

SUED Minutes  
April 1, 2021

I. In attendance: Jennifer Walton-Fisette (Kent); Richard Welsch (UT); Tami Augustine (OSU); Mary Murray, BGSU Emerita; Sajit Zachariah (CSU); Greg Webb (WSU); Emilie Camp (UC); Mike Englert (Kent); Tracy Huziak-Clark (BGSU); Lisa Lenhart (UA); Wendy Adams (OU); Joe Keferl (WSU); Zaki Sharif (Central State); Sherrill Sellers (Miami); Laura Dell (UC); Kathy Zarges (Kent); Krista Maxson (ODHE); John Soloninka (ODE); DeeAnna Chickerella (ODE); Tom McGee (ODE); Ann Shelly (OACTE)

II. Approve the Minutes - approved

III. Invited Guests

a. **Tom McGee**, John Soloninka, Dee Anna Chickerella, ODE

**Tom McGee** – EdTPA scores from Pearson are now coming electronically (including data from 2 previous years); years of service under new Pupil Services registrations **do not** count for Principal’s license. Years of service under Pupil Services licenses DO count.

Current turnaround for licenses: 5-7 business days at the most; get them in as early as possible; the earlier they are received by ODE, the quicker they are processed. July is very busy.

OAE scores – past practice at ODE has been that the scores do not expire, however, ODE may impose a time limit on accepting scores. The scores remain valid until a new test is in place – including a sunset period for the transition to the new test. There is a disclaimer: State Board of Education may make a change at any time to the cut scores on a test.

**John Soloninka** – current contracts for content tests (OAE, Praxis...) – expired last year, but were extended due to pandemic. New RFP rolled out in Jan. 2021. The RFP will close in May. Review panel will review proposals in May-June.

Resident Educator and license now 2-year program (no longer 4-year). Change effective 2023-24. Resident Educator Summative Assessment remains in effect and will occur during year 2.

Diversifying the Pipeline for Educators is getting up and running. For mentoring purposes, a *Conversation Guide for new teachers* (around diversity) will be rolling out soon. Small grants awarded to 20 districts – Grow Your Own – partnering with Ed Rising. Those awardees will be published on ODE’s website soon. Recommendations to “brand” the profession and to use the branding to grow the profession, increase interest and to recruit more candidates of color. This program will be rolled out in phases.

**Dee Anna Chickerella** – DeeAnna.Chickerella@education.ohio.gov

Dee Anna works in teacher recognition, diversity and equity, Resident Educator program, branding. New brand, “I educate. OH” (I educate is stamped across an image of OH.) emphasizes educators and their impact. It’s about communicating pride, community, investment, etc.

**TAG WORDS** celebrate, elevate, recruit and diversify

**I educate. OH** webpage to launch May 10.

Comment regarding elevating the value and dignity of the profession. Our profession holds educators to high standards; each must demonstrate competency in knowledge, skills and dispositions. In content knowledge – measuring up to standards created by specialized professional associations including passing licensure exams; skills – as demonstrated through engaging in numerous supervised field experiences; dispositions which measure various “teacher behaviors” over time during the preparation. This comment included much more about elevating our profession...the need expressed was supported in follow-up comments by several others in attendance.

**b. Krista Maxson, ODHE**

Draft of Program Review Forms – reps from SUEd are Erika Ekert, Wendy Adams and Cheryl Irish

PK-5 Crosswalks are being reviewed – will be required a year after the January of their release (spring '22 will be the first program review period in which they will be required; current forms utilized until then). For example, if your CAEP visit is fall '24, then your program review will be fall '22 and will require the new forms. Program reviews – in process.

Ohio Dyslexia Committee will be established next week.

**c. Wendy Adams, Tracy Huziak-Clark, ESB**

Reviewed the draft of OPES 2.0 (Principals’ assessment) which is being forwarded to the State Board (not required for 20-21)

Teachers of the Year – 11 regions with their teachers and one selected as the state Teacher of the Year (<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/Awards-and-Recognition/Ohio-Teacher-of-the-Year-OTOY>)

Standards subcommittees working on the Equity Resolution Support Letter

**d. Ann Shelley, OACTE Legislative Update**

One bill of particular interest, HB151, will probably pass the house. It will shorten the residency period from 4 to 2 years (which we know). Writer of the bill suggested there is too much State control in the lives of new teachers – in essence driving them out of the field. To remedy this problem, the bill suggests LPDCs will create mentorship programs for new teachers. Every school district

would give 1 day of PD to each new teacher in each of the first 2 years. The bill would remove summative assessment (RESA).  
See Ann's update for more on legislation...

**e. Brian Yusko, OACTE Update**

Nothing new to report.

Continuing to work on identifying dates for fall OCTEO. Current plan is for the 3<sup>rd</sup> week of October (21-22).

Working on a letter in response to the NCTQ report.

GAP grant (Application Deadline: June 25, 2021). Grant Application attached.

