

**Ohio Deans Compact Meeting
December 2-3, 2021
Meeting Summary**

Day One

Welcome

Dr. Mark Seals, Compact Vice Chairperson

Mark Seals welcomed attendees to the second Deans Compact's quarterly meeting of the 2021-2022 school year, noted the Compact's focus on developing inclusive teacher education programs and model demonstration projects, diversifying the education workforce, and improving literacy and postsecondary options for all students. He asked participants to put their name and affiliation into chat box for attendance purposes and gave a brief overview of the day's agenda. He then reported the news that *Inclusive Education: A Systemic Perspective*, edited by Aimee Howley, Cassandra Faiella, Stephen Kroeger, and Barbara Hansen received accolades by reviewer Margo Collier, who described the book as providing a nationwide audience for Ohio's accomplishments in regard to inclusive education.

Update/Exchange with State Leaders

*Jo Hannah Ward, MEd, LPCC, Director, Office for Exceptional Children, ODE
Krista Maxson, PhD, Associate Vice Chancellor for P-16 Initiatives, ODHE*

Jo Hannah Ward reported that Ohio's operating standards for the education of students with disabilities have gone through the rule revision process and were approved by the Ohio State Board of Education in June 2021. Since then, the standards have been undergoing additional processes: a business impact analysis, which considers costs for business and school districts, and a commonsense initiatives process, which considers impact on communities. Final approval should be secured and dissemination of updated guidance and supports begun soon, probably March 2022.

In regard to *Each Child Means Each Child*, she said OEC is involved with leaders across the state to develop the implementation plan. In their upcoming meeting in January, they will focus on three areas of emphasis: multi-tiered system of supports (MTSS), professional development (PD), and postsecondary options (PSO). She told participants that OEC is required to have data points and targets set for their state systemic improvement plan (SSIP) and report those to the federal Office of Special Education Programs (OSEP). These address five major questions and indicators, which will drive OEC's work under the new five-year plan:

- *Are young children with disabilities entering kindergarten ready to learn?* Indicator 7 (preschool outcomes); Indicator 12 (early childhood transition from Part B to Part C).
- *Are children with disabilities achieving at high levels?* Indicator 3 (assessment participation and performance, alternate assessment participation; Indicator 4 (suspension/expulsion); indicator 5 (school-age educational environments).
- *Are youth with disabilities prepared for life, work, and postsecondary education?* Indicator 1 (graduation, Federal Graduation Rate); Indicator 2 (dropout rate); Indicator 13

(secondary transition); Indicator 14 (postsecondary outcomes).

- *Does the district implement IDEA to improve services and results for children with disabilities?* Indicator 8 (facilitated parent involvement); Indicator 11 (initial evaluation timelines); Indicator 15 (timely correction of noncompliance findings); Indicator 20 (timely and accurate data).
- *Are children receiving equitable services and supports?* Indicators 9 and 10 (disproportionality in identification for special education, placement of students with disabilities; and discipline of students with disabilities).

The new plan is to be submitted to OSEP by February 1, 2022, and OEC has received 438 public comments and obtained broad stakeholder input, through meetings that began in November 2021 and will continue into January 2022. Once it is approved by OSEP, the new plan will be in effect through the 2025-2026 school year. Key activities will be the Ohio district data exchange, an early warning intervention and monitoring system aligned to the Ohio Improvement Process (OIP), adolescent literacy and math instruction, and evidence-based predictors and practices for improving post-school outcomes of students with disabilities.

Krista Maxson's update began with a focus on HB 110 on Computer Science education noting that the bill's language says each educator preparation program approved in Ohio "shall require each candidate for an educator license who enters the program in the 2022-2023 academic year, or any academic year thereafter to receive instruction in computer science and computational thinking, as applied to student learning and classroom instruction, as appropriate for the grade level and subject area of the candidate's prospective educator license." In preparation for meeting that requirement her office put together a panel of computer scientists, educator preparation faculty, and ODE and ODHE staff, to meet and begin to prepare modules that will be available as a resource. The group is divided into four teams to address recommendations via grade bands: primary (PK-5), middle childhood (4-9), adolescent young adult (7-12), and multi-age (PK-12).

