

# Education Update

To: LWVO  
From: Joan Platz  
Education Update for October 20, 2008

## 1) State News:

\*Ohio's Tax Commissioner, Rich Levin, filed on October 10, 2008 an appeal with the Ohio Supreme Court to reverse a decision issued on September 2, 2008 by the 10th District Court of Appeals called Ohio Grocers Association, et. al. v. Wilkins, regarding the constitutionality of the commercial activities tax (CAT) as it is applied to food wholesalers and retail grocers. The decision by the appeals court versed a decision issued by the Franklin County Court of Common Pleas on August 24, 2007. If this decision stands it could mean an estimated loss of \$188 million in tax revenue for Ohio.

Plaintiffs in this case argue that the CAT is an excise tax, rather than a franchise tax, and therefore violates the constitution.

Section 3, Article XII and Section 13, Article XII of the Ohio Constitution prohibit excise taxes to be applied to the sale or purchase of food that is consumed by humans off of the premises from where the food was sold.

The CAT was approved in 2005 by the Ohio General Assembly as part of a phased-in overhaul of Ohio's tax system, and replaces the tangible personal property tax and corporate franchise tax, which are being phased-out. According to the Ohio Department of Taxation, the CAT is "an annual tax measured by taxable gross receipts from most business activities. Most receipts generated in the ordinary course of business are subject to the CAT." The CAT applies a minimum tax for certain businesses and a base tax rate of .26 percent to receipts over one million annually. It will be completely phased in by March 2009.

\*The State Board of Education appointed on October 14, 2008 Deborah Delisle to the position of Superintendent of Public Instruction. Ms.

Delisle is currently the Superintendent of the Cleveland Heights-University Heights School District. She will assume the superintendency no later than December 1, 2008. Board President Jennifer Sheets emphasized the high level of professionally qualified candidates who were considered by the Board for this position, and how the governor's office and Senator Joy Padgett were involved throughout the process. The current superintendent, Dr. Susan Tave Zelman, has accepted a position as senior vice president of education at the Corporation for Public Broadcasting, and will leave the ODE on October 31, 2008. The Board selected Dr. Marilyn Troyer, Senior Associate Superintendent, as the interim superintendent until Ms. Delisle assumes office.

According to a press release from the Ohio Department of Education (ODE), Ms. Delisle received her Bachelor's degree from Springfield College in Massachusetts and a Master's degree in Special Education from Kent State University. She has held several administrative positions in school districts in Ohio, including associate superintendent for educational services at the Cleveland Heights-University Heights School District; director of

academic services, director of curriculum/professional development, and elementary school principal in the West Geauga School District; language arts specialist in the Orange School District; and coordinator of the K-12 gifted/enrichment program in the Shaker Heights School District. Ms. Delisle also serves on the Executive Board for the Midwest Regional Lab of Learning Point Associates, the ODE's International Education Advisory Committee, and the Buckeye Association of School Administrators' State Report Card Committee.

She has taught graduate level courses at Kent State University, Ursuline College, University of Northern Colorado, and Simon Fraser University, and in 2008 was named one of the ten Tech Savvy Superintendents by eSchool News, and one of America's Top Twenty Educators by Learning Magazine.

To read the press release please visit

<https://webapp1.ode.state.oh.us/cncs/view.asp?id=634966842462288291>

2) National News: The Learning First Alliance (LFA), Claus von Zastrow executive director, issued on October 13, 2008 "Transforming the Federal Role in America's Public Schools", which outlines the following six principles for federal involvement in K-12 education:

-Support a Broad Vision of Student Learning -Ensure Adequate Funding for Students in Need -Foster Shared Accountability for Student Learning -Encourage a Comprehensive Approach to Supporting Students and Families - Support Education Research and Development -Support the Education Profession

The LFA, which is a partnership of 18 national education associations, believes that these principles can be a framework for the new president, administration, and Congress to follow to strengthen the nation's public schools, and lead to long-term prosperity and security for our nation.

