

# ReadOhio Literacy Academy



**Program**

**June 12, 2025**



# TABLE OF CONTENTS

**TABLE OF CONTENTS .....1**

**AGENDA.....2**

**WELCOME AND KEYNOTE ADDRESS .....3**

*Welcome Remarks: Director Stephen D. Dackin and Melissa M. Weber-Mayrer, Ph.D. .... 3*

*Keynote Address: Mitchell Brookins, Ph.D. .... 4*

**LUNCH TIME EXHIBIT .....4**

*Reading Science Fair ..... 4*

**LEARNING SESSION SCHEDULE .....5**

*Learning Session 1 (10 – 11 a.m.) ..... 5*

*Learning Session 2 (11:15 a.m. – 12:15 p.m.) ..... 6*

*Learning Session 3 (1:45 – 2:45 p.m.) ..... 7*

*Learning Session 4 (3 – 4 p.m.)..... 8*

**SESSION DESCRIPTION KEY .....9**

*Topic Strands..... 9*

*Age Bands ..... 10*

*Learning Session Types..... 10*

*Target Audiences..... 11*

**LEARNING SESSION DESCRIPTIONS..... 12**

*Learning Session 1 (10 a.m. – 11 a.m.) ..... 12*

*Learning Session 2 (11:15 a.m. - 12:15 p.m.)..... 16*

*Learning Session 3 (1:45 – 2:45 p.m.) ..... 20*

*Learning Session 4 (3 – 4 p.m.)..... 24*

**PRESENTERS..... 28**

**GOVERNOR’S SCIENCE OF READING CHAMPIONS ..... 34**

# Agenda

**THURSDAY, JUNE 12, 2025**

7:30- 8:30 a.m.	<b>Onsite Check-In and Registration (Union Ballroom Foyer)</b>
8:00- 8:30 a.m.	<b>Westerville North Big Band (Union Ballroom)</b>
8:30- 9:45 a.m.	<b>Welcome and Keynote Address</b>
9:45-10 a.m.	<i>Break</i>
10-11 a.m.	<b>Learning Session 1</b>
11-11:15 a.m.	<i>Break</i>
11:15-12:15 p.m.	<b>Learning Session 2</b>
12:15-1:45 p.m.	<i>Lunch on your own at area locations</i>
	<b>Reading Science Fair (Union Ballroom Foyer)</b>
1:45-2:45 p.m.	<b>Learning Session 3</b>
2:45-3 p.m.	<i>Break</i>
3-4 p.m.	<b>Learning Session 4</b>

# Welcome and Keynote Address

## Welcome Remarks: Director Stephen D. Dackin and Melissa M. Weber-Mayrer, Ph.D.

With over 40 years of exhilarating experience in various educational roles, **Director Stephen D. Dackin** has become a luminary in state education policy, instructional leadership, postsecondary education, and workforce readiness. His illustrious career is a testament to his unwavering dedication to serving children and families. Before his appointment as Director of the Ohio Department of Education and Workforce by Governor Mike DeWine, Director Dackin excelled in positions ranging from classroom teacher to school and district leader, leaving an indelible impact at the Ohio Department of Education and State Board of Education. At the local level, Director Dackin's transformative efforts propelled student achievement in central Ohio school districts to new heights. As superintendent of Reynoldsburg City Schools, he orchestrated remarkable improvements in performance among minority and economically disadvantaged students, astutely reduced spending, and pioneered one of the largest STEM programs around. Through his visionary leadership, he metamorphosed the high school into four dynamic college and career academies, all strategically aligned with Ohio's economic development goals. Director Dackin's passion for education didn't stop there. His tenure as superintendent of school and community partnerships at Columbus State Community College was marked by groundbreaking initiatives to amplify postsecondary attainment. His influence extends beyond the classroom as he actively participates in several education, community, and workforce boards, leaving a trail of inspiration and innovation in his wake.

**Melissa M. Weber-Mayrer, Ph.D.**, is a dynamic leader at the Ohio Department of Education and Workforce, serving as the Chief of Literacy Achievement and Academic Success. In this pivotal role, Dr. Weber-Mayrer spearheads transformative policy and implementation, for literacy, academic learning standards, model curriculum, and multi-tiered system of supports for the state, championing initiatives like the ReadOhio, Science of Reading, High Quality Instructional Materials, Third Grade Reading Guarantee, and Dyslexia Supports Laws. With unwavering dedication, she directs the statewide rollout of evidence-based language and literacy strategies which aim to boost literacy from birth through grade 12. Her rich background includes teaching in vibrant urban school districts in Ohio, New Jersey, and Illinois, bringing real-world experience to her role. As an adjunct faculty member, she passionately teaches university reading courses, driven by her dedication to ensure effective literacy instruction. Educated at The Ohio State University with a B.S., M.A., and Ph.D., Dr. Weber-Mayrer is a fervent advocate for systemic educational changes to ensure all students become proficient readers. Her research, packed with powerful insights, focuses on early and middle childhood literacy, the science of reading, adult learning, teacher expertise, educator preparation, and robust multi-tiered support systems. Her captivating presentations regularly engage audiences at local, national, and international conferences.



## Keynote Address: Mitchell Brookins, Ph.D.

### STRUCTURED LITERACY FOR ALL – A SYSTEM-WIDE APPROACH TO ADVANCING STUDENT ACHIEVEMENT

Achieving literacy success for all students requires more than just good instruction—it takes a systematic, school-wide approach that builds from foundational skills to disciplinary literacy. In this keynote, Dr. Mitchell Brookins will explore how schools can create and sustain structured literacy by aligning curriculum, assessment, professional learning, and leadership to drive meaningful change. Using an implementation science lens, he will highlight key phases of systems change—from exploration to full implementation and sustainability. This keynote will provide educators and leaders with a framework for designing and scaling a literacy program that ensures every student develops strong foundational skills, engages deeply with complex texts, and acquires the disciplinary literacy needed for long-term success.

**Mitchell Brookins, Ph.D.**, is a dedicated leader in literacy education. His work spans roles as a district leader in Response to Intervention (RtI) and literacy in Chicago Public Schools, a school administrator in Chicago and New Orleans, and an educational consultant. His instructional leadership has yielded significant results, such as increasing student attainment on DIBELS from 43% to 72% at Dwight Eisenhower and improving school letter grades from a “D” to a “C” at ReNEW Cultural Arts Academy and Dwight Eisenhower in one year. In the past year, Dr. Brookins has spoken at notable events, including the 2023 ORTII Virtual Reading Symposium, Amplify’s 2023 Symposium, and the 2024 PaTTAN Literacy Symposium. He continues to impact literacy education through his roles with The Reading League, National Board Professional Teaching Standards, LETRS, UnboundEd, and as the Managing Director of the Science of Reading Network with Leading Educators. Dr. Brookins holds a B.A. in Elementary Education, an M.A. in Teacher Leadership, and a Ph.D. in Educational Administration, underscoring his commitment to evidence-based literacy practices.

## Lunch Time Exhibit

### Reading Science Fair

Join us in the Union Ballroom Foyer for the Reading Science Fair, an exciting event where the future of education in Ohio comes to life! As you wander through the fair, you'll discover a vibrant array of presentations from teacher candidates in Ohio's educator preparation programs. From the importance of word recognition to the wonders of writing instruction, Ohio's aspiring educators will demonstrate their understanding of language and literacy instruction using a Structured Literacy approach. You'll see firsthand how they're preparing to make a lasting impact on their students' lives, helping them unlock the power of literacy. The Reading Science Fair will feature teacher candidates from Bowling Green State University, Lourdes University, Marietta College, Miami University, Mount St. Joseph University, Tiffin University, University of Akron, University of Cincinnati, University of Dayton, University of Findlay, and Walsh University.

