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Educators in Context & Community Conference

Conference Programs, 2011-2018

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## 2012 Urban Education Conference Program

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

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# urban education conference

Artwork by Todd Berman (2009). "Substitute teacher artists." Retrieved from <http://www.flickr.com/photos/theartdonist/op/419082770/>

**Friday and Saturday  
March 23-24, 2012**

**Paul J. Olscamp Hall  
Bowling Green State University, Bowling Green, OH**

**Sponsored by Educators in Context & Community Learning Center (ECCO),  
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP),  
the School of Teaching & Learning, College of Education & Human Development,  
and Coca-Cola**

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## PURPOSE

The Urban Education Conference is an integral part of the annual Educators in Context & Community (ECCO--formerly PCC) Learning Community program. 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 urban settings. ECCO members identify an authentic question that comes from their own experience and take responsibility for using various research methods to learn more about and locate solutions and answers to their questions.

The Urban Education Conference is the result of a service-learning experience which combines 50-hour field placement experiences in urban settings (primarily in Toledo Public Schools) with a BGSU course (RESC 4700C) which focuses on issues related to teaching and learning in urban settings.

This is the third year of the Urban Education Conference, and undergraduates will be presenting alongside University faculty, graduate students, professional teachers, and administrators to learn from each other the complexities of the urban education experience.

## CONFERENCE DESCRIPTION

In addition to the Friday night Keynote Address by renowned scholar and education activist Dr. Michael Klonsky and the showing of the *Louder Than A Bomb* documentary and following panel discussion, the 2012 Urban Education Conference will provide on Saturday 5 sessions of presentations, each varying in length (Session 1 and 2 are 1 1/4 hours, Session 3, 4, and 5 are 1 hour) with 5-6 breakout sessions within each session.

There will be 27 breakout sessions total, with 105 presenters--nearly 75% of which are undergraduate students. Sessions will include paper presentations, interactive experiences, and discussions. There is also a panel discussion over the lunch hour.

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 on the first floor of Olscamp Hall to pick up their nametags, lunch tickets, etc.

## CONTACT INFORMATION

To learn more about ECCO, contact  
Dr. Patrick Vrooman  
Director of Educators in Context & Community  
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Special thanks goes to the  
Conference sponsors:

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

**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** at BGSU which enhances educational opportunities for students in high poverty-level schools through school restructuring, professional development for teachers and direct services to students. BGSU GEAR UP works in partnership with Toledo Public Schools, East Toledo Family Center, and the University of Toledo to encourage academic success and improve retention and graduation rates.

**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 (Olscamp 101, Friday, March 23, 6:30pm):**

***Dr. Michael Klonsky***

***“Public Schools--An Endangered Species”***

***DePaul University & Small Schools Workshop***

Michael Klonsky, Ph.D., teaches in the College of Education at DePaul University in Chicago. He currently serves as the national director of the Small Schools Workshop and on the national steering committee of Save Our Schools (SOS).

Dr. Klonsky is a teacher educator who has spoken and written extensively on school reform issues with a focus on urban school restructuring. His book (co-authored with Susan Klonsky), *Small Schools: Public School Reform Meets the Ownership Society* (Routledge, 2008), is a critique of top-down school reform and the push towards privatization of public schools.

He is also the author of *Small Schools: The Numbers Tell a Story* (University of Illinois Small Schools Workshop) and co-author of *A Simple Justice: The Challenge for Teachers in Small Schools* (Teachers College Press, 2000).

He has served as a member of the National Advisory Council on Youth Violence and is past president of the



board of *Catalyst*, Chicago's school-reform journal.

Dr. Klonsky has also written extensively on the history and progress of school reform and has assisted teachers and community groups in starting dozens of new small schools and in the restructuring of many large, traditional high schools.

His work is profiled at <http://klonsky.blogspot.com/>

His SmallTalk blog can be found at <http://michaelklonsky.blogspot.com/>

Email: [smallschoolsworkshop@yahoo.com](mailto:smallschoolsworkshop@yahoo.com)

Michael & Susan Klonsky will be participating throughout the



Conference--on the two panel discussions as well as attending sessions. Their books will also be available for sale at the conference.

## **A SPECIAL THANK YOU TO--**

- All the volunteer Room Facilitators
- Cindy Hendricks for moral and financial support
- Brad Colwell (Dean) for moral and financial support
- School of Teaching & Learning Staff, especially Wendy Walston-Vaughn and Lorie Morelock
- GEAR UP staff—including John Fischer, Amanda Vrooman, Britta Moelders, Susan Rader, Amanda Reiter, and Mariam Mkumbwa
- PCC staff—including Patrick Vrooman, Reggie Shouse, and Becky Lindner
- PCC Advisory Board—Lessie L Cochran, Cindy Hendricks, Judith Jackson May, Faith K Olson, Tim Murnen, Sansanee Ohlson, Richard Oldrieve, Penny Soboleski, and Christina DeAmicis
- All the presenters, including undergraduates, graduates, faculty, teachers, and administrators
- Coca-Cola for its support of beverages for the conference

# THANK YOU

**VIEWING (BTSU Theatre, Second Floor, Friday, March 23, 8:30pm):**

## **Louder Than A Bomb**

**Greg Jacobs & Jon Siskel, directors**

*Louder Than a Bomb* is a film about passion, competition, teamwork, and trust. It's about the joy of being young, and the pain of growing up. It's about speaking out, making noise, and finding your voice.

It also just happens to be about poetry.

Every year, more than six hundred teenagers from over sixty Chicago area schools gather for the world's largest youth poetry slam, a competition known as "Louder Than a Bomb". Founded in 2001, Louder Than a Bomb is the only event of its kind in the country—a youth poetry slam built from the beginning around teams. Rather than emphasize individual poets and performances, the structure of Louder Than a Bomb demands that kids work collaboratively with their peers, presenting, critiquing, and rewriting their pieces. To succeed, teams have to create an environment of mutual trust and support. For many kids, being a part of such an environment—in an academic context—is life-changing.

Directed by Greg Jacobs and Jon Siskel, *Louder Than a Bomb* chronicles the stereotype-confounding stories of four teams as they prepare for and compete in the 2008 event. By turns hopeful and heartbreaking, the film captures the turbulent lives of these unforgettable kids, exploring the ways writing shapes their world, and vice versa. This is not "high school poetry" as we often think of it. This is language as a joyful release, irrepressibly talented teenagers obsessed with making words dance. How and why they do it—and the community they create along the way—is the story at the heart of this inspiring film.

*Louder Than a Bomb* premiered at the 2010 Cleveland International



Film Festival, where it won both the Roxanne T. Mueller Audience Choice Award for best film and the Greg Gund Memorial Standing Up Film Competition.

Since then, the film has won audience awards at the Palm Springs, Chicago, Philadelphia, Wisconsin, Salem, St. Louis, Milwaukee, and Woods Hole film festivals, as well as jury prizes at the Austin, Chicago, Woods Hole,

Ashland, and Virginia film fests. The film also won the 2011 Humanitas Prize for documentaries. *Louder Than a Bomb* was selected for the 2011 American Documentary Showcase, which was created by the U.S. State Department to "cultivate greater understanding among people around the world." The film had its television premiere in January 2012 as part of the Oprah Winfrey Network's "OWN Documentary Club."

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### ***The Four Teams***

**NATE** -- For Nate, poetry is identity. The son of two recovering drug addicts on Chicago's far South Side, Nate was identified as gifted at an early age, and became an academic prodigy in a neighborhood where incarceration is more the norm. In ninth grade, he reached a crossroads, forced to choose between his two loves—basketball and poetry. He chose poetry, and has never looked back. Now a senior, Nate has to take an inexperienced Whitney Young Magnet High School (most famous alum: Michelle Obama) team under his wing, and carry it on his shoulders. An accomplished rapper as well as a poet, Nate also wrote and performed five of the songs on the film's soundtrack.

**NOVA** -- For Nova, poetry is therapy. Half-Indian, half-African-American, her cool exterior and thousand-watt smile conceal a tumultuous upbringing. Estranged from her father, she has little time for teenage things—she's an honors student at Oak Park/River Forest High School (most famous alum: Ernest Hemingway), works bagging groceries on weekends, and helps her mom take care of her 12-year-old brother, Cody, who suffers from a combination of Fragile X Syndrome, autism, diabetes, and seizure disorder. A three-year "starter" for slam powerhouse Oak Park/River Forest High School, Nova views the team as a respite from the burdens of everyday life, and poetry as a

vehicle for expressing the anger and vulnerability she's otherwise forced to suppress.

**ADAM** -- For Adam, poetry is community. His passion for writing—and evident talent—make him one of the most popular performers at LTAB, and with his ponytail and beret, he definitely looks the part of a poet. Yet he's anything but a tortured artist. Instead, he's a disarmingly sweet kid, with a stable, loving family to match. A senior at Northside College Prep, one of the best public high schools in the country, Adam is the star of an already strong squad, the most gifted writer on a team of gifted poets. But while he and his teammates come from a world very different from that of many of their counterparts, their combination of skill, self-awareness, and enthusiasm puts them at the center of the LTAB community.

**THE STEINMENAUTS** -- For the team from Steinmetz Academic Centre—Lamar, Kevin, Jésus, Big C, and She'Kira—poetry is family. A poor performing, working class school on Chicago's far West Side (most famous alum: Hugh Hefner), Steinmetz typically has little to boast about. Yet against all odds, their slam team, in its first year, won the 2007 competition. Entering this year, they're determined to repeat, and—more importantly—to prove that their victory was no fluke. But will the unfamiliar pressure of high expectations, and the personal conflicts that come with success, derail their dreams?

# **CONFERENCE SCHEDULE -- Keynote-Session 1**

**FRIDAY, MARCH 23, 2012**

**6:30pm-8:15pm            KEYNOTE ADDRESS**

**Olscamp Hall 101A**

***"Public Schools--An Endangered Species"***

Michael Klonsky—National Director of the Small Schools Workshop, and teaches in the College of Education, DePaul University in Chicago

**8:15pm-8:30pm            MOVE TO BTSU THEATRE**

**Union 206—Theatre—Second Floor, Bowen-Thompson Student Union**

**8:30pm-10:30pm        *LOUDER THAN A BOMB***

**DOCUMENTARY with PANEL DISCUSSION TO FOLLOW**

**Union 206—Theatre—Second Floor, Bowen-Thompson Student Union**

**Facilitator: Nancy Patterson, Ph.D., Associate Professor, Social Studies Education, School of Teaching & Learning, BGSU**

**SATURDAY, MARCH 24, 2012**

**8:30am-9:00am            CHECK IN**

**Olscamp Hall, Hallway outside Room 106, First Floor**

**9:00am-10:15am        SESSION 1**

**Olscamp Hall, various rooms on the Second Floor**

**Arts Integration—Olscamp, Room 203**

Kelsey Smith, "The Importance of Keeping the Arts in K-12 Schools"

Nicole Brewer, "How Teachers Can Incorporate Music in Lessons"

Danielle Danaher, "The Importance of Music in Early Childhood Education"

Tim Murnen, "Process Drama: Engaging Struggling Learners in Multimodal Thinking"

**Inclusion and Students with Special Needs—Olscamp, Room 224**

Michelle Renollet, "Effectiveness of Inclusiveness in the Classroom"

Jessie Kager, "Include the Excluded"

Katie Steuer, "How to Handle Students with Disabilities that are Not Diagnosed"

Kaylynn Cuzzolini, "I Wish I Would Have Known: The Challenges with the Inclusion Law"

# Session 1-Session 2 -- CONFERENCE SCHEDULE

## Student Bodies—in Motion and in Recess—Olscamp, Room 225

Ashley Rice, “Discovering Laughable Motions in the Classroom”  
Elizabeth Kise & Molly Ladhoff, “The History and Disadvantages of Recess”  
Jacquia Hearn, “Regular Recess Ruined”

## Reciprocal Relationships between Students and Teachers—Olscamp, Room 226

Thane Jones, “Who Teaches Who?”  
Trey Blackwell, “To Hug or Not to Hug”  
Mary Bogart, “Why Don’t Students Perform”  
Emily DeVooght, “Pipe Lines of Education”

## Early Childhood—Not Letting Students Get Behind—Olscamp, Room 227

Katlyn McCall, “Catching Students Up Who Have Fallen Behind”  
Emily Shrilla, Lauren Carter, & Maggie Budzik, “Get With the Program—Catching Students Up to Where They Need to Be”  
Maria Nar & Becky Lindner, “Why Kids Need a ‘Head Start’: The Importance of Preschool in Urban Settings”

