



Cleveland State Confucius Institute Teacher Appreciation Day

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Ohio | Department
of Education

老师早上好！





CONFUCIUS INSTITUTE
AT CLEVELAND STATE UNIVERSITY

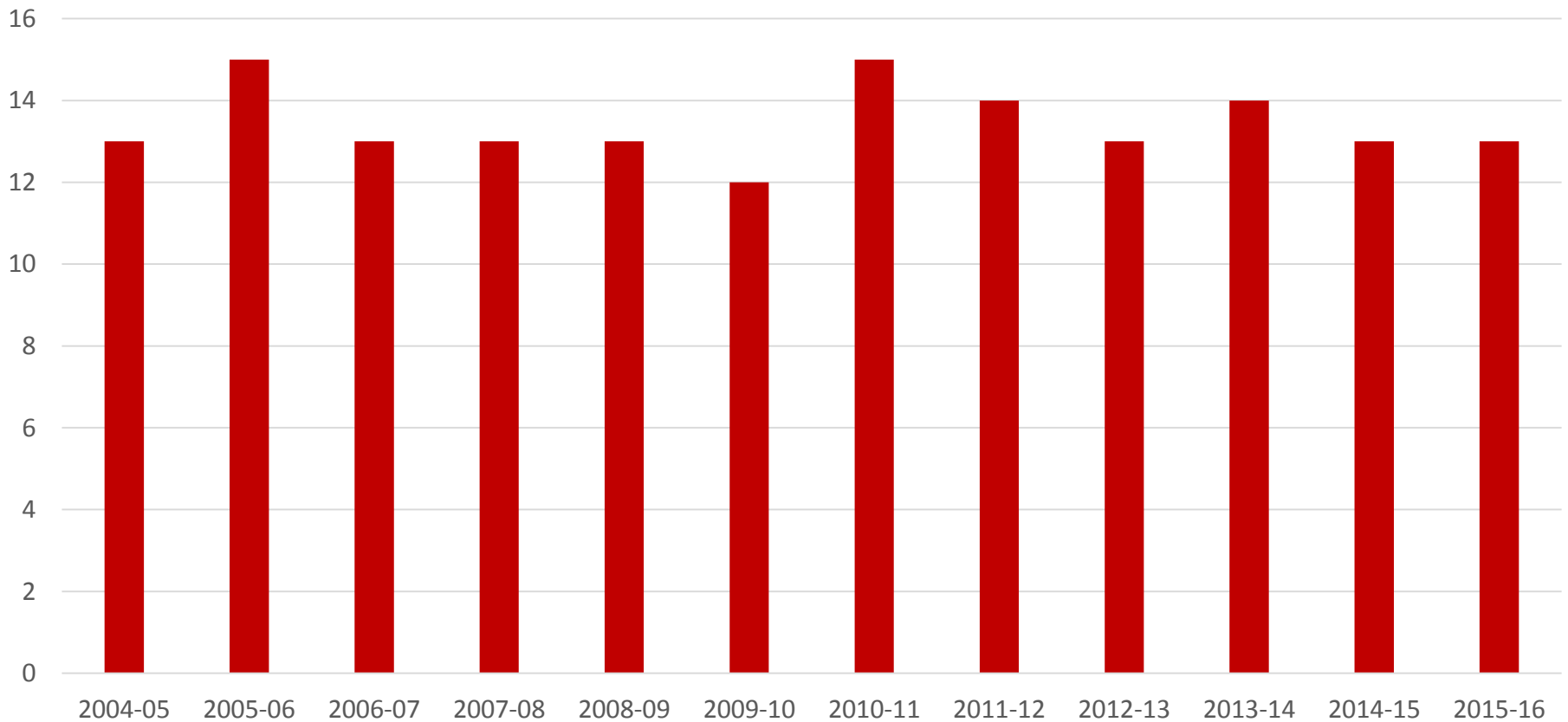
A large, weathered stone statue of a man with a long, flowing beard and a traditional Chinese cap. He is wearing a robe with intricate carvings. The statue is set against a clear, bright blue sky. The lighting suggests it might be late afternoon or early morning.

