



WRIGHT STATE UNIVERSITY

#WSUNER

Allyn Hall

"School university partnerships in general and partner schools specifically are the essential vehicles through which we may bring about simultaneous renewal."

John Goodlad

Wright State University Network for Educational Renewal Conference



Tara L. Patrick

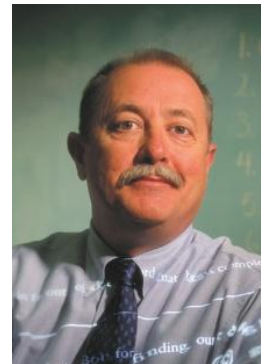
Conference Schedule

- 08:00 – 08:30 Hangar - Registration Continental BKFT
- 08:30 – 09:15 Hangar - Welcome / Keynote
- 09:25 – 10:10 1st Session
- 10:20 – 11:05 2nd Session
- 11:15 – 12:00 3rd 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

Keynote Speaker

Gregory Bernhardt, Ph.D.

Dr. Bernhardt has professional experience as a middle and high school language arts teacher, school counselor, mental health counselor, psychologist, university professor, and administrator. He is emeritus professor and dean, College of Education and Human Services, WSU. His career has taken him to Colorado, Utah, Kansas and Ohio. Greg has been involved with the National Network for Educational Renewal since 1992 and represented the WSUNER on the NNER's governing council from 1995 to 2010.



He served two terms as the network's chairperson and on the executive board for 7 years and currently serves as the Co-Executive Director with Dr. Ann Foster.

Locally, Greg is the president of the Board of Trustees for the Dayton Regional STEM School. Greg's commitment to the NNER comes out of a strong belief that education in a democracy is fundamental to a socially just society, where citizens are actively involved in the decisions that most impact their ability to lead meaningful and productive lives.

Special Guest











Bruce E. Field, Ph.D.

Dr. Bruce Field is the Executive Director of School-University Partnerships and Clinical Experiences in the University of South Carolina's College of Education. Before coming to South Carolina in 2001, Bruce was a history/social studies teacher in Wyoming, Illinois, and Virginia between 1978 and 1989 and a history professor at Northern Illinois University from 1993 to 2001, where he also served as the coordinator of the secondary teacher certification programs in history and social studies.



Bruce earned his bachelors and masters degrees in history from East Carolina University and his Ph.D. in history from the College of William and Mary. He served as the first President of the National Association for Professional Development Schools when it was launched in 2005. He continues to be very active in the NAPDS organization and is the "face" of the annual NAPDS conference. Dr. Field is a great addition to the WSUNER conference.

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

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

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. Angela Beumer-Johnson - 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. Suzanne Franco - Assistant 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

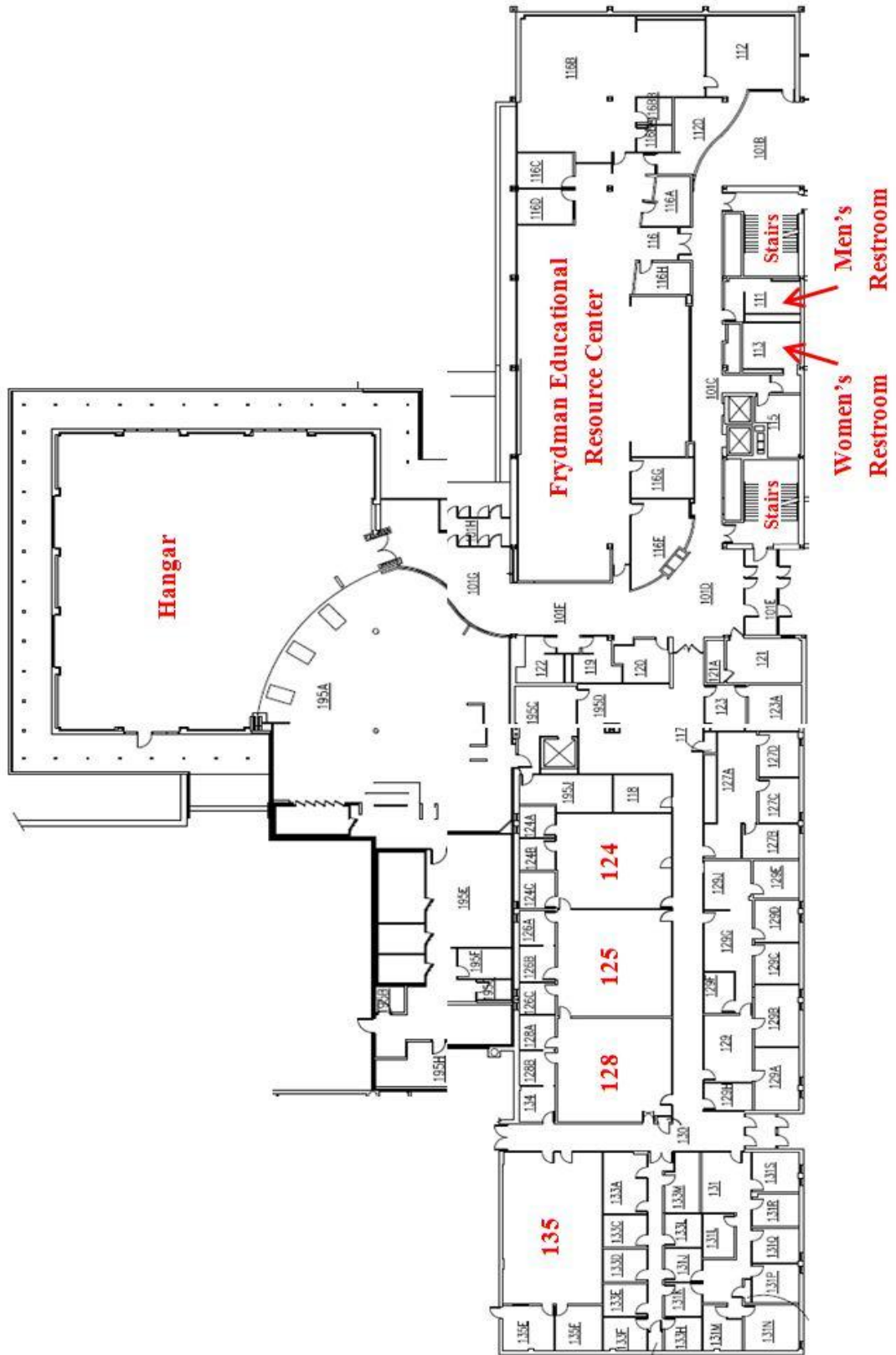
Dr. Anna Lyon - Associate Professor, Department of Teacher Education, College of
Education and Human Services, Wright State University

