

2014 Educators in Context and Community Conference Program

Educators in Context & Community Learning Center. Bowling Green State University

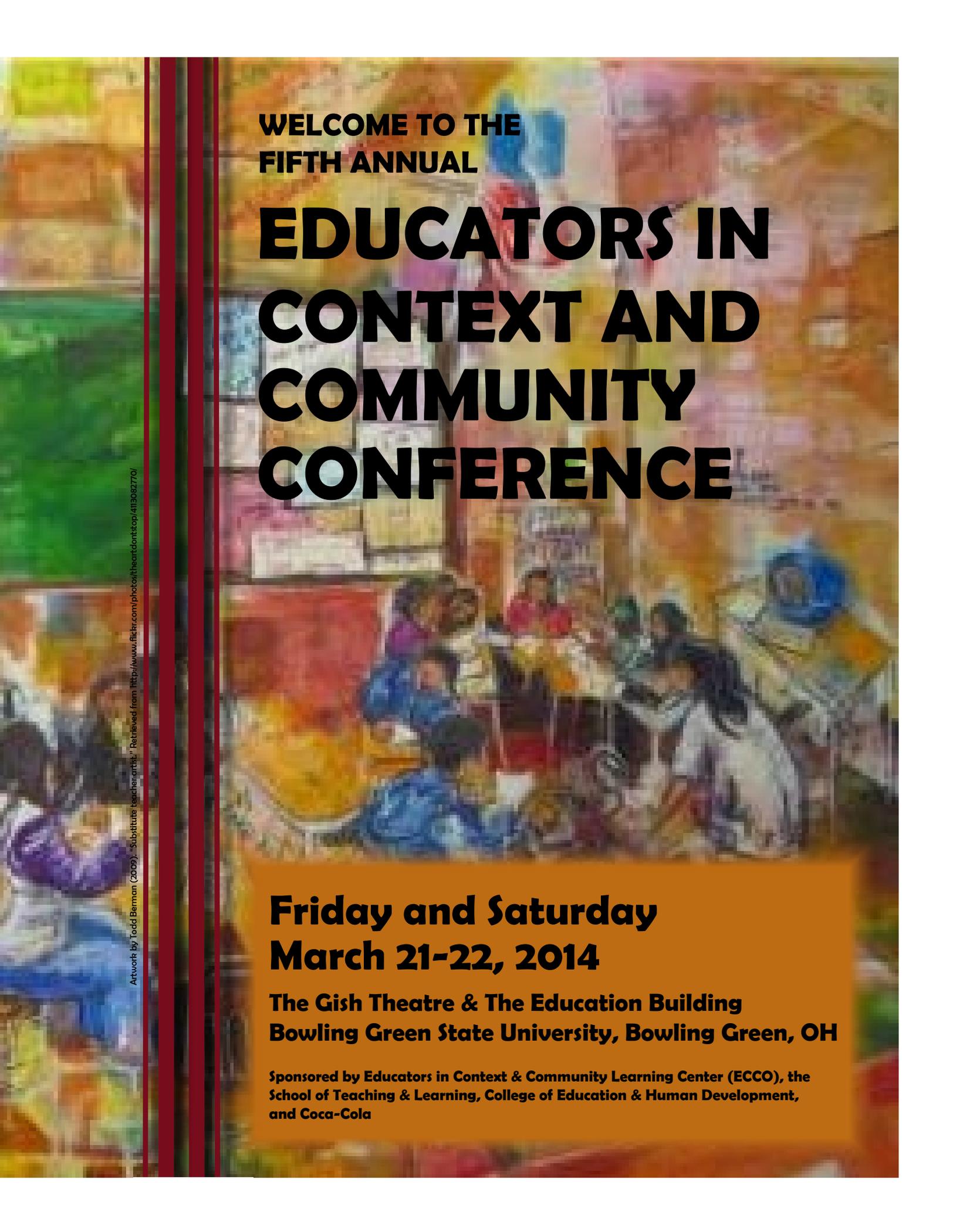
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**WELCOME TO THE
FIFTH ANNUAL**

EDUCATORS IN CONTEXT AND COMMUNITY CONFERENCE

Artwork by Todd Berman (2009). "Substitute teacher artist." Retrieved from <http://www.flickr.com/photos/heartdentstop/4113082770/>

**Friday and Saturday
March 21-22, 2014**

**The Gish Theatre & The Education Building
Bowling Green State University, Bowling Green, OH**

**Sponsored by Educators in Context & Community Learning Center (ECCO), the
School of Teaching & Learning, College of Education & Human Development,
and Coca-Cola**

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CONFERENCE OVERVIEW

This is the fifth year of the ECCO Conference—where students present alongside University faculty, graduate students, professional teachers, and administrators—to learn from each other the complexities of teaching and learning in context and community. The ECCO Conference is an integral part of the annual Educators in Context & Community (ECCO) program. ECCO is a learning community of education majors at BGSU who are interested in learning more about the influence of context and community on teaching and learning. Undergraduate Teacher Candidates in ECCO are given the opportunity to disseminate the findings from their research-based inquiry projects which emerge from their intensive field placement experiences in high-need urban, rural, and suburban settings.

The conference kicks off on Friday night, March 21, 2014 (6:30pm-11:00pm) with a Keynote Address, followed by the viewing of a significant documentary (oftentimes chosen by the Keynote speaker). Then, on Saturday, March 22, 2014 (9:00am-5:00pm), conference presentations will be made by participants. There are 6 sessions of presenters—two in the morning, four in the afternoon, varying in length from 45 minutes to 90 minutes—with multiple rooms of presentations occurring simultaneously. Sessions will include paper presentations, interactive experiences, and discussions. Lunch is not provided, but is available in the Student Union and a variety of off-campus locations.

The Conference is open and free to the general public. Friday night activities do not require registration, but participants in the Conference should check in at the Check-In Table on Saturday morning to pick up their nametags, conference programs, etc.

CONFERENCE THEME

The ECCO Conference welcomes presentations on any issue facing the field of education so long as the presentations are attentive to the impact of context and community on what is taught and learned. We expect that conference presentations will help us better understand educational issues, tools, and concepts by placing them in context(s). We are open to a wide array of presentations and topics related to teaching and learning. We discourage decontextualized presentations—those that share insights and information without sharing the circumstances surrounding their creation, that are overly general or abstract, strictly theoretical, or objectifying (or whose style of presentation is based on Freire’s “banking model”). Instead, we prefer presentations which help participants make meaning and make connections between where, how, and when things happen; who they happen to, who takes action, who benefits, who doesn’t, etc.

ECCO and the ECCO conference are motivated by the goal to become better educators/students/people by

- a) exploring the commonalities and complexities of teaching and learning in multiple and diverse communities (both in- and outside the classroom; in rural, urban, and suburban settings, as well as the public, private, online, homeschooling, unschooling, formal, informal, and higher education within those settings), and
- b) being attentive to the impact of context (including but not limited to cultural, economic, historical, legal, political, and social contexts) on what is taught, learned, and experienced by all participants in those settings as well as those impacted by those settings.

Special thanks goes to the Conference sponsors:

Educators in Context & Community Learning Center (formerly PCC)--the ECCO living/learning community at BGSU located in McDonald Hall, is for education majors that have an interest in pursuing a career in high-need urban, rural, and suburban schools.

School of Teaching & Learning (STL) at BGSU, which is the largest teacher education program in Ohio. STL is proud of its reputation for preparing outstanding early, middle, and secondary level teachers as well as providing high quality graduate programs both on campus and at approximately 20 different sites across northwest Ohio. STL has standards-based, best practices-oriented programs which have established BGSU as the premier teacher education program in the state and one of the best in the United States.

College of Education & Human Development at BGSU which has over 5,000 students, including more than 1,000 graduate students, enrolled in more than 50 graduate and undergraduate programs, ranging from apparel merchandising and exercise science ... to sport management and the college student personnel program.

Coca-Cola for the donation of Coke products

KEYNOTE SPEAKER (The Gish Theatre, Fri., March 21, 6:30pm):



Dr. Matthew R. Kutz ***“Developing Contextual Intelligence: Preparing for the Volatility and Complexity of Modern American Education”*** ***Bowling Green State University***

Matthew R. Kutz, Ph.D. is a Fulbright Scholar in the Medical Sciences, Licensed Athletic Trainer, award-winning professor, author, management consultant, and founder of www.ciprofile.com.

He is on the faculty at Bowling Green State University's College of Education and Human Development. Kutz earned his Ph.D. in Global Leadership from Lynn University in Boca Raton, FL. His dissertation is titled *Importance of Leadership Competencies and Content for Athletic Training Education and Practice: A Delphi Technique and National Survey*. His M.S. and M.Ed. degrees from the University of Toledo, and a bachelor's degree from Anderson University.

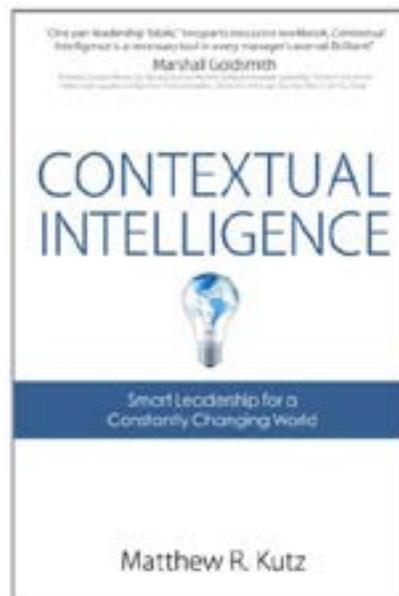
He is the author of the widely used text *Leadership and Management in Athletic Training*:

An Integrated Approach. His newest book, *Contextual Intelligence: Smart Leadership for a Constantly Changing World* was honored with a 2013 Leadership Book Award for Innovation and Cutting-Edge Perspective by the University of San Diego.

Matt has over 24 peer-reviewed publications in various journals. He is a sought after speaker and conducts leadership workshops and seminars for organizations of all sizes. His clients include: Fortune 500 and multi-national companies, schools, and NGO's such as Procter & Gamble, Marathon Petroleum Co., ProMedica Health Systems, Airtel Ltd., and World Relief.

