



11th Annual Statewide Conference

In Collaboration with OCTEO



March
13-15,
2024

**BRIDGING THE P20 DIVIDE:
Working Together to Improve Learning Opportunities
and Outcomes for ALL Children and Youth**

Bridging the P20 Divide: Working Together to Improve Learning Opportunities and Outcomes for ALL Children and Youth

Ohio Deans Compact on Exceptional Children In Collaboration with OCTEO

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WELCOME



Welcome to the Compact's 11th annual statewide conference – our first in-person, post-Covid conference.

We are pleased to partner with the Ohio Confederation of Teacher Education Organizations (OCTEO) to offer a combined event for the fifth year in a row. The partnership underscores our shared and collective commitment to improving outcomes for all of Ohio's children.

Beginning with its first meeting on January 9, 2013, 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 for each child in Ohio.

This year, our conference theme is *Bridging the P20 Divide: Working Together to Improve*

Learning Opportunities and Outcomes for ALL Children and Youth – a theme that 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, to make Ohio's education system more representative of the children it serves, to prepare all teachers to teach all children to read well using evidence-based literacy approaches grounded in the science of reading, to advance postsecondary outcomes for all youth and particularly youth with disabilities, and to address state-identified personnel shortages and needs through innovative and collaborative programming.

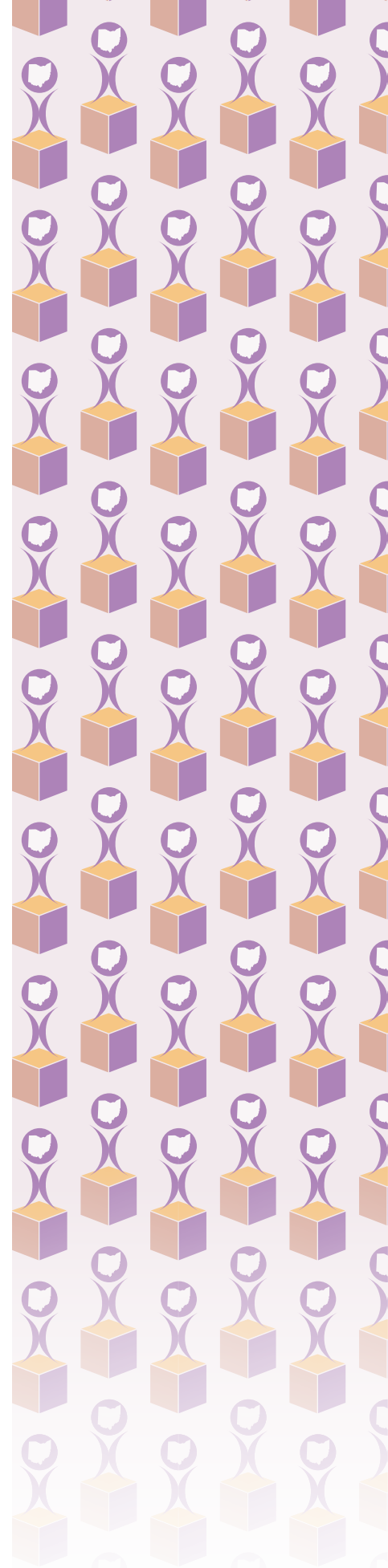
As we come together to advance our shared work, we invite you to join us in building an educator workforce capable of improving learning opportunities and outcomes for all children; establishing and sustaining partnerships to respond rapidly and flexibly to Ohio's changing needs for a well-prepared educator workforce; advancing postsecondary outcomes for all learners; supporting the use of evidence-based practices grounded in the science of reading; accelerating learning for all groups of children through high-impact tutoring and high-leverage instructional practices for improved overall learning; and preparing educators across Ohio to use inclusive instructional leadership practices that support a continuous, systemwide improvement model.

We invite you to not only attend, but to engage fully over the next three days of this year's conference. We are fortunate to have with us this year Pasi Sahlberg, Allison Skerrett, Andy Hargreaves, Linda Blanton, Marleen Pugach, Amy Bitterman, Alexandria Harvey, Richelle Davis, Eric Duncan, Heather Peske; state leaders Jessica Horowitz-Moore, Melissa Weber-Mayrer, Joe Petrarca, Paul Craft, Yenetta Harper, Mike Duffey, Krista Maxson, and others; and educators from Ohio school districts, state support teams, professional associations, and institutions of higher education who are making a positive difference every day for children in Ohio.

Thank you for being here!

A handwritten signature in black ink, appearing to read "K G Winterman".

Kathleen G. Winterman, EdD, Chairperson
Ohio Deans Compact on Exceptional Children



KEYNOTE, GENERAL SESSION, & LEARNING ACADEMY SPEAKERS

Featured Speakers (in order of appearance):



Pasi Sahlberg, PhD

*Professor of Educational Leadership
Melbourne Graduate School of Education
University of Melbourne
Melbourne, Australia
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Professor of Educational Leadership, University of Melbourne, and Author, Pasi Sahlberg has worked as a school teacher, teacher-educator, academic, and policymaker in Finland, and he has advised schools and education system leaders around the world. He served as a senior education specialist at the World Bank, lead education specialist at the European Training Foundation, director general at the Finland's Ministry of Education and Culture (CIMO), and visiting professor of Practice at Harvard University. In 2013, his book, *Finnish Lessons: What Can the World Learn from Educational Change in Finland*, won the Grawemeyer Award. His most recent books include, *Let the Children Play: How More Play Will Save Our Schools and Help Children Thrive* (2019, with William Doyle), *Finnish Lessons 3.0: What Can the World Learn from Educational Change in Finland* (2021), and *In Teachers We Trust: The Finnish Way to World-class Schools* (2021, with Tim Walker).





Jessica Horowitz-Moore, MBA, JD

Chief of Student and Academic Supports

Ohio Department of Education and Workforce

Columbus, Ohio

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Jessica Horowitz-Moore is the Chief of Student and Academic Supports at the Ohio Department of Education and Workforce where she oversees the offices of Exceptional Children, Learning and Instructional Strategies, Nutrition and, Whole Child Supports. In her role, she oversees policies in these areas and collaborates with agencies across state government to support student wellness and learning for children of all ages. A lifelong child and family advocate, Jessica works to eliminate non-academic barriers to student learning and provide students needed supports inside and outside of the classroom.

Jessica earned her bachelor's degree in integrated social studies from The Ohio State University, a master's degree in business administration from The Ohio State University and a juris doctorate from Hofstra University. Before coming to the Department, Jessica served as an elementary school principal for Whitehall City Schools after completing the BRIGHT New Leaders for Ohio Schools Fellowship. Previously, she practiced law in the state of New York working as a criminal public defender and a child abuse and neglect prosecutor. Jessica has a wide range of experience in mental health supports, children's services, education and the justice system.



Joe Petrarca, MA/CCC-SLP

Associate Director, Office for Exceptional Children

Ohio Department of Education and Workforce

Columbus, Ohio

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Joe Petrarca is the Associate Director in the Office for Exceptional Children at the Ohio Department of Education and Workforce, a position he has held for the past five years. He has worked as a Pupil Services/Personnel Director, Human Resources Director, and special education supervisor/consultant. Joe has had the responsibility of supervising special education and related service personnel and programming, students who are English learners, 504 evaluations and accommodation plans, gifted education, school counseling, and school nursing services. Joe has also been a university clinic director and graduate instructor teaching such diverse coursework as diagnostic methods, behavior, and advocacy in special education. Joe holds a Master's degree in Speech-Language Pathology and Audiology and has been awarded national certification as a speech-language pathologist from the American Speech-Language-Hearing Association. Joe also maintains state licensure from the Ohio Speech and Hearing Professionals Board and an Education Specialist license from the Ohio Department of Education and Workforce.