# Learning Session Schedule

## Learning Session 1 (10 – 11 a.m.)

Session	Title	Presenter(s)	Room
1.01	The Strive-for-Five Framework: Conversations that Build Language Comprehension in Early Childhood	Sonia Cabell, Ph.D.	A120-121
1.02	Implementing and Sustaining Evidence-Based Practices in the Preschool Classroom	Rita Kroeger with Warrensville Heights Local Schools	A220-221
1.03	Intensifying Interventions: The Power of Practice	Jamey Peavler, Ed.D.	A210-211
1.04	Refining Tier 2 Interventions: Austintown Elementary School's Journey Through the Process	Denise Malkovits with Austintown Local Schools	A222-223
1.05	All Systems Go - How Rosa Parks in Middletown is Using a Variety of Data to Drive More Efficient Planning in Support of Improved Student Outcomes	Mary Williams with Middletown City Schools	A124-125
1.06	Using an Evidence-Based Comprehension Building Practice to Improve Comprehension and Content Knowledge for Secondary Students: An Overview and Considerations for Varying Implementation Intensity	Jade Wexler, Ph.D.	A113-115
1.07	Improving Reading Outcomes: Literacy Interventions for Middle and High School Students	Jennifer Walker with Youngstown City School District	A214-215
1.08	Strengthening Core Instructional Practices: Building Teacher Leadership and Capacity	Suzanne Kochheiser and Amber Clay-Mowry with Lucas Local Schools	A224-225
1.09	Writing Development and Instruction for Multilingual Students	Elsa Cárdenas-Hagan, Ph.D.	A226
1.10	Bridging Gifted Education and the Science of Reading: Assessment and Instructional Implications	Amanda Nickerson, Ed.D.	A212-213
1.11	Leading Systemic Change: Focus is a Prerequisite for Improvement	Daryl Michel, Ph.D.	A110-112
1.12	The Implementation of Ohio's Coaching Model	Annette Gross with ReadOhio Coaches	A122-123

## Learning Session 2 (11:15 a.m. – 12:15 p.m.)

Session	Title	Presenter(s)	Room
2.01	The Strive-for-Five Framework: Conversations that Build Language Comprehension in Early Childhood	Sonia Cabell, Ph.D.	A120-121
2.02	Aligning Materials (and practices!) with Ohio's Plan to Raise Literacy Achievement	Kim Davis	A220-221
2.03	Intensifying Interventions: The Power of Practice	Jamey Peavler, Ed.D.	A210-211
2.04	Intensifying Phonics Instruction in First Grade	Maura Brewster with Youngstown City Schools	A214-215
2.05	Supporting the Development of a District Implementation Plan	Katie Chaney and Katie Kilgour with Wellston City Schools	A124-125
2.06	Using an Evidence-Based Comprehension Building Practice to Improve Comprehension and Content Knowledge for Secondary Students: An Overview and Considerations for Varying Implementation Intensity	Jade Wexler, Ph.D.	A113-115
2.07	Creating and Implementing a Building-Wide Literacy Goal	Julie Haluch with South Euclid-Lyndhurst City Schools	A222-223
2.08	Making the Most of Ohio's Science of Reading Course: Leading Learning Implementation	Jeremy Luke, Ph.D. and Roger Howard	A224-225
2.09	Writing Development and Instruction for Multilingual Students	Elsa Cárdenas-Hagan, Ph.D.	A226
2.10	Bridging Gifted Education and the Science of Reading: Assessment and Instructional Implications	Amanda Nickerson, Ed.D.	A212-213
2.11	Leading Systemic Change: Focus is a Prerequisite for Improvement	Daryl Michel, Ph.D.	A110-112
2.12	Supporting Literacy Assessment and Instruction for Students with Disabilities and Complex Communications Needs	Shawna Benson	A122-123

## Learning Session 3 (1:45 – 2:45 p.m.)

Session	Title	Presenter(s)	Room
3.01	The Foundation for the Science of Reading: Using the Five Early Literacy Practices for Early Learning Success	Amy Kronberg, Ph.D.	A220-221
3.02	Building Language and Literacy Through Shared Book Reading	Carolyn Turner	A210-211
3.03	Utilizing Small Group Instruction to Make a Difference	Jess Surles	A120-121
3.04	Supporting High-Quality Instructional Materials in Tier 1	Rebecca Conley and Annette Gross	A124-125
3.05	Fostering Word Consciousness through Morphology Instruction	Emily Kriegel with Lincolnview Local Schools	A222-223
3.06	Transforming Literacy Instruction: Collaborative Implementation of Evidence-Based Practices in Urban Schools	Roxann Lozar and Jodi Snyder with Cleveland Metropolitan Schools and East Cleveland City Schools	A214-215
3.07	You Have to Write in Math Too? Planning and Implementing Writing Across All Content Areas in a School	Keith McCarroll with Logan-Hocking Local Schools	A212-213
3.08	Adolescent Writing: The Writing Rope Framework	Joan Sedita	A110-112
3.09	ReadOhio Coaching: Points of Progress, Lessons Learned, Future Replication	Sherine Tambyraja, Ph.D. and Stephanie VanDyke	A224-225
3.10	From Foundations to Futures: Accelerating Adolescent Literacy	Mitchell Brookins, Ph.D.	A113-115
3.11	Structures to Support a Systematic Approach to Tier 2 Literacy Intervention Through Collaborative Data-Based Decision Making	Jessica Hoffman, Ph.D. with Cincinnati Public Schools	A122-123
3.12	Regional Network of Collaborative Minds: Empowering Multidisciplinary Leadership	Olivia Weisman and Erica Kaufmann	A226



## Learning Session 4 (3 – 4 p.m.)

Session	Title	Presenter(s)	Room
4.01	Language is Everything!	Debbie Nagel and Heather Gaskins	A220-221
4.02	Building Language and Literacy Through Shared Book Reading	Carolyn Turner	A210-211
4.03	Utilizing Small Group Instruction to Make a Difference	Jess Surles	A120-121
4.04	Empowering Districts Through High-Quality Instructional Materials Labs: A Hands-On Approach to Curriculum Excellence	Holly Burgess with Clinton Massie Local Schools	A124-125
4.05	Coaching for Sustainable Practices: A Look at Garfield Elementary	Allison Scott with Wellsville Local Schools	A222-223
4.06	Enhancing Disciplinary Literacy in the Social Studies Classroom	Kelsi Edrington and Linda McKean	A226
4.07	You Have to Write in Math Too? Planning and Implementing Writing Across all Content Areas in a School	Keith McCarroll with Logan-Hocking Local Schools	A212-213
4.08	Adolescent Literacy: The Writing Rope Framework	Joan Sedita	A110-112
4.09	ReadOhio Coaching: Points of Progress, Lessons Learned, Future Replication	Sherine Tambyraja, Ph.D. and Stephanie VanDyke	A224-225
4.10	Strengthening Core Instructional Practices: Building Teacher Leadership and Capacity	Suzanne Kochheiser and Amber Clay-Mowry with Lucas Local Schools	A113-115
4.11	Structures to Support a Systematic Approach to Tier 2 Literacy Intervention Through Collaborative Data-Based Decision Making	Jessica Hoffman, Ph.D. with Cincinnati Public Schools	A122-123
4.12	Turning Literacy Pits into Peaks: Implementing Ten Game-Changers	Jaqueline Dietrich and Carrie Wood	A214-215

# Session Description Key

## Topic Strands

### **ASSESSMENT PRACTICES**

This topic strand offers sessions that explore assessment in literacy education. Each session delves into distinct elements, showcasing how to effectively evaluate and enhance literacy skills among learners.

### **COACHING PRACTICES**

This topic strand offers a selection of sessions dedicated to the various dimensions of coaching in literacy education. Participants will engage with transformative practices that empower educators and inspire students to unlock their full potential in reading and writing.

### **CORE INSTRUCTIONAL PRACTICES**

This topic strand provides sessions centered on essential literacy instructional practices for the specified age band(s). Attendees will gain insights into effective classroom strategies and evidence-based approaches to foster literacy development aligned with the science of reading.

### **DEVELOPING AND LEADING SYSTEMS**

This topic strand offers sessions that focus on creating, implementing, and leading effective literacy systems. Participants will explore best practices for system-level change, strategies for aligning literacy initiatives with broader goals, and leadership skills necessary to guide schools toward improved literacy outcomes.

### **DIVERSE LEARNERS**

This topic strand provides sessions dedicated to supporting literacy instruction for diverse learners. Participants will explore inclusive practices and differentiated instruction strategies that focus on varying needs of students from diverse backgrounds.

### **INSTRUCTIONAL LEADERSHIP**

This topic strand offers sessions that delve into the vital role of instructional leadership in literacy education. Participants will engage with strategies to enhance their leadership skills, focusing on how to support and lead effective literacy instruction within their schools or districts.

### **INTERVENTION PRACTICES**

This topic strand provides sessions focusing on effective intervention strategies to support students who struggle with literacy. Participants will explore targeted approaches and evidence-based practices designed to address various literacy challenges, ensuring all learners achieve meaningful progress.

### **NEW TO THE SCIENCE OF READING**

This topic strand is perfect for those who are new to the science of reading. Sessions will introduce foundational concepts and principles that underpin effective literacy instruction. Participants will gain a comprehensive understanding of key topics such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, all grounded in the latest research.

## Age Bands

### **EMERGENT LITERACY**

Sessions in this strand focus on topics related to children aged birth through kindergarten entry, including preschool settings. Emergent literacy sessions are built around skills for learners in the emergent literacy phase, such as print awareness, oral language, and phonological awareness, in addition to other topics that impact language and literacy development for learners.

