



9th Annual Statewide Virtual Conference

In Collaboration with OCTEO



January
26-28,
2022

**ALL IN:
Acting on Our Commitment to Equity and Social Justice**

All In: Acting on Our Commitment to Equity and Social Justice

Ohio Deans Compact on Exceptional Children

In Collaboration with OCTEO

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COMPACT MEMBERS for their diligence and active involvement in guiding the work of the Compact.

WELCOME



Welcome to the Compact's ninth annual statewide conference!

It has been nine years since the Ohio Deans Compact was established. Since that time, Compact members, committee members, incentive grantees, project personnel, partners (e.g., Ohio Leadership Advisory Council, CEEDAR Center) and state and national experts have come together to discuss, advocate, learn, and work together to improve equitable opportunities to learn, and learning, for every child in Ohio.

For the third year in a row, the Compact and the Ohio Confederation of Teacher Education Organizations (OCTEO) are partnering to make a combined conference event possible, underscoring a collective commitment to our shared mission of improving outcomes for all of Ohio's children. And for the second year in a row, the pandemic and our desire to ensure the safety and well-being of all involved, is causing us to meet virtually.

Our conference theme – *All In: Acting on Our Commitment to Equity and Social Justice* – reflects the Compact's deep commitment to equity on behalf of every child in the state. Our overarching mission is to prepare and support educators to more effectively work together to teach and support every child, irrespective of the labels any particular child may carry with her/him/them. We believe that all children deserve teachers and school and district leaders who value their assets, stand with them, structure powerful learning experiences, and provide guidance and support to enable them to take their place as engaged and caring members of a wider community. The Compact will continue to promote inclusive and collaborative models of preparation, foster meaningful P20 partnership efforts, develop model demonstration sites for making Ohio's education workforce representative of the children it serves, advance postsecondary options for all children, and identify strategies for addressing gaps in personnel preparation and ongoing professional development. All of the Compact's work reflects the strong belief that all levels of Ohio's education system must work together to make and sustain the systemic changes needed to effectively teach and support all children.

Please use your time over the three days of the virtual conference to engage with this year's keynote, general, and concurrent session speakers; state leaders from the Ohio Department of Higher Education and the Ohio Department of Education; district, regional, and professional association representatives; and representatives from Ohio institutions of higher education currently engaged in significant educator program restructuring and redesign. Join Santiago Rincon-Gallardo, Kurt Russell, Wilson Kwamogi Okello, Tim Lewis, and Claude Goldenberg – as well as state leaders Jo Hannah Ward and Krista Maxson – in learning more about our shared work to improve educational equity and excellence on behalf of every learner in the state.

We appreciate your involvement in this year's virtual conference and look forward to working with you as we advance the Compact's work to combat social and racial injustice, advance educational equity and collective action across the P20 continuum, and improve outcomes and results for all learners at all levels of Ohio's education system.

A handwritten signature in black ink that reads "Tachelle I. Banks".

Tachelle I. Banks, PhD, Chairperson
Ohio Deans Compact on Exceptional Children



KEYNOTE, GENERAL SESSION, & LEARNING ACADEMY SPEAKERS



Santiago Rincon-Gallardo, EdD

Chief Research Officer

Michael Fullan Enterprises, Toronto, Canada

Email: rinconsa@gmail.com

Santiago Rincon-Gallardo, EdD is an education consultant and Chief Research Officer at Michael Fullan's team. Over the past 20 years, Santiago has built a career of educational leadership and consulting aimed at supporting the transformation of teaching and learning in schools and across entire educational systems in Latin America, North America, and Australia. Santiago led and later on served as an advisor to the Learning Community Project (also known as Redes de Tutoría) in Mexico, an effort to transform Mexican marginalized public middle-school classrooms into learning communities, which in the span of 10 years spread to 9,000 schools across the country.

More recently, Santiago has served as a consultant to multiple efforts to transform or improve teaching and learning in networks of schools in Colombia, Chile, Perú, and Australia. He is collaborating with Michael Fullan and a consortium of Chilean universities in the evaluation, design, and implementation of leadership development centers that are key components of a nationwide strategy to build the leadership capacity of school and system leaders across the country. Santiago has also advised, trained, and supported school district leaders in North America, Latin America, and Australia. Santiago has also partnered with Michael Fullan to design and deliver a Change Leadership course for school and system leaders in Chile.

He holds an EdM in International Education Policy and an EdD in Education Policy, Leadership and Instructional Practice from Harvard University, and a BA in Mathematics from the National Autonomous University of Mexico (UNAM).





Kurt Russell

2022 Ohio Teacher of the Year

Social Studies Teacher

Oberlin High School, Oberlin City Schools

Email: krussell@oberlinschools.net

Kurt Russell is a social studies teacher at Oberlin High School and was named the 2022 Ohio Teacher of the Year by the Ohio Department of Education. Mr. Russell earned his BA degree from Wooster College with a major in History and a minor in Black Studies. In his role as Ohio Teacher of the Year, Russell will represent Ohio in the 2022 National Teacher of the Year selection sponsored by the

Council of Chief State School Officers.

With 25 years of experience in the classroom, Russell teaches multiple courses, including African American history, U.S. history, International Baccalaureate history of the Americas, and a course on race, gender, and oppression in American and world history. He is a lead teacher at Oberlin High School and is an advisor for the Black Student Union, student council, and junior class. He has also served as the Oberlin High School basketball coach since 1996, receiving numerous awards, including the Lorain County Basketball Association's Coach of the Year and the Northeast Ohio Coach of the Year.

In 2009, Russell received a teacher of the year award from the Oberlin Heritage Center in 2009 and, in 2019, he received a teacher of the year award from the Oberlin Chapter of the National Association for the Advancement of Colored People.



Jo Hannah Ward, MEd, LPCC

Director, Office for Exceptional Children

Ohio Department of Education

Email: JoHannah.Ward@education.ohio.gov

Jo Hannah Ward is the director of the Office for Exceptional Children (OEC) – aka the state director of special education for Ohio – at the Ohio Department of Education (ODE).

She has 30 years of experience in education, including classroom and building-level leadership experience, experience providing mental health services to students in schools, and historical knowledge of the work of the Office for Exceptional Children, as well as, passion, care, and support for children with disabilities and learning difficulties and the educators that support them.

Prior to being named Director of the Office for Exceptional Children, Ms. Ward served as Executive Director of ODE's Center for Continuous Improvement, Director of the Office for Improvement and Innovation, and Assistant Director of OEC's Resource Management section. Before coming to ODE, she was Deputy Superintendent at the Ohio Department of Youth Services and the Franklin County Court Juvenile Detention Facility where she provided oversight of 10 different departments providing youth programming in areas such as; education, transition, and mental health services.

Throughout her career, she has worked with education and community service agencies to help students with special needs succeed both academically and in their communities.





Tim Lewis, PhD

Curators' Distinguished Professor
Special Education
College of Education & Human
Development University of Missouri
Email: LewisTJ@missouri.edu

Dr. Lewis has been involved with developing school-wide systems of behavioral support for over 20 years. He has worked directly with school teams around the world, secured over \$80 million in grants to support his research and demonstration efforts, and is a frequent contributor to the professional literature examining various aspects of Positive Behavior Support.

Dr. Lewis directs the *University of Missouri Center for School-wide Positive Behavior Support*, is Co-Director of the national *OSEP Center for Positive Behavioral Interventions and Supports* and former Co-Director of the *Center for Adolescent Research in Schools*. His specialty areas include social skill instruction, functional assessment, and proactive school-wide discipline systems.

He is past Co-editor of the journal *Behavioral Disorders*, Associate Editor of the *Journal of Positive Behavioral Interventions*, and a member of 13 editorial boards. During his 28-year career in higher education Dr. Lewis has served multiple terms as department chair and associate dean for research.



Wilson Kwamogi Okello, PhD

Assistant Professor
Department of Educational Leadership
University of North Carolina
Wilmington
Email: okellow@uncw.edu

Dr. Wilson Kwamogi Okello is an Assistant Professor in the Department of Educational Leadership at the University of North Carolina Wilmington.

Bridging the scholar-artist divide, his research draws on Black feminist theories to think about the relationship between history, the body, and epistemology; anti-Blackness in education; racial violence and stress in educational contexts; critical qualitative inquiry; and anti-deficit curriculum and pedagogical praxis.

His work is published in venues such as the *Journal of College Student Development*, the *Journal of Curriculum and Pedagogy*, and the *International Journal of Qualitative Studies in Education*. He is active in several professional organizations, including the Association for the Study of Higher Education (ASHE), American Educational Studies Association (AESA), and American College Personnel Administrators (ACPA).

Dr. Okello earned his PhD from Miami University; his master's degree is from the University of Rhode Island, and he holds a bachelor's degree from Youngstown State University.





