World Languages Update
October 24, 2019
Candace Black, NYSED OBEWL
Agenda

• Overview of the Standards revision process
• Major changes in World Languages
• Changes to the New York State Seal of Biliteracy for 2019-20
OBEWL presents overview of WL Standards review process to NYS Board of Regents.

Apr

May-Sept

Nov - Dec

Dec - Jan

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

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

World Language Leadership Team meets to finalize all revisions.

Early 2020

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

2020-22

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

TBD

Implementation of revised NYS WL standards
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.
Changes in World Languages

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

<table>
<thead>
<tr>
<th>GOAL AREAS</th>
<th>STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Communication: Learners interact and negotiate meaning in spoken (oral) and written conversations to share information, ideas, feelings, and opinions.</td>
<td></td>
</tr>
<tr>
<td>Interpretive Communication: Learners understand, interpret, and evaluate the content of spoken and written texts and the context in which they occur.</td>
<td></td>
</tr>
<tr>
<td>Presentational Communication: Learners present information, concepts, and ideas to audiences, explaining, justifying, and evaluating the accuracy of their representations.</td>
<td></td>
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<tr>
<td>CULTURES</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>CONNECTIONS</td>
<td></td>
</tr>
<tr>
<td>Making Connections: Learners use the language to connect, compare, and contrast ideas and experiences in and across cultures.</td>
<td></td>
</tr>
<tr>
<td>Acquiring Information and Drawing Perspectives: Learners access and evaluate information and draw perspectives that are available through the language and its cultures.</td>
<td></td>
</tr>
<tr>
<td>COMPARISONS</td>
<td></td>
</tr>
<tr>
<td>Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparison of the language studied and their own.</td>
<td></td>
</tr>
<tr>
<td>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the nature of culture through comparison of the cultures studied and their own.</td>
<td></td>
</tr>
<tr>
<td>COMMUNITIES</td>
<td></td>
</tr>
<tr>
<td>School and Global Communities: Learners use the language to interact and collaborate in their communities and the globalized world.</td>
<td></td>
</tr>
<tr>
<td>Lifelong Learning: Learners set goals and reflect on their progress in using language for enjoyment, enrichment, and achievement.</td>
<td></td>
</tr>
<tr>
<td>MODERN LANGUAGE FOR COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>NEW YORK STATE SYLLABUS</td>
<td></td>
</tr>
</tbody>
</table>

The University of the State of New York
The New York State Education Department
Albany, New York 12234
Goal Area: Communication

<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td></td>
<td>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

(Source: World-Readiness Standards for Language Learning, 4th edition)
Goal Area: Cultures

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.

(Source: World-Readiness Standards for Language Learning, 4th edition)
Goal Area: Connections

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.

(Source: World-Readiness Standards for Language Learning, 4th edition)
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.

(Source: World-Readiness Standards for Language Learning, 4th edition)
Goal Area: Communities

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.

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

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.

(Source: World-Readiness Standards for Language Learning, 4th edition)
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.
Quick Review of the 3 Modes of Communication

<table>
<thead>
<tr>
<th>DEFINITIONS</th>
<th>INTERPERSONAL</th>
<th>INTERPRETIVE</th>
<th>PRESENTATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>PATHS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Changes in World Languages

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

- Identity & Social Relationships
- Contemporary Life
- Science, Technology & the Arts
- Global Awareness

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
What might these refreshed topics look like?

<table>
<thead>
<tr>
<th>Personal Identification / Social Relationships</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identity</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Family Life</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Celebrations, Social Events and Customs</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### What might these refreshed topics look like?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary Life</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Nutrition and Meal Taking</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. House and Home</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>6. Earning a Living, Private Services, and Volunteerism</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>7. Education and School Systems</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>8. Travel, Transportation and Lodging</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>9. Leisure Time Activities</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>10. Community, Neighborhood and Public Services</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>11. Shopping, Clothing, and Fashion</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>12. Health and Welfare</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
What might these refreshed topics look like?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology and the Arts</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>13. Technology, Media and Social Media</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>14. Fine Arts, Design &amp; Aesthetics (Music, Dance, Film, Literature, Theatre, Visual Arts)</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15. Pop Culture</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
What might these refreshed topics look like?