### **EARLY AND CONVENTIONAL LITERACY**

Sessions in this strand focus on topics that typically relate to children in kindergarten through grade 5. Early and conventional literacy sessions are built around skills for learners in the early and conventional literacy phases, such as phonemic awareness, phonics, comprehension, writing, and vocabulary, in addition to other topics that impact language and literacy development for learners.

### **ADOLESCENT LITERACY**

Sessions in this strand focus on topics that typically relate to children in middle school and high school. Adolescent literacy sessions are built around the critical components for adolescent learners, such as disciplinary literacy, literacy across the content areas, and intervention for struggling readers. Adolescent literacy encompasses grades 4-12. Session descriptions will indicate specific age bands or grades of focus within adolescent literacy.

### **SYSTEM SUPPORT**

Sessions in this strand explicitly focus on supporting the systems that are essential to improving literacy achievement. These sessions will largely focus on building- and districtwide shifts, as well as models and practices necessary for improved language and literacy outcomes.

## Learning Session Types

### **PRESENTATION**

These sessions are designed to be professional learning experiences that provide participants with in-depth knowledge and understanding of the topic.

### **WORKSHOP**

These sessions are designed to be hands-on, interactive sessions that allow participants to practice and apply their learning throughout the course of the session.

## Target Audiences

### **EDUCATORS**

Sessions with a target audience of educators largely will focus on classroom practices, provide opportunities for hands-on application, and explore essential research and knowledge on evidence-based practices for literacy.

### **LITERACY LEADERS AND COACHES**

Sessions with a target audience of literacy leaders will focus on the knowledge and support needed for individuals who directly support literacy improvement efforts, such as literacy specialists and coaches, regional literacy staff, curriculum directors, and other administrators who specialize in literacy instruction.

### **ADMINISTRATORS**

Sessions with a target audience of administrators will focus on system support for district and building administrators, including planning for instructional materials, supporting building- and districtwide literacy initiatives, and high-level information on evidence-based practices for language and literacy.

### **PARAPROFESSIONALS AND TUTORS**

Sessions with a target audience of paraprofessionals and tutors will focus on providing practical strategies and support to help individuals effectively assist students in their literacy skill development.

# Learning Session Descriptions

## Learning Session 1 (10 a.m. – 11 a.m.)

### 1.01 The Strive-for-Five Framework: Conversations that Build Language Comprehension in Early Childhood (*Sonia Cabell, Ph.D.*)

Classroom conversations are important for strengthening young children's language comprehension, leading to later reading success. This session introduces the Strive-for-Five framework that can help early childhood teachers orchestrate conversations that are responsive to students and challenge their thinking. Focusing on the strands of Scarborough's Rope, the session will illustrate how teachers in preschool-grade 1 can have back-and-forth conversations to grow children's language comprehension by asking open-ended questions, modeling academic language, and providing differentiated scaffolds.

- **Topic Strand:** Core Instructional Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Emergent Literacy, Early and Conventional Literacy
- **Session Type:** Presentation

### 1.02 Implementing and Sustaining Evidence-Based Practices in the Preschool Classroom (*Rita Kroeger with Warrensville Heights City Schools*)

In this session, we will highlight the use of the What Works Clearinghouse™ practice guide, Birth-5 Implementation Guide, and Ready School Tool to support best practices for preschool students. Evidence-based instructional strategies from the IES Guide: Building Language and Vocabulary Skills, Building Letter and Sound Knowledge, Building Language and Knowledge through Shared Reading.

- **Topic Strand:** Coaching Practices, Core Instructional Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Emergent Literacy
- **Session Type:** Presentation

### 1.03 Intensifying Interventions: The Power of Practice (*Jamey Peavler, Ed. D.*)

Across disciplines, researchers have sought to understand the optimal conditions for facilitating the retrieval process that learners must employ to locate and then use the information to engage in performance tasks. In understanding this process, researchers question the number of repetitions learners need. These tasks elicit stronger connections and more immediate retrieval of information, and whether there is any way to ensure this information is retrievable and retained over time. Awareness of the type, time, and level of support each practice form offers is essential in supporting instructors in effectively designing instruction. Considering how to interleave old content with new, distributing practice over time, and gradually reducing our support from prompted and guided to independent practice is key to permanent knowledge. The content we teach is critical, but practice makes it powerful.

- **Topic Strand:** Core Instructional Practices, Intervention Practices, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation



#### 1.04 Refining Tier 2 Interventions: Austintown Elementary School's Journey Through the Process

*(Denise Malkovits with Austintown Local Schools)*

This presentation analyzes the Taxonomy of Intervention tool, which is used to assess strengths and areas for growth in an intervention platform. This session will explore the development of decision rules to ensure consistency and effectiveness of tier 2 interventions. Additionally, it will demonstrate how the Building Leadership Team framework supports data-driven tier 2 interventions.

- **Topic Strand:** Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

#### 1.05 All Systems Go - How Rosa Parks in Middletown is Using a Variety of Data to Drive More Efficient Planning in Support of Improved Student Outcomes *(Mary Williams with Middletown City Schools)*

This session highlights the experiences of a high-needs school district and elementary school in Southwest Ohio as they demonstrate the use of continuous reflection and problem-solving within the Ohio Improvement Process to enhance student achievement. Participants will learn how to strengthen their team's capacity, improve systems and strategies, and concentrate on increasing literacy achievement.

- **Topic Strand:** Assessment Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

#### 1.06 Using an Evidence-Based Comprehension Building Practice to Improve Comprehension and Content Knowledge for Secondary Students: An Overview and Considerations for Varying Implementation Intensity *(Jade Wexler, Ph.D.)*

In this presentation, attendees will learn about Critical Reading, one component of a multi-component reading comprehension intervention, PACT (Promoting Adolescents' Comprehension of Text) Plus. Critical Reading is an evidence-based way for teachers to facilitate text comprehension through text-based discussion. The session will provide an overview of the steps in implementing Critical Reading using two different approaches: a strategy and a content approach to comprehension. Then, the session will provide implementation suggestions including the importance of considering how to vary implementation intensity using an explicit instruction continuum. Finally, attendees will learn about several practical resources they can use to implement these practices.

- **Topic Strand:** Core Instructional Practices, Intervention Practices
- **Target Audience:** Educators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

### 1.07 Improving Reading Outcomes: Literacy Interventions for Middle and High School Students

*(Jennifer Walker with Youngstown City Schools)*

This session highlights strategies from Youngstown's Literacy Labs, which support middle school and high school students with reading difficulties. In this session, you will learn how data informs personalized literacy instruction, as well as student engagement techniques to improve motivation and reading outcomes.

- **Topic Strand:** Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

### 1.08 Strengthening Core Instructional Practices: Building Teacher Leadership and Capacity *(Suzanne Kochheiser and Amber Clay-Mowry)*

This session will explore components of professional development that create a context for change and share how one school employed Teacher-Based Teams to encourage teacher leadership while building team knowledge and support for practice implementation.

- **Topic Strand:** Coaching Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

### 1.09 Writing Development and Instruction for Multilingual Students *(Elsa Cárdenas-Hagan, Ph.D.)*

Written language is one of the highest forms of language that an individual can obtain. It is therefore essential for all instructors to have a deep knowledge of the development of writing, typical error patterns for multilingual students, and the evidence-based practices for increasing both the foundational and composition skills of each learner. Participants in this session will also learn how to analyze writing samples, identify common error patterns, and apply a process for designing instruction using evidence-based strategies.

- **Topic Strand:** Assessment Practices, Diverse Learners, Instructional Leadership
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Multi-age
- **Session Type:** Presentation

### 1.10 Bridging Gifted Education and the Science of Reading: Assessment and Instructional Implications *(Amanda Nickerson, Ed.D.)*

This session examines how to leverage the science of reading to enrich and accelerate gifted, twice-exceptional, and highly-skilled readers. Participants will learn effective assessment strategies to evaluate advanced literacy skills and identify precise instructional needs. We will also explore practical methods for differentiating and intensifying reading instruction.

- **Topic Strand:** Assessment Practices, Core Instructional Practices, Diverse Learners
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

### 1.11 Leading Systemic Change: Focus is a Prerequisite for Improvement *(Daryl Michel, Ph.D.)*

If you work in a school/district that feels like initiative or innovation overload, you are not alone. Thus, prioritization is essential! Reeves (2011) concluded that when "focus is combined with other variables--such as effective monitoring, professional learning, assessment, and feedback--then student achievement gains are five times greater than when a failure to focus prevents successful teaching and learning" (p. 4). The Collaborative Problem-Solving Process, described by Hasbrouck and Michel (2022), is a process that grounds decision-making (i.e., academic, behavioral, social-emotional) using student data, can result in streamlined efforts and learning for all stakeholders, and can be guided by a district- or campus-administrator, instructional coach, or lead teacher for a grade level or department. In this session, we'll explore the process and see examples of how student data can be used to identify a priority that leads to a structured sustained professional learning plan.