Krista Maxson, PhD

Associate Vice Chancellor of P-16 Initiatives
Ohio Department of Higher Education
Email: KMaxson@highered.ohio.gov

Krista Maxson currently serves as Associate Vice Chancellor for P-16 Initiatives for the Ohio Department of Higher Education (ODHE). In

this role she oversees College access and readiness, including Ohio's federal GEAR-UP grant, Dual Enrollment (College Credit Plus), educator program review and accountability, and other education initiatives linked with the Ohio Department of Education and P-12 schools.

Originally from Diamond Bar, California, Krista received her Bachelor of Science in Mathematics from the University of Oregon; and a Master of Science and PhD in Mathematics from the University of Nebraska, Lincoln. She is married to Evan, a high school math teacher, and has two daughters, Brianna and Addison.

Prior to joining ODHE, Dr. Maxson served as Vice President for Academic Affairs (VPAA) at University of Science and Arts of Oklahoma (USAO), the state's designated public liberal arts college. As USAO's chief academic officer she served on the Oklahoma State Regents for Higher Education's Council on Instruction where state policies for higher education are reviewed and recommended. She also served on Oklahoma's Mathematics Success Initiative's task force, the board of directors for the DaVinci Institute, Oklahoma A+ Board of Advocacy, and the Portsmouth Stem Academy's school board.

During her tenure with USAO, she led the effort to increase grant awards including a \$1.7 million award from Department of Education's Title III grant which focuses on enhancing classroom instruction through the use of educational technology. Dr. Maxson collaborated with faculty to complete 19 transfer articulation agreements and to establish the Dr. Ada Lois Sipuel Fisher Center for Social Justice and Racial Healing.

Previously Dr. Maxson served as acting Associate Provost, interim Associate Provost for Research and Graduate Programs, Professor and Chair of the Department of Mathematical Sciences at Shawnee State University (SSU). While at SSU she served as the Co-Director of Assessment, the Vice President of the faculty senate and associate director/leadership team member of the Southeast Ohio Center for Excellence in Math and Science (SEOCEMS). She served on the Ohio Higher Education Mathematics Steering Committee and co-chaired the data collection, analysis and dissemination group of the implementation team. While at SSU, she also played a significant part in developing and establishing the Master of Science in Mathematics.



Claude Goldenberg, PhD

Nomellini & Olivier Professor of Education, Emeritus
Graduate School of Education
Stanford University
Email: claudeg@stanford.edu

A native of Argentina, his areas of research and professional interest center on promoting academic

achievement among language minority children and youth. Prior to his arrival at Stanford, Goldenberg was Professor of Teacher Education, Associate Dean of the College of Education, and Executive Director of the Center for Language Minority Education and Research (CLMER) at California State University, Long Beach. Goldenberg received his A.B. in history from Princeton University and MA and PhD from Graduate School of Education, UCLA. He has taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in the Los Angeles area.

Goldenberg was a National Academy of Education Spencer Fellow in 1986-88. He received the 1993 Albert J. Harris Award (along with Ronald Gallimore) from the International Reading Association for an article describing how beginning Spanish reading achievement improved at an elementary school where he taught first grade and conducted research on home and school influences on early literacy development. In 2004 he received the Distinguished Faculty Scholarly and Creative Activities Award from California State University, Long Beach. In 1997, he produced "Settings for Change," a video describing a 5-year school improvement project that raised literacy achievement in a largely Latino, bilingual elementary school in the Los Angeles area. A book based on this project, *Successful School Change: Creating Settings to Improve Teaching and Learning*, was published in 2004 by Teachers College Press. Research stemming from the project (in collaboration with Bill Saunders, Ronald Gallimore, and Brad Ermeling) won the 2010 Best Research Award from Learning Forward.

Goldenberg's most recent books are *Promoting Academic Achievement among English Learners: A Guide to the Research*, co-authored with Rhoda Coleman (Corwin, 2010) and *Language and Literacy Development in Bilingual Settings*, co-editing with Aydin Durgunoglu (Guilford, 2011). His publications have also appeared in academic and professional journals, and he has been on the editorial boards of various academic journals. His current projects focus on improving literacy and academic achievement among English learners in K-12 and promoting early literacy development in Rwanda.

Goldenberg was on the National Research Council's Committee for the Prevention of Early Reading Difficulties in Young Children and on the National Literacy Panel, which synthesized research on literacy development among language-minority children and youth.



KEYNOTE, GENERAL SESSION, LEARNING ACADEMY, PANEL PRESENTATIONS, & CONCURRENT SESSION DESCRIPTIONS

JANUARY 26 (9:30 AM – 6:00 PM)

Welcome & Introductions

Tachelle Banks, PhD, *Presidential Faculty Fellow & Associate Provost for Academic Innovation, Office of the President, Cleveland State University; and Chair, Ohio Deans Compact; and Brian Yusko, PhD*, *Associate Dean of Academic Affairs, College of Education & Human Services, Cleveland State University, and President, Ohio Association of Colleges for Teacher Education (OACTE).*

The Chairperson of the Ohio Deans Compact and the President of OACTE will welcome participants to the 9th Annual Statewide Conference, review conference highlights, and describe the Compact's mission, goals, and priorities in providing context for the focus of this year's combined Compact – OCTEO virtual conference presentations and sessions.

Leading for Equity: Educational Change as Social Movement

Santiago Rincon-Gallardo, EdD, *Chief Research Officer, Michael Fullan Enterprises*

As defined by Marshall Ganz, leadership is “accepting responsibility to enable others to achieve shared purpose under conditions of uncertainty.” In this keynote, Dr. Santiago Rincón-Gallardo will discuss how education leaders can forge unity of purpose alongside those they lead while navigating the uncertainty of these times. Drawing from multiple examples of effective educational leadership around the world, he will offer insights into how leaders can mobilize the hearts, hands and heads of those they lead to make learning, wellbeing and equity a tangible reality in the lives of students and their communities.

How to Better Engage Students through Restorative Justice

Kurt Russell, *Social Studies Teacher, Oberlin High School, Oberlin City Schools, Ohio 2022 Teacher of the Year*

Ohio's 2022 Teacher of the Year shares his views on the importance of education and of the critical role that teachers play in improving learning outcomes for all children and youth.

State of the State: OEC Address

Jo Hannah Ward, MEd, LPCC, *Director, Office for Exceptional Children, Ohio Department of Education*

This session will describe Ohio's ongoing work to improve results for all children, including those with disabilities and learning difficulties. Current initiatives, challenges, future directions, and highlights of collaborative work under way will be described during this state-of-the-state presentation. The importance of developing partnerships and ensuring a continuum of support – from preparation through ongoing personnel development – for all educators, will be emphasized.

ADVANCING EQUITY LEARNING ACADEMIES

LEARNING ACADEMY 1:

Providing Strong Core Instruction to All Learners Using Effective MTSS Approaches

Multi-tiered System of Academic, Behavioral, and Social-emotional Supports

Tim Lewis, PhD, *Curators' Distinguished Professor of Special Education, College of Education & Human Development, University of Missouri*

District Illustration - How One District is Improving Learning Outcomes for All Students Using MTSS as part of District-wide Improvement

Mike Brandt, Superintendent; TJ Dorsey, Dean of Students; Amy Ellis, School Psychologist; and Ben Glad, School Psychologist, Tonya Schmidt, Principal, Clermont-Northeastern Elementary School, Clermont Northeastern Local Schools Clermont Northeastern Local Schools

Facilitated Discussion:

Jo Hannah Ward, MEd, LPCC, Facilitator

LEARNING ACADEMY 2:

Improving Literacy Achievement for All Learners Is Reading Science Relevant for All Learners?

