

OFLA Annual Report
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The Department's [World Languages Digital and Remote Learning Center](#) continues to provide information and resources to assist schools and districts for embedding technology into student learning. Notes and recordings from the many World Language Wednesday professional learning meet-ups can be accessed here along with a 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 fully implemented by schools and districts at this time.

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 these learning standards helps to ensure that more K-12 language learners obtain the high levels of language proficiency that are required for success in college and in one's career in today's global society. They also ensure that language educators at all levels have the blueprints 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 as needed.

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 are interwoven into Ohio's Learning Standards for World Languages and Cultures, and

they can be found as a stand-alone resource 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*](#). This set of rubrics is 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 fifth year of implementation. Ohio is one of 48 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 graduation seals and 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 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 current 2021-2022 academic year. We encourage schools that have not yet implemented the program to make the award available to students in the near 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. Please note that three Ohio colleges and universities now recognize and grant credit for Ohio seals of Biliteracy. They are Denison University, University of Mount Union and Wright State University.

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 another unprecedented school year filled with challenges that were unimaginable just two years ago. We want to thank every world language educator who stuck with it again this year, rising above overwhelming 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. During the past two years, Ohio's world language teachers have shone brightly. You are to be commended!

OFLA members should note that Ohio's [Model Curriculum for World Languages and Cultures](#) continues to be under revision. Due to continuing challenges posed by the pandemic, our revisionary efforts continued to be hindered. Our current goal is to present the revised Model Curriculum to the State Board of Education for approval sometime later this year. Among the factors that have slowed down the refreshing and approval of this important resource is the Department's new requirement that all resources must be vetted through an equity review process to ensure that our instructional supports are equitable for all learners. As the result of this requirement, Department consultants have developed a quality review rubric for specific use with world language resources. Until the new Model Curriculum is approved, OFLA members should continue to peruse the many resources available in the current Model Curriculum as they continue to be well-aligned to the revised learning standards.

Implementation of the newly revised **Ohio Teacher Evaluation System (OTES) 2.0** is in the final stages. Beginning in fall 2022, OTES 2.0 requires teachers to gather and use High Quality Student Data (HQSD) to guide instruction and meet student learning needs. ODE world language consultants continue to provide support to teachers around requirements related to OTES 2.0. For many, the latest 2.0 version of OTES has brought some welcome changes including a more balanced approach to teacher growth and development. We were pleased to offer a World Language Wednesday meet-up in partnership with OFLA this coming Wednesday, April 17, 2022, on the use of high Quality Student Data for World Languages. If you are not able to attend, Department consultants will continue to offer similar sessions

in the months ahead. General information and guidance for OTES 2.0 can be found on the Department's [*OTES 2.0 Webpage*](#).

Department world language consultants contributed significantly to the creation and implementation of the Department's well-attended 3-day back-to-school conference on August 3-5, 2021, titled ***Ohio Building Bridges for Educators: Instruction Using High-Quality Materials***. This online event featured sessions across all content areas, with a focus on using high-quality instructional practices and materials, leading to more equitable learning outcomes for all students. All world language and culture breakout sessions were well attended. For more information or to watch the video of any session, visit the [Ohio Building Bridges webpage](#).

As the end of another challenging school year ever comes into sight, we at the Department remain committed to providing ongoing support and virtual professional learning opportunities for Ohio world language teachers. During the 2021-2022 school year, we have held a total of 17 **ODE/OFLA Virtual Meetups**, with over 300 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 partner, OFLA, for its outstanding support and collaboration this past year!

On December 6, 2021, the Department had the great pleasure of co-hosting our state's first-ever **Ohio Dual Language Summit** in collaboration with its partners: the Ohio State University College of Arts and Sciences and the OSU Center for Languages, Literatures and Cultures. Over 140 attendees from Ohio's dual language immersion schools and English Learner programs gathered for a day of professional learning and networking. You can continue to access information about this event on the [Ohio Dual Language Summit website](#). The event was extremely well-received by its attendees, and plans are already in the works to offer a follow-up summit sometime in 2023. Stay tuned for the exciting details!

