

Credit Flexibility and Highly Qualified Teacher Requirements: Audio Transcription

Wednesday, March 17, 2010

10:00 – 11:00 a.m.

Jennifer: Good morning everyone, my name is Jennifer Reed with the Great Lakes East Comprehensive Center at Learning Point Associates. I'd like to welcome you to today's web conference, Credit Flexibility and Highly Qualified Teacher Requirements hosted by the Ohio Department of Education and Great Lakes East.

This web conference is the first in a series designed to provide information related to the local implementation of the Ohio Credit Flexibility Policy. The series will discuss the recently released guidance and will connect participants with Ohio school districts and organizations that are currently working through the policy implementation.

During today's web conference on Credit Flexibility and High Qualified Teacher Requirements, you'll be hearing from:

- Sarah Luchs, Associate Director for Student Success from the Ohio Department of Education
- Wesley Williams, Director of Educator Equity from the Ohio Department of Education
- Jeffrey McClellan, Head of School at the Cleveland Consortium for MC2 STEM High School
- Andrea Timan, STEM Community Program Manager with GE Lighting
- Annie Cacciato, Co-President of Granville Studio of Visual Arts
- Ryan Bernath, Principal at Granville High School
- Jennifer Kinsley, Art Instructor, at Granville High School

If you've recently just joined us and you are a participant, we're just asking to make sure that your phones are on mute either by pressing STAR 6, or using the mute function on your phone. I'd now like to turn this over to Sarah Luchs with the Ohio Department of Education, Sarah.

Sarah: Thank you, Jennifer, and thanks to Great Lakes East and Learning Point for helping us host this morning's conference. I'd like to welcome you all. We have over 120 participants this morning. We certainly appreciate your patience in getting started and your cooperation this morning as we cover this essential information.

This morning the topic is obviously Highly Qualified Teaching Requirements and I just want to give you a quick overview of what to expect. Wesley Williams is going to address the highlights that are in the guidance document that's posted on the website. Hopefully, many of you have already referenced it. Then we're going to ask two of our case study sites to help us unpack, through their

experiences, how that kind of situation works, what needs to be navigated, what they've learned in the process and we're going to do that largely driven by your questions. Many of you submitted questions to us in advance. Thank you for doing that. It's incredibly helpful. I think we received about 20 questions and I know that our planned content this morning is going to address at least three quarters of them. Some were a little bit specific and I can address more of that later. Most of the information that's been posted is on our website.

There are guidance documents in critical areas of operations and those are intended to help you navigate as you move forward with your own local policy and implementation, what kinds of things to think about. More guidance documents will be posted, and we will continue to communicate those updates through the Department's EdConnection weekly e-mail, through the ESCs, as many communication channels as we have access to.

Here are the guidance documents that are currently listed; it says *Coming Soon - Assessment*, there will be things like how to deal with art, foreign language, that kind of thing. As well the case studies, I mentioned there are five already posted and you can see to the right those sites. There are a lot of detailed information being provided by those sites and they have hyperlinks in them for other resources. I think that you'll find those tremendously useful.

We do have additional sites planned, so this is another area where there will be continuing information coming to you. If you have already referenced two of the sites today, I think the notion of getting started and partnerships for both the Granville site and the MC2 site you will find tremendously helpful. In terms of your questions today, Wesley is going to give some overview information. We're going to take some questions and then we're going to talk to our case study sites and then Wesley is going to come back and address the EMIS at the back end. So this front end, if you would tailor your questions, when it's time, to notions in the guidance document about how to look at this issue of Highly Qualified Teaching. Now I'd like to turn it over to Wesley who is the director of Educator Equity Program.

Wesley: Good morning everyone. Thank you, Sarah. As the director of the Office of Educator Equity I just want to say that I really do see this as a great opportunity for students, parents, educators, and the community to continue to enhance through collaboration the learning process for students in Ohio.

As you look at this next slide, I just want to mention the Highly Qualified Teacher requirements as they are explicitly written in the federal guidance. In the HQT guidance document, we did start first conveying, just re-conveying, that message to all of our colleagues out in the field. So, there are three essential HQT requirements as you know. The teacher must have at least a bachelor's degree or higher. The teacher must hold full certification that's appropriate to the core academic teaching assignment, and then the third requirement, which is also very essential, is you must be able to demonstrate subject matter expertise in the core

academic subject in which the teacher is teaching, and you see those listed there. It is important to keep in mind those core academic subjects.

Those are the only academic subjects that require a highly qualified teacher to meet these three requirements. As it relates to credit flex, we have provided some guidance, some Q&As that hopefully are giving you some guidance as you develop this for school year 2010-2011.