Claude Goldenberg, PhD, *Nomellini & Olivier Professor of Education, Emeritus, Graduate School of Education, Stanford University*

District-IHE Illustration - Kim Plesec, MEd, Principal, Findlay City Schools; Mary Heather Munger, PhD, University of Findlay

District-IHE Illustration - Ed Kurt, MEd, Superintendent, Margaretta Local Schools; Kevin Johnson, MEd, Curriculum Director, Margaretta Local Schools; Mary Heather Munger, PhD, University of Findlay

Facilitated Discussion: David Brobeck, PhD, Facilitator

LEARNING ACADEMY 3:

Ensuring Opportunity to Learn through Inclusive Instructional Leadership

Inclusive Instructional Leadership Domains of Practice

Santiago Rincon-Gallardo, EdD, *Chief Research Officer, Michael Fullan Enterprises, Toronto, Canada*

2:45-3:20 District Illustration - Henry Pettiegrew, PhD, CEO/ Superintendent; Thomas Dommzalski, Director of Strategy, Research, and Technology; Paula Elder, Director of Curriculum, Instruction and Assessment; Courtney Bean Jones, Director of Pupil Personnel; Sabrina Ingram, Principal, Mayfair Elementary School; and Karen Winston, Lead Teacher/Instructional Coach, East Cleveland City Schools

3:25-4:00 District Illustration - Lori Foltz-Rea, PhD, K-12 Curriculum; Sharon Caccimelio, Curriculum Consultant; and Kristi Motsch, Principal, Toll Gate Elementary School, Pickerington Local School District

Facilitated Discussion: Jim Gay, PhD, Facilitator, Sabrina Ingram, Principal of Mayfair Elementary and Karen Winston, Lead Teacher/Instructional Coach



JANUARY 27 (9:30 AM – 6:00 PM)

Welcome & Opening Comments

Mark Seals, PhD, Director, School of Teaching and Learning, College of Education & Human Development, Bowling Green State University; and Vice Chair, Ohio Deans Compact

The Vice Chairperson of the Ohio Deans Compact will welcome participants to day two of the 9th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

The Power of Storytelling: A Platform for Education, Liberation, and Resilience

Wilson Kwamogi Okello, PhD, Assistant Professor, Department of Educational Leadership, University of North Carolina Wilmington

Stories, at their best, humanize us and can be mediums through which we learn, dream, remember, maintain culture and community, and bridge collective realities with individual experiences. It is important to differentiate storytelling's capacity to reinscribe social forms and ways of thinking from its ability to enable critical consciousness and alternative visions for human relations and societal structures. This talk considers the emancipatory capacity of storytelling and invites consideration on how individuals can engage the power of their story.

Updates & Highlights from the Ohio Department of Higher Education

Krista Maxson, PhD, Associate Vice Chancellor of P-16 Initiatives, ODHE

This session provides an opportunity for participants to receive updates and news from the Ohio Department of Higher Education and to engage in dialogue with state leadership.

Blended Teacher Preparation Program – Voices from the Field: Panel Presentation

MODERATORS: Mary Murray, EdD and **Dottie Erb, PhD**

PANELISTS: Jenna Achter, Preschool Intervention Specialist, Toledo Public Schools, and Graduate of Bowling Green State University Inclusive Early Childhood Blended Program; **Kirstin Carpenter**, Teacher Candidate Intern (Student Teacher), Middle Childhood Dual Program, Marietta College; **Kim Christensen**, Teaching Professor, Inclusive Early Childhood (IEC) Program Coordinator, Bowling Green State University; **Stephanie Craig, PhD** Assistant Professor, Marietta College Dual Primary and Middle Childhood Dual License Programs; **Lauren Dusseau**, Third-grade Teacher, Anthony Wayne Local Schools, and Graduate of Bowling Green State University Inclusive Early Childhood Blended Program; **Britnee Kail**, K-1 Intervention Specialist, Dover South Elementary School, Dover City Schools, and Graduate of Marietta College Primary Dual Program; and **Zac Turkowski**, Teacher Candidate Intern (Student Teacher), Primary Dual Program, Marietta College

This panel presentation provides firsthand experiences of graduates and current candidates of inclusive teacher preparation programs leading to dual licensure in special and general education, highlighting the benefits of "dual licensure" programs.

JANUARY 28 (9:30 AM – 1:30 PM)

Welcome & Opening Comments

Jim Gay, PhD, Co-director, Ohio Leadership Advisory Council, Buckeye Association of School Administrators; and Chair, Ohio Deans Compact Dissemination Committee

The Chair of the Ohio Deans Compact Dissemination Committee will welcome participants to day three of the 9th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

Developing Model Demonstration Sites to Diversify the Educator Workforce: Panel Presentation & Dialogue

MODERATOR: Tachelle Banks, PhD, Presidential Faculty Fellow & Associate Provost for Academic Innovation, Office of the President, Cleveland State University; and Chair, Ohio Deans Compact

PANELISTS: Christa Preston Agiro, PhD, Professor of Integrated Language Arts, Teacher Education & English Language and Literature Departments, Wright State University; **Amy Anyanwu**, Assistant Superintendent, Montgomery County Educational Service Center; **Eric Duncan, JD**, P-12 Data and Policy Senior Analyst – Educator Diversity, The Education Trust; **Thomas J. Lasley, II, PhD**, CEO Emeritus, Learn to Earn Dayton, and Professor and Dean Emeritus, University of Dayton, School of Education and Health Sciences

This session describes how multiple partners on the Wright State University incentive grant team are implementing a comprehensive model for diversifying the educator workforce.

Settings for Change: Promoting Literacy Achievement Among English Learners

Claude Goldenberg, PhD, Nomellini & Olivier Professor of Education, Emeritus, Graduate School of Education, Stanford University

The newest front in the never-ending wars over how to teach reading involves English learners (ELs), phonics, and decoding. Many EL advocates and researchers worry that focusing on phonics and decoding will come at the expense of learning the English language. The concern is understandable but misses the larger point that learning to read requires deeply integrating written and oral language. Knowing how to read words is necessary but not sufficient for successful literacy development. This presentation will first describe the foundational understandings that all educators—teachers, building administrators, and support staff—must have about promoting English literacy among ELs; and second, will discuss the importance of creating school settings where those understandings are put to use in planning, delivering, and evaluating instruction.



OCTEO MEETINGS

JANUARY 26, 2022

1:00 – 3:00 PM	OAPCTE and SUEd Business Meeting NOTE: AAQEP presentation will occur from 1:00 – 2:00 pm
1:00 – 3:00 PM	Field Directors Meeting
3:00 – 5:00 PM	OACTE Board Meeting
3:30 – 4:30 PM	Licensure Coordinators Meeting
4:45 – 6:00 PM	Gap Grant Virtual Poster Session

JANUARY 27, 2022

12:30 – 1:30 PM	OATE Business/Luncheon Meeting
12:30 – 1:30 PM	Accreditation Coordinators Meeting

LUNCH & CHAT SESSIONS

SESSION 1:

Connecting with Compact Incentive Grant Community of Practice (IG CoP) Members

Jennifer Ottley, PhD, Facilitator

SESSION 2:

Telling the Story of the Deans Compact's Diversifying the Educator Workforce (DEW) Work

Aimee Howley, EdD, Jamie Clifton, PhD, and Jesse Tumblin, PhD, Facilitators

SESSION 3:

OATE Business/Luncheon Meeting

Sally Barnhart, Senior Teaching Professor, Xavier University, Facilitator

RESEARCH TO PRACTICE CONCURRENT SESSION DESCRIPTIONS

Two rounds of Research to Practice concurrent sessions will be held on January 27, 2022 from 1:45 to 2:45 pm and from 3:30 to 4:30. Sessions are organized by topical strands with two presentations offered per session; each presentation involves 15 minutes of presentation time and 15 minutes of discussion. Click on the session title on the Conference Schedule-at-a-Glance (pages 13-14) to join the applicable session.

ROUND 1:

SESSIONS 1-4 [1:45– 2:45 PM]

SESSION 1 TOPICAL STRAND:

Diversifying the Profession to Create a Representative Educator Workforce

Diversifying the Educator Workforce: Continuing the Journey

Kathy Winterman, EdD, Leigh Anne Prugh, MEd, & Julie Kugler-Ackley, MEd, Xavier University

This session will highlight Xavier University's (XU) simultaneous renewal efforts designed to result in products and outcomes for providing viable strategies to encourage the recruitment, retention, support, and sustaining of BIPOC educators at XU, and how they will be shared with other IHEs in Ohio, partner schools, and community agencies.

Recruiting, Supporting, Valuing, and Empowering Racially and Ethnically Minoritized Educators

Christa Agiro, PhD, Wright State University, & Amy Anyanwu, MEd, Montgomery County Educational Service Center

I Educate Montgomery County is a multi-institutional, organizational, and district collaboration built from best practices for recruitment, retention, support, dignifying, and sustained engagement of racially and ethnically minoritized educators. High-impact strategies will be discussed, including identifying high school students, mentoring, Grow-Your-Own pipelines/pathways, peer cohorts, support at crucial stages in college, tutoring and mentorship through licensure requirements, developing positive cultures in districts and schools, and PD that promotes cultural humility and literacy.



SESSION 2 TOPICAL STRAND: Using Evidence-based Literacy Practices to Promote Equitable Outcomes for all Learners

Reading Research Intersections: The Four-Part Processor and The Simple View Implications for Assessment and Instruction

Mary Heather Munger, PhD, *University of Findlay*, & **Becky Solomon, MEd**, *Findlay City Schools*

To achieve equity in our schools, all children must be able to read. In order for all children to read, all teachers must know how human brains become "reading brains" and how to instruct effectively in alignment with such knowledge. The session will review briefly the Simple View of Reading (SVR) and how the Four-Part Processing Model is situated within the SVR, illustrate intersections with assessment and instruction, and offer practical applications. Supported in the literature as being necessary for skilled reading, these models are referenced in *Ohio's Plan to Raise Literacy Achievement*.

