THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Kimberly Young Wilkins

SUBJECT: Approval of the Revised New York State Learning Standards in Languages Other Than English (LOTE)

DATE: March 4, 2021

AUTHORIZATION(S):

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed revised New York State Learning Standards in Languages Other Than English (LOTE)?

Reason(s) for Consideration

Review of Policy.

Proposed Handling

The revised New York State Learning Standards in Languages Other Than English (LOTE) are presented to the P-12 Education Committee for recommendation to the Full Board for approval at its March 2021 meeting. A copy of the revised Learning Standards is attached.

Procedural History

The draft revisions to the New York State Learning Standards in Languages Other Than English (LOTE) were presented to the P-12 Education Committee for review at the December 2020 meeting of the Board of Regents.

Background Information

Overview of the Revised LOTE Standards

The NYS LOTE Learning Standards are divided into two language groups: Modern Languages and Classical Languages. Modern languages include any language that has living, native speakers. Modern languages are contrasted with Classical languages, which

include Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

The learning standards for both Modern and Classical Languages are organized into two anchor standards: Communication and Cultures. The Communication anchor standards for all languages is broken down into three Standards—one for each mode of communication: *Interpretive*, *Interpersonal*, and *Presentational*. The Cultures anchor standards is broken down into two Standards: *Relating Cultural Practices and Products to Perspectives* and *Cultural Comparisons*. The resulting revised NYS LOTE Standards are well-aligned to the national [World-Readiness Standards for Learning Languages](https://www.actfl.org/resources/world-readiness-standards-learning-languages), (https://www.actfl.org/resources/world-readiness-standards-learning-languages) developed by the American Council on the Teaching of Foreign Languages (ACTFL), and represent what students should know and be able to do in the languages and cultures which they study.

Unlike the standards of other disciplines, the LOTE Standards are not grade-banded, but instead are grouped into three Checkpoints (A, B, C) of generally two years of study each. Included in these standards are proficiency targets for each of these three Checkpoints. Students are expected to master the standards as measured by the proficiency targets for each Checkpoint by the end of the final year of the Checkpoint (i.e., generally end of 8th grade for Checkpoint A, generally end of 10th grade for Checkpoint B, and end of 12th grade for Checkpoint C).

Stakeholder Input and Feedback

The proposed revisions to the NYS LOTE Standards were developed in partnership with numerous stakeholders, including the World Language Content Advisory Panel (Appendix A) and ten Standards Review Committees, including seven regional committees and three Language-Specific Committees (American Sign Language, Classical Languages, and Indigenous Languages), which were comprised of over 200 members. Care was taken to ensure participation by representatives of all regions of New York State, as well as key stakeholder groups, including teachers; administrators; experts in the field; parents; students; higher education faculty; BOCES and Regional Bilingual Education Resource Network (RBERN) staff; Big 5 school districts; the New York City Department of Education; and members of various professional organizations, including the New York State United Teachers (NYSUT), the New York State Association of Foreign Language Teachers (NYSAFLT), the New York State Association of World Language Administrators (NYSAWLA), the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), the New York State Association for Bilingual Education (NYSABE), and other regional organizations.

The revised standards were published to solicit broad stakeholder feedback from December 16, 2019 to February 1, 2020. NYSED received 1,120 individual survey responses with many leaving specific comments for various questions. The majority of responses were provided by K-12 educators and administrators; feedback was also received from higher education faculty, parents, students, school counselors, school

board members, college students, and business and community members. Ninety-four percent of respondents indicated that they either moderately or strongly supported the revised standards overall; however, several themes emerged as priorities in the implementation of the standards, including professional learning opportunities to support stakeholders in the transition to the revised standards.

Next Steps

Department staff will continue to develop resources and guidance to aid the field in implementing the standards in accordance with the implementation timeline. The Department is also proposing regulatory amendments to rename the Languages Other Than English (LOTE) Standards to the "Standards for World Languages" at the March 2021 meeting. Following the 60-day public comment period, Department staff will make a recommendation to the Board of Regents in the summer of 2021 to adopt the proposed regulatory change.