## College Readiness in Urban Schools—Part I—Olscamp, Room 229

Toni Sondergeld, Christine Knaggs, & Jeff Griffith, “Why Do Some Students Participate in Voluntary High School College Access Programs and Others Do Not? A Cross-Case Comparison of Active and Passive GEAR UP Students”  
Christina Lunceford, Toni Sondergeld, & Elizabeth Thompson, “The Effects of GEAR UP, Socioeconomic Status, and Race on Student Preparation for College”  
Christina Knaggs, Toni Sondergeld, & Becky Schardt, “Overcoming Barriers to College Persistence for Low Income Students: The Effects of GEAR UP on College Persistence and Perceptions of College Success”

**10:15am-10:25am                      BREAK**

**10:25am-11:40am              SESSION 2**  
**Olscamp Hall, various rooms on the Second Floor**

## Teaching Students with Special Needs—Olscamp, Room 203

Allison Bass, “Autism Education”  
Letesha Gray, “Teaching the Gifted & Talented”  
Timko, Morgan, “Music Therapy in Special Education Classrooms”  
Alisha Whitesell, “Teaching Life and Job Skills to Special Needs Students”

## Schools Lunches, Waste, and Obesity—Olscamp, Room 224

Katie Crowell, “Food for Thought”  
Andrew Pfeiffer, “Healthy School Lunches”  
Kayla Patterson, “Hunger Pains: Children Being Forced to Discard Their Food at Lunch”  
Geoffrey Meek & Vandita Prasad, “Collaborative Approaches to the Obesity Crisis: Gain Waite to Lose Weight”

## Community & Parental Involvement—Olscamp, Room 225

Jennie Povenmire, “Creating Effective School-Community Partnerships in Urban Environments”  
Kristin Schnerer & Christian Mocek, “Uprooting the Status Quo: Schools as Community Centers in Toledo”  
Tressa Hutton & Erin Rabb, “Why It’s Important to Communicate with Parents”

# CONFERENCE SCHEDULE -- Session 2-Session 3

## Teaching in a Changing World—Changing Definitions, Populations, and Skills—Olscamp, Room 226

Alyse Flack, "Diversity Awareness in the Classroom"

Clair Grgic, "Technology in the Classroom"

Douglas Bell & Savilla Banister, "Integrating 21st Century Skills in the Middle School Classroom"

Tina DeAmicis, "The Micro-Urban Phenomenon"

## Maximizing Student Learning—Olscamp, Room 227

Jared Hite, "Social Studies beyond the Classroom"

Amy Poland, "Motivation for Authentic Student Learning"

Tim Murnen, "Embedded Formative Assessment: How to Really Leave No Child Left Behind"

## College Readiness in Urban Schools—Part II—Olscamp, Room 229

Jorge Chavez, Christine Englebrecht, & Ruben Viramontez Anguiano, "Gearing Up for Change: The Intersection of Race/Ethnicity for an Academic Intervention in an Urban High School"

Amanda Reiter, "College Readiness in an Urban High School: Best Practices Working with Seniors"

Britta Moelders & Amanda Vrooman, "An Urban School Reform Effort: Evidence of the Impact of Best Practices of College Access Activities to Increase College Awareness"

## **11:40am-1:05pm LUNCH**

**Olscamp Hall 101A, First Floor**

**Lunch Provided with Ticket from Registration**

## **12:15pm-1:05pm PANEL DISCUSSION**

**Olscamp Hall 101A, First Floor**

**Facilitator: Christina DeAmicis, M. Ed, Instructor, College of Education and Human Development, BGSU**

## **1:05pm-1:15pm BREAK**

## **1:15pm-2:15pm SESSION 3**

**Olscamp Hall, various rooms on the Second Floor**

### International Comparisons—Olscamp, Room 224

Mariam Mkumbwa, "How Preparing the Juniors for Close Out Has been a Challenge"

John Bergstresser, "International Educational Comparisons"

Patrick Vrooman, "American Educational Exceptionalism: Why All the Fuss about International Comparisons?"

### World Languages—Olscamp, Room 225

Vaughn Thornton, "New Technology in the Foreign Language Classroom"

Alicia Riedel, "Bridging Communication Barriers"

Brigid Burke & Eric Howard, "Kindergartners Learning French in an Urban Elementary School: Making the Case for Exploratory World Language Education"

### The Context of Teaching Students with Special Needs—Olscamp, Room 226

Taylor Baumle, "The Life of Your Average IEP"



## Session 3-Session 5 -- CONFERENCE SCHEDULE

Justin Welker, "The 'R' Word: Special Needs and the Media"  
Pearson, Emily, "The Special Education Spectrum"

### Alternative Classroom Management—Olscamp, Room 227

Kassandra Kurzhals, "Creative Discipline"  
Megan Gilliland, "ADHD Medications"  
Rachel Bertsch, "Grabbing the Bull by the Horns: Alternatives to Leaving the Classroom"

### Roundtable: Wisdom from the End of the Road: Student Teaching Versus Methods—Olscamp, Room 229

Laura Altenau, Amber Fessler, Katelynn Brewster, Julie Penrod, Melissa Snively

**2:15pm-2:25pm**                      **BREAK**

**2:25pm-3:25pm**                      **SESSION 4**  
**Olscamp Hall, various rooms on the Second Floor**

### Math Education—Olscamp, Room 224

Gabriel Matney, "Complexity of Student Mathematical Interest: A Case Study of an Urban Student's Engagement with Shape."  
Richard Oldrieve, "Achieving Math Success for All Urban Elementary School Students"

### Alternative Perspectives to Classroom Management—Olscamp, Room 225

Abby Heitkamp, "The Benefits of Sleeping in Class"  
Josh Heitkamp, "Adult Supremacy: Oppression through Classroom Management"

### Roundtable: Sensory Integration—Olscamp, Room 226

Hannah Koenig, Maggie Adams, Laura Gould

### Experiences of Loss in Educational Settings—Olscamp, Room 227

Aaron Smart, "What Would You Do if a Student Committed Suicide"  
Ryan Mott, "Do Hardships Make Learning Impossible?"  
Joe Donavon, "How Students Deal with the Loss of a Parent"

### Roundtable: Wisdom from the End of the Road: Student Teaching/Methods, Private or Public—Olscamp, Room 229

Molly Bacni, Amber Fessler, Julie Penrod, and Julie Scherer

**3:25pm-3:35pm**                      **BREAK**

**3:35pm-4:35pm**                      **SESSION 5**  
**Olscamp Hall, various rooms on the Second Floor**

### Teacher Preparation—Olscamp, Room 224

Morgan Hamilton, "Preparing High School Students through Teacher Preparation Programs"  
Allison Wentling, "Unpopping Standardized Tests"  
Bri Boron, "Educator Professionalism"

# CONFERENCE SCHEDULE -- Session 5

## Roundtable: Technology Integration: The Good and the Bad—Olscamp, Room 225

Ashley Digman, Brittni Washington, Kaytie Haley

## Culture & Teaching—Olscamp, Room 226

Allie Gehres, "Art in Urban Cultures"

Casey Boehm, "Bringing Culture into the Classroom"

Scott Brummel & Christopher Frey, "Teaching in the Cultural Divide: The Cultural Difficulties of Teaching"

## Teaching & Learning in Different Settings—Olscamp, Room 227

Maddie Armstrong, "A Shocking Comparison of Schools: Why the Difference?"

Candice Cotton, "Teaching Out of the Country/Peace Corps"

Victoria Masella, "Military Bases: Teaching the Children of Our Heroes"

## Roundtable: Post-PCC: Oh the Places You May Go —Olscamp, Room 229

Caitlin Blake & Lauren Sandercock

## Thank You for Coming—Have a Safe Drive Home

# Adams-Bell -- CONFERENCE ABSTRACTS

**Adams, Maggie**  
**ECCO Undergraduate Student,**  
**Special Education, BGSU**  
**Roundtable: Sensory Integration**

We will discuss sensory integration in the forms of music therapy, art therapy, and multi-sensory rooms within special education. We will examine the effects of sensory integration on the Students concerning stress level and behavior. We will discuss how sensory integration is used in the classroom, especially on a small budget. We will speak from our own experiences so far in classrooms as well as from extensive research.

**Altenau, Laura**  
**ECCO Undergraduate Student,**  
**Middle Childhood Education,**  
**Methods Student, BGSU**  
**Roundtable: Wisdom from the End of the Road: Student Teaching Versus Methods**

Ever wondered what the difference between student teaching and methods really is? Does the thought of these experiences worry you or stress you out? Do you want to know what you should do now to prepare? A panel of methods students and student teachers will talk about their experiences and be available to answer your questions. Come hear from Urban Educators at the end of the college road.

**Armstrong, Maddie**  
**ECCO Undergraduate Student,**  
**Intervention Specialist Mild-**  
**Moderate, BGSU**  
**A Shocking Comparison of Schools: Why the Difference?**

Before last semester, my experience with education had been limited to those I had at the private Catholic, suburban schools that I attended through grade school and high school. When I first started field placement in an urban public school, I was hit with the realization that what I had experienced my whole life up to this point was not the norm for all

other students. The ways of teaching, discipline, atmosphere and much more at my field placement was polar opposite from the school I went to for grade school. Why is there this difference between the place I went to school and the one that I am observing in? It can be debated that the variance is due to the students being from different classes, working verses middle. The dissimilarity could as well be because of the context of the schools, one being public and the other private. The contrast may also be attributed to the presence or lack of religion as a center of each class. While both schools have their benefits and drawbacks, it will take further examination to take a look past the stereotypes that each school carries and begin to understand the reasons for the inconsistencies between the two schools.

**Bacni, Molly**  
**ECCO Undergraduate Student,**  
**Middle Childhood Education,**  
**Methods Student, BGSU**  
**Roundtable: Wisdom from the End of the Road: Student Teaching/ Methods, Private or Public**

Ever wondered what it is really like in a Private School? Interested in how private schools and public schools differ? Trying to decide what kind of school you want to teach in? A panel of methods students and student teachers will talk about their experiences and be available to answer your questions. Come hear from Urban Educators at the end of the college road.

**Banister, Savilla, Ph.D.**  
**Associate Professor, Classroom Technology, School of Teaching & Learning, BGSU**  
**Integrating 21st Century Skills in the Middle School Classroom**

The world is in a rapid state of change. This change is reflected by the demands placed on educators and the educational system as a whole. Teachers are being asked to prepare students for college and the

workplace by assuring that students possess 21st century skills. The Partnership for 21st Century Skills (P21) provides a framework for such an undertaking. This study examines a cadre of middle school teachers who, after completing professional development related to 21st century teaching and learning, implemented these ideas in their classrooms. Evidence of critical thinking, problem solving, collaboration, communication and creativity in student work was gathered and teachers reflected on the impact of these "four C's." The author facilitated this workshop and this paper includes reflections from his perspective as well.

**Bass, Allison**  
**ECCO Undergraduate Student,**  
**Moderate/Intensive Intervention Specialist, BGSU**  
**Autism Education**

I will share various ways to understand and communicate with students with autism of a variety of levels. I will also discuss ways to teach those students the new material and to keep students on topic as much as possible.

**Baumle, Taylor**  
**ECCO Undergraduate Student,**  
**Intervention Specialist, Mild to Moderate, BGSU**  
**The Life of Your Average IEP**

A timeline presentation, from an educational instructor's perspective, on the process of an IEP. It will start with how to recognize a student in "your" classroom who is in need of an IEP and the steps that follow. This is an especially relevant topic since mainstreaming students is so prominent now. It is important for teachers to understand what to do in the given situation.

**Bell, Douglas**  
**Teacher, Phoenix Academy, Toledo**  
**Integrating 21st Century Skills in the Middle School Classroom**

The world is in a rapid state of

# CONFERENCE ABSTRACTS -- Berstresser-Brewer

change. This change is reflected by the demands placed on educators and the educational system as a whole. Teachers are being asked to prepare students for college and the workplace by assuring that students possess 21st century skills. The Partnership for 21st Century Skills (P21) provides a framework for such an undertaking. This study examines a cadre of middle school teachers who, after completing professional development related to 21st century teaching and learning, implemented these ideas in their classrooms. Evidence of critical thinking, problem solving, collaboration, communication and creativity in student work was gathered and teachers reflected on the impact of these "four C's." The author facilitated this workshop and this paper includes reflections from his perspective as well.