Some may know him best from his family's appearance on *House Hunters International* this last Fall, filmed while he was teaching in the

physiotherapy department at the Kigali Health Institute in Rwanda as part of his Fulbright Scholar Award.

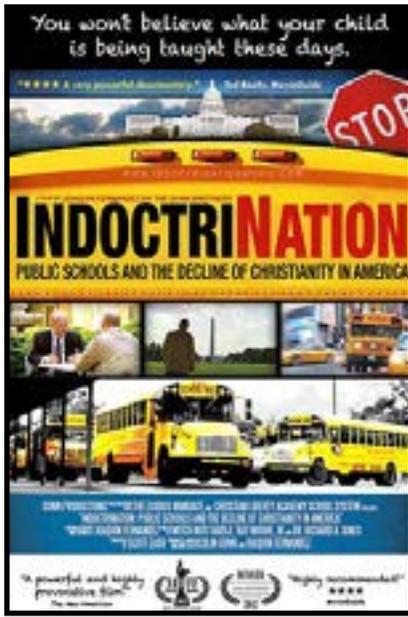


A SPECIAL THANK YOU TO--

- All the volunteer Room Facilitators
- Dawn Shinew, Chair of the School of Teaching & Learning
- Brad Colwell, Dean of the College of Education & Human Development
- School of Teaching & Learning Staff, especially Michelle Roehl, Wendy Walston-Vaughn and Lorie Morelock
- ECCO staff—including Patrick Vrooman, Ardy Gonyer, Rebecca Stover, Cari Urabe, and Nicolo Pinchak
- ECCO Advisory Board—Judith Jackson May, Faith K Olson, Tim Murnen, Nancy Patterson, Penny Soboleski, and Dawn Shinew
- All the presenters, including undergraduates, graduates, faculty, teachers, students, and administrators
- Coca-Cola for its support of beverages for the conference

THANK YOU

SCREENING (The Gish Theatre, Fri., March 21, 8:45pm):



Indoctrination: Public Schools and the Decline of Christianity in America *Gunn Productions in association with The Exodus Mandate and Christian Liberty Academy School System*

FILM REVIEW

From The Christian Post, Oct. 13, 2011

By Jeff Schapiro

FILM PROMO

Sadly, most American Christian children are being disciplined daily by pro-choice secularists, atheists, evolutionists, politicized bureaucrats, far left unions and oftentimes even child molesters.

Under the guise of education the publicly funded monopoly of Government schools has engaged in a vast program of social engineering designed to eradicate the Christian faith from American life.

This film warns Christians about the subversive and anti-Christian nature of the American education system and calls on all Christians to participate in a mass exodus from government education for the sake of their children and the future of America. The film asks:

- Who established the American public schools system?
- Are my kids physically and morally safe in the schools?
- Are the public schools religiously neutral?
- Shouldn't Christians be "salt and light" in the schools?
- Can the public school system be fixed or redeemed?

Indoctrination won the Jubilee Award as the Best Documentary at the 2012 San Antonio Independent Christian Film Festival. (Source: <http://indoctrinationmovie.com/film/>)

Christian documentary filmmaker Colin Gunn chose a yellow school bus to represent the impact of public schools on students and society in his new film, "Indoctrination: Public Schools and the Decline of Christianity in America."

"The bus became a symbol for the public school system, partly because it broke down so frequently," Gunn told The Christian Post Thursday. "Our philosophy of the public school system is it is something that can't be fixed. It is something that Christians need to walk away from."

The film follows Gunn and his family as they take a three-week road trip in a 1988 Chevy school bus to visit sites that pertain to education in America. It addresses the philosophy, history and practicality of the public education system, Gunn said, and shows a side of the system the media and schools don't show.

Gunn, a native of Scotland who now resides in Texas, says he and his wife homeschool their eight children. What he sees from studying public education in the United States is a system that neglects God in its teaching and ultimately hinders students in their relationships with Christ.

"We believe that education should be fundamentally Christian and biblical from the start," he said. "There's no neutrality in education. It is either for Christ or against Him."

Students from Christian families who attend public schools spend only a fraction of their time learning from a Christian perspective. As a result,

Gunn said, many students turn away from the faith by the time they become adults. According to the film, 88 percent of Christian children deny their faith by graduation day. "We see public schools as a primary factor in the decline of Christianity's influence in our culture," he said.

He also added that the goal of the film is not to cast judgment on Christian families who send their children to public schools, but simply to inform them about some of the problems with doing so.

Gunn doesn't claim to be an expert on the issue either, which is why the documentary features interviews with teachers, school administrators, parents, Christian leaders and others who help to clarify the moral, political and economic problems within the U.S. educational system.

Among those Gunn interviewed was the parent of a Columbine High School shooting victim, who has experienced how things can go terribly wrong in even the best of public schools.

John Taylor Gatto, a former New York City and New York State Teacher of the Year, is featured in the film and asks, "Is there an idea more radical in the history of the human race than turning your children over to total strangers who you know nothing about, and having those strangers work on your child's mind?"

Gunn has been working as a filmmaker since 2003, and "Indoctrination" is his first feature-length documentary. (Source: <http://www.christianpost.com/news/indoctrination-film-public-schools-are-the-cause-of-christianitys-decline-58090/>)

CONFERENCE SCHEDULE -- Keynote Address

FRIDAY, MARCH 21, 2014

6:30pm-8:15pm

KEYNOTE ADDRESS

The Dorothy & Lillian Gish Theatre
Hanna Hall, First Floor

“Developing Contextual Intelligence: Preparing for the Volatility and Complexity of Modern American Education”

Dr. Matthew R. Kutz

College of Education & Human Development
Bowling Green State University

8:15pm-8:45pm

RECEPTION

Hanna Hall, First Floor

8:45pm-11:00pm

DOCUMENTARY SCREENING with DISCUSSION TO FOLLOW

The Dorothy & Lillian Gish Theatre
Hanna Hall, First Floor

Indoctrination: Public Schools and the Decline of Christianity in America
(2011)

Gunn Productions in association with The Exodus Mandate and Christian Liberty Academy School System

Facilitators:

Abby Heitkamp, ECCO Undergraduate Student, Intervention Services, Mild/Moderate, Bowling Green State University.

Patrick Vrooman, Ph.D., Director of Educators in Context & Community Learning Community (ECCO), Instructor in the School of Teaching & Learning, College of Education & Human Development, Bowling Green State University

Session 1 (9:00-10:00) -- CONFERENCE SCHEDULE

SESSION #1

9:00am-10:00am (1 hour)

Oh S**t: I Don't Want to Teach Anymore!—ROOM 206 (Facilitator: Courtney Pollock)

Presenters: Gonyer, Ardy, HIED Doctoral Student, ECCO Graduate Assistant, Bowling Green State University
Kurzahls, Kassie, Undergraduate Student, Individualized Programming, Bowling Green State University
Nar, Maria, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: Are you already tired of being a teacher in K-12 education before you really start? Do you feel as though you're stuck in this major with no plan in sight post-graduation? If so, Student Affairs might be for you! Come learn about one undergraduate's journey from majoring in Education to choosing to "stay in college forever" by working in Student Affairs. We'll talk about the transferrable skills that make Student Affairs a wonderful choice for you as well as the multiple functional areas that Student Affairs encompasses and the grad school search process.

Roundtable: The Lingering Issue: How the Gender of the Teacher Affects the Classroom Environment—ROOM 209 (Facilitator: Connor Goodpaster)

Presenter: Reece, James, ECCO Undergraduate Student, Middle Childhood Education: Social Studies and Science, Bowling Green State University

Abstract: Through my recent field placement experiences, I have noticed a difference when I am teaching and when my supervising teacher is instructing. It could very well be her experience, but I think the fact that our genders are different may affect how the students are and behaving. The point of this project is to research further into this subject and discover if my suspicions are correct, or at least have grounds. Based on one conversation with a friend over lunch, I'm curious as how others would react to such research, and would like more opinions and professional views on the subject. The main goal is to have a fulfilling and stimulating conversation.

Roundtable: Year Round Schooling—ROOM 205 (Facilitator: Caleb Nicholas)

Presenters: Rossi, Ellen, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University
Gilbride, Jacque, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: We will compare and contrast the differences between traditional schooling and year-round education. Specific focus will be put on where year-round education takes place, the balanced calendar, monetary advantages and how all of this plays a part of how effective year-round education can be.

Inclusion Classrooms—ROOM 203 (Facilitator: Holly Sobeck)

The Ideal Inclusive Classroom (30 minutes)—ROOM 203

Presenter: Clark, Abagael, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

Abstract: My presentation will be about what the ideal inclusive should be. I will provide interactions, pictures, and research about what the ideal classroom for an inclusive setting should be. I will compare and contrast different types of classrooms and describe how those settings do or do not work with an inclusive class. I will also describe how each component fits in well with the inclusive setting and why exactly it works well.

CONFERENCE SCHEDULE -- Session 1 (9:00-10:00)

American Sign Language in the classroom. (30 minutes)—ROOM 203

Presenters: Shaffer, Tiffany, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University
Hix, Emily, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

Abstract: Our seminar proposal is the pros and cons to teaching children American Sign Language and how it can be incorporated in to the typical inclusion classroom from infancy to 12th grade. Topics including: does teaching infants ASL delay spoken communication, how nonverbal children will be able to communicate with their hearing peers, and lastly, how to teach hearing children ASL from a deaf teacher. All these topics seem to be very popular in today's society and in the education system and I'm going to try and dig deeper into each topic.

Socio-Economic Status and Education—ROOM 359 (Facilitator: Nathan Burkholder)

Leveling the Playing Field in our Education System (15 minutes)—ROOM 359

Presenter: Babb, Allysa, Ecoo Undergraduate students, Intervention specialist, Bowling Green State University

Abstract: In my presentation I will be exploring socioeconomic status in education. I will be digging deep into why there are such differences in the education system when looking at the lower end to the higher end of socioeconomic status. I will also be discussing what we can do as future educators to level the playing field. Lastly I will be bring up the issue of why hasn't anything been done to fix this problem. I will be using examples from my past field experiences at Eagle Academy and Otsego.

