



# 12th Annual Statewide Conference

*In Collaboration with OCTEO*

Feb.  
25-27,  
2025



**INCLUSIVE, INNOVATIVE, INTENTIONAL:  
Making Ohio's P20 Education System  
Work for All Learners**

# Inclusive, Innovative, Intentional: *Making Ohio's P20 Education System Work for All Learners*

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

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**DR. CHRIS WOOLARD, JESSICA HOROWITZ-MOORE, DR. MELISSA WEBER-MAYRER, JO HANNAH WARD, and JANA FORNARIO** for their leadership and support of the Compact's work;

**DR. JIM GAY** for facilitating the work of the Compact Dissemination Committee in planning and carrying out conference activities;

**DR. SALLY BRANNAN, DR. BARB HANSEN, DR. JOE FRIESS, DR. JESSICA GRUBAUGH, and MARQUIS PARHAM** for chairing the Compact's Extensive Support Needs, Impact Evaluation, Policy Committee, and TREW Committee, respectively;

**DR. JENNIFER OTTLEY, DR. MARY LOU DIPILLO, DR. NICOLE LUTHY, MARQUIS PARHAM, AMY SZYMANSKI, LAURA SEBASTIAN, DR. CHARLES KEMP, DR. TULLI ARIYARATNE, DR. DAVID BROBECK, JESSE CONWAY, and SAM GIAMMARCO** for facilitating the incentive grant Community of Practice;

**DR. DOTTIE ERB and DR. MARY MURRAY**, for facilitating the Compact P20 Literacy Collaborative;

**DR. AIMEE HOWLEY** for guiding the Compact's research and evaluation activities; and

**COMPACT MEMBERS**, for their diligence and active involvement in guiding and contributing to the work of the Compact.

# WELCOME



Welcome to the Compact's 12th annual statewide conference!

We are pleased to partner with the Ohio Confederation of Teacher Education Organizations (OCTEO) to offer a combined event for the sixth 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 theme is ***Inclusive, Innovative, Intentional: Making Ohio's P20 Education System Work for ALL Learners*** – 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 ensuring equitable opportunities to learn for each child is at the core of all of our work – work that fosters the development of inclusive educator preparation programs, makes Ohio's education system more representative of the children it serves, prepares all teachers to teach all children to read well using evidence-based literacy approaches grounded in the science of reading, advances meaningful postsecondary outcomes for all youth and particularly youth with disabilities, and fills state-identified personnel shortages and needs through innovative and collaborative programming.

I invite you to join us in building a sustainable and high-quality educator workforce capable of accelerating learning and improving literacy achievement for each child, as well as meeting the needs of students and educators in the area of mental health and wellness. Participate in the Compact and contribute to developing strong partnerships that allow us to respond rapidly and flexibly to Ohio's changing needs for a well-prepared educator workforce.

We invite you to engage fully over the next two and a half days of this year's conference. We are fortunate to have with us this year LaRon Scott, Leslie Fenwick, Missy McClain, Linda Blanton, Abby Berner, Leiah Groom-Thomas, Tracy Huziak-Clark and Daniel McInnis; state leaders Chris Woolard, Jessica Horowitz-Moore, Melissa Weber-Mayrer, Jo Hannah Ward, Jana Fornario, 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 all children in Ohio.

We're glad you're here!

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

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



# FEATURED KEYNOTE, GENERAL SESSION, & LEARNING ACADEMY SPEAKERS

## Featured Speakers (in order of appearance):



### **Melissa M. Weber-Mayrer, PhD**

*Chief, Literacy Achievement and Academic Success  
Ohio Department of Education and Workforce  
Columbus, Ohio*

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Melissa Weber-Mayrer is the Chief of Literacy Achievement and Academic Success at the Ohio Department of Education and Workforce. She leads all state literacy and academic content projects K-12. This includes Ohio's literacy legislation (Third Grade Reading Guarantee, Dyslexia Supports Laws, HB33) and the statewide implementation of evidence-based language and literacy teaching and learning. Since 2017, Dr. Weber-Mayrer has served as the federal project director for \$140 million in literacy grants focused on raising literacy achievement for birth through grade 12, including learners with reading difficulties. She 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.





## John Maynard, MEd

Principal

Cesar Chavez College Preparatory School

Educational Solutions

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John Maynard has been an administrator for over 25

years, serving in schools with diverse economic and ethnic populations. He has worked at every level of education, from preschool to high school. John has served on multiple leadership committees with the Ohio Department of Education (ODE) and regularly presents on topics such as culture, diversity, Appalachian issues, and leadership. He has also worked as an adjunct faculty member at Ohio University Southern and gained recognition for leading schools that have earned numerous awards. His celebrated *Country Boys* workshops have made a lasting impact, and he has been quoted and featured in multiple publications. He is also the author of *No Teacher Left Burnt Out*. John holds degrees from Marshall University and Ohio University, as well as coursework in leadership from Harvard University. He currently serves as the principal of *Cesar Chavez College Preparatory School* in Columbus, Ohio.



## Claude Goldenberg, PhD

Professor Emeritus

Graduate School of Education  
Stanford University

Stanford, California

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Claude Goldenberg is Nomellini & Olivier Professor of Education, emeritus, in the

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

Goldenberg was a National Academy of Education Spencer Fellow in 1986-88. In 1993 he received the Albert J. Harris Award (with Ronald Gallimore) from the International Reading Association for an article in *Educational Researcher* describing how beginning Spanish reading achievement improved at an elementary school where he taught first grade and conducted research on home and school influences on early literacy development. In 2004, he received the Distinguished Faculty Scholarly and Creative Activities Award from California State University, Long Beach.







### LaRon Scott, PhD

*Professor of Special Education and Associate Dean  
University of Virginia  
Charlottesville, Virginia  
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LaRon A. Scott studies recruitment, preparation, and retention of historically marginalized teacher educators, notably special education teachers, and postsecondary transition programming and outcomes for Black youth with intellectual and developmental disabilities (IDD). He also focuses on the critical implications of implicit bias in shaping the conditions for historically marginalized educators, and how historical and contemporary local, state, and federal policy shapes the treatment of minoritized special educators. Earlier in his career, Scott worked as a mental health case manager and special education classroom teacher, and transition coordinator. He has broad experience with teaching and research related to personnel preparation, teacher program development, program accreditation, and program administration. Scott is a recipient of the Patricia L. Sitlington Research Award from the Division on Career Development and Transition (DCDT), the Education Award from the American Association on Intellectual and Developmental Disabilities (AAIDD), and numerous other research, teaching, and service awards. He is co-editor of *Inclusion*, a peer-reviewed journal that focuses on evidence-based interventions and strategies that promote the full inclusion of people with IDD.



### Jessica Horowitz-Moore, MBA, JD

*Chief, Student and Academic Supports  
Ohio Department of Education and Workforce  
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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. She 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.



### In Memoriam

We remember our friend and colleague, **Sterling Roberts**, who passed away in January 2025. Sterling served as the photographer for the Ohio Department of Education for more than 30 years before retiring and joining the University of Cincinnati Systems Development & Improvement Center (UC SDI) team. In addition to handling all photography and related work for the Compact, Sterling was our *Mr. Fix It* – always there to help anyone with any problem, whether it involved making the printers work, dealing with technology, moving the office to a new location (twice!), and so much more. He will be forever in our hearts.





