



SPONSOR UPDATE SEPTEMBER 2024

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[Jennifer Schorr, VP of
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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.



BCHF All Schools Meeting



Welcome the new 2024-25 school year with Buckeye Community Hope Foundation! Our All Schools

meeting will kick off the year with vital updates and useful information specific to community schools. We follow presentations with our popular Solutions Center where leaders can talk in depth with an expert. Join us in person in Columbus on Thursday, September 19! BCHF requests that one representative of each school attend. Register via Frontline:

<https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=22359&I=4776895>

For a listing of local hotels, please [click here](#).

Teacher Agency and School Leadership

By Mindy Farry, Accountability and School Improvement Representative

*“Too many professional development initiatives are done TO teachers, not for, with or by them.”
--Andy Hargreaves*

Education is constantly changing and evolving. In this new environment, the concept of “teacher agency” has gained a great deal of attention. *Teacher agency* refers to the capacity of teachers to be the orchestra leader of their own professional growth, the capacity to make instructional decisions, and the capacity to influence the learning environment. In the 21st century, empowering teachers is a critical factor in improving student outcomes, encouraging true innovation, and retaining teachers.

Teacher agency is the ability of educators to shape their work environment, pedagogical approaches, and professional development according to the specific needs of their students. It involves autonomy, where teachers are not merely implementers of predetermined curricula but are active contributors to the educational process. Agency empowers teachers to take ownership of their teaching practices, engage in reflective practice, and make decisions that best serve their students' learning experiences.

When teachers have agency, they are better equipped to create meaningful and personalized learning experiences for their students. They can adapt their teaching methods to the diverse needs of their classrooms, experiment with innovative approaches, and respond effectively to challenges. This flexibility is particularly important in today's rapidly changing educational environment, where standard approaches may not always meet the needs of all learners.

Research shows that when teachers feel empowered, they are more motivated and committed to their work. This, in turn, positively impacts student engagement and achievement. Teachers who exercise agency are more likely to foster a classroom culture that encourages critical thinking, creativity, and collaboration—all 21st century skills.

Traditional professional development can sometimes be “one size fits all”; but should be described as “one size fits no one.” Traditional professional development is also often “hit it and get out”—with little follow-up, coaching, or monitoring of the topic. In a more thoughtful way, teacher agency can be supported, encouraged and developed by using a professional development plan that is differentiated for all teachers. School leaders need to thoroughly understand the needs of each individual teacher, each grade level, each department, and years of experience. Teachers can then work with their school leaders to develop an appropriate professional development plan, customized fit to their needs. Less experienced teachers or teachers who are struggling will, of course, need more assistance in the development of a plan, but including them in on the decision-making will be a huge step in developing future leaders through agency. Effective professional development provides opportunities for teachers to engage in collaborative learning, reflection, and research. From that point, teachers can be asked to share their acquired knowledge with other teachers.

School Leaders, as the heart and soul of the school, play an integral part in supporting teacher agency. Developing a sense of trust, where everyone feels valued and heard, empowers everyone in the building. Teachers can be involved in decision-making, leadership opportunities and peer collaboration. Standard 5 of the Ohio Standards for Principals (2018) addresses this concept of building leadership within the school. The standard is entitled “Capacity of School Personnel” and stresses the importance of creating leaders in the building and individualizing professional development.

School leadership plays a crucial role in fostering or hindering teacher agency. Leaders who support teacher agency create an environment of trust, where teachers feel valued and empowered to take risks. They provide opportunities for teachers to participate in decision-making processes, encourage collaboration, and support innovation in teaching practices. However, when school leaders are authoritarian and micro managers, it restricts creativity, imposes rigid roles, and certainly reduces motivation. It sends a message of top-down leadership. Teachers hear, “I don't trust you to make good

decisions on your own.”