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

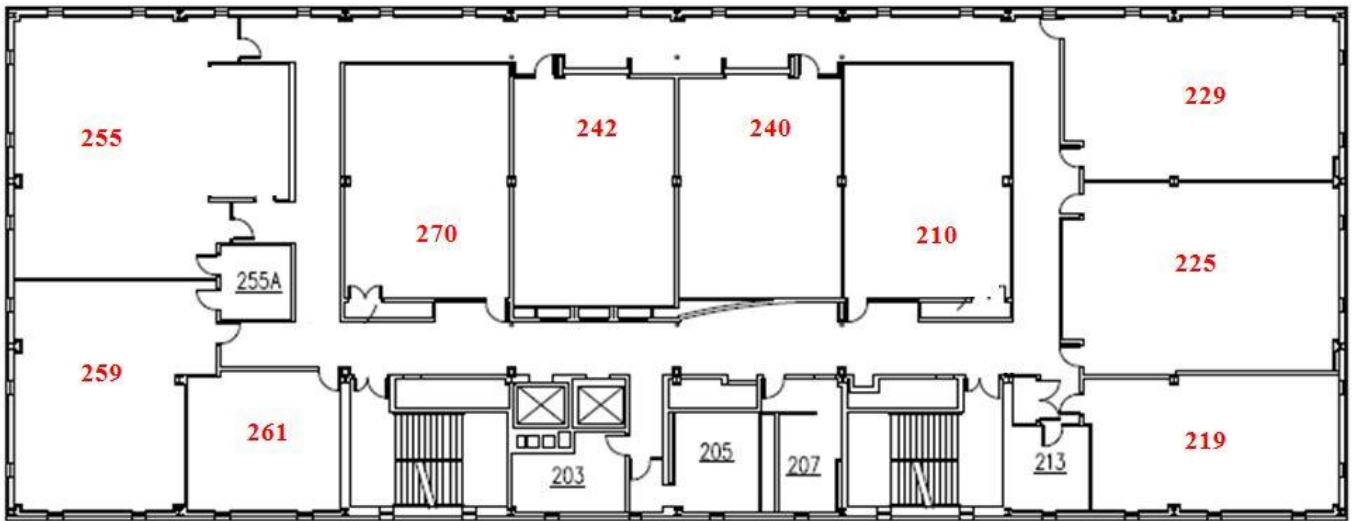
Ryan Taylor - Instructor, Department of Human Services, College of Education and Human
Services, Wright State University

