



7:30 AM REGISTRATION, CONTINENTAL BREAKFAST, EXHIBITOR VISITS

8:45 AM WELCOME, OPENING COMMENTS (Dennis Haft, Ohio Dept. of Education)

EDISON 1-2

8:55 AM OPENING SESSION: (60 MINUTES)

EDISON 1-2

#020

Backtracking Apathy: A Road Map to Understanding Academic Disengagement Among Teens

Hear what hundreds of adolescents across the country say about apathy, motivation, and the purpose of high school, and how closely their responses align with current research on neuroscience, psychology, and pedagogy. In 2019, a journalism teacher hit the road to better understand the origins of academic motivation among teenagers by talking with them... or more accurately, by listening to them. The documented, coded, and categorized responses -- often in-depth and emotional -- shed light on what high schools are getting right and how they're missing the mark when it comes to fostering autonomous motivation. Perhaps more importantly, the results suggest that teenagers' lived experiences equate to collective expertise which, if systematically and objectively elicited, hold the potential to improve (if not transform) how we approach educating adolescents.

(Chris Holmes, Researcher, Former Missouri Teacher-of-the-Year)

STUDENT ENGAGEMENT

10:00 AM BREAKOUT SESSIONS (50 MINUTES)

#121

FEATURED: Heart vs Hammer Approaches to Classroom Management

MORGAN 1

We typically see two different approaches to managing behaviors in the classroom. The Heart approach is focused on getting students to meet expectations through rewards, tokens, negotiations and any other overly supportive strategies. The Hammer approach is that of hardline rules, heavy-handed consequences, fear, sarcasm and belittlement. Unfortunately, both approaches miss the target by using external rewards or consequences to force students to meet expectations. Responsibility-Centered Discipline believes the target is a set of consistent, authentic and supportive structures that grow the internal muscle of self-control so that students grow their ability to manage themselves in any challenging moment they may experience inside and outside of the classroom.

(Kevin Roulhac, Accutrain Corporation)

CLASSROOM MANAGEMENT

#109

Picking Up the Pieces with LeaderSHIP

MORGAN 2

Attend this session to learn how to lead your SHIP when picking up where someone else left it. The presentation will focus on setting expectations, evolving, and building relationships from outside the walls to inside. Focusing on building trust with students and making them feel safe will produce great results.

(Kenneth DeMoss. Parkersburg HS)

LEADERSHIP



10:00 AM BREAKOUT SESSIONS (50 MINUTES) CONTINUED

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| #103 | Creating a Trauma Sensitive Classroom
This presentation is based upon the book, <i>Fostering Resilient Learners</i> , by Hall and Souers. Participants of this presentation will learn the following: 5 Fundamental Truths, 4 Big Ideas to create a Trauma-Sensitive Classroom, 12 Strategies to implement in your classroom.

(J.D. Emmett, South Central Ohio ESC) | MORGAN 3

SOCIAL- EMOTIONAL |
| #115 | Increasing Student Achievement By Attacking Growth
Three years ago, this school was on academic watch. By addressing the growth of every student throughout the year, Ontario Middle School increased the student achievement and the school's performance index. See how subject area acceleration and addressing the needs of special education students have drastically raised their scores.

(Tianna Keinath, Leigh Ann Patterson, Annalee Stover, Ontario MS) | WRIGHT 1

EQUITY/HIGH EXPECTATIONS |
| #112 | Innovative Strategies for Changing Traditional Academics
In this session, high school academic instructors and intervention specialists will share research-based, innovative strategies that advance the career center from using traditional learning modalities to a creative, hands-on learning space and teaching strategies that promote empowering, preparing, inspiring and connecting students. This session will also focus on modern strategies like mastery learning, co-teaching and blended learning. This approach has led to increased student enrollment, engagement and improved test scores.
Leave the session with ideas to integrate into your classroom.

(Greg Carpenter, Brian Hale, Shayna Noonon, Andrew Reardon, Delaware Area Career Center) | WRIGHT 2

STUDENT ENGAGEMENT |
| #113 | Ohio Personalized Learning Network: Putting Learners at the Center
The dream of the Ohio Personalized Learning Network (OPLN) is now a reality that will transform education in the state of Ohio. Join us to learn more and EXPLORE the robust OPLN professional learning pathways that can be personalized for your school or district. An overview of Ohio's Personalized Learning Framework will be provided along with showing the many resources that are available to ALL of Ohio's Schools. Meet some of the ESC Personalized Learning Specialists dedicated to supporting this learner-driven work throughout Ohio and gain an understanding of what personalized learning (PL) is and how schools and/or districts can find their entry point into their personalized learning journey in order to benefit ALL learners. (This is a collaboration between Ohio Dept of Education, ESCs of Ohio and KnowledgeWorks)

