

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

**1. Clear Expectations for Students**

*Ohio's Learning Standards for K-12 World Languages* were adopted five years ago in 2012. These world-class standards, in alignment with the ACTFL's national *World Readiness Standards for Learning Languages*, guide schools and districts in implementing high-quality, communicative language programs that are standards- and proficiency-based. These learning standards articulate rigorous proficiency goals designed to ensure that more K-12 language learners are obtaining the higher levels of language proficiency that are required for success in college and career in today's global society. ODE consultants continue to provide customer service around the standards to schools and districts as well as focused professional development to teachers through regional workshops and conference sessions. Follow this link [Ohio's Learning Standards](#) to access the world language standards.

*Ohio's Learning Standards for K-12 World Languages*, along with the Fine Arts learning standards, are slated to undergo a minor “**Standards Refreshing**” in 2018 following the revision of the state's Mathematics and English Language Arts learning standards in 2016-17 and the revision of the Science and Social Studies learning standards in 2017. A major rewrite will NOT be undertaken. The proposed **tentative** timeline for the revisionary process is as follows:

Nov-Dec 2017:	Post Current Standards Online for Initial Public Feedback
Jan-Feb 2018:	Identify an Advisory Committee and form a Working Group
Mar-April 2018:	Advisory Committee reviews feedback & makes recommendations
May-July 2018:	Working group refreshes standards
Aug-Sept 2018:	Public comment & feedback on draft refreshed standards
Oct 2018:	Final revision of draft document
Oct 2018-Mar 2019:	Approval process for refreshed standards.

The Department's **holistic performance rubrics** can be found in the Ohio [World Language Model Curriculum](#), and they are ideal for use with SLO pre- and post-assessments as well as semester and final exams. We continue to welcome feedback on these rubrics from the field.

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

Work with the **NCSSFL-ACTFL Can-Do Statements** continues. Consultants have participated in a national collaborative effort to create specialized Can-Do statements for American Sign Language (ASL) learners and to complete a major revision and expansion of both the communicative Can-Do statements and the Intercultural Can-Do statements. This project is nearing completion, and all of Can-Do statements should be ready for public use in late summer 2017.

The Department continues to provide guidance and oversight of Ohio's **Credit Flexibility Provision**, which is mandated in state law. Guidance on the ODE Website can be found by typing "*credit flexibility guidance*" in the search box on the ODE homepage. Scan down towards the bottom of the page to find the world language information. By law (Am. Senate Bill 311), local districts have been required to have a student-friendly credit flexibility policy in place since 2010. Such plans must describe ways that learners can earn high school credit in all subjects based on prior knowledge and demonstrated proficiency. Also by law, district credit flexibility policies must facilitate, not hinder, learners' ability to earn flexible credit. Schools and districts must regularly communicate their credit flex plans to stakeholders. Learners may earn credit for measureable proficiency gained through a variety of experiences including service learning, internships, study abroad, heritage acquisition of language, individualized study with a private tutor, etc. Credit earned in this manner must be recorded on students' transcripts just like any other credit. Currently, the amount of credit that students are awarded based on their demonstrations of proficiency is determined at the local level based on ODE recommendations and local input. Information contained in Ohio's [Research-based Proficiency Targets](#) is particularly helpful when making a credit determination.

## **2. Teacher Capacity**

**Ohio's World Language Model Curriculum**, a tool designed to help language teachers implement the new learning standards, was adopted by the State Board of Education in June 2014. The [Model Curriculum](#) consists of six broad categories of useful information and resources including: 1) Introduction to Ohio's New Learning Standards; 2) Expectations for Learning; 3) Content Elaborations; 4) Instructional and Assessment Strategies; 5) Instructional and Authentic Resources; and 6) Career Connections. ODE continues to run occasional workshops and conference sessions to train teacher stakeholders and curriculum directors from around the state on its use. ODE consultants

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

also continue to provide guidance via customer service to educators as they continue to work with the tool and its extensive menu of resources. It is important to note that the Model Curriculum is not a static document; it is continuously being reviewed and updated, with new resources and instructional strategies being added as they come to us and are vetted.

Ohio's *World Language Model Curriculum* is slated for **minor revision** in 2019, following the refreshing of the learning standards in 2018. A major reworking of the model curriculum is NOT anticipated at this time. Details about the revisionary process to be used and a request for feedback on the current model curriculum will be issued sometime during late 2018.

