



THE OHIO STATE UNIVERSITY

COLLEGE OF EDUCATION
AND HUMAN ECOLOGY



R.O.O.T. Reaching Our Own
Through Teaching

2022 REPORT



In June of 2022, the College of Education and Human Ecology hosted 24 rising juniors and seniors from 8 school districts across central Ohio for the Project R.O.O.T. Summer Experience. The acronym R.O.O.T. stands for “Reaching Our Own Through Teaching,” and the program grew out of a desire to address the national educator shortage in ways that

- 1 help diversify the field of education and
- 2 help emerging Central Ohio educators see the possibilities in the field.

During the three-day, on-campus program, high school students engaged with EHE and OSU faculty, staff, and alumni, as well as community members.

Students participated in a range of activities throughout the program, including: workshops on the college admissions process and paying for college; sample college courses, led by EHE doctoral students, on social & emotional learning and on equity & diversity in education; and roundtable discussions with in-service educators who shared how their studies in education led to their current careers.

In between scheduled activities, informal networking opportunities between students and EHE faculty and staff served to foster relationships for further support throughout the school year and beyond.

“ Learning in a collaborative setting with actual college students gave me a new perspective on college and learning past high school. ”

EIGHT DISTRICTS

Columbus City Schools, Dublin City Schools, Metro Schools, Olentangy Local School District, Pickerington Local School District, Reynoldsburg City Schools, Westerville City Schools, and Worthington City Schools.



Students of Color

Five students identified as men of Color; Eleven students identified as women of Color.



LGBTQIA+

Nine students identified as a members of the LGBTQIA+ community



Representation of racial/ethnic groups

Black/African American, Indian, Jamaican, Nepali, White, Chinese, Hispanic, Rwandan, Mexican American & Indigenous



Students' Top Interest

Of all the programming opportunities, 76% of students indicated they were most interested in the sample college courses.



"I learned a lot"

Students rated the statement an average of 9.76 / 10.



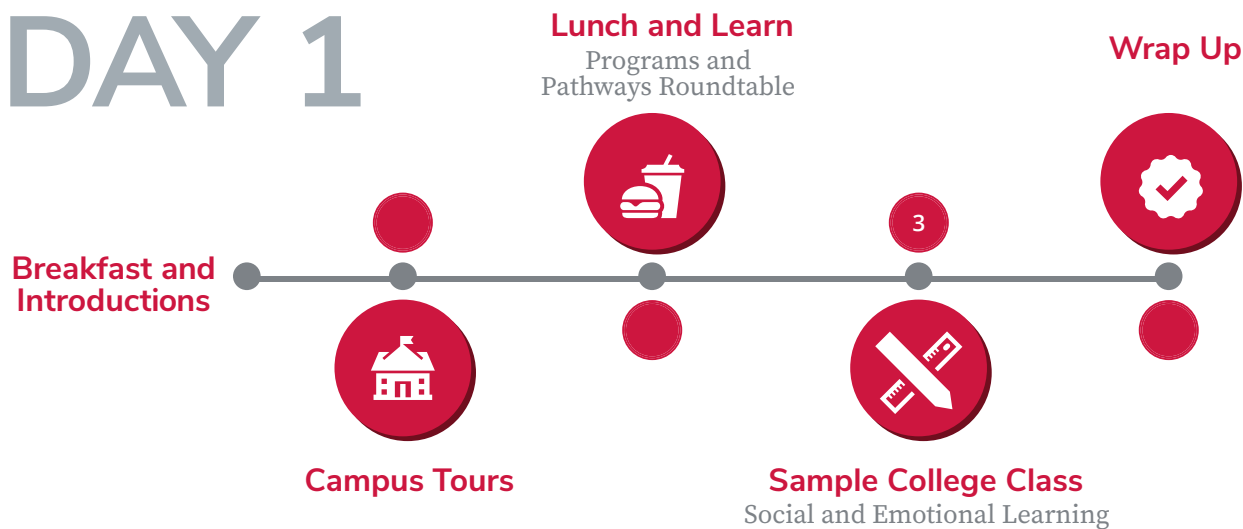
"I would recommend"

Students responded with an average rating of 9.57 / 10.



On the first day of the program, students were introduced to The Ohio State University and the College of Education and Human Ecology. They explored the campus during a campus tour, learned about programs and pathways in the College of Education during a roundtable discussion, and attended a sample college course. Many students expressed the highlight of their day was learning about equitable social and emotional learning and trauma-informed education during the sample college course.

