# Forging Forward

THE CONFERENCE CENTER AT OCLC

**OCTEO EXECUTIVE/PLANNING COMMITTEE**
**July 2025 - June 2026**

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| Jessica Grubaugh, Private | Mount Vernon Nazarene University | |

# Schedule At-A-Glance

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## Thursday, October 9

8:00-8:30 Registration and Check-In

8:30-10:50 General Session- *General Session Room*

- Welcome
- ODHE
- SBOE
- ODEW

11:00-11:50 Breakout Session 1

12:00-1:00 Lunch & Awards-*Upstairs Dining Area*

1:00-1:50 Breakout Session 2

2:00-2:50 Breakout Session 3

3:00-3:50 Breakout Session 4

4:00-4:50 Breakout Session 5

4:50-5:30 Closing Reception Presented by Pearson- *General Session Room*


## Friday, October 10

8:00-8:30 Registration/Check-In

8:30-9:20 Opening Session- *General Session Room*

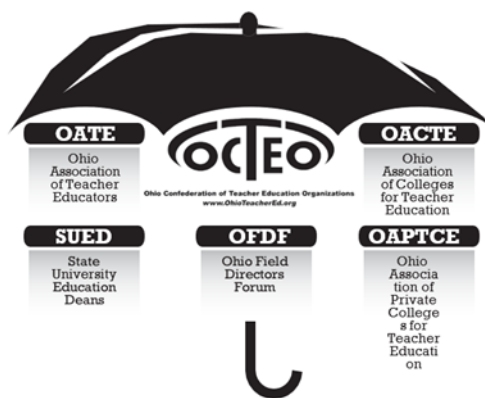- Opening Remarks
- Legislative Updates with Will Schwartz

9:30-11:50 Roundtable Discussion
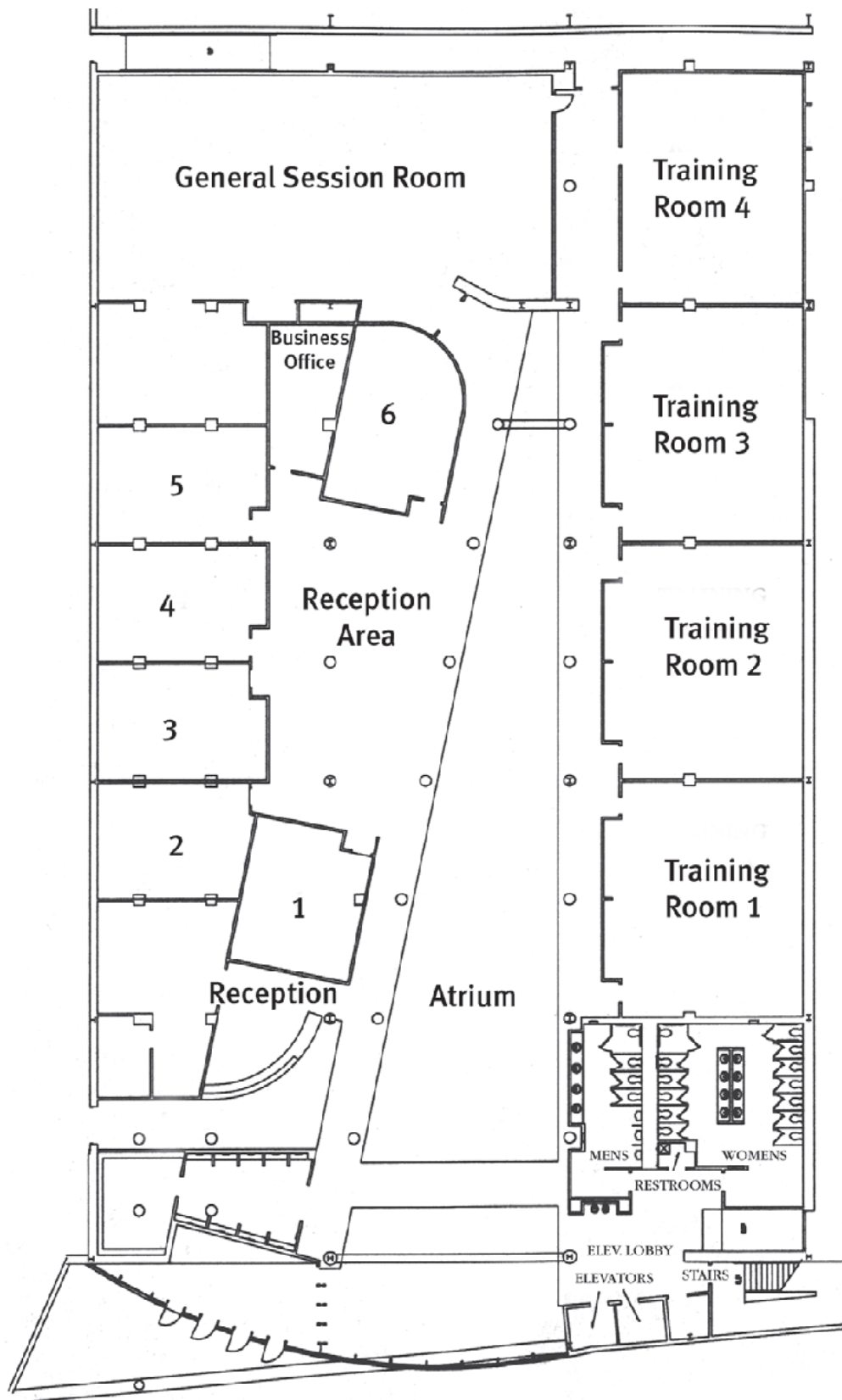
- Navigating the P-8 Waters

