



This presentation contains examples and resource materials that are provided for the user's convenience. The inclusion of any material is not intended to reflect its importance, nor is it intended to endorse any views expressed, or products or services. These materials may contain the views and recommendations of the presenter as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education or Ohio Department of Education and Workforce. The U.S. Department of Education and Ohio Department of Education and Workforce do not control or quarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. Mentions of specific programs or products in these examples are designed to provide clearer understanding and are not meant as endorsements.



REGIONAL NETWORK OF COLLABORATIVE MINDS: EMPOWERING MULTIDISCIPLINARY LEADERSHIP



JENNIFER MARTINEZ, M.ED., C-SLDI OLIVIA WEISMAN, M.ED., CALT ERICA KAUFMANN, M.A.T., C-SLDI

Literacy Specialists, pictured from left to right





LEARNING OBJECTIVES FOR THIS SESSION:

Guidance on how to design and establish a regional literacy network
Ideas to promote regional collaboration on literacy priorities in Ohio
Gain practical guidance on how to implement the Ohio Dyslexia Guidebook and MTSS process at the regional level



ESTABLISHING A REGIONAL LITERACY NETWORK



WHY CREATE A REGIONAL NETWORK?

Ohio's Dyslexia Guidebook



Department of Education & Workforce

Best practices and methods for universal screening, intervention and remediation for children with dyslexia or children displaying dyslexic characteristics and tendencies using a structured literacy program pursuant to Ohio Revised Code Section 3323.25(C).

January 2024

The Science of Reading is the theory behind our instructional practices. Convergence of research from psychology, education, linguistics, and neuroscience supporting how we learn to read and write.

Structured Literacy is the application of knowledge from the science of reading which teaches children to read in an evidence-based and systematic way.





BENEFITS OF OUR REGIONAL MULTIDISCIPLINARY LITERACY FACILITATOR NETWORK

- Collaboration
- Shared problem-solving & planning
- Updates from Read Ohio and other literacy initiatives are shared
 - Discussions of what these updates imply for districts





STEPS TO BUILD A REGIONAL LITERACY NETWORK

Step 1: Identify key stakeholders to participate in the network

Step 2: Establish structure for the network (frequency of meetings, time of day, length)

Step 3: Develop shared literacy priorities for each meeting (originally based on stepping out assessment process and when districts would need to analyze data, plan for intervention, progress monitor, communication with families, etc.)

Step 4: Generate event description and invite participants



STEPS TO BUILD A REGIONAL LITERACY NETWORK 2

Key Stakeholders: Literacy Specialists, Curriculum Directors, Special Education Directors, Administrators, and Educators who hold a Structured Literacy certification and/or serve as the facilitator of the district's multidisciplinary team analyzing data in relation to Ohio Dyslexia Guidebook.

Structure for Our Network: Half day sessions in the morning, once per month



STEPS TO BUILD A REGIONAL LITERACY NETWORK 3

Event Description & Priorities: Erica Kaufmann, C-SLDI, and Olivia Weisman, CALT, will facilitate this network opportunity for individuals certified in structured literacy and/or district multidisciplinary team members. The network will allow participants from neighboring districts to gain ideas from one another to support the MTSS process as well as implementation of HB 436 and Ohio's Dyslexia Guidebook. Participants will also hear relevant updates on law related to or in support of literacy.

Topics of each network include discussions around the following include but are not limited to: Universal Screening Data Analysis Plans; Documentation of Interventions; Checking in on Interventions and EMIS; Planning for Mid-Year Benchmarks and Kdg. Screening; Screening of Transfer Students; Statewide Literacy Initiative Updates

Literacy Academy 2025

TURN AND TALK

STEPS TO BUILD A REGIONAL LITERACY NETWORK

Step 1: Identify key stakeholders to participate in the network

Step 2: Establish structure for the network (frequency of meetings, time of day, length)

Step 3: Develop shared literacy priorities for each meeting (originally based on stepping out assessment process and when districts would need to analyze data, plan for intervention, progress monitor, communication with families, etc.)