<table>
<thead>
<tr>
<th>Topic</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Awareness &amp; Challenges</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Physical Environment, Climate, Weather, Geography</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>17. Environmental Issues and Recycling</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>18. Government and Politics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
5. Checkpoints redefined by ACTFL Proficiency levels (supported by the NCSSFL-ACTFL Can-Do Statements)
### NCSSFL-ACTFL Can-Do Statements

#### Proficiency Benchmarks

<table>
<thead>
<tr>
<th>Communication</th>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Novice</strong></td>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td><strong>Advanced</strong></td>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td><strong>Superior</strong></td>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td><strong>Interpretive</strong></td>
<td><strong>Interpersonal</strong></td>
</tr>
</tbody>
</table>

#### NCSSFL-ACTFL Can-Do Statements

<table>
<thead>
<tr>
<th>Communication</th>
<th>Interpersonal</th>
<th>Presentational</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my own and other cultures I can identify products and practices to help me understand perspectives.</td>
<td>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</td>
<td>In my own and other cultures I can interact at a survival level in some familiar everyday contexts.</td>
</tr>
<tr>
<td>In my own and other cultures I can interact at a survival level in some familiar everyday contexts.</td>
<td>In my own and other cultures I can interact at a functional level in some familiar contexts.</td>
<td>In my own and other cultures I can interact at a competent level in familiar and some unfamiliar contexts.</td>
</tr>
<tr>
<td>In my own and other cultures I can identify products and practices to help me understand perspectives.</td>
<td>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</td>
<td>In my own and other cultures I can interact at a competent level in familiar and some unfamiliar contexts.</td>
</tr>
<tr>
<td>In my own and other cultures I can interact at a survival level in some familiar everyday contexts.</td>
<td>In my own and other cultures I can interact at a functional level in some familiar contexts.</td>
<td>In my own and other cultures I can interact at a competent level in familiar and some unfamiliar contexts.</td>
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<td>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</td>
<td>In my own and other cultures I can interact at a survival level in some familiar everyday contexts.</td>
</tr>
<tr>
<td>In my own and other cultures I can interact at a functional level in some familiar contexts.</td>
<td>In my own and other cultures I can interact at a competent level in familiar and some unfamiliar contexts.</td>
<td>In my own and other cultures I can interact at a survival level in some familiar everyday contexts.</td>
</tr>
</tbody>
</table>
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).
## Checkpoints & Proficiency Targets

<table>
<thead>
<tr>
<th>Checkpoints</th>
<th>Grades</th>
<th>Proficiency Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>7-8&lt;sup&gt;th&lt;/sup&gt; 8&lt;sup&gt;th&lt;/sup&gt; accelerated 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>9-10&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>11-12&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>
### ACTFL Proficiency Levels

#### ORAL PROFICIENCY LEVELS IN THE WORKPLACE

<table>
<thead>
<tr>
<th>ACTFL Level</th>
<th>ILR</th>
<th>Language Functions</th>
<th>Corresponding Professions/Positions*</th>
<th>Examples of Who Is Likely to Function at This Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate High</td>
<td>1+</td>
<td>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</td>
<td>Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide</td>
<td>• Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td>1</td>
<td></td>
<td>Cashier, Sales Clerk (highly predictable contexts), Receptionian</td>
<td>• Language learners following 4-year high school sequence or 2-semester college sequence</td>
</tr>
<tr>
<td>Intermediate Low</td>
<td>0</td>
<td></td>
<td></td>
<td>• Language learners following an immersion language program in Grades K–6</td>
</tr>
<tr>
<td>Novice High</td>
<td>0+</td>
<td>Communicate minimally with formulaic and rote utterances, lists, and phrases.</td>
<td></td>
<td>• Language learners following content-based language program in Grades K–6</td>
</tr>
<tr>
<td>Novice Mid</td>
<td>0</td>
<td></td>
<td></td>
<td>• Language learners following 2 years of high school language study</td>
</tr>
<tr>
<td>Novice Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*ILR: Intermediate Language Proficiency
Implications for instruction

- What implications do these shifts have for instructional planning?
- Let’s take a “School & Education” unit. What will you teach?
What is the typical instructional cycle?