Using the Ohio Literacy Library to Support Implementation of the 4-Core Reading Courses in Educator Preparation Programs

Rachel Wakefield, EdS, **David Brobeck, PhD**, & **Alex Pavlik, EdS**, *University of Cincinnati, Systems Development & Improvement Center*

The *Ohio Literacy Library* is an interactive website that allows teacher educators and teacher candidates to engage in professional learning through comprehensive learning modules and their corresponding resources and activities. The intent of the Ohio Literacy Library is to increase all educators' knowledge of evidence-based literacy instruction and the application of practices grounded in the science of reading. Come learn about these free resources and their relevance to your course planning and preparation!

SESSION 3 TOPICAL STRAND: Using Inclusive Preparation Practices to Promote Equity

Inclusive Wellness Education: Not Your Grandfather's Gym Class

Stephanie Craig, PhD, & **Brian Rider, EdD**, *Marietta College*

The Marietta College Inclusive Wellness Education (IWE) Project responds to Ohio's strategic plan *Each Child, Our Future* through the design and implementation of an innovative and transformative program to inspire a new generation of inclusive wellness educators. IWE supports the design and implementation of an inclusive teacher preparation program leading to dual licensure in intervention specialist (K-12) and physical education (P-12) to provide teacher candidates with more pedagogical knowledge, skills, and experiences through an interdisciplinary framework and focus on the whole child. The session will share the vision for this.

Refocusing a Southeastern Community College's Early Childhood Education Program to Promote Equity and Accessibility for Young Learners

Paige McClain, PhD, *Hocking College*

This session will describe the ways in which one SE Ohio community college worked to realign content and courses and redesign components of its early childhood teacher education program to focus on providing equitable and accessible learning opportunities for all diverse learners. Hocking College is updating content and language throughout its program, and redesigning programming for preservice early childhood educators to engage in research-based preparation for the field. The specific program changes and revisions will be explored.

SESSION 4 TOPICAL STRAND: Improving Services to Students with Low Incidence Sensory Disabilities to Promote Equitable Learning

ESY2: Delivering and Expanding Summer Learning Opportunities for Children with Low Incidence Sensory Disabilities

Karen Koehler, PhD, & **Doug Sturgeon, EdD**, *Shawnee State University*

Summer education options for students with sensory impairments are limited and tend to occur in large urban areas in Ohio, leaving students in rural areas with few or no options. The ESY2 program provided expanded summer opportunities for these students through the collaboration of university partners, ESCs, local school districts, and county boards of DD. The session will describe successes, areas for improvement, plans to incorporate a focus on transition into existing summer programming for students with low incidence sensory disabilities (LISD), and how the model can be replicated throughout the state to improve opportunities for students with LISD while also providing rich practicum experience sites for candidates pursuing licensure in one of the LISD areas.

The Compact's LISD Collaborative: Accomplishments, Challenges, and Next Steps

Sally Brannan, EdD, *Wittenberg University*, **Mary Murray, EdD**, *Associate Dean (ret.)*, *BGSU*

The Ohio Deans Compact established the LISD Collaborative in 2016, leading to the development and implementation of multi-institution collaborative preparation programs in the areas of visual and hearing impairment. Learn more about these and additional supplemental programs that are making a difference for children with visual impairment/blindness, hearing impairment/deafness, and deafblindness; and engage in discussion about next steps in the work of the LISD Collaborative.



ROUND 2: SESSIONS 5-8 [3:30 – 4:30 PM]

SESSION 5 TOPICAL STRAND:

Using Evidence-based Literacy and Social-emotional Practices to Promote Equitable Outcomes for All Learners

Can you Hear Me Now?

Stephanie Scott, MEd, Kathy Whaley, MA, & Shay White, MA, University of Rio Grande

Educators in rural Appalachia, an area with limited resources, are looking for strategies to bridge the gaps they are currently experiencing with their students and to support families who have encountered school experiences for which they were unprepared and unequipped to handle. Using evidence-based literacy practices is necessary for promoting equitable outcomes for all learners. Preservice teachers realize the importance of recognizing and responding to the needs of all students – their voices are important and valued. Educators have a vital role in meeting the needs of the whole child, which include, but are not limited to, academic and social-emotional needs.

Using MTSS to Address the Literacy Needs of All Learners

Michelle Walsh & Jenna Cope, East Liverpool City School District

A multi-tiered system of supports (MTSS) is a framework for providing the type and intensity of supports students need to maximize their academic, social emotional, and behavioral development. In this session, we will describe how we use our collaborative team structures to make data-based decisions about the universal, targeted, and intensive supports our students need and how to provide those supports, along with strong core instruction, to support all of the students in our district.

SESSION 6 TOPICAL STRAND:

Addressing Social-emotional Support Needs; Using Cognitive Behavioral Interventions to Promote Equity

Mental Health First Aid: Social-emotional Support across PK20 Settings

Brian Rider, EdD, Marietta College

Research indicates many youth-serving adults feel underprepared to support children and adolescents experiencing mental health challenges (Noltemeyer & associates, 2020). Youth Mental Health First Aid (YMHFA) is a researched-based training program designed to teach adults how to assist youth experiencing mental health or substance use challenges. This session will highlight collaborative efforts by Marietta College's Education Department and P-12 school partnerships to provide (YMHFA) training within professional development schools. Conference participants will learn the social, emotional, and academic benefits of YMHFA and a model for implementation.

Choose your Own Adventure Activities: Tools for Supporting Teacher Candidate Development of Effective Social-emotional Supports and Cognitive Behavioral Interventions to Promote Equity

Romena Holbert, PhD, Wright State University

In this session participants will explore and discuss how branched logic reasoning, often found in choose your own adventure (CYOA) stories, can be integrated into course activities to support teacher candidates in developing and critiquing possible social emotional and behavioral interventions. Development of a shared story featuring student and teacher actions as well as responses from key stakeholders prompts teacher candidates to examine educational events from a variety of perspectives, and blend theory and practice to predict outcomes. Participants will be provided a framework for developing and implementing CYOA activities with candidates in a variety of formats. Discussion will center on customizing the experience to participant contexts and expanding use to additional stakeholders and settings.

SESSION 7 TOPICAL STRAND:

Using Inclusive Clinical Experiences to Promote Equity Opportunities

Teacher Preparation Efficacy

Diana Garlough, EdD, University of Findlay; Jane Bogan, PhD, Wilmington College; Robin Dever, PhD, Kent State University; & Tanya Judd, PhD, Marietta College

The effectiveness of differing pathways to teacher preparation is hotly debated. Teacher preparation programs have been criticized for placing too heavy a burden on aspiring teachers requiring many content and pedagogy courses and field placement hours. Opponents of teacher preparation programs argue that teaching effectiveness might be connected to general academic standing or strong content knowledge, rather than specialized knowledge and skills. In contrast, advocates of strong teacher preparation programs argue that teachers need to understand how children and adolescents learn, and how to make content accessible to a wide range of students including low-income students and students of color. Within the context of the debate, teacher shortages grow more severe providing additional pressure. Many schools, especially those in low-income communities, fill vacancies by any means possible. What does the research say about teacher preparation, and what is Ohio's best path forward in providing equitable solutions for its students?



Research Update on Student Teaching

Leah Wasburn-Moses, PhD, *Miami University*

Even though student teaching is the single most pivotal experience in teacher education, some say the practice of student teaching has not changed in a century. Relatively recent research has made some significant inroads into high leverage practices in student teaching that can boost teacher quality and retention. The presenter recently published a book on student teaching (Lexington, 2020) and will share the conclusions from her review of research.

SESSION 8 TOPICAL STRAND: Expanding Postsecondary Options for All Students to Promote Equity

Community Engagement: The Good, the Bad, and the Reality

Hollie Johnson, EdD, *Xavier University*

Xavier University school of education believes one way to examine social justice and equity issues is to immerse students in a community affected by systemic challenges and injustices. The school's goal is to create a four-year program for students, providing them direct experiences and reflection opportunities to begin considering various worldviews and perspectives different from their own through direct interaction with diverse populations. The session describes steps toward this goal, which involved creating community-engaged groups for incoming first year preservice educators (freshman) and their mentors from Bellarmine Chapel, the church on XU's campus and creating plans of action for community-engagement.

Mentoring: A Tool for Achieving Equity

Antonio Davis, MA, *Toledo Public Schools*

Mentoring is a productive way to address multiple needs in education and help children maximize their potential while bridging racial and generational lines (Frels et al., 2013; LaVenia & Burgoon, 2019; Liao & Sanchez, 2019; Spencer et al., 2020; Spencer, Gowdy et al., 2019). Spencer et al. (2020) define mentoring as "A flexible, broad-based approach to youth development that has been found to promote positive social, emotional, behavioral, and academic outcomes for children and adolescents, including high-risk youth." Laco & Johnson (2019) assert that an excellent mentoring environment can overcome the low expectations of students and achieve positive outcomes. This session will present research-based effective mentoring factors to help attendees learn how to apply them to their contexts.



