

ReadOhio Literacy Academy



Program

June 10 – 11, 2024



**Department of
Education &
Workforce**

TABLE OF CONTENTS

AGENDA – DAY ONE	2
WELCOME, KEYNOTE ADDRESS, AND PANEL DISCUSSION	3
<i>Welcome.....</i>	3
<i>Keynote Address: Natalie Wexler. Reading Comprehension Revisited: Why Knowledge Matters</i>	3
<i>Endnote: Panel Discussion. ReadOhio: Leading the Science of Reading in Ohio’s Districts and Schools</i>	4
AGENDA – DAY TWO.....	6
WELCOME AND KEYNOTE ADDRESS.....	7
<i>Welcome.....</i>	7
<i>Keynote Address: Tracy White Weeden. Is Your Ladder Against the Right Wall? Scaling the Work of Literacy Coherently, Responsibly, and Sustainably.....</i>	7
CONCURRENT LEARNING SESSION SCHEDULE.....	8
<i>Day One- June 10.....</i>	8
Learning Session 1 (10:45 a.m. – 12:00 p.m.).....	8
Learning Session 2 (1:15 p.m. – 2:30 p.m.).....	9
<i>Day Two- June 11</i>	10
Learning Session 3 (9:45 a.m. – 11:00 a.m.)	10
Learning Session 4 (11:15 a.m. – 12:30 p.m.)	11
LEARNING SESSION DESCRIPTIONS	12
<i>Learning Session 1 (June 10, 10:45 a.m. - 12:00 p.m.).....</i>	12
<i>Learning Session 2 (June 10, 1:15 - 2:30 p.m.)</i>	17
<i>Learning Session 3 (June 11, 9:45 – 11:00 a.m.).....</i>	21
<i>Learning Session 4 (June 11, 11:15 a.m. – 12:30 p.m.)</i>	25
PRESENTERS.....	29



Agenda – Day One

MONDAY, JUNE 10, 2024

8:00 – 9:00 a.m.	Onsite Check-In and Registration <i>(Regency Ballroom Foyer)</i>
8:30 – 9:00 a.m.	Fort Hayes Arts and Academic High School Jazz Ensemble Performance <i>(Regency Ballroom Foyer)</i>
9:00 – 10:30 a.m.	Welcome and Keynote Address <i>(Regency Ballroom)</i>
10:30 – 10:45 a.m.	<i>Break</i>
10:45 a.m. – 12:00 p.m.	Learning Session 1
12:00 – 1:15 p.m.	<i>Lunch</i>
1:15 – 2:30 p.m.	Learning Session 2
2:30 – 2:45 p.m.	<i>Break</i>
2:45 – 4:00 p.m.	Endnote: Panel Discussion

Welcome, Keynote Address, and Panel Discussion

WELCOME

Melissa Weber-Mayrer, Ph.D., is the Chief of Literacy at the Ohio Department of Education. Dr. Weber-Mayrer oversees the literacy policy and implementation work for the state. This includes Ohio’s literacy legislation ([Science of Reading](#), [High Quality Instructional Materials](#), [Third Grade Reading Guarantee](#), and [Dyslexia Supports Laws](#)), [ReadOhio](#), and the statewide implementation of evidence-based language and literacy teaching and learning. Dr. Weber-Mayrer is the federal project director for \$78.2 million in literacy grants focused on raising literacy achievement birth through grade 12, including learners with reading difficulties. She co-leads the State Systemic Improvement Plan literacy activities, and leads the team that authored and updates [Ohio’s Plan to Raise Literacy Achievement](#). Dr. Weber-Mayrer has experience teaching in large urban school districts in Ohio, New Jersey, and Illinois. She serves as adjunct faculty for university required reading courses. Dr. Weber-Mayrer is dedicated to improving the literacy knowledge and skills of pre-service and in-service educators to ensure preparation for effective teaching of essential literacy skills at all grade levels. She earned her B.S., M.A., and Ph.D. from The Ohio State University. Her professional interests are grounded in education systems change to ensure all students become proficient readers. Dr. Weber-Mayrer’s research interests focus on reading and literacy for early/middle childhood grounded in reading science, adult learning and teacher knowledge, educator preparation and strong multi-tiered system of supports for literacy achievement. Dr. Weber-Mayrer presents locally, nationally, and internationally.

KEYNOTE ADDRESS: NATALIE WEXLER

Reading Comprehension Revisited: Why Knowledge Matters

Reading scores have been stagnant or declining for over 20 years. The number of students who read for fun has dropped dramatically. Even many college students struggle to read and write at the expected level. The root problem isn’t just an ineffective approach to phonics instruction. The standard approach to reading comprehension, which focuses on skills like “finding the main idea,” is equally flawed. This presentation, based on the first season of the Knowledge Matters podcast, will introduce you to classroom teachers and district leaders who have seen surprising changes after shifting to literacy curricula that focus on building the kind of knowledge that fuels comprehension.

Natalie Wexler is an education writer and the author of [The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and How to Fix It](#) (Avery 2019). She is also the co-author, with Judith C. Hochman, of [The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades](#) (Jossey-Bass 2017), and the host of “Reading Comprehension Revisited,” a six-episode series for the Knowledge Matters Podcast. Her articles and essays have appeared in *The New York Times*, *The Washington Post*, *The Atlantic*, *The American Scholar*, and other publications. She has a free Substack newsletter called [Minding the Gap](#). Natalie lives in Washington, D.C.

ENDNOTE: PANEL DISCUSSION

ReadOhio: Leading the Science of Reading in Ohio's Districts and Schools

This interactive panel discussion will highlight key levers in scaling implementation of the science of reading in Ohio through literacy coaching, effective professional learning, and the use of high-quality instructional materials to deliver evidence-based language and literacy instruction. Local leaders will share their experiences and discuss the factors that contribute to successful, cohesive implementation of ReadOhio's literacy initiatives.

Angela Chapman, Ed.D., serves as the 22nd Superintendent/CEO of Columbus City Schools. Dr. Angela Chapman's journey as a public educator spans over 25 years. Dr. Chapman believes providing high-quality education is a civil right that empowers students and transforms communities. As a parent with a son who is also part of Columbus City Schools, she embraces the responsibility of shaping a brighter future for every student. With a diverse background in education and a doctorate in curriculum and instruction from Tennessee State University, Dr. Chapman's impact is deeply felt. She joined Columbus City Schools in 2019 as the Chief of Transformation and Leadership, where she introduced innovative strategies to enhance school leadership and regional support. Her vision for strong learning communities drove the successful implementation of the District's Strategic Plan, ensuring equitable opportunities for all students. In addition to her role as an educational leader, Dr. Chapman is a proud advocate for fair and equal funding to provide high-quality education to all students. She recognizes that public education is not just a choice but a fundamental right, transcending zip codes and backgrounds. Dr. Chapman's leadership nurtures an environment where every student is valued, loved, and supported to thrive. As Columbus City Schools strives to be both the city and District of choice, her leadership shines as a beacon of hope and progress. Her dedication to leveling the playing field and creating stronger schools paves the way for stronger communities, highlighting the interconnectedness of education and societal well-being.

LaMonica Davis is a 1987 graduate of Archbishop Hoban High School. After high school, she attended and graduated from the University of Akron. She received a Bachelor of Science degree in elementary education in 1991 and her Master of Arts degree in elementary administration in 1994. LaMonica has worked for the Akron Public School system for the past 35 years. She taught at Barrett and Crouse Elementary Schools. After receiving her master's in elementary administration, she became the assistant principal at Glover C.L.C for 2 years. She later became the principal of Heminger Elementary school and Portage Path C.L.C. In 2007, LaMonica was asked to open the new Helen E. Arnold C.L.C., where she is the current principal. The school was named after the late Helen E. Arnold, who was the first African American female to serve on the Akron Public School board. LaMonica currently serves on the following educational committees: Board of Directors of NOBIDA, Northern Ohio International Dyslexia Association: Ohio Department of Education Dyslexia Committee, as their Principal Representative. She also serves on the Ohio Department of Education Literacy Team, and the Ohio Department of Education Higher Education P-16 Initiatives. She currently serves as Akron Public Schools spokesperson for the Science of Reading, where she travels abroad to speak on the importance of early literacy and the implementation strategies of the Science of Reading. Since her tenure with Akron Public Schools, Mrs. Davis has taught summer classes at the University of Akron, Upward Bound Program. She has earned the One Hope-One Dream Award from Archbishop Hoban High School, the Akron Black Women's Leadership Caucus Award, and the Minority Achiever Award from the Akron Area YMCA Minority Achievers Program, and the 2022 OASAP recipient for Ohio Administrators.

Lisa Lenhart, Ph.D., is a Distinguished Professor and Director of the LeBron James Family Foundation School of Education at the University of Akron. Her research interests include early language and literacy development and teacher professional development. She has published extensively in journals and has co-authored books such as *Oral Language and Early Literacy in Preschool*, *Reading and Learning to Read*, and *Early Literacy Materials Selector*. She has been the recipient and PI of many federal and state grants, each designed to improve young children's language and early reading skills through enhancing their teachers' knowledge through professional development. Currently she serves as PI on a Third Frontier grant which established the Center for Structured Literacy at the University of Akron.

Becky Mamich is the curriculum director for Euclid City Schools. Mrs. Mamich has been part of Euclid City Schools for over two decades, starting her journey in education as a teacher in 1998. Her classroom became a model for educators locally and beyond due to her effective instruction methods and focus on student success. Recognized for her teaching excellence, Mrs. Mamich served as an instructional coach for four years, specializing in English language arts. Transitioning into administration, she spent three years as an assistant principal before assuming her current role as curriculum director for PreK-12. In her third year in this position, Mrs. Mamich remains dedicated to fostering educational excellence within Euclid City Schools. By prioritizing professional development around the science of reading, Mrs. Mamich has demonstrated her steadfast commitment to ensuring that every student receives a strong foundation in literacy, setting them up for academic and life success.

Trevor Thomas, Ed.D., has served as superintendent of Heath City Schools for 11 years, prior to that he was the assistant superintendent for one year, and assistant principal and athletic director for 3.5 years. Dr. Thomas has served as an assistant principal in Pickerington Local School District, as well as a teacher (Health and Exercise Physiology) in Logan Hocking Local and Shelby City Schools. Dr. Thomas graduated from Ohio Northern University with a Bachelor of Arts, Ashland University with a Master of Education, and Ohio University with a Doctor of Education. He holds a teaching license in Physical Education and Health (K-12), a principal license in grades 4-12, and a superintendent license. He has served as a member of the Ohio Dyslexia Committee for three years, is on the Buckeye Association of School Administrators executive committee, and has served as President of the Ohio Association of Local School Administrators. Dr. Thomas sits on several local boards that support philanthropy, public health, and educational technology.

Agenda – Day Two

TUESDAY, JUNE 11, 2024

8:00 – 8:30 a.m.	Registration (<i>Regency Ballroom Foyer</i>)
8:30 – 9:30 a.m.	Welcome and Keynote Address (<i>Regency Ballroom</i>)
9:30 – 9:45 a.m.	<i>Break</i>
9:45 – 11:00 a.m.	Learning Session 3
11:00 – 11:15 a.m.	<i>Break</i>
11:15 a.m. – 12:30 p.m.	Learning Session 4

Welcome and Keynote Address

WELCOME

KEYNOTE ADDRESS: TRACY WHITE WEEDEN

Is Your Ladder Against the Right Wall? Scaling the Work of Literacy Coherently, Responsibly, and Sustainably

Change management is hard. Yet, it is a moral imperative for leaders to align the work of teachers to evidence-based practices that are systemically coherent and sustainable. In this session, you will learn from an example of a “lighthouse district” and a “lighthouse school” that commitment to planning for the right work, working that plan. Learn how change management is like chess, not checkers, and how you can shape change to succeed as you lead.

Tracy White Weeden, Ed.D., is a global keynote speaker, a forward-thinking leader, and a fervent literacy advocate. White advocates for literacy as a fundamental human right of the 21st century. With over 28 years of educational leadership experience, White has devoted her life to co-creating evidence-aligned innovative programs. These programs, propelled by exceptional teams, create transformative educational outcomes for children and adults. As the President and CEO of Neuhaus Education Center (NEC), White inspires stakeholders and advocates to champion a vision of Literacy for All. Drawing on her extensive experience with change management, she provides valuable counsel to accelerate literacy results, regardless of zip code. This involves empowering educators to propel students to proficient and advanced levels of achievement. White’s unwavering dedication extends to serving all children and families, with respect for the dialect or the home language they are loved in. She provides consultation to state department representatives, central office leaders, and school principals on change management linked to implementation science. White’s commitment is evident whether the setting is urban, suburban, or rural. She firmly believes in empowering educators to become the most impactful change agents in society. White believes that when educators are apprenticed based on proven science, they win at their work. By elevating effective literacy transformation for nonprofit, university, public, charter, and private school communities, White is dedicated to transforming the family tree through literacy.