Step 4: Generate event description and invite participants

Literacy Academy

Talk with a partner about what you would use from the steps. What might you change to meet your region's needs?





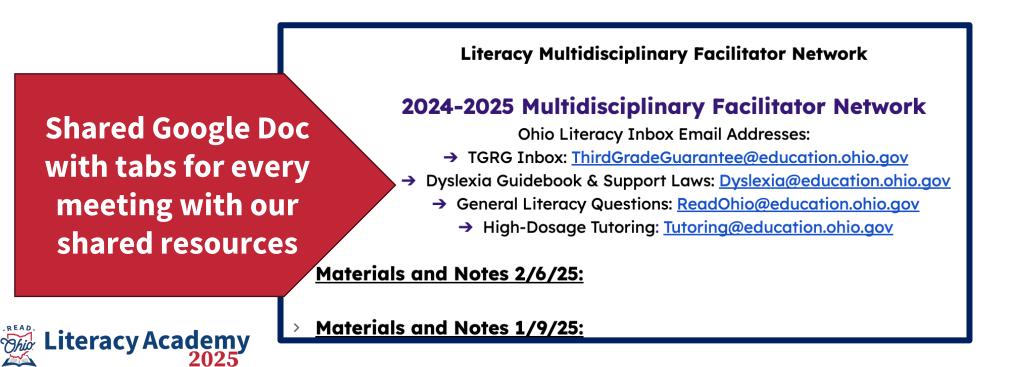
PROMOTING REGIONAL COLLABORATION ON OHIO'S LITERACY PRIORITIES



FACILITATING EFFECTIVE COLLABORATION

Utilize strategies to foster engagement and knowledge sharing:

- Build in team talk time
- Support sharing of resources between districts
- Develop a communication system so all resources are shared in an ongoing manner



PARTNERING WITHIN THE EDUCATIONAL SERVICE CENTER TO MEET THE NEEDS OF THE NETWORK

Danielle Holztrager, Special Education Director Supported discussion on the difference of identification of Dyslexia in the school setting



iteracy Academy

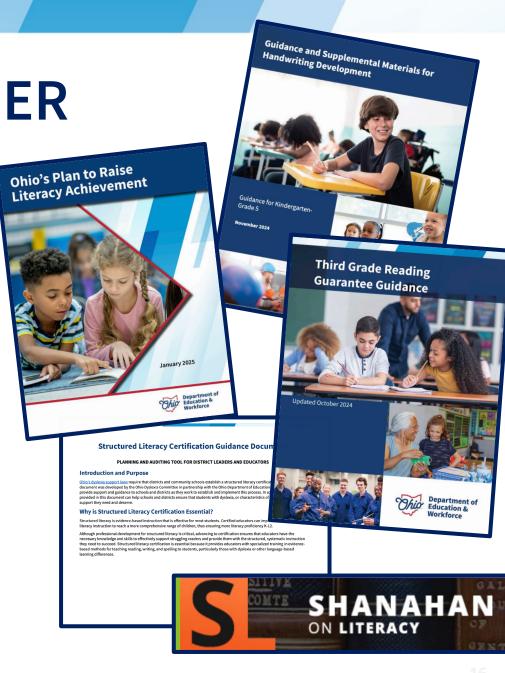


Kendis Bender, Parent Mentor Discussed effective communication with families

ALWAYS LEARNING TOGETHER

- At most sessions, we read an article or ODEW document then have participants complete an activity to learn and discern meaning in our implementation practices.
- This provides team planning time to process the information, ask questions, and plan for next steps.
- The learning topics are constantly evolving as updates are released and based on feedback from the group.

iteracy Academy



FEEDBACK ON COLLABORATION

- Participants complete a survey after each network meeting.
- A question asked is: What are some topics you would like to dive deeper into next time we meet?

