

**Ohio Deans Compact on Exceptional Children, Quarterly Meeting #4
June 10-11, 2021**

Meeting Highlights Day 1

DAY 1, JUNE 10, 2021

3:15 pm WELCOME, OVERVIEW, & INTRODUCTIONS: *Dr. Mark Seals, Compact Vice Chairperson*

Dr. Seals introduced and welcomed members, thanked DEW members, noted that this is the 4th quarterly meeting of 2020-21, and thanked and introduced the presenters.

3:30 pm UPDATE/EXCHANGE WITH STATE LEADERS:

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

Joe Petrarca, Associate Director, Ohio Department of Education, Office for Exceptional Children

Dr. Krista Maxson, ODHE, reported that three new forms for program submission have been developed, with Ohio-specific requirements as their common elements; one of these forms should be included with each program submitted. As the forms have not yet been hosted, anyone planning to submit a program this fall should contact Dr. Maxson directly. She noted that the ODHE is updating its website. She then announced that there will be a special Accreditation Coordinators meeting in July to go over any changes, including the Dual License updates. Once a PK-5 generalist is approved, a PK-5 dual crosswalk will be developed. MC standards are using 2020 CEC standards and AMLE; AYA standards are using 2020 DEC and AYA standards. Crosswalks will be available for all 90 programs, and an effort is underway to diversify the Education Profession Advisory Council. In partnership with the Region 8 Comprehensive Network, the IHE workgroup is developing a survey to collect information. It will be sent out at the end of June and be open through August. Finally, Krista referenced the Path Forward to Literacy initiative, noting the demand being created for well-trained reading teachers. She then answered participants' questions from chat. She reiterated that people needing help in getting coordinators should contact her directly. She responded to someone asking who was on the Diversifying the Education Profession Advisory Council (DEPAC); a list was provided. Krista ended her update by stressing the importance of connecting literacy to trauma-informed practice and to math literacy pathways.

Joe Petrarca, ODE Office for Exceptional Children (OEC), opened his update with the *Each Child* infographic and reviewed its strategic planning portion. He then presented the graph of Ohio's landscape for disabilities, sharing proficiency rates for students with disabilities, and graduation rates. He stated "the charge" given to OEC by the State Superintendent: Improve learning experiences and outcomes for student with disabilities, collaborate, realize the vision of Each Child, and plan. Initiatives to engage others include an external stakeholder survey, town hall and focus groups, and two leading committees: a Steering Committee and an Internal Cross-

Agency Committee. Joe then went over the early childhood indicators of disability, as well as the questions that facilitate attending to them. He shared the fact of racial disparities in Ohio, pointing out that, for example, teachers are three times as likely to ID black students, as compared to other students, as students with “emotional disturbance,” and showed a chart displaying the significant disproportionality in Ohio. He then turned to the “big picture” priorities: getting to the problem early, building a strong understanding and a system for early MTSS, and focusing on building educators’ and systems’ capabilities. Finally, he shared a “philosophy of change” statement.

4:00 pm RECRUITING AND RETAINING GREAT TEACHERS – SYSTEMIC ISSUES IMPACTING THE TEACHING PROFESSION:

Education Commission of the States (ECS): *Tiffany McDole, Senior Policy Analyst; Sarah Glover, Assistant Director, Policy; and Joel Moore, State Relations Liaison for Ohio*

The Education Trust: *Eric Duncan JD, Senior P-12 Data and Policy Analyst – Educator Diversity, The Education Trust*

This presentation went into the history of ECS (was started 60 years ago) and the organizations they work with. The presenters posed several key questions: What issues impact the teacher pipeline; how do policymakers think about issues of “teacher quality;” What do we know about the policy landscape affecting Ohio’s teacher pipeline? The presenters spoke about the policy focuses of ECS, sharing that ECS looks at the overlap/lack of overall focus between policy and practice, and then introduced a few interactive word association activities.

4:10 pm Five-minute breakout: Who is a teacher who inspired you, and what is the one quality that made them great?

