | X |
| 6. Earning a Living, Private Services, and Volunteerism | | X | X |
| 7. Education and School Systems | X | X | X |
| 8. Travel, Transportation and Lodging | X | X | X |
| 9. Leisure Time Activities | X | X | X |
| 10. Community, Neighborhood and Public Services | X | X | X |
| 11. Shopping, Clothing, and Fashion | X | X | X |
| 12. Health and Welfare | X | X | X |



What might these refreshed topics look like?

| | | | |
|---|---|---|---|
| Science, Technology and the Arts | A | B | C |
| 13. Technology, Media and Social Media | X | X | X |
| 14. Fine Arts, Design & Aesthetics (Music, Dance, Film, Literature, Theatre, Visual Arts) | | X | X |
| 15. Pop Culture | X | X | X |



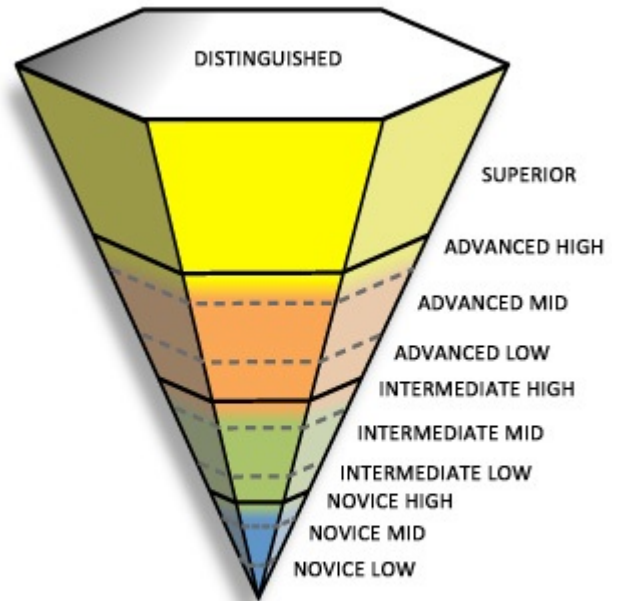
What might these refreshed topics look like?

| Global Awareness & Challenges | A | B | C |
|---|---|---|---|
| 16. Physical Environment, Climate, Weather, Geography | X | X | X |
| 17. Environmental Issues and Recycling | | X | X |
| 18. Government and Politics | | | X |
| 19. Social Justice, Human Rights, Accessibility | | | X |



Changes in World Languages

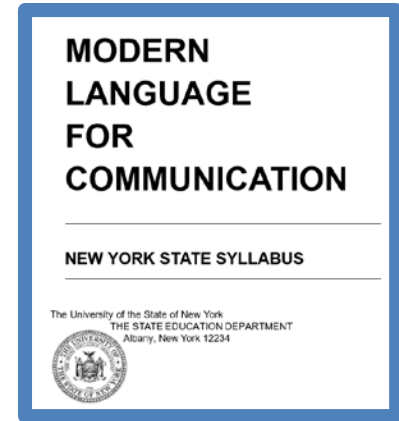
5. Checkpoints redefined by ACTFL Proficiency levels (supported by the NCSSFL-ACTFL Can-Do Statements)



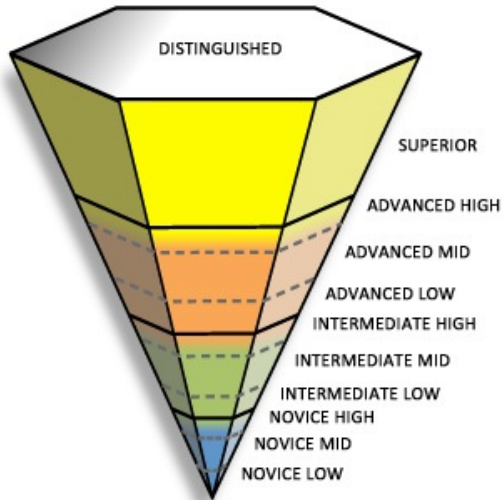
MLC: Our Current Standards

Our current standards describe what students can do at each Checkpoint for Speaking/Listening and Reading/Writing relative to the following criteria:

- Types of vocabulary & structures
- Length of student production of work (oral or written)
- Level of detail & sophistication
- Strategies and supports
- Types of people/media/texts w/whom they can interact



ACTFL Proficiency Guidelines




- The ACTFL Proficiency Guidelines are a description of what individuals can **do** with language in terms of speaking, writing, listening, and reading in **real-world situations** in a **spontaneous and non-rehearsed context**.
- 5 major levels of proficiency (Distinguished, Superior, Advanced, Intermediate, and Novice) describe the continuum of proficiency (from highly articulate to a level of little or no functional ability).
- The levels of proficiency are listed as **ranges**, and describe what an individual **can and cannot do with language at each level**.

ACTFL Proficiency Levels

ORAL PROFICIENCY LEVELS IN THE WORKPLACE

| ACTFL Level | ILR | Language Functions | Corresponding Professions/Positions* | Examples of Who Is Likely to Function at This Level |
|-------------------|-----|---|---|---|
| Intermediate High | 1+ | Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions. | Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide | <ul style="list-style-type: none"> Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences |
| Intermediate Mid | | | Cashier, Sales Clerk (highly predictable contexts), Receptionist | |
| Intermediate Low | 1 | | | <ul style="list-style-type: none"> Language learners following 4-year high school sequence or 2-semester college sequence Language learners following an immersion language program in Grades K–6 |
| Novice High | 0+ | Communicate minimally with formulaic and rote utterances, lists, and phrases. | | Language learners following content-based language program in Grades K–6 |
| Novice Mid | | | | Language learners following 2 years of high school language study |
| Novice Low | | | | |

Quick Review of the 3 Modes of Communication

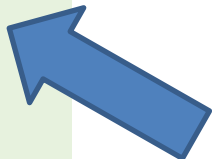
|  | INTERPERSONAL | INTERPRETIVE | PRESENTATIONAL |
|--|---------------|--------------|----------------|
| DEFINITIONS | | | |
| PATHS | | | |

Exploring the NCSSFL-ACTFL Can-Dos

INTERMEDIATE

PROFICIENCY BENCHMARK

I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.



at can I understand, interpret or analyze in authentic info

PERFORMANCE INDICATORS

LOW

I can identify the topic and related information from simple sentences in short informational texts.

MID

I can understand the main idea and key information in short straightforward informational texts.

HIGH

I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.



For each *mode of communication* (*interpretive, interpersonal, presentational*), the NCSSFL-ACTFL Can-Do Statements provide both **Proficiency Benchmarks** at each level (Novice, Intermediate, Advanced, etc.) and **Performance Indicators** at each sub-level (Low, Mid, High).

Exploring the NCSSFL-ACTFL Can-Dos

Activity: 6 groups

- Interpretive – Novice, Intermediate
- Interpersonal – Novice, Intermediate
- Presentational – Novice, Intermediate

Each group will read through 1 mode for one full level (ex. Novice) and explain to the larger group how the performance indicators **change** from Low to Mid to High for each question at that mode.

NCSSFL-ACTFL CAN-DO STATEMENTS



INTERPRETIVE COMMUNICATION PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

NOVICE

PROFICIENCY BENCHMARK

I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.