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

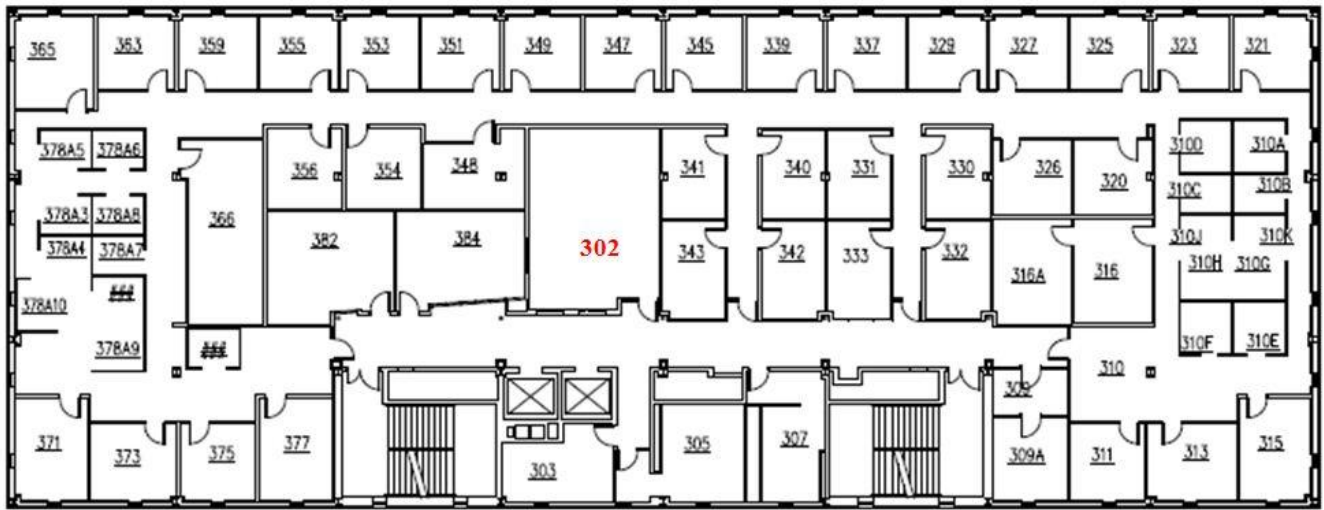
1st Floor Allyn Hall



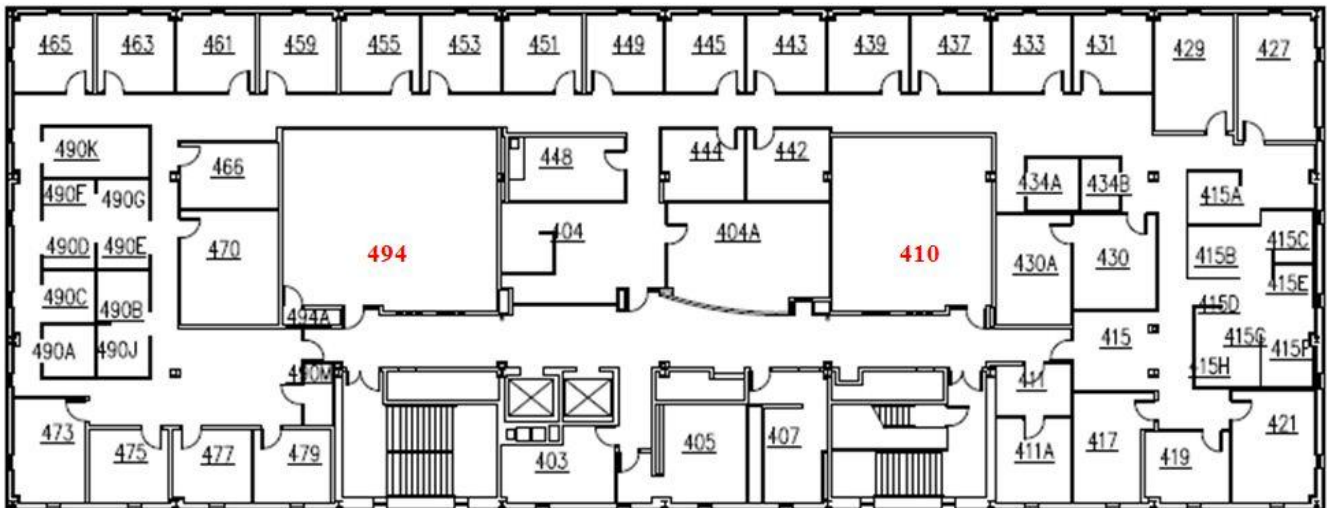
2nd Floor Allyn Hall



3rd Floor Allyn Hall



4th Floor Allyn Hall



Conference at a Glance

Special Session 9:25 – 11:05

NAPDS Discussion with Dr. Bruce Field	NAPDS	11	261
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1st Session 09:25 – 10:10

Presentation Title	School District/ Organization	Page	Room
Innovative Ideas for Vocabulary Acquisition	West Carrollton City	11	259
STEM Day in the Park	Huber Heights City	11	128
Perfecting the World’s Oldest Form of Learning - Story Telling	Fairborn City	12	219
Bringing Together Schools and a Community	Huber Heights City	12	255*
Models of Teaching Instruction for Fostering Student’s Higher Level Thinking Skills	Troy City	12	229
Successful Strategies for Team Teaching	Fairborn City	13	225
An Insider’s View of Project Based Classrooms	West Carrollton City	13	124
Technolo-Gee Whiz! The Complete Classroom Tech Toolbox	West Carrollton City S	13	126
Student-Centered Learning in the 21 st Century	Trotwood-Madison City	13	210
Thinking about Thinking to the Core	Trotwood-Madison City	14	242*
Challenging the Challengers: Meeting the Needs of Higher Learners	Troy City	14	240
Simultaneous Renewal between WSU and Webster Street Academy: Partnering for Mental Health and Academic Achievement	Webster Street Academy	14	135
The Charles and Renate Frydman Educational Resource Center	Wright State University	15	ERC

2nd Session 10:20 – 11:05

Using Reciprocal Teaching to Improve Comprehension	Troy City Schools	16	255*
The Flip: Turning Elementary Classroom Upside Down	West Carrollton City	16	240
Kindergarten Buddies	Fairborn City	16	128
Held Hostage by Annoying Behavior	Fairborn City	17	210
Partnership in Action: How Wright State University, Milton-Union, and Bellbrook collaborated to pilot Student Growth Measures	Milton-Union Schools	17	219
Confronting Cancer: A Study in STEM Project-Based Learning	DRSS	17	124
Project Story: an in-depth example of Project-based learning in a Middle School Setting from beginning to middle to end	DRSS	18	126
Longitudinal Data integrated with Teacher Grading System	Milton-Union	18	229
Perception Versus Reality	Daybreak	19	259
Creative Problem Solving for Any Classroom	Bellbrook-Sugarcreek City	19	242
Explosive Teaching-Adding Some Bang to Your Classroom	Troy City	19	225
STEM in the Classroom	Huber Heights City	20	135

Taking the Dipstick to the Well: How a Community Partners Excels	Wright State University	20	302
The Charles and Renate Frydman Educational Resource Center	Wright State University	21	ERC

3rd Session 11:15 – 12:00

Building-Wide Character Education	Bellbrook-Sugarcreek City	22	259
Collaborate! Connecting K-12 Classrooms with Home and the Community through a Learning Management System (LMS)	Bellbrook-Sugarcreek City	22	261
Benefits of Looping	Milton-Union City	22	240*
Controversial Topics in the Thematic Social Studies Classroom	DRSS	23	229
The Power of Project- Based Learning through Cross-Content Collaboration	DRSS	23	255*
Taking our Teaching Weaknesses and Learning to Turn them into Effective Teaching Practices	Huber Heights City	24	124
Differentiated Instruction for Student Success	Huber Heights City	24	126
STEM Class-Roller Coaster Unit	Milton-Union City	25	242*
What Do You Know About SLO?	Milton-Union City	25	210
Using Formative Assessment (FASTs) to Create and Engaging Learning Environment	Troy City	25	225
Technology Enhanced Instruction	Trotwood-Madison	25	128
Zombie Apocalypse: A Teaching Survival Guide	Daybreak	26	135
Chemical Consequences (Integrated Unit)	Dayton Public	26	219
The Charles and Renate Frydman Educational Resource Center	Wright State University	27	ERC

Special Session

A Conversation With Dr. Bruce Field: The Professional Development School

Allyn Hall 261

Bruce E. Field

PK-12, Engaging Everyone

Notes

This is an opportunity to discuss the professional development school concept with one of the leading experts on the topic. The session will include a short overview of the professional development school as it relates to university/PK-12 school partnerships. Dr. Field will discuss the advantages of the relationship for both participants. Anyone interested in the professional development school concept, or for those considering a commitment to the establishment of a PDS should find this conversation a valuable resource. Questions from what is a PDS to how do we collect useful data to what publishing opportunities exist can be addressed.

1st Session

Innovative Ideas for Vocabulary Acquisition

Allyn Hall 259

Jeanne Ulrich, West Carrollton Schools

9-12, Exemplary Teaching

Notes

As a Spanish teacher, acquisition of vocabulary is a very large part of what I teach. Because of this, I have developed many methods over the years to make vocabulary more interactive and alive for students. These activities can translate to almost any subject area and I would present them with examples from a range of subjects. I think that it is helpful to really see how an activity works, so I would give examples and have participants actually DO the activity.

