DIRECTOR'S WELCOME

Stephen D. Dackin

Director

MEETING OVERVIEW

Dr. Chris Woolard

Chief Integration Officer

MEETING AGENDA

Literacy Updates

World Languages and Cultures Model Curriculum

Principal Apprenticeship Proposal

Legislative Updates

LITERACY UPDATES

Dr. Melissa Weber-Mayrer
Chief of Literacy Achievement and Academic Success

Ohio™

**Department of
Education &
Workforce**

TOPICS

- Governor's Science of Reading Recognition Program

- Ohio's Plan to Raise Literacy Achievement

- Comprehensive Literacy State Development Grant

GOVERNOR'S SCIENCE OF READING RECOGNITION PROGRAM

GOVERNOR'S SCIENCE OF READING RECOGNITION PROGRAM

- Governor DeWine's Executive Order [2023-07D](#).

- Recognize schools that are demonstrating strong implementation of evidence-based instructional practices aligned to the Science of Reading and where students are making significant progress in reading.

- PreK-12 schools, including public, community, and chartered nonpublic schools, were eligible to apply.

GOVERNOR'S SCIENCE OF READING RECOGNITION PROGRAM

Application and Required Activities:

- Science of Reading professional development

- Assessments and assessment procedures

- Systems and structures that support student learning

- Commitment to increasing effectiveness of literacy practices

- Family engagement to support literacy

- HQIM aligned to the Science of Reading

- Evidence of literacy progress

GOVERNOR'S SCIENCE OF READING RECOGNITION PROGRAM

2024-2025 Application Timeline:

- **Oct. 21 - Oct. 31, 2024:**   Intent to Apply period

- **Oct. 25 - Nov. 29, 2024:**   Application period

- **Dec. 2024:**   Technical reviews

- **Jan. - Feb. 2025:**   Quality reviews

- **March 2025:**   Awardee notification

- **April - May 2025:**   Visits to select awardee schools

GOVERNOR'S SCIENCE OF READING RECOGNITION PROGRAM

144 Applications Received:

- **6** Prekindergarten Programs
- **126** Elementary Schools
- **4** K-8 Schools
- **3** K-12 Schools
- **3** Middle Schools
- **2** High Schools

Of the 144 Applications:

- **130** Public District Schools
- **6** Community Schools
- **2** Chartered Nonpublic Schools
- **6** Preschools

OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT

OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT – 2025 UPDATE

- *Ohio's Plan to Raise Literacy Achievement* articulates a state literacy framework to promote proficiency in reading, writing, and communication for all learners.

- State Literacy Team convened in 2022 and 2024 to provide feedback, recommendations, and guidance in the development of an updated plan.

- Updated plan reaffirms Ohio's commitment to raising literacy achievement, aligned with Ohio's policies for literacy instruction, ReadOhio initiatives, and the Science of Reading.

OVERVIEW AND KEY COMMITMENTS

1. Why a State Plan is Needed
2. Ohio's Language and Literacy Vision
3. Infrastructure to Support Ohio's Vision

Bridge the gap between research and practice to support access to high-quality evidence-based literacy instruction aligned with the Science of Reading.

Ensure all learners are represented and supported throughout the language and literacy development continuum, which includes emergent, early, conventional, and adolescent literacy.

Ensure all educators and administrators are supported in building knowledge and capacity to increase students' language and literacy development through evidence-based literacy instruction.

Support the integrity of implementation of evidence-based language and literacy practices aligned with the Science of Reading.

Support quality planning and data-driven decision-making in a multi-tiered system of supports through collaborative problem-solving.

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

COMPREHENSIVE LITERACY STATE DEVELOPMENT GRANT

- Ohio awarded **$60 million** to support implementation of evidence-based practices to improve language and literacy instruction and student outcomes.

- 95% ($57 million) to be subgranted to local districts, community schools, and early childhood education programs.

  - Current application process is limited to grades K-12.

  - Birth-Kindergarten Entry subgrants will be awarded in the second half of 2025.

TIMELINE

January 2025: Request for applications available

March 2025: Application deadline

May 2025: Subgrant selection notification

July 1, 2025: Subgrant award

PROJECT ACTIVITIES

- Applicants may propose one or more Literacy Implementation Sites to engage in key subgrants activities:

    - **Leadership Development**

    - **Coaching** focused on student data and to support integrity of implementation of instructional materials

