

Ohio Deans Compact Quarterly Meeting
September 9 – 10, 2021
Meeting Summary

Participants in Attendance (via Zoom): See Appendix A

Day 1: September 9, 2021

Welcome

Tachelle Banks, PhD, Cleveland State University and Deans Compact Chair, and Mark Seals, PhD, Bowling Green State University, and Deans Compact Vice Chair

Tachelle Banks opened the meeting. She welcomed all participants and introduced new Deans Compact members and grantees, introducing them to the membership. She introduced new Deans Compact members: Susan Kushner Benson, University of Akron, and a liaison to the “I Promise” School, of the LeBron James Foundation; Laura Saylor, Dean of the School of Education at Mount St. Joseph University; Colleen Mudore, principal of Knollwood Elementary School in the Sheffield-Sheffield Lake City School District and representing the Ohio Association of Elementary School Administrators; and Kathy Demers, Director of Member Development for the Buckeye Association of School Administrators. Tachelle Banks also welcomed and offered congratulations to new incentive grant teams: Priority 1 grantees: Richard Welsch and the team from the University of Toledo and Brian Rider and the team from Marietta College; and Priority 2 grantees: Christa Agiro and the team from Wright State University, Jonathan Breiner and the team from University of Cincinnati; Elena Andrei and the team from Cleveland State University; Kathleen Winterman and the team from Xavier University; and Jason Abbitt and the team from Miami University. She also welcomed universities that received small grants from the Compact to continue planning and participate in the work of the Compact’s Diversifying the Educator Workforce (DEW) Committee: Bluffton University, Lake Erie College, Lourdes University, John Carroll University, and Youngstown State University.

Mark Seals welcomed new incentive grantees under the new priority area of advancing post-secondary options for youth with disabilities: Karen Koehler and the team from Shawnee State University; Kate Doyle and the team from University of Cincinnati; Leah Wasburn-Moses and the team from Miami University; Julie Francis and the team from Ohio University, Pam Epler and the team from Youngstown State University; and Megan Reister and the team from Franciscan University of Steubenville. Under the third round of funding for improving literacy partnership grants, he welcomed and congratulated Mary-Kate Sableski and the team from University of Dayton; Beth Walsh-Moorman and the team at Lake Erie College; and Megan Reister and the team at Franciscan University of Steubenville. The Compact also welcomed SST directors Michele Moore, from Region 5; Julie D’Aliberti, the new director for Region 2; and, returning member, George Csanyi from Region 7.

Updates

Jo Hannah Ward, MEd, LPCC, Director, Office for Exceptional Children, ODE

In providing updates from the Office for Exceptional Children (OEC), Jo Hannah Ward focused on the Annual Special Education Determination, an annual rating given each state on its implementation of IDEA. She commented that this update focus is timely, as OEC has been working with the Deans Compact and they have recently released a new incentive grant focused on improving post-secondary options and educational outcomes. The federal ratings are (1) meets requirements, (2) needs assistance, (3) needs intervention, and (4) needs substantial intervention. Ohio received its determination in regard to areas considered in the federal assessment: Reading and math assessment of students with disabilities in fourth and eighth grades; exiting (percent of students with disabilities who graduated with a regular high school diploma and dropout rate of students with disabilities); compliance criteria; timely initial evaluation criteria; and timelines in regard to compliance decisions.

Our compliance indicators are at 100%--kudos to districts and SSTs for that. However, Ohio is one of 28 states that received the determination of Needs Assistance. This represents a drop in our determination for the exiting category. The percentage of students with disabilities meeting graduation requirements needs to be at least 80%, and we're at 78%.

