

FALL 2023



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2023 SUMMER CAMP FOR HIGH SCHOOL STUDENTS FOCUSES ON TRADITIONAL AND ADVANCED MANUFACTURING

Twenty students from local school districts attended the ESC of Northeast Ohio's 2023 Summer Camp for High School Students to learn about manufacturing—one of the in-demand employment sectors in Northeast Ohio. None of the students attending the camp had any prior experience or knowledge about the manufacturing sector.



Through presentations, panel discussions, personal meetings, site visits to Swagelok Global Headquarters and Avery Dennison Performance Tapes, and hands-on activities with computer sensors and virtual reality technology, students learned about the differences between traditional and advanced manufacturing and the needs of employers.

Business leaders from Component Repair Technologies (CRT), GE Health Care, ManufacturingWorks Cleveland, Stripmatic Products, and Precision Metalforming Association met with students to provide information about their companies and to discuss the knowledge and skills needed for entry-level employment. Students learned about pre-apprenticeship programs, entry-level pay and benefits,

and opportunities for training, education, and advancement at the various companies.

Presenters shared that they had circuitous paths to their own current positions, including attending college, going straight into a job after high school, getting specific trade or on-the-job career training, joining the military, or taking an opportunity when it was offered by a friend or family member. As a result of the camp and site visits to companies, students expressed their intent to learn more about the manufacturing job opportunities and training available in Northeast Ohio.



MARTHA HOLDEN JENNINGS FOUNDATION HONORS SUPERINTENDENTS

The Martha Holden Jennings Foundation has presented Cuyahoga Heights Superintendent Tom Evans and Richmond Heights Superintendent Dr. Renee Willis with an Ohio Outstanding Superintendent Performance Award of Excellence. Both superintendents were recognized at the foundation's end-of-summer Educators' Retreat held annually for Ohio's educational leaders. Both Evans and Willis receive \$1,000 for their districts.



Evans plans on using the money to fund district field trips that focus on the history of their three villages. "The Board of Education believes that Tom has shown outstanding leadership in keeping our students' education at the forefront of his vision for the district," said Board President Mark Dobbins, who nominated Evans. "He aligns parents, students, faculty, staff, community, and all partners to prioritize and jointly support our students' learning, growth, and accomplishments."

Willis will use the \$1,000 award to bolster her district's early literacy initiative by purchasing books to enhance their classroom libraries. The books include several local authors, some of whom are parents. Several of the books are from the Scholastic Diversity selection so that their diverse student body has a more robust opportunity to experience literacy from their lens.

Richmond Heights School Board President Nneka Slade Jackson said, "Our schools have been so blessed to have had Dr. Willis for the past 10 years as our superintendent. Her vision and leadership have catapulted our district to higher heights. She led our capital campaign back in 2017 to rebuild our Secondary School, and now we celebrate having a 4-star high school under her leadership."

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INDEPENDENCE LOCAL SCHOOLS EDUCATORS UTILIZE VIRTUAL REALITY HEADSETS TO PROMOTE SPATIAL LEARNING AND ABSTRACT REASONING

Independence Local Schools is one of nine area school districts who took the initiative to acquire virtual reality headsets and Prisms software to enable students to learn both mathematics and science using spatial thinking and abstract reasoning.

This journey began with Algebra 1 and Geometry teachers participating in training at Kalahari Resort in April 2021, contributing valuable feedback to Prisms during initial implementation of the software. The ESC of Northeast Ohio subsequently formed a regional network to support and expand usage of the educational software with the headsets, overseen by Bob Glavan, an ESC curriculum consultant and instructional coach. Several math educators from Independence are valuable core members of this network.

Since the release of the first modules for Algebra 1 and Geometry, Prisms has developed and uploaded additional content for both disciplines, and has added Advanced Math (Algebra 2 and Precalculus), Middle School Math, Biology, and Chemistry modules. Further expansion of the content line will include other Independence Middle School and High School math and science content. Students are actively engaged during the virtual reality exercises and have demonstrated self-directed learning and enthusiasm during the experiences.

Deepening use of the virtual reality headsets will take place in both math and science classes in Grades 6-12 within the district moving forward.

"This is just one example of what we mean when we say our students are deeply engaged in learning and prepared for their futures," said Superintendent Ben Hegedish, Independence Local Schools. "As educators, we have to know our content and also look ahead and see what types of skills and strengths our students will need to be great members of society and have every advantage possible in the workplace. By integrating real-world technology into our classrooms, we believe we are doing just that."



