

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:

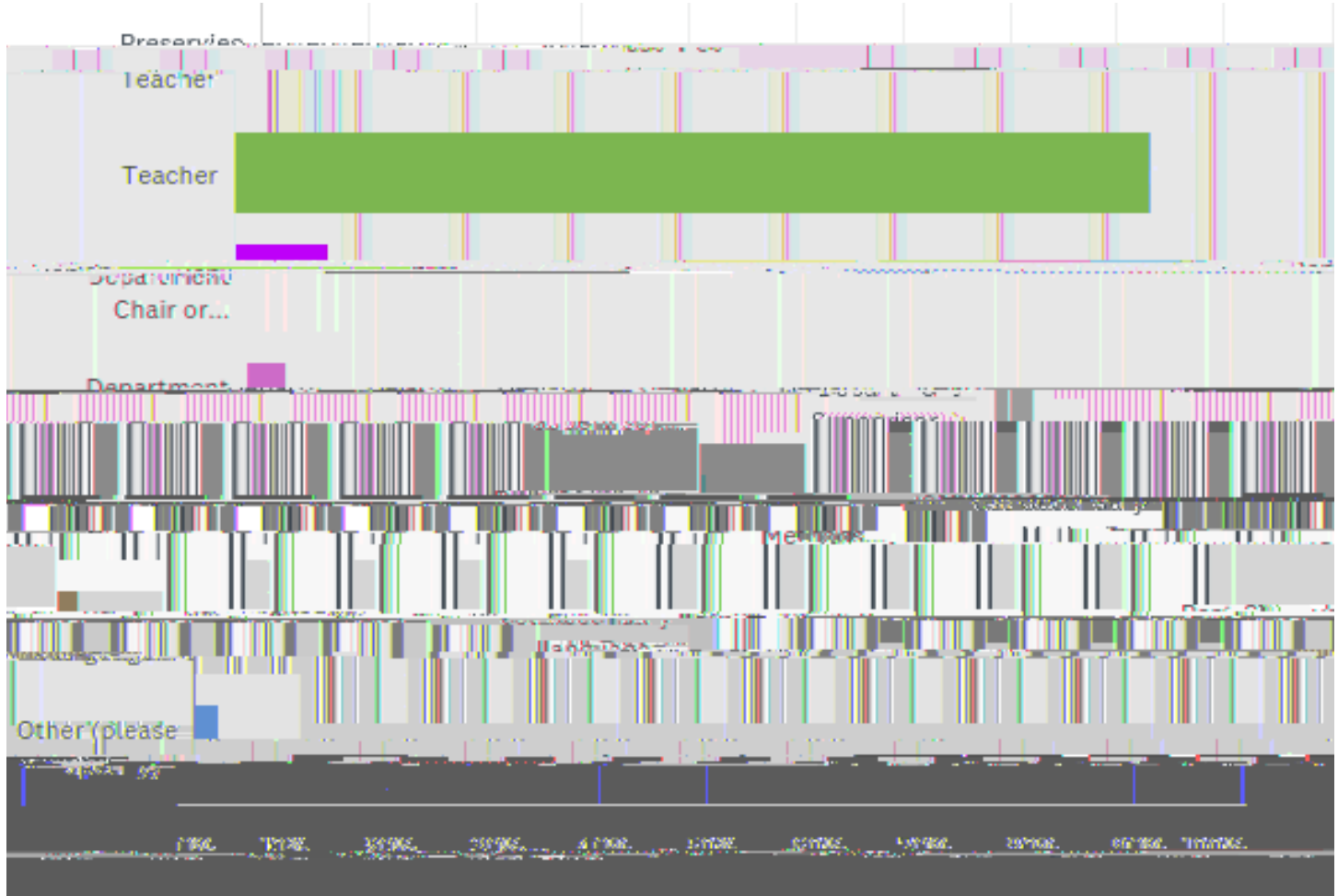
- Joan Anderson, East Williston SD (retired);
- Laura Arpey, NYSED-OBEWL;
- John Carlino, New York State Association of Foreign Language Teachers (NYSFLT), Northeast Conference on the Teaching of Foreign Languages (NECTFL);
- Jill Crooker; Pittsford Central Schools (retired);
- Jenny Delfini, New Paltz 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);
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- Susan Lafond, New York State United Teachers (NYSUT);
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- Elaine Margarita, Ed.D., Queens College, CUNY;
- Michael Mitchell, Bethlehem CSD;
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- 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.)

