

Building Communities. Rebuilding Lives.

Peggy Young, Director

Jennifer Schorr, Associate Director

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.

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.



Freedom Coalition for Charter Schools



FREEDOM COALITION
FOR CHARTER SCHOOLS

The **Freedom Coalition for Charter Schools** (FCCS) has begun meeting with Black and Brown Charter School Leaders in Ohio! The group meets on the first Wednesday of each month to discuss issues charter leaders in Ohio face and explore ways to address them.

FCCS was established in July 2019 to elevate the voices of Black and Brown charter school leaders, founders, advocates, and families to the forefront and respond to a persistent, clear and present danger to the public charter school movement.

A group of influential Black and Brown charter school leaders saw the need for our authentic voice to educate our communities and nation to the foundational role that Black and Brown led charters play in our pursuits of equity and self-determination. We know that a community which does not control its education can never be free.

FCCS exists to lay claim to our truth and to press on towards an immutable, powerful Black and Brown voice that will be cemented in the minds of all who engage in conversations about educating the public.

RaShaun (Holliman) Kemp, a former Ohio charter school leader at a Buckeye Community Hope Foundation-sponsored school, and former Director of the ODE Office of Community Schools, is the Executive Director of FCCS.

Contact RaShaun via email (rashaun@freedomccs.org) to join FCCS meetings and stay informed about the work the group will be doing throughout Ohio.



School Stories

The Academy for Urban Scholars Receives Innovative Workforce Incentive Program Grant



Congratulations to The Academy for Urban Scholars High School for receiving the Innovative Workforce Incentive Program Grant from Ohio Lt. Governor Jon Husted!

"This funding will help more high school students earn in-demand career credentials that lead to quality, higher-paying jobs without the steep cost and debt that comes with many college pathways," stated Husted.

The school believes this is an amazing step forward in ensuring its students have the resources they need to succeed after graduation!

Lorain Fire Department Teaches Safety Importance at Horizon Science Academy



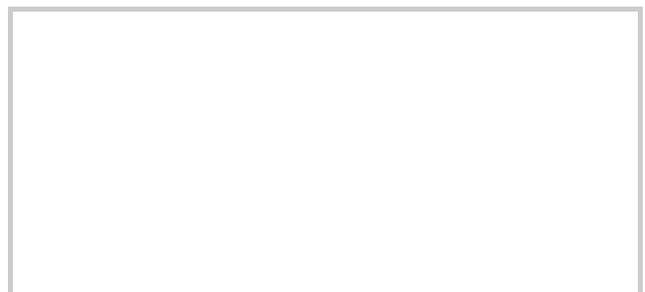
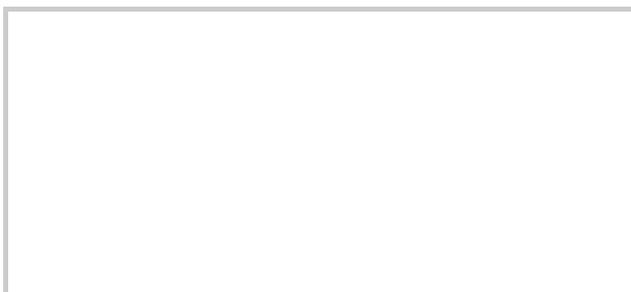
The Morning Journal reported on a special visit students at Horizon Science Academy - Lorain received from the Lorain Fire Department on October 28, 2021.

Students were introduced to practical fire safety tips while the LFD brought a fire truck to the campus to demonstrate safety and allow youngsters to tour the inside of the truck.

Dean of Students Ashly Brumenschenkel said, "We've been working a lot with community helpers, and we thought this would be perfect for Fire Prevention and Safety Month. We're hoping to educate our students more on what to do if they see a fire and how to react."

[Read Full Article](#)

Compliance & Fiscal Updates





Required Trainings for December

The following trainings must be completed by December 31, 2021:

- Bloodborne Pathogens
- School Safety
- Seclusion and Restraint
- Coaches Certification for OHSAA sports

As always, if you have any questions, reach out to your school's Sponsor Representative.