11:50-12:00 Closing Remarks

12:00-2:00 OACTE Board Meeting- *Lakeside Room*

# THE CONFERENCE AT OCLC PARKING MAP



OCTEO was established to organize two conferences each year for the five Teacher Education Organizations above. While there is no membership in OCTEO, an institutional membership in OACTE or OAPCTE, an individual membership in OATE, or participation in OFDF or SUED allows access to the OCTEO Conferences. The OCTEO Conference in the fall provides opportunities for teacher educators to present their research and findings to their peers through a vetted or juried process as well organizational meetings state-wide teacher education groups.

**THE CONFERENCE CENTER AT OCLC / MAIN WING**

General Session Room

Training Room 4

Business Office

6

5

Training Room 3

Reception Area

4

Training Room 2

3

2

1

Training Room 1

Reception

Atrium

MENS

WOMENS

RESTROOMS

ELEV. LOBBY

ELEVATORS

STAIRS

# Description of Sessions

## 11:00 – 11:50 am – Breakout 1

**Ohio Field Directors and Licensure Coordinators**
*General Session Room*
Kristie Fetty & Kathy Zarges


**Developing Meaningful Partnerships in First-Year Early Field Experiences**
*Training Room 1*
Sarah Schroder & Aastha Yadav- University of Cincinnati

In first year early field experiences in the UC teacher education program, students and partners help each other. Using a critical service-learning partnership, UC's first year preservice teachers bridge theory to practice serving our local Cincinnati Public Schools in classroom support and tutoring partnerships. Emphasizing collaboration, reflection, and communication, we've built intentional, reciprocal relationships with our local urban district--and the results have been transformative. Using what we have learned in the first two years of this partnership, we will share our partnership framework including what we've learned, our best practices, and our plans for continuous improvement.


**Preparing Teachers to Help Create a Sustainable Future for Humanity**
*Training Room 2*
Karl F. Wheatley – Cleveland State University

Ecological overshoot is the underlying cause of all the ecological crises that threaten humanity's future, making humanity's vast ecological overshoot and how to end it two of the most important topics to teach. However, very few teachers/teacher educators understand overshoot, why it matters, or how to teach it. This session will define the two types of ecological overshoot and their causes and consequences. Participants will calculate their own ecological footprint and compare it to what is sustainable. The profound changes that are needed in societies and lifestyles to end ecological overshoot will be presented. Following a Q&A period on overshoot, five different types of strategies for teaching about ecological overshoot will be presented, along with challenges in teaching about overshoot, and indicators that students don't understand it yet. A scavenger hunt will engage participants in finding overshoot issues within P-5 children's literature. Q&A on teaching strategies wraps up the session.

