OCTEO

**The Ohio Confederation of Teacher Education Organizations**

The Fall 2020 OCTEO conference centers on techniques for teacher educators and K-12 schools to help them translate their passions into instructional strategies that focus on the joy of teaching and the role of play in producing vibrant, joyful classrooms in uncharted territory – remote teaching, blended learning, or face-to-face formats.

FALL 2020 CONFERENCE

Rekindling the Passion for Teaching in Challenging Times

October 22 – 23, 2020   Online

Rekindling the Passion for Teaching in Challenging Times

As pressures mount, it grows increasingly difficult to recruit and retain teachers in the profession. The toll is evident: dramatic decreases in the numbers of young people entering the teaching field resulting in real and looming teacher shortages. What can teachers and the teacher education community do? We know that prospective new teachers bring deep-seated passions to the table: care for young people, the love of learning, the thrill of intellectual engagement, and the value of play as an instructional strategy. Matthew Broda and Trevor Dunlap will share an online "Playnote" interactive experience to help participants reflect on the idea of productive relationship development with students and the use of innovative pedagogies to build positive classroom climate and culture to foster student success and provide digital tools to participants. Leila Kubesch, Ohio's 2020 Teacher of the Year, will share her passions as a teacher of Spanish and English to speakers of other languages. With a strong commitment to working in high-need schools, Leila will share how she helps students develop leadership skills, become global and civic-minded, and break away from limiting beliefs by guiding them in rising above challenges and advocating for community change.
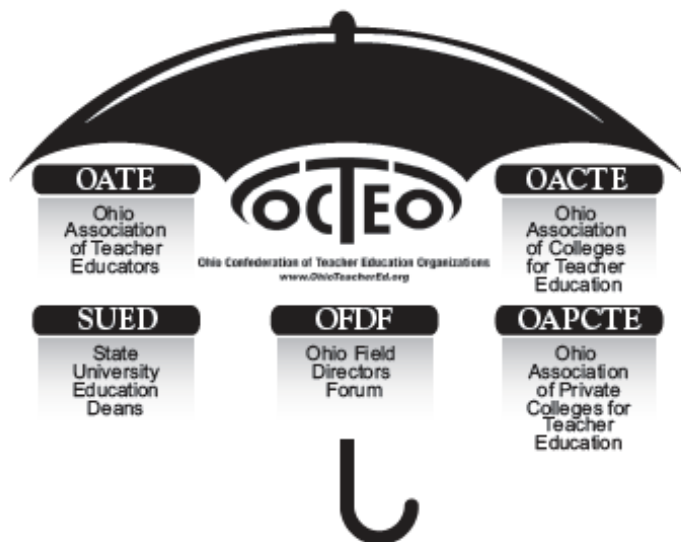
OCTEO was established to organize two conferences each year for the five Teacher Education Organizations above. While there is no membership in OCTEO, an existing institutional membership (in OACTE or OAPCTE) or individual membership (in OATE) or participation in (OFDF or SUED) in one of these five organizations allows access to the OCTEO conferences.

FEATURED SPEAKERS

Matthew Broda is a pre-service teacher educator, experiential facilitator, and environmental educator based in Wooster, Ohio. As an associate professor of education and chair of the department at The College of Wooster, he focuses on the integration of innovative pedagogies (i.e. experiential methodologies, immersive technologies, ecological sensibilities, etc.) into pre-service teacher curricula. As a former middle school science teacher, Matthew holds an MA in Educational Administration from Ashland University and a Ph.D. in Curriculum and Instruction from Kent State University. When not teaching his students, Matthew and his wife Kristin can usually be found somewhere outside - smiling.

Trevor Dunlap is the Executive Director of The Nuhop Center for Experiential Learning, an Ohio based non-profit that focuses on environmental and outdoor education, experiential education, and serving children with special needs through residential camping experiences. Trevor is passionate about hands-on learning and loves fostering creative environments where people can succeed through engagement in the natural world. Trevor holds a BA in Elementary Education and Special Education from Wittenberg University. When not managing Nuhop, Trevor and his wife Sarah enjoy taking their three children on adventures, and can often be found trail running, hiking, and working the soil in their family garden.

