

#WSUNER



# WRIGHT STATE UNIVERSITY

2014

## NETWORK FOR EDUCATIONAL RENEWAL CONFERENCE

"SCHOOL UNIVERSITY PARTNERSHIPS IN GENERAL AND PARTNER SCHOOLS SPECIFICALLY ARE THE ESSENTIAL VEHICLES THROUGH WHICH WE MAY BRING ABOUT SIMULTANEOUS RENEWAL."

-JOHN GOODLAD





## **Conference Schedule**

- 08:00 – 08:30 Hangar - Registration Continental BKFT
- 08:30 – 09:15 Hangar - Welcome / Kick Off
- 09:25 – 10:10 1<sup>st</sup> Session
- 10:20 – 11:05 2<sup>nd</sup> Session
- 11:15 – 12:00 3<sup>rd</sup> Session
- 12:05 – 12:45 Hangar - Lunch / Partner District Reflection
- 12:45 – 01:05 Hangar - Partner District Reports
- 01:05 – 01:15 Hangar - Conference Closing

## **Kick Off Speaker**

### **David R. Hopkins President of Wright State University**

As Wright State University's sixth president, Dr. David R. Hopkins is committed to defining Wright State's role in the world and its future direction in the region.

A native Ohioan, he understands firsthand how higher education can change lives and is dedicated to the university's mission of transforming the lives of its students and the communities it serves.

Under Dr. Hopkins' leadership, Wright State has seen record student enrollment, numerous new degree and certificate programs, the naming of seven Ohio Centers of Excellence, and enhanced partnerships with government, business, and nonprofits.



In the last five years alone, the university has awarded almost 20,000 degrees and garnered \$410 million in research and sponsored programs, including more than \$100 million in a single year.











Wright State is leading the charge to grow Ohio's aerospace and defense industry, having received more than \$22 million from the State of Ohio to spearhead this initiative.

Under Dr. Hopkins' stewardship, Wright State has received national recognition for its service to students with disabilities and military veterans and for its dedication to community service and engagement.






Dr. Hopkins is known throughout the region and state for his vision and vitality. He serves as chair of the Inter-University Council of Ohio and serves on the National Collegiate Conference Association (NCAA), Division 1, Executive Committee and Board of Directors. He also chairs the Advanced Technical Intelligence Center and the Wright Brothers Institute Boards and is a member of the Dayton Development Coalition's executive committee.

In 2010, Dr. Hopkins was chosen as one of the 25 most influential people in the Dayton region by the Dayton Business Journal and was named the Dayton Business Journal's Regional Leader of the Year in 2012. Recently, Dr. Hopkins was presented with the 2013 Air Force Ambassador Award.

**Wright State University  
College of Education and Human Services  
Partnership Districts**

	<b>Bellbrook-Sugarcreek Schools</b>
	<b>Dayton Public Schools</b>
	<b>The Dayton Regional STEM School</b>
	<b>Fairborn City Schools</b>
	<b>Trotwood-Madison City Schools</b>
	<b>Milton Union Exempted Village Schools</b>
	<b>Troy City Schools</b>
	<b>Ripley Union Lewis Huntington Schools</b>
	<b>Huber Heights City Schools</b>
	<b>West Carrollton City Schools</b>

**Wright State University  
College of Education and Human Services  
Community Partners**

	<p><b>Daybreak</b></p>
	<p><b>Calumet Montgomery County Developmental Disabilities Services</b></p>
	<p><b>Girl Scouts of Western Ohio</b></p>
	<p><b>Dayton Mediation Center</b></p>
	<p><b>Northview Montgomery County Developmental Disabilities Services</b></p>
	<p><b>Spire Arts Montgomery County Developmental Disabilities Services</b></p>



## **WSUNER Conference Committee**

Jack McKnight, Chair - Assistant Director, Office of Partnerships and Field Experiences, College of Education and Human Services, Wright State University

Kevin Bell - Superintendent, Trotwood-Madison City Schools

Dr. Nancy Mack - Associate Professor of English, College of Liberal Arts, Wright State University

Betsy Chadd - Director of Curriculum and Gifted, Bellbrook-Sugarcreek City Schools

Dr. Rusty Clifford - Superintendent, West Carrollton City Schools

Dr. Yoko Muira - Associate Professor, Department of Educational Leadership, College of Education and Human Services, Wright State University

Ed Gibbons - Director of Business Affairs and Classified Personnel, Fairborn City Schools

Dr. Charlotte Harris - Dean, College of Education and Human Services, Wright State University

David Lawrence - Chief of School Innovation, Dayton Public Schools

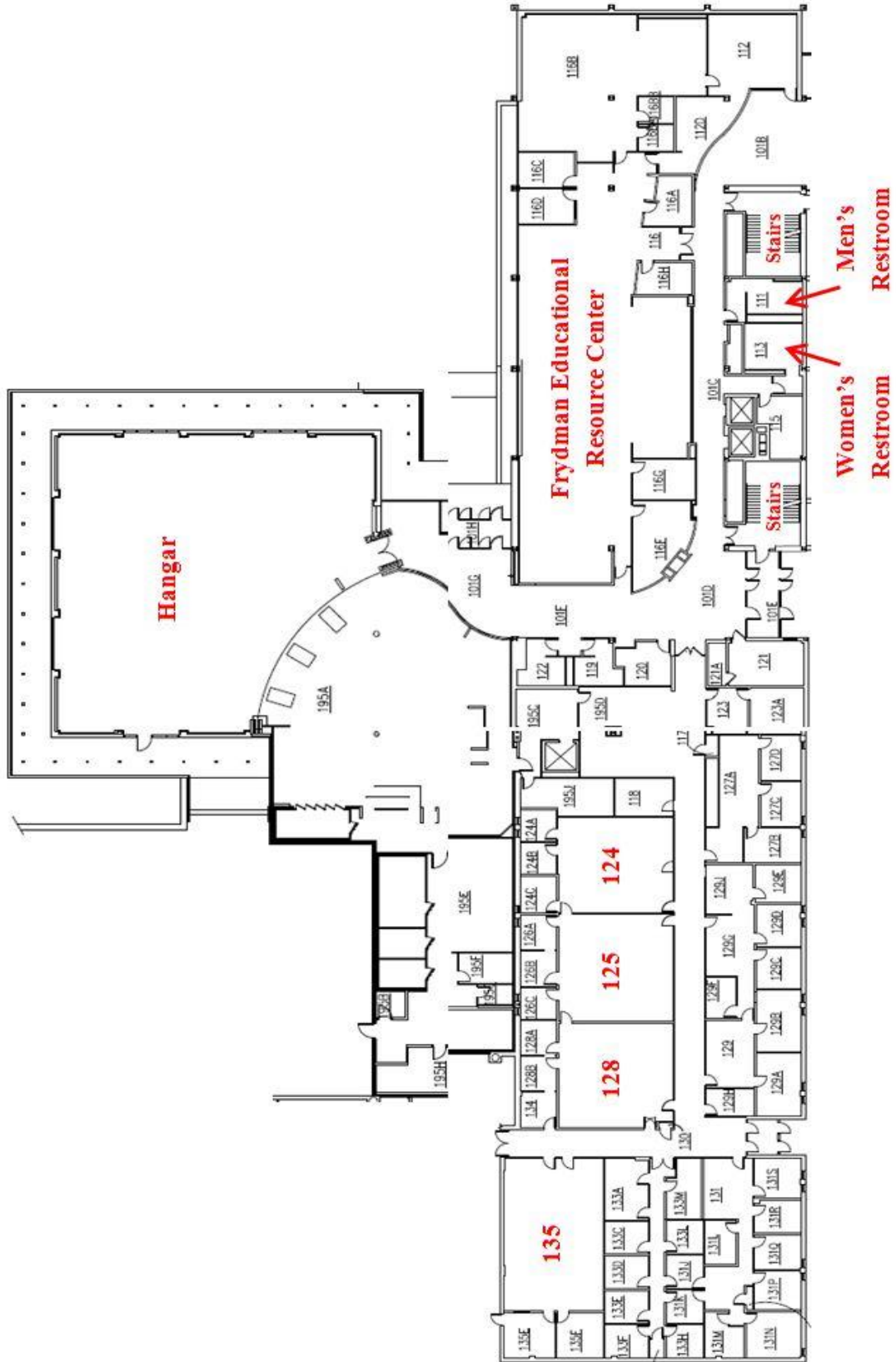
Dr. Anna Lyon - Associate Professor, Department of Teacher Education, College of Education and Human Services, Wright State University

