



# 10th Annual Statewide Virtual Conference

*In Collaboration with OCTEO*



January  
25-27,  
2023

**P20 Collaboration: Working Together to Improve Learning Outcomes for All Children and Youth**

# *P20 Collaboration: Working Together to Improve Learning Outcomes for All Children and Youth*

## **Ohio Deans Compact on Exceptional Children In Collaboration with OCTEO**

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for his continued leadership and support of the Compact's work;

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for their continued leadership as Past Chairs of the Compact, and for their facilitation and support of the Compact's P20 Literacy Collaborative work;

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for their leadership in supporting wider engagement of higher education representatives in the conference;

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for their leadership and support of the Compact's work;

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for guiding the Compact's evaluation activities; and

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

# WELCOME



## Welcome to the Compact's tenth annual statewide conference!

The Ohio Deans Compact held its first meeting on January 9, 2013 – a little over 10 years ago! 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.

This year, for the fourth 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.

Our conference theme – ***P20 Collaboration: Working Together to Improve Learning Outcomes for All Children and Youth*** – reflects the Compact's

mission to bring adults from all facets of the education system together in the service of children. Our deep commitment to equity is at the core of all of our work – our work to foster the development of inclusive educator preparation programs, our work to make Ohio's education system more representative of the children it serves, our work to prepare all teachers to teach all children to read well using evidence-based literacy approaches, our work to advance postsecondary outcomes for all youth and particularly youth with disabilities, and our work to address state-identified personnel shortages and needs through innovative and collaborative programming.

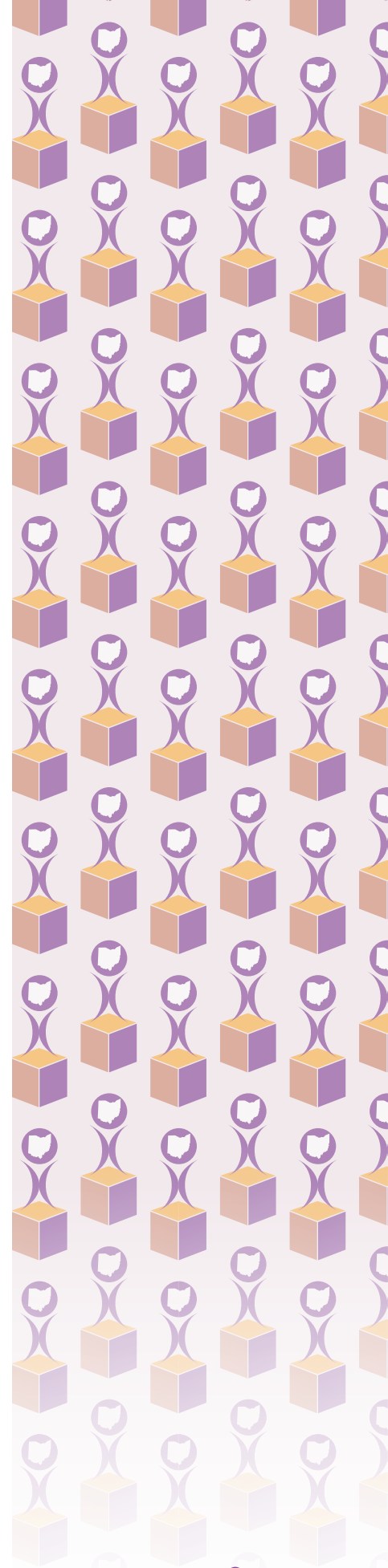
As we embark together on the next decade of the Compact's work, we invite you to join us in building an educator workforce capable of improving learning opportunities and outcomes for all children; establishing and sustaining partnerships to respond rapidly and flexibly to Ohio's changing needs for a well-prepared educator workforce; supporting the use of evidence-based instructional practices with high leverage for improved overall learning outcomes, improved subgroup learning outcomes, and increased inclusiveness; and preparing educators across Ohio to use inclusive instructional leadership practices that support a continuous, systemwide improvement model.

Please engage fully over the next three days of this year's virtual conference. We are incredibly fortunate to have with us this year Gloria Ladson-Billings, Antonia Darder, Kass and Cornelius Minor, Etienne and Bev Wenger-Trayner, Sharon Vaughn and Phil Capin, Michael Apple, Eric Duncan, Young-Suk Kim, Mary Morningside, state leaders Jo Hannah Ward and Krista Maxson, and educators from Ohio school districts, state support teams, and institutions of higher education who are making a positive difference for children in Ohio.

Thank you for being here and contributing your knowledge, skill, and passion to working together across the P20 continuum to improve outcomes and results for all learners at all levels of Ohio's education system. Onward!

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

## Featured Speakers (in order of appearance):



### **Gloria Ladson-Billings, PhD**

*Professor Emerita*

*University of Wisconsin at Madison*

*President, National Academy of Education*

Email: [gjladson@wisc.edu](mailto:gjladson@wisc.edu)

Gloria Ladson-Billings is the former Kellner Family Distinguished Professor of Urban Education in the Department of Curriculum and Instruction and faculty affiliate in the Department of Educational Policy Studies at the University of Wisconsin, Madison.

She is a Fellow of the British Academy, the American Academy of Arts & Sciences, and the Hagler Institute of Texas A&M University. She was the 2005-2006 president of the American Educational Research Association (AERA). Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She is the author of the critically acclaimed books *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and numerous journal articles and book chapters.

She is the former editor of the *American Educational Research Journal* and a member of several editorial boards. Her work has won numerous scholarly awards including the H.I. Romnes Faculty Fellowship, the NAEd/Spencer Postdoctoral Fellowship, and the Palmer O. Johnson outstanding research award. During the 2003-2004 academic year, she was a fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. In fall of 2004, she received the George and Louise Spindler Award from the Council on Anthropology and Education for significant and ongoing contributions to the field of educational anthropology. She holds honorary degrees from Umeå University (Umeå Sweden), University of Massachusetts-Lowell, the University of Alicante (Alicante, Spain), the Erickson Institute (Chicago), and Morgan State University (Baltimore). She is a 2018 recipient of the AERA Distinguished Research Award, and she was elected to the American Academy of Arts & Sciences in 2018.





**Jo Hannah Ward,  
MEd, LPCC**

*Director, Office for Exceptional  
Children*  
*Ohio Department of Education*  
*Columbus, Ohio*  
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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.



**Krista Maxson, PhD**

*Associate Vice Chancellor of P-16  
Initiatives*  
*Ohio Department of Higher Education*  
*Columbus, Ohio*  
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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. 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).