- **Topic Strand:** Coaching Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy, Adolescent Literacy
- **Session Type:** Presentation

### 1.12 The Implementation of Ohio's Coaching Model *(Annette Gross with ReadOhio Coaches)*

This session offers an in-depth exploration of Ohio's Coaching Model in K-8 education, covering all four levels and emphasizing literacy improvement and professional growth. Participants will gain actionable strategies to enhance their practices and foster success in their own settings.

- **Topic Strand:** Coaching Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Workshop

## Learning Session 2 (11:15 a.m. - 12:15 p.m.)

### 2.01 The Strive-for-Five Framework: Conversations that Build Language Comprehension in Early Childhood (*Sonia Cabell, Ph.D.*)

Classroom conversations are important for strengthening young children's language comprehension, leading to later reading success. This session introduces the Strive-for-Five framework that can help early childhood teachers orchestrate conversations that are responsive to students and challenge their thinking. Focusing on the strands of Scarborough's Rope, the session will illustrate how teachers in preschool-grade 1 can have back-and-forth conversations to grow children's language comprehension by asking open-ended questions, modeling academic language, and providing differentiated scaffolds.

- **Topic Strand:** Core Instructional Practices, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Emergent Literacy, Early and Conventional Literacy
- **Session Type:** Presentation

### 2.02 Aligning Materials (and practices!) with Ohio's Plan to Raise Literacy Achievement (*Kim Davis*)

Choosing a high-quality curriculum involves analyzing data from your early care and education program to identify needs and ensure essential language and literacy components are covered. In this session, you'll learn about the importance of High-Quality Instructional Materials and practice using tools for effective decision-making.

- **Topic Strand:** Core Instructional Practices, Instructional Leadership, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Emergent Literacy
- **Session Type:** Workshop

### 2.03 Intensifying Interventions: The Power of Practice (*Jamey Peavler, Ed.D.*)

Across disciplines, researchers have sought to understand the optimal conditions for facilitating the retrieval process that learners must employ to locate and then use the information to engage in performance tasks. In understanding this process, researchers question the number of repetitions learners need. These tasks elicit stronger connections and more immediate retrieval of information, and whether there is any way to ensure this information is retrievable and retained over time. Awareness of the type, time, and level of support each practice form offers is essential in supporting instructors in effectively designing instruction. Considering how to interleave old content with new, distributing practice over time, and gradually reducing our support from prompted and guided to independent practice is key to permanent knowledge. The content we teach is critical, but practice makes it powerful.

- **Topic Strand:** Core Instructional Practices, Intervention Practices, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

## 2.04 Intensifying Phonics Instruction in First Grade *(Maura Brewster with Youngstown City Schools)*

Intensifying phonics instruction at an elementary school in Youngstown transformed how first-grade phonics was taught in tier 1 to close literacy gaps for students. Discover how this school effectively lessened the need for intervention in second grade and taught teachers how to use their program with fidelity while providing effective differentiation for all students.

- **Topic Strand:** Core Instructional Practices, Developing and Leading Systems
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

## 2.05 Supporting the Development of a District Implementation Plan *(Katie Chaney and Katie Kilgour with Wellston City Schools)*

This session will outline how one district developed a clear and effective implementation plan. With the support of a regional literacy specialist and an adolescent literacy specialist, the district team collaborated to design a comprehensive plan that empowered teachers throughout the implementation process, ultimately increasing the likelihood of positive student outcomes. Participants will engage in open discussions about the importance of having an implementation plan while establishing a continuous process for its development.

- **Topic Strand:** Developing and Leading Systems, Instructional Leadership, New to the Science of Reading
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

## 2.06 Using an Evidence-Based Comprehension Building Practice to Improve Comprehension and Content Knowledge for Secondary Students: An Overview and Considerations for Varying Implementation Intensity *(Jade Wexler, Ph.D.)*

In this presentation, attendees will learn about Critical Reading, one component of a multi-component reading comprehension intervention, PACT (Promoting Adolescents' Comprehension of Text) Plus. Critical Reading is an evidence-based way for teachers to facilitate text comprehension through text-based discussion. The session will provide an overview of the steps in implementing Critical Reading using two different approaches: a strategy and a content approach to comprehension. Then, the session will provide implementation suggestions including the importance of considering how to vary implementation intensity using an explicit instruction continuum. Finally, attendees will learn about several practical resources they can use to implement these practices.

- **Topic Strand:** Core Instructional Practices, Intervention Practices
- **Target Audience:** Educators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation



## 2.07 Creating and Implementing a Building-Wide Literacy Goal *(Julie Haluch with South Euclid-Lyndhurst City Schools)*

Join us to learn how Memorial Junior High School developed and implemented a school-wide literacy goal based on data from the Reading Tiered Fidelity Inventory (R-TFI). We will discuss how we utilized data to create our goal and outline the steps taken to educate and encourage staff participation across all content areas. Additionally, the principal will share her role in the implementation of this goal.

- **Topic Strand:** Core Instructional Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

## 2.08 Making the Most of Ohio's Science of Reading Course: Leading Learning Implementation *(Jeremy Luke, Ph.D. and Roger Howard)*

Every educator in Ohio is required to complete a course in the science of reading. This learning could be transformative for educators, or it could be another “check box” that they need to complete. School leaders, including administrators, coaches, and teacher leaders, will play a pivotal role in determining whether educators’ learning will impact classroom instruction or not. Participants in this session will learn how to maximize learning, resources, and tools from the course to ensure that educators implement high-quality instruction to improve literacy for their students.

- **Topic Strand:** Core Instructional Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Multi-Age
- **Session Type:** Workshop

## 2.09 Writing Development and Instruction for Multilingual Students *(Elsa Cárdenas-Hagan, Ph.D.)*

Written language is one of the highest forms of language that an individual can obtain. It is, therefore, essential for all instructors to have a deep knowledge of the development of writing, typical error patterns for multilingual students, and the evidence-based practices for increasing both the foundational and composition skills of each learner. Participants in this session will also learn how to analyze writing samples, identify common error patterns, and apply a process for designing instruction using evidence-based strategies.

- **Topic Strand:** Assessment Practices, Diverse Learners, Instructional Leadership
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Early and Conventional Literacy, Adolescent Literacy
- **Session Type:** Presentation

## 2.10 Bridging Gifted Education and the Science of Reading: Assessment and Instructional Implications

(Amanda Nickerson, Ed.D.)

This session examines how to leverage the science of reading to enrich and accelerate gifted, twice-exceptional, and highly-skilled readers. Participants will learn effective assessment strategies to evaluate advanced literacy skills and identify precise instructional needs. We will also explore practical methods for differentiating and intensifying reading instruction.

- **Topic Strand:** Assessment Practices, Core Instructional Practices, Diverse Learners
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

## 2.11 Leading Systemic Change: Focus is a Prerequisite for Improvement (Daryl Michel, Ph.D.)

If you work in a school that feels like it has initiative or innovation overload, you are not alone. The fatigue is real! Thus, prioritization is essential! Reeves (2011) concluded that when "focus is combined with other variables--such as effective monitoring, professional learning, assessment, and feedback--then student achievement gains are five times greater than when a failure to focus prevents successful teaching and learning" (p. 4). The Collaborative Problem-Solving Process, described by Hasbrouck and Michel (2022), grounds decision-making (i.e., academic, behavioral, social-emotional) in student data to effect streamlined efforts and learning for all stakeholders, guided by a district- or campus-administrator, instructional coach, or lead teacher for a grade level or department. In this session, we'll explore the process and see examples of how student data can be used to identify a priority/focus that leads to a structured sustained professional learning plan.

- **Topic Strand:** Coaching Practices, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy, Adolescent Literacy
- **Session Type:** Presentation

## 2.12 Supporting Literacy Assessment and Instruction for Students with Disabilities and Complex Communications Needs (Shawna Benson)

This session will provide guidance, examples, and resources that can be used when conducting literacy screening and diagnostic assessments with students who have extensive communication needs and other complex disability profiles. Educators, teams, and administrators can use this information as they plan for and implement instruction and intervention across the layers of their local Multi-Tiered System of Supports.

- **Topic Strand:** Assessment Practices, Diverse Learners, Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Multi-age
- **Session Type:** Presentation

## Learning Session 3 (1:45 – 2:45 p.m.)

### 3.01 The Foundation for the Science of Reading: Using the Five Early Literacy Practices for Early Learning Success *(Amy Kronberg, Ph.D.)*

Attendees will reflect on their practice and learn about the intersection between the science of reading and the Five Early Literacy Practices. Examples will be shared about how Preschool Promise has embedded professional learning into classrooms as well as family communication strategies to support the development of a strong foundation for language and literacy learning for all children.