Krista Maxson, PhD

Associate Vice Chancellor of P-16 Initiatives
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Krista Maxson 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 Workforce 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. Prior to joining ODHE, she 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; and 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).



Melissa M. Weber-Mayrer, PhD

Chief of Literacy
Literacy Achievement and Reading Success
Ohio Department of Education and Workforce
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Melissa Weber-Mayrer is the Chief of Literacy of the Office of Literacy Achievement and Reading Success at the Ohio Department of Education and Workforce. She oversees the literacy work for the state of Ohio. This includes Ohio’s literacy legislation (Third Grade Reading Guarantee and Dyslexia Supports Laws) and the statewide implementation of evidence-based language and literacy teaching and learning. Dr. Weber-Mayrer is the federal project director for \$78.2 million in literacy grants focused on raising literacy achievement for birth through grade 12, including learners with reading difficulties. She co-led the State Systemic Improvement Plan: Early Literacy Pilot activities, and leads the team that authored and updates *Ohio’s Plan to Raise Literacy Achievement*. Dr. Weber-Mayrer served as the lead for the Hunt Institute Path Forward, which convened stakeholders to develop a plan to align higher education literacy coursework and state activities to the science of reading. She has experience teaching in large urban school districts in Ohio, New Jersey, and Illinois, and serves as adjunct faculty for university required reading courses. Dr. Weber-Mayrer is dedicated to improving the literacy knowledge and skills of pre-service and in-service educators to ensure preparation for effective teaching of essential literacy skills at all grade levels. She earned her BS, MA, and PhD from The Ohio State University. Her research interests focus on reading and literacy for early/middle childhood, adult learning, and educator preparation. She presents locally, nationally, and internationally.

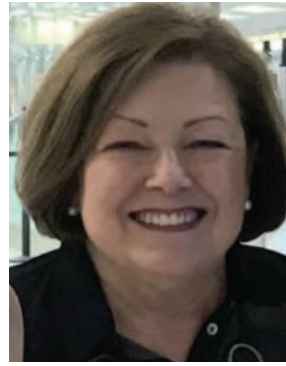




Carolyn Turner, M.Ed.

*Ohio Literacy Lead
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Carolyn works with local, regional, and state-level instructional leaders to build their capacity to implement evidence-based reading instruction within Multi-Tiered Systems of Support. Carolyn is a doctoral student in the Reading Science program at Mount St. Joseph University and a Dyslexia Interventionist. She advocates for reading science and has extensive knowledge of evidence-based approaches to teaching reading. She ensures that all leaders have the appropriate knowledge, skills, and abilities to sustain change, resulting in improved instruction and successful reading achievement for all learners.



Linda Blanton, EdD

*Professor and Dean Emerita
Florida International University
CEEDAR Center Liaison to Ohio
Email: lindablanton@ufl.edu*

Dr. Linda Blanton (EdD, Indiana University) has been actively involved in education throughout her career. She has been a classroom and demonstration teacher, university professor, administrator, and technical assistance provider. Dr. Blanton served in university leadership roles in Florida, North Carolina, and Virginia, to include dean of a college of education, director of a school of education, chair of special education, director of a Center on Excellence in Teacher Education, and director of an interdisciplinary doctoral program. She served in state and national leadership roles, including, for example, serving as President of the Teacher Education Division/Council for Exceptional Children. Dr. Blanton served on the Boards of CAEP and NCATE and worked with InTASC to develop standards for what all teachers need when working with students with disabilities. Dr. Blanton has directed federal grants, presented extensively, published many chapters and articles/research on topics in special education teaching and teacher education, with a focus on the intersection of general and special education teacher education. She is co-editor of *Teacher Education in Transition: Collaborative Programs to Prepare General and Special Educators*, co-author of multiple guides and briefs, one example being *Preparing General Education Teachers to Improve Outcomes for Students with Disabilities*, published by AACTE. Drs. Blanton and Marleen Pugach edited special issues of *Teacher Education and Special Education* and the *Journal of Teacher Education*, both focused on collaboration in teacher education. Dr. Blanton was the recipient of the Excellence in Teaching and Teacher Education Award, an award given by the Teacher Education Division. She currently works with CEEDAR, a national center that supports states in aligning systems to better serve students with disabilities.





Marleen C. Pugach, PhD

Professor Emerita
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Marleen C. Pugach, PhD, is Professor Emerita in the School of Education at the University of Wisconsin-Milwaukee, where she was a member of the faculty from 1986-2011. From 2012-2014 she held an appointment as a professor in the Rossier School of Education at the University of Southern California. Her research and scholarship are focused on teacher education reform at the intersection of general and special education; situating disability within larger questions of social justice, equity and diversity as foundational to that reform; dual certification; and qualitative research methods. She is currently teaming with Joyce Gomez-Najarro and Linda Blanton on a research program investigating dual certification in the United States.

Her most recent publications include: the 3rd edition of her introduction to teaching textbook, *Because Teaching Matters* published in 2024; the chapter *Preparing general education teachers to work with students with disabilities* (Gomez-Najarro, Pugach, & Blanton, 2024) in the *Handbook of Research in Special Education Teacher Education*, 2nd edition; *Portraying teacher education for inclusion: An analysis of the institutional discourse of dual certification programs in Educational Researcher* (Gomez-Najarro, Pugach, & Blanton, 2023); *Disability and the Meaning of Social Justice in Teacher Education Research: A Precarious Guest at The Table?* in the *Journal of Teacher Education* (Pugach, Matewos, & Gomez-Najarro, 2021); *Dual Certification Programs* in the *Oxford Research Encyclopedia of Education* (Blanton & Pugach, 2020); *A Review of Identity in Research on Social Justice in Teacher Education: What Role for Intersectionality?* in the *Journal of Teacher Education* (Pugach, Gomez-Najarro, & Matewos, 2019); and the forthcoming chapter, *Elevating collaboration in redefining and restructuring the role of special education teachers* (Blanton & Pugach, in press) in *Transforming the special education workforce: Research and complex systems perspectives*. Dr. Pugach consults nationally and internationally on teacher education reform for inclusion, most recently with the National Council for Special Education in the Republic of Ireland. A former Fulbright Scholar, she is the recipient of the American Association of Colleges for Teacher Education's Margaret Lindsey Award; the Excellence in Teacher Education Award from the Teacher Education Division of the International Council for Exceptional Children; the Senior Research Award from the University of Wisconsin-Milwaukee; and the Distinguished Alumni Award from the College of Education at the University of Illinois at Urbana-Champaign.



Amy Bitterman, PhD

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Amy Bitterman, Director of the Data Center for Addressing Significant Disproportionality (DCASD), is a Westat principle associate with more than 23 years of experience directing special education and general education projects and leading technical assistance, data collection, and analysis tasks. Ms. Bitterman co-directs the OSEP-funded Personnel Development Program Data Collection System (PDPDCS) project and is a TA specialist for the IDEA Data Center (IDC). She is a content expert, national presenter, and podcast host on the topics of significant disproportionality and other equity-related areas, 616 and 618 data quality, and parent involvement. She also has extensive experience engaging in efforts to improve states' and districts' special education data quality through technical assistance and development of tools and products.





