



SPONSOR UPDATE

NOVEMBER 2025



Mission

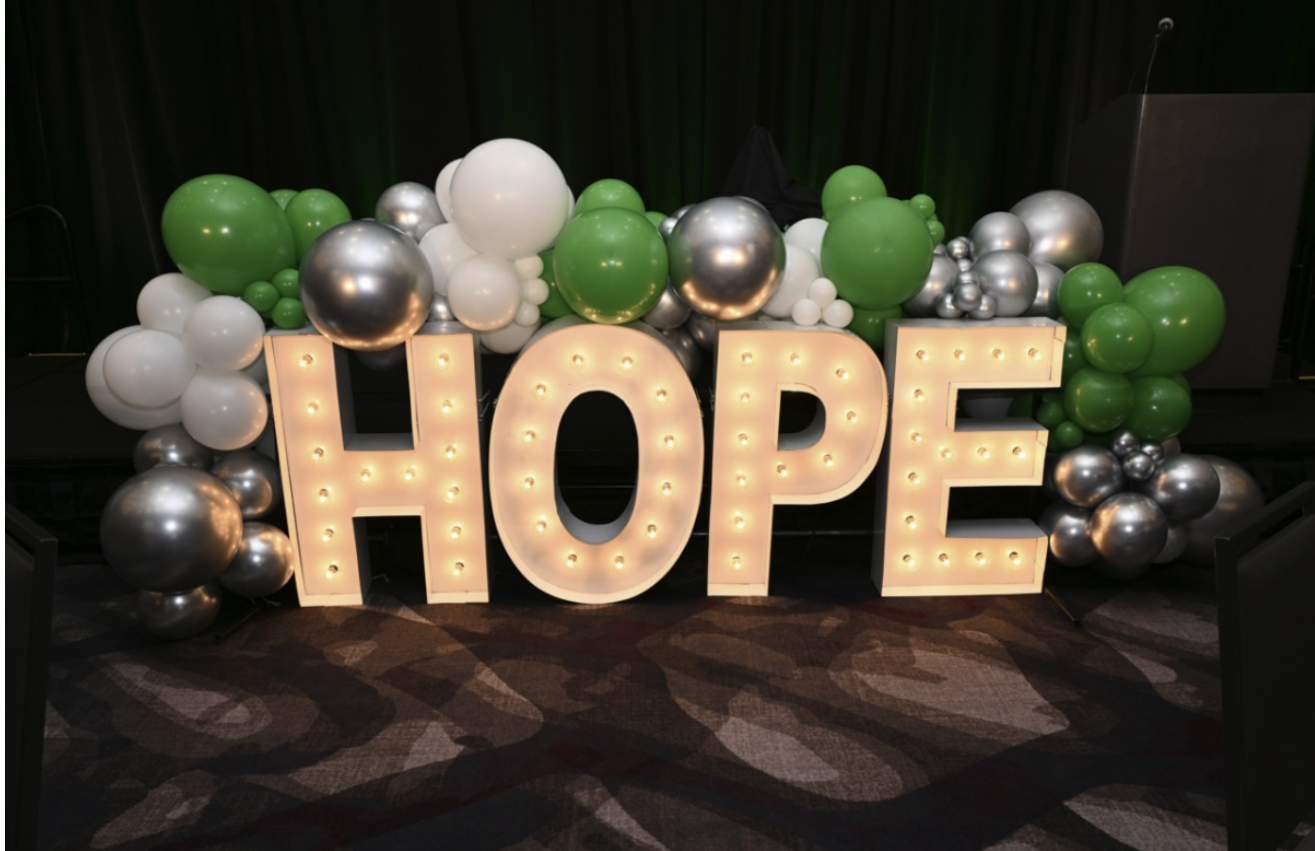
The mission of the Education Division of Buckeye Community Hope Foundation is to establish strong public community schools by adhering to quality authorizing practices, ensuring responsible oversight, and setting high standards for school performance.

