



## SPONSOR UPDATE

MARCH 2023

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[Visit our Website](#)

[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.



## IMPORTANT REMINDER

Please remember to complete our **ANNUAL NEEDS ASSESSMENT** by **March 15, 2023**. If you have already completed it, thank you! If you have yet to complete the survey, the link is as follows:

<https://www.surveymonkey.com/r/DJ97BQD>

## THE CONGRESS OF FUTURE MEDICAL LEADERS

AUS Student Selected to Attend



Semaj Cardwell, a junior at The Academy for Urban Scholars High School, has been selected as a Delegate to represent Ohio at the Congress of Future Medical Leaders in Boston this summer.

The Congress of Future Medical Leaders is a verified honors-only program for high school students who are dedicated to the service of humanity through medicine, either as physicians or in scientific research. The purpose of the Congress is to honor, inspire, motivate, and direct students. Students are nominated to the Congress and are screened through an application process that includes GPA verification. Academically superior high school students are honored for their dedication, talent, and leadership potential in medicine.

“My mom submitted all my details for the program,” said Semaj. “When we found out I was accepted, she cried when we read the letter!”

Semaj has been interested in the medical field from a young age. His favorite class in school is biology and he’s excited to continue learning about the industry at the Congress.

“Mr. Cooper [a mentor for the AUS boys mentoring program] got me excited about doing the Congress,” said Semaj. “Ever since I was little, I wanted to be either a musician or a biomedical engineer.”

At the Congress, Delegates will have the opportunity to network with experts in the medical industry, listen to guest speakers, meet like-minded scholars, and view a surgery in real-time. Past speakers at the Congress include M. Joycelyn Elders, M.D., Surgeon General of the United States (1993-1994) and Mary E. Klotman, M.D., Dean of Duke University School of Medicine.

“It’s nerve-wrecking and exciting – it’s a huge honor,” said Semaj. “I’ll be meeting some of the greatest doctors alive and get to witness a surgery. This is a huge opportunity for me.”

Semaj will be attending the Congress with Derek Lee, Director of Innovative Academics at The Academy for Urban Scholars High School. Outside of his passion for the medical field, Semaj plays 7 instruments and enjoys travelling.

“I’m excited for the overall experience,” said Semaj. “Seeing the guest speakers at the Congress, touring a new city that I haven’t been to, and meeting new people. This opportunity means so much to me. It’s a confidence booster and makes me excited for my future.”

All of us in the Education Division are incredibly excited for Semaj and his accomplishments. We wish you the best of luck at the Congress!

## CAREER LADDERS AND SPECIALIZATION: A SOLUTION TO SHORTAGE?

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

Last August, my father left the hospital after a week in cardiac care. He was wheeled down to my car on a rainy afternoon by a medical technician. Dee stood in the soaking rain as we safely loaded him into the car. She was happy and proud to release her patient after a week of intensive teamwork among unit staff. Dee, the “tech,” took care of most of Dad’s immediate needs--- checking vitals, assisting with trips to the bathroom, getting water and ice, and engaging in calm conversations. Joe, his capable registered nurse, came in a few times a day for updates and administration of medications. A charge nurse, physician’s assistants, nurse practitioners, and, of course, several doctors were involved. The specialization was overwhelming.

“Ladders” and specialization are the hallmark of today’s medical professions. What is a Certified Nurse Anesthetist anyhow? I am not sure, but reports say professionals in this advanced level of nursing earn about \$200,000 per year. A med tech like Dee is typically climbing the ladder. Med techs often work while they study for licensed practical nurse or registered nurse credentials. Hospitals and colleges have partnered to make these pathways, as well as those leading to advanced nursing options, visible and accessible.

Let us contrast these career options and lifestyles with those of the teaching profession. Teachers often stand outside in the pouring rain safely loading students onto buses. As a teacher, I never felt too good or too proud to do bus duty, playground duty, or (the worst) lunchroom duty. However, I often worried about what I needed to do before I left school: planning and setting up for tomorrow’s lessons, calling a parent, accessing resources, or checking in and collaborating with other teachers. An extra forty-five minutes in lieu of bus duty would have made my job more manageable.

