

**CURRICULUM UPDATES*****Committee sets forth goals for transitioning to the revised standards***

To help Ohio educators navigate the revised content standards and new model curriculum, leaders from Educational Service Centers (ESCs) and districts statewide have met with ODE to begin developing a transition plan. The first meeting of this committee was Dec. 15 and several more will follow. The committee's intent is to accomplish the following:

1. **Create a manageable pacing guide/roadmap for the transition**, providing vivid examples of the types of activities recommended throughout a timeline so district colleagues have several avenues to explore when they put their plans in motion.
2. **Recommend activities** that promote consistency in the work that all will be doing. This recommendation is not about control. It is made, however, because without such guidance, the existence of many "plans" can cause confusion. The charge is not to make anyone's work obsolete, but rather to find out where each contribution fits into an effective transition plan for all.
3. **Develop "crosswalk" documents** that fit the timeline, serve as companion documents to the "road map" and support educators at all levels.
4. **Promote effective and efficient professional development**; not only related to the crosswalks and the transition process, but first to content knowledge, instructional diversity, connectivity across the curriculum, inquiry-based instruction and 21<sup>st</sup>-century skills.
5. **Provide consistency in language and format** while promoting differentiation in presentation to adults, knowing that educators, like students, must be served along a wide continuum of knowledge and skills.
6. **Prepare Transition Committee participants and ESC representatives** to return to their regions, districts and buildings, well equipped with knowledge, tools and strategies to deliver a consistent message to educators at all levels.
7. **Share resources and services** to maximize the collective impact on teaching and learning in Ohio and ensure that, when possible, duplication of efforts is minimized.
8. **Encourage a different way of thinking about instruction** and move away from "business as usual." Take the vision about what instruction looks like when based on the revised standards and new model curricula, and demonstrate that when "teachers teach like this," students achieve.
9. **Create a series of quality, tech-based communication modules** (including scripts) to ensure accessibility for all to a consistent message. Archive and catalog the work to promote choice, based on audience and needs. The modules should create an understanding of why non-negotiable protocols will be set along the way.
10. **Establish an advisory team** to review the tools and strategies, so that consistency and effectiveness are ensured and the combined wisdom of our educators is valued and exhibited.
11. **Encourage teacher-based teams.** Working with the ESCs and other leadership teams throughout the state, this becomes a grassroots movement that "causes" great things to happen for our children.

It will take an army of educators to pull off these initiatives effectively – so please join in as much as possible. The combined work of this committee and all of Ohio’s curriculum leaders will provide increased knowledge and consistent efforts that benefit all our students and teachers.

To contribute to any of the areas described above, please contact Denny Thompson at [denny.thompson@ode.state.oh.us](mailto:denny.thompson@ode.state.oh.us). Thank you!

***Spanish Visiting Teacher Program conference call and 2011-2012 deadline are coming up***

Anticipating the need for Spanish teachers during the 2011-2012 school year or beyond? Wanting to expose your students to a native speaker and cultural expert? Trying to figure out how to staff a Spanish language immersion program? The Spanish Visiting Teacher Program may be just the answer!

Ohio has had a Memorandum of Understanding with Spain to facilitate the placement of visiting Spanish language teachers in Ohio schools for the past six years. ODE will explain how the program works to prospective school participants during a conference call on Thursday, **Jan. 27**, from 1 to 2:30 p.m. Ohio community schools interested in securing Spanish teachers must have an appropriate official from their sponsoring institutions participate on the call and sign the application. To take part in the conference call, dial (866) 551-1530 (toll-free) and enter the participant PIN number: 6654966#. To indicate your desire to participate in the call, please contact Debbie Robinson at [debbie.robinson@ode.state.oh.us](mailto:debbie.robinson@ode.state.oh.us).

All interested districts and schools should download both the application and the contract on the [ODE website](#) before the conference call. Participating schools will need to secure the approval of the local board of education to hire a teacher from Spain before the April 1 application and contract deadline. This information also is available by visiting [education.ohio.gov](http://education.ohio.gov), keyword search: *Spanish visiting teacher*.