Dr. William Slattery - Professor, Department of Earth and Environmental Sciences, College of Science and Mathematics, Wright State University

Ryan Taylor - Instructor, Department of Human Services, College of Education and Human Services, Wright State University

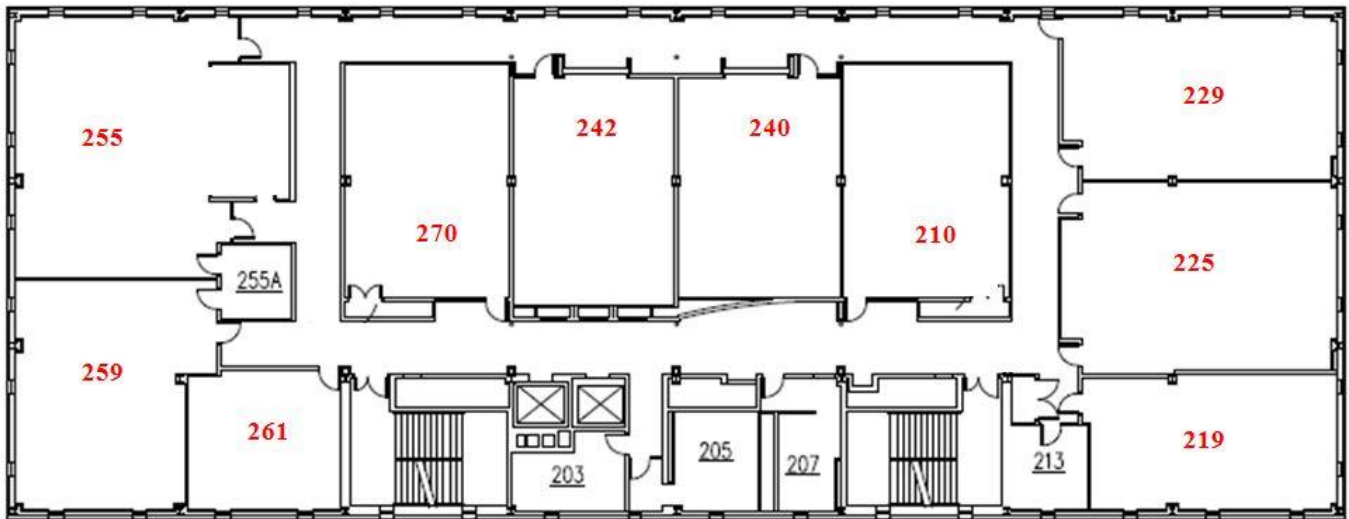
Dr. Jim Tomlin - Chair, Department of Teacher Education, College of Education and Human Services, Wright State University

