



**Department of
Education &
Workforce**

LITERACY

June 12, 2024



Ohio Principal
Leadership **Supports**

Strong Principals, Strong Schools

Today's Agenda

- Literacy Practices in a Multi-Tiered System of Supports
- Q & A
- Next Chat – August 14, 2024



**Department of
Education &
Workforce**

Leadership Supports Webpage

- Administrative Calendar
- Resources
- Schooladmin@education.ohio.gov



Ohio Principal Leadership Supports

Strong Principals, Strong Schools

The Ohio Department of Education is committed to the support of all educators, and Principals and Assistant Principals in particular. A recent report on principal impact from the Wallace Foundation states, **“Principals really matter. Indeed, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”**



Administrative
Calendar



Educator
Licenses



Professional
Development



Associations



Higher
Education



Resources



Ohio

Department
of Education

MESSAGE FROM OAESA AND OASSA

Now is the time to join your professional organization!





- [OAESA Membership](#)
- [OASSA Membership](#)

Upcoming Events

- [OASSA Instructional Leadership](#), June 13, Conference Center at OCLC
- [OAESA Professional Conference and Trade Show](#), June 17-18, Hilton Easton

OHIO STANDARDS FOR PRINCIPALS | 2018



 Leadership	Standard 1: Mission, Vision and Core Values	The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
	Standard 2: Ethics and Professional Norms	The effective educational leader acts ethically and according to professional norms.
	Standard 3: School Improvement	The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
 Learning	Standard 4: Curriculum, Instruction and Assessment	The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
	Standard 5: Professional Capacity of School Personnel	The effective educational leader supports all staff by promoting and organizing an environment focused on continuous improvement and personal growth to achieve positive outcomes for each student.
 Culture	Standard 6: Equity and Cultural Responsiveness	The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
	Standard 7: Community of Care and Support	The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
	Standard 8: Meaningful Engagement of Families and Community	The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
 Management	Standard 9: Strategic Staffing	The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
	Standard 10: School Operations	The effective educational leader develops and implements structures to maximize learning through relationships, management, fiscal responsibility and adherence to district and state laws, policies and procedures.

MULTITIERED SYSTEM OF SUPPORTS FOR LITERACY

A Top Ten List

**CAROLYN
TURNER**

Ohio Literacy Lead

June 2024



LITERACY POLICY

Building and
District Literacy
Plans

Core Instruction

Intervention

Assessment

Professional
Development

Family
Involvement and
Communication



OBJECTIVES – PARTICIPANTS WILL:

Explore 10 keys to successful implementation of a Multi-Tiered System of Supports for Literacy

WHAT IS MTSS?

The multi-tiered system of supports structure provides a **framework** for supporting learners based on their unique needs. It can guide staff in designing effective **instruction** and appropriate **interventions** as part of **school improvement** efforts. The purpose of the three-tier model of instruction is to provide effective core instruction and address reading difficulties as quickly as possible.

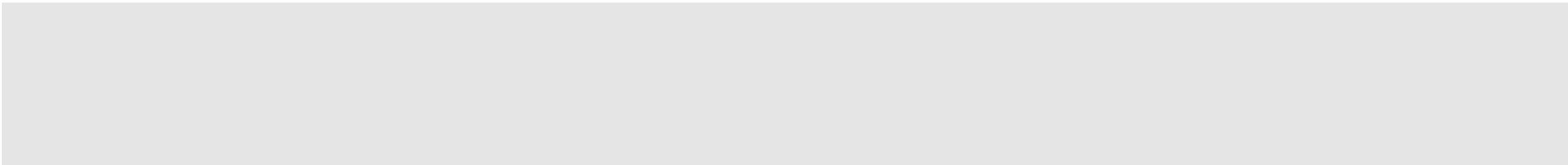
(Ohio's Plan to Raise Literacy Achievement, 2020, p. 7)



IT'S NOT ABOUT BALANCE



10



THE SIMPLE VIEW OF READING

The Simple View of Reading

Word Recognition

The ability to transform
print into spoken language

X

Language Comprehension

The ability to understand
spoken language

=

Reading Comprehension

CHANGING EMPHASIS

Changing Emphasis of the Subskills of the Five Components of Reading (Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017)