She sees the state as in a strong position to address this problem. ODE has homed in on secondary education, challenging and supporting each child to pursue a productive post high school path as a lifelong learner and contributor to society. The OEC has also developed *Each Child Means Each Child*, Ohio's plan to improve experiences and outcomes for students with disabilities (posted on the ODE web site). The plan has three focus areas: One, to get to the problem early (statewide model for integrated tiered model of support); a second, to build educators' and system-wide capacity through professional development; and the third, to advance postsecondary experiences and outcomes. Nonetheless, to increase the number of students getting a standard diploma and decrease the dropout rate will take cooperation across the state agencies, higher education, associations, district partners, and parent partners.

She sees key activities to be expanding on the Ohio District Data Exchange early warning intervention and monitoring system aligned to the Ohio Improvement Process; improving adolescent literacy and mathematics instruction; and implementing evidence-based predictors and practices for improving post-school outcomes of students with disabilities.

The most recent incentive grants focus on designing curriculum materials for improving postsecondary outcomes, designing comprehensive PK-12 models, and designing career pathways. She looks forward to working with the incentive grantees as they complete their projects with partner districts. These grants and the other Deans Compact initiatives will help OEC expand its reach and improve programs.

Presentation: From the Margin to the Center—How P20 Collaborative Efforts can Support Equitable Opportunities to Learn and Learning for Every Child and Help Schools of Education become Recognized as a Vital Source of Support to Our Field

Pedro Noguera, PhD, Emery Stoops and Joyce King Stoops Dean of the Rossier School of Education and Distinguished Professor of Education, University of Southern California (USC)

Tachelle Banks welcomed Pedro Noguera and introduced him as a national and international figure who leads with compassion, commitment to equity, and conviction that excellence resides in everyone. He has authored, co-authored, or edited 15 books, most recently *A Search for Common Ground: Conversations about the Toughest Questions in K-12 Education*, and over 250 journal articles and essays for mass media, such as the *New York Times* and *Washington Post*. He serves on the boards of national and regional institutions, including the National Equity Project. He has served as distinguished professor at University of California-Los Angeles, New York University, Harvard, and University of California-Berkley. Among many awards and honors is his 2020 election to the American Academy of Arts and Sciences.

Pedro Noguera opened his presentation by saying that he comes as a colleague, not an expert who has all the answers. As a sociologist he has focused on how what happens outside of school influences what's inside school. Nationally, over the past 50 years inequity as economic inequality has grown, and during that period society has come to see education alone as the solution to poverty. He noted that educators must understand the social context to understand what they're up against. Otherwise, they will continue to, for the most part, reproduce the cycle of poverty, rather than break the cycle. Though there are some exceptions, poverty remains the strongest predictor of academic performance. Its link to racism is rooted in slavery and Jim Crow legislation, which continue to affect Black students, as well as other students of color.

In discussing the social context in Ohio, he noted that poverty rates here are declining. However, Cleveland has the highest child poverty rate of any U.S. city, and Ohio is the only state with more than one city on the top 10 poverty list—Cincinnati is sixth and Toledo is ninth. Poverty is also evident in Appalachian Ohio counties, as well. Class, not just race, is important. Graduation rates for black students in Cincinnati are higher than for white students, largely because many white students are coming from intergenerational poverty. Nevertheless, race remains a key factor. For example, in Ohio, as with many states, the suspension rates for black students far outweigh white suspension rates.

Among the participant comments elicited in regard to child poverty and education in Ohio were the fact that in some school districts at least, the determinant of success was poverty, regardless of race. The need for collaboration with children's services and awareness that poverty affects physical and mental health was brought up as was the importance of teacher candidates' working in high poverty communities was emphasized.

In talking about the marginalization of schools of education, Pedro Noguera believes that their loss of stature since their early beginnings in land grant universities is due to the perception that they aren't academically rigorous and the belief that K-12 education is not as important as other fields. He noted that some criticism is apt. There is work going on in schools of education, but it is not clear that the work is making much difference, in part this is because our ability to document impact is weak. This loss of stature has caused some districts to turn to professionals from other fields, such as

business, to address their needs. Creating opportunities to assist districts requires faculty collaboration in understanding critical problems of practice.

