

OFLA Annual Report
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The [Ohio Department of Education's Coronavirus \(COVID-19\) web page](#) continues to provide information and resources supporting schools and districts during the ongoing COVID-19 pandemic. Included are a [K-12 School Guidance Document](#) and a [FAQ Document](#). Both resources are intended to help school and district leaders think through important local-level decisions.

The Department's [World Languages Remote and Digital Learning Center](#) continues to provide frequently updated information and resources to assist schools and districts with planning for student learning. Notes and recordings from the many World Language Wednesday professional learning events can be accessed here along with a veritable treasure trove of resources.

1. Clear Expectations for Students

We would like to remind OFLA members that Ohio's Learning Standards for World Languages and Cultures, which were adopted in March 2020, are available on the Department's [World Languages and Cultures webpage](#). They should be implemented by schools and districts in time for the upcoming 2021-2022 academic year.

The addition of “Cultures” to the name reflects the essential role of intercultural communicative competence in one's native culture as well as in global cultures. The addition of a literacy strand to the learning standards guides the building of literacy skills in both the target and native languages.

Educators can choose from a variety of configurations of the standards to best fit their learning context and students. The revised learning standards align to proficiency levels for Novice Low through Advanced Low learners. They also include progress indicators, which serve as optional examples of what learning might look like for modern languages, classical languages, American Sign Language, and elementary or dual language immersion programs. They are intended to help guide schools and districts in implementing high-quality, communicative language programs that are proficiency-based.

The design and scope of the new learning standards will ensure that more K-12 language learners obtain the higher levels of language proficiency that are required for success in college and in one's career in today's global society. They will also ensure that language educators at all levels have the blueprint they need to guide proficiency-oriented language acquisition and intercultural competence growth for their learners. ODE consultants continue to provide customer service around the new standards.

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 educators. They can be found in Ohio's [World Languages Model Curriculum](#) as well as on the NCSSFL.org and ACTFL.org websites.

We would like to remind OFLA members that the Department's holistic [Performance Rubrics for World Languages](#) also can be found in Ohio's [World Language Model Curriculum](#). These widely used resources are ideal for use with OTEs-related assessments as well as for semester and final exams and end-of-unit testing.

The **Ohio Seal of Biliteracy Program** is now in its fourth year of implementation. Ohio is one of 42 states and the District of Columbia 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 the schools and districts around the state that added Seal of Biliteracy programs during the 2019-2020 and current academic years. We encourage schools that have not yet implemented the program to consider making the award available to students in the future. Because it takes average, non-heritage learners a minimum of four to five years (or longer for higher difficulty level languages) to attain the required Intermediate High level of proficiency in a world language, a local investment may need to be made to bolster current language course offerings.

The Ohio Department of Education continues to provide guidance and oversight for Ohio's **Credit Flexibility Program**. Specific guidance for awarding flexible credit for world language learning can be found in the Department's [Credit Flexibility Guidance for World Languages](#) document. 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, online coursework, 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 Department recommendations and local input. Information contained in Ohio's [Research-based Proficiency Targets](#) is particularly helpful when making a credit determination.

2. Teacher Capacity

The Ohio Department of Education is profoundly grateful for all that Ohio teachers have done to keep students learning during an unprecedented school year filled with challenges that were almost unimaginable a little more than a year ago. We want to thank every world language educator who stuck with it this year, overcoming seemingly insurmountable challenges to keep students engaged in language and culture learning. We have been duly impressed by your resilience and especially by your willingness to broadly support, collaborate and share ideas and resources with other educators who have been struggling. This year Ohio's world language teachers have shone brightly like never before, and you are to be commended!

OFLA members should note that Ohio's [World Language Model Curriculum](#) is currently under revision. However, due to numerous challenges posed by the ongoing pandemic, those revisionary efforts currently remain on hold. Department leaders have decided not to present any standards or model curriculum materials to the State Board of Education for approval in 2021. One of the main reasons is that the Department would like to run the development of all future standards and model curricula through an equity review process to ensure that our standards and instructional supports are equitable for all learners. That process is currently under development. As a result, the target date for completing the model curriculum has been pushed back significantly. OFLA members should continue to peruse the many resources available in the current Model Curriculum as they continue to be well-aligned to the newly revised learning standards.

Implementation of the newly revised **Ohio Teacher Evaluation System (OTES) 2.0** will conclude during the 2021-2022 school year. ODE world language consultants will support teachers with requirements related to the implementation of OTES 2.0. For many, the latest 2.0 version of OTES will bring some welcome changes including a more balanced approach to teacher growth and development. We were pleased to offer a World Language Wednesday session in partnership with the Actionable Leaders Network to introduce OTES 2.0 on May 5, 2021. If you were not able to attend, Department

consultants will be offering future sessions this summer. General information and guidance for OTES 2.0 can be found on the Department's [OTES 2.0 Webpage](#).