Word Recognition
The ability to transform
print into spoken language

Language Comprehension
The ability to understand
spoken language

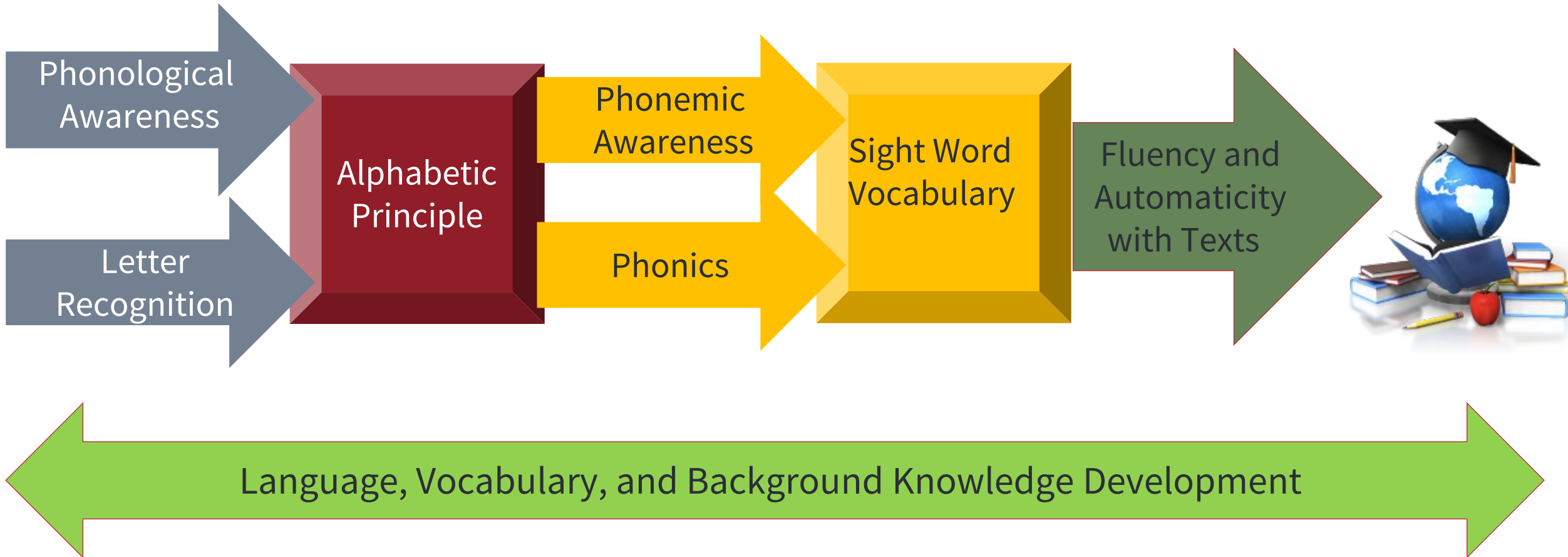
Component	K	1st	2nd	3rd	4th	5th and Beyond
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation			
Phonics	Sounds/Basic Phonics		Advanced Phonics & Multisyllabic		Multisyllabic & Word Study	
Fluency	Sounds and Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

