

World Languages Needs Assessment Survey Results Report



September 21, 2020

Office of Bilingual Education
and World Languages

New York State Education Department



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Acknowledgements

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- Willard Heller, SUNY Geneseo;
- Lori Langer de Ramirez, Ed.D, The Dalton School; and
- Joanne O'Toole, Ph.D., SUNY Oswego.

OBEWL would also like to acknowledge contributions of the World Language Content Advisory Panel in reviewing this document. The members of this panel include:

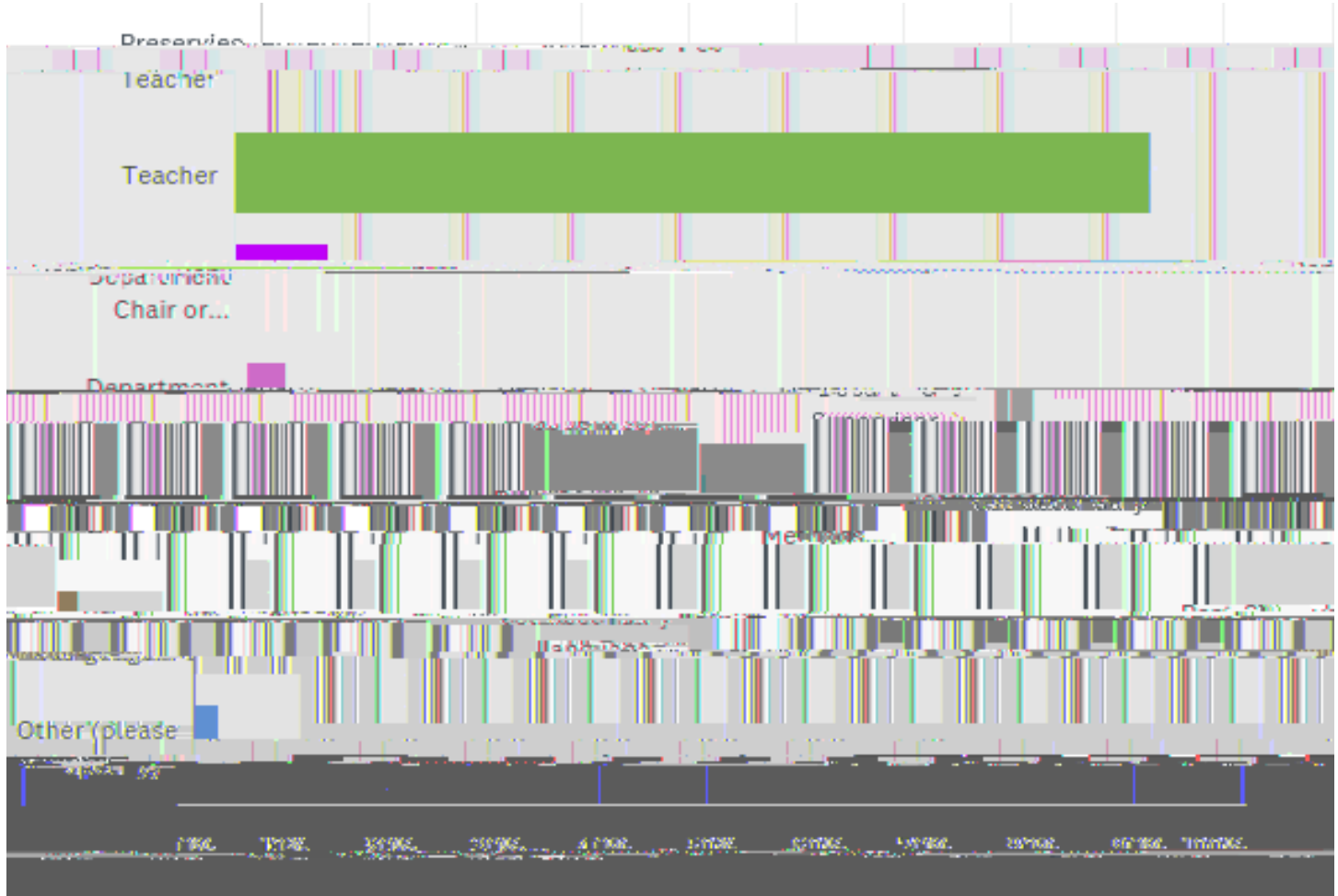
- Joan Anderson, East Williston SD (retired);
- Laura Arpey, NYSED-OBEWL;
- John Carlino, New York State Association of Foreign Language Teachers (NYSFLT), Northeast Conference on the Teaching of Foreign Languages (NECTFL);
- Jill Crooker; Pittsford Central Schools (retired);
- Jenny Delfini, New Paltz CSD;
- Maria Fenton, Mid-State Regional Bilingual Education Resource Network (RBERN);
- Francesco Fratto, Herricks Public Schools, New York State Association of World Language Administrators (NYSAWLA);
- Ross Garmil, NYSED-OBEWL;
- Kathleen Gremmler, NYSED-Office of State Assessment (OSA);
- Clarissa Jacobs-Roraback, NYSED-Native American Education;
- Susan Lafond, New York State United Teachers (NYSUT);
- Amanda Landers, Syosset CSD;
- Elaine Margarita, Ed.D., Queens College, CUNY;
- Michael Mitchell, Bethlehem CSD;
- Melissa Montague, NYSED-Office of Curriculum and Instruction;
- Tanya Rosado-Barringer, Mid-State RBERN;
- Jill Schimmel, New York City Department of Education (NYCDOE), Division of Multilingual Learners

- There was a strong desire expressed to see sample lesson and unit plans that show what instruction informed by the revised standards might look like at each checkpoint and in multiple languages. Easy-to-follow templates and other resources such as short videos of actual teaching illustrating instructional practices implicit in the revised standards were also requested. Across the board, respondents requested on-demand access to resources. Those responding to the survey indicated a

- to publicize an easy-to-understand version of the implementation plan that illustrates how the different steps of helping teachers transition to the revised standards will be rolled out and how the process capitalizes on a rich network of professionals, nationally, statewide, regionally and locally.
- to develop resources that are easy-to-use and concise. The sections of the revised standards guidance will have an executive summary or graphic visualization/infographic followed by an elaborated explanation.
- to provide supporting documentation as well as professional learning on the topic of differentiation in the world language classroom. This can include targeted professional learning for teaching heritage language speakers, in i4iv (he)ari[(t)-o[(on)-sonin(e)-1 ()]TJ0.001 Tc 0.0035.91 1.5 0 Td[4ass1 (c)4 (u)-b(lan)-4 (

Q1: Identify your primary role in world language education (Select only ONE answer.)