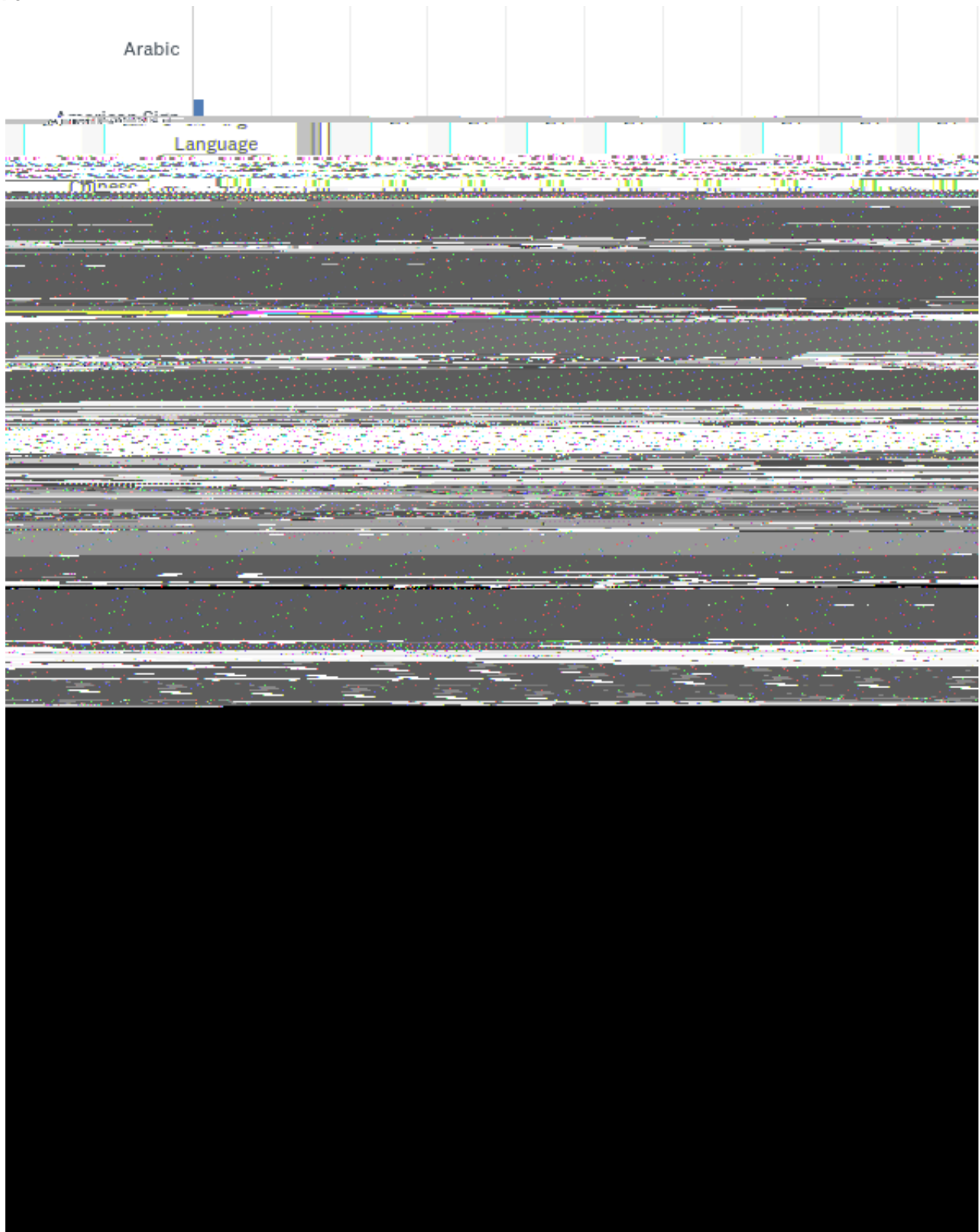
N=2,096



| Role | Percentage | Count |
|---|------------|-------|
| Preservice Teacher | 0.29% | 6 |
| Teacher | 85.88% | 1,800 |
| Department Chair or... (Department Administrator) | 3.72% | 78 |
| Department Supervisor (Assistant) | 0.57% | 12 |
| Post-Secondary Language Instructor | 0% | 0 |
| Other (please specify) | 2.34% | 49 |