My classes also do what I call “action” words: words that we put motions to and they act out when I call out the word. It’s quick and easy, and the use of physical response helps them to retain the vocabulary better.

STEM Day in the Park

Allyn Hall 128

Kathleen Bledsoe, Huber Heights City Schools

Community, Engaging Everyone

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.

Perfecting the World’s Oldest Form of Learning - Story Telling

Allyn Hall 219

*Eric Combs, Fairborn City Schools
K-12, Knowledge is Power*

Notes

Before written history, knowledge was passed on verbally and demonstratively through stories. By planning your story, you can ensure your students have the best opportunity to recall the information as well as become more involved in their learning. Used as both a method of differentiation and motivation, this type of story-telling fully engages the class and lets your students become the owners of their learning and masters of the information provided. This workshop is very high paced, fun and involves participation from both the audience and “volunteers.” Both elementary and high school examples will be shown.

Bringing Together Schools and a Community *

Allyn Hall 255 *

*Jessie Livesay, Huber Heights City Schools
4-12/ Community, Engaging Everyone*

Notes

Each Fall brings renewal and excitement for school. Students at the high school come together to bring activities that can be shared with the middle school, elementary schools and the community. During the summer months students at Wayne meet to discuss fall activities. One big thing is the Homecoming Parade. Each year more and more community members come out to see this show of school pride.

Models of Teaching Instruction for Fostering Student’s Higher Level Thinking Skills

Allyn Hall 229

*Wayne Nirode, Troy City Schools
9-12, Exemplary Teaching*

Notes

The main objective of this presentation is to give teachers practical ideas for developing students’ higher-level thinking skills that teachers could immediately implement into their instruction with little modification. Several novel models of teaching and instruction will be discussed including: (a) Museum Tour; (b) Both Sides of the Fence; (c) Voting-Debating Cycles; (d) Problem Solving Progression; (e) Problem Solving Clusters; (f) Never Say Anything a Student Can Say; (g) Scaffolding Mathematical Tasks; (h) Finished Product Projects; and (i) Hockey and Halftime. These models can be used to transform rote procedural tasks into dynamic, higher-level conceptual tasks that are open to multiple problem-solving approaches where students are working cooperatively discussing and critiquing ideas. The nine models of teaching and instruction are focused on shifting the *classroom dynamic from teacher-centered to student-centered and providing a change of pace.*

Successful Strategies for Team Teaching

Allyn Hall 225

*Brenda Hawkins and Kristi Chynoweth, Fairborn City Schools
K-3, Exemplary Teaching*

Notes

Three years ago, we lost a music classroom due to overcrowding in our primary school. Our options were to have one of us teach music on a cart and travel from one classroom to the other, or to team in the largest of the two music rooms. We opted to team-teach K-3 general music by combining two classes of the same grade level. One of us leads the class while the other assists. After some trial and error, we devised a plan that has proven to be very successful.

An Insider’s View of Project Based Classrooms

Allyn Hall 124

*Julie Atkin, Jessica Ramey, and Darla Myers, West Carrollton City Schools
K-3, Exemplary Teaching and Knowledge is Power*

Notes

Project-based teaching requires a unique planning process, the use of technology, and research. Students must learn to ask questions, research for answers, create, reflect and revise their projects. Projects correlate to real world experiences where students can make personal connections. Kindergarten teachers will share examples, photographs, and videos of how projects have been incorporated into their classrooms.

Three classroom teachers from Walter Shade Early Childhood Center, in West Carrollton, discuss project based teaching in the kindergarten classroom. These teachers give a unique insiders view of how project-based teaching is successful.

By following the students lead and honoring students voice, this allows for a deeper understanding of academic content and concepts throughout the studies

and projects. These teachers will share examples of how their students have incorporated all subjects across disciplines including, science, social studies, math, reading, writing, listening, speaking, and vocabulary.

Technolo-Gee Whiz! The Complete Classroom Tech Toolbox

Allyn Hall 126

*Lesley Blevins and Lisa Mason, West Carrollton City Schools
6-8, Exemplary Teaching*

Notes

Technology in the classroom isn’t a fad. It’s not going away and is only going to grow and evolve. When properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based world. Learn how to use school appropriate social media websites, QR codes, and other virtual resources in your classroom to enhance student learning and productivity. Extensive resources will be shared that will make learning in your classroom a more personalized, hands-on, fun and engaging.

Student-Centered Learning in the 21st Century

Allyn Hall 210

Sarah Acton, Dawang Coleman, and Mary Drayer, Trotwood-Madison City School, 9-12, Exemplary Teaching

Notes

Our presenters from the Science, Language Arts, and Family and Consumer

Science Departments will each be presenting how to use innovation techniques to create learning environments that are student-focused. Peer instruction/interaction, using teams, student-choice, inquiry, application of learning, and taking learning beyond the classroom are all issues that we will address in our presentation. In addition, we will discuss utilizing technology such as googledocs, moodle, and various web-based programs as tools in the student-centered classroom. With such tools, we work toward all students being able to synthesize and apply their learning in the classroom and in life, so that they gain vital 21st century skills and become life-long learners.

Thinking about Thinking to the Core

Allyn Hall 242 *

Mary Martin, Cecilia White, Kendra Fogt, Melissa Kalt, Audrey Takacs, Veronica Dudley, and Sonia Nickles, Trotwood-Madison City Schools K-3, Exemplary Teaching

Notes

The best understanding of what works in classrooms comes from the teachers who are working in them. The new Common Core has established what students need to learn, but doesn't dictate how educators should teach. This presentation will enhance educators' perspectives on how to effectively implement high-yield teaching strategies that will get kids actively engaged in thinking and learning. Three research-based instructional practices will be examined and explored: Identifying Similarities and Differences; Nonlinguistic Representations; and Cooperative Learning. They will be explored through a variety of authentic and challenging K-3 classroom exemplar and hands-on activities.