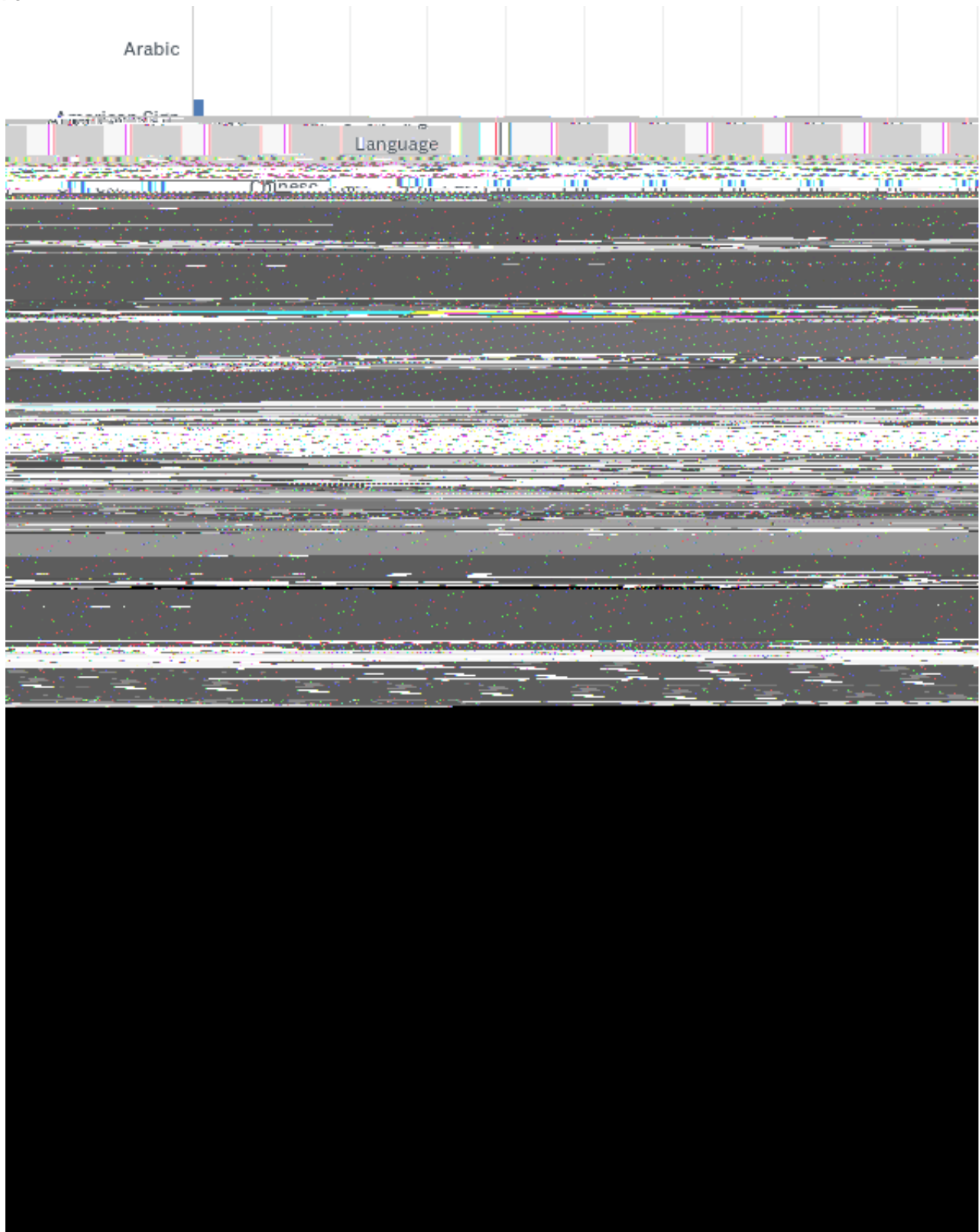
N=2,096



0.29%	6	Preservice Teacher
85.88%	1,800	Teacher
3.72%	78	Department Chair or Coordinator (Department Administrator)
0.57%	12	Department Supervisor (Assistant)
2.34%	49	Other (please specify)
Total Respondents: 2,096		Total Responses

Q2: Identify the language(s) that you teach. (Check all that apply.)