**Bergstresser, John**  
**ECCO Undergraduate Student,**  
**Middle Childhood Education, BGSU**  
***International Educational Comparisons***

The purpose of this presentation is to look at various educational systems around the world, such as, Singapore, England, Iceland, Norway, Japan, Romania, Jordan, and Poland and see why some of these countries are both behind and ahead of our educational system. We will look at how the country teaches (teach to test, or teach to teach), where they prioritize their education (is it more important than foreign relations and military or less?), and lastly, how can we apply what they are doing to our education.

**Bertsch, Rachel**  
**ECCO Undergraduate Student,**  
**Adolescent/Young Adult Education,**  
**Biology/Chemistry, BGSU**  
***Grabbing the Bull By the Horns: Alternatives to Leaving the Classroom***

As an educator, there will always be those students that cause disruptions and misbehave. When dealing with those students, a common response

is to issue warnings and then send the student to the office. However, pulling students out of the classroom for discipline issues is not always the best answer. Removal from class puts the student at a disadvantage as they miss material and struggle to catch up. Also, if a student does not enjoy class, they may rather leave, encouraging a lack of participation in schoolwork. There are alternatives to removal from class, as well as unique tactics to dealing with misbehavior. This session will cover those alternatives and tactics, as well as offer advice when it comes to classroom management and establishing an effective learning environment in the classroom.

**Blackwell, Trey**  
**ECCO Undergraduate Student,**  
**Physical Education, BGSU**  
***To Hug or Not to Hug***

What is the appropriate hug to give a student? How are hugs perceived by other faculty members when a male teacher gives a student a hug? I will show the ways in which an appropriate hug can be done and inappropriate ways it is done. Then I will discuss if teachers should even give students hugs at all.

**Blake, Caitlin**  
**College Student Personnel Graduate,**  
**BGSU**  
***Post-PCC: Oh the Places You May Go***

Come and learn about the current paths that two former active members of PCC have taken. Ask questions and see how each person has made their lives successful after graduation from BGSU and their leadership in the PCC Community.

**Boehm, Casey**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Bringing Culture into the Classroom***

Culture is an essential aspect of a classroom. The way that kids learn varies depending on their community and whether there school

is considered urban, suburban, or rural area. In Toledo, I have seen many challenges that are very similar to challenges I have faced while teaching on an Indian reservation in South Dakota. Nearly one thousand miles away from here, these Indian reservations are facing the same challenges that are present in urban schools, and I think this can be changed by bringing more culture into the classroom. Between low attendance, math scores, and some teachers coming from a completely different culture, teaching on an Indian reservation can definitely be a challenge.

**Bogart, Mary**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Why Don't Students Perform***

I have noticed the vicious circle between teachers disliking students, which makes the students dislike the teachers, which makes the students not try, which makes the teachers dislike the students. I have observed teachers in my own experience as well in TPS demonstrate just this. It's a chain reaction that just loops back constantly. Teachers complain about how students do not perform but, from what I have seen, students will not perform for teachers who do not like the students and/or do not respect them. It is human nature to not want to do something for someone who does not like or respect you. I would like to explore where this cycle begins and how it can be stopped.

**Boron, Bri**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Educator Professionalism***

I will be talking about the professionalism of being an educator. I will be explaining what it means to be professional and how to be it.

# Brewer-Carter -- CONFERENCE ABSTRACTS

**Brewer, Nicole**

**ECCO Undergraduate Student, Early Childhood Education, BGSU**

***How Teachers Can Incorporate Music in Lessons***

We all know that music is important in our daily lives. As such, how can we exactly incorporate music into our lessons in a classroom? With this idea in mind, the items that will be addressed are, with the research and asking the teacher how use of music in a class will help teachers of the ECCO Urban Educators.

**Brewster, Katelynn**

**ECCO Undergraduate Student, Middle Childhood Education, Student Teacher, BGSU**

***Roundtable: Wisdom from the End of the Road: Student Teaching Versus Methods***

Ever wondered what the difference between student teaching and methods really is? Does the thought of these experiences worry you or stress you out? Do you want to know what you should do now to prepare? A panel of methods students and student teachers will talk about their experiences and be available to answer your questions. Come hear from Urban Educators at the end of the college road.

**Brummel, Scott**

**ECCO Undergraduate Student, BGSU**  
***Teaching in the Cultural Divide: The Cultural Difficulties of Teaching***

As recent education graduates go out into the country, and in some cases the world, to find teaching positions, many find themselves within the cultural divide. In some of the more drastic cases, graduates will already find themselves alienated and separated from their students simply as a result of being who they are and reflecting their personal upbringings. During this presentation, we will learn about what it is like teaching within the Cultural Divide along with some of the reoccurring problems and concepts relevant to teaching.

**Budzik, Maggie**

**ECCO Undergraduate Student, Early Childhood Education, BGSU**

***Get With the Program—Catching Students Up to Where They Need to Be***

Working in an urban classroom opened my eyes to the degree of how far behind in the curriculum students are. Witnessing these problems raised my concern for these students drastically. These students have no idea how to write papers, work independently, or problem solve without the aid of a teacher. Throughout their years teachers have pushed aside what really matters, (reading and writing) trying to pass that problem on to the other teachers. Students then are so far behind it is almost impossible for them to catch up to the level they need to be at. This creates the problem that there are not enough hours in the day for teachers to reteach reading and writing skills while still teaching them the criteria they are required to teach. There needs to be a way or program that catches students up to where they need to be.

**Burke, Brigid M., Ph.D.**

**Assistant Professor of Education, School of Teaching & Learning, BGSU**  
***Kindergartners Learning French in an Urban Elementary School: Making the Case for Exploratory World Language Education***

This case study examined the development of kindergarten-age learners' second language acquisition and attitude concerning world language learning. Two kindergarten classes in an urban, Catholic elementary school were each given one hour of instruction per week in French. Communicative language teaching (CLT) methods were employed and lessons addressed state and national World Language standards. Six students aged 5-6 were asked to participate in two separate interviews for the study, the first after one month of instruction

and the second after two months.

Two of the students had significant previous experiences with French and other languages; the others had little to none. The research questions were: 1) What effect, if any, does exploratory French instruction have on children's acquisition of a world language? 2) What effect, if any, does exploratory French instruction have on children's attitude towards learning world languages and about cultures? Results suggest that structured and continuous instruction correlate with a more positive and expressive outlook on learning new languages and experiencing different cultures for kindergarten-age students. No conclusive evidence was found to support that acquisition and attitude are correlated. The findings from this case study indicate that implementing exploratory world language in the elementary school curriculum promotes positive outcomes for children at an early age.

**Carter, Lauren**

**ECCO Undergraduate Student, Early Childhood Education, BGSU**

***Get With the Program—Catching Students Up to Where They Need to Be***

Working in an urban classroom opened my eyes to the degree of how far behind in the curriculum students are. Witnessing these problems raised my concern for these students drastically. These students have no idea how to write papers, work independently, or problem solve without the aid of a teacher. Throughout their years teachers have pushed aside what really matters, (reading and writing) trying to pass that problem on to the other teachers. Students then are so far behind it is almost impossible for them to catch up to the level they need to be at. This creates the problem that there are not enough hours in the day for teachers to reteach reading and writing skills while still teaching them the criteria they are required to teach. There needs to be a way or program that

# CONFERENCE ABSTRACTS -- Chavez-DeVooght

catches students up to where they need to be.

**Chavez, Jorge, Ph.D.**  
**Assistant Professor, Sociology, BGSU**  
***Gearing Up for Change: The Intersection of Sex and Race/Ethnicity for an Academic Intervention in an Urban High School***

The present study examines change in risk factors and graduation rates by sex and race and ethnicity in a diverse urban high school in a mid-size city in the Midwest collected through a higher education readiness program known as GEAR UP. We draw on 5 consecutive cohorts of students between 2006 and 2010 followed longitudinally through GEAR UP. Survey data from students and parents allow for the examination of beliefs and perceptions regarding academic achievement and aspirations, while administrative records allow for the assessment of student demographic characteristics, academic performance and involvement, and high school completion. We identify considerable improvements in student behavior, performance, and high school completion, despite increases in demographic risk factors among students. Nonetheless, at the end of the observation period considerable variation in high school graduation and retention remains by sex and race and ethnicity. Implications for interventions with racially and ethnically diverse students in an urban high school are discussed.

**Cotton, Candice**  
**ECCO Undergraduate Student,**  
**Intervention Services, BGSU**  
***Teaching Out of the Country/Peace Corps***

In my recent endeavors at Bowling Green State University, I have come to the conclusion that I want to experience teaching abroad in an environment that most people would say is out of their comfort zone. My presentation will cover the statistics and facts of students who choose

to do their student teaching out of the country or state. Also, I will be investigating the necessary steps to take in order to make this dream a reality. Over all, my presentation will give you an insight to what may become a more common experience in students' lives.

**Crowell, Katie**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Food For Thought***

Have you ever wondered what students are receiving through the lunch line? Have you ever wondered if the food they are receiving is healthy, or if the students are eating the food? Many students in urban schools receive free or reduced lunches during school. By giving free and reduced lunches, one goal is that the students can be focused on learning in class and not be concentrating on how hungry they are. If the lunches from the school are not healthy, or if the students are not eating them, will these students be up to their full potential in the classroom?

**Cuzzolini, Kaylynn**  
**ECCO Undergraduate Student,**  
**Intervention Specialist Mild to Moderate, BGSU**  
***I Wish I Would Have Known: The Challenges with the Inclusion Law***

Although there are many challenges that have come with the new inclusion law passed for education I will be focusing more on the testing aspect and how students with IEP's are being tested and what challenges/stress it puts on the special education teachers and the students.

**Danaher, Danielle**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***The Importance of Music in Early Childhood Education***

Music is a vital component for teaching and learning in early childhood education. There have

been many significant historical moments in which music has shown to be of great value in school. However, in districts with limited funding and resources, musical programs and components are some of the first things being cut. The consequences of these actions are detrimental to early childhood students. Music is essential in aiding the development and learning of children. Some of the ways it is advantageous are how it helps language skills, improves attitude and overall behavior, increases knowledge retention, and stimulates the senses. Taking these aspects into account, there are many ways to incorporate music into the classroom and reap the benefits.

**DeAmicis, Tina, M. Ed.**  
**Instructor, College of Education and Human Development, BGSU**  
***The Micro-Urban Phenomenon***

Urban issues are no longer contained within the context of big city limits. Teaching in suburban or rural settings cannot guarantee that educators will be immune to the need to recognize and address urban issues in and with their students. Come learn about this growing phenomenon of micro-urban settings, how current teachers can address the needs of their changing student populations, and how future educators can enter the classroom better prepared to reach the students they will teach.

**DeVooght, Emily**  
**ECCO Undergraduate Student,**  
**Intervention Services, BGSU**  
***Pipelines of Education***

Most people come out of school with a favorite teacher, that one teacher that took them under their wing and made sure they were going toward success. But what happens when a student did not end up with one of those teachers? What about the students that slid through school without a positive role model to lead them to a successful path? With personal stories of people within

# Digman-Frey -- CONFERENCE ABSTRACTS

Toledo, and research, we will look at what pipe line they ended up on, and different ways those students could have ended up on a different path in life.

**Digman, Ashley**

**ECCO Undergraduate Student, Early Childhood Education, BGSU**

***Roundtable: Technology Integration: The Good and the Bad***

We will present the good and bad points of view of teachers using technology in their classrooms. We will share our personal thoughts of using technology in the class. We are also going to discuss technology use with teacher lesson plans and more.

**Donavon, Joe**

**ECCO Undergraduate Student, BGSU**  
***How a Student Deals with the Loss of a Parent***

I am going to talk about how a student deals with the permanent loss or temporary loss of a parent and how that affects them in school. I will also use a couple of personal examples as well as research materials to show how students have dealt with the loss of a parent or parents. I will also touch on how this affects the teacher and how they might respond to certain actions of a student. Finally, I will talk about some of the challenges that the parent or guardian might face with the child.

