

**Ohio Deans Compact Quarterly Meeting Summary
(Via Zoom) June 11-12, 2020
Submitted by Julia Flint and Emily Kresiak on Behalf of WordFarmers Associates**

Day 1—June 11, 2020 (3:00 – 6:00 PM)

**Welcome, Overview, & Introductions
*Dr. Mary Murray, Compact Chairperson***

The Ohio Deans Compact met virtually on June 11-12, 2020 via Zoom due to the ban on face-to-face meetings imposed in response to the COVID-19 pandemic. Dr. Murray (Chairperson, Ohio Deans Compact) began by welcoming members and thanking them for attending. In attendance were 77 participants. Dr. Murray announced that this is the fourth and final meeting of the year. She then asked Ms. Jo Hannah Ward (Director, Office for Exceptional Children, Ohio Department of Education) and Dr. Krista Maxson (Associate Vice Chancellor, P-16 Initiatives, Ohio Department of Higher Education) to share updates.

Update/Exchange with State Leaders

Ohio Department of Education *Jo Hannah Ward, MEd, Director, Office for Exceptional Children*

Ms. Ward shared that the Operating Standards for the Education of Children with Disabilities are under their five-year review. Details of the review and proposed changes are now open for public comment until mid- or late-July. Also, stakeholders throughout the state offered feedback on the Office for Exceptional Children's (OEC's) Strategic Plan. Three focus areas were identified: (1) Integrated Model for a Multi-Tiered System of Supports, (2) Professional Learning Focused on Students with Disabilities, and (3) Postsecondary Learning Experiences and Outcomes. The plan is currently under review and expected to be released to the public this fall. Ms. Ward noted that as part of the Ohio Department of Education's (ODE's) settlement agreement with Disability Rights Ohio's class-action lawsuit earlier this year, the Office is also developing an 11 District Plan Update, and has created an Urban Support Team within the office to provide support to the 11 urban districts named in the settlement.

Next, Ms. Ward briefly discussed Ohio's State Systemic Improvement Plan: Early Literacy Pilot, which is in its fourth year. Instructional coaching, educator knowledge, and third-grade reading scores for students with disabilities have increased. Ms. Ward then highlighted supports and resources in response to COVID-19, which are available at the following website: <http://education.ohio.gov/Topics/Student-Supports/Coronavirus>. These resources address student health and well-being, student safety, vulnerable youth supports, family engagement resources, early learning supports, and supports for students with disabilities (see PowerPoint

for links that address each topic). She added that districts have been asking for flexibility related to meeting IDEA requirements and timelines during school closures, but that any changes related to IDEA must come from the US Department of Education, Office of Special Education Programs (OSEP). Efforts are currently in place to bring this issue to their awareness.

Ohio Department of Higher Education: *Krista Maxson, PhD, Associate Vice Chancellor for P-16 Initiatives, Ohio Department of Education*

Dr. Maxson shared that the Ohio Department of Higher Education is currently reconciling their database with all Ohio institutions and programs. She formed a working group to discuss the state review process and how it meets the needs of Ohio Institutions of Higher Education (IHEs). The group will be discussing how to efficiently conduct program reviews, specifically considering COVID-19. New programs are being reviewed, but procedures for continuing programs (due for review this spring) have not been determined. The group is considering a new structure for the review process and there will be a pilot of the new process this year. Dr. Maxson invited IHEs interested in participating in the pilot to reach out to the workgroup if they have a program that will expire this year or if they need approval for a Council for the Accreditation of Educator Preparation (CAEP) site visit. She also invited feedback from Compact members.

Reshaping Educator Preparation: Part I:

Carol Ann Tomlinson, PhD, William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy; and Co-director of the Institutes on Academic Diversity at the Curry School of Education, University of Virginia

Next, Dr. Tachelle Banks (Vice Chairperson, Deans Compact) introduced the speaker, Dr. Carol Ann Tomlinson (see bio in handouts). Dr. Tomlinson began by addressing changes resulting from COVID-19, suggesting that these changes have invited a chance to think about not only what she does, but what she might do and how to move forward, an invitation she also extended to the Compact.