- Now think about how you will teach it.

Diagram:
- Vocabulary
- Grammatical structures
- Practice
- Quiz
- Practice more
- Culture
Fundamental paradigm shift for instruction

- Learning about language
- Using language to communicate
- Accessing content through language
When designing student tasks, think about how we use language in our daily lives. **Do we...?**

- Take vocabulary tests
- Produce translations?
- Present a memorized dialogue?

In our daily lives, we *do* use language to:

- Make plans
- Solve problems
- Complete projects
Fake task
Turn to a partner who speaks the same LOTE and describe to him or her what you are wearing.

Task with authentic purpose and context
Your partner is now your “e-Pal” that you meeting for the first time or the “Uber driver that is trying to find you on a crowded street”, describe yourself and what you are wearing so that he/she can find you.
A different way to approach unit planning

“School & Education” unit - Come up with a purpose/context for this unit that will guide the development of students' PRODUCTS (tasks) to accomplish the learning goals.

Context: You have a student coming from the target country to spend a year at your campus.

Purpose: How will you and your students prepare to help that student adjust to spending a year at your campus?
3 PD series to support the transition to revised standards
...held at the Western Suffolk BOCES;
...led by ACTFL presenters (Paul Sandrock, Laura Terrill, Lea Graner Kennedy, Greta Lungaard);
...every participant receives an ACTFL book that accompanies the PD;
...and they’re all FREE!
Monday, February 24th – 9:00-3:00
*World-Readiness Standards and the Can-Do Statements* (unpacking of the proficiency levels through the lens of the three modes of communication)

Monday, March 9th – 9:00-3:00
*High-Leverage Teaching Strategies* (implementing the vision of the Standards; facilitating target language comprehensibility; supporting the development of the Interpersonal mode; and accessing and discussing authentic resources)

Monday, April 20th – 9:00-3:00
*Designing an effective unit of instruction* (backward design from the Standards and Can-Do Statements; identifying the summative assessments in each of the three modes of communication (IPA))
There are now 36 states plus the District of Columbia that offer a State Seal of Biliteracy.

New York was second only to California to adopt.
228 schools offered the NYSSB in 2018-19.
2018-19 NYSSB Statistics

17% of all NYS public schools offer the NYSSB (approximately 1 in every 6 schools).
Growth in the number of schools offering the NYSSB from 2015-16 to 2018-19

- 2015-16: 14
- 2016-17: 84
- 2017-18: 115
- 2018-19: 228
2018-19 NYSSB Statistics

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

- Hudson Valley: 23%
- Long Island: 22%
- Mid-State: 15%
- Mid-West: 11%
- New York City: 17%
- West: 6%
- Capital-East: 6%
### Number of schools offering the NYSSB vs. total number of schools in region (2018-19)

<table>
<thead>
<tr>
<th>Region</th>
<th># of schools offering Seal</th>
<th>Total schools in Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital-East</td>
<td>13</td>
<td>151</td>
</tr>
<tr>
<td>Hudson Valley</td>
<td>53</td>
<td>148</td>
</tr>
<tr>
<td>Long Island</td>
<td>50</td>
<td>134</td>
</tr>
<tr>
<td>Mid-State</td>
<td>341</td>
<td>132</td>
</tr>
<tr>
<td>Mid-West</td>
<td>25</td>
<td>77</td>
</tr>
<tr>
<td>New York City</td>
<td>38</td>
<td>592</td>
</tr>
<tr>
<td>West</td>
<td>15</td>
<td>94</td>
</tr>
</tbody>
</table>

Key:
- **# of schools offering Seal**
- **Total schools in Region**
Growth in the number of schools offering the NYSSB from 2015-16 to 2018-19 by region
4,031 students earned the NYSSB in 2018-19.
2018-19 NYSSB Statistics

