



2010 Summer Workshop

June 15, 16, 17, 18, 2010
Ohio University Lancaster Campus
Presented by
The Heart of Ohio Tech Prep Consortium

Creating a Culture of College Readiness—Successful Strategies

Welcome to the Heart of Ohio Tech Prep annual summer workshop, designed for Tech Prep, career-technical, and comprehensive school teachers from grades 6-12.

This year's conference *Creating a Culture of College Readiness—Successful Strategies*, is a four-day learning experience from 8:30 a.m. – 4:00 p.m. on each day. The 2010 sessions will focus on college and career planning for students from underrepresented populations, getting girls interested in STEM careers, preparing high school students for college-level writing, grading practices that promote student success and motivation, college planning using ACT PLAN/OCIS, intervention strategies to help struggling students, ways to assist students be successful with group projects, “moodlizing” the Senior Project, as well as, technology training. In addition, there will be educators and student panel discussions that will provide opportunities to learn “the nuts and bolts” of Tech Prep.

If you have questions about the content of the workshop, please contact Marcia Key, Assistant Director, Heart of Ohio Consortium at 740.654.6711, extension 613 or key@ohiou.edu.

Come and join us for the 2010 College Tech Prep Workshop at Ohio University Lancaster Campus.

Marcia Key, Assistant Director

REGISTRATION DETAILS:

Registration – Register online at <http://www.heartofohiotechprep.org/summer.htm> or complete the registration form provided on this informational flyer and return it as specified. If you have any registration questions, please contact Merry Lee Walters, 740.654.6711, ext. 216, or walters@ohio.edu. Registration is limited to 80 participants and priority will be given to Tech Prep educators in the Heart of Ohio Consortium and educators participating in all four days of the workshop. The deadline for registration is May 21, 2010.

Ohio University Graduate Credit is pending. You must attend all four days in order to receive three graduate credits. You must also complete the required assignments. Graduate credit will be offered at \$88 per graduate credit hour—a savings of \$834. Please indicate on the registration form if you are pursuing graduate credit. Graduate credit payment is due on June 15, 2010. VISA, MasterCard, check or money order is accepted. Make checks payable to Ohio University Lancaster.

Stipends – Each qualifying participant will be paid \$75 per day (maximum of \$300 for full participation). You are eligible to receive the stipend if your district has signed the “Consortium Memorandum of Understanding.” The stipend check will be mailed to you after completion of the workshop.

**DON'T WAIT! REGISTER TODAY.
DEADLINE IS MAY 21, 2010.**

Sessions for Tuesday, June 15, 2010

“Career and College Planning for Underrepresented Populations”

Lisa Hinkelman, Ph.D., L.P.C., Executive Director, The Interprofessional Commission of Ohio, The Ohio State University

Educational reform mandates require that all school educators support high achievement and the development of lifelong learning capacity for all students. Yet, some students continue to struggle. This session will introduce participants to the critical issues that impact underrepresented students' self-esteem, academic achievement, course selection, post-secondary decisions, and career development. According to the Pathways to College Network:

Today's world demands that educational systems at all levels support high achievement and the development of life-long learning skills for all students, regardless of achievement. If as a nation we are to remain competitive in a global economy, and if we are to attain the goal of being a truly integrated society, we must ensure that the large numbers of underserved students in America achieve at the postsecondary level.

Through an examination of resiliency research and proactive factors impacting student outcomes, we will identify the influences that motivate and increase academic achievement among students from underrepresented environments, with a specific focus on first generation college students.



“Getting Girls Interested in STEM Careers”

Lisa Hinkelman, Ph.D., L.P.C., Executive Director, The Interprofessional Commission of Ohio, The Ohio State University

Significantly more males than females have chosen to pursue science, technology, engineering, and math (STEM) related careers. The lack of females in STEM careers is particularly distressing when one considers that the U.S. Department of Labor describes STEM fields as "in demand" occupations. This session will provide participants with an overview of the critical issues that impact girls' career development, discussion specific interventions that can encourage young women to pursue STEM careers, and share an interactive career planning and awareness lesson plan package for use with girls that assists in the exploration of opportunities offered in STEM occupations.

