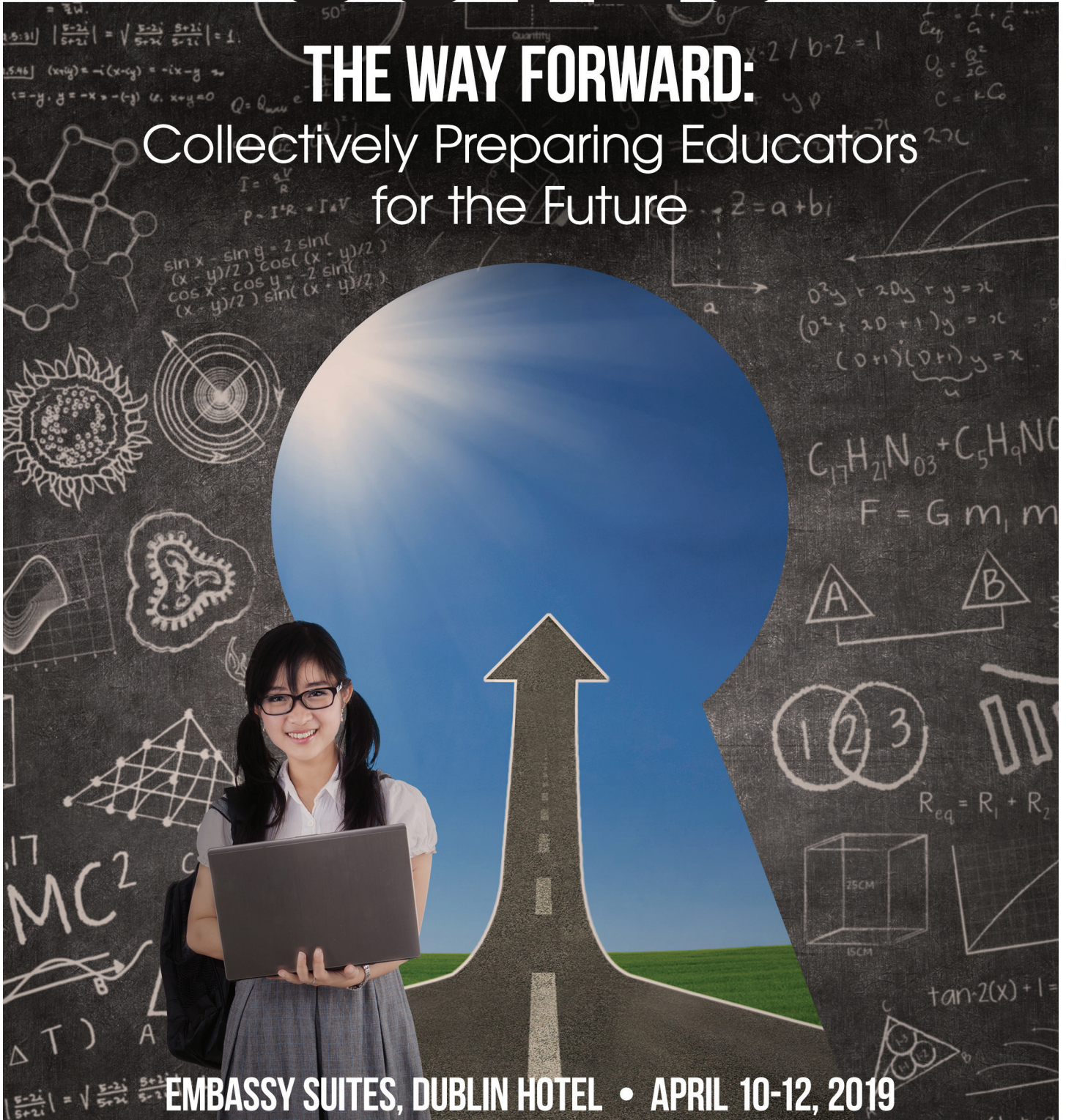


SPRING 2019 CONFERENCE

# OCTEO

**THE WAY FORWARD:**

Collectively Preparing Educators  
for the Future



EMBASSY SUITES, DUBLIN HOTEL • APRIL 10-12, 2019





Ohio Confederation of Teacher Education Organizations  
www.OhioTeacherEd.org

# OCTEO EXECUTIVE COMMITTEE

2018-2019

NAME	SCHOOL	PHONE	EMAIL
Brian Yusko, OCTEO Chair	Cleveland State U	216.875.9774	b.yusko@csuohio.edu
Paul Madden, Treasurer	Shawnee State U	740.351.3810	pmadden@shawnee.edu
<b>OATE REPRESENTATIVES</b>			
Jim Wightman, President	Capital University	614.236.6264	jwightman@capital.edu
Sally Barnhart, President Elect	Xavier University	513.745.1081	barnhart@xavier.edu
Lynn Kline, Past President	University of Akron	330.972.6150	kline@uakron.edu
<b>OACTE REPRESENTATIVES</b>			
Julie McIntosh, President	University of Findlay	419.434.4062	mcintosh@findlay.edu
Brian Yusko, President Elect	Cleveland State U	216.875.9774	b.yusko@csuohio.edu
Mary Murray, Past President	Bowling Green	419.266.3210	mmurray@bgsu.edu