It is a fact. Teachers in the United States still perform many non-teaching duties. Teachers are overqualified for many of the tasks they perform, like taking lunch counts. But they are also underprepared for some more pressing educational issues, like how to deal with complicated student behaviors or planning truly rigorous lessons. Could career ladders and professional specialization lead

to a more effective professional and manageable lifestyle? Some schools are finding out. Schools with double planning times and reduced extra duties for teachers, in fact, tend to keep, or retain, most of their teaching staff from year to year.

In the past, the only “pathway” beyond teaching led solely to school administration, a different kind of profession altogether. But there could be so much more! Picture a school where the administration is introducing a new math curriculum. All teachers receive some basic training in its use. But a few are trained to be math specialists. Specialists receive enhanced pay because they instruct students, coach other teachers, and prepare lesson plans for the rest of the teaching team. Teachers on the team implement the lessons but are freed up for coaching and consultation by a teaching intern, who can handle the distributed practice portion of the lesson. Picture a high school student in a “Cadet Teacher” club that assists the neighboring elementary. Cadets who retain interest in teaching could look forward into a pathway that includes internships in schools, paid paraprofessional work, student teaching, a supervised residency including an area of specialization, and a variety of “advanced teaching” alternatives with enhanced salary.

Career ladders and specialization of our vital teaching profession could help both recruitment and retention of high-quality teachers. Several studies indicate that few high school students, only about 5%, have an interest in teaching. Interest among males and diverse candidates is even lower (Brenneman, 2015; Moeny, 2015). Teachers often discourage students from teaching, sharing out the challenging work, low pay, lack of promotion opportunities, and problems with societal support (Moeny, 2015). Well-specified career ladders could boost appreciation for the profession by emphasizing promising specialized pathways. School staffing problems and portions of the day spent in non-teaching tasks are situations that could improve with the help of early entry-level “interns” and “residents.” Providing advanced, specialized steps on the career ladder may provide better living wages and expertise needed for specific programs.

Programs that work to improve and better define roles within the teaching profession need to keep one thing in mind: students and their needs. Kindergarten students, for example, may not benefit as much as older students from a large “team” of teacher specialists.

A few initiatives are underway to build career ladders with entry-level steps. These include:

- Career-technical pathways that allow high school students to explore their interests in a profession in education. *Teaching as a Pathway* courses at Elizabethtown High School in Tennessee permit high school students to design instruction for incarcerated adults, or for younger students. The program partners with Fort Lewis University and includes exploration of financial support for pursuing a degree and specializations in education (Boss, 2022).
- A bill introduced in the Michigan legislature would permit student teachers to be paid up to \$90 per day. Previously states and teacher accreditation agencies have specified student teaching as an unpaid experience, causing financial hardships and the need for loans. The Bill would also increase stipends for mentors who supervise student teachers.
- Tennessee is one of several states that have designed a “Grow Your Own Teacher” program. The Department of Education awards grants to universities which partner with local school districts. Candidates in training receive stipends and tuition credits, avoiding college debt. The result brought increased numbers of teachers for shortage areas, like English learner support, as well as increased diversity in the teacher workforce (Wood, 2022).

It will take collaborative efforts among schools, teacher training programs, and departments of education to thoughtfully re-design the teaching profession. But we need long-term solutions that consider the many deep roots of today’s teacher shortage. Quick fixes like lax certification requirements will not meet our students’ needs. And, in the absence of effective solutions to the current crisis, we simply leave teachers--- and their students--- out in the rain.

Boss, S. (2022, November 28). Showing high school students career pathways to teaching. *Edutopia*. Retrieved from [Showing High School Students Career Pathways to Teaching | Edutopia](#)

Brenneman, R. (2015, April 21). Fewer high school students show interest in teaching, study says. *Education Week*. Retrieved from [Fewer High School Students Show Interest in Teaching, Study Says \(edweek.org\)](#)

Moeny, J. (2015, April 2). Don’t become a teacher: A history. *Education Week*. Retrieved from [Don't Become a Teacher: A History \(edweek.org\)](#)

