

# Race to the Top News and Views

RttT.education.ohio.gov



A Bi-weekly Bulletin of RttT

**Ohio** | Department  
of Education

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## State Trainers Sought for Ohio Teacher Evaluation System

On Nov. 15, the State Board of Education (SBOE) adopted the Ohio Teacher Evaluation System (OTES) Framework. Each teacher in Ohio will be evaluated according to the Evaluation Framework. All evaluators will be trained and credentialed by state-trained evaluation system trainers. To help implement a quality teacher evaluation program that is consistent throughout the state, ODE is soliciting applications from Ohio educators to serve as State Trainers in the OTES program. Interested applicants can apply before Dec. 31 by going to the [Educator Evaluation Web page](#) and scrolling to the State Trainer section.

## Clarification on Performance-Based Compensation Systems per HB153, RttT LEA Implications

- ▶ Performance-based compensation per the HB153 cannot be implemented until after full implementation of OTES & OPES or an educator evaluation system aligned to the state and federal criteria (educator effectiveness ratings must be collected, see Section 3317.141 of the Revised Code).
- ▶ Per the discretion of the RttT LEA, engaging in the performance-based compensation work involves partnering with ODE to explore, study, review, design and implement performance-based compensation models after fully implementing OTES & OPES OR an educator evaluation systems aligned to the state and federal criteria on or before 2013-2014.
- ▶ Please see the State Scope of Work document on the RttT webpage that outlines the Performance-based Compensation work for Interested RttT LEAs.
- ▶ RttT districts do not have to implement performance-based compensation if it is not in the LEA approved scope of work. Although RttT LEAs are encouraged to engage in the work, it is not a requirement if it is not in the LEA approved scope of work.



RttT districts that have a component or a few components of performance-based compensation in their approved scopes of work and **NOT** the entire performance-based compensation framework per HB153, should move forward with what is outlined in their approved scopes of work. Per the discretion of the RttT LEA, engaging in the performance-based compensation work involves partnering with ODE to explore, study, review, design and implement performance-based compensation models after fully implementing OTES & OPES OR an educator evaluation systems aligned to the state and federal criteria on or before 2013-2014.

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- ▶ Yes, it is our interpretation that after 2013 – 2014, RttT districts must comply with 3317.141, performance-based compensation, if they have not already done so (e.g. Interested RttT LEAs partnering with ODE during Years 2 – 4 of RttT will have designed and implemented a performance-based compensation system in 2013 – 2014).

## RttT Workshops, Webinars and Trainings

### ***Targeted Professional Development Revised Standards and Model Curricula***

A number of workshops have been scheduled to help Ohio Educators understand Ohio's revised standards and model curriculum in the areas of: English Language Arts, mathematics, science, and social studies.

#### ***Focus 1: Standards & Model Curriculum:***

October – December 2011

#### ***Focus 2: Curriculum Revision:*** January – May 2012

Educators should plan to take one workshop session in each of the subject areas they teach during October – December and January – May. (Example – an elementary teacher who teaches all four subjects will take four workshops during Focus 1 and four workshops during Focus 2. A high school teacher will take one workshop during Focus 1 and one during Focus 2).

Facilitators for the meetings have been trained by content specialists at ODE. Contact hours will be awarded for attendance.

Registration information: Please register for workshops in your area through STARS under *Targeted Professional Development*.

Participants should download training materials from the ODE website by searching keywords: *Academic Content Standards*, then choosing the content area from the left menu. From the content area page, select *Targeted Professional Development Materials*.

For more information about registering, contact [lisa.simpson@ode.state.oh.us](mailto:lisa.simpson@ode.state.oh.us)

## Formative Instructional Practices (FIP) Your School Ohio

Regional Information Sessions Begin in January

### **What is FIP Your School Ohio?**

Powered by Race to the Top, Formative Instructional Practices (FIP) Your School Ohio provides professional development resources that support Race to the Top Application Area C3, Personalize Learning through Formative Instruction, and align with Ohio's Professional Development Standards.

### **Why FIP?**

The research is clear: using high-impact formative instructional practices can translate to significant gains in student achievement.

### **Why FIP Your School?**

To truly see the difference that formative instructional practices can have on student learning, these practices need to be embraced as part of a school's culture—where teachers, principals, students, and parents all understand the importance of formative instructional practices and use these practices to guide student learning. Therefore, FIP Your School is designed as a school-wide professional development initiative. Formative Instructional Practices Specialists (FIP Specialists) will assist with planning for school-wide implementation, training of local facilitators and supporting professional learning communities.