4:15 pm Presentation continued. Tiffany noted that Instructional Quality is the most important in-school factor impacting student academic achievement and, as a result, policymakers take a great interest in recruiting and retaining effective teachers. Focusing on teacher pipelines and teacher quality today, she shared a graph of the recruitment challenges in the US (outdated but the trends are still the same): Special Ed and STEM vacancies continue to be the specific teacher shortage that worry the nation and states. She discussed retention challenges: 8% of teachers leave the profession every year, about 8% move to new schools, and others leave for “other” reasons (out of line with normal career trajectory). She noted that teachers leave the profession at an alarming rate, and asked: What are we doing that causes teachers to leave? She then shared the negative impacts of these challenges, and stressed that, in order for the trends to improve, teacher pipelines need to generate interest in the field, broaden racial and cultural diversity in the educator workforce, offer solid initial preparation and certification opportunities, provide early career support, improve working conditions, and facilitate teachers’ career advancement. Gaps affecting who becomes a teacher start early— racial representation decreases as students work their way from middle school to HS to IHEs to the workforce. Among the measures used in some states to improve teacher recruitment and retention were parapro and HS student recruitment programs, and the presenters shared which states have such programs. Washington offers a high school teacher academy to help

high school students explore teaching careers, supporting high needs areas by targeting Special Ed and STEM efforts. Just 11 states out of 50 offer scholarships and loan forgiveness to help mitigate the lack of financial incentives for teachers of color; one such example is the Wisconsin Minority Teacher Loan Program. Some recent teacher prep policy trends were noted: states are revising clinical experience requirements in creating new license types, vacancies are being filled through licensure exemptions, and barriers to out-of-state teachers are being lifted. One example noted is Virginia—HB 2037 (2019). In response to the chat topic, “Which ideas have resonated with you so far?” participants gave a variety of examples:

- The need for STEM and special education teachers.
- Have programs for high schoolers.
- Transferring to Ohio is difficult for all teachers. They all have hurdles.
- Between 20% and 45% leave teaching within 5 years (in a case from Alaska, 85% left). PD for mentors of early teachers paid off.
- Only 11 states have requirements for designated planning time during the workday/work week.
- As of 2017, only 17 states had teacher leadership standards.
- Twenty-four states have formal supports/incentives for teacher leadership.

4:50 pm Fifteen-minute breakout: Participants were asked to discuss why people leave, and other challenges that haven’t surfaced. Report-outs were invited; no one engaged. They did look at international comparisons and brought those examples and recommendations to policymakers.

5:06 pm Presentation continued. Two questions were put to the group: What is teacher quality? What are the “right” teachers? The presenters also queried participants’ understanding of four additional questions: Can we identify who is effective? Can we recruit more teachers with attributes that may make them more effective? Can we retain effective teachers at higher rates? Can we use our most effective teachers more strategically? They frequently cited Gershenson (2021). Someone asked, “Do policymakers ever self-assess how their policies affect and maybe hurt teacher retention and maybe chase out high-quality teachers?” Short answer: No.

5:17 Diversity as a Dimension of Teacher Quality

The presenters reported on what states are doing: looking at data, creating targeted recruitment programs (Grow Your Own), developing alternate route programs for teachers, creating teacher residency programs, creating targeted financial incentives, addressing prep and licensure barriers, improving working conditions (including the concept of affinity groups), and improving culturally responsive practices.

5:27 pm DEW Committee in Ohio

Eric Duncan reported on the work of this committee. He reviewed its background in Ohio and talked about why it was important for Ohio to focus on the problem of dropouts. A huge issue is access to information and support through having BIPOC teachers. He then shared the DEW

membership makeup (DC and CEEDAR, supported by the Education Trust), as well as its primary objectives and the two primary products developed through year 1 of the Committee's work — an RFA for IHEs and districts to invest in strategies to make the workforce more representative of the children it serves — and a policy brief with state-level recommendations for Ohio. He gave a shout out to DEW committee members and reported the outcomes for the five DEW meetings that met monthly beginning in December 2020. The meetings involved guest speakers and a combination of small-group work and large-group discussion and dialogue. Special guests included the New Jersey DOE Data Lead; the former Connecticut DOE Director of Talent; Dr. Crystal Belle, Director of Partnerships at EL Education, Inc.; the AACTE Board of Directors Chair-elect; and Yenetta Harper, Director of Office of Educator Effectiveness at ODE. He also provided more details about the RFA for Incentive Grants put out by DEW: Partnership components, including recruitment strategies; cultural competence and self-reflection on bias; support through preparation and entry into the education profession and retention; and sustainability and scalability. Eric concluded his presentation by sharing some of the policy recommendations and funding sources that DEW came up with, including "Fund Grow Your Own Programs," "Elevate the Urgency of the Issue," and "Partner More Strongly with BIPOC Educator Groups to Inform Policies and Practices" for all teachers, but particularly teachers of color. Next steps: meet next year, monitor the progress of Incentive Grants, and expand on and promote policy brief recommendations.