# 1<sup>st</sup> Floor Allyn Hall

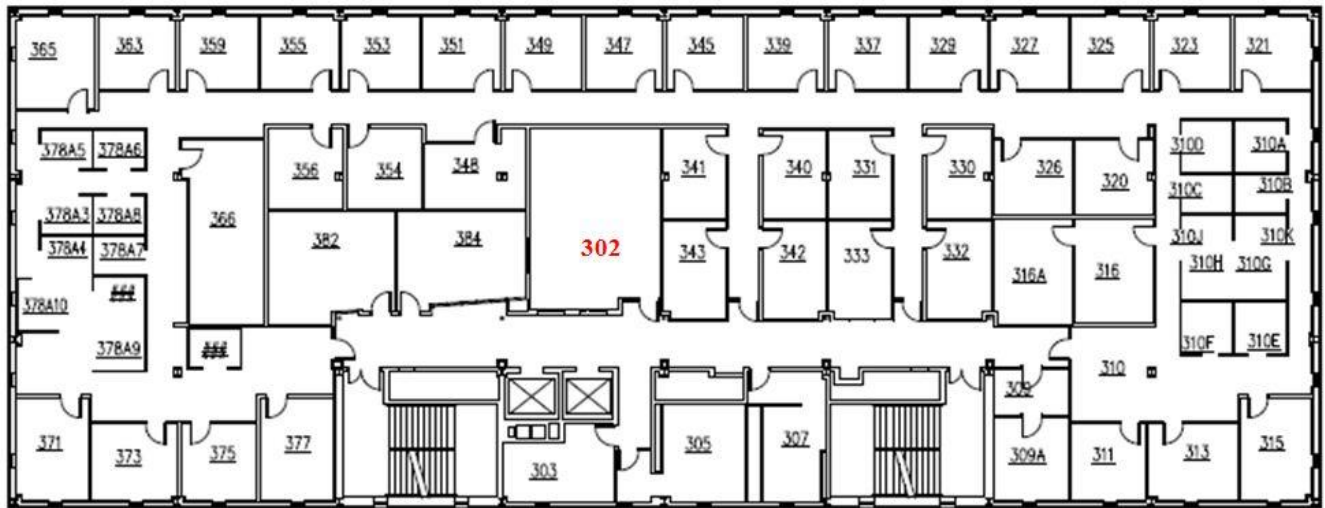




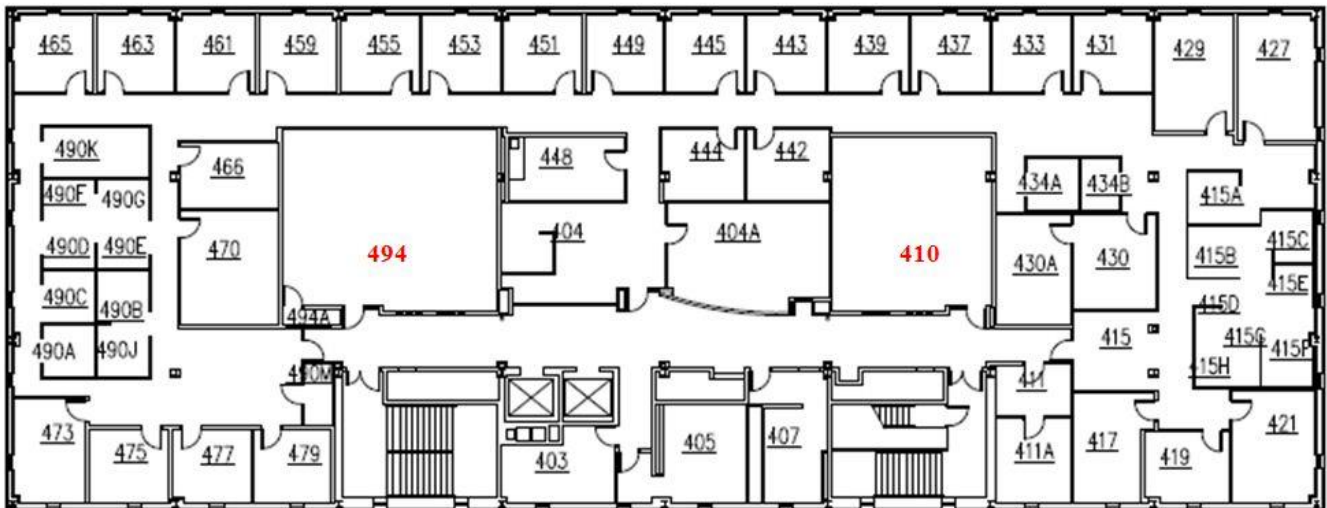
## 2<sup>nd</sup> Floor Allyn Hall



## 3<sup>rd</sup> Floor Allyn Hall



## 4<sup>th</sup> Floor Allyn Hall



## Conference at a Glance

### Special Session 9:25 – 12:00

Presentation Title	School District/Organization	Page	Room
NNER 1001 Workshop	NNER	12	302

### 1<sup>st</sup> Session 09:25 – 10:10

Guided Reading: Getting Started	Trotwood-Madison City	13	242
Common Core in Kindergarten	Troy City Schools	13	261
Just Be Flexible- A flexible approach to teaching reading	Dayton Public Schools	13	135
Concrete Connections	Troy City Schools	14	240
Formulating Fluid Formative Assessments in the Classroom	Bellbrook-Sugarcreek City	14	229
Hot Topics for Cool Teachers	West Carrollton City Schools	14	259
Making Reading a Habit: A School Wide Reading Initiative	Fairborn City Schools	15	225
Using Data to Improve Student Performance	Trotwood-Madison City Schools	15	126
Girl Scouting Isn't Just About the Cookies	Girl Scouts	15	128
Stem Day in the Park	Huber Heights City Schools	16	219
An Exploration of Accelerated Learning Through Independent Study	Milton-Union Exempted Village Schools	16	124
Educational Resource Center Open House	Educational Resource Center	17	115

### 2<sup>nd</sup> Session 10:20 – 11:05

PIE: An Innovative Approach to Differentiated Intervention & Enrichment	Huber Heights City Schools	18	261
Collaboration: Not Competition	Dayton Public Schools	18	128
Are Your Freshmen Failing?	Milton-Union City	18	242
A Partnership to Enhance Student Learning	Trotwood-Madison City Schools	19	240
Collaborative Critique: Why students are the best teachers	Dayton Regional STEM School	19	229
No Excuses University Schools: Creating a College Bound Culture	Fairborn City Schools	19	259
Social Studies through Social Media	Troy City Schools	20	225
Reflections of a Fourth Year Teacher	Troy City Schools	20	135
“Glad You’re Here!” How to Get At-Risk Kids Engaged in Learning	West Carrollton City Schools	20	126
Living, Working and Serving Our Community Through Art!	Spire Arts	21	219
Perception vs. Reality	Daybreak	21	210
Responding Effectively to Conflict	Dayton Mediation Center	21	124
Educational Resource Center Open House	Educational Resource Center	22	115

**3<sup>rd</sup> Session 11:15 – 12:00**

Presentation Title	School District/Organization	Page	Room
Student Teaching-Through a Child's Eyes	Riley-Union-Lewis-Huntington Schools	23	229
I Remember That!	Troy City Schools	23	240
Simultaneous Renewal Through Service learning	Dayton Public Schools	23	219
Work Smarter, Not Harder: An Alternative Way to Approach	Troy City Schools	23	128
Cognitive Demands and 21 <sup>st</sup> Century Skills- Connecting Lego League as an Extracurricular Experience to Classroom Learning	Fairborn City Schools	24	242
The Globe is the Unit of Analysis: The largest Classroom in the World	Dayton Public Schools	24	124
Empowering Students to be Asset-Rich Independent Thinkers	West Carrollton City Schools	25	225
What Business Leaders Want You to Know!	Huber Heights City Schools	25	126
How to Save the World: An experience in turning personalities to superpowers	Daybreak	25	210
Negotiating Effectively with others: A Relational-Transformative Approach to Negotiation	Dayton Mediation Center	25	261
Project Based Learning 101	Dayton Regional STEM School	26	259
Educational Resource Center Open House	Educational Resource Center	26	115



# **NNER** National Network for Educational Renewal

## **Special Session (9:25 – 12:00)**

**NNER 1001**

**Allyn Hall 302**

**National Network for Educational Renewal (NNER) Workshop**

*Ann Foster- NNER Co-Executive Director*

*Greg Bernhardt – NNER Co-Executive Director*

*Jim Tomlin – Chair, WSU Teacher Education*

**Notes**

The mission of NNER is the core of the partnership network involving Wright State University (WSU), school districts and community organizations. The work focuses on the simultaneous renewal of schools and the institutions that prepare our teachers, and “is based on the four-part mission of providing equal access to quality learning for all students, promoting responsible stewardship of our schools and universities, improving teaching and learning through pedagogy that nurtures and challenges all learners, and providing students with the knowledge, skills, and dispositions to become fully engaged participants in our democratic society.”