**Englebrecht, Christine, Ph.D.**  
**Assistant Professor, Human Services Department, BGSU**

***Gearing Up for Change: The Intersection of Sex and Race/Ethnicity for an Academic Intervention in an Urban High School***

The present study examines change in risk factors and graduation rates by sex and race and ethnicity in a diverse urban high school in a mid-size city in the Midwest collected through a higher education readiness program known as GEAR UP. We draw on 5 consecutive cohorts of students between 2006 and 2010

followed longitudinally through GEAR UP. Survey data from students and parents allow for the examination of beliefs and perceptions regarding academic achievement and aspirations, while administrative records allow for the assessment of student demographic characteristics, academic performance and involvement, and high school completion. We identify considerable improvements in student behavior, performance, and high school completion, despite increases in demographic risk factors among students. Nonetheless, at the end of the observation period considerable variation in high school graduation and retention remains by sex and race and ethnicity. Implications for interventions with racially and ethnically diverse students in an urban high school are discussed.

**Fessler, Amber**

**ECCO Undergraduate Student, Adolescent/Young Adult Education, Math, Student Teacher, BGSU**  
***Roundtable: Wisdom from the End of the Road: Student Teaching/Methods, Private or Public***

Ever wondered what it is really like in a Private School? Interested in how private schools and public schools differ? Trying to decide what kind of school you want to teach in? A panel of methods

**Fessler, Amber**

**ECCO Undergraduate Student, Adolescent/Young Adult Education, Math, Student Teacher, BGSU**  
***Roundtable: Wisdom from the End of the Road: Student Teaching Versus Methods***

Ever wondered what the difference between student teaching and methods really is? Does the thought of these experiences worry you or stress you out? Do you want to know what you should do now to prepare? A panel of methods students and student teachers will talk about their experiences and be available to answer your questions. Come hear

from Urban Educators at the end of the college road.

**Flack, Alyse M.**

**ECCO Undergraduate Student, Middle Childhood Education, BGSU**  
***Diversity Awareness in the Classroom***

I chose to present the topic of the importance of cultural diversity being a recurring theme in middle school classrooms. Because the diversity is growing in the United States, especially in the urban setting, it is important for children in all education contexts to be exposed to diversity in the classroom so they understand the lives of students who are not just like them. Teachers could incorporate diversity in a multitude of ways: students could write a paper about why their families are unique, there could be more time spent on the different religions, and kids should have more exposure to foreign languages. I have seen prejudices in my field placements and I truly believe that if schools spent more time talking about diversity, the students would learn to coexist with each other more efficiently. It is important for students in middle school to learn about other cultures so they can learn to function in our multiracial society, furthermore, students in a minority group should feel welcome in the classroom and even proud of their diverse background.

**Frey, Christopher, Ph.D.**

**Assistant Professor and MACIE Program Coordinator, School of Educational Foundations, Leadership and Policy, BGSU**  
***Teaching in the Cultural Divide: The Cultural Difficulties of Teaching***

As recent education graduates go out into the country, and in some cases the world, to find teaching positions, many find themselves within the cultural divide. In some of the more drastic cases, graduates will already find themselves alienated and separated from their students simply

# CONFERENCE ABSTRACTS -- Gehres-Hearn

as a result of being who they are and reflecting their personal upbringings. During this presentation, we will learn about what it is like teaching within the Cultural Divide along with some of the reoccurring problems and concepts relevant to teaching.

**Gehres, Allie**  
**ECCO Undergraduate Student, Art Education, BGSU**  
***Art in Urban Cultures***

This presentation will contain information about art dividing cultures in a classroom. I will talk about what kind of art is presented in suburban, rural, and urban school settings. As a teacher how can we integrate all kinds of art.

**Gilliland, Megan**  
**ECCO Undergraduate Student, Interventions Services, BGSU**  
***ADHD Medications***

ADHD medications have been controversial since they have been released. ADHD medications are harmful to children short term, and long term. The medications have more cons, then pros. They cause more problems than they help. There are alternate ways to manage a classroom, and teach students with HD, ADD, and ADHD, there are more ways to teach them then to highly medicate.

**Gould, Laura**  
**ECCO Undergraduate Student, Special Education, BGSU**  
***Roundtable: Sensory Integration***

We will discuss sensory integration in the forms of music therapy, art therapy, and multi-sensory rooms within special education. We will examine the effects of sensory integration on the Students concerning stress level and behavior. We will discuss how sensory integration is used in the classroom, especially on a small budget. We will speak from our own experiences so far in classrooms as well as from extensive research.

**Gray, Letesha**  
**ECCO Undergraduate Student, BGSU**  
***Teaching the Gifted and Talented***

Abstract unavailable

**Grgic, Claire**  
**ECCO Undergraduate Student, BGSU**  
***Technology in the Classroom***

I will talk about how technology in the classroom and how it has changed teaching and learning. I will address how technology has advanced education and changed communication. Technology has created advancements in how students learn and has made learning fun. Students are more willing to pay attention and thereby able to learn more. Although it has many benefits, having so much technology involved with learning has decreased some students' communication skills. It is certain that technology has advanced the classroom learning of students, and it is up to the teacher to create a curriculum and then integrate technology.

**Griffith, Jeff**  
**School Counselor, Waite High School, Toledo**  
***Why Do Some Students Participate in Voluntary High School College Access Programs and Others Do Not? A Cross-case Comparison of Active and Passive GEAR UP Students***

This study explores why some students decide whether or not to participate in a GEAR UP program by engaging in two case studies: one of an active (involved, as defined by binder completion) GEAR UP student and the second of a passive (non-involved, as defined by no binder completion) GEAR UP student. A cross-comparison of the two cases was completed to see if any patterns, similarities and/or differences emerge in the two student profiles, so that we can better understand how students make the decision whether or not to participate in a voluntary college-preparatory program. Through focus group interviews, three themes

emerged that determined program participation: academic factors (including grades and courses taken), non-academic factors (including participation in extracurricular activities, community service, work, and GEAR UP events), and influential factors (including parents/family/guardians, teachers/staff, and the program itself). Additionally, one overarching theme emerged: the interconnectedness of the above factors, and how they influenced one another throughout the high school experience.

**Haley, Kaytie**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Roundtable: Technology Integration: The Good and the Bad***

We will present the good and bad points of view of teachers using technology in their classrooms. We will share our personal thoughts of using technology in the class. We are also going to discuss technology use with teacher lesson plans and more.

**Hamilton, Morgan**  
**ECCO Undergraduate Student, Adolescent/Young Adult Education, Math, BGSU**  
***Preparing High School Students through Teacher Preparation Programs***

I will discuss the various aspects that make Teacher Preparation Programs so successful. I will relate my content to mostly my experiences through Teacher's Academy and ECCO and reveal how beneficial they are for a college student or a person aspiring to be a teacher.

**Hearn, Jacquia**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Regular Recess Ruined***

I will be discussing the reasons, effects, and consequences of young children, especially in grades 5 and younger, not having a daily recess. In Toledo Public Schools the regular



# Heitkamp-Hutton -- CONFERENCE ABSTRACTS

recess time privilege for children has been revoked, in order to raise test scores, but does this do more damage than good? Does this recess provide a free and unstructured play time break for the children and their minds, or does this break just reduce class time when children could be learning more?

**Heitkamp, Abby**  
**ECCO Undergraduate Student, Mild-to-Moderate Intervention Services, BGSU**

## *The Benefits of Sleeping in Class*

When many think of students sleeping in class, they cringe. They think school is not a place to sleep, rather, a place to learn. While this is true, school is often the space students' receive the care they do not receive at home. This can range from educational support, to personal care support. If students are tired or hungry they will not be able to concentrate on the appropriate schoolwork. Although regular sleeping in class is not recommended, sleeping in class can often help students focus for the rest of the day. In urban classrooms, many students have struggles at home, so they come to school stressed and tired.

I will be researching the benefits of sleeping and relating them to school based personal classroom experience. This research is relevant to urban students because sleeping in class is common. I believe that although sleeping in class is often frowned upon, it can benefit students on occasion.

**Heitkamp, Josh**  
**ECCO Undergraduate Student, Intervention Services, BGSU**  
***Adult Supremacy: Oppression through Classroom Management***

In this country, every human being has an understanding of what oppression is and what it feels like. Regardless of class, race, gender, and sexuality we have all, at one point of our lives, been treated as second-class citizens. After all, we have all

been children.

My presentation is on Adult Supremacy, or the practice of adults as the supreme and sole decision makers over children and children's issues in our culture. I will explore how this discriminating ideology is woven into the very fabric of our society and its institutions. In particular, I will look at its presence within our education system and the impact it has on greater society. In my presentation, I plan on targeting one particular facet of educational philosophy whose foundation and practice is tied directly adult supremacist ideology: classroom management.

In my presentation I seek to not only expose the practice of adult supremacy but also to offer up an alternative viewpoint towards children that could radically change the way our culture views education.

**Hite, Jared**  
**ECCO Undergraduate Student, Middle Childhood Education, BGSU**  
***Social Studies beyond the Classroom***

This presentation will focus on activities such as We the People, Mock Trial, Project Citizen, and others which are designed so that students can apply what they learn in social studies with the real world. In addition to covering what the projects are about, this presentation will also examine trends regarding where the activities are available, as well as costs to poorer districts of implementing them. This presentation will mostly be informational, with the possibility of some inquiry related to the aforementioned trends. Viewers should leave with an enhanced knowledge of what they can do to help their students use what they learn in the classroom.

**Howard, Eric E.**  
**Undergraduate Honor's Student, French Education, BGSU**  
***Kindergartners Learning French in an Urban Elementary School: Making the Case for Exploratory World***

## *Language Education*

This case study examined the development of kindergarten-age learners' second language acquisition and attitude concerning world language learning. Two kindergarten classes in an urban, Catholic elementary school were each given one hour of instruction per week in French. Communicative language teaching (CLT) methods were employed and lessons addressed state and national World Language standards. Six students aged 5-6 were asked to participate in two separate interviews for the study, the first after one month of instruction and the second after two months. Two of the students had significant previous experiences with French and other languages; the others had little to none. The research questions were: 1) What effect, if any, does exploratory French instruction have on children's acquisition of a world language? 2) What effect, if any, does exploratory French instruction have on children's attitude towards learning world languages and about cultures? Results suggest that structured and continuous instruction correlate with a more positive and expressive outlook on learning new languages and experiencing different cultures for kindergarten-age students. No conclusive evidence was found to support that acquisition and attitude are correlated. The findings from this case study indicate that implementing exploratory world language in the elementary school curriculum promotes positive outcomes for children at an early age.

**Hutton, Tressa**  
**ECCO Undergraduate Student, Middle Childhood Education, BGSU**  
***Why It's Important to Communicate with Parents***

The question I chose to answer for the Urban Education conferences is "why is it important to get the students' parents involved in their academics?" After my personal observations in field placement,

# CONFERENCE ABSTRACTS -- Jones-Knaggs

and what I have already researched, I have found that when a parent isn't on board with the schoolwork, neither is the child. If parents want success for their children, they must step up and help them achieve it. I chose this question because from what I have seen, parents seem to play a large role in students' work ethic. When a parent doesn't come to conferences, or return the teachers phone calls, it shows their child that school is not as important as the other things the parent needs to attend to. Children grow up with the idea that their parents are the role models in their life. If a parent doesn't show interest in the student's academics, they can't expect their child to be invested. This is one of the largest problems that teachers face, because teachers can only do so much. It takes teamwork from the school and home to help the child achieve their goals.

**Jones, Thane**  
**ECCO Undergraduate Student, Adolescent/Young Adult Education, Social Studies, BGSU**  
***Who Teaches Who?***

This project asks the question of who teaches who the most. Does the teacher just teach the students or do the students also teach the teacher? Do students teach teachers how to plan for future classes, how to manage the classroom and how to connect to the students?

**Kager, Jessie**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Include the Excluded***

Imagine a young child, boy or girl because gender is not a factor. He/she has always felt different, different in ways that were not always visible. The prime time that this child felt different was when they were in school, but why, what was the trigger? Was it because he/she had to be in a classroom with three different age levels and never got to join their "true" peers, because

he/she couldn't pay close enough attention in class so they missed things which made them look less knowledgeable, or is it because he/she could not read as well as the others and that showed when the teacher asked him/her to read aloud. The trigger to this personal outlook is endless, but it can be traced back to one word, disability.

So "Include the Excluded" deals with the idea of inclusion. The word inclusion seems to have many different meanings, but really there is only one extensive one. It includes the idea that children and their families have the ability to participate in activities as a part of the community and society. Also, regardless to what some personnel say/think, inclusion is made to provide each child with an equal opportunity to have a sense of belonging, have/maintain positive social relationships and be able to reach their full potential. Inclusion is a rough concept for some people to grasp, but really it should not be because it is all about including everyone.