### **Eric Duncan, JD**

*Assistant Director of Policy  
The Education Trust  
Washington, DC  
Email: eduncan@edtrust.org*

Eric Duncan is assistant director for P-12 policy, specializing in policies related to educator quality and increasing the racial

diversity of the educator workforce. Eric previously was a state policy advisor at WestEd, where he supported the organization's federal and state policy strategy. Prior to that, Eric worked as a senior program associate at CCSSO, where he supported state efforts to diversify the teaching workforce and ensure that teachers are culturally responsive in practice through the Diverse and Learner-Ready Teachers Initiative.

He also worked as the director of district initiatives at the National Council on Teacher Quality, where he supported the development of a student teaching project with three large school districts across the country and led the organization's communications efforts to promote evidence-based teacher quality research. Before that, Eric worked at the U.S. Department of Education, Office of the Secretary, as a LEE public policy fellow. He was a member of My Brother's Keeper Task Force and supported the Department's work on teacher diversity.

Eric started his career in Atlanta as a high school social studies teacher. He received his undergraduate degree at Emory University and has a juris doctor from Wake Forest University.



### **Young-Suk Kim, PhD**

*Senior Associate Dean, School of Education  
University of California, Irvine  
Language, Literacy, and Learning (L3) Lab  
Irvine, California  
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Dr. Kim is a professor at University of California, Irvine. She received her EdD at Harvard University in Human Development and Psychology (with a concentration on Language and Literacy, and a minor concentration on Quantitative Policy Analysis in Education). She holds Master's degrees in Teaching English to Speakers of Other Languages (TESOL) as well as in Human Development and Culture. She was a former classroom teacher at the primary and secondary schools, and community college in San Francisco, California. Before joining the faculty at UC Irvine she had a joint appointment at the College of Education and the Florida Center for Reading Research at Florida State University.

Professor Kim's primary research areas include development and struggles in language, cognition, reading, and writing acquisition across languages and writing systems as well as effective instructional approaches to promote development in these areas. Her studies have involved students learning different languages and writing systems, multilingual learners, children with reading and writing difficulties, and children from various socio-economic and cultural environments.

Dr. Kim's work has been supported by the Institute of Education Science, U. S. Department of Education, the National Institute of Child Health and Human Development, National Science Foundation, United States Agency for International Development (USAID), and the National Research Foundation of Korea.

Dr. Kim received several awards, including the Presidential Early Career Award for Scientists and Engineers (PECASE) by President Barack Obama; and the Developing Scholar Award and University Teaching Award at Florida State University. She currently serves as an associate editor for the Journal of Educational Psychology, and on the editorial board for several journals including Reading Research Quarterly, Reading and Writing, Journal of School Psychology, School Psychology Review, and Educational Researcher.



**Mary Morningstar, PhD**

*Professor & Director, Transition Coalition, Portland State University (PSU)*

*Co-Director, National Technical Assistance Center on Transition: The Collaborative (NTACT:C)*

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**Antonia Darder, PhD**

*Leavey Presidential Endowed Chair of Ethics and Moral Leadership  
Loyola Marymount University, Los Angeles*

*Professor Emerita, Education Policy, Organization, and Leadership*

*University of Illinois Urbana Champaign*

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Mary E. Morningstar, PhD, is co-director of the National Technical Assistance Center on Transition: The Collaborative (NTACT:C) and co-director of Portland State University's ThinkCollege Inclusion Oregon project in the Special Education Department. She teaches courses for preservice students focused on transition and post-secondary outcomes, and has a BSED in special education from the University of Georgia, an MEd in special education from the University of Maryland, and a PhD from the University of Kansas.

Dr. Morningstar's research encompasses three interrelated concentrations: college and career readiness for youth with disabilities, teacher education and professional development, and secondary inclusive educational reform. She is the author of *The Educator's Guide to Implementing Transition Planning and Services* (2017), and over 40 peer-reviewed journal articles, numerous book chapters, monographs, and technical reports.

Dr. Morningstar directs The Transition Coalition at PSU, and co-leads Universal Technical Assistance and professional development capacity activities on multiple transition-related topics.



Dr. Antonia Darder is an internationally recognized activist-scholar and Professor Emerita at Loyola Marymount University, where for more than a decade she held the Leavey Presidential Endowed Chair of Ethics and Moral Leadership. She is an American Educational Research Association (AERA) Fellow, the recipient of the AERA Scholars of Color Lifetime Contribution Award, and an award-winning author and editor of more than 20 books in the field.

For nearly 40 years, Antonia has worked tirelessly to counter social and material inequalities in schools and society. In the 1990s, she convened the California Consortium of Critical Educators that brought together radical educators to contend with oppressive educational policies related to high stakes testing and attacks on bilingual education. Her critical scholarship and activism over the years has consistently focused on racism, political economy, and questions of social justice. She has continued the work of Paulo Freire and contributed to our understanding of inequalities in schools and society. Through her decolonizing scholarship on the body, ethics, and methodology, she has contributed to rethinking questions of empowerment and liberation in the lives of oppressed populations.

Beyond academia, she is a poet and visual artist. As a distinguished professor of Education Policy, Organization, and Leadership at the University of Illinois, she wrote and produced a student-community collaborative award-winning documentary, *The Pervasiveness of Oppression*, which explored the persistence of inequities within higher education. Her lived experience growing up in poverty, her struggles as a single mother, her battles within the academy, and her love of life are essential to her commitment to fighting for a better world.





## Etienne and Beverly Wenger-Trayner

Global Theorists and Consultants  
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Etienne Wenger-Trayner is a globally recognized thought leader in the field of social learning theory, including communities of practice and their application. He has authored and co-authored seminal articles and books on the topic: *Situated Learning*, where the term “community of practice” was coined; *Communities of Practice: Learning, Meaning, and Identity*, where he lays out a theory of learning based on the concept; *Cultivating Communities of Practice: A Guide to Managing Knowledge*, addressed to practitioners in organizations; and *Digital Habitats*, which tackles challenges of using technology.

Beverly Wenger-Trayner is a social learning theorist and consultant known for over 20 years for her work with international organizations including cross-boundary processes and the use of new technologies. Brought up in Kenya, living most of her life in Portugal, with 10-year stints in the UK and the US, she is a cross-boundary person herself. Once an activist for international equitable development, her passion has matured into an intellectual drive to help people and institutions get better at making a difference.

Their more recent books include *Learning in Landscapes of Practice*, which expands the learning theory beyond single communities; *Learning to Make a Difference: Value Creation in Social Learning Spaces*, which lays a new foundation for the theory, along with a framework for supporting and assessing social learning; and *Systems Convening*, which sheds light on a crucial form of cross-boundary social learning leadership.

To further develop social-learning theory, practice, and leadership, Etienne and Beverly recently founded the Social Learning Lab in Sesimbra, Portugal. The purpose of the lab is to host workshops and events for people across the world and to become a wellspring of ideas, writing and connections for developing social learning capability at scale.