“A primary strategy for educational renewal is school/university partnerships where currently enrolled P-12 students and future teachers receive quality educational experiences. Collaborative policies and practices between school districts and institutions of higher education are necessary to advance this work that we view as ongoing and never complete. Unlike reforms or projects that have a beginning and an end, the renewal work of the NNER assumes that we must question assumptions and continue to make changes as we see where improvements can be made and gaps in quality education exist.”

An understanding of the NNER mission is essential for WSU faculty and for school and community organization administrators to insure the future success of the partnership. This workshop will be an opportunity to discuss the mission of NNER and what it means to the relationship between WSU and partnership school districts and community organizations.

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# 1st Session

## **Guided Reading: Getting Started**

**Allyn Hall 242**

*Cecilia White and Melissa Kalt, Trotwood- Madison City Schools  
K-3, Teachers and Students: Partners in Learning*

**Notes**

Teaching young learners to read can be a challenge for even the most experienced teachers. Guided Reading is one method of explicitly teaching reading skills in a small group setting. Small group leveled ability instruction allows teachers to listen in as students read and problem solve reading difficulties together. This presentation focuses on organizing and planning for Guided Reading instruction. It will include methods of organizing reading plans, using graphic organizers, and word/vocabulary sorts. There will also be a focus on using appropriate questioning techniques as well as teaching students how to use higher level thinking skills through applied learning opportunities.

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## **Common Core in Kindergarten**

**Allyn Hall 261**

*Jennifer Osborne and Amanda Morgan, Troy City Schools  
K-3, Teachers and Students: Partners in Learning*

**Notes**

Math in kindergarten aligned to Common Core should focus heavily on number sense. The foundation of kindergarten is understanding, representing, comparing, and recognition of numbers. Tens frames and dot cards are essential to building number sense in any young mathematician. I will explain and demonstrate different ways to use tens frames and dot cards in a classroom.

Daily routines are a key component of a successful kindergarten classroom. The Morning Meeting routine is a perfect strategy for teaching the Common Core Language Arts Standards. This routine includes; read aloud, daily message and shared reading. The Morning Meeting routine uses the balanced literacy approach and incorporates the 5 basic components of a successful reading program (phonics, phonemic awareness, fluency, comprehension and vocabulary). My presentation will show you how to make young emergent readers excited about reading and on the road to lifelong lovers of reading.

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## **Just Be Flexible - A flexible approach to teaching reading**

**Allyn Hall 135**

*Traci West, Sarah Schumacher, Nichole Rogers, and Emily Coleman, Dayton Public Schools*

**Notes**

*K-3, Teachers and Students: Partners in Learning*

In our presentation, we will discuss how the first grade team formulated a plan to meet the diverse needs of our students in reading. We will talk about our planning and execution of the literacy groups. The presentation will include the use of formal and informal assessments in student groupings. We will also include assessments used for ongoing progress monitoring of the students. Each teacher will share how their literacy group is set up and the strategies and resources used to instruct the students. In the presentation, we will talk about flex groupings as one of the benefits to implementing literacy groups. Our presentation will also show how the use of literacy groups works within the Four Block Framework. Finally, we will talk about the successes and challenges we encountered this school year.

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**Peanut Butter, Purses, Copper and Catch Phrases: Hands-On Activities for Abstract Concepts"**

**Allyn Hall 240**

*Kasey Binne & Kris Pascale, Troy City Schools  
4-5, Teachers and Students: Partners in Learning*

**Notes**

What are the colors of the rainbow? Did Roy G. Biv help you to remember? When you were younger, you probably heard grownups talking about Congress and taxes and the electric bill at your dinner table. Many of our students do not have the same background “noise” in their lives as some of these adult conversations are drowned out by Xbox, tweets, and reality TV. If your students come from a low socioeconomic background, their gaps in prior knowledge are likely even wider.

Ohio’s Learning Standards require students to go beyond recalling facts; students are expected to apply understanding and create a response at a higher level. In order to succeed, students need to experience the background, build vocabulary, and have a toolkit of memory tricks that will help them be successful. We will share strategies for building background experiences and vocabulary, with examples specific to intermediate-age elementary students. We hope you will join us!

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**Formulating Fluid Formative Assessments in the Classroom**

**Allyn Hall 229**

*Dave Herick and Nimisha Patel, Bellbrook- Sugarcreek City  
4-8, Teachers and Students: Partners in Learning; Schools and University:  
Teaming to Enhance Student Learning*

**Notes**

Effective and efficient formative assessment is a vitally important to meeting student needs and providing differentiation in the classroom. Many teachers struggle to find effective and efficient ways to formatively assess. We will explore the difference between and ways to convert “informative” assessments to formative assessments. In this session the following topics will be covered: defining formative assessment; exploring and setting a formative assessment plan/process for the classroom; improving “informative assessments” to become formative assessments; efficient Strategies for formative assessment.

This session is engaging and active. Participants will be engaged with music, activities, discussion, and connection to their own classroom. It is presented in the true nature of NNER. The presenters include a partnership district teacher and a university professor. The presenters have worked together for several years to research and bring good assessment practices to classrooms K-12 thru University level.

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**Hot Topics for Cool Teachers**

**Allyn Hall 259**

*Lesley Mosher and Lisa Mason, West Carrollton City Schools  
6-12, School and Community: Collaborating to Support Student Learning;  
Teachers and Students: Partners in Learning; Schools and University:  
Teaming to Enhance Student Learning*

**Notes**

This session is geared towards teachers that want to learn from one another and expand their professional Learning Network. Using the popular EdCamp model, attendees will help choose the topics of discussion. We will break into smaller round table groups to share what we know and subsequently learn from each other. Topics may include, but are not limited to, Project Based Learning, Genius Hour/20% time, the Formative Assessment Process, Instructional Coaching, Literacy, Differentiation,

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Standards Based Grading, Special Education and service, and Technology in the classroom. We feel that WSUNER Conference is a perfect opportunity for teachers of all backgrounds and experiences to come together and learn from each other. The EdCamp model puts the presenting in the hands of attendees and also allows for networking and future collaboration opportunities.