The significance of this inquiry is to better understand the term inclusion. This session will include a better explanation of this term and my findings, but this is not going to be based on statistics.

"If you judge people, you have no time to love them."--Mother Teresa

**Kise, Elizabeth**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***The History and Disadvantages of Recess***

Schools have held recess since they started. Kid's would have a break or two in the beginning and middle of the school day. Except since roughly around 2010 schools have started to leave having recess to the teachers. The teachers would decide if there was time for the kids to go out and play or if they needed to stay inside and catch up in work. Either the teacher needed to have their

students to catch up or they believed recess was un-necessary. In other words they did not see why children should be spending their time playing when they could be doing work and bettering themselves for the world.

**Knaggs, Christine, M.**  
**Ph.D. Candidate, Higher Education, University of Toledo; Instructor, College of Education, Lourdes University, Sylvania, OH**  
***Overcoming Barriers to College Persistence for Low Income Students: The Effects of GEAR UP on College Persistence and Perceptions of College Success***

Although research exists that shows the effectiveness of GEAR UP regarding academic achievement, college awareness and access, much less is known about whether GEAR UP impacts college persistence. GEAR UP and other college preparatory programs claim that this is a major program outcome, yet very few studies have been done regarding college preparatory programs on persistence in higher education. Using a mixed methods approach, this study looked at whether GEAR UP impacted college access, college persistence (as measured by number of semesters completed, and status after four years out of high school), and attendance at four-year versus two-year institutions, as well as why any significant differences may exist. We found that overall GEAR UP participants were more likely to access and persist in college, as well as attend four-year institutions than non-GEAR UP students, controlling for socio-economic status (SES) and other differences between the two groups. Additionally, significant differences in college access and persistence were also found for low-SES GEAR UP versus non-GEAR UP groups, but not for minority GEAR UP versus non-GEAR UP groups. Students in the GEAR UP program reported being more likely to take risks, try more activities, and be more involved due to the program. Additionally, students were able to communicate realistic

# Knaggs-Masella -- CONFERENCE ABSTRACTS

goals as well as concrete steps to reach those goals, which included college attendance. Lastly, students reported personal growth over their high school career, such as greater maturity, which they attributed to helping them have success in their education.

**Knaggs, Christine, M.**  
**PhD. Candidate, Higher Education, University of Toledo; Instructor, College of Education, Lourdes University, Sylvania, OH**  
*Why Do Some Students Participate in Voluntary High School College Access Programs and Others Do Not? A Cross-case Comparison of Active and Passive GEAR UP Students*

This study explores why some students decide whether or not to participate in a GEAR UP program by engaging in two case studies: one of an active (involved, as defined by binder completion) GEAR UP student and the second of a passive (non-involved, as defined by no binder completion) GEAR UP student. A cross-comparison of the two cases was completed to see if any patterns, similarities and/or differences emerge in the two student profiles, so that we can better understand how students make the decision whether or not to participate in a voluntary college-preparatory program. Through focus group interviews, three themes emerged that determined program participation: academic factors (including grades and courses taken), non-academic factors (including participation in extracurricular activities, community service, work, and GEAR UP events), and influential factors (including parents/family/guardians, teachers/staff, and the program itself). Additionally, one overarching theme emerged: the interconnectedness of the above factors, and how they influenced one another throughout the high school experience.

**Koenig, Hannah**  
**ECCO Undergraduate Student, Special Education, BGSU**

## **Roundtable: Sensory Integration**

We will discuss sensory integration in the forms of music therapy, art therapy, and multi-sensory rooms within special education. We will examine the effects of sensory integration on the Students concerning stress level and behavior. We will discuss how sensory integration is used in the classroom, especially on a small budget. We will speak from our own experiences so far in classrooms as well as from extensive research.

**Kurzahls, Kassandra**  
**ECCO Undergraduate Student, Adolescent/Young Adult Education, Language Arts, BGSU**  
*Creative Discipline*

Normally, teachers just take their students out in the hall or yell at them. This doesn't really accomplish much. I will research better disciplinary techniques and how to implement them in the classroom.

**Ladhoff, Molly**  
**ECCO Undergraduate Student, Adolescent/Young Adult Education, Language Arts, BGSU**  
*The History and Disadvantages of Recess*

Schools have held recess since they started. Kid's would have a break or two in the beginning and middle of the school day. Except since roughly around 2010 schools have started to leave having recess to the teachers. The teachers would decide if there was time for the kids to go out and play or if they needed to stay inside and catch up in work. Either the teacher needed to have their students to catch up or they believed recess was un-necessary. In other words they did not see why children should be spending their time playing when they could be doing work and bettering themselves for the world.

**Lindner, Becky**  
**ECCO Undergraduate Student, Co-Conspirator, Early Childhood**

## **Education, BGSU**

### ***Why Kids Need a "Head Start": The Importance of Preschool in Urban Settings***

In this presentation we will explore the reasons why preschool is a vital component to a child's success later in life. Preschool has been proven to decrease incarceration, reduce challenging behavior in later years and increase resilience in children. We will specifically cover the necessity of preschool in an urban context.

**Lunceford, Christina J., Ph.D.**  
**Assistant Professor, Higher Education and Student Affairs, BGSU**  
*The Effects of GEAR UP, Socioeconomic Status, and Race on Student Preparation for College*

In 2010, the U. S. Department of Education awarded \$323,212,000 to serve 748,000 students in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The purpose of this study is to gain a better understanding of early preparation for postsecondary education and explore the effectiveness of GEAR UP. This study is a quasi-experimental case study design. The sample for this study consisted of 836 students from two different River High School cohorts (GEAR UP and Non GEAR UP). We compared high school attendance, high school retention, behavior incidents, GPA, graduation rates, and college attendance for high school students by GEAR UP and Non-GEAR UP cohorts, socioeconomic status (SES), race, and the intersection of SES and race.

**Masella, Victoria**  
**ECCO Undergraduate Student, Middle Childhood Education, BGSU**  
*Military Bases: Teaching the Children of our Heroes*

# CONFERENCE ABSTRACTS -- Matney-Mocek

Within my presentation I would like to explore the life of teachers on a military base. I want to know how one would get into a position on a military base. I want to explore how hard it would be to teach children who are constantly moving around from not only city to city or state to state, but even country to country. I want to know if there are any different procedures that occur on a military base. For example, if there are not as many students as there would be in a normal school (as I imagine would be the case most of the time), then what happens? Are different grades and ability-leveled kids grouped together? I want to figure out what is different and what is the same about particularly middle school aged kids in a school on a military base versus public or private school kids.

**Matney, Gabriel, Ph.D.**  
**Associate Professor of Mathematics Education, BGSU**  
***Complexity of Student Mathematical Interest: A Case Study of an Urban Student's Engagement with Shape.***

This case study was done with a student in a poor, diverse, and densely populated urban area of 1.5 million people. Miguel, while not typically considered the best student, found enjoyment, excitement, and success in his 10th grade geometry class. This session will explore the context and challenges of his life and classroom experience during a two month period of learning and significant growth.

**McCall, Katlyn**  
**ECCO Undergraduate Student, BGSU**  
***Catching Students Up Who Have Fallen Behind***

Students fall below the minimum standards all the time. I once was one of those students that "fell behind." In order to catch these students back up, and to stop this from happening in the first place, I will use real life experiences, along with research to show the ways that we can get

students back on the "right track." Also, I will inform about programs that have been implemented to give students special attention, and I will also give examples of programs that I myself was a part of to catch me back up and to get me where I am today.

**Meek, Geoffrey, Ph.D.**  
**Associate Professor, School of HMSLS—Division of Kinesiology, BGSU**  
***Collaborative Approaches to the Obesity Crisis: Gain Waite to Lose Weight.***

The obesity crisis is such a concern that agencies and initiatives abound at all levels of our nation. Examining current reports and research evidence shows that there are still ways in which we can have an influence that have not already been reported or tried and tested. In this collaborative mixed-methods self-study, we examined how a physical education and a family and consumer sciences educator (with a nutrition focus) have identified ways to address the obesity problems at the local level in an urban high school. We present our self-study analysis on how we came together and focused our efforts on ways to educate students not only about the importance of physical activity but also making the right food choices. We interpret preliminary data that provides evidence of the challenges we face as educators, collaborators and researchers in finding cross-disciplinary approaches that assist all children, especially those who are at-risk or obese. Acknowledging the difficulties that urban communities face in providing for these children, we go beyond mere activity and nutritional guidelines to project how we can prepare the children, their parents, teachers, community coaches/leaders to be educated and activated.

**Mkumbwa, Mariam M.**  
**GEAR UP Graduate Assistant, BGSU**  
***How Preparing the Juniors for Close Out has been a Challenge.***

Over-time, College access programs, especially in the United States, have existed to help high school students prepare for college. Many high school students have benefited from service learning projects by having the grant program fulfill its mission by assisting them to gain an early awareness and readiness for postsecondary education. Students outside the United States are not as fortunate to have this kind of early preparation and rewards for the students that manage to work hard and graduate from High school. Coming from a country outside the United States, the presenter has faced a number of challenges of getting acquainted with the American academic system, to better help the students of the United States. In this presentation, the presenter will demonstrate how she worked to obtain information about high schools and colleges in the United States to assist the juniors of Waite High School. Working with institutions like the University of Toledo, Owens Community College, Bowling Green State University, Ohio State University and Eastern Michigan University, to prepare college visits for the juniors. Using information from the colleges' admissions offices, college websites and college events (college nights), to prepare information lunch sessions every Wednesday to inform and remind juniors of things they needed to be thinking about for college. The presenter will provide a detailed presentation of how she overcame the barrier of differences in education to help the juniors of Waite High School to meet specific objectives of the program.

**Mocek, Christian**  
**ECCO Undergraduate Student, Adolescent/Young Adult Education, BGSU**  
***Uprooting the Status Quo: Schools as Community Centers in Toledo***

Many problems that urban students face stem from a lack of community and partnerships. These students

# Moelders-Oldrieve -- CONFERENCE ABSTRACTS

are dealing with many issues, such as social and emotional instability, insufficient health care and financial and academic failure. Too many urban schools are underfunded and lack the services to properly address these issues by themselves. However, several non-profits have partnered with schools to promote change through private funding and the redirection of district funds. These non-profits have partnered with other community outreach organizations to bring services that address these issues directly to the schools. Essentially, this partnership turns a school into a "community center." This method, though not widely implemented, has proven to be very effective in dealing with these issues and helping urban students and their communities regrow from decades of societal neglect. Throughout our presentation, we will explore these issues using several local examples, with a special focus on the new "Schools as Hubs" initiative in Toledo Public Schools. Our argument rests on a simple premise: students' issues are community issues.

**Moelders, Britta**  
**Assistant Program Coordinator,**  
**GEAR UP, BGSU**  
***An Urban School Reform Effort:***  
***Evidence of the Impact of Best***  
***Practices of College Access Activities***  
***to Increase College Awareness***

A Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) reform effort in an urban school environment has been in place on Toledo's East Side for more than a decade. Different college access activities have been implemented both at the middle and high school level. This presentation gives an overview of the programming involved in the educational reform effort to increase awareness and readiness for post-secondary education. We will also present, compare, and discuss high school graduation data from before GEAR UP's involvement and from

the years that GEAR UP has been in place on the East Side of Toledo. Furthermore, we will show and discuss college enrollment, retention, and graduation data drawn from the National Student Clearinghouse database from before GEAR UP's involvement and compare it to the same data of the cohorts of students who have participated in GEAR UP programming.

**Mott, Ryan**  
**ECCO Undergraduate Student,**  
**Middle Childhood Education, BGSU**  
***Do Hardships Make Learning***  
***Impossible?***

My presentation is going to be about the death of a classmate and how that may or may not effect a student's learning. In addition, I will be looking at how having a parent incarcerated may effect a student's ability to learn. I will be using examples from my own life and experiences. To accompany those, I will do research to find out other examples from people who have similar experiences. I will use this research, along with statistics I gather, to accurately show the effect or lack thereof that a death/hardship may have on a student.