Related Regents Items

December 2020: [Revision of New York State Learning Standards in Languages Other Than English (LOTE)](http://www.regents.nysed.gov/common/regents/files/1220p12d2.pdf)
(http://www.regents.nysed.gov/common/regents/files/1220p12d2.pdf)

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That the Board of Regents approve the revised New York State Learning Standards for Languages Other Than English (LOTE).

Timetable for Implementation

Dates	Phase	Activities
Adoption – Aug. 2023	Phase I - Raising Awareness & Building Capacity	Roll-out and building awareness of the revised standards and timeline for implementation; professional learning opportunities to prepare schools to transition to the revised standards
Sept. 2023 – Aug. 2028	Phase II – Gradual Implementation & Building Capacity	Focus on curriculum development, resource acquisition, professional development
Sept. 2028 and on	Phase III – Full Implementation & Sustainability	All P-12 LOTE courses will be aligned with NYS Learning Standards for World Languages (as renamed from LOTE); all Seals of Biliteracy will be aligned with the revised standards

New York State

Learning Standards for World Languages

GRADES P-12

March 2021

New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

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Background

In 1986, the New York State Education Department adopted the **Modern Languages for Communication** framework. This framework served as the basis for the **Learning Standards for Languages Other Than English (LOTE)**, introduced as part of the NYS Compact for Learning initiative in 1996. In 2017, the Office of Bilingual Education and World Languages (OBEWL) created the World Language Leadership Team, comprised of educators throughout the state, to provide professional learning, to create instructional and pedagogical resources, and to inform the standards review process. A list of members of this team, now called the World Language Content Advisory Panel (WLCAP), is provided in Appendix A.

The 1996 **Learning Standards for LOTE** were organized around two top-level standards: Communication (students will be able to use a language other than English for communication) and Culture (students will develop cross-cultural skills and understandings). The standards define three achievement benchmarks (Checkpoints A, B, and C) and 15 spiraled curricular topics. The goal in revising these standards is to update them, informed by the national **World-Readiness Standards for Learning Languages** developed by ACTFL (formerly the American Council on the Teaching of Foreign Languages), in order to advance world language education in New York State and to better prepare students to be college, career, civic, and world ready.

The proposed NYS Learning Standards for World Languages are divided into two language groups: Modern Languages and Classical Languages. Modern languages include any language that has living, native speakers. Modern languages are contrasted with Classical languages, which include Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

These updated learning standards for both Modern and Classical Languages are organized into two anchor standards: Communication and Cultures. The Communication Anchor Standard for all languages is broken down into three Standards—one for each mode of communication: *Interpretive Communication* standard, *Interpersonal Communication* standard, and *Presentational Communication* standard. The Cultures Anchor Standard is broken down into two Standards: *Relating Cultural Practices and Products to Perspectives* standard and *Cultural Comparisons* standard. The resulting revised NYS Learning Standards for World Languages are well-aligned to the national World-Readiness Standards for Learning Languages, developed by the ACTFL, and represent what students should know and be able to do in the languages and cultures which they study.

Unlike the standards of other disciplines, the NYS Learning Standards for World Languages are not grade-banded, but instead are grouped into three proficiency ranges that correspond to the World Language Checkpoints (A, B, C) that reflect levels of achievement students must reach, generally over the course of two years of study each. Students meet the standards by demonstrating proficiency at the levels consistent with the lower end of the range for each Checkpoint. This demonstration of proficiency generally occurs by the end of 8th grade for Checkpoint A, by the end of 10th grade for Checkpoint B, and by the end of 12th grade for Checkpoint C.

NYS Learning Standards for World Languages

Modern Languages
Modern languages include any language that has living, native speakers. Modern languages are contrasted with Classical languages, which include Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

Standard	Modern Languages
Anchor Standard: Communication	Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
Standard 1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
Standard 2: Interpersonal Communication	Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.
Standard 3: Presentational Communication	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.
Anchor Standard: Cultures	Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
Standard 4: Relating Cultural Practices and Products to Perspectives	Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
Standard 5: Cultural Comparisons	Learners use the target language to compare the products and practices of the cultures studied and their own.

