

# HARDIN COUNTY EDUCATIONAL SERVICE CENTER

Customer-driven, user-friendly, delivering a quality product at a competitive price to best serve YOU!

VOLUME 2, ISSUE 2

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## OUR VISION

The vision of the HCESC is to partner with our school districts and communities, providing resources and services that promote student learning.

## OUR MISSION

The mission of the HCESC is to assist school districts and communities in identifying and addressing their needs and goals by providing flexible service delivery and maintaining awareness of current educational trends and research-based best practices; as well as, advocating for our districts and communities in Ohio's educational system.

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## HCESC Provides Research-Based Interventions & Enrichment for ALL Students

With high stakes tests, administrators, teachers, parents, and students often feel overwhelmed. We want our students to learn and grow as well as show Adequate Yearly Progress and excel with Value-Added gains.

Hardin County Educational Service Center has purchased Compass Learning Odyssey (K-8) for all of its local school districts to help teachers help kids in two key areas: reading and math.

Compass Learning offers technology solutions that support each student's learning style and level of achievement. It allows teachers to differentiate instruction, create formative assessments, and implement a Response to Intervention approach by providing various levels of student support.

Please contact your teacher representative (listed below) to start utilizing this resource in your classroom today.

The website is <http://compass.hardinesc.org>.

### Compass Learning Leadership Team

**Ada:** To be determined

**Hardin Northern:** Clint Sneary, Erika Andrews

**HCESC:** Heather Smith

**Kenton City:** To be determined

**Ridgemont:** Amanda Sprang, Matt Sutherin

**Riverdale:** Alissa Farmer

**Upper Scioto Valley:** Alyssa Vermillion, Charles Renner, Dustin Price



# Background Check Revisions, Effective Jan. 1st

House Bill 1 has changed certain background check requirements for licensed educators in Ohio beginning Jan. 1, 2010:

- ◆ Educators who are **renewing** a license or permit and have lived continuously in the state of Ohio for the previous five years, *and* have a BCI background check on file with ODE, will need to complete *only* an FBI criminal background check once every five years. (Currently, they must complete both BCI and FBI checks whenever they renew.)
- ◆ Educators who **have not lived continuously in the state** for the past five years will need to complete both a BCI and FBI background check.
- ◆ Educators with **multiple licenses** only need to submit the required background checks when they are applying for the renewal of the license or permit that is of the *longest duration*.
- ◆ Educators who hold a **permanent certificate** are still required to submit the required background

checks once every five years. Permanent certificate holders who have lived continuously in Ohio for those five years, however, will only need to submit FBI background checks.

**Initial applicants** for a license must complete both BCI and FBI criminal background checks. These checks need to be less than 365 days old to be considered valid for licensing purposes.



**For Clarification:**

- **BCI Checks require fingerprinting.**
- **FBI Checks require fingerprinting.**
- **EVERY license renewal will require one or both of these checks.**

- **Most teachers will save money as they will only need a BCI.**
- **If your BCI is digitally on file in ODE's system (which you can be check with your SAFE account under Educator Profile), an additional BCI is not necessary.**
- **If you mark on your application that you have lived in Ohio for the past 5 years AND you did an FBI check in the past 5 years, you do not need an additional FBI check done.**
- **Your district administrative assistant is able to help you determine your FBI/BCI status.**

The Hardin County Educational Service Center submits BCI/FBI checks. The cost is \$35 each or \$65 for both.

Please call for an appointment at 419-674-2288 ext. 301.



## Motivating Kids to Take Higher Level Classes, Preparing Students for College, Work Readiness, and Life....

Don't miss this article!

ACT data shared by Dr. Cynthia Schmeiser, President and CEO of the ACT Education Division, shows that today's high school graduate needs to be taking high level classes to prepare for life after high school. The criteria the data was based on was 1) the workforce offering salaries above the poverty line, 2) being financially stable to sustain a family of four, and 3) prospects of career advancement. ACT discerns that students need the same knowledge and skills for the work force as they do for a two year or four year prep. 94% of teachers admit that they lower expectations for students who are not college-bound. This presumes students can not succeed. From a global economy perspective, our workforce needs to be able to use high tech technology. Kids are not being prepared for work force or college. We need to look at our college graduation rates to measure our success, not just admittance. What percentage of students are taking remedial courses their first year of college? What is the correlation between these remedial courses and their graduation rate? These are tough questions, we as educators, must ask ourselves.

## Standards Here to Stay, Transition Period Built In

ODE's Associate Director of Curriculum and Instruction, Thomas Rutan, recently spoke to Hardin County Superintendents and shared some pivotal information.