***Teachers of critical languages program applications due Jan. 31***

Schools in the U.S. may apply to host a Chinese or Arabic exchange teacher in the 2011 Teachers of Critical Languages Program (TCLP) through an [online application](#) process that closes **Jan. 31**. Public and private schools of any level from K-12 may apply. Prospective host schools and districts are encouraged to articulate their visions for their foreign language programs on their applications. TCLP staff welcomes comments and questions.

TCLP, a program of the U.S. Department of State’s Bureau of Educational and Cultural Affairs, is designed to help schools expand their capabilities for teaching Chinese and Arabic. Through the program, experienced teachers who teach English as a foreign language in China and Egypt are placed in American K-12 schools for an academic year when they teach Mandarin or Arabic language and culture. To facilitate the development of host schools’ critical language programs, TCLP:

- Provides support for teachers’ living expenses, health care, roundtrip airfare, ongoing and extensive methodological training and professional development;
- Provides designated mentors with monthly honoraria and host schools with access to real-time, \$5,000 grants to support language-learning projects; and
- Maintains regular communication with participating teachers and schools, conducts in-person school visits and provides ongoing program support.

TCLP teachers are limited to a one-year stay in the U.S. During their visits, they must not be charged with initiating a Chinese or Arabic language program or creating its curriculum. Please contact TCLP with any questions or comments at [tclp@americancouncils.org](mailto:tclp@americancouncils.org) or (202) 833-7522.

***Chinese Guest Teacher Program applications due Feb. 15***

The Chinese Guest Teacher Program, jointly administered by the College Board and ODE (in partnership with the National Council of State Supervisors for Languages), is designed to help U.S. schools develop Chinese language and culture study programs and to promote international exchange between the United States and China. The program provides an experienced language teacher from mainland China for the host school or district for one to three years. Key benefits include:

- A host school can expand or start a Chinese language program, laying the foundation for a well-articulated Chinese program over time;
- The program subsidizes a portion of each guest teacher's salary, allowing schools to build their Chinese programs affordably;
- Students can learn authentic Chinese language and interact with native Chinese speakers; and
- Chinese guest teachers can serve as cultural resources in other subject areas.

For more information and an application to request a Chinese guest teacher for the 2011-2012 school year, please click [here](#). Direct any questions to Ryan Wertz, ODE world languages consultant, at (614) 728-4630 or [ryan.wertz@ode.state.oh.us](mailto:ryan.wertz@ode.state.oh.us). All application materials must be submitted directly to the College Board no later than **Feb. 15**.

### ***Diploma with Honors and Award of Merit available for qualifying students***

Historically, the State Board of Education has encouraged excellence in both the college preparatory and career-technical curricula. Outstanding students who are graduating this spring may receive special recognition from the State Board of Education for their achievements through the State Board of Education's Diploma with Honors and/or the Award of Merit.

Current [Diploma with Honors](#) criteria became effective on June 30, 2007, as a result of the Ohio Core legislation. The State Board adopted the qualifying criteria in May 2007. Students who began high school in fall 2007 and thereafter must adhere to intensive criteria in mathematics, science and social studies to qualify for the high school academic and career-technical Diplomas with Honors. Seals to designate the Diploma with Honors can be purchased directly from diploma vendors.

The [Award of Merit](#) is available for students who meet specified performance criteria and either the college preparatory or the career-technical curricular requirements. Through the Award of Merit, students may receive extra recognition for their total educational achievements. This award differs from the Diploma with Honors. Students eligible for the Award of Merit and the Diploma with Honors may receive both. Award of Merit Certificates can be ordered online beginning **Feb. 2**. The Web pages for the two programs also are available by visiting [education.ohio.gov](http://education.ohio.gov) and searching for: *Diploma with Honors or Award of Merit*.

### ***New Center for Creativity hosts revision writers for Ohio's arts standards***

Re-visioning of Ohio's fine arts standards took a big step forward on Dec. 14 in the Columbus Museum of Art's new Center for Creativity. The writing groups were comprised of about 50 educators and advocates who were selected through an open application process. These group members represent the four arts disciplines, professional associations, K-12 grade levels and 22 Ohio counties.

ODE Consultants Nancy Pistone and Ed Duling presented a refresher on the current fine arts standards and then discussed the re-visioning approach the writing groups would follow, based on feedback from two statewide focus group meetings held in November.

