



Literacy Academy 2026

— June 3-4, 2026 —



Department of
Education &
Workforce

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Agenda – Literacy Academy for Teacher Leaders

WEDNESDAY, JUNE 3, 2026

7:30-8:30 a.m.	Onsite Check-In and Registration
8:30-9:30 a.m.	Welcome and Keynote Address
9:30-9:45 a.m.	<i>Break</i>
9:45-10:45 a.m.	Learning Session 1
10:45-11 a.m.	<i>Break</i>
11 a.m.-noon	Learning Session 2
Noon-1:15 p.m.	<i>Lunch</i>
1:15-2:15 p.m.	Learning Session 3
2:15-2:30 p.m.	<i>Break</i>
2:30-3:30 p.m.	Learning Session 4



Please use your cell phone camera to scan the QR Code or use this link <https://bit.ly/2026-tls> to access the conference program and digital files.

Welcome and Keynote Address for Teacher Leaders

Welcome Remarks: Dr. Melissa Weber-Mayrer, Chief Academic Officer, Ohio Department of Education and Workforce



Melissa M. Weber-Mayrer, Ph.D., is a dynamic leader at the Ohio Department of Education and Workforce, serving as the Chief Academic Officer. In this pivotal role, Dr. Weber-Mayrer spearheads transformative policy and implementation, for literacy, academic learning standards, model curriculum, and integrated 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: Mr. Chris Monsour, 2026 Ohio Teacher of the Year

Chris Monsour originally planned to pursue a career in environmental biology after earning his Bachelor of Science degree from Heidelberg University. While working outside his field, he was given an opportunity as a long-term high school science substitute teacher by the Tiffin City School District, during which he discovered his passion for teaching. He obtained his professional Ohio teaching license through an alternative pathway, then pursued graduate work in biology, ecology, and inquiry, earning a Master of Arts in Education from Heidelberg University and a Master of Science from Montana State University. He currently teaches a variety of Advanced Placement (AP) and College Credit Plus (CCP) biology courses at Columbian High School in Tiffin, Ohio.



Christopher Monsour

Tiffin City Schools

Empowering, Recognizing, and Amplifying
Teacher Voices Since 1964.



Extending beyond traditional instruction, Monsour focuses on giving every student an opportunity to find their path to success through developing engaging courses and organizing community service projects. His time as an adjunct faculty member at the University of Findlay, Heidelberg University, Terra State Community College, the Johns Hopkins Center for Talented Youth, and teaching English as a Second Language at Tianjin Normal University in the People's Republic of China have shaped not only his instructional philosophy but also his belief that teaching and public education is essential to the foundation of society.

Monsour continues to participate in global expeditions so he can bring authentic content to his students that engages and excites them about the sciences. His dedication to teaching earned him the Presidential Award for Excellence in Mathematics and Science Teaching, the Outstanding Biology Teacher of the Year Award from the National Association of Biology Teachers, and the 2026 Ohio Teacher of the Year.

Remarks: Paula Hemmelgarn and Catherine Papai-McMillin, Ohio Teacher Leader Co-Chairs

PAULA HEMMELGARN

Paula Hemmelgarn is surprised to discover she is now a veteran teacher, as she bounds into school every day with the same enthusiasm and cheery grin of nearly three decades ago. Born in London, England, she completed full-time education in Britain, attending the University of Bristol and the University of Oxford. She spent a wonderful year teaching in Paris, France, then taught high school English in London, England, and Cleveland, Ohio, before finding her forever home at Marion Local High School in Maria Stein, Ohio. Paula has loved participating in the Ohio Teacher Leadership Network since 2020 and looks forward to leading beyond the classroom for many years to come.



CATHERINE PAPAI-MCMILLAN

As a principal of an arts school, Catherine swims in a sea of creativity every day. Her staff and students make the world a better place one day at a time. Educated at Kenyon College and the University of Cincinnati, Catherine began her education journey in the Mississippi Delta in Arkansas and then moved to The Arts & College Preparatory Academy in Columbus, Ohio, where she has been ever since. She's dabbled in a bit of everything, teaching five different subjects, working as an instructional coach and an RE mentor, before becoming a principal. In 2020, she joined the first cohort of the Ohio Teacher Leader Liaison Network and has served as a Teacher Leader Ambassador since 2021.

A Welcome from the Co-Chairs

Welcome to the ReadOhio Literacy Academy for Teacher Leaders. This year, we are thrilled to contribute to the professional learning of the two-day 2026 ReadOhio Literacy Academy. In our dedicated teacher leadership sessions, we offer an inspiring day full of positive energy, networking, and evidence-based practices to enhance student success in Ohio's schools.

This year's teacher leadership theme, "Fast Forward: Focusing on our Future," encapsulates our mission to maximize the impact of all teachers in driving change in Ohio's schools. We are inspired by novelist Paulo Coelho's belief that one person's quest is the quest of all humanity: "When we strive to become better than we are, everything around us becomes better too." This is the essence of teacher leadership: focusing on creating a better future by strengthening the profession and enhancing student success.

Through our keynote speaker, breakout sessions, and all-day professional networking, we offer evidence-based practices to shape a better future starting in the upcoming 2026-2027 school year. The following questions may help us fast forward as teacher leaders so our students can focus on their futures:

1. How can today's evidence-based ideas be developed to drive initiatives for change, improvement, and innovation in our schools?
2. How can teacher leaders facilitate an environment of trust and foster an inclusive and positive collaborative culture in their schools?
3. What innovative strategies can teacher leaders use to apply relevant data and research to change and improve teaching practices, content knowledge, and student learning?
4. What work must be done to understand the uniqueness of individual students and ensure that all students receive a high-quality education to prepare for their futures?
5. As teacher leaders, what solutions can we create for our school districts by continuing our networking after today and building strategic relationships to enhance student outcomes?

"When we strive to become better than we are, everything around us becomes better too."

The Alchemist by Paulo Coelho (1988)

Literacy Academy for Teacher Leaders

Learning Session Schedule

Learning Session 1 (9:45-10:45 a.m.)

Session	Title	Presenter	Room
1.1.01	Promoting a Culture of Inquiry in the Age of AI	John Wiseman	C150/151
1.1.02	Empowering Educators Through Leadership, Mathematics, and Adult Learning Systems	Elizabeth Sailer Agnew	C160/161
1.1.03	Beyond General Instruction: Designing Instruction for Students with Intensive Learning Needs	Kelsy Kirby, M.Ed.	C171
1.1.04	From Classroom to Career: Leveraging What Works for Work Modules and the Pre-ETS Curriculum	Alissa Otani-Cole, M.A.	C172
1.1.05	Leading Literacy Through Coaching: Lessons from the ReadOhio Coordinators	Jacqueline Dietrich	D180/181
1.1.06	Writing with Relevance: Bringing Structure & Student Voice to Middle Grade Tier I Narrative Instruction	Andrea Plis	D182/183
1.1.07	The Instructional Impact of Collaboration and Co-Treatment for students with Visual Impairments	Kallie Poast, M.A., TVI, COMS	D283/284
1.1.08	The Perkins Academy Experience: Building Leadership through Internships, Mentorships, & Partnerships	Tim Obergefell	D281/282
1.1.09	Data-Driven Leadership in Action	Eu-Det Crawford	D280

Learning Session 2 (11 a.m.-noon)

Session	Title	Presenter	Room
1.2.01	Promoting a Culture of Inquiry in the Age of AI	John Wiseman	C150/151
1.2.02	Empowering Educators Through Leadership, Mathematics, and Adult Learning Systems	Elizabeth Sailer Agnew	C160/161
1.2.03	Voices That Shape the Future: Student Advisory Panel	Anne Bitto	C171
1.2.04	Accelerating Learning Through High-Quality Tier 1 Instruction: Building Teacher Capacity Within Ohio's Integrated MTSS	Brandi Goodwin	C172
1.2.05	Data Cycles, Decision Rules, and Dream Teams	Heather Milligan	D180/181
1.2.06	Digging into Data and Creating a Risk Analysis Profile	Jennifer Zale	D182/183
1.2.07	Collaborative Leadership for Stronger Instruction and Better Student Outcomes	Jim Gay, Ph.D.	D283/284
1.2.08	Wired for Words: Leveraging AI and Brain-Based Strategies to Transform Literacy Instruction	Dr. Colissa Irving	D281/282
1.2.10	*Invitation Only* Ohio Chapter of the National Network of State Teacher of the Year	BreAnn Fennell	B230/232



Learning Session 3 (1:15-2:15 p.m.)