<b>OAPCTE REPRESENTATIVES</b>			
Jim Wightman, President	Capital University	614.236.6264	jwightman@capital.edu
Julie McIntosh, President Elect	University of Findlay	419.434.4062	mcintosh@findlay.edu
Rae White, Past President	Muskingum Univ	740.826.8031	rwhite@muskingum.edu
<b>SUED</b>			
Joseph Keferl, Chair	Wright State Univ	937.775.2822	joseph.keferl@wright.edu
Dawn Shiness, Chair Elect	Bowling Green	419.372.7364	dshiness@bgsu.edu
<b>OFDF</b>			
Renee Mattson, Co-President	Xavier University	513.745.3990	mattsonrr@xavier.edu
Kathy Webb, Co-President	Ohio University	740.547.3807	webbk1@ohio.edu
<b>At-Large Representatives (two public and two private) 2018-2020</b>			
Danielle Dani, At-Large Public	Ohio University	740.593.4438	dani@ohio.edu
Tammy Kahrig, At-Large Public	Wright State	937.775.3584	tammy.kahrig@wright.edu
Mary Heather Munger, AL Priv.	University of Findlay	419.434.4090	munger@findlay.edu
Gary Jacobs, At-Large Private	Walsh University	330.490.7326	gjacobs@walsh.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.