**Jo Hannah Ward, MEd, LPCC-S**

*Administrator, Office for Exceptional Children*

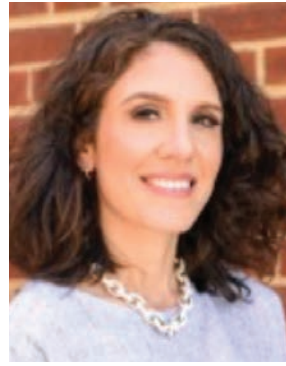
*Ohio Department of Education and Workforce*

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*Email:*

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Jo Hannah Ward is the administrator of the Office for Exceptional Children (OEC) – aka the state director of special education for Ohio – at the Ohio Department of Education and Workforce (DEW). She has more than 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 Administrator of the Office for Exceptional Children, Ms. Ward served as Executive Director of DEW’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 DEW, 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.



**Jana Fornario, MFA**

*Vice Chancellor of P16 & Strategic Initiatives*

*Ohio Department of Higher Education  
Columbus, Ohio*

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Jana is passionate about solving problems, designing programs, and building relationships, and believes that with strategy and persistence just about anything is possible. She has successfully navigated two state budgets, guided 30+ statewide initiatives, and developed successful state and federal grant proposals for initiatives ranging from Early College High Schools to drones. While each job she has had tapped into different skills, all of her work has been about improving outcomes for students. From working in a Governor’s office as director of K-12, higher education, and workforce policy; teaching high school English on the Texas-Mexico border; directing a nonprofit that certified teachers; and simultaneously serving in administration and teaching in the classroom on a community college campus, ensuring that each student is successful has been her driving force. Jana believes in the power of education, as well as the necessity of thinking creatively about new education solutions. She enjoys working directly with students, teachers, and leaders, as well as designing programs and policies to support them.







### Leiah Groom-Thomas, PhD

*Social Scientist Researcher III  
National Student Support Accelerator  
Stanford University  
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Leiah Groom-Thomas is a Social Science Researcher III at Stanford University. Her interests include early childhood education, implementing and scaling interventions in complex systems, and conducting translational research to enact change in practice and policy. Her recent research employs mixed methods to inform national efforts on implementing and sustaining high-impact tutoring to accelerate student learning. Leiah holds a Ph.D. in Education, an M.A. in Reading and Literacy in Early and Middle Childhood, and a B.S. in Early Childhood Education all from The Ohio State University. Prior to conducting education research, Leiah was an elementary school teacher in Columbus, Ohio. Her background as a practitioner informs her work and scholarly interests.



### Tracy Huziak-Clark, PhD

*Director  
School of Inclusive Teacher Education (BGSU)  
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Tracy Huziak-Clark is the Director of the School of Inclusive Teacher Education at BGSU. She is passionate about collaborating with others to develop well-prepared educators to serve all children in our classrooms, and has spent 30 years in education as a science teacher, teacher educator, and advocate for teachers. Dr. Huziak-Clark has led various initiatives to support practicing science teachers and to build university and K-12 school partnerships, through grant funding and opportunities. She has extensive experience in curriculum development and program accreditation. She serves on several state-wide committees and is a board member of the Ohio Association of Colleges for Teacher Education. Dr. Huziak-Clark graduated from BGSU with her undergraduate and Masters' degrees (earning her both falcon wings) as well as her PhD from The Ohio State University.





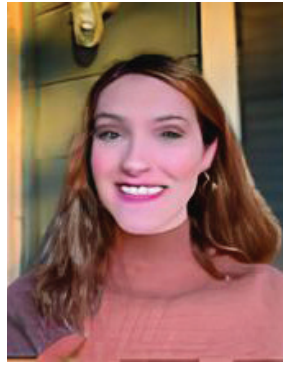


### Linda Blanton, EdD

*Professor and Dean Emerita  
Florida International University  
CEEDAR Center Liaison to Ohio  
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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. 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.



### Abby Berner

*Research Assistant, Learning Supports  
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Abby Berner provides technical assistance support to the University of Florida CEEDAR Center as part of her work as

a research assistant for American Institutes for Research (AIR). Prior to working at AIR, Berner had experience in the education field, having spent three years teaching in Title I classrooms in Texas. Berner holds a BS from The University of Texas at Austin in Applied Learning and Development and a certificate in Children and Public Policy.





### Daniel J. McInnis, MFA

Associate Professor of Art – Photography and Digital Media

Jesup Scott Honors College Affiliated Faculty (2018-2025)

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A practicing documentary photographer whose primary interest is Portraiture, Daniel's background is rooted in black-and-white analog photography and color production, often shooting with an 8x10 view camera. In the late 2010s, he switched his primary practice to digital media. Dan's secondary interests are photographic histories, photojournalism, images of conflict/war, and photographs that focus on labor and late capitalism. His work has been exhibited internationally and nationally. His work was included as one of seven finalists in the 2016 Outwin Boochever Portrait Competition at the National Portrait Gallery, Smithsonian Institution. His Elementary portfolio was exhibited in the fall of 2024 at the Robert and Elaine Stein Galleries at Wright State University, in conjunction with FotoFocus, a biannual photography festival in Cincinnati, Dayton, and Columbus, which includes over 80 venues focusing on lens-based work. Dan has taught as a professor of both photographic practice and history at Ithaca College, The American University of Dubai, John Jay College of Criminal Justice (CUNY), School of Visual Arts (SVA), Wittenberg University, and The School of Art at Bowling Green State University. He is currently Associate Professor of Art (photography and digital design) at the University of Toledo.



### J. Christopher Woolard, PhD

Chief Integration Officer

Ohio Department of Education and Workforce

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For nearly two decades serving the State of Ohio, Dr. Woolard has focused on improving student achievement through the effective use of school and district data to inform decision-making. With a focus on academic growth, accountability, and strengthening statewide education partnerships, Dr. Woolard champions best practices and collaborative strategies to advance opportunities for all students.

Currently serving as chief integration officer for the Ohio Department of Education and Workforce, Dr. Woolard works closely with the Department's program sections to oversee all initiatives related to student and academic supports, advancing professional supports, performance and impact, educational options and school improvement, leadership development, and literacy achievement and academic success. He leads work focused on the Department's priorities of supporting literacy, learning acceleration, workforce readiness, and student wellness. Prior to serving as chief integration officer, Dr. Woolard served as the senior executive director of the Center for Performance and Impact where he led work focused on state assessments, development of Ohio School Report Cards, implementation of the Every Student Succeeds Act (ESSA) and the creation of data tools for educators and state-level policy research.

Dr. Woolard received his Bachelor's Degree in Education and Political Science from Muskingum College and a Master's Degree and Doctorate in Political Science from Miami University. He completed a prestigious fellowship with the Harvard Strategic Data Project and has previously received the Data Quality Campaign's State Data Leader Award for promoting data use to improve student learning and achievement.







### **Leslie Fenwick, PhD**

*Education Scholar and Author  
Professor of Education Policy and  
Dean Emerita  
Howard University  
Former AACTE Dean in Residence  
Washington, DC  
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Leslie T. Fenwick, PhD, is Dean Emerita of the School of Education and a professor of Education Policy at Howard University in Washington, DC. She held an appointment as Dean in Residence at the American Association of Colleges for Teacher Education (AACTE). She is a nationally-known education policy and leadership studies scholar, a former Visiting Scholar and Visiting Fellow at Harvard University, and holds an invited appointment as a MCLC Senior Fellow at the U.S. Military Academy at West Point where she occasionally lectures about character leadership and ethics. Additionally, Fenwick served as an appointed member of the National Academy of Sciences committee that produced the first study about mayoral control of Washington DC Public Schools. Fenwick (who is a former urban school teacher and administrator) is regularly called upon to testify about educational equity and college access to the U.S. Senate, National Conference of State Legislatures (NCSL), U.S. Conference of Mayors, National Urban League, Congressional Black Caucus (CBC), American Federation of Teachers (AFT), Education Writers Association (EWA), National Education Association (NEA), National Association for Equal Opportunity in Higher Education (NAFEO), Hispanic Association of Colleges and Universities (HACU), and the National Alliance of Black School Educators (NABSE). Additionally, she has been an invited speaker at the National Press Club, the Washington Lawyers' Committee on Civil Rights and Urban Affairs and the Washington Policy Seminar. She is co-founder of the American Association of School Administrators (AASA) Urban Superintendents Academy and a past member of the Harvard University Principals Center Advisory Board and an appointed member of the Scholarly Advisory Committee for the Smithsonian National Museum of African American History and Culture. She earned her PhD from The Ohio State University where she was a Flescher Fellow and a bachelor's degree from the University of Virginia.