## Sharon Vaughn, PhD

Executive Director, Meadows Center  
for Preventing Educational Risk  
Manual J. Justiz Endowed Chair in  
Education  
The University of Texas at Austin  
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## Phil Capin, PhD

Research Assistant Professor  
Meadows Center for Preventing  
Educational Risk  
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Dr. Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and executive director of The Meadows Center for Preventing Educational Risk at The University of Texas at Austin. Sharon Vaughn was the Editor-in-Chief of the Journal of Learning Disabilities and the Co-Editor of Learning Disabilities Research and Practice. She is the recipient of the AERA SIG distinguished researcher award and The University of Texas Distinguished faculty award. She is the author of numerous books and research articles that address the reading and social outcomes of students with learning difficulties.

She is currently the Principal Investigator or Co-Principal Investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development, and U.S. Department of Education research grants investigating effective interventions for students with reading difficulties and students who are English language learners. She is the author of more than 35 books, 250 peer-reviewed research articles, and 65 chapters that address issues related to research and practice with learning problems. She has worked nationally and internationally with educators from Japan, Canada, Sweden, Norway, Portugal, Australia, and Singapore.

Dr. Phil Capin is Senior Research Professor with the Meadows Center for Preventing Educational Risk at the University of Texas at Austin. His primary research interest is to identify effective practices for improving reading outcomes among children, particularly bilingual students and children with or at risk for learning disabilities. Dr. Capin currently serves as co-principal investigator for three grants funded by the Institute of Education Sciences or the National Institutes of Health focused on improving reading outcomes, including two projects focused on bilingual learners.





## **The Minor Collective: Kass & Cornelius Minor**

*Inclusive Educators*

The Author Village

Brooklyn, New York

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theminorcollective@kassandcorn.com



## **Michael W. Apple, PhD**

*John Bascom Professor Emeritus  
of Curriculum and Instruction and  
Educational Policy Studies*

*University of Wisconsin, Madison*

*Professorial Fellow*

*University of Manchester*

Email: apple@education.wisc.edu

The Minor Collective (TMC) is a community-based movement, both on the ground and virtual, led by Kass and Cornelius Minor in partnership with kids, families, teachers, and school leaders. TMC believes the greatest catalyst for sustainable change within a school community is driven from its heart: the classroom community. A skilled teacher who centers their praxis in student-driven instruction is the most important pathway for creating shifts that lead to sustainable, equitable change — a pathway that underscores a liberated education for all people. Kass and Cornelius work to connect the dots within the ecosystem of school to enable community access and participation.

Within the past three years, The Minor Collective has worked with multiple cohorts of schools across all grades and community sectors in New York City, nationally, and globally. TMC constituencies include parents, teachers, school leaders, and especially, students, to redefine what it means to develop affirming, welcoming school culture and instructional practice through the lens of racial justice, decolonization, and liberation.

Dr. Michael W. Apple is an educational theorist who has written over 50 books on education and power, cultural politics, curriculum theory and research, critical teaching, and the development of democratic schools. He is the John Bascom Professor Emeritus of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin-Madison School of Education where he taught from 1970 to 2018.

Prior to completing his EdD at Teachers College, Columbia University, he taught in elementary and secondary schools in New Jersey and also served as the president of his teachers' union. For more than three decades, Dr. Apple has worked with educators, unions, dissident groups, and governments throughout the world on changing educational policy and practice towards critical pedagogy.

Dr. Apple holds honorary doctoral degrees from numerous universities including National University of Rosario, the University of Buenos Aires, and University of La Pampa, in Argentina; University of London in England, where he also held the title World Scholar and Distinguished Professor of Educational Policy Studies; the Education University of Hong Kong; and McGill University in Montreal. He is also a professor at the University of Manchester in England and Beijing Normal University and a professorial fellow at the University of London.



# KEYNOTE, GENERAL SESSION, LEARNING ACADEMY, & PANEL PRESENTATION SESSION DESCRIPTIONS

## JANUARY 25 (9:30 AM – 4:00 PM)

### Welcome & Introductions

**Tachelle Banks, PhD**, *Presidential Fellow & Associate Provost for Academic Innovation, Office of the President, Cleveland State University, and Chair, Ohio Deans Compact*; and **Mary Heather Munger, PhD**, *Assistant Professor of Education, University of Findlay, 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 10th 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.

### Time for a Hard Reset: Revisioning P20 Education for All

**Gloria Ladson-Billings, PhD**, *Professor Emerita, University of Wisconsin at Madison; President, National Academy of Education*

In the “post-pandemic” era education leaders at all levels have an opportunity to re-think and revision education that will benefit all students and our society. This presentation speaks to the opportunities that are available to us if we are willing to accept the challenge.

### State of the State: ODE & ODHE Address

**Jo Hannah Ward, MEd, LPCC-S**, *Director, Office for Exceptional Children, Ohio Department of Education*; and **Krista Maxson, PhD**, *Associate Vice Chancellor, P-16 Initiatives, Ohio Department of Higher Education*

This session will describe Ohio's ongoing work to improve results for all children, including those with disabilities and learning difficulties, and provide updates and news from the Ohio Department of Higher Education. 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 P20 continuum of support – from preparation through ongoing personnel development – for all educators, will be emphasized.

## OCTEO SESSIONS

### JANUARY 25, 2023

12:30 OACTE Subcommittees Report-out  
This 15-minute session is open to any participant who wishes to attend

1:00 Field Directors Meeting

### JANUARY 26, 2023

11:00 OATE Meeting



## LEARNING ACADEMIES

### FOCUS ON TEACHER DIVERSITY

#### Diversifying the Educator Workforce (DEW): What's Happening Across the Country

**Eric Duncan, JD**, *Assistant Director of Policy – Educator Diversity, The Education Trust*

**DEW Case Study Illustration: Aimee Howley, EdD**, *President, WordFarmers Associates (WFA)*; **Laurel LaPorte-Grimes, PhD**, *Research Associate, WFA*; **Tom Lasley, PhD**, *Director, Policy and Advocacy, Montgomery County ESC and Professor and Dean Emeritus, School of Education and Health Sciences, University of Dayton*; **Christa Preston Agiro, PhD**, *Professor of Integrated Language Arts, and Principal Investigator, I Educate Montgomery County*; **Elena Andrei, EdD**, *Associate Professor, TESOL and DREAM Programs Coordinator, Cleveland State University*; **Jon Breiner, PhD**, *Associate Professor, STEM Education & Chemistry, Director, UC BIPOC Teacher Pathway and Director, African-American Initiative in Mathematics and Science, University of Cincinnati*