| Total Respondents: 2,096 | | |

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

N=2,096



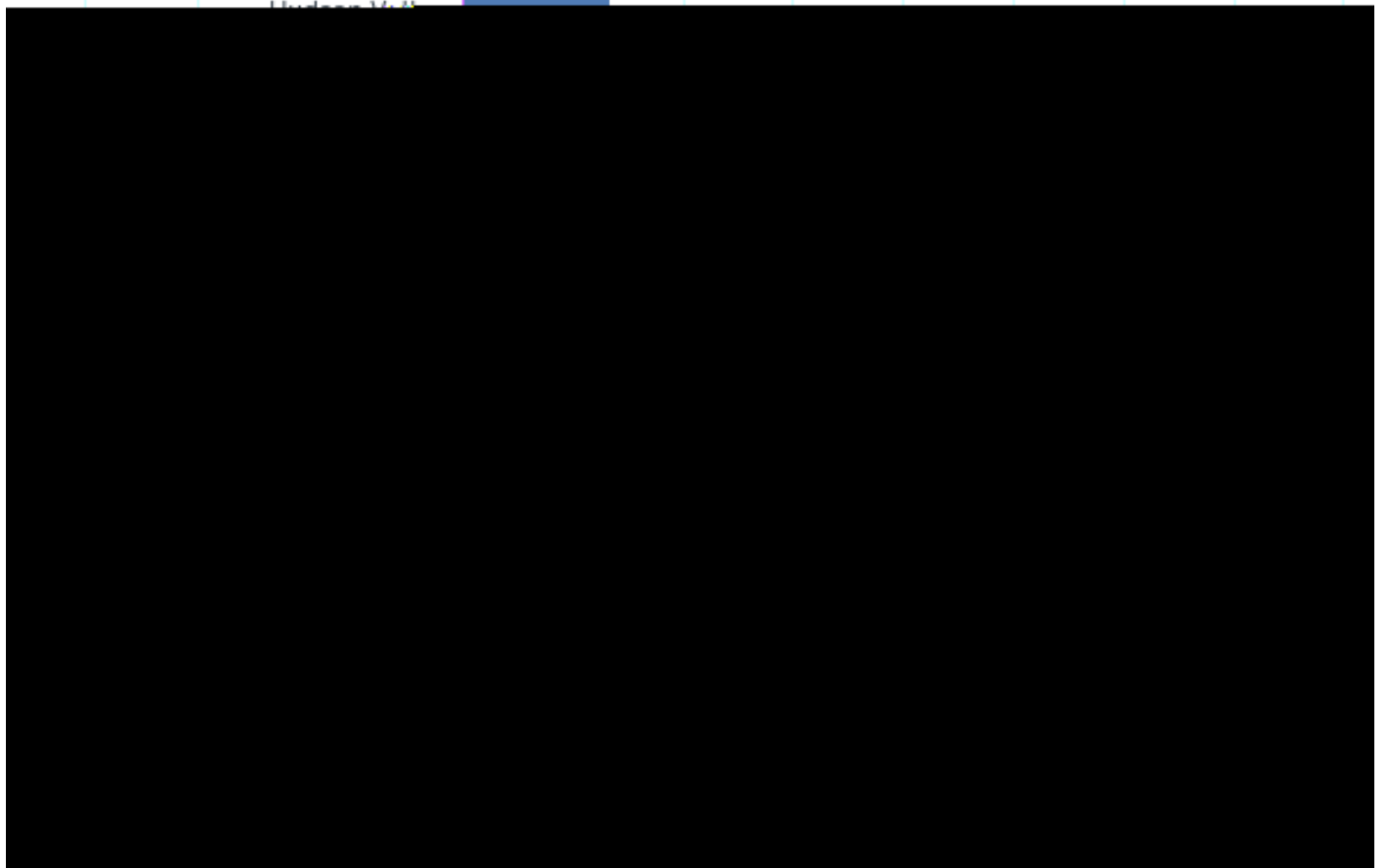
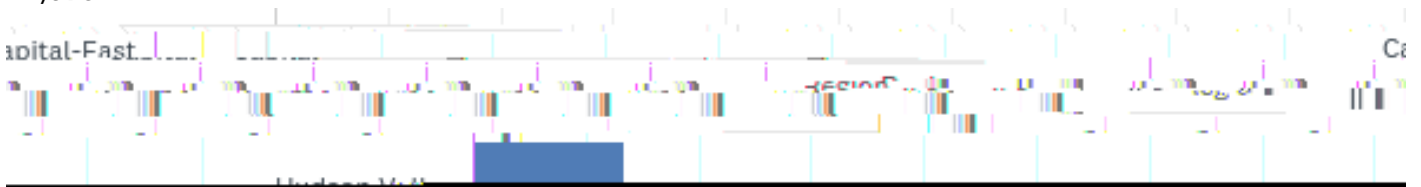
| ANSWER CHOICES | | RESPONSES | |
|----------------|------------------------|-----------|--------|
| 5 | Arabic | | 0.24% |
| 30 | Assamese (Assamese) | | 1.43% |
| | | 3.82% | 80 |
| | Chinese | | |
| | French | 29.57% | 4,852 |
| | German | 1.53% | 332 |
| 2 | Greek | | 0.10% |
| 3 | Hebrew | | 0.00% |
| | Hindi | 6.14% | 1,000 |
| 21.2 | Italian | | 10.11% |
| | Japanese | | 0.00% |
| | Korean | 0.57% | 12 |
| | Russian | | |
| | 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 | 31.10% |
| Northern NY | 5.25% |
| Westchester | 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.