Session	Title	Presenter	Room
1.3.01	Collaborate, Empower, Transform: Teacher Leadership and the Ohio Quality Model for STEM and STEAM Education	Dr. Sarah Redick	C150/151
1.3.02	Leading with Impact: Top 5 Strategies for Truly Transformational Professional Learning	Teresa Castellaneta	C160/161
1.3.03	Empowering Educators and Community Partners to Redefine the Future with AI Prompt Engineering	Josh Amstutz	D180/181
1.3.04	Regulate → Relate → Educate: A Tiered Approach to Behavior and Literacy	Holly Blanton, M.Ed.	D182/183
1.3.05	From Legislation to Lasting Impact: Ohio ACTE's Shoemaker New Teacher Program	Katie Hite	D283/284
1.3.06	From Vision to Practice: Leading Science Instruction Through Ohio's IMTSS Framework	Lydia Hunter	D281/282
1.3.07	Small Shifts, Big Impact: Universal Strategies to Boost Executive Function	Rachel Schultz	D280

Learning Session 4 (2:30-3:30 p.m.)

Session	Title	Presenter	Room
1.4.01	Collaborate, Empower, Transform: Teacher Leadership and the Ohio Quality Model for STEM and STEAM Education	Dr. Sarah Redick	C150/151
1.4.02	Leading with Impact: Top 5 Strategies for Truly Transformational Professional Learning	Teresa Castellaneta	C160/161
1.4.04	Empowering Teams Through Student-Level Data Meetings: Strengthening MTSS for Every Learner	Katy Nagaj	D182/183
1.4.07	The Power Of Process: Key Takeaways in our MTSS Rollout and Implementation	Lydia Kruse	D280

Literacy Academy for Teacher Leaders

Learning Session Descriptions

Learning Session 1 (9:45-10:45 a.m.)

1.1.01 Promoting a Culture of Inquiry in the Age of AI *John Wiseman*

As AI continues to shape a new era of teaching and learning, fostering a culture of inquiry is more essential than ever. This session explores how educators can integrate AI to enhance reading, writing, thinking, and speaking skills. Participants will examine strategies to strengthen disciplinary and information literacy competencies, empowering students to ask critical questions, analyze data and sources, and develop evidence-based conclusions. Through real-world examples, this session will highlight how AI can enhance civic engagement and deepen understanding across disciplines. Discover how thoughtful integration of AI can elevate inquiry-driven learning and prepare students for a rapidly evolving world.

1.1.02 Empowering Educators Through Leadership, Mathematics, and Adult Learning Systems *Elizabeth Sailer Agnew, Amber Jordan*

This interactive session explores the powerful intersection of Ohio's Teacher Leadership Framework, the Theory of Action from Ohio's Plan for K-12 Mathematics, and the adult learning components of Ohio's Integrated Multi-Tiered System of Supports (I-MTSS). Participants will engage in collaborative activities to uncover how these three frameworks align to support a unified vision: empowering educators through shared leadership and sustained professional learning to ensure equitable, high-quality mathematics instruction for all students.

1.1.03 Beyond General Instruction: Designing Instruction for Students With Intensive Learning Needs *Kelsy Kirby, M.Ed., Teresa Crowson, MAEd., BCBA, LBA, OTR/L*

Effective skill development for learners with intensive needs requires instruction that is clear, intentional, and carefully planned. Some students require more focused instructional support to build academic, functional, or behavioral skills. This session explores how to break complex skills into meaningful steps, create structured and individualized instructional plans, and use prompting and reinforcement in ways that support steady growth and greater independence. Participants will learn how data-based adjustments help instruction stay responsive when progress slows. The session emphasizes practical approaches and ready-to-use tools that strengthen educator practice and promote meaningful advancement toward important learning outcomes for students.

1.1.04 From Classroom to Career: Leveraging What Works for Work Modules and the Pre-ETS

Curriculum *Alissa Otani-Cole, M.A., Jenna Allen, Elizabeth Wietmarschen, M.Ed.*

The OCALI Lifespan Transitions Center offers free resources to support successful transitions for individuals with disabilities across the lifespan. This session introduces two resources designed to improve postsecondary and employment outcomes for youth with disabilities: the What Works for Work online module series and the Pre-Employment Transition Services (Pre-ETS) Curriculum. Through demonstrations and real-world scenarios, session attendees will learn how to access, navigate, and apply these tools to address barriers and enhance transition-focused planning and supports. This session will equip participants to align student supports with postsecondary goals using effective practices and to connect research-based interventions to workforce development initiatives.

1.1.05 Leading Literacy Through Coaching: Lessons from the ReadOhio Coordinators *Jacqueline*

Dietrich, Annette Gross, Carrie Wood, Katie Kilgour, Nick Jacobs

Discover how Ohio's Regional Literacy Coaching Coordinators are working to lead sustainable instructional and systems change through coaching that multiplies impact. This session, Leading Literacy Through Coaching: Lessons from the ReadOhio Coordinators, highlights how coordinators build coherence across districts, develop coaches as leaders, and use data to align instructional practice with the Science of Reading. Participants will explore strategies for leading literacy through coaching — cultivating collective efficacy, bridging research and classroom practice, and sustaining high-quality implementation. Learn practical approaches that empower leaders to transform coaching structures, strengthen instructional systems, and accelerate student achievement through intentional, evidence-based literacy leadership.

1.1.06 Writing with Relevance: Bringing Structure & Student Voice to Middle Grade Tier I Narrative

Instruction *Andrea Plis, Sophie Adelsberger, Adriel Lewis, Mila Norman*

Do your narrative units speak to your students? Are learners disengaged when they should be fully immersed? This session presents a replicable model for elevating a prescribed middle grade writing unit with explicit instruction and student autonomy. Students need explicit instruction to hone their creative voices, and this session speaks to both! Presenters will share how they distilled a narrative unit to its essential elements, gathered student data, and differentiated lessons to honor students' strengths while teaching essential content. Participants will leave with concrete strategies to help students develop their voice and confidence as they become lifelong writers.

1.1.07 The Instructional Impact of Collaboration and Co-Treatment for students with Visual

Impairments *Kallie Poast, M.A., TVI, COMS, Alexis Solet, MOT, OTR/L*

Collaboration and co-treatment strengthen instructional impact by unifying goals, integrating expertise, and providing layered, meaningful support for students with visual impairments. This presentation aims to share the model, tools, and measurable outcomes demonstrating the effectiveness of this approach.

1.1.08 The Perkins Academy Experience: Building Leadership through Internships, Mentorships, and Partnerships *Tim Obergefell, Jeff Harbal, Mike Leffler*

Our presentation highlights The Academy Experience, a high school internship and mentorship program that connects students with local professionals to explore career interests, develop leadership skills, and gain real-world experience. Through partnerships with businesses, healthcare providers, engineers, and community leaders, students apply classroom learning in authentic settings while building confidence, communication, and professional awareness. We'll share how the program is structured, the role of mentors, and the positive impact on students' future goals and our community. Attendees will leave with practical strategies to build meaningful school-to-career pathways in their own districts.