生日快乐！



K-12 Language Trends in Ohio

Total Languages Taught K-12 in Ohio



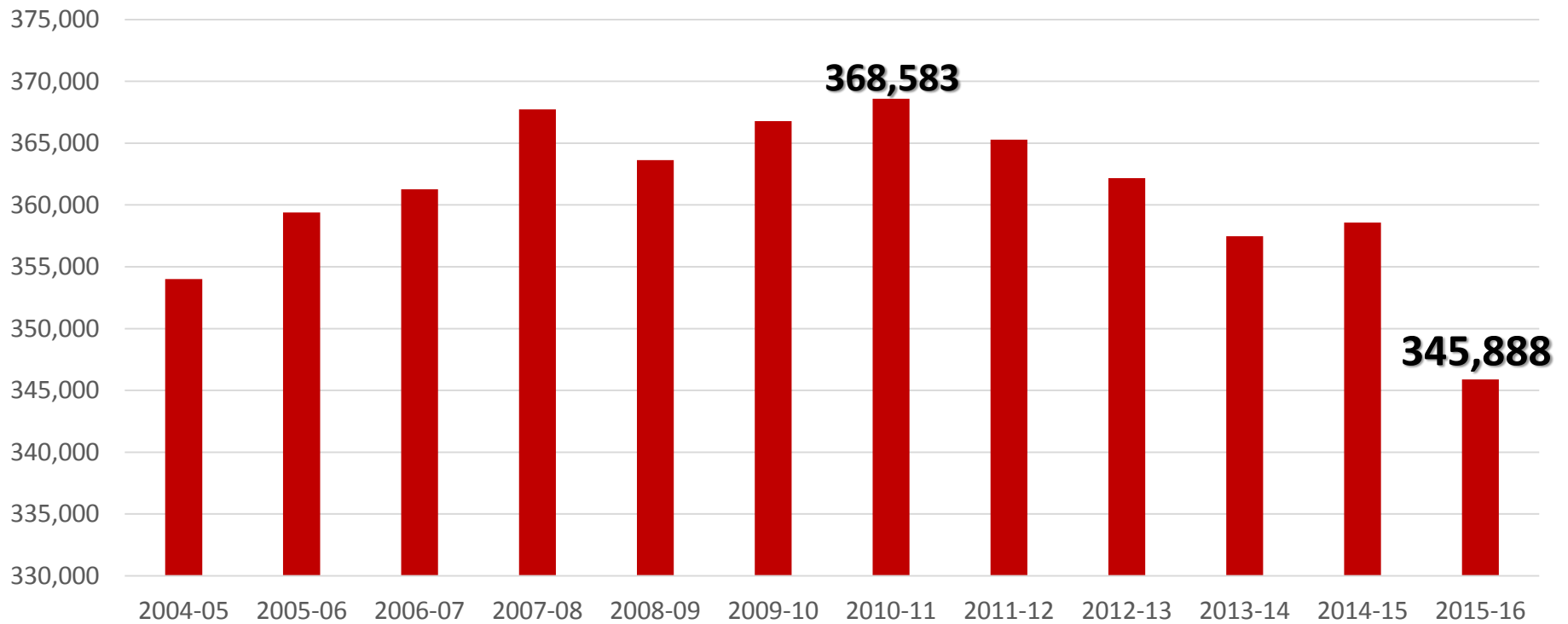
K-12 Language Trends in Ohio

During the 2015-2016 school year, there were 13 world language offerings for students in Ohio's K-12 public schools:

- **Arabic**
- **ASL**
- **Chinese**
- **French**
- **German**
- **Greek**
- **Hebrew**
- **Italian**
- **Japanese**
- **Latin**
- **Polish**
- **Russian**
- **Spanish**