    - Curriculum-based and/or intervention-based **professional learning**

    - **Multi-tiered system of supports** installation/enhancement

    - **Collaboration** with a higher education or community partner

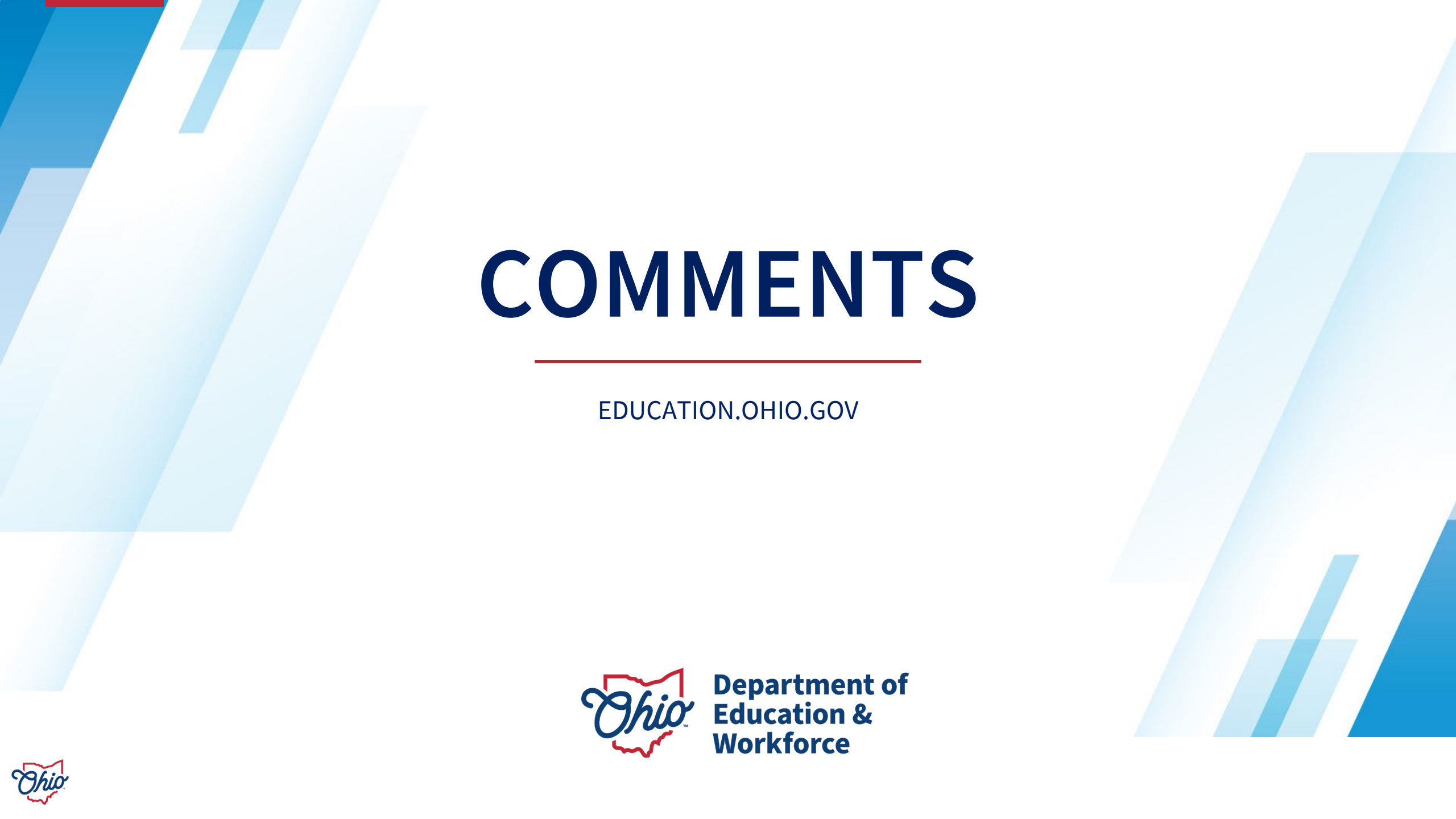   - **Family engagement** training and implementation support