TEACH THE CODE TO FLUENCY



9

DEVELOPMENT OF LITERACY SKILLS



THIS INCLUDES ADVANCED DECODING

Morphology

Syllabication

Language of Origin

TEST LESS, TEACH MORE



8

INSTRUCTION BEGINS WITH ASSESSMENT



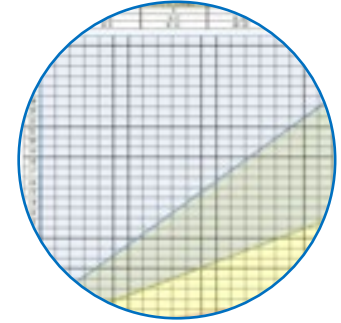
Screenener



Diagnostic



Prescribe
Treatment



Monitor and
Check up

USE HIGH QUALITY INSTRUCTIONAL MATERIALS

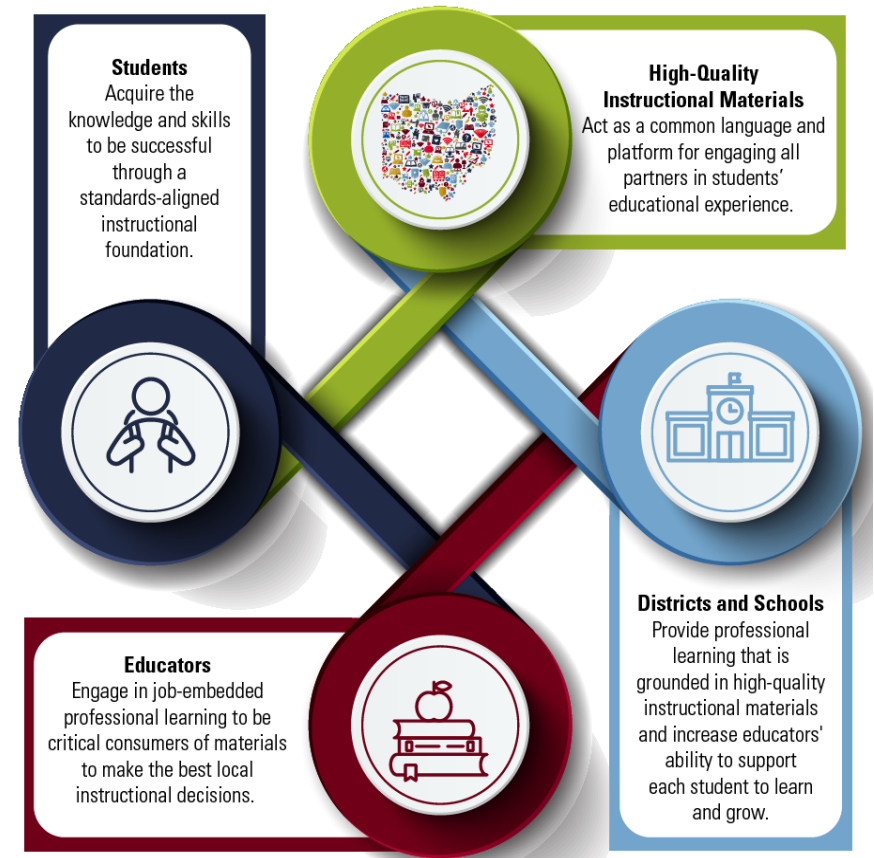


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WHY HIGH-QUALITY INSTRUCTIONAL MATERIALS?

Support educators with:

- **Standards-aligned** instructional content
- A coherent scope and sequence for **grade-level** lessons
- Evidence-based instructional strategies and embedded **formative** assessments which support data-driven **instruction**
- Materials which provide **implementation** supports for educators to ensure all students' learning needs are met.



