

LEAD TO SUCCEED



Fostering Leadership Through Grit

MARCH 29 - 31, 2017 • EMBASSY SUITES HOTEL DUBLIN, OHIO
SPRING 2017 • OCTEO CONFERENCE



Ohio Confederation of Teacher Education Organizations
www.OhioTeacherEd.org

OCTEO EXECUTIVE COMMITTEE

2016-2017

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Jen Fulwider, Co-President	University of Toledo	419.530.8558	Jennifer.fulwider@toledo.edu
Dawn Milner, Co-President	Lourdes University	419.824.3840	DMilner@lourdes.edu

The OCTEO Executive Committee consists of the President and President Elect of each of the five teacher education organizations under the OCTEO Umbrella (OATE, OACTE, OAPCTE, SUED, and OFDF). This group meets prior to and near the end of each OCTEO Conference in the Spring and Fall to review the previous Conference and plan the next event. This group also sets policy, votes on funding issues, and agrees to changes for the OCTEO Conference.

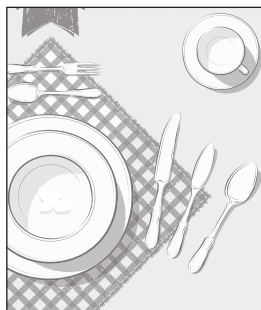
The President of OACTE becomes the President of OCTEO in academic years ending with an odd number (i.e., 2016-2017). The President of OATE becomes the President of OCTEO in academic years ending with an even number (i.e., 2017-2018). The OACTE or OATE President that is not OCTEO President becomes the Program Chair of OCTEO during the same terms.

SCHEDULE OF EVENTS

WEDNESDAY, MARCH 29

Advocacy & Organizational Meetings Day

TIME	EVENT	ROOM
8:00am – 5:00pm	Registration	PREFUNCTION
9:00 – 9:30am	DOTS Training	SALONS I & II
9:30am	DOTS Bus Departs Hotel for Statehouse	MAIN ENTRANCE
10:00am – 2:00pm	Appointments and Discussions with Legislators	STATEHOUSE
11:00 – 12:30pm	Accreditation Coordinators Meeting	SALONS III & IV
Noon	Lunch on your own	
Noon – 6pm	ETS Meeting Room	EXEC BR V
12:30 – 2:00pm	Licensure Coordinators Meeting	CONFERENCE V
2:00 – 2:30pm	Bus returns to the Hotel	MAIN ENTRANCE
2:30 – 3:30pm	OCTEO Executive & Program Committees Meeting	CONFERENCE V
3:30 – 4:30pm	OATE Board Meeting	CONFERENCE IV
3:30 – 4:30pm	SUED Dean's Meeting	CONFERENCE V
4:30 – 5:20pm	SUED Meeting	CONFERENCE V
4:30 – 5:20pm	OAPCTE Meeting (White) - <i>All Privates are Invited</i>	SALONS I & II
5:30 – 6:30pm	SUED/OAPCTE Meeting and Reception (all are invited)	SALONS I & II
5:30 – 6:30pm	Pearson Open Roundtable on OEA and edTPA	SALONS I & II
6:30 – 8:00pm	OACTE Meeting & Dinner	CONFERENCE IV
6:30pm	Meet Up, Dine Out! – Meet in the Lobby	MAIN LOBBY



Meet Up, Dine Out!

On Wednesday at 6:30 and Thursday at 6:00pm, make your way to the front lobby to meet for dinner with new friends or reconnect with long-time colleagues in the Ohio Teacher Education community. Meet Up, Dine Out provides a great networking opportunity to spend time, get acquainted with, and meet others in Ohio Teacher Education. Dutch Treat (everyone pays their own) for the meal but the time spent will be priceless!