Concurrent Learning Session Schedule

DAY ONE- JUNE 10

LEARNING SESSION 1 (10:45 A.M. – 12:00 P.M.)

Session	Title	Presenter(s)	Room
1.1	Spotlight on Implementation: Preschool Data-Based Decision Making	Youngstown City Schools	Taft B
1.2	Spotlight on Implementation: Improving Tier 2: Evaluating Your Current Practices and Determining Next Steps	Clermont Northeastern Schools	Delaware D
1.3	Spotlight on Implementation: WHCSD Coaching Framework: The Warrensville Way	Warrensville Heights City Schools	Taft D
1.4	Spotlight on Implementation: Assessment and Intervention	New London Local Schools and Amanda Nickerson	Marion
1.5	Reading Fast or Reading Well? Let's Take Another Look at Fluency	Jan Hasbrouck	Regency Ballroom
1.6	Using an Adaptive Intervention Coaching Model to Support Teachers' Implementation of a Multi-Component Text-Based Knowledge Building Routine	Jade Wexler	Fairfield
1.7	Unlocking Potential: Accelerating Reading Outcomes for Emergent Bilinguals in the Middle Grades	Phil Capin	Taft A
1.8	Spotlight on Implementation: Planning for Appropriate Intervention in Middle School	Northmont City Schools and Pymatuning Valley Local Schools	Delaware C
1.9	Vocabulary Routines	Keith McCarroll	Delaware B
1.10	Student-Focused Coaching: Collaborative Problem-Solving Process	Daryl Michel	Morrow
1.11	Spotlight on Implementation: Multi-Tiered System of Supports: Matching Students to Intervention	Northridge Local Schools	Taft C
1.12	Using the Reading Tiered Fidelity Inventory (R-TFI) Data for Continuous Improvement	Kim St. Martin	Delaware A
1.13	Spotlight on Implementation: Supporting Literacy Achievement for English Learners	Dover City Schools	Madison

DAY ONE- JUNE 10

LEARNING SESSION 2 (1:15 P.M. – 2:30 P.M.)

Session	Title	Presenter(s)	Room
2.1	Spotlight on Implementation: Whole Child Family Supports	Schoenbaum Family Center - The Ohio State University	Taft B
2.2	Sowing the Seeds to Writing: Writing Development at the Elementary Level	Annette Gross	Taft D
2.3	Leveraging the Science of Reading to Accelerate Gifted and Highly Skilled Readers	Amanda Nickerson	Delaware C
2.4	Student-Focused Coaching: SAILS Framework	Daryl Michel	Morrow
2.5	Reading Fast or Reading Well? Let's Take Another Look at Fluency	Jan Hasbrouck	Taft A
2.6	Using an Adaptive Intervention Coaching Model to Support Teachers' Implementation of a Multi-Component Text-Based Knowledge Building Routine	Jade Wexler	Fairfield
2.7	Unlocking Potential: Accelerating Reading Outcomes for Emergent Bilinguals in the Middle Grades	Phil Capin	Delaware D
2.8	Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level	Kent City Schools and New Lexington Schools	Marion
2.9	Scaffolding Your Instruction Resulting in Successful Comprehension	Jodi Snyder	Taft C
2.10	Using the Reading Tiered Fidelity Inventory (R-TFI) Data for Continuous Improvement	Kim St. Martin	Delaware A
2.11	Considerations for Equitable Assessment of Literacy Skills in Multilingual Learners	Amy Pratt	Delaware B
2.12	How Writing Instruction Can Revolutionize Education	Natalie Wexler	Regency Ballroom

DAY TWO- JUNE 11

LEARNING SESSION 3 (9:45 A.M. – 11:00 A.M.)

Session	Title	Presenter(s)	Room
3.1	Boosting Young Children’s Vocabulary and Content Knowledge through Shared Book Reading	Susan Neuman	Delaware C
3.2	Understanding the Early Reading Brain and Classroom Implications	Carolyn Strom	Fairfield
3.3	Spotlight on Implementation: Leading Literacy: How Leaders Can Coordinate District Resources to Improve Literacy and Professional Learning K-3	Heath City Schools	Madison
3.4	Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction	Canton City Schools	Taft B
3.5	Effective Literacy Tutoring Programs: Reading Ready and Reading Go	Katie Pace Miles	Taft A
3.6	Embracing Reading Frustration for Success	Hilderbrand Pelzer III	Morrow
3.7	Accessing Complex Texts	Katie Kilgour	Delaware B
3.8	Motivating Adolescent Readers and Writers: Strategies for Success	Suzanne Kochheiser	Delaware D
3.9	Using Adult Implementation Data to Improve Instruction in 6-12	Kelsi Edrington	Taft D
3.10	Unlocking the Power of Words: Strategies to Support Comprehension	Carolyn Turner	Delaware A
3.11	Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies	Ashland City Schools, Fayette County Early Learning Center – Head Start, and Washington Court House City Schools	Marion
3.12	Gifted Learners in an Integrated Multi-Tiered System of Supports	Tricia Merenda	Taft C

DAY TWO- JUNE 11

LEARNING SESSION 4 (11:15 A.M. – 12:30 P.M.)

Session	Title	Presenter(s)	Room
4.1	Boosting Young Children’s Vocabulary and Content Knowledge through Shared Book Reading	Susan Neuman	Delaware C
4.2	Understanding the Early Reading Brain and Classroom Implications	Carolyn Strom	Fairfield
4.3	Spotlight on Implementation: Collaboration in Early Care and Preschool	Horizon Education Centers and Preschool Promise	Taft B
4.4	Creating Word Conscious Classrooms through Intentional and Incidental Vocabulary Instruction	Denise Malkovits	Delaware D
4.5	Effective Literacy Tutoring Programs: Reading Ready and Reading Go	Katie Pace Miles	Taft A
4.6	The 5 W’s of Adolescent Literacy Intervention	Julie Haluch	Marion
4.7	Background Knowledge: Bridging the Gap Between Research and Practice	Jennifer Walker	Delaware B
4.8	Leveraging the Power of Explicit Writing Instruction	Nick Jacobs	Taft C
4.9	Embracing Reading Frustration for Success	Hilderbrand Pelzer III	Morrow
4.10	Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation	Gallia County Local Schools	Taft D
4.11	Key Elements in Evidence-Based Interventions	Carolyn Turner	Delaware A
4.12	Literacy, Family Engagement, and a New Social Contract with Parents	Tracy White Weeden	Regency Ballroom

Learning Session Descriptions

LEARNING SESSION 1 (JUNE 10, 10:45 A.M. - 12:00 P.M.)

1.1 **Spotlight on Implementation: Preschool Data-Based Decision Making** (*Youngstown City Schools*)

Youngstown City School District welcomes you to hear how the alignment of instructional curricula, leadership, funding, professional development, and instructional pedagogy positively impacts the outcome data for Youngstown City School District preschool scholars and kindergarteners. Hear the story, see the data, and have the opportunity to ask how you can do the same.

- **Strand:** Emergent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.2 **Spotlight on Implementation: Improving Tier 2: Evaluating Your Current Practices and Determining Next Steps** (*Clermont Northeastern Schools*)

This session will provide participants with information about implementing or improving Tier 2 literacy supports. It combines state recommendations with practical advice derived from one district's journey. This session will allow teams to have time to evaluate their current practices and develop next steps toward implementation of Tier 2 within an multi-tiered system of supports.

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

1.3 **Spotlight on Implementation: WHCSD Coaching Framework: The Warrensville Way** (*Warrensville Heights City Schools*)

Dive into the heart of coaching excellence with 'WHCSD Coaching Framework: The Warrensville Way.' Led by Shantelle Barhorst, Primary Literacy Instructional Specialist for grades K-5, Tebble Dickerson, Primary Math Instructional Specialist, and Elizabeth Couture, Secondary Math Instructional Specialist, from the Warrensville Heights City School District. This dynamic session offers educators a comprehensive exploration of the district's innovative coaching framework. From defining the role of coaching to crafting a mission statement, participants will engage in interactive discussions and activities designed to guide them through the creation and implementation of effective coaching practices. Through real-world examples and collaborative exercises, participants will gain practical strategies for conducting needs assessments, developing coaching handbooks, preparing for implementation, and addressing challenges while ensuring sustainability. Join us to unlock the power of coaching and transform teaching and learning in your school community!

- **Strand:** Early and Conventional Literacy, Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

1.4 **Spotlight on Implementation: Finding What Works and Planning for the Reading-Tiered Fidelity Inventory and Using the R-TFI to Refine MTSS Implementation** (*New London Local Schools and Amanda Nickerson*)

This session will provide an overview of New London Local Schools' district multi-tiered system of supports (MTSS) process. Come join our team as we discuss how we identified our district need, developed a team, created a framework, and initiated, monitored, and adjusted our plan. We are on a journey to find what works and we know that the journey continues. Additionally, this session will provide an overview of the Reading Tiered Fidelity Inventory (R-TFI). Participants will learn about the purpose and intended use of the tool (e.g., Elementary version, Secondary version) to evaluate whether the R-TFI might be a helpful tool for identifying specific building needs. Participants will also learn how to access the R-TFI, the general content within each version, the role of teams, administration, and scoring, as well as how to leverage R-TFI data to plan next steps.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.5 **Reading FAST or Reading WELL? Let's Take Another Look at Fluency** (*Jan Hasbrouck*)

Helping students read fluently is a focus of the efforts of many teachers and specialists. And that's a good thing, because we know from the National Reading Panel Report that fluency is "a critical component of skilled reading". Fluency standards have also been included in an essential foundation skill in most states. But...do we really understand what fluency is? Do we understand how to determine which students are sufficiently fluent and which need more help? And what kind of support do our students need to become fluent? Let's revisit this topic with an emphasis on the *purpose* of fluent reading: Comprehension and motivation!

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Literacy Leaders, Educators
- **Session Type:** Presentation

1.6 **Using an Adaptive Intervention Coaching Model to Support Teachers' Implementation of a Multi-Component Text-Based Knowledge Building Routine** (*Jade Wexler*)

In this presentation, attendees will learn about the need to implement evidence-based content and curriculum agnostic literacy practices to build school-wide literacy models at the secondary level, and how to use a coaching model in their school to support teachers' implementation of such practices. They will be provided an overview of a multi-component text-based knowledge building routine. Then, they will learn about a federally funded adaptive intervention coaching model that provides systematic guidance for coaches on how to support teachers' implementation of the practices based on varying levels of skill and will. They will be provided an overview of this model as well as challenges and solutions our research team made when developing the model. Finally, participants will have a chance for reflection and discussion.

- **Strand:** Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders
- **Session Type:** Presentation

1.7 **Unlocking Potential: Accelerating Reading Outcomes for Emergent Bilinguals in the Middle Grades** *(Phil Capin)*

Despite their significant potential, many English learners have difficulty meeting grade level expectations in reading and content-area classes. Dr. Capin will describe evidence-based literacy practices that can be integrated during reading and social studies instruction. These practices benefit all middle school students, but are particularly critical to the development of English learners. Dr. Capin will also present recommendations for intensive interventions for English learners with reading difficulties.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.8 **Spotlight on Implementation: Planning for Appropriate Intervention in Middle School and Inside Middle School Intervention, Stories of Success and Strategies for Support** *(Northmont City Schools and Pymatuning Valley Local Schools)*

Join us for a professional development session focused on multi-tiered system of supports (MTSS) at Northmont Middle School. This session will cover key aspects of MTSS implementation including the following: (1) Interventions: Learn which evidence-based strategies we use to support students across different tiers of intervention; (2) Decision Rules: See our criteria for identifying students in need of support and determining intervention intensity and duration; (3) Scheduling: Hear about the intervention settings we have created within the traditional middle school schedule; and (4) Transition Support: Discuss strategies to facilitate smooth transitions for students between grade levels and buildings. Through this professional development we hope to offer insight into our journey and the lessons we learned along the way. Next, educational leaders from Pymatuning Valley Local Schools will explore research based strategies for implementing effective student intervention programs at the middle school level. The session will delve into the importance of creative scheduling, early identification of student needs, decision rules, plans for intervention, data, and on-going support systems to ensure student success. There will be several videos so participants can see intervention in action.