# SCHEDULE OF EVENTS

## OCTEO Spring 2019 Conference Embassy Suites – Dublin, Ohio

WEDNESDAY, APRIL 10, 2019			
TIME	EVENT	LEAD/SPEAKER	LOCATION
9:00am	Registration	Bob Thomas	PREFUNCTION
10:00am	Licensure	Katherine Kozak, Kathy Zarges & Jessica Mercerhill	DUBLIN A & B
11:00am	Accreditation	Amy Jennings, Wendy Adams and ODE Representative	DUBLIN A & B
12:00pm	Lunch Buffet		PREFUNCTION
1:00pm	OAPCTE Meeting	Jim Wightman	DUBLIN C
1:00pm	SUED Meeting	Joseph Keferl	DUBLIN D
1:30pm	Using ODE Data for Accreditation	Melissa Cardenas	DUBLIN A & B
2:30pm	SUED-OAPCTE Meeting	Keferl/Wightman	DUBLIN C
3:30pm	OACTE Board Meeting	Julie McIntosh	BREAKFAST ROOM
3:30pm	Using Surveys to Improve Educator Preparation Programs	Renee Hoening and Catherine Rosemary of John Carroll University	DUBLIN A & B
4:30pm	Dealing with CAEP Standard 3.2 and 3.3 or How I Learned to Stop Worrying and Love the Programmer	Brian DeHoff, Erika Eckert, Kaylee Phillips, Maria Frame and Kathy Zarges of Kent State University	DUBLIN C
4:30pm	Do We Assess What We Value? An edTPA Alignment Study and its Impact on Implementation	Brittani McNeil of Xavier University	DUBLIN D
THURSDAY, APRIL 11, 2019			
TIME	EVENT	LEAD/SPEAKER	LOCATION
7:30am	Registration	Bob Thomas	PREFUNCTION W
8:30am	Keynote Speaker	Gary Railsback, CAEP	DUBLIN ABC
9:45am	Transition		
10:00am	Breakouts I (see page 5)		MEETING ROOMS
10:45am	Transition		
11:00am	Breakouts II (see page 6)		MEETING ROOMS
11:45pm	Lunch Buffet	Prefunction	DUBLIN ABC
12:15pm	OATE Annual Awards	Jim Wightman & Crystal Ratican	DUBLIN ABC
12:45pm	OACTE Updates	Julie McIntosh	DUBLIN ABC
1:30pm	Transition		
1:45pm	Breakouts III (see page 7)		MEETING ROOMS
2:30pm	Transition		
2:45pm	Breakouts IV (see page 8)		MEETING ROOMS
3:30pm	Transition		

# SCHEDULE OF EVENTS

## OCTEO Spring 2019 Conference Embassy Suites Hotel – Dublin

THURSDAY, APRIL 11, 2019 (CONT.)			
TIME	EVENT	LEAD/SPEAKER	LOCATION
4:00pm	OACTE Research Roundtables (see page 10)		ATRIUM
4:00pm	Field Directors Meeting	Kathy Webb & Renee Mattson	DUBLIN ABC
5:00pm	Networking Reception & OACTE Poster Sessions		UPPER ATRIUM
7:00pm	Meet Up, Dine Out!		HOTEL LOBBY

FRIDAY, APRIL 12, 2019			
TIME	EVENT	PRESENTER/EMCEE	LOCATION
8:00am	Registration		PREFUNCTION
9:00am	State Level Update (TBD)		DUBLIN ABC
9:45am	ODHE Update	Jessica Mercerhill	DUBLIN ABC
11:00am	ODE Update	John Soloninka	DUBLIN ABC
12:00pm	Adjourn		

## KEYNOTE SPEAKER



**DR. GARY RAILSBACK**

Dr. Gary Railsback is Vice President at CAEP, where he has primary oversight of the CAEP Accreditation process and the Accreditation Team. Dr. Railsback is also a Professor of Educational Leadership at Azusa Pacific University.

Dr. Railsback is deeply knowledgeable and practices in accreditation through his work at previous institutions, and through his work at CAEP as a trained Lead Site Visitor and Inquiry Brief Lead Site Visitor. He performed site visits in 15 different states and was a reviewer with the California Commission on Teacher Credentialing and the Oregon Teacher Standards and Practices Commission. Dr. Railsback taught high school Social Studies in Colorado and taught at the college level in Kansas.

Dr. Railsback served as Associate Vice President for Academic Affairs and Dean at Northwest Christian University School of Professional Studies. Previously, he served as Dean at Point Loma Nazarene University while at Azusa Pacific, he was the Chair of the Educational Leadership Department.

Raised in the Los Angeles suburb of Torrance, CA, Dr. Railsback graduated from West High School and then earned his B.S. in Christian Education from Northwest Christian College in Eugene, OR. He earned his M.S. in Theology from Fuller Theological Seminary, an MBA from Point Loma Nazarene University, and his Ph.D. in Higher Education from the University of California, Los Angeles (UCLA).