Challenging the Challengers: Meeting the Needs of Higher Learners

Allyn Hall 240

Susan Dankworth, Troy City Schools 4-8, Exemplary Teaching

Notes

This presentation addresses the challenge of providing targeted learning opportunities to diverse groups. It provides current statistical data along with many practical, teacher-tested ideas and classroom solutions for a differentiated climate. In addition, it shows how success at this level will positively impact Value Added scores and student achievement.

We simply cannot overlook the responsibility of teaching our highest level students to their greatest ability; nor can we ignore the impact that targeted teaching will have on the students and the district as a whole. By considering known statistics, creating differentiated teaching and learning opportunities, and keeping district goals on the front burner, we establish a basis for long term success for the district, and more importantly, for the students we teach.

Simultaneous Renewal between WSU and Webster Street Academy

Allyn Hall 135

Adrienne L. Johnson, Webster Street Academy Community, Engaging Everyone

Notes

Presenters will discuss the benefits of University-District/School Partnerships for the mental health and academic achievement of students. Presenters will include information regarding the essential roles of all 'partners' and future trends of successful partnerships in education.

Presenters will utilize the Webster Street Academy as an example of a successful partnership opportunity.

Webster Street Academy has invited WSU to engage in the provision of these services to enhance the efficacy of the programs currently in place, and to help in the revision of student learning programs through assessment and evaluation of current goal achievement standards. This partnership highlights the current national trend toward comprehensive, coordinated mental health care and prevention, early intervention, and treatment for students 10-18 years of age who are transitioning out of public school into specialized programs. This initiative emphasizes the benefits of cooperative partnerships for these students including increased vocational opportunities, successful completion of educational benchmarks, and enhanced participation in community activities.

The Charles and Renate Frydman Educational Resource Center

Allyn Hall 1st Floor ERC

Stephanie Bange, Director, Frydman Educational Resource Center

Notes

Renate Frydman, Director, Dayton Holocaust Resource Center

The Charles and Renate Frydman Educational Resource Center (ERC) is an academic support unit of the College of Education and Human Services. It provides intellectual and physical access to current state-of-the-art materials, equipment and services benefitting educators, human services professionals, students and others. Our mission is to serve as a role model in the use of technology and to offer support in preparing exemplary professionals. The ERC strives to provide leadership, instruction, and consulting assistance in the use of instructional technology.

A tour of the ERC will empower you, as you learn about the services, equipment, and materials to which you have access as a partnership school. The ERC is divided into three large areas: the Instructional Materials Center (IMC), a special academic library that offers print and non-print materials for classroom instruction and research; the Media Production Lab (MPL), a hands-on instructional lab designed for teaching methods and procedures for producing audio-visual materials quickly, inexpensively, and attractively for instructional purposes; and the Dayton Holocaust Resource Center (DHRC), a nationally recognized, extensive collection of materials for learning and teaching about the Holocaust, including print and non-print materials for the K-12 classroom and teacher guides/Holocaust curriculum. There are hundreds of DVD's and books available on the subject as well.

2nd SESSION

Using Reciprocal Teaching to Improve Comprehension

Allyn Hall 255 *

*Jane Ford, Troy City Schools
4-5, Exemplary Teaching*

Notes

In an era of high stakes testing, teacher accountability, and increasing challenges in the classroom, reading comprehension continues to be on the forefront of educational issues. We've all had students who can decode words, but struggle when it comes to actually comprehending the text. What we really want our students to embrace is that reading is thinking! Decoding is important; however, some students get lost in the decoding and fluency and forget that they have to *actively* think while they read. One way to help students become "active thinking readers" is through Reciprocal Teaching. I will define the concept, describe the four teaching strategies, provide examples of effectiveness in practice, and demonstrate an interactive lesson to participants.

The Flip: Turning Elementary Classroom Upside Down

Allyn Hall 240 *

*Colleen Dean and Michelle Felton, West Carrollton City Schools
K-5, Exemplary Teaching*

Notes

In this interactive program, participants will engage in innovative and effective classroom practices. The participants will watch videos of teachers demonstrating effective classroom practices. They will see examples of students engaged in hands-on learning activities that can be used in an elementary setting. Then, the participants will work in small groups to create an effective lesson plan with a bag of objects given to them by the presenters. Finally, a time of sharing their ideas will wrap up the presentation.

Kindergarten Buddies

Allyn Hall 128

*Kitten Guere and Lori Queen, Fairborn City Schools
K-3,6-8, and Community. Engaging Everyone and Exemplary Teaching*

Notes

This can be considered a community service project for the 8th graders involved. They are creating a poetry book centered on the likes of their kindergartner. The activity covers Common Core Standards for both grade levels:

K= Demonstrate understanding of the organization and basic features of print.

K= With promoting and support, ask and answer question about key details in a text. (8th graders have been taught to ask the Kindergarteners about the pictures.)

K= Demonstrate understanding of spoken words, syllables, and sounds. (8th graders have been taught to ask the Kindergarteners to tell them any words they might recognize on the page that is being read to them.)

K= Actively engage in group reading activities with purpose and understanding.

8th= Use of technology including the internet, to produce and publish writing a present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

This is a learning experience that allows 8th graders to model and set an example for the next generation.

Held Hostage by Annoying Behavior

Allyn Hall 210

*Eric Combs, Fairborn City Schools
4-12, Exemplary Teaching*

Notes

Teachers come prepared with lessons, support materials and technology to present their lessons in the very best way they can. Often we are not prepared for are the small behaviors that thwart our efforts, cause chaos in the classroom and drive us out of our minds! Presented will be strategies to quickly and effectively stay on track and keep the power in the classroom. Use of Diffusers, Teach-To's and Unconditional Positive Regard (UPR) will help you maintain control, keep the power of instruction in your hands and save your sanity. These strategies are easy to incorporate into existing plans and have been proven to reduce stress and increase instructional time.