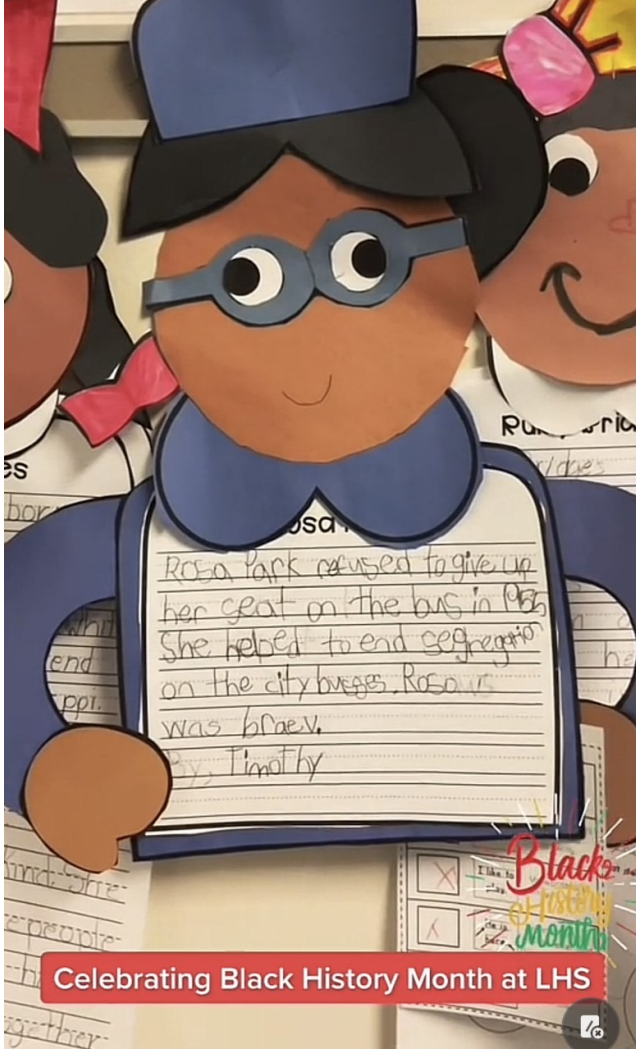
WILX News 10 (2022, June 23). Student teacher bill. Lansing, Michigan.

# CELEBRATING BLACK HISTORY MONTH

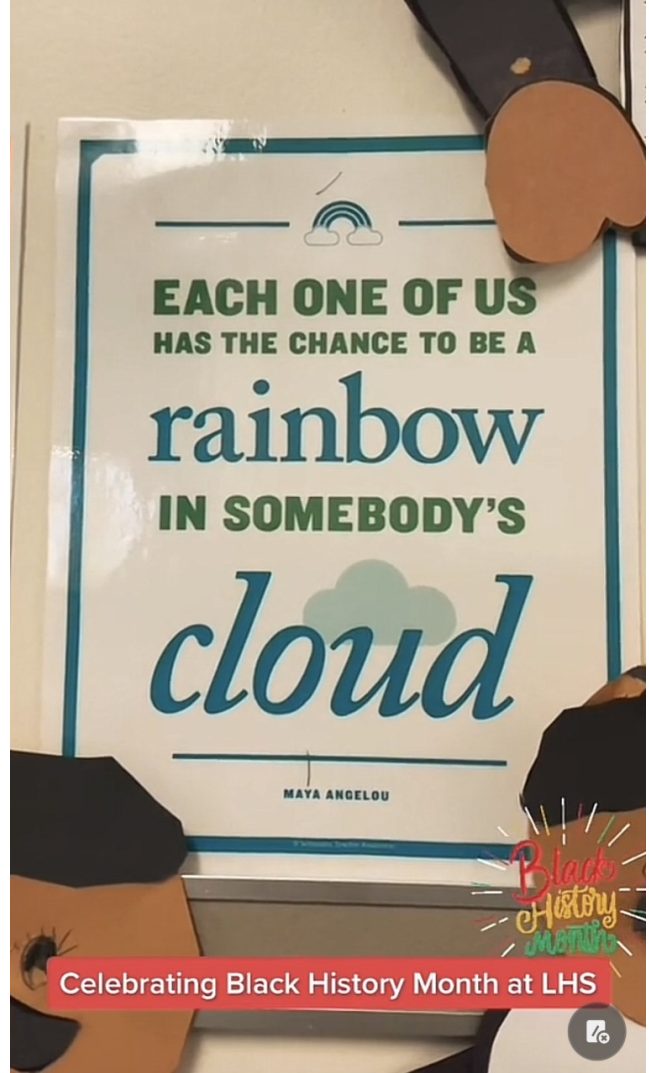
Jack Bradley, City of Lorain Mayor, visited [Horizon Science Academy Lorain](#) for their Black History Month celebration. Check out some of the highlights from the night [here](#).



