



# Team Talk



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**HAPPY NEW YEAR**

January 2010 – February 2010

## House Bill 318 Passes

House Bill 318 implements Governor Strickland's plan to close Ohio's budget gap by freezing Ohio income tax rates for two years.

Passing HB 318 will continue Ohio's 10-year effort under House Bill 1 to make Ohio's school funding system fair and equitable, while implementing systemic changes to prepare Ohio's students for 21st-century careers and citizenship. With the help of federal stimulus dollars, overall federal and state aid to Ohio school districts has increased 5.7 percent this

year, with a guarantee that no individual district will see funding reduced by more than one percent this school year and two percent next year.

This legislation will help Ohio school districts avoid the layoff of tens of thousands of teachers and education support professionals. We have narrowly avoided the loss of at least \$2.3 billion in funding, which would have forced massive school building closures and the reduction of services for our students.

## Solutions and Strategies for Educational Identification of Students with Autism

Many multi-factored evaluation teams are challenged with the complexities surrounding eligibility decisions and the category of "autism." OCALI has teamed with SST 14 (Southwest Ohio - **January 13, 2010**) and SST 12 (Southeast Ohio - **January 14, 2010**) to address these questions. Join Dr. Ruth Aspy and Dr. Barry Grossman as they discuss "autism," addressing assessment teams, guidelines, evaluation instruments

and strategies and solutions for educational identification of students with autism spectrum disorders (ASD).

Go to the OCALI website: [www.ocali.org](http://www.ocali.org) to register.



### *New licensure application forms must be used starting Jan. 1*

Updated educator licensure application forms will be posted on the ODE Web site by **Jan 1, 2010**, to comply with new House Bill 1 criminal background check requirements. Under the new requirements, applicants for Ohio licensure need to establish whether they have lived continuously in Ohio for the past five years. The answer to this residency question will determine what background checks educators will need to complete as they renew licenses or apply for additional licenses. These updated licensure application forms are the only applications that will be accepted after **Jan. 1, 2010**. The new forms will be live on the educator licensure applications Web page by **Jan. 1**. To access the page, go to [education.ohio.gov](http://education.ohio.gov) and search keywords: *licensure applications*.

### **Applications for SPARK physical education grants due Dec. 31**

**Middle school physical education teachers** can apply now for training in the Sports, Play and Active Recreation for Kids (SPARK) program. SPARK offers a research-based curriculum that teaches movement knowledge, motor skills, healthy lifestyles, and social and personal skills.

ODE's Office for Safety, Health and Nutrition will award individual grants to 40 Ohio teachers to cover their participation in two days of training for implementing the SPARK curriculum. Teachers will receive program manuals, CDs and fitness software. Schools also will receive \$100 for each day of training to help cover the cost of substitute teachers. The total value of each grant is more than \$700 and includes technical support from the SPARK training staff and the ODE Healthy Schools Program consultant. The trainings will be held in central Ohio in **January** and **August 2010**.

The deadline for applications is **Dec. 31**. For more information and the grant application go to [www.education.ohio.gov](http://www.education.ohio.gov) then click on the home page link entitled *Physical Education Grant Application Due Dec. 31*, or search keyword: *SPARK*.

## **Impact of HB 1 on ODE assessments for the 2009-10 school year**

**1. The Ohio Achievement Tests (OAT) have been renamed the Ohio Achievement Assessments (OAA).**

The content of the tests has not changed; the change in name will commence with the spring 2010 Achievement Assessments.

**2. Grades 4 and 7 Writing and grades 5 and 8 Social Studies assessments are suspended for two years.**

**3. OGT items will not be subject to public release beginning with the Spring 2010 OGT administration;** as a result, new item analysis reports also will be discontinued.

The bill also calls for development of a new assessment system to replace the current Ohio Graduation Tests with a three-part assessment system:

\*Nationally standardized assessment (Science, Mathematics and English Language Arts);

\*Series of end-of-course

exams (Science, Mathematics, English Language Arts and Social Studies); and

\*Senior project (student or group of students, assess chosen content and skills).

These three parts will be used to comprise a composite score for graduation. The Department is working on the details and a timeline for this transition to take place. **For the current year, there is no change to the OGT assessment schedule.**

To provide information on changes to the assessment program and important dates for the 2009-2010 school year, ODE has updated the PowerPoint presentations used in previous fall regional meetings. The presentations are now available under the October 2009 Update heading at [www.education.ohio.gov](http://www.education.ohio.gov),

keyword search: *Professional Development Assessment*. The presentations also include Office of Assessment contact information.