To read the press release and learn more about the LRA, please visit

<http://www.publicschoolinsights.org/?storyid=23168>

3) Governor's Office Shares Results of Conversations:

Representatives from Governor Strickland's administration met on October 16, 2008 with members of several statewide advisory groups and stakeholders to discuss 1) the results of the eleven "Conversations on Education" hosted by Governor Strickland in July-September, 2) a document called "Roadmap for Academic Reforms", and 3) the process that will be followed to develop recommendations for funding Ohio's system of public schools.

**THEMES FROM THE CONVERSATIONS:** Governor Strickland hosted the "Conversations on Education" to identify the components of a 21st Century public education system, and build consensus around them. In addition to the comments from the participants attending the conversations, over 3000 comments were collected from the public through the web site, watch parties, and working groups. According to an analysis by the Governor's Office, the following ten key themes were identified from the conversations. These themes are not necessarily new, but are not being implemented in a systematic way:

- Quality teaching - professional development, teacher preparation, tenure and promotion, etc.
- Structural issues - class size, school year, school day, P-16, etc.
- Standards and assessments - testing reform, multiple assessments, district report cards, etc.
- Business and community involvement - mentorships, internships, and opportunities for collaboration, etc.
- Individualized Learning
- Curriculum - arts, music, PE, foreign languages, senior projects, service learning, etc.
- Whole child
- Parental involvement
- Interdisciplinary learning
- Support staff - librarians, nurses, social workers, etc.

**ROADMAP FOR ACADEMIC REFORMS:** Representatives from the Governor's Office, Janetta King and John Stanford, explained to advisory group members that a "Roadmap for Academic Reforms" was developed based on the concepts identified through the regional conversations and input from several meetings with advisory groups. According to Janetta King, these are ideas that Governor Strickland agrees with, have merit, and should be included in a public education system that prepares all students for the 21st Century. These ideas are organized under three

headings: Exciting 21st Century Learning Environments, Excellent Educators, and Efficient Accountability and Resource Management Systems.

### Roadmap for Academic Reforms

Exciting 21st Century Learning Environments -Our schools must become collaborative continuous learning organizations that build a culture of strong relationships, professionalism, collaboration, and common purpose for all students.

-Our schools must become a place where everyone feels safe, not just through metal detectors, but through high expectations, strong discipline, positive behavior interventions, a nurturing attention to the needs of each person, and a collective sense of responsibility by parents, educators, and community for our students to be competitive in the 21st century.

-Strategies to enhance creativity and innovation in the classroom must be encouraged and developed as an integral part of Ohio's education system to prepare our students for the 21st century.

-Schools must become a place that acknowledges and recognizes the importance of global awareness and cultural competence. Our diversity in Ohio is an important asset in a global and interdependent world.

-Schools must create a stronger connection to our families and the larger community to provide the necessary supports and additional opportunities to ensure academic success for our students.

-Standards and curriculum must continue to focus rigor and core knowledge but also establish expectations for our students to learn the 21st century skills that will empower them to be successful in an ever changing global marketplace, -Academic performance measures must continue to support accountability, but must also utilize multiple measures to provide educators with diagnostic information about the day to day learning of our students and to demonstrate a wide range of competencies and skills.

-Additional time during the learning day is needed for educators to collaborate and share best practices.

-Increasing the number of learning days during the year is essential and will provide opportunities for all students to achieve higher levels of success.

-How teachers teach is critical to the learning process. Students should be able to answer: Why an issue matters?

What are the facts of a particular issue? How does the knowledge apply to real life?

And, how academic content can be understood, enriched, and applied using creative thinking?

-Effective support strategies must be in place to provide all students with an opportunity for academic success, regardless of their personal situation, and to once and for all eliminate the achievement gap.

-Educating the whole child, which includes wellness, physical education, emotional development, behavioral development, academic development the arts, music, will enhance the opportunities for student success.

