



# Kent Educational Excellent Partnership KEEP

*Great Learning For Teachers By Teachers*

Ohio School Board Association Capital Conference

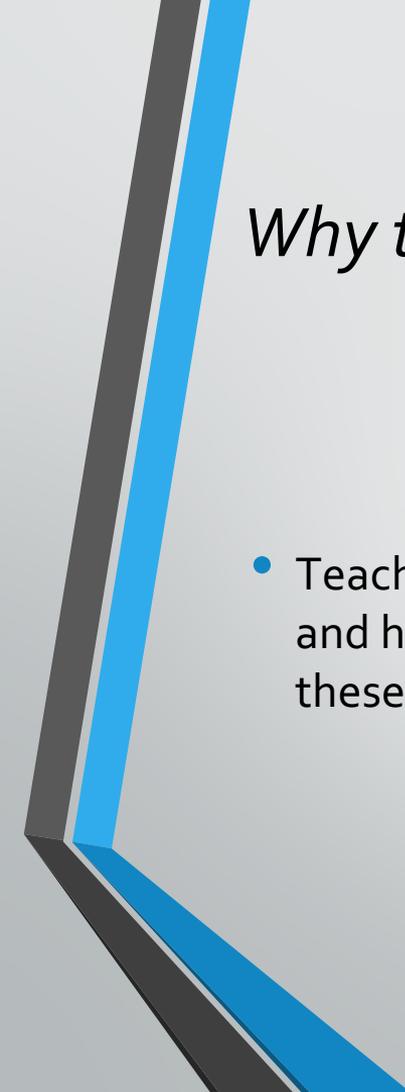
November 14, 2017

# Panel Participants

- Jeff Ferguson, Superintendent, Tallmadge City Schools
- Aireane Curtis, Assistant Superintendent, Streetsboro City Schools
- Karen Rumley, Director of Instructional Program, Kent City Schools
- Rosemary Gornik, Assistant Professor, Kent State University
- Lisa Testa, Assistant Professor, Kent State University

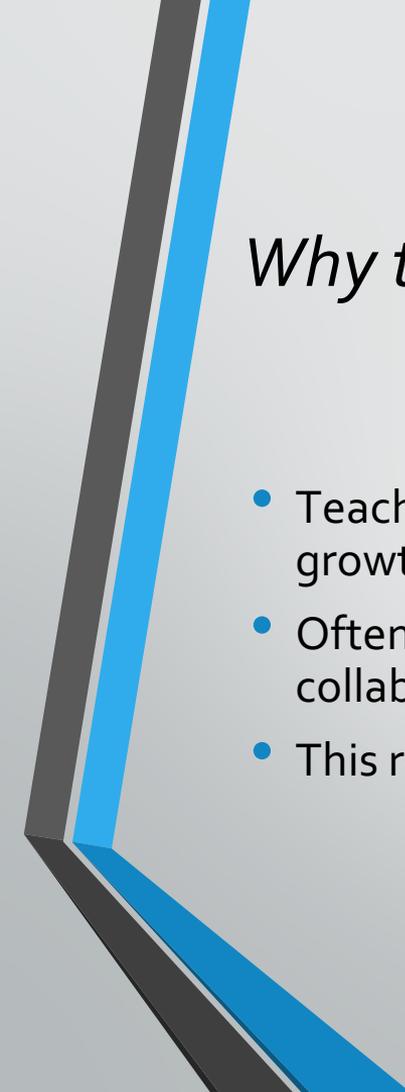
# Presentation Goals

- By the end of this session, participants will learn:
  - *Why the KEEP Academy was started and the need(s) it addresses*
  - *What the KEEP Academy is*
  - *How the KEEP Academy is implemented*
  - *What is needed to start this learning collaborative in local areas*
  - *Why the Keep Academy is such a potent adult learning opportunity*



