

Ohio Deans Compact Meeting of September 10-11, 2020

Meeting Notes

The Ohio Deans Compact (DC) met virtually on September 10-11, 2020 using the Zoom utility. Compact Chair, Dr. Tachelle Banks, served as moderator. Sessions over two days included presentations from state leaders, updates from Committee members, reports from the chairs of DC committees and incentive grant community of practice (IG CoP), and a two-part presentation, “Diversifying the Educator Workforce,” by keynote speaker, Dr. Wil Del Pilar and his colleagues, Kayla Patrick and Eric Duncan. Dr. Karin Chenoweth joined Dr. Del Pilar for the second part of his presentation (on Day 2) to discuss her case study on closing the equity gap. Committee reports on Day 2 were provided as follows:

- Incentive Grant Community of Practice--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); and
- Policy Committee (Deb Tully, Chairperson).

Day One: General Session

Welcome, Overview, and Introductions

Dr. Tachelle Banks introduced herself as the Chairperson of the Ohio Deans Compact. She welcomed everyone to the first meeting of the year and introduced the following new members: Dr. David Brobeck, Walsh University; Dr. Kathie Maynard, University of Cincinnati; and Kim Christensen, Bowling Green State University.

Update/Exchange with State Leaders

Ohio Department of Education, Jo Hannah Ward, MEd, LMHC, Director, Office for Exceptional Children. Ms. Ward began her presentation by introducing the ODE [“Reset and Restart”](#) website, which has information regarding school reopening. She highlighted resources on the site’s landing page, including the *Planning Guide*, which has been shared with districts. She identified some topics of interest on that page, noting that the discussion of each topic includes information and resources. An Ohio map on the landing page also outlines the restart plan for districts across the state,

showing which districts will be starting the school year in-person, virtually, or as a combination of the two approaches.

Ms. Ward then discussed the implementation phase of the state's plan to improve learning experiences and outcomes for students with disabilities. She identified three foci for the work: multi-tiered system of supports (MTSS), professional learning, and postsecondary education and experiences. She noted that these foci address equity. She also noted that disproportionality is an equity indicator that will become a focus for the state next year and beyond. Noting that the state calculates disproportionality across 14 criteria and seven student demographic categories, including academic and disciplinary data, she explained that districts would continue to report these data. Unlike in past years, however, district data now will be compared with state averages. The state uses a risk ratio threshold to determine when districts must take action to address disproportionality, and state leaders have proposed lowering this threshold in the next year or two. Such a change will impact additional districts. Currently, Ohio's threshold is one of the highest in the United States.

Next, Ms. Ward shared feedback from the field on proposed rule changes to the Operating Standards. She reported that the state is considering comments from the field, and she plans to present the final revisions to the standards in November or December.

She also noted that family involvement is critical for reaching students, specifically students with individualized education programs (IEPs); and she encouraged teachers, intervention specialists, and others to reach out and maintain that contact with families this year. She concluded by discussing the state plan's relevance to educator preparation programs. She asked faculty in educator preparation programs to continue considering equity (along with their P12 colleagues) and also to take a stake in what is happening in districts this year.

Ohio Department of Higher Education; Krista Maxson, PhD, Associate Vice Chancellor for P-16 Initiatives. Dr. Krista Maxson shared an update on the Program Review working group and its progress since the last Deans Compact meeting. The working group met throughout the summer. Dr. Maxson highlighted the group's key discussions and plans for the coming year. She said she had hired an Ed Prep Consultant, and the working group is now the "Ed Prep Program Review Committee." She reviewed the updated membership list and noted that the group will continue to meet throughout the coming year. Plans for this year include developing a calendar for state reviews that will align with CAEP site visits and designing a video conference option for answering questions that would include faculty panels and program personnel. She emphasized that this is a continuous improvement process and will take

time to implement fully. She noted that this year there will be no change for institutions. On ODHE's end, faculty panels will conduct their reviews using the current feedback forms. She has developed an advisory committee made up of Deans Compact leadership, and this group has established three working committees that are developing program standards for the new inclusive dual licensure programs. Finally, she shared that CAEP's Vice President of Accreditation has offered to visit with Ohio deans of educator preparation programs to answer questions sometime after September 15th.