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.



Celebrating 20 Years of our Education Division



On October 3, we had the incredible honor of celebrating the 20th anniversary of Buckeye Community Hope Foundation's Education Division. For two decades, we have been dedicated to empowering schools, supporting educators, and ensuring that every student has access to a high-quality public education.

It was a truly special evening spent with those who have been an important part of our journey, including partners, educators, leaders, and friends who share in our mission and values. We extend our heartfelt gratitude to our distinguished speakers who helped make the celebration so memorable:

Peggy Young – Buckeye Community Hope Foundation Board Member
Representative Jamie Callender – State of Ohio, District 57
Dr. Jim Goenner – President & CEO, National Charter Schools Institute

Their words reminded us why our work matters and inspired us to continue putting “HOPE in Action” – a reflection of our unwavering commitment to students, families, and communities across Ohio. A special thank you goes to our VP of Education, Jennifer Schorr, whose dedication, leadership, and tireless efforts have been essential in guiding the Education Division's mission and achievements.

We would also like to congratulate the recipients of the 212 Award. This special recognition is inspired by the idea that at 211 degrees, water is hot – but at 212 degrees, it boils, creating the power of steam to drive progress forward. The award honors individuals who embody that extra degree of effort, dedication, and heart that transforms good work into something truly extraordinary.

This year's honorees exemplify that spirit through their unwavering commitment to students, colleagues, and the greater education community:

Mark Baker
Stan Nicol
Dr. Carol Young
Jason Moore

To everyone who joined us in celebrating this milestone, thank you. Your continued support, passion, and partnership make all the difference.

Here's to the next 20 years of impact, innovation, and “HOPE in Action”!

The Teacher Shortage: Moving Beyond the "Why"

By Joni Byus, School Improvement Representative

Over the past several years, most schools in our portfolio have experienced the impact of the national teacher shortage firsthand. While there are many contributing factors, it is important that we do not remain focused solely on the causes. Instead, our collective energy should be directed toward understanding how the shortage affects our schools and identifying proactive strategies to ensure our students continue to receive high-quality instruction.

Key Data to Consider

- **55,000 teacher vacancies were reported nationwide in 2023 (K–12, August 2023).**
- **44% of public schools across the country reported at least one teaching vacancy.**
- **163,000 teachers currently serving are not fully qualified for their positions.**
- Each year, approximately **270,000** teachers and staff retire or leave the profession, while only **85,057** new teachers graduate annually—a number that continues to decline (PEW Research Center, August 2023).

Moving Beyond the "Why"

To respond effectively, school leaders must take a deliberate and data-informed approach to supporting, developing, and retaining current staff. Start by determining your current staff's individual education and certification, level of experience and skill sets. You may find that you can "connect" a more experienced employee to be a mentor or buddy teacher to a non-traditionally trained employee. Both groups (mentor teacher and non-traditionally trained) should provide input about what the needs are. Once these basics have been determined, a set of guidelines will be developed by the group. Some things to consider would be how often they would meet, what support will look like from their mentor and administration, and what resources are available to support implementation (financial, human or external).

The Plan for Strengthening Staff Capacity

Staff development is an ongoing, continuous process. But, with non-traditionally trained teachers, it must become an accelerated process of orientation, on-boarding, mentorship, and communication.

Orientation and Onboarding

- **Initial Training:** Begin with a comprehensive orientation that introduces school policies, classroom management strategies, and curriculum expectations. For individuals entering the profession without formal teacher preparation, this early training is critical to building foundational skills.
- **Mentorship:** Pair each new teacher with an experienced mentor who can provide consistent guidance, answer questions, and model effective instructional practices. Whether through a buddy system or a structured partnership, mentors should receive clear expectations and ongoing support for their role.
- **Leadership Check-Ins:** Schedule regular one-on-one meetings between untrained staff and school leadership to discuss progress, challenges, and next steps. Frequent communications will allow opportunities to emphasize basic principles, ensure the employee has a clear understanding or may clarify, a chance to ask questions, and time to spend learning a teacher with-it-ness about meeting the students' individual needs. As the new teacher builds understanding, diverse teaching techniques that encourage student engagement and learning.