1.1.09 Data-Driven Leadership in Action *Eu-Det Crawford, Amy Toussaint, Kelly Wolfe*

In this session, teacher leaders will learn how to transform screening and diagnostic data into actionable insights that drive student success. Using Ohio's Integrated MTSS framework, participants will analyze multiple data sources through a twice-exceptional student case study to inform instruction, differentiation, and targeted supports. The session emphasizes building professional capacity by strengthening the knowledge, skills, and practices needed to deliver effective instruction within an integrated MTSS. Attendees will leave with a clearer vision for leading equitable, data-driven practices that enhance progress monitoring, intervention selection, and outcomes for all learners.

Learning Session 2 (11 a.m.-noon)

1.2.01 Promoting a Culture of Inquiry in the Age of AI *John Wiseman*

As AI continues to shape a new era of teaching and learning, fostering a culture of inquiry is more essential than ever. This session explores how educators can integrate AI to enhance reading, writing, thinking, and speaking skills. Participants will examine strategies to strengthen disciplinary and information literacy competencies, empowering students to ask critical questions, analyze data and sources, and develop evidence-based conclusions. Through real-world examples, this session will highlight how AI can enhance civic engagement and deepen understanding across disciplines. Discover how thoughtful integration of AI can elevate inquiry-driven learning and prepare students for a rapidly evolving world.

1.2.02 Empowering Educators Through Leadership, Mathematics, and Adult Learning Systems *Elizabeth Sailer Agnew, Amber Jordan*

This interactive session explores the powerful intersection of Ohio's Teacher Leadership Framework, the Theory of Action from Ohio's Plan for K–12 Mathematics, and the adult learning components of Ohio's Integrated Multi-Tiered System of Supports (I-MTSS). Participants will engage in collaborative activities to uncover how these three frameworks align to support a unified vision: empowering educators through shared leadership and sustained professional learning to ensure equitable, high-quality mathematics instruction for all students.

1.2.03 Voices That Shape the Future: Student Advisory Panel *Anne Bitto, Claire Miller, Joe Serio*

Discover how Buckeye Local Schools has elevated student voice through its Student Advisory Panel (SAP). This session highlights how SAP empowers students to share authentic feedback, collaborate with district leaders, and influence real change. Learn how Buckeye's SAP has strengthened communication, improved school culture, and increased student engagement. Participants will explore the structure of the program, strategies for collecting meaningful student input, and practical steps for launching or enhancing a similar model in their own schools.

1.2.04 Accelerating Learning Through High-Quality Tier 1 Instruction: Building Teacher Capacity Within Ohio's Integrated MTSS *Brandi Goodwin*

Ohio's Integrated MTSS provides a powerful framework for accelerating learning and strengthening Tier 1 instruction statewide. In this session, participants will examine how universal screening, data-based decision-making, and a continuum of supports, combined with strong adult implementation practices, create the conditions for advancing instruction and improving student learning. Educators will engage in hands-on activities that strengthen their professional capacity to lead instructional shifts, design responsive core instruction, and implement productive struggle strategies that drive deeper learning. Participants will walk away with practical tools and processes aligned to the MTSS components identified by the Ohio Department of Education and Workforce.

1.2.05 Data Cycles, Decision Rules, and Dream Teams *Heather Milligan, Jennifer Horvath*

"Trust the Process" has guided our work. Lately, we've done more than trust it — we've built it. Through research, professional learning, and strategic alignment, we've refined systems to better serve all. Our journey to Early Literacy Excellence began with SISEP-guided planning and grew through collaboration at every level. Grounded in the MTSS-TFI and R-TFI, every step is intentional. Today, we have a robust ELA Framework, clear Early Literacy Decision Rules, and a dynamic Curriculum/MTSS One-Stop-Shop.

1.2.06 Digging into Data and Creating a Risk Analysis Profile *Jennifer Zale*

Data tells a story — if we know how to read it. In this hands-on session, participants will learn how to analyze student data through the lens of the Simple View of Reading (SVR) and Scarborough's Reading Rope to pinpoint where breakdowns in reading occur. By connecting assessment data to the specific strands of the rope, educators will learn how to distinguish between word recognition and language comprehension deficits and determine the most effective instructional response. Participants will walk through the process of creating a Risk Analysis Profile, a tool that brings multiple data points together (e.g., phonemic awareness, decoding, fluency, vocabulary, comprehension) to visualize a student's strengths and weaknesses. This process helps teams make targeted intervention decisions, prioritize instruction, and track growth over time.

1.2.07 Collaborative Leadership for Stronger Instruction and Better Student Outcomes *Dr. Jim Gay, Mark Neal*

Elevate your impact as a teacher leader! This interactive session will show how Ohio's Teacher Leadership Framework and OLAC's free, research-based tools can strengthen team structures, deepen collaboration, and improve instruction. Bring your device for hands-on activities, exploring how to align curriculum and assessment practices, enhance team meetings and develop personalized professional learning plans. See real video examples from Ohio teacher-based and building leadership teams and leave with practice, read-to-use resources to accelerate learning for all students.

1.2.08 Wired for Words: Leveraging AI and Brain-Based Strategies to Transform Literacy Instruction *Dr. Colissa Irving*

In this dynamic and hands-on session, participants will explore how artificial intelligence and brain-based learning strategies can revolutionize literacy instruction for all learners. Drawing from personal coaching experiences and classroom applications, this session will showcase how educators can use AI tools to personalize writing support, foster metacognition, and deepen student engagement—especially in underrepresented communities. We'll dive into how the brain processes language and how educators can align instruction with cognitive science to boost comprehension, retention, and expression.

1.2.10 Ohio Chapter of the National Network of State Teacher of the Year *BreAnn Fennell*

This annual meeting of the Ohio Chapter of the National Network of State Teacher of the Year is open to members only via invite. Those recognized through the Ohio Teacher of the Year program will focus on building community while prioritizing next steps for recognition, leadership, and elevating teacher voice. During this time, members will learn about the efforts of the current Ohio Teacher Fellows, set priorities for the next year's professional learning, and begin planning for the fall convening and celebration.

Learning Session 3 (1:15-2:15 p.m.)

1.3.01 Collaborate, Empower, Transform: Teacher Leadership and the Ohio Quality Model for STEM and STEAM Education *Dr. Sarah Redick, Dr. Sandra Wilder*

This session will explore the Ohio Quality Model for STEM and STEAM Education and its relevance to teacher leadership. Participants will deepen their understanding of the model and examine how it applies to their instructional and leadership practices. The session will highlight the teacher leader's role in cultivating a collaborative school culture that supports high-quality STEM learning. Attendees will leave with practical strategies to empower colleagues, implement key elements of the model, and grow their own leadership competencies to drive sustainable, innovative change in their schools.

1.3.02 Leading with Impact: Top 5 Strategies for Truly Transformational Professional Learning *Teresa Castellaneta, Wendy Jones, Robin Deems*

In this session, participants will explore research on best practice in adult learning theory. Incorporating the newly adopted Ohio Professional Learning Standards and these practices, participants will leave this session with practical and actionable steps to create building/district professional development offerings that only engage the teacher participants, but also translate to effective classroom strategies for students.

1.3.03 Empowering Educators and Community Partners to Redefine the Future with AI Prompt Engineering *Josh Amstutz, Jennifer Haller*

A real game-changer currently in education is teaching students how to master and run AI systems! This session dives deep into why crafting precise, effective prompts is the absolute key to maximum efficiency in the modern workplace and classroom. We'll show you how to get your students "rocket ships ahead" by moving beyond basic use of AI to redefining complex workflows. We'll also highlight the phenomenal community impact of this expertise through innovative events like our AI Promptathons, where students partner with businesses to solve real-world problems. You will leave feeling empowered and ready to use AI to redefine a challenge in your school or workplace. Come learn how to leverage AI mastery to drive powerful community engagement and collaborative partnerships for a brighter future!