Alexandria Harvey, PhD

Senior Program Associate
Special Education Policy and Practice
WestEd
Deputy Director
Data Center for Addressing Significant
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As a Senior Program Associate with WestEd's Special Education Policy and Practice team, Alexandria Harvey uses her expertise to improve equitable outcomes for students with disabilities. Her work centers around the intersection of race, culture, and disability, providing technical assistance and professional development that focuses on improving outcomes for students who lie at the intersections of multiple identities. Harvey is the Deputy Director of the Data Center for Addressing Significant Disproportionality where she facilitates the development and implementation of the Center's strategic direction and supports the WestEd team to provide technical assistance based on established priorities. Additionally, Harvey leads diversity, equity, and inclusion (DEI) efforts with the National Center for Systemic Improvement (NCSI) to ensure DEI is not a one-off initiative but incorporated throughout much of the technical assistance within the center. She also serves as a TA facilitator for multiple states and provides her content expertise in evidence-based practices and research-informed practice collaboratives within NCSI. Prior to joining WestEd, Harvey was a varying exceptionalities teacher in Gainesville, FL. During her graduate studies, she was a graduate assistant for the CEEDAR Center, providing technical assistance to states by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support. She holds a PhD in special education from the University of Florida where she focused on culturally relevant education.



Richelle Davis, MPP

Education Program Specialist
Research to Practice Division
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Richelle Davis is an Education Program Specialist in the Research to Practice Division at the Office of Special Education Programs at the US Department of Education. She is project officer for the Data Center for Addressing Significant Disproportionality and co-project officer for the IDEA Data Center (IDC) and the Center for IDEA Early Childhood Data Systems (DaSy). Additionally, she manages the Annual Report to Congress on IDEA and the Personnel Development Program Data Collection System. Richelle and her colleagues are responsible for the collection and management of the IDEA Section 618 data submitted to the US Department of Education via the EDFacts systems. Prior to joining OSEP, Richelle taught middle school special education and served as an Instructional Specialist in Richmond, VA. She earned a Master of Public Policy degree and is currently pursuing a Doctor of Philosophy degree in Education Policy at George Mason University.





Allison Skerrett, PhD

*Barbie M. & Gary L. Coleman
Endowed Professor in Education*

*Director of Teacher Education,
College of Education*

*Editor, Journal of Literacy Research
University of Texas Urban Teachers
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Allison serves as Director of Teacher Education for the College of Education. In this role, Skerrett provides intellectual, curricular and programmatic, as well as organizational leadership to the College of Education teacher education programs. Allison also serves as director of the University of Texas Urban Teachers Program, a professor in the Language and Literacy Studies program area, and an affiliate faculty member in the Cultural Studies in Education program area in the Department of Curriculum and Instruction. Skerrett was instrumental in co-leading a team of faculty to transform the teacher education program to use evidence-based practices in preparing pre-service teachers to teach in culturally responsive ways.



Heather Peske, PhD

*President, National Council on
Teacher Quality (NCTQ)*

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In 2022, Dr. Heather Peske was named NCTQ's next President. She comes to NCTQ from her role as Senior Associate Commissioner for Instructional Support in the Massachusetts Department of Elementary and Secondary Education where she implemented policies and programs across teacher development, educator preparation, and curriculum and instruction that drove historic improvements for students-including record graduation rates, the highest rating NAP performance, and dramatic increases in higher-education participation and success. After having started her career as an elementary teacher in Baton Rouge, Louisiana, she served as Director of Teacher Quality at The Education Trust and later as the Vice President of Programs at Teach Plus. Over her three decades in education, she has been named a "Future Chief" by Chiefs for Change (2021), a Broad Academy Fellow (2019), and a recipient of the Governor Paul Cellucci Award for Leadership and Mentoring in State Government (2017). Dr. Peske earned her master's degree and doctorate in Administration, Planning, and Social Policy from the Harvard Graduate School of Education. She graduated with her bachelor's degree from Kenyon College with magna cum laude honors. Dr. Peske is a coauthor of the award-winning book, *Finders and Keepers: Helping New Teachers Survive and Thrive in Our Schools* and co-editor of *Learning from the Experts: Teacher Leaders on Solving America's Education Challenges* and has written reports and articles on teacher policy, teacher evaluation, alternative certification programs, new teachers' experiences, and conceptions of career. She is the parent of two children who attend public schools in Massachusetts.





Andy Hargreaves, PhD

Research Professor, Boston College

Visiting Professor, University of Ottawa

President & Co-Founder,
ARC Education

Canada's Professor of the Year for 2023

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Andy Hargreaves is Visiting Professor at the University of Ottawa in Canada and Research Professor at Boston College in the US. He is an elected member of the US National Academy of Education, former President of the International Congress of School Effectiveness and Improvement (2018-2020), former Adviser in Education to the Premier of Ontario (2015-2018), and current adviser to the First Minister of Scotland. Andy is co-founder and president of the ARC Education Collaboratory, which brings together Ministers and professional leaders from multiple countries to advance the interests of broad excellence, equity, well-being, inclusion, democracy, and human rights in education.

Andy has published more than 30 books and has eight Outstanding Writing Awards. He has been honored in Canada, the US, and the UK for services to public education and educational research. He is ranked by US Education Week as the #15 scholar with the most influence on the US education policy debate. He holds Honorary Doctorates from the Education University of Hong Kong, the University of Uppsala in Sweden, and Bolton University in the UK – the nearest to his hometown. He is a Fellow of the Royal Society of Arts.

Visit Andy's website for information on his work and most recent books, including

The Age of Identity: Who Do Our Kids Think They Are... and How Can We Help Them Belong? (with Dennis Shirley), Leadership from the Middle, Well-being in Schools: Three Forces that Will Uplift Your Students in a Volatile World and Five Paths of Student Engagement (both with Dennis Shirley), Moving: A Memoir of Education and Social Mobility, and Collaborative Professionalism: When Teaching Together Means Learning for All (with Michael O'Connor).



Eric Duncan, JD

Director of P-12 Policy – Educator Diversity

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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.





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

MARCH 13, 2024

Welcome & Introductions

Kathy Winterman, EdD, Associate Professor and Director, School of Education, Xavier University, and Chair, Ohio Deans Compact; and **Mary Heather Munger, PhD**, Associate Professor, College 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 11th 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 conference presentations and sessions.

Towards Fairer and Better Education for All

Pasi Sahlberg, PhD, Professor of Educational Leadership, Melbourne Graduate School of Education, University of Melbourne, Australia

Over the past two decades we have learned that the most successful education systems achieve excellence and equity of education outcomes simultaneously. When excellence in schools typically refers to improved learning outcomes, equity remains an often-undefined part of what schools do. We need to think harder about three related questions: What does equity of education mean? Why is it an important part of every school's improvement work? What can we do in schools and school systems to enhance equity of education outcomes?

State of the State: Ohio Department of Education and Workforce & Ohio Department of Higher Education Address

Jessica Horowitz-Moore, MBA, JD, Chief of Student and Academic Supports, and **Joe Petrarca, MA/CCC-SLP**, Associate Director, Office for Exceptional Children, Ohio Department of Education and Workforce; 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.

LEARNING ACADEMIES

Learning Academy #1: Evidence-based Literacy Practices

Melissa Weber-Mayrer, PhD, Chief of Literacy, Office of Literacy Achievement and Reading Success; and **Carolyn Turner, MEd**, Ohio Literacy Lead, Ohio Department of Education and Workforce

This session will describe Ohio's work to improve literacy achievement for all students, state investment in supporting the use of evidence-based literacy practices aligned with Ohio's Plan to Raise Literacy Achievement and grounded in the science of reading, and more.