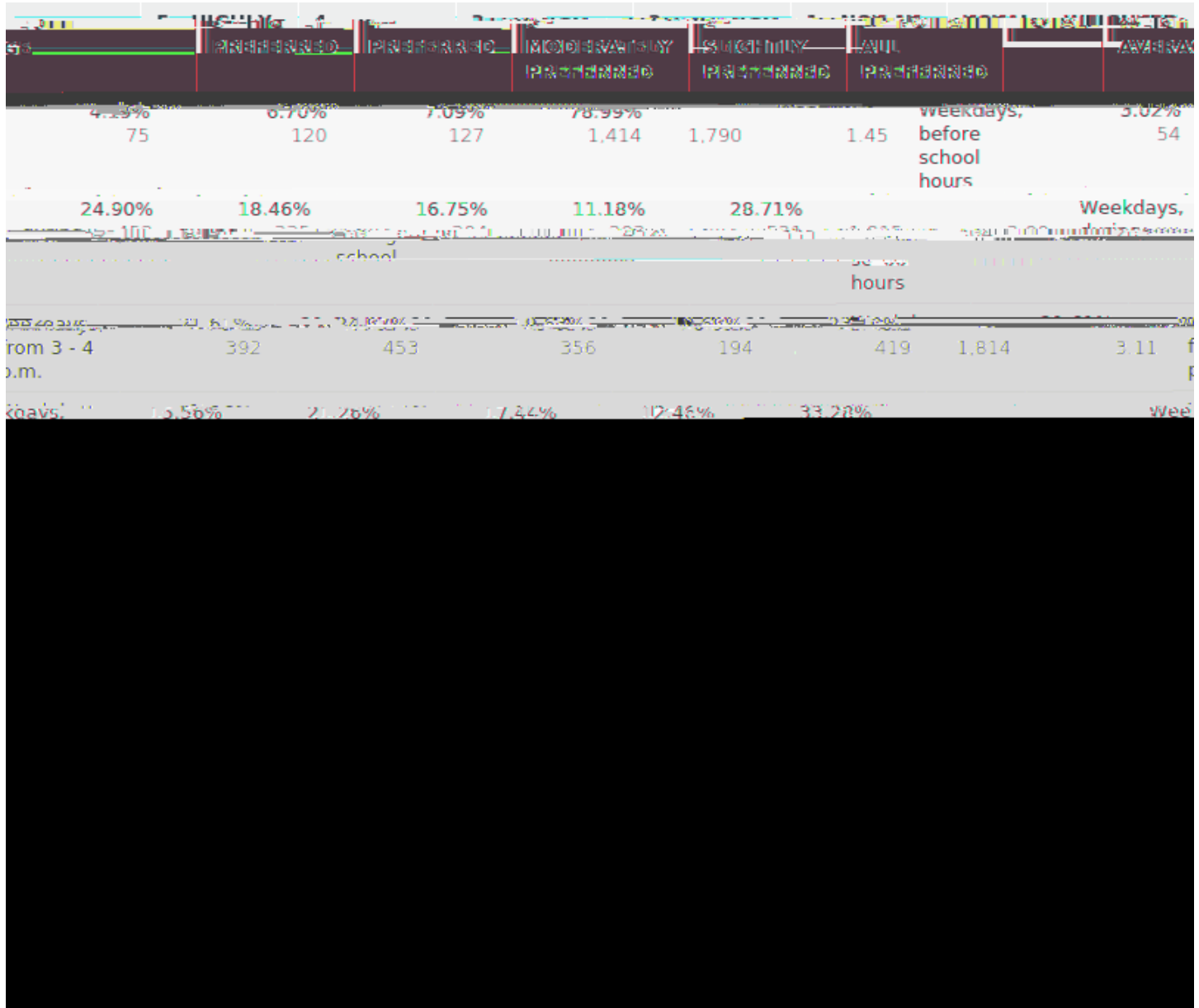
N=1,893

| | 5 - HIGHLY PREFERRED | 4 - PREFERRED | 3 - PREFERRED | 2 - PREFERRED | 1 - NOT AT ALL PREFERRED | TOTAL |
|---|----------------------|---------------|---------------|---------------|--------------------------|-------|
| On-line, synchronous webinars | 24.56% | 25.62% | 26.83% | 17.85% | 8.14% | 1,209 |
| On-line, asynchronous webinars | 23.41% | 27.53% | 25.82% | 17.71% | 5.93% | 1,096 |
| On-line, synchronous study groups | 35.8% | 1,854 | 258 | 382 | 558 | 288 |
| On-line, asynchronous study groups | 24.3% | 255 | 1,851 | 339 | 481 | 532 |
| On-line, synchronous professional learning communities | 7.8% | 20.87% | 7.47% | 8.28% | 35.54% | 295 |
| On-line, asynchronous professional learning communities | 23.41% | 477 | 605 | 482 | 219 | 1,807 |
| On-line, synchronous modules | 14.98% | 397 | 582 | 1,166 | 873 | 598 |
| On-line, asynchronous modules | 15.98% | 395 | 81 | 84 | 1,856 | 594 |
| On-line, synchronous personal webinars with viewing guides | 1.4% | 35 | 294 | 259 | 180 | 199 |
| On-line, asynchronous personal webinars with viewing guides | 1.4% | 35 | 294 | 259 | 180 | 199 |
| On-line, synchronous region | 1.4% | 35 | 294 | 259 | 180 | 199 |
| On-line, asynchronous region | 1.4% | 35 | 294 | 259 | 180 | 199 |