Department consultants contributed significantly to the creation and implementation of the Department's well-attended 3-day virtual seminar on Aug. 11-13 titled "**Teaching in Uncertain Times**." Sessions focused on the Community of Inquiry framework and its three components (Social, Cognitive and Teaching Presence) were very well received. All world language and culture breakout sessions were well attended. For more information or to watch the video of any session, visit the [Teaching in Uncertain Times webpage](#).

As the end of one of the most challenging school years ever comes into sight, we at the Department remain committed to providing ongoing support and virtual professional learning opportunities for Ohio world language teachers. Over the past several months, we have held a total of 57 **ODE/OFLA Virtual Meetups**, with over 3500 live attendees! This doesn't include the number of teachers who have accessed the materials and recordings asynchronously during this time period. We would like to thank our partners, OFLA and the Actionable Leaders network, for their outstanding support and collaboration this past year!

ODE now facilitates five **International Teacher Exchange Programs** with Ohio's official partners: mainland China, France, Spain and Taiwan. Information about these programs can be found on the Department's [International Teacher Exchanges](#) webpage. Inbound exchange programs include the:

- Académie de Rouen et Caen – Ohio Two-Way Teacher Exchange Program;
- College Board/Hanban Chinese Guest Teacher Program (ending in June 2021);
- Spanish Visiting Teacher Program; and
- Visiting Chinese Language Teachers from Taiwan Program

Outbound exchange program:

- Teaching English in Taiwan Program

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 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 2020-2021 school year, nine extremely dedicated visiting teachers from Spain and three dedicated guest teachers from mainland China remained in Ohio despite the pandemic to carry on their teaching duties. They are to be commended for their perseverance during a particularly challenging period! There were no visiting teachers from France or Taiwan working in Ohio during this period.

3. Advocacy

Department consultants continue to work with the **Ohio Immersion Administrators' Network** to support the growth and further development of immersion programs here in the Buckeye State. The group is made up of the administrators and program coordinators from Ohio's fourteen dual language immersion programs. Take note that this number is up by three programs from this same time last year! Ohio's 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. Columbus Immersion Middle School - Columbus
8. Columbus North International high School - Columbus
9. Bowman Primary School Immersion Program - Lebanon
10. Donovan Elementary School - Lebanon
11. Academy of Multilingual Immersion Studies (A.M.I.S.) - Cincinnati
12. C.O. Harrison E.S. Immersion Program - Oak Hills (Cincinnati)
13. J.F. Dulles E.S. Immersion Program - Oak Hills (Cincinnati)
14. Oakdale E.S. Immersion Program - Oak Hills (Cincinnati)

Ohio immersion students learn in 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. Currently, ODE consultants are collaborating with various departments at The Ohio State University to plan the very first [**Ohio Dual Language Summit**](#), which will be held on December 3, 2021, if health conditions allow.

ODE consultants serve as *ex officio* OFLA board members on the **OFLA Executive Board**. This allows them to serve the organization in an advisory manner. Additionally, it permits them 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 and articulation. We are especially grateful to OFLA during the pandemic for its ongoing close collaboration with the Department.

Through active participation in the [National Council of State Supervisors for Languages](#) (NCSSFL) and [ACTFL](#), Department consultants continue to keep abreast of - and pass on information about - world language issues at the national level that impact Ohio. In 2020, Department consultants actively participated in the virtual conferences of both organizations. Kathy is currently serving on the NCSSFL executive board as that organization's technology coordinator. Ryan is currently serving on the ACTFL Finance Committee.

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. Currently, Department consultants are collaborating with various departments at The Ohio State University to plan a language summit sometime in 2022 to provide district decision makers with the information they need to determine the feasibility of offering programs in Brazilian Portuguese in Ohio's K-12 schools. Additionally, in late 2020 the Department entered into negotiations with the Saitama Prefectural Government in Japan to explore the development of an Ohio-Saitama educational memorandum of understanding. Saitama is Ohio's sister state in Japan. Negotiations are ongoing, and it is our hope to have the MOU in place sometime later this year.

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 the Ohio Department of Education's continually strong commitment to world language learning at the K-12 level and beyond. Continued advocacy for these positions by OFLA as an organization and by teachers individually demonstrates the ongoing need for state-level leadership and professional guidance in our content area.

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 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 2020-21.
- Provided a 15th cohort of visiting teachers from Spain 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;
- Collaborated with OFLA and the Actionable Leaders network to offer a highly successful series of World Language Wednesday virtual meetups;
- Oversaw the continuing implementation of Ohio's Seal of Biliteracy program during a difficult time; and
- 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.

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, support for educators during the COVID-19 health crisis and updating Ohio's Model Curriculum for World Languages and Cultures 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 K-12 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. Collaborate 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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Office of Learning and Instructional Strategies