**Murnen, Tim, Ph.D.**  
**Associate Professor of English &**  
**Education, School of Teaching &**  
**Learning, BGSU**  
***Embedded Formative Assessment:***  
***How to Really Leave No Child Left***  
***Behind***

Teachers can maximize their effect on student learning by embedding a handful of formative assessment tools into their teaching (William, 2011). The ODE is working to disseminate these simple but powerful strategies as part of its Ohio Performance Assessment Project (OPAP). We will explore formative assessment tools such as: Circle-Square-Triangle, 3-2-1, Traffic Light, ABCD cards or corners, Think-Write-Pair-Share, Muddiest Point, etc. References: William, D. (2011.) Embedded formative assessment. Bloomington, IN:

Solution Tree Press.

**Murnen, Tim, Ph.D.**  
**Associate Professor of English &**  
**Education, School of Teaching &**  
**Learning, BGSU**  
***Process Drama: Engaging Struggling***  
***Learners in Multimodal Thinking***

Process Drama is not a cute "add-on" to classroom practices; it is the use of classroom drama to help students "process" complex ideas. These strategies can be effective in every content area across all grade bands. Grounded in the work of Dorothy Heathcote, Brian Edmiston, and Jeffrey Wilhelm among others, we will explore how to engage students to "be the book" and "be the change." We will also explore how universities and schools can develop professional development partnerships around Process Drama. We will explore Process Drama strategies such as: Teacher-in-Role, Mantle of the Expert, Tableaux, Thought Tracking, HotSeat, Conscience Alley, Kinesthetic Learning, etc.

**Nar, Maria**  
**ECCO Undergraduate Student,**  
**Co-Conspirator, Early Childhood**  
**Education, BGSU**  
***Why Kids Need a "Head Start": The***  
***Importance of Preschool in Urban***  
***Settings***

In this presentation we will explore the reasons why preschool is a vital component to a child's success later in life. Preschool has been proven to decrease incarceration, reduce challenging behavior in later years and increase resilience in children. We will specifically cover the necessity of preschool in an urban context.

**Oldrieve, Richard M., Ph.D.**  
**Assistant Professor, School of**  
**Teaching & Learning, BGSU**  
***Achieving Math Success for All Urban***  
***Elementary School Students.***

The purpose of this interactive demonstration is to show how all

# CONFERENCE ABSTRACTS -- Patterson-Pfeiffer

urban elementary school students can master number sense, all four arithmetic operations, and related problem-solving activities. In some ways this seems like these are so yesterday, because we all use calculators to determine the percent correct a student earned on a paper, Quicken to balance our checkbooks, and either use TurboTax or go to H&R Block to determine what we owe Uncle Sam. Nonetheless, try walking into an urban 4th grade classroom and ask:

--"What number comes before 630?"

--"What's the relationship between the numbers 9, 12, and 15?"

--"Please solve this long-division problem that I'm putting on the white board."

And when many students go 0 for 3, begin to contemplate the larger implications in regards to five to six years down the line when a student will need to be solving algebraic equations, noticing the permutations of 3, 4, 5 triangle, or finding the limiting reagent in chemistry.

On one level this session will present research results that will first give one pause as to how second grade arithmetic foreshadows high school graduation, yet at the same time should provide hope to future urban educators that success is truly possible. On a second level this session will describe a framework for balancing instruction in number sense, math facts, calculations, and problem solving while also emphasizing fluency. On a third level, Dr. O. will demonstrate some of the instructional strategies that he developed for helping students achieve success in elementary school math.

**Patterson, Kayla**  
**ECCO Undergraduate Student,**  
**Adolescent/Young Adult Education,**  
**BGSU**  
***Hunger Pains: Children Being Forced to Discard Their Food at Lunch***

While in my placement first semester,

I noticed that the students are not able to keep the lunch that they have already paid for. They are not able to take food into the classroom even if they intended on saving it for later. It is completely ridiculous that students who pay for lunch and may be on the Free and Reduced Lunch Program cannot keep the one healthy meal that they might receive all day. The school board should change this ludicrous policy.

**Pearson, Emily**  
**ECCO Undergraduate Student,**  
**Moderate-to-Intensive Intervention Services, BGSU**  
***The Special Education Spectrum***

One of the things that I always think about while sitting in placement is whether or not there is a difference between special education classrooms in different settings. The first thing I want to research is whether or not this is true. As a student in a suburban elementary school, I never really interacted with any special needs students. When I started going to the elementary schools of Toledo, I realized that the special needs students interact with other students daily. My goal is to find out if this is a difference of environment or because of other things. Another thing that I want to research is the behavior of the special needs students in their different environments and if it has any effect on how they learn.

**Penrod, Julie**  
**ECCO Undergraduate Student,**  
**Early Childhood Education, Student Teacher, BGSU**  
***Roundtable: Wisdom from the End of the Road: Student Teaching Versus Methods***

Ever wondered what the difference between student teaching and methods really is? Does the thought of these experiences worry you or stress you out? Do you want to know what you should do now to prepare? A panel of methods students and student teachers will talk about

their experiences and be available to answer your questions. Come hear from Urban Educators at the end of the college road.

**Penrod, Julie**  
**ECCO Undergraduate Student,**  
**Early Childhood Education, Student Teacher, BGSU**  
***Roundtable: Wisdom from the End of the Road: Student Teaching/Methods, Private or Public***

Ever wondered what it is really like in a Private School? Interested in how private schools and public schools differ? Trying to decide what kind of school you want to teach in? A panel of methods

**Pfeiffer, Andrew**  
**ECCO Undergraduate Student,**  
**Adolescent/Young Adult Education,**  
**BGSU**  
***Healthy School Lunches***

The issue being raised in this paper is to promote awareness to the readers of schools' actions to produce healthy school lunches. Not only schools are taking action to fight obesity, but the nation as well. President Obama signed the Hunger-Free Kids Act in 2010 which is said to improve the quality of school breakfasts, lunches, and other foods sold in schools while also strengthening nutrition programs that serve young children in schools. Viewers of this presentation will be interested because it will provide an in-depth look at school systems' attempt to promote healthier eating habits while explaining these actions in a style and language that will be easy to follow and catch the reader's attention. Students, as well parents, deserve to know what goes on behind the cafeteria counter and whether the school is actually making their lunches healthy, or if the school is just saying the lunches are healthier because they now use wheat bread instead of white.

# Poland-Reiter -- CONFERENCE ABSTRACTS

**Poland, Amy**  
**8th Grade Science Teacher, Toledo Public Schools**  
***Motivation for Authentic Student Learning***

This paper is an exploration of the factors that drive a student to initiate or participate in meaningful and educational interactions. Follow a practitioner's path towards finding an effective combination of student centered activities that motivate quality and lasting learning. With a focus on student data charting, self-assessment, dialogue, and hands-on cooperative experiences, this teacher presents specific practices that provide intrinsic motivation for authentic student learning. Research and practitioner observations will demonstrate that using these student-centered lessons, teachers have the ability to manipulate student motivators and produce students invested into their own learning and success.

**Povenmire, Jennie**  
**ECCO Undergraduate Student, Early Childhood Education, BGSU**  
***Creating Effective School-Community Partnerships in Urban Environments***

Using the 2011 grant for the Birmingham Elementary School (TPS) Artist-in-Residence as a vehicle, I explore how to create effective school-community partnerships in urban environments. This study focuses on the difference between the need for partnerships in rural, suburban, and urban environments. Through this focus, I explain why this study is one of a kind in its focus on "real world" applications versus idealized situations, and key elements for a functional partnership. Many experiences will come directly from the Artist-in-Residence experience from February, 2012.

This presentation was made possible by the Ohio Arts Council in collaboration with Partners in Context and Community/Urban Educators, Toledo Public Schools, Birmingham Elementary School, Kraft-Nabisco

Birmingham, East Toledo Family Center, and Toledo-Lucas County Library—Birmingham Branch.

**Prasad, Vandita**  
**Family and Consumer Sciences Teacher, Waite High School, Toledo**  
***Collaborative Approaches to the Obesity Crisis: Gain Waite to Lose Weight.***

The obesity crisis is such a concern that agencies and initiatives abound at all levels of our nation. Examining current reports and research evidence shows that there are still ways in which we can have an influence that have not already been reported or tried and tested. In this collaborative mixed-methods self-study, we examined how a physical education and a family and consumer sciences educator (with a nutrition focus) have identified ways to address the obesity problems at the local level in an urban high school. We present our self-study analysis on how we came together and focused our efforts on ways to educate students not only about the importance of physical activity but also making the right food choices. We interpret preliminary data that provides evidence of the challenges we face as educators, collaborators and researchers in finding cross-disciplinary approaches that assist all children, especially those who are at-risk or obese. Acknowledging the difficulties that urban communities face in providing for these children, we go beyond mere activity and nutritional guidelines to project how we can prepare the children, their parents, teachers, community coaches/leaders to be educated and activated.

**Rabb, Erin**  
**ECCO Undergraduate Student, Adolescent/Young Adult Education, Math, BGSU**  
***Why It's Important to Communicate with Parents***

The question I chose to answer for the Urban Education conferences is "why is it important to get the

students' parents involved in their academics?" After my personal observations in field placement, and what I have already researched, I have found that when a parent isn't on board with the schoolwork, neither is the child. If parents want success for their children, they must step up and help them achieve it. I chose this question because from what I have seen, parents seem to play a large role in students' work ethic. When a parent doesn't come to conferences, or return the teachers phone calls, it shows their child that school is not as important as the other things the parent needs to attend to. Children grow up with the idea that their parents are the role models in their life. If a parent doesn't show interest in the student's academics, they can't expect their child to be invested. This is one of the largest problems that teachers face, because teachers can only do so much. It takes teamwork from the school and home to help the child achieve their goals.

**Reiter, Amanda**  
**GEAR UP Graduate Assistant, BGSU**  
***College Readiness in an Urban High School: Best Practices Working with Seniors***

Increasing college awareness is important to address with urban students who have a desire to continue in their education after high school. Over the last 10 years, a federally funded grant (GEAR UP – Gaining Early Awareness and Readiness for Undergraduate Programs) supported a team that has been able to provide college preparatory resources for urban high school students in one district in the hopes of assisting them in their college bound futures. These resources have included college prep group mentoring activities, college campus visits, and one-on-one mentoring sessions. Providing college access and prep resources to students at this urban high school has increased college enrollment which demonstrates the GEAR UP program

# CONFERENCE ABSTRACTS -- Renollet-Scherer

is successfully increasing college awareness. This presentation focuses on the GEAR UP graduate assistant's role within the school and discusses the techniques used to ensure urban high school students' success at a college level.

**Renollet, Michelle**  
ECCO Undergraduate Student, Early Childhood Education, BGSU  
*Effectiveness of Inclusiveness in the Classroom*

There is a great need for classrooms to be inclusive. When those who are in need of extra help or modifications with lessons, it can be done in a general education classroom. There are many other aspects of a child's life that can be enriched while in a general education classroom. There are still parts of being included that need work and alterations to better the environment and attitudes of the teacher, students, and the parents. Once these problems are solved and resolved though, the child with special needs is capable of anything they set their mind to and will grow in ways that were never possible in special education rooms alone.

**Rice, Ashley**  
ECCO Undergraduate Student, Early Childhood Education, BGSU  
*Discovering Laughable Motions in the Classroom*

Recently I enrolled in a kinesiology class in which every week the class learns a new way to incorporate movement into lessons of early childhood teachers. Through my first week of the class, I learned many things but one thing that will always stick out in my mind was the brain dance. This dance was acquired in order to keep students motivated throughout the day as well as keeping them active. However, I am quite hesitant about the subject matter because it is relatively new. Throughout the class, we are taught that movement in the classroom has influenced academic activities. Intrigued by the issue at hand, I have

chosen to discover exactly if it has influenced academics or if it rather is just to maintain a peaceful learning environment.

**Riedel, Alicia**  
ECCO Undergraduate Student,  
TESOL, BGSU  
*Bridging Communication Barriers*

TESOL classrooms often include students from a variety of language and cultural backgrounds, including backgrounds of which the teacher may not be familiar. In addition to the challenges of this situation, the students may be at different levels of language acquisition and, perhaps, also have learning disabilities or speech disorders. TESOL educators are trained to meet the challenges of communication barriers, but other educators must meet these challenges as well. How can we bridge communication barriers between students and teachers, whether in TESOL or other classrooms?

**Sandercocock, Lauren**  
Teacher, Imagine Schools, Madison Avenue School of Arts  
*Post-PCC: Oh the Places You May Go*

Come and learn about the current paths that two former active members of PCC have taken. Ask questions and see how each person has made their lives successful after graduation from BGSU and their leadership in the PCC Community.