Dr. Tomlinson recounted her first day of teaching at a rural public school district in South Carolina during the first year of integration and reflected on her 22 years working in public school districts. Since then, education has focused heavily on test preparation and holding teachers accountable for student learning. Still, she explained, National Assessment of Educational Progress (NAEP) scores show that only a fraction of students achieve proficiency across school subjects and improvements in student achievement over time have been negligible. She reviewed data illustrating her point, noting that, for example, in 2018, 34% of students scored below “basic” in history and 29% scored below “basic” in geography. Internationally, US fourth graders ranked 14th in math among 49 participating countries on the Trends in International Mathematics and Science Study (TIMSS) assessment, and Programme

for International Student Assessment (PISA) results suggested a widening gap in achievement and growing inequity in public school systems.

Dr. Tomlinson explained that the problem is not only with testing and highlighted several compounding factors, such as an opportunity gap, which results from labeling children and viewing them through a deficiency lens. She also noted burgeoning emotional health issues, stress and worry among students, and disengaged students who do not have a sense of agency or intrinsic motivation. Dr. Tomlinson then addressed questions in the chat feature of Zoom. Participants asked about steps for moving forward. She suggested that advocacy is needed to shift the educational system and provided an example illustrating the importance of emphasizing instructional quality rather than testing.

Dr. Tomlinson continued by discussing the importance of having a vision and the efforts needed to achieve the vision. A vision inspires action, maintains focus, and offers a practical guide for plans, goals, and objectives. Test preparation, she added, is not an inspirational vision. As an alternative, she proposed “to help each learner access success by building a life for now and for the future.” This kind of vision is not supported by “coverage of standards,” but requires new tools in our classrooms and a focus on students as individuals. Teachers need to teach students to collaborate, build community, and understand the meaning behind what they are learning, for example. She encouraged the audience to consider how to make this shift and to share ideas in the chat box.

In response to a comment on the need for partnership between districts/schools and higher education, Dr. Tomlinson commended teachers this year for their abrupt transition to online teaching, remarking that they seemed more energized and creative in response to the crisis than they had been prior to the crisis. Current events have pointed to the fact that educators must work to achieve equity in our society, and these efforts can begin in the classroom.

Dr. Tomlinson then addressed the first mind-shift required for student and teacher success, which is to focus on the individual child. Teacher preparation programs must cover the notion of teaching each child so educators enter classrooms prepared with resources for connecting with individual students; understanding and leveraging the value of diversity in classrooms; and building the cognitive, social, and emotional agency of students. A participant asked how districts might be evaluated to determine achievement and outcomes without testing. Dr. Tomlinson said she did not have an answer but that educators should consider if comparisons between districts and schools actually contribute to student learning, adding that it is essential to have a means for assessing student learning to inform instruction and also that there should be an emphasis on how to encourage and support teachers without focusing on raising test scores. Dr. Tomlinson wrapped up, reminding participants that she would continue the presentation on day two of the Compact meeting.

Wrap-up

Dr. Mary Murray, Compact Chairperson

Dr. Murray thanked everyone and briefly covered the agenda for day two before adjourning.

Day 2—June 12, 2020 (8:00 AM – 12:00 PM)

Welcome & Overview of Schedule

Dr. Mary Murray, Compact Chairperson

Dr. Murray welcomed members back to day two of the Deans Compact quarterly meeting and asked everyone to type their names and email addresses into the chat feature of Zoom for attendance purposes. To begin the session, she reviewed the agenda items. First, members would meet in their committees using the virtual breakout rooms to share updates. Dr. Murray asked each committee to take detailed notes during these sessions because afterwards the committee facilitators/chairpersons would share these notes with the whole group. Finally, Dr. Tomlinson returned for the second part of her presentation on reshaping educator preparation, and Dr. Murray concluded with announcements and other business.

Committees Meet in Virtual Rooms

From 8:30 AM to 10:00 AM Deans Compact members met in the Zoom breakout rooms to share updates for the five committees. Group assignments included: Incentive Grant Community of Practice (CoP), Dissemination Committee, Impact Evaluation Committee, Low Incidence Committee, and Policy Committee. Summaries of the committee updates are provided below.

