



**Department of
Education &
Workforce**

DEW Public Meeting

Monday, Nov. 10, 2025

9 a.m.

25 South Front Street

Columbus, Ohio 43215



**Department of
Education &
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Director's Welcome

Stephen D. Dackin

Director



**Department of
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Meeting Overview

Chris Woolard, Ph.D.

Chief Integration Officer



**Department of
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Meeting Agenda

1. Literacy Updates
2. Fine Arts Model Curriculum Updates
3. Physical Education Learning Standards Updates
4. Workforce Readiness and Career-Technical Education Updates
5. Administrative Rules Proposed for Review

Opportunity for Public Comment

Individuals are welcome to ask questions or provide comments regarding the information covered during each agenda item presentation.

Comments may be provided in-person during the meeting or submitted in writing.

Sign-up form:

- Sign-up online before the meeting, or in-person during the meeting.
- Contact information is collected for additional follow-up from the Department.



Literacy Updates

Melissa Weber-Mayrer, Ph.D.

Chief Academic Officer



**Department of
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HQIM Requirements for ELA Core Curriculum and Reading Intervention Programs

Implementation should have started this fall with materials and programs from the [Department's approved lists](#):

- Core curriculum and instructional materials in ELA for grades PreK through 5
- Reading intervention programs for grades PreK through 12



HQIM EMIS Reporting Reminder

- Data collected includes core and intervention, as well as phase
 - Selected, not Adopted
 - Adopted, not Trained
 - Trained, not Implemented
 - Implemented
 - Implemented, but not in coming school year
- EMIS [Training video](#) and [PowerPoint](#) on Department's [webpage](#)
- Reviewing EMIS data for alignment of materials to approved lists



Department's Refresher Course in the Science of Reading

- Will be available in the Department's new Learning Management System in early 2026.
- All teachers, administrators, school psychologists, and speech-language pathologists are required to complete the refresher course during specific timeframes.

Training Requirements and Deadlines for School Personnel

Teachers and Administrators hired before July 1, 2025

- Refresher Course - June 30, 2030
- Refresher Course - Every five years thereafter

Speech-Language Pathologists and School Psychologists

- Refresher Course within five years of completing the Department's Introduction to Science of Reading course

ReadOhio Coaching Impacts

Ohio's Coaching Model

Universal

All teachers and staff receive **universal coaching support** which includes all staff meetings, newsletters, and email reminders as appropriate.

Self-Guided

Teachers and staff may opt into a **self-guided coaching support** structure which includes bi-weekly office hours.

Small Group

Teachers may find themselves in **small group coaching**. This may be called a PLC or TBT. Here the coach looks at grade level data to help small teams determine next steps in instruction.

One-on-One

Teachers may find themselves in **one-on-one coaching**. The coach will use a collaborative problem-solving model to help specific students or a target group within one classroom.