“KnowHow2GOOHIO – The 4 Steps to College: Social Marketing and Messaging”

Kimberly Gormley, Director, Marketing and Communications – Ohio College Access Network (OCAN)

College access programs and rigorous coursework are necessary components of building pathways to college, but awareness of opportunities is a major foundation to letting more youth know the range of options that are available to them in accessing college. Learn about various efforts locally and nationally that are developing public awareness campaigns and marketing efforts that target low-income students and first generation college students.

“Structuring the STEM Academy”

Leslie Kelly, STEM Coordinator, Reynoldsburg High School

The mission of the STEM Academy is to create a challenging learning community where students experience science, technology, engineering, and math through a variety of disciplines and are engaged in innovative thinking and problem solving while examining the environmental and social issues of current and future generations. This session will provide a “snapshot” of the academy that will open in Fall 2010 for 9th and 10th grade students with complete implementation of 9th-12th grade students by Fall 2012.

“What is Tech Prep? It’s a Whole New World Out There!”

Raemarie Oatman, Director, Heart of Ohio Tech Prep Consortium and Debra Saffo, Assistant Director, Heart of Ohio Tech Prep Consortium

Tech Prep focuses on the fastest growing technology career areas where students can earn valuable college credits in high school and qualify for scholarships that lead to two-year and four-year college degrees. Tech Prep programs emphasize real-world working experiences involving teamwork, critical thinking and problem-solving skills. Articulated college credit earned in high school is free (with some exceptions). This session will provide pertinent information that will help middle and high school instructors prepare students for the college experience and for careers.

Sessions for Wednesday, June 16, 2010

“Creating a Community of Writers and Readers: Designing ePortfolios for the Secondary Classroom”

Kay Halasek, Ph.D., Associate Professor of English at The Ohio State University

This multimodal and interactive session, engages participants in exploring and extending the roles of online resources and course management software (e.g., GoogleDocs, Blackboard) in the secondary classroom. Through a series of short demonstrations, discussion, and activities, Professor Halasek and participants will work collaboratively to create informal and formal writing activities that seek to improve the alignment between the critical writing skills acquired by middle and high schools students and those fundamental to success in college first-year writing programs. We will (1) design activities and assignments through a guided collaboration; (2) develop methods of eResponse that engage students, their peers, and teachers as informed readers of student texts; and (3) create electronic writing portfolios (ePortfolios) to archive student work, making it available for students’ self-assessment and teacher evaluation.



“Post-secondary Planning Through the Use of the PLAN Test and OCIS”

Sue Andrews, Career Coordinator, Olentangy Local Schools

In this session, attendees will understand how to read and use PLAN Test results and link them to OCIS to assist students and parents with post-secondary planning. The PLAN Test is Act’s curriculum-based college readiness test. It identifies students’ strengths and weaknesses and provides suggestions for improvement. It is the most powerful predictor of performance on the ACT during the junior/senior years. PLAN results can be linked to OCIS (Ohio Career Information System) to begin career and college research. Students will be able to identify careers related to their interests and use these results to plan the remainder of high school and beyond.

“Bullying Beyond the Classroom: What Teachers Should Know”

Brooke Wright, PsyD, Counseling and Psychological Services, Hudson Health, Ohio University

Today, bullying at school can take many forms, from physical violence in the hallway to texting during class to Internet networking sites after school. This program will focus on types of bullying, how the bully and the bullied are psychologically impacted by the behavior and dispelling myths about who bullies are. Additionally, strategies for teacher intervention and resources will be shared. This session will use various means to explore these issues, including Powerpoint, discussion and role-playing.

“Ways to Jumpstart Your Students’ College Education”

Panel Discussion: Robin Bussey, Central Ohio Technical College; Melissa Cardenas, Director Academic Quality Assurance, Ohio Board of Regents; Pat Fox, Ohio University Lancaster Campus; Sarah Morrison, Central Ohio Technical College; Laurie Johns, Columbus State Community College

Participants will be provided with current information that applies to Ohio’s time-shortened degree programs for secondary students. Learn how students can graduate from high school and be earning college credits at the same time. Learn about such options as “Senior to Sophomore,” Postsecondary Education Option, (PSEO), Advanced Placement, Dual Enrollment, and Tech Prep.

