

BREAKOUT SESSION I 10:00 AM Thursday 10/21

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

Room 1 Diversifying the Educator Workforce: Beginning the Journey (IT)

Kathy Winterman, Julie Kugler-Ackley, Leigh Anne Prugh; Xavier University

Demonstration of models of teacher preparation to increase the number of black, indigenous, and people of color (BIPOC) educators.

Room 2 Meeting the Moment: Providing Field Experiences and Services to our Greater College Community during a Pandemic (FC)

Amanda Yurick, Casandra Sweney, Sydney Turney; Cleveland State University

This presentation addresses clinical experiences amid instructional transitions experienced during the 2020-2021 academic year. Insights into the future of field work will be discussed.

Room 3 The Ally's Journey (IT)

Ben Cromwell, Raven Cromwell; Marietta College

See how establishing common texts on equity literacy can lay the groundwork for an integrated approach to equity within teacher education programs.

Room 4 Phonics Course Refresh: Resources and Strategies for Engaging Students in the University Classroom (IT)

Jennifer Lisy, Michele Nobel; Ohio Wesleyan University

This session provides ideas for the improvement of phonics courses with the latest in the Science of Reading, including free resources for professors and students.

Room 5 Social-Emotional Learning: Building Connections while Maintaining Distance (IT)

Rochelle Berndt, Brandi Seither; Baldwin Wallace University

Perceptions and practices of teacher candidates and university faculty associated with strategies used to promote social-emotional learning will be discussed.

Room 6 Building Our Wakanda (FC)

Dawn Henry, Lindsey Haubert; Heidelberg University

Using *Black Panther* and the book *Stamped for Kids*, Fremont City Schools and Heidelberg University share the kick-off of their partnership to diversify the FCS faculty.

Room 7 Drop-in Research Roundtable

Hosted by the OACTE Inquiry Committee; Moderators Tonya Judd and Nicole Williams

Faculty who value talking about research by providing support or asking for feedback are welcome to drop in as your schedule allows. The roundtable is meant to foster collaboration between researchers and institutions to promote completion of research, provide one-time input and the ability to make connections for possible long-term support and collaboration.

BREAKOUT SESSION II 11:00 AM Thursday 10/21

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Room 1 Using Minecraft to Represent Math and Motivate Students (IT)

Kenneth Butler; University of Dayton

Minecraft is presented as an alternative space for teaching factoring of composite numbers, as well as algebraic factoring of quadratics and 3rd degree polynomials.

Room 2 NExT Hub: A Space for Teachers to Link Arms Across Districts for Collaboration and Support (FC)

Grace McDaniel, Derek Burtch; Otterbein University

Focus on how NExT Hub addresses diversity, connects and builds partnerships with higher education, school districts/community partners support administrators, teachers and students.

Room 3 Preservice Teacher Reflection: A Trio of Strategies (FC)

Diana Garlough, Olivia Ryzdewski; University of Findlay

Join us as we share our process of incorporating research-driven practices and student engagement into the act of preservice teacher reflection through action research.

Room 4 Culturally Responsive Education: Teacher Education Fit for the Times (FC)

Novea McIntosh, Rochonda Nenonene; University of Dayton

This research study focuses on reimagining of professional development with P-12 partners centered around activist pedagogical practices, as teachers navigate issues of equity and inequity.

Room 5 DataSTARS: Sharing, Teaching, & Applying Reading Strategies: An Improving Literacy Project (IT)

Megan Reister, Kathy McVey, Franciscan University of Steubenville; Christine Ballato, Garfield East School; Mary Compton, University of North Carolina at Greensboro

Members of a grant team will share tips and lessons learned from creating a virtual database of evidence-based reading strategies grounded in *Science of Reading*.

Room 6 Q-Inquiry of Early Virtual Field Experience: Preservice Teachers' Perception of Situated E-Learning (FC)

Tianhong Zhang; Cedarville University

The background of the early virtual field experience in our program; what the preservice teachers have taken away from this situated e-learning; how the early VFE impact their field/clinical experience.

Room 7 Licensure Coordinators Meeting

BREAKOUT SESSION III 12:30 PM Thursday 10/21

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Room 1 Perceptions of Identity and Work-Family Balance for MotherScholars Living, Working, and Simply Being During COVID-19 (IT)

Megan Reister; Franciscan University of Steubenville

Findings from a study conducted on MotherScholars' perceptions reveal mindset is self-determined, is fluid, and requires perseverance as we celebrate MotherScholars and their hard work.