The day's goal was to reach consensus on selecting the most valued content statements (knowledge and skills) from the current standards and to reorganize them into a new trial framework that reduced the current five goal areas to three. Two additional writing meetings are planned for February and April of this year to prepare a revision draft for public feedback.

For progress updates on the arts revision process, including a timeline and list of writers, please visit this [Web page](#).

### ***Ohioana Library updates tools for studying the Underground Railroad in Ohio***

*The Ohioana Library Travels the Underground Railroad* teaching kit for grades 4-6 has been updated, with many of its materials posted online. Through the project, the Ohioana Library is sharing literature written by Ohioans with Ohio school children and helping teachers to teach about the Underground Railroad and its significance in Ohio.

The kit contains tools designed to provide resources for students, teachers and librarians to augment and enhance the standard classroom curriculum. Included are documents, classroom book sets, videos, lesson plans and other materials. The resources include appropriate materials and ideas for reaching children of all learning styles in all disciplines of study, including math, geography, social studies, language arts, art and music.

The project is made possible by a grant from Honda of America, with support from the Ohioana Library's Virginia Hamilton and Arnold Adoff Endowment and several publishers. To access all but the book components of the kit, please visit the Ohioana [website](#). To borrow the books in the kit, please contact a local library about inter-library loan, or contact Beth Poley, program coordinator, at [bpoley@ohioana.org](mailto:bpoley@ohioana.org) or (614) 466-3831.

## **ASSESSMENT UPDATES**

### ***Race/ethnicity coding remains the same***

The Pre-ID file coding for race/ethnicity **has not changed** this year and is still the same as the coding used in the Local Report Card. Districts or Information Technology Centers (ITCs) that changed internal district data to conform to the new federal race/ethnicity categories need to check the race/ethnicity coding in Pre-ID files to confirm that it matches the coding in the Pre-ID file layout. This information applies to the Ohio Achievement Assessments (OAA), Ohio Graduation Tests (OGT) and Ohio Test of English Language Acquisition (OTELA).

### ***Fall 2010 OGT rescore and verification requests accepted through Feb. 8***

TIDE will accept Fall 2010 OGT rescore and verification requests made from **Dec. 13** through **Feb. 8**. There will be a \$25 charge for processing each rescore or verification request unless it results in a score change. All OGT constructed-response questions are scored independently by two scorers, and the responses are sent to a third scorer if the first two disagree. Therefore, score changes are rare. ODE encourages districts to limit rescore requests to cases in which a student's performance on the OGT is lower than expected based on his or her performance in class. The Ohio online reporting system and the state Education Management Information System (EMIS) are **not** linked. Districts are responsible for reporting their results to the EMIS.

### ***New worksheet for OAA Spring 2011 TIDE Orders sent on Dec. 10***

A Special Edition OAA Newsletter was distributed in an e-mail blast to district test coordinators (DTCs) on Dec. 10 and posted on the [ODE website](#). This Web page also is available by visiting [education.ohio.gov](http://education.ohio.gov) and searching for keywords: *test coordinator newsletter*.

On page 2 of the Special Edition Newsletter, there is a printable version of the Spring 2011 OAA School Order Worksheet. A version of the worksheet for districts to edit is posted on [ohiodocs.org](http://ohiodocs.org) on the OAA page. The OAA School Order Worksheet is designed to allow the DTC and school test coordinators (STCs) to collaborate to determine the quantities of test materials needed at each school and each grade before the DTC is required to enter the quantities in TIDE. It is recommended that the DTC distribute the worksheet to the STCs and establish a completion deadline so he or she has enough time to review the quantities and enter them into TIDE.

### ***Know when to use Form SV***

For the Spring 2011 OAA and OGT, students will need to use the Form SV with these special versions: English audio CD, foreign-language CDs, large print and Braille test booklets. The student also will need to use the Form SV when a read-aloud accommodation is provided, either in English or another language. For the OAA, the test administrator will use the Read-Aloud Script for a read-aloud accommodation in English or the Language-Translation Script for a read-aloud accommodation in another language. Please note that the OGT does not have read-aloud scripts.