Learning Academy #2: Teacher Education for Inclusion: Transformational v Transactional Program Design

Linda Blanton, EdD, Professor and Dean Emerita, Florida International University, and CEEDAR Center Liaison; and **Marleen C. Pugach, PhD**, Professor Emerita, University of Wisconsin-Milwaukee

This session will describe models for program development, restructuring, or redesign to promote the use of inclusive practices that improve expectations, opportunities, and outcomes for all children, including those with disabilities. Transformational versus transactional program design will be discussed.

Learning Academy #3: Significant Disproportionality

Richelle Davis, Research to Practice Division, Office of Special Education Programs (OSEP), US Department of Education (USDoe, OSEP); **Amy Bitterman**, Director, The Data Center for Addressing Significant Disproportionality (DCASD), WESTAT; **Alexandria Harvey**, Deputy Director, DCASD, WESTED; **Joe Petrarca, MA/CCC-SLP**, Associate Director, Office for Exceptional Children, Ohio Department of Education and Workforce; **Karen Auble, MPA**, Assistant Director, Office of Accountability, Ohio Department of Education and Workforce

Significant disproportionality (SD) is a term used to describe patterns of certain racial and ethnic groups being identified for special education, placed in more restrictive educational settings, or disciplined at higher rates than their peers. Since 2004, the federal government has required states to collect and report data on SD. This session will feature Ohio's work to address SD, and also describe the intent and resources available through the newly established national Data Center for Addressing Significant Disproportionality (DCASD) to assist state and local education agencies.

March 13 OCTEO Meetings



1:00 – 2:00	Ohio Field Directors Forum Lakeside
2:00 – 3:00	OATE Meeting & Panel Discussion Lakeside Annex
3:00 – 5:00	OACTE Board Meeting Training Room 1
5:00 – 6:00	Accreditation Coordinators Meeting Lakeside



MARCH 14, 2024

Welcome & Opening Comments

Dottie Erb, PhD, Dean Emerita, School of Education, Marietta College, and Vice Chair, Ohio Deans Compact

Remarks by Chancellor Mike Duffey, Ohio Department of Higher Education

The Vice Chairperson of the Ohio Deans Compact will welcome participants to day two of the 11th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

Literacy Teaching and Teacher Education for Reading Beyond the Printed Word

Allison Skerrett, PhD, Barbie M. & Gary L. Coleman Endowed Professor in Education, and Director of Teacher Education, College of Education, University of Texas at Austin

Current education policy for P-12 students and teacher candidates underscore the importance of empirically-driven reading instruction as the foundation of students' initial and long-term literacy success. This talk examines what comes alongside and beyond such reading instruction—a robust form of literacy education and literacy teacher education that accounts for the diverse purposes, contexts, modes, and genres of literate engagement today.

Keynote Speaker Joint Presentation & Dialogue Session

Andy Hargreaves, Allison Skerrett, & Pasi Sahlberg

Join our keynote speakers for lunch and dialogue on critical issues in education today. Come prepared to engage in discussion!

Certificate Program in Deafblind Education Overview

Karen Koehler, PhD, Doug Sturgeon, EdD, and Kelli Smith, MBA, School of Education, Shawnee State University; and Jodi Dowell, TVI, Research Associate, Ohio Center for Deafblind Education, University of Cincinnati Systems Development & Improvement Center

This session will describe the development of a certificate program in deafblind education that represents the most recent development phase of the Compact Low Incidence Sensory Disability Collaborative and work of the Low Incidence Committee. Join Shawnee State University and the Ohio Center for Deafblind Education leaders to find out more.

Research to Practice Concurrent Sessions – See pages 14-17 for session descriptions.

Changes in Ohio Licensure Requirements (“Licensure Workshop”) – General Session Room

Yenetta Harper, Director, Educator Licensure and Effectiveness, Ohio State Board of Education

Join Yenetta Harper to learn more about recent changes to Ohio's licensure requirements and implications for the design of educator preparation programs in Ohio.

In Cahoots: P20 Partners in Pursuit of Implementing Strong Policies and Practices to Improve Student Reading Outcomes in Ohio

Heather Peske, PhD, President, National Council on Teacher Quality (NCTQ)

Introduction by Melissa Weber-Mayrers, PhD, Chief of Literacy, Literacy Achievement and Reading Success, Ohio Department of Education and Workforce

The challenge of exponentially improving Ohio's student literacy rates demands all members of Ohio's P20 education system act in bold, innovative partnership across the pre-service to in-service pipeline to ensure well-prepared and effective teachers and to accelerate student literacy across the state. In this keynote session, engage with Dr. Heather Peske, President of the National Council on Teacher Quality, to learn about Ohio's existing policies and practices—where they are strong and where they can be shored up—and galvanize action after the conference to deepen research-aligned literacy instruction.

MARCH 15, 2024

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 11th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

Innovation, Leadership, and the Future of Teaching

Andy Hargreaves, PhD, Research Professor, Boston College; Visiting Professor, University of Ottawa; President & Co-founder, ARC Education; and Canada's Professor of the Year for 2023

We are in a deepening global crisis of teacher recruitment and retention. We know many of the reasons for this. Teachers need more money, more time, more recognition, more collaboration, and more career opportunities, of course. But the crisis in the teaching profession is also about how the job feels. Teaching and teachers need more innovation; not more innovations. In this keynote, Andy draws on his expert paper for the UN Secretary General's High-level Panel on the future of the teaching profession, and on his current work with his network of 41 innovative schools funded by the LEGO Foundation, to sketch out what it means to develop a positive and dynamic culture of innovation in our schools that excites our teachers and engages our kids.

Access to Advanced Coursework: Making Equitable Opportunities and Outcomes a Reality – Panel Presentation & Dialogue

PRESENTER: Eric Duncan, JD, Director of P-12 Policy – Educator Diversity, The Education Trust

MODERATOR: Tachelle Banks, PhD, Vice President, Student Belonging & Success, Cleveland State University; and Past Chair, Ohio Deans Compact

PANELISTS: Aaron Bouie III, Chief Academic Officer, Youngstown City Schools; Kevin Jamison, EdD, LPCC, LSW, Assistant Superintendent of Human Services, Princeton City Schools; Eugenia Johnson-Whitt, Assistant Professor of Education, Walsh University; David Mentlow, Intervention Specialist, Westerville Central High School, Westerville City Schools

March 14 OCTEO Meetings	
11:30 – 12:30	OACTE Gap Grants Poster Session Training Room 2
12:30 – 1:30	SUED – OAPCTE Joint Business & Luncheon Meeting Lakeside
1:30 – 2:30	Licensure Coordinators Meeting Dining Room – 2 nd Floor
2:30 – 3:30	OAPCTE Grant Roundtable Training Room 2



RESEARCH TO PRACTICE CONCURRENT SESSION DESCRIPTIONS

Each round offers six sessions; each session includes two presentations

ROUND 1 (1:30 – 3:15)

Session 1A: Using the Special Education Profiles as an Instructional Tool

Joe Petrarca, MA/CCC-SLP, Associate Director, Office for Exceptional Children, & Karen Auble, MPA, Assistant Director, Office of Accountability, Ohio Department of Education and Workforce

This session will explore how the special education profiles can be used as an instructional tool for both undergraduate and graduate coursework. Participants will gain an understanding of how the special education indicators relate to the profiles and how university personnel can use both the profiles and indicators as teaching instruments to effect change.