5:45 pm WRAP-UP

Tiffany thanked the DEW members and previewed the work for tomorrow, which will involve a further discussion of Ohio's specific landscape. She shared the ECS's 50-state comparison Ohio profile for participants to review for Day 2.

<http://ecs.force.com/mbdata/mbstcprofgnc?Rep=TRROH&st=Ohio>

She announced that they will be doing a jamboard to close out with participant reflections.

https://jamboard.google.com/d/1Gc5s2mRAvP3xdTqSOnrDfY53FCGJ8JGtiNQ9i_DGvbw/edit?usp=sharing

Mark thanked the presenters and closed out the day.

Day One Meeting Adjourned at 5:52 pm

Meeting Highlights Day 2

DAY 2, JUNE 11, 2021

8:15 am WELCOME, OVERVIEW, & INTRODUCTIONS: *Dr. Mark Seals, Compact Vice Chairperson*

Dr. Seals reviewed yesterday's presentations and topics, and shared insights about teaching work: "It's my daily mood that makes the weather." He noted that there are committee meetings today; the CoP has their own room. There were two new attendees from DEW: Mr. Nathaniel Reese and Dr. Erica Glover.

8:30 am COMMITTEES MEET IN VIRTUAL ROOMS

Incentive Grant CoP: *Drs. Jennifer Ottley, Judith Monseur, and Michelle Duda, Facilitators*

Dissemination Committee: *Dr. Jim Gay, Chairperson*

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

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

Policy Committee: *Deb Tully, Chairperson*

10:00 am COMMITTEE & IG CoP REPORTS

Committee Chairpersons Report-outs

10:40 am RECRUITING AND RETAINING GREAT TEACHERS — SYSTEMIC ISSUES IMPACTING THE TEACHING PROFESSION (continued): Education Commission of the States (ECS): *Tiffany McDole, Senior Policy Analyst; Sarah Glover, Assistant Director, Policy; and Joel Moore, State Relations Liaison for Ohio*

Ohio's Specific Landscape Ohio's Specific Data:

<https://ecs.force.com/mbdata/mbstcprofgnc?Rep=TRROH&st=Ohio>

Participants were given a chance to review the data for Ohio, and then were directed to breakout rooms. While in the 15-minute breakouts, they were asked to discuss "What policies in Ohio are enabling a healthy teacher pipeline?" "What obstacles or gaps do you see, from the ECS data or your own experience?" and then enter their takeaways into a Google form (<https://forms.gle/HRLWnAf717ZUmNpx7>). "Why does Cleveland have different programs and laws in this profile?" is a question that arose in chat. A participant answered that it's an arrangement called the Cleveland Plan that is tied directly to a state deal with Ohio regarding performance issues and other outcome-related needs, so Cleveland's programs differ from what the law dictates for other districts. From Room 5, the group that discussed Ed Rising, one person shared that, from her vantage, not many of the 7-12 students in Ed Rising end up going into teaching, and there are no data available for the percentage from that program who do go into teaching. In discussing the reduction of the induction program from four to two years, the group noted the following statute: (*Innovation Grants*) *Ohio Rev. Code Ann. § 3319.57*. Back in

the main room, the presenters summed up the input from the forms. There were callouts to mentoring and Grow Your Own, and some obstacle and gap themes came up around teacher pay and equitable pay, as well as getting GYO to a place of sustainability. There were questions about data on these programs and their outcomes; valuable data are missing. Questions that surfaced included: Why is there not up-to-date data on teacher shortages? Tiffany answered that, all across the country, getting these data is particularly challenging, and tracking teachers across their careers is really hard. The main challenge is matching as people move through the pipeline; it's mainly an infrastructure issue—different systems don't talk to each other. Kentucky has data systems for tracking shortages, and Georgia, North Carolina, and Tennessee also have robust data systems. The Data Quality Campaign helps states figure out how to use federal dollars, so that is another organization to check out. Should Title II data be included? Is it useful, when looking at program entry and completion? "Alternative Route programs" is a Title II definition and mechanism. How are mentor teachers compensated? The answer is that, with teacher-leader endorsement, they can get a stipend, determined at the local level and bargained through an additional contract. And Grow Your Owns: are they funded at the federal level, and has legislature authorized funds for that? Presenters will provide the information on these statutes.