### **Melissa (Missy) McClain, BA**

*Community Outreach Coordinator  
Akron Children's School Health  
Services  
Akron Children's Hospital  
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Missy McClain is the Community Education Program Coordinator at Akron Children's Hospital School Health Services. She leads a social and emotional learning curriculum for K-12 students and provides trauma education for educators and school professionals. With over 15 years of experience, Missy has trained more than 70,000 students, school staff, and community members across Ohio, advocating for trauma-informed school environments and restorative practices. Drawing on personal experiences, she is passionate about helping educators understand the impact of trauma on children's learning and behavior and the power of supportive adult relationships in building resilience.









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

**FEBRUARY 25, 2025**

## Welcome & Introductions

**Kathy Winterman, EdD**, Associate Professor and Director, Educational Centers, Xavier University, and Chair, Ohio Deans Compact; and **Alicia Crowe, PhD**, Professor and Associate Dean for Undergraduate Education and Student Services, College of Education, Health and Human Services, Kent State University; and President, Ohio Association of Colleges for Teacher Education (OACTE).

The Chairperson of the Ohio Deans Compact and the President of OACTE will welcome participants to the 12th 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.

## Meeting the Needs of Multilingual Children and Youth and the Educators Who Support Them: Presentation & Panel Dialogue

**Tachelle Banks, PhD**, Vice President, Student Belonging & Success, Cleveland State University; and Past Chair, Ohio Deans Compact, Moderator; **John Larkin Maynard**, Principal, Cesar Chavez College Preparatory School, Educational Solutions (Presenter); and **Christina Hodgkinson**, Executive Director, International Welcome Center (Akron); **Jessica Horowitz-Moore, JD**, Chief, Student and Academic Supports, Ohio Department of Education and Workforce (DEW); **Nicole Pfirman, MEd, OTR/L**, Senior Vice President, MindPeaceCincinnati; and **Yohimar Sivira Gonzalez, PhD**, Research Associate, University of Cincinnati Systems Development & Improvement Center

This facilitated presentation and panel dialogue session focuses on issues faced by multilingual learners and the educators who support them. Community, family, and school perspectives will be shared by individuals working with/supporting multilingual learners and immigrant families.



## PRE-CONFERENCE SESSION



## Rising Education Leaders: A Peek into Ohio's Future

State and higher education literacy leaders and teams from partner IHEs provide a hands-on, interactive session that allows participants to experience the five pillars of reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension – in an engaging way, while receiving the most up-to-date information on Ohio's work to ensure that each and every learner reads well.

**Melissa Weber-Mayrer, PhD**, Chief, Literacy Achievement and Academic Success, Ohio Department of Education & Workforce (DEW); **Sherine R. Tambyraja, PhD**, Senior Research Strategist, Literacy Achievement and Academic Success, DEW; **LM Clinton**, Policy Lead, Literacy Achievement and Academic Success, DEW; **David Brobeck, PhD**, Research Associate, University of Cincinnati Systems Development & Improvement Center (UC SDI); **Sam Giammarco, MEd, C-SLDI**, Research Associate, UC SDI; and **Lindsey Roush, EdD**, Assistant Professor, Division of Education, Walsh University with partners and teacher education candidates from the University of Akron, Ashland University, University of Findlay, Lourdes University, Marietta College, Mount St. Joseph University, and Walsh University

## Ensuring Every Learner Can Read Well: Ohio's System of Implementation Supports to Improve Literacy Achievement for Every Learner: Focus on Multilingual Learners

**Claude N. Goldenberg, PhD**, Emeritus Professor, Graduate School of Education, Stanford University; **Melissa Babcock, MSE**, Associate Administrator, Office of Literacy Achievement, Ohio Department of Education & Workforce (DEW); **Carolyn Turner, MEd**, Ohio Literacy Lead, Office of Literacy Achievement, DEW; and **Amanda Nickerson, EdD**, Ohio Literacy Lead, Office of Literacy Achievement, DEW

Evidence-based literacy practices and their application to improve outcomes for multilingual learners will be presented by a leading scholar in the field, followed by updates from literacy leaders on the state's efforts to develop and provide implementation supports in literacy to educators in Ohio.



## FEBRUARY 26, 2025

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### Welcome & Opening Comments

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

The Vice Chairperson of the Ohio Deans Compact will welcome participants to day two of the 12th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

### Leadership Gaps? The (un)Pathways of Special Education Teachers of Color

**LaRon Scott, PhD, BCSE, FAAIDD**, *Professor of Special Education and Associate Dean; Co-Editor, Inclusion, School of Education and Human Development, University of Virginia*

Issues affecting the recruitment and retention of special educators, particularly those of color, will be discussed. Working conditions, burnout, and other factors will be highlighted and recommendations for addressing these factors offered.

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

**Jessica Horowitz-Moore, MBA, JD**, *Chief of Student and Academic Supports, Ohio Department of Education and Workforce (DEW), and Jo Hannah Ward, MEd, LPCC-S, Administrator, Office for Exceptional Children, DEW; and Jana Fornario, MPA, Vice Chancellor of P-16 and Strategic 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: Accelerating Learning for All Through Effective Tutoring Practices

**Leiah Groom-Thomas, PhD**, *Social Science Researcher III, National Student Support Accelerator, Stanford University; and Tracy Huziak-Clark, PhD, Director, School of Inclusive Teacher Education, Bowling Green State University (BGSU)*

This session will provide an overview of evidence-based tutoring practices, how they've been implemented, and how they can be used to accelerate learning for all students.

#### Learning Academy #2: CEEDAR Center Resources and How to Use Them

**Linda Blanton, EdD**, *Professor and Dean Emerita, Florida International University, and CEEDAR Center Liaison; and Abby Berner, Research Assistant, American Institutes for Research (AIR)*

An overview of an array of high-quality resources, including some newly released, will be provided during this session. Information about the CEEDAR Center at the University of Florida and how CEEDAR products and services can be used by states, institutions of higher education, and P12 partners will be offered.

### Learning Academy #3: Celebrating and Appreciating Teachers

**Daniel J. McInnis, MFA**, *Associate Professor of Art – Photography and Digital Media, Jesup Scott Honors College Affiliated Faculty 2018-2025; Department of Art, University of Toledo*

Presented by a documentary photographer who uses portraiture as a primary focus, this session focuses on elementary education and the teachers, staff, and administrators whose job it is to educate K-4 students. Ideas for recognizing and "seeing" teachers' work, and how we can help to celebrate and recognize teachers more effectively, will be highlighted.

### Ohio's AI Strategy

**J. Christopher Woolard, PhD**, *Chief Integration Officer, Ohio Department of Education and Workforce*

Ohio's new AI in education strategy will be described, including its relationship to preparing all learners with the skills (e.g., data literacy, critical thinking and problem-solving, communication and collaboration) necessary to thrive in an AI-enhanced world. The state's Chief Integration Officer will also share recommendations from Ohio's AI Strategy document for school districts, institutions of higher education, and the state.