Ongoing Professional Development

- **Workshops and Seminars:** In addition to schoolwide professional learning, offer targeted sessions focused on essential instructional skills such as lesson design, assessment practices, and differentiated instruction. Remember, if a teacher is not traditionally trained, you must fill in all of the important gaps that we typically take for granted in teacher training. A person with a

background in science who lacks teacher training will not know how to teach vocabulary, for example. Do not assume that critical areas, such as depth in behavior management, are complete.

- **Online Learning Opportunities:** Provide access to online platforms, webinars, and teaching communities where new teachers can engage in self-paced learning aligned to their individual needs.

Classroom Support

- **Co-Teaching and Observation:** Encourage new teachers to observe high-quality instruction and invite them to be observed after applying new strategies learned through PD or independent study. Debriefing with a mentor or administrator after each observation helps reinforce growth and reflection.
- **Collaborative Planning:** Facilitate joint planning sessions with mentors, grade-level peers, instructional coaches, or administrators. These sessions promote reflective dialogue around instructional choices and lesson design.

Addressing Challenges

- **Emotional and Professional Support:** Recognize that teaching, especially for new or untrained staff, can be emotionally demanding. Offer access to counseling, wellness resources, or peer support groups to help maintain balance and resilience.
- **Problem-Solving Structures:** Establish clear channels for addressing common challenges related to classroom management, parent communication, and instructional planning in a timely, supportive manner.

Final Thoughts

Developing and sustaining a plan to strengthen your teaching staff is no small task. However, with intentional structure, consistent monitoring, and a willingness to adjust as needed, schools can foster an environment where all educators—new and experienced—thrive. Remember, your school's approach will be unique, reflecting your specific context, culture, and needs. The key is not to replicate another school's plan, but to build one that ensures **every teacher grows and every student benefits**.

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Fraction Week Brings Math to Life at The Richland School of Academic Arts



When it comes to learning math, fractions often top the list of tricky topics for students. But at The Richland School of Academic Arts (RSAA), fifth and sixth grade math teacher Angel Vega decided to turn that challenge into an opportunity.

“Math is a schoolwide struggle point, and fractions are one of the hardest concepts for students to grasp,” Vega explained. “I decided that if I could make some hands-on, engaging lessons for all students, it would at least start to bridge that gap.”

That idea grew into Fraction Week, a schoolwide event designed to make fractions fun and accessible for every student, from kindergarten through eighth grade. Vega developed the concept as part of a local teacher grant proposal and found inspiration at a joint National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE) conference.

“At the conference, I learned about using literature to enhance math lessons through picture books,” Vega said. “So Fraction Week was born!”

Each day of Fraction Week featured a read-aloud and a hands-on activity focused on fractions, tailored for each grade level. The week culminated in Math Night, where students and their families explored the activities students had experienced during the week.

In the theater, families interacted with fraction-based learning stations, while in the gym, they

encountered a lively scene of movement and math. Twenty colorful mats spread across the floor invited participants to learn through motion - part of the Math & Movement program that uses physical activity to build math fluency.

“The students use their whole bodies to skip count. For example, counting by eights,” Vega explained. “They whisper count one through seven while moving their feet quickly, and when they get to eight, they shout it and clap at the same time. It’s a movement-centered approach that reinforces multiples and helps make learning stick.”

The mats cover a wide range of math skills, including number sense, fractions, decimals, money, time, shapes, and even negative numbers. By blending movement, literature, and hands-on exploration, Vega’s Fraction Week turned abstract math concepts into something tangible, memorable, and (most importantly) fun!

Writing is a Superpower!