N=2,096



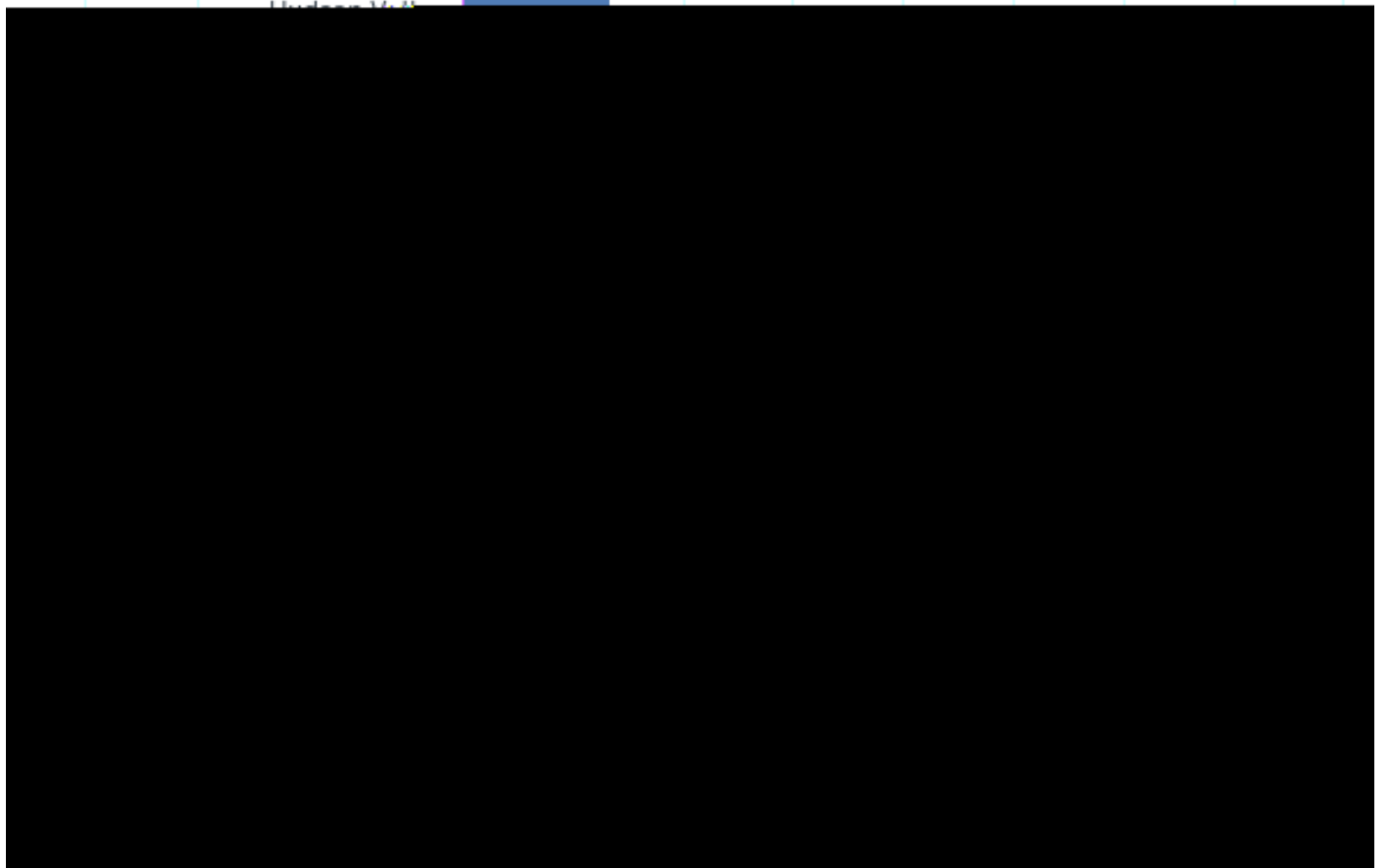
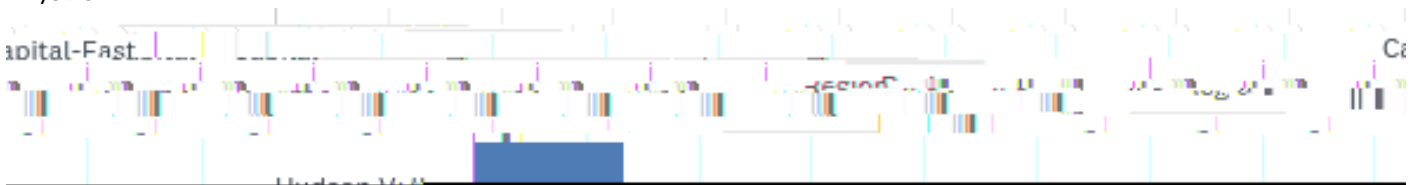
ANSWER CHOICES		RESPONSES	
5	Arabic		0.24%
30	Assamese (Assam)		1.43%
		3.82%	80
	Chinese		
	French	29.57%	4,852
	German	1.53%	332
2	Greek		0.10%
3	Hebrew		0.00%
	Hindi	68.37%	10,796
21.2	Italian		10.11%
	Japanese		0.57%
	Russian	0.57%	12
	Spanish	68.37%	1,433
	Other language.	3.44%	72
	Other (please specify)	3.96%	83

Q3: Identify the level(s) that you teach. (Check all that apply.)

N=2,096

Q4: Identify the region of New York State in which you work.

N=2,096



ANSWER CHOICES	RESPONSES
Capital-Fast	1.30%
Hudson Valley	18.36%
Long Island	22.61%
Mid-State Region	9.97%
Mid-West Region	4.63%
New York City	21.10%
Northern NY	5.25%
West	14.84%
	2,096 TOTAL

Q6: Which of the following statements best reflects your current knowledge of the revised standards and your comfort level with the shifts they will require? (Select one.)

Q7: Identify the i

Q8: Identify your preferences for these professional learning delivery formats
 Note: “Synchronous” events are live, and attendees participate in real time. “Asynchronous” events are recorded and are available to users for on-demand access.

