

# SPONSOR UPDATE

## SEPTEMBER 2017

**Peggy Young,  
Director**

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### OUR MISSION

The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

### OUR VISION

The Education Division's vision is strong communities of healthy, well-educated students, and a future in which all students have access to a high quality public education. Ohio thrives as increasing numbers of schools graduate students equipped to assume a positive role in society.

### *Education poverty task force meets*

After naming nine members to serve on the new House Task Force on Education and Poverty created by Speaker Cliff Rosenberger (R-Clarksville) earlier this year, state Rep. Robert Cupp (R-Lima) has convened the group to begin addressing key priorities.

At the first meeting, Joint Education Oversight Committee (JEOC) staff began to frame the issue by presenting statistics on poverty and how poverty widens the achievement gap between students.

At the second meeting, task force members heard from the Health Policy Institute of Ohio staff about the strong link between health, income and education. Although no state or federal laws require schools to provide health services to all students, the institute recommends doing so through community collaborations.

In addition to Cupp, nine individuals comprise the task force: Rep. Margaret Conditt (R-Liberty Twp.); Rep. Darrell Kick (R-Loudonville); Rep. Janine Boyd (D-Cleveland Hts.); Cuyahoga County Educational Service Center Superintendent Bob Mengerink; Lancaster City Schools Career and Technical Education Director Anthony Knickerbocker; Cambridge Education Group President John Stack; Wellston School District Superintendent Karen Boch; BRIGHT New Leaders for Ohio Schools CEO Thomas Maridada, II; and, KIPP Columbus Executive Director Hannah Powell.

Cupp described the task force's goals as generating "information that will be useful to members of the General Assembly in their deliberations on education policy and to derive some practicable and proven-effective strategies from this effort that can be supported and enhanced by legislative and state policy."



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## STATE BOARD MEETINGS TO AIR ON OHIO CHANNEL

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The State Board of Education recently approved a resolution to stream meetings live on the Ohio Channel website, with broadcasts to air as soon as September.

In recent years, audio recordings have been publicly available, allowing K-12 education followers access to deliberations.

"I think this furthers our mission as a state board to allow more people to know what's going on," said Nick Owens, who brought the proposal forward. "We make decisions that affect nearly 1.7 million school-aged children and I think the success of our educational system affects all Ohioans ... and so it's an important thing that everyday Ohioans should be able to watch.

The board typically meets the second Monday and Tuesday of each month.



## *Safer Schools Ohio promotes positive school climate*

Safer Schools Ohio encourages schools to get *Off to a great start* by defining and promoting a positive school climate that reflects their individual values and priorities.

A positive school climate is the product of a school's attention to:  
fostering trust and safety;  
promoting a supportive academic, disciplinary, and physical environment; and, encouraging and maintaining respectful and caring relationships throughout the school.



Make sure your school gets off to a great start using these strategies from the National School Climate Center:

- ◆ Have a common vision and plan for promoting a positive school climate;
- ◆ Provide Positive Behavior Interventions and Supports programs (PBIS);
- ◆ Model and nurture attitudes and behaviors that promote connectedness and school safety;
- ◆ Insure every student's connection with at least one caring adult in the school; and,
- ◆ Utilize your district's Anti-Harassment, Intimidation and Bullying Policy.

Access Safer Schools Ohio's fall newsletter online at:  
<https://saferschools.ohio.gov/>

## *Adecco, ODE enter into MOU*

The Ohio Department of Education recently announced that it has entered into a memorandum of understanding with workforce solutions provider The Adecco Group.

Ohio's business community will be encouraged to work with ODE's new partner – which has pledged to facilitate 10,000 work-based learning opportunities by 2020 – to coordinate tailored on-the-job training programs. The partnership will also support Ohio's New Skills for Youth grant and the Success Bound program.

No state funding is allocated to the effort, which will link businesses and schools directly with Adecco.

Learn more about Adecco's approach to work-based learning online at:  
<https://www.adeccousa.com/about-adecco-staffing/adecco-programs-partnerships/work-based-learning/>.