Leila Kubesch, Ohio's 2020 Teacher of the Year, is currently serving as the 2021 Ohio Teacher Fellow, through which she focuses on how to address the social and emotional well-being of educators in order to empower them — and in turn their students — for all to thrive. Leila's passion for education continues as she enters her 25th year of teaching. Having committed her entire career to working with vulnerable community members and youth in high needs schools, she believes that success stems from framing challenges as assets rather than as limits. In her talk she will share how she employs tools to do this with her own students. The work of her students has landed in museums around the country, winning national and international awards and recognition including from Japan and Tanzania.

Dr. Jacqueline Rodriguez is the Vice President for Research, Policy, & Advocacy at the American Association of Colleges for Teacher Education (AACTE) where she leads the strategy and content development for the association's research, policy, and advocacy. Jackie is an experienced teacher, teacher leader, and professor. Jackie's research focuses on providing all students equity and access to high-quality education and educators. Jackie has a Ph.D. in education with a focus on exceptional education from the University of Central Florida where she was a McKnight Doctoral Fellow, a Holmes Scholar, and an Order of Pegasus Awardee.

OCTEO EXECUTIVE COMMITTEE
2020-2021

NAME	SCHOOL	PHONE	EMAIL
Mary Heather Munger, OCTEO Chair	Univ of Findlay	419.434.4090	munger@findlay.edu
Mark Seals, Treasurer	Bowling Green	419.372.7622	mseals@bgsu.edu
OATE REPRESENTATIVES 2020-2022			
Sally Barnhart, President	Xavier University	513.745.1081	barnhart@xavier.edu
TBA, President Elect			
Jim Wightman, Past President	Capital University	614.236.6264	jwightman@capital.edu
OACTE REPRESENTATIVES 2020-2022			
Brian Yusko, President	Cleveland State	216.875.9774	b.yusko@csuohio.edu
Mary Heather Munger, President Elect	Univ of Findlay	419.434.4090	munger@findlay.edu
Julie McIntosh, Past President	Univ of Findlay	419.434.4062	mcintosh@findlay.edu
OAPCTE REPRESENTATIVES 2020-2022			
Julie McIntosh, President	Univ of Findlay	419.434.4062	mcintosh@findlay.edu
Diana Garlough, President Elect	Univ of Findlay	419.434.4867	diana.garlough@findlay.edu
Jim Wightman, Past President	Capital University	614.236.6264	jwightman@capital.edu
SUED 2019-2021			
Dawn Shinew, Chair	Bowling Green	419.372.7364	dshinew@bgsu.edu
Michael Dantley, Chair elect	Miami University	513.529.2357	Michael.Dantley@MiamiOH.edu
Joe Keferl, Past Chair	Wright State Univ	937.775.2076	joseph.keferl@wright.edu
OFDF 2019-2021			
Dianna Greivenkamp, Co-Pres	Univ of Cincinnati	513.556.9136	greivedf@ucmail.uc.edu
Anne Price, Co-President	Cleveland State	216.802.3043	A.E.PRICE@csuohio.edu
At-Large Representatives (two public and two private) 2018-2020			
Tammy Kahrig, Public	Wright State	937.775.3584	tammy.kahrig@wright.edu
Gary Jacobs, Private	Walsh University	330.490.7326	gjacobs@walsh.edu
Rae White, Private	Muskingum Univ	740.826.8031	rwhite@muskingum.edu
Lynn Kline, Public	Univ of Akron	330.972.6150	kline@uakron.edu

The President, President Elect and Past President of each Association (SUED, OAPCTE, OACTE, OATE, and OFDF) as well as the Treasurer from OACTE, and two at-large representatives of SUED and two at-large representatives from OAPCTE. At-large representatives shall serve two-year terms and will be elected by SUED and OAPCTE.