CONFERENCE SCHEDULE-AT-A-GLANCE

Connecting by computer to these sessions via the links provided offers you the best virtual experience. If, however, connecting by phone audio is your only option, you may dial in at 312-626-6799. Then enter the session's Meeting ID followed by the # key. If prompted, enter the passcode deans followed by the # key.

NOTE: The Zoom link opens at 9:00 am ET each day of the conference.

WEDNESDAY, JANUARY 26 DAY 1 MORNING SESSION Phone Audio Dial In: 312-626-6799 Meeting ID: 978 6791 3415 Passcode: deans	
9:30	Welcome & Introductions <i>Tachelle Banks, PhD, Compact Chairperson; and Brian Yusko, PhD, President, OACTE</i>
9:45	Leading for Equity: Educational Change as Social Movement <i>Santiago Rincon-Gallardo, EdD, Chief Research Officer, Michael Fullan Enterprises, Toronto, Canada</i>
11:00	How to Better Engage Students through Restorative Justice <i>Kurt Russell, Social Studies Teacher, Oberlin High School, Oberlin City Schools, Ohio 2022 Teacher of the Year</i>
11:30	State of the State: OEC Address <i>Jo Hannah Ward, MEd, LPCC, Director, Office for Exceptional Children, Ohio Department of Education</i>
12:00	BREAK
OCTEO BUSINESS MEETINGS Phone Audio Dial In: 312-626-6799	
1:00-3:00	<u>OAPCTE + SUED Business Meeting</u> (Note: AAQEP presentation will occur from 1:00 – 2:00 pm) Meeting ID: 946 0638 0434 - Passcode: deans
	<u>Field Directors Meeting</u> Meeting ID: 940 6806 8191 - Passcode: deans
3:00-5:00	<u>OACTE Board Meeting</u> Meeting ID: 992 4053 1965 - Passcode: deans
3:30-4:30	<u>Licensure Coordinators Meeting</u> Meeting ID: 913 0741 6342 - Passcode: deans

ADVANCING EQUITY LEARNING ACADEMIES Phone Audio Dial In: 312-626-6799	
	<u>ADVANCING EQUITY: PROVIDING STRONG CORE INSTRUCTION TO ALL LEARNERS USING EFFECTIVE MTSS APPROACHES</u> Meeting ID: 915 0841 1114 - Passcode: deans 1:00-2:30 Multi-tiered System of Academic, Behavioral, and Social-emotional Supports <i>Tim Lewis, PhD, Curators' Distinguished Professor of Special Education, College of Education & Human Development, University of Missouri</i> 2:30-2:45 Break 2:45-3:45 District-IHE Illustration: <i>Mike Brandt, Superintendent; TJ Dorsey, Dean of Students; Amy Ellis, School Psychologist; Ben Glad, School Psychologist; Tonya Schmidt, Principal, Clermont-Northeastern Elementary School, Clermont Northeastern Local Schools</i> 3:45-4:30 Facilitated Discussion <i>Jo Hannah Ward, MEd, LPCC, Facilitator</i>
1:00-4:30	<u>ADVANCING EQUITY: IMPROVING LITERACY ACHIEVEMENT FOR ALL LEARNERS</u> Meeting ID: 923 0236 9721 - Passcode: deans 1:00-2:30 Is Reading Science Relevant for All Learners? <i>Claude Goldenberg, PhD, Nomellini & Olivier Professor of Education, Emeritus, Graduate School of Education, Stanford University</i> 2:30-2:45 Break 2:45-3:05 District-IHE Illustration: <i>Kim Plesec, MEd, Principal, Findlay City Schools; Mary Heather Munger, PhD, University of Findlay</i> 3:10-3:30 District-IHE Illustration: <i>Ed Kurt, MEd, Superintendent, Margaretta Local Schools; Kevin Johnson, MEd, Curriculum Director, Margaretta Local Schools; Mary Heather Munger, PhD, University of Findlay</i> 3:35-3:55 District-IHE Illustration: <i>Carly Warnock, Kindergarten Teacher, East Liverpool City Schools; Brittney Marino, Title 1 Teacher, East Liverpool City Schools; Jennifer Ottley, PhD, Director of Research, Systems Development & Improvement Center, University of Cincinnati</i> 4:00-4:30 Facilitated Discussion <i>David Brobeck, PhD, Facilitator</i>

CONFERENCE

SCHEDULE-AT-A-GLANCE (continued)

1:00-4:30	<p><u>ADVANCING EQUITY: ENSURING OPPORTUNITY TO LEARN THROUGH INCLUSIVE INSTRUCTIONAL LEADERSHIP</u></p> <p>Meeting ID: 947 9239 2263 - Passcode: deans</p> <p>1:00-2:30 Inclusive Instructional Leadership Domains of Practice Santiago Rincon-Gallardo, EdD, Chief Research Officer, Michael Fullan Enterprises, Toronto, Canada</p> <p>2:30-2:45 Break</p> <p>2:45-3:20 District Illustration: Henry Pettiegrew, PhD, CEO/Superintendent; Thomas Dommzalski, Director of Strategy, Research, and Technology; Paula Elder, Director of Curriculum, Instruction and Assessment; and Courtney Bean Jones, Director of Pupil Personnel, Sabrina Ingram, Principal, Mayfair Elementary School; and Karen Winston, Lead Teacher/Instructional Coach, East Cleveland City Schools</p> <p>3:25-4:00 District-IHE Illustration: Lori Foltz-Rea, PhD, K-12 Curriculum; Sharon Caccimelio, Curriculum Consultant; and Kristi Motsch, Principal, Toll Gate Elementary School, Pickerington Local School District</p> <p>4:00-4:30 Facilitated Discussion Jim Gay, PhD, Facilitator, Sabrina Ingram, Principal of Mayfair Elementary and Karen Winston, Lead Teacher/Instructional Coach</p>
	<p><u>Gap Grant Virtual Poster Session</u></p> <p>Meeting ID: 951 5386 4938 - Passcode: deans</p> <p>Rochelle Berndt, Baldwin-Wallace, OACTE Advancement Chair, Facilitator</p>
<p>Thursday, January 27</p> <p>DAY 2 MORNING SESSION</p> <p>Phone Audio Dial In: 312-626-6799</p> <p>Meeting ID: 991 7100 6446 Passcode: deans</p>	
9:30	<p>Welcome & Opening Comments</p> <p>Mark Seals, PhD, Compact Vice Chairperson</p>
9:45	<p>The Power of Storytelling: A Platform for Education, Liberation, and Resilience</p> <p>Wilson Kwamogi Okello, PhD, Assistant Professor, Department of Educational Leadership, University of North Carolina Wilmington</p>
11:00	<p>Updates & Highlights from the Ohio Department of Higher Education</p> <p>Krista Maxson, PhD, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education</p>

11:30	BREAK
12:30-1:30	<p>Lunch & Chat – informal drop-in sessions</p> <p>1. <u>Connecting with Compact Incentive Grant Community of Practice (IG CoP) Members</u> Jennifer Ottley, PhD, Facilitator Meeting ID: 936 3804 7845 - Passcode: deans</p> <p>2. <u>Telling the Story of the Deans Compact's DEW Work</u> Aimee Howley, EdD, Jamie Clifton, PhD, Jesse Tumblin, PhD, Facilitators Meeting ID: 914 3494 6763 - Passcode: deans</p> <p>3. <u>OATE BUSINESS/LUNCHEON MEETING</u> Sally Barnhart, Senior Teaching Professor, Xavier University, Facilitator Meeting ID: 922 6840 2269 - Passcode: deans</p>
	<p><u>ACCREDITATION COORDINATORS MEETING</u></p> <p>Meeting ID: 951 7256 2992 - Passcode: deans</p>
<p>RESEARCH TO PRACTICE (CONCURRENT) SESSIONS – ROUND 1</p> <p><i>Each session has two presentations; each presentation includes 15 minutes of presentation followed by 15 minutes of discussion.</i></p> <p>Phone Audio Dial In: 312-626-6799</p>	
1:45-2:45	<p><u>SESSION 1: TOPICAL STRAND: Diversifying the Profession to Create a Representative Educator Workforce</u></p> <p>Meeting ID: 969 3431 8685 - Passcode: deans</p> <p>Diversifying the Educator Workforce: Continuing the Journey Kathy Winterman, EdD, Leigh Anne Prugh, MEd, & Julie Kugler-Ackley, MEd, Xavier University</p> <p>Recruiting, Supporting, Valuing, and Empowering Racially and Ethnically Minoritized Educators Christa Agiro, PhD, Wright State University, & Amy Anyanwu, MEd, Montgomery County Educational Service Center</p>
	<p><u>SESSION 2: TOPICAL STRAND: Using Evidence-based Literacy Practices to Promote Equitable Outcomes for all Learners</u></p> <p>Meeting ID: 946 9231 9682 - Passcode: deans</p> <p>Reading Research Intersections: The Four-Part Processor and The Simple View Implications for Assessment and Instruction Mary Heather Munger, PhD, University of Findlay, & Becky Solomon, MEd, Findlay City Schools</p> <p>Using the Ohio Literacy Library to Support Implementation of the 4-Core Reading Courses in Educator Preparation Programs Alex Pavlik, EdS, Rachel Wakefield, EdS, & David Brobeck, PhD, University of Cincinnati, Systems Development & Improvement Center</p>