*Denotes a term specific to American Sign Language

Classical Languages
Classical languages include Latin, ancient Greek, ancient Hebrew, and others from earlier time periods in human history.

| Standards	Classical Languages
Anchor Standard: Communication	Learners communicate effectively in classical languages by using a variety of texts and resources for multiple purposes, while making interdisciplinary language connections.
Standard 1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
Standard 2: Presentational Communication	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain, and persuade.
Standard 3: Interpersonal Communication	Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.
Anchor Standard: Cultures	Learners use knowledge of classical languages to identify, describe, compare, and explain the practices, products and perspectives of ancient and other cultures.
Standard 4: Relating Cultural Practices and Products to Perspectives	Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
Standard 5: Cultural Comparisons	Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own.

Themes and Topics

The NYS Learning Standards for World Languages presents four overarching themes and 17 associated topics for use by teachers and curriculum designers in instructional planning. The themes serve as unifying ideas, while topics identify specific foci for teaching and learning within the themes. Themes are addressed at all Checkpoints (A, B, C), while the topics are aligned to specific Checkpoints. Together, themes and topics serve as the meaningful contexts of communication and promote the development of proficiency as learning spirals through the **ACTFL Proficiency Pyramid**.

Topics appropriate for Novice learners at Checkpoint A specifically relate to communicating about their everyday experiences. As learners advance through Checkpoints B and C, they communicate about topics beyond their own immediate experiences. The table on the next page serves as an instrument to ensure that the themes and topics are addressed for each Checkpoint.
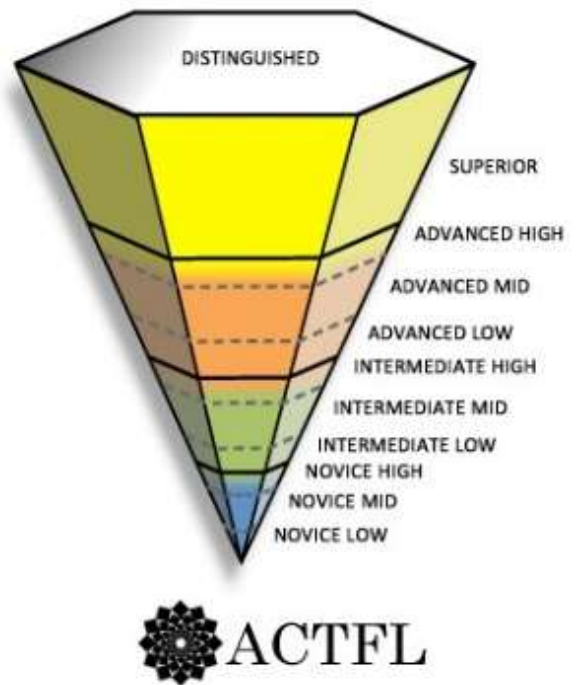
Teachers should think broadly as they create engaging thematic units that show relationships among topics in meaningful ways. High frequency topics are addressed in multiple contexts to promote retention. Teachers and curriculum designers have the flexibility to integrate topics from several theme groups to develop a larger overarching theme.

The NYS Learning Standards for World Languages facilitate the exploration of the Connections goal area of the **World-Readiness Standards for Learning Languages** (2015). The wide breadth and range of the themes and topics enable teachers of different types of programs to include interdisciplinary content viewed through many lenses. This encourages the design of learning experiences which allow learners to "build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively" (3.1); and to "access and evaluate information and diverse perspectives that are available through the language and its cultures." (3.2)

Teachers familiar with NYSED's Modern Languages for Communication (1986) and the New York State Learning Standards for Languages Other Than English (1996) will note that those topics are still represented in the revised standards. New topics are included, and former subtopics are expanded. It is important that those designing benchmark assessments for each Checkpoint keep these topics in mind, as they provide teachers and learners with a guideline to prepare students for proficiency-based assessments.