## **INFOhio's Core Collection and Martin Luther King Jr. Day**

**Interactive Video Conference on Jan. 7, 2010, 3:30-4:30 p.m.**

Learn how to use INFOhio's Core Collection of Electronic Resources to support research-based activities. Educators attending this session will gain insights and strategies to use for student research and Martin Luther King Jr. Day. Lesson plans

already created at *Education World*, *ReadWriteThink* and Doreen Rappaport's homepage (*Martin's Big Words*) will be included. Learn more at [www.infohio.org/Educator/IVDL2009-2010.html#MLKday](http://www.infohio.org/Educator/IVDL2009-2010.html#MLKday).

## Get going with Common Assessments!



By: Molly Fender, OVESC

Believe it! Teacher teams have been very happy creating Common Assessments with the expertise of Ohio Valley Educational Service Center! OVESC has developed a painless process to help teachers as they develop high quality Common Assessments that mimic the OAT and OGT format. OVESC is conducting workshops for grade-level teacher teams or department teams during which teachers study formative assessment and develop district-wide Common Assessments that align with their curriculum maps or assessment maps. OVESC and its districts have been utilizing the *OVESC Assessment Maker* process in conjunction with the *Power Educator Project* for the past four years, but now with the focus of the **Ohio Improvement Process**, many more districts outside of OVESC's service area are opting to utilize OVESC's *Electronic Assessment Maker* and accompanying professional development.

The *Assessment Maker* tools help districts to painlessly and collaboratively create high quality Common Assessments, administer them within a district-wide framework, analyze the results collaboratively, and most importantly use the results to inform instruction, higher learning, and intervention. Teachers who use the *Assessment Maker* can choose from the *Question Bank* side that utilizes released OAT and OGT questions or they can use the "build your own question" function. The *Assessment Maker* flags each *Question Bank* question as to low, moderate, or high cognitive level, and provides a corresponding rubric or answer exemplar where indicated. The *Assessment Maker* also includes a *Results Tracker* side that allows teachers and district leaders to track results by standard and indicator, as well as across time by student or student group. As a result of the professional development around the *Assessment Maker*, teachers deepen

their understanding of the components of a high quality assessment system. Teachers learn how Common Assessment fits in with other formative assessment practices, instruction, intervention, and enrichment. Teachers leave with the following in hand: Common Assessment(s) in OAT or OGT format, Answer Document, Answer Key, and Indicator Summary.

If your District Leadership Team has included Common Assessments as a strategy within your **Ohio Improvement Process** Plan or if you would simply like more information about the *Assessment Maker* and accompanying professional development, please visit our website at:

[www.ovesc.k12.oh.us](http://www.ovesc.k12.oh.us) or contact Molly Fender at Ohio Valley Educational Service Center: 740-439-3558 or [molly.fender@omeresanet.net](mailto:molly.fender@omeresanet.net)



"Outside of a dog, a book is a man's best friend. Inside of a dog it's too dark to read."

~Groucho Marx

## Center for Early Childhood Development

By: Pam Kohner, SST 12 Early Childhood Coordinator

The Ohio Department of Education is preparing to welcome a new Center. Governor Strickland laid out a vision during the 2009 State of the State address regarding his vision for Ohio's early childhood administrative structure. "To better serve our youngest learners and help them thrive in school and in life, we will unite all of our early childhood development programs and resources into the Department of Education. This comprehensive early childhood system will focus on the whole child and provide quality early learning and care while improving our efficiency and effectiveness". House Bill 1 provided guidance for the development of the Center for Early Childhood Development. Ohio's Early Childhood Advisory Council has met regularly to plan for a smooth transition from the current services through many agencies into one cohesive administrative structure. During December, three opportunities for public review and input were held at regional sites. In addition, the public was invited to review the proposal and provide feedback at [www.build-ohio.org](http://www.build-ohio.org). The final proposal is now under review. Updates and progress is available at the Ohio Build website. Ohio chose to adopt a nationally developed framework and set of core elements to explain our

comprehensive early childhood development system. This framework was developed by the Early Childhood Systems Workgroup comprised of national organizations and funders. The model was accepted by the Early Childhood Cabinet in 2008. The desired results for the new center are:

- For children and families
  - The delivery of the best possible services, efficiently and effectively, to expectant mothers, families, and children birth to 6.
  - Strive to increase investment efficiencies and expand services.
- For employees of the State of Ohio:
  - Develop, for the first time in Ohio, an administrative home for the early childhood development system, program, and services with a single vision, strategic direction and decision making authority.
  - The creation of an environment which engenders a culture that enables staff to maximize their knowledge, skills, and experiences.

