Literacy Academy 2025

THE IMPLEMENTATION OF OHIO'S COACHING MODEL

ANNETTE GROSS

REGIONAL LITERACY COACHING COORDINATOR

SE OHIO

Learning Objectives

- **Understand the Levels of Ohio's Literacy Coaching Model:** Participants will be able to identify and explain the key components and guiding principles of the Ohio Literacy Coaching Model.

- **Explore Implementation Strategies:** Participants will explore effective strategies and best practices for implementing the model within diverse school and district contexts.

- **Analyze Roles and Responsibilities:** Participants will gain a clear understanding of the roles and responsibilities of literacy coaches, administrators, and educators within the model.

- **Evaluate Impact on Student Literacy Outcomes:** Participants will explore how the model supports improved literacy instruction and positively influences student achievement and growth in reading.

Ohio's Coaching Model

Universal

Sell Guided

Small Group

One on One

Padlet of Resources

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Universal

Creating Coaching Connections Through Universal Supports:

- All teachers, support staff, and administrators
- Weekly email correspondences

School: Meadowbrook Elementary

(*formerly Byesville Elementary and Secrest Elementary*)

ReadOhio Coach: Holly Hall, Southeast Region

Grade Levels: Kindergarten through Second Grade

Where we started…

✏. Analyze student data (teacher surveys)

✏. Differentiation (teacher surveys)

✏. Assessment System (District Leadership Team meeting, teacher surveys)

✏. Multi-Tiered System of Supports (Reading Tiered Fidelity Inventory)

Universal Coaching Supports

Weekly email correspondences with all teachers & administrators:

✓ Targeted resources based on identified needs

✓ Literacy resources targeted included:

- Variety of formats (articles, videos, websites, podcasts)
- Variety of sources (ReadOhio Newsletter & meetings, ODEW guidance, Reading League, INFOhio, etc.)

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What happened?
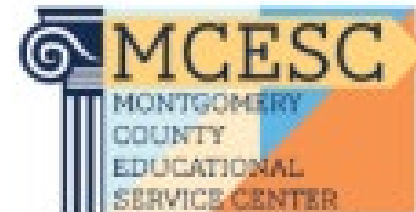
⇨ Entry point conversations with teachers

⇨ Follow-up conversations with teachers

⇨ Extended dialogue with administrators

⇨ Response emails from teachers and district coach

⇨ Use of select resources/materials by teachers

Self-Guided

HAMILTON CITY SCHOOL DISTRICT
Fairwood Elementary

TEKILA FULLAM, M.Ed, SLDS

ReadOhio Literacy Coach

SW Ohio Region

IDENTIFYING A NEED FOR CHANGE:
SHIFTING TO STRUCTURED LITERACY

2024 – 2025 Academic Year – Adopted HQIM Curriculum

Opportunities:
- Aligned with the Science of Reading & Evidence-Based Practices
- Implements an Explicit, Systematic Approach to Reading Instruction

Challenges:
- Gaps in teacher knowledge of evidence-based practices
- Limited professional development for new curriculum implementation

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KEY IMPLICATIONS:

✓ **Targeted Professional Learning**

✓ **Build Knowledge & Awareness**

✓ **Celebrate Wins**

➢ **Address the Time Barrier:** Respect teacher bandwidth by providing flexible, practical support that fits their schedules and needs.

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EXPLICIT INSTRUCTION ENERGIZERS

High-impact professional learning opportunities focused on **evidence-based instructional strategies** that enhance classroom practice.

✓ **Practical & Time-Efficient**

  ★ **Explains:** What… Why… How… When…

  ★ **Encourages Immediate Action:** Weekly Challenges

✓ **Flexible & Teacher-Driven**

  ★ **Teacher Choice:** Learn through Video, Article, and/or Podcast

  ★ **Continued Support:** Ohio's Model for Instructional Coaching

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ENGAGEMENT & IMPACT

Instructional Practice	Observed		Self-reflection	
Review previous learning	93%	**+14%**	85%	**+35%**
Clearly identify objectives	50%	**-7%**	85%	**+28%**
Build students' background knowledge	79%	**+14%**	81%	**+38%**
Limit new information	86%	**+36%**	77%	**+13%**
Model "think alouds"	86%	**+36%**	86%	**+36%**
Provide examples & non-examples	64%	**+7%**	73%	**+30%**
Maximize student engagement	93%	**+36%**	77%	**+27%**
Pace instruction to support learning	79%	**+36%**	89%	**+32%**
Check for student understanding	57%	**+14%**	90%	**+16%**
Reteach content when needed	64%	**+50%**	81%	**+52%**

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+/- = % of Growth from Fall to Spring

ENGAGEMENT & IMPACT

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10 – Universal Emails Connections

80 - Self-Guided Coaching Connections

37 – K-3 ELA
43 – 3-6 ELA, 3-6 Math, Intervention Specialists, SLP, Title, other support staff.