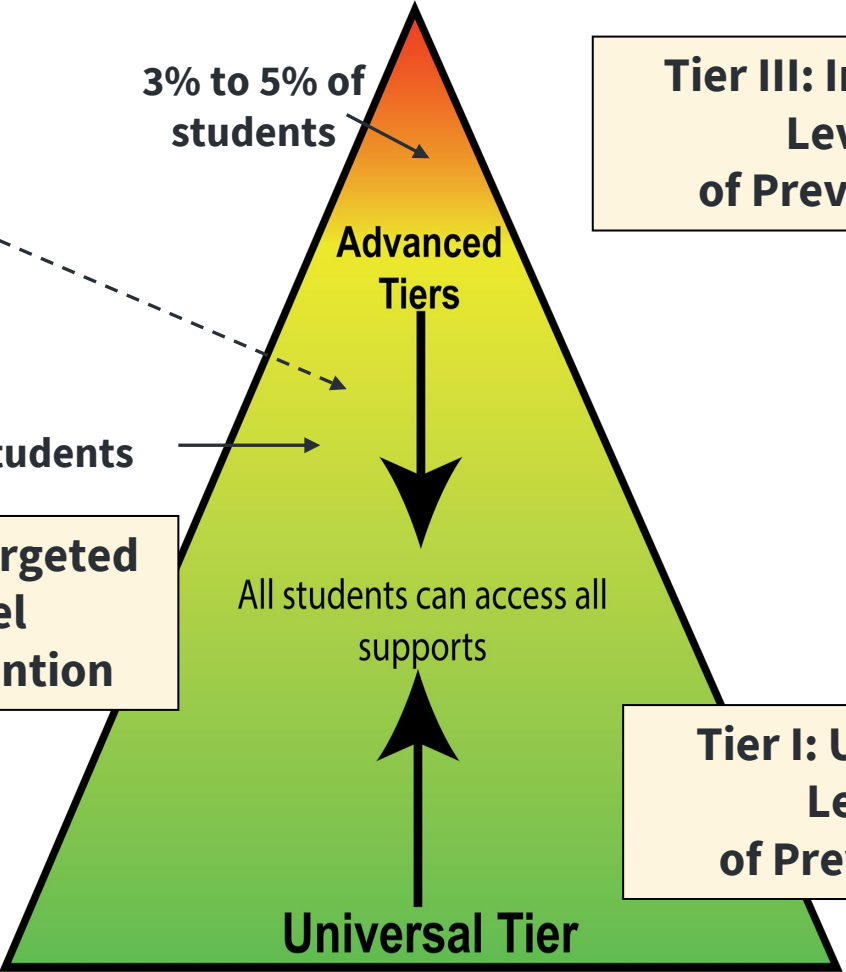
LAYER SUPPORTS



6

STRUCTURE OF SUPPORT FOR ALL STUDENTS

Students With Disabilities
Receive services at all levels, depending on need



Tier III: Intensive Level of Prevention

Tier II: Targeted Level of Prevention

Tier I: Universal Level of Prevention

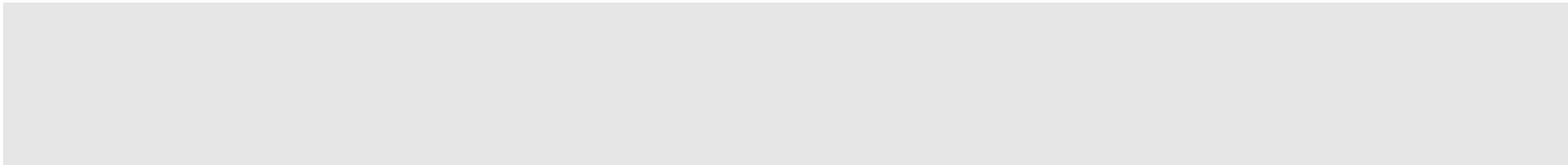


← 80% of students

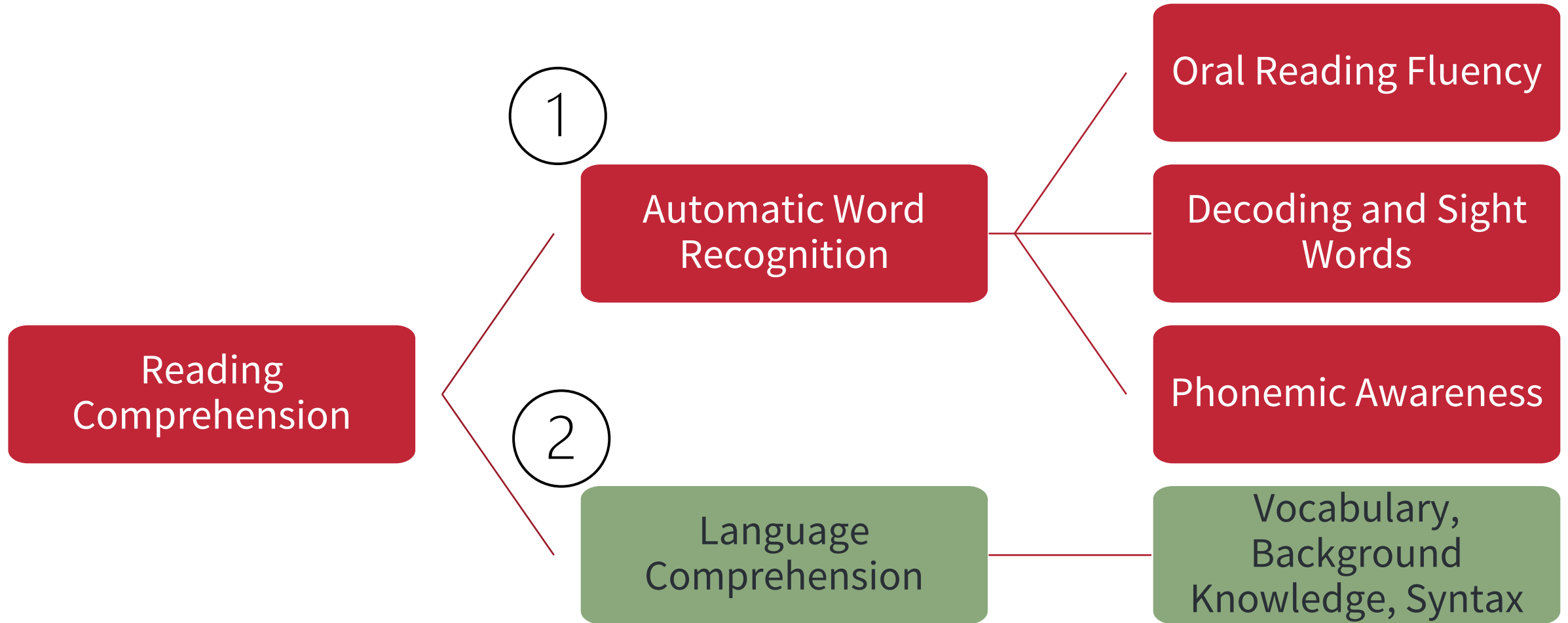


USE DATA TO DETERMINE INTERVENTIONS