**Enhancing Science of Reading Strategies with Multimodal Engagement**
*Training Room 3*
Gail Evanchan & Lynn Kline- University of Akron

Walking through primary schools, one often sees children seated in front of individual monitors barely looking up at the teacher.  We fear too much dependence on technology has helped to diminish the joy of teaching and learning. The state has mandated The Science of Reading (SoR) as the only system to teach children how to read effectively. Grounded in research, structured literacy protocols embedded in the Science of Reading include a series of direct, explicit, systematic, sequenced, cumulative, and intensive lessons (Birsh & Carreker, 2018).  However, the repeated structure may not be motivating for the teacher or the student. Multisensory strategies use instructional techniques involving visual, auditory, and tactile-kinesthetic systems to teach language (Birsh & Carreker, 2018). When applied to structured literacy instruction, especially in the context of the Science of Reading, multimodal activities can significantly support the development of foundational reading skills and motivation by aligning with evidence-based practices.

**Reigniting the Field of Education Preparation Programs with Unconventional Populations**
*Training Room 4*
Nisreen Daoud, Paul Hopkins, Hoyun Cho, Bradley Conrad-Capital University

This session aims to share findings from a mixed methods research study that examined the experiences of eighteen teacher candidates from diverse backgrounds–primarily working adults, career changers, and individuals who previously faced challenges to completing their degree.

# 12:00-1:00  Awards and Lunch
# Upstairs Dining Area

## Collaboration Space – Meeting Room 6

Use Room 6 during Breakout Sessions to collaborate with colleagues on various projects you are working on.

# 1:00 – 1:50 am – Breakout 2

**Accreditation Coordinators**
*General Session Room*

Join us for an open session where accreditation coordinators can ask questions and share ideas.

**AI as Co-Intelligence: Course Redesign and the Science of Learning**
*Training Room 1*
Jennifer Lisy – Ohio University Zanesville

To forage ahead into this new era of generative artificial intelligence, teacher educators have a responsibility to prepare preservice teachers to ethically utilize AI without short-circuiting their learning. New course materials, assignments, and resources must be developed to support students' successful use of these tools. By applying the science of learning and utilizing AI as a co-intelligence or a collaborator to support the development of content, professors can reshape their courses to meet the changing needs of their preservice teachers in this new digital landscape. As programs prepare for new license bands, teacher educators will shift their curriculum and reenvision their courses. Now is the time to apply what we know about what makes learning stick, along with our extensive knowledge of preparing preservice educators, and develop the skills to utilize AI as a co-intelligence to create opportunities that support preservice teachers' learning and their ethical use of generative AI.

**Using SEL Together: Infusing Fun while Building Emotionally Safe Classrooms for Children and Adults**
*Training Room 2*
Romena Holbert and Cassidy Bathgate – Wright State University

Social-emotional learning doesn't have to be heavy to be powerful. This joyful, hands-on session, Forging Ahead with SEL: Infusing Fun while Building Emotionally Safe Classrooms for Children and Adults, invites educators to explore playful, trauma-informed strategies that foster emotional literacy, empathy, and respectful communication. Co-led by a teacher education

professor and a preschool teacher candidate, the session draws on classroom experiences from both a university childcare center and a college-level education course. Participants will engage in interactive activities including role plays, games using A Little SPOT of Feelings curriculum, and adaptations of DBT's DEAR MAN skill for learners of all ages. The presenters will model how simple, engaging tools rooted in CASEL competencies can be adapted across educational levels to support co-regulation, classroom connection, and inclusive learning environments. Whether you're working with young children or adult learners, this session offers practical, high-energy strategies that bring joy and emotional safety to your classroom community.