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**Making Reading a Habit: A School Wide Reading Initiative**

**Allyn Hall 225**

*Sue Brackenhoff and Pam Tritesch, Fairborn City Schools  
K-12, School and Community: Collaborating to Support Student Learning;  
Teachers and Students: Partners in Learning; Schools and University:  
Teaming to Enhance Student Learning*

**Notes**

How do you make reading a habit for elementary students? This session will share information about a school wide reading initiative that motivates students to read at home every day! The purpose of this program is to promote at-home reading during this school year. Students are challenged to read a total of 3000 minutes or more at home during a school year. It only takes about 17 minutes of reading each school night for a student to reach this goal. The benefits of reading at home include developing better reading skills and establishing a reading habit that will last a lifetime. This school wide reading program has over 10 years of implementation and millions of minutes of students’ reading to prove its success.

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**Using Data to Improve Student Performance**

**Allyn Hall 126**

*Patricia Allen, Dawana Coleman, and Maria Workman, Trotwood-Madison City School  
9-12, Teachers and Students: Partners in Learning*

**Notes**

In recent years, we have seen an alarming trend in our student performance outcomes. We knew that our students were not meeting even minimal levels of achievement in academics, behavior, or attendance. This year, we instituted a data driven approach to identify, track, and ultimately improve these three critical areas. This is a work in progress, but our initial results are encouraging not only in terms of student outcomes, but in staff morale too. This presentation will provide a history of the process as well as practical guidelines that any school can follow to completely transform their school climate and ultimately the lives of their students. Our presentation will include examples of and strategies to: foster cooperation and a commitment to change within existing staff; develop and using weekly instructional pacing guides; create strategic lesson plans design classroom environments that are data driven; form and implement effective teacher based teams; target resources to freshman transition; define expectations, communicate progress, and monitor student performance; develop academic labs for to remediate students who fall behind.

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**Girl Scouting Isn’t Just About the Cookies**

**Allyn Hall 128**

*Maggie McDougle, Girl Scouts of Western Ohio  
K-12 and Community, School and Community: Collaborating to Support Student Learning; Schools and University: Teaming to Enhance Student Learning*

In today’s fast paced world, girls and their families may not be able to

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commit to a traditional Girl Scout troop that involves attending meetings, earning badges, and selling cookies. The Girl Scouts have developed short-term programming as an alternative to the traditional troop style of Girl Scouting. These after school programs, offered by the Girl Scouts of Western Ohio, are 6-8 sessions long and provide a Girl Scout experience that will fit more easily into the busy lives of girls and volunteers. They not only incorporate the Girl Scout mission of building courage, confidence, and character in girls, but can supplement the classroom experience by focusing on topics such as bullying prevention or STEM. It is not a sash or some cookies that make a girl a Girl Scout; it is her desire to make the world a better place.

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**STEM Day in the Park**

**Allyn Hall 219**

*Kathleen Bledsoe, Huber Heights City Schools  
Community, School and Community: Collaborating to Support Student Learning*

Notes

In looking for ways for schools and families to work together to encourage student learning, we are using “STEM Day in the Park” in our community. This free outdoor event is designed with three objectives: to get students of all abilities and grade levels excited about STEM (Science, Technology, Engineering, and Mathematics) subjects, to get parents involved in their children’s learning, and to get teachers, families, and the community together for a fun educational experience. Using lessons designed by the Dayton (Ohio) Regional STEM Center, we have hosted three STEM Days where students and their parent(s) and siblings enjoyed a fun, non-threatening afternoon engaged in STEM activities. This presentation describes some of the planning for the event, lessons learned, and how other individuals or school districts can develop similar events. It highlights the lessons we used at our event and modifications for an outdoor setting. The presentation also includes information for accessing Dayton Regional STEM Center lessons and strategies for engaging teacher and community volunteers. STEM Day in the Park is a valuable event in our community, and it is a beneficial model for similar events in other communities.

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**Exploration of Accelerated Learning through Independent Study**

**Allyn Hall 124**

*Joseph Knostman, Milton-Union Exempted Village Schools  
4-8, Teachers and Students: Partners in Learning,*

Notes

Despite schools’ efforts to provide advanced classes for their excelling learners, students are still being held back from their fullest potential. We are all familiar with the term differentiated learning...what if we could provide every single child with a differentiated path to explore the world of mathematics at their own advanced pace?...At Milton-Union Middle School we have. Come join us on a discovery of our Independent Study math course.

**Learning Targets:**

1. Participants will gain an understanding of what exactly Independent Study looks like at Milton-Union Middle School.
2. Participants will discover how Independent Study operates and walk away with tools to assist them in establishing their very own I.S. program.
3. Participants will determine how valuable an asset an Independent Study Program is.

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**Educational Resource Center Open House**

**Allyn Hall 115**

*Stephanie Bange, Director, Frydman Educational Resource Center*

**Notes**

Stop by the Charles & Renate Frydman Educational Resource Center (ERC) during your time on campus to learn about services, equipment, and materials you have access to as a partnership school. Our Instructional Materials Center (IMC) is a special academic library that offers print and non-print materials for classroom instruction and research. The Media Production Lab (MPL) is designed for producing audio-visual materials quickly, inexpensively, and attractively. Finally, the Dayton Holocaust Resource Center (DHRC) loans materials for learning and teaching about the Holocaust in the K-12 classroom; the collection includes print and non-print materials for students and teacher guides/Holocaust curriculum.

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## 2<sup>nd</sup> SESSION

### **PIE: An Innovative Approach to Differentiated Intervention & Enrichment**

**Allyn Hall 261**

*Sarah Easterling, Gary Doll, and Megan Tyler, Huber Heights City Schools  
K-3, Teachers and Students: Partners in Learning*

**Notes**

PIE stands for Primary Intervention and Enrichment and is an innovative approach to differentiated instruction for grades K-2. This unique program allows students from multiple grade levels to work together for thirty minutes each day on specific reading skills, regardless of age. Students work in small groups to master skills such as Phonological Awareness, Phonics, Sight Words, Fluency, Comprehension, and Enrichment. PIE combines Best Practice techniques such as Response to Intervention, Data-Driven Instruction, Differentiation, Flexible Grouping, and Progress Monitoring. This presentation will feature information on assessments for student placement and progress monitoring, spreadsheets to track group placements and progress, as well as how you can organize this revolutionary program in your school.