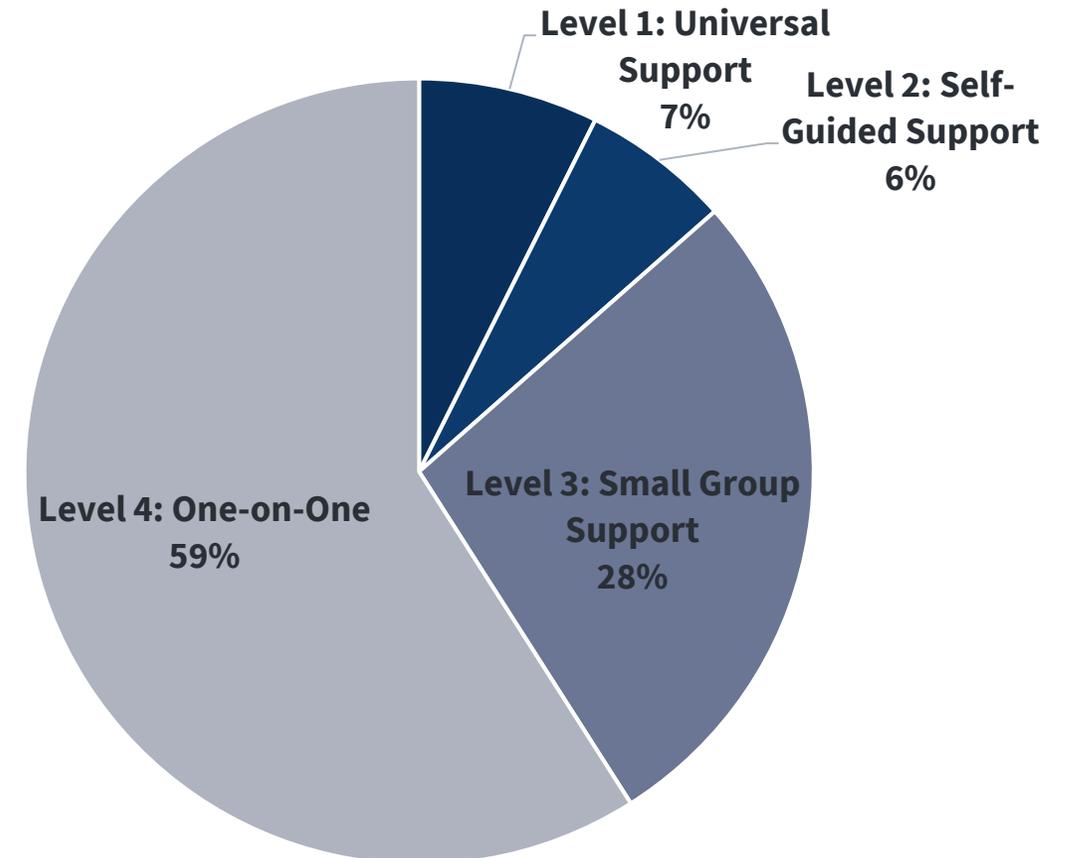
Fast Facts, Year 2

- 125 Districts and Community Schools
- 52 Coaches
- 10 Urban Literacy Specialists
- 16 Regional Literacy Specialists
- 6 Adolescent Literacy Specialists
- 4 Regional Literacy Coaching Coordinators

Overview of Coaching Sessions

As of May 30, 2025, 33,318 coaching sessions were provided in the 2024-2025 school year, across the four levels.

Level	Year 1	Year 2
1: Universal	17%	7%
2: Self-guided	9%	6%
3: Small group	28%	28%
4: One-on-one	46%	59%



Content of Coaching Sessions

Topic	Year 1	Year 2
Evidence Based Strategies/High Quality Materials	26%	37%
Use of Assessment/Data Analysis	25%	22%
Communication	17%	17%
Collaborative Problem Solving	12%	9%
Professional Learning	9%	5%
Teaming Structures	6%	5%
Feedback	5%	4%