N=1,893

	5 - HIGHLY PREFERRED	4 - PREFERRED	3 - PREFERRED	2 - PREFERRED	1 - NOT AT ALL PREFERRED	TOTAL
Online, synchronous webinars	24.56%	24.98%	24.98%	24.98%	8.64%	17,209
Online, asynchronous study groups	358	1,854	258	382	558	2,888
Online, asynchronous professional learning communities	243	256	1,851	339	481	532
Online, asynchronous webinars	78%	20.97%	7.47%	8.29%	35.54%	29,553
Online, asynchronous professional learning communities	23.48%	27.53%	25.89%	17.41%	5.89%	10,000
Online, self-paced modules	397	67	1,856	833	588	5,321
Online, self-paced webinars with viewing guides	295	61	84	1,856	872	5,344
Blended	1,893	1,893	1,893	1,893	1,893	1,893
region						

Q9: Identify your school year timing preferences for online synchronous professional learning opportunities

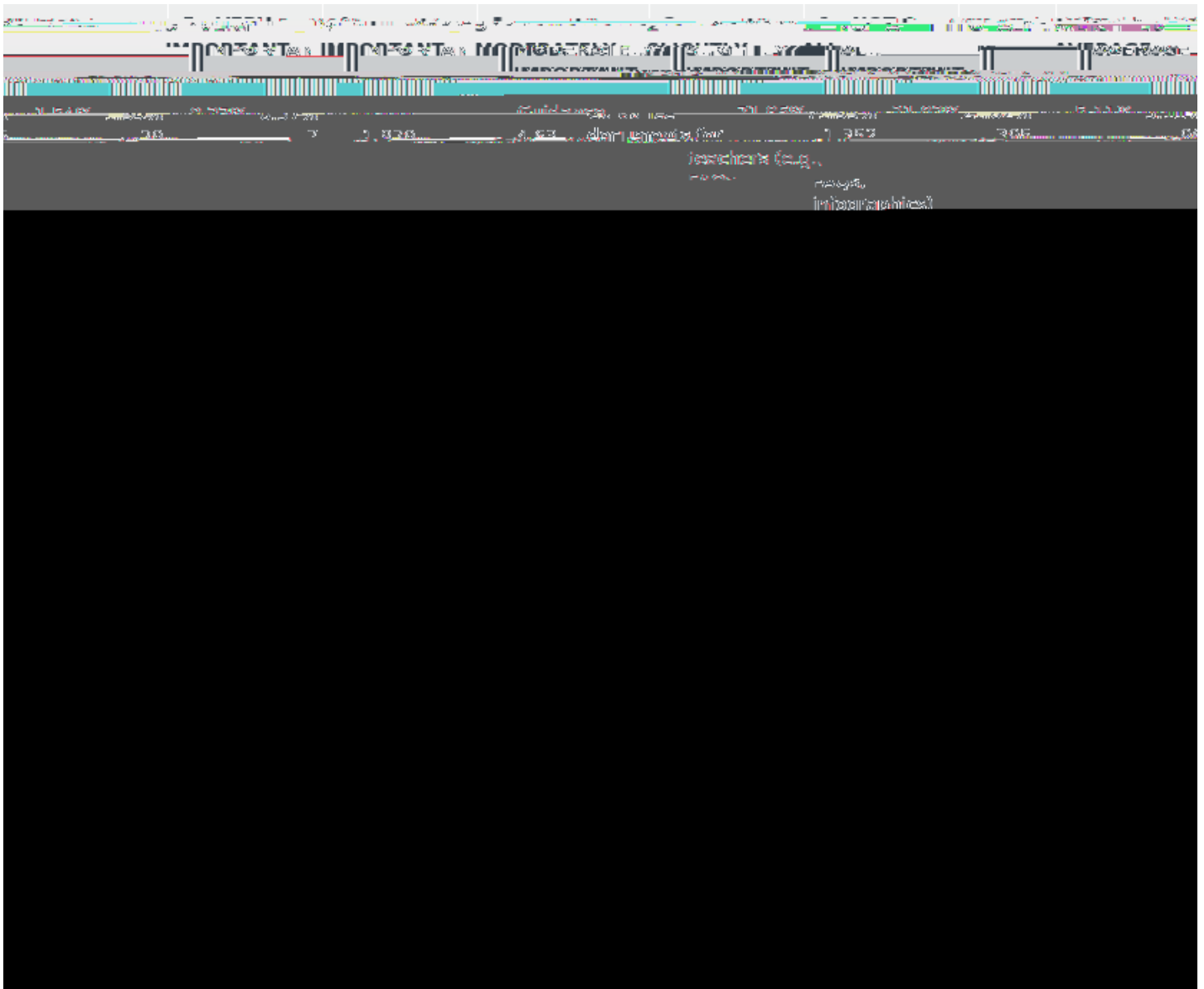
Note: "Synchronous" events are live, and attendees participate in real time.

N=1,893



Q10: Identify the importance of these resources to you in transitioning to revised NYS Standards for World Languages:

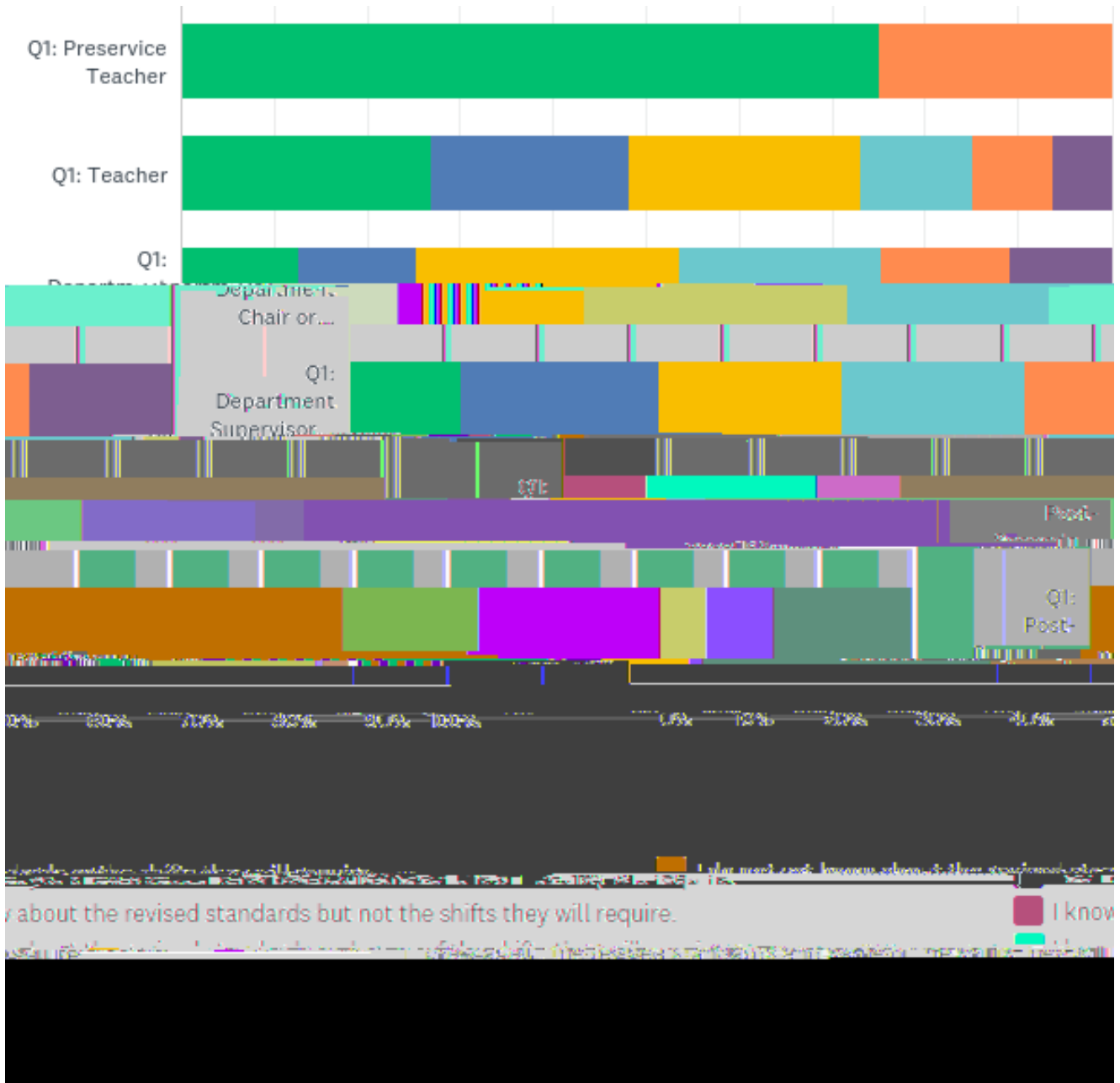
N=1,893



Appendix A -Disaggregated Results for Question 6

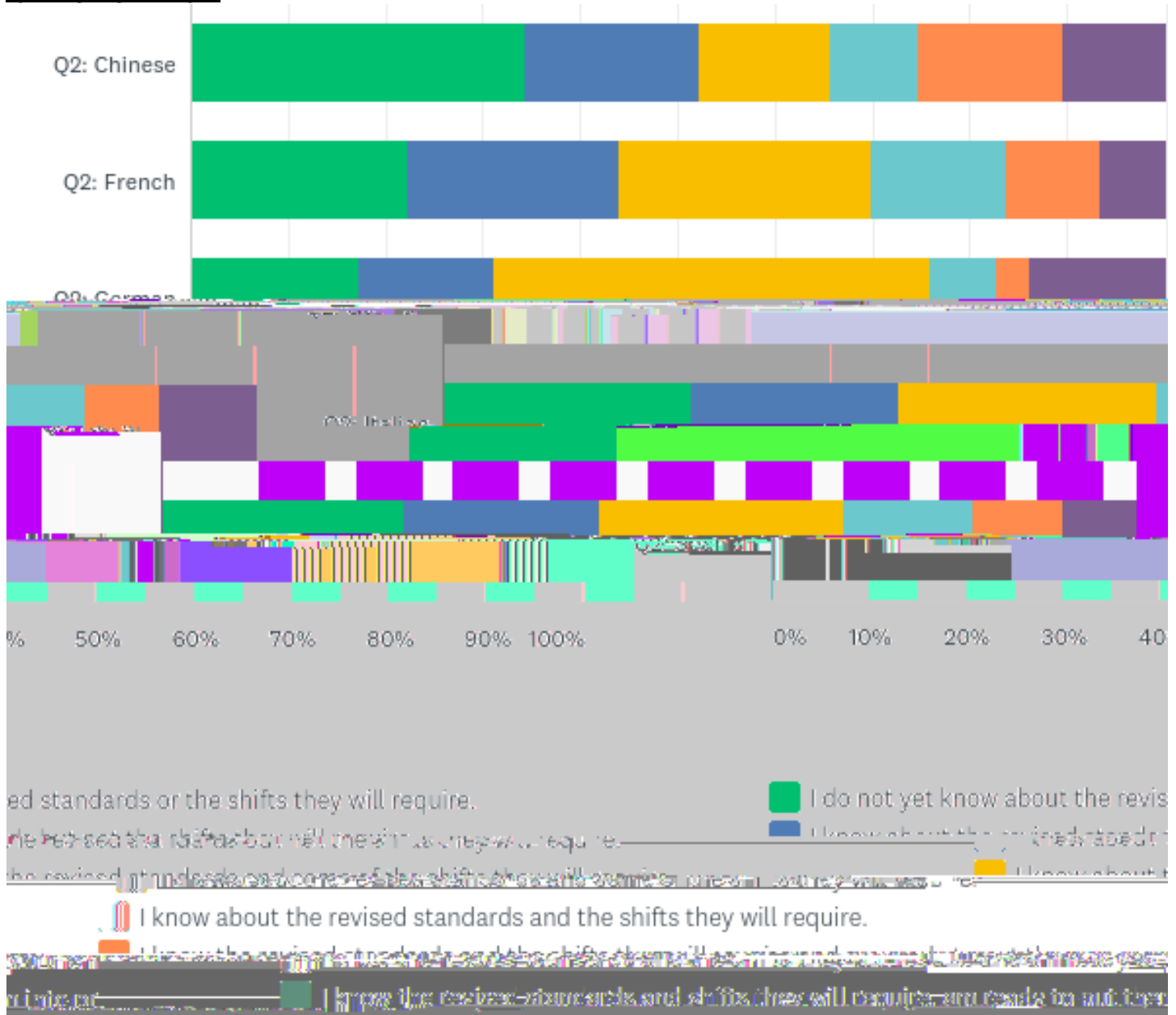
Which of the following statements best reflects your current knowledge of the revised standards and your comfort level with the shifts they will require? (Select one.)