Session 1B: Moving Beyond Compliance to Implementation: Creating Effective IEPs

Kathy Winterman, EdD, Director, Educational Centers, Xavier University; and Clarissa Rosas, PhD, Program Director, Concordia University

The Hispanic/Latinx population is the largest and fastest growing student group with Spanish as the most common language spoken by ELL in 46 states and the District of Columbia (Department of Education, 2019). According to the National Center for Education Statistics (2019), 14.7 percent of the ELL population in public elementary and secondary schools are individuals with a disability. Materials used by state education agencies to inform parents and guardians about their rights and responsibilities in the special education process are often difficult to read and understand, limiting parents' engagement in their children's education. Strategies to support the students' home culture while developing culturally responsive IEPs and encouraging the active and informed involvement of families will be discussed.

Session 2A: Bridging the Reading Science Gap: Selection and Development for Student Success

David Brobeck, PhD, and Samantha Giammarco, MEd, Research Associates, University of Cincinnati Systems Development & Improvement Center; Aaron Bouie, III, MEd, Chief Academic Officer, Youngstown City Schools; Michelle Elia, MAED, Assistant Professor, Marietta College; and Lindsey Roush, EdD, Assistant Professor, Walsh University

Ohio law requires explicit and systematic literacy instruction. P12 districts are expected to have reading science prepared teachers in every classroom. Colleges and universities are expected to prepare candidates well versed in reading science. This session will provide attendees knowledge, insights, and strategies to meet these challenges. Further, participants will examine what to look for when hiring new staff, as well



as developing a new staff fall onboarding program that supports explicit and systematic literacy instruction. This session is highly interactive. Participants are encouraged to bring a personal device for use during the session.

Session 2B: Integrating “Miracle Intervention” Into Field Placement

Leah Wasburn-Moses, PhD, Professor, and Kara Conniff, Placement Coordinator, Miami University

Seeking a way to integrate classroom management and building connections into field placement and/or student teaching? The “Miracle Intervention” (2 x 10) takes only two minutes per day and is an ideal way to introduce teacher candidates to low-input, high-impact strategies. Learn more about how to implement and/or join us in a statewide research project.

Session 3A: An Innovative Model in Increasing Teacher Agency and Engagement in Professional Growth in Inclusive Practice

Robert Pennington, PhD, BCBA-D, Director, Center of Excellence on Inclusive Practice, and Rachel Schultz, Project Coordinator, Ohio Center for Autism and Low Incidence (OCALI)

In this session, the presenters will describe an innovative model, rooted in the principles of adult learning and coaching science, aimed at supporting educators to engage in continuous cycles of professional growth toward the implementation of inclusive practice. The model is situated within an accessible digital platform that can be used by both preservice and inservice educational professionals. The presenters will describe the underpinnings of the model, its implementation, and the development of a new center of excellence in inclusive practice within the state of Ohio.

Session 3B: A Clinical Curriculum for Creating Equitable and Inclusive Learning Environments in Teacher Education and K-12 Classrooms

Danielle Dani, EdD, Interim Associate Dean for Research and Graduate Studies; Lisa Harrison, PhD, Interim Dean; Theda Gibbs Grey, PhD, Associate Professor; and Marcy Keifer Kennedy, Director, Patton College of Education, Ohio University

To increase coherence between university courses and clinical experiences, thus enhancing experiential learning in the yearlong senior professional internship, the Department of Teacher Education, the OHIO Center for Clinical Practice in Education, and the Tri-County Career Center developed a shared curriculum that offers opportunities



for undergraduates to learn profession-critical knowledge, skills, and dispositions for creating equitable and inclusive learning environments that affirm the identities of diverse students (K-12 and OHIO). This presentation will describe the curriculum, lessons learned, and the resulting co-mentoring supporting the professional of university and school-based educators.

Session 4A: Promoting the Use of Inclusive Instructional Leadership in Preparation and Professional Learning

Becky Hornberger, PhD, Executive Director, Ohio Association of Elementary School Administrators (OAESA); J. Schwartz, PhD, Director of Assessment and Assistant Professor of Research, Concordia University Chicago; and Libby Wallick, PhD, Consultant, UC SDI Center, and Board Member, Olentangy Local Schools

This session provides a summary of a research study being conducted in partnership with the Deans Compact Impact Evaluation Committee, as well as an overview of the Inclusive Instructional Leadership (IIL) programs. The research study examines the role IIL plays in principal preparation programs and how programs prepare new administrators to establish and maintain a supportive school culture, as well as cultivate an understanding of diversity. The IIL professional learning programs include Ohio Leadership for Inclusion, Implementation, & Instructional Improvement (OLI⁴), Advancing Inclusive Principal Leadership (AIPL), and Central Office Inclusive Instructional Leadership (COIL).

Session 4B: Proactive Collaboration between an Intervention Specialist and an Administrator to Improve Educational Outcomes for Students with Emotional Disturbance

Jennifer Kane, PhD, Intervention Specialist; and Autumn Suel, MEd, Academy Principal, Akron Public Schools

An intervention specialist and an administrator collaborate to improve equitable outcomes for students with emotional disturbance (ED) in a self-contained classroom. Our relationship is important to explore because our proactive, collaborative efforts, and shared knowledge of research-based practices have positively impacted academic and behavioral outcomes for this population, including increases of time on task and decreases in aggression. Our session will focus on our experiences and how we proactively collaborate to intervene, reward, and give realistic consequences to students with ED.

Session 5A: Designing, Implementing, and Refining a School-University Partnership to Improve Service Delivery for Struggling Students

Tiffany Berman, MEd, Doctoral Student and Adjunct Instructor; David Adams, EdS, Doctoral Student; and Casey Hord, PhD, Professor, University of Cincinnati

Research has shown that school-university partnerships through tutoring programs, where preservice teachers receive field experience working with students and school receive extra resources in the form of tutoring personnel, can be a mutually beneficial practice. However, limited research exists on the creation of such programs in a rural setting and in schools experiencing dramatic increases in enrollment of recent immigrants who speak limited English. The presenters will describe recent findings regarding our adaptation of existing tutoring programs to these particular contexts with regards to modifications of tutoring programs and progress toward developing other initiative to meets schools' needs.

Session 5B: Science Camp: Collaboration, Partners, and ALL Students

Mark Seals, PhD, Professor, Education; Emilio Duran, PhD, Professor, Science Education; Tricia Cox and Katie Kummer, Teacher Education Candidates and Science Camp Co-leaders; and Jenna Pollock, MEd, Education Program Manager, NWO Center, Bowling Green State University

This session describes how science preservice students designed and implemented a Science Camp Initiative to increase Science outcomes with struggling students by partnering with an urban school district. This initiative, driven entirely by Bowling Green State University teacher candidates, had as its impetus to better serve ALL students in their understanding of science principles in a fun, empowering and hands-on engaging camp full of science activities. Aligned with Ohio Learning Standards for Science, Camp preservice teachers work with each school to identify specific areas of science to design a worthwhile and focused camp experience for ALL students.

Session 6A: Tutoring Program Design, Implementation, and Sustainability: National and Local Examples of IHE-district Partnerships

Leiah Groom-Thomas, PhD, Social Science Researcher III, National Student Support Accelerator, Stanford University; and Kristin Farley, Assistant Professor, Wittenberg University

This session will report findings from three studies of university-led district partnerships to provide high-dosage tutoring to struggling learners in local schools. We offer insights on program design and implementation, recruitment and tutor training, and funding for scaling and sustainability for institutions of IHE wishing to partner with school districts to adopt or expand existing tutoring programs for long-term success. We specifically explore one case study of an Ohio-based university that strategically integrates these components and examines their influence on tutor and teacher perceptions of the tutoring program.