July 2020 Update

DIRECTIONS FOR ATTENDEES

Welcome to our Fall 2020 OCTEO Conference: *Rekindling the Passion for Teaching in Challenging Times*. We are looking forward to sharing a wealth of expertise with you over the next day and a half. Presenters from across the state will be sharing their research, ideas, and resources with you in order to provide you with meaningful information to help you navigate the current state of affairs.

Please review the directions below to ensure a positive online conference experience:

1) Download Zoom on your computer if you do not already have it. You can use this link to do so: https://zoom.us/download
2) Review the conference schedule to map out which sessions you are interested in attending.
3) At the start of each breakout session on Thursday, click on the room number at the top of the schedule (The rooms are hyperlinked to the Zoom meeting rooms). On Friday, click on the name of the meeting or presentation you want to attend.
4) Please mute yourself unless you wish to ask a question or respond to the presenter's request to speak.
5) Q & A will be handled via the chat box for the main sessions.
6) Follow the moderator's directions for transitioning from room to room (*you may see a prompt that asks you to click on it to leave the room you just finished with – click that prompt if you see it in order to get to your next room*).
7) Please fill out this following evaluation form once you've finished with the conference: https://www.surveymonkey.com/r/XNDHHG8

Thank you for joining us and remaining committed to fostering excellence in teacher education!

SCHEDULE OF SPEAKERS AND PRESENTATIONS

Thursday, October 22						
ZOOM LINK (Click on the room)	BREAKOUT ROOM 1	BREAKOUT ROOM 2	BREAKOUT ROOM 3	BREAKOUT ROOM 4	BREAKOUT ROOM 5	BREAKOUT ROOM 6
MODERATOR	Mary Heather Munger	Julie McIntosh	Sally Barnhart	Mark Seals	Rae White	Abbie Loy
9:00am KEYNOTE	Playnote - Matthew Broda & Trevor Dunlap — Main Room - Everyone Meets Here at 9:00 am					
10:00am-10:45am	Closing the Achievement Gap	Moving Teacher Mentoring	Tools for Remote, Hybrid, Socially Distant Classroom	Elementary School Principal Perceptions	Passionate for Teach in Spite of Pandemic	COVID Did Not Stop Us!
11:00am-11:45am	Re-igniting Teacher Creativity and Passion	Pandemic Playground	Hashtags, Podcasts and Perspectives	Agile Pedagogies	Lesson Study for Innovative Pedagogy	Playing with Literacy
12:30pm-1:15pm	Using Brain-Based Teaching	Accreditation Coordinators	OATE Meeting	DICE	A New Type of Learner	Teacher Educ During the Pandemic
1:30pm-2:15pm	OACTE Board	Supporting Teachers' Attempts	OFDF Meeting	It's Time!	Using Tech and Autoethnographic Scholarship	Tech Tools We Will Keep
2:30pm -3:15pm	OACTE Board	Pearson Update	OFDF Meeting	Passion and Play in Quality Assurance	Using Hollywood to Teach	Virtual RolePLAY
3:30pm -4:30pm	Click Here: GoReact Demonstration					

Friday, October 23		
MODERATOR	Brian Yusko	Sally Barnhart
9:00am KEYNOTE	Leila Kubesch Main Room - Everyone Meets Here at 9:00 am	
10:15am-11:15am	AACTE Update - Jacqueline Rodriguez ODE/ODHE Update Main Room - Everyone Meets Here	
11:30am-12:30pm	SUED/OAPCTE	LICENSURE COORDINATORS

BREAKOUT SESSION I - 10:00 AM

AL=Accreditation/Licensure; FC=Field/Clinical; IT=Innovations in Teaching

Closing the Achievement Gap by Bringing Science and Mathematics Home (IT)   Room 1

Dr. Joanne Caniglia, Dr. Davison Mupinga, Kent State University; Dr. Michelle Meadows, Tiffin University

Due to COVID-19, many students were unable to continue their studies and STEM Kits were used to supplement instruction. Presentation shares experiences from using the instructional kits.

