

**OFLA Annual Report**  
**Ryan Wertz and Kathy Shelton – ODE World Language Consultants**  
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The Department's [\*World Languages and Cultures Homepage\*](#) continues to provide a home base for educators and other stakeholders who seek Ohio's world language learning standards, model curricula and a host of other information and resources. These tools are designed to assist with the implementation of high-quality K-12 world language programming.

### **1. Clear Expectations for Students**

We would like to remind OFLA members that *Ohio's Learning Standards for World Languages and Cultures* (2020) are available on the Department's [\*World Languages and Cultures Homepage\*](#). 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, proficiency-based communicative language programs.

The design and scope of these learning standards helps ensure that more K-12 language learners obtain the high levels of language proficiency that are required for success in college and 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. Department consultants continue to provide customer service around the revised 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. In our state, the Can-Do Statements 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 [\*Model\*](#)

[Curriculum for World Languages and Cultures](#) as well as on the [NCSSEFL.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 Department's world language program specialists are directly involved in the roll-out and implementation of the Department's newest statewide education initiative. **Future Forward Ohio** lays out the state's strategic priorities for helping students recover from the impact of the COVID-19 pandemic. It features three key strategies to facilitate student success: 1.) overcoming obstacles to learning; 2.) accelerating learning; and 3.) preparing students for future success. To learn more about this important initiative, visit the Department's [Future Forward Ohio webpage](#).

The **Ohio Seal of Biliteracy Program** is now in its sixth year of implementation. Ohio is one of 49 states and the District of Columbus to offer this prestigious award to graduating high school seniors who have demonstrated 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 in recent years. 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 to attain the required Intermediate High level of proficiency in a world language (or longer for higher difficulty level languages), a local investment may need to be made to bolster current language course offerings by extending the language-learning sequence. Please note that three Ohio universities currently recognize and grant credit for Ohio Seals of Biliteracy. They are Denison University, University of Mount Union and Wright State University. Other Ohio universities, most notably Cleveland State University and The Ohio State University, continue to study the feasibility of recognizing the Ohio Seal of Biliteracy.

The Ohio Department of Education continues to provide guidance and oversight for Ohio's **Credit Flexibility Initiative**. 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 are required to have a student-friendly credit flexibility policy in place. 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 over the past three school years. We want to thank every world language educator who stuck with it again this year, rising above significant challenges to help students overcome learning loss and social-emotional challenges brought on by the pandemic and its lingering effects. 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 are struggling. During the past three years, Ohio's world language teachers have continued to shine brightly. They are to be commended!

OFLA members will be pleased to note that the revision of Ohio's [\*Model Curriculum for World Languages and Cultures\*](#) is all but complete. While portions of the revised Model Curriculum still need to be presented to the State Board of Education for final approval, the Department was recently able to update the portions of the Model Curriculum that do not require State Board approval. This update comes with the introduction of a new graphic organizer on the [\*World Languages and Cultures landing page\*](#) that reorganizes the learning standards and the Model Curriculum in a way that should help educators locate the resources they need more easily. Model Curriculum resources can now be accessed by one of three ways: 1) by topic; 2) by proficiency level; and 3) by language. Along with the new graphic organizer, several radio buttons provide access to additional resources, including those

related to instructional strategies, diverse learners, virtual meetups, the seal of biliteracy, credit flexibility and international teacher exchange opportunities. Here you can see what the new graphic and landing page look like:

## World Languages and Cultures

Webpages in this section feature **world languages and cultures** information to support Ohio's learners and educators. Explore the resources by choosing a pathway in the graphic or the topic-specific buttons below the graphic.

To search by topic for information and resources, choose the Model Curriculum pathway below.



### Resources

To access additional resources for supporting Ohio learners, click on the links below.

<b>Instructional Strategies</b> 	<b>Educator Resources</b> 	<b>Diverse Learners</b> 
<b>Virtual Meetups</b> 	<b>Seal of Biliteracy</b> 	<b>Credit Flex</b> 

Implementation of the newly revised **Ohio Teacher Evaluation System (OTES) 2.0** is complete. Since 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. 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, back-to-school conference on August 2-4, 2022, titled **Ohio Building Bridges for Educators: The Heart of the Matter**. This online event featured sessions across all

academic content areas, with a focus on connecting people, ideas and possibilities to deepen student learning, engagement and motivation. 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 comes into view, we at the Department remain committed to providing ongoing support and virtual professional learning opportunities for Ohio world language teachers. During the 2022-2023 school year, we have continued to support a cohort of beginning teachers and a cohort of teachers interested in Project-based Language Learning (PBL) through a web-based series of ongoing monthly meetups. We would like to thank our partner, OFLA, for its continuing support and collaboration this past year on these endeavors.