Writing is more than an assignment—it’s a student’s superpower. Through writing, we discover who we are, what we think, and how we can change the world around us. Whether it’s a heartfelt poem, a creative short story, or a persuasive essay, writing allows students to use their voices to inform, inspire, and imagine.

That’s why Buckeye Community Hope Foundation is proud to host the Annual Writing Challenge, open to all students in grades 3–12. This friendly competition celebrates creativity, skill, and the courage it takes to put your thoughts on paper. Each year, we’re amazed by the range of student voices—from third graders describing their first big adventure to high schoolers tackling real-world issues with insight and passion.

Participating in the Writing Challenge isn’t just about winning—it’s about growing as a thinker and communicator. Writing sharpens critical-thinking skills, strengthens reading and vocabulary, and builds confidence that carries into every subject and every stage of life.

Strong writing isn’t just an English class skill—it’s a cornerstone of learning across every subject. When students write, they analyze, reason, and reflect. They make sense of ideas, connect experiences, and find their voice. In an age when quick texts and AI tools dominate communication, purposeful writing is more important than ever.

Encouraging participation can be simple: announce the challenge during staff meetings, share sample prompts, and remind teachers that every student—whether poet, problem solver, or future scientist—has a story to tell.

For school leaders, the Writing Challenge is a chance to:

- Inspire teachers to integrate authentic writing experiences into their classrooms.
- Highlight student voice as a measure of engagement and deeper learning.
- Build community pride as students see their work celebrated across grade levels.

So, encourage your students to grab their pencil, their keyboard, or their favorite notebook, and start crafting their stories! Let this be the year your students take a chance, share their ideas, and let their words take flight.

Join the challenge! This year’s theme is “Only One You!” emphasizing students’ individuality, talents, and gifts. Each grade’s challenge is written with a suggested list of activities and lessons that a teacher could use to help their students complete the project.

Let’s make writing visible, celebrated, and central to our academic culture. When we give students the gift of writing, we give them the power to think, communicate, and lead.

Click below to find all of the information you need.

Writing Challenge

Upcoming Early Literacy Summit

Does your school want to improve upon its "one star" rating in early literacy? Or deepen educator knowledge of effective, high-yield early literacy strategies?

We recommend representatives of ALL schools serving grades K-3 attend this in-person Summit. We encourage you to send a third-grade teacher, lead literacy teacher, or literacy coach to this important meeting.

The Summit will be held in person at the BCHF Training Room, 3021 E. Dublin Granville Road, Columbus, Ohio 43231 on **December 17** with a snow make-up date of January 15, 2026. Learn how the early literacy component is computed on the Ohio School Report. Find out how your literacy leadership team can use data to determine where students struggle the most. Discuss, with peers and experts, what quality early literacy lessons look like. Prepare for this meeting by bringing your third grade Fall Ohio State Testing results and most recent norm referenced score reports for grades K-3.

[Register Here](#)

Opening Possibilities for Every Learner: Dr. Zoe Plotnick's "Why"



Our Education Division has been working on strategic planning with The National Charter Schools Institute. A key part of the experience has been reconnecting with our "why" in education, a reflection on the personal purpose that drives our work. We're excited to share our stories in upcoming Sponsor Updates.

This month, we're featuring Dr. Zoe Plotnick, School Improvement Representative.

What originally drew you to a career in education?

If someone in my family had made a list of every response I'd ever given when an adult asked what I wanted to be when I grew up, the professions on it would have been all over the place! But they didn't have to dig far to uncover the common thread that was education. Like, I wanted to be an artist, but my vision of that always included teaching art classes. Then I wanted to be a writer, because I

wanted to write the kinds of books that were transformational to me when I was a kid. When I started undergrad, I started out with a math major and ended up finishing an English degree with a concentration on pre-Renaissance literature. I changed majors, sometimes hopping between drastically different disciplines, but at any given time when pressed about what I'd actually be *doing* with that degree? "Well, I suppose I'll probably end up teaching." By random chance my first internship in my ELA licensure program placed me in the district's international middle school, where 75 languages were spoken and more than a third of the students were refugees, on day one I thought, "Okay, so now I need to come back for a master's because *this* is the population I have to work with." I also worked under supplemental licensure as an IS and Title I intervention teacher for a little while, which was the result of events that I'd also have to characterize as a happy accident.