ODE world language consultants continue to support world language educators in relation to the continuing implementation of the **Ohio Teacher Evaluation System (OTES)**. Ohio law continues to mandate that the board of education of each school district, in consultation with its teachers, enact a standards-based teacher effectiveness evaluation policy that conforms to the ODE framework for the evaluation of teachers. The framework's options continue to require that a portion of each teacher's evaluation include a measurement of student academic growth. In the world language content area, what should be measured is the growth of students' overall language proficiency during the evaluative period as evidenced through frequent integrated performance assessment. ODE consultants continue to be available to provide support to language educators on writing and implementing high-quality Student Learning Objectives (SLOs) and developing appropriate performance-based assessments to capture student growth. Recommended growth measures include the use of Integrated Performance Assessments (IPAs) as well as use of the NCSSFL-ACTFL Can-Do Statements in conjunction with the collection of supporting evidence. The [Holistic Proficiency and Performance Rubrics](#) contained in the model curriculum are also very useful for these purposes. ODE consultants continue to communicate to districts that measuring students' achievement on discrete elements of their target languages is not an acceptable way to determine the growth in students' overall language proficiency. Measures must be standards- and performance-based. **Note:** the Educator Standards Board has made six recommendations for revising OTES, but at this time all recommended changes are still being considered. Action by the legislature and the State Board of Education would be required to enact any changes to the current framework.

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

During the past year the Department's **Network of Regional Leaders for World Languages** has languished due to budgetary constraints. In the past, this group worked collaboratively with the Department to assist districts and schools with implementation of the learning standards, the writing of integrated performance assessments, the implementation of our holistic performance rubrics, reviews of resources being considered for inclusion in the model curriculum and other professional development needs. During this time of state government cutbacks, the future of our regional leader initiative is not known.

ODE continues to facilitate a number of **international teacher exchange programs** with Ohio's official partners: mainland China, France, Spain and Taiwan. Cross-cultural sharing, teacher shortages, immersion programming needs, sister school program development, project-based learning, 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. 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 21<sup>st</sup> century. ODE consultants work with host institutions to support their visiting international teachers in all aspects of their work in Ohio. During the 2016-2017 academic year, Ohio has been host to 22 visiting teachers from Spain and 9 guest teachers from mainland China. The Department had been negotiating a proposed agreement with the Checkpoint Charlie Foundation in Berlin. Unfortunately, due to circumstances on the German side, we were not able to put into place a final agreement. ODE will continue to search for an alternative partnership with another German organization or with a Bundesland (German state). Hopefully, this will only be a minor setback as we look for collaborative ways to provide support to our flagging German programs statewide.

### **3. Advocacy**

On the advocacy front, the big news from the past year is that, through Substitute Senate Bill 3, Ohio has legislated the creation of an **Ohio Seal of Biliteracy**. Prior to its passage, ODE world language consultants continued to provide behind-the-scenes support to OFLA and Ohio TESOL related to their quest to recognize Ohio high school students who graduate with a high level of proficiency in English and at least one other language. The Department of Education, under supervision of the State Board of Education, has implemented an aggressive timeline to implement the program. The Department has already convened a stakeholder advisory group and collected valuable, initial feedback and directives.

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

It has also already briefed the State Board of Education's Achievement and Graduation Requirements Committee about emerging plans for the program and has begun drafting the Ohio Administrative Code rule, which requires State Board and legislative approval before the program can be implemented. On the current timeline, the program should tentatively be in place for seniors who will graduate in the Class of 2018. The Department will provide schools and districts that wish to participate in the program with complete implementation guidance via specialized PD opportunities, which will spell out the exact requirements seniors will have to fulfill to earn a Seal. Incidentally, Ohio's Seal of biliteracy will be affixed electronically to qualifying students' official academic transcript; no actual, physical "seal" will be given. Districts might want to begin thinking now about what they might do at graduation time to confer this honor on those students who earn it. A certificate, a cord or a medal are three things that might be conferred to recognize student who earn a Seal of biliteracy.

In 2016 ODE world language consultants also formed a networking group for the administrators and program coordinators of Ohio's ten dual language immersion programs. The initial goals of the group are:

1. Provide Ohio's immersion program administrators with an opportunity to meet and become familiar with each other's' programs;
2. Learn about shared challenges;
3. Share information, resource ideas, implementation & policy tips, and success stories;
4. Utilize an online forum to facilitate continuing conversation, questions and requests for assistance; and
5. Provide a mechanism for delivering specialized professional development as requested by the members of the group.