**Facilitated Discussion: Nicole Luthy, PhD**, *Facilitator and Chief of Staff & Director of Strategic Operations, Office of the Dean, College of Education and Human Ecology (EHE), The Ohio State University*

### FOCUS ON IMPROVING LITERACY ACHIEVEMENT FOR ALL LEARNERS

#### Not Forgetting the Other R: Supporting Students' Writing Development

**Young-Suk Kim, EdD**, *Professor and Senior Associate Dean, University of California, Irvine; Language Literacy Learning (L3)*

**IHE Illustration: Lindsey Roush, EdD**, *Assistant Professor, Walsh University*; **Katelyn Moore**, *Student Teacher, Walsh University*; **Maggie Lehman, EdD**, *Assistant Professor, Lourdes University*; and **Lindsay Vance, PhD**, *Assistant Professor, Lourdes University*

**Facilitated Discussion: Melissa Weber-Mayrer, PhD**, *Facilitator, and Director, Office of Approaches to Teaching and Professional Learning*

### FOCUS ON ADVANCING POSTSECONDARY OPTIONS FOR YOUTH WITH DISABILITIES

#### Effective Postsecondary Transition: What's Happening Across the Country

**Mary Morningstar, PhD**, *Professor & Director, Transition Coalition, Portland State University (PSU), and Co-Director, National Technical Assistance Center on Transition: The Collaborative (NTACT:C)*

**District-Regional Illustration: Crystal Bryski**, *Educational Consultant, State Support Team (SST) Region 4*; **Jen Call**, *Service & Support Administrator, Medina County Board of Developmental Disabilities*; and **Kim Moritz**, *Consultant, SST Region 6*

**Facilitated Discussion: Amy Syzmanski, Facilitator**, and *Secondary Transition and Workforce Development Consultant, ODE Office for Exceptional Children*

## JANUARY 26 (9:30 AM – 6:00 PM)

### Welcome & Opening Comments

**Kathy Winterman, EdD**, Associate Professor and Director, School of Education, College of Professional Sciences, Xavier University; and Vice Chair, Ohio Deans Compact

The Vice Chairperson of the Ohio Deans Compact will welcome participants to day two of the 10th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

### Embodying Social Justice Through a Pedagogy of Love

**Antonia Darder, PhD**, Leavey Presidential Endowed Chair of Ethics and Moral Leadership, Loyola Marymount University, Los Angeles; & Professor Emerita, Education Policy, Organization, and Leadership University of Illinois Urbana Champaign

As educators committed to social justice, creating a truly inclusive environment for all requires that we examine the personal, institutional, and societal values and relationships we embody in our work. This demands that we ask the hard questions related to the consequences of our policies and practices and consider who benefits and who is left out in the margins. Anchored in the work of Paulo Freire and other critical educators, the values and vision held by a pedagogy of love offer us principles and possibilities for rethinking education and transforming learning environments – environments that are fundamental to the academic success and social well-being of children, youth, and their communities.

### Learning Partnerships in Education: Cultivating Communities of Practice

**Etienne Wenger-Trayner, PhD**, and **Beverly Wenger-Trayner, MA**, Global Theorists and Consultants, The Social Learning Lab, Sesimbra, Portugal

Social learning is about learning from and with peers. This session describes the history of the concept of communities of practice, their use in and across organizations, myths and half-myths about communities of practice, dimensions of maturity in communities of practice, learning to make a difference – the art of creating social learning spaces, professional and organizational development through social learning, and value-creation in social learning spaces – systems convening and leadership for the 21st century, and recent developments in social learning theory.

### Explicit Instruction Is the Secret Sauce of Improving Learning Outcomes

**Sharon Vaughn, PhD**, Executive Director, Meadows Center for Preventing Educational Risk (MCPER), Manual J. Justiz Endowed Chair in Education, University of Texas at Austin; **Phil Capin, PhD**, Research Assistant Professor, MCPER, University of Texas at Austin; **Amanda L. Yurick, PhD**, BCBA-D, COBA, Associate Professor, Special Education; **Mary Akinseye, MEd**, Lead Site Coordinator; and **Sarah Wilson, MPA**, Tutoring Administrator, Ohio Department of Education

Research in support of explicit instructional approaches for improving literacy outcomes will be described along with suggestions to support the application of evidence-based strategies to address the instructional needs of struggling learners. Cleveland State University faculty will illustrate how explicit instruction is used in the implementation of an ODE-funded Tutoring Grant, followed by facilitated discussion with participants.

## JANUARY 27 (9:30 AM – 1:30 PM)

### Welcome & Opening Comments

**Jim Gay, PhD**, Consultant, 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 10th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

### Inclusivity in Action: Developing Partnerships that Support All Learners

**The Minor Collective: Kass and Cornelius Minor**, Inclusive Educators, The Author Village, Brooklyn, New York

The session describes strategies for sustaining a commitment to inclusive education in a politicized environment. Naming, disrupting, and dismantling barriers to equity on behalf of all children; supporting educators to create cultures of inquiry; and preparing teachers to create classroom communities focused on student-driven instruction will be highlighted in dialogue with participants.

### Making Equitable Opportunities and Outcomes a Reality: Panel Presentation & Dialogue

**PRESENTER: Michael W. Apple, PhD** University of Wisconsin at Madison, John Bascom Professor Emeritus of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison, and Professorial Fellow, University of Manchester

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

**PANELISTS: Eugene Blalock**, Superintendent, North College Hill City Schools; **Diana Garlaugh, EdD**, Associate Professor of Education, Chair of Licensure and Endorsements, School of Education, University of Findlay, and President, Ohio Association for Private Colleges of Teacher Education (OAPCTE); **Tom Lasley, PhD**, Director, Policy and Advocacy, Montgomery County ESC and Professor and Dean Emeritus, School of Education and Health Sciences, University of Dayton; **Sherrill Sellers, PhD**, Professor and Associate Dean, College of Education, Health & Society, Miami University; **Philip Wagner, PhD**, Superintendent, Johnstown-Monroe Local Schools



# RESEARCH TO PRACTICE CONCURRENT SESSION DESCRIPTIONS

Sessions are organized by topical strands with two to three presentations offered per session. Presentations involves 20 to 30 minutes of speaker presentation time, followed by about 15 minutes of discussion. Click on the session title on the Conference Schedule-at-a-Glance (pages 14-17) to join the applicable session.

## SESSION 1 TOPICAL STRAND: Higher Education-District Partnership Models for Diversifying the Educator Workforce

### Culturally Responsive Practices: Understanding and Implementing

**Jonathan Breiner, PhD, Stephen Kroeger, EdD, & Susan Gregson, PhD, University of Cincinnati**

This session will focus on the University of Cincinnati BIPOC Teacher Pathway's professional learning in culturally responsive practices (CRP). Presenters will introduce CRP, discuss their experiences participating in the professional learning, and offer examples of CRP in their personal contexts. Participants will have the opportunity to develop three action steps they need to complete to begin implementation of CRP in their contexts.