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.9 **Vocabulary Routines** *(Keith McCarroll)*

One of the many things that ALL content areas has in common is the need for students to learn the vocabulary of their discipline. This session will introduce you to a deep learning vocabulary routine that can be implemented in the classroom right away.

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

1.10 **Student-Focused Coaching: Collaborative Problem-Solving Process** *(Daryl Michel)*

The SAILS acronym is a framework that includes systems as evidence in effective schools' research and consists of: Standards, Assessments, Instruction and Intervention, Leadership, and

Sustainability. Each component requires communication between/among various stakeholder groups, and each plays a critical role in achieving high levels of academic achievement. Change to a practice takes time and continuous change can lead to a lack of trust, confidence, and perception that people making decisions do not know what they are doing. Join me to learn more about each SAILS component, explore relationships between/among each component and your current processes, decide on ways to enhance current practices, and understand how verbal and nonverbal communication techniques are used across components.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.11 **Spotlight on Implementation: Multi-Tiered System of Supports: Matching Students to Intervention** (*Northridge Local Schools*)

Do you have a student who needs reading support but you're not sure of the next steps? Join us, and we will show you how to match interventions and plan group and individual intensifications. Participants will identify one takeaway for their own intervention matching process and name the most important aspects when considering intervention intensifications.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.12 **Using the Reading Tiered Fidelity Inventory (R-TFI) Data for Continuous Improvement** (*Kim St. Martin*)

The elementary and secondary Reading Tiered Fidelity Inventory (R-TFI) provides building leadership teams and multidisciplinary teams (also referred to as an intervention response team) with actionable data to improve the reading components of an multi-tiered system of supports (MTSS) framework. This session is designed for those who are either interested in learning more about the R-TFI or already using the R-TFI to inform implementation planning. Connections to how the items align with the science of reading and a professional learning sequence for teams and teachers will be provided. Guidance will also be provided for coaches who need to prioritize their coaching based on R-TFI data.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

1.13 **Spotlight on implementation: Supporting Literacy Achievement for English Learners** (*Dover City Schools*)

This session will explore how Dover City Schools created a district-wide model to meet the needs of English learners in a multi-tiered system of supports. Topics will include the varying needs of multilingual learners, evidence-based strategies focused around the science of reading, job-embedded professional development, and data-informed decision-making. Participants will learn about building educator capacity in order to provide equitable access to content, language, and literacy instruction for multilingual learners at the secondary level.

- **Strand:** Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

LEARNING SESSION 2 (JUNE 10, 1:15 - 2:30 P.M.)

2.1 **Spotlight on Implementation: Whole Child Family Supports** (*Schoenbaum Family Center - The Ohio State University*)

This session will review how one early childhood education school leveraged Comprehensive State Literacy Development grant resources to support whole child family supports. Schools often report difficulty in fostering family engagement which is both well attended and evidence based. Family involvement is a critical component in the science of reading with emergent readers, yet schools often do not have dedicated resources and staff to develop, promote and facilitate such engagement throughout the year. This session will examine the processes one school developed to survey family interests and needs and develop robust and interactive programming on site and in homes. We will also share how the role of Family Engagement Literacy Specialist was developed through this work and spaces in the school specific to family engagement were improved. Specific components such as Book Bundles, author visits and weekly shared storytimes will be examined, including changes made based upon participant feedback. Finally, we will examine ongoing plans for investment and sustainability.

- **Strand:** Emergent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.2 **Sowing the Seeds to Writing: Writing Development at the Elementary Level** (*Annette Gross*)

Writing can be challenging for many students — there are so many skills and thinking processes that need to work in synch to produce effective, expressive writing. Participants will learn how to deliver evidence-based practices to plant the seeds for students to develop an early foundation in writing skills to communicate their ideas effectively and efficiently. Get ready to watch your students bloom!

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

2.3 **Leveraging the Science of Reading to Accelerate Gifted and Highly-Skilled Readers** (*Amanda Nickerson*)

The science of reading can be leveraged not only to prevent and ameliorate reading difficulties but also to propel gifted and highly proficient readers to exceptional levels of accomplishment. During this session, participants will explore how the foundational principles of the science of reading can be tailored to meet the needs of advanced readers. By dissecting the components of effective reading instruction, attendees will gain insights into how to design enriched learning experiences that cater to the unique strengths and challenges of gifted readers. Moreover, the session will highlight the importance of differentiation within a tiered enrichment model, ensuring that all learners receive the support and challenge they need to thrive. Participants will leave with several strategies and resources to support a tiered enrichment approach in their own educational contexts, empowering them to unlock the full potential of their gifted and highly-skilled readers.

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.4 **Student-Focused Coaching: SAILS Framework** (*Daryl Michel*)

Simply offering a quick solution to a colleague rarely results in lasting change. Problems can be complex, and your understanding of the problem might not be accurate. Similar to how a physician approaches a perceived problem cautiously, this is important advice for an instructional coach too. The Collaborative Problem-Solving Process is a systematic, structured process that includes four phases: Problem Presentation; Define the Problem, Set Goals, Develop the Targeted Action Plan; Implement the Targeted Action Plan; and Evaluate Goals and Next Steps. This process is most successful when an instructional coach and peer colleague(s) work together to solve a student's academic, behavioral, or social-emotional problem. Join me to learn more about each phase and explore ways you can use this process as an administrator or instructional coach with any grade level or subject area.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.5 **Reading FAST or Reading WELL? Let's Take Another Look at Fluency** (*Jan Hasbrouck*)

Helping students read fluently is a focus of the efforts of many teachers and specialists. And that's a good thing, because we know from the National Reading Panel Report that fluency is “a critical component of skilled reading”. Fluency standards have also been included in an essential foundation skill in most states. But...do we really understand what fluency is? Do we understand how to determine which students are sufficiently fluent and which need more help? And what kind of support do our students need to become fluent? Let's revisit this topic with an emphasis on the *purpose* of fluent reading: Comprehension and motivation!

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Literacy Leaders, Educators
- **Session Type:** Presentation

2.6 **Using an Adaptive Intervention Coaching Model to Support Teachers' Implementation of a Multi-Component Text-Based Knowledge Building Routine** (*Jade Wexler*)

In this presentation, attendees will learn about the need to implement evidence-based content and curriculum agnostic literacy practices to build school-wide literacy models at the secondary level, and how to use a coaching model in their school to support teachers' implementation of such practices. They will be provided an overview of a multi-component text-based knowledge building routine. Then, they will learn about a federally funded adaptive intervention coaching model that provides systematic guidance for coaches on how to support teachers' implementation of the practices based on varying levels of skill and will. They will be provided an overview of this model as well as challenges and solutions our research team made when developing the model. Finally, participants will have a chance for reflection and discussion.

- **Strand:** Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders
- **Session Type:** Presentation

2.7 **Unlocking Potential: Accelerating Reading Outcomes for Emergent Bilinguals in the Middle Grades** *(Phil Capin)*

Despite their significant potential, many English learners have difficulty meeting grade level expectations in reading and content-area classes. Dr. Capin will describe evidence-based literacy practices that can be integrated during reading and social studies instruction. These practices benefit all middle school students, but are particularly critical to the development of English learners. Dr. Capin will also present recommendations for intensive interventions for English learners with reading difficulties.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.8 **Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level** *(Kent City Schools and New Lexington Schools)*

Beginning with a handful of literacy strategies and a whole lot of love for students, literacy leaders in the Kent City Schools have been on a six-year mission to ensure that all students have equitable opportunities for success in reading and writing along the whole K-12 Continuum. The Comprehensive Literacy State Development Grant supported many changes, including a focus on structures, professional learning, strategies, and resources to support Adolescent Literacy teaching and learning. Come join us to learn about where we are on our K-12 journey, the lessons we have learned, and where we plan to go. Next, New Lexington Schools' representatives will walk through our grant timeline and present our implementation strategy, discuss successes, walk through the bumps in the road, show the progress we have made, and explain our sustainability plan.

- **Strand:** Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.9 **Scaffolding Your Instruction Resulting in Successful Comprehension** *(Jodi Snyder)*

The new standards demand regular practice with grade-appropriate texts regardless of the reading level of the student. The idea is that teacher support and explanation, not text difficulty, is what should be differentiated (“Reading and Writing Instruction in America’s Schools” Fordham Report, 2018). Join us as we delve into how before, during, and after reading instructional routines can be meaningfully used to scaffold text comprehension and support instruction across content areas.

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.10 **Using the Reading Tiered Fidelity Inventory (R-TFI) Data for Continuous Improvement** *(Kim St. Martin)*

The elementary and secondary Reading Tiered Fidelity Inventory (R-TFI) provides building leadership teams and multidisciplinary teams (also referred to as an intervention response team) with actionable data to improve the reading components of an multi-tiered system of supports (MTSS) framework. This session is designed for people either interested in learning more about the R-TFI or already using the R-TFI to inform implementation planning. Connections to how the items align with

the science of reading and a professional learning sequence for teams and teachers will be provided. Guidance will also be provided for coaches who need to prioritize their coaching based on R-TFI data.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.11 Considerations for Equitable Assessment of Literacy Skills in Multilingual Learners *(Amy Pratt)*

This session provides educators with strategies to conduct equitable literacy assessments for multilingual students. Emphasizing the importance of understanding students' language environments, the session explores methods for administering and interpreting assessment results through a culturally responsive lens. Participants will learn to apply assessment data to inform instructional decisions to meet the needs to linguistically diverse students.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

2.12 How Writing Instruction Can Revolutionize Education *(Natalie Wexler)*

Writing is a potentially powerful lever for deepening knowledge, improving reading comprehension and analytical thinking, and enabling all students to access grade-level material. But it's also the most difficult thing we ask students to do. To unlock the power of writing instruction, we need to: (1) make writing less overwhelming by starting at the sentence level if that's what students need; and (2) embed writing activities in the content of the core curriculum—in any subject and at any grade level. This presentation will provide examples of effective activities.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

LEARNING SESSION 3 (JUNE 11, 9:45 – 11:00 A.M.)

3.1 **Boosting Young Children's Vocabulary and Content Knowledge through Shared Book Reading** *(Susan Neuman)*

Vocabulary and content knowledge has a profound effect on children's language comprehension. This session highlights the research and key practices that can best support and accelerate these skills early on. It will provide practical strategies shown to be highly effective for multilingual learners as well as native English speakers.

- **Strand:** Emergent Literacy
- **Target Audience:** Literacy Leaders, Educators
- **Session Type:** Presentation

3.2 **The Reading Brain** *(Carolyn Strom)*

What do findings from neuroscience mean for early word reading and spelling instruction? Most importantly, what are the concrete implications for classroom routines and for how we support our youngest learners? These questions will be at the heart of this session, which will focus on the neural processes involved in learning to read. This talk will explain scientific findings through a story called Brain City, which describes how we construct a reading circuit and build new neural pathways between three different "neighborhoods" in the brain. As we gain a more detailed understanding of the reading brain, we will connect these scientific principles to classroom practices and to everyday "kitchen table" routines that can enhance word learning for all students, including toddlers, preschoolers, and multilingual learners of all ages. Participants will leave with actionable insights, frameworks, and strategies to apply in their work with early readers and reading teachers.

- **Strand:** Emergent Literacy, Early and Conventional Literacy
- **Target Audience:** Literacy Leaders, Educators
- **Session Type:** Presentation

3.3 **Spotlight on Implementation: Leading Literacy: How Leaders Can Coordinate District Resources to Improve Literacy and Professional Learning K-3** *(Heath City Schools)*

Leading Literacy: Explore one district's journey to build capacity, align curriculum, and use evidence-based practices to help all students learn and grow. Participants will leave this session with concrete steps they can take to begin to examine and align instructional practices and professional development to address the needs of all readers.

- **Strand:** Early and Conventional Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders
- **Session Type:** Presentation

3.4 **Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction** *(Canton City Schools)*

Learn how the McKinley Senior High School staff was introduced to Disciplinary Literacy by joining us for a simulation and discussion that both engages, entertains, and invites instructional reflection from participants. Discover how CCSD leveraged its community partner, the Professional Football Hall of Fame, to design this activity that could be used for teachers of any grade band.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

3.5 **Effective Literacy Tutoring Programs: Reading Ready and Reading Go** (*Katie Pace Miles*)

In this presentation, Dr. Miles will review the research and briefs on the National Student Support Accelerator and Proven Tutoring websites to determine effective tutoring programs. She will then share research on her use of the Reading Ready and Reading Go tutoring programs in NYC with universities, community-based organizations, and schools. She will also share how universities across the country have been using these tutoring programs to better train preservice teachers and support their local schools.