Diversifying the Educator Workforce: Part I; Wil Del Pilar, PhD, Vice President of Higher Education Policy and Practice, The Education Trust

Dr. Tachelle Banks introduced the keynote speaker, Dr. Wil Del Pilar, Vice President of Higher Education Policy and Practice at The Education Trust. Dr. Del Pilar acknowledged that this is a difficult time in our history and that everyone is in a different place in terms of how the pandemic impacts them. He thanked the group for being here and introduced two colleagues: Eric Duncan and Kayla Patrick, Senior Policy Analysts with The Education Trust. Dr. Del Pilar then presented the mission of the Education Trust and the organization's work to expand equity, increase college access and completion, and engage diverse communities to assist with this work. He emphasized that the current moment is critical—that more than 50 million K-12 students may not have access to classrooms this year, and the students impacted most severely are likely those who are already disadvantaged. He then addressed the Ohio context specifically, saying that there have been longstanding and persistent gaps for Black and Latino students, as well as English Learners and students with disabilities.

Dr. Del Pilar explained that, before COVID, the education system was not working for all students, and he hoped that the disruption due to COVID could be an opportunity to reimagine a more equitable future. He then addressed four critical steps for educators to take in order to create anti-racist spaces in education: Acknowledge your personal biases and stereotypes; listen to the experiences of others, particularly people from marginalized groups; create safe spaces; and address the complexity of racism in the curriculum.

Participants then broke into small groups to discuss the role of educator preparation or teacher professional development in closing opportunity gaps in education, and the obstacles to closing gaps. After the discussion, a participant stressed that recruitment is a challenge in higher education, while another noted that anti-racist (and other anti-bias) learning needs to begin early in students' schooling (e.g., with students in K-12 schools).

Kayla Patrick then addressed the group. She discussed a report released in January on inequities in advanced coursework in K-12 education. She highlighted that this is a systemic challenge, and that Black and Latino students are locked out of these courses across the curriculum, including in the gifted and talented programs, which are often a gateway for advanced coursework. For example, in order to achieve fair enrollment Ohio would need to double the enrollment of Black students in AP courses. Ms. Patrick noted that Ohio is one of the worst states in the country in terms of representation for Black students in gifted/talented programs and AP courses. These disparities often result from tracking in schools, keeping Black students from enrolling in advanced courses even when those courses are available.

Ms. Patrick then addressed action steps, talking about the importance of setting clear goals and using data to identify barriers to access. She recommended that states invest in expanding access by altering eligibility criteria. She suggested the use of automatic enrollment policies (e.g., all students with particular screening scores or GPAs) as a possible means toward that end. Finally, she shared that students from marginalized groups who enroll in advanced courses should be supported to ensure they have access to what they need in order to be successful. She then introduced questions to guide discussions in small groups; she asked the audience to consider what data are available in districts, what actions districts can take, and how educator preparation programs need to shift to address the issue of underrepresentation, including barriers to access at the state and district level.

After the breakout group discussions, Ms. Patrick turned to the issue of school climate. She explained that students of color are subject to disproportionate suspensions and expulsions. They are being sent the message that they aren't welcome and don't belong in schools. Schools, she said, should seek to foster equitable learning environments and incorporate systemwide practices and policies to achieve this. She noted that Ohio has recently passed legislation that prohibits suspension for minor offenses in early grades, and this is a move in the right direction. She encouraged districts to look at their data, including data from school climate surveys, and to have a clear and transparent discipline policy in place that minimizes lost instructional time. She also recommended that schools have the staff, such as school counselors, psychologists, and restorative justice coordinators, needed to support students. Finally, she said that schools also should engage with families and communities when building their discipline policies. Dr. Del Pilar noted that these are areas the teacher preparation programs can address.