- **Topic Strand:** Core Instructional Practices, Family and Community Engagement
- **Target Audience:** Administrators, Educators
- **Age Band:** Emergent Literacy
- **Session Type:** Presentation

### 3.02 Building Language and Literacy Through Shared Book Reading *(Carolyn Turner)*

This interactive session will explore how shared book reading fosters and supports emergent and early literacy skills. Learn research-based approaches to enhance language, print awareness, vocabulary, and world knowledge. Discover how this interactive practice integrates into the early childhood experience.

- **Topic Strand:** Core Instructional Practices, Diverse Learners, Intervention Practices
- **Target Audience:** Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Emergent Literacy
- **Session Type:** Workshop

### 3.03 Utilizing Small Group Instruction to Make a Difference *(Jess Surles)*

Data-informed small group instruction is an important component of an effective Tier I literacy block, especially for students at risk for reading difficulties. This session is intended to support educators, administrators, and other school/district personnel implementing Grade K-6 literacy instruction. In this session, we'll discuss data use, area(s) of focus, and instructional adjustments to apply in your classroom or school to support students' learning during small group instruction.

- **Topic Strand:** Assessment Practices, Core Instructional Practices, Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

### 3.04 Supporting High-Quality Instructional Materials in Tier 1 *(Rebecca Conley and Annette Gross)*

Discover how to maximize the implementation of High-Quality Instructional Materials by exploring high-yield practices like building background knowledge and vocabulary. Learn how explicit, quality instruction boosts engagement and participate in interactive activities designed to enhance your instructional strategies in an effective tier 1.

- **Topic Strand:** Core Instructional Practices, Diverse Learners, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

### 3.05 Fostering Word Consciousness through Morphology Instruction *(Emily Kriegel with Lincolnview Local Schools)*

This session showcases how one district fosters word consciousness across K-12 classrooms at Lincolnview Schools. Participants will explore the importance of morphemes in literacy, view student artifacts, and hear anecdotal stories about implementation. Walk away with practical strategies to build vocabulary and comprehension through morpheme-based instruction.

- **Topic Strand:** Core Instructional Practices, Intervention Practices
- **Target Audience:** Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Multi-age
- **Session Type:** Presentation

### 3.06 Transforming Literacy through Coaching, Collaboration, and Data in Urban Schools *(Roxann Lozar and Jodi Snyder with Cleveland Metropolitan Schools and East Cleveland City Schools)*

Learn how State Support Team 3 partnered with the Cleveland Metropolitan School District and East Cleveland to use the What Works Clearinghouse™ guide, coaching, and data-driven strategies to enhance literacy and reading outcomes in grades 3-12.

- **Topic Strand:** Coaching Practices, Core Instructional Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy, Adolescent Literacy
- **Session Type:** Presentation

### 3.07 You have to Write in Math too? Planning and Implementing Writing Across all Content Areas in a School *(Keith McCarroll with Logan-Hocking Local Schools)*

This session will focus on how to create a writing plan that spans various content areas, aligned with goals from the Local Literacy Plan. We will explore the development and implementation of a writing plan at Logan Hocking Middle School, sharing insights into their process and the lessons learned along the way. Participants will also have the opportunity to collaborate and discuss their own experiences in developing and implementing a writing plan.

- **Topic Strand:** Core Instructional Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

### 3.08 Adolescent Writing: The Writing Rope Framework *(Joan Sedita)*

Are you interested in evidence-based suggestions for why and how to teach writing in all subjects? This session will begin with a review of the multiple components of writing instruction identified as strands in The Writing Rope framework (Sedita, 2019). These components include Critical Thinking, Syntax, Text Structure, Writing Craft, and Transcription. The focus of the session is on the Critical Thinking strand that includes the skills and strategies needed to use writing to learn. In particular, suggestions will be provided for teaching the stages of the writing process and supporting reading comprehension and subject-area learning using the following types of writing tasks: quick writes, responding to narrative text, taking notes, summarizing, and responding to prompts. The content of this session is aligned with content in Ohio's professional development courses in the science of reading.

- **Topic Strand:** Core Instructional Practices, Diverse Learners, Intervention Practices, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

### 3.09 ReadOhio Coaching: Points of Progress, Lessons Learned, Future Replication *(Sherine Tambyraja, Ph.D. and Stephanie VanDyke)*

In this session, participants will learn about Ohio's Coaching Model and the ReadOhio Coaching Project. Participants will view 2025 impact data of the coaching project, alongside district impacts and possible points of replication, including systems tools such as the ReadOhio Coaching Playbook and ReadOhio Coaching Service Delivery Plan.

- **Topic Strand:** Coaching Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

### 3.10 From Foundations to Futures: Accelerating Adolescent Literacy *(Mitchell Brookins, Ph.D.)*

Adolescent literacy presents complex challenges as students prepare for college, careers, and beyond, requiring a comprehensive, school-wide approach grounded in evidence-based practices. This session explores literacy development through three critical layers: foundational literacy, content-area literacy, and disciplinary literacy. Participants will examine how multisyllabic decoding routines, vocabulary instruction, and explicit teaching of text structure and syntax build the foundation for deeper comprehension and critical thinking. The session also highlights the importance of disciplinary literacy, equipping students with specialized skills to engage meaningfully with academic disciplines and real-world demands. By focusing on these interconnected elements, participants will gain a framework and practical strategies for designing rich literacy experiences that address the unique needs of adolescent learners.

- **Topic Strand:** Core Instructional Practices
- **Target Audience:** Educators
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation



### 3.11 Structures to Support a Systematic Approach to Tier 2 Literacy Intervention Through

#### **Collaborative Data-Based Decision Making** (*Jessica Hoffman, Ph.D. with Cincinnati Public Schools*)

This session will overview the necessary components of a system to support quality Tier 2 interventions including an expert team, decision rules, consistent organization of all data sources, and team meeting structures to support collaborative decision-making. Participants will practice data-based decision making and receive tools to support their own development of Tier 2 supports.

- **Topic Strand:** Assessment Practices, Developing and Leading Systems, Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

### 3.12 Regional Network of Collaborative Minds: Empowering Multidisciplinary Leadership (*Olivia Weisman and Erica Kaufmann*)

The Multidisciplinary Facilitators Network advances Ohio's Dyslexia Guidebook implementation. Led by the Educational Service Center Literacy Team of Lorain County, the network fosters collaboration among educators certified in structured literacy and district teams. In this session you will learn ideas to promote regional collaboration on literacy priorities in Ohio, as well as gain guidance on screenings, interventions, and problem-solving challenges related to MTSS.

- **Topic Strand:** Assessment Practices, Developing and Leading Systems, Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

## Learning Session 4 (3 – 4 p.m.)

### 4.01 Language is Everything! *(Debbie Nagel and Heather Gaskins)*

This session will explore the critical role of oral language in literacy development, emphasizing that reading is essentially an extension of language. Participants will learn how strong oral language skills are key predictors of academic success, particularly in reading. The session will also highlight the broader benefits of oral language, extending beyond literacy to overall educational achievement.

- **Topic Strand:** Core Instructional Practices, Intervention Practices
- **Target Audience:** Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Emergent Literacy
- **Session Type:** Presentation

### 4.02 Building Language and Literacy Through Shared Book Reading *(Carolyn Turner)*

This interactive session will explore how shared book reading fosters and supports emergent and early literacy skills. Learn research-based approaches to enhance language, print awareness, vocabulary, and world knowledge. Discover how this interactive practice integrates into the early childhood experience.

- **Topic Strand:** Core Instructional Practices, Diverse Learners, Intervention Practices
- **Target Audience:** Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Emergent Literacy
- **Session Type:** Workshop

### 4.03 Utilizing Small Group Instruction to Make a Difference *(Jess Surles)*

Data-informed small group instruction is an important component of an effective Tier I literacy block, especially for students at risk for reading difficulties. This session is intended to support educators, administrators, and other school/district personnel implementing Grade K-6 literacy instruction. In this session, we'll discuss data use, area(s) of focus, and instructional adjustments to apply in your classroom or school to support students' learning during small group instruction.

- **Topic Strand:** Assessment Practices, Core Instructional Practices, Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy
- **Session Type:** Presentation

### 4.04 Empowering Districts Through High-Quality Instructional Materials Labs: A Hands-On Approach to Curriculum Excellence *(Holly Burgess with Clinton Massie Local Schools)*

Discover how one region's High-Quality Instructional Materials Labs, grounded in the Ohio Curriculum Support Guide, offer a unique, hands-on approach to curriculum adoption and implementation. Join us to explore an innovative model that integrates professional learning with real-time classroom insights, empowering districts to elevate teaching and ensure all students thrive with high-quality instructional materials.