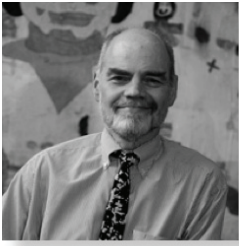
SCHEDULE OF EVENTS

THURSDAY, MARCH 30 Educator Preparation Day

TIME	EVENT	ROOM
7:30 – 5:00pm	Registration & Exhibits	PREFUNCTION
8:00 – 6:00pm	ETS Meeting Room	EXEC BR V
8:45 – 9:00am	Welcome and Announcements	BALLROOM
9:00 – 10:30am	<i>GRIT and Other Essential Traits of Success, Thomas Hoerr, New City Schools, St. Louis MO</i>	BALLROOM
10:00 – 3:00pm	Thomas Hoerr Book Sales	PREFUNCTION
10:30 – 10:45am	Break	
10:45 – 11:45am	Breakout Presentations (7 rooms)	CONF I-V, BR II,III
10:45 – 11:45am	Advocacy in Action - Deborah Koolbeck	SALON IV
11:45 – 1:15pm	Buffet Lunch	PREFUNCTION/BALLROOM
12:00 – 12:15pm	OATE Awards	BALLROOM
12:15 – 12:30pm	<i>Day on the Square Recap - Brian Yusko</i>	BALLROOM
12:30 – 1:15pm	<i>Deborah Koolbeck – Advocacy</i>	BALLROOM
1:15 – 1:30pm	Transition Break	
1:00 – 2:30pm	Q&A with Jessica Mercerhill, ODHE	PREFUNCTION
1:30 – 2:30pm	Breakout Presentations (7 rooms)	CONF I-V, BR II-III
1:30 – 2:30pm	Thomas Hoerr – The Formative Five	SALON IV
2:30 – 2:45pm	Transition Break	
2:45 – 3:45pm	Roundtable Discussions	BALLROOM
2:45 – 3:45pm	Breakout Presentations (4 rooms)	CONF II, III,IV AND SALON IV
3:45 – 4:00pm	Transition Break	
4:00 – 5:00pm	OFDF Meeting and Discussions	BALLROOM
5:00 – 6:00pm	Reception and Poster Sessions	ATRIUM
6:00pm	Meet Up, Dine Out! – Meet in the Lobby	MAIN LOBBY

NEXT OCTEO CONFERENCE DATES • FALL October 25-27, 2017 At the Embassy Suites, Dublin • SPRING March 21-23, 2018 At the Marriott, Columbus University Area	● ● ● ● ● ● ● ● FALL 2017	● ● ● ● ● ● ● ● SPRING 2018
	OCTOBER 25-27	MARCH 21-33

OCTEO FALL CONFERENCE SPEAKERS



Dr. Tom Hoerr

Dr. Tom Hoerr taught, then led schools for 37 years in the St Louis, MO region. He founded the Nonprofit Management Program at Washington University in St. Louis and currently teaches prospective principals at the University of Missouri-St. Louis. He has written over 100 articles, including “The Principal Connection” in Educational Leadership for eleven years. He has written five books, including *Fostering Grit*, and his latest book *The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs*.

He currently leads the ISACS New Heads Network, providing support for new heads of independent schools, and teaches in the principal preparation program at the University of Missouri-St. Louis. His work focuses on leadership, multiple intelligences, grit, and student skills for success.



Deborah Koolbeck

Deborah Koolbeck is the Director of Government Relations for the American Association of Colleges for Teacher Education.

AACTE is committed to Advocacy – AACTE advocates for federal and state policies that enable institutions to pursue continuous improvement and innovation in educator preparation.



Paolo DeMaria

Colleagues hail Paolo DeMaria as a passionate leader, a tireless worker, a respectful listener, a consensus builder and a man with a great sense of humor. All are qualities Paolo calls on daily as he works to support an education system of nearly 3,600 public schools and more than 1.6 million students.

DeMaria has a 25-year record of public service for the state of Ohio, having formerly served as a staff member in the Ohio Senate, assistant director and director of Ohio’s Office of Budget and Management and as chief policy advisor to former Ohio Gov. Bob Taft. He also served as superintendent for the Ohio Department of Education’s Center for School Options and Finance, executive vice chancellor of the Ohio Board of Regents, and consultant for Education First Consulting.