Eric Duncan then discussed investing in equity and educator diversity. He began by stressing that equity requires all students to have access to educators who have in-depth knowledge of content and pedagogy, understand the diverse needs of students, hold students to high expectations, actively engage students in the learning process,

intentionally reflect on their beliefs and practices, and demonstrate a shared responsibility for the learning of all students. In reality, he explained, already-marginalized students do not have this experience in their educational settings. For example, he noted that research shows that teachers of color are often better at engaging these practices with students of color. Yet teacher demographics, including in Ohio, don't match student demographics.

Further, educators often feel unprepared to create culturally responsive, anti-racist classrooms. He highlighted school integration policies and the negative impact these policies have had on Black teachers. He shared that 38,000 Black teachers lost their jobs after *Brown v. BOE*, for various reasons, including intentional efforts to prevent Black teachers from teaching White students. In a breakout session, groups used a "Talent Management Inventory Handout" to identify practices in Ohio that support culturally responsive teaching and to facilitate discussion about how Ohio can support systems change in this area.

After the breakout session, the audience asked about specific policies that have been shown to work. Mr. Duncan noted that some practices are included in the handout, and he addressed additional ideas while stressing that this work begins at the lower grade levels by letting students know that there is a place for them and a pathway to becoming educators. He also addressed retention and recruitment in higher education and within districts, noting that some districts are recruiting from specific groups already aligned with education, such as from paraprofessionals, librarians, and others, and that this practice can be used intentionally and in conjunction with efforts to reduce barriers. Dr. Del Par wrapped up the conversation, noting that there is much work to be done to ensure equitable outcomes for all students. He thanked the audience for their engagement.

Wrap up

Dr. Banks thanked the keynote speakers. She reiterated that knowing and understanding the relevant data is an essential prerequisite for moving toward having real and tangible impacts on students from marginalized backgrounds. She closed by thanking the audience for their contributions.

Day Two: General Session

Welcome & Overview of Schedule

Dr. Tachelle Banks (Compact Chairperson) welcomed everyone to Day 2 of the Deans Compact meeting. She briefly reviewed the agenda items and thanked Dr. Mark Seals for taking on the role of Vice Chairperson for the Compact. Dr. Seals is the Director of

the School of Teaching & Learning at Bowling Green State University and is a member of the Dissemination Committee. Dr. Seals was also asked to facilitate the committee reports later in the morning. Before breaking into committee groups, Dr. Banks asked Compact members to add their names and email addresses to the Zoom chat, for attendance purposes. At the end of the meeting, an evaluation link will also be sent via the chat; it will also be emailed by Dr. Aimee Howley of the Impact Evaluation Committee. Members then broke into their committees for the next hour and a half. The DC committees are as follows:

- 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: Ms. Deb Tully, Chairperson

After the committees met, members reconvened. Committee facilitators and/or chairpersons reported-out the main discussion points from the committee meetings. Dr. Seals asked that the committees also provide an overview of their committee's purpose as a way to acquaint new DC members to the committees' roles and functions.

Committee Reports

Incentive Grant CoP; Drs. Jennifer Ottley, Judith Monseur, and Michelle Duda, Facilitators. The purpose of the CoP is to work together, in an effort of shared inquiry, to build inclusive practices across Ohio and support members of the community of practice in implementing and promoting these practices in their institutions of higher education (IHEs) and in partnership with school districts. Many members are working on dual licensure programs, and, through those efforts, are taking steps to promote inclusive practices and strengthen partnerships.