Themes and Topics for Modern Languages by Checkpoint

Theme/Topic	Checkpoint		
	A	B	C
A. Identity and Social Relationships			
Identity	X	X	X
Family and Social Relationships	X	X	X
Celebrations, Customs, and Traditions	X	X	X
B. Contemporary Life			
Food and Meal Taking	X	X	X
House and Home	X	X	X
School Life and Education	X	X	X
Travel	X	X	X
Leisure	X	X	X
Communities and Neighborhood	X	X	X
Shopping	X	X	X
Earning a Living		X	X
C. Science, Technology, and the Arts			
Health and Wellness	X	X	X
Physical Environment, Climate, Weather, and Geography	X	X	X
Technology, Media, and Social Media	X	X	X
The Arts		X	X
D. Global Awareness and Community Engagement			
Environmental Issues and Sustainability		X	X
Social Justice and Human Rights			X

Themes and Topics for Classical Languages by Checkpoint

Theme	A	B	C
A. Identity and Family Life	X	X	X
B. Physical Environment, Geography, and Travel	X	X	X
C. Daily Life and Societal Institutions	X	X	X
D. History, Government, and Economics	X	X	X
E. Religion, Myths, and Legends	X	X	X
F. Literature, Architecture, and Art	X	X	X

Theme/Checkpoint	A	B	C
Identity and Family Life	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, house, apartment, country home, rooms, furnishings, garden	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, **birth, coming of age, marriage, death and funerals,** house, apartment, country home, rooms, furnishings, garden	Names, gender, age, nationality, occupations, physical characteristics, parts of the body, personality traits, health, clothing Family members, childhood, family life, birth, coming of age, marriage, death and funerals, house, apartment, country home, rooms, furnishings, garden
Physical Environment, Geography, and Travel	City and town, weather, animals, calendar Relevant geography (e.g., Italy, Greece, and the Mediterranean) Roads	City and town, weather, animals, calendar, **natural disasters, time** Relevant geography (e.g., **provinces**) Roads, **modes of travel, mail and letter writing**	City and town, weather, animals, calendar, natural disasters, time Relevant geography (e.g., **Asia Minor**) Roads, modes of travel, mail and letter writing

Theme/Checkpoint	A	B	C
Daily Life and Societal Institutions	Pastimes, athletics, circus, arena Everyday family fare Number system, school life Social class structure	Pastimes, athletics, circus, arena, **baths** Everyday family fare, **banquets** Number system, school life, **preparation and training for occupations, structure and curriculum** Social class structure	Pastimes, athletics, circus, arena, baths, **theatre** Everyday family fare, banquets Number system, school life, preparation and training for occupations, structure and curriculum Social class structure
History, Government, and Economics	Historical periods and forms of government	Historical periods, **biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, economic class structure, shops, commerce and trade, coinage**	Historical periods, biographies of important historical figures, structure and government organization, political issues, the military, conflict and conquest, **law,** economic class structure, shops, commerce and trade, coinage
Religion, Myths, and Legends	Deities: functions and attributes Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values	Deities: functions and attributes, **traditions and customs, festivals and holidays** Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values	Deities: functions and attributes, traditions and customs, festivals and holidays, **augury, sacrifice** Gods, goddesses, heroes, traditional stories and folklore, ethics, mores and values
Literature, Architecture, and Art	Buildings, structures, and works of art (e.g., mosaics, frescos)	Buildings, structures, and works of art (e.g., mosaics, frescos), **sites and city planning, painting, sculpture, literature, oratory and rhetoric**	Buildings, structures, and works of art (e.g., mosaics, frescos), sites and city planning, painting, sculpture, literature, oratory and rhetoric, **philosophy**

Proficiency Ranges

The US Department of State Foreign Service Institute (FSI) delineates four categories of languages based on the time needed for English-speakers to develop Interagency Language Roundtable (ILR) Level 2 proficiency (which is aligned with ACTFL Advanced Low). Category 1 and 2 languages include those that use a Roman-based alphabet, such as Spanish, French, German, Italian, Portuguese, and more. Category 3 and 4 languages include Indigenous Languages (e.g., Cayuga, Oneida, Onondaga, Mohawk, Seneca, Tuscarora), those languages that are character-based (e.g., Chinese, Japanese, Korean), and those that use non-Roman alphabets (e.g., Arabic, Cyrillic, Greek, Hebrew). Category 3 and 4 languages have significant linguistic and/or cultural differences from English and, therefore, are considered more difficult for English speakers to learn than Category 1 and 2 languages, which are more similar to English. As part of the revisions to the standards, care was taken to develop separate and reasonable proficiency ranges for Category 1-2 languages and Category 3-4 languages. In addition, a separate set of proficiency ranges broken out by modality was developed for Classical languages due to their strong focus on the Interpretive Reading mode.