COMMENTS

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WORLD LANGUAGES AND CULTURES MODEL CURRICULUM

Sherry Birchem

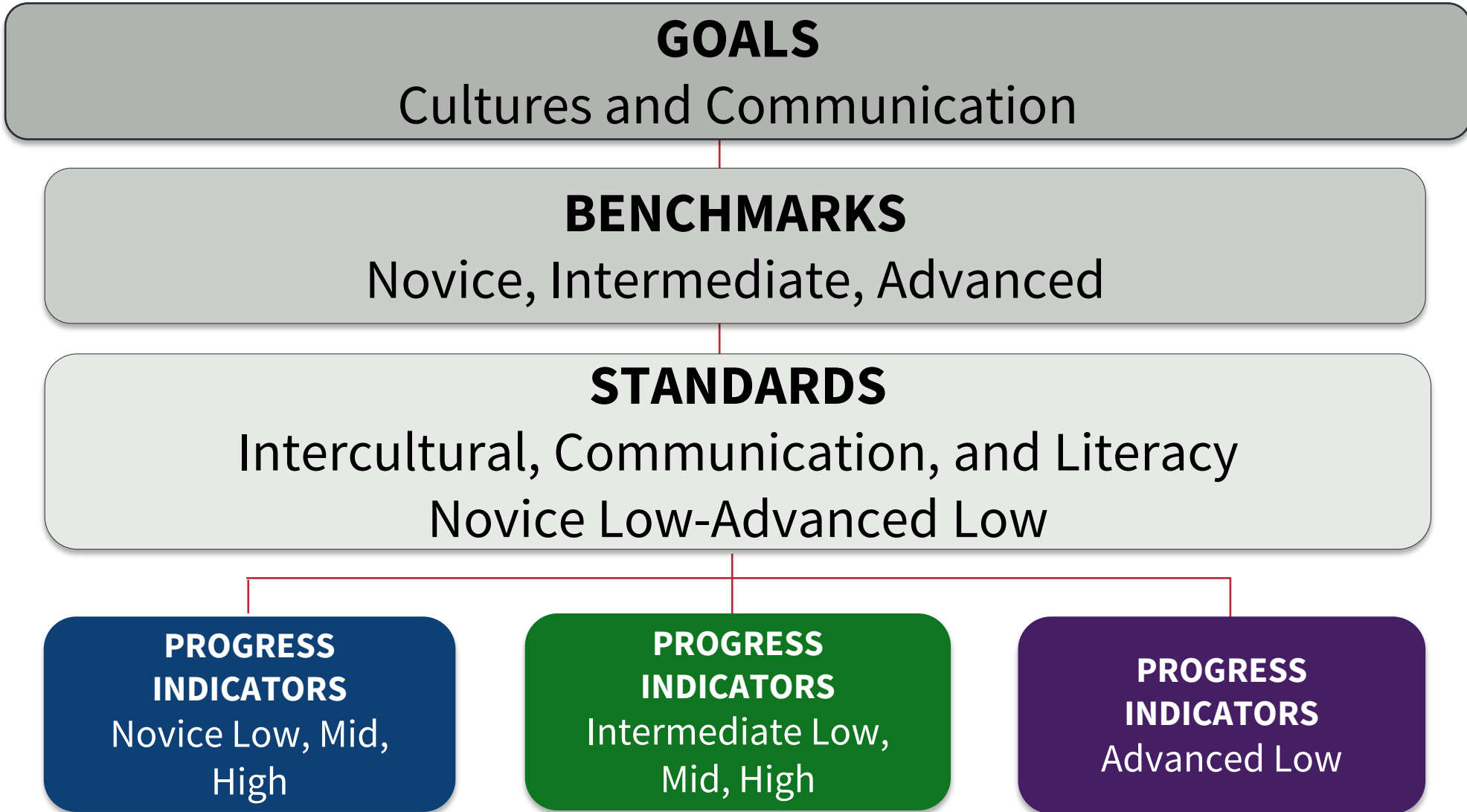*Administrator, Office of Academic Success*

Kathleen Shelton

World Languages and Cultures Education Program Specialist, Office of Academic Success

Department of Education & Workforce

WORLD LANGUAGES AND CULTURES STANDARDS 2022

GOALS
Cultures and Communication

BENCHMARKS
Novice, Intermediate, Advanced

STANDARDS
Intercultural, Communication, and Literacy
Novice Low-Advanced Low

PROGRESS INDICATORS
Novice Low, Mid, High

PROGRESS INDICATORS
Intermediate Low, Mid, High

PROGRESS INDICATORS
Advanced Low

MODEL CURRICULUM REVISION TIMELINE

Timeline	Revision Components
March 2020	Initial public comment period
June 2021 – Sept. 2022	Analysis of public comment Working group revisions
Fall 2022	Second public comment period Working group revision to Model Curriculum
2023 – 2024	Internal revision process
Jan. 2025	Ohio Department of Education and Workforce Approval Public Meeting

WORKING GROUP

42 Ohio World Language and Culture educators representing:

- Eight languages

- Elementary, middle, and high schools

- Rural, small town, suburban, urban, and private schools

PUBLIC FEEDBACK – FIRST ROUND

70 respondents – 122 comments

Summary of First Round Suggestions:

- Add an overview for each detailed proficiency level descriptor

- Simplify and add more Novice Content Elaborations

- Include AP and IB themes in the Content Elaborations

- Provide more resources on how to use this to plan lessons or units

MODEL CURRICULUM REVISIONS

Added an overview of the main features for each proficiency level.

NOVICE LOW	NOVICE MID	NOVICE HIGH
Novice Low learners provide limited information in spontaneous or prepared presentations.	Novice Mid learners provide simple information in spontaneous and prepared presentations. They differ from Novice Low in the quantity and quality of information provided.	Novice High learners begin to create with language when presenting. They may show some Intermediate Low performance but cannot sustain it.