Socio-Economic Status Effecting Females (30 minutes)—ROOM 359

Presenters: Wyse, Caleb, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
Tiemeyer, Liz, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

Abstract: We are proposing the inquiry that females in urban communities; who come from a low economic status background are at a disadvantage with their academic achievement in public schools. We will research the topic of females being held back a much earlier age and apply sociological theories to further correlate females with disadvantages. (glass ceiling and pink collar ghetto).

Why Do Teachers Burn Out So Easily—ROOM 363 (Facilitator: Eric Schneider)

Presenters: Abby Wiedman, ECCO Undergraduate Student, Inclusive Early Education Major, Bowling Green State University
Erin Cassin, ECCO Undergraduate Student, Inclusive Early Education Major, Bowling Green State University

Abstract: Have you ever noticed how your first year teachers get overwhelmed and quit the profession before getting the experience they need? Come to this session to learn why teachers burn out so easily though hands on activities. This is a great way for future educators to understand the amount of work they will have to take on in the first couple years. We will provide you with tips and tricks to avoid the stress of first year teaching and getting turned off from education.

Session 1 (9:00-10:00) -- CONFERENCE SCHEDULE

Academic Preschools: Too much too soon?—ROOM 355 (Facilitator: Sara Rayburn)

Presenters: Gaskins, Calee, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University
Maddux, Melissa, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University
Dutton, Rachel, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: Are we pushing preschoolers too far? Are they learning too much at such an early age? Is learning so much even beneficial in the long run? Are we taking away their childhood and are the standards developmentally appropriate? This is exactly what we will address during our 60 minute presentation by looking into the preschool curriculum. Through research and field experience, we will discuss the standards, the long-term progress and the developmental stages for 3-5 year olds. We will also show through different activities and centers what preschool students are currently learning because of the standards and what they should actually be learning.

Music in the Classroom—ROOM 357 (Facilitator: Alyse Flack)

Music in Early Childhood Education (15 minutes)—ROOM 357

Presenter: Hicks, Michaela, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Abstract: In this presentation I will discuss the importance of getting and keeping kindergarteners through third graders attention and different ways to do so through music.

Unique Techniques (30 minutes)—ROOM 357

Presenter: Crowell, Katie, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: Have you ever wondered about how to get your students up and moving while they are learning content or have you wondered about how you can incorporate music into your classroom? Various schools in Italy have achieved teaching these concepts and more in their classrooms. Come learn some of these different techniques and see some videos of real examples of how these teachers accomplished these tasks and more. We will take an inside look into how schools in Italy are run and how we can incorporate some of their ideas into our schools here in the United States.

Highly Effective Teaching Methods—ROOM 201 (Amanda Lammermeier)

Effective Community Classrooms in Early Childhood (15 minutes)—ROOM 201

Presenter: Shearer, Katie, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Abstract: Early Childhood is a crucial time to start building the foundation of community. Giving students the opportunity from a young age to communicate and interact with peers is crucial for childhood development. It is the layout for how children will thrive and feel comfortable in their social and emotional environment. Through this presentation, we will examine what teachers are doing today to build positive and effective classroom community in early childhood education. We will see this through research findings, as well as findings from my own personal experiences, visiting different contexts of community-rural, urban, suburban, etc.- around the surrounding area.

Project Based Learning (15 minutes)—ROOM 201

Presenter: Brewer, Nicole, ECCO Undergraduate Student Early Childhood Education, Bowling Green State University

Abstract: America today education is in the middle ranks in comparison to other countries. Have you ever wondered how we can fix that? One of the solutions is project based learning. During this presentation it will be discussed on what is it about, what the negative and positive and negatives are and how we can use it in our classroom.

CONFERENCE SCHEDULE -- Session 2 (10:15-11:45)

Unpacking Co-teaching: How Teachers Need to Work Together (15 minutes)—ROOM 201

Presenter: Martin, Amanda, ECCO Undergraduate student, Intervention Services, Bowling Green State University

Abstract: Co-teaching can be a very positive experience for students and teachers, but working with other teachers may present its own set of challenges. The success of Co-teaching depends on how the teachers interact with each other to effectively produce a lesson and corresponding activities. I will be giving a brief explanation of Co-teaching, followed by an in depth presentation about skills teachers will need to be successful while team teaching. This even goes into what teachers need to have: cohesive personalities, consistent rules, respect for each other, etc.

Discovering Creativity and Challenges Within—ROOM 347 (Facilitator: TBD)

Presenter: Gehres, Allie, ECCO Undergraduate Student, Art Education, Bowling Green State University

Abstract: In the process of being a BFA ceramics major and Art Education, I questioned myself and how creativity works. In the following film, I interview friends, and family about their personal creativity process and how their personal creativity changes. While interviewing people for the documentary film, I found out more about my own personal creative process and how it relates to my current students in student teaching.

BREAK

10:00am-10:15am (15 minutes)

SESSION #2

10:15am-11:45am (1½ hour)

Alternative Education Philosophies: Waldorf and Montessori Education—ROOM 209 (Facilitator: Maddie Armstrong)

Alternative Education Philosophies in Public Schools—ROOM 209

Presenter: Holmes, Kelly, ECCO Undergraduate Student, Undecided Major in Education, Bowling Green State University

Abstract: Waldorf education was created by Rudolf Steiner and is based on his own educational philosophies. I have noticed that there are many students, including education majors that have not heard of Waldorf education. My goal is to give an overview of Waldorf education to inform fellow students of this educational philosophy. This also shows fellow students yet another setting that we may teach in when we graduate. My presentation will examine aspects of the alternative education philosophies in Waldorf Education. I will cover the teaching techniques used in these Waldorf schools. I will go over the main focuses and goals of Waldorf education. I will also examine the outcome of getting a Waldorf education.

Montessori (Alternate Education)—ROOM 209

Presenter: Hustosky, Natalie, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: In my presentation, I will talk about Montessori schools and how they compare to public schools and private schools. Some of the things I will talking about are the curriculum and how students in Montessori schools make up their own curriculum. They learn what they want to learn when they want to learn it. I will be using some Montessori websites to get my information and I also want to interview a principal from a Montessori school around here to find what it is like to work in these kinds of schools. I have done projects on Montessori schools in the past, but I want to get more in depth and learn everything I can about these schools to share with other people and get them interested about Montessori schools.

Session 2 (10:15-11:45) -- CONFERENCE SCHEDULE

Mission Montessori: Secondary Education—ROOM 209

Presenter: A.J. Graber, ECCO Undergraduate Student, AYA ILA, Bowling Green State University

Abstract: Montessori education is a world-renowned alternative education system. This educational format primarily focuses on early and middle education. Secondary education is quite under represented in the education eyes of Montessori followers. I am working towards a degree in Secondary Education with a focus on Integrated Language Arts. I also have a deep interest in Montessori education. This project will explore Montessori education specifically Secondary Education. I will give a brief overview of Montessori education followed by highlighting the under representation, and conclude with the importance and impact of successful Montessori education in regards to Secondary Education.

Roundtable: Chapter 3: The Elephant in the Room—ROOM 205 (Facilitator: Nathan Burkholder)

Presenter: Heitkamp, Abby, ECCO Undergraduate Student, Intervention Services, Mild/Moderate, Bowling Green State University

Abstract: During my undergraduate career, I made a discovery which would change the way I look at both education and diversity. In most of my textbooks, diversity was discussed in the same chapter, chapter 3. I will be digging into why we box this conversation to the same chapter or same ideas. Is there a better way to talk about diversity? What are we avoiding? By having the same conversations repetitively are we teaching ideals that contradict diversity?

Skill-Building Workshop: Fish Climbing Trees and Other Types of ‘Genius’—ROOM 363 (Facilitator: Alyse Flack)

Presenters: Instone, Caitie, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University.

McBride, Christine, ECCO Undergraduate Student, Middle Childhood Social Studies and Language Arts, Bowling Green State University.

Rayburn, Sara, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University.

Abstract: In this workshop, we will explain the theory of Multiple Intelligences and how to incorporate the ideas into the classroom. Participants will take a test to find out what their intelligences are, and work through activities for a few of the different intelligences. We will discuss the many different benefits of incorporating Multiple Intelligences into lessons. Benefits of and ways to incorporate Multiple Intelligences in various grade levels will be discussed (focusing on groups of early childhood, middle childhood, and adolescent/young adult). Finally, we will talk about ways and why to incorporate more than one of the intelligences into a single lesson.

Demonstration: “A Whole New World” of Education: The process of implementing aspects of Disney into the classroom—ROOM 206 (Facilitator: Nichole Provonsil)

Presenters: Clark, Lyndsey, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Jung, Zach, ECCO Undergraduate Student, AYA Integrated Language Arts, Bowling Green State University

Nicholson, Kaitlyn, ECCO Undergraduate Student, Inclusive Early Childhood Education, BGSU

Whitman, Emily, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Brown, Ali, ECCO Undergraduate Student, AYA Language Arts, Bowling Green State University

Abstract: Are you someone who is tired of being stressed? Someone who wishes life wasn't so hard? Someone who has dreams of reliving their childhood? If you answered yes to any of the following questions, then “A Whole New World” of Education: The process of implementing aspects of Disney into the classroom is the perfect session for you. Within this program, we will facilitate and carry out a demonstration of a content standard while incorporating aspects and ideas of Disney. Our mission is to show the audience that although content standards are strict and important, there are ways to spice them up using media and pop culture such as Disney. Although our session specifically illustrates one lesson for a certain grade level, we will provide handouts for each licensure level (Special Education, Early Childhood, Middle Childhood, and Adolescent Young Adult) that cover a lesson for each subject concentration to show that you are never too old for a little Disney. “A Whole New

CONFERENCE SCHEDULE -- Session 2 (10:15-11:45)

World” of Education: The process of implementing aspects of Disney into the classroom is aimed to engage individuals in a simple content standard activity with a dash of magic. We take you on a new and exciting journey that allows your imagination to soar. With that in mind, always remember, as the wise man himself, Walt Disney, once said, “All our dreams can come true, if we have the courage to pursue them.”