The Incentive Grant CoP meeting had 33 participants including the facilitators, a notetaker, several observers, and the committee members. Dr. Duda and Dr. Monseur welcomed the group, reviewed the agenda, and asked participants to add their names and institutions in the chat for attendance purposes and to also indicate if they were new members. The facilitators noted that the documents pertaining to the meeting were linked in the chat and will be added to The Deans Compact Community of Practice (CoP) Hub (<https://www.ohiodeanscompact.org>). CoP members who do not currently have access to the hub should contact Dr. Monseur (judith.monseur@uc.edu) for permission to join. One new member asked the group to explain the meaning of "CoP": CoP stands for the "Community of Practice" and is a community of learners who

represent incentive grantee institutions that collaborate with and support one another as they engage in Compact incentive grant-related work.

During the session, the committee's work focused on barriers to implementation, and strategized ways to respond to those barriers. The main barrier at this time is that P20 partners will need additional time and space to navigate their responsibilities during COVID-19. Committee members discussed how to target the work by defining an "it" to showcase key components of the work, non-negotiables, and targets. Moving forward, the committee will work with the Impact Evaluation Committee on the high-leverage practices (HLPs), potentially to bridge and unify programs. The CoP looks forward to the continuation of collaboration and transparency in the work.

Q1 Call Recap. Members recapped the first quarterly (Q1) phone meeting. The committee will focus more intensely on documenting the progress made in program implementation and the support and documentation of HLP implementation. It will collaborate with the Impact Evaluation (IE) Committee and provide regular updates on its work and lessons learned from the Deans Compact. Due to COVID-19, most meetings will be virtual. The work will continue to focus on HLPs and will use the Hub to provide opportunities for interaction and shared expertise. The quarterly CoP calls will continue, as will professional learning opportunities. The facilitation team is putting together welcome packets for CoP members, including members' contact information.

Naming and Overcoming Barriers to Implementation of Inclusive Prep Programs.

Dr. Duda provided an overview of the CoP Hub and its "CoP Repository" and "CoP Main Forum." The Hub allows the CoP to showcase its story of collective work to support pre-service teachers and administrators. Members discussed barriers they expect to face or tackle immediately, and asked to share their responses to the following points via the chat or on the CoP forum:

- General challenges with the virtual programs.
- Postponing P20 activities to allow partners additional time to get the virtual platforms underway.
- Encouraging best practices and leveraging technology to serve all students.
- Offering help and support to P20 partners from a distance.

One member shared a new platform, "simSchool," that simulates a real classroom, allowing teachers to run lesson plans with diverse and complex groups of students. The platform also provides assessment data.

Members were asked to contact Dr. Deborah Telfer (Project Director, UC SDI Center) to discuss timelines and alternative deadlines or opportunities to move the work forward. They were reminded that relationships with the partners are extremely important; during

this time there must be flexibility in the work and attention to one's mental health. All the chat-box discussion points will be posted on the Hub.

The "It". The committee discussed a systems approach to effective interventions, effective implementation methods, and enabling contexts that help lead to improved outcomes for all students. Because systems have been disrupted during COVID-19, groups can provide the clarity needed to determine expectations and priorities by defining their "it". A tool Dr. Duda offered as an "it" exemplar described the CoP, its enabling contexts, sessions functions, operationalizing key components, performance assessments, and outcomes. This tool models the work and outcomes and helps build a strong, sustainable community of practice. Depending on the work, it can be used in various ways (e.g., to create a foundation, to spark discussion).

High-leverage Practices. Dr. Duda shared the DC list of High-leverage Practices (HLPs) developed through the research of the IE Committee and partially connected to work sponsored by the CEEDAR Center. The list includes 44 practices focuses on the best practices for educators to use in meeting the needs of all students. In other words, the practices operationalize the concept of "inclusive instructional practice." Committee members discussed ways to use the HLPs to promote inclusivity between the two silos of SPED HLPs and Gen Ed HLPs, and potentially bridge the work between general education and special education. The committee agreed it was important to establish a common focus and influence to promote inclusivity. Members suggested that schools might collectively agree on one or two HLPs each year to move everyone toward the same result, with the IE Committee helping to monitor changes in instruction and measure the effectiveness of these changes.