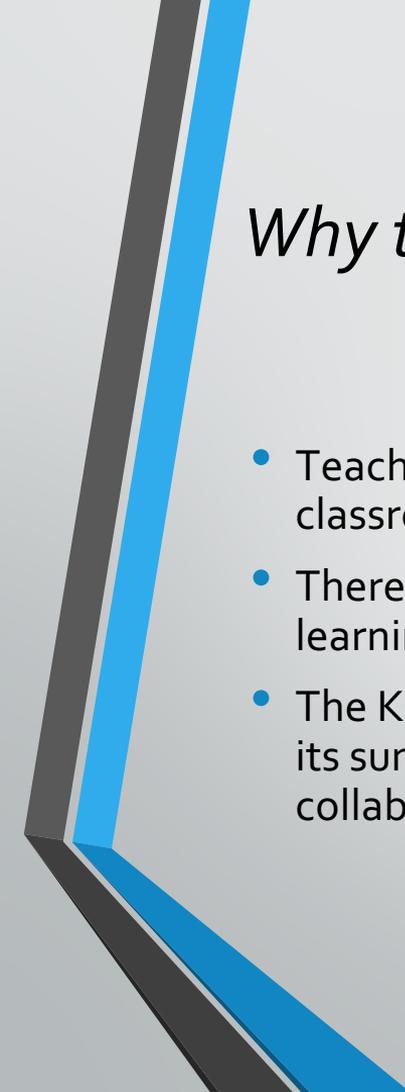
## *Why the KEEP Academy was started and the need(s) it addresses*

- Teachers' professional learning is often isolated from the richness of open and honest collaborative dialogue with colleagues. Moreover, the nature of these experiences tends to be reductive, prescribed and decontextualized.



## *Why the KEEP Academy was started and the need(s) it addresses*

- Teacher professional learning often lacks sustained opportunities for growth (Feiman & Nemser, 2008).
- Often professional learning is isolated from the richness of open and honest collaborative dialogue with colleagues (Palmisano, 2013).
- This results in fragmentation and incoherent improvement efforts.



## *Why the KEEP Academy was started and the need(s) it addresses*

- Teachers need opportunities for holistic and reflective learning about their classroom practice in concert with other committed educators.
- Therefore, there is a need to create conditions where higher order professional learning can take place.
- The Kent Education Excellence Partnership (KEEP) seeks to do this annually at its summer academy and sustained throughout the year through teacher collaborative inquiry into classroom practice research.



## *What is the KEEP Academy?*

- To address these needs, 13 member-districts since 2013 have collaborated with KSU faculty offering superior, timely and collaborative learning experiences for teachers and administrators through the implementation of a 3-day Summer Academy.
- Most of the sessions held during this three-day Academy are planned and delivered by teachers.
- Professional learning for teacher by teachers!

- 
- Aurora City Schools
  - Barberton City Schools
  - Crestwood Local Schools
  - Cuyahoga Falls City Schools
  - Field Local Schools
  - Hudson City Schools
  - Kent City Schools
  - Nardon Hills City Schools
  - Stow-Munroe Falls City Schools
  - Streetsboro City Schools
  - Tallmadge City Schools
  - Wadsworth City Schools
  - Windham Local Schools

## KEEP Districts

# *How is the KEEP Academy implemented?*

## Academy Structure

- KEEP Visioning Committee-Meets in Fall
  - Comprised of member superintendents and other district administrators
  - Set the vision (Handout-sample agenda)
  - \$500 annual membership fee
  - Commit to providing substitute pay so that teachers can collaborate during the year

# *How is the KEEP Academy implemented?*

## Academy Structure

- KEEP Steering Committee-Meets in Fall
  - Comprised of member “point person” with specific responsibilities (Handout)
  - Set the Academy topics, emphases and parameters
  - Recruit teachers to plan and attend the Academy
- KEEP Planning Committee- Meets 4 times January-April
  - Comprised of member teachers and KSU faculty
  - Develop presentations for the Summer Academy ([Brochure Handout](#))

## *How is the KEEP Academy implemented?*

- Four main topics were generated during these sessions and became the central themes found among the sessions this past year were:
  - social justice/advocacy
  - technology integration
  - workshop models of instruction, and
  - design for learning



## *How is the KEEP Academy implemented?*

- Additionally, a teacher leadership track provided sessions to inform interested participants on how to prepare a Master Teacher Portfolio.
- These topics will vary year-to-year as professional learning needs change based on local, state and national influences