**Interdisciplinary ILA/TESOL Collaborations: Exploring Ways to Enhance Pre-Service Teacher Education for Teaching Multilingual EL Students**
*Training Room 3*
Theresa Thanos & Steven Wisnor– The Ohio State University

This session focuses attention on how teacher educators in the fields of Integrated Language Arts (ILA) and Teaching English to Speakers of Other Languages (TESOL) can jointly enhance the preparation of their pre-service teachers (PSTs) for teaching multilingual students in grades 7-12 designated as "English learners." In our discussion-based session, the presenters introduce a dialogic and collaborative project that Ohio State's ILA and TESOL programs are implementing with PSTs from both the ILA and TESOL licensure programs. Details and initial findings regarding how ILA and TESOL candidates are working together will be shared. This session also provides space for fellow teacher educators to share approaches for preparing PSTs to teach ML students in language arts contexts, identify successes and challenges in their work, and engage all participants in productive conversation and offer feedback on each other's programs.

**Ohio Assessments for Educators (OAE) Update: A Walkthrough of Assessment Development for New OAE Tests and Analyzing Score Results to Guide Preparation**
*Training Room 4*
Jerry DeLuca & Eric Steinhauer- Evaluation Systems of Pearson

This session will provide a walkthrough of OAE assessment development process. The focus will be on activities that involve Ohio educators in development of new tests, such as upcoming tests for P-8 certification. The session will also provide a practical demonstration of how faculty can use Results Analyzer to analyze OAE results to identify areas of strength or weakness leading to improvements for candidates and the program.

# 2:00 – 2:50 pm – Breakout 3

**From Forge to Function: AI-Powered Strategies that Transform Teacher Preparation**
*General Session Room*
Thomas Betsa-Walsh University

As AI continues to transform education, teacher preparation programs must forge ahead by equipping future educators with the skills and confidence to navigate this evolving digital landscape. This session explores how AI can be purposefully integrated into teacher education to enhance lesson planning, differentiation, assessment, reflection, and professional productivity
Through interactive demonstration and discussion, participants will explore practical, course-embedded examples of AI use that benefit both teacher candidates and faculty. We will address classroom-ready tools, ethical considerations, and strategies for helping candidates evaluate and use AI responsibly in their future classrooms.

Participants will engage directly with AI tools and leave with adaptable strategies, sample activities, and implementation ideas aligned with current standards and future-focused pedagogy. This session positions AI not as a shortcut, but as a scaffold—supporting the development of creative, equitable, and reflective educators. Join us as we forge a path toward AI-empowered teacher preparation.

**AI in Teacher Education: Practical and Critical Uses of AI in Lesson Planning**
*Training Room 1*
Lauren Angelone – Xavier University

This session introduces teacher educators to practical and critical uses of Artificial Intelligence (AI) in lesson planning. The session emphasizes the importance of applying professional judgment to evaluate AI outputs, identify bias, and re-prompt as needed. Participants will explore how to prompt AI tools to generate lessons, assessments, and activities that align with pedagogical goals. Through hands-on demonstrations and collaborative critique, attendees will gain strategies for using AI to support teaching. Participants will leave with a clearer understanding of how to integrate AI into teacher preparation programs and classroom practice with purpose and discernment.

**Student Teachers as Substitutes- Collaborating with Partner Districts to Benefit All**
*Training Room 2*
Dana Falkenberg– Bowling Green State University

Learn how BGSU collaborated with partners to create Substitute Teacher Guidelines that were accepted and welcomed by all partner districts.

**Responding to Feedback: Using Satisfaction Survey Data to Improve Teacher Preparation**
*Training Room 3*
Brian Yusko & Yufei Guo – Cleveland State University

This session provides strategies and resources for analyzing ODHE preservice teacher survey data and shares how institutions can use candidate feedback to strengthen teacher preparation.