### **Collaboration: Not Competition**

**Allyn Hall 128**

*Heather Henning, Dana Boggs, Monica Gorge-Smith, and Amy Quillen,  
Dayton Public Schools  
K-3, School and Community: Collaborating to Support Student Learning;  
Teachers and Students: Partners in Learning*

**Notes**

This presentation will focus on true teacher collaboration and the bringing together of various teaching styles. Five kindergarten teachers will share their experiences of how collaboration has promoted their growth of as educators at Louise Troy PreK-4<sup>th</sup>. They will share how collaboration is more than lesson planning and discuss how it enhances the planning process, builds relationships, and creates a non-competitive atmosphere while allowing each individual to maintain its own individual styles.

Attendees will leave with a clear understanding that for collaboration to be effective, each educator must be committed, open minded, flexible, and transparent. They will have real life examples of how collaboration works and promotes educator and student success. As well as strategies to help them develop effective and meaningful collaboration within their schools.

### **Are Your Freshmen Failing?**

**Allyn Hall 242**

*Paula Shaw, Taiya Woodall, Kenton Dickison, Sam Morgan, Jesica Ferguson, and Sarah Black, Milton-Union Exempted Village Schools  
9-12, School and Community: Collaborating to Support Student learning*

**Notes**

The American Counseling Association regards a peer helping program as an appropriate activity for school counselors. Peer mentoring programs provide a unique way for school counselors to reach a range of students by supervising one group of older students who can teach, support, and serve as role models to younger students (ASCA, 2008).

The purpose of the Freshmen Focus program at Milton-Union High School is to expand the counseling program in order to improve student outcomes. Through the implementation of Freshmen Focus, freshmen students will have the opportunity to become more successful in high school. The goals of Freshmen Focus are to equip freshmen with skills needed to be

successful in high school and life, promote leadership skills within the student body, smooth the transition of students entering high school, increase overall academic achievement, reduce the risk of not graduating, improve social skills, build relationships, and decrease behavior problems.

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**A Partnership to Enhance Student Learning**

**Allyn Hall 240**

*Tyrone Nadir, Nioki Diggs and Melanie Woods, Trotwood- Madison City Schools*

**Notes**

*6-8, Schools and University: Teaming to Enhance Student Learning*

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Those in attendance will see how the university and school collaborate to develop more effective lesson plans that emphasize the Common Core State Standards for Mathematics infused with the Standards for Mathematical Practice. They will have an opportunity to see how we utilize Interactive Notebooks for both mathematics content and methods. The right side pages of the Interactive Notebook are where the notes are kept, main ideas, vocabulary, problems, etc. The left side pages of the Interactive Notebook are where the students do metacognitive reflection of the math problems, strategies, and discussions in class that help them better understand the concepts. This job embedded professional development has a small group of teachers working together to develop lessons, videotape the lessons to collect evidence of student thinking, revise the lesson based on the data and then reteach the lesson.

**Collaborative Critique: Why students are the best teachers**

**Allyn Hall 229**

*Emerie Whitman-Allen, Dayton Regional STEM School*

**Notes**

*6-12, Teachers and Students: Partners in Learning*

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Teachers are too often seen as the ultimate evaluators of quality student work in the classroom. But when students are trained in thoughtful, descriptive, critique methods, they are capable of an honest criticism that is refreshing and valuable, allowing the teacher to step back as an equal participant and watch the students become colleagues.

Attendees will be presented with a sequential scaffolding for teaching, training, and implementing critique in the secondary classroom. Teachers can expect to come away with strategies to introduce the norms of a thoughtful critique process in their own classrooms building toward a collaborative critique process that puts ownership on students as meaningful partners and collaborators.

**No Excuses University Schools: Creating a College Bound Culture**

**Allyn Hall 259**

*Sue Brakenhoff and Pam Tritsch, Fairborn City Schools*

**Notes**

*K-12, School and Community: Collaborating to Support Student Learning; Teachers and Students: Partners in Learning; Schools and University: Teaming to Enhance Student Learning*

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Description for presentation: The presenters from Ohio’s first NO EXCUSES University school will share the importance of instilling the vision of college readiness as soon as students enter elementary school, the six exceptional systems that are hallmark of NEU schools, and the unifying process of becoming a NO EXCUSES University School. At the end of the session, participants will be able to:

1. Identify the importance of establishing a college bound culture in

elementary schools

2. Identify 6 Exceptional Systems to create school culture of universal achievement.
3. Identify how to become part of the NO EXCUSES University network of schools

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Participant will come to understand why college readiness is important for every child and why it is important to start as soon as students enter kindergarten.

**Social Studies through Social Media**

**Allyn Hall 225**

*Justin Crews, Troy City Schools*

**Notes**

*K-12, School and Community: Collaborating to Support Student Learning; Teachers and Students: Partners in Learning*

This session will demonstrate how to connect with students using the technology they love such as Twitter and Instagram as well as educational websites and apps like Edmodo and Socrative. It is based on my Social Studies class, but is applicable to all subjects. Edmodo is great for connecting with students outside the classroom and sharing information with students and parents alike. Some call it Facebook for school, but it is much more than that. It is an online learning portal where students, teachers and parents can share information, teachers can give out assignments, and students can take tests and quizzes. Socrative is a great site for formative assessments. Instagram and Twitter are great for connecting your students with outside professionals and teaching/learning resources using the technology platforms kids enjoy and already know how to use. I will share suggestions and stories of to make these apps and websites useful in anyone’s classroom.

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**Reflections of a Fourth Year Teacher**

**Allyn Hall 135**

*Maureen Tienda, Troy City Schools*

**Notes**

*9-12, Teachers and Students: Partners in Learning*

At the beginning of my fourth year, I was surprised the third week into school, when, for the first time I did not feel like I was completely overwhelmed. It was in that moment that I felt, “Wow! Maybe I’m starting to get the hang of this.” My presentation will focus on three main topics. First, I will explain the factors that helped me get to this point of success, including mentorship and building support. Secondly, I will discuss what teaching techniques I have learned along the way, including finding yourself in the classroom and classroom management. Finally, I will reflect on what is still to come for me individually and for new teachers, including areas where they need more support.

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**“Glad You’re Here!” How to Get At-Risk Kids Engaged in Learning**

**Allyn Hall 126**

*Candice Haffner, Brittany Brown, and Rachel Niemer, West Carrollton City Schools*

**Notes**

*9-12, Teachers and Students: Partners in Learning*

The West Carrollton Secondary Academy is a credit recovery school that targets students who have dropped out or are at risk of dropping out of high school. It is a conversion community school that is sponsored by the West Carrollton School District.