Partnership in Action: How Wright State University, Milton-Union, and Bellbrook collaborated to pilot Student Growth Measures

Allyn Hall 219

*Betsy Chadd, Dr. V. Rammel, and Dr. J. Lindsey, Bellbrook-Sugarcreek & Milton-Union Village Exempt Schools with WSU
K-12, Knowledge is Power*

Notes

Student Learning Objectives that are well-written and based on data can unite grade-level, or subject-area colleagues, while working on a shared growth plan for 100% of their students. First and Second Grade teachers from Milton-Union and Bellbrook-Sugarcreek Schools participated in four days of targeted professional development during the summer of 2012 as a result of a first-round ODE grant. They reviewed baseline data, developed targeted growth goals for all students, and wrote SMART Goals for their own professional growth. The new framework for teacher evaluation (OTES) requires that multiple measures of student growth be factored into all teachers' summative effectiveness rating. Creating meaningful growth targets and the collection and analysis of such data is a new challenge for educators, making the collaboration across districts especially meaningful. One goal of this grant is to develop a pool of exemplar SLOs, for all Ohio districts to review and adjust to the needs of their own students. During this presentation, teachers from both districts will share what they have learned about measuring student growth, how the project has impacted instruction, and the effect of the pilot on their students' growth in Reading.

Confronting Cancer: A Study in STEM Project-Based Learning

Allyn Hall 124

Kate Cook, Heather Tash, and Jenn Reid, Dayton Regional STEM School, 6-12 and Community, Exemplary Teaching

Notes

This presentation will demonstrate the process of planning units that are project-based and integrate multiple courses through a process of 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 so that students exhibit that they have met standards and create final work that demonstrates quality craftsmanship. Participants in this workshop will leave with materials to assist in planning their own project-based learning experiences, ideas for finding natural connections with other disciplines, ways to find time to

collaborate with other teachers, and concrete examples of teacher lessons and student work from *Confronting Cancer*.

Project Story: an in-depth example of Project-based learning in a Middle School Setting from beginning to middle to end

Allyn Hall 126

Emerie Whitman-Allen, Nicole Miller, and Melissa Curran, Dayton Regional STEM School 6-8, Exemplary Teaching

Notes

Melissa Curran is a veteran Physical Education & Health teacher, having taught Kindergarten-High School Physical Education & Health in Ohio for 16 years.

Nichole Miller recently finished her Master’s at Wright State University, and is currently in her first year of Project-based learning instruction at the Dayton Regional STEM School, building the 7th grade Language Arts and World History curriculum.

Emerie Whitman-Allen has been teaching through Project-based learning strategies for three years, and has been developing the STEM Foundations curriculum (emphasizing design, problem solving, and communication) at the Dayton Regional STEM School for over a year.

Despite their varied levels of experience with project-based learning and full-time teaching, these three teachers guided 7th grade students through the construction of storybooks about health & wellness topics to benefit Elementary aged students, using story formats from children’s literature and visual art and design strategies. Relying on the differences in their backgrounds and content as a resource, the teachers assembled a comprehensive strategy for effective project-based learning, challenging students to make true connections between content while holding them accountable cross-curricularly. Materials and strategies born from this project articulate the feasibility of integrated project-based learning for Middle School students.

Longitudinal Data integrated with Teacher Grading System

Allyn Hall 229

Scott Bloom, Milton-Union Village Exempt Schools Community, Exemplary Teaching

Notes

This presentation will focus on the use of a student input device, the SMART Senteo, as a formative instructional tool that allows teacher to compile longitudinal data from their formative assessments. The SMART input device allows students to interact with questions quickly and efficiently. Teachers can view student progress and offer feedback immediately. These formative assessments can then be viewed longitudinally so that teachers have the ability to monitor student progress over time, review and reteach concepts that have not been mastered, and differentiate instruction for individual students.

Perception Versus Reality

Allyn Hall 259

*Sean Mitchell, Daybreak
Community, Knowledge is Power*

Notes

This presentation looks at the conflicts surrounding an individual perception and how that causes an individual’s reality. It discusses the conceptual conversation, the importance of understanding reality versus truth-based in activities, open discussion, and personal experiences. It is a fun and energetic presentation to think critically and analyze views and opinions from others and one’s own. We will break down factors and experiences that lead to different views of outcomes and facts. We will also answer the question of why men and women never seem to understand each other.

Creative Problem Solving for Any Classroom

Allyn Hall 242 *

*Brad Breese and Pam McDonald, Bellbrook-Sugarcreek City Schools
6-12 and Community, Exemplary Teaching*

Notes

This presentation gives new teachers a fun, interactive, student-centered approach to integrating problem solving into any classroom. In this presentation, we will be displaying many project-based lessons that you can take to your classroom and is sure to increase student involvement and student achievement. With the real-life problem solving skills needed to meet the requirements for the Common Core Standards, teachers will be able to gather ideas for manipulative, questioning strategies, and differentiated instruction, which is mandatory for problem-based learning. For the past few years, I have taught a class at Bellbrook High School called Problem Solving. For this class, I was instructed to use the book; however, I noticed that the problems I found and or created, provided a better fit and more of a challenge for my students. Throughout the next few years my students began to finish the book within a quarter, and the remainder of the year was allotted for me to introduce some of the problem-based learning activities that I will be showing at this seminar. One of the problems that I’ve introduced into my class is the “A Hole in a piece of paper large enough for your body to walk through”, which is also called “Paper Portal”, which is a geometry lesson that begins with a fascinating challenge: Can students cut a hole in a single sheet of 3 X 5 inch index cards that is big enough to walk through? After students discover the solution to this challenge, the remainder of the lesson involves an investigation of the different polygon and circle areas that may be found using a fixed perimeter.

Explosive Teaching-Adding Some Bang to Your Classroom

Allyn Hall 225

*Doug Pond, Troy City Schools
K-3, Exemplary Teaching*

Notes

The presentation begins with a high energy opening simply to demonstrate the kind of atmosphere in which I teach. This is still in the construction and decision stage but could/will include immediate audience participation, audio/visual effects, with some stage presence thrown in. After stating the goals of the presentation, which are basically to provide innovative methods to instruct curriculum in a manner that connects with kids, I will briefly introduce myself, describe any relevant background prior to teaching and at what level I am currently teaching.

The main portion of the presentation will be explaining and demonstrating how my classroom “theater” operates. The second portion will involve the use of the many props I incorporate into lesson plans for educational and engagement purposes. The last part of this section will demonstrate my teaching as “theater.”

The presentation will close with an explanation of how this type of instruction works within my team and some of the drawbacks/misconceptions to this kind of instruction. There will also be a brief wrap up and I would like to include an opportunity for questions during the conclusion as well.