Wh

PERFORMANCE INDICATORS

| LOW | MID | HIGH |
|--|--|---|
| <i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in informational texts. | <i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. | <i>I can</i> identify the topic and some isolated facts from simple sentences in informational texts. |

PERFORMANCE INDICATORS

| LOW | MID | HIGH |
|--|--|--|
| <i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in fictional texts. | <i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. | <i>I can</i> identify the topic and some isolated elements from simple sentences in short fictional texts. |

What can I understand

PERFORMANCE INDICATORS

| LOW | MID | HIGH |
|--|--|---|
| <i>I can</i> understand memorized or familiar words when they are supported by gestures or visuals in conversations. | <i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. | <i>I can</i> understand familiar questions and statements from simple sentences in conversations. |

Interpretive - Novice

What can I *understand, interpret or analyze* in **authentic texts** (information or fictional) that I hear, read or view?

| PERFORMANCE INDICATORS | | |
|---|--|--|
| LOW | MID | HIGH |
| <i>I can</i> identify memorized or familiar words when they are supported by gestures or visuals in informational texts. | <i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in informational texts. | <i>I can</i> identify the topic and some isolated facts from simple sentences in informational texts. |

What can I *understand, interpret or analyze* in **conversations/discussions** that I hear, read or view (in which I am NOT a participant)?

| PERFORMANCE INDICATORS | | |
|---|--|--|
| LOW | MID | HIGH |
| <i>I can</i> understand memorized or familiar words when they are supported by gestures or visuals in conversations. | <i>I can</i> identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations. | <i>I can</i> understand familiar questions and statements from simple sentences in conversations. |

Interpretive - Intermediate

What can I *understand, interpret or analyze* in **authentic texts** (information or fictional) that I hear, read or view?

| PERFORMANCE INDICATORS | | |
|--|--|---|
| LOW | MID | HIGH |
| <i>I can</i> identify the topic and related information from simple sentences in short informational texts. | <i>I can</i> understand the main idea and key information in straightforward short informational texts. | <i>I can</i> usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts. |

What can I *understand, interpret or analyze* in **conversations/discussions** that I hear, read or view (in which I am NOT a participant)?

| PERFORMANCE INDICATORS | | |
|---|---|---|
| LOW | MID | HIGH |
| <i>I can</i> identify the main idea in short conversations. | <i>I can</i> identify the main idea and key information in straightforward conversations. | <i>I can</i> usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. |

Interpersonal - Novice

How can I *exchange information/ideas in conversations* ?

| PERFORMANCE INDICATORS | | |
|--|---|---|
| LOW | MID | HIGH |
| <p><i>I can</i> provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> | <p><i>I can</i> request and provide information by asking and answering a few simple questions on very familiar and everyday topics using a mixture of practiced or memorized words, phrases, and simple sentences.</p> | <p><i>I can</i> request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</p> |

How can I *meet my needs or address situations in conversations* ?

| PERFORMANCE INDICATORS | | |
|---|---|--|
| LOW | MID | HIGH |
| <p><i>I can</i> express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> | <p><i>I can</i> express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> | <p><i>I can</i> interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</p> |

Interpersonal - Novice

How can I *express, react to, and support preferences and opinions* in **conversations** ?

| PERFORMANCE INDICATORS | | |
|--|---|---|
| LOW | MID | HIGH |
| <p><i>I can</i> express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.</p> | <p><i>I can</i> express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.</p> | <p><i>I can</i> express ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> |

Interpersonal - Intermediate

How can I exchange information/ideas in conversations?

| PERFORMANCE INDICATORS | | |
|--|---|---|
| LOW | MID | HIGH |
| <p><i>I can</i> request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</p> | <p><i>I can</i> exchange information in conversations on familiar topics and some researched topics creating sentences and series of sentences and asking a variety of follow-up questions.</p> | <p><i>I can</i> exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> |

Interpersonal - Intermediate

How can I *meet my needs or address situations* in in **conversations** ?

| PERFORMANCE INDICATORS | | |
|---|--|--|
| LOW | MID | HIGH |
| <p><i>I can</i> interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.</p> | <p><i>I can</i> interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</p> | <p><i>I can</i> interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> |

Interpersonal - Intermediate

How can I *express, react to, and support preferences and opinions* in **conversations** ?