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This presentation is about what works, and what doesn't, in dealing with an "at risk" student population. We will share our success stories from our first year of operation, in 2012 and how we and our students continue to grow together in our second year. The presentation will address flexible scheduling, academic, social, and behavioral interventions that work, and how the 40 Developmental Assets are used on a daily basis to reach out to not only our students, but their families as well.

As one student stated about the Academy, "I have never liked coming to school before, but now I do because you are glad we're here."

**Living, Working and Serving Our Community Through Art!**

**Allyn Hall 219**

*Ruth Kennedy and Amy Macpherson, Spire Arts*

**Notes**

*K-12 and Community, School and Community: Collaborating to Support Student Learning*

MCBDDS Spire Arts Program is an opportunity for adults with disabilities to experience therapy and vocational art opportunities and use them as tools to enhance themselves as artists.. The artists enter the studio encouraged to create what they want to make, while staff work and coach them along their side. The artists are guided in a direction that shows them, through art, making the many different opportunities, including vocational opportunities that come from their creativity and artistic ability. Other opportunities include facing and overcoming challenges, selling their art pieces and earning a profit, completing public art pieces in the community, as well as building relationships with many. Spire Artists grow to be confident and independent as well as helping their community do the same.

**Perception vs. Reality**

**Allyn Hall 210**

*Sean Mitchell and Kathy Hooks, Daybreak*

**Notes**

*Community, School and Community: Collaborating to Support Student Learning*

In this interactive presentation, participants are encouraged to participate in mini-activities to develop an understanding of how perception is what creates reality and how reality is different to each individual based on perceptions. The purpose of this activity is to demonstrate how interpersonal relationships are based on how individuals perceive others. Activities range from analyzing political statements to playing a game of "Simon Says." Whether it be a high school classroom, direct-care professionals, or administrative employees, this particular presentation is appropriate for all audiences in all fields. A high-energy presentation that is amplified through high interactivity from participants and a strong focus on personal experiences and views as opposed to hard facts.

**Responding Effectively to Conflict**

**Allyn Hall 124**

*Cherise Hairston, Dayton Mediation Center*

**Notes**

*K-12 and Community, School and Community: Collaborating to Support Student Learning*

Ongoing conflicts often impact our ability to productively interact with others. Difficult conflict often results in feelings of personal helplessness as well as deep distrust and anger toward others. These feelings often lead us to think the worst of those who disagree with us, demonizing them in thoughts and actions and reacting in destructive ways toward them.

This workshop is a learning opportunity for participants on how to manage conflicts in personal, workplace, and family situations. Based on the theories of the Transformative Approach to Mediation from *The Promise of Mediation* (Bush and Folger, 1994, 2005), strategies are presented to support people in turning the negative and destructive cycle of conflict interaction into a more productive and constructive interaction. The emphasis in this training is on learning how to *respond* with greater self-awareness by balancing regard for self and other, rather than *reacting* in the moment in ways that turn conflict into crises.

Although we can't control others in conflict, we can learn ways to balance regard for self and other as we respond to those who disagree with us. Assessing our own behavior and that of those with whom we might be in conflict can lead to more constructive interaction with others. In supporting constructive behavioral choices in conflict, this training helps people become stronger and more self-aware.

**Educational Resource Center Open House**

*Stephanie Bange, Director, Frydman Educational Resource Center*

**Allyn Hall 115**

**Notes**

Stop by the Charles & Renate Frydman Educational Resource Center (ERC) during your time on campus to learn about services, equipment, and materials you have access to as a partnership school. Our Instructional Materials Center (IMC) is a special academic library that offers print and non-print materials for classroom instruction and research. The Media Production Lab (MPL) is designed for producing audio-visual materials quickly, inexpensively, and attractively. Finally, the Dayton Holocaust Resource Center (DHRC) loans materials for learning and teaching about the Holocaust in the K-12 classroom; the collection includes including print and non-print materials for students and teacher guides/Holocaust curriculum.

## Session 3

### **Student Teaching- Through a Child's Eyes**

**Allyn Hall 229**

*Paula Ormes and Jacqui Mladenovic, Ripley Union Lewis Huntington K-3, Schools and University: Teaming to Enhance Student Learning*

**Notes**

My workshop will highlight the co teaching experience Wright State University teacher candidates have had at RULH elementary school for the past 3 years. This co teaching experience is very unique since the WSU students live in our rural community for an entire year while completing their degrees. The workshop delivery will be through a DVD created with the help of the High School Digital Video Class and will be told from a third grade child's perspective. The third grader will narrate the video showing where the teacher candidates live while completing their degrees, highlight co teaching strategies used in the classroom, and interview fellow students on how having a co teacher in the classroom has benefited them. They will also interview RULH staff members on the benefits of the co teachers, interview cooperating teachers, and interview the teacher candidates on the pros and cons of the rural co teaching experience.

### **I Remember That!**

**Allyn Hall 240**

*Ginny Dowd, Troy City Schools K-3, Teachers and Students: Partners in Learning*

**Notes**

Brain based research states that your brain loves pattern and not rules; and repetition, movement, songs, chants and rhymes all enhance the learning process. This session will give primary teachers the opportunity to learn language arts rhymes and chants that coincide with Common Core Standards. Worksheets that correspond with each lesson will also be provided. It's fun! It's easy! You will be able to implement all of these ideas in your classroom the very next day! Give it a try! Presented by Ginny Dowd, creator of the Phonics Dance.

### **Simultaneous Renewal Through Service Learning**

**Allyn Hall 219**

*Gregory Powell, Linda Sheffield, and Tahnee Reed, Dayton Public Schools K-8, Schools and University: Teaming to Enhance Student Learning*

**Notes**

Sixth, fourth, and second grade students at the Dayton Boys Preparatory Academy (DBPA) are working on a service learning project to place crosswalks on two streets by the school. Classroom teachers and WSU students are assisting the students as they count the number and type of vehicles that travel on the streets at various times of day, chart and graph the data, research safety rules and regulations, prepare presentations, and interview officials.

These activities not only allow the teachers to meet their Common Core standards, but also teach the boys how citizens in a democracy solve community problems and issues.

### **Work Smarter, Not Harder: An Alternative Way to Approach**

**Allyn Hall 128**

*Jason Scott, Troy City Schools 6-12, Teachers and Students: Partners in Learning*

**Notes**

One of the questions that I ask myself at the end of each day: "Who worked harder? Me or my students?" At the beginning of my career, the

answer invariably was me – the 50 minutes I spent as the “Sage on the Stage” put the emphasis on me instead of my students. However, the answer to that question has changed, as has my approach to teaching a graduation-required class. Putting the emphasis on students, and more importantly, on the type of work and effort that they put into class, has dramatically changed my instruction, and quite frankly, led to a better experience for students. This session will explain the influence of the “Uncoverage” philosophy on my teaching style and the unique teaching strategies and techniques (simulations, primary sources, DBQ activities) that created a better environment for me and my students.