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW
Intermediate low learners present information with some details and range of topics.	Intermediate Mid learners present information with increasing details and range of topics. They differ from Intermediate Low in quantity and quality of information.	Intermediate High learners begin to present extended information across a range of topics and time frames. They may show some unsustained Advanced Low performance.	Advanced Low learners give extended presentations across a range of topics and time frames.

MODEL CURRICULUM REVISIONS

- Added Advanced Placement (AP) and International Baccalaureate (IB) themes to Content Elaborations

- Simplified and expanded the Novice Content Elaborations to align more with the Novice language proficiency descriptors

- Created instructional resources that show how to use the model curriculum to plan lessons, units, and assessments

PUBLIC FEEDBACK – SECOND ROUND

124 respondents – 80 comments

Summary of Second Round Suggestions:

- Provide more guidance for understanding the Expectations for Learning within the context of the learning standards

- Add the vertically aligned progress indicators from the standards into the Content Elaborations

- Provide more resources for tying the Model Curriculum to various languages and instructional methodologies to increase proficiency outcomes

MODEL CURRICULUM DOMAINS AND DESCRIPTIONS

MODEL CURRICULUM DOMAINS AND DESCRIPTORS

DOMAIN	WHAT IT DESCRIBES	EXAMPLES
Expectations for Learning	Expectations for Learning break down the performance sublevels within the proficiency benchmarks of Novice, Intermediate, and Advanced.	✓ Novice Low, Mid, High ✓ Intermediate Low, Mid, High ✓ Advanced Low
Function	*Functions are the global tasks the learner can perform in the language.*	✓ Exchange information, opinions, and viewpoints ✓ Meet needs of self and others ✓ Inform, narrate, describe, explain, analyze
Context	*Contexts are intercultural situations in which the learner can function.*	✓ Familiar and everyday situations ✓ One's immediate environment ✓ Situations with a complication
Discourse Type	*Discourse (or text) type is the range of language the learner can understand and produce to perform the functions of the level within a given intercultural context.*	✓ Words, phrases ✓ Sentences, strings of sentences ✓ Connected sentences, paragraphs
Literacy Skill	*World language literacy skills are the specifics of reading, writing, speaking, listening, viewing, and signing across the interpretive, interpersonal, and presentational modes of intercultural communication.*	✓ Infer meaning of unfamiliar language ✓ Make text-to-text connections ✓ Maintain and extend conversations

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MODEL CURRICULUM REVISIONS

Revisions based on second public comment period:

- Integrated the progress indicators from the standards into the thematic Content Elaborations

- Created specific pages in our instructional supports for individual languages resources and strategies

MODEL CURRICULUM REVISIONS

Summary of revisions:

- Expectations for learning:

  - Unpacked the components of each proficiency level in the standards to make them easier to understand for both teachers and learners.

- Content elaborations:

  - Expanded the examples of intercultural communication and vertically aligned them across all seven proficiency levels.