## Get Involved with FIP Your School Ohio

LEAs participating in FIP Your School Ohio will be part of a statewide system of support designed to transform teaching and learning through formative instructional practices. Each region has FIP Specialists dedicated to training local facilitators and helping teachers and administrators learn about, practice and implement formative instructional practices. Online learning modules, developed by Battelle for Kids, will lead teacher teams in learning about FIP and planning to use formative instruction as they transition to Ohio's new and revised standards.

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## Regional FIP Your School Information Sessions Begin in January and Continue through the Spring.

Leaders are encouraged to attend an information session to learn how their LEA can join FIP Your School Ohio and the resources available to participating LEAs.

Dates, locations, and registration for the informational meetings are available in STARS (Keywords: FIP, formative) or by visiting [www.FIPYourSchoolOhio.org](http://www.FIPYourSchoolOhio.org).

For more information about becoming a FIP School or to contact your region's FIP Specialist, visit [www.FIPYourSchoolOhio.org](http://www.FIPYourSchoolOhio.org) or e-mail [FIPOhio@ode.state.oh.us](mailto:FIPOhio@ode.state.oh.us).

**Year 2 Webinar Series** – Presented by Battelle for Kids and Ohio RttT

**January 18, 2012**— *Getting Ready for Teacher-level VA Reports: What every administrator needs to know*

An additional 30% of reading and math teachers in grades 4-8 are expected to receive value-added reports in September, 2012. This webinar is designed to help administrators become better informed about what the process for creating reports entails and what you and your staff should understand about teacher-level value-added reporting.

**April 18, 2012**—*The Genie is out of the Bottle: Important considerations and suggestions for building leaders about how best to leverage teacher-level value-added reports*

Teacher-level value-added reporting introduces a new dimension to our understanding of teacher quality. These reports provide valuable information that, if handled well, can be used strategically to advance your school improvement efforts. Of equal importance is that the delivery of such reports is sure to have an impact on various aspects of your school's culture. Join this webinar to increase your awareness about wise uses for these reports.

## Don't Forget: Recorded Webinars Available Online

The three (3) webinars offered this fall and the four (4) value-added webinars that were offered in June 2011 by Battelle for Kids are available online.

Webinar topics include:

**November 16, 2011**—*Matrix of Achievement and Progress (MAAP): What is this tool? Where do I access it? How can I use it for school improvement?*

A new interactive tool has been introduced for all Ohio educators to quickly help you determine the relative strengths that exist across the district by schools, grades and subjects where Ohio value-added information is available.

**October 26, 2011**—*Value-Added & the OIP: What's new and how they fit together*

Value-added information is an important source of data that is now part the OIP process and has been integrated into the Decision Framework.

**September 15, 2011**—*What Every School Leader Needs to Know About Teacher-Level Value-Added Reports*

- ▶ Part 1: What Every School Leader Needs to Know About Teacher-Level Value-Added Reports (23:00)
- ▶ Part 2: Accessing and Interpreting Teacher-Level Value-Added Reports (22:22)
- ▶ Part 3: Implications and Cautions (13:07)
- ▶ Part 4: How to Communicate with Your Staff (22:22)

**June 7, 2011**—*Value-Added: Then, Now and in the Future*

Ohio's value-added system has matured over the last five years, and with the advent of RttT and other reform efforts, more changes are in store. Webinar participants can learn more about this system.

**June 9, 2011**—*Link Before You Leap*

One of the necessary steps to providing reliable measures of student growth is to ensure that they are appropriately attributed to teachers. Battelle for Kids has developed a verification process to ensure teacher-level value-added reports are accurate.

**June 21, 2011**—*Building Capacity Using Value-Added in School Improvement*

In the past, value-added training has centered on helping educators understand the value-added metric. Recently, more emphasis has been placed on the unique value that value-added has, along with other measures, to inform school improvement efforts.

**June 23, 2011**—*Implications of Teacher-Level Value-Added Data*

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Over the last five years, BFK has gathered teacher and administrator perceptions and ideas about how to successfully introduce and use teacher-level value-added reports in schools.