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**Cognitive Demands and 21<sup>st</sup> Century Skills- Connecting Lego League as an Extracurricular Experience to Classroom Learning**

**Allyn Hall 242**

*Beverly Stambaugh, Romena Garrett Holbert, and Aleigha Crayton, Fairborn City Schools*

**Notes**

*6-8 and Community, School and Community: Collaborating to Support Student learning; Teachers and Students: Partners in Learning*

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This presentation occurs in three segments. First, the presenters introduce Lego League in terms of its design, requirements and expectations of children as participants. Next, the presenters introduce student led-learning as emphasized with Lego League to highlight similarities and differences between the extracurricular context and common expectations of classroom-based learning within today’s current evaluation/mandate context. In the final portion of the presentation, connections between skills and dispositions needed for success by students participating in Lego League are compared and contrasted with the Cognitive Demands advanced within the State of Ohio Model Curriculum and with 21<sup>st</sup> Century Skills valued by employers in today’s increasingly diverse and globalized society. The presentation concludes with opportunities for participants to engage in discussion of how teachers and students can partner in responsibility for classroom learning and college and career readiness and how learning from extracurricular contexts can be leveraged to support measurable classroom outcomes.

**The Globe is the Unit of Analysis: The Largest Classroom in the World**

**Allyn Hall 124**

*Rachel Blanks, Dayton Public Schools*  
*K-8 and Community, School and Community: Collaborating to Support Student learning; Teachers and Students: Partners in Learning*

**Notes**

Gone are the industrialized school days where students move from cell to cell at the sound of the factory whistle. The classroom no longer needs to be defined by four walls—as a matter of fact, why use the term classroom at all? The place-based curriculum model has served as a foundation for teachers to get back to teaching and not let schooling get in the way of education. This presentation outlines ways to incorporate place-based education within various content and grade levels, without compromising student academic achievement—in fact; it provides the tools to help boost it. Real-life examples and data will be given to demonstrate how place-based ties in with teaching and learning. Teachers become facilitators of learning and partner with each student in their success. The community is drawn into the equation, making the traditional classroom a new, border-free lab of learning.

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**Empowering Students to be Asset-Rich Independent Thinkers**

**Allyn Hall 225**

*Molly Early and Lori Dorn, West Carrollton City Schools  
K-5, Teachers and Students: Partners in Learning*

**Notes**

With the help of the Search Institutes 40 Developmental Assets, students can become asset-rich individuals within their school and community. These assets, in combination with project-based learning and daily thinking routines, allow students to reach their full potential in and out of the classroom. With the teacher acting as coach and model-- students practice and engage in activities that are enriching and informative. We share our strategies through highly engaging conversations and activities that activate and empower

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**What Business Leaders Want You to Know!**

**Allyn Hall 126**

*Reva Cosby, Huber Heights City Schools  
9-12, School and Community: Collaborating to Support Student Learning*

**Notes**

This summer we invited our Business leaders to meet with administration and staff. We wanted to know what we could do to prepare our students for “the real world”. What they shared with us was enlightening and has helped us tweak some of what we do to help our students find success when they leave Wayne High School. In this session you will learn how we set the meetings up, what we shared and what was shared with us. We will tell you how to get this accomplished while still meeting the demands of the common core. We will also talk about our next steps in maintaining a productive partnership with the business community.

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**How to Save the World: An experience in turning personalities to superpowers**

**Allyn Hall 210**

*Sean Mitchell and Kathy Hooks, Daybreak  
Community, School and Community: Collaborating to Support Student learning*

**Notes**

Are you a villain? Do you use your superpowers to save the world, or do you keep them hidden. Are you surrounded by alliteration? A unique and interactive experience for participants to understand how personalities affect the environment around them. By turning personalities into superpowers, participants will better be able to understand how their actions and mood can either save the day, or bring terror and destruction to the world around them. A high energy presentation with high interactivity is sure to both entertain and inform in an abstract but very effective way. This presentation is sure to be a hit to the moon and save your workplace or classroom from imminent doom of lacking cohesiveness and teamwork through non-meshing personalities.

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**Negotiating Effectively with others: A Relational-Transformative Approach to Negotiation**

**Allyn Hall 261**

*Cherise Hairston, Dayton Mediation Center  
K-12 and Community, School and Community: Collaborating to Support Student learning*

**Notes**

We negotiate on a daily basis over important matters. Whether we need to negotiate with our family members, negotiate our salary or other work

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related issues, negotiate over the prices of services, discuss ways to carry out projects and get things done, we must engage others in conversation and create shared meanings of understanding. How we engage with others, whether in constructive or destructive ways, is essential in our efforts at planning and informed decision-making.

In order to negotiate effectively, we must learn some basic skills that will help us as individuals gain greater clarity about what matters most. To be effective, we must have skills to clarify our needs and interests, purpose, and goals for the outcomes of our conversations. We must also anticipate the same for others. We can create, with an increased understanding of the nature of conflict and basic, relationally-based negotiation skills, the conditions for purposeful conversation in which we will negotiate over important matters.

This workshop will assist participants to develop basic negotiation skills that will allow them to negotiate effectively with others, particularly when the stakes are high and communication and understanding can be impacted.

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### **Project Based Learning 101**

**Allyn Hall 259**

*Kate Whitt and Brian Boyd, Dayton Regional STEM School 6-12 and Community, School and Community: Collaborating to Support Student learning, Teachers and Students: Partners in Learning*

**Notes**

The Dayton Regional STEM School uses project-based learning to engage students in reaching learning targets through creative means. Rather than meeting standards through test-prepping activities, students engage in creating products to demonstrate their learning throughout the unit cycle, with the final product showcasing their understanding as well as their creativity, persistence, and communication skills. Projects typically have a “life” outside of the school and culminate with a public display of work

This presentation will demonstrate the process of planning project-based units: Creating essential questions, defining learning targets, planning learning activities, developing a final product that entails multiple drafts, and integrating community members into the learning process. Participants will leave with materials to assist in planning their own projects, ideas for finding natural connections with other disciplines, ways to find time to collaborate with other teachers, and concrete examples of projects, teacher lessons and student work.

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### **Educational Resource Center Open House**

**Allyn Hall 115**

*Stephanie Bange, Director, Frydman Educational Resource Center*

**Notes**

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