[L. Hollingworth](#) hosted a family movie night, showing the movie *Hidden Figures*. They also displayed art and student creations to celebrate the month. [Click here](#) to see some of the students work.

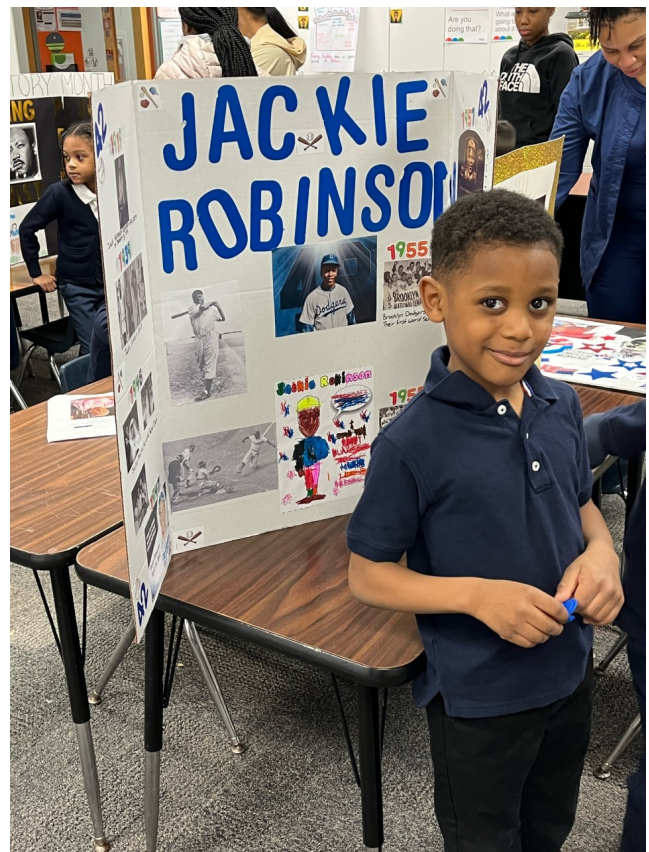
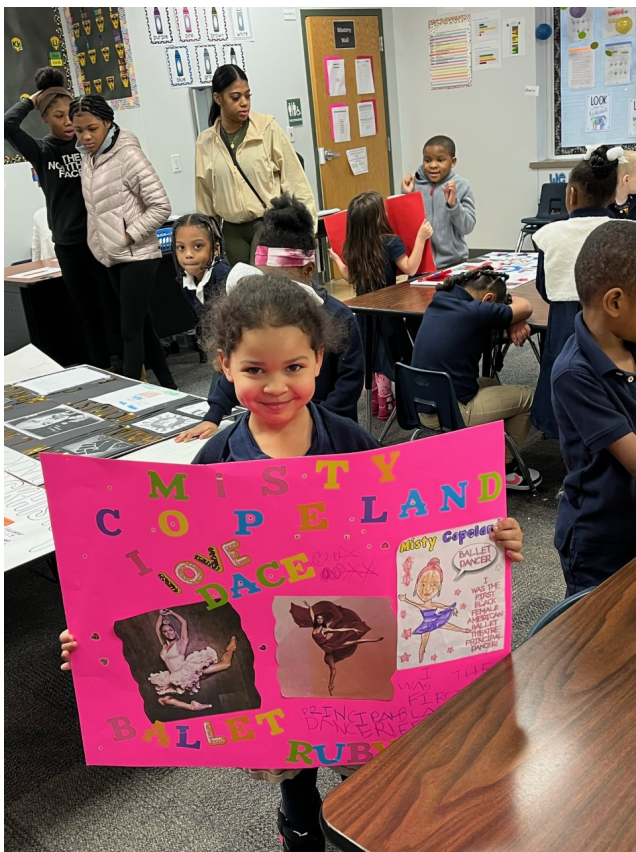