She reported that Ohio's High School Math Pathways constitutes a concerted effort to offer Algebra 2 and other advanced mathematics courses to more students. The initiative was launched in fall 2021. Quantitative reasoning and data science foundations were piloted, and a Math Pathways symposium was held November 9-10, 2021. In fall 2022, schools will implement Pathways Algebra 2 equivalency courses and discrete math/computer science. In fall 2023, students from pilot schools applying to universities may still not have Algebra 2 on their transcripts, however. Students from schools statewide may be interested in other CCP entry-level math courses. She asked that participants in the Compact meeting who know of teachers who might be interested in piloting the discrete math/computer science course let her know about the possibility. She is excited about this effort and sees it as offering a means of making the study of mathematics truly engaging for more students.

Reporting on the state leadership meeting on September 15, 2021 with education preparation deans and in regard to the Chancellor's request for data, she described it as an opportunity for high-level discussions with state leadership. The October 22, 2021 meeting determined two areas of focus: diversifying the education profession and teacher shortages. The

third meeting on December 1, 2021 broke into two workgroups on these focus areas to discuss what was already in place. The higher education workgroup identified challenges and best practices. The results were reported to the state leadership group. One idea coming out of this work was building a continuum for education licensure, for example, two-year and four-year options, especially for low incidence programs.

Next, she reported the results of a four-year longitudinal study of the 2019 Ohio public high school graduation rate by student race/ethnicity and economic status. Among the results were that there was a 16.2% difference between total economically disadvantaged and total non-disadvantaged. The difference was greatest for American Indian students and least for Black students.

In her update on dual licensure, Krista Maxson said the ODHE website is still under construction, and participants should contact EdPrep@highered.ohio.gov if they plan to submit a dual program in the spring. The spring submission due date is March 15, 2022, and the submissions go to that URL. In 2021, eight dual programs were submitted: one mild/moderate intensive program; five primary/primary intervention specialist (IS) dual programs; one adolescent young adult (AYA) social studies/AYA IS dual program; and one middle childhood/middle childhood IS dual program. The site includes the manual for the review process, and form sections identifying required information. Though the manual is referred to as a draft, it is a working manual. She said anyone who needs help should contact her or Dr. Pamela Greene.

Presentation: Equity Literacy: How Higher Education and P12 Educators Can Work Together to Identify and Address Inequities and Promote Equitable Opportunities to Learn for All Children and Adults (Part I)

Paul C. Gorski, PhD, Founder and Lead Equity Specialist, Equity Literacy Institute and EdChange

Mark Seals introduced Paul Gorski as a founder of the Equity Literacy Institute for Change, with years of experience in education and equity, a PhD from the University of Virginia, and many publications—over 70 articles and 12 books.

After greeting participants, Paul Gorski asked them to enter in the chat box their role and institution so he could get a clear sense of the range of higher education institutions and other roles represented. He mentioned that he has worked with the Deans Compact in the past, that he values highly P12 and higher education working together, and that something like the Compact is needed in every state. He noted that his basic assumption is that all students deserve access to equitable educational opportunity. Race gender, identity, sexual orientation, home language, socioeconomic status, disability, and religion should not determine the level of access for students; and that due to bias and inequity, not all students have equitable access. Recognizing that educators cannot eliminate the biases and inequities that exist in the wider society that have an impact on students, they do have the power to decide not to recreate those biases and inequities within their own spheres of influence.