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

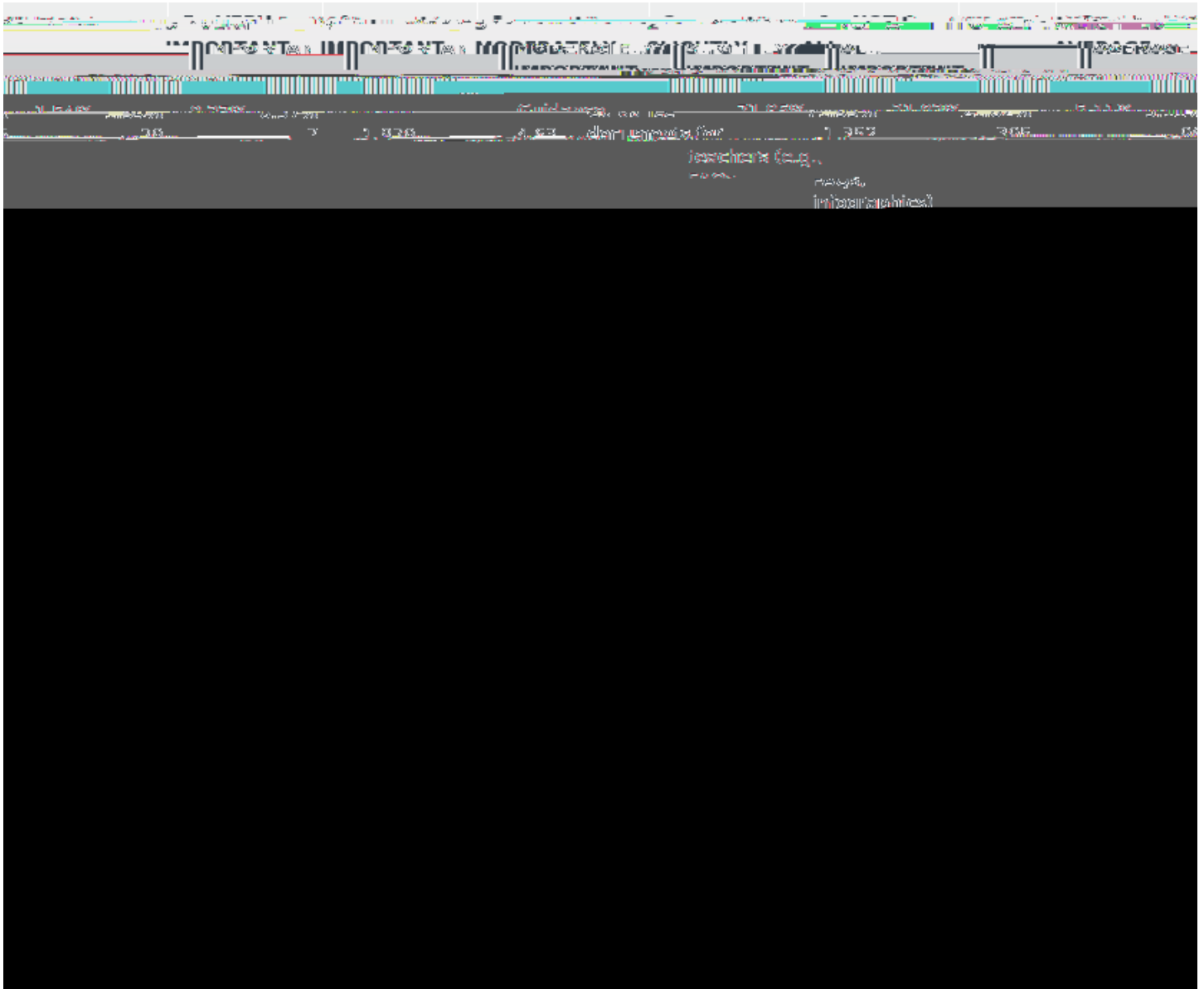
Note: "Synchronous" events are live, and attendees participate in real time.