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

3.6 **Embracing Reading Frustration for Success** (*Hilderbrand Pelzer III*)

When Hilderbrand Pelzer III served as the principal of a school inside one of the largest jail systems in the United States, he frequently found how many students shared a single common need to learn how to read. Illiteracy was the most prevalent weakness among his incarcerated students. This presentation will focus on the teaching of reading, which must be improved, and on the many teachers who struggle with helping students learn to read. Additionally, the presentation will evoke the audience's feelings about the school-to-prison pipeline and explore the multitiered system of support for students who consistently underperform academically.

- **Strand:** Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

3.7 **Accessing Complex Texts** (*Katie Kilgour*)

This hands-on session will explore the importance of using complex texts in the classroom. We will discuss what constitutes a complex text and how we can anticipate and address the barriers that students encounter when they engage with such texts. Video highlights of instructional strategies in action will be shown and workshop time to plan strategies for increasing accessibility to the complex texts that you use in your own classroom will be provided.

- **Strand:** Adolescent Literacy
- **Target Audience:** Educators
- **Session Type:** Workshop

3.8 **Motivating Adolescent Readers and Writers: Strategies for Success** (*Suzanne Kochheiser*)

We want our students to find success, but sometimes a lack of student motivation gets in the way! This session will explore the Institute of Education Science's Guide Improving Adolescent Literacy: Effective Classroom and Intervention Practices recommendations for increasing adolescent literacy motivation. We will bring to life the four recommendations, showing how teachers can influence and support student motivation and achievement. One district will also share how they leverage student motivation during intervention.

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

3.9 **Using Adult Implementation Data to Improve Instruction in Grades 6-12** (*Kelsi Edrington*)

Effective teaching encompasses not only curriculum design but also its implementation in the classroom. This session focuses on leveraging adult implementation data to refine instructional practices. Join us to explore innovative strategies and share best practices for enhancing teaching effectiveness. Additionally, learn practical techniques for using this data to inform instructional decision-making, from identifying improvement areas to tailoring professional development initiatives. Attendees will gain insights into translating data insights into actionable strategies that foster continuous growth and development among educators.

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders
- **Session Type:** Presentation

3.10 **Unlocking the Power of Words: Strategies to Support Comprehension** (*Carolyn Turner*)

In this session, we will develop an understanding of the role of vocabulary in developing reading proficiency and explore effective strategies and activities for teaching vocabulary. This session blends research and classroom practices and educators will leave with tools to teach vocabulary in any content area.

- **Strand:** Early and Conventional Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

3.11 **Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies** (*Ashland City Schools, Fayette County Early Learning Center – Head Start, and Washington Court House City Schools*)

Ashland City Schools and the consortium of Washington Court House City Schools and the Fayette County Early Learning Centers have teamed together to share ideas for engaging families from birth through middle school. Fayette County Early Learning will share strategies used to build relationships and increase family involvement in Early Head Start, Head Start, and district preschool programs. Cherry Hill and Belle Aire Elementaries will share a variety of ways they encourage families to become more involved. Ashland Middle School will share ideas for addressing family engagement beyond the basic literacy family night events. Through partnerships with community resources, the school has incorporated a multi-tiered strategic approach to educating and involving families in learning about literacy and beyond.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

3.12 **Gifted Learners in an Integrated Multi-Tiered System of Supports** (*Tricia Merenda*)

We will examine an integrated multi-tiered system of support structure that is inclusive of gifted students. Join us as we delve into how instruction, aligned with the science of reading, can enrich the

depth, breadth, and complexity of instruction. This approach can be effectively utilized to support our gifted students, particularly those excelling in reading and writing.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

LEARNING SESSION 4 (JUNE 11, 11:15 A.M. – 12:30 P.M.)

4.1 **Boosting Young Children's Vocabulary and Content Knowledge through Shared Book Reading** *(Susan Neuman)*

Vocabulary and content knowledge has a profound effect on children's language comprehension. This session highlights the research and key practices that can best support and accelerate these skills early on. It will provide practical strategies shown to be highly effective for multilingual learners as well as native English speakers.

- **Strand:** Emergent Literacy
- **Target Audience:** Literacy Leaders, Educators
- **Session Type:** Presentation

4.2 **The Reading Brain** *(Carolyn Strom)*

What do findings from neuroscience mean for early word reading and spelling instruction? Most importantly, what are the concrete implications for classroom routines and for how we support our youngest learners? These questions will be at the heart of this session, which will focus on the neural processes involved in learning to read. This talk will explain scientific findings through a story called Brain City, which describes how we construct a reading circuit and build new neural pathways between three different "neighborhoods" in the brain. As we gain a more detailed understanding of the reading brain, we will connect these scientific principles to classroom practices and to everyday "kitchen table" routines that can enhance word learning for all students, including toddlers, preschoolers, and multilingual learners of all ages. Participants will leave with actionable insights, frameworks, and strategies to apply in their work with early readers and reading teachers.

- **Strand:** Emergent Literacy, Early and Conventional Literacy
- **Target Audience:** Literacy Leaders, Educators
- **Session Type:** Presentation

4.3 **Spotlight on Implementation: Collaboration in Early Care and Preschool** *(Horizon Education Centers and Preschool Promise)*

Join Horizon Education Centers as we examine how collaboration between early childhood education providers, the local school district and other community stakeholders is essential to ensure children have the resources they need to enter kindergarten ready to learn. Often times each of these entities is planning individually for school readiness, and collaboration is sometimes overlooked. In this workshop, you will discover why partnership is important, and how you can partner with other stakeholders to ensure more students are ready to enter kindergarten. You will also have an opportunity to hear from a few of our partners, and what have been the successes and challenges along the way. Next, Preschool Promise will explore how language and literacy development begins at birth. With the Comprehensive State Literacy Development Grant, the Miami Valley Emergent Literacy Partnership focused on supporting infant/toddler programs to work on data literacy for educators to increase the quality and quantity of interactions. During this session, presenters will share insights into working with programs across different site types, and what we have learned along the way. The presenters are eager to share what was learned through the process, and provide some recommendations for others focusing on the littlest learners

- **Strand:** Emergent Literacy, Early and Conventional Literacy
- **Target Audience:** Administrators, Literacy Leaders
- **Session Type:** Presentation

4.4 **Creating Word Conscious Classrooms through Intentional and Incidental Vocabulary Instruction** *(Denise Malkovits)*

Participants will learn the importance of how designing and delivering effective vocabulary instruction supports the overall goal of reading: comprehension. Participants will engage in activities that support the development of word conscious classrooms through intentional and incidental vocabulary instruction.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

4.5 **Effective Literacy Tutoring Programs: Reading Ready and Reading Go** *(Katie Pace Miles)*

In this presentation, Dr. Miles will review the research and briefs on the National Student Support Accelerator and Proven Tutoring websites to determine effective tutoring programs. She will then share research on her use of the Reading Ready and Reading Go tutoring programs in NYC with universities, community-based organizations, and schools. She will also share how universities across the country have been using these tutoring programs to better train preservice teachers and support their local schools.

- **Strand:** Early and Conventional Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

4.6 **The 5 W's of Adolescent Literacy Intervention** *(Julie Haluch)*

How does your district support adolescent learners who have not developed grade-level reading proficiency? In this session, we will focus on the 5 W's of adolescent literacy intervention including: Why do we need to provide interventions? Who is receiving support and who is providing support? What resources will be used to intervene and monitor progress? When does the schedule allow for intervention time? Where will students receive intervention?

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

4.7 **Background Knowledge: Bridging the Gap Between Research and Practice** *(Jennifer Walker)*

We want our students to read grade-level, rigorous texts. However, what if they don't have the necessary reading skills to understand these texts? One way is to explicitly build students' background knowledge and vocabulary. Studies have shown that the more a reader knows about a certain topic, the easier it is for them to read, comprehend, and retain information from a text. In this session, school leaders and educators will gain a better understanding of the crucial role that background knowledge plays in reading comprehension and will be introduced to strategies that can be used to explicitly build students' knowledge and support their comprehension of complex texts.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

4.8 **Leveraging the Power of Explicit Writing Instruction** (*Nick Jacobs*)

There is power in providing students a path toward expressing thoughts and ideas effectively through their writing. This session will review research on explicit writing instruction. Participants will discover effective strategies and practical techniques to empower students in honing their writing skills, while leveraging the bond between writing instruction, grade-level text, and academic discourse.

- **Strand:** Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Workshop

4.9 **Embracing Reading Frustration for Success** (*Hilderbrand Pelzer III*)

When Hilderbrand Pelzer III served as the principal of a school inside one of the largest jail systems in the United States, he frequently found how many students shared a single common need to learn how to read. Illiteracy was the most prevalent weakness among his incarcerated students. This presentation will focus on the teaching of reading, which must be improved, and on the many teachers who struggle with helping students learn to read. Additionally, the presentation will evoke the audience's feelings about the school-to-prison pipeline and explore the multitiered system of support for students who consistently underperform academically.

- **Strand:** Adolescent Literacy, System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

4.10 **Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation** (*Gallia County Local Schools*)

In this session, we will discuss the implementation and future sustainability of our Local Literacy Plan using a shared leadership model. We will share how we transformed our thinking from balanced to structured literacy through changes in our schedule, curriculum, and multi-tiered system of supports system including assessment, decision rules and intervention from birth to grade 12.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

4.11 **Key Elements in Evidence-Based Interventions** (*Carolyn Turner*)

In this session we will explore key elements of evidence-based interventions (EBIs) in education. Learn about the essential components that make EBIs effective, including data-driven decision-making, intervention fidelity, and progress monitoring. Discover how to implement EBIs with fidelity and adapt them to diverse settings.

- **Strand:** Early and Conventional Literacy, Adolescent Literacy
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

4.12 Literacy, Family Engagement, and a New Social Contract with Parents *(Tracy White Weeden)*

What is the current reality for children who are struggling readers? How can a new social contract be established with families so that compulsory education delivers on becoming literate for a lifetime? How can a shift in how we frame the work of scaling literacy success for all include embracing the entire family unit? It starts with your why, regardless of role. In this presentation, we will explore how our core values are the anchor we can collectively build upon by scaling evidence-based practices and operating with transparency through family partnerships that bring hope to the stakeholders we serve.

- **Strand:** System Support
- **Target Audience:** Administrators, Literacy Leaders, Educators
- **Session Type:** Presentation

Presenters

Shantelle Barhorst

(1.3 Spotlight on Implementation: WHCSD Coaching Framework: The Warrensville Way)

Shantelle Barhorst is a dedicated educator, passionate about fostering literacy skills and empowering learners. She graduated with a Bachelor of Science degree in early childhood education from Wright State University, a PreK-12 Reading Endorsement from Bowling Green State University, and a master's in educational leadership from Salem University. As a trained LETRS facilitator, Ohio Science of Reading Course facilitator, Google Certified Educator, Apple Certified Teacher, and Seesaw Ambassador, she leverages innovative technologies to enhance learning experiences. Shantelle currently serves as the primary literacy instructional specialist for grades K-5 for the Warrensville Heights City School District in Warrensville Heights, Ohio, where she coaches staff members to improve their reading instruction practices based on the latest science of reading research and best practices. Her expertise and guidance contribute significantly to fostering a culture of literacy excellence and student achievement within the district.

Melissa Berzito

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Melissa Berzito joined Kent City Schools in 2023 as the continuous improvement specialist K-12. Previously she has worked as a teacher and an Instructional coach. She is a facilitator of Ohio's Dyslexia Courses and an Ohio Science of Reading Course facilitator and believes that with a student centered approach to learning, anything can be achieved.

Eddie Bostic

(4.10 Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation)

Eddie Bostic is currently a literacy coach for the Gallia County Local School District. She has spent 31 years in education as an elementary teacher, Title I teacher, literacy coordinator, elementary principal, and literacy coach. Over the last four years, she has helped her district design a system that includes a knowledge building curriculum, a strong professional development program, and an assessment system with decision rules, progress monitoring, and targeted interventions. The highlight of her career has been the development of this system that is beginning to show positive results.

Aaron Bouie III

(1.1 Spotlight on Implementation: Preschool Data-Based Decision Making)

Aaron Bouie III serves as the Chief Academic Officer for The Youngstown City School District. As the Chief Academic Officer, he utilizes his experience as a district leader, former building level administrator, and exceptional education teacher to support the needs of the district's scholars, teachers, and leaders. His work across educational settings involves utilizing evidence-based practices to enhance leadership, teaching, and learning.