What motivates you to come to work every day?

The people I work with inspire me! I don't think I've ever walked away from a conversation with Education Division colleagues without having learned something new. Talking with students and staff in our schools is also energizing.

What do you enjoy most about your role at BCHF?

Every day is different, and there is always something new to learn. Whenever I stumble upon a really fascinating topic or story related to K-12 education, I am almost always able to channel it back into my work in one way or another – maybe the book I just read will fuel the creation of a new seminar for our Frontline catalog, or I'll remember something I learned from a linguistics professor's podcast that inspires brainstorming questions for my EL teacher cohort.

How do you define your “why”? Is there a particular moment that reinforced it?

Something memorable that reinforced my “why” at work was when I was interviewing students in some of our credit recovery schools as part of my dissertation study. When BCHF first added me to the team as the content specialist for multilingual learners I didn't know a huge amount about alternative high schools, but the experience helped me articulate the overarching “why” that brought me into K-12 education: I've always been drawn to working with the kinds of kids who the teachers' edition usually relegated to a little gray box or infographic somewhere in the margin – as a neurodivergent person, I've probably always kind of identified a bit with these kids – because I'd like to imagine contributing to a world where schools open up possibilities for every kid, with no gray boxes that explain how to force square pegs fit into round holes needed. All holes for all pegs, all the time! Now I'm rambling.

How do you reconnect with your “why” during tough times?

Something I started doing last year was whenever someone said something to me that made me feel like I was doing or contributing something valuable – or even just anytime I receive a nice compliment – I write it down and save it to a digital notebook of nice things. Then whenever I'm feeling crummy and despondent, I look at it and remind myself that I need to keep at it. I would recommend this practice to anybody, really.

What have you learned about yourself through your work at BCHF?

A lot! Most of all, though, I've surprised myself with how many new things I've learned how to do since I started in this role. If you'd told me five years ago that I'd be leading professional development for an audience of school principals and submitting articles to leadership education journals I've had been like, *Not a chance, lol*. My dissertation chair invited me to drop in as a guest in one of his classes at UNM a few weeks ago to talk about a paper we were working on, and I'm still not over reading phrases like, “According to Plotnick et al. (2025)...” among the questions he sent from his students while we were preparing.

How do you hope to continue growing in your role?

This year I've started representing BCHF while presenting at conferences, which has allowed me to connect and exchange ideas with people outside the usual Ohio authorizer spaces. Right now I'm getting ready to go present at RAPSA Forum in San Diego, so I'm excited about all the new ideas and questions and solutions that I'll be able to bring back to BCHF.

What is a quote or mantra you live by?

"Education is the most powerful weapon which you can use to change the world." - Nelson Mandela

Who inspires you in your work?

In no particular order: Lisa Delpit, Shirley Brice Heath, Anthony Muhammad, Valentina Gonazalez, Jal Mehta, Derek Black, Zaretta Hammond, Ernest Morrell. Also, this is corny and cliché, but I don't care: my 14-year-old daughter Sophie. I do this work because I think she's pretty awesome, so I want her to inherit the best version of our world that is possible.

Who are you outside of your work at BCHF?

I live with my daughter and my manfriend, and we've had to turn our basement into one big crafting space so that all our various different art projects don't take over the rest of the house. Lately I've been experimenting with cyanotype prints – most people think of those kits where you put leaves and random objects on paper, leave it in the sun for 10 minutes and then rinse to get these white silhouettes on blue backdrop, but I've been having fun messing around with layering ink drawings on transparency paper. I also co-direct a regional arts festival, do fortunetelling with Pokemon cards, and take different dance classes. I'm trying to learn how to do tricks in an aerial hoop, I really suck at it but it's a lot of fun anyway. I think that's it!