Wrap-up. The facilitators encouraged members to continue implementing the grants and to seek guidance from them or from Dr. Telfer. The IE Committee will contact CoP members regarding an upcoming research study, and Dr. Monseur will create a Doodle poll for the Q2 call.

Dissemination Committee; Dr. Jim Gay, Chairperson. The dual purpose of the Dissemination Committee is to work with the Core Team to plan the annual conference (e.g., logistics, presenters), and to advertise the conference by disseminating information about the conference to increase attendance.

The Committee reviewed the conference schedule and topic of "Equity Literacy." The annual conference will likely include up to six rounds of breakout sessions, one of which will have a TedTalk with seven presenters in a one-hour period. The schedule also includes OCTEO Business meetings. Members reported that the OCTEO-Deans Compact collaboration is a "plus." Breakout sessions should be tied to the broad version of the conference theme. There was also a question of whether or not participants will

have to select their breakout sessions ahead of time (or, instead, be able to select them on the spot).

Another topic of discussion was that of preservice teachers: how to encourage students who have not yet graduated to attend the conference. A related concern was how to arrange things so that a portion of the keynote speech was tied specifically to their needs and interests. Committee members felt that the virtual nature of the conference will open up opportunities for preservice teachers to attend. Some committee members suggested that the conference be included in their course syllabus. One of the keynote presenters might also be willing to record a short video pertaining to their area of expertise that would also include a few sentences inviting preservice educators to the conference. Preservice educators may benefit from a session on involving parents and supporting parents in their work.

As the theme of the upcoming conference is Equity Literacy, the Core Team may want to discuss its operational definition of “equity literacy.” Equity is especially important now in the pandemic. Remote learning could exacerbate equity issues or help relieve some of them, depending on what actions are taken. The conference’s virtual platform this year will require additional preplanning, and the call for session proposals need to go out as early as possible, ideally by October 1st. The Committee will send their ideas for the panel to Dr. Telfer and the Core Team.

Impact Evaluation Committee; Dr. Barb Hansen, Chairperson. The Impact Evaluation Committee discussed four main points during its session. These points allowed committee members to discuss and offer ideas relating to upcoming studies that Dr. Howley will lead.

The Committee discussed the LISD Impact Study and related new work on the Supply and Demand Study. In terms of the LISD Impact Study, there was general enthusiasm for the importance of this work and its success. Many suggested that it would be useful to build on this study with the proposed Supply and Demand Study. This new work will broaden baseline knowledge about services for students with sensory impairments by focusing on supply and demand of teachers of the visually impaired (TVIs) and teachers of the deaf/hard of hearing (ToD/HHs) across the state. The study will also focus on the availability of certified O&M specialists (COMS) and interveners. Members also discussed the four programs based at Shawnee State University, serving as the LISD Collaborative hub, and being implemented in partnership with other Ohio IHEs—TVI, H/DoD, O&M, and intervener studies.

Second, the committee reviewed the study of simultaneous renewal/partnership grant recipients. Recipients enjoyed the work and felt it was particularly helpful with

strengthening school district partnerships with their institutions. The study found, however, that the initiatives had local rather than transferable impact.

Third, members discussed a new study on the “wisdom of practice” that will look back at recipients of the Deans Compact grants over time to identify and catalog the knowledge pertinent to their transformation from siloed to blended, inclusive programs. This proposed study would involve interviews with Incentive Grant recipients. It was suggested that incorporating questions and insights from COVID-related adaptations into the study, and observing and comparing changes between the study of several years ago and the present one, would be interesting and productive. Another consideration was whether programs should now properly be termed “inclusionary” rather than “dual-licensure.” The starting date for the study is yet to be determined.