## *How is the KEEP Academy implemented?*

- There are three types of learning segments at the Academy. ***Presentations*** consist of 1-3 individuals leading instruction to an audience. These are interactive sessions featuring a demonstration or modeling of best practices in teaching.
- ***Critical Conversations*** consist of teacher driven discussions about professional topics and synthesis of participants' experiences, readings, and background. Not a presentation, therefore no person should dominate.
  - Group norms are established at the beginning of these sessions. These dialogues may lead participants to further explore topics during the Inquiry into Practice sessions.

## *How is the KEEP Academy implemented?*

- ***Inquiry into Practice*** sessions are where Academy participants develop plans to explore aspects of their practice they want to change or improve.
- Teacher collaborative inquiry projects are promoted to study excellent teaching and deep learning within the individual teacher's praxis.
- These are taught by Kent State education faculty, to help teams of teachers identify problems of practice then formulate a protocol for investigating them.

# *How is the KEEP Academy implemented?*

- KEEP seeks to support these inquiries in two ways:
  - Kent State faculty will meet with teachers to support their inquiries as critical colleagues and instructors
  - Collaborative inquiry teams will meet to collect and analyze data about student learning and instruction through an iterative process of analysis
- KSU Faculty meet individually with inquiry participants and collectively to support research design, data collection, data analysis, and development of reporting.

# *How is the KEEP Academy Implemented?*

- **Options for Credit**

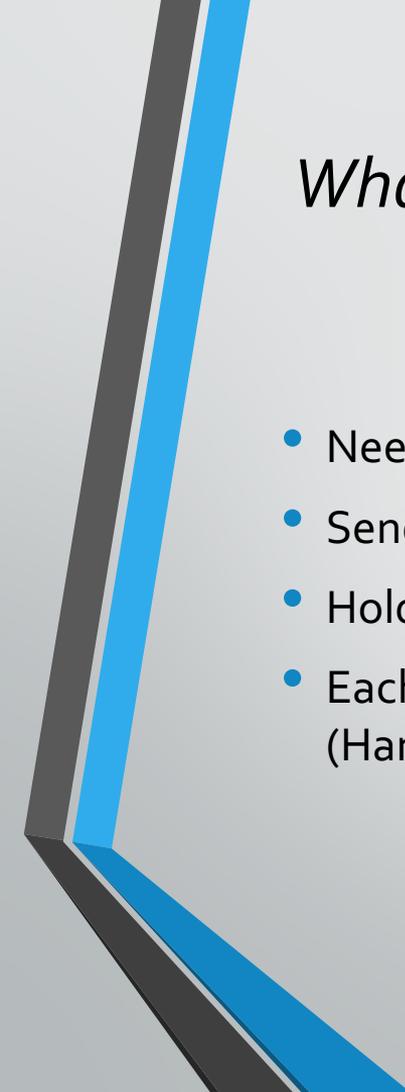
- Earn one, KSU, summer graduate credit @\$150
- Attend *ALL* three days of the KEEP Academy
- Write and submit a 2-3 page reflection paper on the manner in which what you have learned will impact your daily teaching practice
- Complete and submit the *Collaborative Inquiry Protocol*

# *How is the KEEP Academy Implemented?*

- **Options for Credit**
- Earn two KSU graduate credits @\$150 per credit hour and submit data collection, observation information, with analysis of the data and outcomes in a final report, and present your findings at the Symposium of Excellent Teaching.

## *How is the KEEP Academy implemented?*

- With the addition of the \$500 financial commitment from each KEEP Academy district, funds from this source may be used to sustain the program.
- As we expand the number of districts involved, the fund will increase enabling us to further sustain the program.
- We will continue to pursue additional funds from the foundations and grants.