Amy Brown

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Amy Brown is one of the directors of curriculum, instruction, and assessment preK-12 for Washington Court House City Schools. Prior to her role as curriculum director, Amy was the deeper learning coordinator for the district, overseeing the multi-tiered system of supports framework and Project Based Learning. Over Amy's teaching career, she has taught young 5s, second grade, third grade, and computer lab. Before becoming a teacher, Amy was a lead fund accountant at BISYS (now Citi Financial). Amy's passion is supporting educators to ensure they have the tools and resources they need to be the best for their students.

Phil Capin

(1.7, 2.7 Unlocking Potential: Accelerating Reading Outcomes for Emergent Bilinguals in the Middle Grades)

Phil Capin, Ph.D., is a research faculty member for the Department of Special Education and a researcher for the Meadows Center for Preventing Educational Risk at the University of Texas at Austin. His research focuses on improving reading instruction and assessment for children, including those with or at risk for reading disabilities and English learners. He currently serves as an investigator on research grants funded by the Institutes of Education Sciences and Office of Special Education Programs. Dr. Capin has published widely on issues related to reading development and instruction, including in *Scientific Studies of Reading*, *Reading Research Quarterly*, and *Journal of Educational Psychology*, among others. Prior to joining academia, Dr. Capin was a teacher and a credentialed school administrator.

Ashley Carano

(1.1 Spotlight on Implementation: Preschool Data-Based Decision Making)

Ashley Carano served as the preschool literacy coach in the Youngstown City School District from 2020-2023. Mrs. Carano taught kindergarten, first grade, and third grade prior to becoming a literacy coach. As a preschool literacy coach, she provided coaching cycles to support literacy instruction, provided literacy professional development for preschool staff, and supported staff with analyzing student data. She also collaborated with preschool teachers to align researched based strategies to meet the specific needs of all learners. She now serves as an assistant principal and uses her knowledge of early literacy to improve student outcomes for all scholars.

Jenna Caudill

(1.11 Spotlight on Implementation: Multi-Tiered System of Supports: Matching Students to Intervention)

Jenna has spent her career as a general education teacher and reading intervention provider. Her educational background is in elementary education, reading, and applied behavior analysis. She is currently the multi-tiered system of supports co-teacher for the K-5 elementary school at Northridge Local Schools in Dayton, Ohio. She has been extensively trained in the science of reading and is passionate about literacy for all children. She co-facilitates the multi-disciplinary and PBIS teams in addition to matching and managing interventions for K-5 students in multiple subject areas.

Tracy Cleland

(1.8 Inside Middle School Intervention: Stories of Success and Strategies for Support)

Tracy Cleland is a seventh grade ELA teacher at Pymatuning Valley Middle School. She earned her Bachelor of Arts in French and Bachelor of Science in secondary education from Miami University, and graduated with a Master of Arts in English from Youngstown State University. She has been employed at Pymatuning Valley Schools for 26 years, spending the first 11 years teaching high school French before moving to junior high

English in the fall of 2008. She is married and enjoys spending time with her family, reading, writing, and traveling.

Shari Colucci

(1.8 Planning for Appropriate Intervention in Middle School)

Shari Colucci is a curriculum specialist who provides K-12 support for the Student Services Department. A former intervention specialist, this is her 17th year working for Northmont City Schools. Shari is passionate about the district's literacy initiatives, especially providing superior research-based instruction for students with dyslexia.

Elizabeth Couture

(1.3 Spotlight on Implementation: WHCSD Coaching Framework: The Warrensville Way)

Elizabeth Couture is a highly experienced mathematics educator and coach who focuses on cultivating mathematical mindsets and fundamental skills in culturally diverse school environments. With 20 years of expertise, she holds degrees from Jamestown Community College (Associate in Science), Edinboro University of Pennsylvania (Bachelor of Science), and the University of Phoenix (Master of Science). Currently serving as the secondary math instructional specialist for grades 6-12 for Warrensville Heights City School District in Warrensville Heights, Ohio, Elizabeth's passion lies in empowering teachers with resources and coaching to nurture critical thinking and ensure students graduate with strong mathematical foundations. Through her coaching practices, she shares innovative strategies and instructional methods designed to foster teacher and student growth.

Amy Cozad

(1.8 Planning for Appropriate Intervention in Middle School)

After more than 25 years as a classroom teacher, Amy Cozad has transitioned into the role of literacy coach and now curriculum specialist for Northmont City Schools. She is deeply invested in empowering teachers to construct meaningful and engaging educational experiences that ensure all learners reach their fullest potential.

Jerry Csaki

(3.4 Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction)

Jerry Csaki is the senior director of youth, education and leadership at the Pro Football Hall of Fame. He has spent 20+ years creating programming for schools across the country to utilize in partnership with the Hall of Fame.

Melissa Dettmer

(4.3 Spotlight on Implementation: Collaboration in Early Care and Preschool)

Melissa Dettmer has worked in education since 2013 and obtained her Master of Arts in teaching from Kent State University in 2019. Joining Horizon Education Centers as the literacy coordinator in 2020, she is dedicated to delivering high-quality education, supporting teachers in fostering emergent literacy skills, and collaborating with community partners.

Tebble Dickerson

(1.3 Spotlight on Implementation: WHCSD Coaching Framework: The Warrensville Way)

Tebble is an exemplary professional educator with 25 years of experience working in Cleveland, Ohio, Phoenix, Arizona, and Warrensville Heights, Ohio. She can uniquely build camaraderie between students,

faculty, administrators, parents, and support personnel to provide a positive culture. She used her combined education, work experience, and leadership skills for her administrative role at a startup Arts Integrated Charter School. As a coach, her role is to help teachers gain clarity in the steps they want to pursue to make their teaching more equitable. She believes that with time for reflection and critical inquiry, all teachers can identify what they need to grow and develop their practice. Her coaching role is to listen, reflect on what she observes, and ask questions from a place of curiosity. She is now in her second year as the primary math specialist for Warrensville Heights City School District. She is a Cleveland State University graduate with a bachelor's degree in elementary education and a master's degree in educational administration. Tebble is the mother of a highly functional special needs adult son and soon-to-be high school graduate.

Kyleigh Dickinson

(1.1 Spotlight on Implementation: Preschool Data-Based Decision Making)

Kyleigh Dickinson is the Preschool Instructional Coach for Youngstown City Schools. In 2016 she began her career as a first grade teacher after graduating from Youngstown State University with a degree in early childhood. After one year in first grade, Dickinson served as a Kindergarten teacher, kindergarten transition instructional coach, and preschool instructional coach. She currently coordinates and provides early childhood staff with coaching, resources, and professional development opportunities. Dickinson has served on district-level committees including the District Leadership Team, the Multidisciplinary Team, and the Reading Achievement Plan committee.

Kelsi Edrington

(3.9 Using Adult Implementation Data to Improve Instruction in 6-12)

Kelsi Edrington currently serves as a literacy specialist at Montgomery County Educational Service Center in Dayton, Ohio, as well as an Ohio adolescent literacy specialist through the Ohio Department of Education and Workforce. Her experience as an educator includes teaching English/ELA to grades seven through 12. Edrington has also obtained her Certified Structured Literacy Dyslexia Interventionist certification through the Center of Effective Reading Instruction (CERI) whilst completing practicum and course work for both the Orton-Gillingham Academy and Wilson Reading System. Inspired by her deep enthusiasm and passion for literacy, Edrington specializes in equipping adolescents, including struggling readers, with the essential literacy skills and strategies they need to excel academically and in life. Through instructing and enhancing the literacy expertise of educators and administrators, she strives to make literacy accessible and enjoyable for all.

Amy Ellis

(1.2 Spotlight on Implementation: Improving Tier 2: Evaluating Your Current Practices and Determining Next Steps)

Amy Ellis has been the intervention psychologist at Clermont Northeastern for the past five years where as part of her role she focuses on improving student outcomes through development and implementation of multi-tiered system of supports. She graduated from Miami University with a Bachelor of Science in social work as well as a Bachelor of Science in psychology. Several years later she added a Masters of Education in school psychology from University of Dayton. She loves tennis a lot, but loves data more.

Karen Fehrman

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Karen Fehrman is a 9-12 literacy coach at New Lexington High School. Karen received a Bachelor of Science in education from Ohio University, master's degree in the art of teaching from Marygrove College, and 30+ hours in education from Andrews University. Karen has been in the teaching profession for 31 years. She taught four years at the fourth grade level, 23 years at the sixth grade level, one year at the seventh grade level, and three years as a 9-12 literacy coach. She was a Keys to Literacy coach for three years, while teaching at the middle school. She enjoys the fact that teachers are constantly learning, just like their students. She's a confident educator who expects the best from her students and teachers, as well as herself, to ensure academic success of all students.

Kristin Garner

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Kristin Garner is a Literacy Specialist and Coach for the Kent City School District, serving the district for 21 years serving as a teacher, literacy specialist, and coach. She is a Local Certified Facilitator of Language Essentials for Teachers of Reading and Spelling (LETRS) as well as a facilitator of Ohio's Dyslexia Courses and Ohio's Science of Reading Courses. Literacy is a passion and she continues to learn and grow in hopes of supporting educators in helping students of all ages become readers and life-long learners.

Stephanie Glasure

(1.4 Spotlight on Implementation: Assessment and Intervention)

Stephanie Glasure, director of curriculum and instruction, joined New London Local Schools in 2022, following 18 years of service in Carrollton Schools. Her career began at Kilgore Elementary School, where she taught fifth grade. After several years teaching fifth grade, she moved into a gifted coordinator position which branched out into STEM coordinator and Project Lead the Way coordinator. In those roles, she proudly started the first robotics program where she coached her students to the World Robotics Championship for three years in a row. Her next step was to be named the director of curriculum, instruction and assessment. Stephanie grew up in the Ohio River Valley. She earned her undergraduate and graduate degrees from Franciscan University of Steubenville, where she was The Academy of Lifelong Learning Award recipient. She is passionate about learning and student achievement. In recent years, she has dedicated herself to studying the science of reading, driven by a passion to ensure all students have the opportunity to master reading skills. During her free time, Stephanie enjoys spending time with her family, reading, walking her dog, and painting the works of the Masters.

Annette Gross

(2.2 Sowing the Seeds to Writing: Writing Development at the Elementary Level)

Annette Gross is a literacy specialist entering her second decade of working in education. Currently, she is the regional early literacy specialist for State Support Team 3 in the greater Cleveland area. Annette recently earned a Dyslexia Interventionist Certification through Mt. St. Joseph University. She is passionate about literacy and learning how to best support educational leaders and teachers to ensure all learners have access to quality literacy instructional practices. Annette enjoys fitness, meal prepping, family time, and trying to perfect her skills on the pickleball court.

Rochelle Halley

(4.10 Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation)

Rochelle Halley is the director of instructional services at Gallia County Local Schools. Rochelle and her husband, Terry, live in Gallipolis, Ohio. They have a grown daughter and three grandchildren. Rochelle earned a bachelor's degree in comprehensive communications and a secondary teaching license from the University of Rio Grande. She earned a master's degree in educational leadership and a superintendent's license from Ohio University. Presently, she is finishing her doctoral dissertation in the field of educational leadership. Mrs. Halley's experience in the field of education includes high school classroom teaching experience, six years as the principal of a K-8 building, and three years as the principal of a high school. She has been in her current position since 2011 and has spent her entire professional career in Gallia County Local Schools. Rochelle is a member of Delta Kappa Gamma and has been a member of both the Ohio Association of Elementary School Administrators and the Ohio Association of Secondary School Administrators. Her life-long career goal continues to be to make sure that she is always making decisions with each child's best interest in mind.

Julie Haluch

(4.6 The 5 W's of Adolescent Literacy Intervention)

Julie Haluch is an adolescent literacy specialist with the ESC of Northeast Ohio. She has been in public education since 1999 teaching in the classroom and working as a literacy coach. Julie began her teaching career in Ohio and taught in both South and North Carolina before returning to Ohio. Julie's goal as an adolescent literacy specialist is to support, guide, and build the expertise of teachers and administrators as they work to make a positive impact on student achievement. Her literacy work is aligned to the science of reading, structured literacy practices, and supports Ohio's Plan to Raise Literacy Achievement.