Vision & Hearing Screenings and Immunizations

Vision and Hearing Screenings are due by December 31, 2021. BCHF will review student files to verify schools use the forms provided by the State Director of Health. Immunizations must be sent to the Department of Health.

Requirements for Hearing and Vision Screenings in Schools



Safety Drill Logs

Schools are required to submit safety drill logs to the State Fire Marshal at midyear (Dec/Jan) and year-end (May/Jun). The logs should be submitted via email to the Division of State Fire Marshal Code Enforcement Bureau - Ohio Department of Commerce. Be sure to copy your Sponsor Representative on the email.

Drills are required for in-person staff, even if the building is closed to students.

Safety Drills FAQ

Submit Safety Drill Log via Email



Changes to School Funding

December will see the first major overhaul to funding for Ohio's schools in over 30 years. This change has created many questions and left many board members and school leaders wondering how to proceed with budgeting. In order to help bring clarity to the situation, it is important to understand how we got to this point and what steps schools should be taking moving forward.

Why make these changes? What was the rationale behind the Ohio Legislature attempting to tackle this issue at this time? There are actually a number of underlying factors causing the overhaul...

Read Full Article

Grants & Funding Opportunities



Classics for Kids Foundation: K-12 Music Programs

The **Classics for Kids Foundation** believes playing a stringed instrument can transform children and provide them with experiences and skills that help make them succeed in life.

To that end, the foundation invites applications for its matching grant program which will award grants to schools or nonprofit organizations that incorporate string instruments in their K-12 music education programs. All instruments in the string family are supported.

Deadline: December 31, 2021

[Apply for Grant](#)



Big Lots Foundation: Programs that Enrich Lives of Families, Children

The **Big Lots Foundation**, the charitable arm of national retailer Big Lots, invests in partnerships aimed at improving and enriching the lives of families and children.

To that end, the foundation invites applications in support of programs in the areas of health care, housing, hunger, and education, especially those serving women and children. Proposals in the following categories will be considered: health care, housing, hunger, and education.

Deadline: January 1, 2022

[Request Support](#)



JAMS Foundation: Pre-K-12 Conflict Resolution and Training

The **JAMS Foundation** works to provide financial assistance for conflict resolution initiatives with national and international impact and to share its dispute resolution experience and expertise for the benefit of the public.

To that end, the foundation, in partnership with the **Association for Conflict Resolution**, has issued a request for initial proposal ideas for the 2022 funding cycle of the ACR/JAMS Foundation Initiative for Students and Youth.

Deadline: January 14, 2022

[Complete RFP](#)

Upcoming Professional Development Events

The following events are hosted by BCHF and specifically tailored to its sponsored schools' needs. Click the title of a session to register or view more information.

Special Education Network - Developing High Quality IEPs

December 2 @ 3:00-4:30 P.M. *Virtual via Zoom*

How do you make your special education program one of truly high quality? Join our Special Education Network for all or any of the sessions. The goals of the 2021-22 Special Education Network are: 1) provide special education updates; and, 2) complete a collaborative book-study on creating a meaningful and compliant IEP. The network will meet six times throughout the school year; each session will focus on critical aspects of creating a high-quality IEP. This month's session will focus on Developing High Quality IEP Goals.

Courageous Teacher Network #3 - Focus on Using Data in the Classroom

December 7 @ 4:00-5:30 P.M. *Virtual via Zoom*

So, I've seen the data results--now what? Learn how to best manage and plan instruction based on ALL of the data you have on a student. Be able to look at trends AND patterns and learn about the new High Quality Student Data required

by the State of Ohio. This session is perfect for classroom teachers.

Graduation Roundtable

December 14 @ 3:00-4:30 P.M. *Virtual via Zoom*

As we begin to resume educational normalcy, we must re-engage high school students to the world of graduation requirements and accountability. This session will provide legislative updates regarding graduation requirements and provide support for schools ensuring that all opportunities are aligned with ODE and graduation requirements. The Roundtable will meet quarterly; please feel free to attend one or all sessions in the series.