The Systemic Approach to Supporting the Teacher Pipeline

What does it take to support a healthy educator pipeline? We discuss this with policymakers a lot. Policymakers get the ECS briefs and often say "I've never heard any of this," so ECS is a resource to help policymakers better understand their own landscape. Also, the ECS Ohio Profile will be updated in 2022. The presenters shared an article about the four dilemmas in system reform: <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/transforming-schools-an-entire-system-at-a-time>

1. The Accountability Dilemma (Internal commitment and accountability are key in addition to external accountability).
2. The Policy-overload Dilemma (systems are too complex, too vague, or have too many priorities. Lack of focus and ad hoc policies negatively impact systems and teachers).
3. The Capacity-building Dilemma (need for capacity building is too often underestimated. Do systems have the people who can help in this?).
4. The Sustainability Dilemma (financial and frameworks are often not put in place to make reforms long-term).

Sara Glover presented on the example case of Washington. Joel Moore from ECS shared in the chat the following report:

https://learningpolicyinstitute.org/sites/default/files/product-files/Long_View_REPORT.pdf

Washington is engaging in GYOs, Flexible and Affordable Pathways, Alternative Route Block Grants, Teacher Shortage Conditional Scholarships, etc., and Addressing Barriers to Entry (rethinking entrance assessments, and balancing exclusion with maintaining high quality admissions). The Washington strategic plan is a good resource:

<https://drive.google.com/file/d/1nSWTzgR4207gHr6Oe0fLI7WOtysD7y4G/view>

Washington is also targeting retentions through Educator Support programs, investing in school leaders, and increasing the beginning teacher salary.

11:41 am WRAP-UP FROM COMMISSION PRESENTERS

Note from Deb Telfer in chat: RFAs for the next two-year funding cycle are posted on the Compact website. Proposals are due by July 16. Watch for the Improving Literacy Partnership grants (round 3) RFA, which will be released on Monday, June 14.

11:45 am CHAIR WRAP-UP/OTHER/NEXT STEPS

2021-22 Meeting Schedule:

QUARTERLY MEETING #1: SEPTEMBER 9-10, 2021 (Virtual)

QUARTERLY MEETING #2: DECEMBER 2-3, 2021 (Virtual)

9th ANNUAL STATEWIDE CONFERENCE: JANUARY 26-28, 2022 (Virtual)

QUARTERLY MEETING #3: MARCH 24-25, 2022 (In-person - tentatively)

QUARTERLY MEETING #4: JUNE 2-3, 2022 (In-person - tentatively)

Quarterly Meeting Times for Virtual Meetings:

P20 Literacy Collaborative: Day 1 of quarterly meeting from 9:30 am – 2:00 pm

COMPACT MTNG: Day 1: 3:00 – 6:00 pm; Day 2: 9:00 am – 1:00 pm

Quarterly Meeting Times for In-person Meetings:

P20 Literacy Collaborative: Day 1 of quarterly meeting from 9:30 am – 3:00 pm

COMPACT MTNG: Day 1: 3:15 – 7:30 pm; Day 2: 8:00 am – 2:00 pm

Compact Diversifying the Educator Workforce (DEW) Committee & Statewide Action Forum Meeting Schedule:

QUARTERLY MEETING #1: SEPTEMBER 2, 2021 9:00 am to Noon (Virtual)

QUARTERLY MEETING #2: NOVEMBER 18, 2021 9:00 am to Noon (Virtual)

QUARTERLY MEETING #3: MARCH 17, 2022 3:00 to 6:00 pm (In-person - tentatively)

STATEWIDE ACTION FORUM: MARCH 18, 2022 TIME TBD (In-person - tentatively)

QUARTERLY MEETING #4: MAY 26, 2022 10:00 am to 2:00 pm (In-person - tentatively)

Deb Telfer asked people to keep an eye on the DC website for RFA updates.

Meeting Evaluation: Dr. Seals asked members to fill out the evaluation form.

Day Two Meeting Adjourned at 11:46 a.m.