First and foremost, even though new standards are coming, schools will be given time to transition from old to new. The Ohio Achievement Assessments (the newly named Ohio Achievement Tests) will be based on the current standards for at least two years.

ODE is hoping to officially adopt the new standards this spring and then develop model curricula (with lesson

plans, resources, and activities) for teachers. ODE anticipates this will take about a year. Then, ODE will start to develop new test questions based on the new standards and also anticipate that this too will be a year long process.

ODE is also working on a guide that will show the similarities and differences between the current standards and the new standards. Hopefully, this guide will be released this summer or next fall.

The bottom line is the timeline for the new standards being tested by ODE will be, at the

earliest, the 2011-2012 school year.

However, in the mean time, at the high school level, changes will be quick to come regarding Ohio CORE and credit flex.

Right now, the Hardin ESC is developing the Hardin County Collaborative Writing of Credit Flex with interested local school districts to develop a universal board-approved policy.

For more information on either of these topics, go to: <http://education.ohio.gov>. Search "credit flex" or see [www.corestandards.org](http://www.corestandards.org).



## Ohio Core, Effective Class 2014

- ◆ Starts with next year's freshman
- ◆ E-transcripts will be sent to state universities
- ◆ Requires more math (Algebra II or its equivalent)
- ◆ Must include Physical Science, Life Science, and an Inquiry-based advance course
- ◆ Financial Literacy
- ◆ Looking at culmination of:
  1. End of course tests
  2. Senior Project
  3. Nationally Standardized Test (may be a modified ACT)



## International Benchmarking and Standards Revision from 2009 “The Ides of ODE”

Ohio ranked sixth in the nation in Education Week’s 2009 Quality Counts report. But when the nation is lagging behind other countries, what does that mean for Ohio’s students? By looking at the best practices around the world, Ohio can ensure that its students are competitive in tomorrow’s global marketplace. ODE conducted an international benchmarking study in 2008 that compared Ohio to the best in the world. This study analyzed the curriculum and assessments of nations like Australia, Finland and Japan. The goal of this international benchmarking process was to learn the source of top nations’ success, not to simply replicate their systems.

Through international benchmarking, the Office of Curriculum and Instruction consulted many sources to revise the standards. The study resulted in many valuable findings, including that successful education systems reduced content repetition, clarified learning progressions, and integrated skills and content. Many of these recommendations collaborate guidance from other state and local sources.

Despite its critical insights into curriculum matters, there are still many misconceptions surrounding international benchmarking. *Ides of ODE* would like to respond to some of these myths:

**Myth:** *Other countries test a more select, elite group of students.*

**Reality:** That may have been true for earlier international assessments, but it is no longer true today. More countries have moved to universal education, and better sampling techniques cover the performance of the whole population. Furthermore, Organization for Economic Cooperation and Development (OECD) member nations on average tested a *higher* proportion of 15-year-olds than did the U.S.

**Myth:** *The U.S. performs poorly because of poverty and other family factors.*

**Reality:** According to the U.S. Department of Education, the U.S. is about average compared with other wealthy nations on most measures of family background. Among OECD member nations, U.S. 15-year-olds are slightly *above* the international average on a composite index of economic, social and cultural status (ESCS).

**Myth:** *Cultural factors prevent U.S. students from performing as well as those in other nations, particularly Asian countries.*

**Reality:** U.S. 15-year-olds reported spending *more* time on self study or homework in Science, Mathematics and Reading than OECD students on average, including those in Japan and, except for Mathematics, in Korea. Furthermore, the five top-scoring nations in the 2006 Programme for International Student Assessment (PISA) were located on four different continents, reflecting a range of cultures: Europe (Finland), North America (Canada), Asia (Japan) and Australia/Oceania (New Zealand and Australia).

**Myth:** *Other countries are less diverse.*

**Reality:** Among the 11 other OECD countries that, like the U.S., had more than 10 percent immigrant students, all of them performed higher in Mathematics and nine performed higher in Science.

**Myth:** *Wealthier countries spend more than the U.S. on education.*

**Reality:** The U.S. is wealthier and spends more on education than most other countries. Among OECD member nations, the U.S. ranks highest in gross domestic product per capita and second highest in educational expenditures.

**Myth:** *Education does not really affect the economy anyway. A Nation at Risk<sup>1</sup> warned that America’s economy would suffer, but that never happened.*

**Reality:** *A Nation at Risk* did err in linking the recession of the early 1980s to educational stagnation, because other factors such as the business cycle are more important over the short term. The report, however, was correct that improving education is critical to America’s economic competitiveness. New research confirms that cognitive skills as measured by international tests strongly influence long-term economic growth.

“Plan to be better tomorrow  
than today, but don’t plan to  
be finished.”

Carol Ann Tomlinson,  
U.S. Educator