### Like Me: Diversifying the Educator Workforce

**Vincent Laverick, EdD & Angelica Johnson, MA, Lourdes University**

The Like Me program was developed to address the discrepancy between the number of teachers of color and the students they serve in four partner schools around Lourdes University. The presentation will discuss the successes and challenges faced in developing and implementing the program including the program's structure, partnerships, administration, and current outcomes.

### The Power of Diversity: Fostering Inclusive Mentoring Conversations

**Dee Anna Chickerella, pHCLE, Educational Program Specialist, Office of Educator Effectiveness, Ohio Department of Education**

This session will provide an overview of The Power of Diversity: Fostering Inclusive Mentoring Conversations. This guide supports mentors to have conversations that are often seen as uncomfortable, helps mentors navigate and grow in their own discomfort, and builds meaningful mentoring relationships.



## SESSION 2 TOPICAL STRAND: Evidence-based Literacy Practices Aligned with Ohio's Plan to Raise Literacy Achievement

### Setting up and Problem Solving for Student Literacy Success: Launching an Afterschool High-Dosage Tutoring Program: The Power of Partnerships and Lessons Learned

**Jennifer Miller, MEd, Jessica Engstrom, MEd, & Carina Powers, MEd, Lake Erie College & Phonics in Motion**

This session will describe how a partnership between Lake Erie College (LEC) and Phonics in Motion (PIM) has expanded to create a year-long after-school program for the Painesville City School District (PCLS). The session outlines the logistics, challenges, and solutions that enhanced the literacy portion of the tutoring program and elaborates on the coordination and collaboration between LEC and PIM as a model that others can learn from when implementing a similar partnership.

### Surrounding Our Communities in the Science of Reading

**Margaret Lehman, EdD & Lindsay Vance, PhD, Lourdes University**

This session will describe how professors at Lourdes University have surrounded two local school districts and teacher candidates in the Science of Reading. The presenters will share how they revised their literacy core course objectives and field experiences, initiated a Literacy Advisory Board in partnership with local schools, and created a Literacy Resource Library for classroom instruction and for candidates to use in their field experiences. The presenters will describe their current and future plans to support local districts through professional development aligned with the Science of Reading and share instructional resources to promote high-quality literacy instruction.



## SESSION 3 TOPICAL STRAND: Higher Education-District Partnerships to Provide High-Dosage Tutoring to Struggling Learners

### High-Dosage Tutoring at Scale: Facilitating Implementation of District Tutoring Initiatives across the U.S.

**Leiah Groom-Thomas, PhD**, *Annenberg Institute at Brown University*

This session will highlight findings from a national study that included 114 interviews of stakeholders across geographically diverse district partners to provide a snapshot of high-dosage tutoring during the 2021-22 school year. The presenter will offer insights on program design and rollout, tutor supply and retainment, administrative and school-level resources to support implementation efforts, and key takeaways for building sustainable tutoring models in and beyond the state of Ohio.

### Navigating Tutoring Partnerships Between Institutes of Higher Education and School Districts

**Kristin Farley, PhD & Michael Daiga, MA**, *Wittenberg University*

This session will focus on partnerships between an institute of higher education whose candidates provide high-dosage tutoring to students enrolled in two local school districts. Presenters will discuss successes and challenges in developing the partnerships, and lessons learned after the first semester of implementation. Presenters will share information regarding the benefits to candidates and elementary students and discuss adjustments made based on the first semester of implementation.



## SESSION 4 TOPICAL STRAND: Models to Address Teacher Shortages

### Beyond Teacher Shortages: A Human Resource System for the Profession

**Susan Zelman, PhD**, *Zelman Consulting Group*

This session will focus on the policy changes needed at the state level to address teacher shortages. These approaches include a new vision of k12 education coupled with a new human resource system to make teaching a more valued and honored profession.

### Educator Shortages in Ohio: Definitions and Data

**Thomas McGee, Director**, *Office of Educator Licensure, Ohio Department of Education*

This session will provide an overview of current data regarding the supply and demand of teachers in Ohio. The presenter will summarize the Department of Education's efforts to help address teacher shortages in Ohio and will facilitate a discussion with participants to shape future Department efforts in this area.

### Recruiting Gen Z/ Retaining Millennials: Crafting Messages about Teaching

**Claire Hughes, PhD**, *Cleveland State University*

This session will examine sociological, media, and marketing approaches that explore the trends, mindsets, and values of each generation in schools. The presenter will provide implications for recruiting future teachers from Generation Z and retaining teachers from the Millennials.

## SESSION 5 TOPICAL STRAND: Models to Support the Preparation and Professional Development of Inclusive Instructional Leaders

### A Culture of Inclusion

**Victoria Zascavage, PhD & Catherine Lawless, PhD**, *Xavier University*

This session describes how Xavier University used The Classroom Culture Characteristics for Inclusion (3CI) Categories Checklist and Ted Talk lectures from experts on inclusive classroom culture to gather data and help the teacher researcher think critically about what is an inclusive environment.

### Ohio's Inclusive Instructional Leadership Model

**Becky Hornberger, PhD**, *Executive Director, Ohio Association of Elementary School Administrators (OASSA), and IIL Coordinator, University of Cincinnati Systems Development & Improvement Center (UC SDI)*; **Libby Wallick, PhD**, *Research Associate, UC SDI and Member, Olentangy Local Schools Board of Education*; and **Rodney Harrelson, EdD**, *President & CEO, RTH Strategic Planning and Consultation*

This session provides an overview of the four domains of inclusive instructional leadership (IIL) practices, how Ohio is supporting districts to build their capacity for using IIL practices at all levels of the system, and implications for the development of strong higher education-district partnership efforts.



## SESSION 6 TOPICAL STRAND: Higher Education-District Partnership Models to Advance Postsecondary Options for All Learners

### Early Information Technology Program: Building a Talent Pipeline for All Ohioans

**Tracy Collins, MEd & Kelly Broscheid, MEd, UC School of Information Technology, & Jennifer Ottley, PhD, UC SDI Center**  
This session provides an overview of key aspects of the innovative partnership with the Early IT Program at the University of Cincinnati School of Information Technology (SoIT) and Ohio school districts and community colleges. The presenters will share how the partnerships significantly increase the quality, quantity, and diversity of talent into the fields of Information Technology and Cybersecurity. The presenters will facilitate a discussion about flexible college credit accumulation, how to provide strong career and navigational supports, and how to build the option to earn industry recognized credentials for underrepresented students in Ohio schools.