Feedback from our November session

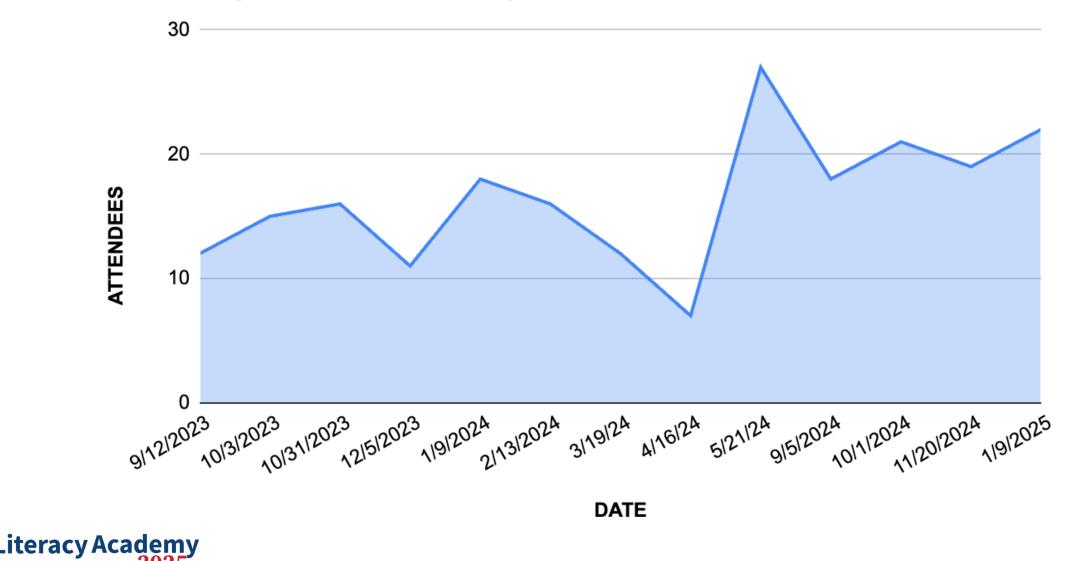
what are some topics you would like to dive deeper into next time we meet?			
13 responses			
Adolescent lit			
My brain hurts too much after HDT talk to think of something at this time.			
Interventions, middle school schedules, adolescent literacy			
Modifications and accommodations that are best practices for structured literacy programs we are using (with attention to reading rope skills, specifically).			
Approved vendors being used/how			
Continue with this path for now.			
Interventions			
Continued updates an relevant info			
Continue conversation on HDTand maybe what approved interventions everyone is using.			

Based on this feedback, topics of our next session were:

- Intervention tools and rubric
- Break out groups exploring ODEW Handwriting Guidance
- Read and discussed an article in relation to adolescent literacy

OUR NETWORK KEEPS GROWING...

Literacy Multidisciplinary Facilitator Network Attendance



IMPLEMENTING THE GUIDEBOOK & MTSS IN REGIONAL NETWORK

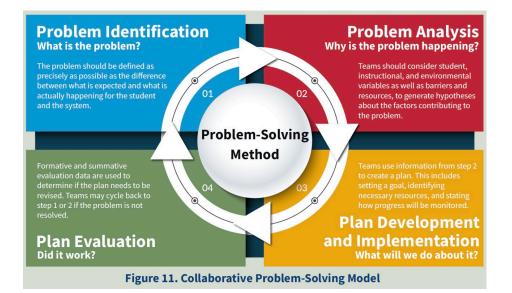


ALWAYS FOCUSING ON BEST PRACTICES

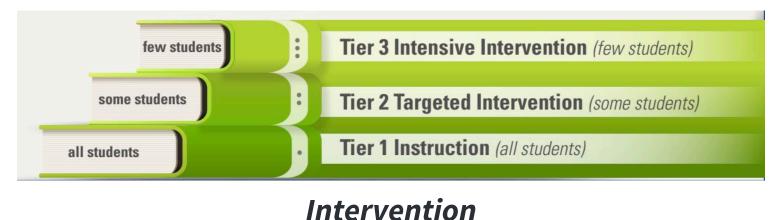
Skills Measured by Universal Screening (Tier 1 Dyslexia Screening)

