



OCTEO Fall 2023 Conference

Teaching in a Post-Pandemic World: Finding
Solutions and Celebrating Successes



Meet your panel

- Julie Blevins: Innovative Emerald Campus project in Dublin City Schools, empowering students through dynamic learning environments.

Contact Info: Blevins_Julie@dublinschools.net

- Kevin O'Shea: Pioneering of AI in education, transforming the educational landscape.
- Aaron Bouie III: Literacy's crucial role in shaping the future of students in Youngstown City Schools.

Emerald Campus: If you build it - will they come?



- Personalized Options
- Branding
- Awareness
- 'New' Environment
- Freedom
- Scale quickly

Choose YOUR PATHWAY

Core Graduation Requirements

| | |
|----------------|-----------|
| ENGLISH | 4 CREDITS |
| MATH | 4 CREDITS |
| SCIENCE | 3 CREDITS |
| SOCIAL STUDIES | 3 CREDITS |

Elective Requirements

| | |
|--------------------|-------------|
| PHYSICAL EDUCATION | 0.5 CREDIT |
| HEALTH | 0.5 CREDIT |
| ARTS | 1 CREDIT |
| ELECTIVES | 4.5 CREDITS |
| FINANCIAL LITERACY | 0.5 CREDIT |



1) PLANNING: Keep track of graduation requirements. See Course Handbook & check with your School Counselor on: credits, classes, & seals

2) PERFORMANCE: Requirements vary based on the option you want - always do your best!!

3) PURPOSE: What is your right now goal? What is your end goal starting to look like? Work toward selecting education options that help you shape your goal.



I LIKE...

RATE YOUR PROGRAM PREFERENCES BELOW

SHARE THIS WITH YOUR FAMILY
& SCHOOL COUNSELOR!

PATHWAYS-

LOVE LIKE NOPE

AGRICULTURAL & ENVIRONMENTAL SYSTEMS-

Ex. Animal Sciences, Ag Sciences, Food Sciences, Natural Resources

EC: IB Sciences, Biomedical Research



HEALTH SCIENCES & PUBLIC SAFETY -

Emergency Medical Technician, Criminal Justice, Health Care

EC: IB Sciences, Biomedical Research, Sports Science



EDUCATION, HOSPITALITY, & HUMAN SERVICES -

Cosmetology, Hospital & Restaurant Management, Teaching, Tourism

EC: IB Psychology, IB Environmental, Dublin Teacher, Early College



ARTS AND COMMUNICATION-

Communication, Interactive Media, Design, Performing & Visual Arts

EC: IB English, IB Literature & Performance, IB Languages, IB Art, Media Marketing, Early College



ENGINEERING, MANUFACTURING, & TECHNOLOGY -

Automotive, Aviation, Engineering, Information Technology, Modern Manufacturing

EC: IB Math, IB Computer Science, Cyber, Engineering



BUSINESS & LAW -

Business Admin & Management, Finance, Government, Marketing

EC: IB Business, IB Global Politics, IB History, IB Math, Dublin Business, Entrepreneur



Applicable to all: IB Diploma, College Credit Plus, Young Professional Academy, Dublin Co-Op, Leadership Academy



Emerald Campus Website

1550 students this year (of approximately 5500 across the district)