Appendix A
Participant List, June 10 - 11, 2021

Elena Andrei, Cleveland State University
Sandra Beam, Shawnee State University
Shawna Benson, Ohio Center for Autism and Low Incidence (OCALI)
Cynthia Bertelsen, Bowling Green State University (BGSU)
Jane Bogan, Wilmington College
Sally Brannan, Wittenberg University
David Brobeck Walsh University
Kim Christensen, BGSU
James Clifton, WFA
Sue Corbin, Notre Dame College
Reva Cosby, Trotwood Madison City Schools, DEW Committee
Christine Croyle, OCALI
George Csanyi, State Support Team (SST) 7
Kristall Day, Ohio Dominican University
Ky Leigh Davis, Muskingum University
Mary Lou DiPillo, Ohio Deans Compact, Youngstown State University (YSU)
Daria DeNoia, Ohio Education Association
Michelle Duda, Implementation Scientists
Marged Dudek, WordFarmers Associates (WFA)
Stanley Dudek, WordFarmers Associates (WFA)
Eric Duncan, The Education Trust
Pam Epler, YSU
Earl Focht, Ohio Department of Education, Office for Exceptional Children (OEC, ODE)
Joe Friess, Wauseon Middle School
Jim Gay, Ohio Leadership Advisory Council (OLAC)
Erica Glover, Akron Public Schools, DEW Committee
Sarah Glover, Education Commission of the States (ECS)
Jessica Grubaugh, Mount Vernon Nazarene University
Barb Hansen, Muskingum University
Crystal Hawthorne, YSU, DEW Committee
Aimee Howley, Ohio University (Emerita); WFA
Tanya Judd Pucella, Marietta College
Ann Kaufman, Marietta College
Charles Kemp, Shawnee State University
Lois Kimmel, AIR, CEDAR Center
Karen Koehler, Shawnee State University
Steve Kroeger, University of Cincinnati
Dave Leitch, Cedarville University
Paul Madden, Shawnee State University
Krista Maxson, Ohio Department of Higher Education (ODHE)

Tiffany McDole, Education Commission of the States (ECS)
Ginny McCormack, Ohio Dominican University
Tom McGee, ODE, Office of Educator Licensure
Amy McGuffey, Wittenberg University
James McLeskey, CEEDAR Center, University of Florida
Judith Monseur, University of Cincinnati System Development & Improvement Center (UC SDI)
Joel Moore, Education Commission of the States (ECS)
Michele Moore, SST 5
Mary Heather Munger, University of Findlay
Mary Murray, BGSU (Emerita)
Jennifer Ottley, UC SDI Center
Karel Oxley, OLAC
Peter Paul, Ohio State University
Alex Pavlik, UC SDI Center
Joe Petrarca, Office for Exceptional Children, Ohio Department of Education (OEC, ODE)
Leigh Anne Prugh, Xavier University
Amy Queen, Shawnee State University
Nathaniel Reese, Shaker Heights City Schools, DEW Committee
Meg Reister, Franciscan University of Steubenville
Kathy Richards, UC SDI Center
John Saylor, Ohio Center for Deafblind Education (retired)
Laura Saylor, Mount St. Joseph University
Mark Seals, BGSU
Dawn Shinew, BGSU
Everrett Smith, University of Cincinnati
Kelli Smith, Shawnee State University
Sheila Smith, OCALI
Emily Sobeck, Franciscan University of Steubenville
Doug Sturgeon, Shawnee State University
Deb Telfer, UC SDI Center
Deb Tully, Ohio Federation of Teachers
Jesse Tumblin, WFA
Andy Wahlenmaier, PPA Agency
Kathy Winterman, Xavier University
Richard Welsch, University of Toledo
Carrie Wysocki, Ohio Northern University
Tori Zascavage, Xavier University

Appendix B: Notetaker Summaries and Committee Chairperson Notes
Day 2: 8:30 to 10:00 am Committee Meetings

10:00 COMMITTEE & IG CoP REPORTS Committee Chairpersons Report-outs:

Incentive Grant Community of Practice

Drs. Jennifer Ottley, Judith Monseur, and Michelle Duda

The CoP heard share-outs from the Incentive Grant teams. The teams each shared the work they have been doing over the last two years. They shared how they were able to overcome challenges in the implementation of their grant. One thread heard throughout was about resilience and persistent in tackling their challenges, and their ability to demonstrate how they overcame. The shift to meeting needs of P-12 partners was a big theme, as the impact of pandemic on communities. Some activities were shifted to online and others were set to the side. Grantees shared how they were working and listening to partner needs and how it extended the partnerships to other districts that were not initially in the plan. At one team 40 teachers had completed LETRS training. Meaningful partnership activities had taken place. The Committee discussed how presentation and instruction switched to online made the learning more self-paced and sustainable and accessible. Increased collaboration among cohorts in working across departments (e.g., admissions and marketing) to make the grant more successful and to better support entering teacher candidates and to help faculty as well. Marketing, recruitment, and new instructional models were all underway. The IHE and partner responses to pressures both internal and external were really powerful. Video products and other good sustainable efforts were evidenced.