The transition timeline of the new system will occur in three phases. The agencies cooperating in the process include the Ohio Department of Education, the Ohio Department of Job and Family Services, The Ohio Department of Health, the Ohio Department of Mental Health, and the Ohio Department of Developmental

Disabilities. These agencies intend to work together during all three phases to assure that the transfer of programs, services, and function is implemented systematically through a detailed work plan.

You can be involved in this transition by keeping informed and provided feedback throughout the process. Visit [www.build-ohio.org](http://www.build-ohio.org) frequently for current information.



### **Current academic content standards books available free to teachers**

ODE will ship hard copies of the current Academic Content Standards books in all K-12 subject areas – English Language Arts, Fine Arts, Foreign Language, Library, Mathematics, Science, Social Studies and Technology – free to teachers while supplies last. Please e-mail your request to [Karen.Paschal@ode.state.oh.us](mailto:Karen.Paschal@ode.state.oh.us). When you contact her, please include which content standards books you are requesting and your mailing address.

## Just Tell Us What To Do! Five Leadership Dimensions

By T.C. Chappellear, SST 12 Consultant

I think that everyone who works in education has felt the frustration of translating research into practice and has uttered the following phrase in exasperation, “Just tell us what to do!”. Reading educational research is often difficult, confusing and to be quite honest – a little boring. Professor Viviane Robinson has combined solid educational research with practical implications that makes her recent monograph *School Leadership and student Outcomes: Identifying What Works and Why*<sup>1</sup> an interesting and easy read. Robinson’s research is not the first meta-analysis examining the effects of school leadership on student achievement. In 2005, Robert Marzano, Timothy Waters and Bryan McNulty wrote a book on the principalship titled, *School Leadership that Works: From Research to Results* which was published through a partnership between the Association for Supervision and Curriculum Development (ASCD) and Mid-Continent Research for Education and Learning (McREL). In this book the authors identified 21 responsibilities of the school leader and their correlations to student academic achievement. These responsibilities were derived from a meta-analysis which included 69 studies spanning 1978 to 2001. In a recent discussion with Dr. McNulty, he explained the authors had hoped their leadership responsibilities would have been reduced to fewer than 21 and advised reading the research of Dr. Robinson whose work reduced leadership responsibilities down to five dimensions.

Robinson used similar methodology as Marzano, Waters & McNulty. The major difference being that Robinson used only published works that had been through the peer review process. This gave her a sample of 11 studies of the effects of leadership on student outcomes which yielded five dimensions or types of leadership that suggest a significant impact on student achievement. The dimensions that Robinson established were; (1) Establishing clear goals and expectations, (2) Strategic resourcing, (3) Planning, coordinating and evaluating teaching and the curriculum, (4) Promoting and participating in teacher learning and development, and (5) Ensuring an orderly and supportive environment. What follows is a brief description of each leadership dimension and then some practical suggestions of the “just tell us what to do” variety.

### Can the teachers recite the school goals?

Establishing goals and expectations had an average Effect Size<sup>2</sup> of .35 which can be interpreted as small but educationally significant. Building leaders who have been through the Ohio Improvement Process will recognize this dimension as being similar to Area 2 of the Ohio Leadership Development Framework. This dimension includes setting, communicating and monitoring goals, standards and expectations. Involving staff in developing and clarifying these goals is also part of this dimension of school leadership. What can you do today to improve your performance in this area? One thing you can do right now is to take 15 minutes and ask 5 teachers, “What are the goals and expectations at this school?” If you are getting consistent answers you can probably feel pretty good about yourself in this area. It is probably a red flag if you are getting a variety of responses. If goals are established, are they visible and operationalized? If there are no goals established, then it is time to circle the wagons, look at data with a building leadership team and create goals for your school.

### Say no to good ideas...

There is a quote that reads something like, “Sometimes, good leadership means saying no to good ideas.” This quote is the essence of Robinson’s second dimension of leadership which is Strategic Resourcing. This dimension had a similar Effect Size as Establishing Clear Goals and Expectations which, if you, recall was small but educationally significant. This dimension involves aligning resource allocation to the established teaching goals and also includes selecting appropriate expertise through staff recruitment. Too often in education, we tend to say “yes” to good ideas, regardless of whether or not they align to our established goals. This has led to a fragmentation of staff time and staff energy therefore, at times it may be necessary to say no to good ideas that do not align with your school’s plan. You can take action on this dimension by analyzing requests from staff concerning professional development, purchase or program requests. Take this time to deeply question how these items will move your students and school closer to the established goals. If requested expenditures do not align to goals, the request should be denied. It is important to validate good ideas but emphasize alignment to the plan.