| Academy | 20/21 | 21/22 | 22/23 | 23/24 |
|-------------------------------------|------------------|-------------------|-------------------|------------------|
| Aviation | N/A | 8 / 16 seats | 20 / 40 seats | 38 / 76 seats |
| Biomed | 126 / 302 seats | 99 / 198 seats | 140 / 280 seats | 126 / 252 seats |
| Cybersecurity | 15 / 30 seats | 65 / 130 seats | 72 / 144 seats | 83 / 166 seats |
| Dublin Business | 48 / 96 seats | 59 / 118 seats | 75 / 150 seats | 100 / 200 seats |
| Dublin Teacher | 40 / 80 seats | 31 / 62 seats | 45 / 90 seats | 54 / 108 seats |
| Engineering | 56 / 112 seats | 43 / 86 seats | 58 / 116 seats | 62 / 124 seats |
| Entrepreneur | 14 / 28 seats | 34 / 68 seats | 27 / 54 seats | 21 / 42 seats |
| IT | 7 / 14 seats | 15 / 30 seats | 34 / 68 seats | 34 / 68 seats |
| Marketing Media* | N/A | N/A | 43 / 86 seats | 39 / 78 seats |
| Digital Media* | N/A | 11 / 22 seats | N/A | N/A |
| Digital Graphics* | N/A | 10 / 20 seats | N/A | N/A |
| Sports Science | 40 / 80 seats | 78 / 156 seats | 90 / 180 seats | 62 / 124 seats |
| YPA/Co-Op/Leadership | 80 / 160 seats | 91 / 182 seats | 88 / 176 seats | 180 / 360 seats |
| International Baccalaureate | 562 / 1330 seats | 504 / 1216 seats | 600 / 1356 seats | 549 / 1146 seats |
| International Baccalaureate Diploma | 95 (52 J / 43 S) | 88 (39 J / 49 S) | 84 (51 J / 33 S) | 76 (32 J / 44 S) |
| College Credit Plus | 489 / 950 seats | 422 / 779 seats | 409 / 733 seats | 605 / 1032 seats |

What's next

At Emerald Campus:

Alignment across initiatives, ex. R Factor, monthly themes, Discovery Day

Community engagement

Across the district:

Community Connections: Coordinator and Counselor

Audit and alignment of opportunities

Revamp curriculum

Pathway planning 6th - 12th

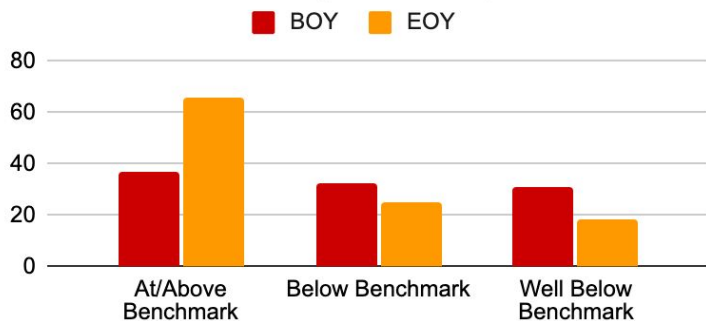
Pathway visits

Youngstown City School District's: Successes & Innovation

- Science of Reading, Explicit Instruction, and Strategic Literacy Work
- YCSD focus on building level Instructional Coaching
- YCSD Teaching & Learning Leadership & Vision
- Alignment of Partnership with Youngstown State University
 - a. Strategic work in the Science of Reading & Explicit Instruction on YSU Campus.
 - b. Alignment of [YSU Project PASS](#) (Penguin Assistants for Student Success)

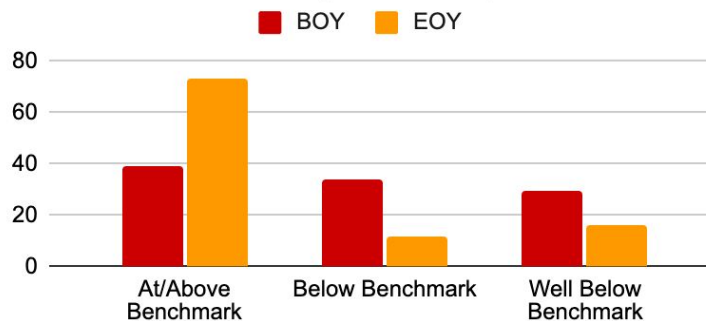
YCSD 3/4 yr old PreSchool PELI Data: (2020-2023)

PELI BOY to EOY (20-21 SY)