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

# of students who were awarded the Seal

- 2018-19
- 2017-18
- 2016-17
- 2015-16
2018-19 NYSSB Statistics

Since 2015-16, more than 7,700 students have earned the NYSSB.
2018-19 NYSSB Statistics

STUDENT PARTICIPATION IN THE NYSSB IN 2018-19 BY ELL STATUS

- Never ELLs: 73%
- Former/Ever ELLs: 22%
- ELLs: 5%
Student Participation in the NYSSB by ELL Status (2015-19)
Those students earned the NYSSB in 47 different languages.
2018-19 NYSSB Statistics

The top languages in which students completed the NYSSB were:

- Spanish (2,734)
- French (507)
- Italian (306)
- Chinese (140)
- German (95)
- Latin (40)
- Russian (30)
- Arabic (29)
- Bengali (21)
- ASL (20)
2018-19 NYSSB Statistics

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.
1. Increase **awareness** of the NYSSB among stakeholder groups to inform them about the **availability** and **benefits** of earning the NYS Seal of Biliteracy

2. Increase the **total # of schools** that offer the NYS Seal of Biliteracy from 228 to at least **300**

3. Increase the **total # of students** that attempt and earn the Seal of Biliteracy in NYS from 4,000 to at least **6,000**

4. Increase the **total # of current ELLs** that attempt and earn the NYS Seal of Biliteracy from 218 to at least **400**

5. Increase the **total # of Former/Ever ELLs** that attempt and earn the NYS Seal of Biliteracy from 869 to at least **1,500**
Goals for 2019-20

6. Provide support to schools considering and offering the NYS Seal of Biliteracy program through in-school visits and workshops, webinars, conferences, and module sessions.

7. Increase the # and languages available for the approved Checkpoint C World Language and English assessments.

8. Streamline and update the reporting process for schools offering the NYSSB through reporting instruments that avoid errors/ensure accuracy and online forms in lieu of paper submissions.

9. Work with RBERNs, consortia and schools to ensure a high level of rigor for all Culminating Projects through in-person meetings that will provide guidance and support.

10. To provide a uniform physical Seal of Biliteracy and medallion across the State for each student who earns the Seal in NYS.
NYSSB Task Force

• NYSSB Task Force, consisting of 20 Seal stakeholders (NYSED, RBERN, District/School Seal Coordinators), was formed in the summer of 2019.
• Team meets monthly to identify best practices that support ELLs and Former/Ever ELLs to pursue and earn the NYSSB.
Changes to NYSSB for 2019-20

1. Schools will identify cohorts.
2. Schools will report languages spoken by cohorts.
3. Schools will report enrollment & demographic information.
4. Roles added to required NYSSB committee roster
5. Schools will anticipate the potential ways in which their students will most likely earn the required 6 points towards the NYSSB.

New deadline: December 1st
Submission via online form.
Changes to NYSSB for 2019-20

1. Schools whose students complete a Culminating Project, scholarly essay or portfolio will submit this form.

2. Schools will provide the date(s)/time(s)/location(s) of student presentations as well as the World Languages in which they will be presented.

3. Information will be submitted via an online form (https://forms.gle/8nYmjQJmRxZR3cX59).

Deadline: April 15th
Submission via online form.
Changes to NYSSB for 2019-20

1. OBEWL used to provide a digital image of the Seal to participating schools to use to print their own. Starting in 2019-20, OBEWL will provide the physical Seal for schools to affix to student diplomas as well as medallions for students to wear at graduation at no cost.

2. Must be submitted with “correctly completed” End-of-Year Data form for Seals to be released to school.

New deadline: May 31st
Submission via online form.
Changes to NYSSB for 2019-20

End-of-Year Data Form

1. Country of origin will no longer be collected for Seal candidates in order to align with NYSED policy.
2. Form limits data that schools can improperly enter (forced “X” for certain fields).
3. Gender, Race, and 2\textsuperscript{nd}/3\textsuperscript{rd} world language fields added.
4. Form has been updated with “auto-calculate fields” that indicate whether the NYSSB coordinator has properly entered data.

New deadline: May 31st
Submission of Excel file as attachment sent to obewldocsubmit@nysed.gov
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
World Language Links

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...
Questions?