



# World Languages NYS

## Key Shifts for World Languages in New York State

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*Use this LearningGuide*

### Can Do Statements for the Conference:

- ✓ I can describe the language characteristics necessary to move from Novice through the Advanced range of proficiency
- ✓ I can identify the implications of a focus on proficiency for instruction and assessment
- ✓ I can create my plan to implement the NYSED Shifts

### Before you Watch:

- What do you know about the upcoming shifts for World Languages in NYS?
- To what extent do you and your colleagues already implement these shifts?
- In what ways do you think these shifts will help our World Language learners?

### While you Watch:

#### Module 1: Guiding Language Learning: What's the Shift?

Focusing on Developing Proficiency across Three Modes of Communication

#### What's the shift? Mindset for Guiding Language Learning

- a. Why is our NYS Seal of Biliteracy a catalyst for these shifts?
- b. How does Paul Sandrock make the shift from generating a list of vocabulary and functions to developing a task with real-world purpose?
- c. How does the *context* guide you in designing purposeful tasks?
- d. Watch how the room brainstorms the assessment tasks first for the Education unit. What do you notice about the process?

### "Purpose is natural. Purpose is authentic"

- a. Watch the model comparing school in France and New York. How does the Interpretive Mode task build literacy? How do you see the three modes unfold?
- b. How do the tasks *One Word Why* and *Either/Or Questions* help novices relate practices and products to perspectives?
- c. What is the shift for learning Culture? How does *Purpose* connect Culture, Content, and Language?
- d. Watch the *Choice Line* model for explaining the three modes of communication. What are the characteristics of the modes?

### How do we use language in daily life?

- a. What changes from Novice, to Intermediate, to Advanced? If I want my novices to act more like Intermediate, what is my agenda?
- b. Paul Sandrock says "...stop treating you like novices and start working you toward intermediate, right almost from the beginning...you can mimic and parrot for life, and that keeps you at Novice Low." What does that imply for how we design formative assessment tasks?
- c. How do Can-Do statements help the learner move along the proficiency continuum?
- d. How can the task-specific Can-Dos help with vertical articulation?



## Resources

[NYSED OBEWL World Languages Website](#)

[What's the shift for New York Standards?](#)

[World Readiness Standards](#)

[NCSSFL ACTFL Can Do Statements](#)

[Differentiating Learning Through Can Do Statements](#)

[NYS AFLT Resources on the NYSED Initiative with APAT Exemplar template](#)

[Learner.org ACTFL Annenberg World Language K-12 Library of Classroom Practices](#)

[World Languages NYS in the 21st Century Conference Saratoga Springs handouts](#)