(Christina Grady-Watts, Amy Harker, Heather Townley, Ohio Personalized Learning Network) | GLENN 2

PROGRAM OF STUDY |



11:00 AM BREAKOUT SESSIONS (50 MINUTES)

- #222 FEATURED: Empowering Students as Problem-Solvers** **MORGAN 1**
- Many schools across the country make the declaration that they are working to produce 21st Century critical thinking problem solvers. Many of the approaches and models used for classroom management take the problem solving out of the hands of the student. Educators use external forces to get students to comply with expectations, and when a student misbehaves there is typically not a supportive conversation with the student on how they plan to change their behavior going forward. An approach used in the Responsibility-Centered Discipline model, Give Em' Five, provides the opportunity for students to be held accountable and also puts them in a position to reflect, change and implement a plan so they don't fall below expectations again. Consistently using this approach over time will increase the ability for students to regulate themselves and puts students in a position to come up with their own solutions to address their behavior concerns.
(Kevin Roulhac, Accutrain Corporation) **STUDENT EFFICACY**
- #211 Resuscitating Self-Selected Reading in the Classroom** **MORGAN 2**
- For many educators, the frustrating uphill battle of trying to engage students in reading is overwhelming. In this session, the presenters will share the methods they adopted to resuscitate the practice of self-selected reading in the classroom. After reading Donalyn Miller's text, *The Book Whisperer*, some of Miller's intriguing and inspiring methods were incorporated into the inclusionary ELA classrooms. Exciting changes emerged with the classroom, within the lunchroom, within study halls, and among many students! At the end of the school year it was thrilling to find that students had read 10, 20, even 40 self-selected books over the course of the year AND have returned this school year with a vigor to devour more books. This session will be a fast-paced fun filled introduction to promoting a love for reading in the classroom and/or school setting, which supports the MMGW Key Practice of Integrating Literacy.
(Kerri Sharpin, Jen Wessel, St. Marys MS) **LITERACY**
- #218 Social Emotional Wellness: A School-Wide Approach to Everyone's Well-Being** **MORGAN 3**
- Norwalk High School in the 2021-2022 school year used two school days to work on student and staff social-emotional wellness. After starting the year with high incidents of anxiety, depression, and self-harm, the school decided to plan activities and speakers around assisting student well-being. The school invited in a variety of professional speakers, community members and mental health professionals to provide education and enrichment to all students and staff members. The presentation will tell the school's story around the concept and delivery of their social emotional wellness program.
(Patrick Kania, Michelle Sandor, Norwalk HS) **SOCIAL- EMOTIONAL**



11:00 AM BREAKOUT SESSIONS (50 MINUTES) CONTINUED

#220 FEATURED: The Relevance of Introspection, Perception, Motivation and Self-Conception to Learning & Well-Being **WRIGHT 1**

Is it possible to increase academic achievement with interventions that do not target academic knowledge or skills? This session explores that question, as participants consider potential initiatives and practical implementations that focus on student voice. Research indicates that such an approach yields the greatest benefits for students of color.

(Chris Holmes, Researcher, Former Missouri Teacher-of-the-Year) **SELF-CONCEPT**

#219 Protocols for Teacher Collaboration **WRIGHT 2**

We know that teacher collaboration is one of the most powerful tools we have to increase student learning and teacher efficacy, but how do we best use the very limited time we have together in the schools? In this session, we will explore options for using specific processes and protocols to design teacher-led PLCs – in and outside of traditional PLC meeting times. These processes work especially well with a teacher leader, instructional support leader, and/or coach who is willing to engage in inquiry based coaching.

(Susan Simpson, Carita Venable, SREB) **TEACHER COLLABORATION**

#208 Fool Proof: 100% Free Financial Literacy Curriculum, Great Solution to Meet the New Ohio PF Graduation Requirement! **GLENN 2**

The FoolProof Financial Literacy Curriculum is a free, highly interactive, self-grading group of online lessons. The modules teach young people about earning money, financial responsibility, critical thinking skills, and the realities of the free enterprise system. The FoolProof curriculum has pre and post- tests to gauge student knowledge and supplemental class assignments and activities. Teachers are encouraged to bring their devices; this will be an interactive session. New to FoolProof is our partnership with Stash 101 real time investment simulator, Troutwood's interactive financial planning App and our NeighborMood "virtual to reality" game. FoolProof aligns 100% to the Ohio Financial Literacy Standards and meets the new PF graduation requirement.