Moving Teacher Mentoring from Face-to-Face to a Virtual Environment (IT)   Room 2

Cindy Ross, Dawn Thompson; Bowling Green State University

GoReact demonstration for teacher mentoring, evaluation and support. The service moves mentoring from static face-to-face evaluations to a deeper self-reflection and support system.

Tools for the Remote, Hybrid, and Socially Distant Classroom (IT)   Room 3

Lauren Angelone; Xavier University

In this session, participants will engage with tools that can be used to support new classroom configurations at both the elementary level and in teacher education courses. Participants will get hands-on experience using Seesaw, Flipgrid, and Peardeck.

Elementary School Principal Perceptions of Multi-Option Response Plans for Active Shooter Drills (FC)   Room 4

Brett Burton; Xavier University

School districts may direct principals to use a multi-option response plan for active shooter drills. This phenomenological research investigates the perceptions of principals on the use of multi-option response plans before, during, and after active shooter drills. This research may provide classroom teachers with administrative insight to the purpose and rationale for these intense drills.

Passionate for Teaching In Spite of a Pandemic! Perceptions on Preparedness from Alumni of a Teacher Preparation Program (IT)   Room 5

Rebecca Rook, Megan Reister; Franciscan University of Steubenville

Themes from the results of the study with regard to practical techniques that sparked the passion for teaching for P-16 teachers in their teacher preparation program and preparing them for their teaching, including online environments, will be shared with participants.

COVID Did Not Stop Us! Culturally Responsive Professional Learning Communities to Engage Teachers Who Serve Urban Students (IT)   Room 6

Novea McIntosh, Rochonda Nenonene; University of Dayton

In partnership with P-12 urban school districts, two teacher educators sought to disrupt existing inequitable social and organizational structures in urban schools. We sought to reinvent and advocate an educational system that supports social justice and create a culturally responsive curriculum.

BREAKOUT SESSION II - 11:00 AM

AL=Accreditation/Licensure; FC=Field/Clinical; IT=Innovations in Teaching

Reigniting Teacher Creativity and Passion Through Lesson Planning with Purpose and Perceptive Teaching (IT)   Room 1

Bradley Conrad, Capital University; Christy McConnell, University of Northern Colorado; Bruce Uhrmacher, University of Denver

Participants in this session will reignite their passion for teaching through exploring new approaches to creative lesson planning, as well as through an examination of who they are and what they do as teachers.

Pandemic Playground: Improving Teaching Through an Innovative Assistantship (IT)

Romena Garrett Holbert, Rebecca Carlson; Wright State University   Room 2

Designed to support modeling of and research surrounding high quality online instruction that supports passion and play for candidates, the independent study served as a "pandemic playground"- a space that promoted ongoing engagement in instructional improvement.

Hashtags, Podcasts and Perspectives: Using 2.0 Technologies to Increase Teacher Candidate Engagement and Learning (IT)   Room 3

Rochonda Nenonene, Novea McIntosh; University of Dayton

We are teaching Generation Z, a group that uses social media, seeking "authentic stories" and "on-demand content" for information processing. We share how technology and problem-based learning expand candidate understanding of the profession.

Agile Pedagogies for Remote Field Experiences while Navigating COVID-19 (FC)   Room 4

Melissa Edgehouse, Linda Bigham, Jeremy Brueck, Jennifer Hollinger, Dan Lowmiller, Caitlin Reash, Leslie Shaffer; University of Mount Union

Our collaborative team, including partners from the ESC, P-12 districts, and the local health department, will share how we leveraged online opportunities to help build mutually beneficial partnerships where candidates fulfill their field requirements in a virtual setting.

Lesson Study Promotes Innovative Pedagogy and Student Learning (IT)   Room 5

Joanna Weaver, Gabriel Matney, Allison Goedde, Jeremy Nadler, Nancy Patterson; Bowling Green State Univ.

Lesson study leverages teacher collaboration. In small groups, participants will engage in the LS process, then highlighting how LS could be infused into their instruction.