SCHEDULE OF EVENTS

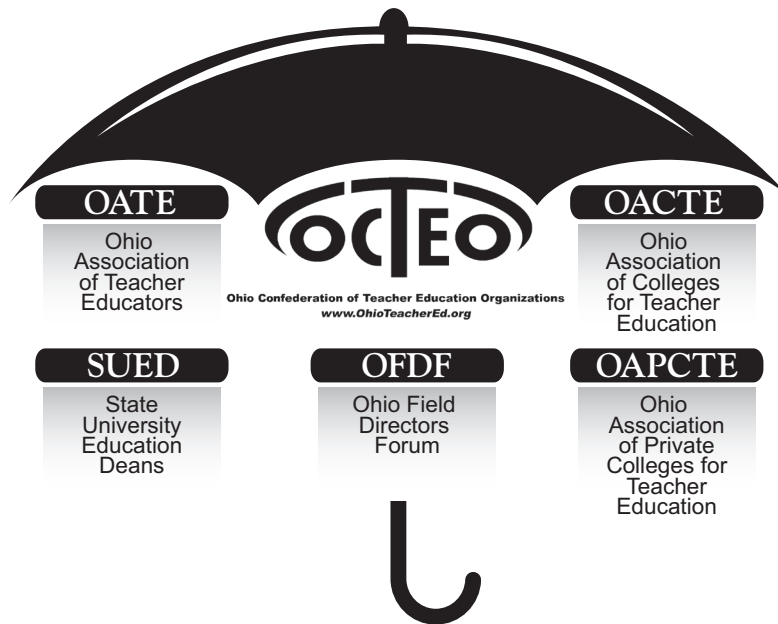
FRIDAY, MARCH 31 - TEACHER EDUCATOR POLICY DAY

TIME	EVENT	ROOM
8:00 – 10:00am	Registration & Exhibits	PREFUNCTION
8:45 – 9:00am	Welcome and Announcements	BALLROOM
9:00 – 9:45am	ODE Update – John Soloninka	BALLROOM
9:45 – 10:00am	Transition Break	
10:00 – 11:00am	ODHE Update – Jessica Mercerhill	BALLROOM
11:00 – 11:30am	<i>Introducing the State Superintendent – Paolo DeMaria</i>	BALLROOM
11:00 – Noon	Adjourn	
Noon – 1:30	OCTEO Wrapup Meeting	CONFERENCE V
Noon – 2:30pm	VARI-EPP Meeting – Erica Brownstein	CONFERENCE IV

Lunch available for additional cost.

ORGANIZATIONAL STRUCTURE OF OCTEO

The Ohio Confederation of Teacher Education Organizations



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) one of these five organizations allows access to the OCTEO Conferences. The Spring OCTEO Conference focuses on P-16 Partnerships and the Fall Conference on higher education. Breakout Presentations provide opportunities for Teacher Educators to present their research and findings to their peers through a vetted or juried process.

BREAKOUT SESSIONS

THURSDAY • MARCH 30 • 10:45 A.M. • Breakouts I

Reaching ALL Students with Mastery Learning: From Grit to Greatness CONFERENCE I

Chad Ostrowski, Progressive Mastery Learning

This presentation will provide you with tools, resources and insights that will allow students to thrive in your classroom and take back control with simple to implement Mastery Learning techniques.

A Gritty Reality – It Worked! CONFERENCE II

Mary Lou DiPillo, Kristen Italiano, Jan Donofrio, Stephanie Davis, and Maria Wilaj of Youngstown State University

True grit – one-on-one tutoring does make a difference. This session presents data that support the positive impact on literacy learning from Project PASS.

Grit to Teach and the Mindset to Stay: Do You Have What It Takes? CONFERENCE III

Paul Young, Terri Green, Debra Dunning, and Danielle Bruning of Ohio University

A trending belief is that young people need more grit. This session explores efforts at OU-Lancaster to teach soft skills needed for success in the classroom.

