



Nyack Public Schools World Language Department

Elcie Douce, Ed.D.

WL Department Chair

April 2022

Phase I - World Language Feedback Report

Recommendations:

- Methodology and Materials
- Curriculum and Articulation
- Autonomy and Cohesion
- Assessment and Data Collection
- Participation in the Professional Community
- Elementary Language
- Language enrollments offerings
- Leadership and vision



Nyack WL Vision & Mission



Nyack World Language Department Vision

Using Language Proficiency
as a tool to build bridges for
today's students to cross
into tomorrow's world with
Equity, Innovation and
Optimism.



Nyack World Language Department Mission

- ❖ Empower students to communicate with confidence and compassion in a language other than their own.
- ❖ Help them develop linguistic and cross-cultural literacy to foster a global mindset and a deeper understanding and connections to their own culture and the world.
- ❖ Create an environment where students, through interdisciplinary and real-world contexts, can develop a passion for lifelong learning, willingness to embrace a global perspective, and enthusiasm for languages and the cultures they reflect.

Nyack World Language Goals

A GRADUATE of the Nyack World Language Program will...

- Explore different perspectives, embrace and demonstrate empathy for other cultures;
- Connect languages and cultures to their personal and professional lives;
- Understand our interconnectedness and impact within our local and global communities;
- Use language skills to deepen knowledge of other content areas;
- Develop critical thinking and problem-solving skills through language study;
- Have an intermediate-high level proficiency in at least one other world language;
- Be lifelong learners of languages.
- Feel confident taking risks and communicating in the target language.



Professional Learning (PD)

CORE PRACTICES

For World Language Learning



Facilitate Target Language Comprehensibility

Students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions.

Guide Learners through Interpreting Authentic Resources

Present interactive reading and listening comprehension tasks using authentic cultural texts with appropriate scaffolding while promoting interpretation.



Design Oral Interpersonal Communication Tasks

Teachers design and carry out interpersonal communication tasks for pairs, small groups, and whole class instruction.

Plan with Backward Design Model

Instructors identify desired results THEN determine acceptable evidence THEN plan learning experiences and instruction.



Teach Grammar as Concept and Use in Context

Teach grammar as concept and use in context. Students focus on meaning BEFORE form.

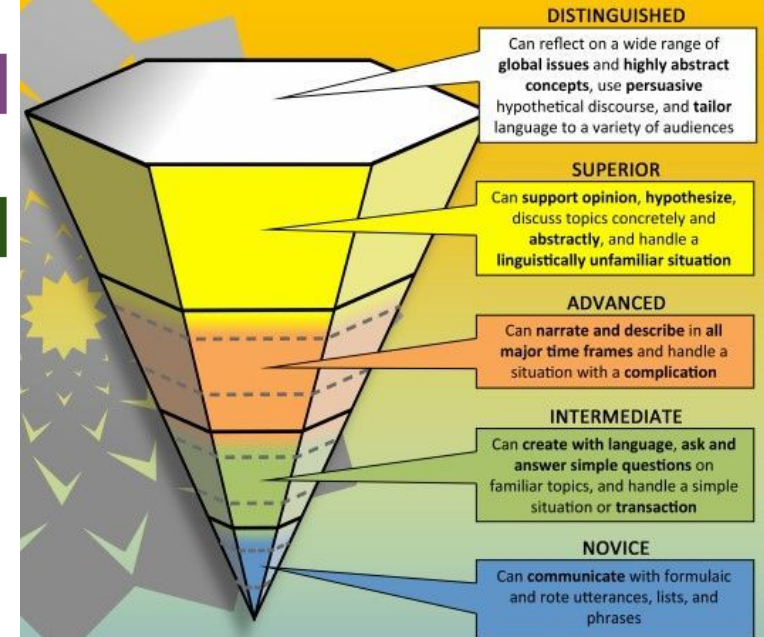


Provide Appropriate Oral Feedback

Oral corrective feedback is a tool for mediating learning and language development.



ACTFL PROFICIENCY LEVELS



INVERTED PYRAMID REPRESENTING THE FUNCTIONS OF THE MAJOR LEVELS



ACTFL Proficiency Guidelines (2012) <http://www.actfl.org/publications/guidelines> and www.actfl.org/publications/guidelines (2012)



Professional Learning (PD)

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in order to function in a variety of situations and for multiple purposes	Interpersonal Communications: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communications: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communications: 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.