Sessions for Thursday, June 17, 2010

“Group Work: Skills and Strategies for Effective Interactions in the Classroom”

Beth Hawks, M.A., Part-time Faculty, Ohio University

“Trying to solve a problem through group discussions is like trying to clear up a traffic jam by honking your horn.”
Anonymous

It seems that almost everyone has a negative opinion about working in groups. A term actually exists, *grouphate*, which describes the distaste and aversion that people feel toward working in groups (Sorenson, 1981). One student’s written comment about group work typifies *grouphate*: “Working in groups is like eating tofu. I’m told it’s good for me, but it makes me gag,” (Rothwell, 2010). Whether one loves working in groups or hates it, groups are everywhere. Probably everyone, however, can point to one, two, or a few very positive experiences with groups (family, friends, sports teams, clubs, etc.).

A basic question emerges then, why are some group experiences unpleasant and some others a joy? As a student-centered approach, Inquiry Based Learning (IBL) enhances a student to work cooperatively and interdependently, to think critically and to address problems as they encounter them in various situations –similar to a workplace setting. Given the changing demographics in the United States and abroad, small groups will increasingly include members whose backgrounds differ. Cultural backgrounds influence communication patterns, and small group communication is no different.

The challenge then in an IBL class room, where a teacher is required to relinquish a lot of the learning situation, is how to encourage the implementation of diverse groups to reflect the “real” world. And along with this facilitate conflict management, group synergy and individual power struggles. The goal of this session is to give teachers tangible resources to utilize in their classrooms, as they help their students along the process of discovering knowledge. Inquiry Based Learning requires students to work together to solve problems and this session will help the teacher improve their communication to better help their students through this process.



“Grading Practices That Inhibit Student Success”

Ann Glass, Director of Curriculum, Oberlin City Schools and Donna Stanfield, Director of Curriculum, Instruction, and Assessment, Bucyrus City Schools

In the past decade, standards and assessment practices have changed radically, but grading practices remain the same. Why? Participants in this interactive session will reflect on current grading policies and practices that are often counterproductive and inhibit learning for secondary students at all ability levels. Based upon the research of Guskey, O’Connor & Marzano, participants will examine and discuss guidelines for secondary grading practices in a standards-based system. Participants will examine which grading practices inhibit student success and learn how to fix such practices and instead grade in a manner that promotes student success and motivation. Handouts will be provided.



“Success. Don't Just Wish It. Work For It!”

Don Burtscher, Success Center Coordinator and Vickie Hunt, H.S.T.W. Coordinator, Pioneer Career and Technical Center

The Pioneer Career and Technical Center opened its Success Center for students who need individualized tutoring in an effort to help them graduate by passing required courses and OGTs. The Success Center focuses on giving extra assistance to students with their classroom or homework assignments in an effort to teach them organizational and study skills, how to review for the OGTs and makeup quizzes and tests. Learn how the Success Center is organized and operates daily within the structure of a career center.

“Using What’s in the Students’ Pockets...the iPod Touch”

Tony Eallonardo, Network Systems Instructor, Pickaway-Ross Career and Technical Center

Instead of telling your students to “put that iPod away” wouldn’t it be nice to say “everyone get out your iPods”? Personal mobile electronic devices continue to be the coolest and most desired consumer products for both adults and students! Learn how to use these devices and how to engage the students by integrating the things they’re familiar with into your curriculum. We will explore podcasts, e-books and newly developed apps that can supplement and enrich every subject area. Because, when it comes to education, ‘there’s an app for that!’ Participants will be introduced to the iPod Touch interface, iTunes, iPod Touch Labs and synchronization with a Mac or Windows. There will also be an introduction to the iPad; the next generation of these devices that will bring new opportunities for education!

"My School Blocks YouTube!...or How to Still Use Social Networking Content in the Classroom"

Richard Davis, Instructor, Dublin Jerome High School

"Before the launch of YouTube in 2005, there were few easy methods available for ordinary computer users who wanted to post videos online. With its simple interface, YouTube made it possible for anyone with an Internet connection to post a video that a worldwide audience could watch within a few minutes. The wide range of topics covered by YouTube has turned video sharing into one of the most important parts of Internet culture." (<http://en.wikipedia.org/wiki/YouTube>) YouTube was awarded a 2008 George Foster Peabody Award and cited for being "a 'Speakers' Corner' that both embodies and promotes democracy." (<http://en.wikipedia.org/wiki/YouTube>)

Unfortunately, YouTube's incarnation of democracy may not extend into your classroom. Chances are, it's "blocked" or "filtered" by your school district before it can get to the computer screens in your classroom. You have to follow your districts rules and regulations, and respect copyright law. So, how can you show the great YouTube video that reinforces a topic you're teaching? This seminar will introduce numerous free tools and techniques that allow instructors to "grab" the videos they want outside of the school, then convert them for playback in the classroom. Key words here are "free" and "easy." Hard is not allowed.