Of course, there are obstacles to overcome. There is certainly a need for accountability, often a prescribed curriculum, and sometimes there are even cultural barriers to a trusting, risk-taking environment. In this era of high teacher turnover, principals need to be acutely aware of which teachers need more instructive coaching and which teachers can become facilitators of their own learning. It is our job, as school leaders to help develop the future leaders of our buildings.

The bottom line is that people show up differently when they feel as if they are being heard. Teachers report feeling burned out, unsupported, and disempowered as decision-makers. As school leaders, we can supply breakfasts, mental health breaks, and believe that we are doing what we need to do for teachers....in reality, turning over leadership capacity to teachers is a more long-lasting, perpetual way to help teachers feel a part of something bigger than their classroom.

Like any large undertaking, start with small bites. Form a Teacher Advisory Committee to share concerns about building issues. Meet on a scheduled basis and supply feedback to the entire staff about those meetings. Help each teacher do a self-reflection based on your evaluation rubric which will then guide that teacher in developing a professional growth plan. Review the plan with each teacher to help revise, supplement, and acknowledge their needs. Keep a running list of needs/goals from the teachers and note any similarities. Teachers could be grouped by those goal areas and then instructed how to be a part of a Professional Learning Communities (PLC). You could have a PLC working on attendance; one working on higher order questioning skills; one examining disproportionality in discipline in your building.

As we all struggle to retain teachers, we can rely on the old standards of buying teacher gifts and bringing in doughnuts on Fridays, and even raise their pay. But employees don't leave places...they leave leaders. Creating a trusting atmosphere of teacher agency where every voice is heard is the strategy which has the most lasting impact...on teachers....on administration....and on students.

Allen, L. Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, 51(1), 240–250. <https://doi.org/10.1111/flan.12311>

Collins, E., and Schaaf, K. (2020). *Teacher Retention in Tennessee*. Tennessee Department of Education.

Opper, I.M. (2019). *Teachers matter: Understanding teachers' impact on student achievement*. Rand Corporation.

New Playground and Partnerships at The Shepard School

It was an exciting day at The Shepard School as their new playground was delivered and built. The teachers eagerly tested it out, showcasing the fun to come for the students. Additionally, the school enjoyed the first of many delicious and healthy lunches provided by their new partner, Fig's Cafe and Bakery.



New School Year, New Gym

We were thrilled to celebrate the grand opening of Noble Academy Cleveland's brand-new gym! The event was made even more special with a visit from the Euclid Mayor, Kirsten Holzheimer Gail. Students are going to love making the most of this incredible new space throughout the year!!



Updated List of Approved Evidence-Based Reading Intervention Programs

The Ohio Department of Education and Workforce has added materials to the [approved list of reading intervention programs](#). The Department's list of approved reading intervention program materials includes all submitted materials that met the required criteria.

Information regarding timeline updates and supports for districts and schools in selecting materials is available on the Department's website.

Questions regarding requirements for high-quality instructional materials in English language arts may be sent to ReadOhio@education.ohio.gov.

Licensure Renewals

Educators whose licenses expired June 30, 2024, must complete all renewal coursework and submit their renewal application no later than Sept. 30, or the renewal coursework requirement increases to nine semester hours for professional, advanced or associate licenses and six semester hours for Resident Educator licenses. Licensure issues are now handled by the Ohio State Board of Education. Direct questions regarding the licensure renewal application or renewal requirements to Educator.Licensure@sboe.ohio.gov.

Upcoming Dates

There are a few upcoming meeting dates from The Department of Education and Workforce:

- 9/6 | Educator Standards Board meeting
- 9/9 | State Board of Education meeting
- 9/12 | Statewide Action Forum

Board Member Spotlight



Buckeye Community Hope Foundation (BCHF) recognizes the important work that governing board members do in supporting their school community. In recognition and support of this hard work, BCHF is highlighting one board member each month in our sponsor newsletter.