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SCHEDULE-AT-A-GLANCE (continued)

1:45-2:45	<p>SESSION 3: TOPICAL STRAND: Using Inclusive Preparation Practices to Promote Equity</p> <p>Meeting ID: 983 9575 8319 - Passcode: deans</p> <p>Inclusive Wellness Education: Not Your Grandfather's Gym Class <i>Stephanie Craig, PhD, & Brian Rider, EdD, Marietta College</i></p> <p>Refocusing a Southeastern Community College's Early Childhood Education Program to Promote Equity and Accessibility for Young Learners <i>Paige McClain, PhD, Hocking College</i></p>
	<p>SESSION 4: TOPICAL STRAND: Improving Services to Students with Low Incidence Sensory Disabilities to Promote Equitable Learning</p> <p>Meeting ID: 960 5047 1622 - Passcode: deans</p> <p>ESY2: Delivering and Expanding Summer Learning Opportunities for Children with Low Incidence Sensory Disabilities <i>Karen Koehler, PhD, & Doug Sturgeon, EdD, Shawnee State University</i></p> <p>The Compact's LISD Collaborative: Accomplishments, Challenges, and Next Steps <i>Sally Brannan, EdD, Wittenberg University, Mary Murray, EdD, Associate Dean (ret.), BGSU</i></p>
2:45	BREAK
3:00-4:30	<p>Blended Teacher Preparation Program – Voices from the Field: Panel Presentation</p> <p>Meeting ID: 991 0892 7846 - Passcode: deans</p> <p>FACILITATORS: <i>Mary Murray, EdD and Dottie Erb, PhD</i></p> <p>PANELISTS: <i>Jenna Achter, Preschool Intervention Specialist, Toledo Public Schools, and Graduate of Bowling Green State University Inclusive Early Childhood Blended Program; Kirstin Carpenter, Teacher Candidate Intern (Student Teacher), Middle Childhood Dual Program, Marietta College; Kim Christensen, Teaching Professor, Inclusive Early Childhood (IEC) Program Coordinator, Bowling Green State University; Stephanie Craig, PhD Assistant Professor, Marietta College Dual Primary and Middle Childhood Dual License Programs; Lauren Dusseau, Third-grade Teacher, Anthony Wayne Local Schools, and Graduate of Bowling Green State University Inclusive Early Childhood Blended Program; Britnee Kail, K-1 Intervention Specialist, Dover South Elementary School, Dover City Schools, and Graduate of Marietta College Primary Dual Program; and Zac Turkowski, Teacher Candidate Intern (Student Teacher), Primary Dual Program, Marietta College</i></p>

RESEARCH TO PRACTICE (CONCURRENT) SESSIONS – ROUND 2

Each session has two presentations; each presentation includes 15 minutes of presentation followed by 15 minutes of discussion.

Phone Audio Dial In: 312-626-6799

3:30-4:30	<p>SESSION 5: TOPICAL STRAND: Using Evidence-based Literacy and Social-emotional Practices to Promote Equitable Outcomes for All Learners</p> <p>Meeting ID: 969 6508 5257 - Passcode: deans</p> <p>Can You Hear Me Now? <i>Stephanie Scott, MEd, Kathy Whaley, MA, & Shay White, MA, University of Rio Grande</i></p> <p>Using MTSS to Address the Literacy Needs of All Learners <i>Michelle Walsh & Jenna Cope, East Liverpool City School District</i></p>
	<p>SESSION 6: TOPICAL STRAND: Addressing Social-emotional Support Needs; Using Cognitive Behavioral Interventions to Promote Equity</p> <p>Meeting ID: 931 9710 6626 - Passcode: deans</p> <p>Mental Health First Aid: Social-emotional Support across PK20 Settings <i>Brian Rider, EdD, Marietta College</i></p> <p>Choose Your Own Adventure Activities: Tools for Supporting Teacher Candidate Development of Effective Social-emotional Supports and Cognitive Behavioral Interventions to Promote Equity <i>Romana Holbert, PhD, Wright State University</i></p>
	<p>SESSION 7: TOPICAL STRAND: Using Inclusive Clinical Experiences to Promote Equity Opportunities</p> <p>Meeting ID: 936 2735 4383 - Passcode: deans</p> <p>Teacher Preparation Efficacy <i>Diana Garlough, EdD, University of Findlay; Jane Bogan, PhD, Wilmington College; Robin Dever, PhD, Kent State University; & Tanya Judd, PhD, Marietta College</i></p> <p>Research Update on Student Teaching <i>Leah Wasburn-Moses, PhD, Miami University</i></p>
	<p>SESSION 8: TOPICAL STRAND: Expanding Postsecondary Options for All Students to Promote Equity</p> <p>Meeting ID: 913 6487 7985 - Passcode: deans</p> <p>Community Engagement: The Good, the Bad, and the Reality <i>Hollie Johnson, EdD, Xavier University</i></p> <p>Mentoring: A Tool for Achieving Equity <i>Antonio Davis, MA, Toledo Public Schools</i></p>



CONFERENCE

SCHEDULE-AT-A-GLANCE (continued)

WINE & DINE SOCIALS

Join one of our social directors extraordinaire – **Daria DeNoia, Jim Gay, Mary Heather Munger, and Mark Seals** – for a fun-filled 75 minutes of game-playing and the chance to win a prize!

4:45-6:00

Group 1 Social

Meeting ID: 986 4622 9468 - Passcode: deans

Group 2 Social

Meeting ID: 944 9727 5306 - Passcode: deans

Group 3 Social

Meeting ID: 955 6151 1225 - Passcode: deans

Group 4 Social

Meeting ID: 931 6731 2001 - Passcode: deans



Friday, January 28 DAY 3 MORNING & AFTERNOON Phone Audio Dial In: 312-626-6799 Meeting ID: 978 0873 5969 Passcode: deans	
9:30	Welcome & Opening Comments Jim Gay, PhD , Chairperson, Compact Dissemination Committee
9:45	Developing Model Demonstration Sites to Diversify the Educator Workforce: Panel Presentation & Dialogue MODERATOR: Tachelle Banks, PhD , Presidential Faculty Fellow & Associate Provost for Academic Innovation, Office of the President, Cleveland State University; and Chair, Ohio Deans Compact PANELISTS: Christa Preston Agiro, PhD , Professor of Integrated Language Arts, Teacher Education & English Language and Literature Departments, Wright State University; Amy Anyanwu, MEd , Assistant Superintendent, Montgomery County Educational Service Center; Eric Duncan, JD , P-12 Data and Policy Senior Analyst – Educator Diversity, The Education Trust; Thomas J. Lasley, II, PhD , CEO Emeritus, Learn to Earn Dayton, and Professor and Dean Emeritus, University of Dayton, School of Education and Health Sciences
11:00	BREAK
11:15	Settings for Change: Promoting Literacy Achievement Among English Learners Claude Goldenberg, PhD , Nomellini & Olivier Professor of Education, Emeritus, Graduate School of Education, Stanford University
1:15	WRAP-UP Tachelle Banks, PhD , Compact Chairperson
1:30	ADJOURN