NEXT STEPS

Communication
to the Public

Professional Learning
and Instructional
Coaching

Instructional
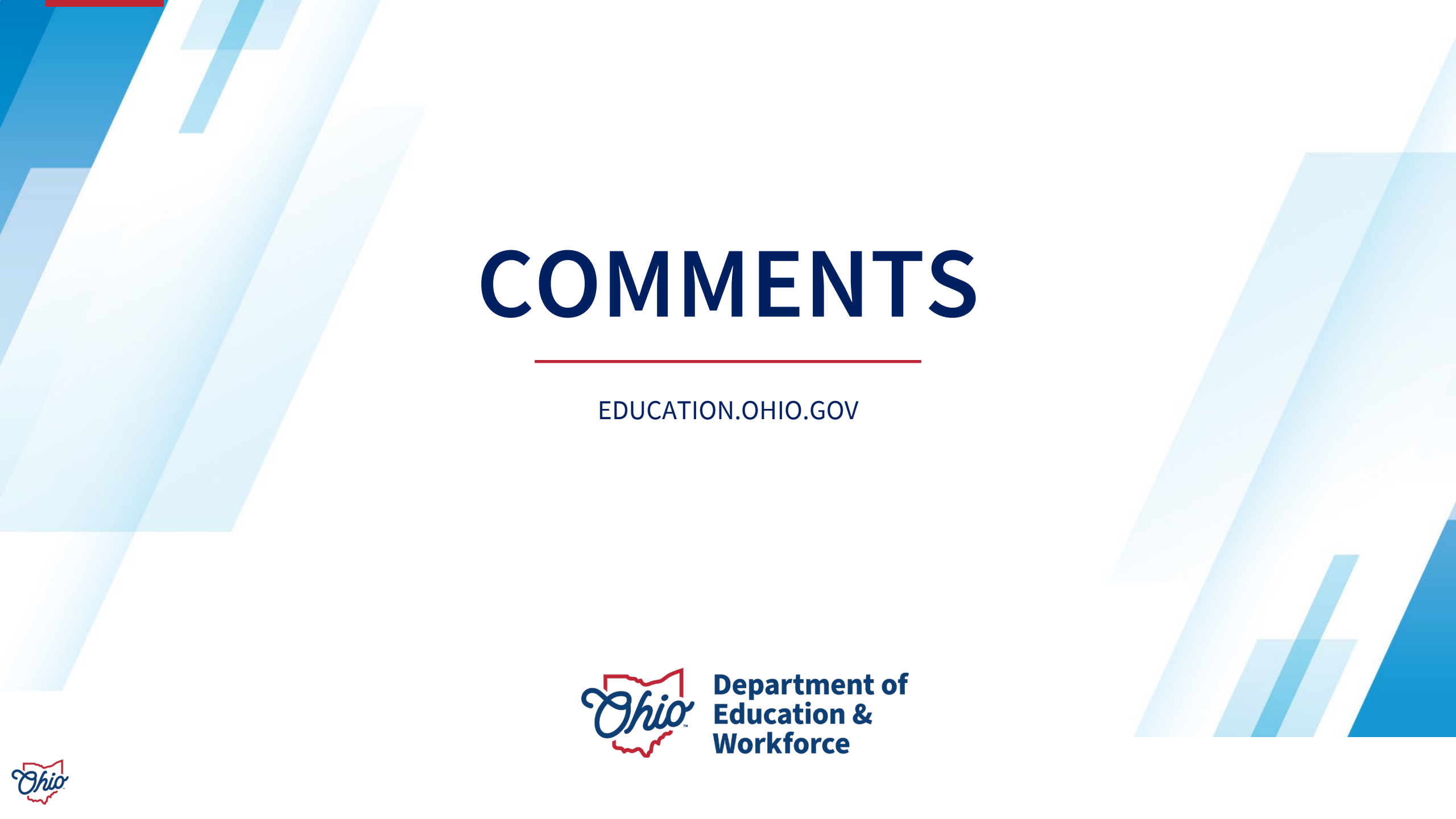Supports

Online Learning
Modules

COMMENTS

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CONGRATULATIONS KATHLEEN SHELTON – WINNER OF THE 2025 PARTNER IN LANGUAGE EDUCATION AWARD

- Central States Languages for All

  - The Partner in Language Education Award is presented to an individual who has made significant and sustained contributions to professional development opportunities and/or teacher training for world language and culture educators. Further, the individual is regarded as a leader in the profession in the Central States region.

PRINCIPAL APPRENTICESHIP PROPOSAL

Kimberly Pietsch Miller, Ed.D.

Chief of Leadership Development

Ohio Department of Education & Workforce

OHIO'S PRINCIPAL APPRENTICESHIP

- Senate Bill 168 passed in June 2024

- Propose an apprenticeship program for school principals

- May establish alternative pathways for those with a bachelor's degree to obtain a license to work as an administrator or superintendent

WHY A PRINCIPAL APPRENTICESHIP FOR OHIO?

Wallace Foundation research found:

1. Effective principals are at least **as important for student achievement as previous reports have concluded**

2. Principals have substantively important **effects that extend beyond student achievement**

3. Effective principals orient their practice toward:

   - **Instructionally focused interactions** with teachers,

   - **Building a productive school climate**,

   - **Facilitating collaboration and professional learning** communities, and

   - **Strategic personnel and resource management** processes

> **School principals are critical influencers of student success and school culture.**

Grissom, Egalite, & Lindsay, 2021

GOALS OF THE PRINCIPAL APPRENTICESHIP

Increase high-quality candidates for school principalships

Develop highly skilled, knowledgeable, and motivated candidates

Provide candidates with the skills and support networks to increase retention

PROPOSED FORMAT

Two-year cohort

- Year 1: Coursework while teaching and begin On The Job hours

- Year 2: Working as a paid apprentice and attending seminars and workshops for related instruction

Three possible pathways

- M.Ed. through an IHE

- Licensure through an IHE

- Licensure through another partner (e.g. ESC)

TIMELINE AND PROCESS

- **June 2024:**   Began research and planning

- **July - Aug. 2024:**   Engaged partners

- **Sept. - Oct. 2024:**   Developed draft framework based on research from other states and input from stakeholders

- **Nov. - Dec. 2024:**   Draft framework released

TIMELINE AND PROCESS

- **Dec. 6, 2024:**   Survey closed; 528 responses received

- **Dec. 2024 - Jan. 2025:**   Summarize survey responses

- **Jan. 29, 2025:**   Committee review of survey data; propose revisions to draft framework