- **Topic Strand:** Core Instructional Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Early and Conventional Literacy, Adolescent Literacy
- **Session Type:** Presentation

#### **4.05 Coaching for Sustainable Practices: A Look at Garfield Elementary** *(Allison Scott with Wellsville Local Schools)*

This presentation covers building sustainability with a Student Focused Literacy coach at Wellsville Local Schools. Literacy coaches are valuable to build teacher capacity, and Wellsville is excited to share what they have learned from two years of coaching support. How are we being mindful to sustain these changes and practices? Come hear Wellsville Local School's story.

- **Topic Strand:** Coaching Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

#### **4.06 Enhancing Disciplinary Literacy in the Social Studies Classroom** *(Kelsi Edrington and Linda McKean)*

Social studies classrooms offer opportunities to build disciplinary literacy—reading, writing, and thinking like historians, geographers, and political scientists. This session covers strategies to enhance comprehension, critical thinking, and writing. Learn to scaffold source analysis, evaluate perspectives, and use writing for argumentation. Gain practical tools to boost literacy and engagement.

- **Topic Strand:** Core Instructional Practices, New to the Science of Reading
- **Target Audience:** Educators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Workshop

#### **4.07 You have to Write in Math too? Planning and Implementing Writing Across all Content Areas in a School** *(Keith McCarroll with Logan-Hocking Local Schools)*

This session will focus on how to create a writing plan that spans various content areas, aligned with goals from the Local Literacy Plan. We will explore the development and implementation of a writing plan at Logan Hocking Middle School, sharing insights into their process and the lessons learned along the way. Participants will also have the opportunity to collaborate and discuss their own experiences in developing and implementing a writing plan.

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- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

#### 4.08 Adolescent Writing: The Writing Rope Framework (*Joan Sedita*)

Are you interested in evidence-based suggestions for why and how to teach writing in all subjects? This session will begin with a review of the multiple components of writing instruction identified as strands in The Writing Rope framework (Sedita, 2019). These components include Critical Thinking, Syntax, Text Structure, Writing Craft, and Transcription. The focus of the session is on the Critical Thinking strand that includes the skills and strategies needed to use writing to learn. In particular, suggestions will be provided for teaching the stages of the writing process and supporting reading comprehension and subject-area learning using the following types of writing tasks: quick writes, responding to narrative text, taking notes, summarizing, and responding to prompts. The content of this session is aligned with content in Ohio's professional development courses in the science of reading.

- **Topic Strand:** Core Instructional Practices, Diverse Learners, Intervention Practices, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches, Paraprofessionals and Tutors
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

#### 4.09 ReadOhio Coaching: Points of Progress, Lessons Learned, Future Replication (*Sherine Tambyraja, Ph.D. and Stephanie VanDyke*)

In this session, participants will learn about Ohio's Coaching Model and the ReadOhio Coaching Project. Participants will view 2025 impact data of the coaching project, alongside district impacts and possible points of replication, including systems tools such as the ReadOhio Coaching Playbook and ReadOhio Coaching Service Delivery Plan.

- **Topic Strand:** Coaching Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

#### 4.10 Strengthening Core Instructional Practices: Building Teacher Leadership and Capacity (*Suzanne Kochheiser and Amber Clay-Mowry*)

This session will explore components of professional development that create a context for change and share how one school employed Teacher-Based Teams to encourage teacher leadership while building team knowledge and support for practice implementation.

- **Topic Strand:** Coaching Practices, Developing and Leading Systems, Instructional Leadership
- **Target Audience:** Administrators, Literacy Leaders and Coaches
- **Age Band:** Adolescent Literacy
- **Session Type:** Presentation

#### 4.11 Structures to Support a Systematic Approach to Tier 2 Literacy Intervention Through

##### **Collaborative Data-Based Decision Making** (*Jessica Hoffman, Ph.D. with Cincinnati Public Schools*)

This session will overview the necessary components of a system to support quality Tier 2 interventions including an expert team, decision rules, consistent organization of all data sources, and team meeting structures to support collaborative decision-making. Participants will practice data-based decision making and receive tools to support their own development of Tier 2 supports.

- **Topic Strand:** Assessment Practices, Developing and Leading Systems, Intervention Practices
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation

#### 4.12 Turning Literacy Pits into Peaks: Implementing Ten Game-Changers (*Jacqueline Dietrich and Carrie Wood*)

This session empowers educators to turn literacy challenges into opportunities by implementing evidence-based "game changers" aligned to the contents in Ohio's Plan to Raise Literacy Achievement. Participants will address common barriers experienced by struggling readers and disengaged learners, engage in collaborative discussions, and gain actionable tools to boost students' literacy learning.

- **Topic Strand:** Core Instructional Practices, Instructional Leadership, New to the Science of Reading
- **Target Audience:** Administrators, Educators, Literacy Leaders and Coaches
- **Age Band:** Multi-age
- **Session Type:** Presentation



# Presenters

**Shawna Benson** (2.12 *Supporting Literacy Assessment and Instruction for Students with Disabilities and Complex Communications Needs*)

Shawna Benson is OCALI's Teaching Diverse Learners Center Director. Her experience includes educating learners from birth-college, with expertise in learners with complex disability profiles and language and literacy. She promotes educational access for all as she engages with state and national partners.

**Maura Brewster** (2.04 *Intensifying Phonics Instruction in First Grade*)

Maura Brewster is an Urban Literacy Specialist in State Support Team Region 5. Prior to her role at the State, she served as a teacher in grades 2-5, Director of Academics, and literacy coach at urban schools. Maura is an advocate who helps leaders and teachers implement best practices in literacy.

**Mitchell Brookins, Ph.D.** (3.10, *From Foundations to Futures: Accelerating Adolescent Literacy*)

Dr. Mitchell Brookins is a dedicated leader in literacy education. His work spans roles as a district leader, a school administrator, and an educational consultant. His current roles are with The Reading League, National Board Professional Teaching Standards, LETRS, UnboundEd, and the Science of Reading Network with Leading Educators. Dr. Brookins holds a Ph.D. in Educational Administration.

**Holly Burgess** (4.04 *Empowering Districts Through High-Quality Instructional Materials Labs: A Hands-On Approach to Curriculum Excellence*)

Holly Burgess has 19 years of experience, including experience as a Title I reading teacher. Now with the Southern Ohio Educational Service Center, she is a Structured Literacy and High-Quality Instructional Materials specialist, supporting districts across five counties to enhance literacy outcomes and assist educators with effective curriculum implementation.

**Sonia Cabell, Ph.D.** (1.01, 2.01 *The Strive-for-Five Framework: Conversations that Build Language Comprehension in Early Childhood*)

Sonia Cabell, Ph.D., is an associate professor of Reading Education in the School of Teacher Education and the Florida Center for Reading Research at Florida State University. Dr. Cabell's research focuses on early language and literacy instruction, with a particular interest in preventing reading difficulties in young children.

**Elsa Cárdenas-Hagan, Ph.D.** (1.09, 2.09 *Writing Development and Instruction for Multilingual Students*)

Dr. Elsa Cárdenas-Hagan is President of the Valley Speech Language and Learning Center in Brownsville, Texas, and a research associate with the Texas Institute for Measurement, Evaluation and Statistics at the University of Houston. Her research interests include the development of language and literacy skills among Spanish-and English speaking students.

**Katie Chaney** (2.05 *Supporting the Development of a District Implementation Plan*)

Katie Chaney is the regional literacy specialist for Ohio's State Support Team region 16. She recently moved back to Ohio from Florida where she was working for Florida Gulf Coast University as an instructional literacy coach. This is her 29th year as an educator, including 23 years of classroom experience.

**Amber Clay-Mowry** (1.08, 4.10 *Strengthening Core Instructional Practices: Building Teacher Leadership and Capacity*)

Amber is the Director of Leadership and Learning at Mid-Ohio Educational Service Center. She has served as an Adolescent Literacy Specialist, teacher, coach, and administrator. With credentials as a Structured Literacy Dyslexia Interventionist and Reading and Gifted Endorsements, Amber is a dedicated advocate for all students.

**Rebecca Conley** (3.04 *Supporting High-Quality Instructional Materials in Tier 1*)

Rebecca is currently the Southwest Regional Literacy Coaching Coordinator for ReadOhio at Montgomery County Educational Service Center. In former roles, she used her IDA certification plus to support Ohio's initiatives and higher education regarding structured literacy leading dyslexia simulations across the region.

**Kim Davis** (2.02 *Aligning Materials (and practices!) with Ohio's Plan to Raise Literacy Achievement*)

Kim Davis is an emergent literacy specialist at the Ohio Department of Education and Workforce. She enjoys encouraging early care and education professionals to incorporate the science of reading in ways that are both play-based and developmentally appropriate for Ohio's youngest learners.