NYS Learning Standards for WL

Communication

Culture

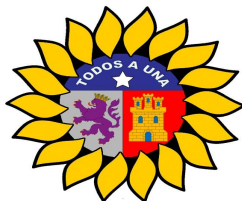
Interpretive

Interpersonal

Presentational

Relating Cultural Practices & Products to Perspectives

Cultural Comparisons



AATSP
The American Association of
Teachers of Spanish and Portuguese



**AMERICAN ASSOCIATION
of TEACHERS of FRENCH**

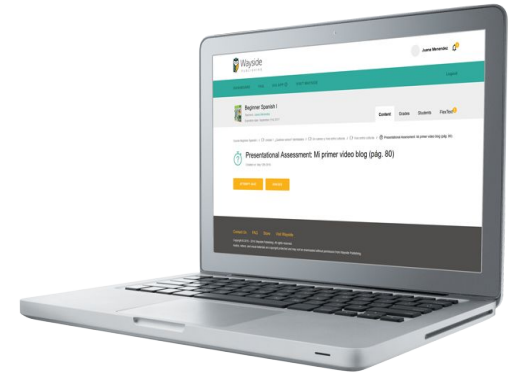
Organized Scope and Sequence

New York State Proficiency Ranges for Modern Languages (Category 1-2)

Checkpoint	Proficiency Ranges for Modern Languages (Category 1-2)
A	Novice Mid—Novice High
B	Intermediate Low—Intermediate Mid
C	Intermediate Mid– Intermediate High

Grade 6-8 Checkpoint A – Novice High

Identity & Social Relationships	Contemporary Life	Science, Technology, & the Arts
<ul style="list-style-type: none">• Identity• Family & Social Relationships• Celebrations, Customs, & Traditions	<ul style="list-style-type: none">• Food & Meal Taking• House & Home• School Life & Education• Travel• Leisure• Communities & Neighborhood• Shopping	<ul style="list-style-type: none">• Health & Wellness• Environment, Climate, Weather, & Geography• Technology, Media, & Social Media



Organized Scope and Sequence

New York State Proficiency Ranges for Modern Languages (Category 1-2)

Checkpoint	Proficiency Ranges for Modern Languages (Category 1-2)
A	Novice Mid—Novice High
B	Intermediate Low—Intermediate Mid
C	Intermediate Mid– Intermediate High

Grade 9-10

Checkpoint B – Intermediate-Mid

Identity & Social Relationships	Contemporary Life	Science, Technology, & the Arts	Global Awareness & Community Engagement
<ul style="list-style-type: none">• Identity• Family & Social Relationships• Celebrations, Customs, & Traditions	<ul style="list-style-type: none">• Food & Meal Taking• House & Home• School Life & Education• Travel• Leisure• Communities & Neighborhood• Shopping• Earning a living	<ul style="list-style-type: none">• Health & Wellness• Environment, Climate, Weather, & Geography• Technology, Media, & Social Media• The Arts	<ul style="list-style-type: none">• Environmental Issues & Sustainability

Grade 11-12

Checkpoint C – Intermediate-High

Identity & Social Relationships	Contemporary Life	Science, Technology, & the Arts	Global Awareness & Community Engagement
<ul style="list-style-type: none">• Identity• Family & Social Relationships• Celebrations, Customs, & Traditions	<ul style="list-style-type: none">• Food & Meal Taking• House & Home• School Life & Education• Travel• Leisure• Communities & Neighborhood• Shopping• Earning a living	<ul style="list-style-type: none">• Health & Wellness• Environment, Climate, Weather, & Geography• Technology, Media, & Social Media• The Arts	<ul style="list-style-type: none">• Environmental Issues & Sustainability• Social Justice & Human Rights