No later than February 16, 2025: The proposed framework for a principal apprenticeship will be provided to the General Assembly per SB 168.
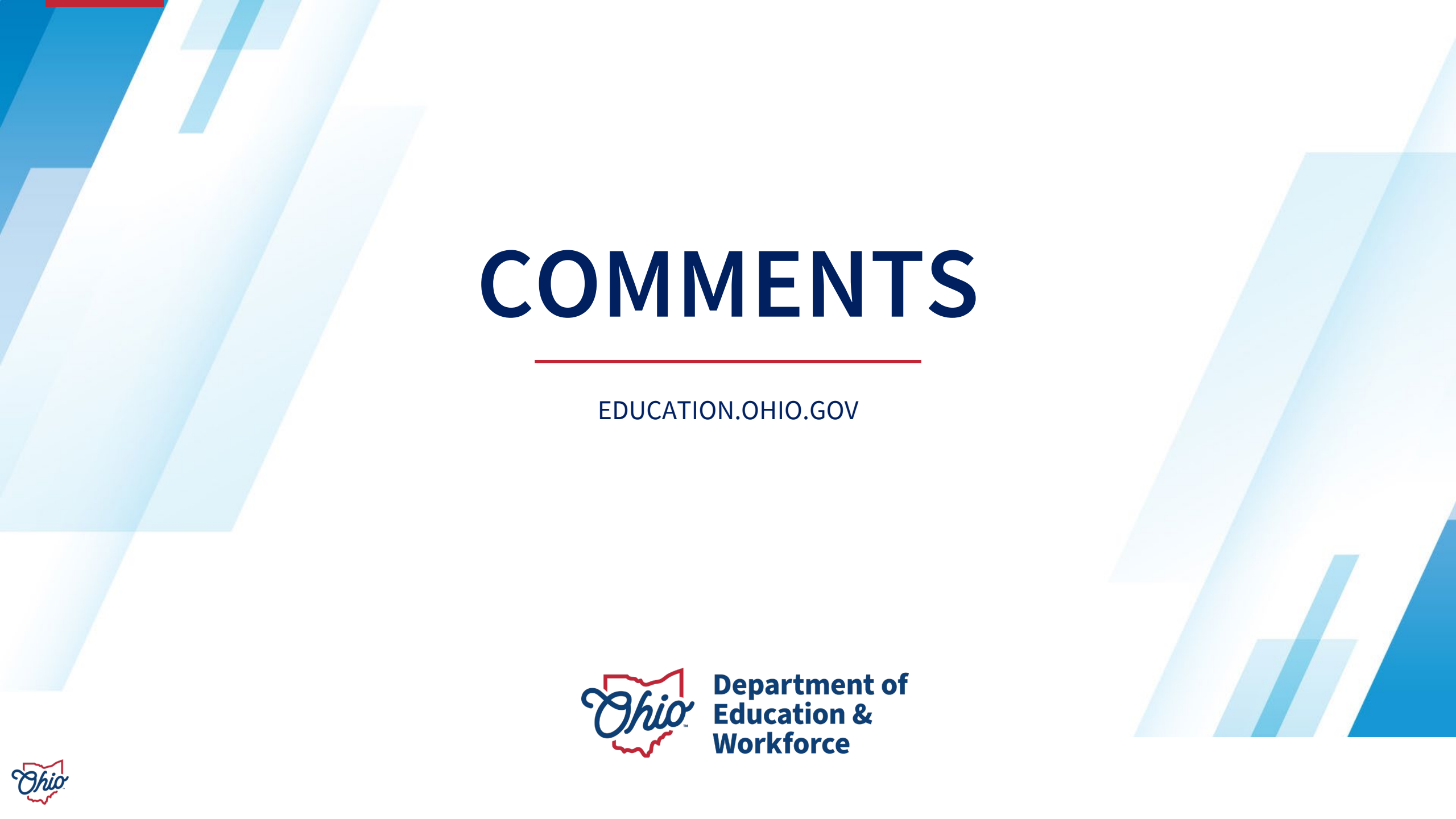
COMMENTS

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LEGISLATIVE UPDATES

Jennie Stump

Chief of Policy and Legislative Affairs

Department of Education & Workforce

STUDENT DATA PRIVACY

- Removes requirement for districts to provide advance notice before accessing school-issued devices for an educational purpose.

- Allows access to school-issued devices subject to a subpoena.

- Limits the requirement to provide parental notice within 72 hours of access to a school-issued device to situations where the district initiates responsive action:

  - Subject to a judicial warrant or subpoena or related to a missing or stolen device OR

  - To prevent or respond to a safety threat.

MILITARY OPEN ENROLLMENT

- Requires school districts, regardless of their open enrollment policy, to accept open enrollment students if their parent is active military stationed in Ohio.

- Requires districts to provide Military Open Enrollment students with transportation if the district otherwise transports students of the same grade level and distance from school and the parent requests transportation.

SEXUALITY CONTENT AND HEALTH SERVICES

- Prohibits public schools from providing instruction that includes sexuality content to students in grades K-3.