Committee Reports

Incentive Grant CoP: *Dr. Steve Kroeger, Facilitator*

Twelve groups within the Incentive Grant CoP shared reports on this year's accomplishments. Dr. Steve Kroeger shared the main themes from the presentations:

- Groups are learning and engaging on a new level during the pandemic and collaborating across disciplines.
- Programs are becoming more inclusive and learning one another's languages.
- Universities are working more with K-12 schools, educational service centers, and other areas of the community.
- COVID-19 has changed the structure of program design, in that more programs are merging and might account for fewer standalone programs.

Dr. Michelle Duda (Implementation Scientists) added that the pandemic provided groups with an opportunity to examine their work from a systems perspective and focus on sustainability. Programs are also embedding new research or creating their own research and developing a stronger alignment to the community to create more positive outcomes for students. Dr. Murray asked that the Incentive Grant CoP email the 12 presentations or summaries.

Dissemination Committee: *Dr. Jim Gay, Chairperson*

The Dissemination Committee reviewed session summaries from the 7th Annual Conference. Dr. Jim Gay noted that the feedback about keynote presenters, panel discussion, and breakout sessions was particularly favorable and will be used in planning the upcoming 8th Annual Conference. It is currently undecided if the conference will be face-to-face or virtual, and the Compact Core Team will plan accordingly. Dr. Gay discussed potential themes for the conference and suggested the group include a virtual strand to cover virtual schooling at the student, teacher, and administrator levels. The conference might also cover equity in terms of learning online, meeting the needs of students in special education, and identifying who in the state of Ohio is successfully meeting student needs, improving instructional practices, and supporting administrators. The committee will share suggestions for conference panelists with the Core Team.

Impact Evaluation Committee: *Dr. Barb Hansen, Chairperson*

The Impact Evaluation Committee addressed four major topics. First, Dr. Barb Hansen shared thoughts on the Teachers of the Visually Impaired (TVI) Consortium study. The committee reviewed the data and the final report and is proud of the turnout. The TVI program is entering its fourth cohort. Second, members discussed the candidate survey that assesses the pedagogical skills of dually licensed candidates compared to those with single licensure. The instrument now includes high-leverage practices (HLPs) from the work of CEEDAR and has been in the development process for five years. After a pilot test with 300 students, it proved to be a strong instrument with a .97 reliability. Dr. Hansen asked Compact members to consider the best ways to use the instrument, and suggested it be used in some way by Compact-funded IHEs in their annual reports to the Compact. Dr. Howley is currently working on an interview study on the program completers that would include a random sample of 100 or so candidates and collect data through interviews or focus groups. Third, the committee considered the sustaining value of the evaluations for the simultaneous renewal grants and asked what institutions and partnering schools have gained from these efforts. Dr. Howley will also help determine the best route for continuing evaluation of Partnership Grants. Fourth, Dr. Hansen suggested continuing conversations on adding a more objective data element to the Incentive Grant Annual Report.

Low Incidence Committee: *Dr. Sally Brannan, Chairperson*

Updates from the Low Incidence Committee focused on the collaborative working groups and the consortiums. Dr. Sally Brannan discussed how groups are adjusting for virtual learning,

particularly virtual opportunities for fieldwork and practicum. Dr. Karen Koehler and Dr. Doug Sturgeon, with the TVI Consortium, discussed practicum experiences for students in the TVI program. Due to the pandemic, most summer camps have been canceled but the Ohio State School for the Blind (OSSB) is offering virtual summer camps so the TVI students can engage virtually for their practicum. The TVI Consortium is entering its fourth cohort and is continuing to make positive gains. Assignments have also been adjusted to meet the state standards.

Dr. Brannan shared updates about new programs—the teacher of the deaf/hard of hearing (ToD/HoH) consortium, an orientation and mobility program, and an intervener certificate program. The first cohort of 14 for the D/HoH consortium will start in July 2020. Jamie Clifton (a researcher who helped evaluate the TVI Consortium program) also reviewed the TVI Consortium study with the committee, noting the strengths and areas that might be improved. Dr. Brannan said the committee appreciated the direct suggestions. To conclude, members discussed ways to keep students engaged during the pandemic by utilizing ideas from state websites (e.g., the Ohio Center for Autism and Low Incidence, OCALI). Committee members shared resources and how they might be used to support learning by committee member groups.