Whether in her art, her scholarship, or her school improvement work, Dr. Zoe Plotnick brings imagination, intellect, and heart to everything she does.

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 highlights one board member each month in our sponsor newsletter.

This month we are featuring Badri Jimale, who serves on the Columbus Noor Academy board. The mission statement of the school is: *To prepare all students for postsecondary success by developing the academic and life skills they need to thrive. Students at Noor Mastery Academy embark on an active learning journey where they are supported by adults who believe they can succeed and are given the tools to make that belief become a reality, including a whole-school focus on Life Skills and individualized learning opportunities.*

Badri Jimale has served on the Noor board for 2 years. Outside of his work on the board, he enjoys reading, going for walks in public parks, and spending time with his family.

"I am a firm believer that quality education can open doors to lifelong success," Jimale said. "I knew the founder of the school, Jonathan Star, and his commitment to education, and I also knew that the neighborhood needed such a school. This was the catalyst for my decision to serve on the board of Columbus Noor Mastery Academy."

What have you learned over time about being a part of board meetings?

"I have learned the importance of collaborating with a diverse group of stakeholders — parents, students, and school administrators. All these stakeholders share the same goal of achieving a high-quality education, but they also have their own perspectives and voices. Learning how to manage and balance these different viewpoints effectively is something I am still developing."

What changes have you made as a board member that help meetings run more efficiently?

"As a new school, there are still many things we are figuring out. However, our goal is to start meetings on time and ensure that we address all the issues facing the school before we adjourn."

How do you solicit and retain new board members?

"We recruit new members through recommendations and by reaching out to people who we believe can contribute to the school's mission. Currently, we are actively searching for new members to join our board."

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

"Getting the school off the ground has been one of my proudest moments."

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

"I most connect with the focus on *individualized learning opportunities*. This approach gives students who want to move ahead the chance to do so, keeping them challenged and engaged, while also ensuring that we follow our curriculum and that no student is left behind."

What advice would you give to newer board members or anyone who may be interested in becoming one?

"The most important commodity one has is time. Dedicating some of your time to community initiatives is a great way to contribute and give back to your community."

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

November Compliance Update

H.B. 96 has updated ORC 3313.609, Grade Promotion and Retention Policy to eliminate the truancy element from the determination of whether a student is prohibited from promotion to the next grade level. Please review and update your current policy to ensure compliance with the law.

Student Cell Phone Prohibition

Under current law, schools are required to have a policy which:

- Emphasizes that student cell phone use be limited as possible during school hours
- Reduces cell phone related distraction in the classroom.

Effective January 1, 2026, H.B. 96 removed these policy requirements from ORC 3313.753 and replaces them with a requirement that such policy **“prohibit all cellular telephone use by student during the instructional day.”**

Exceptions remain for cell phone use included in the student’s IEP/504.

A new exception is provided for cell phone use if permitted under the building’s emergency management plan.

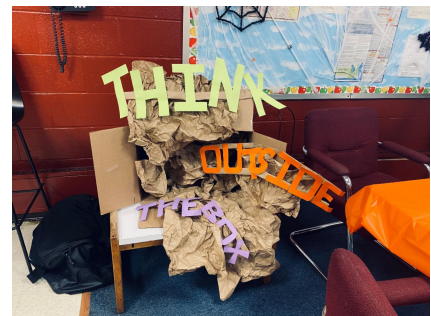
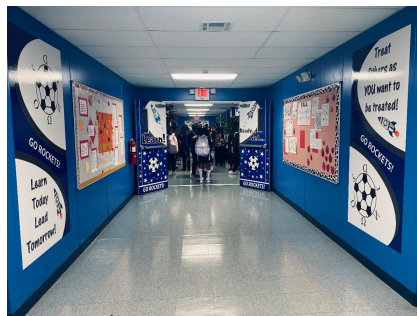
Please note the Student Cell Phone Policy needs to be posted at the school and on the school’s website.