**From Isolation to Innovation: How Faculty Collaboration Elevates Teacher Preparation**
*Training Room 4*
Jen Thompson, Jen Lisy, Kristin Diki, Joyce Thompson- Ohio University

The evolving landscape of teacher education, marked by legislative changes and new licensure requirements, demands innovative approaches to faculty collaboration that extend beyond traditional departmental boundaries. This interactive session presents a practical model for building collaborative communities among teacher educators, drawing from two years of partnership among four faculty members. Participants will explore concrete strategies for initiating and sustaining faculty partnerships while examining measurable outcomes such as improved edTPA passing rates, enhanced student confidence, and increased program coherence across courses and campuses. Beyond student outcomes, presenters will demonstrate how collaboration addressed faculty isolation, built collective capacity, and created essential support systems for navigating the complexities of contemporary teacher preparation.

# 3:00 – 3:50 pm – Breakout Session 4

**OATE Meeting & Panel Discussion**
*General Session Room*
Susan Kushner Benson & Lynn Kline, Co-Presidents

  The OATE Journal will be presented and discussed. We welcome all OCTEO participates to attend the OATE Meeting.  OATE is the only individual membership organization represented at OCTEO.

**Cultivating Future Ready Classrooms: Integrating AI Literacy and Ethics for Prodcutive Learning**
*Training Room 1*
Anastasia Shikanova – The Ohio State University

  Generative AI is quickly becoming a part of everyday teaching and learning, and while it opens exciting possibilities for personalization, accessibility, and student engagement, it also raises big questions. How do we make the most of these tools without letting them do the thinking for our students? In this session, we'll explore how educators from any discipline can thoughtfully integrate AI into their classrooms in ways that support, not replace, critical thinking. We'll talk about what AI literacy looks like for both students and teachers, how to weave ethical considerations into assignments and discussions, and how to design tasks that use AI as a partner in learning. Grounded in current research and real classroom practice, this session offers practical strategies to help educators create learning environments that promote autonomy, motivation, and meaningful use of technology. You'll leave with ideas you can apply to support responsible, productive AI use in teaching.

**Forging Critical Thinking Through Lesson Plan Revision: How to Use Revision to Combat an Overreliance on AI**
*Training Room 2*
Petra Moran – John Carroll University

  How can education faculty expect preservice teachers to create high quality lessons on their first try?  How can we help future teachers become better evaluators of which HQIM to utilize?  At a time when it is easy to ask AI to "create a lesson plan for a second grader who struggles with fluency based on the Science of Reading" and the results are...pretty good, how can we be sure the papers, lessons and units our students are creating reflect a synthesis of what they have learned in our courses?  How can we be sure that preservice students write lessons with the students they are currently teaching in mind?  How does the ability to create a thoughtful lesson plan differ from  ability to craft a good search term in today's current educational ?  How can we model that a student's first draft/attempt isn't often the best? The use of writing to learn is not new, nor is the benefit of revision.  This session outlines how two courses (reading assessment and tutoring-based literacy methods) utilized multiple drafts and peer feedback to forge better future teachers – and teachers of writing.

**Novice Teacher Training: Finding Joy and Forging New Professional Perspectives**
*Training Room 3*
Rochonda Nenonene & Novea McIntosh – University of Dayton

The presentation and discussion format offers our current research model accompanied with qualitative exemplars to highlight practices that departments of teacher education can utilize to advocate for equity in the community. The intended learning outcomes for participants are to be

able: (1) Engage the researchers' collective analysis of PLCs partnerships between higher education and P-12 educators around research-based practices to collectively engage in critical community building and solidarity in establishing a stronger equity focused profession. (2) Actively support p-12 teachers in developing cultural awareness, challenge implicit biases and make space for student engagement that elicits joy, and strengthens/supports the self-confidence of students. (3) Share teacher narratives as they advocate for change in curricular practices in their classrooms particularly of underserved and diverse communities, to create a class and schoolwide community that respects and enables students to become independent learners while encouraging and maintaining high quality academic achievement.

**OCPEA Meeting**
*Meeting Room 4*
Brittani McNeil, President


Meeting for members of OCPEA.


