

OFLA Annual Report
Ryan Wertz and Kathy Shelton – ODE World Language Consultants
March 16, 2019

1. Clear Expectations for Students

The revision of *Ohio’s Learning Standards for K-12 World Languages* is underway. These world-class standards, in alignment with the ACTFL’s national *World Readiness Standards for Learning Languages*, were adopted seven years ago in 2012. Since then, they have guided schools and districts in implementing high-quality, communicative language programs that are standards- and proficiency-based. The refreshing of the learning standards will ensure that even 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. They will also ensure that language educators at all levels have the tool they need to guide proficiency-oriented language acquisition for their learners. ODE consultants provide customer service around the standards to schools and districts as well as related professional development to teachers through regional workshops and conference sessions. Go to [Ohio’s Learning Standards](#) to access the current K-12 world language standards. To learn more about the Ohio Department of Education’s efforts to refresh the standards, visit ODE’s [Standards Revision Overview](#) webpage. The remaining timeline for the revisionary process is as follows:

Winter 2019	Advisory Group reviews public feedback and makes recommendations
Winter-Spring 2019	Working Group refreshes learning standards
Late Spring 2019	ODE seeks public feedback on draft refreshed standards
Summer 2019	Final revision of draft refreshed standards document
Fall 2019	Introduction of refreshed standards to the State Board of Education
Winter 2020	Tentative adoption by the State Board of Education

The **NCSSFL-ACTFL Can-Do Statements for Communication** and the **NCSSFL-ACTFL Can-Do Statements for Intercultural Communication** are essential resources for today’s world language educator. They can be found in the Ohio [World Languages Model Curriculum](#) as well as on the NCSSFL and ACTFL website.

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

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The **Ohio Seal of Biliteracy Program** is now in its second year of implementation. Ohio is one of 36 states and the District of Columbus to offer this prestigious award. A seal can be awarded to graduating high school seniors who have demonstrated high levels of proficiency in both English and at least one other world language. Schools and districts around the state continue to add the program to the menu of career-readiness options they make available to graduating seniors. The Department has created many guidance resources to aid with the implementation of the program. They can be found easily on our [*Seal of Biliteracy webpage*](#). The Department is grateful to all the schools and districts around the state that piloted the program during the recent 2017-2018 academic year. We encourage schools that have not yet implemented the program to consider making it available to students in the near future.

The Ohio Department of Education continues to provide guidance and oversight for Ohio's **Credit Flexibility Provision**. Guidance on the Department's website can be found by typing "*credit flexibility guidance*" in the search box on the ODE homepage. By law, 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, and they must facilitate, not hinder, learners' ability to earn flexible credit. Learners may earn credit for measurable language 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.

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2. Teacher Capacity

Ohio’s World Language Model Curriculum, a tool designed to help language teachers implement the 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. ODE continues to run occasional workshops and conference sessions to train teachers, curriculum directors and other stakeholders from around the state on its use. ODE consultants 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 being reviewed and updated periodically, with new resources and instructional strategies being added as they come to us and are vetted.

Ohio’s *World Language Model Curriculum* is tentatively slated for **minor revision** in 2020, following the refreshing of the learning standards in 2019-2020. A major reworking of the model curriculum is not anticipated. Details about the revisionary process to be used and a request for feedback on the current model curriculum will be issued tentatively during the summer of 2019.

ODE consultants continue to support implementation of the **Ohio Teacher Evaluation System (OTES)**. Ohio law mandates that local boards of education, in consultation with their teachers, enact standards-based teacher effectiveness evaluation policies that conform to the ODE framework for the evaluation of teachers. The framework’s options continue to include a measurement of student academic growth. In the world language content area, the growth of students’ overall language proficiency during the evaluative period as evidenced through frequent integrated performance assessment is what should be measured. Measuring students’ achievement on discrete elements of the target languages is not an acceptable way to determine overall language proficiency growth. Measures must be standards- and performance-based. ODE consultants continue 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. **Note:** the six recommendations made by the Educator Standards Board for revising OTES mentioned in last year’s report have yet to be acted upon by the legislature and the State Board of Education.

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ODE world language consultants led a multitude of **professional development workshops and sessions** regionally throughout Ohio and at state, regional and national conferences. A diversity of topics was covered, including the standards, the model curriculum, research-based best practices in Second Language Acquisition, planning for performance, backward design, the Seal of Biliteracy, the NCSSFL-ACTFL Can-Do Statements, performance-based assessment and the integration of culture.

