

ODE State Consultant's Report

OFLA Annual Business Meeting 2012

Ryan T. Wertz

www.education.ohio.gov

1. Clear Expectations for Students

ODE began the **World Language academic content standards revision process** with stakeholder groups and expert reviewers in June 2010. The timeline for adoption was extended to this year to ensure sufficient time for the creation of a top-notch set of standards that are responsive to the needs of world language learners and educators in our state. In the autumn of 2011 fifteen focus groups were held throughout the state to gather public input. The draft standards were also posted on the ODE Web site for public comment during the months of November 2011 - January 2012. Substantial feedback was analyzed, and changes reflecting that feedback were subsequently incorporated into the draft document. The State Board of Education's Achievement Committee is now preparing to review the draft standards and will likely recommend that they be adopted by the full State Board in June. With more flexibility this go round, the standards will feature a focus on proficiency. Three versions of the standards corresponding to programs which articulate beginning in elementary, middle and high school will be offered. Following adoption of the standards, ODE will begin work on the model curriculum - a tool to help language teachers implement the standards. It is currently scheduled to be reviewed and approved in June 2013. The model curriculum will incorporate elements of the LinguaFolio student self-assessment instrument as proficiency-based student learning objectives in addition to many other features.

The ODE continues to regularly update information on its Web site on **credit flexibility** for world language learners (type "credit flexibility guidance documents" in the search box and scan down the page for world language information). By law (Am. Senate Bill 311), local districts must have a working plan in place to award credit in all subjects and communicate that plan to stakeholders. Learners may earn credit for a variety of experiences including service learning, internships, study abroad, demonstrations of proficiency, etc. Credit earned in this manner must be transcribed just like any other credit. Currently the awarding of credit has been left to local control, but the ODE may call upon OFLA in the future to recommend a uniform means of awarding credit based on results on proficiency measures (e.g., Intermediate-Low = 3 credits of A work). A community of practice Web site is currently being piloted by the ODE at www.sharedwork.org. The site will feature networking and information-sharing around the topic of credit flexibility, and it should be available to the general public by summer 2012.

2. Teacher Capacity

The ODE continues to **advise world language educators in the field** on the use of Ohio's current academic content standards and model curriculum, both of which will remain in use through the 2013-2014 academic year. Follow the ODE homepage links marked *Academic Content Standards* and *Instructional Management System* to access these resources. Other topics on which ODE is frequently consulted include multiple entry points to the standards, program design, differentiated instruction, performance-based assessment, technology-based language learning, educator licensure, world language enrollment in Ohio and resources. The ODE continues to provide in-services and workshops on LinguaFolio, a nationally-recognized student self-assessment tool developed by the National Council of State Supervisors for Languages (www.ncssfl.org).

ODE State Consultant's Report

OFLA Annual Business Meeting 2012

Ryan T. Wertz

www.education.ohio.gov

Amended Substitute House Bill 153 mandates that the board of education of each school district, in consultation with its teachers, adopt a standards-based **teacher effectiveness** evaluation policy that conforms to the framework for the evaluation of teachers developed by the ODE according to the Ohio Revised Code. Ohio's new system for evaluating teachers will provide educators with a richer and more detailed view of their performance with a focus on specific strengths and opportunities for improvement. The new system relies on two key evaluation components, each weighted at 50 percent: a rating of teacher performance (based on classroom observations and other factors), and a rating of student academic growth. ODE world language consultants have been integral members of the team tasked with determining how to best measure the academic growth of world language students. Work is ongoing, but locally-determined measures such as student learning objectives, locally and nationally developed assessments, and LinguaFolio "Can-Do" statements will likely figure prominently in the recommendations to be made by the ODE in the near future.

The ODE continues to help heritage speakers seeking **alternative licensure** to become world language teachers. For information, type "educator licensure" in the search box of our ODE Web site and click on the link on the left marked *Alternative Licensure*.