This month we are featuring Joe Crawfis, who serves on the Akron Career Tech High School board. The mission of Akron Career Tech High School is: *to empower students by integrating rigorous classroom instruction with diverse pathways, relevant enrichment opportunities, unique educational experiences and by providing students a personalized quality education. Students will be given opportunities to develop essential life skills, certified occupational skills and meaningful*

employment skills and/or entrance into a higher education program in which they need to pursue life's goals. We will focus our resources to provide every child every chance to succeed.

Joe has served as a board member since 2022. He was pursuing becoming a licensed school treasurer and wanted to learn more about the inner workings of community schools in Ohio.

Outside of being a board member, Joe works as a licensed School Treasurer serving twenty community schools around the state of Ohio. He also enjoys traveling with his family and attending his son's school and sports events.

What have you learned over the years about board meetings, and what changes have you made as a board member that help meetings run more efficiently?

ACT has a great board who really knows how to run an efficient and effective meeting, so there haven't been any improvements or changes needed in that area.

How do you solicit and retain new board members?

The school and management company solicit parents, community members, and other involved stakeholders in an effort to attract and retain additional board members.

What are some of the proudest moments you have had as a board member?

Akron Career Tech opened in August 2021 in a small building on Main Street in Akron. During the second year, we were able to relocate to a much larger facility (just down the street) with room for expanded programs like culinary arts and medical sciences.

What part of the school's mission do you most connect with?

I enjoy providing a place for students to thrive, earn their high school diploma, and enter the workforce with the necessary job skills to become valued employees.

All of us in the Education Division of BCHF appreciate the commitment to students Joe Crawfis has shown. We hope, in sharing these stories, others will consider serving as community school governing board members.

September Compliance Update

Title IX

The following is list of Title IX measures. School websites should contain updated statements, reflective of these revisions:

1. Contract info for the school's Title IX coordinator (name, phone and email)
2. The non-discrimination policy for the school
3. PowerPoints or other training materials that the school has used to train staff on Title IX

Other Compliance Items to be Posted on School Websites

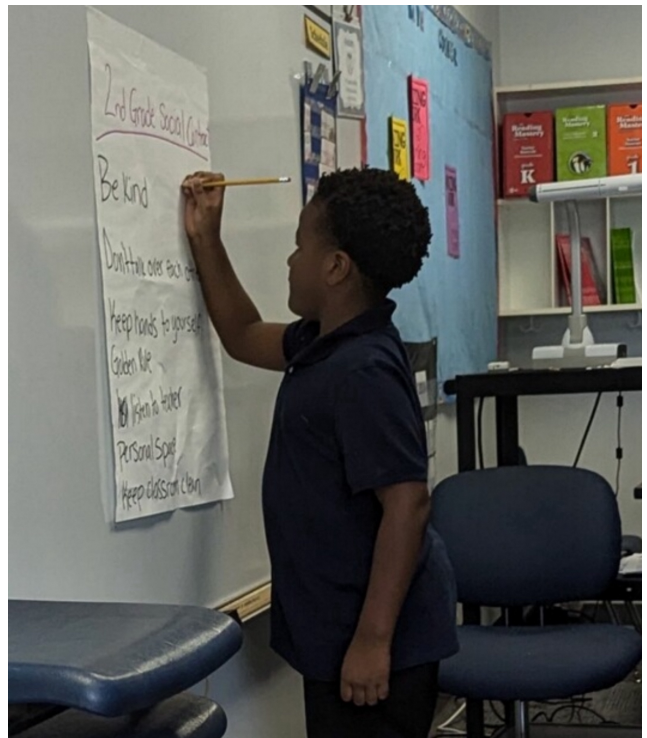
- Governing Authority Member Names
- Regular, Special, and Emergency Meetings
- Required Assessments Information
- College Credit Plus Information by February 1st of each year
- Ohio Means Jobs Information by April 1st of each year
- Career Advising and Student Success Plans
- Adequate Yearly Progress
- General Notice of Non-Discrimination
- Right of Individuals with Disabilities
- Written Summary of Verified Incidents of Bullying
- PBIS, Seclusion, and Restraint Policy
- Wellness Policy

School Spotlights

Some snaps from the first day of school at [The Academy for Urban Scholars](#). Here's to a wonderful year!



