

NEXT HUB

Network for Excellent Teaching

A collaboration between university, K12, and community



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NExT Hub draws on reform-based features of PD to promote inclusive practices

- Active learning (Garet et al., 2001)
- Collaboration with colleagues (Putnam & Borko, 2000)
- Sustained and ongoing support with expert modeling and coaching (Wells, 1999; Goldenberg & Gallimore, 1991; Matsumura et al., 2013)
- Enhancing professional development (sources)

What is NExT Hub?

- Teachers actively engage in self-work along with curriculum reform
- What is happening in our PD?
 - Reflective practices
 - Dialogue across districts
 - Learning from community educators about topics districts are backing away from
 - Reimagination and creation

NExT Hub PD projects empower teachers to be active participants in their learning

- Collaboration & Dialogic Inquiry (Wells, 1999)
- Cross-cultural competencies (Gonzales, Moll, & Amanti, 2009)
- Critical thinking about injustice and compassion for differences of race, language, ethnicity, culture, communities, families, & socioeconomic conditions (Christensen, 2009)

Partnerships with higher education

- TRHT at Otterbein University: oral history project, Racial Healing Circles
- Team-taught course “The Problem We All Live With” at Otterbein (winter 2021)
- Upcoming panel on “Literary Learning and Social Justice” at Otterbein (October 26, 2021)
- Pre-service teachers at Otterbein involved in networks

Value to teachers and schools

Connections between Otterbein teacher education and English department has led to...

- Teaming with Otterbein faculty in other departments to build networks
- Helping teachers process critical and present issues with the support of Otterbein faculty and NExT Hub resources
- Make connections with teachers in the field and school districts
- Providing common space for teachers of color to help with retaining them in the field
- Working with teacher candidates and practicing teachers to understand complexities beyond school and community

Past, Current, & Future NExT HUB Networks

- Erase the Space
- From Civil Voyeurism to Civic Action
- Beyond the Book Club (*Stamped*, Bettina Love, Gholdy Muhammad)
- Brave Spaces Need Brave People
- Support Through Story
- How Do We Talk About Race & Privilege Now?
- Investigating Your District

Educators
(Teachers, Librarians, Principals)

- Elementary (36)
- Middle School (24)
- High School (62)
- Otterbein Faculty (20)