Session 6B: Exploring Preservice Teachers' Readiness for Comprehensive Reading Instruction: How Their Perceptions Highlight Opportunities for Partnerships to Improve Outcomes

Jennifer Theriault, EdD, Assistant Professor, University of Findlay

Participants will learn about thematic findings from a study exploring preservice teachers' perceptions of comprehensive reading instruction and their preparedness for providing this type of reading instruction to future students once hired. Comprehensive reading instruction will be defined and the purposes of the study explained prior to participants discussing how these findings highlight opportunities for improvements in preparing future educators for the important role of improving reading outcomes for all, specifically through intentional K20 partnerships. Examples of how one teacher preparation program provides field experiences in authentic settings to support preservice teachers' confidence will be shared.



ROUND 2 (3:30 – 5:15)

Session 7A: Curriculum Alignment and OAE Frameworks: Matching Critical Competencies with Candidates' Opportunities to Learn

Clyde Reese, Director, Assessment Programs; and Eric Steinhauer, Senior Area Director, Evaluation Systems of Pearson

Every teacher candidate needs to have—no matter their path through preparation—opportunities to learn the competencies critical to beginning practice, including those outlined in the OAE test frameworks as identified by Ohio educators involved in OAE development. Curriculum alignment is a tool to evaluate educator preparation with an eye to the match between critical competencies and opportunities to learn. In this session, starting with the competencies included in multiple OAE tests, we will discuss the promise and the challenges of curriculum alignment, including the challenge of taking into account different candidates' different preparation pathways. The session will also provide an opportunity to identify ways that OAE frameworks and supports can better support curriculum alignment work.

Session 7B: Navigating the Educational Landscape: BIPOC Student Experiences in a Teacher Pathway

Jonathan Breiner, PhD, Associate Professor; and Zyair Anderson, Ricci Mays, and Aaliyah Worsham, Students, University of Cincinnati

This student panel delves into the experiences of Black, Indigenous, and People of Color (BIPOC) students in the University of Cincinnati's (UC) BIPOC Teacher Pathway. Recognizing that 94% of Ohio's teachers identify as white, while one-third of the student population does not, the pathway aims to address historical and systemic inequalities faced by BIPOC teacher candidates. The panel highlights the determination of BIPOC students, exploring their inspiration to become teachers, experiences in the pathway, and adaptations during their initial years at UC. The discussion emphasizes the importance of listening to BIPOC student voices for shaping inclusive teacher preparation programs.

Session 8A: Access for ALL: How a High School Transition Program is Creating STEM Career Pathways for Individuals with IDD

Kathryn Doyle, PhD, Assistant Professor; Christi Carnahan, PhD, Associate Professor; Cadi Dart, MEd, CEES Program Coordinator; Aaron Burdette, MS, Assistant Professor, University of Cincinnati

This presentation provides a collaborative model, Project STEM, to support individuals with intellectual and developmental disabilities in obtaining and maintaining employment in STEM pathways. The model could be refined and replicated to improve employment options and outcomes for individuals with IDD and further diversify underrepresented groups in the STEM workforce. The purpose of the program is to address the employment needs of individuals with developmental disabilities and the Ohio workforce gap by creating pathways to employment in Science, Technology, Engineering, and Math (STEM) fields by increasing access to high quality inclusive postsecondary education opportunities that involve engagement in apprenticeships and earning industry recognized credentials.

Session 8B: Educator Prep Program Revision: Moving from a Knowledge-based to a Performance-based Standards Perspective

Charles Kemp, EdD, Associate Professor of Teacher Education, Shawnee State University

This presentation focuses on one institution's journey to revise a blended licensure program to reflect a performance-based set of standards and not merely a knowledge-based perspective. The institution began the journey of revising the Primary Education/Primary Special Education (PK-5) teacher preparation program to reflect the nearly adopted grade-band changes and mirror the 2020 Practice-based Standards for Initial Preparation of Special Educators from the Council for Exceptional Children (CEC). A backwards design/mapping approach allowed teacher educator faculty to review each course's objective alignment to the standards and more fully develop coursework assignments with a practice-based perspective that also had a value-added component whereby program participants' coursework gave opportunity to demonstrate mastery through multiple opportunities for practice (McLaughlin & Berlinghoff, 2022). Participants will engage in some reflective work of their own so their coursework has a more practice-based perspective to better prepare candidates to meet the needs of P12 students in today's classrooms.

Session 9A: Authentic Leadership and Organizational Commitment: Teacher Voices from the Field

Leigh Anne Prugh, PhD, Xavier University

This qualitative bound case study aimed to examine classroom teacher perspectives of school and district authentic leadership characteristics through the COVID pandemic and the impact on teachers' organizational commitment. The number of primary and secondary school classroom teachers decreased, creating a critical labor shortage for district and school administrators. As such, the research methodology of thematic analysis through semi-structured interviews of a diverse school district in the Midwest sought to gain perspective of the crisis through the voices of teachers in the field who taught through the COVID-19 pandemic and continue to remain employed in the profession.

Session 9B: An HBCU's Approach to Addressing Teacher Shortage

Joseph Nocera, EdD, Department Chair; and Nathan Boles, MEd, Director, Teacher Education Advisement and Partnership Center (TEAP-C), College of Education, Central State University

Addressing the teacher shortage in Ohio remains a top priority of state lawmakers and officials. Join us as we discuss how Central State University, an HBCU, has taken steps to address the shortage of diverse educators in the state of Ohio. This session will highlight how Central State University is working to put highly qualified teachers into diverse classrooms in Ohio.

Session 10A: Using ALL Ohio Literacy Resources to Strengthen Pre-Service Teachers' Literacy Knowledge

Samantha Giammarco, MEd, Research Associate, University of Cincinnati Systems Development & Improvement Center; Maggie Lehman, EdD, Associate Professor, Lourdes University; Lindsay Vance, PhD, Assistant Professor and Program Coordinator of Teacher Education, Lourdes University/Tiffin University; and Lindsey Roush, EdD, Assistant Professor, Walsh University

With the recent adoption of new literacy higher education standards and pending program reviews, educator preparation programs are tasked with revising their literacy courses to align with the science of reading. The ALL Ohio Literacy Library has open-access resources aligned with Ohio's Plan to Raise Literacy Achievement that can be integrated into literacy coursework to not only meet the new literacy standards, but support student knowledge and understanding of evidence-based literacy practices. Join this session to learn about the freely available resources and how other Ohio higher education institutions are using the resources to enhance their students' literacy learning.

Session 10B: The Reading League Compass: Providing Direction for Integrating Evidence-Aligned Literacy Practices in Higher Education

Kari Kurto, OGA-C, National Science of Reading Project Director, The Reading League; and Michelle Elia, MEd, Assistant Professor, Marietta College, and President, The Reading League Ohio

As states like Ohio pass legislation to integrate evidence-based reading and writing instruction into schools and educator preparation programs, stakeholders look for resources to ensure alignment to the research. But the resource marketplace is vast and overwhelming. The Reading League Compass offers evidence aligned resources for all stakeholders, with tools targeting higher education, including actionable resource that can easily be leveraged to examine and refine syllabi and course content, resources for selecting textbooks, model syllabi, and stories of other colleges and universities who have successfully integrated evidence-aligned literacy instruction into their course content. This session will share not only the Reading League Compass, but how the content has been leveraged at Marietta College to build pre-service educator knowledge of high-quality instructional materials, literacy instruction for emergent bilinguals, and the vast body of research associated with building proficient readers and writers.