Reforming Education: Homeschooling and Charter Schools—ROOM 203 (Facilitator: Sami Slusher)

Homeschooling: What can they teach us? (30 minutes)—ROOM 203

Presenter: Nicholas, Caleb, ECCO Undergraduate Student, Bowling Green State University

Abstract: Homeschooling has become a massive movement within the United States education system in the past half a century. My presentation will explore the roots and purposes of the movement. I intend to focus on what public schooling can learn from the practices of homeschooling.

Reforming Education: One Charter School at a Time (30 minutes)—ROOM 203

Presenters: Lammermeier, Amanda, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Campbell, Noah, Principal, Discovery Academy, Toledo, OH

Kuhlenbeck, Laura, Discovery Academy, Toledo, OH

Abstract: There are many different forms of schooling that have emerged in the twenty-first century. Furthermore, education still continues to progress and developing the best way for our future generation to learn. The possibilities are endless when it comes to educating the future and some schools are rarely recognized for their accomplishments. Now is the time to look at different perspectives of education and understand the many diverse school systems that make up our world of education. We are here today to explore Charter schools and the beneficial contributions this school system has made to this community. Education will always be changing, but it is merely what we make of it by fostering growth and help our students make a difference.

5 Things I Love/Hate about the edTPA at BGSU—ROOM 201 (Facilitator: Courtney Pollock)

Presenter: Kristin Schnerer, ECCO Undergraduate Student, , Bowling Green State University, Student Teacher at Rogers High School, Toledo Public Schools

Abstract: This session will offer truth about the Educative Teacher Performance Assessment (edTPA) at BGSU from various different perspectives, including teacher candidates, professors, mentor teachers, and BGSU College of Education administrators. It will discuss both the positive and negative aspects of completing the edTPA during Student Teaching, and what teacher candidates can do to begin preparing NOW for this assessment. This will not be purely an edTPA bashing session, nor will it be a glorification of standardized assessments in teacher preparation – rather, this session will offer a balanced view of the edTPA. It will allow its participants the opportunity to be prepared for this new form of standardized teacher education preparation while being informed about all the different perspectives of this assessment.

Skill-Building Workshop: Creative Learning Environments—ROOM 347 (Facilitator: Cathy Rowe)

Presenters: Szabo, Alexa, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Moore, Alyssa, ECCO Undergraduate Student, Moderate to Intensive Intervention Specialist, Bowling Green State University

Jamison, Adonis, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

Abstract: Are you aware that different types of learning environments can influence the learning of students? The environments that teachers create in their classrooms are very influential on student learning. Turning classrooms into creative learning environments is very important for all ages, but especially in Prek-3rd grade classrooms. Creating these environments can be done through the use of art, music, fabrics, and lighting in the room. During our presentations we will discuss the different philosophies, ways, and create different aspects of creative learning environments.

Session 2 (10:15-11:45) -- CONFERENCE SCHEDULE

Parenting and Parents in Schools—ROOM 359 (Facilitator: Eric Schneider)

Supporting Teen/Young Parents (15 minutes)—ROOM 359

Presenter: Bogner, Jacalyn, ECCO Undergraduate Student, Moderate to Intensive Intervention Specialist, Bowling Green State University

Abstract: With the drastic rise in teen pregnancies I feel as though it is very important to focus on what will help them get the most out of life and out of the education system. Through general experiences in high school, and even in college, I have found one of the keys to the success of a teen or young parent is very simple and easy to find. Those keys are how their peers treat them and, more importantly, how their teachers treat them. As future educators we need to look at what actions to take to make sure our students are successful. A simple change, or even awareness of, how we treat these students might make or break their futures.

Types of Parenting Styles (15 minutes)—ROOM 359

Presenter: Siegel, Stephanie, ECCO Undergraduate Student, MCE Math/Science, Bowling Green State University

Abstract: I will be discussing the types of parenting styles. Along with discussing what the types of parenting styles are, I will also talk about as a teacher how we can deal with these types of parents and their students. As teachers, how should we deal with certain types of parents during parent teacher conferences? How should we deal with them when we are emailing or trying to get into contact with them to talk about their child's performance in school? Also, I will talk about as teachers, how we can deal with children that come from each type of parenting style and depending on the parenting style is how we will have to treat them in our classroom.

Dealing with "Them" – The Teachers, From a Parent's Perspective. (30 minutes)—ROOM 359

Presenter: Rebecca Stover, Graduate Student, ECCO, Business and Marketing Education, Bowling Green State University

Abstract: The purpose of this presentation is to encourage teachers to look at parents as an ally instead of an adversary. It will discuss what an involved parent expects from a teacher independent of whether or not the student is a high or low achiever. It will discuss what an involved parent wants to actually hear and discuss at a parent teacher conference. Lastly, parents want to feel empowered when communicating with teachers, thus leading to the concept of parents grading teachers.

Exploring Issues in Special Education—ROOM 355 (Facilitator: Tiffany Shaffer)

What does an Individual Education Plan (IEP) mean to you? (15 minutes)—ROOM 355

Presenter: Almond, Alexa, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University

Abstract: Through my presentation, I will explain how an Individual Education Plan (IEP) can impact students, parents, general education teachers, and special education teachers. I will look in depth at the positives and negatives of an IEP for all parties. I will analyze an IEP so that people can better understand the goals, benefits and/or complications introducing and surrounding an IEP.

Special Education: A Harsh Reality (30 minutes)—ROOM 355

Presenter: Livingston, Madison, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University

Abstract: Special Education is a field that is really starting to grow. There is a lot of positive information out there but what about some of the behind the scene work that goes on? There are many different inner workings to the system and in my presentation I take a look at some of these issues. Starting with why some schools don't want to provide services, I dig deeper into the underlying issues that cause Special Education to at times be a difficult system to navigate. My hope is to be able to shed some light on these issues and to one day be able to find some better solutions.

CONFERENCE SCHEDULE -- Session 2 (10:15-11:45)

Special Education in Catholic School (30 minutes)—ROOM 355

Presenters: Gramke, Emily, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University
Lillemon, Samantha, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University

Abstract: Our project is directed to fully understand special education in catholic schooling, including the beneficial factors in receiving a public education with having special needs. We also hope to delve into the perspective current teachers have on this topic so we can better understand as we strive to gain our intervention specialist license.

LUNCH BREAK

11:45am-12:30pm (45 minutes)

GRAB LUNCH and RETURN

SESSION #3

12:30pm-1:30pm (1 hour)

Skill-Building Workshop: Art Across the Curriculum—ROOM 347 (Facilitator: Holly Sobeck)

Presenter: Kessing, Anne, ECCO Undergraduate Student, Art Education, Bowling Green State University

Abstract: The Arts play a vital role in helping students to develop critical thinking and problem solving skills that will aid them beyond their school years; however, it is not always easy to draw the Arts into every classroom. This workshop will introduce ways to use art to enrich lessons across the curriculum, going beyond simple craft projects.

Can educators teach students about race?—ROOM 359 (Facilitator: Alyse Flack)

Presenter: Armstrong, Brianna, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Abstract: In most classrooms in America there is a diverse range of students. Though, at the same time there is not a diverse range in teachers. A child's earliest influences can come from the classroom. In classrooms taught by white teachers how should issues such as slavery, cultural issues minorities face and oppression be taught? In classrooms taught by black teachers how can they appropriately touch on issues that involve race without being seen as bias? Should students learn about controversial topics such as White Privilege? This program will show examples of how race can be appropriately taught in the classroom.

Skill-Building Workshop: Yo Betta Play Yo Role!—ROOM 363 (Facilitator: Amanda Lammermeier)

Presenter: Christopher Carter, ECCO Undergraduate Student, AYA ILA, President's Leadership Academy 2013, Director of the Voices at BGSU Concert Choir, College of Education and Human Development Student Recruitment Assistant, La Comunidad Undergraduate Student

Abstract: The session is a 60 minute skill building workshop that is focused on providing future educators with a powerful and intense leadership experience that will be applicable to their classrooms and school climate. After this session, the attendees will understand the importance of leadership in a school setting, apply new concepts to their methods of instruction, and gain a better understanding how they can make a positive change in their classrooms.

Session 3 (12:30-1:30) -- CONFERENCE SCHEDULE

ECS: Pay Now or Later—ROOM 201 (Facilitator: Nathan Burkholder)

Presenters: Anderson, Melissa, ECCO Undergraduate Student, AYA Language Arts, Bowling Green State University
Keil, Brianna, ECCO Undergraduate Student, Middle Childhood Language Arts and History, Bowling Green State University
Pozzi, Sami, ECCO Undergraduate Student, Mild to Moderate Intervention Specialist, Bowling Green State University

Abstract: Schools aim to create a bright future for every individual. Unfortunately, a lack of funds can cut opportunities short. "ECS: Pay Now or Later" will focus on the impact of government taxation on East Coast school funding through local and state taxation. It also aims to provide an understanding of funding between schools and their socio-economic status'.

Advertising Education: Reality versus Promo Spins—ROOM 203 (Facilitator: Nico Pinchak)

Presenter: Alexandra Ogonek, ECCO Undergraduate Student, AYA Math Education, Bowling Green State University

Abstract: Have you ever seen an advertisement and thought, "wow, this product would be amazing, I MUST have it." Then once you have it, you realize it was no more than clever advertising that made you want the product in the first place. The same phenomenon is happening throughout our education system. Education is changing; from national testing, teaching programs and school design. But is it really a change for the better or just clever advertising?