I just want to point out a few big ideas as we move to the next slide. Once again, when the student credit flex plan is aligned with the core academic subject. We are asking you, and it is required, to use the highly qualified teacher who has demonstrated subject matter expertise, who has met all the HQT requirements, to be a part of that student credit flex plan. It is critical and vital for that to happen. So again, use highly qualified teachers when the student credit flex plan involves core academic subjects and you saw those listed in the previous slide. Now, when you have student credit flex plans that involve non-core academic subjects, again HQT is not required as we all know for non-core academic subjects, so we encourage you to use a credentialed teacher, credentialed educator, hopefully aligned with that non-core academic subject or as we stated, a counselor, a principal, a credentialed educator in the building, who is willing to be an integral part of that student credit flex plan. Again, that's only for non-core academic subjects.

This next bullet here I think is very important, so I just want to really emphasize this. We want to encourage, and we want to strongly encourage, you to use when providers of instruction are artisans, doctors, college professors, business professionals, scientists, community leaders etcetera, memorandums of understanding or agreement contracts with the company or the organization by whom the person is employed. When that happens, HQT is not required per the federal guidance.

Right now we have situations, many of you are familiar with PSEO, but we have many situations in which students are being taught by university professors through PSEO, through other learning opportunities. When that university professor is not directly employed by the school district, the school district has established an MOU, a contract or agreement with the institution, the college/university, by which that university professor is employed, then HQT is not required. So you can do that same thing when you have provided instruction, when your student credit flex plan involves providers of instruction who are artisans, who are doctors.

Like I said earlier, again, the key thing is they are affiliated with an organization, they are employed by an organization and your MOU, your contract, your agreement is established with that legitimate organization, then HQT is not required. So again, we just want to really place emphasis on that and we do think that you can create student credit flex plans that are aligned with this and that can be workable for you.

The other bullet here as you see, and we're not on the HQT slide, we're on the next slide after that, the other bullet that you see here, we are strongly advising you to avoid contracting with individuals. When you contract with individuals it makes it very challenging, very cumbersome, and HQT is required. You don't have really a lot of leeway regarding this particular option. We really want you to see the option that I described earlier as a viable option for particular student credit flex plans. Again, this is workable, the US Department of Education favors this, we already have precedent regarding this kind of description. So we want to really strongly encourage you to creatively think how some of your student credit flex plans can align with this already existing process and policy. I'm going to stop and see if there are any questions with regard to what I have described and shared with you thus far.

Jennifer: Actually, I do believe we have a question that has come in. I see someone has raised their hand. Bobby Singleton, if you can take your phone off of mute by pressing STAR 7 and ask your question.

Bobbie: We have many local artists who we would like to pair up with our students, but they are self employed, they are not affiliated with an organization or a parent company. Can we use those and then do we do just a memorandum of understanding with them when there isn't an organization in place?

Wesley: I want to reference the guidance document as I walk through this answer with you. This is question one in the guidance document. Answer A1. Again, we are advising, it is going to be very challenging for you to do that. I do understand that you have artists, probably very gifted artists, who are not affiliated with organizations.

Bobbie: World renowned.

Wesley: Right, and HQT is required in those situations. Now yes, you can. If the person is an artist who is not affiliated with an organization, you can establish an MOU, a contract, an agreement with that individual artist, but the person must be highly qualified. So that artist is going to have to meet all three of our highly qualified teacher requirements, the bachelor's degree, holding full state certification aligned with that particular core academic subject that they will be teaching through that student credit flex plan, and also we would have to have documented evidence that the artist, who is not affiliated with an organization, has demonstrated subject matter expertise in that core academic subject in which they are providing that instruction for that very specific student credit flex plan.

Sarah: I just want to help clarify some of the language for our listeners. The notion of contracting with an individual typically references, is this not true, to paying those individuals, which would make them an employee of the school or the LEAs. So if an individual student worked with a teacher who's serving as their highly qualified teacher of record, they could access individual artisans and others in the community. The difference being that once the school has an actual contracted agreement, especially with individuals that has remuneration to it, that's what

then triggers the notion that now they're an employee and now they would be subject to HQT.

Wesley: Exactly. And I guess I just assumed that you were referring to that based on the content of your question. Now, however, if you have a qualified art teacher involved in the student credit flex plan and you want to involve other artists not affiliated with an organization, but they will not be employed by the district, they're just a part of this partnership, they're part of the design of the student credit flex plan, the HQT teacher is the primary teacher involved in the plan will be giving the grade – that's excellent.