Measures: Year 2

Implementation Data

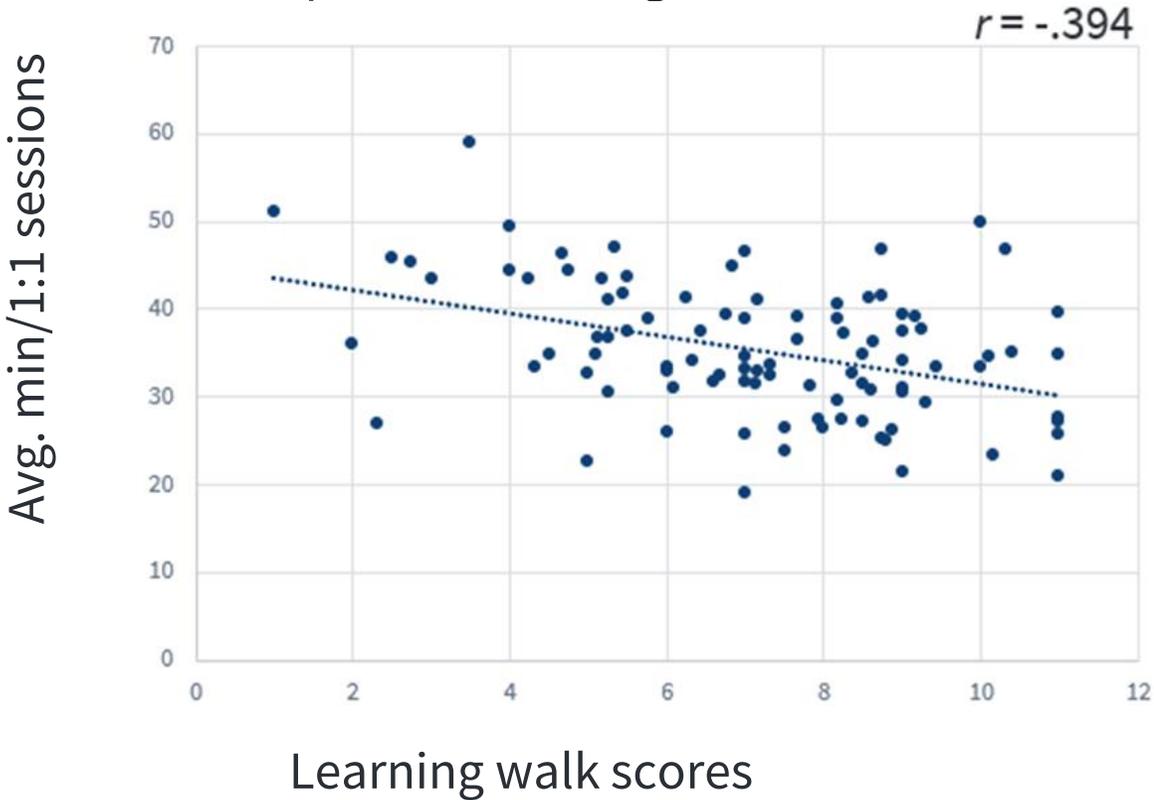
- Quantity and content of coaching
– data dashboard

Impact Data

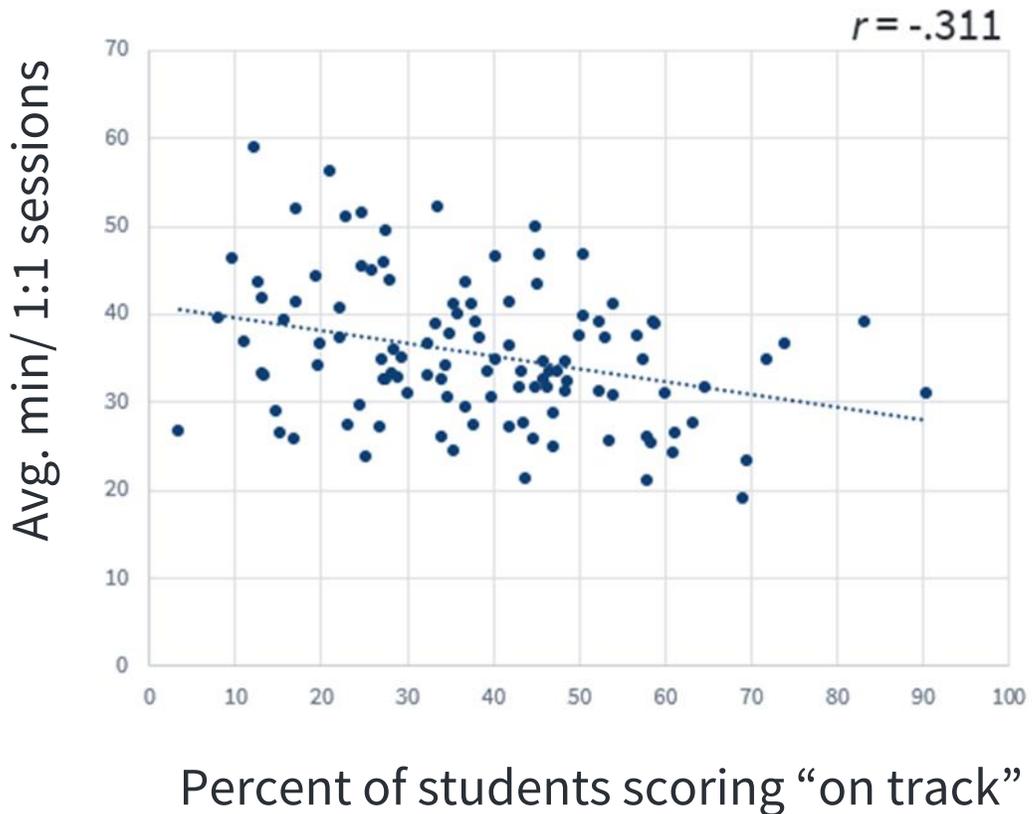
- Instructional practices – Fall and Spring
- Student data – Fall, Winter, Spring