# BREAKOUT SESSION I - 10:00 A.M.

AL = Accreditation & Licensure IT = Innovations in Teaching FC = Field & Clinical Work

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## CAEP Advanced Standards (AL)

METRO

*Gary Railsback of CAEP (Washington DC)*

Gary Railsback follows up his morning keynote with more details plus Q&A on the CAEP Advanced Standards.

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## Engaging Endeavors with P-12 School District Partners (FC)

FRANZ

*Tracey Kramer and Amy Elston of Wright State University*

How do you build relationships with P-12 partners? Developing mutually beneficial projects focused on professional development or student opportunities is our mission. Examples will be shared.

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## Preparing Educators to Work in a Diverse Future Through Children's Literature (IT)

POST

*Raven Cromwell of Marietta College*

This hands-on demonstration fits with OCTEO's theme of preparing educators to work with a variety of diverse students through children's literature. While the students in the classrooms are diversifying quickly, their teachers are not. All teachers need to be prepared to work with a variety of students in order to meet their academic, social-emotional, and cultural needs.

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## Ohio Assessments for Educators (OAE) and edTPA Updates (AL)

MUIRFIELD

*Jerry Bush and Jim Connolly of the Evaluation Systems Group of Pearson*

This session on the Ohio Assessments for Educators (OAE) and edTPA will include updates on assessments, test results reporting, preparation materials, and stakeholder supports.

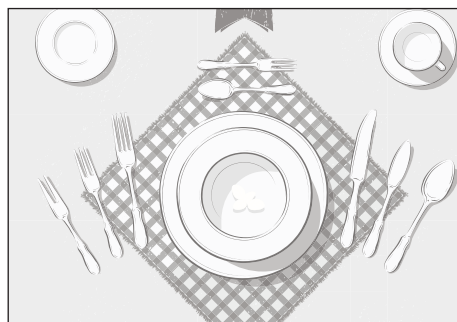
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## Linking Innovative Assignments and Field Experiences: Collaborations to Prepare Candidates for Teaching Futures (IT)

RIVERSIDE

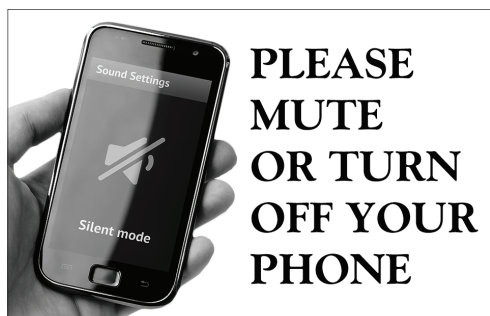
*Romana Holbert and Joshua Cyr of Wright State University*

Join us for a series of classroom activities that enable teacher candidates to evaluate connections between their philosophies and fieldwork while engaging in collaborative innovation.



### Meet Up, Dine Out!

On Wednesday at 5:30 pm and Thursday at 7:00 pm, 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!



**PLEASE  
MUTE  
OR TURN  
OFF YOUR  
PHONE**

**NEXT OCTEO CONFERENCE DATE**  
**FALL OCTOBER 23 - 25, 2019**

At the Embassy Suites, Dublin Hotel

# BREAKOUT SESSION II - 11:00 A.M.

AL = Accreditation & Licensure IT = Innovations in Teaching FC = Field & Clinical Work

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## Designing Endorsement Practicums with Depth, Differentiation and District Needs in Mind (FC)

METRO

*Renee Mattson and Kathy Winterman of Xavier University*

Teaching Candidates looking to increase their understanding of best practices in education often come back to the university setting looking for ways to gain knowledge and experiences in best practices especially when working on obtaining a specialized endorsement. These educators have already done a student teaching their first go-around, and with their endorsement studies they are looking for practicums that put them into leadership roles within their school district. At Xavier we have begun to offer more than one option for the final practicum for Special Education Endorsements so that students who are ready for more than traditional teaching are able to take on Gifted or TTW coordinator responsibilities as well.