**Ohio Leadership
Advisory Council**

OLAC Resources Support Ohio's Preparation – Professional Development Continuum

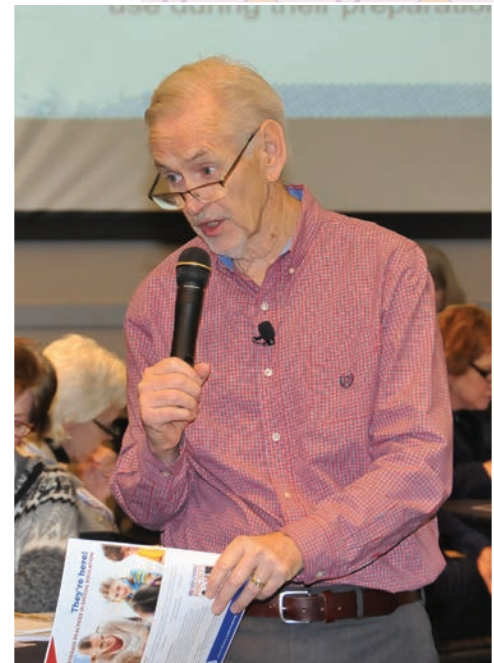
OLAC – a state-sponsored initiative operated through BASA – provides a wealth of relevant and high-quality resources designed to support superintendents, central office personnel and district leadership teams (DLTs), principals, school personnel and building leadership teams (BLTs), teachers and teacher-based teams (TBTs), university personnel, regional providers, professional association personnel, and state agency personnel. On-line learning resources

available through the OLAC site include learning modules, webinars, videos, and more. For more information on resources, tools, and services available through OLAC, go to <https://ohioleadership.org>



CEEDAR – Compact Partnership Supports Higher Education & District Personnel in Ohio

The national **Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)** center supports state education agencies, institutions of higher education, and local education agencies (e.g., school districts) to create coherent and aligned professional learning systems that provide opportunities to learn for teachers and leaders – O(TL)² – who want to improve core and specialized instruction in inclusive settings for all learners including those with disabilities. CEEDAR relies on expertise from personnel affiliated with the University of Florida, the University of Kansas, the American Institutes for Research (AIR), and the Council of Chief State School Officers (CCSSO) to provide intensive technical assistance (TA) to five state education agencies per project year, while also providing targeted TA to a variety of entities. CEEDAR disseminates timely information and resources through partnerships with a variety of organizations including the American Association of Colleges for Teacher Education (AACTE), the Council for the Accreditation for Educator Preparation (CAEP), CCSSO, the Council for Exceptional Children (CEC), the National Association of State Directors of Special Education (NASDSE), the New Teacher Center, and TASH. For more information, go to www.ceedar.org



OHIO DEANS COMPACT ON EXCEPTIONAL CHILDREN

2021-2022 MEMBERSHIP



Tachelle I. Banks, PhD (PO)
COMPACT CHAIR
t.i.banks@csuohio.edu
*Presidential Faculty Fellow & Associate
Provost for Academic Innovation, Office of
the President*
Cleveland State University
2121 Euclid Ave., Julka Hall, Room 206
Cleveland, OH 44115



Sally Brannan, EdD
Chair, LI Committee
sbrannan@wittenberg.edu
*Associate Professor of Education,
Coordinator of Academic Support,
Special Education*
Wittenberg University
Ward St. at North Wittenberg Ave.
P.O. Box 720
Springfield, OH 45501-0720



Mark Seals, PhD (D)
COMPACT VICE CHAIR
mseals@bgsu.edu
Director, School of Teaching & Learning
Bowling Green State University
444 Education Building
Bowling Green, OH 43403



David Brobeck, PhD (D)
brobecdd@ucmail.uc.edu
Research Associate
UC SDI Center
3246 Henderson Rd.
Columbus, OH 43220



Elena Andrei, EdD (IE)
e.andrei@csuohio.edu
*Associate Professor and TESOL and DREAM
Program Coordinator*
Cleveland State University
2121 Euclid Ave., Julka Hall, Room 331
Cleveland, OH 44115



Kim Christensen, MA (LI)
kchris@bgsu.edu
*Teaching Professor, Inclusive Early
Childhood (IEC) Program Coord.*
Bowling Green State University
403 Education Bldg.
Bowling Green, OH 43403



Susan Kushner Benson, PhD (IE)
snk@uakron.edu
*Associate Professor, LJFF School of
Education*
University of Akron
Zook 218
Akron, OH 44325



Sue Corbin, PhD (IE)
scorbin@ndc.edu
Chair, Division of Professional Education
Notre Dame College
299 North St.
Chagrin Falls, OH 44022



Jane Bogan, PhD (IE)
Jane_bogan@wilmington.edu
*Associate Professor, Field Director, and
Director of Teacher Education*
Wilmington College
1870 Quaker Way
Wilmington, OH 45177



Kristall J. Day, PhD, BCBA (IE)
dayk@ohiodominican.edu
Associate Professor—Education
Ohio Dominican University
1216 Sunbury Rd.
Columbus, OH 43219



2021-2022 MEMBERSHIP (continued)



Daria DeNoia, MA (D)
denoiad@ohea.org
Education Reform Consultant
Ohio Education Association
225 E. Broad St., Box 2550
Columbus, OH 43216



Earl Focht, MA (D)
earl.focht@education.ohio.gov
Education Program Specialist
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215



Kathy Demers (PO)
demers@basa-ohio.org
Director, Member Development
Buckeye Association of School Administrators (BASA)
8050 N. High St.
Columbus, OH 43235



Joe Friess, EdD (PO)
JFriess@WauseonIndians.org
Principal (Secondary)
Wauseon Middle School
Wauseon EV Schools
940 E. Oak St.
Wauseon, OH 43567



Cynthia Dewey, PhD (D)
Cynthia.Dewey@education.ohio.gov
Director, Office for Improvement & Innovation
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215



Jim Gay, PhD
Chair, Dissemination Committee
JimGay@basa-ohio.org
Co-director, Ohio Leadership Advisory Council (OLAC)
Buckeye Association of School Administrators (BASA)
8050 N. High St.
Columbus, OH 43235



Mary Lou DiPillo, PhD (D)
mldipillo@ysu.edu
Associate Dean, Beeghly College of Education (retired)
Youngstown State University
One University Plaza
Youngstown, OH 44555



Matt Geha, MA (PO)
MattGeha@springfield-schools.org
Superintendent
Springfield Local Schools
6900 Hall St.
Holland, OH 43528



Dottie Erb, PhD (PO)
erbd@marietta.edu
Professor and Chair, Education Department (retired)
Marietta College
215 Fifth St.
Marietta, OH 45750



Wendy Grove, PhD (IE)
Wendy.Grove@education.ohio.gov
Director, Office of Early Learning and School Readiness
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215

2021-2022 MEMBERSHIP (continued)



Jessica Grubaugh, EdD (PO)
jessica.grubaugh@mvnu.edu
*Education Department Chair &
Graduate and Professional Studies
Education Program Coordinator*
Mt. Vernon Nazarene University
800 Martinsburg Rd.
Mount Vernon, OH 43050



Steve Kroeger, EdD
steve.kroeger@uc.edu
*Program Chair, Special Education,
and Associate Professor*
University of Cincinnati
615 Teachers/Dyers Hall
P.O. Box 210002
Cincinnati, OH 45221



Barb Hansen, PhD (IE)
Chair, IE Committee
bhansen@muskingum.edu
*Endowed Chair, Dave Longaberger
Professor of T&L; Director, Graduate
Programs in Education*
Muskingum University
Montgomery Hall, Room 202
New Concord, OH 43762



David B. Leitch, JD, PhD (D)
dleitch@cedarville.edu
*Associate Professor of Special Education,
School of Education*
Cedarville University
Williams Hall, Rm. 116
Cedarville, OH 45314



Aimee Howley, EdD (IE)
SECRETARY/WEBMASTER
aimeehowley@gmail.com
*Professor Emerita, Gladys W. and
David H. Patton College of Education*
Ohio University
McCracken Hall 133
Athens, OH 45701-2979



Paul Madden, PhD (IE)
pmadden@shawnee.edu
Dean, College of Professional Studies
Shawnee State University
940 2nd St.
Portsmouth, OH 45662



Tanya Judd, PhD (IE)
tj002@marietta.edu
Chair, Education Department
Marietta College
215 Fifth St.
Marietta, OH 45750



Krista Maxson, PhD (PO)
KMaxson@highered.ohio.gov
Associate Vice-Chancellor, P16
**Ohio Department of Higher
Education (ODHE)**
25 S. Front St.
Columbus, OH 43215



Karen Koehler, PhD (LI)
kkoehler@shawnee.edu
*Assistant Professor and Faculty Lead,
TVI Consortium*
Shawnee State University
940 Second St.
Portsmouth, OH 45662



Kathie J. Maynard, EdD (IE)
maynarkj@ucmail.uc.edu
*Associate Dean, College of Education,
Criminal Justice, & Human Services*
University of Cincinnati
410H Teachers College
PO Box 210002,
Cincinnati, OH 45221-0002



2021-2022 MEMBERSHIP (continued)



Thomas McGee (PO)
thomas.mcgee@education.ohio.gov
Director, Office of Educator Licensure
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215



Patty Nyquist, EdS (PO)
Senior Executive Director, Center for Continuous Improvement
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215



Michele Moore, MEd (LI)
michele.moore@sstr5.org
Director, State Support Team, Region 5
ESC of Eastern Ohio
7320 N. Palmyra Rd.
Canfield, OH 44406