Successful Classroom Management - Online Course (Second Offering)

December 10, 2021 - January 10, 2022 *Online Course via Moodle*

This course examines the key factors that make a classroom successful in terms of both climate and achievement. The behaviors of the teacher determine the behaviors of the students. By implementing the procedures and strategies discussed in this training, your students will exhibit model behavior and decorum and they will be prepared to excel academically. This is an online asynchronous course opening on December 10, 2021 and closing on January 10, 2022. Participants work at their own rate and are responsible for submitting work products in order to earn participation credit. Workload is approximately 5 hours per week. Participation is required to earn a certificate of completion.

Teacher Bootcamp

January 11, 2022 @ 4:00 - 5:30 P.M. *Virtual via Zoom*

Are you ready for the next semester of the school year? Do you have questions about classroom management or lesson delivery? These quick-start sessions will provide helpful hints, tools, and strategies to use as you face the school year. Join us for an interactive, virtual session for all teachers who just want to learn more about efficiency in the classroom. The first day will explore classroom management strategies; the second day will focus on lesson delivery.

Collaborative Improvement Cohort: Focus on Networked Improvement Communities

January 12, 2022 @ 10:00 A.M. - 12:00 P.M. *Virtual via Zoom*

As human beings, we learn best in a social environment. We also improve best when we are socially engaged with others. Like any other good exercise program, learning to improve is best when we hold each other accountable. This session of the Collaborative Improvement Cohort will explore the potential and the workings of a networked improvement community. Learn how "NICs" can help you develop, refine, and hold yourself accountable as a leader for your school improvement efforts. Join us as we learn improvement science together!

[View the 2021-2022 Professional Development Catalog](#)

School Improvement Update

Creating a Culture of Coaching and Success

by Joni Byus, Accountability & School Improvement Representative, BCHF

[\(Download PDF\)](#)

As we speak to school leaders and read about concerns for student success, it is clear that we need to depend on our teachers more than ever. We know about teacher shortages—fewer college students enrolled in education programs and more teachers leaving the profession through retirement and pursuit other endeavors. As we deal with staff shortages and teachers who are not as experienced, we need to think about how to minimize the effect on our students.

One way to address this is to intentionally coach the work force we have, to be their best at instructing our students. Recently, I revisited the book, *Creating a Culture of Reflective Practice*. I had read the book before the Pandemic and

found the book to be relevant and instructional. As I read the information again, I felt it could be even more appropriate for educators now.

According to authors, Pete Hall and Alisa Simeral, “a culture of reflective practice is an organization that embraces reflective growth as the primary driving force behind continuous, lasting improvement.” (page 15)

Members who participate in a culture of reflective practice employ the following:

- Speak the language of reflection
- Engage in rigorous metacognitive tasks
- Earnestly support their individual and collective growth

There are seven fundamentals that provide the foundation of a culture of reflective practice (Hall and Simeral). Any one of these fundamentals is important on its own, but as we delineate what each of these parts can mean to our staff we can see where it can assist student success exponentially.

RELATIONSHIPS, ROLES, AND RESPONSIBILITIES

This fundamental takes the guesswork out of knowing what each person's part in the reflective practice will be. In this model, there are four specific roles that need to be designed: teacher; PLC/teammates; coach; and administrator(s). Administrators should include principals and any other site-based administrative position responsible for the supervision and evaluation of teachers. Coaches are those who are hired to provide professional development at the site level. PLC/teammates are fellow grade-level, department, or content teachers that have assignments that link with the teacher. Teachers are the central focus that collaborate with the others. They are part of the process to receive “effective collaborative support, differentiated feedback, and personalized coaching,” (Hall and Simeral, p. 72).

EXPECTATIONS AND COMMUNICATION: Six factors that assist in the development of coaching plans

- Have a written plan. This will allow everyone to revisit, clarify, and understand the process.
- Make sure that the staff understands their role is to actively participate in the Reflective Cycle.
- Administrators set the expectation that to meet professional goals, all teachers will work with a coach.
- Administrators set the vision for having reflective practice and follow up regularly to place the vision before the staff.
- Coaches are responsible to meet with the teachers to communicate what their role looks like for each coaching relationship. This includes what support services are available to the staff.
- Assessment and implementation data is shared with staff by administrators and/or coaches to inform how it is connected to the culture of reflective practice plan.

