

“Great Expectations: Supporting Teachers to Learn and Lead”

Thursday, October 24 and Friday, October 25, 2019

The Embassy Suites Hotel Dublin, Ohio

CALL FOR PRESENTATION PROPOSALS

PROPOSAL OUTLINE

- Title of presentation that directly reflects the conference theme or one of our strands.
- Description of how your presentation aligns with the chosen strand or the general theme of the conference.
- Name, institutional affiliation, mailing address, phone number, and email address of all presenters.
- Brief description of the presentation (approximately 25 words) to be used in the conference program.
- Justification for the presentation in the following areas (250 words):
 - ID which strand you will be targeting
 - How this topic is a new issue or a new way of approaching a common issue
 - How this topic will appeal to your strand’s target audience
 - How this topic and presentation can be adopted and adapted by participants and their peers
 - Identify the format of your presentation:
 - [] Research
 - [] Teacher Education Pedagogy
 - [] Hands On Demonstration/Tutoring
- **Presentation format and technology to be used. *NOTE: laptop computers and projectors will NOT be provided. OCTEO will provide an AV cart, screen, and electrical cords, but presenters will have to bring their own projectors or other technology necessary for their presentations.***

All presenters must register for the conference and be affiliated with one of the OCTEO organizations: (OATE, OACTE, OAPCTE, SUED, OFDF) or be a conference sponsor. Registration cost is \$75 -- \$200.

Presentations should be planned for 45 minutes including time for discussion.
Audience size is anticipated to be 20-40 participants per session.
Please plan to present on Thursday, October 24, between 10:00 a.m. and 4:00 p.m.

Proposals must be submitted via email no later than Monday, September 23, 2019, 5:00 p.m. EST to: Bob Thomas, OCTEO Conference Coordinator at info@OhioTeacherEd.org. Call Bob with any questions at 614.395.3341.



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Each year, thousands of novice and veteran teachers enter the classroom with great expectations. The public, too, holds high expectations for teachers, even in the face of increasingly challenging conditions shaped by cultural and social realities and complex intersections of education policies. While it is widely accepted that teacher quality is the most significant factor in student success, the task of defining context-specific teacher quality demands ongoing attention.

Ohio's teacher education community plays a significant role in this equation, with commitment not only to preparing beginning educators, but also partnering with schools to offer ongoing professional development that cultivates teachers as professional educators and leaders for their school at this time. All teachers deserve structured, relevant, and timely experiences to ensure they can lead today's students and help them learn at the highest levels.

The Fall 2019 OCTEO conference explores how teacher educators articulate teaching expectations while offering meaningful and effective supports to meet those expectations. Beyond mere survival or basic competence, how do teacher educators prepare teachers to excel at their craft and lead the way upwards – towards ever improving student outcomes, broadly defined? Consider the following examples.

- In 2015-2016, teachers of color comprised only 20% of all public elementary and secondary school teachers, whereas 51% of students were students of color. Evidence suggests the need for more teachers of color in the profession. In Harvard Ed., Moss (2016) writes, “minority teachers have higher expectations of minority students, provide culturally relevant teaching, develop trusting relationships with students, confront issues of racism through teaching, and become advocates and cultural brokers.” Attracting and retaining teachers of color is important not only to our profession but to society as a whole. What is the role of teacher educators in recruiting teachers of color? What strategies have proven effective? Once they are recruited and trained, what supports are needed to retain these teachers and support them to succeed and lead?
- Completion of a rigorous teacher education program, passing professional exams and earning an Ohio teaching license is only the beginning of a multiple year learning process awaiting young educators. Beyond implementing teaching strategies from pedagogical courses, new teachers are expected to collect and record data from multiple assessments, to demonstrate skills using data to inform instruction, and to provide social and emotional support for a diverse array of students. How do universities and school partners work hand in hand to sustain and guide the next generation of teachers through the plethora of classroom realities?
- Under HB 318, teacher preparation programs must incorporate content on “the impact of trauma, toxic stress and other environmental variables on learning behavior.” What does this look like? What happens when educators themselves are impacted by trauma, stress, or other environmental variables? What responsibilities do higher education institutions or schools bear for providing necessary supports to help new and veteran teachers manage their own stress and mental health?

We invite you to begin with these scenarios or share others that illustrate how you support teachers to learn and lead. What do you see as the challenging expectations for new teachers today?

Presenters are invited to share their work in one of four conference strands representing different audiences. Within each strand, presenters identify a format: 1) research; 2) teacher education pedagogy (i.e. sharing a strategy from your college class); or 3) hands-on demonstration/tutoring to assist audience members in developing a new skill, e.g. pulling ODE data and assembling it in a data table.



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CHOOSE ONE OF THE FOLLOWING STRANDS FOR YOUR PROPOSAL:

STRAND 1: INNOVATIONS IN TEACHING

This strand will focus on research and practical techniques to support teachers to learn and lead, either during initial teacher preparation, advanced preparation, or continuing professional development. Teacher educators may share classroom activities, powerful assignments, new technologies, or reflections on the challenges of preparing teachers for the future.

Target Audience: Teacher Educators

STRAND 2: ACCREDITATION AND LICENSURE

Accreditation and Licensure Coordinators face the task of responding to the full range of state and national expectations for teachers, which change regularly. This strand focuses ways to respond to changing expectations and cultivating consensus on how to respond to these expectations, how to gather and use data wisely, and how to use accreditation and licensure requirements to promote continuous program improvement.

Target Audience: Accreditation and Licensure Professionals

STRAND 3: FIELD AND CLINICAL WORK

This strand focuses on the work of field offices to implement recommendations of the AACTE clinical practice commission and be responsive to the day-to-day realities of our P-12 partners. Presenters may share innovative models of partnership development, examples of close collaboration with school partners around specific expectations, innovations in field work and supervision, use of technology for deepening clinical experience, as well as other best practices to support a clinical model of teacher education.

Target Audience: Field Directors and Clinical Teacher Educators

- All presentations will be on Thursday October 24, 2019 at the Embassy Suites Dublin.
- Proposals are due by 5:00 p.m. Monday September 23, 2019. Submit your proposal by email to info@ohioteachered.org.
- All presenters must register for the OCTEO Conference.
- All presenters must bring their own projector, speakers, and presentation materials. OCTEO supplies a screen, table or cart, Wi-Fi and electric.
- We strongly urge presenters to attend the full conference. Registration provides entry to all education sessions, networking events, and meals.