Examples of Ohio collaborative efforts mentioned by meeting participants included dual licensure program development and the Deans Compact itself, and partnerships with local schools. Also, given as work toward equity in schools involved the assignment of effective teachers to classes with high proportions of students from poverty, mentors for new teachers, advocacy of UDL, and modeling co-teaching in on-campus and field-based courses were cited as important factors.

Pedro Noguera proposed that improving equity demands that schools of education be strongly connected to the community and assist Pre-K schools in addressing deep and persistent disparities in achievement based on race and SES. He offered some models of educators in partnership with the community, such as Ball State University, where education majors in their first semester experience a community program with a community mentor; they learn about the culture of the community and the children through supervised participation. He also described the Neighborhood Academic Initiative at USC. The university invested in school tutors and Saturday schools, and this fall 86 youths from those neighborhood schools are coming to USC as freshmen on full scholarship.

Educator preparation programs' relationship with the community must reflect deep engagement with the schools sustained over time. If schools of education close the gap between the university and the community and they are seen as a vital resource, their stature will grow and, most importantly, so will students' success. To close that gap in the interest of equity means educators themselves must be aware of their own biases that may lead to low expectations for some students or strained relationships with students, and especially a tendency to see teaching and learning as disconnected. Teachers who accept responsibility for promoting students' development are a resource for capacity building in the interest of equity, but without shared leadership and collaboration, their potential is under-utilized. For example, in talking with a group of high-achieving black and Hispanic students, Noguera was surprised to find that all 10 students he was talking to said calculus was their favorite subject. They all had the same extraordinary teacher, who was so good that all of these students graduated and pursued a career in a science field. Although administration was aware of this teachers' effectiveness, his skill wasn't incorporated into programs to develop other teachers' skills, helping them work with students with a different language and culture. Not many districts are good at building capacity in these ways.

In conclusion, Pedro Noguera said that racial and socioeconomic disparities in outcomes are reinforced by lack of support for vulnerable students; lack of cultural competence among teachers and staff; lack of effective support for teachers and staff; lack of effective advocacy within schools; and lack of vision at the district and state level. However, he said the good news is that success is happening, here and there, not on a large scale, as he would like to see.

Day 1 Wrap-Up

Mark Seals

Mark Seals thanked the speaker and commented briefly on points that stood out for him. He reminded participants to log in using the Zoom link, which will open at 8:00 a.m. for the 8:15 start of day 2 of the meeting.

Meeting Adjourned: 5:35 p.m.

Day 2: September 10, 2021

Welcome

Mark Seals

Mark Seals welcomed participants and asked them to sign in. He also asked everyone to take time to complete the evaluation survey at the end of today's meeting.

Updates

Krista Maxson, Associate Vice Chancellor for P16 Initiatives, Ohio Department of Higher Education

Krista Maxson pointed out that a manual and forms relating to program approval as well as directions on how to fill out the forms are on the ODHE website. In regard to a Program Review Update, she said her office is still receiving electronic submissions. She noted that there is also a link that takes users to a table listing licensure programs and where the programs will be delivered. The website has not been updated to include new dual licensure programs. Her office is waiting its turn for that. She said IHEs can contact EdPrep@highered.ohio.gov to have crosswalks sent to them.

She then talked about H. B. 110, saying that the computer science update requires computer science for students. A panel of computer scientists, education preparation faculty, and ODE and ODHE staff met last week and decided to approach this requirement via grade bands; participants will have an opportunity to provide input regarding the approach and requirements.

Another update she gave is that the Higher Education Work Group of the Diversifying the Education Profession Advisory Council, an ODE/ODHE collaborative effort that complements the Diversifying the Educator Workforce (DEW) work of the Deans Compact, wanted an inventory of what is happening across the state, so they designed a survey, which was out from June through August. The work group will analyze the data from the survey and share the results. She concluded her updates by thanking the group for enabling her to participate in the Deans Compact meeting, and she asked whether the members would consider submitting their enrollment data, disaggregated by race and gender and ethnicity, to the ODHE. She said perhaps that is something they could commit to in order to know how they are doing, rather than viewing the request as only a compliance requirement.