Roundtable: Success by Failure—ROOM 205 (Facilitator: Caleb Nicholas)

Presenters: Armstrong, Jamie, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
Croswell, Rachel, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
Johnson, Tony, ECCO Undergraduate Student, AYA Education, Bowling Green State University
Kristof, Bridget, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Abstract: In this particular roundtable discussion we will explore and discuss the effects of letting students fail in an educational and beneficial manner. This failure would be that which would help them learn from their mistakes in order to produce genuine learning. While we are not encouraging or promoting student failure, we realize and accept the fact that students who do not understand a subject cannot be blindly passed along through their education. We will also explore how we as teachers are responsible for helping our students to succeed without settling for below average work. Failure should not be looked at in a purely negative light. With failure comes a second chance to produce high quality work and gain beneficial knowledge.

Who is to Blame?—ROOM 206 (Facilitator: Emily Whitman)

Presenters: Flores, Austin, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University
Stephens, Tori, ECCO Undergraduate Students, Middle Childhood Education, Bowling Green State University

Abstract: Attention, attention, read all about it! Students begin their literacy career early on as they should but it is a constant battle that sometimes is given up on too easily. Reading is important in every aspect of student's lives inside and out of the classroom but has been swept under the rug too many times. Elementary teachers are being wrongly accused for the reading and literacy crisis that our country is going through. We are here to prove that it is not their fault. What is the reading crisis? Can it be solved? What can we as aspiring educators do? Come help us solve the case that is plaguing the nation. In accordance with the Alliance for Excellent Education, "Twenty five percent of our secondary students are reading at "below basic" levels." Something desperately needs to be done in order to unmask the real culprit because there is no time to put up with this "crime".

CONFERENCE SCHEDULE -- Session 3 (12:30-1:30)

SESSION #1

9:00am-10:00am (1 hour)

Oh S**t: I Don't Want to Teach Anymore!—ROOM 206 (Facilitator: Courtney Pollock)

Presenters: Gonyer, Ardy, HIED Doctoral Student, ECCO Graduate Assistant, Bowling Green State University
Kurzahls, Kassie, Undergraduate Student, Individualized Programming, Bowling Green State University
Nar, Maria, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: Are you already tired of being a teacher in K-12 education before you really start? Do you feel as though you're stuck in this major with no plan in sight post-graduation? If so, Student Affairs might be for you! Come learn about one undergraduate's journey from majoring in Education to choosing to "stay in college forever" by working in Student Affairs. We'll talk about the transferrable skills that make Student Affairs a wonderful choice for you as well as the multiple functional areas that Student Affairs encompasses and the grad school search process.

Roundtable: The Lingering Issue: How the Gender of the Teacher Affects the Classroom Environment—ROOM 209 (Facilitator: Connor Goodpaster)

Presenter: Reece, James, ECCO Undergraduate Student, Middle Childhood Education: Social Studies and Science, Bowling Green State University

Abstract: Through my recent field placement experiences, I have noticed a difference when I am teaching and when my supervising teacher is instructing. It could very well be her experience, but I think the fact that our genders are different may affect how the students are and behaving. The point of this project is to research further into this subject and discover if my suspicions are correct, or at least have grounds. Based on one conversation with a friend over lunch, I'm curious as how others would react to such research, and would like more opinions and professional views on the subject. The main goal is to have a fulfilling and stimulating conversation.

Roundtable: Year Round Schooling—ROOM 205 (Facilitator: Caleb Nicholas)

Presenters: Rossi, Ellen, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University
Gilbride, Jacque, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: We will compare and contrast the differences between traditional schooling and year-round education. Specific focus will be put on where year-round education takes place, the balanced calendar, monetary advantages and how all of this plays a part of how effective year-round education can be.

Inclusion Classrooms—ROOM 203 (Facilitator: Holly Sobeck)

The Ideal Inclusive Classroom (30 minutes)—ROOM 203

Presenter: Clark, Abagael, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

Abstract: My presentation will be about what the ideal inclusive should be. I will provide interactions, pictures, and research about what the ideal classroom for an inclusive setting should be. I will compare and contrast different types of classrooms and describe how those settings do or do

Session 4 (1:45-2:45) -- CONFERENCE SCHEDULE

many times. Elementary teachers are being wrongly accused for the reading and literacy crisis that our country is going through. We are here to prove that it is not their fault. What is the reading crisis? Can it be solved? What can we as aspiring educators do? Come help us solve the case that is plaguing the nation. In accordance with the Alliance for Excellent Education, "Twenty five percent of our secondary students are reading at "below basic" levels." Something desperately needs to be done in order to unmask the real culprit because there is no time to put up with this "crime".

Creating Order: Standardization and Uniformification in Education—ROOM 209 (Facilitator: Sami Slusher)

Thinking Inside The Box (30 minutes)—ROOM 209

Presenter: Goodpaster, Connor, ECCO Undergraduate Student, AYA Integrated Social Studies, Bowling Green State University

Abstract: Common Core standardization is set to begin during the next academic year in Ohio yet many voters do not know what it is, how it works, where it comes from, or what to think about it. In fact, many of our politicians do not know what to think about it either. Recently 3 states have dropped the standardization and others have delayed their acceptance. This presentation will look at both the very basics of Common Core and also dig deeper into why some states have decided to back away from the standards.

What Not to Wear: Education Edition (15 minutes)—ROOM 209

Presenter: Provonsil, Nichole, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University.

Abstract: Have you ever had to wear a uniform? If so did you think that it improved your performance? Or do you think that it hindered it? This session will talk about if uniforms actually improve student performance or decrease performances. This presentation will include surveys from students, teachers, and parents, as well as research to support these opinions. I personally wore uniforms for twelve years, and I cannot tell you how many times I heard the phrase "My students are so rambunctious on out-of-uniform days." I am determined to see if there is some truth to this statement. This presentation will also address the positives and negatives to wearing uniforms, according to students themselves. "What Not to Wear: Education Edition" will be interesting, informative, and entertaining. It all comes down to one very important question: Uniform or no uniform?

Teaching For Them—ROOM 355 (Facilitator: Courtney Pollock)

Presenters: Lowell, Erin, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
Schimpff, Kate, ECCO Undergraduate Student, Math/ Social Studies Middle Childhood Education, Bowling Green State University
Norman, Tori, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University
Dunton, Tyler, ECCO Undergraduate Student, Social Studies/ Science Middle Childhood Education, Bowling Green State University
Herbe, Alyssa, ECCO Undergraduate Student, Special Education Mild to Moderate, Bowling Green State University

Abstract: In this interactive experience, you will learn about 5 of the most common learning challenges that your future students may have in your classroom regardless of what age and grade level you plan to teach. Looking at autism, ADD and ADHD, dyslexia, speech impairments, and visual impairments, you will not only learn a few interesting facts about the learning difference, but also you will have the opportunity to experience what it may be like to have the challenge. Come enjoy our session and see what it's like to have the shoe on the other foot.

BREAK

1:30pm-1:45pm (15 minutes)

CONFERENCE SCHEDULE -- Session 4 (1:45-2:45)

Skill-Building Workshop: Diversity and Social Justice in the Classroom: Creating Welcoming Communities—ROOM 363 (Facilitator: Nathan Burkholder)

Presenter: Urabe, Cari, M.A., Higher Education Administration Doctoral Student, Bowling Green State University

Abstract: This presentation will focus on creating welcoming communities within the classroom. This skill building workshop will provide a foundation for learning about diversity and social justice and applying these concepts into the classroom. There will be opportunities for participants to reflect upon their own experiences and share their ideas on how to create welcoming communities.

How Divorce Affects a Student's Education—ROOM 203 (Facilitator: Aaron Smart)

Presenters: Gilligan, Bailey, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Hartel, Alexis, ECCO Undergraduate Student, Art Education, Bowling Green State University

Snyder, Alexis, ECCO Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University

Abstract: Our parents set us up to be failures. Theoretically, since each of our parents are divorced the three of us should not be here today at Bowling Green State University. Each of us plan to tell you how divorce has personally affected our lives in education, and relating our stories to the research that explains why students with divorced parents are less likely to excel. Divorce has affected our personal lives and our school experiences, as well as our home life. We will tell you why 55% of students who come from divorced homes end up being suspended or expelled and how they reach a 2.56 GPA; while people whose parents are still married can achieve an overall GPA of 3.1. We want to tell you how we beat the odds and are undergraduate students at Bowling Green State University and are on our way to becoming successful young adults.

Stimulate your Senses: Helping classrooms in general and special education—ROOM 206 (Facilitator: Courtney Pollock)

Presenters: Grgic, Claire, ECCO Undergraduate Student, Intervention Specialist Moderate –Intensive, Bowling Green State University

Rado, Sara, ECCO Undergraduate Student, Intervention Specialist Moderate –Intensive, Bowling Green State University

Armstrong, Maddie, ECCO Undergraduate Student, Intervention Specialist Mild-Moderate, Bowling Green State University

Abstract: Have you ever seen a child kicking and screaming in the store? What did you think? Have you ever thought this could be more than a discipline problem? Maybe this child has a sensory processing disorder and may be experiencing a sensory overload. Have you ever thought about why this could be happening? We will be looking into what it is like to have a sensory disorder and helping you to see through a child's eyes. Interactive and fun activities will get you thinking about incorporating sensory integration in the classroom. So come and stimulate your senses!

Assessing Students: Grades, Social Promotion, and Passion—ROOM 355 (Facilitator: Eric Schneider)

Grading in Schools (15 minutes)—ROOM 355

Presenter: Betts Emily, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: In this presentation I will be looking at the grading systems of the countries that do the best academically (Finland, China, England) and comparing them to the grading system in America. In doing so I wish to understand not only the cultural and academic the differences in grading but also what does and doesn't work for those countries and why. Hopefully in the end I will discover some changes that can be made to the American way of looking at grades that can be adapted in our schools. But if not it will be interesting just to see these differences.

Session 4 (1:45-2:45) -- CONFERENCE SCHEDULE

Disservice to Students: Passing Students on to the Next Grade Level (15 minutes)—ROOM 355

Presenter: Schmidt, Zachary, ECCO Undergraduate Student, AYA Social Studies, Bowling Green State University

Abstract: In my research I use various sources to try and view the flaws with school systems that continuously pass students with reading and learning disabilities through grade levels. In this I have found that reading and learning disabilities also correlate with apathy and drop outs. With the information I have obtained and expanded upon, I intend to show how schools are serving as a disservice to students by just passing them on to the next grade levels and above knowing and not reporting their shortcomings in reading and writing which will eventually effectively make them an apathetic student with a higher chance of dropping out. Using pictures and text I hope to show the effectiveness on what we could be doing differently as educators to ensure students do not fall through the cracks and develop the necessary tools they need to become effective students. While there is not a given answer on how to combat this, the research I have done and provided will hopefully offer a few different ways on how educators could help change this ever-growing problem.