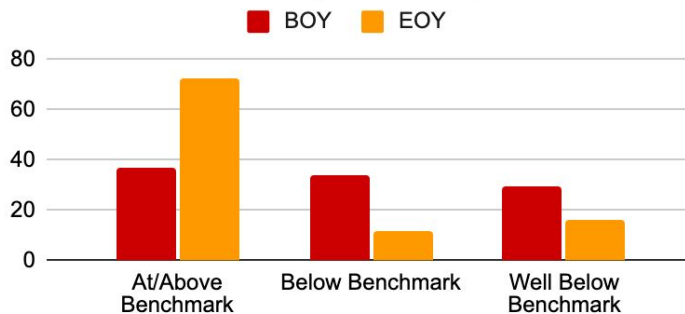
PK 3/4

PELI BOY to EOY (21-22 SY)



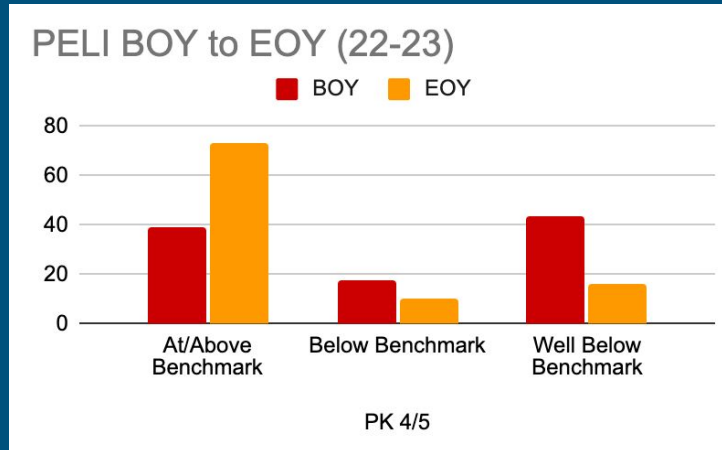
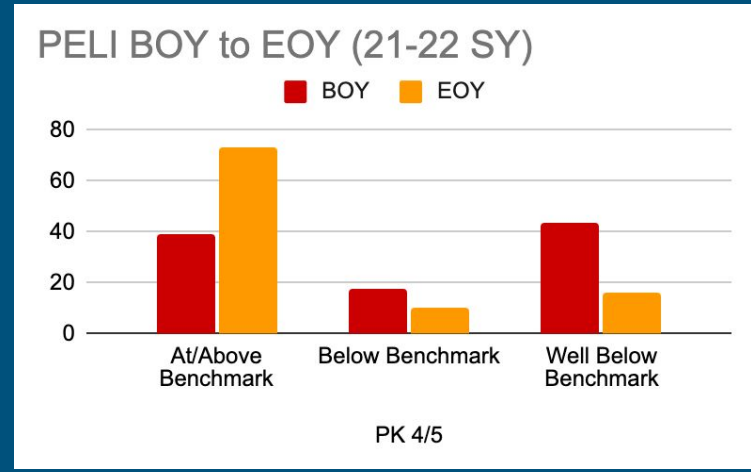
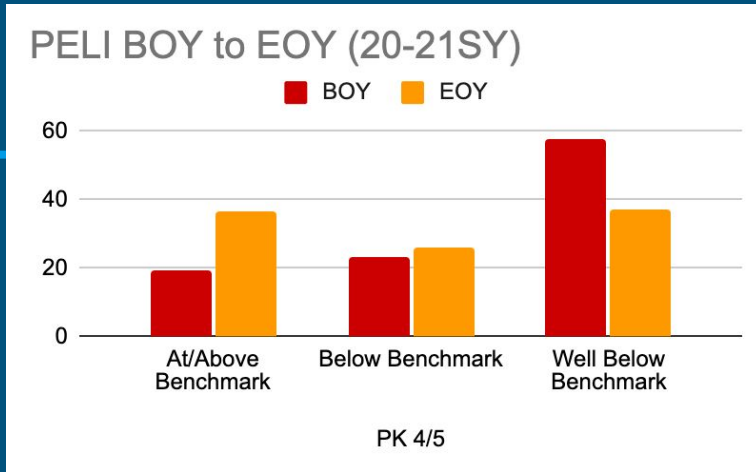
PK 3/4

PELI BOY to EOY (22-23 SY)