### Excellent Educators

-There must be seamless alignment between our institutions of higher education and our K-12 classrooms to provide educators with the training and professional development to ensure the success for our students.

-The preparation for becoming a teacher must involve a residency experience in which an aspiring educator receives an opportunity to obtain technical knowledge and real world experience in our classrooms.

-There must be opportunities for our best teachers to remain in the classroom to serve as mentors and coaches for each other by providing opportunities for professional growth and advancement in the profession.

-Through tracking the annual achievement of students we can improve the whole system by acknowledging successful teachers while encouraging ineffective teachers to leave the profession.

-We must create a pipeline for talented individuals to enter the profession.

Efficient Accountability and Resource Management Systems -There must be performance benchmarks and high quality operational standards in place to create an equal environment for all K-12 educational institutions that receive public dollars for the state.

-Improving the operational and fiscal accountability of all schools throughout Ohio's educational system is critically important, and must become a hallmark of our approach to organizing and funding the services and programs that meet the needs of our students.

-Leveraging the resources and services of our ESCs will improve the day to day operations of local school districts.

-Incentivising our schools in need of improvement to pursue aggressive strategies to improve teaching and learning for our students that require the most attention.

-Create effective communication tools to inform the public about the fiscal and operational condition of the schools that receive public dollars from the state.

-Improving our technology system to meet the needs of our students in the 21st Century.

**NEXT STEPS:** A second round of six regional meetings, hosted by Governor Strickland, will begin on November 20, 2008 in Columbus (4:00 - 6:30 PM) and will conclude in late December. (The dates and locations of the other five meetings are not available at this time.) Participants at these meetings will be asked to develop strategies to implement the Roadmap for Academic Reforms, including resources and funding. These meetings will "by invitation only", but the public will be encouraged to attend local watch parties, some of which will be hosted by Lt. Governor Lee Fisher, Chancellor Eric Fingerhut, and the new Superintendent of Public Instruction, Deborah Delisle. Governor Strickland will use the ideas and recommendations from these meetings to develop an education reform plan, which will be presented to the public and Ohio General Assembly in 2009.

Information about the new round of conversations and watch parties will be included on a web site once the details have been finalized.

Information about the "Conversations on Education" are currently available at

[http://www.ohiochannel.org/multimedia/programs/program.cfm?program\\_id=107678&site\\_display\\_mode=2](http://www.ohiochannel.org/multimedia/programs/program.cfm?program_id=107678&site_display_mode=2)

4) State Board of Education Meets: The State Board of Education (SBE), Jennifer Sheets president, met on October 13 - 14, 2008 at the Ohio School for the Deaf in Columbus, Ohio.

This month the Board recognized the accomplishments of Superintendent Susan Tave Zelman, who will be leaving the ODE at the end of October 2008, and appointed Deborah Delisle to the position of Superintendent of Public Instruction.

#### SBE MEETINGS ON OCTOBER 13, 2008

The SBE Executive Committee, Achievement Committee, Capacity Committee, and Legislative Committee met on October 13, 2008 and reviewed several resolutions that were on the business meeting agenda. The Executive Committee also recommended that the superintendent of public instruction be given the authority to revoke teaching licenses in certain situations outlined in HB 428, and the Legislative Committee recommended that the Board adopt the 2009 Federal Funding and Legislative Platform.

The School Funding Subcommittee, chaired by Virgil Brown, also met to discuss the October 2, 2008 draft, "Toward Recommendations for School Funding Reform in Ohio", which includes eighteen school funding "ideas" or recommendations developed by the subcommittee over the past year.