Jonlyn Hartzler

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Jonlyn Hartzler is a literacy instructional coach for grades 4-8 in the Ashland City School District. Prior to her current role, she served as an intervention specialist for 13 years in an intermediate setting, serving students with mild to moderate disabilities. Throughout her professional experiences, she has worked to provide evidence-based practices to students and support teachers as they employ these practices in their classrooms to improve student outcomes. In addition, an integral part of both roles has been to build strong family and community relationships.

Jan Hasbrouck

(1.5, 2.5 Reading FAST or Reading WELL? Let's Take Another Look at Fluency)

Jan Hasbrouck, Ph.D., is a researcher, educational consultant, and author. She was a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later becoming a professor at Texas A&M University. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. She is now working with New York City Public Schools as a member of their Literacy Advisory Council. Dr. Hasbrouck has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, Germany, Australia, and New Zealand helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers.

Gretchen Hill

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Gretchen Hill has worked for Kent City Schools for 22 years as an intervention specialist and for the last two years as an instructional coach with an area of specialty in literacy. She is a certified Wilson Dyslexia Practitioner and an Ohio Science of Reading Course Facilitator. She is always learning new and exciting ways to continue her passion of working with students.

Kelly Holbrook

(3.3 Spotlight on Implementation: Leading Literacy: How Leaders Can Coordinate District Resources to Improve Literacy and Professional Learning K-3)

Kelly Holbrook serves as the assistant superintendent of Heath City Schools. Mrs. Holbrook has had the privilege of working in four different school districts and has taught both general education and special education. Mrs. Holbrook has also served as a behavior specialist, special education coordinator, and building principal. For the last 11 years, she has been the proud assistant superintendent for Heath City Schools and focuses much of her time on improving literacy practices within the district. She graduated with a Bachelor of Arts from Franciscan University of Steubenville, a Master of Education from Marygrove College, and master's degree in educational leadership from Ohio University. Mrs. Holbrook is a board member for the International Dyslexia Association of Central Ohio, and also serves as the director of federal programs and Title IX coordinator in Heath City Schools.

Tara Ivers

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Tara Ivers has worked for the Head Start program for 25 years, with eight years of that time as the education coordinator. Tara has a Bachelor of Science in education with licensure and a Master of Education with a specialization in mild to moderate intervention K-12. She is dedicated to providing an enriching preschool experience for all children in partnership with the families the program serves.

Nick Jacobs

(4.8 Leveraging the Power of Explicit Writing Instruction)

Nick Jacobs, M.Ed., serves as an urban literacy specialist and consultant for State Support Team 1, collaborating with district administrators, building leadership, and classroom teachers to integrate systems thinking with evidence-based literacy instruction. Before this role, Nick served in various administrator positions in the Toledo area following his tenure as a 7-12 social studies teacher and athletic coach. With 17 years of educational experience, he is dedicated to serving individuals and teams with support for unlocking their capabilities to benefit students.

Anneliese Johnson

(2.1 Spotlight on Implementation: Whole Child Family Supports)

Anneliese began her career in early childhood education as a preschool teacher at the A. Sophie Rogers School for Early Learning at its former location in Campbell Hall on OSU's campus. She earned her bachelor's degree from Miami University and completed her master's degree in early childhood education and development from OSU's College of Education and Human Ecology. She was an instrumental part of the team that transitioned the School for Early Learning to its current location in Weinland Park, helping to design and staff the building in 2007 as the preschool program coordinator. She has been the principal of the

School for Early Learning since 2010. Anneliese taught early childhood education courses for several years at OSU and has presented locally and nationally on topics such as play, guidance and discipline with young children, and emergent literacy in the classroom.

Amy Joseph

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Amy Joseph has worked for the Head Start Early Head Start program for 23 years with just over eight years of that time as the Director. Amy has an associate's degree in early childhood education with licensure, a bachelor's degree in speech and hearing, and a master's degree in applied behavior analysis with a specialization in autism. Her passion is for helping to build a strong foundation for children and families so they can be successful in school and life.

Gary Kandel

(3.4 Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction)

Gary Kandel is the secondary curriculum director for Canton City Schools. Throughout his career he has served as a teacher, principal, and a special education director.

Kelsey Kepple

(1.1 Spotlight on Implementation: Preschool Data-Based Decision Making)

Kelsey Kepple is an early childhood and special education supervisor at Youngstown City School District. She began her career in education working as a special education teacher then transitioned to supervise a K-5 elementary building's special education team and the preschool program at Youngstown City Schools, including special education services for all preschool children in Youngstown. In her current position, Kelsey has expanded and shared her knowledge of preschool laws, licensing, curriculum, intervention, and special education to support the preschool staff in their dedication to our youngest learners and growing the achievement of the program.

Emma Keough

(1.2 Spotlight on Implementation: Improving Tier 2: Evaluating Your Current Practices and Determining Next Steps)

Emma Keough is in her first year as assistant principal at Clermont Northeastern Elementary. Prior to her current role, she taught grades 1-3 for 11 years, nine of those at Clermont Northeastern Elementary. She graduated from Morehead State University with a Master of Arts in school administration. She also earned her Bachelor of Arts in elementary education and special education from Morehead State University. In her spare time, Emma coaches the varsity volleyball team at Clermont Northeastern Elementary and enjoys giving back to her community.

Katie Kilgour

(3.7 Accessing Complex Texts)

Katie Kilgour is one of six adolescent literacy specialists across the state of Ohio, providing district support in Ohio regions 14, 15, and 16. In 2023, Katie earned the certification to become a structured literacy dyslexia interventionist. Prior to her role as an adolescent literacy specialist, Katie worked as a Positive Behavioral Interventions and Supports (PBIS) master trainer. She has 19 years of experience in education, including 16 years in a high school English language arts classroom.

Suzanne Kochheiser

(3.8 Motivating Adolescent Readers and Writers: Strategies for Success)

Suzanne Kochheiser is one of six Ohio adolescent literacy specialists and is based at Mid-Ohio Educational Service Center in Mansfield, Ohio. Over the past 16 years, Suzanne has held several positions as a high school ELA teacher, teacher leader, and most recently as a director of teaching and learning in a rural district. Supporting her daughter's reading journey ignited her learning about the science of reading, and she works to share that knowledge (while navigating the obstacles) with educators and administrators in the schools and regions she supports.

Tina Kretzer

(1.11 Spotlight on Implementation: Multi-Tiered System of Supports: Matching Students to Intervention)

Tina has spent her 37-year career working with literacy at the classroom, building, and district levels. She retired from administration and is currently the K-5 literacy coach for Northridge Local Schools in Dayton, OH. She is passionate about the science of reading and building effective, sustainable processes. Her expertise is an integral part of the successful multi-tiered system of supports process in Northridge.

Amy Kronberg

(4.3 Spotlight on Implementation: Collaboration in Early Care and Preschool)

Amy Kronberg, Ph.D., brings a background in early childhood education, child development, and play-based strategies to create learning experiences for families through the Play on Purpose initiative. She supports infant/toddler teachers in building early language/literacy skills. Amy has a bachelor's in early childhood education from the University of Michigan, a master's in early childhood leadership and advocacy, and a Ph.D. in educational leadership and administration from University of Dayton.

Phillip Kuhn

(4.10 Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation)

Phillip Kuhn is currently the superintendent in the Gallia County Local District. He is a 1996 graduate of the University of Rio Grande and received his master's degree in educational administration in 2002 from Ohio University. Mr. Kuhn went on to obtain his superintendent's coursework at Morehead State University. He began his career as a high school teacher for the first six years in business education at Hillsboro and Oak Hill High Schools. In 2002, he was hired in the Jackson City Schools as the middle school assistant principal. After three years in that role, he took the elementary principal's position at Southview Elementary in the Jackson City Schools. Mr. Kuhn just finished his 28th year in education, and third year as the superintendent in Gallia. Mr. Kuhn is very proud of the work they are doing in the district, and excited about the growth the students are experiencing within their reading program.

Jim Lindeman

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Jim Lindeman is the Ashland Middle School principal. Prior to becoming a principal, he was a social studies teacher for 10 years and coached varsity basketball. As a building leader he strives to create a safe and productive environment in which students and staff work collaboratively to enhance learning opportunities.

Denise Malkovits

(4.4 Creating Word Conscious Classrooms through Intentional and Incidental Vocabulary Instruction)

Denise Malkovits has been a consultant with State Support Team Region 5 for 12 years. She currently serves as the regional early literacy specialist where she supports classrooms, buildings, and districts with implementing evidenced-based literacy practices through technical assistance and professional development. During her 31 years as an educator, she has held various roles including general education teacher, intervention specialist, and special education supervisor. Malkovits has extensive training in the science of reading, universal design for learning, positive behavior intervention and support, and inclusive instructional practices. She earned her Bachelor of Science in elementary education with special education certification and holds two master's degrees, one in reading and the other in administration. In addition, Malkovits is CERI-certified as a structured literacy dyslexia interventionist.

Nathan Martin

(3.4 Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction)

Nathan Martin is the youth, education and leadership coordinator at the Pro Football Hall of Fame. He currently oversees all programming that takes place on-site in Canton, Ohio, with schools in the area.

Keith McCarroll

(1.9 Vocabulary Routines)

Keith McCarroll spent 20 plus years in the classroom teaching high school English in Ohio. He then moved to Tennessee where he became a literacy coach at a middle school. Next, Keith was fortunate enough to be asked to become the literacy supervisor and the district coaching co-supervisor where he supported reading Pre-K through 12. He then became an intervention specialist for the Tennessee Department of Education where he was tasked with supporting districts all over Middle Tennessee in their efforts to implement the RTI2 model. Keith's latest move was back to Ohio to work as a regional early literacy specialist at SST 16 and then to Muskingum Valley ESC where he is currently serving as one of six adolescent literacy specialists in the state.

Tricia Merenda

(3.12 Gifted Learners in an Integrated Multi-Tiered System of Supports)

Tricia Merenda has served as a longtime ELA teacher and gifted intervention specialist, a district administrator for ELA, social studies, world languages and business, and as a literacy specialist at the Ohio Department of Education and Workforce. With 33 years of educator experience in all levels of preK through 12, Tricia enjoys lifting the literacy practices that improve the quality of life for all students.

Daryl Michel

(1.10 Student-Focused Coaching: Collaborative Problem-Solving Process / 2.4 Student-Focused Coaching: SAILS Framework)

Daryl Michel, Ph.D., consults with organizations nationally and internationally in areas such as instructional coaching, teacher education, disciplinary literacy, learning and lesson study, and curriculum design. He is the founder of Be A Change, LLC, and coauthor of "Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration" (Brookes Publishing, 2022). In addition to his educational consulting, he serves as a project manager for The University of Texas at Austin's Meadows Center for Preventing Educational Risk. Daryl began his career in the education profession nearly

three decades ago and, today, continues to follow his passion of learning with and from others and advocating for voices and perspectives to be heard.

Tina Miller

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Tina Miller has worked with Head Start for 29 years, with five years of that time as literacy/education coach. Tina began her Head Start years as a parent volunteer and the love for the children stuck right away. Tina holds an associate degree in early childhood education technology, and a Bachelor of Science in education. She loves seeing the children and families learn and grow everyday. Her goal is to help prepare them for the future.

Kris Mucci

(1.8 Spotlight on Implementation: Planning for Appropriate Intervention in Middle School)

Kris Mucci is a Literacy Coach for Pymatuning Valley Middle School. She holds teaching licenses in multiple areas, including Elementary 1-8, Reading Specialist and Literacy Specialist, as well as Principal Licensure and Administrative Specialist Licensure in Curriculum, Instruction and Professional Development. She is also an adjunct professor for Ashland University. Kris is dedicated to fostering student success, advancing literacy, and coaching teachers. Her passion lies in empowering individuals to achieve their goals and thrive on their educational journey. In her spare time, Kris loves to read, listen to podcasts, and spend time outdoors with her family, friends, and five dogs.

Susan Neuman

(3.1, 4.1 Boosting Young Children's Vocabulary and Content Knowledge through Shared Book Reading)

Susan B. Neuman, Ph.D., is a Professor of Teaching and Learning at New York University specializing in childhood education and early literacy development. Previously, she has been a Professor at the University of Michigan and has served as the U.S. Assistant Secretary for Elementary and Secondary Education. In her role as Assistant Secretary, she established the Early Reading First program, the Early Childhood Educator Professional Development Program, and was responsible for all activities in Title I of the Elementary and Secondary Act. She has served on the IRA Board of Directors (2001-2003), and other numerous boards of non-profit organizations, and served as Co-editor of Reading Research Quarterly (2011-2018), ILA flagship research journal. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction, prek-grade three for children who live in poverty. Neuman has received two life-time achievement awards for research in literacy development, and is a member of the Reading Hall of Fame, and a Fellow of the American Educational Research Association. She has written over 100 articles, and authored and edited 12 books. Her newest edited by Cabell, Neuman & Patton-Terry is the “Handbook of the Science of Early Literacy” (2023) published by Guilford Press.