Dissemination Committee

Dr. Jim Gay, Chairperson

The Committee shared suggestions for keynote speakers (e.g., Jason Reynolds, Crystal Belle, Danita Harris, Hassan Jeffries, Peter Block, Julie Washington, Louisa Moats, Ken McIntosh). Members noted that Jason Reynold's cost may be prohibitive, that Dr. Jeffries is with the Corwin Institute and has a good background in civil rights history, and that Peter Block (from the greater Cincinnati area) focuses on restorative practices and building community, and that Ken McIntosh focuses on PBIS. One other speaker was suggested that might be used to set the stage for the conference – Dr. Wilson Okello is from the UNC-Wilmington who uses storytelling and poetry to present content related to equity.

Possible conference themes were discussed such as Access to Excellence, which might cover a variety of strands and topics including literacy, equity, trauma, and poverty. The Committee wanted to be sure to keep the work of the Low Incidence Committee in the conference strands.

The group liked the format used in the past (OCTEO business meetings, concurrent sessions, and keynotes). The topic of the panels generated some discussion. In the March meeting the Committee indicated that a panel of students talking about the benefits of the dual licensure program might be instructive, as might a panel of parents.

Other discussion items focused on recording the presentations and making them available for a period of time after the conference, and using a consistent background that identifies the presentation to let participants know they are in the right place.

The last agenda item discussed involved a review of a new website design. The Committee view the new website mock-up, liked the new format, and shared several suggestions with Andy Wahlenmaier, the website developer.

Impact Evaluation Committee:

Dr. Barb Hansen, Chairperson

The Wisdom of Practice study was presented by WFA. Discussion around the study was fruitful, and the Committee recommended sharing those findings with the Deans Compact as a whole, possibly at the September quarterly meeting.

Discussion addressed mentoring for new grantees focused on inclusive instructional high-leverage practices (HLPs), noting that some institutions don't have enough people (who know about HLPs, for example) to fully staff a team; how to increase the impact as well as the credibility of the grant efforts; the significance of the P12 partnerships and how they helped not just partners but also faculty, even outside of the education field; the evaluation process for the incentive grants and the formative nature of the evaluation efforts. The Committee felt that the current template for grant reporting is an improvement and that grant recipients should be more intentional about preparing for the evaluation and the improvement aspect of the evaluation. Members agreed that how evaluations operate is a strategic question. Effective evaluation is integrated and formative to the process itself.

The Committee discussed the possibility of developing a second book focused on diversifying the educator workforce and decided that seeking editorship for one issue of a curated journal would facilitate a shorter timeline and allow the DEW work to be addressed more broadly and more deeply.

Low Incidence Committee

Dr. Sally Brannan, Chairperson

Compact Incentive Grant outcomes include that the student camps are being held this year in Ross and Butler Counties for children with sensory impairment (i.e., deafblindness, deafness/hearing impairment, blindness/visual impairment). Cohort 2 begins for teachers of deaf and hard of hearing students (D/HoH). The consortium-based intervener cohort also starts in the Fall. BGSU is taking primary responsibility for instruction in ASL, and OSU and Shawnee

will provide direct coursework in the D/HoH Consortium program. The fifth cohort of students in the TVI Consortium will begin its work this fall; 14 students are enrolled.

Jamie Clifton shared information about the WFA study from the first cohort of the intervener program. Candidates appreciated the applicability of the knowledge as well as the hands-on aspect. Based on feedback from participants, program leaders might look at more braille instruction and solving some technology issues.

The Committee discussed strategies for preparing teachers to more effectively support individuals with complex needs and reviewed prior DC materials (e.g., licensure brief) to identify major issues that need to be addressed in the fall in order to move forward in developing a new licensure area or in recommending changes to an existing licensure area (e.g., intervention specialist: moderate/intensive educational needs).

The Committee recognized Dr. John Saylor who recently retired, honoring him for his four+ decades of service to children, their families, and the educators who serve them.