Session 11A: Successes of a Tutoring Partnership: A Win-Win-Win Situation

Tammy Zilliox, EdD, Assistant Professor; and Katie Lavelle, MEd, Adjunct Professor, Xavier University; and April Harbstreit, MEd, Title 1 Reading Teacher & Literacy Coach; and Sarah Leever, MEd, English/Language Arts Teacher & Literacy Coach, Norwood City Schools

Members of a university's Tutoring Grant Partnership will describe the positive impacts the tutoring program has made on behalf of the university, the community, and the local school district over the last two academic years. Discussion will include the collaborative successes in family engagement, teacher preparation, student progress, and literacy instruction. The presentation will highlight the importance of the tutoring partnership in regards to the increase in student literacy.

Session 11B: Collaborative Reflections Across Four Distinct University High-Dosage Tutoring Programs

Tammy Zilliox, EdD, Assistant Professor, Xavier University; Romena Holbert, PhD, Associate Professor, Teacher Education, Wright State University; Kristin Farley, PhD, Assistant Professor, Wittenberg University; and Terri Hessler, PhD, The Ohio State University (at Newark)

Four High Dosage Tutoring Grant Partnership leaders unpack the development, implementation, and sustainability of high-dosage tutoring programs developed between universities and school partners. Comparison and contrast across programs will be shared and facilitated. Specifically, each program shares key features of design and implementation including data collection and analysis approaches, key collaborations and supports, and plans for sustainability. The facilitators draw upon training content and experiences from across the funding period to support participants in facilitated discussion of next steps for their own settings. Research collaborations will be invited to further support partnerships and sustainability efforts.

Session 12A: Evidence-Based Practices in Partnership

Kate Brodeur, PhD, and Thomas Roberts, PhD, Associate Professors; Tracy Huziak-Clark, PhD, Professor and Interim School Director; and Sara Johansen and Danielle Strunk, Graduate Students, Bowling Green State University (BGSU); and Zeb Kellough, Principal, Bowling Green City Schools

High-dosage tutoring has been the vehicle for bolstering preservice teachers' learning about evidence-based literacy and mathematics practices as well as expanding mutually beneficial university-district partnerships. This session will explore strategies and tools for increasing the use of evidence-based practices across the P20 continuum, describe the process of building meaningful P20 partnerships, and feature successes from the perspectives of multiple stakeholders, including district personnel, university students, and faculty. Session participants will gain tools for coordinating similar models as well as have the opportunity to share successes, challenges, and questions from their own contexts.

Session 12B: Doing the Hard Work - Tinkering Toward a Successful University K-12 Tutoring Program

Heather Grimes, MEd, Learning Lab Coordinator, Miami University; and Petra Moran, Grant Coordinator, Notre Dame College

This session will provide insights gained from a two-year state-funded ESSER tutoring grant in math and reading. Perspectives, successes, and reflections will be shared from two very different IHEs about how college students, practicing teachers, and retired teachers worked together to provide targeted, yet meaningful, intervention in math and reading to over 500 students. Presenters share their learning process in creating and implementing tutoring programs using college students to provide high-dosage tutoring to students in K-8.



CONFERENCE

SCHEDULE-AT-A-GLANCE

DAY ONE Ohio Deans Compact-OCTEO Conference Wednesday, March 13, 2024	
8:30	Registration Opens – Atrium
9:30	Welcome & Introductions – General Session Room <i>Kathy Winterman, EdD, Compact Chairperson; and Mary Heather Munger, PhD, President, OACTE</i>
9:45	Towards Fairer and Better Education for All – General Session Room <i>Pasi Sahlberg, PhD, Professor of Educational Leadership, Melbourne Graduate School of Education, University of Melbourne</i>
11:15	BREAK
11:30 – 12:10	State of the State: ODE & ODHE Address – General Session Room <i>Jessica Horowitz-Moore, JD, Chief of Student and Academic Supports, Ohio Department of Education and Workforce; Joseph Petrarca, MA/CCC-SLP, Associate Director, Office for Exceptional Children, Ohio Department of Education and Workforce; and Krista Maxson, PhD, Associate Vice Chancellor of P-16 Initiatives, Ohio Department of Higher Education</i>
12:15	BUFFET LUNCH – Dining Room (2nd Floor) <i>Remarks by Paul Craft, Superintendent of Public Instruction, Ohio State Board of Education</i> Special Presentation by OCPEA
1:00 – 2:00	Ohio Field Directors Forum – Lakeside
2:00 – 3:00	OATE & Panel Discussion: Recruiting into the Teaching Profession – Lakeside Annex

LEARNING ACADEMIES	
1:00 – 3:00	LEARNING ACADEMY #1: Evidence-based Literacy Practices – Training Room 1 <i>Melissa Weber-Mayrer, PhD, Chief of Literacy, Literacy Achievement and Reading Success; and Carolyn Turner, MEd, Ohio Literacy Lead, Ohio Department of Education and Workforce</i>
	LEARNING ACADEMY #2: Teacher Education for Inclusion: Transformational v Transactional Program Design – Training Room 2 <i>Linda Blanton, EdD, Professor and Dean Emerita, Florida International University, and CEEDAR Center Liaison; and Marleen C. Pugach, PhD, Professor Emerita, University of Wisconsin-Milwaukee</i>
	LEARNING ACADEMY #3: Significant Disproportionality – Training Room 4 <i>Richelle Davis, Research to Practice Division, Office of Special Education Programs (OSEP), US Department of Education (USDoE, OSEP), Amy Bitterman, Director, The Data Center for Addressing Significant Disproportionality (DCASD), WESTAT; Alexandria Harvey, PhD, Deputy Director, DCASD, WESTED; Joe Petrarca, MA/CCC-SLP, Associate Director, Office for Exceptional Children, Ohio Department of Education and Workforce; and Karen Auble, MPA, Assistant Director, Office of Accountability, Ohio Department of Education and Workforce</i>
3:00 – 5:00	OACTE Board Meeting – Training Room 1
5:00 – 6:00	Accreditation Coordinators – Lakeside
6:00	BREAK
6:30 – 8:00	Incentive Grant Poster Session and Reception Marriott Columbus Northwest Hotel, Dublin IV-VI, 5605 Blazer Parkway, Dublin, 43017



CONFERENCE

SCHEDULE-AT-A-GLANCE (continued)

DAY TWO Ohio Deans Compact-OCTEO Conference Thursday, March 14, 2024	
8:30	Registration Opens – Atrium
9:30	Welcome & Opening Comments – General Session Room <i>Dottie Erb, PhD, Compact Vice Chairperson</i> <i>Remarks by Chancellor Mike Duffey, Ohio Department of Higher Education</i>
9:45	Literacy Teaching and Teacher Education for Reading Beyond the Printed Word – General Session Room <i>Allison Skerrett, PhD, Barbie M. & Gary L. Coleman Endowed Professor in Education, and Director of Teacher Education, College of Education, the University of Texas at Austin</i>
11:15	BREAK
11:30 – 12:30	OACTE Gap Grants Poster Session – Training Room 2
11:30-12:30	Compact TREW Meeting – Training Room 1
12:30 – 1:30	SUED-OAPCTE Joint Business & Luncheon Meeting – Lakeside
12:30	BUFFET LUNCH – General Session Room <i>Andy Hargreaves, Allison Skerrett, & Pasi Sahlberg Dialogue Session</i>
1:30 – 2:30	Licensure Coordinators – Dining Room (2nd Floor)
2:30 – 3:30	OAPCTE Grant Roundtable – Training Room 2
2:30 – 3:30	Certificate Program in Deafblind Education Overview – Meeting Room 1 <i>Karen Koehler, PhD, Doug Sturgeon, EdD, and Kelli Smith, MBA, School of Education, Shawnee State University; and Jodi Dowell, TVI, Research Associate, Ohio Center for Deafblind Education, University of Cincinnati Systems Development & Improvement Center</i>