5



ASSESSING FOR SKILLED READING



PLAN FOR INTERVENTIONS BASED ON READER PROFILES



4

COMPREHENSION IS THE OUTCOME

The Simple View of Reading

Word Recognition

The ability to transform
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=

Reading Comprehension



FOLLOW THE SCIENCE, NOT BELIEFS

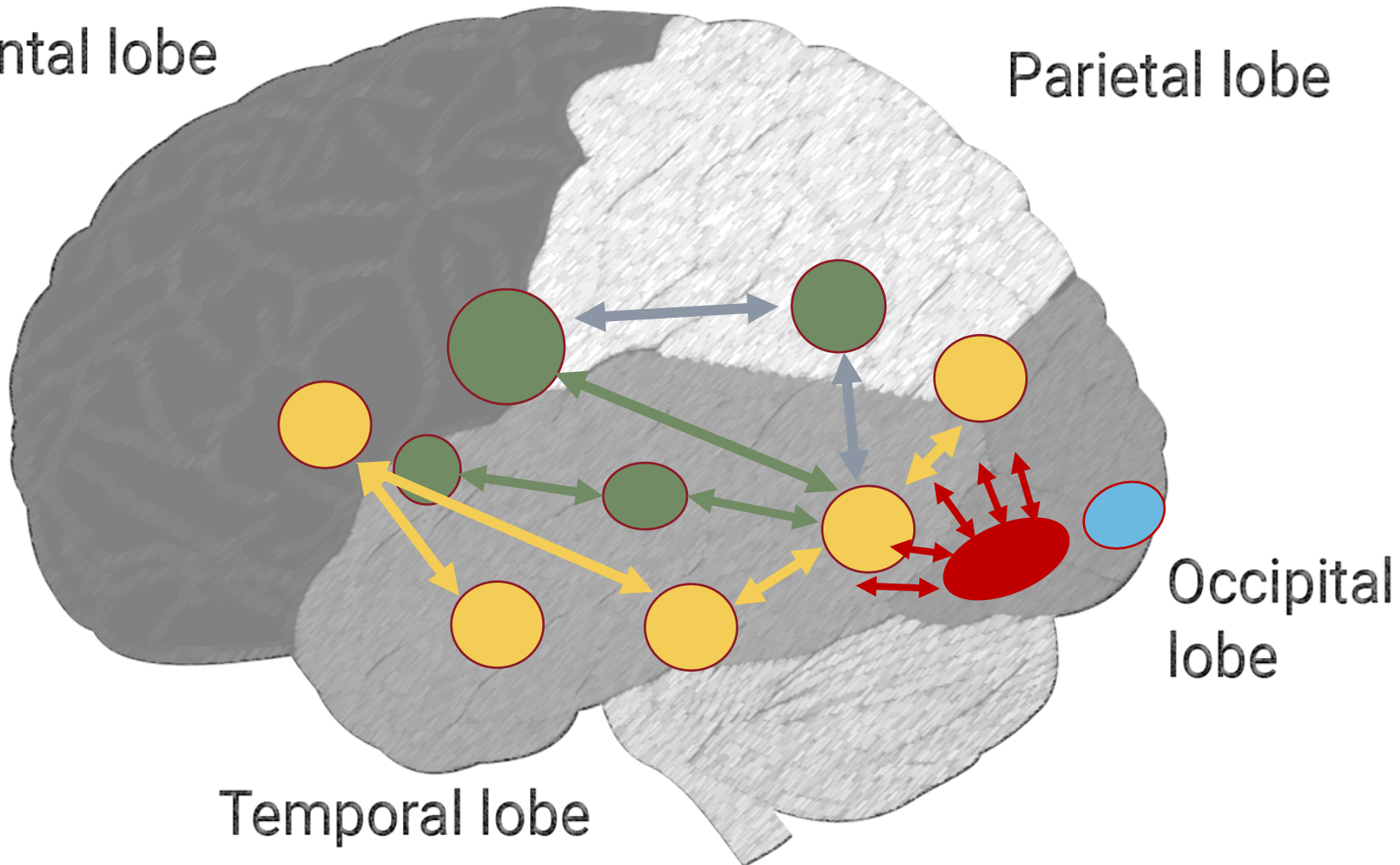


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THE CONNECTION TO NEUROSCIENCE