Policy Committee

Deb Tully, Chairperson

Committee members commented on the robust conversation in the small group during day one of the quarterly meeting, noting that the presentations were really good. Discussion revolved around identifying other areas of work, particularly related to DEW, that the Policy Committee should be addressing, noting that increasing legislative efforts to limit “divisive curriculum” and CRT may affect the work. Members acknowledged that not being able to talk about institutional racism in schools or the history of minority exclusion will likely cause negative experiences and perhaps cause even fewer BIPOC individuals to enter the teaching profession.

Deb Tully shared about OEA and the Central State University Mentor Pathways Program to provide mentoring throughout candidates’ four years of the education preparation program to help them through challenges – academic and otherwise. The program, which begins in 2021-22, currently has over 200 applications for mentors and 50 mentee candidates.

Richard Welsch commented that UT has redesigned how it thinks about foundational scholarships and supporting more diverse educator candidates, and is working with local schools in Toledo in particular. BGSU works through its own diversification committee and the Culturally Responsive educators student organization has grown into a great community for students to find and support one another; it is almost therapeutic. Krista Maxson described collaborative efforts under way (e.g., ODHE and ODE through the DEW Advisory Council, the AACTE Consortium through OU). Krista also reported that ODHE is in process of hiring an Ed Prep director and described her first experience with the state budget process, noting that it has been an interesting year.

Deb Tully urged the Committee to think about whether we're making the teaching profession attractive enough; we need to not only get the students, but ensure that the workplace they are entering is positive. Thomas McGee will talk with Yenetta Harper to identify other initiatives to support this work and ask her reach out to Deb with any information she might have.

Conversation continued about how the political climate can affect that domain of the work, given that the DEW and the equity initiatives in legislation currently are being challenged in the State Board of Education. How public institutions have to conduct themselves could become an issue. The budget they are introducing can also affect these programs, so we have to closely watch that legislation as it continues.

Members discussed the importance of radically re-looking at the curriculum as well as "teaching online learning" courses that candidates have to go through. It's a different skillset, so we need to rethink the way we evaluate and place students. There are student teaching implications, as well as teacher candidates attitudes both positive and negative. The placement of student teachers given the many different instructional models is another issue around which the EPPs are being intentional as they review curriculum.

The "academic slide" and the extent to which academic performance has been negatively impacted by COVID was discussed. Someone commented that the percentage of kids who suffered matched the number of kids who found it better for them and it boosted their experience and learning. The group considered: How can we collect data on positive impacts to possibly address negative impacts? What is virtual doing to in-person collaborative skills? What are some hybrid models that we might have not thought about before? How can we stop and think about 'what did we learn and what did we find works better?'

With regard to remote learning, how do we determine which students should be remote, and how should it be done, and what differences should be considered for elementary versus MS and HS students. Finding out who it benefits and who it does not is important. Should there be meetings before a student is allowed to be a remote learner and how do Ed Prep teacher candidates learn how to help schools and families to also make those decisions and recommendations? Members suggested starting with practical considerations. For example, start with health-impacted or immune-compromised students. Consider the issue of candidates doing better online but not being allowed to because of the terms of the licensure—if their learning is all online, how do we certify them to teach in person? Figure out how to handle field work and observations online; how can making it part of the field experiences options for our candidates broaden our options? Similarly, consider remote supervision and the relationship between the candidate, the supervising teacher, and the EPP sponsor. These are all new circumstances given virtual and hybrid for both P-12 and EPP IHE programs.

A member asked if ODE has considered developing an endorsement/ licensure track for online teaching, because it is a different skill set. Tom McGee expressed concern related to employability asking if the scope would be too narrow for graduates to be able to find jobs and whether EPPs would be able to find students. Creating the license is easy, but obtaining data to

inform the development process is difficult. Making sure that students are adequately prepared to deal with difficult situations that come up in person is a concern.

The possibility of aligning an online teaching endorsement with the reading endorsement was raised with the endorsement being a validation of candidate skills, so they'd be more prepared to go into a place that does focus on mainly online or hybrid.

Educator professional conduct in relation to online issues was discussed and Deb Tully asked members how they approach the professionalism issue with pre-service candidates. Bowling Green integrate this throughout their programs; however, the programs were built within the context of a face-to-face environment. Online issues have added new dimensions (e.g., the private messaging; what teachers or students have in the background; what do you do if a parent is on-screen doing something inappropriate, etc.).

A question was raised that led to a clarification of the dual license and grade banding. Tom indicated the licenses are all in place in grade banded areas and Krista reported that there are crosswalks being prepared (which should be ready for dissemination next week) that will clarify questions further.