These webinars can be accessed through this link:

[http://portal.battelleforkids.org/ohio/Race\\_to\\_the\\_Top/rttto\\_p\\_value-added\\_resources/value-added\\_webinars.html?sflang=en](http://portal.battelleforkids.org/ohio/Race_to_the_Top/rttto_p_value-added_resources/value-added_webinars.html?sflang=en)

## Year 2 Linkage Information

### *Spring Linkage Information Coming Soon!*

While no specific Linkage training dates have been established yet, the hope is to have them set prior to the holidays.

An "Intent to Link" communication was sent out on November 29 to those LEAs that are expected to Link in Year 2 of RttT. That e-mail described the importance of the Linkage process and requested that a building Linkage representative be identified and contact information provided so that all further Linkage communication could go to one person.

In addition, several follow-up value-added training sessions will be held next fall (2012). There will be one session specifically for LEAs that did not attend one in Year 2, and then one for LEAs that did attend but are interested in a "refresher" on value-added information.

## A Sample of Ohio's Transformation Efforts

### Southeast Ohio

#### *Race to the Top and Effective Teaming*

#### **Wellston City School District: Instructional Rounds**

During the fall of 2010, the Wellston City Schools DLT (District Leadership Team) began exploring the idea of monitoring tools that would be helpful in identifying if the professional development provided by the district was effective, or if it needed to be re-examined. During this exploration, Dr. Jim Salzman, Executive Director of the Stevens Literacy Center at Ohio University, presented a process called the Instructional Rounds to the DLT. Shortly after his presentation, the team decided to move forward with further training on the Instructional Rounds process.

During the training, Dr. Salzman led the DLT members through a book study as well as on-site training. The team learned the Instructional Rounds process is based on the medical rounds practice used in medical school or teaching hospitals. Before piloting, the team spent nearly six months learning the process and practicing observation skills. The key components of Instructional Rounds are the following: Identifying a problem of practice, completing an observation as a team, meeting to report out the observations, discussing the findings of the observations, giving feedback to the staff concerning the observations, and identifying next steps for the district when planning for professional development.

In the spring of 2011, the Wellston City Schools DLT members did the first rounds process using the problem of practice: Student Engagement. During the observations, eight teachers were observed for 20 minutes each. These teachers volunteered to allow the DLT to observe in their classrooms. Then, the DLT members met to report out their findings and discuss next steps.

This first run through of the rounds process was a learning experience for both the observers and participants. The staff was given timely feedback and the process seemed to be accepted by the school community. The next rounds process will take place in November of 2011.

The second run through took place on November 17, 2011. Again, the process was used as a learning process for both observers and participants. The District Leadership Team will continue to build capacity during the 2011-2012 school year.



RttT  
Southeast  
Regional  
Coordinator  
**Ivan Wilson**

### Southwest Ohio

#### **One School - Three Excellent Report Cards**

Vice President of the State Board of Education, Tom Gunlock, Improved Solutions for Urban Schools (ISUS) Founder, Ann Higdon, Senator Bill Beagle and Ohio Coalition for Quality Education (OCQE) President, Ron Adler, recently presented the Dayton ISUS with Ohio Senatorial recognition and three OCQE 2010-2011 Honor Roll Awards. On their current State Report Card, ISUS received Excellent ratings for all three of their schools. ISUS trustee, U.S. District Judge Walter Rice said, "That's unheard of for a dropout recovery school."

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## Northwest Ohio

### Benjamin Logan Elementary

Teachers at Benjamin Logan Elementary are diving head first into the next generation of professional practice and to guide the way we are utilizing Next Navigator. Next Navigator is a comprehensive, user-friendly, online tool that aides in the preparation for the transition from existing state standards to Common Core standards. In addition, it provides examples of Next Generation Assessments so that we are able to prepare our students for the assessments they will be presented with in the future.

Third and fourth grade teachers are using the alignment search feature to guide their curriculum mapping process. With three simple clicks of a mouse, we are able to view the existing standards side-by-side with the Common Core standards. Next Navigator has taken the guess work out of comparing and contrasting each indicator or strand. We can easily note which standards have changed dramatically, remained constant, or perhaps are taught in a different grade level.

I find the Next Generation Assessments to be most valuable. All the necessary parts of an assessment are included, even a rubric for scoring. I can provide my students with practice and experience in higher-order thinking and real-life applications. My goal is to have the students engaged in their lessons and using critical thinking skills in the Rigor and Relevance Framework Quadrant D. Fourth grade intervention specialist, Jessica Hilbun shares, "Using Next Navigator's recommended questions keeps me focused on fostering quality discussions in my classroom." In addition to the instructional questions, there are ideas for teaching strategies, student work, application, and background information on the Rigor and Relevance Framework created by the International Center for Leadership in Education.