**Coaching Connections
Explicit Instruction Energizers**

READ Ohio

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Richmond Heights Elementary School

Patrick Carpenter, ReadOhio Coach
Northeast Ohio

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One on One

HQIM PLANNING ROUTINE

➔ When planning, teachers have two highlighters

➔ For each lesson, we highlight teacher actions in one color and student actions in another color

➔ Balance of teacher directed learning and student practice

➔ Student Resource Book review

➔ As a team, it is determined what (if anything) is needed to bolster the lesson taking into account student/classroom needs

CONTINUING THE WORK - EXAMPLE

➔ Frayer Model with vocabulary words

➔ Teams connect vocabulary to Tier 1, 2, and 3 words *(Explicit Instruction, Chapter 3 - p. 56-7)*

➔ Teams review Tiers 1, 2, and 3 words determining which need a quick review, full explicit instruction routine, or can be explained "right there while reading"

➔ Teaching with integrity vs. with fidelity

LET'S PRACTICE

➜ On page 232, highlight teacher actions one color and student actions another color

> If you notice that there are majority teacher actions, consider how you can increase student engagement during these activities!

Padlet of Resources

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LET'S KEEP PRACTICING, LET'S KEEP PRACTICING

➔ Some tasks are more teacher directed due to setting up a student task, such as these teacher-centric directions for setting up a Socratic Seminar

Padlet of Resources

One on One

Elyria City School District
Eastern Heights Middle School

Associate Superintendent

Natalie Matthews

5-6 Middle School Principal

Jake Keefe

5th Grade ELA Teacher

Pam Rousseau

ReadOhio Coordinator NW

Carrie Wood

ReadOhio Coach

Whitney Imhoff

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One on One

Student Focused Coaching

Jan Hasbrouck & Daryl Michel

Phase 1: Problem Presentation and Data Collection

Phase 2: Define Problem, Set Goals, Develop Targeted Action Plan

Phase 3: Implement TAP

Phase 4: Evaluate Goals and Next Steps

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Improving Adolescent Literacy: Effective Classroom and Intervention Practices

IES Practice Guide: What Works Clearinghouse

1. Provide explicit vocabulary instruction.	**Strong**
2. Provide direct and explicit comprehension strategy instruction.	**Strong**
3. Provide opportunities for extended discussion of text meaning and interpretation.	**Moderate**
4. Increase student motivation and engagement in literacy learning.	**Moderate**
5. Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.	**Strong**

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PACT Plus & Get the Gist

Dr. Jade Wexler

| Comprehension Canopy 5 minutes	Essential Words 5 minutes	Critical Reading 30 minutes
• Introduce topic motivational springboard • Provide necessary background information	• Explicitly teach 1-2 words essential to understand text • Use routine to teach word	• Introduce text • Pause and ask critical reading questions • Discuss culminating question

Outcome Data
Pam Rousseau: 5th Grade ELA

59% Proficient ➡ Rousseau
54.2% Proficient ➡ Building Wide
699 Score ➡ Highest Building Average
12 Points ➡ Largest Annual Growth

85% Growth ➡ NWEA MAP
98% Met Goal (+10) ➡ DIBELS ORF

OST Proficiency Percentages

	21-22	22-23	23-24
%	~31	~42	~53
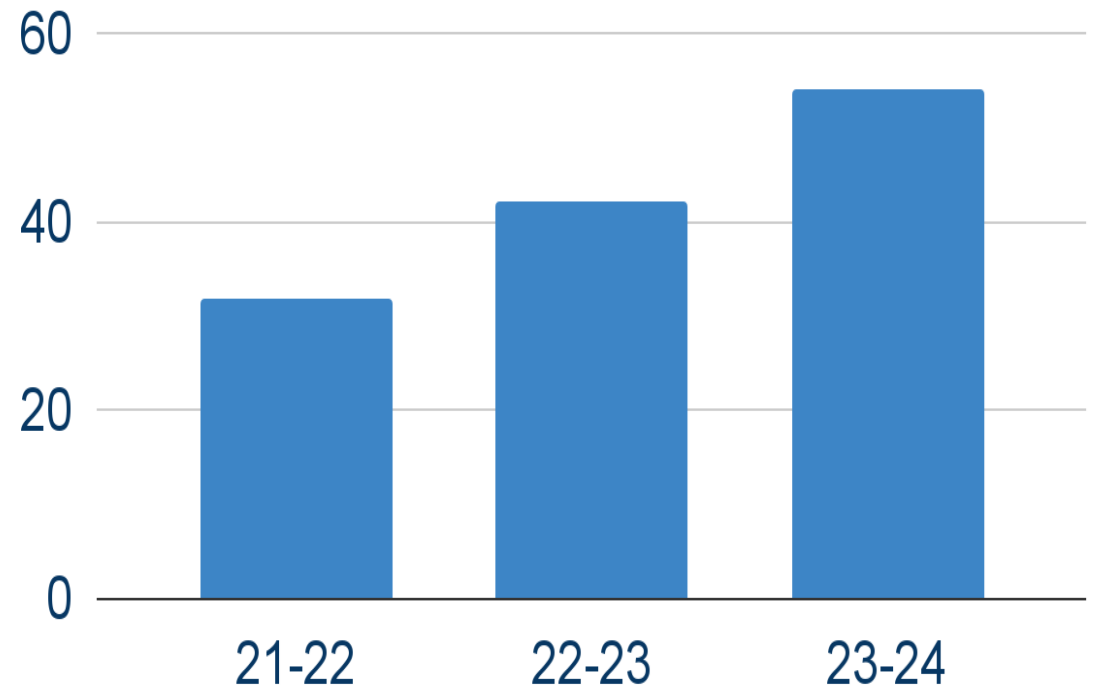
QUESTIONS?

education.ohio.gov/LiteracyAcademy

QUESTIONS?

EDUCATION.OHIO.GOV

Department of Education & Workforce

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