

***Credit Flexibility Focus on Physical Education,  
Career-Technical Education and World Languages  
Web Conference Summary***

Tuesday, September 21, 2010  
2:00–3:00 p.m. EST

***Opening Remarks***

Patti Grey, with the Ohio Department of Education (ODE) introduced the second web conference in the fall series, co-hosted by ODE and the Great Lakes East Comprehensive Center. The web conference series relates to the implementation of the credit flexibility policy and ODE hopes the series will help foster communication between the Department, schools and districts. This web conference focused on physical education, career-technical education, and world languages and was intended to increase the understanding of how credit flexibility can be implemented in these areas.

***Physical Education Presentation Highlights***

- A credit flexibility plan can include aspects of individual and team athletic participation, but students must remember that just by participating on an athletic team can not alone be a “plan.”
- The credit flexibility plan must be developed with components that address the graded course of study and/or the elements within the physical education academic content standards.
- Students who successfully complete all components of the physical education waiver are not required to take physical education in order to graduate.
- Interscholastic athletics, marching band and cheerleading cannot be substituted for physical education credit.

***Career-Technical Education (CTE) Presentation Highlights***

- Credit flex plans that cover CTE content must be based upon a state-approved program/course in the school district or community school in which the student is enrolled.
- There can be a group of students doing a certain kind of work that is non-seat time based under credit flex. Each student must have an individual credit flex plan, with the requirements for learning activities and the types of documentation.
- A career tech credentialed educator must be involved in the planning, in the formation of the work expectations, in designing the assessment, and in the approval of the final credit that is granted to the student.
- The JVSD/CTPD’s role in granting credit for Carnegie unit-based programs/courses is the same for the granting of credit for credit flex plans.

***World Languages Presentation Highlights***

- To learn a language, students need skills in listening, speaking, reading and writing.
- The World Language field has agreed upon performance or proficiency guidelines as a way to talk about language and measure language proficiency.
- In the guidelines, K-12 learners typically are at the novice and intermediate levels, which are further subdivided into novice, low, mid, high, and intermediate low, mid, high.
- Data show three years of language learning in high school typically equals intermediate low on the guidelines.
- Items to consider when developing the students credit flex plan should include:

- Who will be involved in the pre-identification of learning outcomes and measures of success?
- How will the student demonstrate what s/he knows and can do, apply the learning or document performance?
- Which existing assessments and performance tasks will be used to measure success?

*Additional resources mentioned during the web conference included:*

- [Physical Education and Credit Flexibility Web Page](#)
- [Credit Flexibility Guidance Documents](#)
- [Ohio Department of Education's Education Options](#)

## ***Questions and Answers***

### ***Physical Education***

***Q: Can you receive credit for being on a sports team?***

**A:** There are aspects of certain activities that can be applied to a credit flex plan, but the sport itself, the activity in itself, doesn't constitute a credit flex plan. Participating on a team can be incorporated, but students will not receive credit just for being on the team. The plan needs to be fully developed in accordance with the schools local course of study and also along with state standards.

***Q: Can you explain a little about the Physical Education Waiver?***

**A:** When a student completes the waiver, the student is not earning physical education credit and will not be required to complete the physical education credit in order to graduate. This is something that's not required for schools to adopt, but it is an option if they choose to do so. The physical education waiver requires students to complete, as a part of the waiver, two full seasons of extra-curricular athletics, marching band or cheerleading and/or Junior ROTC (which is a new addition). If students complete the two full seasons and in addition complete one-half unit in another subject area, students will not be required to take physical education.

***Q: Do you have a tool that can help with planning for Credit Flex and PE?***

**A:** There is a planning document that can help students develop a physical education Credit Flexibility plan. The worksheet has boxes showing the state standards, indicators and benchmarks, and allows students to write in the alignment of their proposal with the local course of study. Students will specifically describe the activities that they would be involved in specific to the activity, not just a sport. The worksheet is available on the ODE [physical education website](#).

### ***Career-Technical Education***

***Q: Does state certified teachers have to be the ones signing the documents for credit?***

**A:** ODE recommends that schools have the teacher of record sign, the counselor sign, possibly even the school administrator sign, and each of those should be a licensed educator in the state of Ohio. If it's a core content area (of which there are eleven), it is strongly recommended that the individual needs to be highly qualified.

**Q:** *Can you explain more about the 450-hour requirement for workforce development?*

**A:** Career Tech programs are designed around teaching students in a sequence of at least 450 hours of instruction. Under credit flex, the 450-hour minimum would not apply. A student can flex some portion of that credit or all of that credit without attending to the 450-hour requirement.

**Q:** *Does a student have to be enrolled in the school district that offers that particular CTE program in which the student is interested in?*

**A:** Yes, the student does need to be enrolled in that district. So, let's take the case that a student resides in a career tech planning district that has a joint vocational school district, but the student currently is only attending or enrolled in the home district. The student must enroll in the joint vocational school district in order to do flex credit with a career tech program that the joint vocational school district offers.

### **World Languages**

**Q:** *Are there examples of commercial assessments or any nationally reliable and valid assessments?*

**A:** Yes, there is a list of them included in the [world languages guidance](#) on the ODE website that can be downloaded. Visitors to the site can also type in "Credit Flexibility Guidance" in the search area and then go to the world languages implementation section of the website as another way of locating the documents.

**Q:** *If a district requires three years of language and if a student receives flex credit for Spanish can we make him take three more years?*

**A:** If you equate the proficiency with Carnegie units, you may find that a student already has enough of the credits. That's the beauty of using the yardstick of the performance and proficiency guidelines. So unless it's a beginning student and they're performing, let's say, at the first level online; then yes, if you have a three-credit requirement, maybe they'll need to fulfill that requirement through credit flex or a traditional class for the other two or three credits. But if you're granting credits to a heritage speaker, chances are, if they're proficient across listening, speaking, reading and writing, they will certainly test out and demonstrate their proficiency with some sort of brochure, project or presentation at least at that intermediate low which we're saying pretty much equates to three Carnegie units.