"They say 'Fortune favors the brave.' We were fortunate to get in on this opportunity at the early stages of development. The Prisms Group, headquartered in Silicon Valley, was started by an Ohio math teacher who was tired of not having enough real-world application to enrich the student experience in mathematics. The teacher created this program but wanted Ohio math teachers to help develop it and make it relatable to students. We were fortunate to have our superintendent ask if our math department wanted to be brave and get in on it. We said yes. Our department met with Prisms to inform them of the bugs and share with them our requests on how to make additions and edits to help make the student experience valuable and effective in learning and applying mathematics. Prisms is made up of real-world applications where students get to make decisions at their pace and self-check their progress. Our students enjoy the advanced technology and graphics and are not influenced by outside distractions or pressures as they are fully engaged into their own environment based on their mathematical thought processes."

- Mark Corpuz, math teacher, Independence High School



The ESC of Northeast Ohio and the First Ring Schools Collaborative hosted An E4Me Career Program on October 11 at the ESC of Northeast Ohio. More than 200 high school students from schools from Cleveland and inner ring suburbs learned about their employment, entrepreneurship, enlistment and education opportunities after high school graduation, including Richmond Heights Local Schools (cover photo).

There were 30+ panelists/presenters that work in different fields as well as all branches of the United States military who had the opportunity to interact with the students.

One of the most common pieces of advice from the panelists was the importance of young adults developing soft skills... having a good work ethic, integrity, responsibility, being on time, having good communication skills and showing proper manners.

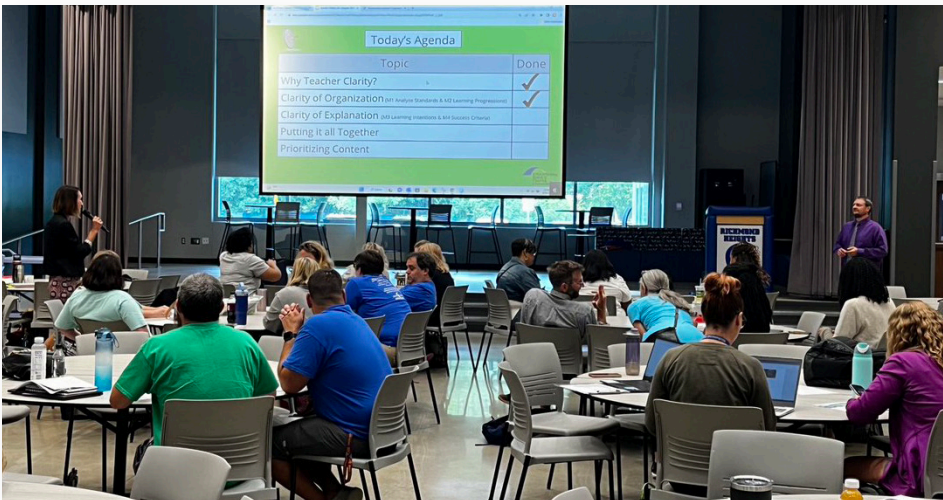
"We hope this day has inspired these students to think about their future in a new light and now have insight into making decisions on their next pathway," said Tippi Foley, Career Pathways & Early Childhood Consultant for the ESC of Northeast Ohio.

EQUITABLE INSTRUCTION FOR ALL AT RICHMOND HEIGHTS LOCAL SCHOOLS

By James “Ike” Holzapfel, Teaching and Learning Consultant, ESC of Northeast Ohio

Last year, Richmond Heights Middle School began exploring the instructional design principles of Teacher Clarity. Teacher Clarity is a proven strategy of designing and delivering instruction so that all students are provided equitable access to grade level curriculum. Building off of the success of the middle school team, the district created a year-long plan to focus on Teacher Clarity for 2023-2024. The work began on August 10 when the faculty participated in a full-day professional development session focused on Teacher Clarity. During this session, teachers analyzed learning expectations for each of their content areas and discussed how to communicate those expectations with students. After this initial session, teachers started to explore how this process could be most effectively applied to their particular area. In order to do this, teachers with Ohio State Testing data focused on applying the Teacher Clarity process to areas where opportunities for growth exist according to state testing data. The work was both

intentional and purposeful. Knowing the power of the Teacher Clarity Process, the district has committed its professional development time and resources to this purpose throughout the 2023-2024 school year.



RICHMOND HEIGHTS EDUCATORS, ADMINISTRATORS AND SCHOOL SAFETY PERSONNEL PARTICIPATE IN TRAUMA PROFESSIONAL DEVELOPMENT

By Meke Wiggins, Student Wellness Consultant

In keeping with their mission to prepare all learners to navigate an ever-changing global community, educators in the Richmond Heights Local School District recently participated in purposeful professional development sessions through the Educational Service Center (ESC) of Northeast Ohio.