**Schardt, Becky**  
Teacher, Special Education, Waite High School, Toledo  
*Overcoming Barriers to College Persistence for Low Income Students: The Effects of GEAR UP on College Persistence and Perceptions of College Success*

Although research exists that shows the effectiveness of GEAR UP regarding academic achievement, college awareness and access, much less is known about whether GEAR UP impacts college persistence. GEAR UP and other college preparatory

programs claim that this is a major program outcome, yet very few studies have been done regarding college preparatory programs on persistence in higher education. Using a mixed methods approach, this study looked at whether GEAR UP impacted college access, college persistence (as measured by number of semesters completed, and status after four years out of high school), and attendance at four-year versus two-year institutions, as well as why any significant differences may exist. We found that overall GEAR UP participants were more likely to access and persist in college, as well as attend four-year institutions than non-GEAR UP students, controlling for socio-economic status (SES) and other differences between the two groups. Additionally, significant differences in college access and persistence were also found for low-SES GEAR UP versus non-GEAR UP groups, but not for minority GEAR UP versus non-GEAR UP groups. Students in the GEAR UP program reported being more likely to take risks, try more activities, and be more involved due to the program. Additionally, students were able to communicate realistic goals as well as concrete steps to reach those goals, which included college attendance. Lastly, students reported personal growth over their high school career, such as greater maturity, which they attributed to helping them have success in their education.

**Scherer, Julie**  
ECCO Undergraduate Student,  
Middle Childhood Education,  
Methods Student, BGSU  
*Roundtable: Wisdom from the End of the Road: Student Teaching/Methods, Private or Public*

Ever wondered what it is really like in a Private School? Interested in how private schools and public schools differ? Trying to decide what kind of school you want to teach in? A panel of methods



# Schnerer-Snively -- CONFERENCE ABSTRACTS

**Schnerer, Kristin**  
ECCO Undergraduate Student,  
Adult/Young Adult Education, BGSU  
*Uprooting the Status Quo: Schools  
as Community Centers in Toledo*

Many problems that urban students face stem from a lack of community and partnerships. These students are dealing with many issues, such as social and emotional instability, insufficient health care and financial and academic failure. Too many urban schools are underfunded and lack the services to properly address these issues by themselves. However, several non-profits have partnered with schools to promote change through private funding and the redirection of district funds. These non-profits have partnered with other community outreach organizations to bring services that address these issues directly to the schools. Essentially, this partnership turns a school into a "community center." This method, though not widely implemented, has proven to be very effective in dealing with these issues and helping urban students and their communities regrow from decades of societal neglect. Throughout our presentation, we will explore these issues using several local examples, with a special focus on the new "Schools as Hubs" initiative in Toledo Public Schools. Our argument rests on a simple premise: students' issues are community issues.

**Shrilla, Emily**  
ECCO Undergraduate Student,  
Middle Childhood Education, BGSU  
*Get With the Program—Catching  
Students Up to Where They Need to  
Be*

Working in an urban classroom opened my eyes to the degree of how far behind in the curriculum students are. Witnessing these problems raised my concern for these students drastically. These students have no idea how to write papers, work independently, or problem solve without the aid of

a teacher. Throughout their years teachers have pushed aside what really matters, (reading and writing) trying to pass that problem on to the other teachers. Students then are so far behind it is almost impossible for them to catch up to the level they need to be at. This creates the problem that there are not enough hours in the day for teachers to reteach reading and writing skills while still teaching them the criteria they are required to teach. There needs to be a way or program that catches students up to where they need to be.

**Smart, Aaron**  
ECCO Undergraduate Student,  
Adolescent/Young Adult Education,  
Math, BGSU  
*What Would You Do if a Student  
Committed Suicide?*

What would you do when you walked into your classroom and one of your students were not there because you know that he or she committed suicide? Should the teacher act like nothing has happened and just go on like every other day? Or should the teachers push everything aside and wait for the students to refocus? What should the administration do? How can a school prevent this? Can a school prevent this? This presentation will tell what should happen if in the event of a student suicide and also will tell how the schools can handle the situation with ease.

**Smith, Kelsey**  
ECCO Undergraduate Student,  
Special Education, BGSU  
*The Importance of Keeping the Arts  
in K-12 Schools.*

Keeping the arts in K-12 schools may seem like an unimportant subject to discuss. To most people, from the outside it looks like nothing is wrong. The marching band still marches at half time, the choir still sings at concerts and art classes still put their students' best work in display cases in the hallways. The first thoughts

that come to mind usually aren't that these programs need to be saved.

The truth is, the funding for band, choir and art is slowly being cut off and the individual students and directors of these programs are often left to fend for themselves. They often use fundraising and what is not raised often comes out of the students' and directors' pockets.

This is the sad truth that needs to be realized and changed. Art students statistically get better grades and are often more focused in class. It gives students something to do and keeps them from getting into trouble. Band and choir teach important life skills and disciplines, and art promotes creativity and self-thinking.

Clearly, the arts are important and many schools are making the wrong decisions to cut them. Doing something and coming together can help stop the depletion of K-12 art programs.

**Snively, Melissa**  
ECCO Undergraduate Student,  
Adolescent/Young Adult Education,  
ILA Education, Student Teacher,  
BGSU  
*Roundtable: Wisdom from the End of  
the Road: Student Teaching Versus  
Methods*

Ever wondered what the difference between student teaching and methods really is? Does the thought of these experiences worry you or stress you out? Do you want to know what you should do now to prepare? A panel of methods students and student teachers will talk about their experiences and be available to answer your questions. Come hear from Urban Educators at the end of the college road.

# CONFERENCE ABSTRACTS -- Sondergeld-Steuer

**Sondergeld, Toni A., Ph.D.**

**Assistant Professor, Leadership and Policy Studies, BGSU**

***Why Do Some Students Participate in Voluntary High School College Access Programs and Others Do Not? A Cross-case Comparison of Active and Passive GEAR UP Students***

This study explores why some students decide whether or not to participate in a GEAR UP program by engaging in two case studies: one of an active (involved, as defined by binder completion) GEAR UP student and the second of a passive (non-involved, as defined by no binder completion) GEAR UP student. A cross-comparison of the two cases was completed to see if any patterns, similarities and/or differences emerge in the two student profiles, so that we can better understand how students make the decision whether or not to participate in a voluntary college-preparatory program. Through focus group interviews, three themes emerged that determined program participation: academic factors (including grades and courses taken), non-academic factors (including participation in extracurricular activities, community service, work, and GEAR UP events), and influential factors (including parents/family/guardians, teachers/staff, and the program itself). Additionally, one overarching theme emerged: the interconnectedness of the above factors, and how they influenced one another throughout the high school experience.

**Sondergeld, Toni A., Ph.D.**

**Assistant Professor, Leadership and Policy Studies, BGSU**

***Overcoming Barriers to College Persistence for Low Income Students: The Effects of GEAR UP on College Persistence and Perceptions of College Success***

Although research exists that shows the effectiveness of GEAR UP regarding academic achievement, college awareness and access, much less is known about whether GEAR

UP impacts college persistence. GEAR UP and other college preparatory programs claim that this is a major program outcome, yet very few studies have been done regarding college preparatory programs on persistence in higher education. Using a mixed methods approach, this study looked at whether GEAR UP impacted college access, college persistence (as measured by number of semesters completed, and status after four years out of high school), and attendance at four-year versus two-year institutions, as well as why any significant differences may exist. We found that overall GEAR UP participants were more likely to access and persist in college, as well as attend four-year institutions than non-GEAR UP students, controlling for socio-economic status (SES) and other differences between the two groups. Additionally, significant differences in college access and persistence were also found for low-SES GEAR UP versus non-GEAR UP groups, but not for minority GEAR UP versus non-GEAR UP groups. Students in the GEAR UP program reported being more likely to take risks, try more activities, and be more involved due to the program. Additionally, students were able to communicate realistic goals as well as concrete steps to reach those goals, which included college attendance. Lastly, students reported personal growth over their high school career, such as greater maturity, which they attributed to helping them have success in their education.

**Sondergeld, Toni A., Ph.D.**

**Assistant Professor, Leadership and Policy Studies, BGSU**

***The Effects of GEAR UP, Socioeconomic Status, and Race on Student Preparation for College***

In 2010, the U. S. Department of Education awarded \$323,212,000 to serve 748,000 students in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is designed to increase the number of low-income students

who are prepared to enter and succeed in postsecondary education. The purpose of this study is to gain a better understanding of early preparation for postsecondary education and explore the effectiveness of GEAR UP. This study is a quasi-experimental case study design. The sample for this study consisted of 836 students from two different River High School cohorts (GEAR UP and Non GEAR UP). We compared high school attendance, high school retention, behavior incidents, GPA, graduation rates, and college attendance for high school students by GEAR UP and Non-GEAR UP cohorts, socioeconomic status (SES), race, and the intersection of SES and race.

**Steuer, Katie**

**ECCO Undergraduate Student, Early Childhood Education, BGSU**

***How to Handle Students with Disabilities That Are Not Diagnosed***

How do you handle students who are not on an IEP or are not diagnosed with anything? By looking at this question you are able to see how different teachers handle different students. By figuring out how to handle students helps teachers understand their teaching techniques and see how it can be different for students. I want to look at this because I have seen this in my previous placement and I really want to look into how teachers handle these students. This is important to look at because there are multiple teachers who do not know how to handle certain students, and through this research I will be able to understand how to handle students and help other teachers. I am going to focus on early childhood education but then also compare students who had symptoms when they were younger and see how they are now that they are older.

# Thornton-Vrooman -- CONFERENCE ABSTRACTS

**Thornton, Vaughn**  
ECCO Undergraduate Student, World Language Education, Spanish, BGSU  
*New Technology in the Foreign Language Classroom*

Recently there have been many technological advances in education that have proven to be beneficial in the classroom. My presentation focuses only on how the new technology (the past 10 years) can be applied in foreign language classrooms in order to supplement other materials and help aid teachers. Recent innovations now allow students to communicate with native speakers in a matter of seconds. This technology will be a key asset in the new age classroom that will be both engaging and educational. These advances have been effective in the past.

**Thompson, Elizabeth L., M.Ed.**  
Counselor, Waite High School  
*The Effects of GEAR UP, Socioeconomic Status, and Race on Student Preparation for College*

In 2010, the U. S. Department of Education awarded \$323,212,000 to serve 748,000 students in Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The purpose of this study is to gain a better understanding of early preparation for postsecondary education and explore the effectiveness of GEAR UP. This study is a quasi-experimental case study design. The sample for this study consisted of 836 students from two different River High School cohorts (GEAR UP and Non GEAR UP). We compared high school attendance, high school retention, behavior incidents, GPA, graduation rates, and college attendance for high school students by GEAR UP and Non-GEAR UP cohorts, socioeconomic status (SES), race, and the intersection of SES and race.

**Timko, Morgan**  
ECCO Undergraduate Student, Intervention Services, BGSU  
*Music Therapy in Special Education Classrooms*

Music stimulates the brain. Why not have music therapy in a classroom where the students need their brains stimulated. Schools should provide money for the special education classes to have music therapy at least once a week.

**Viramontez Anguiano, Ruben, Ph.D.**  
Associate Professor, Family & Consumer Sciences, BGSU  
*Gearing Up for Change: The Intersection of Sex and Race/Ethnicity for an Academic Intervention in an Urban High School*

The present study examines change in risk factors and graduation rates by sex and race and ethnicity in a diverse urban high school in a mid-size city in the Midwest collected through a higher education readiness program known as GEAR UP. We draw on 5 consecutive cohorts of students between 2006 and 2010 followed longitudinally through GEAR UP. Survey data from students and parents allow for the examination of beliefs and perceptions regarding academic achievement and aspirations, while administrative records allow for the assessment of student demographic characteristics, academic performance and involvement, and high school completion. We identify considerable improvements in student behavior, performance, and high school completion, despite increases in demographic risk factors among students. Nonetheless, at the end of the observation period considerable variation in high school graduation and retention remains by sex and race and ethnicity. Implications for interventions with racially and ethnically diverse students in an urban high school are discussed.