1.3.04 Regulate → Relate → Educate: A Tiered Approach to Behavior and Literacy *Holly Blanton, M.Ed., Ted Thomas Fox, M.Ed., LSPC, LPCC*

This session “Regulate → Relate → Educate” invites teacher leaders to explore how classrooms can shift from reactive to responsive within every tier of support grounded in Ohio’s Integrated MTSS and Teacher Leadership Framework. Through real examples, collaboration, practical de-escalation tools, and data-informed reflection creates a space for participants to explore what supportive, connected, literacy rich environments look like in practice. This experience contributes to building a stronger future for Ohio’s schools, one tier at a time, because when we strive to become better than we are, everything around us becomes better too!

1.3.05 From Legislation to Lasting Impact: Ohio ACTE’s Shoemaker New Teacher Program *Katie Hite*

Born from HB 432, the Shoemaker New Teacher Program was created to support alternative Career Technical Education (CTE) licensure through targeted professional development. This session explores its inception, implementation, and the lessons learned along the way—from navigating policy to refining practice. Attendees will gain insight into how Ohio ACTE is transforming legislation into lasting educator support and improved CTE outcomes statewide.

1.3.06 From Vision to Practice: Leading Science Instruction Through Ohio's IMTSS Framework *Lydia Hunter, Cathy Holmes, Robin Deems*

This session explores how the components of Ohio's Integrated Multi-Tiered System of Supports (IMTSS) framework come to life in science instruction. Participants will examine practical strategies include using formative assessment data to identify misconceptions in scientific concepts and applying scaffolds such as sentence starters for scientific explanations. Examine how universal, targeted supports, and intensive supports "show up" in lesson design, instructional delivery, and collaborative problem-solving to ensure equitable access and success for all learners.

1.3.07 Small Shifts, Big Impact: Universal Strategies to Boost Executive Function *Rachel Schultz, Stacy Springer*

In this session, presenters will help attendees identify actionable shifts that can significantly increase participation, sustained engagement, and success for all students. The focus will be on evidence-based, universal strategies that strengthen executive functioning in general education settings. Participants will learn what executive function is, who may benefit from additional support, and how simple, widely available tools can make a meaningful difference. The session will highlight easy-to-implement practices, such as checklists, visual schedules, organizers, and structured routines to build student's skills with working memory, mental flexibility, and impulse control.

Learning Session 4 (2:30-3:30 p.m.)

1.4.01 Collaborate, Empower, Transform: Teacher Leadership and the Ohio Quality Model for STEM and STEAM Education *Dr. Sarah Redick, Dr. Sandra Wilder*

This session will explore the Ohio Quality Model for STEM and STEAM Education and its relevance to teacher leadership. Participants will deepen their understanding of the model and examine how it applies to their instructional and leadership practices. The session will highlight the teacher leader's role in cultivating a collaborative school culture that supports high-quality STEM learning. Attendees will leave with practical strategies to empower colleagues, implement key elements of the model, and grow their own leadership competencies to drive sustainable, innovative change in their schools.

1.4.02 Leading with Impact: Top 5 Strategies for Truly Transformational Professional Learning *Teresa Castellaneta, Wendy Jones, Robin Deems*

In this session, participants will explore research on best practice in adult learning theory. Incorporating the newly adopted Ohio Professional Learning Standards and these practices, participants will leave this session with practical and actionable steps to create building/district professional development offerings that only engage the teacher participants, but also translate to effective classroom strategies for students.

1.4.04 Empowering Teams Through Student-Level Data Meetings: Strengthening MTSS for Every Learner *Katy Nagaj, Amanda Steward, Julie Bonacci, Ashley Girt, Melissa Rosin*

This session will highlight how student-level data meetings serve as a cornerstone of an effective MTSS framework. Participants will explore practical tools and collaborative structures that empower educators to make data-driven decisions, strengthen tiered supports, and improve student outcomes. Presenters will share how consistent data conversations build shared leadership, foster accountability, and ensure that every student's needs are addressed through targeted action steps. Attendees will leave with strategies and templates to implement or refine data meetings in their own schools to enhance MTSS effectiveness.

1.4.07 The Power Of Process: Key Takeaways in our MTSS Rollout and Implementation *Lydia Kruse, Meghan Shelby, Mindy Cohen*

"Every system is perfectly designed to get the results it gets" (Deming). This session will focus on how one district changed systems to address longstanding disproportionality. By restructuring district and building teams, coordinating aligned professional learning, collaborating across departments (e.g., Student Services, Curriculum & Instruction, and Data & Assessment), strengthening Tier 1 programming, and adopting a digital platform for MTSS, we have improved systems to positively impact student wellness. We will discuss strategies that we have found to be effective and reflect on challenges during the first year of MTSS implementation.

Agenda – Literacy Academy, Day 1

WEDNESDAY, JUNE 3, 2026

1-2:15 p.m.	Welcome and Keynote
2:15-2:30 p.m.	<i>Break</i>
2:30-3:30 p.m.	Learning Session 4

To access materials from today's Literacy Academy presentations, please go to the [website](#) or access via QR code below.



Welcome and Keynote Address for Literacy Academy, Day 1

Welcome Remarks: Diane Allen, Ph.D., Deputy Director, Division of Primary and Secondary Education, Ohio Department of Education and Workforce



With more than two decades of experience in education leadership, Dr. Diane M. Allen has dedicated her career to strengthening student-centered learning and preparing every learner for success. She brings that same focus to the Ohio Department of Education and Workforce as Deputy Director of the Division of Primary and Secondary Education. She leads a dedicated team focused on the state's Ohio's education priorities of raising literacy achievement, accelerating student learning, fostering student wellness, and strengthening workforce readiness.

Most recently serving as superintendent of the Marysville Exempted Village School District, Dr. Allen is a leader who charted a course of innovation, strategic development, and achievement. She guided the implementation of programs that resulted in more meaningful learning experiences for students. From expanding advanced coursework offerings to establishing robust career pathways, she built a system that emphasizes a student's personal needs while staying focused on the demands of an ever-evolving workforce.

Introduction: Katie Puthoff, Principal, Holy Family School and Dr. Larissa Phillips, Assistant Director, Center for Reading Science, Mount Saint Joseph University



KATIE PUTHOFF, M.ED.

Katie is the Principal of a PS-8 Catholic elementary school in Cincinnati, where she has led the development of a coordinated Multi-Tiered System of Supports (MTSS) focused on improving literacy outcomes for all students. With 17 years of experience as both a teacher and administrator, she has led initiatives in structured literacy and Science of Reading implementation, aligned intervention systems, and data-driven instructional practices to support diverse learners. Katie is passionate about creating sustainable systems that ensure all students have access to high-quality literacy instruction and the support needed for long-term success.



LARISSA PHILLIPS, ED.D.

Larissa is the Assistant Director of the Center for Reading Science and an Assistant Professor in the Reading Science Graduate Program at Mount St. Joseph University. She also serves on the R.O.W. Curriculum Project, supporting the development and implementation of evidence-based literacy instruction grounded in the Science of Reading.

Before joining the Center for Reading Science, Larissa worked in public education for 20 years as an Intervention Specialist, co-teacher, and Reading Specialist across preschool through secondary settings. She is Orton-Gillingham-trained, trained in Explicit Instruction, an Acadience and PELI Mentor, and passionate about supporting schools with MTSS implementation, systems change, high-quality Tier 1 instruction, and the use of assessment data to improve student outcomes. Larissa collaborates closely with educators and leadership teams to bridge research to practice through effective instructional routines, coaching, and professional learning.