Frontal lobe

Parietal lobe



“It is simply not true that there are hundreds of ways to learn to read... when it comes to reading we all have roughly the same brain that imposes the same constraints and the same learning sequence”

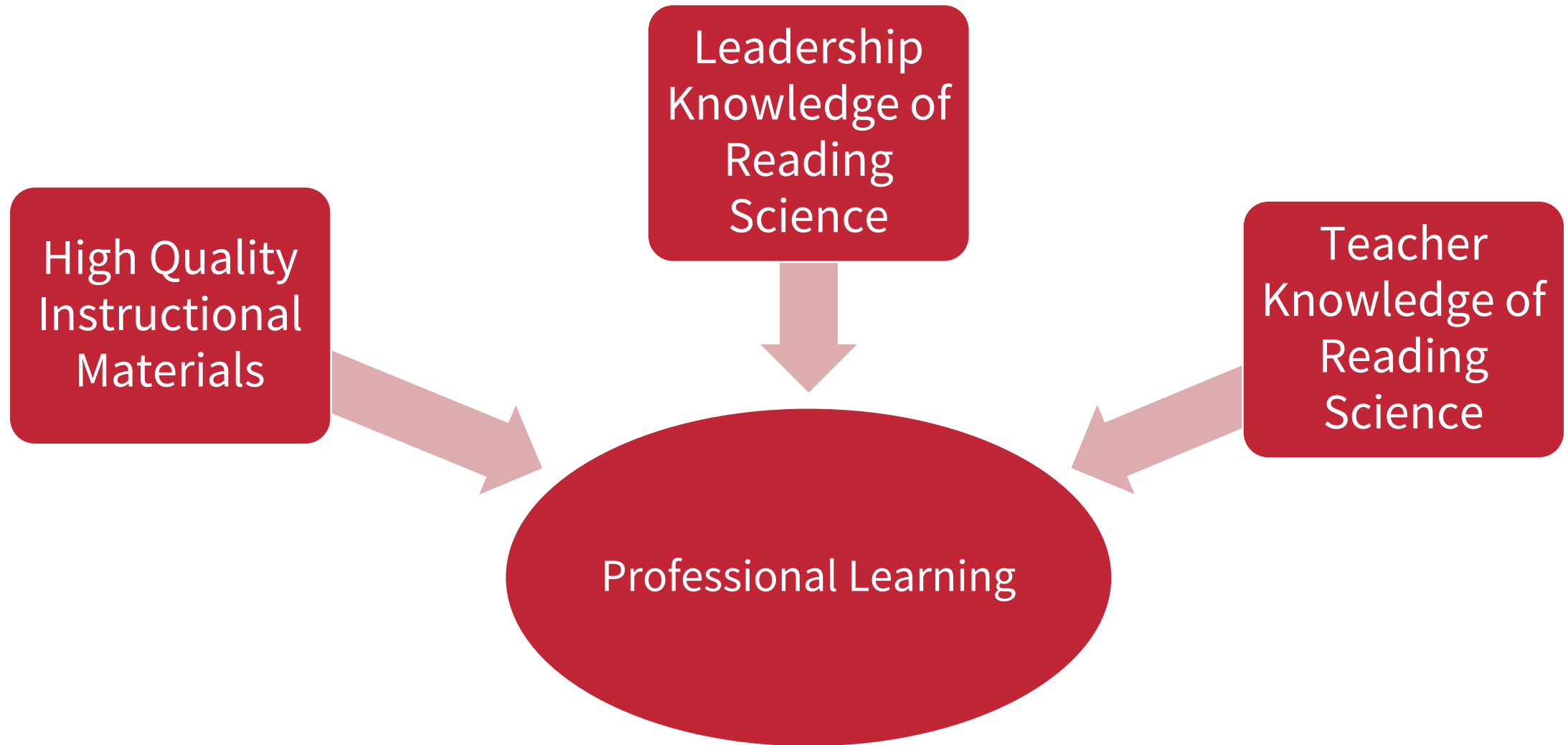
-Dehaene, 2010

ENGAGE EVERYONE IN PROFESSIONAL LEARNING



2

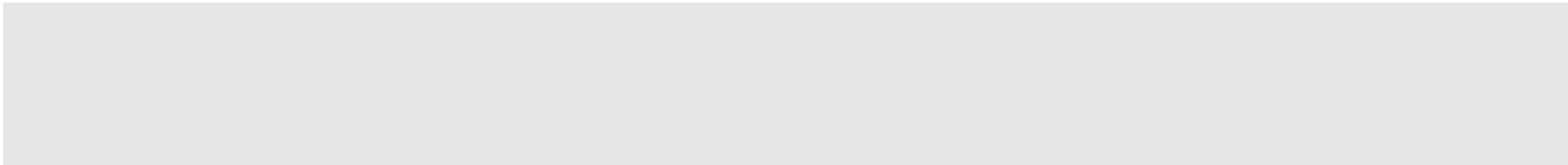
PROFESSIONAL LEARNING