Room 2 Accreditation Coordinators Meeting

Room 3 OATE Meeting (Ohio Association of Teacher Educators)

Room 4 Media and Implicit Bias (IT)

Kenneth Smith, I-AM Possible Enterprise; Erica Glover, Disrupter University

How the world of education isn't telling the full story of Black and Brown boys' success. A real look at Social Emotional Learning through the lens of mainstream media and pre-service teachers.

Room 5 Purposeful Pedagogies for Pandemic Learning and Beyond (IT)

Romana Holbert, Wright State University

Join to learn pedagogical practices, policies, and tools that supported learning effectiveness and community building/collaboration within and beyond online pandemic learning.

Room 6 Re-envisioning Where and When the Learning Takes Place: Reflections on Adapting Modalities to Meet P-16 Student Needs, and Why We're Never Going Back! (IT)

Richard Garris, Kathy Maretka, Jen McCreight; Hiram College

In this session, presenters will share and reflect on three unique and unexpectedly beneficial experiences in P-16 teaching that occurred during the 2020-2021 school year.

Room 7 Drop-in Research Roundtable

Hosted by the OACTE Inquiry Committee; Moderators Robin Dever and Kerry Teeple

Faculty who value talking about research by providing support or asking for feedback are welcome to drop in as your schedule allows. The roundtable is meant to foster collaboration between researchers and institutions to promote completion of research, provide one-time input and the ability to make connections for possible long-term support and collaboration.

BREAKOUT SESSION IV 1:30 PM Thursday 10/21

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

Room 2 Developing a Field Coaching Model to Transform Supervision of Teacher Candidates (FC)

Kate Brodeur, Alicia Mrachko, Tracy Huziak-Clark; Bowling Green State University

Participants will learn about our non-evaluative coaching model, partnership with K-12 teachers, and use of video technology to deepen candidates' reflection and extend traditional supervision.

Room 3 OFDF Meeting (Ohio Field Directors Forum)

Room 4 Honoring Identities within Your Classroom through Honest Conversation (IT)

Allison Baer, University of Findlay

This presentation will discuss the essential question: How do we honor the identities in our classroom that we, ourselves, do not hold and how our answer can affect our teaching.

Room 5 Making Lemonade: Adapting School Partnerships through Literacy Support (FC)

Amanda Rider, Raven Cromwell; Marietta College

In the wake of COVID, Marietta College adapted to meet the new needs of learners by transforming a face-to-face summer camp into an at-home summer literacy enrichment experience.

Room 6 Lessons Learned: Maximizing Teacher Candidate Time During Clinical Experiences (FC)

Nisreen Daoud, Carmen Dixon; Capital University

In this session we describe how we redesigned our courses to allow candidates more time in the field and better opportunities to implement and reflect on their own instruction.

Room 7 Drop-in Research Roundtable

Hosted by the OACTE Inquiry Committee; Moderators Diana Garlough and Kerry Teeple

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BREAKOUT SESSION V 2:30 PM Thursday 10/21

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Room 1 OACTE Board Meeting (Continued)

Room 2 Pearson Update

Room 3 OFDF Meeting (Continued)

Room 4 Robots on the Move: Use of Telepresence to Support Virtual Experiential Learning in Teacher Education (FC)

Matthew Broda, Carol Bucher, Sarah Dunlap, Ryan Ozar, Allison Neptune, Gretchen Tefs, Megan Wereley; The College of Wooster

Telepresence robots, as a component of field/clinical experiences, offer safe, purposeful, interactive, and immersive strategies to teacher candidates allowing interactive teaching and relationship building opportunities.

Room 5 United for Student Success: A Call for Establishing Stronger Partnerships Between Academic Core and “Specials” Educators (IT)

Rebecca Carlson, Wright State University

A teacher candidate explores how the ideas taught in “specials” classes (music, art, and physical education) connect to student learning styles and advocates for stronger partnerships between elective teachers and academic core teachers.

Room 6 Virtual Family Events That Work (IT)

Lori Ferguson, Cedarville University

Participants will learn the benefits of conducting a Virtual Family Event with local school districts. They will also learn 10 practical tips for implementing their own Virtual Family Event in math or literacy with their preservice teachers.

Room 7 Drop-in Research Roundtable

Hosted by the OACTE Inquiry Committee; Moderators Laura Dell and Jenny Theriault

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BREAKOUT SESSION VI 3:30 PM Thursday 10/21

Room 1 Seamless Transitions: Preparing for Consistent Outcomes in Any Learning Environment

Dave Greene; GoReact

A panel of educators from across Ohio will share their experiences to help you prepare for more seamless transitions, and more consistent outcomes, in any learning environment.