Skill to screen	Grade			
	К	1	2	3-6
Phonemic Awareness	Х	Х		
Letter Naming	Х	Х		
Letter-Sound Correspondence	X (starting in midyear)	Х	X (through beginning of 2nd)	
Real and non-word reading	X (end of year only and only non-words)	X (starting in midyear)	X (non-words through beginning of 2nd)	
Oral Text Reading Accuracy and Rate		X (starting in midyear)	х	х
Comprehension				Х

Screening & Data Driven Decision Making



Progress Monitoring



Literacy Academy 2025

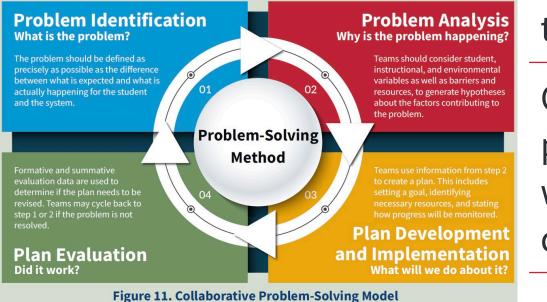
SCREENINGS & DATA DRIVEN DECISION MAKING

- Initially, districts had varying levels of understanding regarding the screening process.
- Our efforts centered on strengthening the knowledge base around dyslexia screening, *always emphasizing best practices.*
- Connecting to Tier 1: What is our screening data telling us?

iteracy Academy

Step 1: Identify Students at risk of dyslexia on the Universal Screener (Tier 1 Dyslexia Screener)	Step 2: Monitor Each At-Risk Students' Progress toward attaining grade-level reading & writing for up to 6 weeks.	
Notify parent, guardian, or custodian of students being identified at risk. ➤ Consider linking this to your RIMP's	 PM on 2nd, 4th, and 6th weeks If no progress is made, parent notified and Diagnostic (Tier 2 Screener) will be administered Diagnostic (Tier 2 Screener) can be given after Tier 1 Screener if necessary 	Based on the Universal Screener (Tier 1 Dyslexia
 Step 3: Administer Diagnostic (Tier 2 Screener) to inform instruction Results will be share with parent, guardian, or custodian within 30 days of administration 	Step 4: If dyslexia tendencies or markers are identified from diagnostic, parent, guardian, or custodian will be provided with: > If tendencies identified: information on reading development, risk factors of dyslexia, and evidence-based strategies > If markers identified: information on districts structured literacy program	Screener) results, the following steps must occur to inform instruction

INTERVENTION



After the initial screening process, we offer guidance on the next steps, including Tier 2 diagnostics and aligning data with targeted interventions.

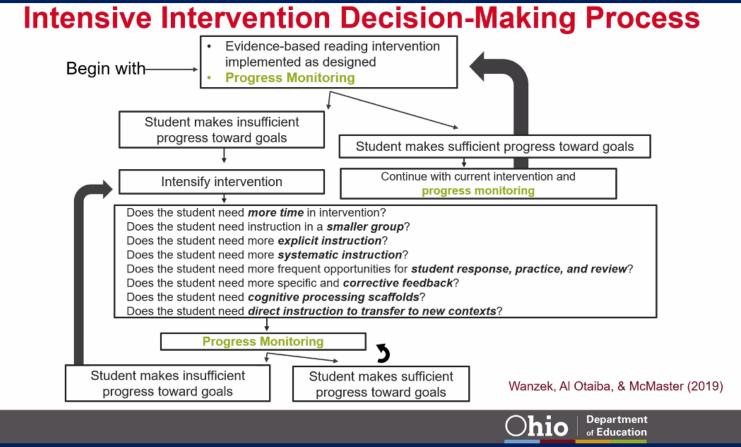
Our ongoing priority is implementing best practices in structured literacy instruction while ensuring alignment with state and district goals.

The critical role of MTSS in literacy instruction and the integration of dyslexiaspecific supports in the MTSS framework.



PROGRESS MONITORING

Is the work, working?





GOAL OF THIS NETWORK

Initial Goal: Build a *network of individuals certified in structured literacy* leading multidisciplinary teams.

BUT...many teams *did not have* an individual certified in structure literacy.