Sarah: So the idea here is, an individual student who's working with a teacher who is highly qualified and in their credit flex plan they want to access additional individual resources in the community that's fine. The HQT is being covered at the school level, that's where the compliance is. If, however, the school contracts with certain individuals, either for a fee or in some other mechanism, but usually for a fee, that's what would make them an employee and then those particular individuals would have to meet HQT requirements. That precedent is coming out of dual enrollment as you know. Then as Wesley said, if the school or district is putting up an MOU or an agreement with an organization, a non-profit, like here in Columbus we have BalletMet, something like that, the agreement between those organizations serves like the PSEO example and it exempts anybody, any expertise coming out of the organization from having to meet HQT requirements. So that's kind of the hierarchy, if that's helpful, in terms of how to think about it. Is that accurate Wesley?

Wesley: That is.

Jennifer: We did have several questions that have come in over the chat, so I'd like to give that one to you as well Wesley. A number of questions regarding organizations that districts can develop MOUs with. They're wondering if ODE has any guidance on how schools or districts should vet those outside the organizations.

Wesley: Currently we do not. What I would say to that right now is as we work through that and, of course, we will have deliberations after this and some of your questions will be a part of those deliberations as we continue to move forward with this work and further planning it and providing further guidance for you. So, we will certainly engage in further deliberations around this particular inquiry. But I think that it is important for districts to recognize and to do research around these organizations. For example, we know that if there's a violinist, if a student wants to work with a violinist who is employed by the local symphony or the orchestra or the chamber orchestra of that community, hopefully you will go to the website, you will have conversations with the artist director of that organization, you will do the research, you will see hopefully that that is a legitimate, reputable organization in which the district feels comfortable entering into an agreement with, so that HQT will not be required. So again, please use your professional discretion. Please research these organizations with whom these persons are affiliated and make sound judgments regarding that per your

professional discretion. That's how I would respond to it now, but again as I said earlier, the ODE staff will engage in deliberation regarding this and there is a possibility that we can provide a little bit more further guidance.

Sarah: I just want to weigh in on a couple of common sense things. Obviously if you're dealing with a 501(c)(3), a non-profit, that's a pretty good indication; if it's a legitimate business, it also has a business and a tax code status. So you know, there is some legal definition for legitimacy that you all can reference and that's part of your professional judgment. Anybody who is working through a university with adjunct status, they're already affiliated with the university and many of our universities already have agreements or are willing to have agreements, if they don't, with secondary institutions. So that's kind of another easy one to put in place. I see that some of you are asking questions about background checks and things. Some of this is a local decision, but in many cases it does make sense to have those kinds of security issues in place and I'll tell you that we did hear from parents in our stakeholder meetings very early on, that that's something they want to be assured of, that their [children are] still participating in safe environments. Some of those details we're going to be able to address in more depth in future webinars. Our sites have pretty good experience with them, but we won't be able to address the breadth of that today. Jennifer, do we have other calls or shall we be moving forward?

Jennifer: We have one more call if you'd like to take that one.

Sarah: Okay, let's go ahead and do that.

Matt: I apologize. I had to step out just briefly. I just want to clarify, it's our intention here in the school district that when a student proposes a credit flexibility plan that the student would have a local district faculty mentor who would be certified and would be the official teacher of record and would then provide guidance and direction between the student and the district and any outside source whether that's an organization or an individual. But the certified teacher would be the person ushering the student through that process. So, in that case, we would be meeting the HQT requirement, is that correct?

Wesley: In my next area/phase of my discussion around the delivery method, one of the things that I just want to say which I will further elaborate in the next phase of the discussion is, I think the first step is to identify the delivery method by which the student credit flex plan will be executed. I think that's very important to identify and you will immediately know whether HQT is required or not. When it's a core academic subject, you look at that chart that I will be explaining later and again, when you know the kind of delivery method that will be executed, you will answer if HQT is involved or not. Having said that, a portion of what you're saying is accurate, but again it's going to be key, for example, if the student is involved in a course that has not been offered by the district, this is a new course and it falls under the guidance of what we define as educational options, then looking at that chart will explain to you whether HQT is required or not. Now, a part of what you're saying, yes, you do need to involve a credentialed educator in

that non-core academic subject or highly qualified teacher in that non-core academic subject as you are developing the student credit flex plan for that student. You want that teacher, credentialed educator, or highly qualified teacher to continue to be a part of the design, the monitoring, approving, throughout the whole process. That's a given for probably any of the plans. Again, I just want to emphasize that maybe the number one thing that our colleagues out in the field need to do is just identify which delivery method will be used in the student credit flex plan and that will answer your question as it relates to whether HQT is required or not. I'm going to stop there because I'm going to further elaborate on that when we get to that particular slide.