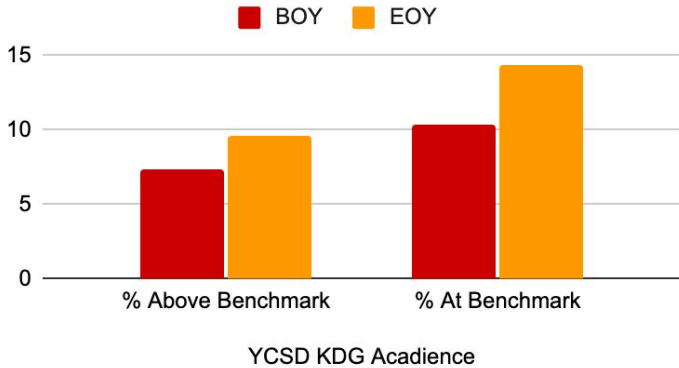
PK 3/4

YCSD 4/5 yr old PreSchool PELI Data: (2020-2023)

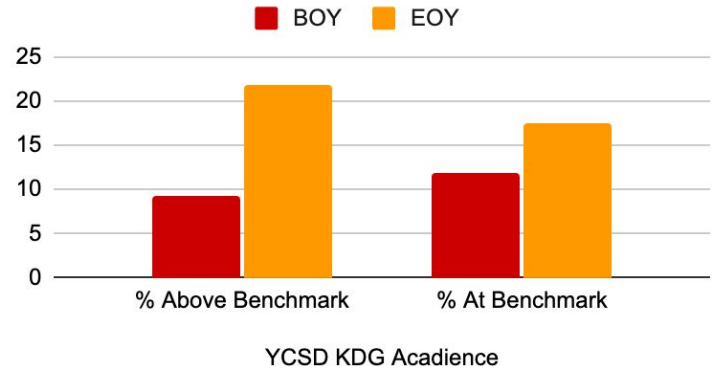


YCSD KDG Acadience Data: (2020-2023)

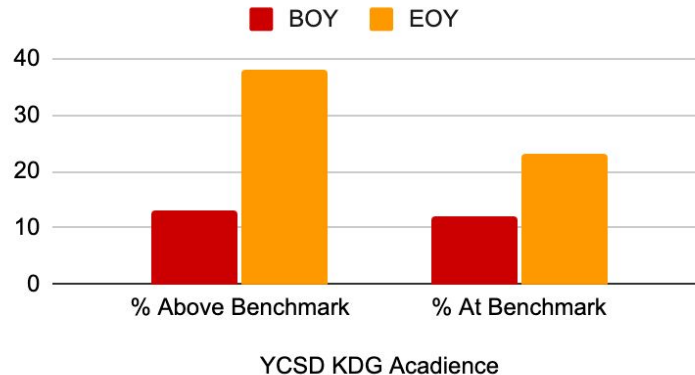
YCSD Acadience Data (20-21 SY)



YCSD Acadience Data (21-22 SY)



YCSD Acadience Data (22-23 SY)



YCSD Innovation: Where are we going?

- Grade 1 Pilot in 3 schools
- Tier one focus
- Matching Instruction to the needs of learners
- Monitoring for content mastery
- Intensifying Instruction

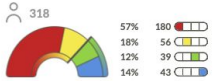
What is the problem?

Kindergarten

Benchmark Assessments

Beginning of Year

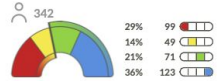
Aug 26 - Sep 16, 2022



26% At or above Benchmark

Middle of Year

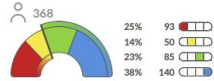
Jan 3 - Jan 20, 2023



57% At or above Benchmark

End of Year

May 1 - May 12, 2023



61% At or above Benchmark

Effectiveness of Instructional Support

Beginning of Year >

Reading Composite Scores

to

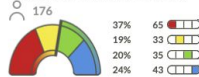
End of Year >

Reading Composite Scores



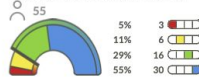
Well Below Benchmark

(likely to need intensive support)



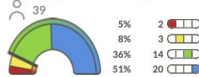
Below Benchmark

(likely to need strategic support)