Keynote Address: Tessie Rose Bailey, Ph.D.



Tessie Rose Bailey, Ph.D., is the Director of the PROGRESS Center: Promoting Progress for Students with Disabilities and advisor for the Center on Multi-Tiered System of Supports (MTSS Center) at AIR, Lead IDEA Center, and National Center on Intensive Interventions (NCII). She also supports states and districts in implementing special education requirements and tiered systems through the National Center for Systemic Improvement (NCSI) and state contracts. She has conducted hundreds of workshops and presentations for local and state educators on effective and efficient implementation of MTSS and special education. She has developed many widely used technical assistance resources, including the Multi-Tiered System of Supports Within Schools: The What and The How, Strategies for Setting High-Quality Academic Individualized Education Program Goals, assessment and intervention professional learning material, online self-paced learning modules, and training materials for local providers.

Keynote (1-2:15 p.m.)

Session	Title	Presenter	Room
1.3.08	Accelerating Literacy for All Students: Role of Ohio's Integrated Multi-Tiered System of Supports (MTSS) Framework	Dr. Tessie Rose Bailey	Short North Ballroom

Learning Session 4 (2:30-3:30 p.m.)

Session	Title	Presenter	Room
1.4.08	We Have the Right Curriculum: Now What?	Liesl Huenemann	C172
1.4.09	Unpacking the Complexity of Writing: What It Means For Instruction	Dr. Amy Siracusano	B230-232
1.4.10	From Mandate to Mastery: Considerations for Building Secondary Schedules that Support Reading Improvement and Monitoring Plan (RIMP) Goals	Roger Howard	B233-235
1.4.11	Facilitated Q&A Session with Dr. Bailey: Ohio's Integrated MTSS Framework	Dr. Tessie Rose Bailey	Short North Ballroom

Literacy Academy Day 1

Learning Session Descriptions

1.3.08 Accelerating Literacy for All Students: Role of Ohio's Integrated Multi-Tiered System of Supports (MTSS) Framework *Dr. Tessie Rose Bailey*

Looking for a smarter way to boost literacy outcomes without adding one more initiative? In this session, Dr. Bailey shows how an integrated multi-tiered system of supports (MTSS) brings instruction, intervention, and data together to accelerate reading success for all students. With practical strategies and real-world insights from 25 years of experience, you'll leave with ready-to-use tools and clear next steps you can apply immediately in classrooms, grade-level teams, and across your building.

1.4.08 We Have the Right Curriculum: Now What? *Liesl Huenemann*

For many schools across the state of Ohio, the 2024-2025 school year was a year of selecting and adoption of High-Quality Instructional Materials and core curriculum in English Language Arts, with the 2025-2026 school year as the initial implementation year. Now that schools have gone through the first year of implementation, now what?

1.4.09 Unpacking the Complexity of Writing: What It Means For Instruction *Dr. Amy Siracusano*

The Not So Simple View of Writing (Berninger & Winn, 2006) is a theoretical model for writing that's been around for 20 years, and we can use it to guide our instruction with students. During this session participants will understand the skills needed to become a proficient writer: handwriting as a building block for transcription skills, syntax as a building block for composition skills, and supports for executive functions. Educators will leave with an understanding of the complexity of skills that are needed to become a skilled writer as well as sample scoring tools to help determine students' writing strengths and areas of opportunity in both transcription and composition.

1.4.10 From Mandate to Mastery: Considerations for Building Secondary Schedules that Support Reading Improvement and Monitoring Plan (RIMP) Goals *Roger Howard*

Finding the necessary time, staff, and resources to support students with Reading Improvement Plans is a new challenge for secondary principals. This session is designed to provide systems level considerations to assist in meeting this challenge.

1.4.11 Facilitated Q&A Session with Dr. Bailey: Ohio's Integrated MTSS Framework *Dr. Tessie Rose Bailey*

Got questions? Join Dr. Bailey for an interactive, facilitated breakout session that builds on the keynote and allows educators to dig deeper into an integrated multi-tiered system of supports (MTSS). This lively, informal question-and-answer session will explore common implementation challenges, highlight real-world examples, and clarify lingering questions while sharing additional tips, tools, and resources to support MTSS for literacy. Participants will leave with practical ideas, implementation strategies, and resources they can apply immediately in their classrooms, teams, and schools.

Agenda – Literacy Academy, Day 2

THURSDAY, JUNE 4, 2026

7:30- 8:30 a.m. **Onsite Check-In and Registration**

8- 8:30 a.m. **Westerville North Big Band**

8:30- 9:45 a.m. **Welcome and Keynote Address**

9:45-10 a.m. *Break*

10-11 a.m. **Learning Session 1**

11-11:15 a.m. *Break*

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

12:15-1:45 p.m. *Lunch on your own at area locations*

Reading Science Fair

1:45-2:45 p.m. **Learning Session 3**

2:45-3 p.m. *Break*

3-4 p.m. **Learning Session 4**

To access materials from today’s Literacy Academy presentations, please go to the [website](#) or access via QR code below.



Lunch Time Exhibits

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 will 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 Ashland University, Lourdes University and Tiffin University, Marietta College, Miami University, University of Akron, University of Dayton, University of Findlay, Walsh University.

Explicit Writing Expressway

The Explicit Writing Expressway highlights how four school districts, Athens City Schools, Campbell City Schools, Ironton City Schools, and St. Mary's City Schools, are implementing explicit writing routines and instructional frameworks to support students in grades K–12. Participants will explore practical strategies that strengthen writing instruction across content areas and create consistent writing experiences across grade levels. This showcase provides opportunities to learn directly from district teams about effective practices, implementation structures, and classroom applications that support student success in writing.

Welcome and Keynote Address for Literacy Academy, Day 2

Introduction: Melissa M. Weber-Mayrer, Ph.D., Chief Academic Officer, Ohio Department of Education and Workforce

Melissa M. Weber-Mayrer, Ph.D., is a dynamic leader at the Ohio Department of Education and Workforce, serving as the Chief Academic Officer. In this pivotal role, Dr. Weber-Mayrer spearheads transformative policy and implementation, for literacy, academic learning standards, model curriculum, and integrated 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.



Introduction: Stephen Dackin, Director, Ohio Department of Education and Workforce



With more than 40 years working in multiple educational settings, **Stephen D. Dackin** has amassed extensive experience in state education policy, instructional leadership, postsecondary education, and workforce readiness.

As the director of the Ohio Department of Education and Workforce, appointed by Ohio Governor Mike DeWine, Director Dackin focuses on improving educational outcomes and opportunities for all students, emphasizing the importance of partnerships, and connecting classroom learning with real-world experiences to ensure Ohio's students have the necessary skills for a bright future.

Welcome Remarks: Governor Mike DeWine



Mike DeWine's story is a true Ohio story. Raised in Yellow Springs, Ohio, Mike DeWine and Fran (Struewing) met in the first grade and married while students at Miami University. They've been blessed with eight children, 28 grandchildren, and one great-grandchild. Family is at the core of everything Mike DeWine does, and that's why he has devoted his life to fighting for Ohio's families. He knows when families are strong, Ohio communities are stronger, and our future is bright.

Vision for the Future

Mike DeWine loves Ohio and cares passionately about our state's future. He will fight for an Ohio that works for everyone – every person and every family in every corner of our state. From world class cities to some of the best small towns in America, Mike DeWine knows that to build our state into an economic powerhouse, we must have strong schools, a great quality of life, and compassion for those who need our help.

Ohio Values

Mike DeWine's family started a seed company in Yellow Springs. Working alongside his parents and grandparents, Mike learned early the value of hard work, strong leadership, and fiscal responsibility.