Matt: Thank you.

Sarah: Thank you. Let's turn now to our two case study sites and hear a little bit about their experiences. I'd like to call on Jeff first and Andrea at MC2 in the Cleveland area. In the case study you have all probably seen, there is an agreement in this site with GE Lighting. GE Lighting staff members mentor, they tutor, they've helped co-design a sophomore capstone project that students are engaged in, real world problems, that's all coming out of GE Lighting's business experience. So this is a wonderful model. We're not going to unpack it all today. Again, more to be learned about this in future webinars, but Jeff, as we're hearing some of the questions - Is it required to do fingerprinting? Who does that? How do you negotiate these agreements? It starts to sound like some work. So I'm wondering, why would a school decide to find partners like this and establish memorandums of understanding to access these additional experts. What are the benefits? Can you help our callers understand, from your experience, why would you do that?

Jeff: Thank you. I think I can address the question specifically about background checks. We do have all the GE volunteers that work with our students background checked, and depending on the level of involvement that they're going to have, if they're going to tutor, they're going to be a buddy, they're going to be doing something regularly in a classroom environment or out on GE's campus, we do have them go through the background process and we pay for the background checks for the volunteers. Now, if somebody is coming over one day to support a specific thing in a classroom or something and there's going to be a teacher there, they're not going to be working directly with students without other adults around, then we make decisions about those. They don't necessarily always get background checks. So it kind of depends on the level of involvement. But just to give you a little bit of background, the way our school is set up, every 10th-grader in our school comes to school right on GE's Nela Park Campus which is their headquarters for lighting. So for us it was really important to not only have a physical relationship, but also to maximize the human element that was there. As the headquarters for lighting, we have a lot of engineers doing research. We have a large HR component that works with us here and it's probably better for Andrea to describe the whole GE [partnership]. There's just a lot of potential for our students and our staff to benefit from interactions with these professionals. Andrea, do you just want to describe the ...

Jennifer: Andrea, are you on the line?

Andrea: I am here. Jeff and I are in the same office. What we do here with GE Lighting is we have over 175 GE volunteers that work with the students in different ways. As Jeff mentioned, buddies - we have students that each have their own GE buddy. They have lunch with them twice a month. We have a tutoring program where tutors come in once or twice a week and work with one or two students on various subjects which runs like a normal tutoring program that everyone is familiar with. Then our volunteers also serve as instructors. The GE volunteers have come up with a 25-day project to take the students through an LED design project and come through with a working prototype. We're exposing them to the corporate world through instruction and through this project so that they can make decisions for their future. So it's nice to have the employees be able to come in, instruct the students; they get a different viewpoint and learn in a different way because it's a very fast paced, rigorous course that we put the students through.

Sarah: Thank you Andrea. So I'm hearing you say that between the partnership, you and Jeff help to coordinate this work that students get access to what sounds like challenging, engaging, hands on, real world, 21st century stuff. Which is excellent.

Andrea: Correct.

Sarah: I wonder, are there also benefits for your teachers?

Andrea: Yes, as the teachers go through and plan we pull in GE employees, depending on the expertise, for certain projects. So it's kind of capstone by capstone type process that we'll go through. We have some of the nurses, which benefits people here at Nela Park. They help the teachers plan out portions of the health and wellness and then they come in and talk to the students in one of the sessions as well. So we just kind of looked throughout the year where we best fit. We obviously can't plug into everything and lend expertise everywhere, but we're trying to make this fit in as many ways as possible.

Sarah: I see that in our chat box somebody asked what kind of credits students are earning. So they understand that there's this collaborative effort between your teachers and your GE math, science, engineering type, and that they're engaged on lots of different levels. What kind of credits would students be earning?

Jeff: In order to graduate, high school students to have a sophomore project credit and they received their sophomore project credit for the GE project that the engineers take them through. It's tied into competencies for engineering. It's tied into some of our benchmarks for math. It's tied into public speaking benchmarks. It kind of circles back to some of the things that other teachers are covering, but the direct answer is it's a sophomore project requirement for graduation.

Sarah: So Jeff, in that case your teachers in the sophomore project and in the disciplines, because it sounds like that's trans-disciplinary, your sophomore project, they would each be certified in their content area, is that true?

Jeff: That's true. But the sophomore project itself is delivered primarily actually almost 100% by the GE employees. There are teachers that appear for support if anyone needs it, but the work and the delivery and the preparation is done by the GE employees [Inaudible] specific parts of the sophomore project.