Jennifer Ottley, PhD (IG CoP)
ottleyjr@ucmail.uc.edu
Director of Research
UC SDI Center
3246 Henderson Rd.
Columbus, OH 43220



Colleen Mudore (PO)
CMudore@sheffieldschools.org
Principal (Elementary)
Knollwood Elem School
Sheffield-Sheffield Lake C.
4975 Oster Rd.
Sheffield Lake, OH 44054



Kathy Richards
kathryn.richards@uc.edu
Executive Staff Assistant
UC SDI Center
3246 Henderson Rd.
Columbus, OH 43220



Mary Heather Munger, PhD (D)
munger@findlay.edu
Assistant Professor, College of Education
University of Findlay
Findlay, OH 45840



Sterling Roberts
sterling.roberts@uc.edu
Photographer
UC SDI Center
3246 Henderson Rd.
Columbus, OH 43220



Mary M. Murray, EdD (PO)
COMPACT PAST CHAIR
mmurray@bgsu.edu
Associate Dean, Student Services & Teacher Education, College of Education and Human Development (retired)
Bowling Green State University
444 Education Building
Bowling Green, OH 43403



Laura Saylor, PhD (D)
Laura.saylor@msj.edu
Dean, School of Education
Mount St. Joseph University
5701 Delhi Rd.
Cincinnati, OH 45233-1672



2021-2022 MEMBERSHIP (continued)



Dawn Shinew, PhD (PO)
dshinew@bgsu.edu
*Dean and Professor, College of Education
& Human Development*
Bowling Green State University
444 Education Building
Bowling Green, OH 43403



Richard Welsch, PhD (PO)
Richard.Welsch@utoledo.edu
*Associate Dean of Graduate and
Undergraduate Education, Judith Herb
College of Education*
University of Toledo
2801 W. Bancroft St., MS# 954
Toledo, OH 43606-3390



Deborah Telfer, PhD (LI)
deborah.telfer@uc.edu
Director
UC SDI Center
3246 Henderson Rd.
Columbus, OH 43220



Kathleen Winterman, EdD (IE)
Wintermank1@xavier.edu
*Associate Professor & Director,
School of Education*
Xavier University
301 Hailstones Hall
3743 Saint Francis Xavier Way
Cincinnati, OH 45207



**Deborah Tully, MA
Chair, PO Committee**
dtktoft@gmail.com
Director of Professional Issues
Ohio Federation of Teachers
1251 E. Broad St.
Columbus, OH 43205



Carrie D. Wysocki, PhD (D)
c-wysocki@onu.edu
*Director of Center for Teacher Education,
Assistant Prof. of Inclusive Education*
Ohio Northern University
525 South Main Street
Ada, OH 45810



Jo Hannah Ward, MEd, LPCC (PO)
johannah.ward@education.ohio.gov
Director, Office for Exceptional Children
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215



Melissa Weber-Mayrer, PhD (D)
Melissa.Weber-Mayrer@education.ohio.gov
*Director, Office of Approaches to
Teaching and Professional Learning*
Ohio Department of Education (ODE)
25 S. Front St.
Columbus, OH 43215





ABOUT THE COMPACT

The goal of the *Ohio Deans Compact on Exceptional Children* is to increase the level of collaborative inquiry among Ohio's Institutions of Higher Education (IHE), and between higher education and other potential partners (e.g., district and school personnel, professional association representatives, others), thereby improving the capacity of teacher, administrator, and related services personnel preparation programs in Ohio to better prepare professional educators to effectively teach and support every child.

The Compact identifies and addresses issues related to development of inclusive educator preparation programs, the implementation of strategies for diversifying the educator workforce, the development of IHE – school district partnerships that benefit preservice candidates and faculty as well as practicing educators, and strategies to preparing qualified providers in hard-to-staff program areas or regions of the state. As such, the Compact makes recommendations related to improving the system of preparation and ongoing support for professionals who work with all children, including children and youth receiving special education services and children from other marginalized groups; and sets parameters for and supports research and demonstration projects around identified critical state-identified issues and priorities.

DEW Committee

The Compact's ***Diversifying the Educator Workforce (DEW) Committee***, established in December 2020, is comprised of 30 members representing higher education, school districts, professional associations, regional providers, and state agencies. The Committee's work is supported through a partnership with the national CEEDAR Center, and facilitated in collaboration with The Education Trust.

The work of the Committee has focused on identifying strategies aligned with state priorities and in actualizing the **Compact's position statement against social and racial injustice.**

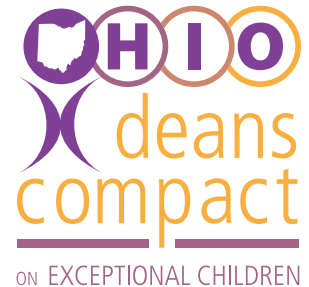
Incentive grant funding was provided to 11 IHEs that are working to create model demonstration sites for making Ohio's educator workforce more representative of the children and youth it serves.

The Compact will hold the first virtual statewide DEW Action Forum on March 18, 2022 from 9:00 am to 2:00 pm ET. The Action Forum will feature the work of the grant teams and be a space to talk about needed connections, wider engagement across the state, and other important aspects of the work. ***Please join us on March 18 for a day of shared learning and planning for collective action!***

P20 Literacy Collaborative

The Compact's ***P20 Literacy Collaborative*** brings together representatives from higher education, school districts, professional associations, regional entities (i.e., SSTs, ESCs), and ODE and ODHE. Membership includes 11 IHE – district teams from institutions receiving Compact-awarded Improving Literacy Partnership Grants and incentive grants and members of the Higher Education Literacy Steering Committee, which was established during the 2018-19 project year.

The purpose of the group, which functions as a peer-to-peer learning group or community of practice, is to support authentic, meaningful, and sustainable IHE-school district partnerships to strengthen core reading course content offered through Ohio institutions of higher education (IHEs), improve equitable access to high-quality literacy instruction and equitable literacy



outcomes for struggling learners, and fund development efforts that support collective inquiry into common problems of practice related to improving literacy results for all learners. The Collaborative (1) allows for the identification of possible alignments and gaps between preservice preparation and in-district practice with regard to the use of evidence-based early language and literacy instruction grounded in the science of reading; (2) fosters shared understanding on the part of higher education and school district faculty of curricular improvement processes and shared ownership of curricula developed through the project beyond individual faculty; (3) identifies strategies for “bridging” the preparation to practice continuum; and (4) provides a forum for shared learning and greater mutual understanding and appreciation among representatives.

For more information about the Compact, go to: <https://www.ohiodeanscompact.org>.

For more information about the Compact’s P20 Literacy Collaborative, go to: <https://ohiop20litcollab.org/>.

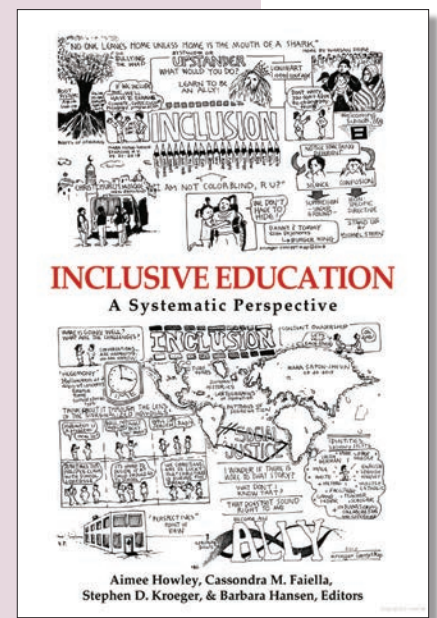
Please join us
March 18, 2022
(9:00 am to 2:00 pm)
for the
first statewide virtual
DEW Action Forum!

Watch the Compact website
for information on
how to register!

NOTES

Inclusive Education: A Systematic Perspective tells the story of the Compact’s work to improve equitable opportunities to learn, and learning, for all children in the state.

Edited by Aimee Howley, EdD, Cassandra Faiella, Stephen Kroeger, EdD, and Barb Hansen, PhD, and published in February 2020, the book includes chapters from Compact members, recipients of Compact-funded incentive grants, allies, and others in and outside Ohio.





FOR MORE INFORMATION

Visit the Ohio Deans Compact on Exceptional Children

www.ohiodeanscompact.org or contact:

Deborah Telfer, Ph.D., Director
Ohio Deans Compact on Exceptional Children
c/o University of Cincinnati Systems Development & Improvement Center
3246 Henderson Road, Columbus, OH 43220

Phone: 614.897.0020 x102

Email: deborah.telfer@uc.edu


University of
CINCINNATI | COLLEGE OF EDUCATION, CRIMINAL JUSTICE,
AND HUMAN SERVICES