What Drives Coaching Delivery?

Inverse correlation between fall learning walk scores and average minutes per 1:1 coaching sessions



Inverse correlation between fall student data and average minutes per 1:1 coaching sessions



Outcome Data

	Fall Mean (<i>SD</i>)	Spring Mean (<i>SD</i>)
Learning Walks (0-11)	7.13 (2.3)	8.4 (1.6)**
Students scoring on track (0-100%)	38.5% (17%)	48.5% (19.7%)**

** indicates fall and spring are significantly different, $p < .01$

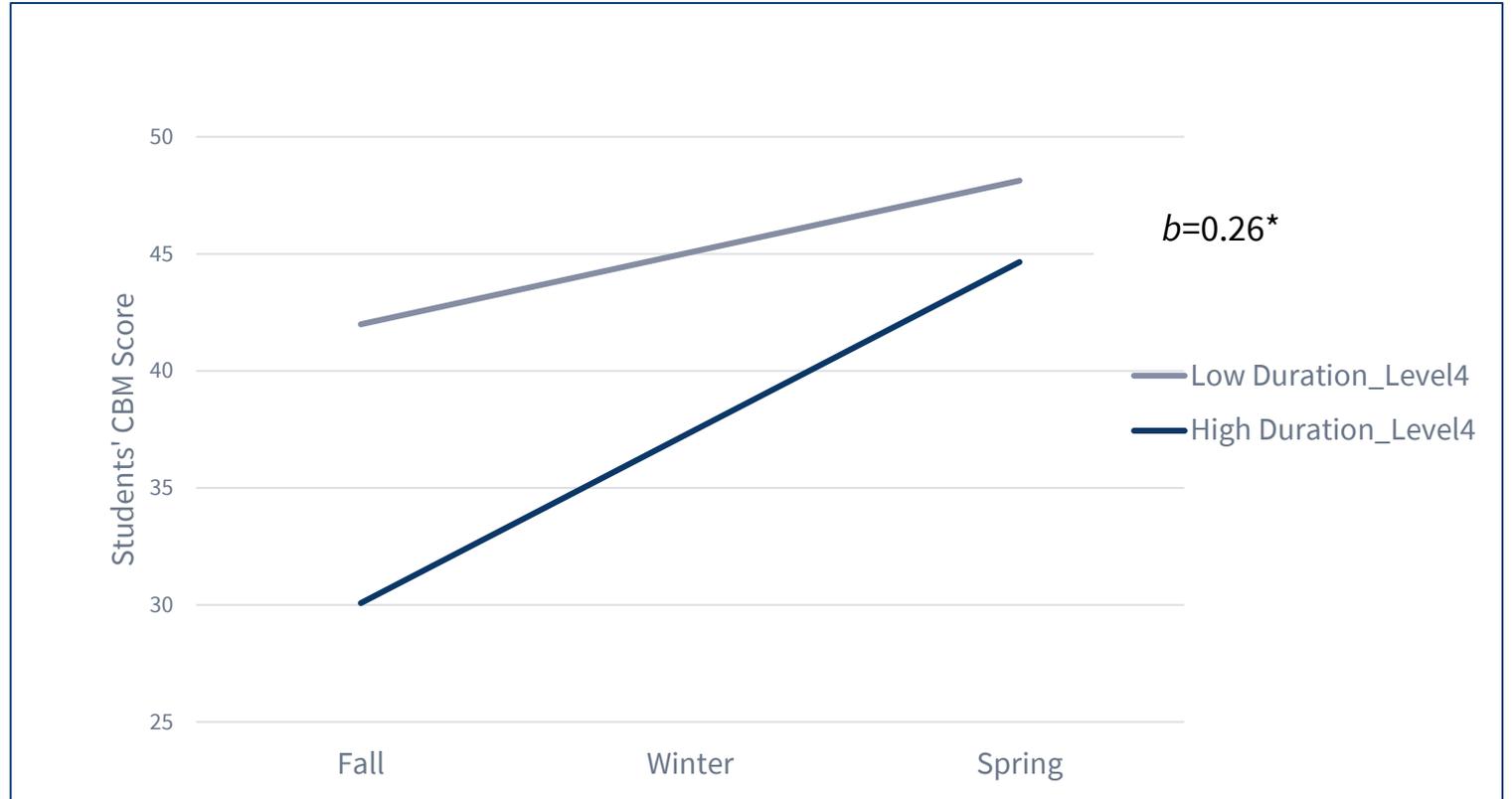
Coaching is Associated with Spring Learning Walk Scores