Amanda Nickerson

(1.4 Spotlight on Implementation: Assessment and Intervention, 2.3 Leveraging the Science of Reading to Accelerate Gifted and Highly-Skilled Readers)

Amanda Nickerson, Ed.D., is the Ohio Comprehensive Literacy State Development Grant technical assistance specialist at the Ohio Department of Education and Workforce and State Support Team 9. She is responsible for creating aligned supports for the development of model literacy sites and providing technical assistance for schools and districts. As part of her role, she also collaborates with state literacy specialists to design and facilitate statewide literacy professional learning opportunities. Amanda has previous experience working as

a literacy consultant, teacher, Title I specialist, gifted intervention specialist, peer coach, and as an adjunct instructor.

Emily Nye

(4.3 Spotlight on Implementation: Collaboration in Early Care and Preschool)

Emily Nye, M.Ed., is an infant/toddler consultant with Preschool Promise. She received her master's in education from Wright State University and is a former early childhood center teacher, administrator, and education specialist. She currently co-facilitates a professional learning community for infant and toddler teachers, focusing on creating equitable talk environments for our youngest learners.

Katie Pace Miles

(3.5, 4.5 Effective Literacy Tutoring Programs: Reading Ready and Reading Go)

Katharine Pace Miles, Ph.D., is an associate professor at Brooklyn College, City University of New York (CUNY). Dr. Miles's research interests include orthographic mapping, high frequency word learning, reading interventions, and literacy instruction that is both developmentally appropriate and grounded in the science of reading. Dr. Miles is the academic advisor for Reading Go!, an evidence-based intervention for first and second grade students. She is the author of Reading Ready, an explicit and systematic word reading curriculum for kindergarten and first grade students. Dr. Miles is also the co-founder and principal investigator of CUNY Reading Corps, which improves preservice teacher training and provides free high-dosage tutoring to over 2,000 historically underserved NYC students per year. Dr. Miles's latest projects involve opening new advanced graduate coursework in reading science and finding more ways to bring free tutoring to emergent readers in need of support through her nonprofit, The Reading Institute.

Ashley Pacholewski

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Ashley Pacholewski is currently an assistant principal at Ashland Middle School and has 12 years' experience in education. Prior to becoming an administrator, she served as an instructional coach and ELA teacher for Brunswick High School. She loves celebrating successes and has seen positive student outcomes in at-risk and identified students through the work of the Ashland Middle School staff and their commitment to the Comprehensive Statewide Literacy Grant. She is working toward her Ed.D. in school leadership with Ashland University and will graduate next May.

Wendy Packard

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Wendy Packard is currently an assistant principal at Ashland Middle School and has 26 years of experience in education. Prior to becoming an administrator, she served as a school counselor for 17 years at AMS and a 7-12 Math teacher. She is the facilitator of RTIs, 504s, and works with staff on to identify and help implement interventions for the lowest 20% of students.

Hilderbrand Pelzer III

(3.6, 4.9 Embracing Reading Frustration for Success)

Hilderbrand Pelzer III embarked on his career in school leadership over two decades ago. Over this period, he served as principal of five different schools—a feat few educators have achieved. Perhaps his most significant leadership accomplishments were in Philadelphia's correctional facilities, one of the largest jail systems in the United States. Here, Pelzer made a significant impact by initiating a leadership style

characterized by high expectations for all incarcerated youth. He utilized all available resources to transform the entire school culture within the system and demonstrated that even incarcerated youth can learn. Pelzer's stories and heartfelt encounters with incarcerated youth are captivating. His powerful message of equity, opportunity, and justice resonates deeply with all who hear his story. For more information about Pelzer's journey and to read his full biography, please go to www.HilderbrandPelzer3.com.

Samantha Peterson

(2.1 Spotlight on Implementation: Whole Child Family Supports)

Samantha earned a Bachelor of Science in human development and family science and a Master of Science in early childhood development and education; both degrees were earned through the college of Education and Human Ecology at OSU. During her undergraduate studies, Samantha worked in preschool and infant/toddler classrooms as a practicum student teacher, student teacher, and as a substitute teacher. During the pursuit of her master's degree, Samantha was awarded a position as a graduate teaching associate in the preschool classroom at the School for Early Learning. After completing her graduate work, Samantha worked as an assistant teacher and lead teacher in preschool classrooms before beginning work as the assistant director of the School for Early Learning. Samantha has presented at local and national conferences on topics related to early childhood development and is licensed as an early intervention specialist through the Ohio Department of Developmental Disabilities.

Julie Piazza-King

(4.3 Spotlight on Implementation: Collaboration in Early Care and Preschool)

Julie Piazza-King has over 30 years of experience in the early childhood field and is currently with Horizon Education Centers as the Director of Community Services. In this position she is the lead of the Ready, Set, Go... to Kindergarten collaborative which is made up of 14 community partners as well as 16 child care providers in the city of Elyria. She has dual bachelor's degrees in Education and Sociology as well as a master's degree in Liberal Studies with a concentration in education. She has devoted her career to early childhood education through her previous work experience as a kindergarten teacher, Head Start director and executive director of early childhood programming which included seven child care centers, as well as home visiting programs. Ms. Piazza-King is dedicated to elevating the critical need for quality early childhood education.

Sandra Plantz

(4.10 Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation)

Sandra Plantz is an educator with 35 years' experience with 23 of those years spent as an administrator for Gallia County Local Schools in southeast Ohio. She has 12 years' experience as a special education intervention specialist. Currently, she serves as the director of gifted education, federal programs, and local homeless liaison and is a passionate advocate for children who need extra supports. She loves to read and go for jeep excursions with her husband and grandchildren in her spare time.

Amy Pratt

(2.11 Considerations for Equitable Assessment of Literacy Skills in Multilingual Learners)

Amy Pratt, Ph.D., is an assistant professor of Communication Sciences and Disorders at the University of Cincinnati. She is currently the principal or co-investigator on two federally funded grants that aim to improve assessment practices with Spanish-English bilingual children. Her research attempts to

differentiate difficulties with language and reading that stem from an underlying disorder versus those that stem from emerging bilingualism. An important part of this work is the development of valid and equitable measures for use with children who are exposed to more than one language.

Jacob Ray

(3.4 Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction)

Jacob Ray is the youth, education and leadership manager at the Pro Football Hall of Fame. He currently oversees the national outreach of the Hall of Fame's program, Heart of a Hall of Famer.

Heidi Robertson

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

Heidi Robertson is the K-12 literacy instructional coach for Washington Court House City Schools. Prior to becoming an instructional coach, Heidi served as a literacy specialist for 10 years. She began her career with the district teaching kindergarten for nine years. Heidi has also earned her Associate Level Orton Gillingham Academy certification. Heidi strives to help all teachers and students grow by using high quality data to implement research based systematic instruction.

Brad Romano

(1.4 Spotlight on Implementation: Assessment and Intervention)

Brad Romano is the superintendent at New London Local Schools. Romano earned a bachelor's in history from Baldwin-Wallace University, a master's in educational leadership and completed the Superintendency Graduate Program at Cleveland State University. With over 25 years of experience in the field of education as a teacher, building principal, and superintendent, Romano believes that all students deserve access to high quality instruction and supports that promote individual growth and development. Recipient of the Buckeye Association of School Administration Exemplary Leadership Award and the NW Region Ohio School Boards Association Excellence in Leadership Award, Romano has previously presented at NEOtech, Technology Summit of NW Ohio, G-Tech, OAPT Spring Conference, and Capital Conference on a variety of topics.

Lynn Rudd

(3.4 Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction)

Lynn Rudd is the secondary literacy specialist and the new teacher induction coordinator in Canton City Schools. Her dissertation research focused on the intersection of football and classroom literacies. She has taught and coached in kindergarten through graduate school settings.

Karen Rumley

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Karen Rumley is Kent City Schools' Director of Instructional Programs, coordinating curriculum initiatives and professional development to support student learning across the district. She oversees the implementation of the K-12 Local Literacy Plan and has been the facilitator for the district's Comprehensive Literacy State Development Grant.

Ben Schade

(1.8 Spotlight on Implementation: Planning for Appropriate Intervention in Middle School)

Ben Schade is the director of pupil services at Pymatuning Valley Schools. He holds a bachelor's degree in psychology, graduate degrees in school psychology, and certificate for principal licensure. He's been with

Pymatuning Valley Schools for four years, and previously served as a school psychologist for four years. Ben thanks the team he works alongside for their support and for their effort and commitment through all of the District's changes and challenges over the past few years. In his free time, Ben enjoys reading, mindlessly scrolling TikTok, tackling house projects, and adventuring in nature.

Tonya Schmidt

(1.2 Spotlight on Implementation: Improving Tier 2: Evaluating Your Current Practices and Determining Next Steps)

Tonya Schmidt is the principal of Clermont Northeastern Elementary. Completing LETRS training with her staff three years ago, reshaped the way she thinks about her role as an instructional leader. She has witnessed significant growth in her building since implementing instructional shifts (guided by the science of reading) and systematically utilizing data driven decisions across three tiers. Tonya has a Bachelor of Arts from Indiana State University, master's degree in special education from Lenoir-Rhyne University, and she completed her school administration work at Xavier University.

Erin Schumaker

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Erin Schumaker earned a Bachelor of Science in education from Ohio University, a master's in the art of teaching from Marygrove College, a K-12 gifted endorsement from Muskingum University, and a Master of Educational Leadership from Ohio Dominican. Erin has been in education for 25 years and has spent her career with New Lexington Schools. She spent 18 years in the classroom and has taught second, fourth, and sixth grades. From there, she became the gifted coordinator and spent five years in that position. For the last three years, she has continued gifted coordination as well as becoming the federal programming and grants administrator for the district.

Roni Sedor

(1.8 Spotlight on Implementation: Planning for Appropriate Intervention in Middle School)

Roni Sedor is a school psychologist and student services supervisor with Northmont City Schools. She has worked in education for over 15 years. Roni is passionate about early intervention and ensuring every student need can be met across all academic settings.

Lori Sexton

(3.4 Spotlight on Implementation: Motivating Content Area Teachers to Engage in Literacy Instruction)

Lori Sexton is the disciplinary literacy coach of Canton McKinley High School. She has taught in alternative programs and has also supported students as a Title teacher.

Charity Smith

(2.8 Spotlight on Implementation: Models for Implementing Literacy Strategies School-Wide at the Adolescent Level)

Charity Smith is a 1996 graduate of Marietta College with a bachelor's degree in elementary education, a K-12 Reading Endorsement and a master's degree in curriculum and instruction from Nova Southeastern University. Her varied experiences include substitute teacher, 6th-grade ELA teacher, 7th grade reading teacher, and currently, for three years, the New Lexington Middle School literacy coach. Charity has spent nearly 30 years in education, including 24 years in the New Lexington School District.

Jodi Snyder

(2.9 Scaffolding Your Instruction Resulting in Successful Comprehension)

Jodi Snyder is an Urban Literacy Specialist for State Support Team 3 at the Educational Service Center of Northeast Ohio. Jodi's primary responsibilities with the State Support Team include supporting educators in understanding the science of reading and how structured literacy practices provide equitable access for all children. Jodi is committed to high standards and ensuring that reading is a right and not a privilege. Prior to joining the State Support Team, Jodi served in a variety of roles in the Cleveland Metropolitan School District including model lead teacher data specialist, instructional coach, intervention specialist, and teacher of students with disabilities. In addition, Jodi has been an adjunct professor at Cleveland State University.

Jenn Spencer

(1.8 Spotlight on Implementation: Planning for Appropriate Intervention in Middle School)

Jenn Spencer is a sixth grade ELA teacher at Pymatuning Valley Middle School. She holds a Bachelor of Arts in general studies from Kent State University and completed a post-graduate licensure program in elementary education from Western Governors University. She also graduated with Master of Science degrees in special education and educational leadership from Western Governors University. She worked at the primary level before spending the last eight years in her current position. She loves camping with her four children and cheering her daughters on in competitive dance.