N=1,893



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

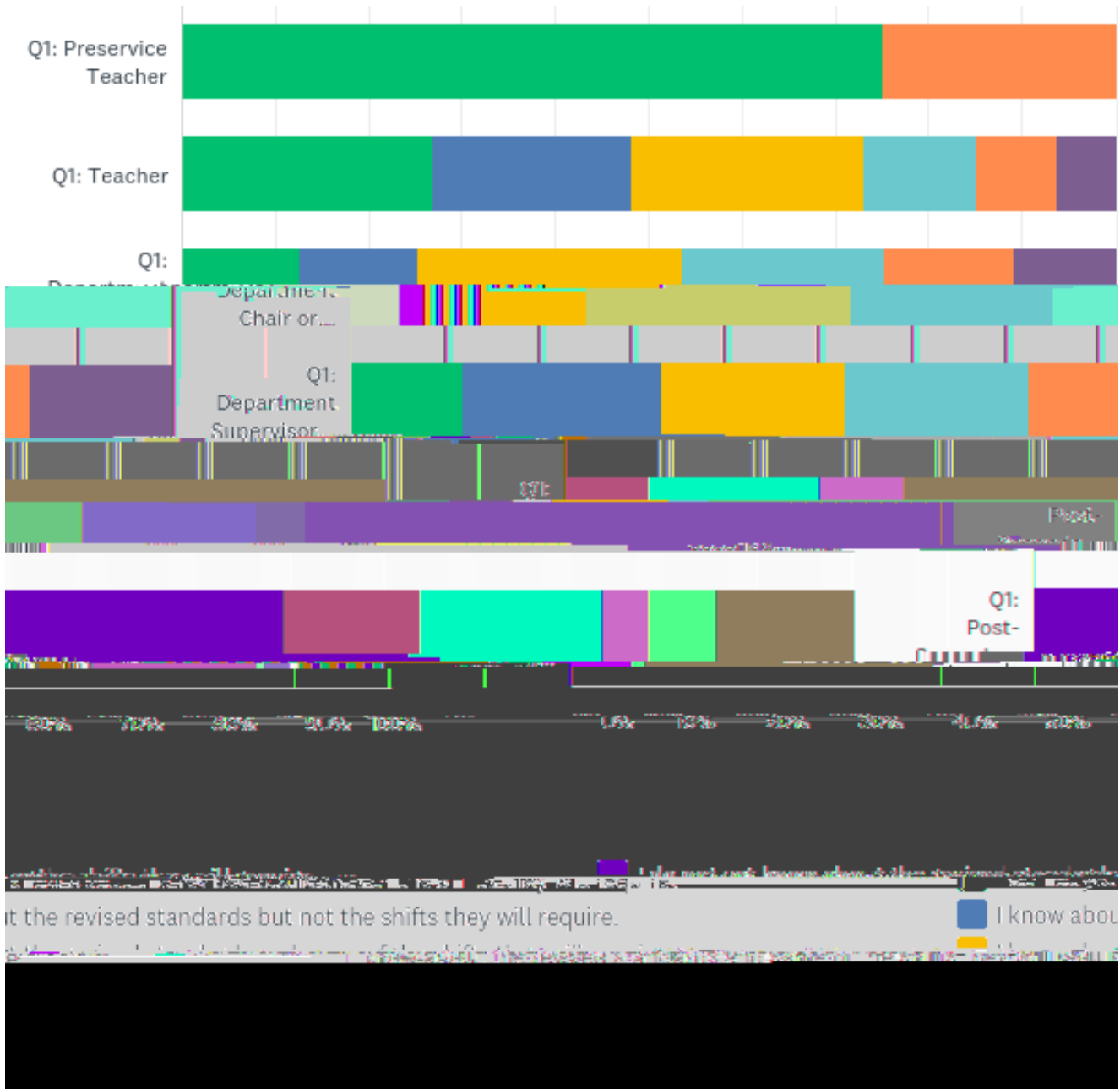
N=1,893