**f. Mary Murray, AACTE Update**

AACTE update – 9 items below

AACTE March '21 Updates

- [New York Times Article Spotlights AACTE Research on Pandemic and Student Enrollment](#)
- **On behalf of AACTE, Dr. Leslie Fenwick, our AACTE Dean in Residence, recently authored and presented a report to the National Academy of Education.**
- [AACTE Video Case Studies Offer Promising Practices to Increase Male Teachers of Color](#)
- **The American Rescue Plan Act was recently signed by President Biden, providing millions of dollars to districts across the country.**
- [AACTE Video Case Studies Offer Promising Practices to Increase Male Teachers of Color](#)
- AACTE understands that 2020 was a difficult year for higher education institutions and many are still facing operational challenges. **As such, AACTE is extending the membership renewal deadline to May 31, 2021.**
- [AACTE Report Examines Imperative to Revolutionize Education for All Learners](#)

**IV. Discussion Items**

**a. Proposed Pk-5 Standards**

SUED Representatives for Feedback/Discussion on Proposed Pk-5 Standards

List in chat

Cleveland State: Karl Wheatley, [k.wheatley@csuohio.edu](mailto:k.wheatley@csuohio.edu)

Ohio University: Jennifer Newton, [newtonj@ohio.edu](mailto:newtonj@ohio.edu)

Kent State: Sandra Pech, [spech@kent.edu](mailto:spech@kent.edu)

Cincinnati: Carrie Biales, [bialesce@ucmail.uc.edu](mailto:bialesce@ucmail.uc.edu)

BGSU: Thomas Roberts, [otrober@bgsu.edu](mailto:otrober@bgsu.edu)

Shawnee State: Cheryl Irish, [cirish@shawnee.edu](mailto:cirish@shawnee.edu)

Toledo: Kate Delaney, [Katherine.Delaney@UToledo.edu](mailto:Katherine.Delaney@UToledo.edu)

If we have not sent written feedback to Dawn (on the P-5 Standards), please do so right away. Discussions with ODHE begin next Friday.

**b. Diversifying the Educator Pipeline**

**Tachelle Banks** reported – 4 meetings to date, these meetings have included a variety of professionals including leaders in education from P-12, ODE, ODHE and others.

Focus on diversifying the field in 2 ways:

1. Partnerships between P-12 and higher ed – funding for 5 awards across 2 years
2. Policy Brief – will be drafted based on the work of the advisory council – final meetings in April and May

Higher Ed Members of the Diversifying the Ed Profession Committee:

Jim Wightman  
Bridget Ingram  
Anthony Coy-Gonzalez (Deaf Education)  
Kia McKinnie  
Sajit Zachariah  
Janet Monseur-Durr  
Maria Rodgers  
Jennifer Ottley  
Dawn Shinew

This initiative involves many efforts and different directions across the State. One of Krista's first initiatives on this task force will be to identify the specifics of those efforts. Several SUED members volunteered to work together to provide cohesion and unity to the statewide efforts.

**c. Enrollment Trends**

Enrollment trends in teacher education across OH **seem** to be increasing. This is an amazing trend given all that teachers have been asked to do during the pandemic!

Dawn will ask for some indication of enrollment for May meeting.

Collaborative efforts such as those initiated by the Deans Compact for low incidence disabilities may be one solution to increasing enrollment in shortage areas (PE, World Language, etc.)

**d. Approved SUED Bylaws**

Received votes from a majority of IHEs. Approved.

From new bylaws, we would bring Deans together before/after the regular SUED meetings, continue the sharing of info from ODE, ODHE, etc., Deans group would include Directors...

Copies of new bylaws to follow from Dawn.

**e. Nominations for Chair Elect (with term starting July 1, 2021)**

Nominations: James Hannon from Kent State  
Motion to close nominations (Sajit Zachariah), seconded (Joe Keferl). Vote electronically.

We will need someone to serve as Chair Elect beginning in July.

**Request for Proposals**  
**Ohio Association of Colleges for Teacher Education Gap Grant**  
**Application Deadline: June 25, 2021**

The Ohio Association of Colleges for Teacher Education (OACTE) is offering Gap Grants to assist member institutions in their efforts to improve their programs to meet CAEP accreditation standards, or to implement diversity initiatives. It is the goal of the Professional Advancement Committee of OACTE to encourage member institutions to research, collaborate and share their work in developing effective partnerships in teacher education. In order to better serve our membership, OACTE is providing the following Gap Grant opportunity to all OACTE member institutions who are current in their 2020-2021 membership dues.

**The purpose of the Gap Grant is to assist in new initiatives or current research to meet CAEP accreditation standards, or to implement diversity initiatives in a teacher education program. These modest funds are to be applied in areas where traditional budgets or another grant funding is unavailable. Applicants will need to demonstrate how the Gap Grant will complete CAEP or Diversity work that is in the planning stages or in progress. OACTE has set aside \$4,000 for multiple awards up to \$1,000 each. Institutions may submit ONLY ONE application.**

Awardees will be notified, and funding dispersed by August 1, 2021. *Please note: In order to earn the Gap Grant, the recipient must agree to share their findings with the OACTE membership.* Also, please be advised that applicants assume all responsibility for any institutional requirements, such as Human Subjects Review Board Approval.