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## **SCHOOL RESOURCE OFFICER TRAINING PROPOSED**

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Legislation recently introduced by state Rep. John Patterson (D-Jefferson) and Rep. Sarah LaTourette (R-Chagrin Falls) would require school resource officers to meet new training requirements.

As supported by the Ohio School Resource Officers Association, H.B. 318 would require 40 hours of training approved by the Ohio Peace Officer's Training Commission.

Under the bill, the training would address skills, tactics and strategies necessary to address the specific nature of:

- ◆ School campuses;
- ◆ School building security needs and characteristics;
- ◆ The mechanics of being a positive role model for youth;
- ◆ The mechanics of laws regarding compulsory attendance;
- ◆ Identifying trends in drug use and encouraging a drug-free environment; and more.

The bill will likely be assigned to the House Education and Career Readiness Committee for consideration.

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## **Arts focus provides unique opportunity for students**

A tradition that began when Constellation Schools: Westside Community School of the Arts opened in 2007 continues today, with music, dance and visual arts serving as the foundation for student learning.

“We begin this school year as we have all others,” explained Principal Debbie Rotolo, “continuing what’s been successful in the past with minor changes to our after school programs based on feedback from our teachers.”

The focus on arts is a key draw for about two-thirds of the families who choose the school, which provides opportunities generally not available or affordable to economically disadvantaged kids.

Thanks to grant funding provided by the Walton Foundation, the school purchased musical instruments years ago that continue to be made available to students who opt to participate in band and orchestra.

The after school dance program provides the same opportunities as those available through expensive private lessons. Students have access to a variety of dance instruction -- from ballet, to hip-hop and contemporary -- in the school’s dance studio, and learn the importance of personal responsibility.

Each of the school’s K-8 students has some form of arts lesson each day. The younger students (K-3) each participate in a half-hour of art and a half-hour of music daily. The one-hour window of time not only provides students with a mental break from more rigorous curriculum, but also gives teachers time to collaborate, plan, and talk about how best to support students who are struggling academically.

“By fourth grade, students generally know which activities they enjoy the most,” Rotolo said, “so we give them the opportunity to choose one or two areas of focus, from visual arts, to band, orchestra and choral music.”

More than half of the students participate in after school programs, though tutoring – rather than clubs -- is encouraged as an after school activity for students that need stronger academic support.

“I’m excited about the new school year and the opportunity to support our students – both academically and artistically,” Rotolo said.



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## **BILL WOULD REQUIRE SCHOOLS TO REHEARSE EMERGENCY RESPONSE PLANS**

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State Rep. Adam Miller (D-Columbus) and Rep. Bernadine Kennedy Kent (D-Columbus) recently introduced legislation that would require schools to conduct full rehearsals of emergency response plans at the beginning of each school year.

In addition to submitting plans to the Ohio Department of Education every three years, current law now requires schools to annually test their plans through a table top discussion, a small functional exercise or a full scale replication.

“With a new academic year upon us, school safety is on the minds of parents and remains a hot-button issue in every state, but especially here in Ohio,” said Rep. Kennedy Kent, a former teacher and principal.

The bill will likely be assigned to the House Education and Career Readiness Committee for consideration.



## ***Two events welcome students back for new school year***

Hundreds of Bennett Venture Academy students and family members participated in two major events before the first day of the new school year.

The *Back to School Bash* provided a fun backdrop – with a bounce house, rock climbing wall, games, burgers, hot dogs and other treats -- for students eager to reconnect with their friends and teachers.

“We promoted the event through fliers, Facebook, emails and word of mouth,” Principal Nicolette Whitson said. “The result was a record turnout!”

Whitson believes that kicking off the new school year with a fun event sets a positive and welcoming tone, and also allows students -- who may not have seen some of their friends all summer -- to socialize before turning their focus to academics.



The *Move in Night* event, hosted by the school two days before the return of students to the classroom, was also well attended. Each student received a “passport” to encourage them to visit each of six “destination” tables: school supply drop-off; and others featuring information on sports and extra-curricular activities, parking lot logistics, documents (vaccine records, etc.), food services, and the School Improvement Team.