START WITH HIGH-QUALITY CORE INSTRUCTION



1





CORE INSTRUCTION ALIGNED TO READING SCIENCE

Evaluate the effectiveness of core instruction to meet the needs of all learners:

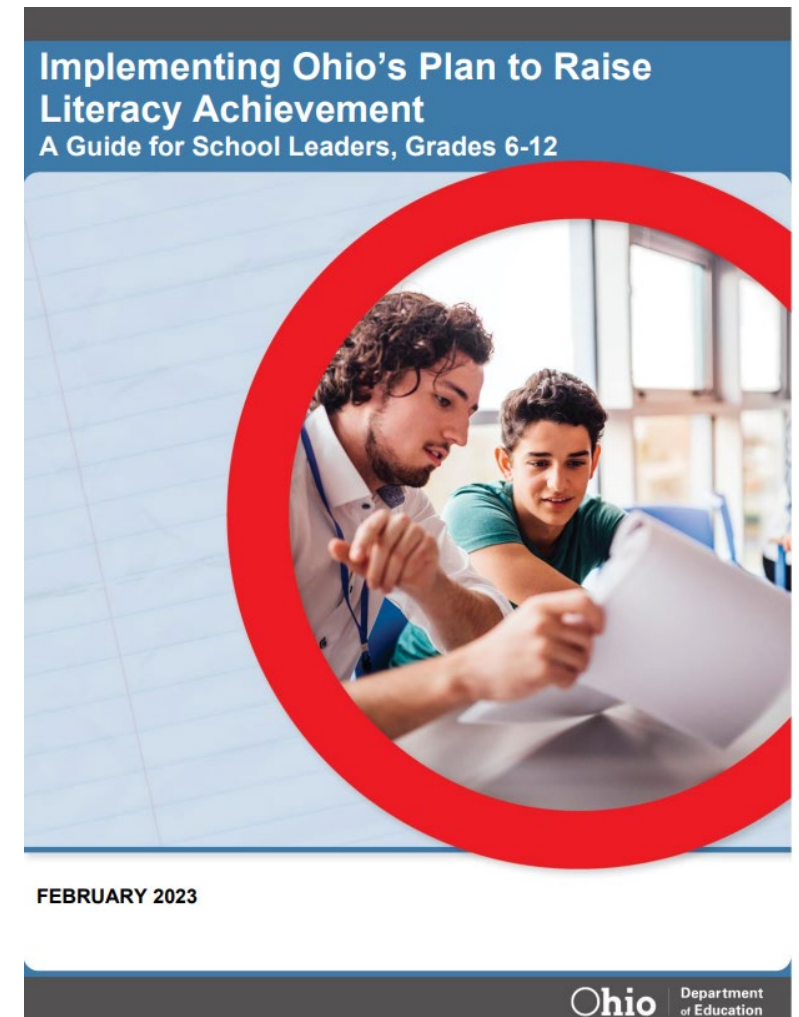
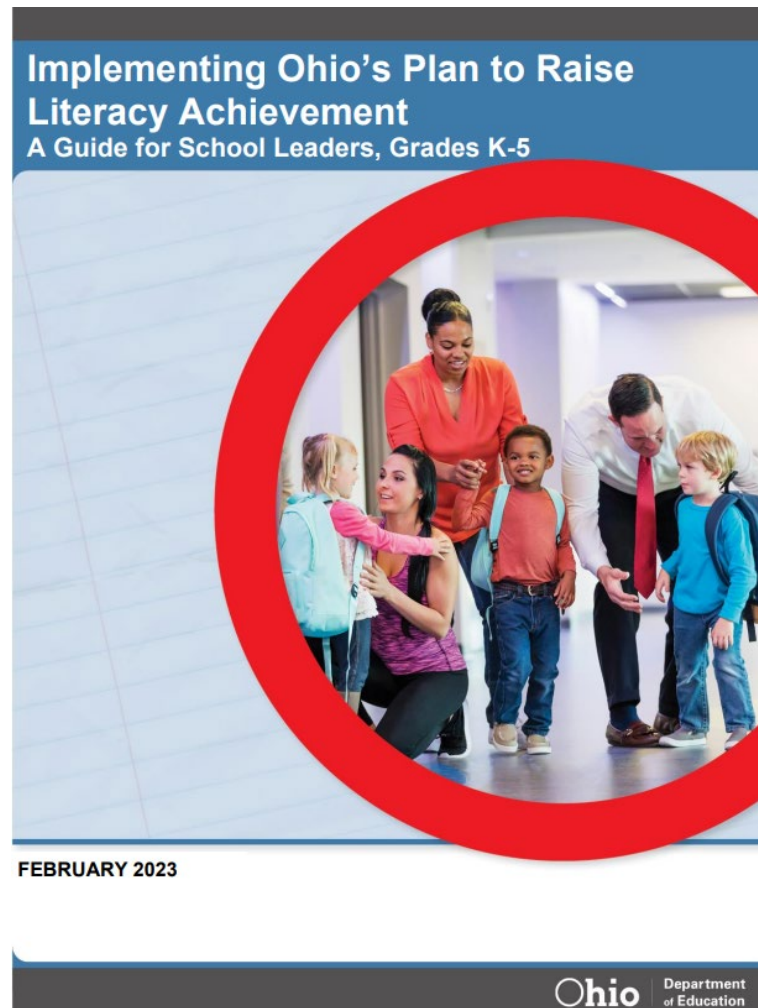
Time	What is Taught	Quality of Instruction
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MULTI-TIERED SYSTEM OF SUPPORT FOR LITERACY TOP 10