	Spring Learning Walk
Level 1	Positively related** - only for cohort 1
Level 2	Not associated
Level 3	Positively associated
Level 4	Positively associated



Coaching is Associated with Spring Student Data

	Spring Student Data
Level 1	Not associated
Level 2	Positively associated
Level 3	Positively associated
Level 4	Positively associated



Fast Facts, Year 3

- 151 districts and community schools
- 65 Coaches
- 11 Urban Literacy Specialists
- 16 Regional Literacy Specialists
- 5 Adolescent Literacy Specialists
- 5 Regional Literacy Coaching Coordinators

COMMENTS

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Fine Arts Model Curriculum Updates

Liesl Huenemann

Associate Administrator, Office of Academic Success



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Fine Arts Framework

- Alignment to Artistic Processes in Learning Standards
 - Creating, Performing, Responding, Connecting
- Enduring Understandings
- Content Elaborations
- Essential Questions
- Expectations for Learning
- Career Connections
- Learning Standards



Stakeholder Involvement

- Advisory stakeholder group of educators and state/national leaders across all five disciplines
- Initial focus group
- First Public Comment Period: 116 responses
 - Arts integration, career readiness, artistic process and real-world connections
- Second Public Comment Period: 34 responses
 - Additional details and guidance, simplification of language, implementation toolkit embedded on the website



Model Curriculum Revisions

Changes Based on Focus Group:

- Defined rigor and provided additional supports and templates.

Revisions Based on First Public Comment Period:

- Defined rigor and provided additional supports and templates.
- Included domain specific-examples, sample lesson plans, and sample assessment rubrics.

Model Curriculum Revisions – Cont’d.

Revisions Based on Second Public Comment Period:

- Added executive summary and suggested reading for various audiences (teachers, administrators, and parents/families), and internal links to the toolkit to support navigation between sections.
- Included section on differentiation, additional clarity on the role of college in arts careers, more specific references to reinforcing vocabulary, and suggested questions for students to explain their thinking.

Next Steps



Communication to the Public



Professional Learning



Instructional Supports



Online Learning Modules

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Physical Education Learning Standards Updates

Sherry Birchem, Ed.D.

Administrator, Office of Academic Success



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Stakeholder Involvement

- Advisory stakeholder group including strong partnership with OAHPERD leadership
- First Public Comment Period: 43 respondents
 - User friendly with consistent expectations, but needs support in guidance and clarity
- Second Public Comment Period:
 - Reduce standards, create physical education instructional toolkit

Learning Standards Organization

Grade Band →

Ohio's Learning Standards for Physical Education

Grades K-2

Standard →

Standard 1: Develops a variety of motor skills.