## FEBRUARY 27, 2025

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### 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 12th Annual Statewide Conference, review the day's schedule, and provide context for the day's sessions.

### Creating Inclusive Cultures that Embrace All Learners and Educators

**Leslie Fenwick, PhD**, *Education Scholar and Author; Professor of Education Policy and Dean Emerita, Howard University; and Former AACTE Dean in Residence*

This session highlights the historical implications associated with the Brown v. Board of Education court decision and their relationship to today's efforts to diversify the educator pipeline and create cultures that include and embrace all learners and the educators who teach and support them.

### Increasing Developmental Assets and Building Resiliency in Children

**Melissa (Missy) McClain**, *Community Outreach Coordinator, Akron Children's School Health Services, Akron Children's Hospital*

This session focuses on the strengths of children and how school staff can nurture a path to thriving for all. The workshop uses the Search Institutes 40 Developmental Assets and Sparks to provide a framework for building strengths and resiliency for children.





# RESEARCH TO PRACTICE CONCURRENT SESSION DESCRIPTIONS

## ROUND 1: SESSIONS 1-12 (1:40 TO 2:45 PM)

### Session 1: Inclusive Education and University Partnerships: It's All in the Details – Training Room #1

*Leigh Anne Prugh, PhD, Special Education Program Director, Xavier University; Debora Kuchey, EdD, Associate Professor, Program Director Primary & Middle Childhood, Xavier University; Sara Parrish, PhD, Associate Professor, Education, John Carroll University; Lisa Shoaf, PhD, Associate Dean of Prof. Studies, John Carroll University; Kathleen G. Winterman, EdD, Director, Educational Centers, Xavier University*

Strategic university partnerships can advance inclusive education practices in diverse educational settings. Experiences from two university partners will highlight how collaborations between universities, K-12 schools, and community organizations can address barriers to inclusion, foster innovative practices, and empower educators. Participants will gain insights into effective strategies for co-designing curricula, leveraging shared resources, mutual goal setting, sustained communication, and culturally responsive approaches that create lasting impacts for all learners.

### Session 2: Positive Behavioral Interventions and Supports (PBIS): Introducing Ohio's New Online Learning Module Series – Training Room #2

*Katie Pappas, PBIS Coordinator, Ohio Department of Education and Workforce (DEW); Jennifer Ruff, Assistant Administrator of Safe and Supportive Schools, DEW; Carly McVey, Senior Director, Ohio Center for Autism and Low Incidence (OCALI); and Amy Bixler-Coffin, Senior Project Manager, OCALI*

Join speakers for an engaging session on Ohio's innovative online learning module series for PBIS. Discover how these flexible, on-demand video modules, featuring real-world examples and best practices, are designed to support educators in creating positive, safe, and effective learning environments. An overview of PBIS, including Ohio legislative and reporting requirements, key aspects of the PBIS Framework, and the positive outcomes associated with implementing PBIS with fidelity will also be covered.



### Session 3: Recognizing the Value of Parent Professional Partnerships for Positive Child and Family Outcomes – Training Room #3

*Mark Seals, PhD, Professor of Education, Bowling Green State University; Meliss Klorer, MRC Rehabilitation Coordinator, Northwest Ohio Children's Trust Fund; Lydia Robinson and Fred Smith, Parent Representatives; and Mary Murray, EdD, Professor and Associate Dean Emerita, Bowling Green State University*

Parent professional partnerships are key to successful child and family outcomes. In this presentation, participants will be introduced to current programs, trainings, processes, and their outcomes demonstrating the impactful results for children and families as a result of successful strong partnerships between parents and professionals. Examples of specific training models and strategies used in the successful development of these collaborative parent-professional partnerships will be shared and discussed along with the outcome results for the child, family and service delivery systems.

### Session 4: Harnessing ALL Ohio to Empower Literacy Learning – Training Room #4

*Samantha Giammarco, MEd, Research Associate; David Brobeck, PhD, Research Associate, Yohimar Sivira Gonzalez, PhD, Research Associate; and Renee Mattson, PhD, OPEPP Coordinator; University of Cincinnati Systems Development & Improvement (UC SDI) Center*

Seeking a way to improve literacy learning in your school or institution? ALL Ohio Literacy provides an innovative solution that can be used across the P20 continuum to support educator growth in evidence-based literacy practices. Learn how PreK-12 teachers, paraprofessionals, and higher education faculty are using ALL Ohio to empower literacy learning in their settings and how you can access the open-source materials and generate ideas for using them in your setting.



## Session 5: Partnering for Practicum, Pre-service Field Experiences and Summer Programs: University of Rio Grande & the LISD (Low Incidence Sensory Disabilities) Collaborative – Meeting Room #1

Sangeeta Gulati, PhD, Professor of Education, University of Rio Grande; Jacey Woollet, Trent Mettler, and Jossie Bachtel, Teacher Candidates, University of Rio Grande; Doug Sturgeon, EdD, Professor and Faculty Lead, ToD Consortium, and Karen Koehler, PhD, Associate Professor and Faculty Lead, TVI Consortium, Shawnee State University

The ES2 summer programs provide practicum options for licensure candidates in the TVI (Teacher of the Visually Impaired) and TOD (Teacher of the Deaf) programs. In Jackson County, middle school to early high school age children were identified by area TVIs and TODs for participation in this four-day long experience. Candidates in the Junior Field Experience at Rio Grande developed and presented lessons in small groups to these students and will share what they learned about the education of Ohio's children with sensory disabilities.

## Session 6: Strengthening Educational Systems through ESC, SST, and College Collaboration – Meeting Room #2

Holly Burgess and Grace Eads, Teaching and Learning Team, Southern Ohio Educational Service Center; Debbie Mickey, Regional Literacy Specialist, State Support Team Region 14; and Sarahlee Desir, PhD and Ilfa Zhulamanove, PhD, Assistant Professors of Education, Wilmington College

This session explores how a partnership between an Educational Service Center (ESC), a State Support Team (SST), and a college prepares pre-service teachers to meet the challenges of modern classrooms. Attendees will learn how to leverage a partnership between all three entities to equip future educators with the skills, resources, and real-world experiences necessary for success. Through collaborative course designs, professional growth opportunities for college staff, and alignment to state initiatives this partnership ensures pre-service teachers are prepared to thrive in diverse educational environments.

## Session 7: Double Impact: Tutoring that Serves Both Pre-Service Teachers and Elementary Readers – Meeting Room #3

Ann Marie Wernick, PhD, Assistant Professor, Ashland University; Cassie Newcomer, Instructional Coach, Mapleton Elementary School; Cassie Swanson, Principal, Mapleton Elementary School; Jorja Anderson, Reese Knowles, and Mary Wirth, Teacher Education Candidates, Ashland University

A partnership between Ashland University and Mapleton Elementary School integrates tutoring into pre-service teacher education preparation. Through the Reading Ready program, candidates provide twice-weekly, 30-minute morning tutoring sessions to students, thereby addressing K-12 literacy needs while simultaneously providing authentic teaching experiences for pre-service teachers. The partnership demonstrates how intentional collaboration between higher education and P-12 districts is mutually beneficial while supporting Ohio's literacy initiatives.

## Session 8: Mitigating the Matthew Effect for Struggling Adolescent Readers – Meeting Room #4

Michelle Elia, Assistant Professor, Marietta College

Ameliorating the impact of poor literacy skills at the adolescent level (middle school and high school) is no easy task. It requires systemic changes at the district and building levels as well as instructional changes at the classroom level. This session will provide straightforward guidance on how to plan for the implementation of MTSS at the adolescent level, with recommendations for both systems level and grade level changes in tier one instruction and with interventions.