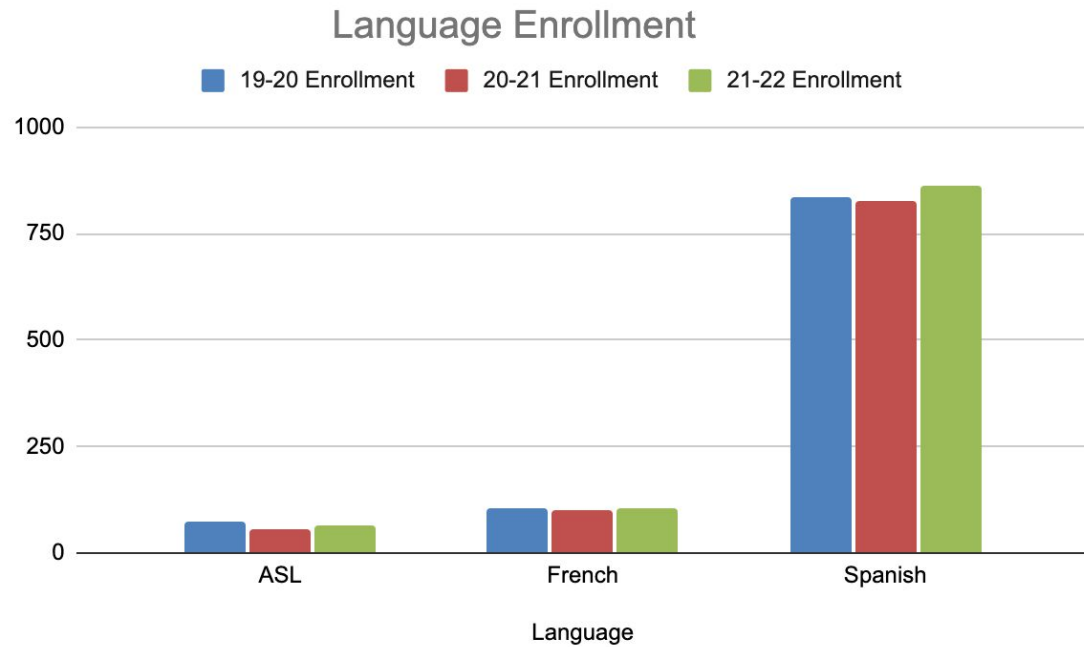


Assessment & Data

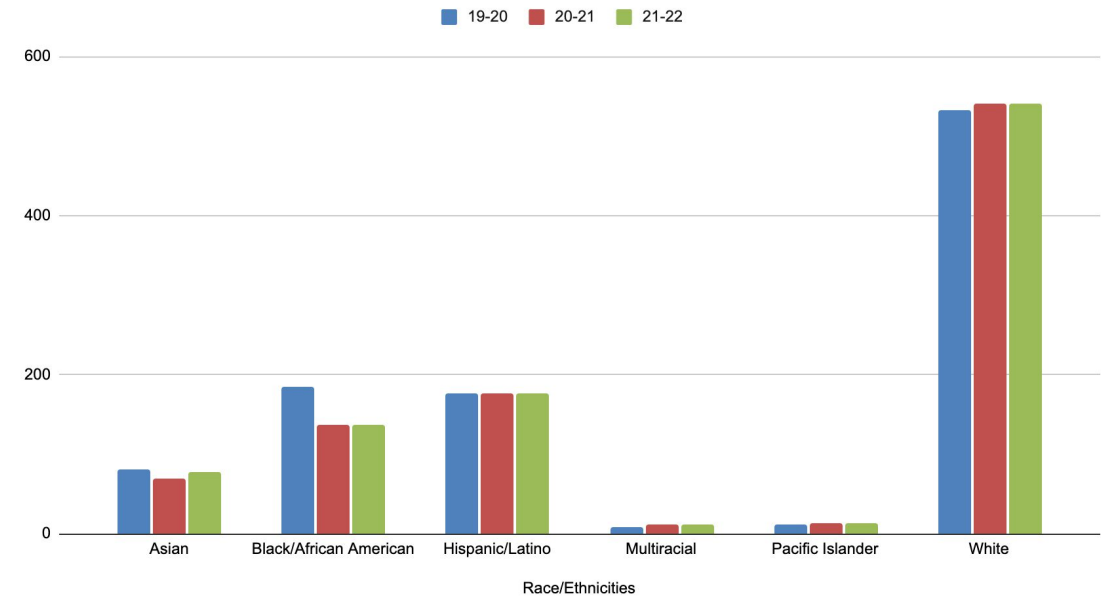
Assessment & Data

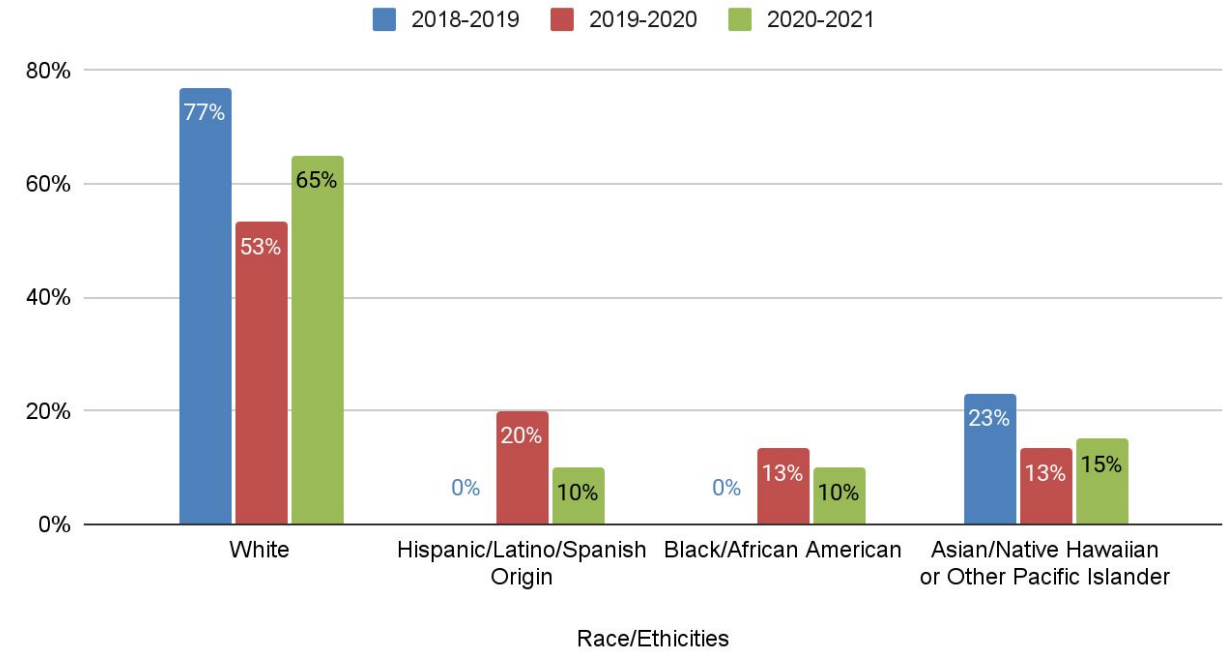
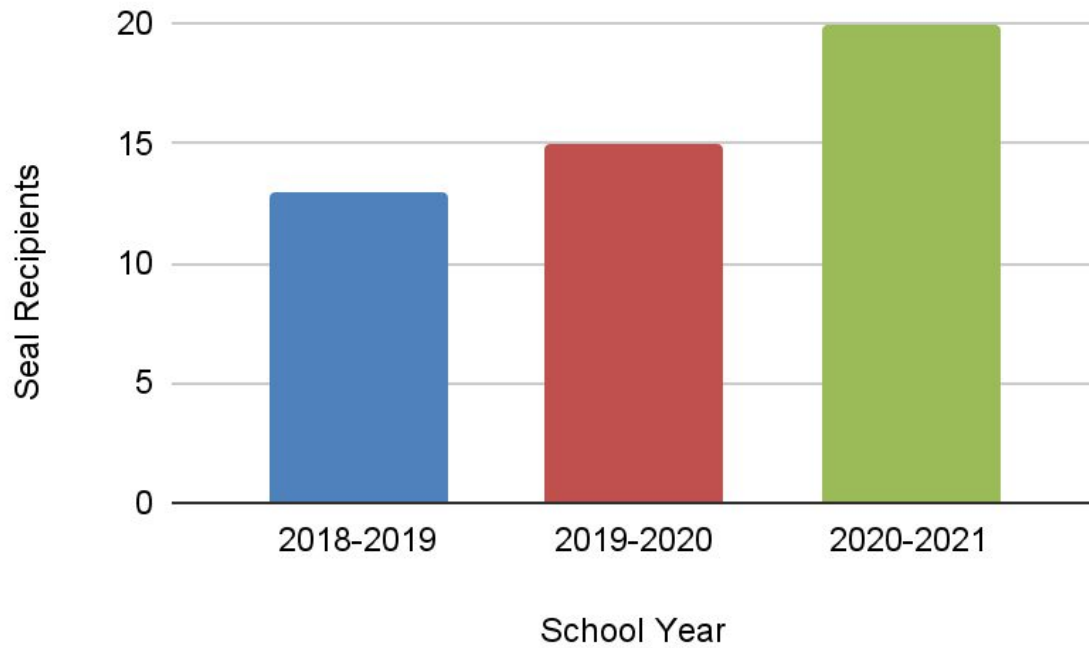


World Language Enrollment



Enrollment by Ethnicities





NYS Seal of Biliteracy





Next Step



Explore FLES

Possibilities to offer other languages



Build Capacity

World Language Core Practices



Revise and Refine

Scope and Sequence Vertical and horizontal alignment



Monitor Student Progress

Proficiency-based Assessments

World Language



- [World Readiness Standards overview](#)
- [Lead with Languages](#)
- [Revised NYS Learning Standards for World Languages](#)
- [How to Read the Standards](#)
- [NYS Proficiency Ranges for Modern Languages](#)
- [Interpretive Communication](#)
- [Interpersonal Communication](#)
- [Presentational Communication](#)
- [Administrators Reference Guide Part 1: Planning for Implementation](#)
- [Administrators Reference Guide Part 2: Standards in Action](#)
- [NYSSB for Counselors and Administrators](#)