## *What is needed to Start a Learning Collaborative in your area?*

- Need a structure!
- Send an invitation to participate
- Hold first meeting in October
- Each district signed a *commitment paper* to participate in the Academy (Handout)

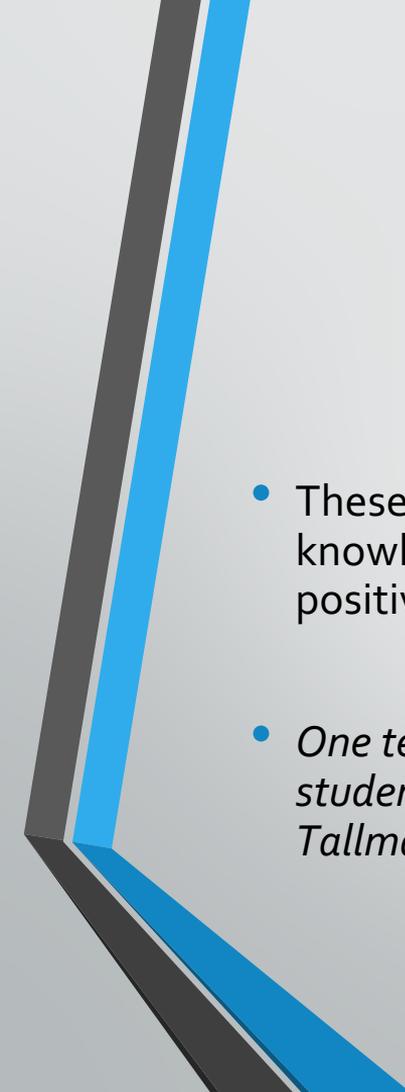
## *What is needed to Start a Learning Collaborative in your area?*

- Designate a *district point person* to serve on the KEEP Academy Steering Committee,
- Allocate \$500 of district funds to support Academy expenses for food, materials and supplies incurred by the host district
- The KEEP Academy Steering Committee needs a facilitator
- The KEEP Academy Steering Committee creates a list of content “emphases” that would be used in the Academy presentations, critical conversation, and collaborative inquiries



## *What is needed to Start a Learning Collaborative in your area?*

- Create a process and rubric to vet each presentation, critical conversation, and collaborative inquiries against a quality standard for adult learning (Handout)
- The KEEP Planning Committee comprised of member educators meets three times (February, March and April) to create the presentations, critical conversations and collaborative inquiries for use in the Summer KEEP Academy.
- This entire process should be codified and considered an integral component of future Academy planning moving forward.



## *Why is the Keep Academy a Potent Adult Learning Opportunity?*

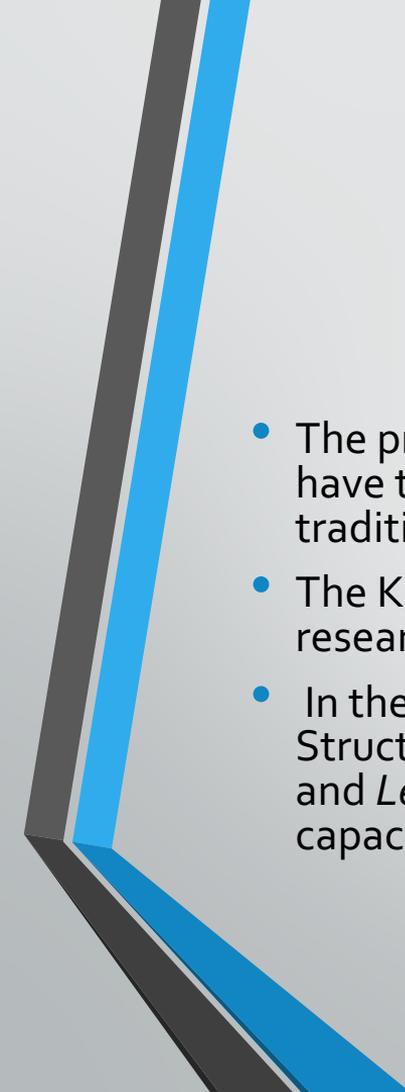
- These sample quotations below provide a snapshot of the varied types of knowledge generated through these collaborative inquiries and the depth of the positive impact.
- *One teacher characterized how the inquiry "helped me to push myself and my students" to adopt and adapt writing groups during their English class (Ann, Tallmadge).*