Benjamin Logan teachers will continue to use Next Navigator as a professional resource. We take pride in doing what is best for our students and that means keeping pace with the changing times in education. It feels great to know we are taking the right steps to create a brighter future. At Benjamin Logan Elementary we recite daily, "Together We Believe, Together We Achieve, The Future Begins Here!"

— Kyra Fry  
Third Grade Teacher,  
Benjamin Logan Elementary



RttT  
Northwest  
Regional  
Coordinator  
**Laura  
Keller**



RttT  
Southwest  
Regional  
Coordinator  
**Jeff Royalty**

ISUS seeks to assist difficult to reach students, including those who have dropped out of high school. Most have been involved in the juvenile court system. In addition to earning a high school diploma, ISUS offers students three areas to develop their work skills - construction, manufacturing and health care. Students are in school from 7:30 a.m. to 3:30 p.m., alternating between classroom work that focuses on math, English and hands-on work in their specific fields. Those 300 extra hours of course work per year are critical to the success of ISUS students.

Dave Cash, President of Charter School Specialists, which provides sponsorship services to ISUS on behalf of St. Aloysius Orphanage said, "Dropout recovery schools play an important role serving students who face a variety of challenges. Ann Higdon and her team have worked hard to help their students achieve academic success. ISUS is a shining example of how successful charter schools can be when given adequate time and proper support to reach their full potential."

Awards are nothing new to this remarkable charter school. ISUS was recently notified that they were a second time winner of the Manhattan Institute Award for Social Entrepreneurship to be presented in New York City. This year, the Manhattan Institute is honoring the work and memory of Richard Cornuelle, whose original idea to champion creativity and volunteerism in the nonprofit sector inspired the Manhattan Institute's Social Entrepreneurship Awards. In his best-known book, *Reclaiming the American Dream*, Cornuelle urged that social problems such as poverty, unemployment, delinquency, and urban blight be ameliorated without government intrusion. "Dick Cornuelle did so much to foster public understanding of the crucial role which the independent non-profit sector plays in American life—both in his philanthropy and in *Reclaiming the American Dream*, which remains a book with great contemporary importance," said Howard Husock, vice president of policy research at the Manhattan Institute and director of the Social Entrepreneurship Initiative. "It's an honor for the Manhattan Institute to name our award for innovation in social entrepreneurship after him."

In addition, ISUS was ranked as the top three of all the 59 public schools in the city of Dayton, OH by the Thomas B. Fordham Institute as well as listed high in the recently released Ohio Department of Education rankings. ISUS Superintendent, Dr. Jerry Farley, gives credit to his extremely hard working staff. "They have built relationships with the students and strive to do what is necessary to make each one successful."

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## Northeast Ohio

### **KENSTON - Committed to Collaboration!**

Kenston's Transformation Team has embraced the RttT goals recognizing that their work will result in greater student success. Their monthly meetings include work to implement new curriculum standards, accessing data and piloting a new teacher evaluation system. A special focus is looking at Value-Added data because of its impact on the Ohio Report card. Teachers and administrators need to understand how this data can improve instruction in their classroom on a daily basis. Teachers and administrators have attended Value-Added professional development to better understand and use the data to improve student performance.

With Kenston's collaborative framework, science teachers have utilized the crosswalk tool to compare local curricula to new standards defining strengths and weaknesses, and developing a plan for the revision. This model will be rolled-out to other content areas in the near future. Like districts across the state, Kenston's evaluation team is researching models for certified staff and administrator evaluations. They are currently piloting walk-through protocols in an elementary and high school building. Kenston firmly believes that the collaborative work of their staff has been enhanced by the commitments of RttT.



RttT Director  
**Maggie  
Niedzwiecki**

program. Below are the details of this training. In order to make sure the program is implemented with fidelity Dayton has several support systems in place. The company is providing two implementation coordinators to follow up with teachers and Principals who need extra assistance. They have several on site follow up sessions provided by the company throughout the year. During the week of November 28th they will bring all school *Fast ForWord* Leadership teams together again for data analysis and reporting training. It is their goal that by December all schools will be up and running using this program with fidelity the way it is designed.