---

## The Bronfenbrenner Immersion Project: An International Awareness and Global Competence Activity for the Teacher Educator (IT)

FRANZ

*Victoria Zascavage of Xavier University*

This presentation is about preparing teachers to look globally at the environment and needs of each student –to be aware of the interaction of influences that influence education and opportunity and to shape the pedagogy to produce competent, globally informed educators.

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## Gathering Data for CAEP's Eight Annual Reporting Measures (AL)

POST

*Tammy Kahrig and Greg Webb of Wright State University*

Join us to learn how to complete CAEP's Eight Annual Reporting Measures using data from the ODHE Metrics Reporting System and Ed Prep Performance Reports.

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## Innovations in Play: A Play-based Approach to Social Emotional Development in the Classroom of the Future (IT)

MUIRFIELD

*Raven Cromwell and Ben Cromwell of Marietta College*

This presentation will focus on practical, hands on activities and games designed to increase students social awareness, self-awareness, self-management, problem solving, and relationship skills.

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## University and School Partnerships: A Systemic Approach to Teacher Preparation (FC)

RIVERSIDE  
THEMATIC

*Kristine Still, Glenda Toneff Cotner, and Richard Wakefield of Cleveland State University*

Presenters will discuss the design and implementation process used in the clinically based teacher preparation model at Cleveland State University, specifically, the development of a "grow-your-own" model cultivated through a partnership between a local urban school district and an urban university, both of which are situated in a high-poverty city in the Midwest. Qualitative data from student focus groups shows evidence that teacher candidates are gaining a greater understanding of urban education, families and communities.

---

## Strengthening P-12 Partnerships with Focus Group Needs Assessments (FC)

RIVERSIDE  
THEMATIC

*Joseph Hall and Jane Bogan of Wilmington College*

This presentation aligns with the general theme of the Conference because focus group needs assessments are being conducted within site schools where teacher candidates are placed for field practica. It is hoped that these focus groups will enable the college strengthen its P-12 clinical partnerships and enhance the quality of the clinical practice for the teacher candidates. Accordingly, this session also aligns with the field and clinical work strand, as we will be sharing an example of collaboration with/among our P-12 school partners.

# BREAKOUT SESSION III - 1:45 P.M.

AL = Accreditation & Licensure IT = Innovations in Teaching FC = Field & Clinical Work

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## From Work Sample to Classroom Practice

METRO

*Cathy Owens-Oliver of Educational Testing Service*

Get a first-hand update on the evolution of the ETS teacher performance assessment and huge difference it makes for the clinical experience. If you are committed to moving your teacher candidates from “show and tell” to reflect and redesign, this session will inform your work. Learn how EPPs across the state use the PPAT to get a more complete picture of a teacher candidate’s performance. Understand the distinct differences between the PPAT and edTPA how you can partner with ETS as a thought leader on teacher readiness.

---

## Using Class Presentations and Technology to Simplify the Licensure Application Process (AL)

FRANZ

*Brian DeHoff, Katie Kozak, and Kathy Zarges of Kent State University*

When the licensure application moved online, Kent State created an innovative process to accommodate the changes. This presentation will show the implementation of the process.

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## Designing, Implementing, and Evaluating a “PERFECT-Fit” Field Placement for all Learners (FC)

POST

*Cinda Harold of Walsh University and Mary Mohler, the Northwood Elementary School Librarian*

An innovative partnership has been developed for sophomore teacher candidates. This model is an embedded class “Perfect Fit” field experience with strong course coherence.

---

## Trauma Informed Care for the Classroom: Equipping Teacher Candidates with TIC Skills & Knowledge (IT)

MUIRFIELD  
THEMATIC

*Perianne Bates and Tamarine Foreman of Ohio University*

The presentation will share how a teacher educator and counselor educator combined their knowledge and skills to incorporate trauma informed care training for teacher candidates. Together they will share what they have learned from their research and present practical techniques for preparing future educators to be trauma informed and ready to facilitate growth in resilience in their students.