Members of the subcommittee were provided with comments submitted by stakeholder groups on the most recent draft, and then participated in a process to prioritize and combine the eighteen ideas on school funding included in the draft. Members agreed that most of the ideas could fit under the headings: Funding for Student Needs (Ideas #1,2,3,4,& 5); Effectiveness and Accountability (Ideas #15-18;10-12); and Stability (Ideas #7 & 8). Ideas #9 (dedicated revenue source for education), #6 (guarantees), #13 (student count/ADM), & #14 (regionalization) were dropped. A new draft will be developed for the subcommittee to review and present to the full Board in November 2008. The full Board is expected to adopt the school funding ideas in December 2008. The October 2, 2008 draft is available at

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=990&Content=57508>

#### SBE MEETING OCTOBER 14, 2008

The combined Education for the Global Economy (EDGE) and Quality Middle and High Schools subcommittees, chaired by Carl Wick, met to hear updates on two topics: implementing a statewide plan to award high school credit to students based on demonstrating subject area competency rather than completing hours of instruction (Carnegie Flexibility), and the results of the public engagement meetings to discuss the Top Ten List of knowledge and skills for student success developed by the EDGE subcommittee.

**CARNEGIE FLEXIBILITY:** Sarah Luchs, ODE Associate Director for Policy and Evaluation, updated the subcommittee about the work of a Design Team which was assembled to draft a plan for the Board to consider

to meet a provision of 127-SB 311. This provision requires the State Board of Education to develop recommendations for awarding high school credit to students based on demonstration of competency rather than completing 120 hours of instruction (which is the definition of the Carnegie Unit). The Board is required by SB311 to adopt such a plan by March 31, 2009, and phase in the plan starting in the 2010-11 school year.

The Design Team has prepared a draft document that links its work with the State Board of Education's vision and other statewide initiatives; redefines the system for awarding "credit" by shifting the focus away from "seat time" to a demonstration of competency; includes guiding principles; and is based on research and provisions already in current law. The preliminary work on awarding high school credit to students based on competency rather than seat time was shared during regional meetings with educators this fall. Based on the feedback from these meetings, the Design Team will meet again in November 2008 to continue its work on a draft. The Design Team expects to share its recommendations with the Board in November 2008.

**EDGE TOP TEN LIST:** The EDGE subcommittee conducted in September 2008 ten public engagement meetings and gathered information from a web site survey regarding its Top Ten List of knowledge and skills for student success in the 21st Century. Participants at the meetings were also asked to suggest ways to implement the Top Ten List.

Several members of the ODE staff presented an analysis of the results of the public engagement effort. According to their report, there is general agreement that the Top Ten List contains the right knowledge and skills for students to be successful in the 21st Century, but there is some concern that there is nothing new or cutting edge on the list. And, even though the strategies for implementing the Top Ten were suggested, concern was expressed about certain implementation barriers.

After reviewing the results from the public engagement effort, the subcommittee discussed how the Top Ten could be implemented over the next two years. The discussion included the following suggestions:

- expand Career Tech programs, which already incorporate many of the Top Ten skills into their curriculum
- align skills with real jobs in emerging markets
- work with the business community
- expand internship and externship opportunities for students
- assess how technology can be better used
- support personalized learning plans for students
- review state assessments and expand the use of the ACT exam
- embed the Top Ten skills into the academic content standards
- require students to be responsible for their own learning
- integrate the standards across disciplines, including the arts and music to support creative and innovative thinking
- help students see the relevance of what they are learning and how it can be applied in jobs
- evaluate our testing system which is driving student learning
- support teachers working together as a team
- identify models to show how the Top Ten knowledge and skills can be included in lessons and instruction
- better prepare teachers
- align this work with the work on the Carnegie Unit and other efforts proposed by Governor Strickland

These ideas will be reviewed and developed into policy recommendations at the November 2008 subcommittee meeting.

#### **SBE BUSINESS MEETING**

The State Board of Education, Jennifer Sheets president, convened its business meeting on October 14, 2008, and accepted the monthly report presented by Superintendent Zelman. President Sheets and Board members then thanked Dr. Zelman for her contributions to public education in Ohio while serving as state superintendent since 1999, and approved a resolution which highlighted her many accomplishments.

Jennifer Sheets also presented Dr. Zelman with a resolution of recognition from the Ohio Senate. Board members were then joined by Rick Lewis, Executive Director of Ohio School Boards Association and David Varda, Executive Director of the Ohio Association of State Business Officials, in recognizing and thanking Dr. Zelman.