Sarah: And those teachers and GE employees are then engaged in planning and implementation and also in assessment, in evaluating the learning against the benchmarks?

Jeff: Yes. When it's evaluated for content and for mastery in a specific subject area, the teachers in that subject area would be there to evaluate it. When it's evaluated specifically for the sophomore project, it's done [Inaudible] business leaders from the different areas of GE. Then we're there to support it, but it's really kind of led by GE.

Sarah: I just want to clarify again, Jeff's site is a whole school model and he's operating as one of the STEM sites. It's a year round school and you're also under an innovation waiver, is that true Jeff?

Jeff: Yes, that's correct.

Sarah: Just a notion, because you were planned and designed as that, how long would you say you've kind of been working with this notion in mind?

Jeff: Over two years, we've been developing this relationship with GE specifically around content delivery. They had conversations going on, and Andrea, you can probably answer this a little better than I can. I would say probably three and a half or four years. She's shaking her head no.

Sarah: So in this case what you guys represent is sort of the Rolls Royce, you probably have lots of experience for us. I just want to again say, we're going to unpack in greater detail this particular model in a future webinar. So I want to turn now to Granville because Granville doesn't necessarily have an entire school wide design, but they do focus specifically in an arts area and that's where their agreement between a local community non-profit art center, known as the Granville Studio of Visual Arts and the Granville High School, where their agreement first started. I know that it's very similar and again, the resources at the non-profit, so folks providing instruction and engagement at the non-profit and those in the school both collaboratively plan, implement and assess student learning products or artifacts again. So those notions are similar across both of these models. Again, I'd like to start actually with Ryan who's the principal at Granville High School. Ryan, if you would address the same question, just again, ODE is obviously recommending one of the best ways to go about this is an

agreement between organizations, but there seems to be some work involved, so why would you recommend doing this, what early benefits have you seen?

Ryan: The early benefits that we've seen are, from our end, we have students that can now take art classes that were not able to take art classes in the past. We have, a lot of our student body here at the high school, they want to take five and six core classes and we only offer seven academic periods each day. So over the course of four years of school art was one of the things that got shut out and we all know the value of art education. So now we have more students that are able to get an art credit, or two in some cases, outside of the school. The other advantages we're able to offer more students with advanced art. They're able to come into high school with maybe an Art 1 credit, so we've seen an increase in our Art 2 and Advanced Art classes and for the first time we actually have an AP level art class that we're going to offer this year called digital design through our partnership Kenyon College. So that's the benefit for us in partnering with GSVA. The benefit has been, we've had lots of meetings and lots of communication and we know exactly what our students are getting outside of our school through a different opportunity. The resources that they have as a non-profit are outstanding and in some cases are things that we can't offer here at the high school. Other than that, our students are able to get art experiences that maybe we couldn't offer them here or maybe turn them on to art when they weren't even taking an art class in the past. So that communication and that agreement really satisfy our requirement. We know exactly what's going on there. We don't have to constantly follow up and say what are you doing, what are you doing, what are you doing. There's a high level of trust there that we know exactly what's taking place from an educational perspective.

Sarah: Thank you. That's extremely helpful. Jennifer, you're the art teacher from the Granville School side. Can you talk a little bit, what kind of, your HQT tips or recommendations based on your experience would you offer up to our listeners?

Jennifer K: As Ryan pointed out, we have limited options for the students and one of my concerns as an educator is that the Art 1 foundations class that we [Inaudible] with the GSVA Journeys program so that our students who are doing as a flex credit, the Art 1 serves as a prerequisite for the more advanced classes that students might then be able to enroll in. One of my concerns as an educator is that this is a prerequisite and other faculty teach the advanced classes, so one of my responsibilities that I took very seriously was to make sure that this agreement certainly did provide the type of prerequisite training and skills and concepts and techniques students need in the subsequent classes that they might take. I felt a real responsibility that I wasn't going to create an opportunity for the students that would then also create a problem for the receiving teachers down the line.

Sarah: Thank you Jennifer. What I really hear you emphasizing there is you didn't just absolve all the responsibility for learning to the non-profit. You really engaged in ensuring that the quality was built in by design.