ODE continues to facilitate a small number of **international teacher exchanges** with Ohio's official partners: mainland China, France, Spain and Taiwan. Cross-cultural sharing, teacher shortages, immersion programming needs, sister school program development, teacher training and two-way exchanges are just some of the many reasons school districts elect to participate in Ohio's visiting international teacher programs. During the 2012-2013 academic year, ODE will forge into new territory by supporting a first-ever two-way mathematics teacher exchange between Australia and Ohio. All of the ODE's efforts in this area are designed to provide students with diverse learning experiences that will better prepare them for academic and professional success in the 21st century.

3. Advocacy

Through **active participation in the National Council of State Supervisors of Foreign Language** (NCSSFL), ODE consultants remained abreast of and passed on information about world language issues at the national level that impact Ohio. ODE consultants continued to work closely with the OFLA board and its committees to provide and transmit information on all facets of world language teaching and learning, including policy considerations, research-based best practices, 21st century skill development, early language learning, critical need languages and program design.

ODE continues to **advocate strongly for ALL languages** with an emphasis on maintaining Ohio's heritage language programs in French and German while also encouraging schools and districts to consider offering students at least one less commonly taught language. A call for long, articulated sequences of communicative language learning beginning in the earliest grades and continuing through graduation and beyond figures into every conversation we have with district and building administrators, curriculum directors, school board members, parents and other stakeholders.

ODE State Consultant's Report

OFLA Annual Business Meeting 2012

Ryan T. Wertz

www.education.ohio.gov

4. Miscellaneous

On January 13, 2012, the ODE bid “adieu” to World Language Consultant Debbie Robinson, who served the world language field for 11 years in this capacity. Debbie’s contributions to world language teaching and learning in our state will continue to have a lasting effect for many years to come, and we are sincerely grateful for her many outstanding efforts.

The ODE is currently screening applicants to fill the position that was vacated by Debbie along with a newly created intermittent (part-time) position. Ryan will serve as team leader once the new consultants are in place.

During the past year ODE consultants:

- Attended OFLA meetings and reported to the Executive Board;
- Submitted articles to *The Cardinal*;
- Advertised Camp OFLA and other travel, study, professional development, staffing, and funding opportunities in the *Ides of ODE*, *Tools for Teachers* and *EdConnection* e-newsletters;
- Held informational webinars for districts on the visiting international teacher programs in 2012-13.
- Went to China and Spain to interview prospective visiting teachers candidates;
- Provided a sixth cohort of visiting teachers from Spain and China with orientation to schooling, standards, classroom management, and grading and assessment, among other topics; and
- Represented Ohio on the National Council of State Supervisors for Languages (NCSSFL) as Immediate Past President (Debbie) and Treasurer (Ryan).

5. International Education

The ODE regrets to announce the discontinuation of the agency’s fulltime International Education Coordinator position as a result of budgetary and personnel cuts in July 2011. At this time, all formal international education initiatives have been suspended, and no plans are in place to resurrect the position anytime soon. The annual Global Institute for Teachers will not be held nor will funds be awarded through the now-defunct International Education Grant Program.

Although it is not currently being updated, the *Think Global Ohio* Web site continues to be the primary repository for information and resources related to K-12 international education in Ohio. To visit the site, go to <http://thinkglobalohio.org>. Many resources are available to Ohio K-12 educators. Of particular interest are two documents that are available via the Text Resources link: the *Strategic Plan for International Education in Ohio* and the *International Education Rubric for Ohio Schools*.

ODE State Consultant's Report

OFLA Annual Business Meeting 2012

Ryan T. Wertz

www.education.ohio.gov

6. Goals Related to the ODE Consultants' Interactions with the OFLA Board

1. Share relevant information about state and national education policy as it relates to world language learning in a timely manner. (This goal is ongoing.)
2. Collaborate with the OFLA on initiatives that will result in high-quality language teaching on the part of Ohio's world language educators and higher levels of language proficiency on the part of our state's world language learners. (This goal is ongoing.)
3. Advocate for long, articulated sequences of communicative language learning in a wide variety of languages beginning in the earliest grades and continuing through graduation and beyond. (This goal is ongoing.)