For change to happen, he sees three essentials: good intentions to create equitable and

socially just schools, a deep understanding of equity, and the will to act on that deep understanding. His presentation dealt primarily with concepts and principles necessary for a deep understanding of equity. In the overview of his presentation for this session, he said the discussion is intended to identify the basics of a transformative approach to equity and justice in schools; explore ideological barriers making that approach difficult to implement; and consider some conceptual and practical tools for overcoming those barriers.

Basic to a transformative approach to equity is to distinguish between whether the things we are doing and understanding are setting us up to put our commitment into real motion. He sees as one of the biggest barriers to creating equity the energy that is put into initiatives that have no chance of improving equity, though they may mitigate its effects. One of the challenges in making a real difference is that the optics of equity work are rewarded, but real justice work is often punished in the schools. He stressed the importance of distinguishing equity (fairness) and equality (sameness), i.e., equality assumes a level playing field, whereas equity is about disparity in access and opportunity.

The participants broke into small groups to reflect, based on their definition of inequity, what they saw as the most urgent inequity that needs to be addressed in education at any level. Examples of urgent inequities raised in groups were safety concerns, access to resources, and the “student deficit” perspective, and candidates not being able to pass the teacher licensure exam. Solutions included engaging and empowering students and making policy changes.

According to Paul Gorski, real equity is free of bias, discrimination, and identity-predictable outcomes and experiences. An equitable educational institution does not simply focus on individual student’s needs; it (1) actively identifies all forms of inequity; and (2) actively develops anti-bias, equitable policies, practices, and cultures. He believes few education degree or licensure programs prepare educators for how to do this, in part because of lack of application of specific expertise to teach courses in equity and social justice.

Ideological barriers to transformative work include a deficit ideology identifying the source of disparities within individuals or communities marginalized by the disparities. Another such barrier is the hyper-punitive culture of many schools, a culture that lands hardest on marginalized students. Among the tools he sees as most useful for improving equity is critical race theory, which he believes can deepen educators’ transformative understanding. Critical approaches such as this examine power’s cumulative and structural nature and consider the normalization of bias. In taking a critical approach, educators ask marginalized people about inequities they face, as the knowledge of people experiencing the injustice is valuable.

In conclusion, he noted that, generally, mitigative approaches benefit the privileged. Book groups, for example, are likely to be accepted, whereas restructuring the curriculum raises hackles. Understanding the point where hackles are raised can help educators think strategically about where the barriers to equity are going to be and how to address the barriers. He mentioned as resources, the articles “Just What is Critical Race Theory and What's It Doing in a Nice Field like Education?” by Gloria Ladson-Billings, and “Counter-Storytelling as an Analytical Framework for Education Research” by Daniel Solorzano and Tara Yosso and recommended the

books, *Teaching for Tolerance* by Cornelius Minor and *Start Here Start Now* by Liz Kleinrock. He also encouraged participants to follow the Minor Collective and Teach to Transform on social media, and Christopher Emdin's work.

Wrap-Up

Mark Seals

After thanking Paul Gorski for his presentation and commenting on its helpfulness, Mark Seals gave a brief preview of the Day 2 agenda and reminded participants to complete the evaluation survey.

Day 1 Meeting Adjourned: Circa 6:00 p.m.

Day Two

Welcome

Mark Seals

Mark Seals welcomed participants and reminded them to enter their name and affiliation in the chat box and to complete the evaluation at the end of the meeting. After briefly reviewing the agenda, he commented on the depth of Gorski's talk on Day One and invited comments from the group. Among the comments from participants in this regard was being able to see more possibilities in their own sphere of influence after listening to the presentation.

While waiting for Stanley to set up the breakout rooms, Mark offered to tell some jokes, but participants protested!

Committee Meetings/Reports

All

Committees met for an hour and fifteen minutes and then came together to share results.

Jennifer Ottley reported on the Incentive Grant CoP meeting, which broke into small groups to reflect on applications related to Dr. Gorski's remarks on Day One – what it means to have equitable or inequitable policies and practices in the teams' programs. The teams identified some of those issues, for instance, textbook prices, clinical experiences, and addressing biases. Some groups spent time talking about their communication plan and how to create a coalition for the work they're doing and to move the work forward.