Fourth, the group looks forward to collaborating with the CoP Committee and merging their conversations about how to use the newly identified HLPs. A study recommended by the combined CoP-IE Committee leadership would identify the HLPs that faculty in DC institutions believe are most important for beginning teachers. This study might be conducted in place of or prior to the study of how teacher education candidates actually deploy HLPs in their clinical placements. The Committee agreed that the two studies should be conducted with the study of faculty prioritizing preceding the study of candidate use of HLPs.

Low Incidence Committee; Dr. Sally Brannan, Chairperson. Dr. Telfer reported-out on behalf of Dr. Sally Brannan. The Low Incidence Committee’s purpose is to examine statewide solutions to address shortages of personnel to work with students with low-incidence disabilities as well as to determine how the state system might be changed to improve the picture for students and families. Dr. Telfer welcomed two new members to the committee: Kim Christensen (Bowling Green State University) and Jennifer Perry (Shawnee State University).

During its session, the Committee was updated on LISD Collaborative Preparation programs by Drs. Doug Sturgeon, Karen Koehler, and Jennifer Perry. They also considered the LISD collaboration among the four programs housed at Shawnee and being implemented with partner IHEs and other participating organizations (OSD and OSSB). The TVI-O&M Consortium has enrolled its fourth cohort of students in the TVI program; the O&M program is approved and underway. The D/HH program will follow the same format as the TVI-O&M program. The practicum, which was different this year due to COVID-19, was a virtual camp, with student teachers providing support to students in braille, math, K-2, and sports camps. Some graduates from the third cohort have taken positions as TVIs; some have applied for the temporary TVI license that the state made available because of COVID, and some have applied for the full license.

The newly approved O&M program hired Dr. Jennifer Perry to lead the work and is one of the few such programs offered nationwide. The technical certificate in intervener studies for paraprofessionals working with students with combined vision and hearing loss is unique to the deafblind world. The intervener studies program will also help Shawnee develop a career pipeline program in collaboration with a career tech center in Southeast Ohio.

Dr. Craig Howley attended the meeting to discuss the LISD Ohio Supply and Demand Study. It is a first-of-its-kind study to assess supply and demand for educators licensed to work with students with LISD. Few studies have provided numbers to support the claim of shortages of educators for this population, and the LISD study aims to shed light on the issue. Its research question: How well does Ohio's supply of LISD teachers, trained paraprofessionals, and certified orientation and mobility specialists address the need for these personnel? Data from the study will be reported to the Ohio Department of Education. Additional information on this study will be provided at the next DC meeting.

Policy Committee; Deb Tully, Chairperson. The purpose of the Policy Committee is to make recommendations to policymakers regarding actions for strengthening the preparation of all educators in order for them to be better able to work together to improve learning outcomes for all children. Last year, members worked with ODE officials to develop an additional credential (i.e., grade-banded intervention specialist licenses) supporting the implementation of inclusive teacher preparation programs leading to dual licensure.

Committee members spent most of their session reviewing and finalizing the policy paper they will present on supporting districts' employment of fully licensed teachers. The paper addresses the need for teachers in a field to be fully licensed in their area. Members discussed the erroneous perspective that anyone can teach anything, which leads to efforts to water down licensing requirements in an attempt to increase flexibility in the placement of teachers and address shortage areas. The purpose of the policy paper is to underscore the need for all teachers to be fully licensed for teaching the content and grade levels they are assigned to teach.

Members also discussed the role of distance learning, and the need for training to make the most of the virtual environment. The Committee recognized the importance of leveraging distance learning as a tool to reach all children and also of ways to ensure that remote instruction was successful and safe for students with special needs. It was also noted that practices used during virtual instruction might continue in the future (e.g., online classes instead of "Blizzard Bags" during school closures due to weather).

The discussion considered how higher education institutions will need to modify their curricula to incorporate virtual teaching techniques and help candidates see the purpose and value of distance learning. How do you convert the principles of good teaching to good teaching in a virtual setting? How can distance learning be leveraged as another tool to reach all children, meet them where they are, and adapt instruction? The Committee will continue this discussion at the next meeting after talking to colleagues and learning about their concerns and suggestions.