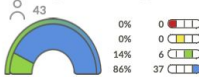
At Benchmark

(likely to need core support)



Above Benchmark

(likely to need core support)

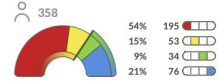


First Grade

Benchmark Assessments

Beginning of Year

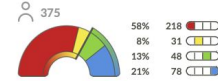
Aug 26 - Sep 16, 2022



30% At or above Benchmark

Middle of Year

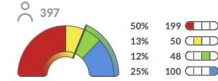
Jan 3 - Jan 20, 2023



33% At or above Benchmark

End of Year

May 1 - May 12, 2023



37% At or above Benchmark

Effectiveness of Instructional Support

Beginning of Year >

Reading Composite Scores

to

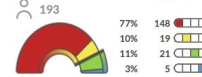
End of Year >

Reading Composite Scores



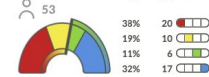
Well Below Benchmark

(likely to need intensive support)



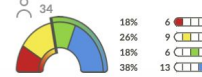
Below Benchmark

(likely to need strategic support)



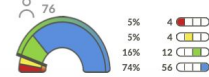
At Benchmark

(likely to need core support)



Above Benchmark

(likely to need core support)

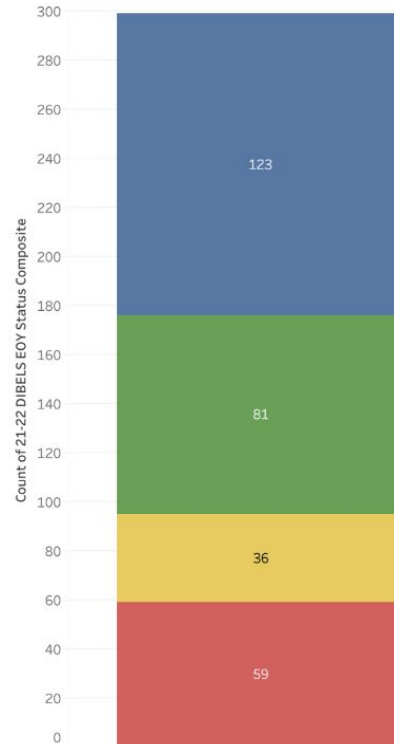


Following Our Scholars From K to 1st: EOY to BOY

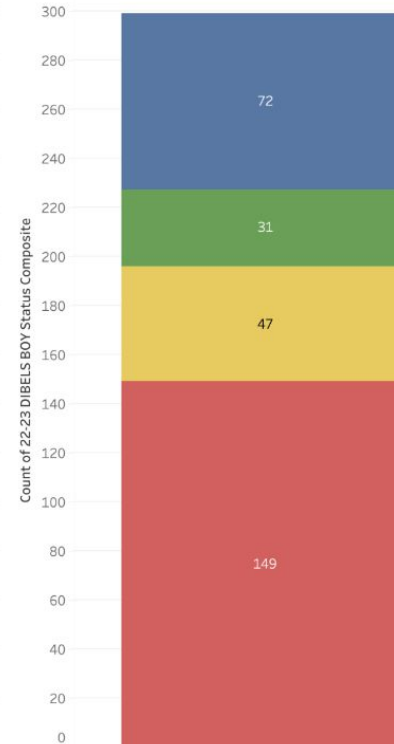
There is a significant decrease in the amount of scholars on track from EOY kindergarten to BOY first grade.

Comparing Benchmark Levels Spring to Fall

21-22 Kg EOY



22-23 1st BOY



21-22 DIBELS EOY Status ..

- Above Benchmark
- At Benchmark
- Below Benchmark
- Well Below Benchmark

22-23 DIBELS BOY Status ..