Growing up, he loaded seed bags onto trucks and boxcars, shoveled wheat out of trucks during harvest, worked in wheat fields to help ensure the purity of the seed, and basically did whatever it took to get the job done for their customers. Inseparable to the end, his parents were married for 65 years and died within four days of each other. The values he learned from them still live within him today.

A Lifetime of Service

On Nov. 6, 2018, Mike DeWine was elected to serve as the 70th Governor of the State of Ohio. The Governor has had a long and distinguished career in public service, focusing on protecting Ohio children and families. He was previously the 50th Attorney General of Ohio and has previously been elected to serve as Greene County Prosecutor, Ohio State Senator, U.S. Congressman, Ohio Lt. Governor, and U.S. Senator.

Keynote Address: Kareem Weaver

FAMILY AND EDUCATOR COLLABORATION FOR LITERACY IMPROVEMENT

Kareem Weaver is co-founder and executive director of FULCRUM, a nonprofit organization committed to supporting literacy and protecting every child's right to read. He is an award-winning educator and community advocate with extensive experience leading schools and systems in district, juvenile justice, and managed-care settings. His advocacy is featured in *The Right to Read* documentary and the NAACP Image Award-nominated documentary *Left Behind*.

Kareem formerly served as Vice President and Education Committee Chair of the Oakland NAACP, as a member of the California NAACP Education Committee, and in leadership with the Oakland Alliance of Black Educators. He has taught across elementary through high school, served in administrative and system leadership roles, and provided diagnostic support to districts, states, and educator preparation programs. He presents nationally on literacy implementation and the systems needed to ensure all children have access to full and complete reading.



Learning Session Schedule

Learning Session 1: Breakout Sessions (10-11 a.m.)

Session	Title	Presenter	Room
2.1.01	Writing That Works: Practical Strategies for Every Content Area	Keith McCarroll and Amy Hatfield	A110-115
2.1.02	Strengthening School Attendance Through Connection	Dr. Arya Ansari	A120-125
2.1.03	Executive Functioning: The Hidden Infrastructure of Literacy Learning	Tekila Fullam and Mackenzie Davis	B230-235
2.1.04	Charting the Journey of Improvement through Coaching	Lisa Cook	C171-172
2.1.05	Engaging Families in Student Literacy Development: Translating Research into Practice in Ohio Schools	Dr. Barbara Boone, Dr. Hadley Bachman, Sarah DeShon, and Dr. Meredith Wellman	C170
2.1.06	Making Intervention Work: Implementing K-5 Literacy Supports Within the Realities of Classroom Time	Valerie Maxwell	D182-183

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

Session	Title	Presenter	Room
2.2.01	From Policy to Practice: Building and Supporting Effective Secondary Intervention Systems	Suzanne Kochheiser and Brianne Hannah	A110-115
2.2.02	Improving Student Outcomes Through Differentiated Core Instruction	Dr. Jamey Peavler	A120-125
2.2.03	Literacy within Ohio's Integrated MTSS: Data-Driven Teaming	Kelsi Edrington	B230-235
2.2.04	Early Literacy and Oral Language: Using Talk, Play, and Storytelling to Close Language Gaps	Sarah Jackson, Katie Allen, and Gretchen Newton	C171-172
2.2.05	From Babble to Conversation: Practical Strategies for Oral Language Growth	Sam Giammarco	C170
2.2.06	Supporting Adolescent Readers with Basic Decoding	Rita Kroeger	D182-183

Morning Session: Workshops (10 a.m.-12:15 p.m.)

Session	Title	Presenter	Room
2.1.07	Strong Routines, Strong Readers: Boosting Literacy Instruction for All Learners	Dr. Jess Surles	Short North A
2.1.08	Leveraging Structured Literacy for the English Learner Journey: Integrating Language and Literacy Instruction within an MTSS Framework.	Dr. Maya Goodall	Short North B
2.1.09	Evidence and Lessons Learned from A Secondary Schoolwide Literacy Model Approach	Dr. Jade Wexler	D283-284
2.1.10	Language Foundations in the Early Years Leading to Literacy Learning in the Early Grades and Beyond	Dr. Lucy Hart Paulson and Haley Venturino	Union Ballroom
2.1.11	Implementing Integrated Systems of Support	Dr. Amanda Nickerson	D281-282

Learning Session 3: Breakout Sessions (1:45-2:45 p.m.)

Session	Title	Presenter	Room
2.3.01	Supporting Older Readings with Advanced Decoding	Dr. Devin Kearns	Short North A
2.3.02	Adolescent Literacy Instruction: From Compliance to Craft	Whitney Imhoff	A110-115
2.3.03	Making Literacy Learning Interactive: Engaging Students Through Frequent Responses	Dr. Jess Surles	B230-235
2.3.04	Self-Regulation Strategy Development	Janel Bowman	C171-172
2.3.05	From Data to Practice: Supporting English Language Learners with Intentional Instruction	Julie Kemper, Leah Kelley, Megan Jubec, and Jessica Griffen	C170
2.3.06	Implementing Routines in Elementary Literacy Instruction (K-5)	Blythe Wood	D283-284
2.3.07	IEPs That Work: Aligning Goals to Students' Exact Literacy Needs	Maura Brewster	D182-183
2.3.08	Audit, Align, Act: Designing Coherent Data Systems for Decision-Making	Dr. Amanda Nickerson	D281-282

Learning Session 4: Breakout Sessions (3-4 p.m.)

Session	Title	Presenter	Room
2.4.01	Supporting Twice Exceptional Students	Shawna Benson	Short North A
2.4.02	Data Base Decision Making in the Upper Grades: Using a Collaborative Problem-Solving Model	Haley Bryant and Tiffany O'Neil	A110-115
2.4.03	Fluency in Focus: Supporting Rate and Prosody Using a Variety of Text Types	Laura Jones	B230-235
2.4.04	Developing Individualized Education Program Goals and Specially Designed Instruction that Align with the Science of Reading	Dr. Jessica Hoffman	C171-172
2.4.05	Ohio's Integrated Multi-Tiered System of Supports for Language and Literacy in Early Care and Education	Kim Davis	C170
2.4.06	Turning Learning Science into Literacy Practice	Nick Jacobs	D283-284
2.4.07	From Chaos to Coherence: Building a Secondary English Language Arts Framework That Works	Jessie Zink	D182-183
2.4.08	Connecting Data to Growth: Progress Monitoring for Secondary Grades	Kelsi Edrington	D281-282

Afternoon Session: Workshops (1:45-4 p.m.)

Session	Title	Presenter	Room
2.3.09	Managing Cognitive Load Through Instructional Design	Dr. Jamey Peavler	Short North B
2.3.10	Teaching the Alphabet: Empowering Preschool Teachers to Build Strong Alphabet Foundations	Dr. Carolyn Turner	A120-125
2.3.11	Teaching Reading to Students with ADHD and Reading Difficulties	Dr. Carolyn Denton	Union Ballroom

Literacy Academy Day 2

Learning Session Descriptions

Learning Session 1 (10-11 a.m.)

2.1.01 Writing That Works: Practical Strategies for Every Content Area *Keith McCarroll and Amy Hatfield*

Now that Ohio has laid important groundwork through legislation, high-quality instructional materials, professional learning, and coaching, the next question is implementation: how schools and districts turn those investments into excellent daily instruction and lasting change for students. This keynote focuses on the work after adoption—helping educators internalize materials, protecting preparation time, using assessment to guide intervention, supporting the people leading change, and building systems that can survive turnover. Participants will consider how to move from course completion to classroom change, from isolated effort to coherent support, and from activity to lasting literacy success.