Policy Committee: *Deb Tully, Chairperson*

Ms. Deb Tully provided updates from the Policy Committee on licensure requirements and supporting first-year candidates. Members of the committee will work on a formal policy paper to provide flexibility to district standards and requirements. The policy will be temporary and have an end date to address the COVID-19 pandemic and will ensure the pedagogical aspects of training are still present. For example, teachers will require some training or professional development when asked to work outside their expertise. Four or so committee members will work with the legislature, a representative from the Buckeye Association of School Administrators (BASA), and Dr. Telfer to create a document. Groups are also collaborating with one another to determine the best way to support first-year teachers during the pandemic. Ms. Tully concluded by announcing the dual licensure status will be official by July 1, 2020 and next steps include developing new programs with the help of institutions in the Deans Compact.

Dr. Murray thanked everyone for their efforts and introduced Dr. Carol Ann Tomlinson for the second portion of her presentation on reshaping educator preparation.

Reshaping Educator Preparation: Part II

Carol Ann Tomlinson, PhD, William Clay Parrish, Jr. Professor and Chair of Educational Leadership, Foundations, and Policy; and Co-director of the Institutes on Academic Diversity at the Curry School of Education, University of Virginia

To begin, Dr. Tomlinson reviewed the content that was covered on day one and asked the group to consider improvements to educator preparation moving forward. The presentation

covered three additional mind-shifts: creating a humanizing learning environment, building community in the classroom, and re-thinking curriculums.

First, for teachers to create a humanizing learning environment for students, it is necessary to understand the students' critical needs. Dr. Tomlinson discussed going beyond caring about children and instead caring *for* them (i.e., Empathetic Teaching). To teach with empathy, teachers must provide a flexible learning environment that focuses on individual needs and creates opportunities for collaboration. Dr. Tomlinson compared this approach with highways and exit ramps—at times classrooms need to stay on the “highway” with teaching everyone the same concepts and issuing the same assignments, but teachers also need a plan in place with “exit ramps” to help students who are more likely to encounter difficulties or need extra challenges.

Second, teachers at younger levels are more likely to build community, whereas teachers of older students tend to focus on the content. Dr. Tomlinson suggested modeling diversity within the classroom and finding ways to cultivate students' voices. A suggested activity was for teachers to ask the children a topical question at the start of each school day, allowing the children to discuss and debate it.

Third, to re-think curricula, teachers need content and activities that enable students to make meaning, solve problems, apply and transfer knowledge, and own their learning. Dr. Tomlinson compared the process to making dinner, where a teacher can create several meals with one set of ingredients (i.e., teachers should present content that meets a set of standards but is not limited by them).

To conclude, Dr. Tomlinson provided first steps for accomplishing these mind-shifts. Steps included: having ongoing discussions with colleagues and like-minded people, developing one's own as well as collaborative visions, emphasizing student needs and encouraging collaboration between them, and asking teachers to create flexible plans and develop long-term projects in the classroom.

During the presentation, Dr. Tomlinson provided illustrations of the materials and referenced empirical research and texts, most of which were included in the slide deck (see meeting packet). Participants used the chat box again for discussion and questions—comments and questions were relayed by Dr. Telfer. Topics for discussion included the Black Lives Matter Movement in relation to developing a critical understanding of teacher identities through building trust with students and creating a classroom that embraces failure as a growth experience. One participant asked about Dr. Tomlinson's new book: the current title is *From Standardization to Learner Synergies*; its release date has not yet been determined.

Chair Wrap-up/Other/Next Steps
Dr. Mary Murray, Compact Chairperson

Dr. Murray thanked members, shared the 2020-2021 Compact schedule, and asked everyone to complete the evaluation form. A survey link for the evaluation was included in the chat box and on the PowerPoint slide and will also be sent via email. The meeting adjourned.

2020-21 Meeting Schedule

- September 10 – 11, 2020 Virtual
- December 3 – 4, 2020 – Virtual
- March 25 – 26, 2021 – OCLC, Dublin
- June 10 – 11, 2021 – OCLC, Dublin

8th Annual Statewide Conference: January 13-15, 2021