STEM in the Classroom

Allyn Hall 135

*Anjanette Mc Nerney, Huber Heights City Schools
K-3, Knowledge is Power*

Notes

From research to the final product, engineering is a large part of today’s classrooms. In this lesson, How Far Will They Go, students get to research and design a popular item: the cell phone. Most teenagers have had experience with a cell phone and are eager to predict what the next generation of a cell phone will look like and be able to do. The engineering design process is used to guide the students from start to finish. Our cell phone design progression begins with a lively discussion of the students’ cell phone experiences and wants. The class is then shown a prototype of a “new” cell phone that will be coming onto the market very soon. Viewing the prototype acts as a great springboard towards researching the latest technology innovations in cell phones. After researching, students can now make informed decisions on what to add to their own model of a cell phone that will make it new, unique and technically advanced. They will also learn what is currently successful on cell phones and how to reuse or modify these features on their own design. For this lesson, students will have to use a variety of skills. A few of these skills include: designing; computer competency; visualizing, drawing and ingenuity. For their final product students are given the flexibility to choose from a few different outputs for making a model cell phone. They can choose an orthographic drawing (multi-view drawing), a CAD drawing (Computer Aided Design), or building a scale model of their newly designed cell phone. Given all of these choices, students can showcase their talents in a variety of means. I find this is a successful way for students to be able to showcase their ingenuity and not get held up worrying about fitting into one standard format. Students appreciate the choice and their products show it. This lesson works well in many different disciplines and is a great way for students to participate in a real-world activity.

**Taking the Dipstick to the Well: How a Community Partners
Excels**

Allyn Hall 301

*Richele O’ Conner and Tony Ortiz, Wright State University
K-8 and Community, Engaging Everyone*

Notes

The presenters will describe how a community need has been met while providing a diverse curricular experience for WSU students from a variety of programs. Students from Intervention Specialist Programs, Teacher

Education Licensure Programs, and the Reading Endorsement/Reading Master's Degree Programs provide services to approximately 30-35 different families from the Latino Community.

During the presentation, a history of how El Puente became a partner will be explained; in addition, lessons learned from the past four years will be shared,

and this will include an explanation of the best practices in service-learning and clinical practice that have evolved. Based on the previous research in the field of service-learning (Furco; Wade), a theoretical oriented will be provided. Lastly, students who are products of this partnership will provide testimonials, illustrating the many benefits that have resulted from this partnership. Representative students from El Puente, which serves elementary school-age children, and Camino de Vida, which services middle school children, will share their stories, stories which are guaranteed to warm the hearts of those in attendance.

The Charles and Renate Frydman Educational Resource Center

Allyn Hall 1st Floor ERC

Stephanie Bange, Director, Frydman Educational Resource Center
Renate Frydman, Director, Dayton Holocaust Resource Center

Notes

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Session 3

Building-Wide Character Education

Allyn Hall 259

*Whitney Knipfer, Bellbrook-Sugarcreek City Schools
K-5, Engaging Everyone*

Notes

Participants will be introduced to “Character Kid Circles”, a program designed specifically for Stephen Bell to promote a positive and caring environment as well as address character-related topics such as problem solving, bullying, kindness, positive choices. This program was created by a group of teachers and the school counselor at Stephen Bell, and as a result it has been well received by the staff.

The presentation will begin with an explanation of why a character education initiative was needed at Stephen Bell’s K-2 building. We’ll quickly review the Ohio Department of Education’s “Anti-Harassment, Intimidation and Bullying” policy, which makes character education vital to schools and we’ll discuss the responsibility that educators have as dictated in this legislation. Other aspects of the character program (including Positive Behavioral Interventions and Supports (PBIS) incentives and small groups) will be discussed as well.

Collaborate! Connecting K-12 Classrooms with Home and the Community through a Learning Management System (LMS)

Allyn Hall 261

*Kenneth Moore and Daina Levine, Bellbrook-Sugarcreek City Schools
K-12, Engaging Everyone*

Notes

Learning Management Systems (LMS) are designed to allow classes to be taught completely online, but they are great tools to supplement face-to-face classes as well. Using a LMS, the learning does not have to stop because the school day is over or because a student or teacher is not able to be present in the classroom. LMSs can also facilitate collaboration between classrooms, home and the community through tools like wikis, blogs/forums discussions and chats.

In this session, we will discuss how K-12 teachers can use a LMS to create a collaborative environment in which students can learn from each other and professionals in the community. We will also look at how parents can stay informed about what their students are learning without feeling as if they’re hovering.

Benefits of Looping

Allyn Hall 240 *

*Peggy Fasick, Milton-Union Village Exempt Schools
4-8, Exemplary Teaching*

Notes

Looping, the practice of moving a group of students from one grade to the next with the same teacher, has many benefits; especially in middle education grades. Middle school is typically a rough time for students. They are trying to fit in with their peers, develop personally, and maintain friendships. Being able to loop with these students takes one piece of transitioning to the middle school, learning a new teacher’s style, out of the puzzle.

and studying various content. Additionally, a distinction will be made between traditional classroom projects and learning-driven projects. Strategies will be provided to implement for best practices in a full-inclusion classroom. Emphasis will be placed on project-based principles such as construction of driving questions, inquiry practice, beginning with the end in mind, and demonstration of mastery through the process of constructing multiple drafts. The team consists of high school Science, Math, Social Studies, Language Arts and Intervention Specialist instructors.

Taking our Teaching Weaknesses and Learning to Turn them into Effective Teaching Practices

Allyn Hall 124

*Angela Doud, Huber Heights City Schools
K-3, Exemplary Teaching and Knowledge is Power*

Notes

The 45 minute session will include an introduction to a teacher practice exercise in which individual will assess and rank their teaching practices. Next, teachers will be able to identify the values that drive their specific practices and also areas for growth. This task will then lead to some strategy-building and sharing of effective classroom practices that will show teachers how to strike a balance between their teaching strengths and weaknesses. I will be sharing video clips of my classroom to demonstrate strategies in practice and the learning environment my students and I have created. Lastly, I will offer some learning strategies and lessons based on the FIP model (Battelle For Kids) as well as student work samples. My goal and overall focus is for class participants to be able to walk away with collaborative ideas, techniques and lessons that are classroom ready-to-use. I want to support them in becoming more innovative and effective teachers through great classroom practices.

