



SPONSOR UPDATE

OCTOBER 2022

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[Peggy Young, Director](#)

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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.



2022 ALL SCHOOLS MEETING

Thank you to all who attended our 2022 All Schools Meeting.

We wanted to put something together to show just how valued our educators are. Thank you teachers, leaders, and staff for being such an important part of these students' lives.

Thank you to everyone who helped us collect these videos - we truly appreciate you!



USING WALKTHROUGHS AND INSTRUCTIONAL ROUNDS

by Mindy Farry, School Improvement and Accountability Representative



How do you gather evidence of teacher performance to coach, reflect, and eventually evaluate teachers? Formal observations, of course, give school leaders a great deal of information. In addition, conferencing with the teacher both before and after an observation also helps gather a more comprehensive picture of a teacher's practice and what focus areas might be most beneficial to that teacher.

But, besides those more formal processes, walkthroughs and instructional rounds can also help a school leader see instruction in the building, not only teacher by teacher, but also as an overview of instructional practices throughout the building.

Traditional walkthroughs are short, intermittent visits to the classroom. One of the most beneficial ways to conduct effective walkthroughs is to focus on an instructional strategy or student behavior. Otherwise, in a short ten minutes, an evaluator could become overwhelmed by the number of pieces of evidence.

Let's use the example of opening classes with an activity (bell ringer) and an explanation of the objective and the agenda for the class. Do a brief mini lesson with the staff about the importance of these items, how they might benefit instruction in their classrooms, share an article, and then set a goal for the weekly walkthroughs. You might say, "This week, I'm going to be focusing on these items in my walkthrough, and I will let you know the classroom averages at the end of the week. We are aiming for 85%." As the building leader, you might even keep a visible graph in the office or the teachers' work area to show how many walkthroughs you've conducted (it will keep you focused, as well) and what the percentage of classrooms are using those techniques.

At the end of the week, reveal the percentage of classrooms in which you observed that strategy. Then either repeat that focus area (if you reached your goal) or move onto another focus area starting again with a mini lesson for teachers and research. Areas you might focus on in your walkthroughs include student engagement; differentiation; rigor; student-led discussions; student-led work; number of students who complete instructional tasks, use of student data, etc. Whatever evaluation rubric you are working with will give you some ideas about focus areas.

Once you determine the overall focus areas for the building, you can begin to differentiate your focus for specific teacher needs. One teacher may want to work on her questioning skills; one may be working on classroom management.

Instructional Rounds take walkthroughs to another level that involves the staff. Instructional rounds are a disciplined way for educators to work together to improve instruction (City, Elmore, Fiarman, & Teitel, 2009). The practice combines three common elements of improvement: classroom observation, an improvement strategy, and a network of educators.

Effective Instructional Rounds (modeled after doctors as they make their "rounds"), involve 4 phases:

1. The school identifies a problem of practice that is observable; focuses on instruction; is actionable; and is high leverage. A problem of practice is something the school cares about, feels stuck on, and wants to understand more deeply.
2. Observation teams collect data that is descriptive (not evaluative); related to the problem of practice
3. Observation teams then debrief their observations. They describe what they've seen, look for patterns. It is essential that the facilitator keeps the group on the path of evidence and not judgement. "It took the teacher too long to begin class" is a judgement. "Class began 7 minutes after the bell rang" is a piece of evidence. Instructional Rounds should never be about a single teacher, but about a pattern seen in the observations.
4. The observation teams then brainstorm the "now what"—what is the next level of work.

Depending on the school, sometimes instructional rounds are groups of people who have a common "job" (ie. math teachers). Often, instructional rounds are formed by the schedule and which teachers have a common planning time. School leaders need to be creative in how they provide coverage for teacher classes. Start with a small group of teachers who are willing to engage in the practice.

Whether you are employing informal walkthroughs, or more prescribed instructional rounds, immediate feedback is essential. Recognizing the elements of sound instruction that you observed, asking coaching questions, and having conversations with teachers is an essential part of the growth process.

The challenge for all school leaders is TIME. But there is no other activity you can engage in that is more important than teacher observation, feedback, and coaching.

Some ideas:

- Create a goal for the week and be transparent about it to teachers and staff.
- Make the tracking of the goal visible.
- Treat that time as sacred unless an emergency takes you away.
- Enlist the help of administrative assistants; leave a message on your voice mail; email.
- People by day; paper by night.