K-12 Language Trends in Ohio

Annual K-12 Enrollment Trends



K-12 Language Trends in Ohio

Annual % of K-12 Students Studying a WL

2015-16:	19.2 %
2014-15:	19.8 %
2013-14:	19.2 %
2012-13:	19.4 %
2011-12:	19.5 %
2010-11:	19.5 %
2009-10:	19.3 %
2008-09:	20.2%
2007-08:	19.8%
2006-07:	19.5%

Languages Ranked by Enrollment

1. Spanish	225,837
2. French	68,282
3. German	22,824
4. Exploratory	21,272
5. Latin	11,619
6. ASL	4,661
7. Japanese	1,470
8. Italian	1,425
9. Arabic	735
10. Russian	506
11. Chinese	493
12. Hebrew	117
13. Swahili	103
14. Greek	36
15. Polish	10

2005-2006

TOTAL: 359,390

19.8 % of 1.8 Million K-12 Students

Languages Ranked by Enrollment

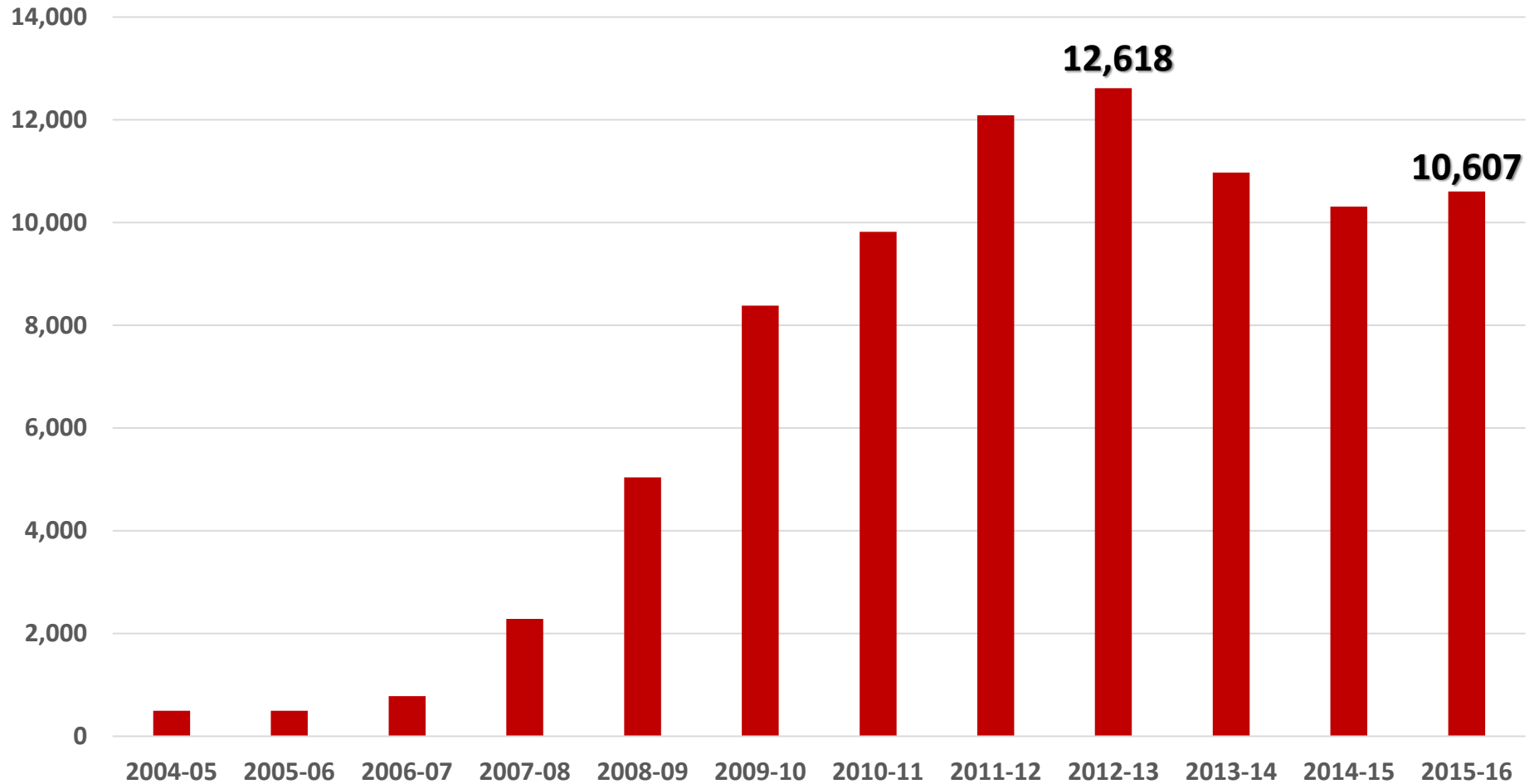
1. Spanish	221,425
2. French	52,987
3. Exploratory	21,353
4. German	16,885
5. Chinese	10,607
6. Latin	9,049
7. ASL	8,733
8. Italian	1,493
9. Japanese	1,416
10. Arabic	989
11. Russian	720
12. Hebrew	165
13. Greek	65
14. Polish	<10

