



CLEARVIEW

CURRICULUM CONNECTION

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District Leadership Team Meeting

The Clearview District Leadership Team met this past Tuesday for the last time this school year. This was a very productive meeting in which the group reviewed initiatives from this past school year and identified crucial initiatives for this coming school year 2019-2020. All must serve as stewards to these initiatives that seek to move our buildings forward. The meeting included two guest speakers. Dr. Janet Kubasak from State Support Team 2 led the group in a discussion on data identification and use through the Ohio Improvement Process. We must be more deliberate and specific in TBT academic data identification, collection, and review. This will be a key change for the TBT, BLT, and DLT in Clearview next year that we are hoping to improve. Erik Sikora and Tom Rounds from the ODE attended and reviewed next steps for the incorporation of Depth of Knowledge into instructional and assessment practice. You may remember Eric especially; he spoke at our March 15th PD day. Through their discussion the DLT identified methods to incorporate and document DOK into lesson planning for 2019-2020. We will create and post DOK charts in every classroom and also incorporate the identification of a DOK level to be included in standard identification and lesson activity on the TBT forms. Also PBIS was identified as an important initiative again for next year. However, PBIS will be more specific as it pertains to data collection and monitoring. We hope to also tie these ideas to a newly created Multi Tiered System of Support Plan (MTSS) which identifies specific, documented intervention levels in the district for Reading, Math, and Behavior. Whew...sounds like a lot!! However, much of these ideas are simply about improving already existing initiatives and being more purposeful and deliberate in approach. Any questions regarding any of these ideas? Please let me know. Special thanks to the Clearview DLT for their extra efforts!! Members are listed above.

DLT Members:

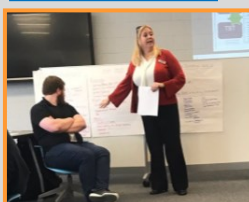
Jerome Davis
Lisa Ryan
Noeleen Rothacker
Robin Dahman
Alicia Howard
Deb Molnar
Jason Steadman
Marie Ternes
Laura Manning
Cheryl Suppa
John Szalay
Doug Benzel
Rob Collier
Leigh Kubishke
Lynne Stark
Andrew Holland
Dalene Clark
Denise Bevins
Jamie Dodson
Veronica Feicks
Dwayne Hoff
Stephanie Leonhardt

DLT Power Point Attached For Your Review

“Everyone who remembers their own education remembers teachers, not methods and techniques. The teacher is the heart of the education system.”
 ~Sidney Hook

Upcoming Dates:

- ◆ 5/17: Vincent Jump Start to Kindergarten
- ◆ 5/23: DMS Art Show
- ◆ 5/29: CHS Graduation; 7pm; Palace Civic Center
- ◆ 5/30: End of the 4th Qrt.
- ◆ 5/31: Teacher Records Day



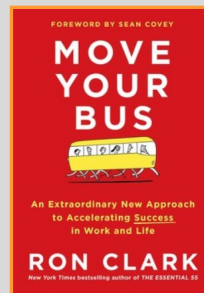
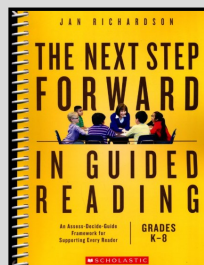
Scenes From DLT!

Crucial Initiatives for 2019-2020

Each BLT has identified crucial initiatives for next school year. At least this is where they currently stand. New test scores from this past spring will be reviewed and adjustments may be made; however, the BLTs had great discussion and identified these areas of focus for the 2019-2020 school year. The key is to keep a steady focus on these key initiatives and to avoid putting too many “pots on the stove.” Many needs exist; however, narrowing the focus is important. The challenge will also be to identify data that can assess progress for these. Common initiatives exist; PBIS has again been identified as crucial for all three buildings. However, PBIS will go beyond set-up and implementation and move toward specifics such as data collection and the incorporation of other specific programs associated with PBIS. This ties directly to the district theme of Relationships First and also to the district OIP goal of creating a positive school climate and culture. Questions? Let me know.

CLS Summer Book Studies Happening as of May 10th

Two summer book studies are happening in the Clearview District through Ashland University as of today's date. Vincent teachers will be conducting a study on Jan Richardson's *The Next Step Forward in Guided Reading*. This is a great idea and will serve to support instructional literacy practice in a very specific manner. If you are also interested in joining them please let me know. I am waiting to hear back details from Ashland on course sign-up. In addition, several members of the administrative team will be doing a summer book study on *Move Your Bus* by Ron Clark. From the famed Ron Clark Academy Mr. Clark reviews leadership strategies on how an organization can move forward with a variety of different individuals “on the bus.” I will arrange AU book studies each semester.