ODE continues to facilitate four **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 the Department's efforts in this area are designed to provide participating host institutions with options and their students with diverse learning experiences that will better prepare them for academic and professional success in the 21st century. ODE consultants work with host institutions to support their visiting international teachers in all aspects of their work in Ohio. During the 2018-2019 academic year, Ohio schools and districts have been host to 17 visiting teachers from Spain, 8 guest teachers from mainland China and one exchange teacher from France.

3. Advocacy

ODE consultants continue to work with the **Ohio Immersion Program Administrators' Network** to support the growth and further development of immersion programs in the Buckeye State. The group is made up of the administrators and program coordinators from Ohio's eleven dual language immersion programs. Ohio's eleven immersion schools are:

1. Global Ambassadors Language Academy (GALA) - Cleveland
2. Buhner Dual Language Academy - Cleveland
3. Luis Muñoz Marín Dual Language Academy - Cleveland
4. Mansfield Spanish Immersion School - Mansfield
5. Columbus Spanish Immersion Academy (C.S.I.A.) - Columbus
6. Ecole Kenwood French Immersion School - Columbus
7. Bowman Primary School Immersion Program - Lebanon

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8. Academy of Multilingual Immersion Studies (A.M.I.S.) - Cincinnati
9. C.O. Harrison E.S. Immersion Program - Oak Hills/Cincinnati
10. J.F. Dulles E.S. Immersion Program - Oak Hills/Cincinnati
11. Oakdale E.S. Immersion Program - Oak Hills/Cincinnati

Ohio immersion students study Spanish, French and Mandarin Chinese depending on the school. Three of the schools (C.S.I.A., A.M.I.S. and Mansfield Spanish Immersion School) have been designated with the prestigious title of International Spanish Academy by the government of Spain.

ODE consultants serve as *ex officio* OFLA board members on the **OFLA Executive Board**. This allows us to serve the organization in an advisory manner. Additionally, it permits us to exchange information and coordinate outreach activities with the board around all facets of world language teaching and learning, including state and national trends, standards- and proficiency-based best practices, seal of biliteracy assessment, policy considerations, 21st century skill development, early language learning, critical need languages, educator retention and exchange, teacher evaluation, advocacy and program design.

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 keep abreast of - and pass on information about - world language issues at the national level that impact Ohio. In 2018 ODE consultants actively participated in the meetings of both organizations in New Orleans, Louisiana.

Department consultants continue to **advocate strongly for ALL languages**, with an emphasis on maintaining Ohio's critically important language programs in Japanese, German and French while also encouraging schools and districts to consider offering students the option of learning at least one less commonly taught language, including Arabic, Chinese, Italian, Korean, Portuguese and Russian. A call for long, articulated sequences of communicative language learning beginning in the earliest grades and continuing through graduation (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.

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4. Miscellaneous

The Ohio Department of Education continues to draw from the expertise of two full-time world language specialists. Educators in only a few states benefit from this level of support from their state education agencies. We are grateful for Ohio's continuingly strong commitment to world language learning at the K-12 level.

During the past year ODE consultants:

- Attended OFLA meetings and submitted status reports to the OFLA Executive Board;
- Submitted *Around the State* articles to The Cardinal;
- Advertised Camp OFLA and other travel, study, professional development, staffing, and funding opportunities over the OFLA's Google Group and in the department's *World Language Updates*, *Tools for Teachers* and *EdConnection* e-newsletters;
- Worked with schools and districts across the state to determine the need for visiting international teachers, screened potential host districts, recruited and screened visiting teacher candidates, and managed all aspects of Ohio's visiting international teacher programs for 2018-19.
- Provided a 13th cohort of visiting teachers from Spain, China and France with formal training on schooling, standards, classroom management, and grading and assessment, among other topics;
- Supported Ohio's visiting international educators and their host institutions with J-1 visa issuance, licensure assistance, professional development, and site visits;
- Represented Ohio at the national NCSSFL Annual Business Meeting and at the ACTFL Convention, presenting workshops and sessions at both;
- Oversaw the continuing implementation of Ohio's Seal of Biliteracy program, including the development of guidance resources;
- 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.

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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 the continuing innovation and improvement of 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).
5. Work with Ohio’s postsecondary world language teacher preparation programs and language departments to ensure a steady supply of well-prepared teachers and a more seamless articulation of language learning from the earliest grades through university.

Respectfully submitted,

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Ohio Department of Education