## Session 9: Sharing Our AAQEP (Association for Advancing Quality in Educator Preparation) Accreditation Journey – Meeting Room #5

Sungti Hsu, Chief Relationship Officer, AAQEP, and Stephanie Scott, PhD, Department Chair, University of Rio Grande

Achieving AAQEP accreditation is a transformative process that requires comprehensive reflection, data-driven quality assurance, and collaboration. An in-depth exploration of journeying through the accreditation process – from self-assessment to site visits and beyond – will include information about data collection, stakeholder involvement, challenges faced, and the positive impact of building a sustainable culture of continuous improvement. Attendees will leave with actionable insights and practical tools to strengthen their own accreditation journeys.

## Session 10: Teachers' Impact on Student Attendance and Chronic Absence – Meeting Room #6

Patrick Hickman, MEd, Ohio's Attendance Advisor, Ohio Department of Education and Workforce; and Susan Bodary, Stay in the Game! Attendance Network

As schools and districts across the state continue to grapple with the effects of chronic absenteeism and implement strategies to improve attendance, incoming educators need support in understanding the impact they have on student attendance. Teacher preparation programs play a critical role in educating on important aspects like family engagement and communication, student-teacher relationships, and engaging classroom environments.





## Session 11: Diversifying the Educator Workforce in Ohio: Putting Theory into Practice (Panel 1) – General Session Room

James Clifton, PhD, Researcher, WordFarmers Associates; Tom Lasley, PhD, Dean Emeritus, University of Dayton; Christa Agiro, PhD, Professor, Wright State University; Susan Gregson, PhD, Associate Professor, University of Cincinnati; and Vince Laverick, EdD, Associate Professor, Chair of the Division of Education, Lourdes University

This panel discussion will highlight the important work funded under the Compact's TREW (Toward a Representative Educator Workforce) priority. Scholar-practitioners who have implemented "grow-your-own" programs to recruit and train BIPOC teachers across the state will discuss their experiences. Attendees will acquire: (1) an understanding of why a diverse educator workforce improves outcomes for all students, (2) an overview of evidence-based strategies for diversifying the educator workforce, and (3) an appreciation for the ongoing work in Ohio.

## Session 12: Educator Wellness and Its Impact on Student Success and Teacher Attrition – Lakeside Annex

Elizabeth Ritz, PhD, Director, Teacher Education, Case Western Reserve University

As educators we often put the mental health and welfare of our students ahead of our own. This session addresses the importance of putting educator wellness at the forefront of our practice as a means to increase the academic success of all students and reduce teacher turnover.

## ROUND 2: SESSIONS 13-24 (3:00 TO 4:00 PM)

### Session 13: Creating a Community of Belonging – Training Room #1

Kathleen Winterman, EdD, Director, Educational Centers, Xavier University; Angie Watson, MEd, Project Search Teacher, Great Oaks Career and Technical Center; Leigh Anne Prugh, PhD, Special Education Program Director, Xavier University; and Christa Agiro, PhD, Wright State University

For many families of students with disabilities, the need for additional educational support continues through the mandated public school education age limit of twenty-two years old. Our project has expanded the Xavier University-Great Oaks Career Technical Center Project Search Partnership to create a sustainable model for other institutions to replicate to serve students in their post-high school experience leading to career or future success as demonstrated by the ongoing successful employment of our Project Search (PS) candidates. With the goal to increase the percentage of high school graduates with disabilities who are enrolled and succeeding in post-high school learning experiences such as serving in a military branch; earning a livable wage; or engaged in a meaningful, self-sustaining vocation (ODE, 2018), our project provides layers of experiences and aids to ensure PS interns have opportunities and experiences that will bolster their college and career readiness.

### Session 14: Integrating Learnings from High Dosage Tutoring and Social Supports to Strengthen Trauma-Informed Teacher Preparation Practice – Training Room #2

Romana Holbert, PhD, Professor, Teacher Education, Wright State University; and Breanna Montgomery, Angel Wilson, and Riley Wolford, Teacher Candidates, Wright State University

This presentation explores and describes how a focus on mental health and wellness across learning contexts led to a set of teacher-candidate-led innovations to support connectedness and learning across settings. This presentation connects to the Deans Compact/OCTEO priorities of addressing mental health and wellness, and modeling how AI can be of support to educational endeavors. Additionally, this presentation shares ways of promoting inclusivity, connection, and opportunities to learn about diversity that teacher candidates initiated and find motivating.

### Session 15: Reaching & Supporting Future Teachers of Color – Training Room #3

Christa Preston Agiro, PhD, Professor, Teacher Education/Cultural Studies & Humanities, Wright State University (WSU); Trey Clements, MEd, Associate Professor, Sinclair Community College; Nicolyn Woodcock, PhD, Director, Asian & Native American Center, WSU; and Susan Irumva, Student, WSU

This session will share successful strategies and lessons learned from challenges of the past five years of targeted recruitment and retention of racially and ethnically diverse future teachers in the Dayton, Ohio region. Presenters will discuss recruitment strategies, effective networking events, cultural considerations, post-affirmative-action institutional restrictions, building relationships, and maintaining partnerships with other institutions and organizations.

### Session 16: Bridging Theory and Practice: Preparing Educators for Ethical AI Integration – Training Room #4

Sherrill Sellers, PhD, Professor and Associate Dean, Miami University; Todd Edwards, PhD, Professor, Miami University; and Ann Haley MacKenzie, PhD, Associate Professor, Miami University

This presentation offers a practical and research-informed approach to integrating generative AI (GenAI) in K-12 education. Through a study of teacher educators and preservice teachers, we provide tips and tools for professional development that address the complexities of AI in educational settings.

### Session 17: Campus Experiences for Aspiring Education Majors – Meeting Room #1

Emilio Duran, PhD, Professor, Bowling Green State University (BGSU); Greg Dickerson, Senior Life Design Coach, BGSU; Beth Ash, MS, Grant Program Manager/Virtual Simulation Coordinator, BGSU; and Felicia Singleton, Teacher, Whitmer Career and Technology Center, Washington Local Schools

This presentation describes Project EDUCATE Campus Experiences, designed for high school students/aspiring education majors, to experience a day on the BGSU Campus and participate in a BGSU Life Design session and Virtual Simulation teaching lab session. Through this presentation, we demonstrate the importance of a student's early exposure to an education major's classes and experiences.



## Session 18: Establishing an IHE-District Field Experience Using a Paired-Partner Approach – Meeting Room #2

Charles Kemp, EdD, & Michele Moohr, PhD, Shawnee State University

Shawnee State University created a new district partnership that used a paired-partner approach with learners in grades 4-6. Candidates in the blended licensure PK5/PK5 IS program were partnered with candidates in the K12 IS program to conduct a comprehensive learner profile study. Interviews with students and teachers provided learners' background information and academic, behavioral, and social/emotional needs. Appropriate interventions were then selected and implemented. Candidates will share their experiences and how what they learned applies to future learning and classrooms.