School Highlights

October marked National Bullying Prevention Month. To celebrate the month, at **Buckeye Community School Springfield**, students participated in kindness challenges. For one of their challenges, students focused on spreading kindness through action; they helped sort fruits and veggies for patrons of their monthly produce markets. Small acts, big impact!



Hamilton County Mathematics & Science Academy is raising the bar! New digital signage in the Teachers’ Lounge keeps staff updated in real time with high-impact visuals and targeted messaging, improving communication and building community. Meanwhile, their modular classroom spaces have been beautifully designed to extend the main building, creating a welcoming environment that inspires teachers and boosts student engagement. Think outside the box? HCMSA definitely does!



Construction scholars at **The Academy for Urban Scholars** rolled up their sleeves and gave back by volunteering with Habitat for Humanity. Hands-on learning, real-world impact, and a stronger community built together!



2nd graders at **Westside Academy** had fun working on a cumulative math project all about place value, number sense, and skip counting! The students worked hard to show what they learned in a creative and hands-on way.



Upcoming Events

This is a great time of year to harvest some new ideas! Our professional development catalog has some bountiful offerings for you.

Register for sessions via the link in the title, or go to BCHF's Professional Learning Opportunities Catalog, [available here](#).

BCHF Annual Board Training – November 8, 2025 – 9:00 A.M. to Noon – Online via Zoom

BCHF is offering its Annual Board training to include Ohio Open Meetings and Sunshine Law! The training will fulfill Ohio requirements for community school governing boards and leaders. In addition, we will enhance the training with updates on topics requested by board members in our schools, including the Parents Bill of Rights and The Big Math Problem. This virtual, synchronous session will allow you to see, hear, and interact with other Board members from the convenience of your home on a Saturday morning. Please plan to attend!

COHORT: Workforce Literacy Session 2: Funding, Assessment and Making Learning Count – November 10, 2025 – 3:30 to 4:30 P.M. – Online via Zoom

Authentic learning deserves authentic assessment and sustained support. This session begins with key updates on CTE funding and related initiatives that can help you expand your work. Then, we will dig

into what meaningful assessment looks like in a workforce literacy context, exploring creative ways to measure student growth through real-world performance and industry-relevant tasks. As always, we will close with a networked improvement community, give you a space to collaborate, troubleshoot, and share ideas that keep the work grounded and impactful.

COHORT: Literacy and Dyslexia – November 12, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

Our goal for this year's Cohort is to have our discussions center on what is most pressing to our members. Our Literacy/Dyslexia second session will feature strategies for helping struggling students, writing as an integral part of literacy, early literacy skills that build a foundation for upper grades, and a brief review of the changes in the law from July to the present. Please come and share the strategies that are working for your students.

COHORT: Multilingual Learners – November 13, 2025 – 3:30 to 5:00 P.M. – Online via Zoom

Looking for a space to connect and grow with others who support linguistically diverse students? The Multilingual Learner Cohort is a relaxed, teacher-driven community of practice that meets quarterly over Zoom. Each session is shaped by the group, so we welcome all voices to learn, bring ideas, or even co-facilitate! Whether you're a classroom teacher, specialist, or administrator, you'll gain strategies, build relationships, and stay inspired throughout the year.

AN INTRODUCTION TO TEACHER CLARITY – November 13, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

What exactly is teacher clarity, and why does it matter? In this introductory session, educators will explore the foundational elements of teacher clarity, including learning intentions, success criteria, and aligned instructional practices. Participants will examine how clearly communicating expectations and goals can significantly improve student understanding and achievement. Through collaborative discussion and practical examples, teachers will leave with tools to begin implementing clarity strategies in their own classrooms right away. This session is ideal for educators new to the concept or looking to strengthen their instructional impact.