“Students (in grades four through eight) were really excited to meet their homeroom teachers,” Whitson said. “It was a big deal to them.”

Both events encouraged parent involvement and served as a friendly welcome to new and returning students and their families.

## ***New CCP resource available***

As a result of the recent passage of the state biennial budget bill (H.B. 49), some of the rules and responsibilities have changed in Ohio’s College Credit Plus program. Learn about the changes through a new resource for school administrators developed by the Ohio Department of Higher Education. Access *5 Things You Should Know About College Credit Plus* online at:

<http://education.ohio.gov/Media/Ed-Connection/Aug-14-2017/House-Bill-49-creates-new-rules-and-guidance-on-Co>.

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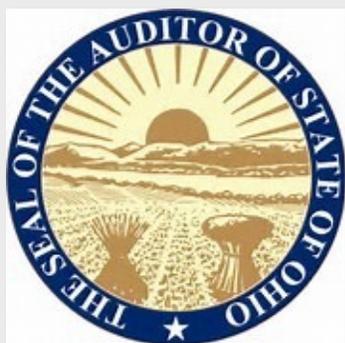
## **AUDITOR WEIGHS IN ON “CLAW BACK”**

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Auditor Dave Yost recently advised schools that owe the state “claw back” funds for over-reporting student enrollment to seek return of funds paid to vendors through percentage-based contracts.

“If you have a scenario where people are being paid on a percentage of revenue, and that revenue is reduced by a subsequent action, the contracts that govern, say, a sponsorship agreement or a management company agreement or an educational service agreement all ought to also reflect that reduction,” Yost said during a Statehouse news conference.

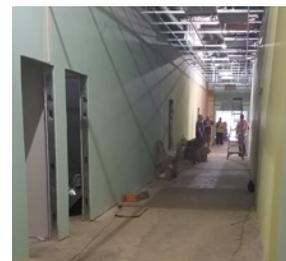
The Auditor of State will issue findings for recovery if schools don’t attempt to collect overpayments to contracted companies.



## ***New facility allows for significant growth in student enrollment***

About 250 new and returning kindergarten and first-grade Horizon Science Academy Elementary (Columbus) students were welcomed in a new building located just one address away from the original facility serving students in grades two through five.

“We’ve had waiting lists in every grade level for some time,” explained Principal Jessica Shoaf. “Our new facility has allowed us to increase enrollment from 510 students last year to more than 700 for the new school year.”



The school’s impressive enrollment numbers are not linked to an aggressive advertising campaign, but rather are the result of strong relationships with the local community and students’ parents, as well as word of mouth.

The school is highly diverse, serving not only black and white students, but also Hispanic, and children from Somalia and other African countries. About 40 percent of students are English Language Learners (ELL), and 100 percent are economically disadvantaged.

Half of the new building is fully remodeled with 11 classrooms and space to accommodate the ELL, Title Math and Title Reading services.

“Our five-year plan calls for remodeling of the entire building to accommodate about 450 kindergarten through second-grade students,” Shoaf said. “But in the mean time, parents are pleased with our recent expansion and the nice new building.”

## ***School closure results in no benefit for nearly half of impacted students***

Ohio has one of the toughest charter school automatic closure laws in the nation, but according to a recently released study, there is no benefit to students who are forced to move on to other schools with similar or worse academic outcomes.

The Center for Research of Education Outcomes (CREDO) released a report analyzing the impact of school closures due to low academic performance in 26 states, including Ohio, over the course of seven years. Researchers found that 48 percent of students moved on to other low-performing schools (defined as posting the lowest 20

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## **NEW RESOURCE EXPLAINS GRADUATION OPTIONS FOR CLASS OF 2018**

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The Ohio Department of Education (ODE) recently announced the availability of a new handout on graduation requirements for students who entered ninth grade between July 1, 2014 and June 30, 2015.

While ODE expects that most students will satisfy new high school curriculum requirements and meet one of the three existing graduation pathways, the recent budget bill (H.B. 49) authorizes two additional options only for students in the class of 2018.