"... the greatest effects on student learning occur when TEACHERs become LEARNers of their own TEACHing ..." (John Hattie, 2012)

References

- City, E. A., Elmore, R. F., Fiarman, S. E., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving learning and teaching*. Cambridge, MA: Harvard Education Press.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge/Taylor & Francis Group.
- Philpott, C. and Oates, C. (2015) Learning rounds: what the literature tells us (and what it doesn't), *Scottish Educational Review* 47(1), 49-65.
- Teitel, L. (2009). *Improving Teaching and Learning through Instructional Rounds*. Cambridge, MA: Harvard Education Press.

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 shining a light on Joel Ratner, President of the Global Ambassadors Language Academy board. The mission at GALA is: to ensure each student achieves lifelong academic success, bilingualism, and appreciation for diversity, in an engaging and academically rigorous language immersion environment.

Joel has been a board member for six years. Outside of being a member, Joel's main job in life is being a father. He is committed to his career as a nonprofit and philanthropic consultant specializing in community development and smart growth.

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

Running the board meetings in an efficient way while allowing each board member to have their say is a big challenge! Many of our board meetings run longer than I would like and we have a lot of meetings, so it's not ideal yet! But because we are a newish school, and because we are so complex with our language immersion curriculum, and now also buying our own building, it's not easy to fast track conversations that are so consequential to the future of the school. I'm still trying to balance the efficiency and timelines with the need to make good decisions as a group.

How do you solicit and retain new board members?

We have a Governance Committee that does a nice job of overseeing the process of recruitment. Many of our board members are parents, and we have in the past looked to recruit parents who have been involved with the school and are committed to the board. We do also look for community members who are committed to our agenda around being part of a global community.

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

I'm in awe of the dedication of our board members, and each meeting adds to the pride we all feel in the remarkable accomplishments of the school. Education has been so so difficult during the pandemic, so I think the commitment of the board and staff and families provides a great sense of pride. I think we all--and the whole world--were pushing ourselves forward during the pandemic in an atmosphere that was just unbelievably challenging.

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

I love the commitment to academic excellence in an urban setting combined with our commitment to being citizens of the world. I'm not sure that exists anywhere else in Ohio or for that matter too many

places in the country or the world!

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

GETTING CRAFTY

BCHF Schools Incorporate Art into their Offerings

Eagle Elementary of Akron students celebrated "Dot Day". They wore dots, read the book, and did dot art work.

"The biggest lesson of the day was that with a little support and a little confidence, we are capable of big big things."



Akron Career Tech High School has started their very first art club! Led by Mx. Vee, the art club will meet every Tuesday and Thursday after school.

The students' work will be displaying at the RKP Transit Center in Akron for nearly 50,000 visitors to see. This will be open to the public from October 1 - November 30th.

Students also have painted and distributed colorful rocks with QR codes on them containing information about the school. Once someone finds a rock, they ask that you relocate the rock for a new person to discover it!



Great Western Academy students try their hand at a pottery wheel.



Global Ambassadors Language Academy hosts a Pokémon Art Club for students.



OCTOBER COMPLIANCE UPDATE

Annual Reports

Annual reports are an October compliance item and are due to BCHF by October 31st. Your School Compliance Rep will review the delivery method to parents, students, board, authorizer, and ODE along with verify public notice of availability of the annual report in newspapers and/or online methods.

Section 3314.03 of the Ohio Revised Code states that the school governing authority will comply with the following:

(g) The school governing authority will submit within four months after the end of each school year a report of its activities and progress in meeting the goals and standards of divisions (A)(3) and (4) of this section and its financial status to the sponsor and the parents of all students enrolled in the school. Divisions (A)(3) and (4) state: (3) The academic goals to be achieved and the method of measurement that will be used to determine progress toward those goals, which shall include the statewide achievement assessments; (4) Performance standards, including but not Annual reports — continued limited to all applicable report card measures set forth in section 3302.03 or 3314.017 of the Ohio Revised Code, by which the success of the school will be evaluated by the sponsor.

Staff Trainings Due in October

Bullying, Harassment, Intimation Training

Heimlich Maneuver Training

Questions? Please contact your school's Sponsor Representative.