At this point DPS is still trouble shooting and assisting some schools with scheduling, computer support and data room support. All buildings are expected to post their *Fast ForWord* Data weekly to keep track of student usage and progress. The Principals were provided with training on the weekly report they will receive on 11/09. During this training the Principals were excited about this program and anxious to continue with the implementation. In the November 10 Transformation Team meeting, the team had their Teacher of the Year, Deidre Neto, who is an inspiring K-4 Intervention Specialist, present how *Fast ForWord* is being implemented in her building and the team discussed if the program is in fact being used with fidelity in the district. Team members were willing to ask the hard questions which they will pose to the district and building leadership teams for definitive answers to maintain "forward" momentum.

### **Saturdays and Columbus City Schools**

As Urban Regional Coordinator for Ohio, I am fortunate to have Greg VanHorn on the team as one of the RttT Urban Regional Specialists who works directly with Columbus City Schools. He was able to report on the following when he visited CCS on a Saturday!

School and Saturday are words not normally combined nor associated in our educational realm, yet Columbus City School's Northgate Center was a hub of bustle and excitement on Saturday, December 3. Numerous professional development activities were being conducted throughout the former elementary school that for years has housed training space for teachers, administrators and community members.

One of the many sessions that took place on Saturday involved 50 K-2 teachers coming together to discuss and exchange best practices with the Math Numeracy Board program that Columbus City Schools is utilizing in gaining increased student growth and achievement for our early elementary students.

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## Urban Ohio

### **Dayton Public Schools is "Racing to the Top" As They Fast ForWord!**

*Fast ForWord* is a web based reading intervention program that if used correctly can move a child up one reading grade level within 6 weeks. The Dayton Public Schools (DPS) Race To the Top Team purchased this program to address their K-8 Reading intervention needs. In an effort to support the academic plan of all children reading on grade level by 3rd grade and making sure all students are ready for high school they are targeting grades 2, 3, 7, and 8. Although these are the district's targeted grades, they also have given Principals the authority to use this intervention with other students who are currently below their grade level in reading.

During the week of October 17th more than 100 teachers and Principals received introductory training on the

Columbus and other districts throughout the state, continue to utilize educational research in finding better ways to teach math. In this case, 20 minutes per day are dedicated in teaching students math number sense and how to analyze what they learn. Teachers and students are establishing a firm understanding of numbers, how they inter-relate, and most importantly why they do! Devoting this daily message is solidifying our children's mathematics foundation, which will allow them to grasp more difficult content at a much earlier age. The program correlates highly to what other districts are discovering and implementing. The Numeracy Board program emphasizes the increased rigor and relevance of the state and national core curriculum and helps students better understand number relationships, practical use of mathematics, and problem-solving on a cross-curricular scale.

This particular session was facilitated by Columbus teachers and supervisors that work on bringing teachers together to discuss the nuances of delivery to students, provide resources for use with kids, and exchange "best practices" in the implementation of the program. The 20 minutes per day is devoted to group work in exploring and making sense of numbers. A variety of unique tools are used including items such as number bond and picture bond flashcards, decomposing bracelets and mats, "rekenreks" (a homemade manipulative composed of pipe cleaners, beads, a manila folder, and tape), and "Math Talk" picture cards, to name a few. All of these math tools are at the disposal of students to utilize in getting to the real sense of what numbers are and how they work.

The most important part of the whole process is still the teacher and their relationship with students. The teacher serves as both leader and facilitator in helping students understand; through questioning and challenging their thought process. Students must continually prove their comprehension by sharing and showing their work. By consistently dedicating 20 minutes per day in the development of math number sense and data analysis, Columbus City School students will have a much firmer foundation for math than previous generations of students. This is occurring due to teachers, administrators, and community working together to find the best possible teaching methods through research and collaboration.



RttT Urban  
Regional  
Coordinator  
**Clairie  
Huff-  
Franklin**

## Central Ohio

### Looking for a Great Progress Monitoring Tool?

#### Look to Canal Winchester for a Cool Tool!

We know that RttT districts are searching for easy and effective ways of using Progress Monitoring not just for compliance, but for guiding and tracking RttT work. We love to share ways our RttT districts are creating ways of doing the work that reduce duplication and connect the pieces and parts of the work.

Canal Winchester, under the leadership of Superintendent Kim Miller-Smith, Race to the Top Lead Jamie King and their dynamic Transformation Team, has developed a comprehensive Progress Monitoring Tool that is a best-in-class effort in producing a usable format and easy and efficient documentation.