(Dan Patterson, R.G. Drage CTC; Mike Scheffer, FoolProof) **FINANCIAL LITERACY**

11:50 AM BUFFET LUNCH, EXHIBITOR VISITS **EDISON 1-2**



12:50 PM BREAKOUT SESSIONS (50 MINUTES)

- #323** **FEATURED: Supporting and Caring for Students During Challenging Moments** **MORGAN 1**
Building positive, supportive and authentic relationships with students has an immense impact on academic success. It is important for educators to understand that maintaining those relationships, even in challenging and difficult moments is key. Using the strategies found in the Responsibility-Centered Discipline model, educators will be equipped with the skills to hold students accountable, while also maintaining a high level of relational capacity. What we have found that being supportive and coaching a student through a difficult moment builds an even stronger connection. This type of social and emotional support can lead to a wide variety of positive benefits for our students not just in that moment, but for the rest of their lives.
(Kevin Roulhac, Accutrain Corporation) **SOCIAL- EMOTIONAL**
- #316** **Summer Vibes: Providing Academic & Social Support in Creative Ways** **MORGAN 2**
At Dawson-Bryant High School, students are given a few options when it comes to attending summer school. Obviously, some students attend for credit recovery and attendance, but the school also wants their students to enjoy some engaging activities and develop social skills. The summer school has some activities embedded in it that allow students to do artwork, play video games, participate in outdoor activities, and even make their own guitars during the duration of summer school. They invite incoming freshmen to participate in order to help with the transition into high school. In addition to the many opportunities for social interaction and building student confidence, the program has resulted in approximately 80 credits recovered in Summer 2021 and 60 credits recovered in Summer 2022
(Kaitlin Donnally, Kara Harrison, Dawson-Bryant HS) **INTERVENTIONS/ENRICHMENT**
- #306** **Smaller Districts CAN Create Equitable Trauma Informed SEL Schools without Big District Resources!** **MORGAN 3**
Many large districts have separate SEL, Trauma Informed, and Equity departments. Many smaller districts don't even have that many administrators! Using the latest neuroscience of SEL as the foundation, this session will highlight the essence of integrating these frameworks through Tier 1 practices. Learn how we have supported districts in creating learning environments where ALL students and staff feel safe and supported and where mental wellness, equitable social emotional learning, and supporting the whole child can be a primary focus. Participants will walk away with an overall toolkit we have created including a professional development playbook, practical coaching tools, a SEL/Trauma Informed crosswalk that we created with CASEL and The National Council of Behavioral Health, and an implementation rubric, and more.
(Amanda Deeter, Jeremy Joseph, Montgomery Co. ESC) **EQUITY/SOCIAL-EMOTIONAL**



12:50 PM BREAKOUT SESSIONS (50 MINUTES) CONTINUED

#302 Restorative Practices in Action **WRIGHT 1**
Using restorative practices during expulsion hearings has set the tone for a district-wide restorative initiative. Despite elevated numbers of referrals, and significant discipline issues, the use of restorative practices has allowed for the district and the community to build relationships and change behaviors. It has also provided opportunities to model restorative practices for our building-level leaders. Ultimately, these restorative practices will result in more instructional minutes for our students, which equals academic success!
(Laura Hebert, Ben Ribelin, Ravenna Schools) **RESTORATIVE PRACTICES**

#317 High School Internships and Work Programs **WRIGHT 2**
Wapakoneta City partners with local businesses, health care providers and community agencies to place high school seniors in valuable paid or volunteer internship programs. The goal is to expose students to different experiences so that they can make informed decisions about their future careers. Hear how these relationships have allowed students to make connections, get full-time jobs after graduation and even get all or part of their college tuition paid. This program has been in existence three years and has grown from 13 students in the first year to 66 students this year.
(Laura Mears, Scott Minnig, Aaron Rex, Wapakoneta HS) **WORK-BASED LEARNING**

#310 Middle School ELA/SS Essential Standards and Curriculum Mapping **GLENN 2**
The presenters will share the process at Van Wert Middle School in the ELA/SS department for grades 6-8 to identify the essential standards and then map curriculum based on these standards. Six general ed. teachers plus four intervention specialists led this work. Administration and all ELA/SS staff can view the curriculum maps for the current school year.
The presenters will share the process for the work, samples of the work, and the work yet to be done.
(Brooke Boznango, Alexa Terry, Van Wert MS) **STANDARDS-BASED CURRICULUM**

1:50 PM CLOSING SESSION (55 MINUTES)

#424 The Secret Sauce **EDISON 1-2**
The Secret Sauce dives into ways in which punitive discipline systems in schools have failed their struggling and hardest-to-reach students. By using restorative practices, educators can develop a plan to build meaningful relationships with their students which will ultimately improve social, emotional, and academic performance. Objectives include:

- Inspire educators to be intentional with the relationships they build with their students.
- Give educators the tools they need to build meaningful relationships in their classrooms and schools
- Help educators connect with their harder to reach students.

2:45 PM CLOSING COMMENTS AND GIVE-AWAYS: (Dennis Haft, Amanda Kortright) **EDISON 1-2**