### The UF/FHS Job Coaching Program: A University- School District Partnership to Advance Postsecondary Transition

**Carrie Wysocki, PhD & Martie Andrews, MA, University of Findlay & Findlay City Schools**

This session describes the University of Findlay and Findlay High School's partnership to offer an on-campus transition experience for students with disabilities that includes collaborative, job coaching experiences with teacher candidates in an inclusive special and general education preparation program. The presenters will summarize the benefits, insights, and connections to evidence-based practices to support the program and will provide recommendations for professionals considering similar initiatives.



## SESSION 7 TOPICAL STRAND: Partnerships to Improve Teaching and Learning for Students with Diverse Needs

### Commitment to Students (A Bill of Rights)

**Lou Maynus, EdD, Superintendent, The Ohio School for the Deaf and Ohio State School for the Blind**

This session summarizes the top ten non-negotiable commitments for educating students who are Blind, Visually Impaired, Deaf-blind, Deaf, and Hard of Hearing. The presenter will share how they came up with these top 10 ideas and why they are important.

### Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators?

**Emily Sobeck, PhD & Rachel Robertson, PhD, Franciscan University & University of Pittsburgh**

This session will focus on effectively supporting paraeducators to work as members of behavior intervention plan (BIP) teams. The presenters will discuss how paraeducator involvement can improve treatment implementation of interventions, boost student outcomes, and enhance the teacher-paraeducator relationship.

## SESSION 8 TOPICAL STRAND: Partnerships to Improve Teaching and Learning for Students with Diverse Needs

### An Education Program High-Impact Practice: How One IHE Embraced the ePortfolio

**Meg Reister, PhD & Rebecca Rook, PhD, Franciscan University**

This session summarizes the creation, validation, and establishment of interrater reliability of an ePortfolio scoring rubric in an educator preparation program. The presenters will share the process the IHE utilized to embrace ePortfolios and sample candidate ePortfolios.

### Trauma Informed Teacher Preparation: Impact of YMHFA Certification

**Brian Rider, EdD & Amanda Rider, EdD, Marietta College**

This session highlights collaborative efforts by the Ohio Deans Compact and Marietta College's Education Department to provide YMHFA training for teacher candidates and P-12 partners. The presenters will share the social, emotional, and academic benefits of YMHFA and the perspectives of newly trained teacher candidates.

### Universal Design for Learning: Design Your Course to Meet All Students' Needs

**Stephanie Craig, PhD, Marietta College**

This session summarizes how to implement the principles of Universal Design for Learning (UDL) in college/university courses. The presenter will explore the following questions: Why should I implement UDL? How do I implement UDL?



**P20 Collaboration: Working Together to Improve Learning Outcomes for All Children and Youth**  
**10th Annual Statewide Virtual Conference**  
**January 25-27, 2023**

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.**

**CONFERENCE**  
**SCHEDULE-AT-A-GLANCE**

<b>DAY ONE – Wednesday, Jan. 25, 2023</b>	
<b>Link for 9:30 to 12:15 Segment</b>	
Zoom Host: Terry Grimm Phone Audio Dial In: 312-626-6799	
Meeting ID: 896 9966 6341 Passcode: deans	
<b>9:30</b>	<b>Welcome &amp; Introductions</b> <i>Tachelle Banks, PhD, Compact Chairperson; and Mary Heather Munger, PhD, President, OACTE</i>
<b>9:45</b>	<b>Time for a Hard Reset: Revisioning P20 Education for All</b> <i>Gloria Ladson-Billings, PhD, Professor Emerita, University of Wisconsin at Madison; President, National Academy of Education</i>
<b>11:00</b>	<b>BREAK</b>
<b>11:30</b>	<b>State of the State: ODE &amp; ODHE Address</b> <i>Jo Hannah Ward, MEd, LPCC, Director, Office for Exceptional Children, Ohio Department of Education</i> <i>Krista Maxson, PhD, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education</i>
<b>12:15 - 12:30</b>	<b>OACTE Subcommittees Report-out</b>
<b>12:15</b>	<b>LUNCH BREAK</b>
<b>1:00</b>	<b>Field Directors Meeting</b>



<b>LEARNING ACADEMIES</b>	
	<p><b>FOCUS ON TEACHER DIVERSITY</b></p> <p><b>1:00-2:30 Diversifying the Educator Workforce (DEW): What's Happening Across the Country</b> <i>Eric Duncan, JD, Assistant Director of Policy – Educator Diversity, The Education Trust</i></p> <p><b>2:30-2:45 Break</b></p> <p><b>2:45-3:30 DEW Case-Study Illustration</b> <i>Aimee Howley, EdD, President, WordFarmers Associates (WFA)</i> <i>Laurel LaPorte-Grimes, PhD, Research Associate, WFA</i> <i>Tom Lasley, PhD, Director, Policy and Advocacy, Montgomery County ESC and Professor and Dean Emeritus, School of Education and Health Sciences, University of Dayton</i> <i>Christa Preston Agiro, PhD, Professor of Integrated Language Arts, and Principal Investigator, I Educate Montgomery County</i> <i>Elena Andrei, EdD, Associate Professor, TESOL and DREAM Programs Coordinator, Cleveland State University</i> <i>Jon Breiner, PhD, Associate Professor, STEM Education &amp; Chemistry, Director, UC BIPOC Teacher Pathway and Director, African-American Initiative in Mathematics and Science, University of Cincinnati</i></p> <p><b>1:00-4:00</b></p> <p><b>3:30-4:00 Facilitated Discussion</b> <i>Nicole Luthy, PhD, Facilitator and Chief of Staff &amp; Director of Strategic Operations, Office of the Dean, College of Education and Human Ecology (EHE), The Ohio State University</i></p>
	<p><b>FOCUS ON IMPROVING LITERACY ACHIEVEMENT FOR ALL LEARNERS</b></p> <p><b>1:00-2:30 Not Forgetting the Other R: Supporting Students' Writing Development</b> <i>Young-Suk Kim, EdD, Professor and Senior Associate Dean, University of California, Irvine; Language Literacy Learning (L3) Lab</i></p> <p><b>2:30-2:45 Break</b></p> <p><b>2:45-3:30 IHE Illustration:</b> <i>Lindsey Roush, EdD, Assistant Professor, Walsh University</i> <i>Katelyn Moore, Student Teacher, Walsh University</i> <i>Maggie Lehman, EdD, Assistant Professor, Lourdes University</i> <i>Lindsay Vance, PhD, Assistant Professor, Lourdes University</i></p> <p><b>3:30-4:00 Facilitated Discussion</b> <i>Melissa Weber-Mayrer, PhD, Facilitator, and Director, Office of Approaches to Teaching and Professional Learning</i></p>