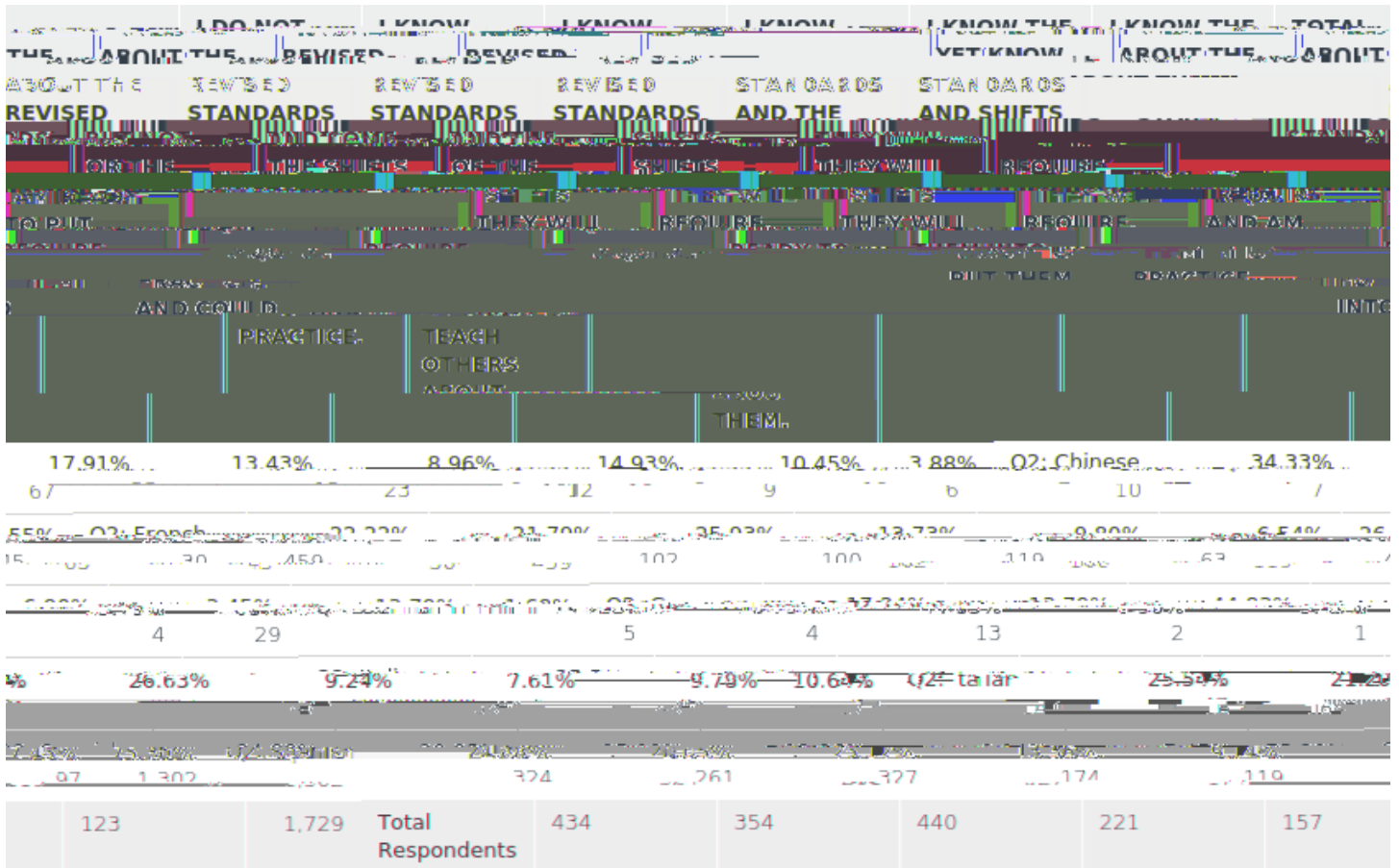
By Role



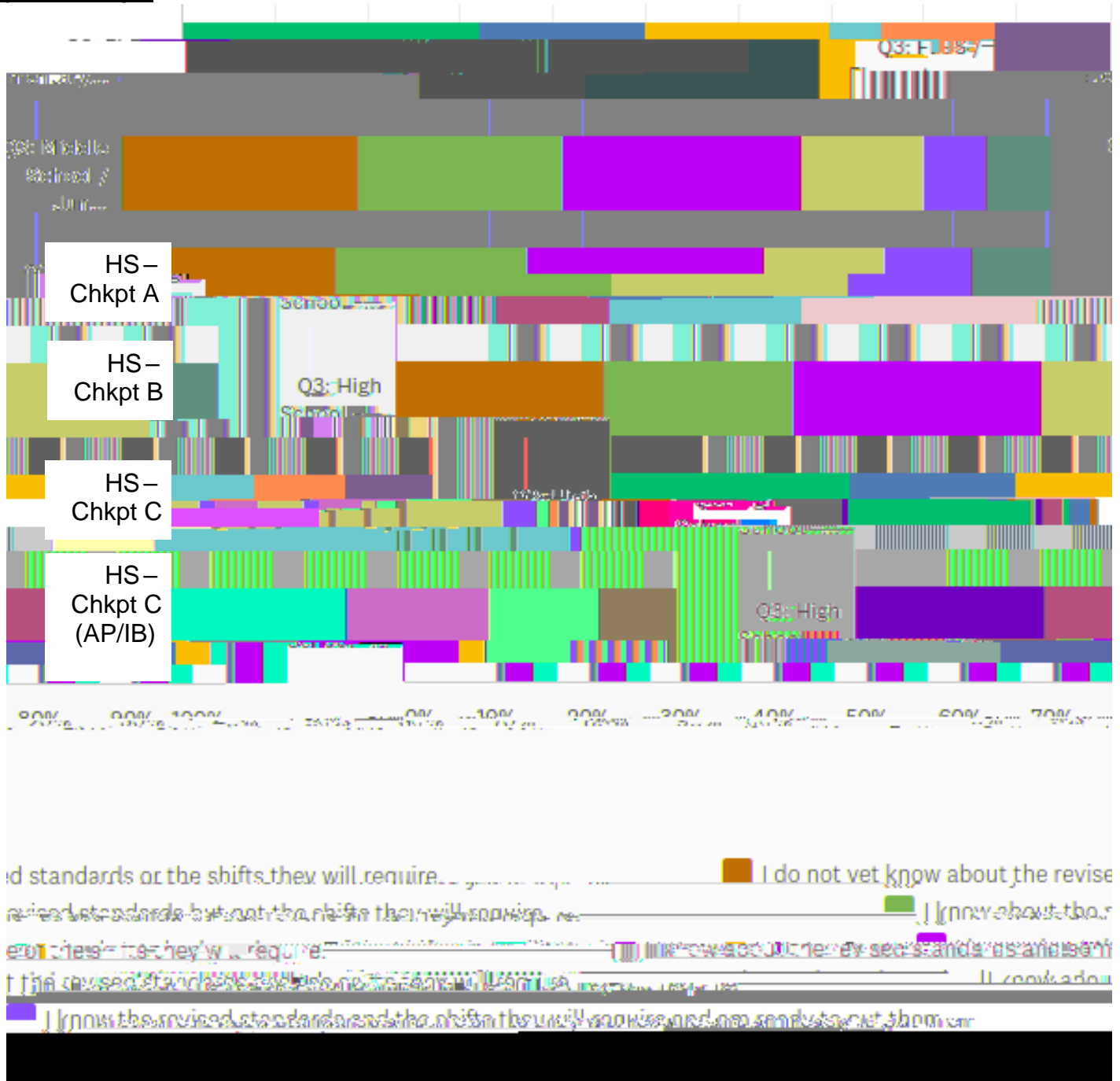
	I DO NOT KNOW ABOUT THE REVISED	I KNOW ABOUT THE REVISED STANDARDS	I KNOW ABOUT THE REVISED STANDARDS	I KNOW ABOUT THE REVISED STANDARDS	I KNOW THE DIFFERENCES STANDARDS AND THE	I KNOW THE DIFFERENCES STANDARDS AND SHIFTS	TOTAL
...REQUIRE							
...PRACTICE							
...INTO							
...AND COULD							