## *Why is the Keep Academy a Potent Adult Learning Opportunity?*

- *Another teacher mentioned how her inquiry stretched her to embrace 21<sup>st</sup> century learning tools associated with Google Classroom, allowing her to "be a testimony for all teachers in my age group that have been 'taught' to be a teacher without the use of these 21<sup>st</sup> century skills ... I can be an example to them that these tools really are not hard to use" (Melody, Cuyahoga Falls).*
- *Another teacher mentioned how her inquiry raised challenging questions for her: "This project raised a bevy of interesting questions to discuss among my colleagues and to consider when planning future curriculum for students. Such as how do we encourage students to stretch themselves with academics without frustrating them? How can schools partner with parents to change the way parents 'frame' discussions about school to reflect more of a growth mindset? How can all children feel successful at their own personal level in classes?" (Gretchen, Kent).*

## *Why is the Keep Academy a Potent Adult Learning Opportunity?*

- *Yet another teacher saw herself as a co-learner with her students: "I knew that this would benefit my students by giving them real world experiences, bridge the gap between their potential and performance, help them fit into a general education classroom, and lastly build their self-confidence and dignity. As a result, it not only gave me a professional skillset with digital tools and technology, but it has also increased my self-confidence and dignity as a teacher and thus immensely improved my teaching practice" (Carla, Hudson).*
- *A final example of a positive impact the inquiry project had upon one of the participating teachers concerns equity: "Through this inquiry project, I have come to the realization that equity is a beautiful and powerful thing. Equitable time, resources/scaffolds, and approaches to teaching and learning were formidable force within my classroom" (Catrina, Tallmadge).*



## *Why is the Keep Academy a Potent Adult Learning Opportunity?*

- The promotion of teacher leadership is central to this work. Many teachers have the skills and the desire to lead, but do not want to follow a more traditional career pathway to the principalship.
- The KEEP Academy provides a platform for teachers to function as lead learners, researchers and generators of knowledge, coaches and mentors.
- In the future, we hope to connect the KEEP Academy to Ohio's Tiered Licensing Structure (attached) by facilitating the acquisition the *Senior Professional License* and *Lead Professional License*. Organizations attempting to build teacher capacity should consider the same.

# *Why the KEEP Academy was started and the need(s) it addresses*

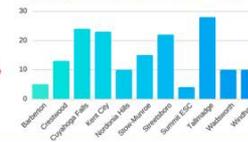
- This quote from the Martha Holden Jennings Foundations Evaluator, Margaret Connell, speaks volumes about the success of the project.
- *"This project combines teacher professional development, with teacher inquiry, with data analysis that deep learning is taking place in the classroom. Collaboration and critical conversations with colleagues and college faculty helped to deepen the work of the teacher and was an important dimension of the project. The KEEP Academy has been strengthened with the addition of the teacher research component."*

# 2017 KEEP ACADEMY ATTENDANCE

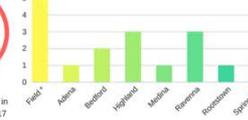


Here are the various attendance figures capturing districts' involvement in the planning and participation in the Academy.