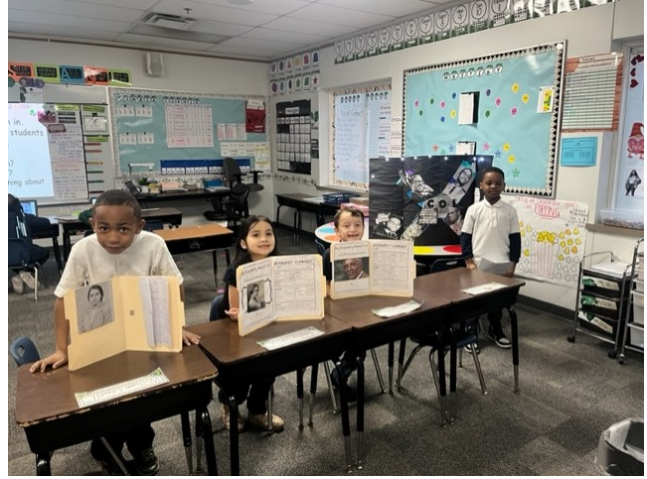
Celebrating Black History Month at LHS



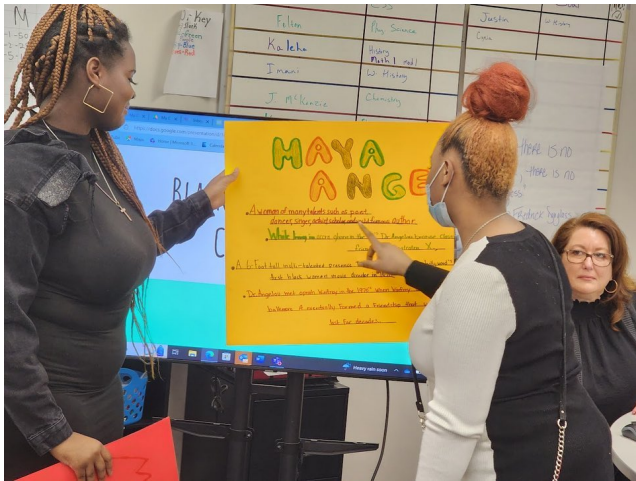
Celebrating Black History Month at LHS

**Bennett Venture Academy** hosted a gallery walk to showcase students' Black History Month projects! 115 families came out for the event!

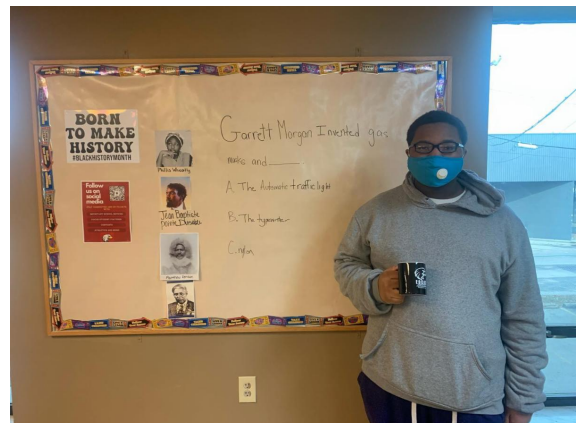
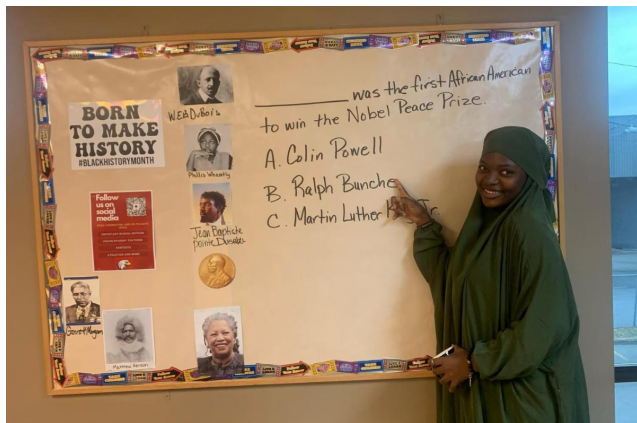




**Flex High Cleveland** hosted a Black History Month event attended by students, staff and members of the local community!



**Focus North High School** curated Black History Month trivia! Pictured here are some of the trivia winners, Musharafa and Tyreece.



# MATH MINUTE

Brit Seward, M.Ed., School Improvement Representative, Math Specialist

At all grade levels, formative assessment (FA) should be integrated intentionally and systematically into classroom instruction (National Council of Supervisors of Mathematics and Association of Mathematics Teacher Educators, 2014). Teachers should use a variety of FA strategies to assess student learning and guide instructional decisions; however, formative practices are difficult to focus on for many teachers due to internal and external policies and pressures. Studies have demonstrated a link between a teacher's pedagogical knowledge and their understanding and application of FA in mathematics. Could school leaders make FA a priority and help all teachers see its potential?