**Jacqueline Dietrich** (4.12 *Turning Literacy Pits into Peaks: Implementing Ten Game-Changers*)

Jaqueline Dietrich is currently the Northeast Regional Literacy Coaching Coordinator for ReadOhio. In former roles, she has supported Ohio's literacy initiatives with leaders in her region at state support teams as an adolescent and urban literacy specialist in K-12 settings.

**Kelsi Edrington** (4.06 *Enhancing Disciplinary Literacy in the Social Studies Classroom*)

Kelsi Edrington, from Montgomery County Educational Service Center, is one of six Adolescent Literacy Specialists for Ohio. A former 7-12 English language arts teacher, she is a Certified Structured Literacy Dyslexia Specialist and holds Orton-Gillingham Associate and Wilson Dyslexia Practitioner certifications.

**Annette Gross** (1.12 *The Implementation of Ohio's Coaching Model*, 3.04 *Supporting High-Quality Instructional Materials in Tier 1*)

Annette Gross is currently the Southeast Regional Literacy Coaching Coordinator for ReadOhio. In former roles, she has supported Ohio's literacy initiatives with leaders in her region at state support teams as a regional early literacy specialist and urban literacy specialist in K-12 settings.

**Julie Haluch** (2.07 *Creating and Implementing a Building-Wide Literacy Goal*)

Julie Haluch is an Adolescent Literacy Specialist with the Educational Service Center of Northeast Ohio, previously working as a teacher and literacy coach. Julie's goal as a Literacy Specialist is to support, guide, and build the expertise of educators as they work to make a positive impact on student achievement.

**Jessica Hoffman, Ph.D.** (3.11 *Structures to Support a Systematic Approach to Tier 2 Literacy Intervention Through Collaborative Data-Based Decision Making*)

Jessica Hoffman, Ph.D. is currently the Urban Literacy Specialist for State Support Team 13, serving Cincinnati Public Schools. She has been an educator for over 20 years as a teacher, researcher, professor, coach, and consultant, primarily focused on improving literacy instruction in urban school systems.

**Roger Howard** (2.08 *Making the Most of Ohio's Science of Reading Course: Leading Learning Implementation*)

Roger Howard is an Adolescent Literacy Specialist for State Support Team 3 at the Educational Service Center of Northeast Ohio. Prior to his current position, Roger served in multiple middle school, high school, and central office administrative roles. Prior to administration, Roger served as a high school teacher.

**Erica Kaufmann** (3.12 *Regional Network of Collaborative Minds: Empowering Multidisciplinary Leadership*)

Erica Kaufmann, MAT, C-SLDI, is a literacy specialist at the Educational Service Center of Lorain County. With experience as an intervention specialist and literacy coach, she supports diverse learners and educators. Erica is passionate about evidence-based practices and student success.

**Katie Kilgour** (2.05 *Supporting the Development of a District Implementation Plan*)

Katie Kilgour is an adolescent literacy specialist, serving as a member of the ReadOhio Network and supporting regions 14, 15, and 16. Katie is a CERI certified structured literacy dyslexia interventionist with 20 years of experience in education, including 16 years in the classroom.

**Suzanne Kochheiser** (1.08, 4.10 *Strengthening Core Instructional Practices: Building Teacher Leadership and Capacity*)

Suzanne Kochheiser is one of six Ohio Adolescent Literacy Specialists. Over 16 years, Suzanne has held several positions as a high school ELA teacher, teacher leader, and a Director of Teaching and Learning. Supporting her daughter's reading journey ignited her learning about the science of reading.

**Emily Kriegel** (3.05 *Fostering Word Consciousness through Morphology Instruction*)

Emily Kriegel, a former middle and high school ELA teacher, holds a master's in Secondary ELA Instruction and is pursuing a doctorate in Educational Leadership at the University of Findlay. As Curriculum Coordinator at Mercer County Educational Service Center, she focuses on structured literacy in secondary education.

**Rita Kroeger** (1.02 *Implementing and Sustaining Evidence-Based Practices in the Preschool Classroom*)

Rita Kroeger is a Regional Literacy Specialist with State Support Team 3 serving Northeast Ohio. With over 19 years in education, as an Instructional Literacy Coach as well as a teacher in preschool through third grade, she brings a wealth of instructional knowledge to support literacy achievement.

**Amy Kronberg, Ph.D.** (3.01 *The Foundation for the Science of Reading: Using the Five Early Literacy Practices for Early Learning Success*)

Dr. Kronberg has a background in early childhood education, child development, and advocacy. She has consulted on projects, including Preschool Promise's Play on Purpose initiative, the University of Toledo's Literacy Everywhere! project, and the ODEW's Plan to Raise Literacy Achievement.

**Roxann Lozar** (3.06 *Transforming Literacy Instruction: Collaborative Implementation of Evidence-Based Practices in Urban Schools*)  
Roxann Lozar, M.Ed., is an Urban Literacy Specialist with State Support Team 3 at the Educational Service Center of Northeast Ohio. With over 22 years in education, she has served as a curriculum director, coordinator, and academic coach, bringing expertise in leadership and instruction to support literacy and student achievement.

**Jeremy Luke, Ph.D.** (2.08 *Making the Most of Ohio's Science of Reading Course: Leading Learning Implementation*)  
Jeremy Luke, Ph.D. is the Literacy Learning Specialist in the Office of Literacy Achievement at the Ohio Department of Education and Workforce. He supports and develops online and in-person professional learning, including Ohio's Introduction to the Science of Reading course and Literacy Academy on Demand, a free learning resource for Ohio educators.

**Denise Malkovits** (1.04 *Refining Tier 2 Interventions: Austintown Elementary School's Journey Through the Process*)  
Denise Malkovits has been a consultant with State Support Team Region 5 for 15 years. She currently serves as the Regional Literacy Specialist where she supports classrooms, buildings, and districts with implementing evidenced-based literacy practices. Malkovits is CERI-certified as a Structured Literacy Dyslexia Interventionist.

**Keith McCarroll** (3.07, 4.07 *You have to Write in Math too? Planning and Implementing Writing Across all Content Areas in a School*)  
Keith McCarroll is an Ohio Adolescent Literacy Specialist with 20 years' experience as a High School English teacher. He formerly supported districts in RTI implementation for the Tennessee Department of Education and led literacy and literacy coaching initiatives in a Tennessee district.

**Linda McKean** (4.06 *Enhancing Disciplinary Literacy in the Social Studies Classroom*)  
Linda McKean is a Social Studies Education Program Specialist at the Ohio Department of Education and Workforce. For 15+ years, she has worked on social studies standards and assessments. Previously, she was a classroom educator and education specialist.

**Daryl Michel, Ph.D.** (1.11, 2.11 *Leading Systemic Change: Focus is a Prerequisite for Improvement*)  
Daryl Michel, Ph.D., consults with organizations in instructional coaching, leadership, teacher education, disciplinary literacy, and learning and lesson study. 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*.

**Debbie Mickey** (4.04 *Empowering Districts Through High-Quality Instructional Materials Labs: A Hands-On Approach to Curriculum Excellence*)  
Debbie Mickey has 30+ years of experience as an educator, Reading Specialist, and Literacy Specialist. As Regional Literacy Specialist for State Support Team Region 14, she supports districts in a five-county area, focusing on literacy from birth to high school and collaborating through the ReadOhio Network.

**Debbie Nagel** (4.01 *Language is Everything!*)  
Debbie Nagel is a Regional Literacy Specialist with State Support Team 1, aiding districts in implementing evidence-based literacy strategies. With extensive experience in structured literacy, coaching, and professional development, she supports statewide initiatives to improve literacy outcomes.

**Amanda Nickerson, Ed.D.** (1.10, 2.10 *Bridging Gifted Education and the Science of Reading: Assessment and Instructional Implications*)

Amanda Nickerson, Ed.D. is Ohio's K-12 Literacy Technical Assistance Specialist, supporting Comprehensive Literacy State Development subgrantees with technical assistance and collaborating with state literacy specialists to develop and lead statewide literacy training.

**Jamey Peavler, Ed.D.** (1.03, 2.03 *Intensifying Interventions: The Power of Practice*)

Jamey Peavler, Ed.D. is a Co-Director and Assistant Professor in the Reading Science Graduate Program at Mount St. Joseph University. She is a Certified Fellow-in-Training with the Orton-Gillingham Academy and an International Dyslexia Association Structured Literacy Dyslexia Specialist. She serves on the board for The Reading League's Indiana Chapter.

**Allison Scott** (4.05 *Coaching for Sustainable Practices: A Look at Garfield Elementary*)

Allison Scott is a ReadOhio Coach in the Northeast region. Before her role as a ReadOhio Coach, Allison taught in the classroom and served as a coach in a local school district. She is a 3x Youngstown State University graduate (B.S., M.S., Ed.D). Allison is passionate about Ohio's literacy initiatives.