Employing a Reciprocal Model of Service-Learning to Develop CONFERENCE IV

Teacher Candidates' Intercultural Competence

Rachel Collopy and Novea McIntosh of the University of Dayton

Service-learning can unwittingly undermine the development of intercultural competence and reinforce candidates' privileged perspective. This session presents a reciprocal model of service-learning that intentionally shifted power dynamics and resulted in significant increases in preservice teachers' intercultural competence.

Leadership in Assessment: CONFERENCE V

Having the Courage to Certify Only Those Who Can Teach?

Jerry DeLuca of Educational Testing Service

The National Observational Teaching Exam (NOTE) is a state-of-the-art performance-based assessment that uses simulation technology and is grounded in Deborah Ball's High Leverage Practices.

Today's Pre-Service Teachers Becoming Tomorrow's Educational Leaders BOARD ROOM II

Sandra Beam, Francesca Gabennesch and Megan Craft of Cincinnati Christian University

An undergraduate course helps students research political topics and communicate with politicians, culminating in attending the Day on the Square. Empowering students in political discourse encourages future involvement.

Application of Relational Learning Theory and Neuroscience Findings into BOARD ROOM III

Traditional Educational Teaching Strategies to Support Learning in All Students

Lisa Brindley of Kent State University

Teachers are responsible to apply effective teaching strategies and purposefully model appropriate behaviors to foster student cognition and success. This presentation reviews how the educational theories of Maslow, Erikson, Piaget and Vygotsky, along with relational learning theory, support effective teaching strategies. The concept of relational learning alongside recent neuroscience findings is reviewed to build enhanced teaching practice for students of all ages.

Advocacy in Action SALON IV

Deborah Koolbeck, Director of Government Relations for the American Association of Colleges for Teacher Education

The American Association of Colleges for Teacher Education (AACTE) is the leading voice on educator preparation. AACTE represents more than 800 postsecondary institutions with educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners.

AACTE advocates for federal and state policies that enable institutions to pursue continuous improvement and innovation in educator preparation.

BREAKOUT SESSIONS

THURSDAY • MARCH 30 • 1:30 P.M. • Breakouts II

- | | |
|---|------------------------------|
| <p>Transliteracy in the Classroom
 <i>Valerie Sartor of the University of Akron</i>
 This presentation is twofold: a review of literacy teaching practices, past and present, followed by a hands-on exploration of four digital applications that can be used in any classroom.</p> | <p>CONFERENCE I</p> |
| <p>Implementation of a Retention Initiative that Focuses on Deeper Learning
 <i>Maureen, Coon, Abolfazl Ghasemi, Ben Forche, and Renée Middleton of Ohio University</i>
 The Patton College of Education at Ohio University has developed a program for our students that combines our version of supplemental instruction, teaching and learning, and peer mentoring. Based on preliminary data, our Student Support Initiative (SSI) has made a positive impact on students who elected to engage with our SSI leaders.</p> | <p>CONFERENCE II</p> |
| <p>Leadership with Grit: Christ the Servant Teaching Corps – Transformative Clinical Experiences for Teacher Candidates and P-5 Students
 <i>Jeannie DeFazio, Betty Marko, Rikwon Moore, Melissa Slusni of Walsh University and Lewis Gaetano of Our Lady of Peace School</i>
 Walsh University and Our Lady of Peace School have developed a collaborative partnership – Christ the Servant Teaching Corps (CTSTC) designed to provide tiered co-teaching with a two-fold purpose: a residency experience for pre-service and post Baccalaureate teacher candidates as well as a differentiated instructional delivery model that supports positive outcomes for P-5 students.</p> | <p>CONFERENCE III</p> |
| <p>The Educators of Tomorrow Conference: Fostering Professionalism & Leadership Skills in Pre-Service Teachers
 <i>Jessica Grubaugh, Courtney Rengert, Amy Dubusky, and Zeb Frank of Mount Vernon Nazarene University</i>
 Presenters will discuss the Educators of Tomorrow Conference, a one-day professional development event for high school pre-service teachers developed and presented by university-level education candidates.</p> | <p>CONFERENCE IV</p> |
| <p>“Adopt-an-Apprentice Teacher” A Unique, Grit-Fueled, Field-Centric Preparation Model
 <i>Nancy Fordham and Timothy Murnen of Bowling Green State University</i>
 Our newly revised AYA and Middle Childhood programs’ field experience model--“Adopt-An-Apprentice Teacher”--successfully pairs early career education majors with classroom teachers, beginning freshman year.</p> | <p>CONFERENCE V</p> |
| <p>The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs
 <i>Thomas Hoerr of the ISACS New Heads Network</i>
 For success in school and life, students need more than proficiency in academic subjects and good scores on tests; those goals should form the floor, not the ceiling, of their education. To truly thrive, students need to develop attributes that aren’t typically measured on standardized tests.</p> <ul style="list-style-type: none"> • Empathy: learning to see the world through others’ perspectives. • Integrity: recognizing right from wrong and practicing ethical behavior • Grit: persevering in the face of challenge.. • Self-control: cultivating the abilities to focus and delay self-gratification. • Embracing diversity: recognizing and appreciating human differences. | <p>SALON IV</p> |
| <p>Teacher Candidate Leadership through GRIT: Proactive Restorative Circles as a Guide for Professional Learning
 <i>Romena Holbert of Wright State University</i>
 Proactive restorative circle conversations developed by teacher candidates link readings, experiences and classroom data to inform professional development, instructional improvement and advocacy for students.</p> | <p>BOARD ROOM II</p> |
| <p>Pre-Service Educators Engaging in Communities of Practice Using Video Interview and High School Teachers as Leaders
 <i>Kevin Cordi and Albert Akyeampong of Ohio Northern University</i>
 Pre-service educators interview leading high school educators and create digital videos reflecting on the teaching practices whilst creating “communities of practice” (Lave and Wenger, 2003).</p> | <p>BOARD ROOM III</p> |