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## Educator Trauma, Vicarious Trauma, and Resilience in the Classroom: Development of Coping Strategies and Supports for Future Educators

MUIRFIELD  
THEMATIC

*Evonn Welton, Shernavaz Vakil, and Lynn Kline of The University of Akron*

Trauma informed education is increasingly recognized as very important in the school setting. While it is recognized that trauma and unresolved anxiety can have very negative impact on p-12 students, the impact of either direct or indirect trauma on the classroom teacher has received less attention. This presentation aligns best with Innovations in Teaching as it stresses the need to address these issues in pre-service programs so that burn-out is minimized and access to available supports and classroom satisfaction is maximized.

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## Engaging Generation Z: Students of Our Future (IT)

RIVERSIDE  
THEMATIC

*Mindy Rutherford of Ohio University*

Do you feel disconnected from your current students? Do you feel like your idea of “pop culture” is different from your students? Generation Z students are here and we, as teachers, need to better understand them and how they learn.

---

## Characteristics and Preferences of Millennials and the Related Classroom Implications (IT)

RIVERSIDE  
THEMATIC

*Anthony Mendez of Cleveland State University*

The presentation will review the descriptive characteristics of Millennials and their classroom learning preferences. Content will be presented on instructional strategies that facilitate success.



# BREAKOUT SESSION IV - 2:45 P.M.

AL = Accreditation & Licensure IT = Innovations in Teaching FC = Field & Clinical Work

## Preparing Educators for the Future: The Professional Writing of Teachers (IT)

METRO

*Jeradi Cohen of Wilmington College*

The Ohio Standards for the Teaching Profession, specifically 6 and 7, state that teachers should be capable of communicating with a wide range of constituents. This communication must be effective. The ability to communicate in a variety of formats is essential. To best prepare teachers who exhibit professional writing rigor in daily tasks within the profession, a more focused examination of those areas of writing as well as strategies for emphasizing and providing implementation opportunities must occur at the undergraduate level in teacher preparation programs. This presentation will share the results of research that has been undertaken to identify the daily writing tasks of practicing teacher and at what points in their preparation and career formalized instruction or training has occurred.

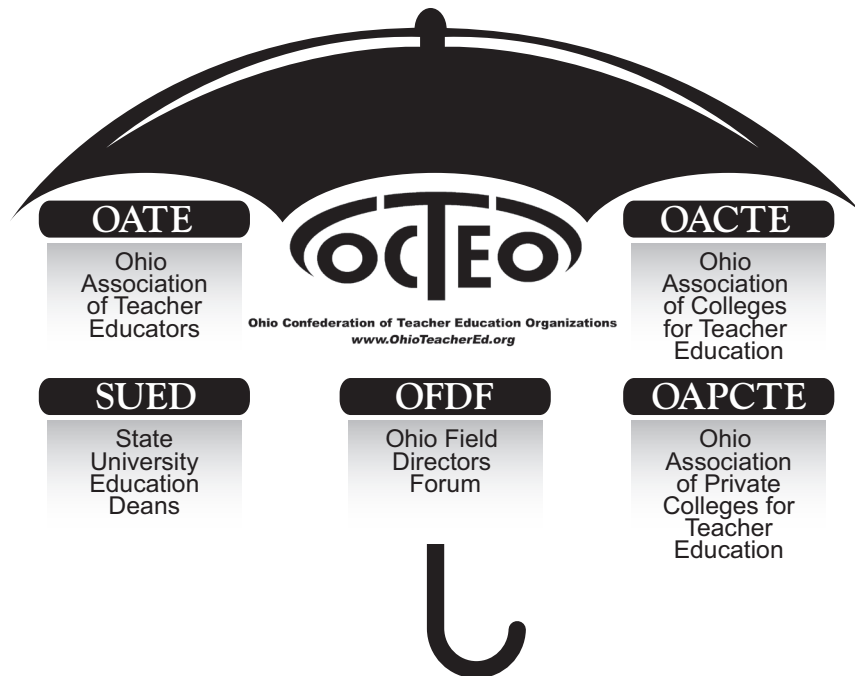
## Educating Lifeguards: Preparing Teachers for the #1 Challenge of the 21st Century (IT)