By supporting teacher development, school leaders can help teachers translate their knowledge of FA methods to support students' achievement. In addition, they can reflect on their own teaching and pedagogical knowledge. Research-based recommendations for leaders include:

1. Develop learning spaces to build teachers' self-efficacy as the facilitator, not the authority.
2. Identify teachers' current FA strategies and areas in need of instructional support.
3. Differentiate targeted instructional supports to meet teachers' diverse needs related to the implementation of effective FA strategies.
4. Construct a common definition and purpose statement for teachers to internalize and incorporate FA into practice.
5. Provide instructional support focused on teachers' understanding of factors that influence their choice of FA strategies.
6. Unpack multiple factors for teachers to consider when they need to adjust instruction.
7. Collaborate with teachers to examine various types of instructional adjustments to be made.
8. Create and sustain ongoing individualized support.

FA informs how teachers adjust the teaching and learning situations in a classroom, but school leaders must acknowledge the reciprocal relationship: decisions that teachers make based on their knowledge of content, students, curriculum and teaching guide their choice of tools for FA.

Resource: Kenney, R. H., Lolkus, M., & Maeda, Y. (2023). Formative Assessment in Secondary Mathematics: Moving Theory to Recommendations for Evidence-Based Practice, *Mathematics Teacher Educator*, 11(2), 76-92. Retrieved Feb 28, 2023, from <https://pubs.nctm.org/view/journals/mte/11/2/article-p76.xml>

# 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 Rachel Pitts, President of the L. Hollingworth School for the Talented and Gifted board. The mission of L. Hollingworth is to guide all students to develop character and maximize their full intellectual potential by empowering them to use their unique gifts and talents. This will lead to academic excellence and a new generation of high character, contributing members of a global society.

Rachel has been a board member for over 15 years.

"I was fortunate to have been invited to the board even before the school's inception," said Pitts. "I had been serving as a volunteer at my girls' elementary school, lending myself

to the staff in whatever capacity they needed me. When I was invited, I wasn't really sure why; I had no formal education but I have always had a passion for learning. The future administration of the school



thought that it was important to have a parent on the board, someone who was familiar with the challenges and day to day activities of students. For over 15 years now, I have served as both board secretary and board president and have learned so much about the charter school movement and the benefits of school choice."

Outside of being a board member, Rachel jokes that she is retiring from "momming", as her youngest graduates in the spring..

"I am looking forward to the new friendships I am forging with our adult children. I heard someone say that we will know our children as adults longer than we will know them as children and I am anxious to watch them take the lessons we have given them and make a new life for themselves," said Pitts. "Now it's time to shift gears! Beautiful grandbaby #3 is on the way, due in July in warm and sunny South Carolina. I feel a vacation calling my name."

**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?**

Be prepared!! Our admin team is really fantastic, we receive reports to review within a few days of our meetings. These reports supply us with great visuals that show test results and trending academic activity. We are able to get a good sense of the atmosphere and the culture that is being fostered in the school building through these reports. The biggest advice I can give to help a meeting run smoothly and efficiently is to encourage the membership to read through any reports, correspondences (including the sponsor update) and to write down any questions they may have before attendance to the meeting. Our meetings generally run about an hour, which seems to work well for most of our members.

**How do you solicit and retain new board members?**

This is a tough one! Since the beginning we have had a steady stream of professionals from various backgrounds in things like law, social work and finance as well as in education. We look for individuals that may be able to contribute their time and talents to further the mission of the school.

The social climate charter schools exist in requires a diverse set of tools to ensure the school's fiscal and academic success as well as the growth of social and emotional development. A school board member would need to understand their individual role in the fulfillment of that mission.

I think it's easy to retain members who feel they have been purposely chosen to contribute to a specific need within the board. Administrators and board members are always on the lookout for potential candidates, looking for individuals who are confident and committed.

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

By far my proudest moment was the ribbon cutting ceremony for our school building. Giving our community a warm and welcoming environment for their children to learn and grow has been the highlight of any personal success of mine. I love coming through the front doors and seeing the smiles of students and staff alike.

