

January 26

2018

Ohio Department of Education Literacy Academy



Ohio State School
for the Blind

Columbus, OH

JANUARY 26, 2018

9:00 - 9:15 a.m. On-site Check-In

9:15- 10:00 a.m. Welcome and Overview of the State Literacy Plan

Ohio's Comprehensive Literacy Plan serves as a guide to promote evidence-based language and literacy teaching and learning for all learners from birth to grade 12. The purpose of Ohio's birth to grade 12 plan is to create a cohesive state literacy framework aimed at promoting proficiency in reading, writing and oral language for all learners. The state's plan is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in educational settings throughout the state. In this session, participants will be guided through the state's plan, with a particular focus on the aspects of the plan that impact local districts. This session will aid participants in aligning their local literacy plans to the state's literacy plan.

10:00 - 11:30 a.m. Simple View of Reading & Differentiated Instruction

This session will focus on the Simple View of Reading and aligned differentiated instructional approaches, appropriate for whole-group and small-group instruction. In addition, this session will include multi-sensory instruction to meet the needs of all learners, including learners with communication barriers. This session will aid participants in developing supports for students within their local literacy plans.

11:30 - 12:30 p.m. LUNCH on your own

12:30 - 1:30 p.m. Multi-Tiered Systems of Support & R-TFI

Building leadership teams need to know the data, systems, and practices within their multi-tiered systems of supports to improve reading outcomes in their schools. This session will review multi-tiered systems of support for reading and introduce the Reading Tiered Fidelity Inventory (R-TFI). The R-TFI lists the core features of multi-tiered systems of supports for each of the three tiers. Each tier can be assessed separately. The building leadership team and other invited respondents review and score the features. There are two R-TFIs – one for Schoolwide Reading (elementary level) and one for Secondary Content Area Reading (secondary level). Conducting the assessment helps teams examine their reading multi-tiered systems of supports in the following areas:

- Evidence-based practices for improving student reading;
- Systems that create a continuum of supports to meet the variety of reading needs among students; and
- Data and evaluation for reading.

1:30 - 1:45 p.m. Break

1:45 - 2:45 p.m. High-Quality PD

Effective professional development is structured learning that results in changes to teacher practices and improvements in student learning outcomes. This session will focus on what research tells us about what this type of professional development looks like and how the professional development plan must align to guidelines set forth by Every Student Succeeds Act (ESSA), as well as the Striving Readers Comprehensive Literacy Grant. Time will be built into the session for participants to apply the information to their own professional development plans.

2:45 - 3:45 p.m. Local Literacy Plan & Evidence-Based Clearinghouse

In this session, state support team staff and Ohio Department of Education staff will provide an overview of the local literacy plan – that is required to be submitted with the grant application. In addition, in this session, participants will learn more about the value of strategically leveraging evidence-based activities, as well as the definitions and requirements associated with using evidence-based interventions in a Striving Readers grant application. The session will include more information on how Striving Readers grant applicants can leverage existing resources, specifically the What Works Clearinghouse, to identify potential evidence-based interventions that align to their literacy needs.

3:45 - 4:00 p.m. Questions and Closing



Videos of breakout sessions and national experts presentations from the Department's Literacy Academy on Jan. 17 and 18, 2018 will be posted as soon as possible on the [Literacy Academy webpage](#).

Dr. Timothy Shanahan

Dr. Laura Justice

Dr. Judith Irvin

Dr. Mel Riddile