Jim Gay, reporting for the Dissemination Committee, said they were impressed with the schedule for the January conference. The Committee finalized plans for the conference's Day 2 social activity, which Jim Gay encouraged participants to attend. He reported that there will be engaging sessions for all the breakout slots. Committee members will monitor breakout sessions to ensure they start and end on time and any technical problems are addressed. He'll send out a chart to dissemination committee members to sign up to monitor sessions. He noted that one of

the three workshops will address core instruction to all learners, with Tim Lewis as keynote presenter. A second workshop topic is on literacy grounded in the science of reading; and a third is on inclusive leadership. The Committee is looking for district-IHE examples.

Reporting for the Impact Evaluation Committee, Barbara Hansen said they had an excellent discussion even though some members had to join late or leave early, and they didn't have a quorum to make decisions about some of items on their agenda. She will email all members to get input. The Committee talked about additional study of the impact of the Compact's work on programs and curricula relating to licensure. They also talked about inclusive instructional high leverage practices and ways to be sure new members understand how to use those practices effectively. They discussed the possibility of using short videos to that end. Another idea for new members' benefit was a video profiling the history of the Deans Compact—how the Compact started, its main goals, and the work it has done.

Reporting for the Low Incidence Committee, Sally Brannan was pleased to announce that their Committee was joined by Emily Maginn, who was honored as Teacher of the Year by the Council for Exceptional Children's Division of Visual Impairment. Emily is employed through the South Central Ohio Educational Service Center and is a teacher of visually impaired (TVI) and a certified orientation and mobility specialist (COMS). Comments related to her award were "phenomenal teacher, open-minded, excellence in teaching and service to visually impaired and deafblind." She is a credit to our state. Sally noted, too, that Doug Sturgeon and Karen Koehler are recruiting for the next cohort of candidates for the TVI and D/HoH consortias. Practicum sites for spring are ready to go, and they're looking for additional summer sites. She reported that interview protocols for the intervener program evaluation are being updated, and a few questions added as WordFarmers Associates continues the evaluation work. The Committee's main topic of discussion involved identifying and discussion options for preparation and licensure for educators serving students with combined hearing-vision loss and/or the most intense needs.

Deb Tully reported for the Policy Committee, which began its discussion with a review of the March 18, 2022 DEW Committee Action Forum and wanting to get word out about the ODE and the Deans Compact conferences. Most of the discussion was on dual licensure programs and the ODHE update. With virtual meetings it has been easier to work with IHEs to get programs in place; however, there are still limited programs available so they're working on getting others developed. She reported that the plan to evaluate the impact of the grant programs includes looking at data on teacher candidates, certified and employed, and whether that number has grown, lessened, or stayed the same. The plan will also include qualitative data from conversations with candidates who earned dual licenses and IHEs who developed dual licensure programs. P12 members shared the benefits of having hired dual licensed teachers and that these candidates are at the top of the list of those they would like to hire. The Committee members agreed that it takes two years of grant funding—to get faculty to see the value of dual licensure and to overcome obstacles of blending general education and special education. The group also discussed how to promote awareness of the dual licensure option.

Mark thanked the Committees and asked if there were any announcements. Leah Wasburn-Moses said she still has some very small grants for teacher educators or teacher

academies to do virtual reading tutoring with fostered youth in the spring. Aimee Howley said a call for manuscripts for a guest-edited journal issue on diversifying the educator workforce work will go out soon.