Access the new resource online at:

<http://education.ohio.gov/Media/Ed-Connection/Aug-7-2017/New-resource-explains-two-additional-graduation-op>



BCHF Sponsor Update – Sept. 2017

### ***School closure results — continued***

percent of reading and math scores in their states for two years) that failed to produce better student outcomes.

“These findings resonate with a widely held concern that there is a shortage of better options for students displaced by school closures,” the report says. “This concern is well-founded, as better schools are critically important for students’ future academic progress.

### ***Charter family member to be honored by UA***

Congratulations to Westwood Preparatory Academy’s Ashley Kaufman, who will be inducted into the University of Akron’s Varsity “A” Hall of Fame in October.

Kaufman, who serves as the school’s director of alternative education, is a 2007 graduate of the University of Akron where she was a two-time All American. She finished her collegiate career as one of the most prolific javelin throwers in the history of the U.S. women’s track program during the seasons of 2004 to 2006. Her outstanding collegiate career began after being recruited out of Freedom (PA) Area High School where she earned All-American honors as the No. 2 ranked javelin thrower.



As a freshman, Kaufman finished third at the Mid-American Conference Championship, but she had a season’s best throw of 144’ 6” in the first of four All-Ohio Championship titles. She improved to 147’ to qualify for the NCAA Mideast Regional in 2004.

As a junior, Kaufman established a school record of 159’ 3” while finishing seventh at the NCAA Track Championships to earn All-American honors in 2005. She duplicated her seventh-place finish at the NCAA meet as a senior to again earn All-American honors after destroying her previous record with a throw of 177’ 2” at the Mt. SAC Relays in California. In addition, Kaufman captured her first MAC crown with a 176’ 10” throw to earn the MAC’s Most Outstanding Female Field Performer Award and was accorded UA’s MVP Award.

“Athletics has always been an important part of my life,” Kaufman explained. “I’ve always felt that it gave me an edge by teaching me the importance of perseverance, commitment and hard work – values I hope to help instill in my students.”

Despite breaking her back twice, Kaufman remains active as a runner.

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## **MODEL POLICY OUTLINES ALTERNATIVES TO SUSPENSION, EXPULSION**

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The State Board of Education recently adopted a model policy for violent, disruptive or inappropriate behavior, including excessive absences.

The new policy - which stresses preventative strategies and alternatives to suspension or expulsion -- aligns with the requirements of H.B. 410 enacted earlier this year and may be adopted in part or in full to meet the needs of individual schools.

Access the model policy online at:

[http://education.ohio.gov/  
Media/Ed-Connection/  
Aug-7-2017/Model-policy-  
available-to-assist-alignment-  
with-Ho](http://education.ohio.gov/Media/Ed-Connection/Aug-7-2017/Model-policy-available-to-assist-alignment-with-Ho)



### ***Charter family member honored — continued***

Although the great honor of being inducted into the University of Akron's Varsity "A" Hall of Fame comes years after her participation in college sports, the recognition still feels great.

"The day they (University of Akron) called me, I felt like I'd done a really awesome thing!" she said.

Kaufman brings the same enthusiasm and commitment to her work at Westwood Preparatory Academy as she has to athletics.

"After graduating, I decided if I'm not going to be an athlete anymore, I'm going to be a really good worker," she said.

Congratulations, Ashley, on the well-deserved recognition.

### ***Changes made to teacher training program***

The Ohio Department of Education recently announced that it is restructuring the Ohio Resident Educator Program, cutting assessment requirements by 75 percent.

Against the backdrop of educator complaints about the Resident Educator Summative Assessment, the legislature took action to eliminate the program in the state biennial budget bill (H.B. 49), but that provision was subject to gubernatorial veto.

New teachers will now only be required to complete one task - submission of one videotaped lesson and response to 10-12 related questions - beginning in the second year of training. Previously, they were required to complete four tasks beginning in the third year of training.