- Above Benchmark
- At Benchmark
- Below Benchmark
- Well Below Benchmark

Scholars enrolled for both benchmarks

% at or above benchmark

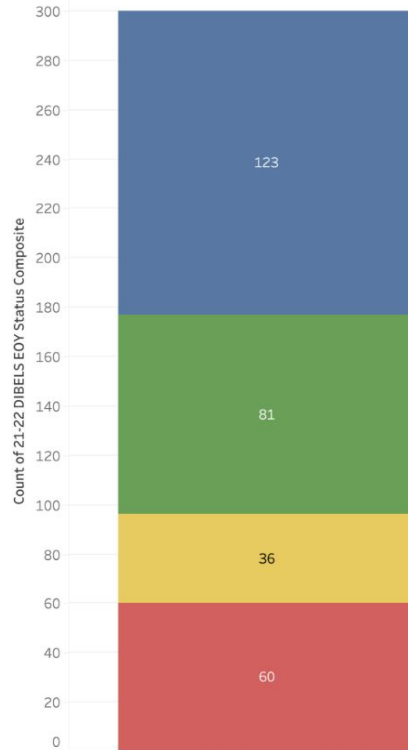
K-EOY= 68%
1st Gr. BOY= 34%

Following Our Scholars from K to 1st: EOY to EOY

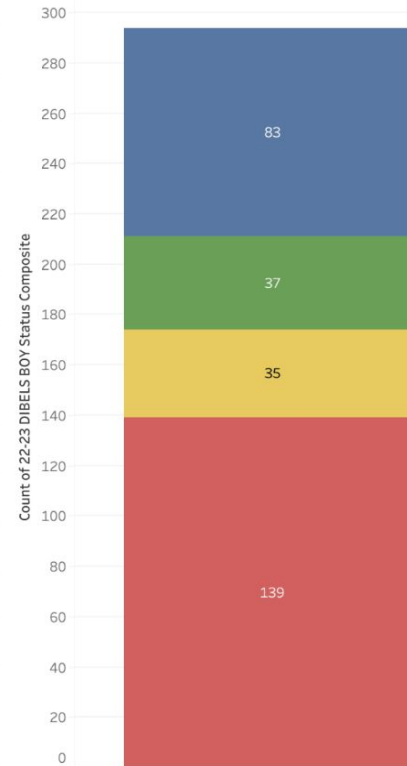
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Comparing Benchmark Levels Spring to Spring

21-22 Kg EOY



22-23 1st EOY



21-22 DIBELS EOY Status ..
Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark

22-23 DIBELS EOY Status..
Above Benchmark
At Benchmark
Below Benchmark
Well Below Benchmark

Scholars enrolled for both benchmarks

% at or above benchmark

K-EOY= 68%

1st Gr. EOY= 41%

Why is it Happening?

- Prior focus on intervention rather than core to intervene
- Need differentiation in core instruction
- Need for alignment between tiers
- Need for use of formative assessment data

What we decided to do about it?

- Dr. Stephanie Stollar
 - Tier One Instruction is Risk Reduction
- Joseph Torgesen
 - Catch Them Before They Fall
- Grade 1 Pilot
 - Redesigning core to match the needs of the learners

The Plan: Tier One Instructional Redesign

Current and redesigned ELA Block

| | Tier One | Tiers 2 and 3 |
|---|--|---|
| <p>Current</p> <p>175 minute ELA block & 50 min. intervention</p> | <p>Every student is placed in the core curriculum at the same place and receives instruction in all units at the same pace, typically in a whole group setting.</p> | <p>Utilizes universal screening data and decision rules to determine instruction during the 50 minute intervention block on skills aligned to where their skills fall in the phonics scope and sequence.</p> <p>Use Acadience to monitor progress</p> |
| <p>Redesign</p> <p>Combination part of ELA block & Intervention block for a differentiated tier 1</p> | <p>Utilize universal screening data and diagnostic data to group students aligned to phonics/PA needs and customize our core programs to meet those needs in a combination of whole and small group.</p> <p>Combine the word rec portions of the ELA block and the intervention blocks to devote more time to strengthening the customized tier one</p> <p>Accelerate learning by stacking learning opportunities adjusting pacing through this block of time (routine check ins)</p> <p>Build in progress monitoring for content mastery in addition to Acadience progress monitoring</p> | <p>Monitors progress of content mastery and Acadience progress monitoring to reteach and/or intensify core instruction which may include decision rule resources</p> |

How will we know if it is working?