The Monitoring Tool is tabbed at the bottom for each application area so that each sub-committee of the Transformation Team can submit the sheet each month to be copied and pasted for time efficiency. Having each month on the monitoring document allows for both monthly and cumulative progress monitoring that is easy to input and track progress.

Canal Winchester's website also contains a comprehensive look at the reporting and communication requirements through its "Race to the Top Happenings." Chock full of information about meetings, assurance area progress, professional development, and who's who in doing the work, this communication device touches all of the bases of good communication and recording the progress. Each month the document is uploaded to the Collaboration Center with the new information included. No fuss, no muss!

If you are having a struggle developing ways to track progress and are looking for a wonderful tool for informing the work of assurance area teams, look no more! For more information about the newsletter, please contact Jamie King at [jking@canalwin.k12.oh.us](mailto:jking@canalwin.k12.oh.us) or call the district office at 614 873-4533.



RttT Central  
Regional  
Coordinator  
**Scott  
Spears**

## Announcements

### Advanced Placement Virtual Learning Grant Available

#### 1. Purpose

In conjunction with the Race to The Top Initiative, the Ohio Department of Education seeks to provide increased opportunities for Ohio's students to take Advanced Placement courses. Therefore, the purpose of this grant is to expand virtual learning options and provide assistance for underserved student populations to take these classes.

Schools selected to receive this mini grant will use the \$6,000 awarded to provide this population with academic and financial support which will expose students to online advanced placement coursework not offered at their school.

#### 2. Eligibility

All applicants must:

- Live in a rural or urban district AND/OR
- Provide verification that the district or school had at least 40% of its population designated as economically disadvantaged according to its 2010-2011 Local Report Card.
- Have completed any prerequisites required for the AP course.

#### 3. Commitment

The Ohio Department of Education believes students should be equipped with the necessary tools and resource to be successful in the online learning experience; therefore the agency is committed to providing study skills and academic resources to accompany the students' online learning.

- i. Grant recipients' should commit at least one teacher to serve as Mentor Teacher who will track and provide academic assistance to the students. This resource will help to close the academic gap and offer a solution to academic weaknesses.
- ii. Grant recipients must provide an on-site technology support resource for students taking online AP courses.
- iii. Commit Mentor Teacher and Guidance Counselor to attend two one-day trainings on "Increasing Access to all Students via Virtual Online Learning" and "Successful strategies for AP virtual learning."
- iv. Agree to utilize the following options for the focus of the program: course tuition, fees and books, Mentor teacher stipend
- v. Agree to participate in the project's evaluation, which will require participation in surveys and interviews.

Fiscal

INFORMATION RELATED TO COMPLETING THE FISCAL DOCUMENTS WILL BE DISCUSSED DURING A MANDATORY CONFERENCE CALL WHICH WILL BE OFFERED on December 14th @ 1:30 p.m. ODE MUST RECEIVE ALL ORIGINAL COPIES OF FISCAL DOCUMENTS WITH SIGNATURES.

#### 4. Application Information

The application is available on the Ohio Department of Education's AP webpage:

<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=661>

Applications must be received by the Ohio Department of Education by 4:00 p.m. on December 20th, 2011. ODE will review and approve applications by **January 13th, 2012**.

The application form must be completed by school administrators who wish to participate. Administrators will submit applications and determine at a later date the participants from their school. One electronic or hard copy should be submitted to: Yolande A. Berger, 25 South Front Street, MS 509, Columbus, OH 43215, Phone: (614) 466-2105, Fax: (614) 387-0421, and Email: [yolande.berger@ode.state.oh.us](mailto:yolande.berger@ode.state.oh.us).

### Networks<sup>SM</sup> in Ohio Online Tool Now Available!

Participating RttT LEAs can access the Managing Educator Talent—METworks<sup>SM</sup> in Ohio Online Tool at <http://education.ohio.gov/GD/Templates/Pages/ODE/OhioMet.aspx?page=916> or by visiting the ODE homepage (<http://education.ohio.gov>) and searching for "METworks."

This tool provides research-based components and strategies to assist LEAs in creating systemic, comprehensive, and aligned approaches to recruiting, retaining, and developing effective teachers and principals for all students.

The METworks in Ohio Online Tool was created by the Ohio Department of Education Center for the Teaching Profession and the American Institutes for Research to support participating RttT LEAs as they continue to work on the vital task of strengthening Ohio's educator workforce and the quality of student learning.