Presentation: Equity Literacy: How Higher Education and P12 Educators Can Work Together to Identify and Address Inequities and Promote Equitable Opportunities to Learn for All Children and Adults (Part II)

Paul C. Gorski

Paul Gorski briefly reviewed the previous day's focus on the basics of a transformative approach to equity and justice in schools. In beginning a discussion of tools for equity, he noted that they discussed critical race theory as a tool and in this session will go back to the other tools. One conceptual tool is recognizing and naming detours, efforts that distract from real improvement in equity and social justice. Such detours include pacing equity efforts comfortably for privileged people rather than for the people who suffer from inequity. Other detours he described are the "deficit ideology detour," which focuses on changing marginalized individuals rather than recognizing the disparities that marginalize them and the "shiny new thing detour," which focuses on programs that may improve instruction but don't address inequity. He recommends developing a habit of naming detours and using the naming to stay focused on transformative efforts, rather than efforts that only mitigate the results of inequity. According to Gorski, educators working on equity should prioritize the interests of marginalized students and families.

He asked participants to think about how they can help cultivate shifts to transformative rather than mitigative strategies. When asked what data reflect transformative change, he suggested quantitative studies of difference in achievement, graduation rates, and discipline and qualitative studies of people's perspectives and experiences. He regards the best measure of effectiveness to be finding out how marginalized people experience the changed process or practice.

In a discussion group about challenges to P12/IHE collaboratives for equity, participants identified what gets in the way of equitable effective partnerships between institutions of higher education, P12 institutions, and other community or educational organizations. Responses included the many initiatives faced by schools; pressure teacher educators feel when the IHE says work on diversity in children's literature and then the teachers get pushback from parents; and that good work is often done by exceptional people but when they leave, the work is not continued effectively.

Gorski commented on the importance of teacher preparation and in-service PD to frame equity as a lens and an approach, rather than a program or strategy. A major challenge in collaborating to that end, according to Gorski, is the tension between P12 and higher education. Higher education faculty and administrators can address this by building mutually respectful, truly collaborative long-term relationships with P12 faculty and administration and by respecting the lived expertise of P12 professionals. One problem is that tenure standards typically don't reward action research and partnership-building. To ensure that candidates form a deep

understanding of equity and justice, faculty with specific expertise in equity are needed to impart equity literacy: how to recognize inequity, respond to inequity, redress inequity, cultivate equity, and sustain equity.

In conclusion, Paul Gorski said that together IHE and P12 can provide a united front against the organizational and political interests that have made equity and, lately, CRT the new bogeyman. As a united front, they can advocate for just educational and social policy, including living wage laws, universal health care, and safe, affordable housing. Together they can also attend to burn out by making conversations about battle fatigue part of their work for equity. He thanked the group and said to remember to keep assessing the extent to which they're mitigating and the extent to which they're transforming.

Mark Seals thanked Paul Gorski and opened the floor for questions. Asked what he would do with a magic wand, Gorski said, "I think what I would do is elevate the consciousness of people around equity and injustice. With a deeper understanding of what, for example, racism is, efforts to eliminate it would be more powerful. Understanding why poverty exists, efforts to eliminate it would be more transformative."

Wrap-Up

Mark Seals

After reminding participants to complete the evaluation survey, Mark Seals identified the schedule of upcoming meetings, noting that based on member and participant feedback, the March and June 2022 meetings of the Compact will be held virtually.

March 24-25, 2022 (virtual) Day 1- 3:00 p.m. to 6:00 p.m.; Day 2 - 8 a.m. to noon
June 2-3, 2022 (virtual) Day 1 – 3:00 p.m. to 6:00 p.m.; Day 2 – 8 a.m. to noon

January 26-28, 2022, 9th Annual Statewide Conference (with OCTEO), January 26-28, 2022

Day 2 Meeting adjourned: 12:00 p.m.

Participants in Attendance via Zoom: See Appendix A.