Sessions for Friday, June 18, 2010

“Moodlizing the Senior Project”

Kathleen Shelton Haskell, Tri-County Career Center, Nelsonville Ohio and Tom Haskell, doctoral student in Curriculum and Instructional Technology, College of Education, Ohio University



This session will focus on “Moodlizing the Senior Project,” the culmination of a program that the presenter has developed over seven years. Kathleen, with the support of her career center, has created resources, delivers an approved career-technical class, and has connected to the community for support of this “Best Practice” program. This course is delivered using Moodle software in a hybrid online approach. The presenters will share their insights, invaluable resources and expertise and will address development and management issues. Bonus: Participants will leave the session with free access to curriculum,



forms and rubrics. Participants will be granted temporary access to Moodle version of Senior Project Seminar. Before the Senior Capstone or Senior Project becomes part of Ohio's graduation requirement for high school students, be proactive to develop a quality program/course that will not only address this mandate, but exceed it.

Mentor Program at South-Western City Schools

Stew Gibboney, Career Pathways Specialist, South-Western City Schools

Do high school mentoring programs make a difference to student success? What are the components and characteristics of successful programs? The answers to these questions and many more will be addressed in this session describing the mentoring program at South-Western City Schools that connects career-technical students with local businesses that align to the student's career path.

"It's our Students' Turn: Students Share Their Tech Prep Journey"

Panel of Tech Prep Students

In this session we will hear from a panel of our Tech Prep students who will share their high school experiences. We will hear our students reflect on their time in the Tech Prep classroom, their projects, their field trips, as well as opportunities to hear guest speakers who represent their career field. We will hear the students discuss the college credit they received while in the high school classroom – a great beginning to their college pathway.

"Using Technology to Get Ahead: Blogs, Portfolios, Networking"

Debra G. Smith, M.Ed., Assistant Professor, Ohio University Lancaster Campus

This session will provide participants with up-to-date information about how technology has become a vital part of professional development. Which technological innovations are professional and appropriate for professional or collegial communications? How technology can be used to the best advantage of someone who wants to stay in touch, stay connected and stay aware? What are the trials and tribulations of technological innovations like Twitter, blogging, portfolios?



"Why is it Important to Connect Mathematics and Science Lessons to Real-World Engineering Problems?"

Thomas Ramsay, Senior Engineer, Honda R&D Americas. Inc.

By leveraging the experiences of a practicing engineer in the area of computational fluid dynamics (or CFD), which is arguably on the forefront of technical difficulty and innovation in the broad area of Computer Aided Engineering (CAE), attendees will hear not only the importance, but also how easy it is to relate simple math and science lessons to real-world engineering problems. Specific examples will be presented, such as: the use of data/graphs in the media, that typical blue/red election maps are inherently biased, how cartograms (a map with some other variable substituted for land area) can visually convey information, as well as how the GPS system really works. At the end of the session, a few examples of how aerodynamics is applied to non-aerospace engineering disciplines will be shown. As an added bonus, technical presentation techniques, design, tips and tricks, as well as cohesiveness will be implicitly addressed.



2010 Summer Workshop Registration

Please use a separate registration form for each participant.

Participants are not required to pursue graduate credit.

June 15, 16, 17, 18, 2010

Name _____

Credit option: Yes (\$264 due June 15)
 No

School _____

Subject Area _____

Home Address _____

City _____ State _____ Zip _____

Home Phone (____) _____ Day Phone (____) _____ Social Security # _____

(needed for stipend contract*)

E-mail Address _____

I will attend all four days June 15 June 16 June 17 June 18

Mail to: Merry Lee Walters
Ohio University Lancaster Campus
1570 Granville Pike
Lancaster, OH 43130

REGISTER NOW! DEADLINE IS MAY 21, 2010

Questions? Call 740-654-6711, ext. 216 or
walters@ohio.edu

Fax to: 740-687-9497

E-mail: walters@ohio.edu

* Administrators are welcome to attend the workshop any or all days.

Register Online at <http://www.heartofohiotechprep.org/summer.htm>