Meetings and Meeting Reports

All participants

The following groups met in virtual rooms and discussed issues relevant to each: Incentive Grant Community of Practice (CoP) Facilitators: Dr. Jennifer Ottley and Dr. Michelle Duda; 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.

After their meetings, participants re-convened as a whole group and shared main points of their discussion. Michelle Duda, reporting for the *Incentive Grant CoP*, said they spent their meeting time with introductions and addressing the question of “Who are we as a community?” She said this is the largest Incentive Grant CoP to date, and the meeting gave them an opportunity to learn about individuals and teams who make up the CoP’s core community and to learn about connections with regional and national partners. She noted that the theme of solidarity from yesterday’s session characterized their discussion.

Jim Gay, reporting for the *Dissemination Committee*, said their discussion focused on the upcoming conference, January 26 through January 28, 2022. This ninth conference reflects the Compact’s commitment to equity and social justice, and they have selected two of the keynote speakers: Santiago Rincon-Gallardo and Wilson Okello. They also want to invite Pedro Noguera and suggested inviting the Ohio Teacher of the Year. The Committee members discussed break-out presenters for the strands on equity, literacy, OIP connections, cognitive behavioral interventions, and open, collaborative cultures. They would like to involve students in the conference as attendees and perhaps as presenters of poster sessions. A panel session on diversifying the educator workforce and one involving graduates of dual licensure programs were also discussed as were social engagement sessions.

If possible, the Committee suggests finding graduates of dual licensure programs that have been teaching a couple of years for the graduates of dual licensure panel. One idea was to have students create vision boards that illustrate what they have learned in their coursework, and what the students want to do when they begin their careers. The Committee also discussed how to incorporate social activities to promote engagement and identified possible activities such as “Sip & Chats,” Speed networking, breakout rooms by topics, and even a trivia session. These types of events work better with a facilitator assigned to each session, armed with some conversation starters. Members of the Committee may be able to help with these events.

Our usual partners (e.g., SUED, OACTE, OAPCTE, OCPEA, etc.) should be invited to help get the word out about the conference. The Committee suggested also enlisting the assistance of OAESA, OASSA, OEA, OFT, and others.

Barb Hansen, reporting for the *Impact Evaluation Committee*, said they discussed the impact of COVID and issues of masking and vaccines in schools and IHEs. Their main discussion focused on evaluating success and the efforts of the Deans Compact. When they met in June 2021, they brainstormed ideas about future methods for evaluating and documenting those efforts; and in today’s meeting, they prioritized the list. One priority

was to do an effective job in telling the Ohio story, the work of the Deans Compact in effecting change. They agreed to find out whether a professional journal would publish a special issue on diversifying the educator workforce. By the quarterly meeting in December, the committee will have a process and a journal identified. They also discussed the possibility of a video library of high leverage practices, what form such a library should take, and videos that are already available.

Sally Brannan, reporting for the *Low Incidence Committee*, said they have completed phases one and two of the work of the Low Incidence Sensory Disability (LISD) Collaborative—the development of the Teacher of the Visually Impaired (TVI) Consortium as phase 1, and development of the Teacher of the Deaf/Hard of Hearing (D/HoH) Consortium as phase 2—and are discussing phase three (originally slated to address Teacher of the Deafblind (TDB). To assist in developing Phase 3 plans, the Committee heard a presentation by guest Christopher Montgomery, with the Texas School for the Blind and Visually Impaired (TSBVI) Outreach Program.

A fifth cohort is completing the TVI program, and a second cohort is completing the D/HoH program. There are now 39 Ohio counties (44% of the total) with TVIs engaged in/prepared through the TVI Consortium. She reported that the collaborative program offered an extended school year. Butler County and Ross County offered camps for D/HoH students, which were well-received.