Diversifying the Educator Workforce: Part II; Wil Del Pilar, PhD, Vice President of Higher Education Policy and Practice, The Education Trust

Dr. Banks welcomed Dr. Wil Del Pilar back to the Deans Compact for Part II of his presentation “Diversifying the Educator Workforce.” To help facilitate the discussion, he asked Dr. Karin Chenoweth (Writer-in-Residence, The Education Trust) to join and discuss her case study in Steubenville, Ohio, a district she claims is helping to close the equity gap. Her work uses an “outlier” method to identify schools and districts that are performing well with low-income students and students of color. The presenters asked that participants share their comments and questions in the chat box.

Dr. Chenoweth began by sharing data from nearly 2,000 school districts (varying in size, demographics, funding, etc.) to identify schools’ socioeconomics and achievement numbers. Generally, the richer the district, the higher the test scores for third grade academic achievement. However, even though Steubenville remains one of the poorer districts in Ohio, its achievement scores were two years above the national average, and they had a 99% graduation rate in 2018, making them an outlier. Dr. Chenoweth’s basic research model, adopted from Ronald Edmonds, is to identify schools that produce outcomes of interest, and then observe them and determine what makes them different from less effective schools. Her research in Steubenville will be featured in her new book, with the working title, *Learning from ExtraOrdinary Districts*.

Dr. Del Pilar then asked Dr. Chenoweth a series of discussion questions about her research, including why Steubenville is an outlier, and how the work from Steubenville might be used to make changes in educator preparation programs as well as in other (larger) districts. In the case of Steubenville, Dr. Chenoweth found a close-knit community, a strong leadership team, and a functional school board. There was also an organization culture that was relentless about looking at the data. These factors helped lead to their higher test scores. As for educator preparation programs, Dr. Chenoweth stressed the importance of improving the knowledge of teacher candidates about what it means to teach reading, and the skills to do so effectively. She added that principal preparation programs, like those in Illinois, should include a more rigorous application

process to ensure applicants are prepared and willing to take on administrative roles. Dr. Chenoweth stated that districts of any size will improve if they choose to embrace the data and help create strong administrative leaders that encourage staff members and teachers to use effective instructional methods with all students.

In times of COVID-19, Dr. Del Pilar and Dr. Chenoweth discussed strategies schools are moving forward with to ensure that students have support and meals as well as computers and hot spots for online learning. Dr. Chenoweth began a podcast in the spring of 2020 to discuss these matters; the podcast is entitled “ExtraOrdinary Districts in Extraordinary Times” (<https://edtrust.org/extraordinary-districts-in-extraordinary-times/>).

To close, several participants in the chat posed questions on the topics of a one-curriculum approach, protocols for intervention, and tracking data by race and gender. The presenters shared additional resources from the Wallace Foundation on improving the principal pipeline to improve student achievement. They noted that a copy of that presentation would be emailed to the members along with some supplementary readings. Dr. Banks thanked the presenters for their time and offered an overview of their main points—there is an urgency to sustain the work, leading with data is critical, programs are not solutions and need a supportive culture in order to be successful, leadership is key to improvement, and it is important for everyone to collaborate and engage in improvement efforts grounded in the scientific methods.

Chair Wrap-up/Other/Next Steps

Dr. Banks reminded participants to complete the evaluation form that was sent via the chat and by email at the conclusion of the meeting. She reviewed the 2020-2021 meeting schedule (shown below). The Compact leadership hopes that next year the meetings will be held face-to-face instead of virtual. The meeting adjourned.

Dates for future meetings were listed on the agenda as follows:

- DECEMBER 3-4, 2020: Quarterly Meeting #2
- JANUARY 13-15, 2021: 8th Annual Statewide Conference
- MARCH 25-26, 2021: Quarterly Meeting #3
- JUNE 10-11, 2021: Quarterly Meeting #4