1. Simple View of Reading
2. Teach the Code to Fluency
3. Test Less, Teach More
4. Use High-Quality Instructional Materials
5. Layer Supports
6. Use Data to Determine Interventions
7. Plan for Interventions Based on Reader Profiles
8. Follow the Science, Not Beliefs
9. Engage Everyone in Professional Learning
10. Start with High-Quality Core Instruction



RESOURCES TO SUPPORT MTSS



SCIENCE OF READING PD WEBPAGE

The screenshot shows the Ohio Department of Education & Workforce website. At the top, there is a language selection dropdown, navigation links for Login, State Agencies, Employees, and Ohio.gov, and social media icons for email, Facebook, X, Instagram, LinkedIn, and YouTube. The main navigation bar includes Home, Administrators, Teachers, Parents, Topics, How Do I?, About, Media, and Contact. The breadcrumb trail reads: Home > Learning in Ohio > Literacy > The Science of Reading > Professional Development in the Science of Reading.

QUICK LINKS

- » [Read Ohio](#)
- » [Dyslexia Supports](#)
- » [Reading Achievement Plans](#)
- » [Third Grade Reading Guarantee](#)
- » [Literacy Grants and Projects](#)
- » [Literacy Academy](#)
- » [The Science of Reading](#)
 - Professional Development in the Science of Reading
 - [Requirements Under House Bill 33 for Professional Development in the Science of Reading](#)
 - [Science of Reading FAQ](#)
- » [Implementing Ohio's Plan to Raise Literacy Achievement: Resources for School Leaders](#)
- » [Supporting Local Literacy Efforts with ESSER and ARP Funds](#)
- » [Reading Improvement Plans](#)

Professional Development in the Science of Reading

Section 265.330(A)(2) of House Bill 33 of the 135th General Assembly's Requirements for Professional Development in the Science of Reading

[Sign up](#) to receive updates regarding professional development in the science of reading.

Professional Development in the Science of Reading

Under Section 265.330(A)(2) of House Bill 33 of the 135th General Assembly, districts and schools shall require all teachers and administrators to complete a course provided by the Department not later than June 30, 2025, except that any teacher or administrator who has previously completed similar training, as determined by the Department, shall not be required to complete the course.

Ohio's Professional Development Courses in the Science of Reading

The Ohio Department of Education and Workforce has made available multiple professional development courses to meet the requirements in state law. [Multiple course pathways](#), based on educators' primary role, grade band served, and previously completed trainings,

<https://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/The-Science-of-Reading/Professional-Development-in-the-Science-of-Reading>

QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**



NEXT PRINCIPAL CHAT

- Second Wednesday each month at 9:30 – 10:30am
- August 14, 2024 featuring Child Nutrition

Contact: schooladmin@education.ohio.gov





EXIT SURVEY





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