Please complete and electronically submit the attached OACTE Gap Grant Application by **Friday, June 25, 2021** to the OACTE Professional Advancement Committee Chairperson, **Dr. Rochelle Berndt** at [rberndt@bw.edu](mailto:rberndt@bw.edu).

## **Application for OACTE “Gap Grant” to Support Accreditation Activity**

**Application Deadline: June 25, 2021**

**Grant Period: Aug 1, 2021 to Jan 1, 2022**

### **Description of Gap Grant**

The OACTE Gap Grant is available to teacher education programs that hold *active, paid membership in OACTE in the 2020-2021 year*. One of the following criteria must be met in order for the grant proposal to be considered.

1. The funds must be used to fully plan or to implement initiatives or projects that will *meet a CAEP standard or element of a standard*.
2. The funds must be used to *“top off”, complete, or otherwise fill a gap that exists* in fully planning, or in implementing the CAEP-related initiative or program.
3. The funds may be used to fully plan for or to implement a diversity initiative or project that will benefit the university’s teacher education program.

**Please respond to each of the application items below.**

### **Applicant Information**

OACTE Member Institution:

Name of the project leader or grant applicant:

Institutional role/position:

US postal address:

Email address:

Phone number:

Date of your next CAEP visit:

## **CAEP Information** *(Complete if applying for a CAEP related Gap Grant.)*

Where is your institution in the CAEP accreditation process? *(Check one)*

\_\_\_\_\_Collecting data and preparing materials or instruments to meet standards

\_\_\_\_\_Responding to requests from CAEP reviewers following their feedback to your report

\_\_\_\_\_Preparing for the upcoming visit

\_\_\_\_\_Responding to AFI's noted in the final review

## **Project Description**

Describe the overall initiative or project that this grant would help to complete (2-3 paragraphs). Is the initiative associated with a specific licensure program or the EPP as a whole?

### **Rationale**

Specifically identify which CAEP standard and element(s) this initiative addresses. Explain how the initiative or project meets the identified CAEP requirement, if applicable.

Describe the *current status* of this project. What has been completed? What remains to be completed?

Explain which specific expense(s) will be covered by the Gap Grant funds. What other resources have been explored to cover these expenses?

### **Time Line**

What is the proposed completion date of the initiative or project?

**Budget** (\$1,000 maximum) *Please submit this required table of expenses.*

<b>Category of Gap Grant Expense**</b>	<b>Description</b>	<b>Estimated Cost</b>
Supplies		\$
Food		\$
External consultation services		\$
Equipment		\$
Printing		\$
Transportation		\$
Other (explanation required)		\$
<b>Total grant amount requested</b>		<b>\$</b>

Notes:

1. The committee prefers to award these funds based on mutual, professional trust. However, if requested, receipts or other verification of the expenses must be submitted.
2. Funds that are not expended, or not applied to approved categories, may result in a request that funds be returned to OACTE. Based on the small amounts awarded and the limited administration available for the RFPs, extensions will not be granted. Contact the Chairperson with requests or questions.

## Reporting Requirement

The Gap Grant awardees will be required to attend or send one representative to the Spring, 2022, OCTEO conference to present a poster for the OACTE and general OCTEO membership regarding the initiative or project. **Funds in the amount of \$500 will be withheld from the grant and released following conference attendance and presentation.**

## Signature and Agreement to Grant Terms

Signature of applicant (recognizing the requirements of the award)

Printed name

Date

Please electronically submit the completed OACTE Gap Grant Application by Friday, June 25, 2021 to the OACTE Professional Advancement Committee Chairperson, Dr. Rochelle Berndt at [rberndt@bw.edu](mailto:rberndt@bw.edu).

### **\*\*Explanation of expense categories**

**Supplies** are typical office supplies, books, or materials needed for the project.

**Food** includes refreshments for partnership personnel, special student groups, or other individuals or groups outside of the campus community. It **may** include food for activity outside the work day.

**External consultation services** funds can be used to compensate an external expert or a faculty/staff member from another college or university for the purpose of CAEP consulting.

**Equipment** is defined as items needed to meet CAEP standards. This might include a small purchase for your program or for an established K12 partner to have ready for clinical practice candidates. Equipment must be directly tied to meeting the CAEP standard.

**Printing** includes materials such as flyers, program descriptions, reports, etc. that align with meeting a CAEP standards.

**Transportation** is for expenses NOT covered by your department or division budgets. This might include travel expenses for a consultant or for partner school personnel to travel to your institution. This is **not meant** to cover travel expenses to attend a professional conference.

**Note:** the grant does not cover "overhead" costs.