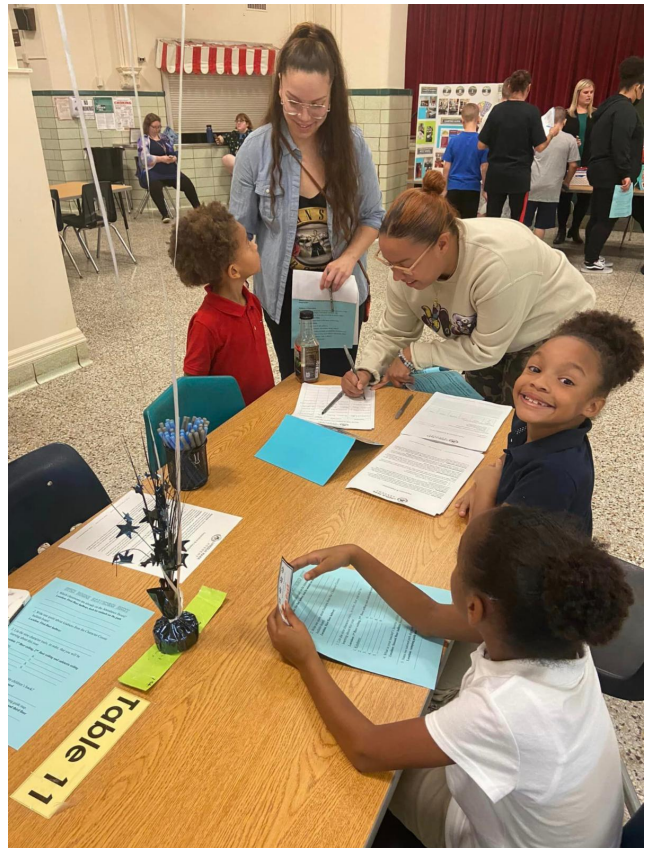
SCHOOL
spotlights

Imagine Akron Academy students volunteered with one of their community partners, The Salvation Army, to pass out meals to families. So proud of these students' helpful hearts and for making an impact on their community.

Watch the video here: https://fb.watch/fG_HB8h03I/



Lincoln Park Academy hosted their back to school open house for students, family, and friends.



Students at Main Preparatory Academy hosted their grandparents for "Granola with Grands".



HSA LORAIN DEDICATES AUDITORIUM

Horizon Science Academy of Lorain has dedicated their auditorium to former teacher Dr. Yakup Cetin, whose life was tragically cut short by brain cancer. Dr. Cetin taught at HSA Lorain for 2 years, leaving an impact on everyone he met.

“Dr. Cetin valued helping others, being an honest person, and working hard in everything he did. He had a gift for teaching others the importance of looking at life from the other person’s point of view, and to approach things realistically and rationally,” said Jayson Bendik, former HSA Assistant Principal.

A ribbon cutting ceremony was held to dedicate the auditorium. The ribbon was cut by Dr. Cetin’s eldest daughter, Zeynep, who was a valedictorian for the HSA Lorain class of 2021. Dr. Cetin’s wife still teaches at the school and their youngest daughter is in fourth grade.

“Dr. Cetin came to the United States with his wonderful family in 2017 with the hopes of a better future and new challenges to help and serve others. He then began working at our school as an ESL teacher and immediately, his impact was felt in the hallways with students, parents, and colleagues. Whether it was his amazing charm, wonderful smile, savvy intellect, wonderful stories, or funny jokes - he could light up a room wherever he was,” said Bendik.

The Cetin’s did not have extended family in the United States, but made a family through their school community and neighbors. The dedication was well attended and full of love and remembrance.

Left to Right: Mayor Jack Bradley, Mrs. Varner- Community Engagement Coordinator, Zeynep Cetin- Dr. Cetin's Daughter, Mrs. Collins- Principal, Mr. Bendik- Former HSA Assistant Principal



KIDS FIRST CONFERENCE

Bridging Community Hope Division Explores Opportunity in South Carolina

Our Bridging Community Hope division presented this week at the 2022 Kids First Conference in Columbia, South Carolina. Discussing innovation in the charter school world, we are eager to build bridges to new opportunities for those who need them most.

[View our Brochure](#)



UPCOMING EVENTS

FALL into some great professional development opportunities this season! BCHF is beginning its cohort series and offering some “just in time” topics to appeal to your school’s needs. To register for a session, click the session name below OR register through our professional development catalog [available here](#).

[Tackling the Motivation Crisis – October 5, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

"They just don't want to learn!" We hear teachers bemoan the fact that students do not have any intrinsic motivation to learn and do work. Learn practical strategies that take teachers beyond stickers, pizza parties, and other cumbersome incentive systems that are hard to quit.

[Math Cohort 1: Catalyzing Change Part 1 - Creating Equitable Structures in Mathematics – October 6, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

The purpose of this cohort is to provide educators with the tools for creating high-quality and equitable mathematics classrooms. In session 1, we will discuss Chapter 3 of NCTM's series, Catalyzing Change in Early Childhood and Elementary Mathematics. We will center our work around dismantling inequitable structures, including ability grouping and tracking, and challenging spaces of marginality and privilege. It is recommended (not required) to have read Chapters 1, 2, and 3 prior to attending.