## 190 TOTAL PARTICIPANTS

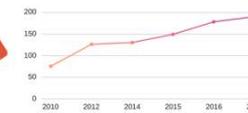


## NON-MEMBER PARTICIPANTS



\* Field participated in the planning in 2017

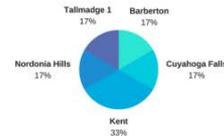
## ATTENDANCE OVER TIME



## PLANNING COMMITTEE AND SPEAKERS

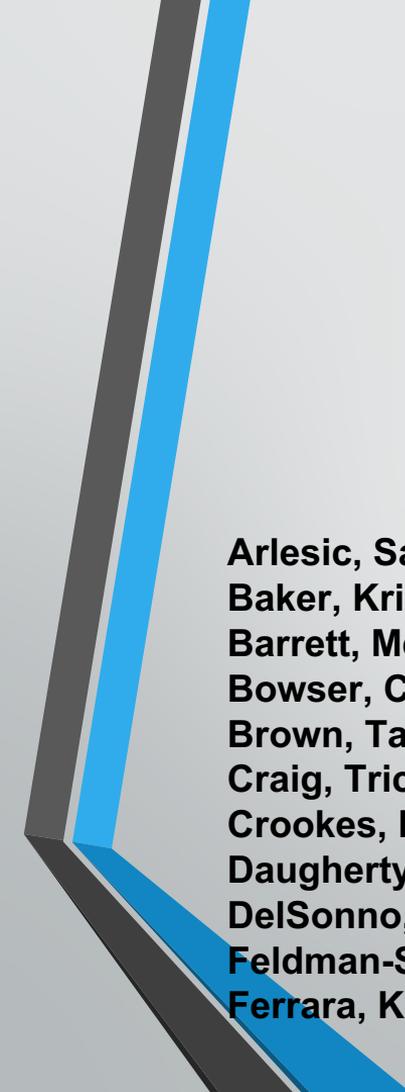


## INQUIRY INTO PRACTICE PARTICIPANTS



# *Special thanks to current and past Steering Committee Members:*

- Tom Bratton: Stow/Munroe Falls
- Dave Broman: Nordonia Hills
- Melvin Brown: Cuyahoga Falls
- Tamara Brown: Windham
- Aireane Curtis: Streetsboro
- Mike Daulbaugh: Streetsboro
- Michelle Evans: Wadsworth
- Jeff Ferguson: Tallmadge
- Shelly Habegger: Barberton
- Shelley Monachino: Tallmadge
- Julie Obraza: Stow/Munroe Falls
- Doreen Osmun: Hudson
- Mike Roberto: Aurora
- Karen Rumley: Kent
- Julie Schmidt: Crestwood



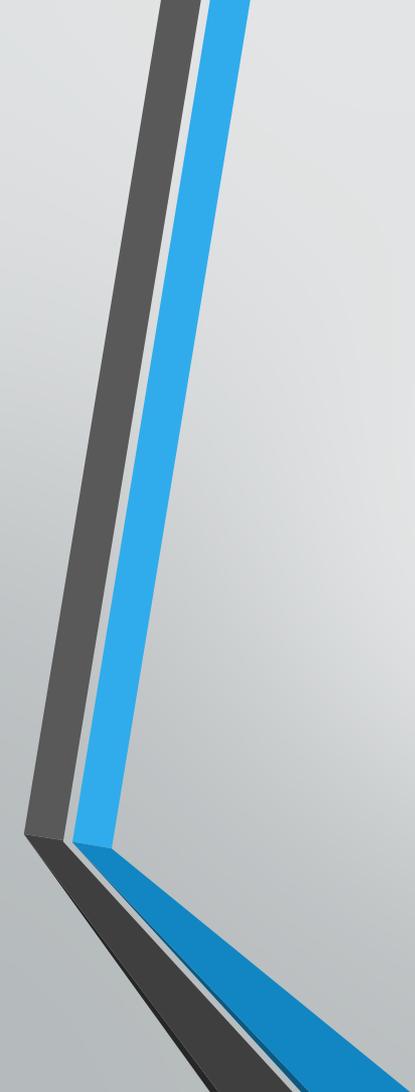
*Special thanks to current and past  
Planning Committee Members:*

**Arlesic, Samantha  
Baker, Kris  
Barrett, Melody  
Bowser, Celia  
Brown, Tamara  
Craig, Tricia  
Crookes, Barb  
Daugherty, Sean  
DelSonno, Darcy  
Feldman-Sparber, Carol  
Ferrara, Katelyn**

**Flohr, Sarah  
Fugate, Vicki  
Girard, Justine  
Hill, Gretchen  
Jividen, Dave  
Jordan, Lori  
Judd, Ed  
Judd, Maria  
Kasper, Cynthia  
Kearns, Rebekah  
Knapp, Katie**

**Kretch, Goksu  
Marcucci, Courtney  
Maruna, Sherry  
McDade, Lizzy  
Mikita, Katie  
Nemer, Randa  
Pazderak, Matt  
Reagan, Melissa  
Rood, Brian  
Ruesch, Kim  
Schindler, Ashlynn  
Schmeltzer, Stephine**