Learn more about the changes at:

[http://education.ohio.gov/Topics/Teaching/Resident-Educator-  
Program/News-for-Program-Coordinator/Ohio-Resident-Educator-  
Program-and-summative](http://education.ohio.gov/Topics/Teaching/Resident-Educator-Program/News-for-Program-Coordinator/Ohio-Resident-Educator-Program-and-summative)



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## COMPLIANCE UPDATE

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### Middle (7-8) grades financial literacy

- ◆ State law (O.R.C. 3313.6015) requires all community schools to adopt a formal board resolution and submit it to the Ohio Department of Education outlining how the school will meet the requirements by providing instruction in financial literacy in grade seven and/or eight. *Each school is required to send evidence of that formal resolution along with the plan for compliance.* Each time a district changes or updates how financial literacy instruction is provided to their students, they must re-submit the resolution. Board-approved financial literacy resolutions should be submitted to:  
[middle.Grades.Financial.Literacy@education.ohio.gov](mailto:middle.Grades.Financial.Literacy@education.ohio.gov)

### Emergency plan reminders

- ◆ Update school emergency contact information if essential staff changed for the FY18 school year. Access the instructions online at: <http://education.ohio.gov/Media/Ed-Connection/May-8-2017/Annual-emergency-management-plan-certification-due>

## UPCOMING PROFESSIONAL DEVELOPMENT EVENTS

### ALL SCHOOLS MEETING – September 20 – *Last call to register!*

Buckeye Community Hope Foundation will offer its official back to school welcome at the annual All Schools Meeting on September 20, 2017. This year, the event features Dr. Susan Szachowicz, a Senior Fellow with the International Center for Leadership in Education (ICLE), as the keynote presenter. Dr. Szachowicz is a living example of BCHF's theme for this year, "Building Schools of **HOPE**." Dr. Szachowicz served as both a turnaround teacher leader and a turnaround principal in a difficult, urban setting. She has "walked the walk" of meaningful school reform. Don't miss this opportunity to hear Dr. Szachowicz's message, as well as other important updates from the BCHF team. Register for the All Schools Meeting online at: <https://register.eventarc.com/38856/all-schools-meeting>

### FALL DROPOUT RECOVERY ROUNDTABLE – September 19 – *Last call to register!*

This year, BCHF continues its commitment to offering meaningful professional development for sponsored dropout recovery schools. At the Fall Roundtable, Dr. Susan Szachowicz will be available to work exclusively with dropout recovery schools and high schools on September 19, 5:00 to 7:00 p.m. Dinner will be provided. Register online at: <https://register.eventarc.com/38679/drop-out-recovery-roundtable>

### SPECIAL EDUCATION UPDATE – September 13

BCHF will provide updates on special education policies, procedures and programs twice annually in the 2017-2018 school year. The fall session is designed to help teachers, intervention specialists and administrators stay current in this changing field. Learn state updates and best practice suggestions. This session will be held from 9:00 a.m. to 12 noon in Columbus. Register online at: <https://register.eventarc.com/38757/special-educationupdate-fall>

### TEACHER BOOTCAMP – September 13 (Cleveland) and September 14 (Columbus)

The Teacher Bootcamp is intended to serve as an additional orientation for new teachers, or as a refresher for practitioners. It will examine the basics of effective classroom management, and effective lesson planning and delivery. Register for the location nearest to you:

Cleveland – September 13 – 10 a.m. to 3 p.m. - Register at: <https://register.eventarc.com/38761/teacher-bootcamp-cleveland>

Columbus – September 14 – 10 a.m. to 3 p.m. – Register at: <https://register.eventarc.com/38762/teacher-bootcamp-columbus-september>

*Remember to make eventarc a trusted site in your email in order to receive confirmations and email updates on our workshops! Email Josh Miller at [pd@bchfschools.org](mailto:pd@bchfschools.org) if you have any difficulty registering. Please include names and email addresses of all registrants (do not request group tickets).*

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## COMPLIANCE UPDATE — *continued*

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### Emergency Plan reminders – continued

- ◆ Parental notification requirements: Ohio law requires schools to notify parents of how they will be notified of hazardous weather or an emergency affecting the school. Schools must proactively inform parents of how they will receive emergency notifications – posting notification information on a website does not meet this requirement. Remember to specify how parents and guardians can sign up for alerts, the method through which alerts will be distributed (such as emails, texts, social media posts, etc.), and how to recognize alerts if the communication system is used for other messages.