# CONFERENCE

## SCHEDULE-AT-A-GLANCE (continued)

1:00-4:00	<p><b><u>FOCUS ON ADVANCING POSTSECONDARY OPTIONS FOR YOUTH WITH DISABILITIES</u></b></p> <p><b>1:00-2:30 Effective Postsecondary Transition: What's Happening Across the Country</b>  <i>Mary Morningstar, PhD, Professor &amp; Director, Transition Coalition, Portland State University (PSU), and Co-Director, National Technical Assistance Center on Transition: The Collaborative (NTACT:C)</i></p> <p><b>2:30-2:45 Break</b></p> <p><b>2:45-3:30 District Illustration:</b>  <b>Crystal Bryski</b>, Educational Consultant, State Support Team (SST) Region 4  <b>Jen Call</b>, Service &amp; Support Administrator, Medina County Board of Developmental Disabilities  <b>Kim Moritz</b>, Consultant, SST Region 6</p> <p><b>3:30-4:00 Facilitated Discussion</b>  <b>Amy Syzmanski</b>, Facilitator, and Secondary Transition and Workforce Development Consultant, ODE Office for Exceptional Children</p>	
	<p><b>DAY TWO – Thursday, Jan. 26, 2023</b></p> <p><b><a href="#">Link for 9:30 to 11:30 segment</a></b></p> <p><b>Zoom Host: Terry Grimm Phone Audio Dial In: 312-626-6799</b></p> <p><b>Meeting ID: 830 3478 0234 Passcode: deans</b></p>	
	9:30	<p><b>Welcome &amp; Opening Comments</b>  <i>Kathy Winterman, EdD, Compact Vice Chairperson</i></p>
	9:45	<p><b>Embodying Social Justice Through a Pedagogy of Love</b>  <i>Antonia Darder, PhD, Leavey Presidential Endowed Chair of Ethics and Moral Leadership, Loyola Marymount University, Los Angeles; &amp; Professor Emerita, Education Policy, Organization, and Leadership University of Illinois Urbana Champaign</i></p>
11:00	<b>BREAK</b>	
11:00-12:00	<b>OATE Meeting</b>	
11:15	<p><b>Learning Partnerships in Education: Cultivating Communities of Practice</b>  <i>Etienne Wenger-Trayner, PhD and Beverly Wenger-Trayner, MA, Global Theorists and Consultants</i></p>	
12:30	<b>BREAK</b>	
12:45-1:30	<p><b><u>Lunch &amp; Chat for Compact Incentive Grantees: Focus on Clinical Practice</u></b>  <i>Jennifer Ottley, PhD, Facilitator</i></p>	

### CONCURRENT (RESEARCH TO PRACTICE) SESSIONS

All sessions are held from 1:45 to 3:00 pm

Each session includes two or three 20 to 30-minute presentations, followed by about 15 minutes of discussion

**SESSION 1: TOPICAL STRAND:**  
Higher Education-District Partnership Models for Diversifying the Educator Workforce

Phone Audio Dial In: 312-626-6799  
 Meeting ID: 815 4769 7334 Passcode: deans

**Culturally Responsive Practices: Understanding and Implementing**

*Jonathan Breiner, PhD, Stephen Kroeger, EdD & Susan Gregson, PhD, University of Cincinnati*

**Like Me: Diversifying the Educator Workforce**

*Vincent Laverick, EdD & Angelica Johnson, MA, Lourdes University*

**The Power of Diversity: Fostering Inclusive Mentoring Conversations**

*Dee Anna Chickerella, pHCLE, Educational Program Specialist, Office of Educator Effectiveness, Ohio Department of Education*

**SESSION 2: TOPICAL STRAND:**  
Evidence-based Literacy Practices Aligned with Ohio's Plan to Raise Literacy Achievement

Phone Audio Dial In: 312-626-6799  
 Meeting ID: 883 5587 0583 Passcode: deans

**Setting up and Problem Solving for Student Literacy Success: Launching an Afterschool High-Dosage Tutoring Program: The Power of Partnerships and Lessons Learned**

*Jennifer Miller, MEd, Jessica Engstrom, MEd & Carina Powers, MEd, Lake Erie College & Phonics in Motion*

**Surrounding Our Communities in the Science of Reading**

*Margaret Lehman, EdD & Lindsay Vance, PhD, Lourdes University*

**SESSION 3: TOPICAL STRAND:**  
Higher Education-District Partnerships to Provide High-Dosage Tutoring to Struggling Learners

Phone Audio Dial In: 312-626-6799  
 Meeting ID: 864 0186 2587 Passcode: deans

**High-Dosage Tutoring at Scale: Facilitating Implementation of District Tutoring Initiatives across the U.S.**

*Leiah Groom-Thomas, PhD, Annenberg Institute at Brown University*

**Navigating Tutoring Partnerships Between Institutes of Higher Education and School Districts**

*Kristin Farley, PhD & Michael Daiga, MA, Wittenberg University*



# CONFERENCE

## SCHEDULE-AT-A-GLANCE (continued)

### SESSION 4: TOPICAL STRAND:

#### Models to Address Teacher Shortages

Phone Audio Dial In: 312-626-6799  
Meeting ID: 885 5565 9849 Passcode: deans

#### **Beyond Teacher Shortages: A Human Resource System for the Profession**

*Susan Zelman, PhD, Zelman Consulting Group*

#### **Educator Shortages in Ohio: Definitions and Data**

*Thomas McGee, Director, Office of Educator Licensure, Ohio Department of Education*

#### **Recruiting Gen Z/ Retaining Millennials: Crafting Messages about Teaching**

*Claire Hughes, PhD, Cleveland State University*

### SESSION 5: TOPICAL STRAND:

#### Models to Support the Preparation and Professional Development of Inclusive Instructional Leaders

Phone Audio Dial In: 312-626-6799  
Meeting ID: 880 0070 0720 Passcode: deans

#### **A Culture of Inclusion**

*Victoria Zascavage, PhD & Catherine Lawless, PhD, Xavier University*

#### **Ohio's Inclusive Instructional Leadership Model**

*Becky Hornberger, PhD, Executive Director, Ohio Association of Elementary School Administrators (OASSA), and ILL Coordinator, University of Cincinnati Systems Development & Improvement Center (UC SDI); Libby Wallick, PhD, Research Associate, UC SDI and Member, Olentangy Local Schools Board of Education; and Rodney Harrelson, EdD, President & CEO, RTH Strategic Planning and Consultation*