**Schmidt, Julie  
Srp, Christine  
Staszak, Dave  
Steiner, Catrina  
Ternent, Dave  
Ternent, Kelli  
Testa, Steve  
Wesley, David  
Yohn, Rachel  
Young, Dan Zajac-  
Westbrook, Jen**



# Question & Answer

# Panel Contact Information

- Jeff Ferguson, Superintendent, Tallmadge City Schools;
- Aireane Curtis, Assistant Superintendent, Streetsboro City Schools;  
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- Karen Rumley, Director of Instructional Program, Kent City Schools;  
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- Rosemary Gornik, Assistant Professor, Kent State University;  
[rgornik@kent.edu](mailto:rgornik@kent.edu)
- Lisa Testa, Assistant Professor, Kent State University; [etesta@kent.edu](mailto:etesta@kent.edu)

# References

- Feiman&Nemser, S. (2008) "How do teachers learn to teach?" In M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyre & K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts*, (697-705). New York: Routledge, Taylor & Francis Group and the Association of Teacher Educators.
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# References

- Merriam, S. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass.
- National Center for Literacy Education (2012). "Building Capacity to Transform Literacy Learning."  
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# References

- Palmisano, M. (2013). *Taking inquiry to scale: An alternative to traditional approaches to education reform*. Urbana, IL: National Council of Teachers of English and National Center for Literacy Education.
- Samaras, A. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage Publishing.

**KEEP Visioning Session**  
**October 19, 2017**  
**9:30-11:00am**  
**Read Room \* 200 White Hall**

**Agenda**

- Welcome.....Jeff Ferguson and Shelley Monachino, Tallmadge City Schools
- Introductions.....Jeff Ferguson
- Tasks at Hand.....Rosemary Gornik and Lisa Testa
- Table talk (Groups of 3-4): Brief history and summary of past Academies
- Describe the current reality of the KEEP Academy
    - Collaborative Inquiry Report
    - Academy Presentation Metrics
    - Feedback from participants
    - OSBA Capital Conference Presentation
    - Budget Reports-Jeff and Shelley and Rosie
  - Define desired state of the KEEP Academy
    - Brainstorming Session
      - complete a +| Δ chart
      - Report out to larger group
      - Chart group data: Jeff, Shelley, Rosie and Lisa
  - Determine how we close the gap between the current reality and the desired state
    - Brainstorming Session
      - Large group
      - Establish action items for the Steering Committee
      - Biennial Academy
      - 2018 Dates and Location: Academy and Planning Committee meetings
  - Commitment: Steering Committee
    - Each participating district to send one representative
      - Determine general dates of meeting
      - Sign and submit Commitment Form
- Closing.....Rosie Gornik and Lisa Testa

**KENT STATE UNIVERSITY**

**KEEP Academy Commitment Form**

Fall 2017

The \_\_\_\_\_ agrees to participate in the 2017-2018  
(School District Name Here)

KEEP Academy. Commitments include:

1. Designating a district “point person,” who will be responsible for coordinating communications about KEEP Academy activities within the district and between and among Kent State University and partner districts; attending all spring planning sessions for the 2018 KEEP Academy; and attending all three days of the 2018 KEEP Academy
2. Recruiting teachers to participate in spring planning sessions for the 2018 KEEP Academy
3. Promoting participation among district teachers to attend the 2018 KEEP Academy
4. Supporting the notion that reflective inquiry into one’s practice as a form of professional learning is essential for teacher growth and student achievement
5. Encouraging district teachers to consider engaging in *collaborative inquiries* about their practice (intra and inter-district partnerships)
6. Considering serving as a “host district” for the KEEP Academy and Planning Sessions, as needed
7. Writing and submitting a letter of support to the Martha Holden Jennings Foundation for annual grant requests
8. Contributing \$500 annually to support Academy needs not covered under the grant (food, materials, supplies)

District Point Person: \_\_\_\_\_

District Point Person Contact Information: Phone and email

\_\_\_\_\_

District Superintendent’s Signature: \_\_\_\_\_

Date: \_\_\_\_\_