Differentiated Instruction for Student Success

Allyn Hall 126

*Shanon Vance, Huber Heights City Schools
K-3, Knowledge is Power*

Notes

The Diverse Learners Committee defines diverse learners as those students who, because of gender, ethnic background, socioeconomic status, differing ability levels, learning styles or disabilities, may have academic needs that require varied instructional strategies to help them learn. In this session, the presenter will share experiences with teaching diverse learners in the classroom and ways of implementing differentiated instruction in the areas defined by the Diverse Learners Committee. The examples shared are adaptations that have been made and that have increased student achievement in all areas of learning.

The presenter’s focus will be on eliminating the stress teachers have when trying to provide accommodations for students by giving clear examples of how this can be implemented in the following classroom elements of content, process, product, and learning environment. Differentiation does not require learning objectives to change for each student. For example, if the learning objective is to correctly write the letters of the alphabet, various methods may aide in success of meeting this objective. The examples shared will illustrate how learning objectives can be attained in a variety of different methods.

STEM Class-Roller Coaster Unit

Allyn Hall 242 *

*Jacie Holman and Michelle Roessner, Milton-Union Village Exempt Schools
4-8, Engaging Everyone*

Notes

Working with students in grades 5-7, presenters designed a unit based on the students interest in roller coasters. To begin the unit, the students learned the different parts of the roller coaster with an end goal of creating their own roller coasters. Activities included taking a “virtual trip” to King’s Island and collecting data regarding roller coasters, such as how fast roller coaster travel. After taking time to discuss the results then we started building our own virtual roller coasters. To conclude the unit, students actually built several different roller coasters from the K’Nex Education Roller Coaster Set.

What Do You Know About SLO?

Allyn Hall 210

*Krista Carpenter and Karen Yount, Milton-Union Village Exempt Schools
K-3, Exemplary Teaching*

Notes

Krista Carpenter and Karen Yount will offer the classroom teacher’s perspective on this new component of the Ohio Teacher Evaluation System. Both teachers are working with their administrators and grade level teams this school year to develop effective Student Learning Objectives (SLOs) for their current students. Krista and Karen will also work with other teachers in their district who are developing SLOs for their own classrooms. This presentation will be a discussion of the processes they used throughout the school year to write, and help others write, SLOs. Suggestions for other teachers and samples of SLOs will be provided along with resources that were found to be helpful.

Using Formative Assessment (FASTs) to Create and Engaging Learning Environment

Allyn Hall 225

*Joyce Koopman, Troy City Schools
6-8, Exemplary Teaching*

Notes

Could there be a way to cut down on grading and still teach students effectively? Yes, there are tons of formative assessment strategies for learning (FASTs) that teachers can use to monitor student learning and determine what must be done next in the instructional sequence without grading stacks of worksheets and boring their students. In this session, the presenter will explain and model these strategies to prove their effectiveness. Some of the strategies that will be modeled include: Wad and Throw (a.k.a. Snowball Fight); Sticky Note Bar Graphs; Hot Seat; and Above My Head.

Technology Enhanced Instruction

Allyn Hall 128

*Sherry Boyd and Amanda Gear, Trotwood-Madison City Schools
6-8, Exemplary Teaching*

Notes

Presenters will shares how they have been using 21st Century tools in the classroom to enhance instruction. Participants will be given ideas and activities that they can use in their own classroom. Sites that will be shared are:

Ouia Web: Online site, which pulls from a bank of questions from teachers. It can be used for review games, tests and activities. Subscriptions allow

for classroom management and test creation.

Google Docs: Online site (free) that allows for collaborative learning with direct feedback between teacher/student or student/teacher.

Glogster: Online site that allows students to make digital posters and creatively express content.

Wikispaces: Online site (free) where you can share work and ideas, pictures and links, videos and media.
Screen Recording Software: Screen recoding and movie making software which allows for individual instruction.

Interwrite: With just the use of a wireless keyboard and mouse, you have the ability to have an interactive whiteboard.

Participants will be able to ask questions and see examples of student work.

Zombie Apocalypse: A Teaching Survival Guide

Allyn Hall 135

Sean Mitchell and Kathy Hooks, Daybreak

Notes

Community, Engaging Everyone

Activity and Discussion to demonstrate the ways in which each individual works

during crisis and non-crisis situations including but not limited to utilizing resources, interacting with other staff, and understanding personal responsibilities. Discussion connects the above to an agency core values. The activity will demonstrate decision making in different situations including creative thinking and teamwork. Imagine you are thrown into the Zombie Apocalypse immediately. What do you do? Do you go at it alone or team up with other survivors? What do you use for food...safety...energy...to keep surviving? This activity puts a new spin on the old survival teamwork activities that will help to allow a stronger understanding and analysis of available resources and people as resources.

Chemical Consequences (Integrated Unit)

Allyn Hall 219

Samuel Eckhart, Nicole Gunder, Dianna Outten, and Kevin Grieshop,

Notes

Dayton Public Schools

9-12, Exemplary Teaching

Presenters will focus on the integrated unit, discussing the process used for creation and the subsequent reflection on that process. Presenters will discuss the process of working together to set up and successfully implement an integrated unit in the classroom. The unit presented uses the novel *Go Ask Alice* as a tool for discussing the issues related to teenage substance abuse. The unit integrates content from three subject areas:

Language Arts - Students read the novel *Go Ask Alice*. The novel is used to discuss what motivates the character and how her choices are affected by chemical abuse.

Essential Question: *What motivates characters and how is that motivation affected by chemical abuse?*

Science - Students study the chemical compounds and properties of several of the substances that are abused in *Go Ask Alice*. Students also complete a lab activity to identify several unknown substances similar to what a police detective may do to identify an unknown drug.

Essential Questions: *What is a compound? What are some chemical*

compounds that are commonly abused?

Math - Students use tables, graphs, and various forms of data to analyze substance abuse amongst high school students. Students use multiple representations of data to study rates of change, slope, and the representation of data.

Essential Questions: *How do rates of chemical abuse change and how can they be visually represented? What correlations exist between different populations and substance abuse?*

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