- Requires public schools to adopt a policy to:

  - Ensure that any sexuality content is age-appropriate and developmentally appropriate

  - Allow parents to opt out of instructional materials including sexuality content and to request an alternative assignment

  - Notify parents about school-provided healthcare services and the option to withhold consent or decline a service

  - Prohibit school personnel from encouraging a student to withhold from a parent information concerning the student's health or well-being

SINGLE-SEX FACILITIES

- Requires public and chartered nonpublic schools to designate for single-sex use each student restroom, locker room, changing room, or shower room that is accessible by multiple students at the same time.

- Prohibits having a multi-occupant facility that is designated as nongendered, multigendered, or open to all genders (with exception of family facilities).

- Prohibits allowing members of the female biological sex to use a multi-occupant facility designated for the male biological sex or to share overnight accommodations with members of the male biological sex, and vice versa (with certain exceptions).

RELEASE TIME FOR RELIGIOUS INSTRUCTION

- Requires school districts to adopt a policy authorizing students to be excused from school to attend a course in religious instruction.

- District must work with sponsoring organization to identify a reasonable time for the course to be offered during the school day.

- District may require criminal records check of volunteers and instructors with the program.

STUDENT EXPULSION

- Allows public schools to expel for up to 180 days students whose actions pose an "imminent and severe endangerment" to the healthy and safety of students or employees.

- Requires the superintendent or head administrator to establish conditions for the student's reinstatement, including a mental health assessment.

- Expulsion can be extended up to 90 days at a time.

- Schools must provide DEW with records of the expulsion and specified demographic data.

NATIONAL SUICIDE AND CRISIS LIFELINE

- Requires public and chartered nonpublic high schools to include the telephone number for the National Suicide and Crisis Lifeline ("988") on student ID cards, student planners, and electronic portals that students can access.

988 SUICIDE & CRISIS LIFELINE

Using the 988 Lifeline is free. When you call, text, or chat the 988 Lifeline, your conversation is confidential. The 988 Lifeline provides you judgment-free care. Talking with someone can help save your life.

STUDENTS IN FOSTER CARE

- Adds requirements for DCY and DEW to better support the education of children in foster care.

- DEW to share best practices with school districts to promote the educational stability of students in foster care.

- School districts must assess the needs of students in foster care for appropriate services and interventions and make recommendations on how to support the child's educational needs to the agency with custody of the child.

OVER-THE-COUNTER DRUG POLICY

- Requires school districts and chartered nonpublic schools to adopt a policy on the administration of over-the-counter drugs to students.

- Policy may establish whether the district will allow employees to administer over-the-counter drugs to students and, if so, whether parental permission is required before giving the drug to a student.

SEIZURE MEDICATION

- Permits public and chartered nonpublic schools to keep a drug prescribed to a student for a seizure disorder in an easily accessible location.

- Allows administration of the drug if there is written approval from the student's doctor and the individual has been trained to administer the drug.

- Permits a student to possess seizure medication with approval from a parent and doctor.

ABUSE PREVENTION TRAINING

- Permits, rather than requires, public schools to have law enforcement officers or prosecutors with relevant experience provide employee in-service training on child sexual abuse.

PEACE OFFICER CURRICULUM

- Eliminates the requirement for public schools to provide instruction on interactions with peace officers.

CAREER-TECHNICAL EDUCATOR LICENSES

- Permits an applicant to apply directly for an initial career-technical workforce development educator license (rather than going through the employing district).

- Permits an applicant for an initial career-technical workforce development educator license who has received an offer of employment to enroll in:

  - A modified educator preparation program created by a career-technical planning district

    OR

  - An alternative career-technical education licensure program that includes mentoring.

- Allows licensed educators with relevant work experience to obtain a career-technical educator license.

COLLEGE CREDIT PLUS (CCP) PROGRAM

- Allows students to apply by November 1st to participate in CCP for the spring term.
- Requires participating high schools to use forms developed by ODHE and DEW.
- Requires colleges to provide CCP students with an orientation.

- Directs ODHE to establish an alternative credentialing process to certify instructors with relevant teaching experience as CCP instructors.
- Requires report cards to note if a district or building is providing information about CCP.

REGIONAL PARTNERSHIPS PROGRAM

- Creates the Prenatal-to-Five Early Childhood to Post-Secondary Regional Partnerships Program.

- Overseen by DEW in conjunction with DCY and ODHE.

- Requires Departments to convene existing and emerging regional partnerships quarterly to share best practices.

- Creates a grant program to support regional collaboration to align educational resources and community support with workforce needs.

  - No funding provided for grants.

COMMUNITY SCHOOL CLOSURE

- Exempts a community school from closure after the 2024-2025 school year if its Performance Index was within five points below the score required to receive two stars on the Achievement Component in any of the last three school years.

- If an exempt school meets the closure criteria for the 2025-2026 or 2026-2027 school year, it must close.