[Literacy Cohort 1 – October 13, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

This session is intended for school leaders, literacy coaches, literacy teachers, content teachers, and anyone interested in knowing more about teaching reading, writing, and providing support for students with dyslexia. The series of Literacy Cohorts will provide practical strategies for the Science of Reading and teaching writing. Literacy Cohort #1 will focus on 3 areas: The Science of Reading 1/4 Best Practices for reaching all reading subgroups (typical reading ability, hyperlexia, general reading disability, dyslexia) Writing 1/4 a) Writing with structure clarity and coherence and b) Uncovering and addressing mistakes in interpretation Dyslexia 1/4 any updates in the law; how we are addressing the dyslexic students' needs in our schools.

[Culturally Responsive School Leadership Session 2 – October 18, 2022 – 10:00 A.M. to Noon – Via Zoom](#)

This meeting is a book study of Muhammad Khalifa's Culturally Responsive School Leadership book, distributed at our All-Schools Meeting. With the help of school leader Kadir Parlar, we will examine Chapter 2 of the book.

[Nurturing a Love of Language: Practical Vocabulary Development Strategies – October 18, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

How do children and youth REALLY acquire vocabulary and comprehension skills? Based on the extensive research into language and vocabulary development of Isabel Beck, this session will present characteristics of effective vocabulary instruction, instruction that sparks development of both word usage AND concept development. The session will present strategies and activities for all ages of students.

[Special Education Update #1 – October 19, 2022 – 3:00 to 4:30 P.M. – Via Zoom](#)

Meeting the needs of students with disabilities can be challenging and overwhelming. This BCHF cohort series will allow special educators and those working closely with students with disabilities to share and continuously improve together. We will discuss updates and explore a topic in more detail at each cohort meeting. This first session of 2022-23 will delve into the Problem of Disproportionality in special education.

[Fall English Learner Cohort "Gathering" – October 20, 2022 – 3:00 to 4:30 P.M.- Via Zoom](#)

The English Learner Cohort is a dedicated time for sharing amongst educators serving English Learners. In this session, we will review the identification and screening process, discuss ways we can write objectives that set our ELs up for success in TESOL and content classrooms, and share a fun, versatile game you can use to practice a variety of content. Bring all of your burning questions about serving ELs!

[Crisis Prevention Institute--NW Ohio Location - FULL \(Initial\) TRAINING – October 21, 2022 – 8:30 A.M. to 3:30 P.M. – In person](#)

This session registration is for full or initial CPI training. Participants will learn the key components to the CPI model for non-verbal crisis intervention as well as professional standards for the use of safety interventions. This training will also provide an overview of the ODE policy on Restraint and Seclusion and shall meet training requirements for restrictive intervention procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch. Training manuals will be furnished by BCHF. Those who register for initial training will receive an email with a link to an online portion of the course (2 hours) to be completed prior to the in-person training on October 21.

[Crisis Prevention Institute--NW Ohio Location - REFRESHER TRAINING – October 21, 2022 – Noon to 3:30 P.M. – In person](#)

This session is for those who have been previously trained in CPI within the past twelve months. Participants will learn the key components to the CPI model for non-verbal crisis intervention as well as professional standards for the use of safety interventions. This training will also provide an overview of the ODE policy on Restraint and Seclusion and shall meet training requirements for restrictive intervention procedures for school crisis teams. Participants should wear comfortable clothing and bring their own lunch. Training manuals will be furnished by BCHF.

[Leadership Cohort #2: The Coach Approach – October 25, 2022 – 4:00 to 5:30 P.M. – Via Zoom](#)

The Tightrope! There is a delicate balance between being a teacher's coach and that same teacher's eventual evaluator. Discussion will revolve around the coaching model of teacher evaluation and how to develop a trusting relationship with those whom you must also evaluate.

[High School Cohort 1 – October 27, 2022 – 3:00 to 4:30 P.M. – Via Zoom](#)

Understanding the graduation requirements for the Class of 2023 and Beyond equips school staff members with knowledge necessary to provide guidance and engage with students in their future planning. The High School Cohort will provide a forum for professional dialogue focused on graduation

pathways and requirements while delivering evidenced-based practices for alternative school improvement.

[Supporting Struggling Writers: Practical Strategies – November 15, 2022 – Via Zoom](#)

Looking for some extra supports for your authors that won't add to your prep time? In this workshop, you will learn simple strategies you can use right away to help your authors who find it challenging to write paragraphs, extended responses and structured essays. This workshop will benefit teachers and specialists serving students with disabilities, English learners, and students with skill gaps for whom grade-level writing seems daunting.

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



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

3021 E DUBLIN GRANVILLE RD.
COLUMBUS, OH 43231
(614) 942-2030

Get In Touch



Buckeye Community Hope Foundation | 3021 E Dublin Granville Rd, Columbus, OH 43231

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