Jennifer K: What we did right away when Kerry Dixon from GSVA contacted me was the administration here at the high school, teacher who teaches the art [Inaudible] foundations component at the middle school level and I sat down with Kerry and we went over the state standards and we looked at those [Inaudible]. I know it's not an apples to apples thing. We're not expecting GSVA to teach exactly the same thing in exactly the same way. There are many ways for learners to achieve those types of experiences and concepts and skills. But what we wanted to make sure was that the GSVA understood what our needs were. So I see three components that are necessary. First of all, you really need a highly motivated and self identified student who comes and says this is an independent study thing that I'm exercising. This is what I want to do. So we're not out there fishing for students. These students come to us. They say we want to do this, we identify this opportunity. I think another very important component is informed parents. Parents need to understand that this is a unique kind of situation and is student driven. The third thing that I really want to emphasize is the need for a working interagency agreement. We achieved that through sitting down, going through the state standards with Kerry and then we developed a rubric and then that memorandum of understanding between us and GSVA really takes the form of the rubrics. These students are going to do these kinds of things and bring this type of portfolio of work to me and the administration and the guidance group of individuals who are assigned to those students at the high school.

Sarah: Great. Thank you. Jennifer, you're doing a wonderful job of articulating some of the things for folks that are wanting to implement this first year, what they need to consider to ensure quality and how much time that might take and some of the precautions. As you know credit flexibility is technically for any student and I know that in the Granville site you are looking at arts integration with other STEM content areas or multidiscipline areas. One of our questions, because I think we're getting ready to turn to this direction was, does Granville have plans to teach using the same agreement or the same credit flex mechanism in other content areas beyond art.

Ryan: We actually have had conversations with GSVA about possibly integrating some of our ecology experiences here at the high school into the arts education and it's very preliminary. We've had a couple meetings on it so far, but we have quite a few students who are interested and we have a summer organic garden that students run and could possibly integrate some of the art that students could get through GSVA and putting a course together where they could get credit for both of those experiences. That's kind of exciting and it's in it's infant stages, but yes, we're looking to expand on that original MOU.

Sarah: We haven't given Annie Cacciato a chance to weigh in here, but I'm going to hold off one second Annie and take a couple of questions because we've had several questions come up in the chat. Those of you in the chat who are asking some things related to EMIS or if you don't have an HQT in a subject area, Wesley is going to address those at the end here. Just so you know we'll get to those. I'd like to take any question related to our two case studies and their

experience, specifically related to the issues that are in the highly qualified guidance.

Jennifer: We do have one question. Someone has raised their hand Sarah, Carol Peacock. Carol, if you'd like to un-mute your phone by pressing STAR 7.

Carol: I was concerned about the art class if they are doing... You mentioned state standards, so they're just using the state standards and not using a specific curriculum like the Art 1 curriculum that the high school has and then this other program is using that. They're just using the state standards, am I understanding that right?

Sarah: Ryan and Jennifer, do you want to respond?

Jennifer K: Of course our syllabus for the Art 1 class is based on the state standards so we refer to the state standards, but then we refer specifically to the course curriculum, the course syllabus for the Art 1 foundations class, which again is a prerequisite for any of the advanced art and the Art 2 classes that follow. So yes, we do refer to the state standards but we refer specifically to the curriculum. The curriculum that we use is not a purchased curriculum. It is one that we devised based upon state standards.

Carol: Okay. Thank you.

Sarah: Are there any other questions Jennifer?

Jennifer: We don't have any hands raised at this time. We have several that have come in. We're going through all the chats right now. So as they come in I can let you know.

Sarah: Great. I want to turn to Annie then. Annie is the non-profit partner from GSVA working with the Granville Schools. She has a colleague as well, Kerry Dixon, many of you maybe have already spoken with Annie and Kerry. Annie, what would you offer up, kind of based on your experience so far, your one or two tips for folks?

Annie: First of all, I think the most important place to begin is, from my perspective are school administrators and curriculum directors to find where to look for partners, is to focus on non-profit organizations dedicated to education or corporations that view education as part of their mission. Because this is not any kind of profit making opportunity for anyone and really to stay focused on the student and the student learning and having a mission that aligns with what public education is all about is really important. So that would be the best advice of where to begin. Then, in my view it's also helpful that you are working with an organization because it is something that you want to be sustainable. So if you're working with just, someone mentioned early on about working with an individual artist, in time there are different pieces to the puzzle that have to be addressed and also you don't want to be starting over every time someone's schedule changes or they

move on to other avenues within their career. So it's important to be focused on working with an organization who has education as their mission. That should get you on the right path.

Sarah: Annie, in your case who initiated the partnership or how did your agreement first take shape? Could you just say a little bit about how it got started?