### ***Family guide ordering process explained***

Copies of the *Guide to the Ohio Graduation Tests for Students and Families*, known as the *Family Guide*, will no longer be distributed automatically to schools. Districts may order *black-and-white versions* of the guide through TIDE from **Jan. 20** through **Feb. 3**. A color version of the guide will be available on the

ODE website and at [www.ohiodocs.org](http://www.ohiodocs.org) for districts to download. Family guides will be posted online by **March 15**, and copies that were ordered through TIDE will arrive in districts by **May 12**.

### ***Procedures for Alternate Assessment for Students with Disabilities (AASWD) outlined***

Districts received AASWD materials for both the OAA and the OGT the week of **Jan. 10**. The AASWD pre-processing record change window is open now through **March 16**. An additional ordering window for materials will be open from **Jan. 18** through **March 4**. The last day to return Collections of Evidence (COE) for scoring is **March 4**. Please send the COE to the correct vendor: **OGT-AASWD COEs (white binder) must be returned to DRC**, and **OAA-AASWD COEs (black binder) must be returned to Pearson**.

### ***Review requirements related to Limited English Proficient students***

Please note that students who have difficulty speaking, listening, reading or writing in the English language may need to be screened/assessed to determine if they are identified as "limited English proficient" (LEP). The two-step process to determine the LEP status is 1) the Home Language Survey and 2) a formal assessment other than the OTELA. Only those students who have been identified as LEP may have accommodations on the OAA or OGT. Students who may have LEP status are foreign-exchange students or migrant students. Students who have been identified as LEP must take the OTELA until they receive a score that will allow them to exit the program. OTELA does **not** take the place of required statewide assessments.

### ***OTELA dates set for 2011***

The test window for the 2011 OTELA administration for grade bands K-12 is **Jan. 17 to March 11**. OTELA test materials were delivered the week of **Jan. 10**. TIDE will be open for additional OTELA material orders from **Jan. 18** through **March 10**, although preID label orders will not be available during this time. There will be no modification or extension of the OTELA test window. The return date for test materials is **March 14**. Any tests shipped after March 14 will not be scored. OTELA results will be available to districts online as downloadable data May 11; paper reports will be available on May 19.

### ***NAEP 2011 administration begins Jan. 24***

The National Assessment of Educational Progress (NAEP), which results in [\*The Nation's Report Card\*](#), will be administered from Jan. 24 through March 4. NAEP 2011 will yield state results at grade 4 and 8, and national results at grades 4, 8 and 12. Approximately 445 Ohio schools have been selected by USDOE to represent students in Ohio and across the nation. Students selected for NAEP 2011 are assessed in only one content area and take just a portion of that subject area. NAEP 2011 will be administered in the following areas:

1. Grade 4 and Grade 8 students will be assessed in reading and mathematics in a paper and pencil format. Grade 8 students also will be assessed in science.
2. Grade 8 and 12 students will be assessed in writing in a computer-based format. The construct of NAEP 2011 in writing is designed to assess how a student writes and composes using a computer.
3. In terms of pilots, a small group of grade eight students will participate in computer-based mathematics. A small sample of grade 12 students in one Ohio high school will participate in an economics pilot.

For more information about NAEP in Ohio, click [here](#).

### ***NAEP 2009 science results released Jan. 25***

The U.S. Department of Education will release the NAEP 2009 national and state science assessment results for grades 4 and 8 on Tuesday, Jan. 25. The NAEP 2009 mathematics and reading results were released previously. Forty-six states and the Department of Defense Education Activity schools participated in the 2009 science assessment.

The NAEP 2009 science results for Ohio, all participating jurisdictions and the nation will reflect the new NAEP Science Framework published in 2008. This NAEP Science Framework is based on national and state science standards and informed by international assessment frameworks. The NAEP Science Framework also reflects advances in science and cognitive research.

For more information about NAEP in Ohio, please visit [education.ohio.gov](http://education.ohio.gov) and search for keywords: NAEP. To view the NAEP 2009 science press conference on Jan. 25, visit the [NAEP website](#).

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### ***Fee waivers and more course offerings available through OhioLearns***

[OhioLearns](#), which has offered high school students online advanced placement (AP) classes since September, has expanded its grade 9 to 12 offerings to include courses in core content areas as well as credit recovery courses. A total of 237 online courses are now available for high school students.