Rationale →

Rationale: Through learning experiences in physical education, the student develops motor skills across a variety of environments. Motor skills are a foundational part of child development and support the movements of everyday life. The development of motor skills contributes to an individual's physical literacy journey.

Benchmarks →

Benchmark A: Demonstrates locomotor and non-locomotor skills in a variety of ways.

Benchmark B: Demonstrates developing control of fundamental manipulative skills.

K-2 GRADE BAND PERFORMANCE INDICATORS

Benchmark A: Demonstrates locomotor and non-locomotor skills in a variety of ways.

1.K.1. Demonstrates the locomotor skills of walk and run using critical elements. Explores the locomotor skills of jump, gallop, slide, skip, hop, and leap in a stable environment.

1.1.1. Demonstrates the locomotor skills of run, slide, and skip using critical elements. Explores locomotor skills (e.g., skip, run, gallop, slide, hop) while changing pathway, direction, or speed.

1.2.1. Demonstrates all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) while changing pathway, direction, or speed using critical elements.

**Grade Level
Performance Indicator** →

(Standard + Grade Level + Indicator)



Learning Standards Revisions

5 standards to 4 standards:

2015 Ohio's Physical Education Standards	2025 Ohio's Learning Standards for Physical Education
Standard 1: Demonstrates competency in a variety of motor skills and movement patterns	Standard 1: Develops a variety of motor skills
Standard 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance	Standard 2: Applies knowledge related to movement and fitness
Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness	Same as above
Standard 4: Exhibits personal and social behavior that respects self and others	Standard 3: Develops social skills through movement
Standard 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Standard 4: Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity



Learning Standards Revisions – Cont’d.

Transition to grade band indicators across K – 12 learning standards:

2015 Ohio’s Physical Education Standards	2025 Ohio’s Learning Standards for Physical Education
5 Standards	4 Standards
K-2 grade band: Two benchmarks with grade level performance indicators	K-2 grade band: Two benchmarks with grade level performance indicators
3-5 grade band: Two benchmarks with grade level performance indicators	3-5 grade band: Two benchmarks with grade level performance indicators
6-8 grade band: Two benchmarks with <i>grade level</i> performance indicators	6-8 grade band: Two benchmarks with <i>grade band</i> performance indicators
9-12 grade band: Two benchmarks with <i>High School I and II</i> performance indicators	9-12 grade band: Two benchmarks with <i>grade band</i> performance indicators



Next Steps



Public Release and
OAHPERD state
Convention



Professional Learning
Supports with Partners



Benchmark Assessment
Alignment



Online Learning Modules

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Workforce Readiness and Career-Technical Education Updates

Jeremy Varner

Deputy Director, Workforce Readiness and Career-Technical Education



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Career Pathway Support Networks

- Aligned to JobsOhio regions
- Increase effective access to career-connected learning
- CPSN Goals:
 1. Increase access to and participation in middle school CTE
 2. Ensure LEAs can provide access to high-quality career advising and mentoring
 3. Lead regional planning for career-connected learning aligned to workforce demand
 4. Build a regional network of education, business, and community partners to support CTE

Tech Prep Regional Centers

- Prior to awards, the Tech Prep Regional Centers were granted an extension of their funding as a stopgap
- Tasked with producing career planning landscape reports for their region
- Will be used to inform the work for the CPSNs

Career Pathway Support Networks

Region	Fiscal Agent	Award Amount (over biennium)
East	Youngstown State University	\$674,978.13
Northeast	ESC of Northeast Ohio	\$1,561,346.96
Northwest	North Central Ohio ESC	\$936,717.18
West	Sinclair Community College	\$857,292.67
Southwest	Cincinnati State Technical and Community College	\$1,052,456.85
Central	ESC of Central Ohio	\$1,247,917.40
Southeast	East Central Ohio ESC	\$778,863.40

CPSN work will be funded from Nov. 1, 2025, through June 30, 2027.