2015-2016

TOTAL: 345,888

19.2 % of 1.76 Million K-12 Students

Chinese



Reasons for the Increase in Ohio's K-12 Chinese Enrollment



ODE-OSU Chinese Language
Symposia (2006, 2007, 2008, 2009)



College Board and Asia Society
partnerships with Hanban:

- Chinese Guest Teacher Program
- Confucius Institutes
- Confucius Classrooms

Chinese Guest Teacher Program

84

Guest Teachers
from China Who
Have Worked in
Ohio since 2006

Chinese Guest Teacher Program

47

Ohio Districts
Hosting Guest
Teachers from
China since
2006

Chinese Language Programs in Ohio

107

Ohio Districts
and Community
Schools with
Chinese
Programs in
2015-2016







ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5 4	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>	Typical OH K-12 Chinese Learner (3 years)	<ul style="list-style-type: none"> Language learners following content-based language program in Grades K–6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

(11-12 years)

(9-10 years)

(7-8 years)

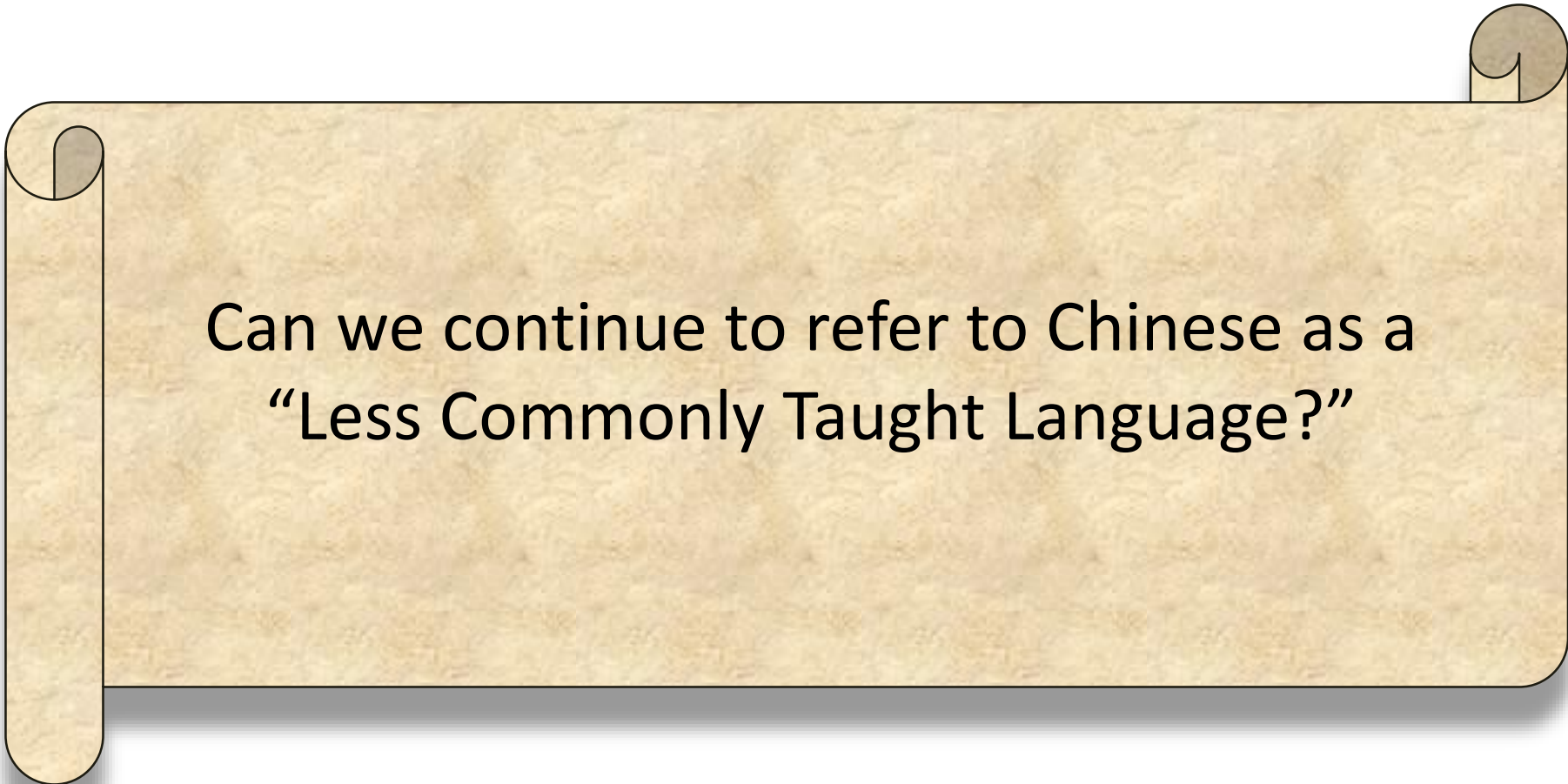
(5 years)

Typical OH K-12 Chinese Learner (3 years)

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.







Can we continue to refer to Chinese as a
“Less Commonly Taught Language?”

Important Announcements and Informational Resources



Ohio Seal of Biliteracy



What is a Seal of Biliteracy?

An award given by a school, district or state to recognize graduating seniors who can demonstrate high levels of proficiency in English and at least one other language.