Life Doesn't Give "A"s (30 minutes)—ROOM 355

Presenter: Boehm, Casey, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: Are we actually learning in school, or are we just working for the "A"? Grades and test scores have become driving factors in classrooms, but there should be more to school than just grades. What if we focused on our students' passions? How could classrooms run differently if we incorporated the interests of students? Take a look at schools that do just that and see how they successfully implement these unique programs. Passion-driven learning requires passionate teachers. As Albert Einstein said, "It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Innovative Sequence of Instruction, Part 1 (participants encouraged to attend this session and Part 2, during the session following this one)—ROOM 201 (Facilitator: A.J. Graber)

Presenters: Busdeker, Nicole, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University
Caldarea, Tommy, ECCO Undergraduate Student, AYA Integrated Social Studies, Bowling Green State University
Tabesh, Kristen, ECCO Undergraduate Student, Middle Childhood Education Language Art/ Reading and Social Studies, Bowling Green State University
Eldred, Bratche, ECCO Undergrad student, AYA Mathematics, Bowling Green State University
Flack, Alyse, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University
Bixler, Alison, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: We will inquire about mastery learning and how it can be applied instructionally in the classroom. From there, we will delve into different possibilities for matching students with students, and also students with teachers, to enhance learning productivity. We will look into various assessments to ensure that the pairs will be efficient. Pairing teachers and students based on learning styles, and mixing age groups will be the focus of our research. Then we will look into innovative teaching methods by looking deeper into the method of reverse chronology teaching of social studies. Lastly, we will focus on the ways that several schools have included sustainability into their curriculum. We will take a look at the benefits students receive in a school environment that has this type of curriculum style.

CONFERENCE SCHEDULE -- Session 4 (1:45-2:45)

Psychology and Schools—ROOM 359 (Facilitator: Connor Goodpaster)

Psychology in the Classroom (15 minutes) —ROOM 359

Presenter: Watson, Daniel, ECCO Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University

Abstract: The aim of this essay is to assess the potential benefits and possible downsides of having educators increase their time at a University in order to include more Psychological studies of the age group they will be teaching. This will be done by conducting interviews with Teachers and Psychology professors at Bowling Green State University to see where current professionals stand on the idea, as well as analyzing multiple scenarios in which the aid of a psychologist may prove beneficial to alleviate problematic situations. All elements considered, the point of this paper is to evaluate if further psychological studies for educators can create a more effective learning environment for their students, as well as providing educators with more autonomy to decide the best way to teach their class.

Why Cliques Develop In Middle School and What Outcomes Come From These (15 minutes)—ROOM 359

Presenter: Braun, Riley, ECCO Undergraduate Student, Bowling Green State University

Abstract: What I will be talking about is how students in middle school first start to separate and create different social groups. Also I will talk about how these groups will affect the social behavior of the students and how it affects them mentally.

All Time Low (30 minutes)—ROOM 359

Presenter: Slusher, Sami, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University.

Abstract: Unless you are a Vulcan, we all have emotions. However, we tend to ignore our feelings even when we hit rock bottom. With rates of teen suicide and other mental health issues on the rise, teachers and peers need to be more aware of these issues. We also expect students who are suffering to act like nothing is wrong. How does this affect students in school and other aspects of their lives? In this presentation we will address the statistics of depression among teenagers. We will delve deeper into the why we experience depression and why other people are more at risk for depression than others. We will also find resources for teachers, peers, and depression sufferers.

BREAK

2:45pm-3:00pm (15 minutes)

SESSION #5

3:00pm-4:00pm (1 hour)

Roundtable: After School Hours: The Teaching Profession—ROOM 206 (Facilitator: Nichole Provonsil)

Presenters: McClure, Alyssa, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

McGory, Kaitlyn, ECCO Undergraduate Student, AYA ILA Education, Bowling Green State University

Thompson, Vanessa, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: This roundtable will involve discussion about the teaching profession itself and the lifestyle that teachers are able to abide within. Specifically we would like to discuss the benefits of teachers holding second jobs and also the restrictions of second job choices for teachers. We would also like to discuss the contractual stipulations upon teachers in their personal lives, particularly the kinds of limitations on their personal choices outlined in their teaching contract. We want to get to the heart of the control teachers have over their personal life decisions in regards to their contract. We want to discuss the reasons some teachers may need to have a second job and talk about if they are limited in any way.

Session 5 (3:00-4:00) -- CONFERENCE SCHEDULE

Roundtable: Teacher Ignorance—ROOM 209 (Facilitator: Nico Pinchak)

Presenter: Koenig, Hannah, ECCO Undergraduate Student, Intervention Services Mild/Moderate, Bowling Green State University

Abstract: There has been a trend in education lately that focuses on finding the best way to teach and having all teachers use that method. Education today values clean cut; standardized methods to teaching that give clear pass or fail results. Teachers are required to gain passing results with out regard to the effect that it has on students. Often, teachers are not asked to look at other teaching methods rather to follow along in the textbook and make sure tests are passed. This presentation will explore the following questions: Where does “the right way to teach” come from? Who are the deciding forces in the “right way to teach”? Where do teacher preparation programs get their information? How does not exploring other options affect pre-service teachers? How does “the right teaching method” affect students?

The Effects of Popular Culture such as Media on Adolescents between 4th thru 12th grade—ROOM 205 (Facilitator: Caleb Nicholas)

Presenters: Myers, Leah, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.
Devore, Adrienne, ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University.
Ridley, Kalon, ECCO Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University.

Abstract: We would like to look at the effects of popular culture in media such as athletic figures, musicians, movies, television shows, actors/actresses, and comedians. By looking at these people we would like to infer the negative impacts on adolescents between fourth thru twelfth grade. We would like to create a video of pictures, videos, magazine articles: do a voice over to explain the effects. We will look at negative role models such Miley Cyrus, Justin Bieber, Colin Kaepernick, Chris Brown, South Park, ect.. The visual for the audience besides the video will be a prezi presentation. This will virtually show everyone what we are talking about and who we talking about just in case they may not be familiar with the people or the game that we are discussing.

Skill-Building Workshop: “LD- Lazy and Dumb?”—ROOM 203 (Facilitator: Tiffany Shaffer)

Presenters: Pollock, Courtney, ECCO Undergraduate Student, AYA English Education, Bowling Green State University
Rowe, Cathy, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University

Abstract: During this work shop participants are going to be presented with an opportunity to experience what it is like to be learning disabled. During the course of the work shop the audience will be asked to do tasks that will make them feel frustration, anxiety, and tension. And some simple ways to help eliminate these feelings. These three emotions are what a child with a learning disability go through every day. We hope to bring to light the truth that a child with a learning disability is not lazy and dumb, but a just a child that needs an environment conducive to learn for him/her. Putting yourself in a child’s shoes that has a learning disability will provide you with some understanding about what it is like. We hope that you walk out of our work shop with some skills to help you work with your student, child, or friend.

CONFERENCE SCHEDULE -- Session 5 (3:00-4:00)

School Safety Throughout the Years—ROOM 363 (Facilitator: Jamie Armstrong)

Presenters: Scarmack, Rachael, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University
Street, Sydney, ECCO Undergraduate Student, AYA Education, Bowling Green State University
Watts, Jessica, ECCO Undergraduate Student, AYA Education, Bowling Green State University

Abstract: This presentation is about where school safety came from, where it is at now, and where it is going. It will hit all kinds of safety such as outside of schooling safety that can affect the school's safety to inside safety such as bullying. The presentation will further talk about previous programs and current preparations that the schools do now and in the past to promote student involvement and teacher awareness. Likewise, it will talk about what teachers can do in the future to promote school safety. Such programs include that of the ALICE program, which stands for Alert, Lockdown, Inform, Counter, and Evacuate.

Roundtable: Bad Teachers: Keeping Their Jobs and Stealing the Spotlight—ROOM 359 (Facilitator: Eric Schneider)

Presenters: Davenport, Bryce, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University
Schumacher, Maria, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: Although there are many great teachers, there are some who are not at all good at what they do. If these teachers are not effectively educating students, why do they get to keep their jobs? The answer to this is tenure. Should tenure be based on the Ohio Teacher Evaluation System (OTES)? Should it be based on merit? These teachers who are deemed "bad teachers" put the teaching profession in a bad light. The media focuses on them instead of the amazing things that the great teachers are doing. How can we make a difference in the media and put teachers in a more positive light? Come discuss why these teachers get to keep their jobs and why they put the teaching profession in a negative light.

Roundtable: Technology in the Classroom—ROOM 355 (Facilitator: James Reece)

Presenters: Thomas, Robin, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University
Cox, Caitlin, ECCO Undergraduate Student, Adolescent/Young Adult, Language Arts, Bowling Green State University

Abstract: We will make a presentation about the positives and negatives of using technology in the classroom. Robin will introduce the positive effects of computers and tablet devices within high school classrooms and I will display the negative effects and possible consequences of including technology in the classroom.

Roundtable: Parts of an Effective Teacher—ROOM 347 (Facilitator: Nicole Brewer)

Presenter: Smart, Aaron, ECCO Undergraduate student, Middle Childhood Education, Bowling Green State University

Abstract: Do you know what the best teacher looks like? I don't! In this discussion, we will talk about what makes a teacher a better/effective teacher. We as future educators need to know what an effective teacher looks like. Once we discuss and make a teacher it should be one that we want to model. In addition to this discussion, we will be talking about Merit Pay and whether it helps/hinders a teacher in their performance. We will take all the best parts of teachers that make them effective and make one of our own. So let us come together and "build" what an effective teacher looks like!