## Session 19: The Ohio P20 Literacy Collaborative Writing Project: Making an Impact from K to AP to Ed Prep – Meeting Room #3

David Brobeck, PhD and Samantha Giammarco, MEd, Research Associates, University of Cincinnati Systems Development & Improvement Center; *Campbell Memorial High School Team*: Stacy Blasko, MSED, Literacy Coach 7-12; Kayla Richey, MSED, MA, Secondary Social Studies; Megan Maine, MA, Intervention Specialist 7-8; Alaina Rauber, MSED, Intervention Specialist 9-12; and Brad Yeager, MEd, High School Administrator; *Athens City Schools K-2 Team*: Sommer McCorkle, MEd, Director of Curriculum & Development; Elizabeth Braun, PhD, Principal; Heather Skinner, MEd, Principal; Megan Starkey, MEd, 1st grade teacher; and Dee Morgan, MEd, 3rd grade teacher

Thirty-eight building teams from all regions of Ohio are learning to teach writing explicitly and systematically. Teams from two districts and their university partners will provide theory to practice insights of their early engagement with oral writing for kindergarten to sentence and paragraph development as students grow. Good writing is a needed skill in all areas by all learners.

## Session 20: Tiered Service Delivery Models (e.g., MTSS, PBIS) for Providing Core Instruction and Supports for All Learners – Meeting Room #4

Mary Rosser, EdD and Paul Hopkins, EdD, Capital University

Upon completion of this session, participants will be able to demonstrate an understanding through discussions of what IS and what IS NOT MTSS and PBIS as seen through the tiered delivery model. As a preservice teacher enters the field, understanding how their content knowledge, pedagogical content knowledge, and professional dispositions impact the tiered delivery process increases the likelihood of creating evidence-based interventions that address each level. The session aims to facilitate a discussion on how participants collaborate with stakeholders to provide effective instruction and enhance student learning.

## Session 21: An Urban Youth Transition Program as a Collaborative Linkage between the School District and Higher Education Institution – Meeting Room #5

Piya Chatterjee, PhD, Assistant Professor of Practice; and Alfred Daviso, PhD, Professor, LJFF School of Education, University of Akron

The challenges of transitioning youth can be overcome by improving collaborative linkages at all levels- like coordinated planning among educators, community service agencies, parents, and students. We will discuss a model of social connections of transitioning youth with disabilities, through an Urban Youth Transition Program housed within a university setting.

## Session 22: Leading Literacy Initiatives K-12: Evidence-based Strategies for School Leaders – Meeting Room #6

Kevin Johnson, MEd, former Director for Curriculum & Instruction, Margaretta Local Schools; Rachel Daniels, MEd, Literacy Specialist, ESC of Central Ohio

This session defines literacy leadership in K-12 settings, describes how collaborative team structures can and should be used to foster vertical alignment in the use of evidence-based literacy practices across grade levels and build the collective capacity of personnel to improve literacy achievement, discusses actionable strategies for grounding instruction in the science of reading, and highlights the role of principal leadership in advocating for the use of reading science.

## Session 23: Diversifying the Educator Workforce in Ohio: Putting Theory into Practice (Panel 2) – General Session Room

James Clifton, PhD, Researcher, WordFarmers Associates; Tom Lasley, PhD, Dean Emeritus, University of Dayton; Elena Andrei, EdD, Associate Professor, Cleveland State University; Debbie Jackson, EdD, CCEI Executive Director, Vice Provost for Instructional Excellence, Cleveland State University; and Marquis Parham, MA, Assistant Director, Career & Employer Engagement, Director of Brothers RISE, Ohio University

This panel discussion will highlight the important work funded under the Compact's TREW (Toward a Representative Educator Workforce) priority. Scholar-practitioners who have implemented "grow-your-own" programs to recruit and train BIPOC teachers across the state will discuss their experiences. Attendees will acquire: (1) an understanding of why a diverse educator workforce improves outcomes for all students, (2) an overview of evidence-based strategies for diversifying the educator workforce, and (3) an appreciation for the ongoing work in Ohio.

## Session 24: Creating the Like Me Program – Four Years of Success and Challenges – Lakeside Annex

Vince Laverick, EdD, Chair, Division of Education, Lourdes University; John Beck, Coordinator, Like Me Program, Lourdes University; and Daniella Rodriguez, Abed Waseem, Students, Lourdes University

The presentation will discuss the design of the Like Me Program, its partnerships with six local school districts in northwest Ohio, and its goal to recruit, prepare, and employ students of color to be teachers of color at our partner school districts. Key aspects discussed in the presentation include funding and recruitment strategies, student support, mentoring, tutoring, academic coaching, clinical and field placements, and more.





# CONFERENCE

## SCHEDULE-AT-A-GLANCE

<b>DAY ONE</b> <b>Ohio Deans Compact-OCTEO Conference</b> <b>Tuesday, February 25, 2025</b>	
9:00 – Noon	<b>Rising Education Leaders: A Peek into Ohio's Future (Pre-conference Session &amp; Lunch for Teacher Education Candidates &amp; Faculty, and All Other Interested Participants) – Lakeside</b> <i>Melissa Weber-Mayrer, PhD</i> , Chief, Literacy Achievement and Academic Success, Ohio Department of Education & Workforce (DEW); <i>Sherine R. Tambyraja, PhD</i> , Senior Research Strategist, Literacy Achievement and Academic Success, DEW; <i>LM Clinton</i> , Policy Lead, Literacy Achievement and Academic Success, DEW; <i>David Brobeck, PhD</i> , Research Associate, University of Cincinnati Systems Development & Improvement Center (UC SDI); <i>Sam Giammarco, MEd, C-SLDI</i> , Research Association, UC SDI; and <i>Lindsey Roush, EdD</i> , Assistant Professor, Division of Education, Walsh University
9:00 – 11:00	<b>OACTE Board &amp; Luncheon Meeting – Lakeside Conference Room</b>
11:00 – 1:00	<b>P16 Collaborative Luncheon Meeting, State Board of Education – Lakeside Annex</b>
12:30	<b>CONFERENCE REGISTRATION OPENS</b>
1:15	<b>Welcome &amp; Overview – General Session Room</b> <i>Kathy Winterman, EdD</i> , Compact Chairperson; and <i>Alicia Crowe, PhD</i> , President, OACTE
1:30 – 3:00	<b>Meeting the Needs of Multilingual Children and Youth and the Educators Who Support Them: Presentation &amp; Panel Dialogue – General Session Room</b> <i>Presentation by John Larkin Maynard, EdS</i> , Principal, Cesar Chavez College Preparatory School, Educational Solutions, Columbus, Ohio <b>Moderator:</b> <i>Tachelle Banks, PhD</i> , Vice President, Student Belonging & Success, Cleveland State University; and Past Chair, Ohio Deans Compact <b>Panelists:</b> <i>Christina Hodgkinson</i> , Executive Director, International Welcome Center (Akron); <i>Jessica Horowitz-Moore, JD</i> , Chief, Student and Academic Supports, Ohio Department of Education & Workforce (DEW); <i>Nicole Pfirman, MEd, OTR/L</i> , Senior Vice President, Hopeful Empowered Youth (HEY Cincinnati); and <i>Yohimar Sivira Gonzalez, PhD</i> , Research Associate, University of Cincinnati Systems Development & Improvement Center