Annie: Yes. Kerry and I were invited to a meeting at ODE regarding credit flex and it was mostly school volunteers or people that had come to the meeting and again that is our mission, creative education in partnering with families and partnering with public schools. So we actually, in our after school program is designed as education, not just as an art making activity, but in depth education. So we actually initiated the conversation with the school, but I think it can be done either way. But again, with us we chose a school that one, of course is our local school, but that those parameters of quality and focused on education and being innovative that we thought that Granville may be the right partner for us. So really that discussion could go either way. You just want to get both players involved that are focused on giving great learning opportunities for the students.

Sarah: Great. Thank you. [School bell rings in the background] I love the authenticity of the school bell. So what I'd like to do actually is move forward and have Wesley be able to address the portion of the guidance document, a little bit speaking to the EMIS, because I know several of you submitted questions in advance regarding this and ensure that we have enough time for any questions about that chart as well as we'll still have time for anything you might want to ask the case study sites. So Wesley, if we could turn it back to you please.

Wesley: Okay, sure. The first thing I want to say is that we made a revision to the chart. It is already updated on the ODE website, which you know is www.education.ohio.gov. And you'll see credit flexibility listed. So please, I want to encourage all of you, all our colleagues out in the field to retrieve the most updated document. We made a minor revision to the chart that I'm about to walk through with you regarding the EMIS requirement. Okay, as I was saying earlier to the last question during my discussion, it is important for districts to identify the way in which the student credit flex plan will be delivered via the chart from EMIS that you see in the screen. Those of you who work with your EMIS coordinator, EMIS coordinators, those of you who are EMIS coordinators you know that we have these delivery method elements listed here. This will convey whether HQT is required or not. For example, the first delivery method is core fund and core, is HQT required? That answer of course is yes, however if it is an educational option as defined by the code, 3301-35-01, HQT is not required. Okay. So you can work with your EMIS coordinator, all of these delivery method elements are defined in Chapter 3 of the EMIS manual. So again, you see that a partnership needs to be established between you and the EMIS coordinator as well. Face to face instruction, you see that as the home instruction, interactive distant learning, independent study, and I want to just stop with this one, independent study, HQT is required. Okay, so you really don't have a lot of leeway with independent study. We are working through this. We know that

there may be a few what I would call difficult road bumps or road blocks, but as we think through and as we learn more and more about the student credit flex plans that you're designing for your students out in the field, we will continue to work through this particular delivery method element option. Online, if it's an educational option, HQT is not required. Generally online HQT is required for this delivery method. Again, based on the definition and the language for educational options in the statute, in code, then that will drive whether HQT is required or not. Then the last one is other delivery methods, HQT is required, again there's no negotiating or flexibility there. I just want to emphasize that again, we are continuing to work through some of the roadblocks that we anticipate you possibly having around particular student credit flex plan design, particularly as it relates to independent study. So know that we are engaged in deliberation, conversations, creative thinking around how we can better help you in ensuring that you're able to move forward with that particular student credit flex plan design. If we have any updates, and I'm sure Nancy and David would not mind me saying this, you will be notified before, as we have indicated for 2010-2011 school year as we work as a team with our EMIS experts, with regard to how we can better facilitate the opportunity for student credit flex plans that may experience roadblocks particularly around independent study, we will let you know the updates regarding that.

Sarah: Thank you Wesley. I just want to clarify a few things, or at least emphasize a few things that Wesley said because I know we get a lot of confusion around this. Wesley is doing a nice job of emphasizing the mechanism that you all are using. So there was a question in the chat box, is educational option a credit flex option. Conceptually it is a credit flex option, but when you go to code that's a specific thing. So when he says mechanism, he means your selection of how you're coding it, the selection of what you're utilizing with the student and the understanding of how the learning is going to occur. So that's really what's driving whether or not you have to code certain ways, which is on the right hand side of that chart. So thank you so much Wesley for addressing that. I know many of you have been struggling with the online notions and maybe you're feeling that there's some mixed information about that. I want to unpack that a little bit too, with Wesley's help. Some of you are accessing online really through PSEO or dual enrollment which is being offered up by the post secondary institution so this is where the mechanism matters so much again. So typically those PSEO notions are waved in terms of highly qualified teaching. Some of you are purchasing from a third party vendor, a vendor like Florida Virtual Schools or maybe from another state. Lots of times they have already quality aspects built into their program. So you're functioning as an educated consumer in terms of whether or not that meets your quality standards, but you're also then depending on how you're coding it, that's going to tell you what has to apply or not. But some of those better providers have things like HQT already built in. If you're offering online yourself or maybe through a partner provider like an ESC or something, you're going to need to look at the structure of is that employed by your district. If it is, then because it's an LEA employment and you're using the teachers that are probably already in the building, you're more than likely already

meeting HQT, but you would be subject to HQT. So the specifics of your circumstance matter a great deal. Jennifer, questions from our audience?