Julia Flint reported on the intervener certificate program study, which prepares individuals (most often practicing paraprofessionals) to support children with combined hearing and vision loss, and the results reinforce the idea that there needs to be more braille in the VI curriculum as well as consideration of the course-load and how the courses align with each other. She noted that as they think about moving into year three, they are looking at what Ohio needs to serve the DB population. She concluded by reporting that OCALI shared a new program with numerous resources, including modules that support literacy for all and are aligned with the science of reading.

Deb Tully, reporting for the *Policy Committee* said they had a robust discussion of DEW implementation and made three recommendations: (1) ODE and the Deans Compact should work together; (2) the Compact should advocate and support reporting of data on progress toward the vision; (3) March's quarterly meeting/convening should include reports from IHEs and partners on their status and the vision of what the policy and practices will look like when fully realized. The Committee supported the involvement of applicants that didn't get full funding in the work of the DEW Committee, and noted the importance of involving others also interested in the effort. They talked about schools that have ideas but don't know how to proceed and that the DEW Committee, based on funded project implementation, could specify action steps to realize diversity goals.

The Committee also talked about inclusive teacher preparation programs leading to dual licensure in general and special education. The rules allowing for grade-banded intervention specialist credentials have been approved by the state board, but so far only Ohio Northern University has applied for approval under this option.

Presentation: From the Margin to the Center—How P20 Collaborative Efforts can Support Equitable Opportunities to Learn and Learning for Every Child and Help Schools of Education become Recognized as a Vital Source of Support to Our Field (continued)

Pedro Noguera

Pedro Noguera introduced his presentation as following up on yesterday's session, which focused on supporting and reviving schools of education and the work of supporting schools. Today's session, he said, would offer a framework for thinking about the work and that the framework draws on an understanding of the need for equity and for understanding child development. Successful child development models, he said, recognize research establishing the plasticity of the brain and how stimulation changes the brain in ways that facilitate learning and higher intelligence. Educators can make children smarter by creating safe, stimulating environments; but to do that effectively, teachers need to understand the context in which children live. Educators can work effectively in schools that are struggling by adopting successful child development models and establishing relationships with parents and others within the communities. He identified some of the barriers to such efforts as politics that reflect a lack of will to make learning opportunities available for all students; traditions that serve administrative or other needs rather than student needs; biased beliefs that create low expectations and normalization of failure; and lack of internal accountability, among others.

He noted that research conducted by the University of Chicago Consortium on School Research, identified five essential elements of reform that actually led to sustained improvement: (1) a coherent instructional guidance system in which the entire staff is clear about what they're teaching, how to teach it, and what to do when kids aren't learning. (2) Ongoing and individualized development of the professional capacity of the staff. (3) Strong parent-community-school ties. (4) A student-centered learning culture. (5) Shared leadership. The body of his presentation included examples of cooperative projects in which these elements helped create more equitable school programs. These models included a mathematics classroom at Hollenbeck Middle School in East Los Angeles in which the students are visibly engaged in working at learning mathematics. He noted that such engagement is a key to improving achievement. He offered another model of teacher effectiveness in the work of Jaimie Escalante, whose success was celebrated in the film, *Stand and Deliver*. When researchers studied Jaimie Escalante's methods, they found he motivated students to work hard and won their parents' support in ensuring their recognition of the importance of learning math. Pedro Noguera said there are teachers like him across the country, and schools could capitalize on their methods by sharing them broadly.

Next, Pedro Noguera described the literacy effort at Brockton High School, whose students in 2016 scored highest in the state of Massachusetts. In the 1990s, most of the students at Brockton High failed the state exam. On seeing how badly their students were doing, the teachers at Brockton decided that every teacher in the school had to become a teacher of literacy. With the support of the principal, they worked together, teachers teaching teachers. Their effort shows the potential of shared leadership and a coherent strategy focused on student needs, differentiated PD, and follow-through in examining the evidence.