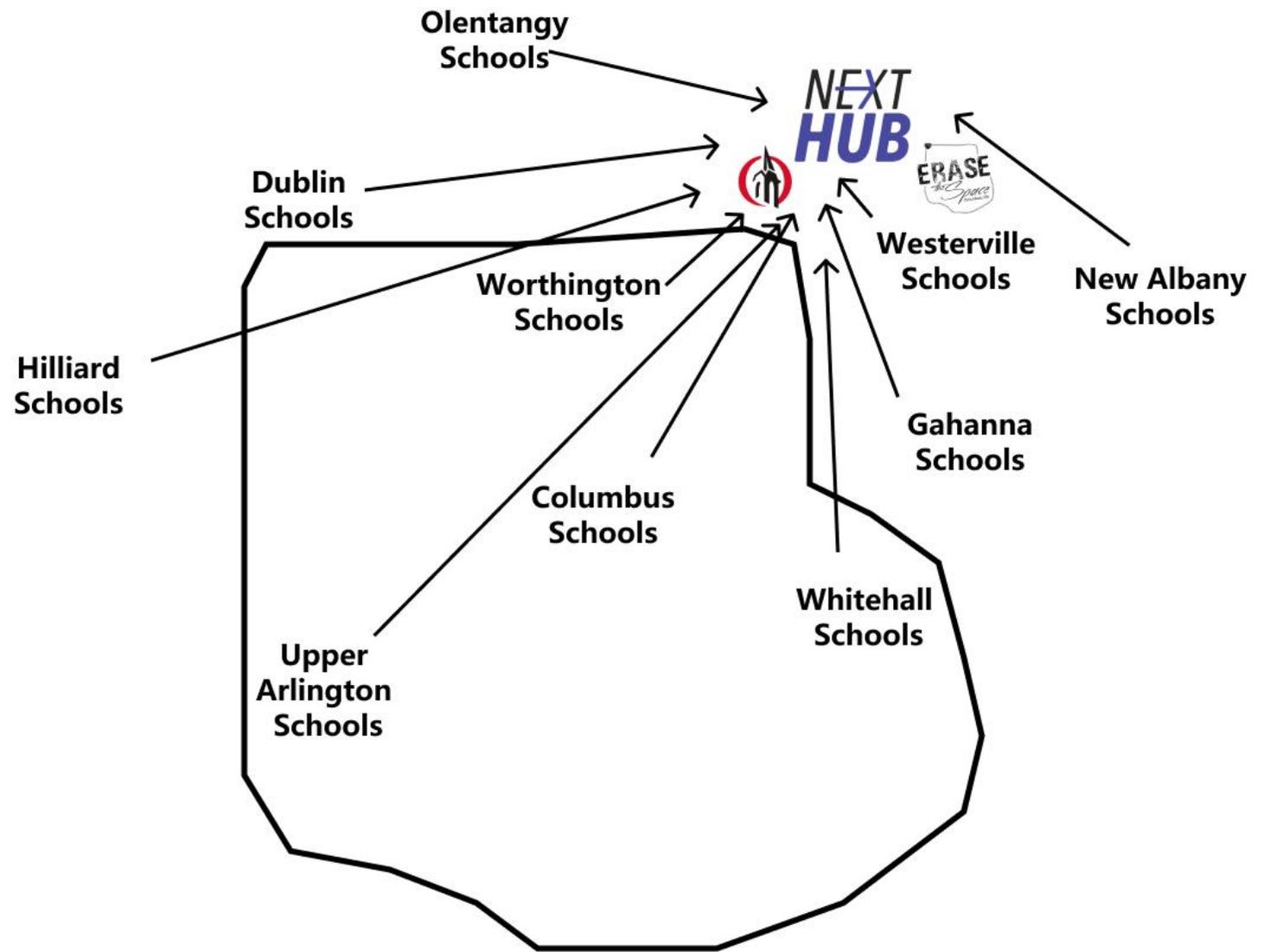
Community Educators

NEXT HUB

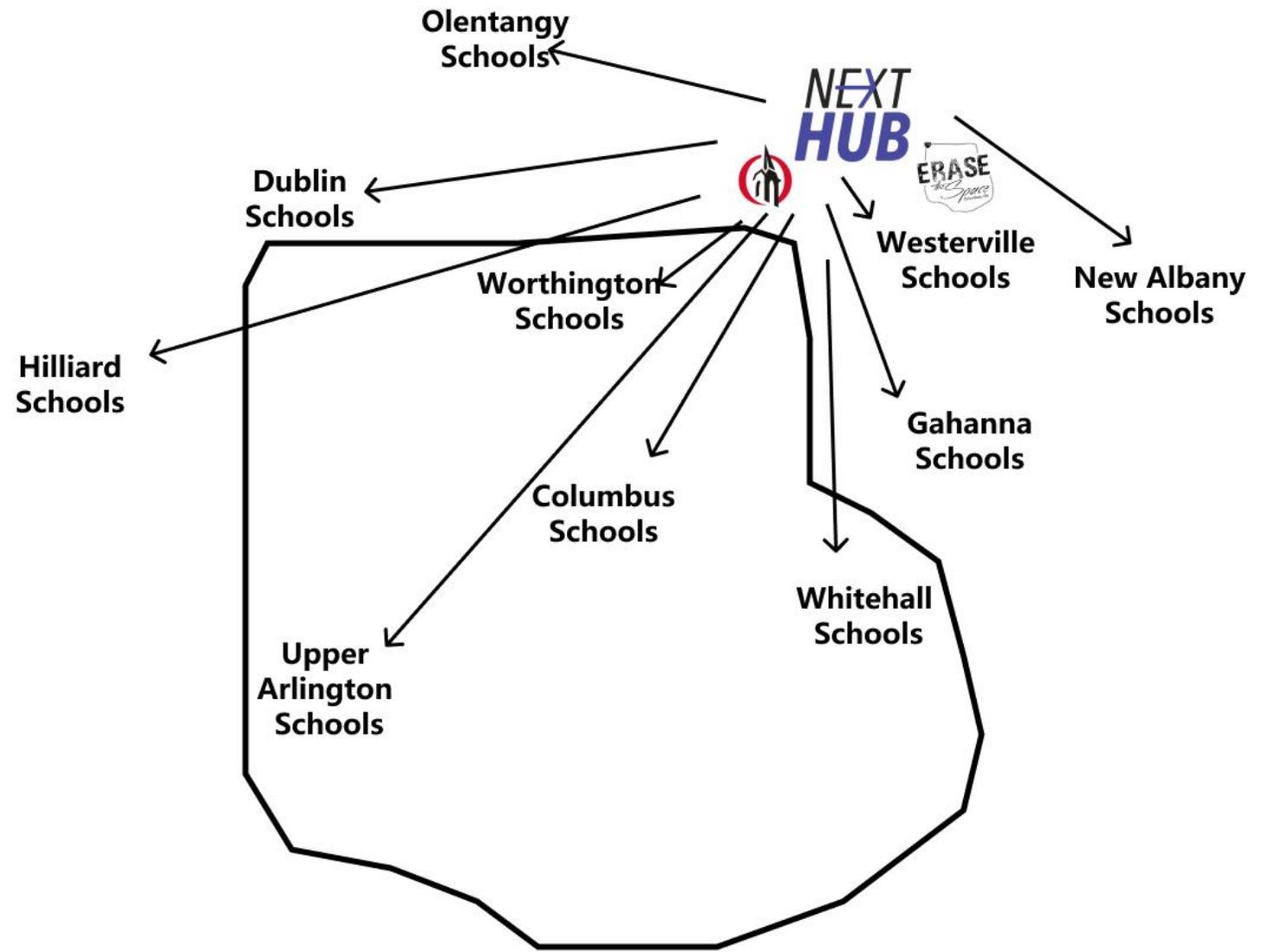


The idea is for teachers in neighboring yet segregated districts to collaborate across those borders. (Columbus is the second most segregated economically metro area in the country)

NExT Hub provides space and purpose for teachers to come together in support and solidarity, but also to reimagine what is possible



And once they partner at NExT Hub, they take new possibilities, leadership, and energy back to their schools and districts.



“Linking across districts”

- Qualitative research paper published in *Theory Into Practice*
 - This article looks at the necessity for teachers involved in DEI work at their schools to collaborate across district lines for support and solidarity
 - Focuses on interviews with two teachers during the 2020-2021 school year
 - Woman of color teaching in a suburban district
 - White male teaching in Columbus City Schools
- “The physical isolation of Americans across racial, socioeconomic, and geographic boundaries is replicated in the lives of public school educators who rarely interact across teaching contexts. [...] As we move towards challenging systemic inequality with our students, we are working towards transforming ourselves. Transforming ourselves and our schools are ‘now’ actions. Being brave for students means that we act now, in our buildings.”

Lessons Learned

Read through the teacher reflections/feedback.

Discuss:

- What does the feedback from teachers tell us about the value of our collaborative approach to professional development?
- How did this model of professional development transform space and make room for teachers to connect/collaborate around critical issues?

Lessons Learned

- *I value that connection with other educators of color. I find it difficult to discuss many of these issues with white educators because - even though many do understand on a systematic level - there isn't a way to fully understand the nuances of the everyday lived experiences. I would love to have community regularly with fellow colleagues of color.*
- *Talking with other teachers was really the highlight of this time, for me. The speakers were amazing and eye-opening, but talking with other teachers about how to present this information to my students was so valuable.*

- *CVCA came at a time when it was truly needed in our world. It helped me learn more about and process the world around me. It also helped me find my role in this world; the one I was born with as a whole woman, and the one I am working towards as a white woman and a white teacher.*
- *CVCA allowed me to take a moment to pause, reflect and collaborate with amazing educators across Central Ohio. We were able to have great dialogue and discuss situations we were facing. CVCA exposed me to new beliefs, history, voices, and social changes.*
- *The experience of collaborative learning with action-focused teachers from Central Ohio is invaluable. Too often we teach and learn within the bubbles of our own classrooms and/or districts which is detrimental to our students' understanding of the value in learning alongside diverse groups of learners. This experience for me can ONLY benefit the impact I have on students who I hope to be engaged and responsible citizens in their communities.*

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