2.1.02 Strengthening School Attendance Through Connection *Dr. Arya Ansari*

Schools across the United States continue to grapple with elevated levels of student absenteeism. Absences increased sharply during the COVID-19 pandemic, and even though they have improved since then, they remain higher than they were before the pandemic. This session explores the broad landscape of attendance challenges, and what these patterns mean for student success. We will discuss the complex mix of health, family, climate, and engagement factors influencing school attendance, and highlight actionable considerations for educators, school leaders, and policymakers.

2.1.03 Executive Functioning: The Hidden Infrastructure of Literacy Learning *Tekila Fullam and Mackenzie Davis*

Executive functioning is the hidden infrastructure that allows students to access and succeed with literacy instruction. In this interactive breakout session, participants will explore how EF skills such as task initiation, working memory, planning, and self-monitoring directly impact reading and writing outcomes. Attendees will examine how cognitively demanding moments within high-quality instructional materials can create barriers for students and learn how to intentionally scaffold EF skills within existing literacy routines. The session also highlights coaching and leadership strategies that shift conversations from compliance to independence, positioning executive functioning as a critical lever for achieving literacy goals.

2.1.04 Charting the Journey of Improvement through Coaching *Lisa Cook*

At Crestline Elementary, we view building a culture of shared leadership through coaching as an ongoing road trip rather than a destination. Guided by Ohio's leveled coaching model, our journey strengthens instructional practice in literacy and math through intentional coaching conversations embedded in PLCs, learning walks, and data-driven collaboration. Structures such as MTSS, our WIN intervention block, and collaborative data analysis serve as key stops along the route, strengthening instructional consistency, deepening teacher clarity, and ensuring all staff share a unified instructional language.

This has not been a smooth highway; we have faced roadblocks, detours, and U-turns while refining systems supporting Science of Reading implementation, high-quality materials, and MTSS structures. Participants will explore strategies for leveraging coaching conversations to build capacity, support fidelity, sustain shared leadership, and chart their own journey.

2.1.05 Engaging Families in Student Literacy Development: Translating Research into Practice in Ohio Schools *Dr. Barbara Boone, Dr. Hadley Bachman, Sarah DeShon, and Meredith Wellman*

In this session, participants will hear from two districts about what they learned from taking family engagement seminars with the Ohio Statewide Family Engagement Center at The Ohio State University, and their resulting school plans for engaging families for literacy. The session will begin with OSU staff sharing briefly about two seminars that were offered, and then representatives from Toledo Schools and Winton Woods Schools will share their newly developed plans for family engagement. This work is part of Ohio's Comprehensive Literacy State Development Grant. Attendees will walk away with examples of multi-tiered family engagement in literacy plans from schools, professional learning opportunities, and other resources for family-school partnerships for literacy.

2.1.06 Making Intervention Work: Implementing K-5 Literacy Supports Within the Realities of Classroom Time *Valerie Maxwell*

This session provides a practical, K-5-focused look at implementing effective literacy interventions within the realities of limited instructional time. Participants will explore how to thoughtfully schedule intervention blocks, design structured literacy lessons using an intervention curriculum, and support high-quality instruction through adult implementation checklists. The session will also address progress monitoring practices that inform instruction and highlight strategies teachers use to embed small-group reading instruction into their daily schedules. Grounded in real classroom examples, this presentation emphasizes the change process and the role of coaching and leadership in sustaining intervention work. Attendees will leave with concrete ideas and tools to strengthen intervention systems, maximize instructional time, and better support teachers in delivering targeted, data-informed reading instruction.

Morning Session: Workshops (10 a.m.-12:15 p.m.)

2.1.07 Strong Routines, Strong Readers: Boosting Literacy Instruction for All Learners *Dr. Jess Surles*

Effective reading instruction is grounded in research—and made possible through clear, consistent instructional routines. In this interactive workshop, participants will build practical background knowledge on how instructional routines support reading development and improve instructional consistency across tiers within an MTSS framework. Educators will explore key features of instructional routines, see examples aligned to literacy instruction, and experience routines from a student's perspective. The session will include hands-on practice and guided planning so participants leave ready to embed instructional routines into their lessons to support all learners.

2.1.08 Leveraging Structured Literacy for the English Learner Journey: Integrating Language and Literacy Instruction within an MTSS Framework *Dr. Maya Goodall*

This session explores how to integrate structured literacy and oral language development within a Multi-Tiered System of Supports (MTSS) to strengthen outcomes for multilingual learners and all students. Participants will examine oral language as the foundation for reading and writing and learn how explicit, systematic instruction across phonology, syntax, morphology, semantics, and pragmatics supports literacy development. The session highlights practical strategies to increase student talk, including structured interaction and language frames, and connects these practices to Tier 1, Tier 2, and Tier 3 supports. Participants will also explore how data-based decision-making and collaborative systems ensure equitable access to rigorous, grade-level instruction.

2.1.09 Evidence and Lessons Learned from A Secondary Schoolwide Literacy Model Approach *Dr. Jade Wexler*

In this workshop, teams will consider issues related to implementing secondary schoolwide literacy models. Dr. Jade Wexler will provide an overview of the evolution of a set of literacy practices (i.e., PACT Plus) used to build schoolwide literacy models in middle and high schools in several federally funded projects. Throughout the presentation, Dr. Wexler will expose lessons learned related to implementation. Guided by the lessons learned, teams will have an opportunity to reflect on and begin conversations about their current and/or plans for schoolwide literacy model implementation.

2.1.10 Language Foundations in the Early Years Leading to Literacy Learning in the Early Grades and Beyond *Dr. Lucy Hart Paulson and Haley Venturino*

Language is the foundation for ALL of learning. We are well aware of the powerful connection between the way young children learn to talk and then subsequently learn to read and write. Language foundations are not only vital for literacy learning, they are also integrally connected to cognitive growth, social-emotional learning, and executive function development. Join this session for a discussion of oral language development across the early childhood time period and the language skills that predict later literacy learning. Enhance your tool kit with practical, playful, and developmentally appropriate strategies and routines to build language skills, foster social communication, and facilitate literacy learning for children in preschool and into the early grades.

2.1.11 Implementing Integrated Systems of Support *Dr. Amanda Nickerson*

This interactive workshop equips school leaders and teams to strengthen building-level implementation of Integrated Multi-Tiered Systems of Support (IMTSS). Using the case study of Marcus, a 5th grader facing chronic absenteeism, behavioral challenges, and reading difficulty, participants will explore how fragmented systems leave students behind and how coordinated approaches can improve both academic and non-academic outcomes.

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

2.2.01 From Policy to Practice: Building and Supporting Effective Secondary Intervention Systems

Suzanne Kochheiser and Brianne Hannah

Participants will explore the key logistical and instructional components of effective secondary intervention systems. Grounded in the science of reading and Ohio's Integrated MTSS guidance, this session highlights how universal screening, diagnostic assessment, and progress-monitoring data can be used to accurately identify student and staff needs and determine next steps.

The session also addresses common secondary Integrated MTSS myths and implementation barriers, including time constraints, departmentalized structures, and limited training in foundational literacy instruction. Marion City Schools will share their implementation journey as participants examine critical components such as decision rules, assessment and intervention planning, and the role of fidelity, attendance, and instructional integrity in improving student outcomes.

2.2.02 Improving Student Outcomes Through Differentiated Core Instruction *Dr. Jamey Peavler*

A strong MTSS framework is designed to meet the needs of all learners. A healthy framework ensures that all learners receive the instruction they need, even if that means they receive different instruction than their peers. In this session, we will examine when access to instruction is more effective than exposure, and when homogeneous versus heterogeneous groupings are more strategic. By connecting research on constrained and unconstrained skills with the word recognition and language comprehension components of our literacy block, we are better equipped to use instruction groupings effectively. When data-based decision-making systems are in place, we are empowered to move beyond fidelity models to informed implementation systems that improve student outcomes.