As an example of the importance of a comprehensive strategy including parent and community ties, he described work at P.S. 28, in Bedford Stuyvesant. On a visit in 2012, he learned that 30% of the students were homeless; yet every classroom had several adults, many of them parents, assisting. The school had instructional leadership, strong parental support, community partnerships, ongoing focus on building the capacity of the teachers, individualized support for the students, and shared interests between parents and teachers.

The model presented as exemplifying a changed culture and promoting intellectual development is the Eagle Academy, a school (now six schools) for boys. The Eagle Academy includes extracurricular activities as an important means of changing the school culture. The students learn fencing, photography, music, and leadership, among other skills. Academy discipline is preventative rather than reactive; and it reflects the Academy's commitment to character development.

Pedro Noguera sees these successes and other research as showing that it's time for a paradigm shift. The old paradigm is that intelligence is innate and that success is defined by grades and test scores. It reflects inequity in resource allocation and sees discipline as weeding out bad kids. The new paradigm sees schools as cultivating intelligence by defining success holistically, basing resources on student needs, and regarding discipline as a means of cultivating responsible behavior. When asked how colleges of education can help schools that want to change, he responded that the school staff needs to see successful schools with similar demographics. Universities can explain what the model school is doing and why. Asked if he would work with the group again, as a keynote speaker for the conference, he said yes and to check with him on scheduling.

Wrap-up

Mark Seals

Mark Seals thanked the presenter and said Ohio is ready for that paradigm shift. He then asked participants to complete the evaluation survey and displayed the Compact meeting schedule for this school year as well as the schedule for the ninth annual statewide conference.

September 9-10, 2021 (VIRTUAL) Day 1: 3:00-6:00; Day 2: 8-noon

December 2-3, 2021 (VIRTUAL) Day 1: 3:00-6:00; Day 2: 8-noon

March 24-25, 2022 (IN-PERSON-tentatively) – times vary slightly for in-person meetings

June 2-3, 2022 (IN-PERSON-tentatively) – times vary slightly for in-person meetings

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

Meeting adjourned: 12:00 p.m.

APPENDIX A

OHIO DEANS COMPACT

Participants in Attendance via Zoom

Jason Abbitt, PhD, Miami University
Christa Agiro, PhD, Wright State University
Julie d'Aliberti, State Support Team Region 2
Elena Andrei, EdD, Cleveland State University
Maria Bailey, OFT/Toledo Public Schools
Tachelle I. Banks, PhD, Cleveland State University
Sandra Beam, PhD, Shawnee State University
Shawna Benson, MA, Ohio Center for Autism and Low Incidence (OCALI)
Jane Bogan, PhD, Wilmington College
Sally Brannan, EdD, Wittenberg University
Jon Breiner, PhD, University of Cincinnati
David Brobek, PhD, Walsh University
James W. Chapple, EdD, Notre Dame College
Sue Corbin, PhD, Notre Dame College
Stephanie Craig, PhD, Marietta College
Christine Croyle, EdD, OCALI
George Csanyi, PhD, State Support Team Region 7
Kristall J. Day, PhD, BCBA, Ohio Dominican University
Katharine Delevan, PhD, Lake Erie College
Kathy Demers, Buckeye Associate of School Administrators (BASA)
Daria DeNoia, MA, Ohio Education Association
Jenny Denyer, PhD, University of Toledo
Cindy Dewey, PhD, Ohio Department of Education, Office for Improvement and Innovation
Mary Lou DiPillo, PhD, Youngstown State University
Michelle Duda, PhD, BCBA-D, Implementation Scientists, Inc.
Marged Dudek, WordFarmers Associates
Stanley Dudek, WordFarmers Associates
Emilio Duran, PhD, Bowling Green State University