With the signing of Ohio's two newest education MOUs with Serbia and Japan, the Department now has six official international exchange partners: Hubei Province in mainland China, the Académie de Normandie in France, the Saitama Prefectural Government in Japan, the Ministry of Education of Serbia, the Ministry of Education of Spain and the Ministry of Education of Taiwan. In conjunction with these partnerships, the Department oversees four Teacher Exchange Programs. Information about these

programs can be found on the Department's [International Teacher Exchanges](#) webpage. Inbound exchange programs include the:

- Académie de Normandie – Two-Way Teacher Exchange Program;
- 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 options to participating host institutions and diverse learning experiences to their student that will better prepare them for academic and professional success in the 21st century. Department consultants work with host institutions to support their visiting international teachers in all aspects of their work in Ohio. During the 2021-2022 school year, twelve dedicated visiting teachers from Spain worked in Ohio, despite the challenges posed by the ongoing pandemic. They are to be commended for their service to Ohio students during a particularly challenging period. There were no visiting teachers from France or Taiwan working in Ohio during this period.

A growing body of research that shows that curriculum and instructional materials have a significant effect on student learning. As a result, the Ohio Department of Education is participating in a [national network](#) which is focused on identifying **High-Quality Instructional Materials (HQIM)** and delivering high-quality professional development to stakeholders to support their selection and use of those materials. In conjunction with this work, Department world language consultants have formed a strategic alliance with counterparts at the Delaware Department of Education to create a rubric that can be used by world language educators to identify high-quality instructional materials and authentic resources. Work on this important new resource is ongoing. Stay tuned for information about its future roll-out.

3. Advocacy

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

1. Global Ambassadors Language Academy (GALA) - Cleveland

2. Buhner Dual Language Academy - Cleveland
3. Luis Muñoz Marín Dual Language Academy - Cleveland
4. Escuela SMART Academy - Toledo
5. Mansfield Spanish Immersion School - Mansfield
6. Columbus Spanish Immersion Academy (C.S.I.A.) - Columbus
7. Ecole Kenwood French Immersion School - Columbus
8. Columbus Immersion Middle School - Columbus
9. Columbus North International high School - Columbus
10. Bowman Primary School Immersion Program - Lebanon
11. Donovan Elementary School - Lebanon
12. Academy of Multilingual Immersion Studies (A.M.I.S.) - Cincinnati
13. C.O. Harrison E.S. Immersion Program - Oak Hills (Cincinnati)
14. J.F. Dulles E.S. Immersion Program - Oak Hills (Cincinnati)
15. Oakdale E.S. Immersion Program - Oak Hills (Cincinnati)

Ohio immersion students learn in Spanish, French and Mandarin Chinese depending on the school. Two of the schools, C.S.I.A. and Mansfield Spanish Immersion School, maintain the prestigious title of *International Spanish Academy* as recognized by the government of Spain. It is worth noting that a Central Ohio district has recently begun considering the implementation of a Japanese dual language immersion school. If these plans eventually come together, this school would become the state's first Japanese language immersion program.

ODE consultants serve as *ex officio* members of 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 2021, Department consultants actively participated in the virtual conferences of both organizations. Kathy finished her term as technology coordinator on the NCSSFL executive board and was recently elected to the ACTFL's Board of Directors. Ryan is currently chairing the NCSSFL Bylaws Committee, and he also serves on the NCSSFL LinguaGrow Development Committee and 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 stakeholder groups to facilitate the creation of programs in Brazilian Portuguese and expand Korean programs in Ohio's K-12 schools.

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 continuingly 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* 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 2021-2022.
- Provided a 16th cohort of visiting teachers from Spain with formal training on schooling, standards, classroom management, 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 Meeting and at the ACTFL Convention, presenting workshops and sessions at both;
- Collaborated with OFLA and other partners to offer a continuing 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