**Joan Sedita** (3.08, 4.08 *Adolescent Writing: The Writing Rope Framework*)

Joan Sedita is the founder of Keys to Literacy, a literacy professional development organization working across the United States. She has been in the literacy field for over 45 years as a teacher, administrator, and teacher trainer. She is the creator of The Writing Rope framework, and has authored multiple literacy professional development programs.

**Jodi Snyder** (3.06 *Transforming Literacy Instruction: Collaborative Implementation of Evidence-Based Practices in Urban Schools*)

Jodi Snyder, M.Ed., is an urban literacy specialist with State Support Team 3 at the Educational Service Center of Northeast Ohio. She works with schools and districts to promote inclusive, high-quality instruction and ensure all students have the support needed to succeed.

**Jess Surles** (3.03, 4.03 *Utilizing Small Group Instruction to Make a Difference*)

Jess Surles collaborates with educators and leadership to provide professional learning focusing on literacy (K-6). She has over 20 years of experience with delivering classroom instruction, supporting literacy initiatives, and providing coaching and technical assistance for administrators and educators.

**Sherine Tambyraja, Ph.D.** (3.09, 4.09 *ReadOhio Coaching: Points of Progress, Lessons Learned, Future Replication*)

Sherine Tambyraja, Ph.D. is the Senior Research Strategist in the Office of Literacy Achievement and Academic Success at the Ohio Department of Education and Workforce. She has over 10 years of experience as a research scientist in the field of language development.

**Carolyn Turner** (3.02, 4.02 *Building Language and Literacy Through Shared Book Reading*)

Carolyn Turner is the Ohio Literacy Lead, a doctoral student at Mount St. Joseph University, and a Dyslexia Interventionist. She supports schools in implementing evidence-based reading instruction within a multi-tiered system of supports and strives to build capacity for lasting change to improve literacy outcomes for all.



**Stephanie VanDyke** (3.09, 4.09 *ReadOhio Coaching: Points of Progress, Lessons Learned, Future Replication*)

Stephanie VanDyke is the Literacy Coaching Administrator in the Office of Literacy Achievement and Academic Success at the Ohio Department of Education and Workforce. She has been in the public education setting since 2005, serving at the school, district, regional, and state levels of education. She currently coordinates the state's literacy coaching program, ReadOhio Coaching.

**Jennifer Walker** (1.07 *Improving Reading Outcomes: Literacy Interventions for Middle and High School Students*)

Jennifer Walker is an Ohio Adolescent Literacy Specialist and a former Curriculum Director and Principal. She is the 2010 Ohio Teacher of the Year and an adjunct instructor in Youngstown State University's Teacher Education Reading program.

**Olivia Weisman** (3.12 *Regional Network of Collaborative Minds: Empowering Multidisciplinary Leadership*)

Olivia Weisman, M.Ed., CALT, has over 21 years in education as an intervention specialist, literacy coach, and consultant. She specializes in structured literacy for all learners, including those with dyslexia. Currently, she is a Literacy Specialist and Supervisor at the Educational Service Center of Lorain County.

**Jade Wexler, Ph.D.** (1.06, 2.06 *Using an Evidence-Based Comprehension Building Practice to Improve Comprehension and Content Knowledge for Secondary Students: An Overview and Considerations for Varying Implementation Intensity*)

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.

**Mary Williams** (1.05 *All Systems Go - How Rosa Parks in Middletown is Using a Variety of Data to Drive More Efficient Planning in Support of Improved Student Outcomes*)

Mary Williams currently serves as the Regional Literacy Specialist for State Support Team 13 where she facilitates professional learning and networking opportunities focused on evidence-based practices within the reading components of a multi-tiered system of supports. Before joining the State Support Team, Mary served as an instructional coach and a classroom teacher.

**Carrie Wood** (4.12 *Turning Literacy Pits into Peaks: Implementing Ten Game-Changers*)

Carrie Wood is currently the Director of Literacy at Mid Ohio Educational Service Center and currently serves in the role of Northwest Regional Literacy Coaching Coordinator for ReadOhio. In former roles, she has supported Ohio's literacy initiatives in K-12 settings as a Regional Early Literacy and Adolescent specialist.



# Governor's Science of Reading Champions

Ohio Governor Mike DeWine, in coordination with the Department of Education and Workforce, developed the Governor's Science of Reading Champion Awards to recognize schools that are demonstrating strong implementation of evidence-based instructional practices aligned to the science of reading and where students are making significant progress.

Congratulations to the 2024-2025 Governor's Science of Reading Champions!

**Applewood Elementary School**, Brunswick City Schools (Brunswick, Ohio)

**Ashland Middle School**, Ashland City Schools (Ashland, Ohio)

**Austintown Elementary School**, Austintown Local Schools (Youngstown, Ohio)

**Bataan Memorial Primary School**, Port Clinton City Schools (Port Clinton, Ohio)

**Belle Aire Intermediate**, Washington Court House City Schools (Washington Court House, Ohio)

**Brunswick Memorial Elementary School**, Brunswick City Schools (Brunswick, Ohio)

**Buckeye Valley East Elementary School**, Buckeye Valley Local (Ashley, Ohio)

**Charles Huber Elementary School**, Huber Heights City (Huber Heights, Ohio)

**Cherry Hill Primary**, Washington Court House City Schools (Washington Court House, Ohio)

**Cloverleaf Elementary School**, Cloverleaf Local Schools (Seville, Ohio)

**Crestview Elementary School**, Brunswick City Schools (Brunswick, Ohio)

**Cuyahoga Hts Elementary School**, Cuyahoga Heights Local Schools (Cuyahoga Heights, Ohio)

**Eastern Heights Elementary School**, Elyria City Schools (Elyria, Ohio)

**Ely Elementary School**, Elyria City Schools (Elyria, Ohio)

**Emerson Elementary School**, Lakewood City Schools (Lakewood, Ohio)

**Garfield Elementary School**, Heath City Schools (Heath, Ohio)

**Hamilton Elementary School**, Elyria City Schools (Elyria, Ohio)

**Hamilton Elementary School**, Hamilton Local Schools (Columbus, Ohio)

**Harold Schnell Elementary School**, West Carrollton City Schools (West Carrollton, Ohio)

**Hayes Elementary School**, Lakewood City Schools (Lakewood, Ohio)

**Helen Arnold Community Learning Center**, Akron City Schools (Akron, Ohio)

**Hickory Ridge Elementary School**, Brunswick City Schools (Brunswick, Ohio)

**Huntington Elementary School**, Brunswick City Schools (Brunswick, Ohio)

**Liberty Elementary School**, North Ridgeville City Schools (North Ridgeville, Ohio)

**Lincoln Elementary School**, Lakewood City Schools (Lakewood, Ohio)

**Milton-Union Elementary School**, Milton-Union Exempted Village Schools (West Milton, Ohio)

**Minster Elementary School**, Minster Local Schools (Minster, Ohio)

**Monticello Elementary School**, Huber Heights City Schools (Huber Heights, Ohio)

**New London High School**, New London Local Schools (New London, Ohio)

**Northridge Elementary School**, Northridge Local Schools (Dayton, Ohio)

**Northwood Elementary School**, Elyria City Schools (Elyria, Ohio)

**Oberlin Elementary School**, Oberlin City Schools (Oberlin, Ohio)

**Orrville Elementary School**, Orrville City Schools (Orrville, Ohio)

**Perry Elementary School**, East Muskingum Local Schools (Zanesville, Ohio)

**Primary Elementary School**, Galion City Schools (Galion, Ohio)

**Putman Elementary School**, Blanchester Local Schools (Blanchester, Ohio)

**Rimer Community Learning Center**, Akron City Schools (Akron, Ohio)

**Riverside Elementary School**, Riverside Local Schools (Painesville, Ohio)

**Roosevelt Elementary School**, Lakewood City Schools (Lakewood, Ohio)

**Schumacher Community Learning Center**, Akron City Schools (Akron, Ohio)

**The Early Learning Academy**, Sandusky City Schools (Sandusky, Ohio)

**Valley Forge Elementary School**, Huber Heights City Schools (Huber Heights, Ohio)

**Walter Kidder Elementary School**, Brunswick City Schools (Brunswick, Ohio)

**Warrensville Heights Early Learning Center**, Warrensville Heights City Schools (Warrensville Heights, Ohio)

**West Main Elementary School**, Ravenna City Schools (Ravenna, Ohio)

**Westwood Elementary School**, Elyria City Schools (Elyria City, Ohio)

**Wheelersburg Elementary School**, Wheelersburg Local Schools (Wheelersburg, Ohio)

**Willowville Elementary School**, West Clermont Local Schools (West Clermont, Ohio)