Following a recognition luncheon for Dr. Zelman, the Board reconvened its business meeting and took action on 13 personnel items and the resolutions included below, including a resolution appointing Deborah S. Delisle as superintendent of public instruction. Ms. Delisle was invited to address the Board following the unanimous vote in support of her appointment as state superintendent.

The Board then accepted public participation on non-agenda items.

One individual presented to the Board a concern about the transportation of students to nonpublic schools. Following this presentation the Board adjourned. The next regular State Board of Education meeting will be November 10-11 at the Ohio School for the Deaf in Columbus.

#### SBE AGENDA ITEMS

The following resolutions were considered by the Board:

- Approved a resolution to appoint Deborah S. Delisle as superintendent of public instruction to start no later than December 1, 2008.
- Approved a motion to name Dr. Marilyn Troyer interim state superintendent of public instruction effective November 1, 2008.
- Approved the 2009 Federal Funding and Legislative Platform.
- Approved a resolution opposing the use of corporal punishment in Ohio schools. This resolution was brought forward by Carl Wick. At the September Board meeting members expressed support for a resolution opposing the use of corporal punishment in Ohio's schools, but some members believed that such a resolution had already been approved by the State Board. After researching this issue the Board was notified that the Board had approved a resolution addressing corporal punishment in the 1990s, but this resolution did not outright oppose the use of corporal punishment in all Ohio schools.
- Approved a resolution delegating to the Superintendent of Public Instruction the authority to revoke a person's license or deny the issuance or renewal of a license based upon a guilty plea, finding of guilt, or conviction of any of the offenses listed or referred to in divisions C and F of section 3319.31 of the ORC. This provision will be in effect until new rules to implement this section of the law are approved by the SBE.
- Approved a resolution to accept the recommendation of the hearing officer and to deny the transfer of school district territory from the Clermont Northeastern Local School District, Clermont County, to the Milford Exempted Village School District, Clermont County, pursuant to Section 3311.24 of the Ohio Revised Code.
- Approved a resolution to accept the recommendation of the hearing officer and to approve the transfer of school district territory from the Madison Local School District, Richland County to the Lexington Local School District, Richland County, pursuant to Section 3311.24 of the Ohio Revised Code.
- Approved a motion to postpone indefinitely the consideration of the resolution of the Northern Local School District Board of Education to sever the Northern Local School District from the territory of the Perry-Hocking Educational Service Center and annex to the territory of the Muskingum Valley Educational Service Center.
- Approved a resolution of intent to amend OAC Rules 3301-34-01 and 3301-34-04 regarding excuses from compulsory attendance for Home Education.
- Approved a resolution of intent to adopt OAC Rule 3301-69-03 entitled Medicaid School Component Administrative Costs.
- Approved a resolution to rescind OAC Rule 3301-9-01 entitled Block Parent Programs.
- Approved a resolution to amend OAC Rule 3301-24-05 entitled Licensure. This rule provides for the adoption of an early childhood generalist endorsement (grades 4-5) that would allow holders of early childhood licenses (P-3) to complete additional program requirements and an exam to qualify them to teach all core academic content areas in grades four and five.

#### 5) KnowledgeWorks Foundation Releases Survey Results on School

Funding: The KnowledgeWorks Foundation, Chad P. Wick president and CEO, sponsored a "Citizens' Summit on Ohio School Funding" on October 13, 2008. The summit brought together national experts in school funding, state education leaders, legislators, and representatives from community and parent groups to discuss the history of school funding litigation in Ohio; models for funding public education used in other states; and key school funding issues in Ohio, such as HB 920.

Andy Benson, director of policy and community at KnowledgeWorks Foundation, also shared the results of KnowledgeWorks' latest school funding poll conducted by Fallon Research and Communications Inc. called "Ohio Public School Policy and Funding Survey". This year the poll surveyed 812 people between October 1 - 5, 2008. The results have a margin of error of plus-or minus 3.43 percent.