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<sup>1</sup> Robinson, V.M. (2007) *School leadership and student outcomes: Identifying what works and why* (ACEL Monograph Series No. 41). Victoria, Australia: University of Melbourne, Centre for Organizational Learning and Leadership. Available at [http://www.educationcounts.govt.nz/\\_data/assets/pdf\\_file/0020/13727/Leadership\\_Oration.pdf](http://www.educationcounts.govt.nz/_data/assets/pdf_file/0020/13727/Leadership_Oration.pdf)

<sup>2</sup> Quantitative researchers use the term effect size to express the strength of a statistical relationship between variables in their analyses. An advantage of the effect size is that it can be readily and accurately interpreted in terms of average percentile gain. For more information see [http://files.solution-tree.com/MRL/documents/AppendixB\\_DTLGO.pdf](http://files.solution-tree.com/MRL/documents/AppendixB_DTLGO.pdf).

### **Plan, Coordinate, Evaluate**

The third dimension of leadership from Robinson's research is Planning, Coordinating and Evaluating Teaching and the Curriculum which yielded an average Effect Size of .42 which could be considered a small to moderate impact on student outcomes. Three areas included in this dimension were: (1) active oversight and coordination of the instructional program, (2) the degree of leader involvement in classroom observation and subsequent feedback, and (3) emphasis on staff systematically monitoring student progress. Practical applications for this are to roll up your sleeves and get your hands dirty in the work of the school's curriculum. Stop reading this right now and go walk through five classrooms of your choice. When you get back, jot down what you saw being taught and how it was being taught. The principal is often the only person who has a global view of the entire school which enables them to see when the curriculum is fragmented or overloaded. These observations can form the basis for systematic collaboration between the instructional leader and the staff.

### **Just do it**

Hopefully, Nike doesn't try to sue me, but when it comes to the fourth leadership dimension that Robinson cites, "Just do it" might be an appropriate slogan. Dimension Four is Promoting and Participating in Teacher Learning and Development with the emphasis on *Participating*. This can be an especially tough one for principals. You have a million things on your mind and a million more on your "to do" list and quite frankly, you don't feel like sitting through the three hour PD session with your 5<sup>th</sup> grade teachers – Just do it – because this dimension had the greatest estimated impact on student outcomes with an Effect Size of .84. In more practical terms, assume that we have a principal at a school where the average student achievement is at the 50<sup>th</sup> percentile. This principal is also at the 50<sup>th</sup> percentile in this specific leadership dimension. Over time, the principal decides this Robinson research is powerful stuff and improves in Leadership Dimension Four, raising his/her ranking to the 84<sup>th</sup> percentile. Over time, we could expect student achievement to rise to the 80<sup>th</sup> percentile as a result of this improvement in leadership.<sup>3</sup> My practical suggestion here is to participate as much as possible in professional development with your teachers. First, you will be perceived as a source of instructional expertise and gain greater respect with your staff. Second, due to your central position within the school your advice will have a coordinating effect among the staff. Lastly, the principal was more likely to be reported as a source of advice for teachers in high performing schools.

### **Trust, Care, Commitment**

The Fifth Leadership Dimension that Robinson reports on is Ensuring an Orderly and Supportive Environment and her findings suggest that:

"The leadership of effective schools is distinguished by an emphasis on establishing a safe and supportive environment through respectful relationships and clear and consistently enforced social expectations and discipline codes." (Robinson, p. 18)

That is a mouthful, isn't it? How do you implement Dimension Five practically in your school building? My suggestion is to look at the advice of Lou Holtz and create "yes" answers to the questions teachers in your building are asking about you all the time: (1) Can I trust you?, (2) Do you care about me?, and (3) Are you committed? Robinson's research pointed to the issues of trust, care and competency as emerging from her meta-analysis but I think in this case, competency and commitment are similar. The implication here is to have these questions in the back of your mind at all times and think about them as you interact with your staff and students. When you are in a tough situation, let these questions guide your actions and over time, you will develop leadership that is simultaneously caring, courageous and respectful.

The purpose of this article was to examine Viviane Robinson's research on leadership dimensions and then to provide some practical examples of "what to do" in embedding these research findings into your daily operation as an instructional leader. Bob Proctor, author and speaker wrote,

"It's the little things you do that can make a big difference. What are you attempting to accomplish? What little thing can you do today that will make you more effective? You are probably only one step away from greatness."

Hopefully this gave you some practical examples of small things you can do to help improve outcomes for all students in your building.

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<sup>3</sup> This example was extrapolated from Marzano, R., Waters, T. & McNulty, B. (2005) School leadership that works: From research to results. Alexandria, VA: Association for Supervision and Curriculum Development. p. 10.

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