CONCURRENT (RESEARCH TO PRACTICE) SESSIONS <i>(Each session includes two presentations)</i>	
1:30 – 3:15	Session 1 – Training Room 1
	Session 2 – Training Room 4
	Session 3 – Meeting Room 6
	Session 4 – Meeting Room 2
	Session 5 – Meeting Room 3
	Session 6 – Training Room 3
3:30 – 5:15	Session 7 – Training Room 1
	Session 8 – Training Room 4
	Session 9 – Meeting Room 6
	Session 10 – Meeting Room 2
	Session 11 – Meeting Room 3
3:45 – 5:00	Changes in Ohio Licensure Requirements (“Licensure Workshop”) – General Session Room <i>Yenetta Harper, Director, Educator Licensure and Effectiveness, Ohio State Board of Education</i>
	BREAK
6:00 – 7:30	BUFFET DINNER & Keynote – General Session Room <i>Heather Peske, PhD, President, National Council on Teacher Quality (NCTQ)</i> <i>Introduction by Melissa Weber-Mayrer, PhD, Chief of Literacy, Literacy Achievement and Reading Success, Ohio Department of Education and Workforce</i>



CONFERENCE

SCHEDULE-AT-A-GLANCE (continued)

DAY THREE Ohio Deans Compact-OCTEO Conference Friday, MARCH 15, 2024	
8:30	Registration & Breakfast Buffet – Atrium
9:30	Welcome & Opening Comments – General Session Room <i>Jim Gay, PhD, Chairperson, Compact Dissemination Committee</i>
9:45	Innovation, Leadership and the Future of Teaching – General Session Room <i>Andy Hargreaves, PhD, Research Professor, Boston College; Visiting Professor, University of Ottawa; President & Co-Founder, ARC Education; and Canada’s Professor of the Year for 2023</i>
11:15	BREAK
11:30	Access to Advanced Coursework in Mathematics for High-Achieving Students of Color Panel Presentation & Dialogue – General Session Room <i>Presenter: Eric Duncan, JD, Director of P-12 Policy – Educator Diversity, The Education Trust</i> <i>Moderator: Tachelle Banks, PhD, Vice President, Student Belonging & Success, Cleveland State University; and Past Chair, Ohio Deans Compact</i> <i>Panelists: Aaron Bouie III, Chief Academic Officer, Youngstown City Schools; Kevin Jamison, EdD, LPCC, LSW, Assistant Superintendent of Human Services, Princeton City Schools; Eugenia Johnson-Whitt, PhD, Assistant Professor of Education, Walsh University; and David Mentlow, Intervention Specialist, Westerville Central High School, Westerville City Schools</i>
1:30	ADJOURN

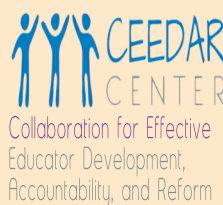


OLAC Resources Support Ohio’s Preparation – Professional Development Continuum

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

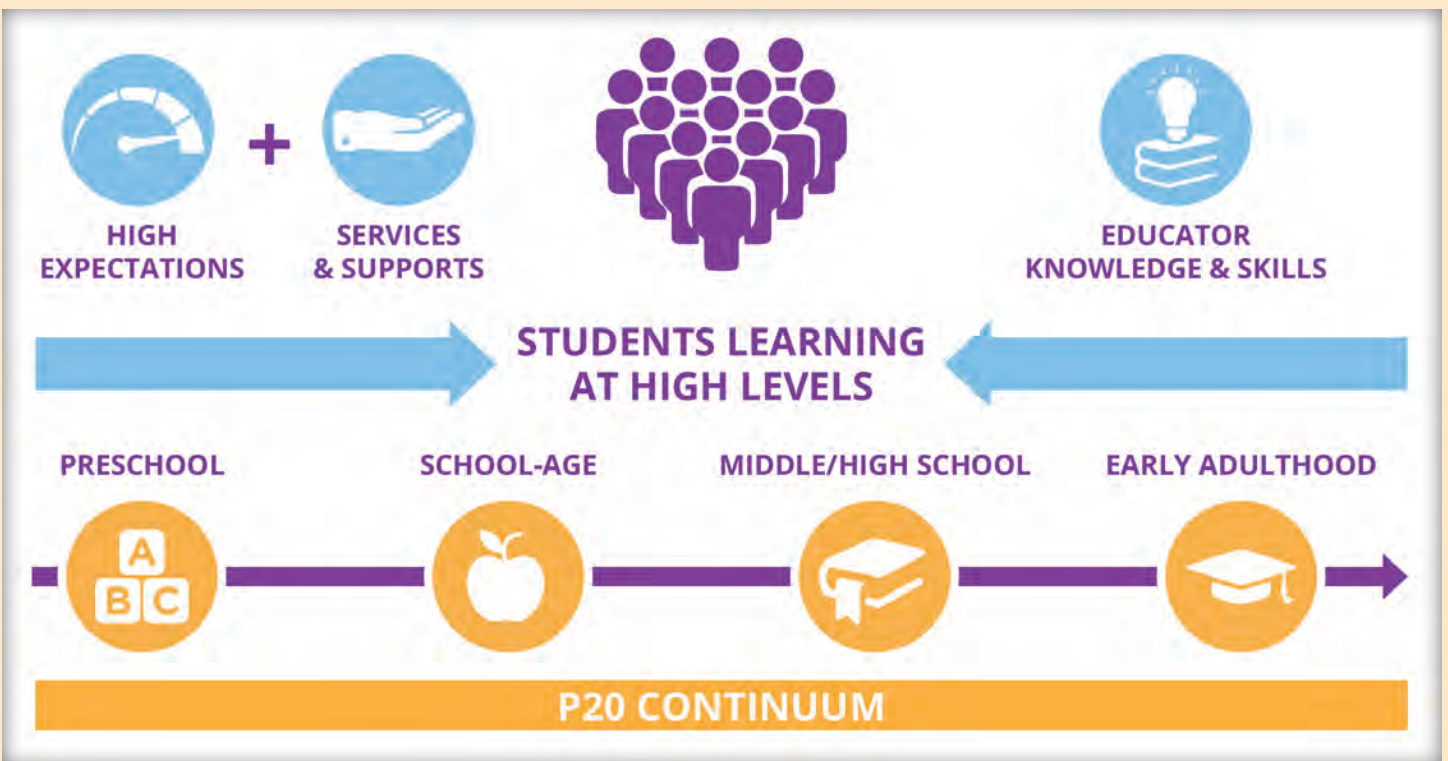
CEEDAR – Compact Partnership Supports Higher Education & District Personnel in Ohio



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





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Tachelle I. Banks, PhD (PO)

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Wright State University

Mary Lou DiPillo, PhD (D)

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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 continues to advance its second decade 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, go to:

<https://ohiop20litcollab.org/>.







FOR MORE INFORMATION

Visit the Ohio Deans Compact on Exceptional Children at

www.ohiodeanscompact.org or contact:

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