Session 5 (3:00-4:00) -- CONFERENCE SCHEDULE

Innovative Sequence of Instruction, Part 2 (participants encouraged to attend this session and Part 1, during the prior session)—ROOM 201 (Facilitator: Tony Johnson)

Presenters: Busdeker, Nicole, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University
Caldarea, Tommy, ECCO Undergraduate Student, AYA Integrated Social Studies, Bowling Green State University
Tabesh, Kristen, ECCO Undergraduate Student, Middle Childhood Education Language Art/ Reading and Social Studies, Bowling Green State University.
Eldred, Bratche, ECCO Undergrad student, AYA Mathematics, Bowling Green State University
Flack, Alyse, ECCO Undergraduate Student, Inclusive Early Childhood, Bowling Green State University
Bixler, Alison, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: We will inquire about mastery learning and how it can be applied instructionally in the classroom. From there, we will delve into different possibilities for matching students with students, and also students with teachers, to enhance learning productivity. We will look into various assessments to ensure that the pairs will be efficient. Pairing teachers and students based on learning styles, and mixing age groups will be the focus of our research. Then we will look into innovative teaching methods by looking deeper into the method of reverse chronology teaching of social studies. Lastly, we will focus on the ways that several schools have included sustainability into their curriculum. We will take a look at the benefits students receive in a school environment that has this type of curriculum style.

BREAK

4:00pm-4:15pm (15 minutes)

SESSION #6

4:15pm-5:00pm (45 minutes)

“Don’t Drink the Water”: Fitting in and Navigating an Institution’s Culture (30 minutes)—ROOM 209 (Facilitator: Caleb Nicholas)

Presenter: Blake, Caitlin, M.A., Area Coordinator, Oberlin College

Abstract: Based on the article “Don’t Drink the Water” by E.J. Whitt, the presenter will explore the challenges of coming in to a new place or work environment and what is necessary to succeed, thrive, and fit in to a new culture, whether that is grad school, a school for field placement, or a future employer. This is applicable to everyone who plans to work or teach in any type of school or institution. Those who attend will leave with a list of things to think about and do as they choose their next job or further their education in graduate school.

Evolution Vs. Creationism: Why Not Both? (30 minutes)—ROOM 205 (Facilitator: Bridget Kristof)

Presenter: Burkholder, Nathan, ECCO Undergraduate Student, Adolescent to Young Adult Integrated Science Education, Bowling Green State University

Abstract: Philosophers and children alike have asked the question: where did we come from anyway? There are two theories that attempt to answer this question, evolution and creationism. The American public school system only sees one of these theories as a viable answer, and that is evolution. Contrary to popular belief, it is not impossible to have both of these theories taught in the classroom together. This presentation will encompass around student choice because students should be able to make their own choices, helping them later in life to make difficult decisions. The idea of intelligent design, or scientific creationism, will also be introduced as another option for creationism. In the end, it comes down to the student and what will benefit them the most.

CONFERENCE SCHEDULE -- Session 6 (4:15-5:00)

Impact of Media, Lighting and Color on Students in the Classroom—ROOM 203 (Facilitator: Caleb Wyse)

How Color and Lighting Affects Students in the Classroom (15 minutes)—ROOM 203

Presenter: Kati Stupka, ECCO, Undergraduate Student, AYA ILA Education, Bowling Green State University.

Abstract: I believe that lighting and colors inside the classroom of any age group is very important for learning, productivity, and brain development. I have done some research and read many essays and experiments on the subject and I am going to present the theories about color and lighting in the classroom in my presentation. I would like to do an experiment of my own on the subject in the future. The purpose of my presentation is to show those who normally wouldn't think of lighting and color as a big deal in the classroom how important natural lighting and specific colors are to the development and productivity of every student, regardless of the setting and age group.

How the Media Affects our Students (30 minutes) —ROOM 203

Presenters: Gaige, Melissa, ECCO Undergraduate Student, AYA Language Arts, Bowling Green State University

Goeglein, Derek, ECCO Undergraduate Student, AYA Social Studies, Bowling Green State University

Abstract: While most teachers are worried about what influences their students while they are in the classroom or in their family lives it is often overlooked how something like the media can effect how our student act in the classroom. This interactive discussion will cover common commercials, music videos, and other media in our student's everyday lives that might have more influence on our students then their home lives do. These images are scene by our students everyday and whether we like to admit it or not they can change how our students will end up interacting with us. Join us for a discussion on what these effects actually are.

Creativity Constrained—ROOM 201 (Facilitator: Alyse Flack)

The Limitation of the Teacher: A Creativity Restraint (15 minutes)—ROOM 201

Presenter: Lamorelle, Eric, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: I will explain a few rules in the field of teaching that are concerning to me as a future teacher, and I will explain how the rule came into play, and why it should change (for each example given). I will then try and propose a solution.

Class Creativity—ROOM 201

Presenter: Lanier, Annie, ECCO Undergraduate Student, Middle Childhood Education, Bowling Green State University

Abstract: This presentation explains the problems with the traditional classroom and how to properly adjust the environment in a way so both the students and the instructor can benefit. The idea is to defy the expectations in what one thinks of a classroom and have a classroom set up in a non-traditional way that stimulates the student's five senses and promotes productivity within the classroom. Taking into consideration the limitations and dilemmas many teachers face everyday in their classroom the "alternative" classroom recognizes all of the learning styles a teacher's class will possess and not the majority of auditory learners that traditional classrooms are designed to recognize.

From Student Perspectives: Deaf Students and Athletes—ROOM 363 (Facilitator: Aaron Smart)

Deaf Culture: Being a Deaf Student Versus Being the Teacher of Deaf Students (30 minutes)

Presenter: Matos, Joshua, ECCO Undergraduate Student, Intervention Specialist- Moderate to Intensive, Bowling Green State University.

Abstract: In education, communication is one of the most important factors. There are those out there, however, that are not heard. How do they get their point across? How do they get the education they deserve? Are they treated fair? What about the teachers as well? How do they feel? What can they do to improve themselves and their skills? This presentation will touch upon these questions as well as others. The presentation will conclude with discussion on the subject.

Session 6 (4:15-5:00) -- CONFERENCE SCHEDULE

Overworking Our Student-Athletes (15 minutes)—ROOM 363

Presenter: Leeth, Nick, ECCO Undergraduate Student, Early Childhood Education, Bowling Green State University

Abstract: The discussion of how athletic teams push student-athletes too hard to excel in a sport, rather than exceed in the classroom. Student-athletes are forced to practice two hours after school for their sport, and continue to learn and have time to do all the homework that their nonparticipating classmates are expected to do. Hectic work schedules and strenuous physical activity are all a part of a student-athletes life that other traditional students may not encounter.

Roundtable: Are You Really Good Enough to Teach?—ROOM 355 (Facilitator: Anne Kessing)

Presenter: Pinchak, Nico, ECCO Undergraduate Student, Business and Marketing Education, Bowling Green State University.

Abstract: Are YOU really what's best for our children in the classroom? Some would argue that you're not. Increasingly education reform efforts are focusing on the teacher and the programs that prepare them for the classroom. But who are the people being attracted to these programs? Education is fast becoming more and more crucial in today's society. This makes the teacher equally if not more important than the content they instruct. Mentoring other people's children is a responsibility which requires a high level of maturity and selflessness. Dr. Martin Haberman would argue that most people who wish to pursue a career as a teacher are doing so for the wrong reasons and with unrealistic expectations. Join us for an academic discussion on what kind of person it takes to truly be a superb teacher and whether or not we're among them.

Labeled with Learning Disability the Long Term Effects—ROOM 206 (Facilitator: Courtney Pollock)

Presenter: Sobeck, Holly ECCO Undergraduate Student, Inclusive Early Childhood Education, Bowling Green State University

Abstract: This is a look into what happens after high school to students with learning disabilities. What supports are there available for these students in college. How a learning disability can affect them for the rest of their lives and what educators are doing to help these students become successful for their lifetime.

Are We Addressing Student Needs?—Arts, Food, and Technology—ROOM 347 (Facilitator: Tiffany Shaffer)

The Importance of the Arts in Education (15 minutes)—ROOM 347

Presenter: Worstell, Hunter, ECCO Undergraduate Student, Adolescent Young Adult Education, Bowling Green State University

Abstract: I have always been quite interested in the arts, for they are some of my favorite things to study in school. This love led me to think more about the topic, specifically how the skills you acquire while learning the arts could affect how well you do in school testing. This is an exploration into the arts, where I will be seeking answers for things like "what is the real benefit of the arts" and "do kids do better while taking art classes".

Are we misleading students and their food choices? (15 minutes)—ROOM 347

Presenter: Schneider, Eric, ECCO Undergraduate Students, Integrated Social Studies Education, Bowling Green State University.

Abstract: Does there exist a difference between what teach students as ideal diet and what is actually best for them? Also do school lunches satisfy the nutritional needs of children, or does it conflict with what we tell them is best for them? Through the many changes that the United States Department of Health and Human Services have made in their dietary recommendations, which changes have been recognized as supplemental and which have been detrimental to our diets. But do these recommendations correspond with what we give them in the lunchroom? This does not discuss quality of school lunches for taste, but purely for nutritional content and how it satisfies the hunger and nutritional needs of the children that depend upon the meals for nourishment day in and day out.

CONFERENCE SCHEDULE -- Session 6 (4:15-5:00)

The Digital Craze: Is Technology Really Beneficial in the Classroom? (15 minutes)—ROOM 347

Presenter: Garthrite, Alexandra, ECCO Undergraduate Student, Middle Childhood, Bowling Green State University

Abstract: In the recent years, there have been several advances in technology. In turn, electronic devices, such as tablets and smartphones, have become more and more of a staple in people's everyday lives. Because of this surge in the use of technology, electronic devices are also being found in an increasing number of classrooms, with the intent of them being used for "educational purposes". For my ECCO Conference, I plan to explore the benefits, drawbacks, and effects of using technology in an attempt to see if technology is truly helpful and needed within the classroom.