Kim St. Martin

(1.12, 2.10 Using the Reading Tiered Fidelity Inventory (R-TFI) Data for Continuous Improvement)

Kim St. Martin, Ph.D., is the director of Michigan's MTSS Technical Assistance Center and co-director of the state's federally funded State Personnel Development Grant (SPDG). Previously, she was the co-director of a federal adolescent literacy model demonstration grant and co-principal investigator of an Institute of Education Sciences (IES) grant evaluating a state-level initiative to implement supplemental academic and behavioral interventions in an MTSS framework. Dr. St. Martin has been a panel member for the IES Practice Guide, Providing Reading Interventions for Students in Grades 4–9. Dr. St. Martin also collaborates with the National Implementation Research Network (NIRN) in the Bill & Melinda Gates Foundation Effective Implementation Cohort. She also works with the National Center on Intensive Intervention (NCII) as a Center Trainer. Dr. St. Martin is the primary author of the Reading Tiered Fidelity Inventory (R-TFI) and co-author of implementation capacity assessments for districts and Regional Educational Agencies to guide their supporting infrastructures for an MTSS framework. She has more than 23 years of experience in the field of education.

Carolyn Strom

(3.2, 4.2 The Reading Brain)

Carolyn Strom, Ph.D., is a clinical assistant professor at NYU, reading specialist, and former first grade teacher. Her work centers on bridging the disconnect between neuroscientific research and instructional practices used to teach foundational reading skills. She collaborates widely with school districts, teachers, families, and tech companies. Carolyn is a recent recipient of NYU Steinhardt's Teaching Excellence Award and has published her work in *The Reading Teacher*, *The Reading League Journal*, and *The Handbook of Learning Disabilities*. She maintains a clinical practice working with children who have dyslexia.

Derrick Thomas

(1.11 Spotlight on Implementation: Multi-Tiered System of Supports: Matching Students to Intervention)

Derrick has 29 years' experience in education, serving as a teacher and building administrator. He is currently a student success administrator and the chair of the multi-disciplinary team for Northridge Local Schools in Dayton, Ohio. He is instrumental in the development, creation, and maintenance of the intervention platform by ensuring its success through fidelity checks and coaching support. Derrick is passionate about all students in Northridge Elementary receiving high quality reading instruction to lay the foundation for all learning yet to come!

Trevor Thomas

(3.3 Spotlight on Implementation: Leading Literacy: How Leaders Can Coordinate District Resources to Improve Literacy and Professional Learning K-3)

Trevor Thomas, Ed.D., has served as superintendent of Heath for 11 years, prior to that he was the assistant superintendent for one year, and assistant principal and athletic director for 3.5 years. Dr. Thomas has served as an assistant principal in Pickerington Local School District, as well as a teacher (Health and Exercise Physiology) in Logan Hocking Local and Shelby City Schools. Dr. Thomas graduated from Ohio Northern University with a Bachelor of Arts, Ashland University with a Master of Education, and Ohio University with a Doctor of Education. He holds a teaching license in Physical Education and Health (K-12), a principal license in grades 4-12, and a superintendent license. He has served as a member of the Ohio Dyslexia Committee for three years, is on the Buckeye Association of School Administrators executive committee, and has served as President of the Ohio Association of Local School Administrators. Dr. Thomas sits on several local boards that support philanthropy, public health, and educational technology.

Wendy Tisch

(1.8 Spotlight on Implementation: Planning for Appropriate Intervention in Middle School)

Wendy Tisch is the Principal at Pymatuning Valley Middle School. She holds a Bachelor of Science in elementary education and a Master of Science in elementary/middle mathematics. She's been with Pymatuning Valley for the past four years. Previously, she was a Title Teacher, second grade teacher, computer teacher (3-5) and K-2 Principal over a span of 16 years in another district. In her free time she enjoys going to her three teenagers' activities - which is pretty much all of her free time, but on the rainy days and happenstance free night, she enjoys cooking and just being home on the farm.

Britni Toukonen

(1.13 Spotlight on implementation: Supporting Literacy Achievement for English Learners)

Britni Toukonen is the English Learner Coordinator at Dover City School District. Her role includes federal and state compliance, engaging in professional development pertaining to English learners with all staff, enrollment of students new to the country, and supporting content teachers in how to provide accommodations for English learners. She is also an instructional coach that helps to provide guidance on English learners and evidence-based literacy practices that support all language domains. Britni is part of the Ohio TESOL organization as well as the Ohio Department of Education and Workforce's English Learner Advisory Committee. She is very passionate about supporting English learners in equitable access to education, creating pathways for graduation for English learners who are also Students with Limited or Interrupted Formal Education (SLIFE), and advocating for more resources and opportunities for all students.

Kristy Tucker

(3.11 Spotlight on Implementation: Beyond Literacy Nights - Family Engagement Strategies)

With over two decades of dedicated service as an intervention specialist, Kristy has honed her craft across various districts serving students ranging from kindergarten through 12th grade. She currently serves as one of the district's two dyslexia therapists and has been the chair of the AMS Family Engagement Team since the team's beginning three years ago. Kristy is committed to building a future where families and communities work together to help ensure that every individual has the opportunity to learn.

Carolyn Turner

(3.10 Unlocking the Power of Words: Strategies to Support Comprehension, 4.11 Key Elements in Evidence-Based Interventions)

Carolyn Turner, M.Ed., is the Ohio Literacy Lead with the Ohio Department of Education and Workforce. She works with local, regional, and state-level instructional leaders to build their capacity to implement evidence-based reading instruction within multi-tiered systems of support. Carolyn is a doctoral student in the Reading Science program at Mount St. Joseph University and a Dyslexia Interventionist. She advocates for reading science and has extensive knowledge of evidence-based approaches to teaching reading. She ensures that all leaders have the appropriate knowledge, skills, and abilities to sustain change, resulting in improved instruction and successful reading achievement for all learners.

Emily Walker

(1.1 Spotlight on Implementation: Preschool Data-Based Decision Making)

Emily Walker serves as one of the early childhood and special education supervisors for the Youngstown City School District. Emily manages preschool licensing, enrollment, and special education services for both preschool and school age to ensure that students with disabilities receive the support they need at every stage of their education. Her role involves providing guidance, resources, and support to educators, and ensuring that inclusive practices are embedded within the school culture.

Jennifer Walker

(4.7 Background Knowledge: Bridging the Gap Between Research and Practice)

Jennifer Walker is a statewide adolescent literacy specialist through the ESC of Eastern Ohio. Jennifer has 27 years of experience in teaching and leadership roles. She most recently served as a curriculum director and PreK-8 principal in the Youngstown City School District. Previously, Jennifer worked as a middle and high school English language arts teacher for 16 years. In 2010, Jennifer was honored as the Ohio Teacher of the Year. Jennifer also serves as an adjunct instructor in the Teacher Education Reading program at Youngstown State University.

Scot West

(4.10 Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation)

Scot West completed his undergraduate studies at the University of Rio Grande in 1991 and earned a master's in education from Ohio University in 2000. He began teaching in the fall of 1991. He has taught high school and middle school history and english and served as the principal of South Gallia High School for 15 years. Since 2015, has served as a director for the Gallia County Local Schools in areas of preschool, online school, and most recently has assumed the role of EMIS director. West has been married to his high school sweetheart (GCLS preschool teacher/intervention specialist) since 1992, has two daughters, Allie (GCLS

preschool teacher) and Breanna (school psychologist Detroit City Schools), and is “Pappy” of three grandchildren with a new grandson due in August.

Jade Wexler

(1.6, 2.6 Using an Adaptive Intervention Coaching Model to Support Teachers’ Implementation of a Multi-Component Text-Based Knowledge Building Routine)

Jade Wexler, Ph.D., is a professor of special education and the inaugural College of Education Impact Professor at the University of Maryland. Her current research focuses on improving literacy outcomes for secondary students with reading difficulties and disabilities, via teacher professional development and the establishment of sustainable school-wide literacy models. Dr. Wexler has been the principal investigator and co-principal investigator on several federally funded adolescent literacy focused grants totaling approximately \$8M. She has published over 55 articles in peer-reviewed journals and is the co-author of three books about adolescent literacy. As a former high school special education and reading teacher, Dr. Wexler aims to bring her practical experience in the field to her research.

Natalie Wexler

(Keynote: Reading Comprehension Revisited: Why Knowledge Matters, 2.12 How Writing Instruction Can Revolutionize Education)

Natalie Wexler is an education writer and the author of *The Knowledge Gap: The Hidden Cause of America’s Broken Education System—and How to Fix It* (Avery 2019). She is also the co-author, with Judith C. Hochman, of “The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades” (Jossey-Bass 2017), and the host of “Reading Comprehension Revisited,” a six-episode series for the Knowledge Matters Podcast. Her articles and essays have appeared in *The New York Times*, *The Washington Post*, *The Atlantic*, *The American Scholar*, and other publications. She has a free Substack newsletter called *Minding the Gap*. Natalie lives in Washington, D.C.

Tracy White Weeden

(Keynote: Is Your Ladder Against the Right Wall? Scaling the Work of Literacy Coherently, Responsibly, and Sustainably, 4.12 Literacy, Family Engagement, and a New Social Contract with Parents)

Tracy White Weeden, Ed.D., is a global keynote speaker, a forward-thinking leader, and a fervent literacy advocate. White advocates for literacy as a fundamental human right of the 21st century. With over 28 years of educational leadership experience, White has devoted her life to co-creating evidence-aligned innovative programs. These programs, propelled by exceptional teams, create transformative educational outcomes for children and adults. As the President and CEO of Neuhaus Education Center (NEC), White inspires stakeholders and advocates to champion a vision of Literacy for All. Drawing on her extensive experience with change management, she provides valuable counsel to accelerate literacy results, regardless of zip code. This involves empowering educators to propel students to proficient and advanced levels of achievement. White’s unwavering dedication extends to serving all children and families, with respect for the dialect or the home language they are loved in. She provides consultation to state department representatives, central office leaders, and school principals on change management linked to implementation science. White’s commitment is evident whether the setting is urban, suburban, or rural. She firmly believes in empowering educators to become the most impactful change agents in society. White believes that when educators are apprenticed based on proven science, they win at their work. By elevating

effective literacy transformation for nonprofit, university, public, charter, and private school communities, White is dedicated to transforming the family tree through literacy.

Sherri Whitt

(4.10 Spotlight on Implementation: Shared Leadership - Using Teaming Structures to Support Literacy Implementation)

Sherri Whitt is currently a birth- kindergarten entry literacy coach for Gallia County Local School District. Whitt holds a bachelor's degree in early childhood from the University of Rio Grande and a master's degree in educational leadership/ special education from University of Cincinnati. She has spent 32 years in early childhood education as an assistant teacher, lead teacher, site coordinator and program coordinator for Head Start, kindergarten teacher, and a literacy coach. During this time she has helped the district's preschool program develop meaningful literacy practices that have resulted in student achievement upon entering kindergarten. In her spare time she enjoys spending time with her husband of 19 years traveling to Amish country and Tennessee, as well as spending time with her family and friends.

Mary Williams

(1.2 Spotlight on Implementation: Improving Tier 2: Evaluating Your Current Practices and Determining Next Steps)

Mary Williams is the regional early literacy specialist for State Support Team 13. As a part of her role, she provides professional learning and networking opportunities in southwest Ohio to support district and school leaders in implementing evidence-based practices to increase achievement within the reading components of a multi-tiered system of supports. Mary is also a member of the Advisory Team for the State Literacy Network, helping to design supportive learning opportunities for colleagues across Ohio. Prior to her four years serving on the State Support Team, she spent five years as an instructional coach and 11 as a classroom teacher. She holds a Master of Education in Educational Leadership from The University of West Florida, and a Bachelor of Science degree from Texas Christian University.

Tennille Williams

(1.13 Spotlight on implementation: Supporting Literacy Achievement for English Learners)

Tennille Williams is the curriculum coordinator at Dover City Schools, in Dover, Ohio. In this role, she has spent the last four years managing a K-12 Comprehensive Literacy State Development grant, which allowed her district to engage in an intensive study of the science of reading, make systems level changes that strengthened their multi-tiered system of supports, and incorporate evidence-based instructional practices to increase student achievement. Prior to her current position, Tennille was a fifth grade teacher for 20 years, where she developed a passion for learning how to meet her students' needs and ensuring that all students have access to high quality instruction.

Jessie Zink

(1.8 Spotlight on Implementation: Planning for Appropriate Intervention in Middle School)

Jessie Zink is the associate director for curriculum and instruction for Northmont City Schools. She has worked in education for over 20 years and spent 10 years as a middle school English language arts teacher. She leads the literacy improvement and innovation within Northmont City Schools.