By Language Taught



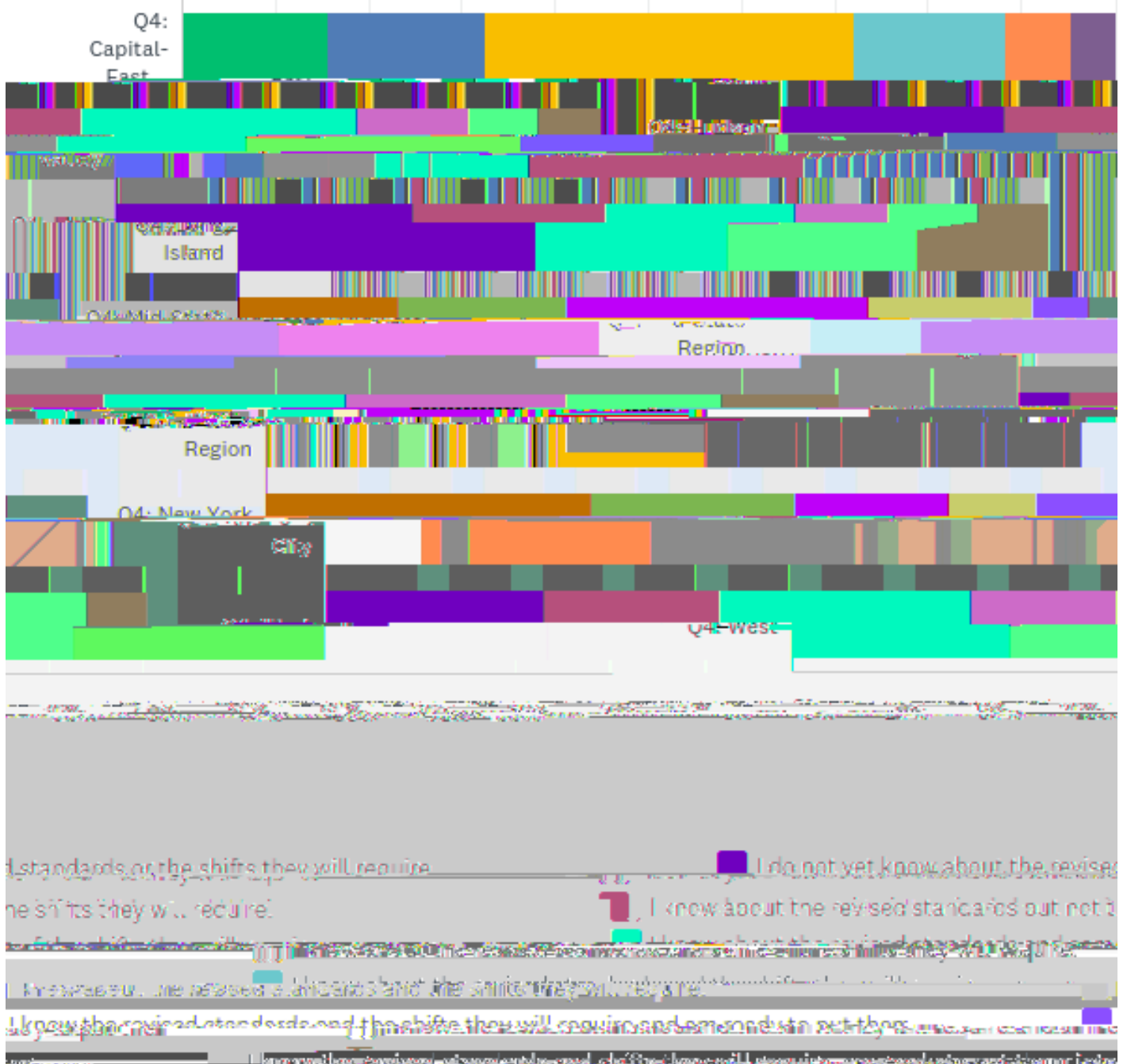


By Level Taught

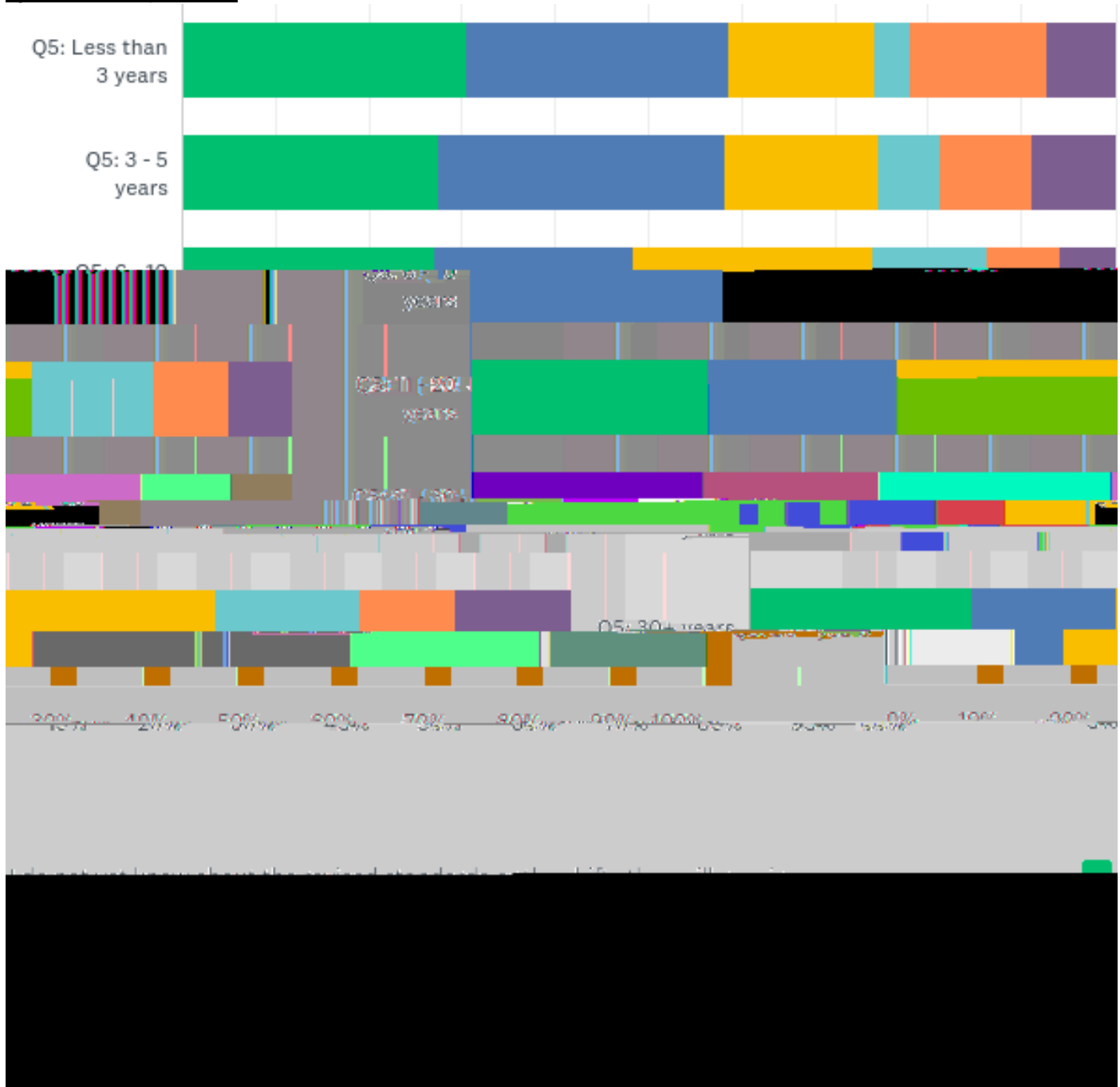


I do not yet know about the revised standards but not the shifts they will require. ■ I know about the revised standards but not the shifts they will require. ■ I know about the revised standards and the shifts they will require. ■ I know the revised standards and the shifts they will require and am ready to act on them. ■

By Region



By Years of Experience



	I DO NOT KNOW ABOUT THE REVISED STANDARDS	I KNOW ABOUT THE REVISED STANDARDS	I KNOW ABOUT THE REVISED STANDARDS AND THE STANDARDS AND THE SHIFTS	TOTAL				
Q5: 3 - 5 years	36.6%	14.63%	7.32%	4.33%	0.5%	30.49%	28.05%	15.85%
Q5: 3 - 5 years	25	28	15	6	9	8	91	27