To start the school year off, K-2 students at [Bennett Venture Academy](#) worked on developing a social contract for moral focus time. A great, collaborative way to set classroom expectations.



Global Ambassador's Language Academy students are fully immersed in Mandarin and Spanish from the first day of school, to the last.



Students at Great Western Academy were all smiles on the first day of school. Here's to a great year of learning!



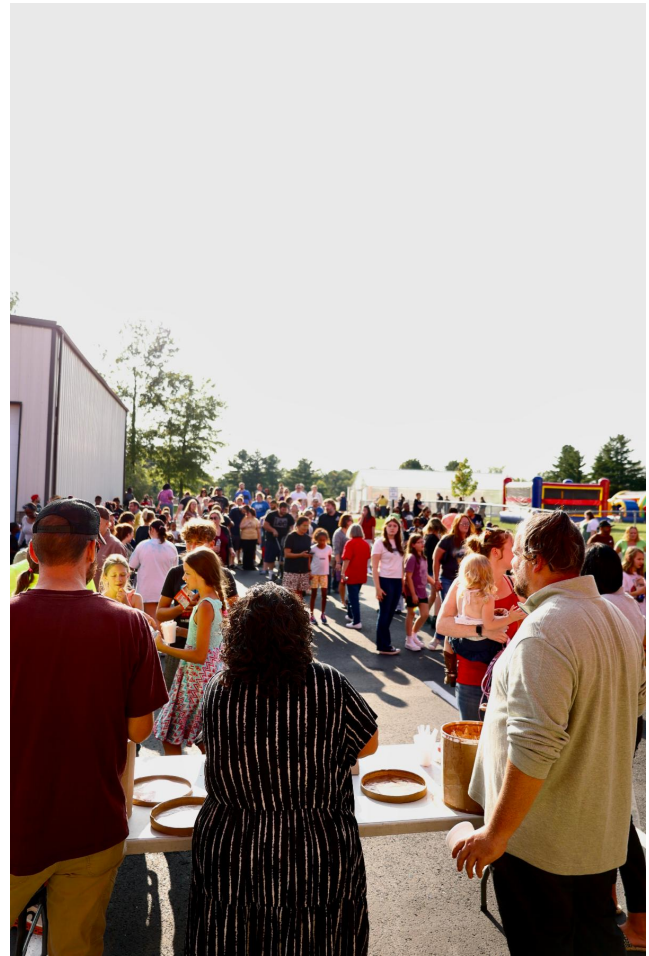
First day of school photos aren't only for students; the staff at **Horizon Science Academy Elementary Columbus** posed for a welcome back photo. This team of dedicated educators are ready for the new school year.



Students at **Lincoln Park Academy** are so excited to be back in session. Check out the fun customized photo-op for the first day!



The Richland School of Academic Arts hosted a welcome back event: a "Celebration of our Families and our Learning Community". The event had a great turnout, and was a great way to kick off the start of the school year.





Upcoming Events

September is an awesome month for start-ups and new learning. We are all coming back to school! We have MANY offerings for you to recharge and gain information. Please consider those listed. Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

FEATURE OF THE MONTH: [BCHF ALL SCHOOLS MEETING](#) – September 19, 2024 – In person in Columbus – 10: 00 A.M. to 3:00 P.M.

Welcome the new 2024-25 school year with BCHF! Our All-Schools meeting will kick off the year with vital updates and useful information specific to community schools. We follow presentations with our popular Solutions Center where leaders can talk in depth with an expert. Join us in person in Columbus! BCHF requests that one representative of each school attend this very informative and enjoyable “Kick Off” to the 2024-25 School Year!