What is the implementation timeline?

Spring-Summer 2017:

- Gather and incorporate stakeholder input into draft rule for approval by the Achievement and Graduation Requirements Committee.
- Approval by the full State Board of Education
- Begin drafting implementation guidance.

Winter 2017:

- Gather input from advisory group.
- Draft Seal of Biliteracy rule.

Summer-Fall 2017:

- JCARR review.
- Final SBOE adoption.
- Finalize implementation guidance and professional development modules.
- Roll-out program across Ohio.

How You can Help Your Students Earn an Ohio Seal of Biliteracy



Tell students early on about the program.



Use the target language to immerse learners in the language daily.



Use backward planning to build long sequences of proficiency-based learning.

Coming Soon...Standards Refresh!



<http://www.ohioatc.org/>







CELIN

Chinese Early Language
and Immersion Network
at Asia Society

College Board Chinese Bridge Delegation



Other ODE Resources

- World Language Model Curriculum
 - Charts of proficiency targets
 - Evaluation rubrics across modes
 - Sample Units, Sample IPAs, Authentic Resources and More!
- SLO Exemplars for Use with OTES
- Ohio Ed Updates for World Languages
- Credit Flexibility Guidance
- Guidance for Online & Tech-based World Language
- K-4 Content-Enriched Mandarin Chinese Curriculum
- Visiting International Teachers Programs
- Formal partnerships with France, Spain, Taiwan and mainland China

谢谢

再见



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