Playing With Literacy (Teaching Reading and Writing Through Games in a Virtual Environment) (IT)   Room 6

Ben Cromwell, Raven Cromwell; Marietta College

This hands-on literacy presentation gives games and activities teachers can use in virtual classrooms to practice essential reading and writing skills with students from elementary through college.

# BREAKOUT SESSION III - 12:30 PM
AL=Accreditation/Licensure; FC=Field/Clinical; IT=Innovations in Teaching

Using Brain-Based Teaching as a Higher Education Delivery Strategy (IT)   Room 1
Maria Sargent; Ashland University

Brain-based techniques taught in teacher preparation may not be reflected in the delivery of higher education. This session shows application for courses, advising, mentoring, etc.

Accreditation Coordinators   Room 2

OATE Meeting (Ohio Association of Teacher Educators)   Room 3

DICE: A Clinical Observation Form and Explicit Coaching Tool (FC)   Room 4
Michael Bindis, Laura Saylor; Mount St. Joseph University

Learn about the Disposition, Instructional, Content-specific Evaluation or DICE, an instrument and tool used to evaluate teacher candidate performance and to provide explicit coaching in clinical experiences.

A New Type of Learner: Tips for Teaching Gen Z (IT)   Room 5
Rae White, Capital University; Mr. Mark White, Author and Consultant

This session will provide practical tips for teaching today's Gen Z students in face-to-face and remote learning. Areas covered include: adapting for Gen Z, using education apps, and providing high rigor and relevance for a new type of learner.

Teacher Education During the Pandemic: Developing Meaningful Assignments (IT)
Carmen Dixon, Nisreen Daoud; Capital University   Room 6

The "Digital Portfolio Project" was designed for teacher candidates to develop pedagogy in implementing online learning due to a field experience component that could not take place due to COVID-19.

BREAKOUT SESSION IV - 1:30 PM

AL=Accreditation/Licensure; FC=Field/Clinical; IT=Innovations in Teaching

OACTE Board (Ohio Association of Colleges for Teacher Education)   Room 1

Supporting Teachers' Attempts to Create and Maintain Productive Remote Learning Environments (IT)   Room 2
Scott Courtney; Kent State University

This presentation provides participants with remote learning resources vetted by practicing teachers and intervention specialists, and opportunities to share ideas and connect with colleagues.

OFDF Meeting (Ohio Field Directors Forum)   Room 3

It's Time! Infusing Virtual Context in Teacher Preparation (IT)   Room 4
Mary McVey, Susan Poyo, Kathy Giannamore; Franciscan University of Steubenville

This presentation includes lessons learned and pragmatic resources to execute program-wide change in order to prepare educators for virtual instruction today and in the future.

Using Technology and Autoethnographic Scholarship to Build Community and Engagement in the English Language Arts Classroom (IT)   Room 5
Laura Reed, Susan Poyo; Franciscan University of Steubenville

Learn how introspective writing and the integration of varied technologies reaffirms professional identity, shapes pedagogy, and fuels passion, strengths, and values to build community and engagement in the classroom.

Tech Tools We'll Keep After COVID That You Should, Too! (IT)   Room 6
Jennifer Lisy, Michele Nobel; Ohio Wesleyan University

This demonstration will provide information about using video breakout rooms, SeeSaw, Flipgrid, Edpuzzle, and podcasts to enhance the learning experiences of teacher candidates.

BREAKOUT SESSION V - 2:30 PM

AL=Accreditation/Licensure; FC=Field/Clinical; IT=Innovations in Teaching

OACTE Board (Continued)   Room 1

Pearson Update   Room 2

OFDF Meeting (Continued)   Room 3

Passion and Play in Quality Assurance: Can There Be Joy in Accreditation? (AL)   Room 4
Linda McKee, Mark LaCelle-Peterson, Ann Shelly, Cheryl Stanley; Association for Advancing
Quality in Educator Preparation (AAQEP)

Passion and play may not seem like a natural pairing with accreditation, but the AAQEP standards and process do bring them together. Attendees will hear about AAQEP's Expectation Framework (standards and evidence) and accreditation process and how these may work with standards and processes to support improvement and innovation.