Proficiency Ranges for Category 1 and 2 Modern Languages*

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

Proficiency Ranges for Category 3 and 4 Modern Languages*

Checkpoint	Proficiency Ranges for Category 3-4 Modern Languages
A	Novice Mid—Novice High
B	Novice High—Intermediate Low
C	Intermediate Low—Intermediate Mid

* Students meet the standards by demonstrating proficiency at the levels consistent with the lower end of the range for each Checkpoint

Proficiency Ranges for Classical Languages*

Proficiency Ranges for Classical Languages by Modality

Checkpoint	Interpretive Reading	Interpretive Listening	Presentational Speaking	Presentational Writing	Interpersonal Speaking
A	Novice High—Intermediate Low	Novice Mid	Novice Mid	Novice Mid	Novice Mid
B	Intermediate Low—Intermediate Mid	Novice High	Novice High	Novice High	Novice Mid
C	Intermediate Mid—Intermediate High	Intermediate Low	Novice High	Intermediate Low	Novice High

* Students meet the standards by demonstrating proficiency at the levels consistent with the lower end of the range for each Checkpoint

Process for Developing the Standards

In 2013, NYSED partnered with CUNY Queens College to improve professional development and resources available to world language teachers, which resulted in the NYSED World Language Standards and Professional Learning Initiative. The primary purpose of this initiative was to review and investigate potential updates to the Standards. This work began with a research study on how the New York State Learning Standards for LOTE were being used by teachers and those teachers' suggestions about how those standards could better support their students' learning. An analysis of the findings of this survey demonstrated that the majority of those surveyed no longer saw a direct connection between the *Modern Languages for Communication* (on which the standards were based) and their curricula.

Instead, they recommended that the Standards be aligned with high leverage practices, including national initiatives on proficiency-based curriculum, performance assessments and the [NCSSFL-ACTFL Can-Do Statements](#) (benchmark performance indicators developed by the National Council of State Supervisors for Languages (NCSSFL) and ACTFL. The World Language Leadership Team, consisting of 20 leaders and experts in the fields of language acquisition and world language teacher preparation, was established in 2018 to assist the Department in the standards revision process. This team's work has resulted in a set of recommendations for revision to the New York State Learning Standards for LOTE, including renaming them as the New York State Learning Standards for World Languages, and a plan for implementation of said Standards.

The New York State Learning Standards for World Languages were developed in partnership with numerous stakeholders, including the World Language Content Advisory Panel (Appendix A) and ten Standards Review Committees, including seven regional committees and three Language-Specific Committees (American Sign Language, Classical Languages, and Indigenous Languages), which were comprised of over 200 members. Care was taken to ensure participation by representatives of all regions of New York State, as well as key stakeholder groups, including teachers; administrators; experts in the field; parents; students; higher education faculty; BOCES and RBERN staff; Big 5 school districts; the New York City Department of Education; and members of various professional organizations, including the New York State United Teachers (NYSUT), New York State Association of Foreign Language Teachers (NYSAFLT), New York State Association of World Language Administrators (NYSAWLA), New York State Teachers of English to Speakers of Other Languages (NYS TESOL), New York State Association for Bilingual Education (NYSABE), and other regional organizations.

The revised standards were published to solicit broad stakeholder feedback from December 16, 2019 to February 1, 2020. NYSED received 1,120 individual survey responses with many respondents leaving specific comments for various questions. The majority of responses were provided by K-12 educators and administrators; feedback was also received from higher education faculty, parents, students, school counselors, school board members, college students, and business and community members. Ninety-four percent of respondents indicated that they either moderately or strongly supported the revised standards overall; however, several themes emerged as priorities in the implementation of the standards, including professional learning opportunities to support stakeholders in the transition to the revised standards. This feedback was incorporated into the revised standards.