BREAKOUT SESSIONS

THURSDAY • MARCH 30 • 2:45 P.M. • Breakouts III

Finding Your Match: An Innovative Approach to Placing Student Teachers **CONFERENCE II**

Ben Martin, Beth Ralph, and Jen St Louis of Bowling Green State University

Classroom Mentor Teachers interview multiple Teacher Candidates through a speed interview event held at local schools to select the best match for their classroom environment.

The State Approval Process and ODHE/ODE Data Partnership **CONFERENCE III**

Jessica Mercerhill of the ODHE and Mary Rose of the ODE

This session will provide an overview of the state approval and reporting process, as well as detailed information about data available and how to interpret and use it effectively.

Developing Collaboration Across Disciplines **CONFERENCE IV**

Alan Digianantonio and David Brobeck of Walsh University

The presentation focuses on two interdisciplinary modules embedded in two graduate courses. The online problem-based modules involved candidates in collaborating across 6 graduate programs.

**Defining “Grit” for Educator Preparation Providers:
Sustained, Systemic, High Quality Assessment, Data Evaluation and Analysis,
and Data-Informed Continuous Quality Improvement** **SALON IV**

Lance Tomei of LiveText

Learn about the increased rigor of CAEP accreditation standards and the importance of implementing a sustained, systemic quality assurance system, including the development of high-quality rubrics.



Know that your candidates are ready for the classroom


The *ETS*® Educator Series — designed to provide a complete, fair and valid measure of proficiency — can help your institution measure what matters most in teaching and learning.

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THANKS!

ROUNDTABLE DISCUSSIONS

THURSDAY • MARCH 30 • 2:45 P.M. • BALLROOM

Enhancing Social Action Skills through Children's Literature

Young Mi-Chang and Matthew Conley of Ohio Dominican University

This presentation focuses on how early childhood classrooms can create curriculum that promotes social action skills through children's literature. Elements and resources for literature connections for a social justice curriculum will be shared.

Utilizing Calendar Time in K-1 Classrooms: Understanding Traditions

Lesley Evans-Hellman of the University of Dayton

The roundtable discussion will look at what has been identified as practices of calendar time in K-1 classrooms and what points of clarification still remain.