COHORT: Mathematics 2 – November 18, 2025 – 3:30 to 5:00 P.M. – Online via Zoom

This virtual professional learning community brings together K-8 school leaders and teachers across Ohio to strengthen mathematics instruction and improve student outcomes. Meeting quarterly (9/23, 11/18, 1/13, 3/10), each session explores research-based instructional strategies, unpacks legislative updates, and examines problems of practice focused on leading and implementing effective math instruction. A central goal of the cohort is to reframe deficit-based narratives about mathematics by cultivating bold, asset-based mindsets among educators, students, and communities. Participants will be invited to apply new strategies, reflect on implementation, and refine practices, bridging leadership and instruction to foster equity and high expectations. This collaborative space supports educators in creating sustainable systems for strong math teaching and learning that benefit all students.

SPECIAL EDUCATION LEADERSHIP: Coffee Table Talk 1: Navigating Special Education with Purpose and Impact – November 19, 2025 – 3:30 to 5:00 P.M. – Online via Zoom

Join us for a candid and engaging Coffee Table Talk on leadership in Special Education. We will kick the session off with brief updates from the facilitator, followed by open, collective learning, grounded in real-world challenges. Together, we will explore a shared problem of practice around MTSS (Multi-Tiered Systems of Support), using it to launch rich discussion and collaborative problem-solving. Whether you are a seasoned administrator or new to special education leadership, this is your chance to share experiences, ask questions, and explore collaborative solutions in a relaxed, welcoming space. Grab your favorite mug, pull up a chair, and join us for rich conversation, community, and learning.

10. COHORT: TENACIOUS TEACHING 2--How to Navigate Student Collaboration and Teamwork - November 20, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

Collaborative learning can be one of the most powerful tools in the classroom--- when it works well. This session equips educators with strategies to effectively design, facilitate, and manage student collaborative groups. Participants will explore how to group students purposefully, teach collaboration skills explicitly, and address common challenges such as unequal participation and off-task behavior. Through real-world examples, tools, and discussion, teachers will leave better prepared to foster meaningful student collaboration that promotes engagement, accountability, and deeper learning.

HOPE HUB SESSION (Asynchronous): PRACTICE, MEMORY, and LEARNING – November 19, 2025 (deadline to register) – Asynchronous via Zoom – Complete by January 1, 2026.

Tackle a professional development experience to refresh your teaching during the holidays! This asynchronous learning session will explore the psychology of learning and what makes learning "stick" for students. Are you tired of students who do not remember their basic math facts? Or the steps in doing a scientific experiment? This video-based learning experience will help you as a teacher use effective brain-based principles of spaced practice, rest and refresh, and connected experiences. Work at your own pace to enhance your learning and see results in your classroom! Registration closes November 25, after which participants may view course videos and complete course products. Products are due January 5, 2026.

VOCABULARY IS MORE THAN WORDS – December 1, 2025 – 4:00 to 5:30 P.M. – Online via Zoom

INTENTIONAL vocabulary instruction is key to improving reading skills. This session will provide an

opportunity for participants to develop, discuss, and determine strategies to understand vocabulary. Participants will learn about the types, the development, and the importance of vocabulary instruction to understand how intentional vocabulary instruction can happen in all subjects at all grade levels and in all classrooms.

COHORT: Leadership #4 - Lead and Lag Measures – December 2, 2025 – 3:30 to 5:00 P.M. – Online via Zoom

How well are your students learning? How will they perform this year on state tests? If a school leader uses only state and norm referenced tests to guide their work, they will not have enough data to monitor progress and improvement. Learn how to systematically use work samples and common or readiness assessments to challenge your teacher-based teams and truly "keep tabs" on student learning. BCHF's Leadership is an accepting, conversational space where leaders discuss information, share ideas and best practices, and overall support each other in the pursuit of great leadership and great schools!

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

BUCKEYE COMMUNITY HOPE FOUNDATION

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