The Department is once again collaborating with partners at The Ohio State University to offer the **Ohio Dual Language Summit 2023** for both current immersion educators and district officials interested in offering language immersion programming locally. The summit will take place on December 1, 2023, and its location will be announced in the near future. This event is designed to expand the professional learning opportunities for immersion teachers and administrators that were offered during the state's first dual language summit in December 2021. You can access information about the past event and the upcoming summit on the [Ohio Dual Language Summit 2023 website](#).

The Ohio Department of Education has six official **international exchange partners**: the Hubei Provincial Department of Education 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 recent years, these partnerships have led to the creation of dynamic sister school partnerships and fostered exchange opportunities for both students and educators.

In conjunction with these partnerships, the Department maintains a J-1 cultural exchange visa program and 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:

- Two-Way Teacher Exchange Program with the Académie de Normandie;
- Spanish Visiting Teacher Program; and

- Visiting Chinese Language Teachers from Taiwan Program

Additionally, the Department coordinates one 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 or participate in sister school partnerships. All the Department's efforts in this area are designed to provide options to host institutions and diverse learning experiences for their student that will better prepare them for academic and professional success in the 21<sup>st</sup> century. Department consultants work with host institutions to support their visiting international teachers and sister school partnerships. During the 2022-2023 school year, fifteen 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 their Ohio students. There were no visiting teachers from France or Taiwan working in Ohio during this period. Lastly, in 2022-2023 there were two Ohio educators teaching English as a foreign language in Taiwan through the Department's Teaching English in Taiwan Program.

A growing body of research shows that curriculum and instructional materials have a significant effect on student learning outcomes. 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 been working on the creation of an HQIM rubric that can be used by Ohio 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 an opportunity to provide feedback on the draft rubric in the near future.

### 3. Advocacy

In late 2022, an overhaul of the state law ([ORC 3302.03](#)) that establishes the **state report card and school grading system** included a new report card component that requires schools and districts to report annually the percentage of their students that are enrolled in a world language course. This

metric provides an important new validation for the inclusion of world language and culture course offerings as part of a well-rounded education. A higher percentage of students studying a world language will contribute to schools and districts earning a higher report card score. This is something worth pointing out to school and district officials, especially when world language programs are threatened with being cut.

Department consultants continue to work with the **Ohio Immersion Administrators' Network** to support the growth and further development of dual language 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 Immersion Program - 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, Columbus Spanish Immersion Academy and Mansfield Spanish Immersion School, maintain the prestigious title of *International Spanish Academy* as recognized by the government of Spain.

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, education policy considerations, 21<sup>st</sup> century skill development, early language learning, critical need languages, educator retention and exchange, teacher evaluation, advocacy and program design, and articulation. We are truly grateful to OFLA 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 2022, Department specialists attended the annual conferences of both organizations. In addition to conference attendance, Kathy is currently serving a term on the ACTFL's Board of Directors. Ryan is currently chairing the NCSSFL Bylaws Committee and 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 officials, administrators, curriculum directors, school board members, teachers, parents and other stakeholders. Currently, Department consultants are collaborating with stakeholders to expand the number of Korean programs and facilitate the creation of Brazilian Portuguese 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 program 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 executive board meetings and submitted status reports;
- Submitted *Around the State* articles to The Cardinal;
- Advertised travel, study, professional development, staffing, funding opportunities and resources via the OFLA's Google Group listserv and the Department's *World Language Updates* and *EdConnection* e-newsletters;
- Collaborated 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 2022-2023.
- Provided a 17<sup>th</sup> cohort of visiting teachers from Spain with formal training on schooling, standards, classroom management, grading, assessment and educator conduct 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 virtual meetups for beginning teachers, teachers interested in learning about project-based language learning and teachers interested in finding out more about the international sustainable development goals;
- Oversaw the continuing implementation of Ohio's Seal of Biliteracy program and Credit Flexibility initiative; and
- Developed evidence-based tools and resources and provided focused professional learning 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 world language programs.
2. Collaborate with the OFLA on initiatives such as Future Forward Ohio, the Ohio Seal of Biliteracy, credit flexibility, College Credit Plus options and implementing Ohio's newly revised Model Curriculum for World Languages and Cultures that will help increase the quality

of language teaching on the part of Ohio’s world language educators and produce 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 2.0).
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,

**Ryan Wertz and Kathy Shelton**

*Education Program Specialists for World Languages and Cultures*

Office of Learning and Instructional Strategies