Building a Culture of Grit in an IEC Literacy Education Program

Trinka Messenheimer and Timothy Murnen of Bowling Green State University

We share our efforts to build a culture of grit into our innovative Inclusive Early Childhood Program (IEC).

Restoring Pre-Service Teacher's Perception of Hopelessness through a Discourse of Leadership

Eugenia Johnson-Whitt of Walsh University

The presenters will examine pre-service teachers' reflections of motivation for teaching and offer insight on a path of discourse for leadership.

Building Trust, Respect, and Collaboration: The Importance of Student-Led Professional Organizations in Teacher Preparation

Dawn Milner, Tracy Harmon, Olivia Drees, and Mary Mominee of Lourdes University

Lourdes University students will discuss how involvement in associations such as CMLA (Collegiate Middle Level Association) allow opportunities to hone leadership skills.

What is your Grit Story? How do you Define "Grit" Developmentally?

Debra Dunning of Ohio University

Educators are talking about grit and leadership but, do we share our stories and build relationships through that connection. Where does your story fit?

Fostering "Grit" in Ohio's Future Educators – Lessons to be Learned

Sarah Woodruff of Miami University

This roundtable will explore how pre-service programs are instilling "grit" in future educators based on findings from a 5-year study of Ohio's new teachers.

Does the edTPA Lead to Success?

Jennifer Webb of Walsh University

This discussion will focus on the edTPA, who is requiring it, the success of it for assessing teacher candidates, and the views of alumni who submitted one and are now currently teaching.

POSTER SESSION PRESENTATIONS

THURSDAY • MARCH 30 • 5:00 P.M. • UPPER ATRIUM

Campus Mentors, a Clinical Practice Model

Leah Wasburn-Moses of Miami University

Campus Mentors is an award-winning clinical practice model for teacher education. It provides hundreds of field placements on campus, with low cost and minimal administrative oversight.

Merging Best Practices within Real-World School Contexts

Joseph Hall and Jane Bogan of Wilmington College

Wilmington College revised its antiquated K-12 Intervention Specialist program to emphasize regional diversity, better align with licensure requirements, and empower practitioners to affect meaningful change.

Using Summarization Strategies for Comprehension and Retention with Urban High School Students

Rashida Mustafa of Cleveland State University

I am focusing on using summary strategies in an urban high school to help students better comprehend and retain information from texts.

Teaching is Identity Work; Multicultural Literature as a Means to Teach about Diversity

Diana Garlough of Ohio Northern University

Teacher candidates explore ways to teach about race through multicultural literature as they explore their own racial identity development.

OCTEO PROGRAM PLANNING COMMITTEE (PPC) 2016-2017

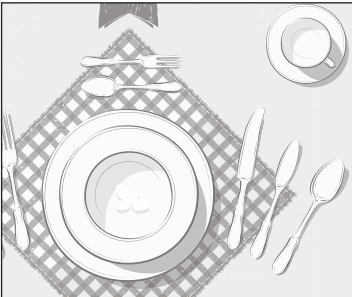
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Dawn Milner, OFDF	Lourdes University	419.824.3840	DMilner@lourdes.edu

The OCTEO Program Planning Committee will consist of a minimum of seven individuals. One representative will come from each of the OACTE, OATE, SUED, OAPCTE, and OFDF organizations. One additional representative from OACTE and OATE will serve as Chair and Chair Elect of the PPC.

Each organization can determine how they nominate their representative(s).

Terms of membership will be for two years and will be staggered with SUED, OATE, and OFDF appointing representatives at the Spring Conference on even-numbered years and OAPCTE and OACTE appointed at the Spring Conference on odd-numbered years.

Whenever possible, organizations should strive for representational balance from private IHE and public IHE.



Meet Up, Dine Out!

On Wednesday at 6:30 Thursday at 6:00pm, make your way to the front lobby to meet for dinner with new friends or reconnect with long-time colleagues in the Ohio Teacher Education community. Meet Up, Dine Out provides a great networking opportunity to spend time, get acquainted with, and meet others in Ohio Teacher Education. Dutch Treat (everyone pays their own) for the meal but the time spent will be priceless!

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