**Vrooman, Amanda**  
Program Coordinator, GEAR UP, BGSU  
*An Urban School Reform Effort: Evidence of the Impact of Best Practices of College Access Activities to Increase College Awareness*

A Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) reform effort in an urban school environment has been in place on Toledo's East Side for more than a decade. Different college access activities have been implemented both at the middle and high school level. This presentation gives an overview of the programming involved in the educational reform effort to increase awareness and readiness for post-secondary education. We will also present, compare, and discuss high school graduation data from before GEAR UP's involvement and from the years that GEAR UP has been in place on the East Side of Toledo. Furthermore, we will show and discuss college enrollment, retention, and graduation data drawn from the National Student Clearinghouse database from before GEAR UP's involvement and compare it to the same data of the cohorts of students who have participated in GEAR UP programming.

**Vrooman, Patrick, Ph.D.**  
ECCO Director, Instructor, School of Teaching & Learning, BGSU  
*American Educational Exceptionalism: Why All the Fuss about International Comparisons?*

After an overview of the major international assessments (PIRLS, PISA, TIMSS, and PIAAC), I will attempt to explain why the United States participates in these assessments—and historically, how the U.S. has performed. This inquiry project is motivated by an interest in better understanding but also troubling and pushing back

# CONFERENCE ABSTRACTS -- Washington-Whitesell

on the business-model, market-driven, dominant narrative in American Education which argues that international comparisons of standardized test scores should drive educational policy. Does the American educational system produce a “widget” that should be compared with that of other nations, or do we produce students of unique skills and characteristics?

**Washington, Brittni**  
**ECCO Undergraduate Student,**  
**Intervention Services, BGSU**  
***Roundtable: Technology Integration: The Good and the Bad***

We will present the good and bad points of view of teachers using technology in their classrooms. We will share our personal thoughts of using technology in the class. We are also going to discuss technology use with teacher lesson plans and more.

**Welker, Justin**  
**ECCO Undergraduate Student,**  
**Intervention Services, BGSU**  
***The “R” Word: Special Needs and the Media***

People everywhere get most of their information from the media, whether it is accurate or not. People with special needs are represented all

over the media, and not always in the best light. The word “retarded” is used very often used in the media and not always when talking about people with special needs. The word has taken on a new form and now misrepresents the word “stupid” or “dumb”. The word is commonly accepted among society, due to its overuse in the media. In my presentation, I am going to discuss different types of media that people with special needs are portrayed, both negatively and positively. I will discuss further details on what we must do to change the media’s views on special needs, as well.

**Wentling, Allison**  
**ECCO Undergraduate Student,**  
**Intervention Services, BGSU**  
***Unpopping Standardized Tests***

Do you remember in high school, when you took the OGT or the ACT? How hard did you prepare for those tests? If you’re a teacher, like I want to be, you’ll find a whole new outlook on testing. This isn’t just a test. This is your job on the line. Students see things one way, but as someone in a teacher preparation program, we see things a little differently. Students just see the popcorn, not the kernels. I want to be the manufacturer of that popcorn: I want to know what it’s all

about. I want everyone else to know what it’s all about.

**Whitesell, Alisha**  
**ECCO Undergraduate Student,**  
**Intervention Services, BGSU**  
***Teaching Life and Job Skills to Special Needs Students***

Being prepared for the future and the working world is essential these days. To help with this, I think that assisting these specific students to get a head start would be very beneficial for them in the long run. Through personal experience and some scholarly articles, I will show the advantages to teaching these skills to students. Also, I will give some ways schools can prepare the educators to teach these skills to the students and even ways that schools can get these students out into the working world before they graduate, whether it is through work study or a paying job.

# NOTES



# 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 Kohl Hall, 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  
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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

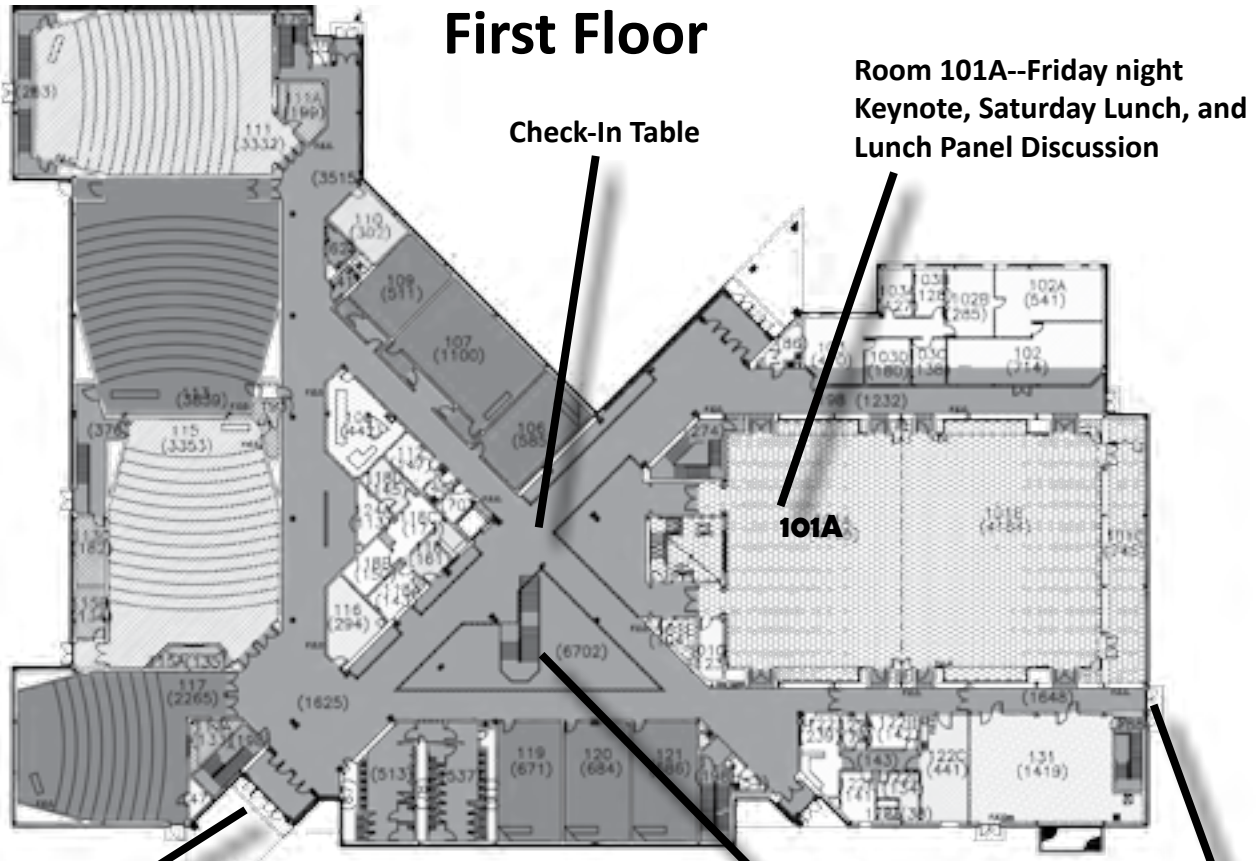
- 1 Residence in Kohl Hall (at least) for First Year members
- 2 Payment of a \$275 participation fee per semester (decreasing after the first year) to cover additional programming costs. This fee has not changed since 2003
- 3 Completion of an annual FBI and BCI&I criminal background check (additional 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 "family."
- 7 Presentation at the annual ECCO Conference

## 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., Chicago for Fall Break 2011 and Newark, NJ and New York City for Spring Break 2012)
- > 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 PAUL J. OLSCAMP HALL MEETING ROOMS

## First Floor



Check-In Table

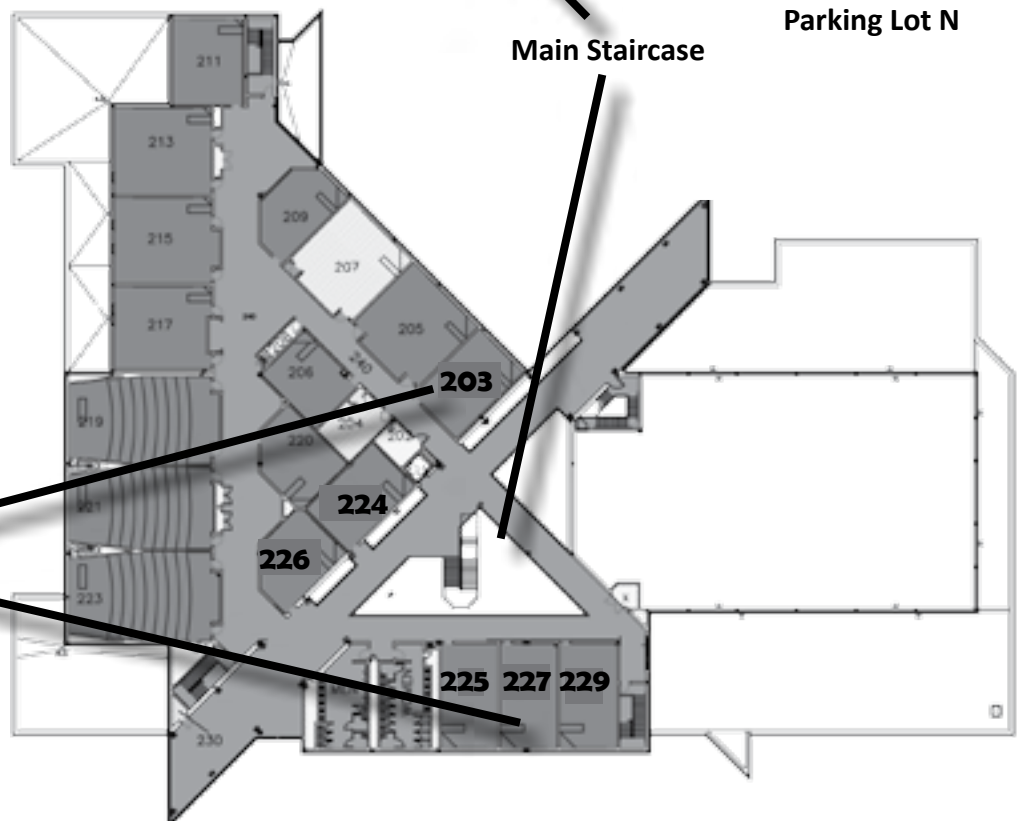
Room 101A--Friday night  
Keynote, Saturday Lunch, and  
Lunch Panel Discussion

101A

Common Entry to Olscamp  
from University and Parking  
Lots A & G

Common Entry  
to Olscamp from  
Parking Lot N

## Second Floor



Main Staircase

Conferences Meetings  
Rooms--Saturday:

- 203
- 224
- 225
- 226
- 227
- 229

203

224

226

225 227 229



# SCHEDULE AT A GLANCE

## FRIDAY, MARCH 23 2012

- 6:30pm-8:15pm KEYNOTE ADDRESS: DR. MICHAEL KLONSKY  
Paul J. Olscamp Hall, Room 101A, First Floor
- 8:15pm-8:30pm MOVE TO BTSU THEATRE  
Union 206—Theatre—Second Floor, Bowen-Thompson  
Student Union
- 8:30pm-10:45pm *LOUDER THAN A BOMB* DOCUMENTARY  
with PANEL DISCUSSION TO FOLLOW  
Union 206—Theatre—Second Floor, Bowen-Thompson  
Student Union

## SATURDAY, MARCH 24, 2012

- 8:30am-9:30am CHECK IN  
Olscamp Hall, outside room 106  
First Floor
- 9:00am-10:15am SESSION 1  
Various rooms on Second Floor,  
Paul J. Olscamp Hall
- 10:15am-10:25am BREAK  
10:25am-11:40am SESSION 2  
Various rooms on Second Floor,  
Paul J. Olscamp Hall
- 11:40am-1:05pm LUNCH  
Room 101A, First Floor,  
Paul J. Olscamp Hall  
Lunch Provided with Ticket from Registration
- 12:15pm-1:05pm PANEL DISCUSSION  
Room 101, First Floor,  
Paul J. Olscamp Hall
- 1:05pm-1:15pm BREAK  
1:15pm-2:15pm SESSION 3  
Various rooms on Second Floor,  
Paul J. Olscamp Hall
- 2:15pm-2:25pm BREAK  
2:25pm-3:25pm SESSION 4  
Various rooms on Second Floor,  
Paul J. Olscamp Hall
- 3:25pm-3:35pm BREAK  
3:35pm-4:35pm SESSION 5  
Various rooms on Second Floor,  
Paul J. Olscamp Hall

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