- Implementation data
 - Google form look fors
- Progress monitoring data
- MOY/ EOY universal screening data

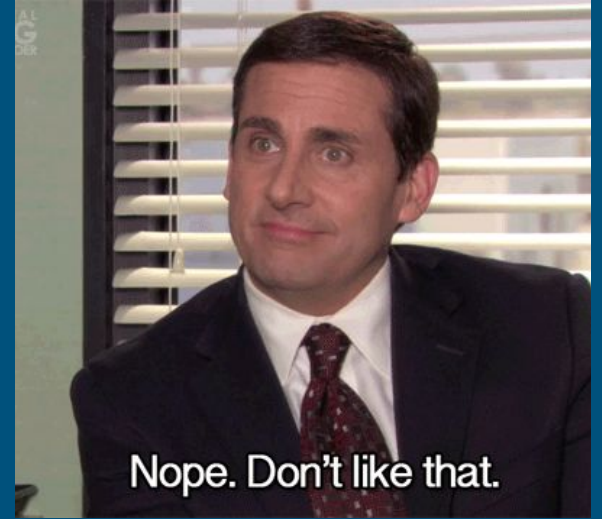
Leveraging the Power of Artificial Intelligence (AI)



OTSEGO
KNIGHTS

Engaging students, empowering teachers,
and shaping the future of learning through
innovative applications.

Where are you at on a scale of Michael Scott?



Put a finger down if in the past month you have...

1. Used Google Maps/Waze to suggest a route for you to travel
2. Used facial recognition to unlock your phone or an online account
3. Had a video or music recommendation on Spotify/YouTube/Disney+
4. Used a Google search suggestion
5. Had Grammarly correct something in your writing