| PERFORMANCE INDICATORS | | |
|--|---|---|
| LOW | MID | HIGH |
| <p><i>I can</i> express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</p> | <p><i>I can</i> exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> | <p><i>I can</i> explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics that I have researched, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.</p> |

Presentation - Novice

How can I *present information to narrate about my life, experiences and events?*

| PERFORMANCE INDICATORS | | |
|--|--|--|
| LOW | MID | HIGH |
| <i>I can</i> introduce myself using practiced or memorized words and phrases with the help of gestures or visuals. | <i>I can</i> present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences. | <i>I can</i> present personal information about my life and activities, using simple sentences most of the time. |

How can I *present information to give a preference, opinion or persuasive argument?*

| PERFORMANCE INDICATORS | | |
|---|---|---|
| LOW | MID | HIGH |
| <i>I can</i> express my likes and dislikes using practiced or memorized words and phrases with the help of gestures or visuals. | <i>I can</i> express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences. | <i>I can</i> express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. |

Presentational - Novice

How can I *present* information to inform, describe, or explain?

| PERFORMANCE INDICATORS | | |
|---|--|---|
| LOW | MID | HIGH |
| <i>I can</i> name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals. | <i>I can</i> present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences. | <i>I can</i> present on familiar and everyday topics using simple sentences most of the time. |

Presentation - Intermediate

How can I *present information to narrate about my life, experiences and events?*

| PERFORMANCE INDICATORS | | |
|--|--|--|
| LOW | MID | HIGH |
| <i>I can</i> present personal information about my life activities and events, using simple sentences. | <i>I can</i> tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. | <i>I can</i> tell stories about school and community events and personal experiences, using a few short paragraphs often across various time frames. |

How can I *present information to give a preference, opinion or persuasive argument?*

| PERFORMANCE INDICATORS | | |
|--|---|--|
| LOW | MID | HIGH |
| <i>I can</i> express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. | <i>I can</i> state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. | <i>I can</i> state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs often across various time frames. |

Presentational - Intermediate

How can I *present* information to inform, describe, or explain?

| PERFORMANCE INDICATORS | | |
|---|--|--|
| LOW | MID | HIGH |
| <i>I can</i> present on familiar and everyday topics, using simple sentences. | <i>I can</i> give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. | <i>I can</i> give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames. |

OBEWL Website Resources

World Languages

Our goal is to promote and support the teaching and learning of one or more languages and cultures, in addition to the English language.

NYS Seal of Biliteracy



NYS Seal of Biliteracy

World Language Links



[Assessments and Data](#)

[Graduation Requirements](#)

[Standards and Guidelines](#)

[World Language Associations](#)

[Teacher Resources](#)

RELATED PROGRAMS

Bilingual Education & English as a New Language

Preparing all English Language Learners (ELLs) for success.

[LEARN MORE](#)

Recent News

Key Shifts in World Languages in New York State

The New York State Education Department's Office of Bilingual Education and World Languages in collaboration with Queens College presents "Key Shifts..."

World Languages in the 21st Century Conference Presentations

The goal of the NYS World Language in the 21st Century conference was to provide teachers with instructional resources, tools, and models for updated...

Updated Languages Other Than English (LOTE)/WL Frequently Asked Questions

The Office of Bilingual Education and World Languages has published an updated Languages Other Than English (LOTE)/WL Frequently Asked Questions...

What I can do for you?

- What professional development/speakers would you like to see in your region or at conference to help you and your teachers transition to the new standards?
- In addition to professional development, how might the Office of Bilingual Education and World Languages assist you and your districts in this transition? In supporting your world language programs?
- Other feedback?

Questions?



OFFICE OF BILINGUAL EDUCATION AND WORLD LANGUAGES

[http://www.p12.nysed.gov/biling/bilinged/
OBEWL@NYSED.GOV](http://www.p12.nysed.gov/biling/bilinged/OBEWL@NYSED.GOV)

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