Barb Duval, MEd, Allen County ESC
Michelle Elia, Ohio Literacy Lead, ODE and SST Region 5
Pam Epler, PhD, Youngstown State University
Dottie Erb, PhD, Marietta College
Julia Flint, WordFarmers Associates
Earl Focht, MA, Ohio Department of Education, Office for Exceptional Children
Julie Francis, PhD, Ohio University
Joe Friess, EdD, Wauseon Exempted Village Schools
Jim Gay, PhD, Ohio Leadership Advisory Council (OLAC), BASA
Matt Geha, Springfield Local Schools
Liza Grossman, PhD, Stark Education Partnership, Inc.
Jessica Grubaugh, EdD, Mt. Vernon Nazarene University
Barb Hansen, PhD, Muskingum University
Aimee Howley, EdD, Ohio University
Debbie K. Jackson, PhD, Cleveland State University
Tanya Judd Pucella, PhD, Marietta College
Charles Kemp, PhD, Shawnee State University
Lois Kimmel, AIR and CEEDAR Center
Karen Koehler, PhD, Shawnee State University
Katie Krammer, PhD, Lake Erie College
Julia Kugler-Ackley, MEd, Xavier University
Susan Kushner Benson PhD, University of Akron
David B. Leitch, JD, PhD, Cedarville University
Nicole Luthy, PhD, The Ohio State University
Paul Madden, PhD, Shawnee State University
Krista Maxson, PhD, Ohio Department of Higher Education
Ginny McCormack, EdD, Ohio Dominican University
Thomas McGee, Ohio Department of Education, Office of Educator Licensure
Mary (Kathy) McVey, PhD, Franciscan University of Steubenville
Michele Moore, MEd, State Support Team Region 5
Chris Montgomery, TVI, TSBVI Outreach Program
Colleen Mudore, Sheffield-Sheffield Lake City Schools
Mary Heather Munger, PhD, University of Findlay

Mary Murray, EdD, Bowling Green State University
Pedro Antonio Noguera, PhD, University of Southern California
Jennifer Ottley, PhD, UC Systems Development & Improvement (SDI) Center
Karel Oxley, MA, OLAC, BASA
Marcquis Parham, Ohio University
Alex Pavlik, EdS, UC SDI Center
Eddy Pendarvis, EdD, WordFarmers Associates
LeeAnn Prugh, Xavier University
Amy Jo Queen, Shawnee State University
Megan Reister, PhD, Franciscan University of Steubenville
Kathy Richards, UC SDI Center
Brian Rider, PhD, Marietta College
Laura Saylor, PhD, Mount St. Joseph University
Margaret (Peggy) Schauer, PhD, John Carroll University
Mark Seals, PhD, Bowling Green State University
Stephanie Scott, MA, University of Rio Grande
Kimberly Scribner, Lourdes University
Tim Slekar, PhD, Muskingum University
Everrett Smith, PhD, University of Cincinnati
Kelli Smith, Shawnee State University
Sheila Smith, PhD, OCALI
Susan Marie Stearns, Bowling Green State University
Doug Sturgeon, EdD, Shawnee State University
Deborah Telfer, PhD, UC SDI Center
Gayle Trollinger, PhD, Bluffton University
Deborah Tully, MA, Ohio Federation of Teachers
Sonya Turner, UC Evaluation Services Center
Jennifer Walker, Youngstown City Schools
Jo Hannah Ward, MEd, LPCC, Ohio Department of Education, Office for Exceptional Children
Leah Wasburn-Moses, PhD, Miami University
Sarah Watt, PhD, Miami University
Richard Welsch, PhD, University of Toledo
Robert White, PhD, UC SDI Center

Kathleen Winterman, EdD, Xavier University
Carrie Wysocki, PhD, Ohio Northern University
Shaunda Yancey, Youngstown City Schools
Victoria (Tori) Zascavage, PhD, Xavier University