3:00	<b>BREAK</b>
3:15 – 5:15	<b>SUED-OAPCTE Joint Business Meeting – Lakeside</b> <i>Yenetta Harper, Director</i> , and <i>Jim Wightman, PhD</i> , Associate Director, Office of Educator Licensure and Effectiveness, State Board of Education; and <i>Abbie Miller, JD</i> , Associate Director, Office of Professional Conduct, State Board of Education
3:30 – 5:00	<b>Ensuring Every Learner Can Read Well: Ohio's System of Implementation Supports to Improve Literacy Achievement for Every Learner: Focus on Multilingual Learners – General Session Room</b> <i>Claude N. Goldenberg, PhD</i> , Emeritus Professor, Graduate School of Education, Stanford University; <i>Melissa Babcock, MSE</i> , Associate Administrator, Office of Literacy Achievement, Ohio Department of Education & Workforce (DEW); <i>Carolyn Turner, MEd</i> , Ohio Literacy Lead, Office of Literacy Achievement, DEW; and <i>Amanda Nickerson, EdD</i> , Ohio Literacy Lead, Office of Literacy Achievement, DEW
5:30 – 6:45	<b>Buffet Dinner – 2nd Floor Dining Room</b> <b>Strengthening Our Community: Compact Networking Activity</b>
<b>DAY TWO</b> <b>Ohio Deans Compact-OCTEO Conference</b> <b>Wednesday, February 26, 2025</b>	
8:30	<b>Registration Opens – Atrium</b>
8:30 – 9:30	<b>OATE Meeting – Training Room #1</b>
9:30	<b>Welcome &amp; Introductions – General Session Room</b> <i>Dottie Erb, PhD</i> , Compact Vice Chairperson
9:45	<b>Leadership Gaps? The (un)Pathways of Special Education Teachers of Color – General Session Room</b> <i>LaRon Scott, PhD, BCSE, FAAIDD</i> , Professor of Special Education and Associate Dean; Co-Editor, <i>Inclusion</i> , School of Education and Human Development, University of Virginia



# CONFERENCE

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

11:15	<b>BREAK</b>
11:30 – 12:10	<p><b>State of the State: DEW &amp; ODHE Address – General Session Room</b></p> <p><i>Jessica Horowitz-Moore, JD</i>, Chief of Student and Academic Supports, Ohio Department of Education and Workforce; <i>Jo Hannah Ward, MEd, LPCC-S</i>, Administrator, Office for Exceptional Children, Ohio Department of Education and Workforce; and <i>Jana Fornario, MFA</i>, Vice Chancellor for P-16 and Strategic Initiatives, Ohio Department of Higher Education</p>
12:15	<p><b>BUFFET LUNCH – 2nd Floor Dining Room</b></p> <p><i>Accreditation Coordinators meet in Lakeside</i></p>
<b>LEARNING ACADEMIES</b>	
1:45 – 3:00	<p><b>Learning Academy #1: Accelerating Learning for All through Effective Tutoring Practices – Training Room #2</b></p> <p><i>Leiah Groom-Thomas, PhD</i>, Social Science Researcher III, National Student Support Accelerator, Stanford University; and <i>Tracy Huziak-Clark, PhD</i>, Director, School of Inclusive Teacher Education, Bowling Green State University (BGSU)</p>
	<p><b>Learning Academy #2: CEEDAR Center Resources &amp; How to Use Them – Training Room #4</b></p> <p><i>Linda Blanton, EdD</i>, Professor and Dean Emerita, Florida International University, and CEEDAR Center Liaison; and <i>Abby Berner</i>, Research Assistant, American Institutes for Research (AIR)</p>
	<p><b>Learning Academy #3: Celebrating and Appreciating Teachers – Training Room #3</b></p> <p><i>Daniel J. McInnis, MFA</i>, Associate Professor of Art – Photography and Digital Media, Jesup Scott Honors College Affiliated Faculty 2018-2025; Department of Art, University of Toledo</p>
3:00 – 4:30	<p><b>Toward a Representative Educator Workforce (TREW) Committee Meeting – Training Room #1</b></p>
3:00 – 3:30	<p><b>Ohio’s AI Strategy – General Session Room</b></p> <p><i>J. Christopher Woolard, PhD</i>, Chief Integration Officer, Ohio Department of Education and Workforce</p>
5:00	<b>BREAK</b>
6:00 – 7:30	<p><b>Incentive Grant Poster Session and Reception</b></p> <p><b>Embassy Suites, Dublin</b></p>

<b>DAY THREE</b>	
<b>Ohio Deans Compact-OCTEO Conference</b>	
<b>Thursday, February 27, 2025</b>	
8:30	<b>Registration Opens – Atrium</b>
8:30 – 9:30	<b>Licensure Coordinators Meeting – Lakeside</b>
9:30	<p><b>Welcome &amp; Opening Comments – General Session Room</b></p> <p><i>Jim Gay, PhD</i>, Compact Dissemination Committee Chairperson</p>
9:45	<p><b>Creating Inclusive Cultures that Embrace All Learners and Educators – General Session Room</b></p> <p><i>Leslie Fenwick, PhD</i>, Education Scholar and Author; Professor of Education Policy and Dean Emerita, Howard University; and Former AACTE Dean in Residence</p>
11:15	<b>BREAK</b>
11:30 – 12:30	<p><b>Increasing Developmental Assets and Building Resiliency in Children – General Session Room</b></p> <p><i>Melissa (Missy) McClain</i>, Community Outreach Coordinator, Akron Children’s School Health Services, Akron Children’s Hospital</p>





# CONFERENCE

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

<b>12:45 – 1:30</b>	<b>BUFFET LUNCH</b> <b>Incentive Grant Community of Practice meets in Training Room #1</b> <b>Ohio Field Directors Forum meets in Lakeside</b>
<b>CONCURRENT (RESEARCH TO PRACTICE) SESSIONS</b>	
<b>1:40 – 2:45</b> <b>Round 1</b>	<b>Session 1: Training Rm. 1</b> <i>Inclusive Education and University Partnerships: It's All in the Details</i>
	<b>Session 2: Training Rm. 2</b> <i>Positive Behavioral Interventions and Supports (PBIS): Introducing Ohio's New Online Learning Module Series</i>
	<b>Session 3: Training Rm. 3</b> <i>Recognizing the Value of Parent Professional Partnerships for Positive Child and Family Outcomes</i>
	<b>Session 4: Training Rm. 4</b> <i>Harnessing ALL Ohio to Empower Literacy Learning</i>
	<b>Session 5: Meeting Rm. 1</b> <i>Partnering for Practicum, Pre-service Field Experiences and Summer Programs: University of Rio Grande &amp; the LISD (Low Incidence Sensory Disabilities) Collaborative</i>
	<b>Session 6: Meeting Rm. 2</b> <i>Strengthening Educational Systems through ESC, SST, and College Collaboration</i>
	<b>Session 7: Meeting Rm. 3</b> <i>Double Impact: Tutoring that Serves Both Pre-Service Teachers and Elementary Readers</i>
	<b>Session 8: Meeting Rm. 4</b> <i>Mitigating the Matthew Effect for Struggling Adolescent Readers</i>
	<b>Session 9: Meeting Rm. 5</b> <i>Sharing Our AAQEP Accreditation Journey</i>
	<b>Session 10: Meeting Rm. 6</b> <i>Teachers' Impact on Student Attendance and Chronic Absence</i>
	<b>Session 11: General Session Rm.</b> <i>Diversifying the Educator Workforce in Ohio: Putting Theory into Practice (Panel 1)</i>
	<b>Session 12: Lakeside Annex</b> <i>Educator Wellness and Its Impact on Student Success and Teacher Attrition</i>
<b>3:00 – 4:00</b> <b>Round 2</b>	<b>Session 13: Training Rm. 1</b> <i>Creating a Community of Belonging</i>
	<b>Session 14: Training Rm. 2</b> <i>Integrating Learnings from High Dosage Tutoring and Social Supports to Strengthen Trauma-Informed Teacher Preparation Practice</i>
	<b>Session 15: Training Rm. 3</b> <i>Reaching &amp; Supporting Future Teachers of Color</i>
	<b>Session 16: Training Rm. 4</b> <i>Bridging Theory and Practice: Preparing Educators for Ethical AI Integration</i>
	<b>Session 17: Meeting Rm. 1</b> <i>Campus Experiences for Aspiring Education Majors</i>
	<b>Session 18: Meeting Rm. 2</b> <i>Establishing an IHE-District Field Experience Using a Paired-Partner Approach</i>
	<b>Session 19: Meeting Rm. 3</b> <i>The Ohio P20 Literacy Collaborative Writing Project: Making an Impact from K to AP to Ed Prep</i>
	<b>Session 20: Meeting Rm. 4</b> <i>Tiered Service Delivery Models for Providing Core Instruction and Supports for All Learners</i>
	<b>Session 21: Meeting Rm. 5</b> <i>An Urban Youth Transition Program as a Collaborative Linkage between the School District and Higher Education Institution</i>
	<b>Session 22: Meeting Rm. 6</b> <i>Leading Literacy Initiatives K-12: Evidence-based Strategies for School Leaders</i>
	<b>Session 23: General Session Rm.</b> <i>Diversifying the Educator Workforce in Ohio: Putting Theory into Practice (Panel 2)</i>
	<b>Session 24: Lakeside Annex.</b> <i>Creating the Like Me Program – Four Years of Success and Challenges</i>
<b>4:15</b>	<b>Conference Evaluation &amp; Check-out</b>