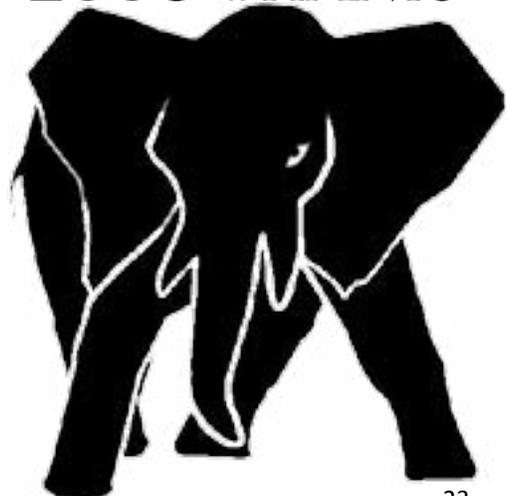
Inclusion/Exclusion--ROOM 359 (Facilitator: TBD)

Presenter: Thrams, Stephanie, ECCO Undergraduate Student, Intervention Specialist, Bowling Green State University

Abstract: I will talk about how classrooms can use inclusion in the classroom, but I'd like to expand on that and talk about how inclusion is not always the answer. I will discuss specific cases where inclusion seems to help the students and cases where it does not. I will talk about how teachers should be able to adapt to either situation and explain the modern day roll of special education and compare it to how it was prior to inclusion. I will directly relate this to my experiences that I have had through field placement and through other programs I have been a part of and show how these relate to the current facts about inclusion and exclusion. I specifically want to address listeners that are not in special education or inclusive early education. I believe that incoming teachers do not necessarily realize how many special education students they will get even in regular education classrooms. I am hoping to inform these incoming teachers of this through my presentation.

**Thank you for participating in the
5th Annual ECCO Conference at BGSU!**

ECCO-PHANTS



INTERESTED IN ECCO?

Take education classes to prepare you for how to teach.
Take content classes to prepare you for what to teach.
Join ECCO to prepare you for who you will be teaching.

ECCO at BGSU

The Educators in Context & Community (ECCO) learning community, located in McDonald, is for all education majors that want to distinguish themselves from the thousands of graduating teachers who annually enter a highly competitive job market. ECCO is considered to be one of the most progressive and promising teacher preparation programs in the country.

ECCO was originally funded in 2001 by a grant from the U.S. Department of Education and was named PCC (Partners in Context & Community). It had one sole purpose: to prepare urban-ready educators. We have expanded that urban-ready focus to include rural and suburban.

We have learned that preparation for students in urban settings may not be adequate preparation for other students in other contexts. So, we have added a variety of experiences and study in a variety of contexts to support members in acclimating to different communities.

ECCO is about three-dimensional teaching and learning. We focus on culturally competent, comparative, and context-based teaching and learning. It's time to "get real"--real experience in real classrooms and communities.

What's the Difference

BGSU's teacher preparation program is one of the top in the country. ECCO takes it up another notch.

In ECCO, you will do everything every other education majors does, but you will be challenged to do more field placement hours and service, take additional context-focused classes, and participate in more professional development and social activities.

But you will also be supported to meet these challenges--with
24



dedicated faculty whose offices are in your residence hall, with constant contact with upperclassmen who have been where you are, and with Supervising Teachers in the schools who want to bring up the next generation of educators. We want you to develop socially and emotionally, not just technically, for real world teaching.

ECCO is comprehensive: we link and overlap where you live with what you're studying, real world experience with research and inquiry, and rigorous career preparation with long, philosophical conversations late into the night.

Field Placements Start Immediately

Unlike other teacher preparation programs, ECCO begins your first semester in college and progresses through graduation and jumpstarts you into your career. Beginning the third week of classes, you will enter a real classroom and work alongside experienced teachers and their students.

As you progress in ECCO, you will gain experience in three contexts--urban, rural, and suburban communities. You will start outside your comfort zone (unlike the community you grew up in). You will spend a semester in

each context area, and then choose a context concentration area during your second year to be your focus through graduation.

It is not uncommon for our supervising teachers to put you to work one-on-one or in small groups with students within minutes of walking in the door. Many ECCO members are teaching lessons by the end of the semester. You will do this every semester you are in ECCO, gaining more and more experience in real classrooms and learning how real teachers deal with the day-to-day work of teaching.

Seven Commitments of ECCO

- 1 Residence in McDonald Hall (at least) for First Year members
- 2 Payment of a \$275 participation fee per semester (decreasing after the first year) to cover additional programming costs. This fee has not changed since 2003
- 3 Completion of an annual FBI and BCI&I criminal background check (additional cost)
- 4 Engagement in 50-hour field placement experience each semester, and choose a context concentration area during your second year
- 5 Enrollment in the one-credit Seminar course (RESC 4700C) each semester
- 6 Participation in at least one social, one service, and one professional development activity per semester. And, be active in a ECCO "house."
- 7 Presentation at the annual ECCO Conference

What We Offer:

- > A comprehensive and developmental program that uses best practices and current research
- > Small classes and low student-to-teacher ratio. ECCO staff offices are located in Kohl Hall
- > Member-driven programming and decision-making that integrates individual, educational, community, and professional goals
- > Local, regional, and national clinical trips to urban settings (e.g., rural Kentucky for Fall Break 2013 and Oklahoma City for Spring Break 2014)
- > Social and emotional preparation for the teaching profession
- > The opportunity to develop friendships which will sustain you through college and those challenging first couple years as a new teacher
- > One-on-one career counseling and preparation

MAP OF EDUCATION BUILDING MEETING ROOMS

Third Floor



Conferences Meetings
Rooms--Saturday:

- 347
- 351
- 355
- 359
- 363

Second Floor

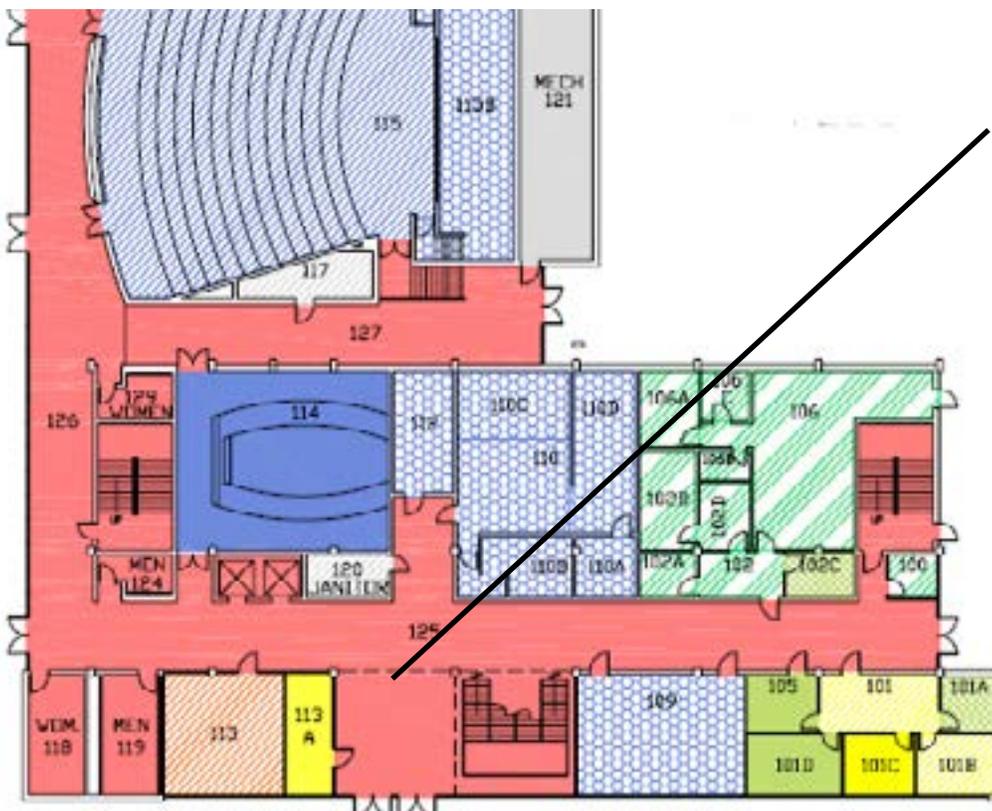


Conference Office
218

Conferences Meetings
Rooms--Saturday:

- 201
- 202
- 203
- 205
- 206
- 209

First Floor



Check-In Table

Conferences Meetings
Rooms--Saturday:

- 114

SCHEDULE AT A GLANCE

FRIDAY, MARCH 21 2014

- 6:30pm-8:15pm KEYNOTE ADDRESS: DR. MATTHEW R. KUTZ
The Dorothy & Lillian Gish Theatre, Hanna Hall
First Floor
- 8:15pm-8:30pm RECEPTION
Hanna Hall, First Floor
- 8:30pm-11:00pm DOCUMENTARY SCREENING: *INDOCTRINATION: PUBLIC
SCHOOLS AND THE DECLINE OF CHRISTIANITY IN AMERICA*
with DISCUSSION TO FOLLOW
The Dorothy & Lillian Gish Theatre, Hanna Hall
First Floor

SATURDAY, MARCH 22, 2014

- 8:15am-9:00am CHECK IN
Education Building, Lounge Space, First Floor
- 9:00am-10:00am SESSION #1
Various rooms in Education Building
- 10:00am-10:15am BREAK
- 10:15am-11:45am SESSION #2
Various rooms in Education Building
- 11:45am-12:30pm LUNCH
On your own--on- or off-campus
- 12:30pm-1:30pm SESSION #3
Various rooms in Education Building
- 1:30pm-1:45pm BREAK
- 1:45pm-2:45pm SESSION #4
Various rooms in Education Building
- 2:45pm-3:00pm BREAK
- 3:00pm-4:00pm SESSION #5
Various rooms in Education Building
- 4:00pm-4:15pm BREAK
- 4:15pm-5:00pm SESSION #6
Various rooms in Education Building

Those Who Can **DO**
accept the world as it is
Those Who Cannot
Teach --Nina Poole, PCC

To learn more about ECCO, contact
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