- If an exempt school does not meet the closure criteria for both the 2025-2026 and 2026-2027 school years, it gets a clean slate with respect to strikes toward closure.

VIRTUAL SERVICES FOR SPECIAL NEEDS SCHOLARSHIPS

- Permits virtual services in the Autism and Jon Peterson Special Needs scholarship programs to be provided by educational aides and instructional assistants with valid permits.

HOME EDUCATION LEARNING PODS

- Defines home education learning pods and exempts them from requirements to be licensed by DCY as childcare centers or homes.

- Prohibits a county or township from restricting or limiting the location of home education learning pods.

- Prohibits a county or township from imposing additional zoning regulations on a building based solely on its association with a home education learning pod.
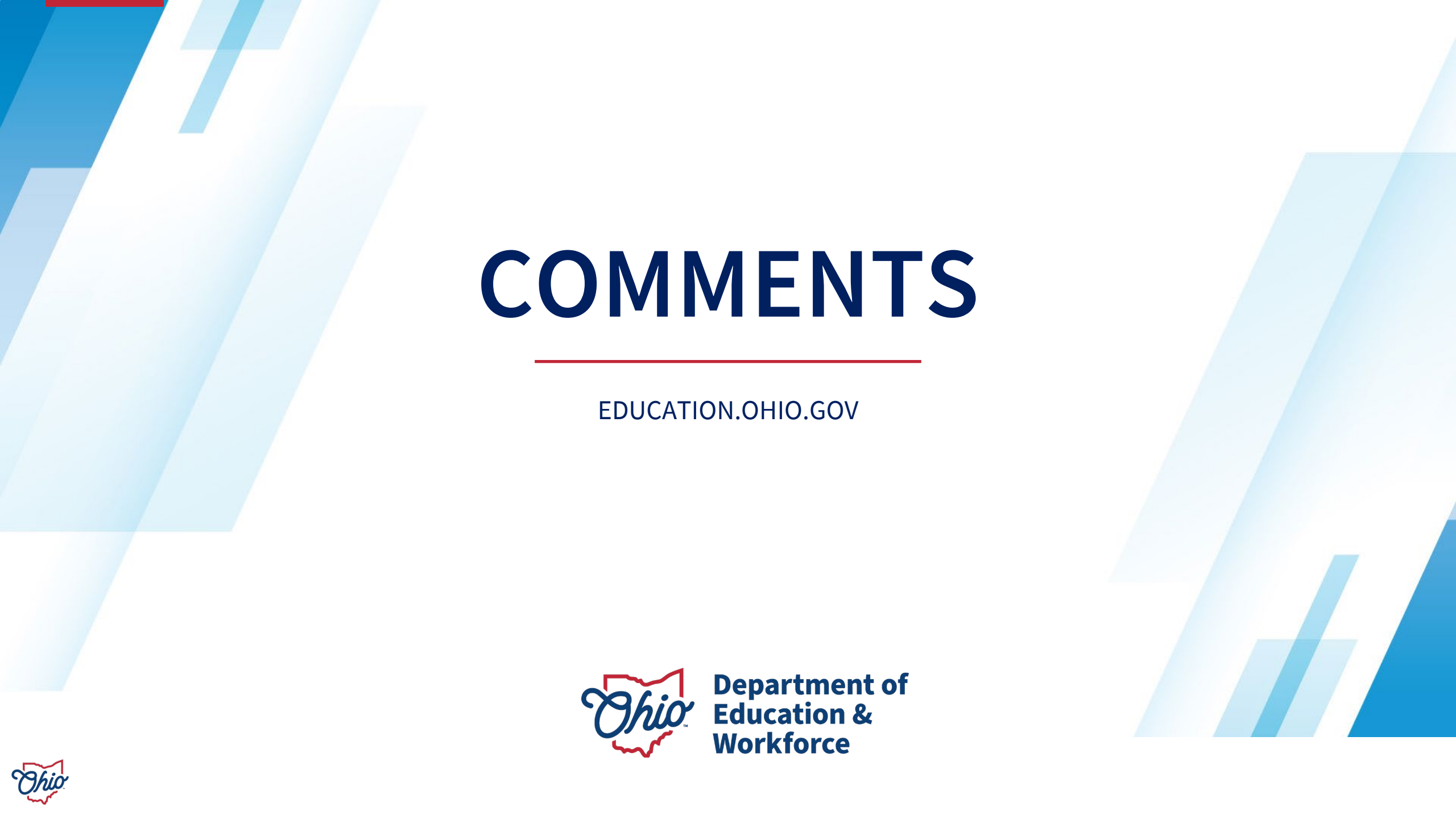
COMMENTS

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NEXT DEW PUBLIC MEETING

Thursday, March 6, 2025 *(tentative)*

25 South Front Street

Columbus, Ohio 43215

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