LOOKING FORWARD

Vincent Elementary

1. **PBIS**
 - Data Collection
 - Zones of Regulation
2. **Simple View of Reading**
 - Identifying deficient skills
 - Research Based Interventions
3. **Writing**
 - Writing the Vincent Way
 - Vertical Alignment

Durling Middle School

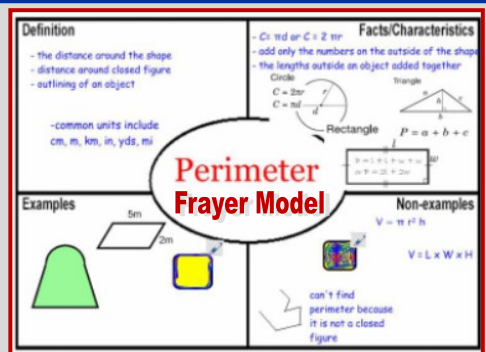
1. **Reading**
 - Expand Just Words 7/8
 - Guided Reading
 - Summer Reading
2. **Math**
 - Homework Help
 - Parent Nights
 - Rocket Math 5/6
3. **PBIS**
 - Quarterly Events
 - Motivational Awards
 - Signage
 - Consistency

Clearview High School

1. **PBIS**
 - Data Collection
 - One Initiative for focus
2. **Mental Health Awareness**
3. **Increase DOK in teaching and assessments**

Research Based Instructional Strategies: Vocabulary

The OIP calls for the use of research based instructional strategies. In this issue we will review Academic Vocabulary. Understanding academic vocabulary helps students understand and comprehend texts across different content areas. It must be taught explicitly. Vocabulary is categorized into three tiers: (1) Basic vocabulary, including high-frequency words that usually are not multiple meaning. (2) Less familiar, yet useful vocabulary found in written text; these words are more precise or subtle forms of familiar words and include descriptive and multiple meaning words. (3) Domain specific, as called in the Common Core, and refers to words that carry specific concepts of the subject matter. They have low frequency use and are limited to specific knowledge domains - Isosceles in math or Mitosis in science. Research suggests that vocabulary instruction should include the following components: definitional and contextual information about a word; multiple exposures to a word in different contexts; and encouragement of students' active participation in their own learning of the new words. Creative strategies exist when teaching vocabulary; check out these 15 in the link to the right.. <http://learningtasks.weebly.com/vocabulary-strategies.html>



OTES is Changing; New System Pilot Potentially Available

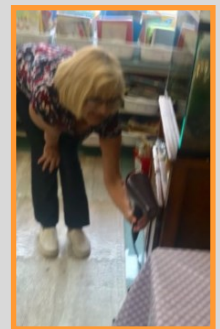
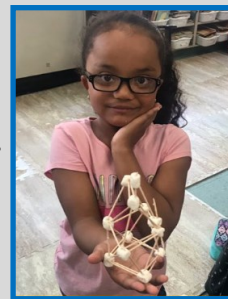
The teacher evaluation system in the state of Ohio, OTES, will have a major overall for the 2020-2021 school year as part of Senate Bill 216. All districts will change to this new format. The biggest difference will be the removal of the 50% Student Growth Measure. In its place will be the inclusion of "High Quality Student Data" as part of each teacher's Professional Growth Plan; this will be more defined by the ODE in the near future. The new system rubric will be more specific and contain more direct language to distinguish ratings. The ODE system will remain as an online, digital system as well. Other differences exist. The state is seeking districts to pilot the new system for the 2019-2020 school year. This would require all teachers to convert to the new OTES; however, they could maintain their current status of "skilled" and "accomplished" as the timeline for the next cycle. If you have questions please email me; the link below also has info...

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/2019-2020-Project-OTES-Pilot>

Active, Engaged, and Innovative Lesson Activity

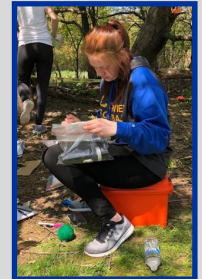
Each issue of Curriculum Connection will include reports from our classrooms around the district. We want to do our best to promote active, engaged, and innovative lesson plan activity. What are your colleagues doing to engage Clearview students? The idea is to show appreciation for the hard work it takes to plan and develop such lessons. Let's share ideas and build support!

In **Deb Willie's** 2nd grade classroom the students have been engaged in reading Fairy Tales. However, what Deb has done to make this unique is to read these familiar stories from multiple perspectives. For example, *The Three Little Pigs* is also read from the wolf's perspective and from a futuristic perspective, *The Three Little Aliens*. Cinderella is read from the Wicked Step Mother's perspective, titled, *Seriously, Cinderella is So Annoying*. Deb has also taken this a little further by incorporating a science lesson regarding force and motion. Kids are in the process of building houses from sticks and other resources. Deb then checks the strength of the kids structure by huffing and puffing with a hair dryer!! Houses do fall down. These activities make it much more fun and thorough than just your typical read aloud!!



...and talk about not being typical, **Robin Dahman's**

Forensic class is conducting a final exam that is anything but typical. No paper/pencil/desk final here. I am sure the kids viewed this more as a challenge than as an assessment. The students actually travel to Robin's property and they're given a scenario of a 911 call and where a crime took place. The students are placed into teams with



separate crime scenes for each team. They spend the day applying proper crime scene investigative techniques that have been learned throughout the school year

The evidence collected by the students is then brought to the lab where the evidence must be processed. Hair, fiber, blood, DNA, fingerprint, and other forms of analysis are done over the next two weeks and the students are to determine "Who done it!!" - DOK 3 and 4!!

At CHS this past week **Dawn Molina** and her Psychology students studied sense perception. Dawn emphasized that their perceptions can change or be altered based on senses and how the brain works. In order to do this she conducted several learning activities involving the sense of sight, smell, and hearing. For sight she posted several optical illusions to emphasize her point; kids stood by the classroom screen to make sense of what they were seeing and what their mind was telling them! For smell she blindfolded



her students and tested their sense of smell with a lemon. Kids noticed how much stronger their sense of smell was once sight was removed. For hearing, she again blindfolded the kids and she played various animal sounds kids had to identify; some humorous errors occurred!!