2018 Carl W. Breyley Distinguished Service Award

The 20th annual Carl W. Breyley Distinguished Service Award was presented to Cari Wiley, Personnel Secretary, on December 14, 2018, at Williams on the Lake. Each year, starting in 1999, the ESC of Medina County (ESCMC) selects one person to receive the Carl W. Breyley Distinguished Service Award, which recognizes an employee's outstanding contribution of time, talent, or effort to the ESCMC. Recipients are positive role models for their peers and exemplary representatives of the ESCMC. In addition to receiving the Distinguished Service Award, Cari received an award honoring her five years of service.

Martha Holden Jennings Foundation Grant

The Educational Service Center of Medina County recently received a grant from the Martha Holden Jennings Foundation in the amount of $20,100. Curriculum directors from every district in Medina County collaborated to write the grant. These included: Jacinda Yonker (ESC), Jill Beiser (Black River), Pat Geschke (Brunswick), Dr. Christina Collins (Buckeye), Bob Hevener (Cloverleaf), Laurie Boedicker (Highland), Tina Cassidy (Medina City), and Dr. Michele Evans (Wadsworth).

Medina County is comprised of seven districts (Black River, Brunswick, Buckeye, Cloverleaf, Highland, Medina, and Wadsworth), each with varying needs and approaches to literacy. The unifying factor among the districts is that some students are not making desired levels of growth, K-12, in the area of literacy, including special education students and at-risk students. Districts use a variety of literacy core reading programs as well as assessments. The pervasive issue among the seven districts is that there is a struggle to take the data from the assessments and be able to plan high-leverage interventions for students based on their specific needs in the essential components of literacy (phonological awareness, phonics and decoding, fluency, language structure, vocabulary, and comprehension). The result is that students who are "off track" for achieving grade level expectations do not have a high enough chance of moving to "on track" due to inefficient or ineffective intervention.

The goals of the grant include the following:

Goal 1: Determine what constitutes quality research in literacy.

Goal 2: Through research, identify high-leverage interventions in the essential components of literacy (phonological awareness, phonics and decoding, fluency, language structure, vocabulary, and comprehension) with guidance from Dr. Lisa Lenhart, The University of Akron Center for Literacy.

Inspirational Quote

Failure will never overtake me if my determination to succeed is strong enough.

Og Mandino

Martha Holden Jennings Grant (cont.)

Goal 3: Plan and deliver professional development for intervention specialists, classroom teachers, and/or tutors delivering intervention services. The professional development will focus on high-leverage strategies in the essential components of literacy and how to identify the strategy best suited for individual students using assessment data and observable student reading behaviors.

Goal 4: Evaluate the implementation of the strategies by examining growth of students in the area where they received intervention (i.e., phonological awareness, phonics, fluency, language structure, vocabulary, and comprehension).

Goal 5: Create an expert team in each district of six teachers who are members of the Lead Literacy Team (LLT), each specializing in one area of the essential components of literacy (phonological awareness, phonics/decoding, fluency, language structure, vocabulary, and comprehension). The teams can be used for district-specific training needs beyond the grant period for ongoing, job-embedded professional development within each district, dependent upon district needs.

The development and expansion of Lead Literacy Teams will aid in the increase of student achievement through improving language and literacy outcomes for all students. The Lead Literacy Teams are meeting through the month of March, with plans for a two-day professional development opportunity in June.

Ohio Teacher Evaluation System Prototype

The Ohio Department of Education (ODE) will be working with Educational Service Centers (ESCs) and identified Local Education Agencies (LEAs) across the state to participate in prototyping the updated Ohio Teacher Evaluation System (OTES). This prototype is wholly voluntary and is intended to gather preliminary feedback prior to the statewide 2019-2020 pilot. Evaluators and teachers in the prototype will make informed changes to the revised OTES model and provide assistance in developing training for the model to LEAs across the state beginning with the 2019-2020 pilot. Requirements for participating in this opportunity include:

• Identifying one of each Educational Service Center's LEA districts as a partner in this prototype. Our partner is Buckeye Local School District.

• Providing feedback to the ODE on aspects of the OTES prototype including but not limited to: OTES framework, OTES rubric, use of high-quality student data in the teacher evaluation process, and evaluation forms to support OTES pilot implementation.

• Commitment by the LEA team and ESC staff member to attend three face-to-face specified days of work sessions together at a regional location across the state.

The Educational Service Center of Medina County was selected to host the Northeast Region training on November 20, February 5, and April 4. "Thank you" to the Medina County University of Akron Center for the use of its facility.