Overall the poll results show a drastic change in what the public thinks is the top priority for state government officials compared to results reported a year ago. In 2007 29 percent of respondents favored changing the way schools are funded, and 26 percent favored attracting more businesses and jobs to the state. In 2008 46 percent of

respondents favor attracting more businesses and jobs to the state; 12 percent favor improving the quality of public education; and 12 percent favor changing the way schools are funded. Respondents supported attracting more jobs as a top priority even though 56 percent of respondents also reported that the state does not spend enough on schools.

The results of the poll also show support for the governor and state legislature to work over the next two years on preparing students for college and the workplace (23.6 percent); changing Ohio's system of school funding (23.5 percent); improving basics such as math and science education (17.1 percent); improving teacher performance (12.5 percent); improving the performance of struggling schools (11.9 percent); and developing and improving technology and computer skills (4.2 percent).

The poll also found support for certain school funding options. 51.5 percent of respondents would accept a statewide sales tax for school building and renovation; 58 percent support changing state law so that as local property values increase or decrease, the amount of money that school districts receive from property owners is automatically adjusted accordingly; and 82.9 percent strongly favor or somewhat favor requiring the state to allocate a certain percentage of its budget to education each year. However, 54 percent oppose a statewide property tax for education, even if the statewide tax reduces the number of local elections.

To read more about the survey results please visit <http://www.schoolfundingmatters.org/files/default.aspx>

6) Update on Ohio Youth Voices: Ohio Youth Voices, Michael Charney Director and Daniel Ortiz Assistant Director, provides opportunities for high school students from across the state to work together on education and economic issues that have a direct effect on the future of Ohio.

Over the past two years members of Ohio Youth Voices have participated in a number of projects that engage youth in civic activities and build civic awareness. In 2007 members of Ohio Youth Voices created the 2007 Ohio Youth Agenda and testified on the state biennial budget proposal before the Ohio General Assembly. In January 2008 members of Ohio Youth Voices registered high school students to vote as part of the "No Vote, No Voice" voter registration campaign. In May 2008 members of Ohio Youth Voices presented briefing papers to Governor Strickland on alternatives to the Ohio Graduation Test, such as completing a senior project. Currently Ohio Youth Voices is sponsoring candidates nights in several high schools across Ohio so that students and the public can learn more about elections, candidates, and issues.

Ohio Youth Voices also adopted a 2008 Ohio Youth Agenda which calls for the following: student access to a full curriculum; knowledgeable, flexible, and thoughtful teachers; support for preparing for and affording college; youth leadership to prevent violence; a realistic Ohio Graduation Test; peer leadership and personal attention to prevent dropouts; active support, education, and attention while young people are in jail; and a constitutional state system of funding schools.

A recent publication called "Fulfilling the Promise of America: The Struggle for Voting Rights" provides a variety of classroom resources about voting rights and the history of voting to "...involve high school students across Ohio in helping to create a pro-voting climate within their schools and with their peers and families." The publication includes lessons aligned to Ohio's academic content standards; primary source materials; charts and pictures; and information about an Interview Project for students to learn about the candidates running for office and the voting habits of the young people in their communities.

Please visit the web site of Ohio Youth Voices at <http://ohioyouthvoices.org/> to download the publication and learn more about how students can become involved in Ohio Youth Voices.

7) Policy Matters Issues Study on PAR Programs: Policy Matters Ohio, Amy Hanauer director, released on October 7, 2008 a study on Peer Assistance Review Programs (PAR) for teachers in Ohio called "Learning from Ohio's Best Teachers: A Homegrown Model to Improve our Schools" by Piet van Lier. These programs provide mentors (consulting teachers) and other types of assistance for all first year teachers, and provide support for veteran teachers who are referred to the program by administrators or seek assistance through the program. An important

component of PAR programs is the cooperation between the teachers' unions and school district administration to develop and operate the program, which relies on teachers to mentor and evaluate other teachers.