CELEBRATION AND CALIBRATION

Time should be intentionally set aside for large and small celebrations, to recognize, reward, and celebrate successes as they occur. Celebration is most effective when tied to larger goals within the reflective practice (i.e., risk-taking, mindset growth, etc.). Identifying who to recognize can be a bit more difficult. Keep in mind to tie it to the practice and to LOOK to include those who are not generally the high-flyers. Tangible or intangible recognition and rewards reinforce the reflective practice. It is important to make time for the story behind the reward to be shared. It is an additional way to recognize/reward.

GOAL SETTING AND FOLLOW-THROUGH

The goal setting process shared in Hall and Simeral's book included these five factors (p. 127).

- Administrator meets with each teacher at the beginning of the year to set SMART student achievement-based goals
- Staff takes the Reflective Self-Assessment Tool to identify their current reflective stage on the Continuum of Self-Reflection.
- Staff identifies a personal--SMART-R—goal to grow as reflective practitioners, using the Reflective Cycle.
- Staff works diligently toward their individual goals and strategic action steps in order to continuously grow as reflective practitioners.
- Administrators intentionally follow up with staff on a regular basis to discuss progress toward goals and professional growth.

STRATEGIC PLC AND TEACHER-LEADERSHIP SUPPORT

Higher performing teams and more effective individuals within the team employ five factors: differentiated support, staff support for each other, formal and/or informal opportunities for staff to provide feedback to one another, teacher-leaders assuming roles that assist in shaping the culture of the school, teacher-leaders support their professional growth by engaging in opportunities for professional learning.

The support for the levels on the continuum for teacher by administrators and staff would look something like this:

- For a teacher in the Unaware Stage, the Capacity-Building Goal would be to build a deeper awareness of students, content, and pedagogy. The Administrator would support this teacher as a Director and the Coach supports as an Unconditional Partner.
- For a teacher in the Conscious Stage, the Capacity-Building Goal would be to work with greater intentionality in addressing student needs, content, and pedagogical practices. The Administrator would support this teacher as a Navigator and the Coach supports as a Motivator and Strategist.
- For a teacher in the Action Stage, the Capacity-Building Goal would be to build on experience and help strengthen expertise through accurate assessment of instructional impact. The Administrator would support this teacher as a Prompter and the Coach supports as a Mentor.
- For a teacher in the Refinement Stage, the Capacity-Building Goal would be to encourage long-term growth and continued reflection through responsiveness to ongoing assessment. The Administrator would support this teacher as a Challenger and the Coach supports as a Collaborator.

TRANSFORMATIONAL FEEDBACK

For feedback to be transformational to a teacher's reflective practice, it must be CART (Hall and Simeral, p150):

- **Consistent.** Feedback should be embedded into the regular practice of the teacher and capacity-builders.
- **Accurate.** Feedback provider must have an understanding of reflective language and know the meaning.
- **Relevant.** Feedback must match the teacher's goal. Observations should be intentional to look for teacher-specific goals.
- **Timely.** Positive results are more likely to occur when Feedback occurs within 24 hours.

DIFFERENTIATED COACHING

Five factors for differentiated coaching allow staff to receive coaching in the following areas:

- Regular coaching support to build personal reflective tendencies and strengthen technical skill from Administrator
- Regular coaching support to build personal reflective tendencies and strengthen technical skill from Coach
- Coaching strategies match individual needs
- Coaching strategies are growth-oriented, relevant to personal goals, and are a part of the continuous reflective process.
- Coaching support for instructional goals sought out from Coach (Staff reaches out for this)

If this resonates with you, more detailed information can be found from *Creating a Culture of Reflective Practice* by Pete Hall and Alisa Simeral (ASCD). Your school may already have coaching plans in place. The key to any effective coaching is to be able to identify where each teacher is in the professional journey and then taking that person to the next level.

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