Implementation Timeline
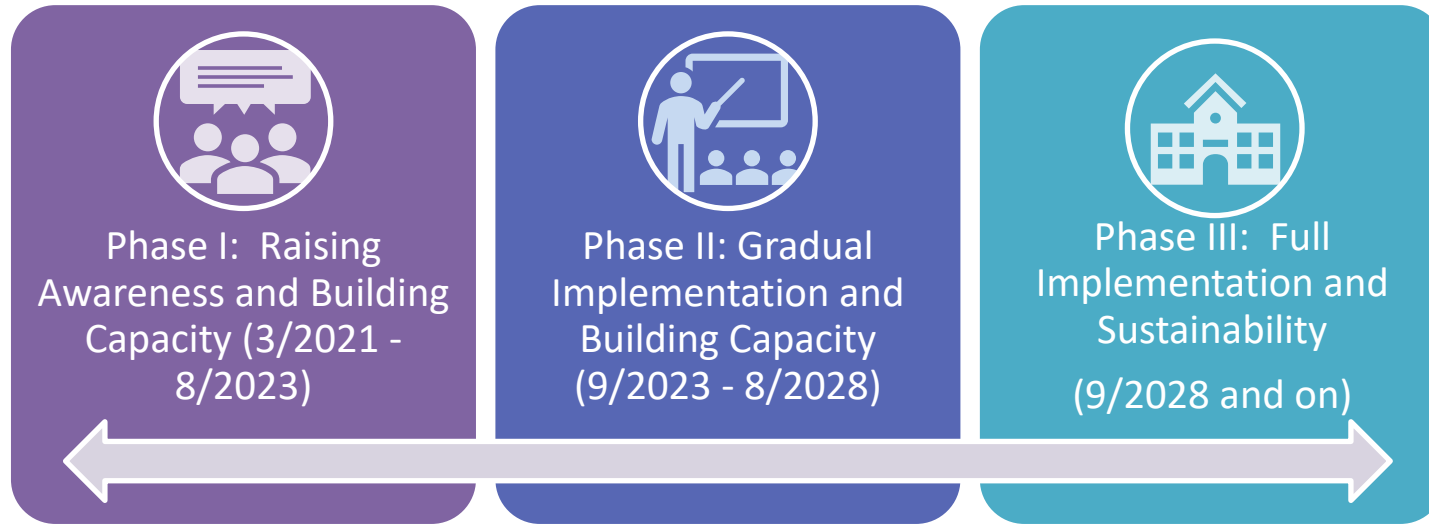
Dates	Phase	Activities
Adoption – Aug. 2023	**Phase I - Raising Awareness and Building Capacity**	**Roll-out and building awareness of the revised standards and timeline for implementation; professional learning opportunities to prepare schools to transition to the revised standards**
Sept. 2023 – Aug. 2028	**Phase II – Gradual Implementation and Building Capacity**	**Focus on curriculum development, resource acquisition, professional development**
Sept. 2028 and on	**Phase III – Full Implementation and Sustainability**	**All P-12 World Language courses will be aligned with NYS Learning Standards for World Languages; New York State Seal of Biliteracy programs will be aligned with the revised standards**

Appendix A: World Language Content Advisory Panel (WLCAP)

Name	Affiliation/Organization	Region
Elisa Alvarez *Associate Commissioner*	**New York State Education Department (NYSED) – Office of Bilingual Education and World Languages (OBEWL)**	**Statewide**
Joan Anderson *Chairperson, World Languages Department*	**East Williston UFSD (retired)**	**Long Island**
Laura Arpey *Associate in Education Improvement Services*	**NYSED - OBEWL**	**Statewide**
Laura Baecher *Associate Professor of TESOL;* *2020 President*	**Hunter College;** **NYS TESOL (New York State Teachers of English to Speakers of Other Languages)**	**New York City**
Candace Black *World Language Associate*	**NYSED - OBEWL**	**Statewide**
John Carlino *Executive Director*	**NYSAFLT (New York State Association of Foreign Language Teachers);** **NECTFL (North East Conference on the Teaching of Foreign Languages);** **Kenmore-Tonawanda UFSD (retired)**	**Statewide**
Jill Crooker *Consultant*	**College Board (Advanced Placement);** **Pittsford Central Schools (retired)**	**Mid-West**
Jenny Delfini *1st Vice President* *Past President* *Teacher of French and Spanish*	**NYSAFLT; ALOUD (Association of Language Teachers of Orange, Ulster, Dutchess, and Surrounding Counties);** **New Paltz CSD**	**Hudson Valley**