CPSN Kick Off Meeting

Gathered CPSN fiscal agents on Nov. 7 to begin building foundations:

- Steering committee memberships and meeting schedule
- CPSN staffing plans
- Meeting cadence with Department staff
- Data collection and reporting expectations



Industry-Recognized Credential System Redesign

- Budget allows the IRC committee to explore new ways of valuing credentials
- DEW, education stakeholders, and industry partners are updating evaluation criteria for new industry-recognized credentials
- List and system redesign will come with a technical assistance toolkit for affected schools

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Administrative Rules Proposed for Review

John VanNorman

Chief Legal Counsel



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OAC 3301-18-01

Amendment of OAC 3301-18-01

Calculating student attendance rate.

Summary of Existing Rule

The rule defines “student attendance rate” and indicates how to calculate the “attendance hours” and “instructional service” hours.

The rule also discusses the calculation for absences.

Reasons for Amendments

Five- year rule review.

Clarifies language regarding unexcused absence hours.

Public Comment Period

The public comment period on the **current rule** opened Sept. 24, 2025, and closed Oct. 8, 2025.

The public comment period on the **draft rule** opened Nov. 5, 2025, and will close on Dec. 5, 2025.

Individuals may submit comments on the draft rule:

- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov



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OAC Chapter 3301-35

Amendment of OAC Chapter 3301-35 (11 rules)

Standards for Kindergarten through Twelfth Grade



Summary of Existing Rules

- **3301-35-01** *Purpose and definitions.*
- **3301-35-02** *Governance, leadership, and strategic planning. [No Change Required]*
- **3301-35-03** *Blended learning. [No Change Required]*
- **3301-35-04** *Student and other stakeholder focus.*
- **3301-35-05** *Faculty and staff focus. [No Change Required]*

Summary of Existing Rules – Cont'd.

- **3301-35-06** *Educational programs and support.*
- **3301-35-07** *Data-driven improvement.*
- **3301-35-08** *Non-chartered, nonpublic school. [To Be Rescinded]*
- **3301-35-09** *Chartered nonpublic schools.*
- **3301-35-15** *Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion.*
- **3301-35-16** *Online learning.*

Reasons for Amendments

Five-year rule review.

Replaces references to the “Ohio Department of Education” with “Ohio Department of Education and Workforce” and the “State Superintendent” with “Director” in response to House Bill 33 of the 135th General Assembly.

Clarifies language to align with statutory requirements.



OAC 3301-35-08

Recission of OAC 3301-35-08

Non-chartered, nonpublic school.

- Language in this rule is already codified in statute and does not need restated in rule.
- Removal of regulatory restrictions pursuant to ORC 121.951.

OAC 3301-35-09

Amendment of OAC 3301-35-09

Chartered nonpublic schools.

- Clarifies curriculum requirements that do not apply to chartered nonpublic schools.
- Removes certain restrictions for the establishment of a chartered nonpublic school.

OAC 3301-35-15

Amendment of OAC 3301-35-15

Standards for the implementation of positive behavior intervention supports and the use of restraint and seclusion.

- Updates language for clarity and ensuring compliance.
- Adds language to ensure authority to issue corrective action.
- Reduces administrative burden.



Public Comment Period

The public comment period for the **current rules** opened Aug. 27, 2025, and closed Sept. 26, 2025.

The public comment period for the **draft rules** opened Nov. 5, 2025, and will close Dec. 5, 2025.

The **draft Business Impact Analysis**, which examines the cost of compliance to businesses, was posted with the draft rules.

Individuals may submit comments on the draft rules and draft Business Impact Analysis:

- Website: education.ohio.gov/OAC
- Email: rulecomments@education.ohio.gov



COMMENTS

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Next DEW Public Meeting

Thursday, Jan. 29, 2026 (*tentative*)

25 South Front Street
Columbus, Ohio 43215



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