# 4:00 – 4:50 pm – Breakout 5


**Trauma-Informed Preparation: Integrating AI, Restorative Practices, and Updated Intervention Tools to Strengthen Educator Communication and Support**
*General Session Room*
Romena Holbert & Tosha Johnson – Wright State University

As educators face rising student dysregulation and shifting access to DEI and identity-affirming SEL supports, the need for innovative, trauma-informed preparation has never been more urgent. This interactive session, Trauma-Informed Preparation: Forging Ahead to Integrate AI, Restorative Practices, and Updated Intervention Tools, will explore how teacher educators and school leaders can adapt foundational resources and integrate emerging technologies to support emotional safety and effective communication. Presenters from higher education, P-12 leadership, and career-technical education will share interdisciplinary strategies, including AI-enhanced updates to the Pre-Referral Intervention Manual (PRIM), proactive restorative circle conversations, and simulation-based learning. Participants will engage in hands-on role play, emotion mapping, and communication strategy practice using DBT-informed tools. By the session's end, attendees will understand scalable, low-cost tools to support educator preparation and professional learning in politically and emotionally complex settings. Together, we'll forge ahead with clarity, compassion, and a renewed commitment to the wellbeing of all learners.


**Explorations into AI: Empowering Educators to Innovate Across Teaching, Learning, and Research**
*Training Room 1*
Sherill L. Sellers, M. Todd Edwards, & Ann Haley Mackenzie- Miami University

As generative AI continues to evolve, educators across all levels are navigating its practical applications and broader implications. This session invites participants to explore how AI tools can enhance teaching, learning, and research in innovative, ethical, and equity-focused ways. The session offers hands-on engagement with a variety of tools, spanning writing, voice, image generation, and research support. Together, we will examine AI's strengths and limitations, including bias, transparency, and data ethics. Participants will leave with a clearer understanding of how AI can be meaningfully integrated into educational practice and how to

lead conversations that ensure thoughtful, values-driven adoption. Whether you're just beginning to explore AI or seeking to expand your use, this session offers insights and strategies to help you—and your students—more confidently forge ahead in an AI-enhanced educational landscape.

**Inclusive Education: Lessons from Italy**
*Training Room 2*
Carrie D. Wysocki- University of Findlay

       This session shares results from a qualitative study examining inclusive education policies and practices in Italy and their implications for U.S. teacher preparation programs. Conducted during a faculty-led research visit in summer 2025, the study draws on interviews with Italian policymakers, teacher educators, school leaders, and families, as well as classroom observations and policy analysis. Italy's systemic model of inclusion, grounded in national laws that eliminate segregated settings, offers a compelling contrast to the U.S. approach under IDEA. Findings highlight actionable strategies to embed inclusion into teacher licensure pathways, field experiences, and education policy. Participants will gain insights into adapting global best practices to redesign programs, strengthen inclusive pedagogies, and advocate for systemic reform in educator preparation. This session is ideal for teacher educators, state education leaders, and policymakers committed to forging ahead toward more equitable, inclusive teacher preparation.

**How Year-Long Clinical Placements Lead to Deeper Relationships and Improved Outcomes**
*Training Room 4*
Kristina Slusser-Hornback & Helen Meyer- University of Cincinnati

       A forum to consider placement models that best serve candidates and K-12 schools while simultaneously addressing the emerging needs and challenges of our educational landscape.


# 4:50 pm – 5:30 pm – General Session Room

# Sponsored by Pearson

Come and enjoy an evening reception with friends and colleagues!

# Thank you to our Gold Level Sponsor!



Be sure to join Pearson's session Thursday at 12:00!

**Ohio Assessments for Educators (OAE) Update: A Walkthrough of Assessment Development for New OAE Tests and Analyzing Score Results to Guide Preparation**
*Training Room 4*

This session will provide a walkthrough of OAE assessment development process. The focus will be on activities that involve Ohio educators in development of new tests, such as upcoming tests for P-8 certification. The session will also provide a practical demonstration of how faculty can use Results Analyzer to analyze OAE results to identify areas of strength or weakness leading to improvements for candidates and the program.

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