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



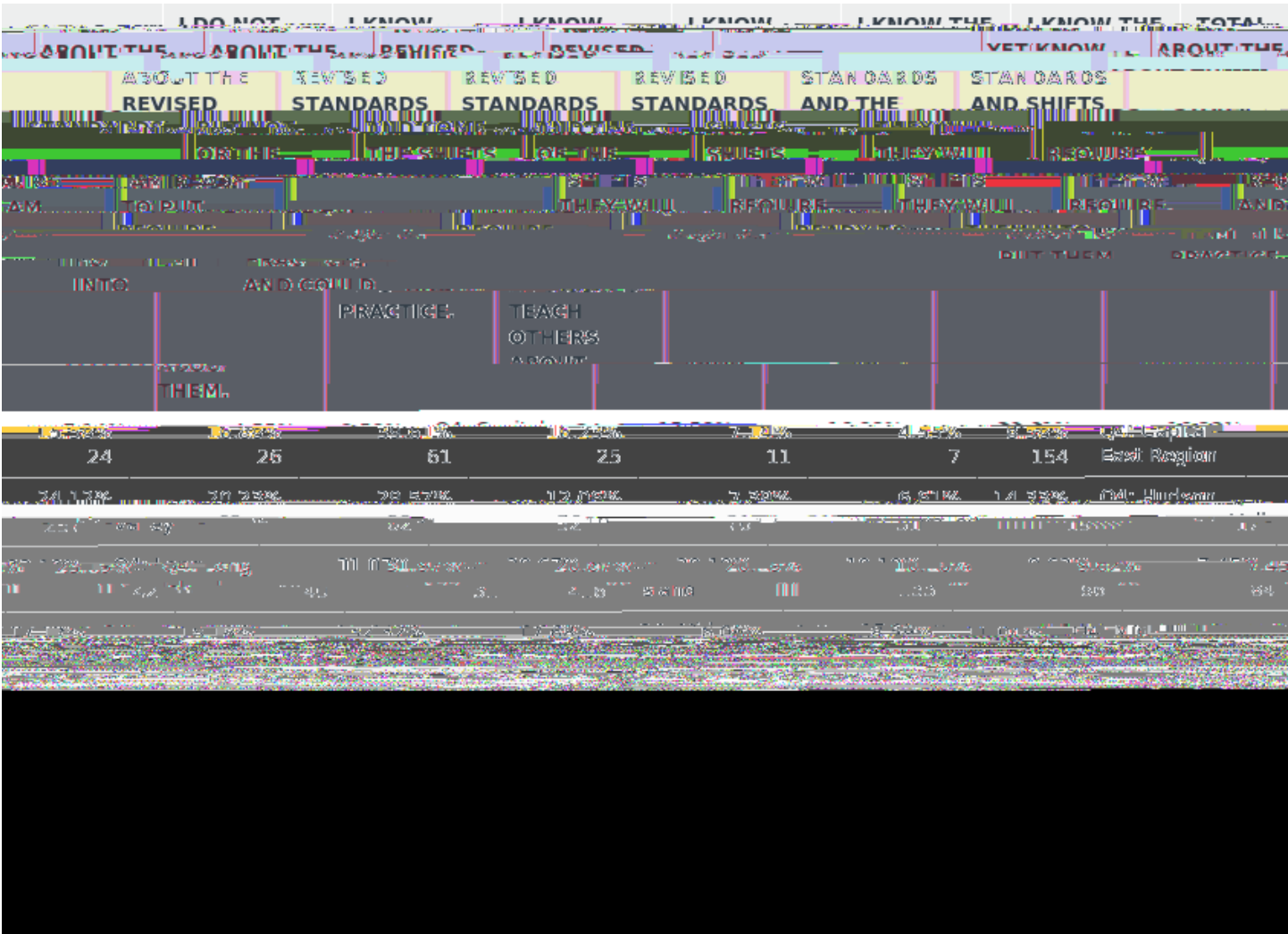
By Language Taught





By Level Taught





By Years of Experience