### Upcoming Ohio Department of Education compliance deadlines

- ◆ 9/29 | Reporting due on [food and beverages sold on school premises](#)
- ◆ 9/30 | Deadline to [upload district 2017 Career Advising Policy](#)

## UPCOMING PROFESSIONAL DEVELOPMENT EVENTS — *continued*

### ENGLISH LEARNER RESOURCES – October 4

Want to know what a complete, compliant English as a Second Language program looks like? There's a tool kit for that. Have newcomers arriving? There's a tool kit for that. Teachers struggling with lesson plans and instruction for English learners? There are resources for that. Want to improve your parent and community involvement? There are resources for that, too! Please join BCHF's new English learner consultant, Dr. Beverly Good, to explore a variety of resources to support English learners. Bring your laptops or tablets and your OELPA results! This seminar will be held in Columbus from 10 a.m. to 3 p.m. It is appropriate for administrators, teachers, EL teachers and coaches. Register online at:

<https://register.eventarc.com/39069/resources-for-english-learners>

### THE SCIENCE NETWORK – October 11 & 12

The Science Network is a new concept in professional development that begins with a full-day session focused on teaching science effectively with two 90-minute, online follow-up sessions (December 12, 2017 and March 6, 2018) in an effort to build a community of educators focused on quality science instruction. Teachers and instructional coaches can benefit from this professional “connection” to enhance high quality science teaching within the BCHF network of schools. After the initial meeting, much of the networking will be online. Register for the initial meeting locations online at:

Cleveland - October 11 – 10 a.m. to 3 p.m. Register at:

<https://register.eventarc.com/38772/sciencenetwork-cleveland>

Columbus - October 12 – 10 a.m. to 3 p.m. - Register at:

<https://register.eventarc.com/38773/science-network-columbus>

### BCHF BOARD MEMBER TRAINING – November 4

Don't miss this excellent opportunity to complete your annual, required board training and to network with other board members from charter schools in Ohio! This informational session will take place in Columbus on Saturday, November 4 from 9:30 a.m. to 2 p.m. (lunch is included). Benefit from presentations by Day Ketterer, LLC regarding public records, open meetings and ethics. In addition, learn about topics relevant to your school's contract, including corrective action, renewal, and succession of board members. BCHF encourages all board members to take advantage of this valuable workshop, which is provided at no cost to governing board members of sponsored schools.

Register online at:

<https://register.eventarc.com/39152/bchf-board-member-training>

*BCHF provides all workshops and seminars without cost to personnel from its sponsored schools. However, a minimum number of registrants may be required in order for a seminar to proceed and BCHF reserves the right to cancel or postpone programs as needed. BCHF also reserves the right to invoice a school for meals and materials costs associated with registered personnel who do not attend a session.*

# SCHOOL IMPROVEMENT

## *New teachers in an urban setting: How to support your new fragile faculty*

*By Carol S. Young, Ph.D., Department Lead, Accountability and School Improvement*

They are young. They are educated and eager. And they may wear a sundress, or a new tattoo, on the first day of school. They are the new teachers in our schools this year and they need a lot of support!

New faculty are the most important resource in your school outweighing, by far, the cost of textbooks and paper. Yet new teachers are very much “at-risk.” Current statistics show that 40 to 50 percent of eager young educators decide to leave teaching within the first five years. Survival has been compared to a “sink or swim” experience (Ingersoll, 2003). How can we avoid this loss of time, money and human effort? Moreover, how can we avoid the toll that new teacher turnover takes on student well-being and learning?

New teachers have invested considerable time and money in preparation for teaching. Most of this preparation involves academic content. Ohio, in particular, has increased “field and clinical requirements” activities that teachers-in-training must complete in real schools. But, time in “real classrooms” still amounts to only a few weeks. New teachers “know about” teaching techniques and content, but they have applied them only under the supervision of an experienced teacher. Having to set up a classroom and face your own real students is daunting!