In preparation for the arrival of scholars, a team of building administration and school security personnel participated in a professional development session entitled “Responding to Challenging Behaviors through a Trauma Informed Lens.” This professional development session supported educators in their efforts to gain a greater understanding of trauma and how trauma impacts behavior and learning. The team was equipped with strategies for responding to behaviors, utilizing an empathetic approach. Additionally, the team was provided with tips and strategies for self-care, to combat potential feelings of stress and burnout.

Prior to the arrival of scholars, a more expansive team of educators participated in a full day of Nonviolent Crisis Prevention Intervention Training (CPI). The purpose of CPI is to provide teams with the skills to recognize and respond to everyday crisis situations that may involve more challenging behaviors. CPI teaches teams how to apply safety interventions and disengagement techniques for escalating risk behaviors, how to verbally intervene to de-escalate defensive behaviors, and how to appropriately respond to an individual in distress. Throughout this training session, the team was reminded that behavior influences behavior, emphasizing the importance of an appropriate adult response to challenging behaviors. Team members were encouraged to maintain a supportive, non-judgemental approach when addressing students, and they were equipped with techniques and strategies to support their efforts. Both training sessions were well received by the educators who participated.

COURSE OFFERINGS EXPANDED AT CUYAHOGA HEIGHTS MIDDLE SCHOOL



Students at Cuyahoga Heights Middle School will have greater access to classes that speak to their unique interests. “We have created a schedule that allows us to give every student everything to provide them a well-rounded education and to prepare them for later coursework at the high school,” said high school/middle school principal Scot DeTray.

All eighth graders now take a course called “Robotics and Automation,” a course that, in the past, was only offered to high-achieving students. “There is an ever-increasing need

to be able to understand and utilize technology in today’s world,” he said. “Today’s students need a sound foundation to become comfortable users of technology in order to live and work successfully in today’s world.” Also, eighth graders may now take French I or Spanish I as eighth graders. Previously these classes were only offered at the high school.

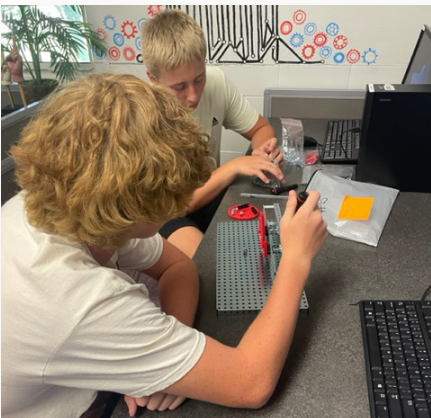
Seventh graders may now take a six-week technology design and modeling class to get them ready to take the new Robotics class in the eighth grade. In addition, they can take a six-week exploratory World Language class. This class gives them an introduction to Spanish or French and prepares them to take French I or Spanish I as eighth graders. “The new classes expand high school course offerings to eighth graders who previously could only take the high school-level Algebra I class, noted DeTray. Currently 24 eighth graders are taking a World Language I class.

To make these classes available to students, DeTray reconstructed a school year so that some classes are in six-week cycles and some are in nine week cycles.

“It was just a matter of looking at and redesigning how courses were parsed. The only thing that changed was the rotation of the classes,” noted DeTray. Whether they are taught as three six-week courses or two nine-week courses, they all total 18 weeks of coursework needed to complete one semester. “Students are still getting the same instruction. It’s only parsed out differently,” DeTray explained. He noted that all of the classes were added without adding additional teachers.

DeTray saw the World Language offering as a real benefit to college-bound students. “This will allow our students to earn high school credit as eighth graders and to continue the World Language sequence as they advance through the grade levels. They will also have greater opportunity to take AP level World Language courses which will better position them for college and even enable some students to earn college credit while in high school.”

“We saw the new classes as a springboard preparing for high school,” said Assistant Superintendent Matt Young about the new middle school course rotation. “It allows students greater opportunity to open up their schedule to take other content electives in high school and better prepares them for life after graduation.”