The group held its first meeting in early December of 2016 with representation from 9 of Ohio's 10 immersion schools.

Through active participation in the **National Council of State Supervisors for Languages (NCSSFL)** and the **American Council on the Teaching of Foreign Languages (ACTFL)**, ODE consultants continue to remain abreast of - and pass on information about - world language issues at the national level that impact Ohio. ODE lead consultant, Ryan Wertz, is now serving on that organization's

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

executive board as immediate past president through the end of 2017, having served previously as the organization's treasurer, president elect and president. Specialist Kathy Shelton continues to serve as the NCSSFL's technology coordinator, a position which was elevated over the past year to full executive board status. Additionally, ODE consultants participated in the ACTFL's 2016 Assembly of Delegates in Boston, MA.

ODE consultants also continue to coordinate their work with the **OFLA Executive Board**. Consultants serve as *ex officio* OFLA board members, which allows us to collaborate and share information with the board on all facets of world language teaching and learning, including state and national trends, policy considerations, research-based best practices, 21<sup>st</sup> century skill development, early language learning, critical need languages, assessment, educator exchange, teacher evaluation, advocacy and program design.

ODE lead consultant Ryan Wertz continues to serve on the task force of the **U.S.-China Strong Foundation**, a joint initiative of former U.S. President Barack Obama and Chinese President Xi Jinping, designed to expand to one million the number of US K-12 students studying Mandarin by 2020. Ryan's role has evolved into that of advisory member representing both the Ohio Department of Education and NCSSFL. His participation gives our state some say in the important work of the foundation around a critically important language as well as a heightened position from which to advocate for ALL languages.

Specialist Kathy Shelton has co-chaired the collaborative initiative between NCSSFL and ACTFL to expand and update the **NCSSFL-ACTFL Can-Do Statements** for both Communication and Intercultural competency. She also participated actively in the creation of Can-Do Statements for ASL learners. All three sets of Can-Do statements should be available by late summer 2017.

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 the option of learning at least one less commonly taught language, including Arabic, Chinese, Japanese, Portuguese and Russian. A call for long, articulated sequences of communicative language learning beginning in the earliest grades and continuing through graduation

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

(and beyond!) continues to figure into every conversation we have with district and building teachers, administrators, curriculum directors, school board members, parents and other stakeholders.

#### **4. Miscellaneous**

The Ohio Department of Education continues to benefit from the continued expertise of two full-time and one part-time world language specialists. Educators in only a few states benefit from this level of support from their state education agencies. We believe the continuation of our team signals Ohio's continuing strong commitment to world language learning at the K-12 level.

#### **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 over the OFLA's Google Group and also in the department's *Tools for Teachers* and *EdConnection* e-newsletters;
- Held an informational conference call for districts on the visiting international teacher programs for 2017-18 and managed these programs which serve schools and districts across the state.
- Represented Ohio at the national NCSSFL Annual Business Meeting and at the ACTFL Convention, presenting workshops and sessions at both;
- Conducted online interviews with prospective visiting and guest teacher candidates;
- Provided an 11<sup>th</sup> cohort of visiting teachers from Spain and China with formal training on schooling, standards, classroom management, and grading and assessment, among other topics;
- Supported Ohio's visiting international educators with J-1 visa issuance, licensure support, professional development, and site visits;
- Developed tools and resources while providing focused professional development opportunities for educators and district decision-makers around a wide range of topics, often in coordination with OFLA; and
- Hosted groups of visiting international educators and administrators from all over the world during their visits to the Ohio Department of Education.

**OFLA Annual Report**  
**Ryan Wertz, Kathy Shelton and Paula Sondej, ODE World Language Consultants**  
**April 1, 2017**

**5. Continuing 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 to promote continuing innovation in Ohio's K-12 language programs.
2. Collaborate with the OFLA on initiatives such as the Ohio Seal of Biliteracy and the refreshing of Ohio's Learning Standards for K-12 World Languages 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.
3. Advocate for long, articulated sequences of communicative language learning in a wide variety of languages through proven program models beginning in the earliest grades and continuing through graduation and beyond.
4. Work with the OFLA to support teachers' efforts to quantify their students' overall language proficiency growth for the Ohio Teacher Evaluation System (OTES).

Respectfully submitted,

**Ryan Wertz, Kathy Shelton and Paula Sondej**

*ODE World Language Consultants*

Ohio Department of Education