This study focuses on the PAR programs in four school districts, Brunswick, Cincinnati, Columbus, and Toledo, and provides the following information: a history of the development and implementation of PAR programs; an analysis of common program structures; arguments for and against PAR programs; information about the cost effectiveness of the programs; a research review; data on the results of the program; teacher and administrator perspectives; and recommendations to expand PAR programs in Ohio.

The study finds that the program has had an impact on helping veteran and new teachers become better teachers, and removing ineffective teachers from the classroom. A "significant number" of veteran teachers leave teaching or are dismissed as a result of participation in PAR programs. In addition, between 6-8 percent of new teachers are either dismissed or leave teaching after going through the PAR program.

The study also finds that PAR programs are a cost effective way to improve teacher quality, because the estimated cost of the program, between \$3300 and \$9000 for each teacher served, is less than the cost of replacing a veteran teacher.

According to the Executive Summary, "While implementing or encouraging PAR more broadly across the state will by no means address all issues confronting public schools, such programs should be viewed as a model of an effective collaborative approach to school improvement."

The study recommends that the Strickland administration work with the Ohio Department of Education to support voluntary peer assistance and review programs for teachers and administrators in school districts in Ohio. The study also recommend that competitive grants be made available to school districts to implement PAR programs. Grants are especially needed to encourage smaller school districts (with small staffs) to develop consortium and other collaboratives to implement PAR programs together.

The study is available at <http://www.policymattersohio.org/>.

8) News from the ODE: Each month the Ohio Department of Education publishes a variety of newsletters on topics such as assessment, accountability, Career Tech, school funding, standards, professional development opportunities, etc. to keep educators informed. The Ides of ODE and Tools for Teachers are just two of the monthly publications available. The Superintendent of Public Instruction also publishes a weekly letter that includes important information for school district administrators and stakeholders. The following information was gathered from recent issues of the Ides of ODE and other publications available on the ODE web site at <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1369&TopicRelationID=1368>

\*Physical Education Focus Group Meetings: Focus group meetings will be held in the months of November and December to review and provide feedback on the draft benchmarks and indicators for the academic content standards for physical education. Focus groups will be held on Friday, November 14, 2008 at South Central ESC - Portsmouth; Tuesday, November 18, 2008 at Summit County ESC - Cuyahoga Falls; Wednesday, November 19, 2008 at Putnam County ESC - Ottawa; and at the OAHPERD Convention on Friday, December 5, 2008. For registration information please contact [lisa.henry@ode.state.oh.us](mailto:lisa.henry@ode.state.oh.us).

\*Integrating Dance in the Elementary Curriculum: The ODE division of the arts is seeking a school district or Educational Service Center to host a full-day workshop for K-5 classroom teachers interested in integrating dance and movement into the elementary curriculum, called The Aladdin Project: Finding the Magic in Dance. This project is a BalletMet professional development initiative inspired by the story of Aladdin. Participating teachers will experience creative teaching and learning processes and receive training in the elements of dance. They also will receive the Aladdin DVD, music CD, and curriculum that includes five lessons with interdisciplinary connections to math, science, English language arts, drama and visual art. The curriculum is aligned to academic content standards in the arts and other academic content standards, and addresses the multiple intelligences of

children. To schedule a full-day workshop for teachers in your district or region in the spring of 2009, contact Nancy Pistone at 614-466-7908 or [nancy.pistone@ode.state.oh.us](mailto:nancy.pistone@ode.state.oh.us). There is no cost to the host site.

\*Graduation Requirements and Ohio Core Information Consolidated:

Information about graduation requirements and Ohio's Core have been consolidated on ODE's web site. Included in this section are frequently asked questions about the Ohio Core and updated checklists about testing and graduation requirements. To access this information please visit the ODE web site and follow the links to Teaching --- Instruction -- Graduation Requirements/Ohio Core or use the link below.

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=1695&TopicRelationID=1702>

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