Appendix A

Participants in Attendance

Jason Abbitt, Miami University; Wendy Adams, Ohio University; Christa Agiro, Wright State University; Elena Andrei, Cleveland State University; Maria Bailey, Toledo Public Schools, Toledo Federation of Teachers; Shawna Benson, OCALI; Cynthia Bertelsen, Bowling Green State University; Angie Beumer Johnson, Wright State University; Debra A. Brathwaite, Preschool Promise, Workforce Pathway Fellow; Jane Bogan, Wilmington College; Connie Bowman, University of Dayton; Brian Boyd (affiliation not indicated); Sally Brannan,

Wittenberg University; Jonathan Breiner, University of Cincinnati; David Brobeck, Walsh University; Kimberly Christensen, Bowling Green State University; Jamie Clifton, WordFarmers Associates; Susan Corbin, Notre Dame College; James Cosby, Preschool Promise; Stephanie Craig, Marietta College; George Csanyi, SST Region 7, North Central Ohio Service Center; Julie d'Aliberti; State Support Team Region 2; Kristall Day, Ohio Dominican University; Katherine Delavan, Lake Erie College; Kathy Demers, Buckeye Association of School Administrators; Daria DeNoia, Ohio Education Association; Jenny Denyer, University of Toledo; Cynthia Dewey, Office for Innovation and Improvement, ODE; Kate Doyle, University of Cincinnati; Bryan Drost, Rocky River City Schools; Mary Lou DiPillo, Youngstown State University; Ann Dulaney, Franciscan University; Amy Elston (affiliation not indicated); Dottie Erb, Marietta College; Michelle Fleming, Wright State University; Earl Focht, Office for Exceptional Children, ODE; Julie Barnhart Francis, Ohio University; Joe Friess, Wausean EV Schools; Angelica Gagliardi, OCALI; Colleen Gallagher, University of Dayton; Jim Gay, Ohio Leadership Advisory Council; Paul Gorski, Equity Literacy Institute; Emily Herman, Youngstown State University; Romena Holbert (affiliation not indicated); Aimee Howley, WordFarmers Associates; Debbie Jackson, Cleveland State University; Angela Beumer Johnson, Wright State University; Tanya Judd Pucella, Marietta College; Katie Krammer, Lake Erie College; Charles Kemp, Shawnee State University; Karen Koehler, Shawnee State University; Julie Kugler-Ackley, Xavier University; Susan Kushner Benson, University of Akron; Tom Lasley, University of Dayton; Vincent Laverick, Lourdes University; David Leitch, Cedarville University; Nicole Luthy, Ohio State University; Krista Maxson, ODHE; Thomas McGee, Office of Education Licensure, ODE; Kelly Mettler, Ohio University; Michele Moore, State Support Team Region 5, ESC of Eastern Ohio; Colleen Mudore, Sheffield Public School; Mary Heather Munger, University of Findlay; Mary Murray, Bowling Green State University; Patricia Nyquist, Center for Continuous Development, ODE; Jennifer Ottley, Systems Development and Improvement Center, University of Cincinnati (UC SDI Center); Marcquis T. Parham, Ohio University; Leigh Ann Prugh, Xavier University; Amy Jo Queen, Shawnee State University; Megan Reister, Franciscan University; Brian Rider, Marietta College; Colleen Saxen, Wright State University; Laura Saylor, Mount St. Joseph University; Peggy Schauer, John Carroll University; Rebecca Schneider, University of Toledo; Stephanie Scott, University of Rio Grande; Kimberly Scribner, Lourdes University; Mark Seals, Bowling Green State University; Everett Smith, University of Cincinnati; Sheila Smith, OCALI; Sandi Summerfield, Central State University; Rajeev Swami, Central State University; Deb Telfer, UC SDI Center; Gayle Trollinger, Bluffton University; Deb Tully, Ohio Federation of Teachers; Jennifer Walker, Youngstown City Schools & Youngstown State University; Jo Hannah Ward, Office for Exceptional Children, ODE; Leah Wasburn-Moses, Miami University; Richard Welsch, University of Toledo; Derrick Williams (affiliation not indicated); Kathy Winterman, Xavier University; Carrie Wysocki, Ohio Northern University