DAY 1



“I love that the program is centered around inclusive learning for everyone.”

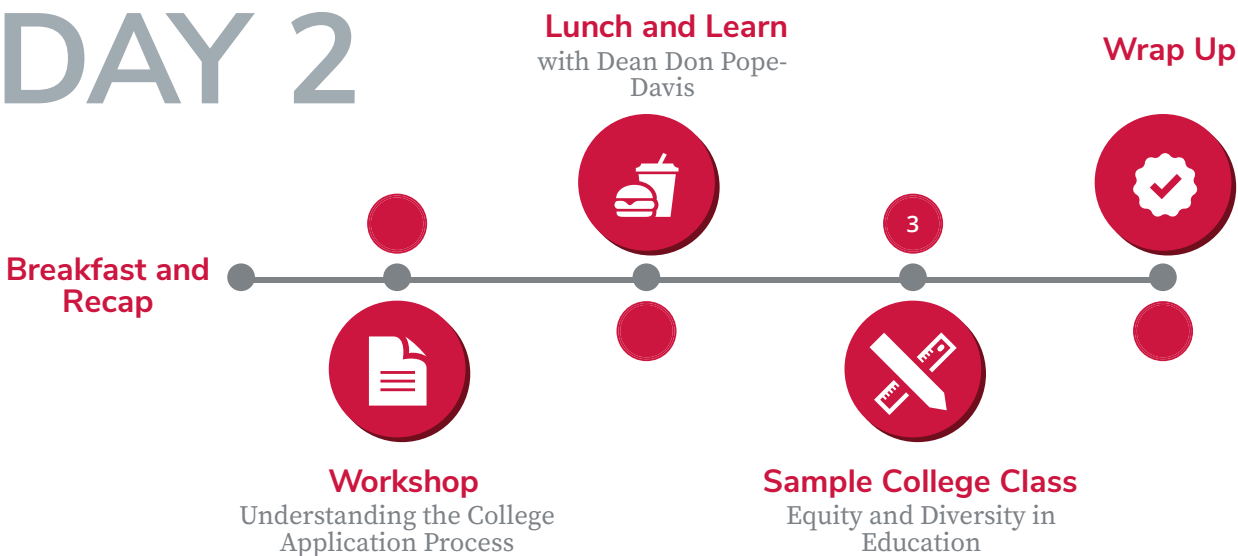
“I learned more about the career path I want to take and even added a new possibility to the list: school psychologist.”

PROGRAM SNAPSHOT



During the second day of the program, students took part in a workshop where they learned information about the college application process and had the opportunity to converse with Dean Don Pope-Davis about his professional journey and pursuing a career in education in a lunch and learn. For the final event of the day, students sat in on the Equity and Diversity in Education college course and engaged in small group discussions about race, dominant culture, and its impact on education.

DAY 2



“I loved how the dean explained characteristics for primary school teachers as that’s not something you can really get from a textbook.”





During the final day of the program, students attended a workshop on funding college and participated in an educator roundtable panel. In discussion with in-service educators throughout metro Columbus and surrounding districts, students explored various fields in education including school psychology, community education, administration, and TESOL education. The three-day program concluded with a ceremony where students were presented with a certificate for their participation.

DAY 3

Educator Panel

Breakfast and
Recap

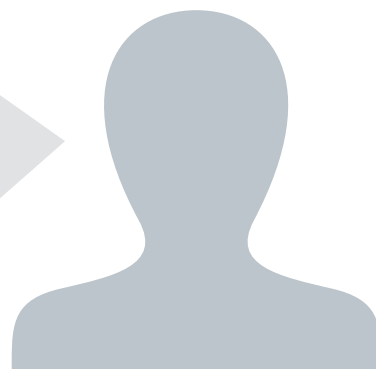


Workshop
Funding College



Lunch and Closing
Ceremony

“I loved the classes we got to take as well as the educator panel because it really helped me learn about different ways you can be an educator as well as different methods to help and support your students.”



PROGRAM SNAPSHOT

PROGRAM LEADS

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Assistant Professor – Clinical
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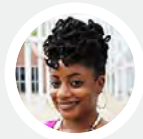
PROGRAM SUPPORT



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Columbus Africentric Early College
K12

WHO MADE IT HAPPEN



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This program is presented by the College of Education and Human Ecology's
**Office of the Dean, Department of Teaching and Learning, and
Office of Equity, Diversity, and Global Engagement.**



THANK YOU



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