FRANZ

*Karl Wheatley of Cleveland State University*

How should we educate teachers since scientists warn we only have about a decade left to start healing civilization-threatening environmental problems? Here's one research-based approach.

## ORGANIZATIONAL STRUCTURE OF OCTEO



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.



# BREAKOUT SESSION IV - 2:45 P.M.

AL = Accreditation & Licensure IT = Innovations in Teaching FC = Field & Clinical Work

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## Applying Tuckman's Stages of Group Development toward Successful Collaboration in a Clinical Model (IT)

POST

*Paula Chan and Brian Harper of Cleveland State University*

Inter-professional collaboration is based upon clear communication, shared goals, and professional trust. This presentation will describe the experiences of education faculty who work towards meeting these goals in a clinically-based program.

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## Expanding the Teacher Pipeline (IT)

MUIRFIELD

*Richard Tannenbaum, Educational Testing Service*

Different teacher candidates approach licensure testing in different ways. While some approaches yield greater success than others, all teacher candidates can succeed by understanding their strengths and weaknesses as it relates to the test and developing a plan to address the amount of time they have to prepare. In collaboration with Khan Academy®, ETS is developing a free online tool that provides a smarter and more personalized preparation pathway for the Praxis Core® exam. With ETS research informing the developing of the preparation program, this tool can serve to broadening the teacher pipeline by leveling the playing field for all teacher candidates.


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## Fostering Practice through Partnerships (FC)

RIVERSIDE

*Mary Heather Munger of the University of Findlay*

Join this session to learn from examples of contextualized learning in a teacher preparation program. Observe how one university paired with multiple community partners to enrich the experiences of their teacher candidates in literacy related coursework.

<p>2019</p>  <p>Ohio Confederation of Teacher Education Organizations <a href="http://www.OhioTeacherEd.org">www.OhioTeacherEd.org</a></p> <p><b>FALL CONFERENCE</b></p>	<p>THEME TO BE DETERMINED</p> <p><b>CALL FOR PROPOSALS</b></p> <p>Watch <a href="http://www.OhioTeacherEd.org">www.OhioTeacherEd.org</a> for details</p> <p><b>DEADLINE FOR SUBMISSIONS</b> <b>MONDAY SEPTEMBER 16, 2019</b></p>
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# OACTE RESEARCH ROUNDTABLES - 4:00 P.M.

<p><b>Preparing Teacher Candidates to Recognize Signs of Trauma in Students and How to Help the Repair and Resilience for Life</b>  <i>Rae White and Barb Hansen of Muskingum University</i></p>	<p>ATRIUM</p>
<p><b>Onward to Successful Online Teacher Education</b>  <i>Kathleen Crooks of Western Governors University</i></p>	<p>ATRIUM</p>
<p><b>Supporting Students Impacted by Trauma: Recognizing and Helping Students Recover from Adverse Childhood Experiences– Southeast Ohio Teacher Development Collaborative Research</b>  <i>Tamarine Foreman and Perianne Bates of Ohio University</i></p>	<p>ATRIUM</p>
<p><b>Group Work to Improve Student’s Retention and Writing Ability</b>  <i>Matthew Bewley of Cleveland State University</i></p>	<p>ATRIUM</p>
<p><b>The Untrained Adjunct: Examining Effective Teacher Practices in Higher Education</b>  <i>Toni Paoletta of Cleveland State University</i></p>	<p>ATRIUM</p>
<p><b>The Effects of Inquiry-based Learning on Student Achievement and Student Engagement</b>  <i>Laura Hammer of Cleveland State University</i></p>	<p>ATRIUM</p>
<p><b>The Tales from the Classroom Project: Collaborating with Educational Scholars and K-12 Educators to Make a Tangible Impact in Schools</b>  <i>Bradley Conrad and Hoyun Cho of Capital University</i></p>	<p>ATRIUM</p>
<p><b>Social Justice Approach to the In-class Flipped Classroom in World Languages</b>  <i>Christopher Helm of Cleveland State University</i></p>	<p>ATRIUM</p>
<p><b>International Baccalaureate (IB) Teachers’ Perception of the Middle Years Programme (MYP)</b>  <i>Robin Dever of Kent State University</i></p>	<p>ATRIUM</p>