ESC PROVIDES SUPPORT TO INDEPENDENCE PRIMARY SCHOOL FOR ENGLISH LANGUAGE ARTS MATERIALS

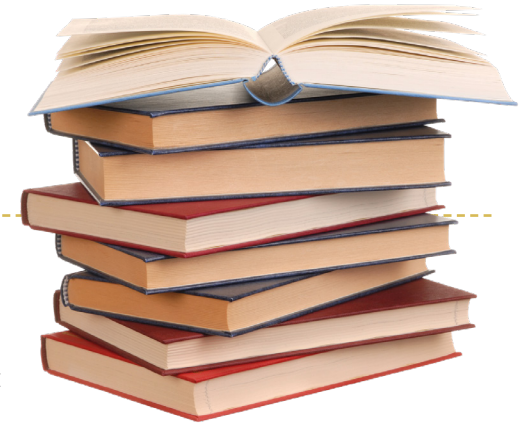
By Jamie Smith, Teaching and Learning Consultant, ESC of Northeast Ohio



At Independence Primary School, the staff is dedicated to helping every student become a proficient reader. Working with the Educational Service Center (ESC) of Northeast Ohio Teaching and Learning consultants, they are currently in the process of selecting high quality English language arts (ELA) materials to provide the best possible instruction for their students.

According to the science of how the brain learns to read, proficient readers need both word recognition and language comprehension skills. Research in the Science of Reading emphasizes that students benefit from clear, systematic, cumulative, and diagnostic instruction across all aspects of reading.

To kick off their learning in the spring of 2023, all teachers received training on the Science of Reading. Additionally, all kindergarten through third-grade teachers engaged in 18 hours of professional learning through the Ohio Department of Education Dyslexia Modules.



“Our IPS ELA adoption team had a great first session focusing on the science of reading, including Scarborough’s Reading Rope and what would be best for the students at the Primary School,” said Deb Klag, third-grade teacher.

The literacy team has joined forces with Jamie Smith, a teaching and learning consultant from the ESC of Northeast Ohio. Together, they are guiding their adoption process, ensuring it aligns with the governor’s initiatives. This involves planning the adoption process, establishing a vision for new materials, reviewing current materials, and ultimately selecting the best ones. Currently, the team is evaluating several vendors, with presentations scheduled for the team to review, along with samples of hard-copy materials and digital resources.

The selection of High Quality Instructional Materials follows the guidelines outlined by the Ohio Department of Education through the Ohio Materials Matters website, as well as recommendations from Curriculum Support Resources, EdReports, and the Reading League.

“The teachers at IPS have done an amazing job of embracing and implementing the Science of Reading in their classrooms,” said Lynn Metzger, literacy coach and reading tutor, “The ELA adoption committee consists of a group of educators who are very passionate about literacy, and I know this committee will work together to make sure that the curriculum that is adopted is one that continues to support all of the great work the teachers are doing in their classrooms.”



ESC ASSISTS RICHMOND HEIGHTS LOCAL SCHOOLS WITH MATH AND SCIENCE CURRICULUM

Bob Glavan, the district’s mathematics and science coach contracted through the ESC of Northeast Ohio, facilitated a K-12 mathematics and science resources exploration, evaluation, and selection process with educators in the Richmond Heights Local Schools. The goal was to find educational books and resources to move the district’s instructional focus to more student-centered (rather than teacher-centered) learning strategies. Teachers in Richmond Heights are working towards implementing a blend of both based on the content, lessons, and classroom dynamics.

What is the difference between teacher-centered and student-centered learning? In teacher-centered learning, the teacher serves as the primary lecturer, presenting the content to students in a more direct way, where the student’s role is more passive. The teacher is the only one who evaluates students’ performance and answers students’ questions. The classroom is often quiet with just the teacher talking.

Student-centered teaching has the teachers still as the classroom authority figure, but they serve more as a coach or facilitator. The students collaborate more with each other in their own learning. These classrooms have much more activity and interaction between peers as they work together in pairs, in groups, or alone, depending on the activity.

SELECTION CHOICES

More than a dozen teachers, over a period of several months, evaluated numerous resources and conducted several meetings with a variety of book vendors for math (grades 5-12), science (grades 4-8), and science (grades 9-12).

It was decided not to purchase new K-4 math or K-3 science resources for this school year, but rather, extend the existing subscriptions with “Go Math” and “Ohio Science Fusion” for one more year.

For grades 5-12 in math, teachers selected Cengage Big Ideas Math/Modeling Real Life. The teachers saw many program improvements, especially with the ease of navigation of the digital resources for both teachers and students. The goal of these resources is to captivate student learning with innovative technology, make learning visible through student accountability, and positively impact student performance in math.

For grades 4-8 in science, teachers selected Savvas Ohio Interactive Science, which provided much more hands-on learning lessons for students. They purchased classroom lab units for grades 4-6 as well. The print and digital books deliver the best in classroom technology and bring fun into the class while building the skills students need to think like scientists and engineers.

For high school science, the teachers selected Savvas resources for biology, chemistry, environmental science, and anatomy/physiology, and McGraw Hill physical science. Again, the process used to select science resources in grades 9-12 was similar to the process used in grades 4-8.