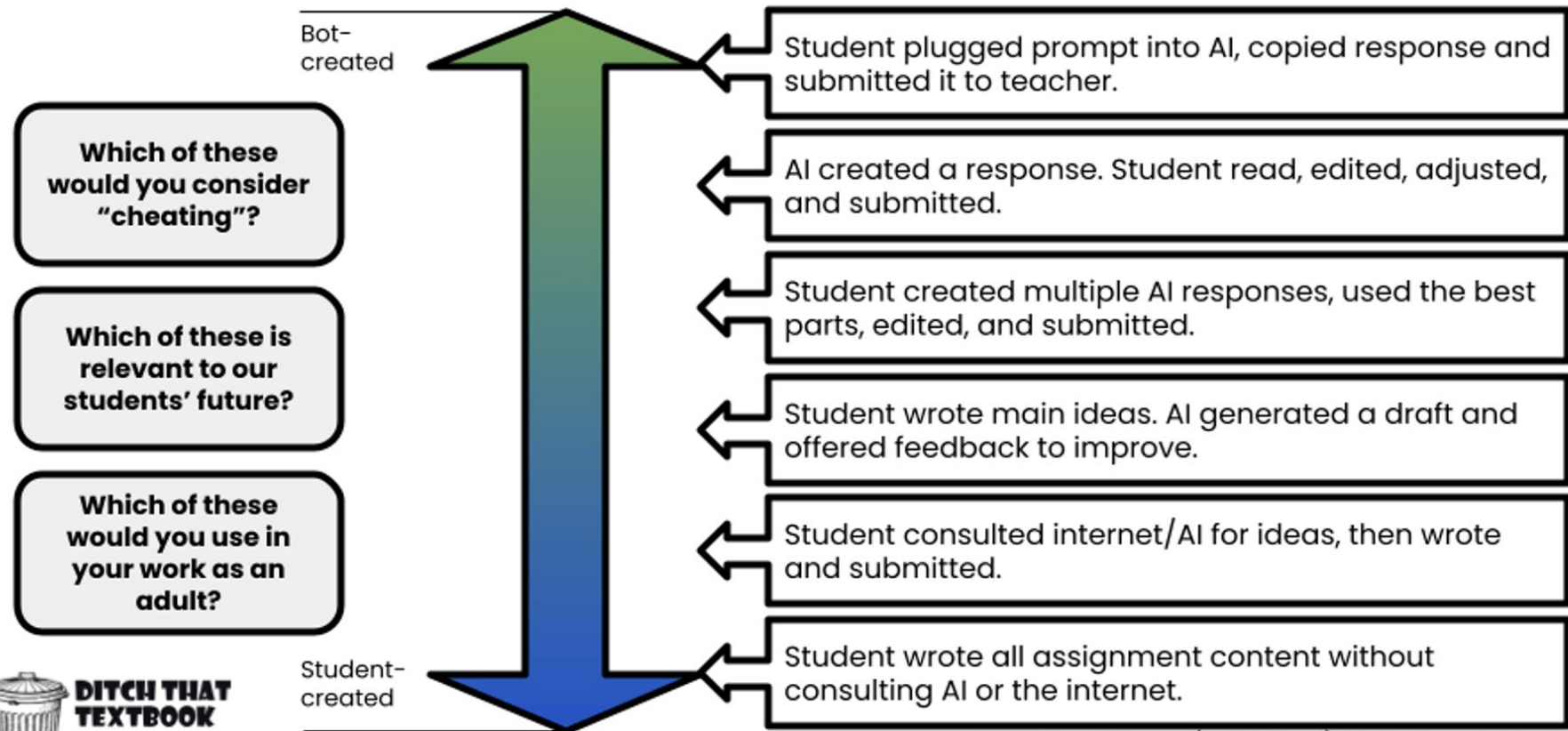


Mindset

- Carol S. Dweck Ph.D. - Growth Mindset (Psychology of Success)

Cultivating minds with the precision of AI is **not about replacing teachers**; it's about empowering them with the tools to ignite the limitless potential within every student. The future is now, and AI is our guiding light. I don't want to replace teachers, I want to **empower them to reach new heights.**

It's time to rethink "plagiarism" and "cheating"



Otsego Local Schools

Our district is attempting to harness the power of AI, specifically ChatGPT, to revolutionize education. We're not just talking about it; we're doing it.

Demographics:

- Smaller Rural School
- 1500 Students (K-12)
- Limited Resources
- People wear Many Hats

Key (AI) Applications:

- Developing resources for teachers
- Chatbot for tech troubleshooting
- Branding book and visual identity development
- Quality profile creation
- Streamlining communication

The Teacher's Personal Assistant

Think of AI as the personal assistant for teachers. Just like a personal assistant makes your life easier, AI can do the same for educators.

ChatGPT aids teachers in tasks like:

- Drafting documents
- Creating resources
- Differentiation
- DOK's
- Standards Alignment



Benefits

Time Saved & Improved Efficiency allows for us to do more of what **REALLY MATTERS**

- Build Relationships
- More Positive Interactions
- Differentiation
- Increase rigor
- Engage Students on an individualized level

Steps for Implementation

1. Have groups of people access and play with ChatGPT (Start Small)
2. Identify areas where AI can assist (e.g., admin tasks, resource creation).
3. Set up AI training sessions for staff.
4. Start small and gradually expand AI integration.
5. Emphasize the importance of adapting AI to their unique needs.

Board Policy

- Staff are permitted to use Artificial Intelligence and Natural Language Processing (NLP) tools (collectively, “AI/NLP tools”) to accomplish their job responsibilities so long as the use is ethical, responsible, and does not violate any provisions of this policy – e.g., it does not infringe on students’ or staff members’ privacy rights, violate their duty to maintain confidentiality related to personally identifiable information, etc.).
- Students are allowed to use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

The Future

Innovative services displace antiquated ones. Educators cannot afford to underestimate disruption from new technologies.

- Kodak
- Blockbuster
- Blackberry
- Toys R US
- Apple vs. Microsoft

Where will public education fall on this list in 5, 10, 15, 20 years from now?

Final Thoughts

The journey to embracing AI may seem daunting, but remember, we're not just pioneers; we're visionaries. The future of education is in our hands.

Encourage educators to be open to change and embrace AI as a powerful tool.