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

All of it! My own children have walked through these classrooms for over a decade. My family is living proof of L. Hollingworth's mission. 3 of our children, all very different from each other have benefitted greatly from the individual attention and connection from staff and students. My children have made lifelong friendships at the school and have brought a couple of "bonus" kids into our own family. My children remember their time at L. Hollingworth fondly and I have to believe they are better equipped for what comes ahead because of the time they spent there.

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

MARCH  
COMPLIANCE UPDATE

## Food Service Licenses

Food service licenses expired statewide on March 1st. Updated licenses for schools and vendors/caterers should be uploaded to SharePoint and posted in your buildings.

## Board Member Annual Training Requirements

Board members are required to complete 2 hours of board training per school year as stated in the sponsor contract. This board training must include Public Records and Open Meeting Law training as required by Ohio Revised Code (see [Section 3314.037 - Ohio Revised Code | Ohio Laws](#)). BCHF offers online training modules that satisfy these requirements. Please contact your sponsor representative for more information.

The logo for 'SCHOOL spotlights' is centered within a solid green rectangular background. The word 'SCHOOL' is written in a large, white, sans-serif font. Below it, the word 'spotlights' is written in a smaller, white, lowercase sans-serif font, with each letter separated by a small gap.

# SCHOOL

spotlights

**Akron Career Tech High School** is hoping to create an uplifting culture at the school through a new student group: "Caught You Doing Something Good".



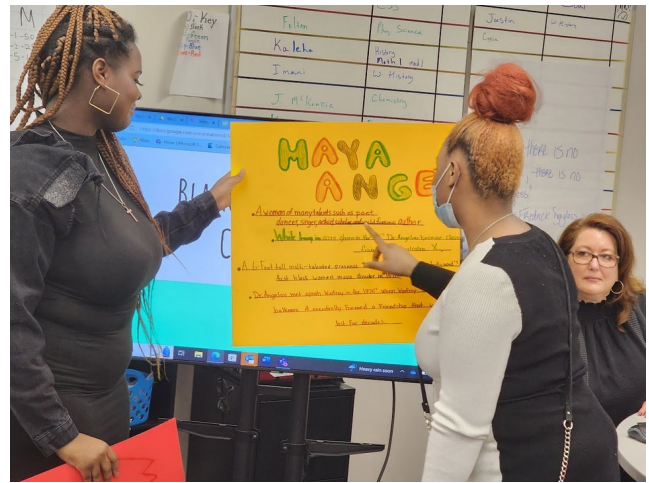
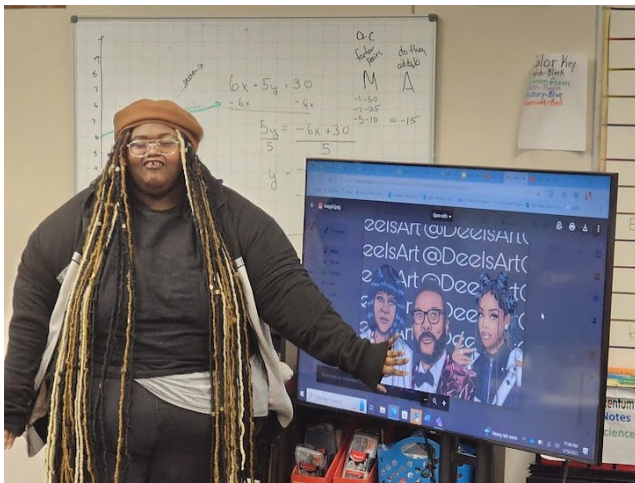
Focus Learning Academy of Southeastern Columbus hosted an Art Day where students were able to create a variety of artworks. Check out some of their creations:



Focus North High School has their very own music studio. Check out Mike hard at work mixing some beats!



Flex High Cleveland hosted a Black History Month event attended by students, staff and members of the local community!



Love and friendship are in the air as Global Ambassadors Language Academy students wear red and pink to celebrate Valentine's Day.



Students at **The Richland School of Academic Arts** dressed up for "Decades Day". Check out their looks:





**Main Preparatory Academy** hosted a Sons and Daughters dance. They had a DJ who kept everyone dancing!



**Stambaugh Charter Academy** hosted a "Be Her Guest" dance party!



## GRANT OPPORTUNITY: CLASSICS FOR KIDS FOUNDATION INVITES APPLICATIONS FROM K-12 MUSIC PROGRAMS

DEADLINE: MARCH 15, 2023

The [Classics for Kids Foundation](#) believes that playing a stringed instrument can transform a child and give them experiences and skills that can help make them more successful.