Using Hollywood to Teach Dispositions and Other Abstract Concepts (IT)   Room 5
Pamela Greene; University of Illinois, Urbana-Champaign

Addressing dispositions is important … and tedious. Learn how teaching with movies can make abstract concepts like dispositions meaningful while reigniting your own values, attitudes, and beliefs.

Virtual RolePLAY to Prepare Teacher Candidates (IT)   Room 6
Ashley McCoy; Bowling Green State University

Within remote and online instruction of teacher candidates, virtual role plays can help provide a simulated experience for the acquisition of important instructional techniques.

BREAKOUT SESSION VI - 3:30 PM

GoReact Demonstration
Dave Greene

Thank You Sponsors!

GoReact Demonstration Thursday 3:30pm

Pearson Demonstration Thursday 2:30pm

Presentation Thursday 11:00-11:45am
Praxis® **Performance Assessment for Teachers (PPAT):**
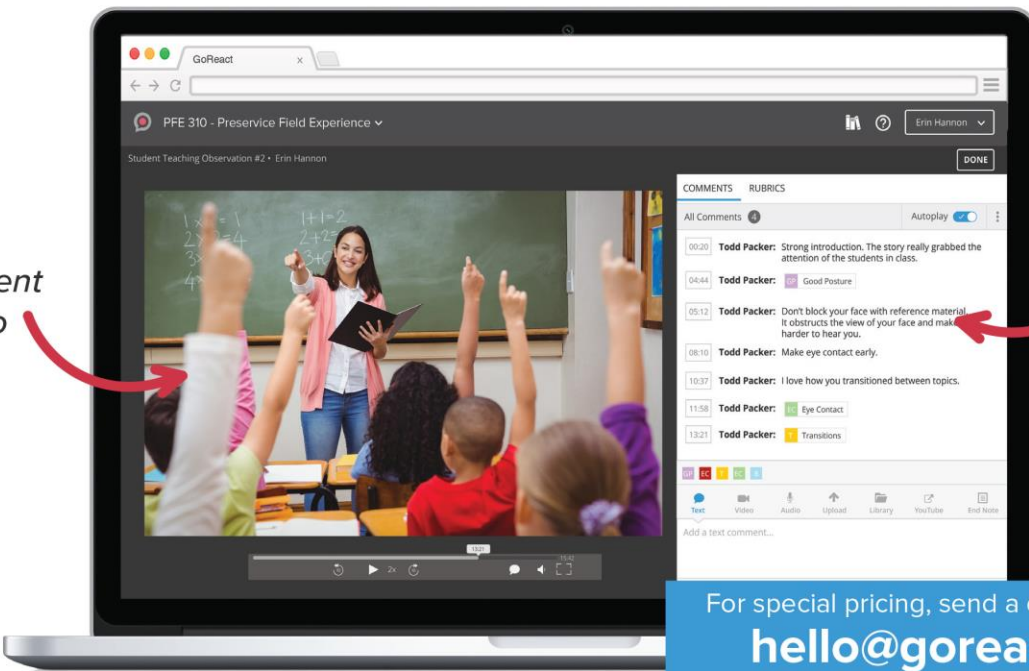**A Smart Option in Performance Based Assessments**
Now that the Ohio Department of Education has opened the door to the use of the *PPAT*® assessment in Ohio, this session will provide a brief overview of the assessment and talk about some of the advantages for candidates over performance based assessments in current use.

OVER 200 TEACHER PREP PROGRAMS

USE GOREACT TO

Observe clinical experiences **remotely**
Improve candidate readiness for **certification**
Increase student **touchpoints**
Meet new and changing **mandates**
Do more with a limited **budget**

Student video

Time-Coded Feedback

For special pricing, send a demo request to
hello@goreact.com

BGSU   MICHIGAN STATE UNIVERSITY   SIU   INDIANA UNIVERSITY BLOOMINGTON   M DEARBORN

goreact