Name	Affiliation/Organization	Region
Dr. Jennifer Eddy *Assoc. Professor of World Language Education; Principal Investigator: NYSED World Language Initiative (2018-2020)*	**Queens College, CUNY**	**New York City**
Maria Fenton *Resource Specialist, National Board Network Regional Coordinator*	**Mid-State Regional Bilingual Education Resource Network (RBERN) at Onondaga Cortland Madison BOCES; NYSABE; NYS TESOL**	**Mid-State**
Francesco Fratto *Director of World Languages, Language Immersion & ENL; President*	**Herricks CSD; NYSAWLA (New York State Association of World Language Administrators)**	**Long Island**
Ross Garmil *Supervisor of Education Programs*	**NYSED – OBEWL**	**Statewide**
Kathleen Gremmler *Associate in Instructional Services*	**NYSED – Office of State Assessment**	**Statewide**
Willard Heller *Adjunct Lecturer of Spanish and Student Teacher Supervisor*	**SUNY Geneseo NECTFL Board Member**	**Western**
Clarissa Jacobs-Roraback *Coordinator*	**NYSED - Native American Education Center**	**Statewide**
Susan Lafond *Assistant in Educational Services*	**NYSUT (New York State United Teachers); NYS TESOL; NYSABE**	**Statewide**
Amanda Landers *American Sign Language Teacher*	**Syosset UFSD**	**Long Island**
Dr. Lori Langer de Ramirez *Director of World and Classical Languages*	**The Dalton School**	**New York City**

Name	Affiliation/Organization	Region
Dr. Patricia Lennon *Instructor (2018-2020)*	**Queens College, CUNY**	**New York City**
Dr. Elaine Margarita *Instructor*	**Queens College, CUNY**	**New York City**
Michael Mitchell *Spanish Teacher*	**Bethlehem CSD**	**Capital**
Melissa Montague *Associate for English Language Arts*	**NYSED – Office of Curriculum and Instruction**	**Statewide**
Dr. Joanne O'Toole *Professor, Curriculum and Instruction; Student Teaching Coordinator; Principal Investigator: NYSED World Language Initiative (6/20-present)*	**SUNY Oswego**	**Mid-State**
Tanya Rosado-Barringer *Executive Director*	**Mid-State RBERN at Onondaga Cortland Madison BOCES; NYSABE; NYS TESOL**	**Mid-State**
Jill Schimmel *Senior Director, World Languages*	**Division of Multilingual Learners, New York City Department of Education**	**New York City**
Elizabeth Slocum, *Instructor of French and Spanish*	**Genesee Valley BOCES; Genesee Community College; Past President, NYSAFLT**	**Mid-West**
Ron Woo *Executive Director*	**NYS Language Statewide RBERN at New York University; NYSABE; NYS TESOL**	**New York City**

Appendix B: World Language Executive Committee

Name	Affiliation/Organization	Region
Candace Black *World Language Associate*	**New York State Education Department (NYSED) – Office of Bilingual Education and World Languages (OBEWL)**	**Statewide**
Willard Heller *Adjunct Lecturer of Spanish and Student Teacher Supervisor*	**SUNY Geneseo** **NECTFL Board Member**	**Western NY**
Dr. Lori Langer de Ramirez *Director of World and Classical Languages*	**The Dalton School**	**New York City**
Dr. Joanne O'Toole *Professor, Curriculum and Instruction; Student Teaching Coordinator; Principal Investigator: NYSED World Language Initiative (6/20-present)*	**SUNY Oswego**	**Mid-State**