[INCREASING YOUR MATHEMATICS LEADERSHIP IQ](#) – September 10, 2024 – 10:00 to 11:15 A.M. Synchronous online via Zoom

What essential actions are necessary to become an effective mathematics leader committed to improving mathematics education? Mathematics program improvement requires familiarity with mathematical leadership principles, teaching standards, and instructional practices. Designed for school leaders, this session evaluates your current situation while helping you kickstart your mathematics school improvement plan. The goal is to create systems and processes that will positively impact the mathematics achievement of all students.

[COHORT: LEADERSHIP](#) – “Building Faculty through Building Relationships” - September 11, 2024 – 2:00 to 3:30 P.M. Synchronous online via Zoom

The BCHF Leadership Cohort is designed with school leaders and their priority needs in mind. At this first session, we will discuss aspects of retaining a high-quality faculty. We will also focus on grounding your faculty for collective efficacy through intentional supports and relationship-building!

ALL WRITE! ALL WRITE! ALL WRITE! Writing in the Content Areas (ASYNCHRONOUS) – September 10 – October 28, 2024 – On demand

ALL WRITE! ALL WRITE! ALL WRITE! Writing IS thinking. The more teachers can use writing in their non-ELA classrooms, the deeper the thought process will be in the classroom. This is an ASYNCHRONOUS session where you can work at your own pace! Those registered by September 10 will receive a unit planning guide which you will turn in at the end of your learning which will award your CEU or hours. This is a rare opportunity for you to work at your own pace and on your own timeline to learn more about how writing enhances ALL learning.

FUN AND FACTUAL PARENT CONFERENCES – September 12, 2024 – 4:00 to 5:30 P.M. – Synchronous online via Zoom

Want to re-invent parent-teacher conferences so that they are meaningful and create two-sided discussions and conversations? Learn how to develop conferences that involve students, parents and teachers in a fruitful, honest discussion.

IT'S OFFICIALLY COACHING SEASON: How to Coach and Grow Teachers to their Potential – September 16, 2024 – 9:30 to 11:30 A.M. Synchronous online via Zoom

Yes, football season is certainly in full swing, but now is also the time to "coach up" and fine tune your instructional coaching skills. Learn how the 4-box and 9-box methods can enhance your connections with the teachers whom you coach. In this session, we will discuss and determine how coaching can make the difference for your year, your teachers, and your school.

Central Region CPI Non-Violent Crisis Intervention INITIAL Training new certification – September 17, 2024 – 9:00 A.M. to 3:00 P.M. – In person at Flex High School Columbus

Central Region CPI Non-Violent Crisis Intervention INITIAL Training 1/4 new certification This INITIAL 6-hour training is designed to certify new crisis team members. The training will cover prevention strategies, verbal de-escalation strategies, disengagement skills, and holding skills. Participants will complete 2 hours of asynchronous pre-work and 6 hours of in-person training. Pre-work will be sent in a separate email with a personalized link and must be completed 3 days before attending the in-person session. Failure to complete pre-work will result in withdrawal from the training. This training meets Ohio Department of Education requirements for Restraint and Seclusion. CPI Blue Card credentialing expires 1 year from completion-training location: Flex High School, 907 Lexington Avenue Columbus, OH. Please email Brit Seward at bseward@buckeyehope.org for specific questions regarding this training.

Central Region CPI Non-Violent Crisis Intervention REFRESHER Training - renew certification - September 17, 2024 – Noon to 3:00 P.M. – In person at Flex High School Columbus

This REFRESHER 3-hour training is designed to renew current crisis team members. The training will review de-escalation strategies, disengagement, and holding skills. Participants must verify current credentials by presenting their current card during training or via email. This training meets Ohio Department of Education requirements for Restraint and Seclusion. CPI Blue Card credentialing expires 1 year from completion-training location: Flex High School, 907 Lexington Avenue; Columbus, Ohio Please email Brit Seward at bseward@buckeyehope.org for specific questions regarding this training.

COHORT: TEACHER EMPOWERMENT – “De-escalation” – September 17, 2024 – 4:00 to 5:30 P.M.