Jennifer: We do have someone who has had their up. Sherry, if you still have your question, if you'd like to hit STAR 7.

Sherry: Yes, we are in a rural area and a lot of our students are interested in career tech PLEs, personal learning experiences. We're a comprehensive high school. How do we partner, do we partner with career tech institutions that are close by for credentialed teachers or can we deem that as career tech credit or is does it go on as something else, on a transcript? How do we do that? How do we code that? Will the career tech people have an issue with that?

Sarah: Wesley?

Wesley: Okay. I'm sure that question has been typed, so I want to get your name. I do not speak to information to which I'm not knowledgeable. So I'm definitely going to investigate that for you and I will personally call you back. So you will see on a screen, there's a web address where you can send questions directly to me, HQT@ode.state.oh.us. It will be on the screen momentarily. But if you don't mind, submitting your name, contact information and you can type your question, I will personally investigate that and I will call you back. So again, let me gain knowledge on your inquiry and I will provide that for you.

Sherry: Okay. Thank you.

Sarah: I'd also just mention that I know that career tech specific questions are going to end up being their own guidance document, but it is not yet available. So I think that will also help us moving forward, remembering that this is the first in a series of providing a lot more in depth information to you all. I just want to address one of the questions that came out of the chat and then we're going to have to wrap up I believe, because we're running out of time. Many of you are struggling with foreign language and you're wanting to access languages online that aren't provided by someone in your school, maybe Mandarin, Chinese, and you don't have a Chinese instructor employed in your school or district. Wesley, if you would address that one. My understanding is that they could use somebody out of their language department who is certified, just not in that area, to serve as a teacher of record. Is that true?

Wesley: Right now, yes. But again, we just want to follow the HQT guidance document as it relates to that. So yes, that is correct.

Sarah: And it could be that that provider actually had already attended to HQT and the design of what they're offering.

Wesley: Yes.

Sarah: That would be a second scenario. Okay. I want to just summarize a couple of ideas here since we're drawing to a close in our time. Wesley I think has done a nice job of trying to help you all think through the layout of; have an agreement with another organization. So if you have a resource or an asset in your community, you could approach them as we've seen is the case in both MC2 and Granville with GSVA. Through your arrangement then, the expertise that you're tapping in that agreement is waived of HQT and you have teachers of record that are serving out of the school site to help those students and to evaluate the learning of those students with their individual student credit flex plan. Wesley is advising us not to contract in terms of a payment or remuneration agreement with individual artisans in our community because that looks like they're employed by the school and then they must be HQT. So if you're going to do that they would need to meet HQT. He's recommending that there's a number of options available for online kinds of arrangements and that the mechanism for coding an EMIS is really important. So if you have other specific questions about that, you can follow up with Wesley directly. We will also review your questions that were submitted in the chat box or submitted prior to today's web conference and respond to those. Because there are so many of you, obviously I'm sure we didn't address everyone's questions today, but I do appreciate your participation and your willingness to spend an hour with us this morning. [Inaudible] think that you're going to find that as we add topics and we're going to add them monthly, so we'll announce them monthly. You'll get the schedule of all the topical areas. There will be a great deal of opportunity in the future to dig deeper and to learn from some of these case study sites and to unpack the guidance documents. All of this information is found on the ODE website. There will be additional mechanisms for networking and sharing in the future. Our next conference is on gifted education and students with disabilities. That's Wednesday, March 24, at 1:00 pm. Again, register through the website and you will be receiving from today's webinar a survey, a follow up survey that will help us to ensure this [Inaudible] meeting your needs. I want to thank all of our presenters and all of our participants. Please provide us feedback and keep the conversation going. This is a really exciting opportunity for Ohio to help us move our students and our state forward. So thank you so much.

Annie: Sarah, may I add one thing?

Sarah: Annie?

Annie: May I add one quick comment. For those of you that are in central Ohio and are looking for an art partnership, you don't actually have to start from scratch. We can work with more schools. That's our focus is after school education.

Sarah: So folks then, if you're interested in following up with a partnership in art, please contact Annie or Kerry at GSVA.

Annie: Thank you.

Sarah: Jennifer?

Jennifer: I think we're good. I'd really like to thank everyone for participating in today's web conference. We will be posting the entire presentation along with the audio to Ohio's website within the next days. We will still have the Q & A document with all of the follow up to the questions that were submitted.

Sarah: And everything is available, because it's recorded today, to anybody at any time. So those of you who were asking about accessing the resources, the answer is yes. Thank you so much. Have a great day.

END OF WEBINAR