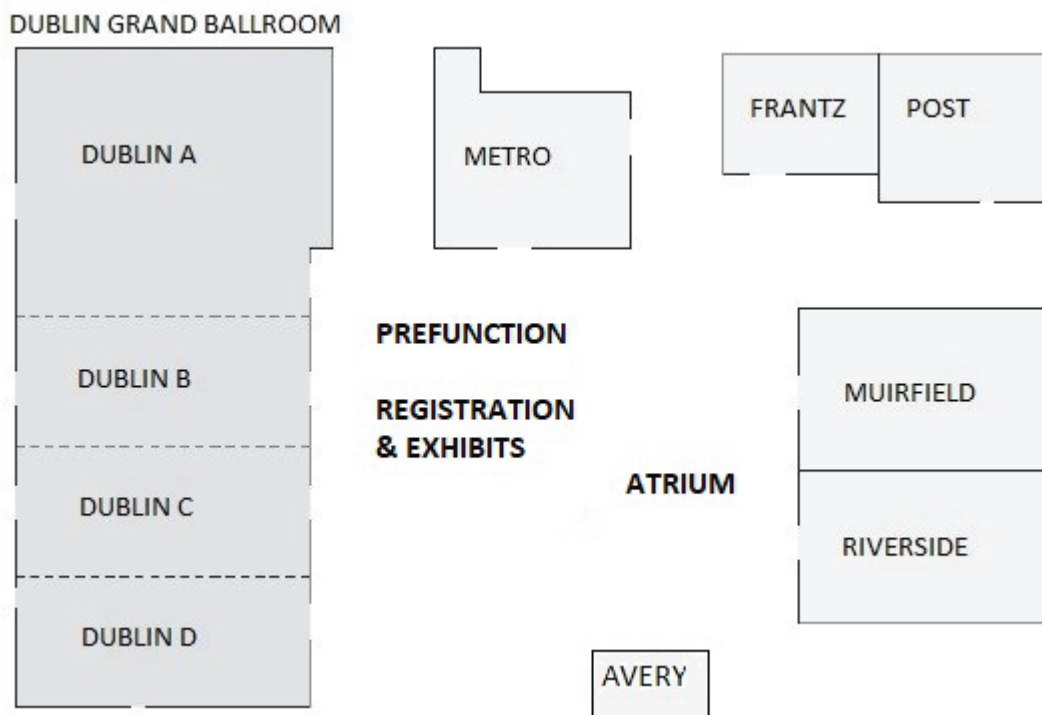
## PLAN TO ATTEND:

- OACTE Research Roundtables from 4-5pm**
  - ▶ Located in the Atrium
  - ▶ Nine Interactive Presentations
- OACTE Poster Sessions from 5-7pm**
  - ▶ Concurrent with our Networking Reception
  - ▶ Free Food and Drinks Compliments of ETS

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## Meeting Rooms – Ground Floor



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Hyde Park Steakhouse	Dublin Village Tav	Jason's Deli	Buffalo Wild Wings
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The Rail	Bonefish Grill	Matt the Miller's	More Choices
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