Support for new teachers is also a challenge for school leaders. In Ohio today, schools are required to support new faculty, called “resident educators,” by assigning an experienced mentor. The mentor assists the resident educator by providing non-evaluative feedback on lesson plans and lesson delivery. The mentor also prepares the new teacher for a required state assessment taken in the second or third year of teaching. Beyond these aspects, the contribution of an assigned mentor may vary.

Studies have shown that mentoring does help, but only when consistently given and combined with administrative support. Of critical importance, beyond a strong mentoring relationship, is the relationship between the new teacher and the school leader (Ingersoll, 2012). School leaders need to be

visibly supportive in developing confidence and skill of new faculty.

School leaders should have well-developed plans for support beyond mentoring. Specifically, leaders need to ensure that plans are in place for the following:

- ♦ **Induction into the culture** -- Most teachers come from middle class backgrounds. They are often unaware that students’ cultural backgrounds and experiences are diverse. New teachers may, for example, expect kindergarteners to sit and listen to a story. They may not realize that focused sitting is a completely unknown skill for some youngsters! A new teacher can benefit much from hearing about students and their backgrounds before the first day of school hits. A veteran teacher can be a valuable resource. New teachers need to know many things: what to wear (and not to wear); what to say (and not to say); how to arrange and decorate (not over-decorate) the room; culture-specific signs, attire, or “talk” of students; parenting styles in the community; and school non-negotiables on conduct and instructional routines.
- ♦ **Accessible support** -- Often official mentors of resident educators are off-site in another school or central office. New teachers need an immediate helpline. School leaders should openly practice tolerance so that new teachers feel comfortable having a quick word with the administrator, or with an experienced teacher nearby. Quick “check-ins” from leaders or teachers who say, “I know you are new ... how can I help?” can be very meaningful. Small assurances of support from leaders can make or break a teaching career.
- ♦ **Protection** -- New faculty particularly need support in dealing with disruptive students or angry parents. This is an assurance that an administrator should give new teachers. The leader can also demonstrate how the new teacher can reach out, talk and behave with students and parents to form their own strong relationships. When I was a

*Continued on pg. 11*

## *New teachers — continued*

new teacher, one of the 6'2" male teachers in my school made it evident to students that he "had my back." I heard him tell students "she's ok; she's just new and doesn't know everything yet." To this day, I am grateful for him as a protector and role model of the school norms.

- ♦ **Open communication** -- Questions should be encouraged. New teachers fear questions may negatively affect their evaluations or job security. Savvy administrators often set up help sessions, disguised as having a "one month anniversary coffees" or "after school debriefs." Frequent communication can keep small problems from becoming larger issues.
- ♦ **Assistance with paperwork** -- When asked about the greatest challenge, new teachers frequently reported "doing the paperwork while trying to teach!" New teachers are unaccustomed to school procedures. The busy pace of the school day does not help. Good mentoring programs should include assistance with and extra time for filling out lesson plans, reports, assessment result documentation, and other needed paperwork.
- ♦ **A game plan** -- Most teachers approach their first job with many creative ideas. The ideas may not flow easily, however, when the first week's lesson plans are due. A

model set of effective, tested lesson plans for the first quarter is an invaluable resource. Model plans can be adjusted for individual ideas and student group characteristics while counteracting the "writer's block" that many new teachers experience.

The charter school movement is exciting in that it draws many young, enthusiastic educators committed to serving needy children. The charter school movement is also challenging because young educators need LOTS of support. School leaders can do much to set a positive tone for new teachers, one that truly supports these valuable, but fragile, educators.

The BCHF Accountability and School Improvement Team hosts "Teacher Bootcamps" to support new teachers in the skills needed to survive their first assignment or a new assignment. If your school is interested in having an onsite "Bootcamp," please email us at: [pd@buckeyehope.org](mailto:pd@buckeyehope.org).

Ingersoll R. (2003). *Is there really a teacher shortage?* Philadelphia, PA: University of Pennsylvania, Consortium for Policy Research in Education.

Ingersoll R. (2012). Beginning teacher induction: What the data tell us. *Education Week*. May 16, 2012.

**BUCKEYE COMMUNITY HOPE FOUNDATION**  
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