The *OhioLearns* high school program was launched with an initial focus on AP courses due to one-time state funding of \$1 million for students to take AP courses online. Fee waiver opportunities for the 40 *OhioLearns* AP courses for both second semester this school year and throughout 2011-2012 are still available. Students who are eligible for AP courses at public schools may apply for fee waivers to assist with the cost of AP distance learning courses. To be eligible for the fee waiver, a student must be registered by a local school counselor or official who ascertains that the school will accept the grade and credit for the course. The fee waiver provides free tuition for the course, but does not cover books, lab fees or the AP exam.

*OhioLearns* began in 1999 as the *Gateway to Distance Learning in Ohio* for anyone interested in college-level, distance-learning courses and degrees from the state's two- and four-year colleges and universities. The addition of high school courses to *Ohio Learns* was established by the Ohio Board of Regents and is administered in collaboration with eTech Ohio by the Ohio Learning Network, an Ohio higher education consortium. For registration details and the online catalog, click [here](#) or contact Deb Segner, *OhioLearns* manager, at (614) 485-6737 or [dsegner@oln.org](mailto:dsegner@oln.org).

### ***EdSteps launches Work Collection for Creativity***

EdSteps is currently seeking submissions to its Work Collection for Creativity, a grassroots effort to provide educators with a practical means of appreciating, understanding and assessing creativity in partnership with their students. The collection is part of a larger project by EdSteps to develop a Web-based resource for teaching and assessment in five skill areas, including creativity, that are typically difficult and costly to assess. Ultimately, the site will present a public library of student work samples presented in a continuum from emerging to accomplished work. EdSteps is led by the Council of Chief State School Officers and funded by the Bill & Melinda Gates Foundation.

For the Collection for Creativity, EdSteps welcomes work samples by teachers and other adults, as well as students of all ability levels from Pre-K through graduate school. Works may be in any form, genre or media – including writing, videos, images or graphics – in any subject area. An educator or student may submit works one at a time or in batches if a free online account is created. Work samples will not include author names or schools, but must be submitted with parental permission if the works were created by minors. Please visit [www.edsteps.org](http://www.edsteps.org) and select the [submit work](#) option to upload work samples online. If electronic submission is not feasible, please request mailing instructions from EdSteps at (202) 336-7032 or [e-mailhelp@edsteps.org](mailto:e-mailhelp@edsteps.org). Educators also may volunteer to [review work samples](#) for inclusion on the EdSteps website. For more information on EdSteps, please contact [info@edsteps.org](mailto:info@edsteps.org).

### ***INFOhio offers biographical resources***

INFOhio provides students and teachers access to information from databases and resources that provide accurate, up-to-date and authoritative information. These resources include the *Biography Reference Bank*, which provides narrative profiles of 550,000 people with additional links to more than 380,000 related full-text articles. Both contemporary and historical individuals are included. The database is updated daily and includes multiple search paths including name, profession, gender, ethnicity, birth/death dates and keyword. INFOhio also provides access to another biographical database titled the *Oxford Reference Online*.

Through the [INFOhio 21<sup>st</sup> Century Learning Commons](#), teachers can learn more about using Web 2.0 tools with InfoOhio's many resources. Module 11 of the [21 Essential Things for 21<sup>st</sup> Century Success](#)

focuses on helping educators make their classrooms modern learning places for all types of learners. For more information on INFOhio, click [here](#).

***INFOhio professional development opportunities***

INFOhio is offering several upcoming professional development webinars:

- **Jan. 20**, 3:30 to 4:15 p.m. – *Cool Tools for 21st Century Projects – Secondary* – Learn how to encourage student success through Web 2.0 productivity and collaboration tools.
- **Feb. 3**, 3:30 to 4:15 p.m. – *Science Resources for Classrooms and Science Fairs – Elementary* – This session is directly related to Essential Things Module #11 of INFOhio's 21st Century Learning Commons.

For details on accessing each 45-minute program, please visit the [Learn With INFOhio website](#).

***Thought of the month***

“Do not go where the path may lead; go where there is no path and leave a trail.” Ralph Waldo Emerson

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