TEACHER POWER! Do you sometimes feel powerless to control anything in your classroom? Join us for a year-long journey as we investigate together major topics that teachers want to know about. Session One will discuss De-Escalation; Session Two will provide hints and tips to increase student engagement. Session Three will give helpful hints to improve student agency. And, Session Four will discuss lessons with Deeper Learning. Join the teacher family and ride with us this school year! Our teacher cohort is a place to learn and share ideas and strategies for helping you not only manage your classroom, but make it a safe and energized space for both the students and you.

WHY DON'T STUDENTS REMEMBER CONTENT? – September 18, 2024 – 4:00 to 5:30 P.M. – Synchronous online via Zoom

But I already taught them that! When your students have failed to acquire an important foundational skill, their previous teachers will assure you that the content has been taught. Perhaps it has. There are a number of reasons, though, why students do not retain critical content. These range from lack of practice to cultural relevancy. Learn how to better help students remember and make critical connections to retain important skills and knowledge. This session will explore recent findings from cognitive psychology and translate them into practical suggestions for YOUR classroom.

ONE MINUTE CLASSROOM MAGIC – September 23, 2024 – 4:00 to 5:00 P.M. – Synchronous online

via Zoom

Join us for a fast-paced listing of one-minute strategies that will engage students and fine-tune your teaching skills as well! This will be like "speed-dating" for teaching strategies.

INTRODUCTION TO RESTORATIVE PRACTICES – September 24, 2024 – 3:00 to 4:00 P.M. –

Synchronous online via Zoom

In this introductory session, participants will explore the foundational principles and concepts of restorative justice. We will delve into its origins, compare it with traditional punitive approaches, and discuss its application in various societal contexts. Through interactive discussions and case studies, participants will gain a deeper understanding of how restorative justice fosters accountability, healing, and reconciliation within communities.

NO MUD, NO LOTUS: MINDFULNESS IN EDUCATION – September 25, 2024 – 3:30 to 4:30 P.M. –

Synchronous online via Zoom

Feeling overwhelmed by the demands of teaching? Discover practical mindfulness techniques to navigate challenges, improve focus and emotional regulation, and lead with clarity. This session equips you with tools to cultivate a thriving school environment and unleash the full potential of your students and your school.

COHORT: SUPPORTING MULTI-LINGUAL LEARNERS: DATA MANAGEMENT AND NEWCOMER

Q's and A's – September 26, 2024 – 4:00 to 5:30 P.M. – **Synchronous online via Zoom**

Join us to stay updated with the latest research and news in multilingual education, learn innovative strategies tailored to your classroom, and engage in meaningful networking with peers. In this supportive community committed to enhancing language development and academic achievement for all students, we meet to share ideas, strategies, and ready-to-use instructional resources. Each session is a blend of learning, sharing experiences, and building a collective knowledge base to effectively support emergent multilinguals in their educational journey. Each session will focus on different topics: September 26: Data Management / Newcomer Q&A December 12: Collaborating with Classroom Teachers / Games We Love

BUILDING CULTURE THROUGH COACHING – October 3, 2024 – 9:30 to 11:00 A.M. – **Synchronous online via Zoom**

Every successful team has an intentional coach. How do you coach your "players" to win the instruction game? In this session, we will overview coaching strategies and styles that you can employ with your staff to make sure that your team is functioning to win.

COHORT: SOCIAL STUDIES – October 3, 2024 – 3:00 to 4:00 P.M. – **Synchronous online via Zoom**

A cohort for social studies educators to improve instructional practices, increase test scores, and empower students to be effective citizens. Through this collaborative group, we will be discussing the future of social studies with the advent of AI; test preparation; and turning students into citizens.

Have a story or event at your school you would like to share? Send it to Hana, Strategic Communications Specialist: hchandoul@buckeyehope.org.

BUCKEYE COMMUNITY HOPE FOUNDATION

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