### SESSION 6: TOPICAL STRAND:

#### Higher Education-District Partnership Models to Advance Postsecondary Options for All Learners

Phone Audio Dial In: 312-626-6799  
Meeting ID: 837 2394 8972 Passcode: deans

#### **Early Information Technology Program: Building a Talent Pipeline for All Ohioans**

*Tracy Collins, MEd & Kelly Broscheid, MEd, UC School of Information Technology, & Jennifer Ottley, PhD, UC SDI Center*

#### **The UF/FHS Job Coaching Program: A University-School District Partnership to Advance Postsecondary Transition**

*Carrie Wysocki, PhD & Martie Andrews, MA, University of Findlay & Findlay City Schools*

### SESSION 7: TOPICAL STRAND:

#### Partnerships to Improve Teaching and Learning for Students with Diverse Needs

Phone Audio Dial In: 312-626-6799  
Meeting ID: 832 3981 7166 Passcode: deans

#### **Commitment to Students (A Bill of Rights)**

*Lou Maynus, EdD, Superintendent, Ohio School for the Deaf and Ohio State School for the Blind*

#### **Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators?**

*Emily Sobeck, PhD & Rachel Robertson, PhD, Franciscan University & University of Pittsburgh*

### SESSION 8: TOPICAL STRAND:

#### Partnerships to Improve Teaching and Learning for Students with Diverse Needs

Phone Audio Dial In: 312-626-6799  
Meeting ID: 835 9352 1604 Passcode: deans

#### **An Education Program High-Impact Practice: How One IHE Embraced the ePortfolio**

*Meg Reister, PhD & Rebecca Rook, PhD, Franciscan University*

#### **Trauma Informed Teacher Preparation: Impact of YMHFA Certification**

*Brian Rider, EdD & Amanda Rider, EdD, Marietta College*

#### **Universal Design for Learning: Design Your Course to Meet All Students' Needs**

*Stephanie Craig, PhD, Marietta College*

**3:00** BREAK

**3:30-5:00** **Explicit Instruction Is the Secret Sauce of Improving Literacy Outcomes**  
*Sharon Vaughn, PhD, Executive Director, Meadows Center for Preventing Educational Risk (MCPER), Manual J. Justiz Endowed Chair in Education, University of Texas at Austin*  
*Phil Capin, PhD, Research Assistant Professor, MCPER, University of Texas at Austin*

**5:00-6:00** **WINE & DINE SOCIAL**  
Phone Audio Dial In: 312-626-6799  
Meeting ID: 836 4783 3727 Passcode: deans



# CONFERENCE SCHEDULE-AT-A-GLANCE (continued)

<b>DAY THREE – Friday, Jan. 27, 2023</b> <b>Link for 9:30 to 1:30 segment</b> <b>Zoom Host: Terry Grimm Phone Audio Dial In: 312-626-6799</b> <b>Meeting ID: 874 9092 9932 Passcode: deans</b>	
<b>9:30</b>	<b>Welcome &amp; Opening Comments</b> <b>Jim Gay, PhD, Chairperson, Compact Dissemination Committee</b>
<b>9:45</b>	<b>Inclusivity in Action: Developing Partnerships that Support All Learners</b> <b>The Minor Collective: Kass &amp; Cornelius Minor, Inclusive Educators, The Author Village, Brooklyn, NY</b>
<b>11:15</b>	<b>BREAK</b>
<b>11:30</b>	<b>Making Equitable Opportunities and Outcomes a Reality: Panel Presentation &amp; Dialogue</b> <b>PRESENTER: Michael W. Apple, PhD</b> University of Wisconsin at Madison, John Bascom Professor Emeritus of Curriculum and Instruction and Educational Policy Studies, University of Wisconsin, Madison, and Professorial Fellow, University of Manchester <b>MODERATOR: Tachelle Banks, PhD, Presidential Fellow &amp; Associate Provost for Academic Innovation, Office of the President, Cleveland State University, and Chair, Ohio Deans Compact</b> <b>PANELISTS:</b> <b>Eugene Blalock, Superintendent, North College Hill City Schools</b> <b>Diana Garlaugh, EdD, Associate Professor of Education, Chair of Licensure and Endorsements, School of Education, University of Findlay, and President, Ohio Association for Private Colleges of Teacher Education (OAPCTE)</b> <b>Tom Lasley, PhD, Director, Policy and Advocacy, Montgomery County ESC and Professor and Dean Emeritus, School of Education and Health Sciences, University of Dayton</b> <b>Sherrill Sellers, PhD, Professor and Associate Dean, College of Education, Health &amp; Society, Miami University</b> <b>Philip Wagner, PhD, Superintendent, Johnstown-Monroe Local Schools</b>
<b>1:15</b>	<b>Wrap-up</b> <b>Tachelle Banks, PhD, Compact Chairperson</b>
<b>1:30</b>	<b>ADJOURN</b>

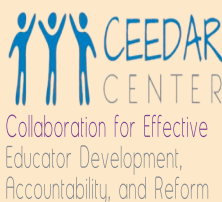


## OLAC Resources Support Ohio's Preparation – Professional Development Continuum

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 additional information on resources, tools, and services available through OLAC, visit the OLAC website at: [www.OhioLeadership.org](http://www.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 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 of Educator Preparation (CAEP), CCSSO, the Council for Exceptional Children (CEC), the National Association of State Directors of Special Education (NASDSE), the Center on Great Teachers and Leaders (GTL) and others. For more information, go to [www.ceedar.org](http://www.ceedar.org)



# OHIO DEANS COMPACT ON EXCEPTIONAL CHILDREN 2022-2023 MEMBERSHIP



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## 2022-2023 MEMBERSHIP (continued)



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# NOTES





# ABOUT THE COMPACT

The **Ohio Deans Compact** brings representatives from all levels of the education system together to address shared priorities for improving learning opportunities and outcomes for all children. Established in 2013, the Compact has increased 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.

Compact priorities include the 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, improving literacy outcomes for all children through then P20 Literacy Collaborative, supporting the use of explicit instruction and effective tutoring in reading and mathematics, and preparing qualified providers in hard-to-staff program areas or regions of the state.

As the Compact looks to the next 10 years of work, it reaffirms its commitment to the following goals: (1) build an educator workforce capable of improving learning opportunities and outcomes for all children; (2) establish and sustain partnerships to respond rapidly and flexibly to Ohio’s changing needs for a well-prepared educator workforce; (3) support the use of evidence-based instructional practices with high leverage for improved overall learning outcomes, improved subgroup learning

outcomes, and increased inclusiveness; and (4) prepare educators across Ohio to use inclusive instructional leadership practices that support a continuous, systemwide improvement model.



The Compact looks forward to partnering with others to meet these goals.

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

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





FOR MORE INFORMATION

**Visit the Ohio Deans Compact on Exceptional Children at**

[www.ohiodeanscompact.org](http://www.ohiodeanscompact.org) or contact:

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