To that end, the foundation invites applications for its matching grant program, which will award grants to schools or nonprofit organizations in support of incorporating string instruments in K-12 music education programs. All instruments in the string family are supported (including guitars and ukuleles).

Applicants must have nonprofit status and be based in the United States.

For complete program guidelines and application instructions, see the Classics for Kids Foundation.

[Link to complete RFP](#)

## UPCOMING EVENTS

It's hard to believe that we are headed into the Spring of the 2022-23 school year! Spring is a busy time with state testing, special events, and the push to finish all our well-planned



instruction. Put a spring into your practice by joining us for some meaningful seminars and conversations, listed below. You may register by clicking on the session name OR go to our 2023 catalog [available here](#).

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**[DEI Cohort Meeting 3: Developing Cultural Competence - March 6, 2023 – 4:00 to 5:30 P.M.](#)**

Developing Cultural Competence. Gaining cultural competency enables us to comprehend, engage, and communicate with students from different cultures. It enables us to appreciate the distinctions more effectively between various cultures and our own. We will use the Intercultural Development Inventory (IDI) and the Intercultural Conflict Style (ICS) to further explore our on lived experiences.

**[Culturally Responsive School Leadership Book Study: Chapter 6 – March 9, 2023 – 10:00 to 11:30 A.M. – online via Zoom](#)**

Under the facilitation of School Leader Lisa Cook, participants will discuss key ideas and leadership implications of Chapter 6 of Dr. Muhammed Khalifa's book, Culturally Responsive School Leadership. Chapter 6 addresses "Promoting Anti-Oppressive Schooling Through Culturally Responsive School Leadership." We have been having some great conversations in this study so please join us whether you have been in earlier sessions or not!

**[A Pinch of PD: What Makes a Great Teacher – March 9, 2023 – 4:00 to 5:30 P.M. – online via Zoom](#)**

This session will cover a "pinch" of each of these areas about being a great teacher: making student-based decisions, professionalism, shifting your focus, and your favorite and least favorite teacher. The intended audience includes teachers, teaching coaches, and leadership.

**[Dyslexia Update – March 16, 2023 – 4:00 to 5:00 P.M.- online via Zoom](#)**

This session will help schools meet requirements of Ohio's Dyslexia legislation. Some of the requirements including screening and teacher training begin next Fall! We urge schools to be prepared. Come online via Zoom to discuss with us!

**[Share Your Classroom, Grow Your Students – March 14, 2023 – 4:00 to 5:30 P.M. – online via Zoom](#)**

So! You've been told you'll be sharing your classroom with another educator... Whether you're a specialist pushing in, an aide supporting the teacher, or a classroom teacher who wants to know the best way to utilize the support of these colleagues, this session is for you! Participants will learn several different models for structuring co-teaching to meet students' needs as well as some strategies and templates to help tackle the challenges of shared planning.

**[Special Education Update #3 – March 15, 2023 – 3:00 to 4:30 P.M. – online via Zoom](#)**

Meeting the needs of students with disabilities can be challenging and overwhelming. Educators will discuss roles and responsibilities of all school staff, as well as legal requirements that enhance the quality of services to students with disabilities. We will pre-announce a focused topic of each update session, but all sessions will invite you to share best practices for intervention specialists and other practitioners.

**[REGISTRATION IS NOW OPEN!!!! BCHF ANNUAL SCHOOL LEADERSHIP SUMMIT – June 8 and 9, 2023, 8:30 AM to 3:30 PM – Quest Conference Center, Columbus, Ohio](#)**

BCHF's Annual Leadership Summit is live and in person on June 8 and 9, 2023! Join us for the premier professional development event. We will celebrate being back together and the accomplishments of the 2022-23 school year. We will explore themes of mutual interest and give a rousing kick-start to the 2023-24 school year! Register now for this exciting event and remember to consider bringing your leadership team. Our location is accessible to I-71 and the Polaris shopping and hotel areas.

[View the 2023 Professional Development Catalog](#) or scan below to access the events!



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

## BUCKEYE COMMUNITY HOPE FOUNDATION

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