SO...*we extended the invite to all those leading teams*. Now there is *more urgency and understanding* for the need to get more individuals certified.



OUR NETWORK IS A JOURNEY, NOT A DESTINATION

Network participants had to:

- Trust in each other
- Identify barriers
- Work together
- Be willing to challenge our current thinking





THEMES IN OUR SURVEY FEEDBACK

- Collaboration & Networking Across Districts
- ✓ Discussion Based Learning
- ✓ Practical Tools and Resources
- Structured Literacy & Science of Reading Implementation
- Engaging Facilitation & Planning
- ✓ Continued Learning & Reflection



QUOTES FROM PARTICIPANT SURVEYS

"It is very helpful to hear the problems and solutions of other districts."

"Role playing was helpful in reflecting on how to navigate conversations."

"Everyone is working towards implementing SOR and the Dyslexia Law specifications in different ways."

"Very informative and great discussions with colleagues."

"Love the articles shared as well as digging deeper into tough conversations."

"It is always great to collaborate with others and navigate these changes together."

"Everyone is working towards implementing SOR and the Dyslexia Law specifications in different ways. Sharing ideas is immeasurably helpful!!"



SUCCESS STORIES



Governor's Science of Reading Recognition Program

School Awardees

- 1 Applewood Elementary School
- 2 Ashland Middle School
- 3 Austintown Elementary School
- 4 Bataan Memorial Primary School
- 5 Belle Aire Intermediate School
- 6 Brunswick Memorial Elementary School
- 7 Buckeye Valley East Elementary School
- 8 Charles Huber Elementary School
- 9 Cherry Hill Primary School
- 10 Cloverleaf Elementary School
- 11 Crestview Elementary School
- 12 Cuyahoga Heights Elementary School

MIKE DEWINE

- 13 Eastern Heights Elementary School
- 14 Ely Elementary School
- 15 Emerson Elementary School
- 16 Garfield Elementary School

- Hamilton Elementary School (Columbus, C
 Hamilton Elementary School (Elyria, Ohio)
 Harold Schnell Elementary School
- 20 Haves Elementary School
- 21 Helen Arnold Community Learning Center
- 22 Hickory Ridge Elementary School
- 23 Huntington Elementary School
- 24 Liberty Elementary School
- 25 Lincoln Elementary School
- 26 Milton-Union Elementary School
- 27 Minster Elementary School28 Monticello Elementary School
- 29 New London High School
- 30 Northridge Elementary School
- 31 Northwood Elementary School
- 32 Oberlin Elementary School

- 17 Hamilton Elementary School (Columbus, Ohio) 33 Orrville Elementary School
 - 34 Perry Elementary School
 - 35 Primary Elementary School
 - 36 Putman Elementary School
 37 Rimer Community Learning Center
 - 37 Rimer Community Learning Cen
 - 38 Roosevelt Elementary School39 Schumacher Community Learning Center
 - 40 The Early Learning Academy
 - 40 The Early Learning Academy 41 Valley Forge Elementary School
 - 42 Walter Kidder Elementary School
 - 43 Warrensville Heights Early Learning Center
 - 44 West Main Elementary School
 - 45 Westwood Elementary School
 - 46 Wheelersburg Elementary School
 - 47 Willowville Elementary School









DISTRICTS THAT HAVE COLLABORATED IN THIS WORK:

- Amherst Local Schools
- Ashland City Schools
- Avon Lake City Schools
- Bay Village City Schools
- Clearview Local Schools
- Columbia Local Schools
- Edison Local Schools
- Elyria City Schools

_iteracy Academy

• Firelands Local Schools



- Lorain City Schools
- Mapleton Local Schools
- Margaretta Local Schools
- North Ridgeville City Schools
- Oberlin City Schools
- Sheffield-Sheffield Lake Local Schools
- Vermilion Local Schools
- Wellington Exempted Village Schools







QUESTIONS?

education.ohio.gov/LiteracyAcademy





QUESTIONS?

EDUCATION.OHIO.GOV













education.ohio.gov/LiteracyAcademy