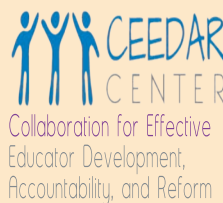
## OLAC Resources

### 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 2024-2025 MEMBERSHIP

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# 2024-2025 MEMBERSHIP (continued)

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**Susan Kushner Benson, PhD**  
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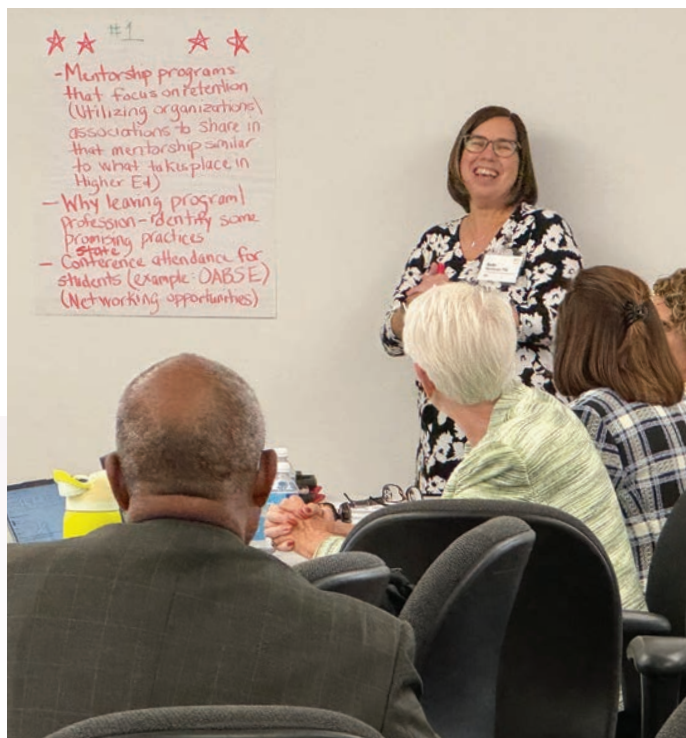
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**Mark Seals, PhD**  
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# 2024-2025 MEMBERSHIP (continued)

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**Earl Focht**

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# 2024-2025 MEMBERSHIP (continued)

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Collective Wonder Communications

**Abby Berner, BS**  
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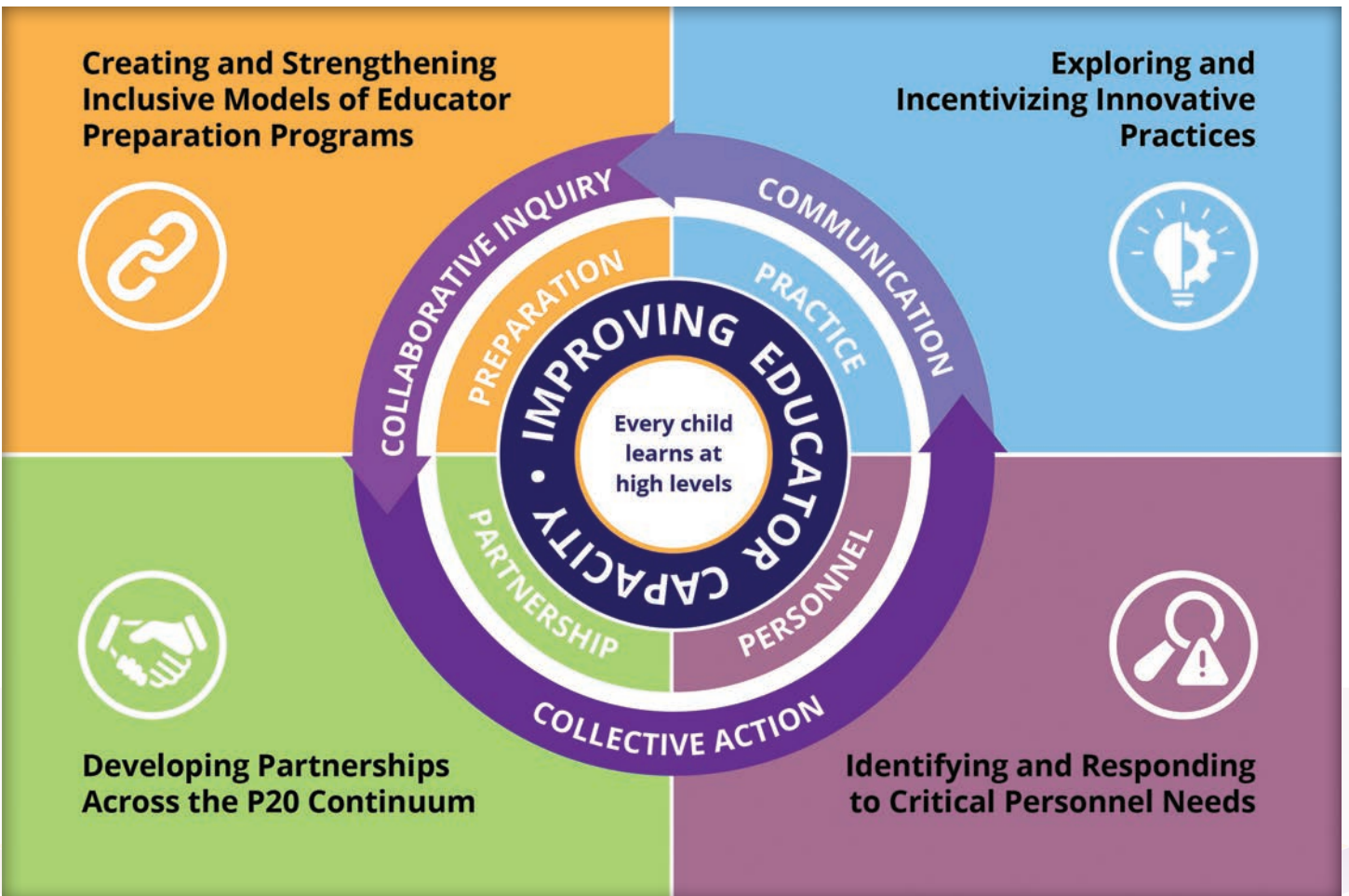
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**Andy Wahlenmaier**  
PPA Agency











# 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.

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 learning outcomes; 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](http://www.ohiodeanscompact.org) or contact:

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