2.2.03 Literacy within Ohio's Integrated MTSS: Data-Driven Teaming *Kelsi Edrington*

Ohio's Integrated Multi-Tiered System of Support (IMTSS) framework emphasizes alignment across academics, behavior, and whole-child systems. In this session, participants will learn how to position literacy as a central component of IMTSS by connecting high-quality instructional materials, universal screening, progress monitoring, tiered instruction, and data-informed decision making. Participants will gain practical strategies to integrate literacy across all tiers, strengthen multidisciplinary teams, and align district literacy plans to system structures. Walk away with tools to build coherence, capacity, and sustainable practices that ensure every student has access to strong core instruction and responsive supports.



2.2.04 Early Literacy and Oral Language: Using Talk, Play, and Storytelling to Close Language Gaps

Sarah Jackson, Katie Allen, and Gretchen Newton

Unlock the power of oral language as the bridge to literacy success! Join the Medina City Schools team to explore a district-wide initiative supporting oral language development, including a framework used in one elementary school to address significant language gaps in kindergarten.

This session highlights strategies for embedding rich conversations, interactive read-alouds, and purposeful play into daily routines to close these gaps. Learn how collaboration among the speech language pathologist and kindergarten team defined a successful process for guiding instruction, resulting in remarkable gains in just three months. Participants will leave with practical, scalable strategies to implement in their own classrooms and programs.

2.2.05 From Babble to Conversation: Practical Strategies for Oral Language Growth *Sam Giammarco*

Oral language is the foundation for all later literacy achievement, yet many young children enter school without the language skills needed for success. This interactive session explores the critical connection between early oral language development and future reading and writing abilities. Participants will gain a high-level understanding of oral language milestones from birth through age five and learn evidence-based strategies to promote language growth in everyday interactions. Through brief practice opportunities, attendees will experience how simple, intentional talk can transform daily routines into powerful language-learning moments. Whether you're a primary care provider, preschool educator, or program director, you'll leave with practical tools and resources to support the young children in your care as they build the strong oral language foundations essential for lifelong literacy success.

2.2.06 Supporting Adolescent Readers with Basic Decoding *Rita Kroeger*

Many students in grades 4–12 continue to struggle with basic decoding skills, which directly impacts their fluency, comprehension, and overall access to grade-level content. This session will support leaders and educators in identifying and responding to these persistent skill gaps through an IMTSS framework.

Participants will explore how basic decoding develops beyond the primary grades and why older students may still require basic phonics instruction. Using IMTSS as the organizing structure, leaders and educators will learn how to use screening and diagnostic data to identify students in need of targeted support, and how to deliver instruction that is respectful and aligned to student needs.

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

2.3.01 Supporting Older Readers with Advanced Decoding *Dr. Devin Kearns*

Many students learn to read one-syllable words with relatively little difficulty, but they find it much harder to read polysyllabic words (with more than one syllable). This presentation includes (a) an explanation why polysyllabic word reading is difficult based on reading science and (b) easy-to-implement research-based strategies to help students read those long words.

2.3.02 Adolescent Literacy Instruction: From Compliance to Craft *Whitney Imhoff*

This session reframes Ohio's Literacy Initiatives by centering the purpose: improving literacy outcomes for all students through coherent, high-quality instruction supported by effective coaching. Using NAEP's emphasis on "basic" skills as a cross-content indicator, participants will examine adolescent literacy as a shared responsibility across disciplines, not just ELA. The session highlights Ohio's shift toward integrated MTSS (iMTSS), positioning strong universal instruction as the primary lever for student success. Participants will explore Ohio's Instructional Coaching model to impact a building universally, and at the TBT/PLC level as well as intensive supports working with individuals. Connections to Ohio's transition to the Science of Reading and leadership alignment clarify coaching as a collaborative, student-centered approach that moves beyond the "why we have to" toward the "why it matters," strengthening instruction and improving literacy outcomes schoolwide.

2.3.03 Making Literacy Learning Interactive: Engaging Students Through Frequent Responses *Dr. Jess Surles*

Active participation is key to strong literacy outcomes. In this session, participants will explore research-based strategies to increase Opportunities to Respond (OTR) in literacy instruction. Educators will learn practical methods for prompting student responses, discuss why higher response rates support learning, and practice techniques to increase student engagement. The session includes time for reflection and application, allowing participants to examine their own instruction and plan concrete ways to integrate more frequent and purposeful opportunities for students to respond in their literacy lessons.

2.3.04 Self-Regulation Strategy Development *Janel Bowman*

Self-Regulated Strategy Development (SRSD) is a flexible, evidence-based framework for teaching writing. In this session, participants will learn how to explicitly teach writing strategies and self-regulation skills using a gradual release model. Educators will examine how the six stages of SRSD can be implemented as core (Tier 1) instruction and intensified for Tier 2 and Tier 3 supports. Participants will follow an example of an SRSD lesson embedded within reading content to promote writing confidence, engagement, and independence for all learners.

2.3.05 From Data to Practice: Supporting English Language Learners with Intentional Instruction *Julie Kemper, Leah Kelley, Megan Jubec, and Jessica Griffen*

How do we turn data into meaningful instruction action for English Language Learners? In this session, educators will learn how to interpret language proficiency data and academic data to identify and implement responsive instructional strategies. Emphasis will be placed on aligning data with instructional strategies that honor students' strengths and needs.

2.3.06 Implementing Routines in Elementary Literacy Instruction (K-5) *Blythe Wood*

This presentation equips K-5 educators with practical strategies for implementing instructional routines in a one-hour literacy block. It emphasizes predictable, repeatable sequences that reduce cognitive load, boost engagement, and align with structured literacy principles.



2.3.07 IEPs That Work: Aligning Goals to Students' Exact Literacy Needs *Maura Brewster*

Many districts start by reviewing IEPs for compliance—but what happens when students aren't making growth? This session explores one district's journey from a compliance-focused approach to a student-centered, evidence-based literacy model. Participants will learn how special education supervisors leveraged professional development on the science of reading and district decision rules, how intervention specialists were trained to align IEP goals to students' exact skill deficits, and how innovative solutions like a middle school Literacy Lab 2.0 were created to address logistical challenges.

2.3.08 Audit, Align, Act: Designing Coherent Data Systems for Decision-Making *Dr. Amanda Nickerson*

Effective data use depends on ensuring the right teams have the right data to make the right decisions. In this session, participants will examine how assessments, collaborative teams, and decision-making processes work together within an integrated MTSS. Through the framework of Audit, Align, and Act, attendees will identify opportunities to strengthen coherence across systems, clarify team responsibilities, and move from data collection to purposeful action. Participants will leave with practical tools to support more efficient, collaborative, and impactful data use across districts, schools, and classroom settings.

Afternoon Session: Workshops (1:45-4 p.m.)

2.3.09 Managing Cognitive Load Through Instructional Design *Dr. Jamey Peavler*

The Instructional Hierarchy (Haring et al., 1978) outlines the continuum of learning that skills must progress through to reach proficiency. When instruction exceeds students' working memory capacity, students have difficulty progressing through these stages. By connecting this learning continuum with research on cognitive load and working memory capacity, we are better equipped to understand why some students struggle to acquire, retain, and later apply new information. Instructional design must consider how to manage cognitive load to maximize learning.

2.3.10 Teaching the Alphabet: Empowering Preschool Teachers to Build Strong Alphabet Foundations *Dr. Carolyn Turner*

High-quality preschool alphabet instruction is more than singing the ABC song and displaying colorful letter charts. It is an intentionally designed, developmentally responsive process to lay the foundation for later reading success. Decades of research highlight the predictive role of early alphabet knowledge in later word reading and overall literacy achievement. When preschool teachers understand how alphabet knowledge develops, how to intentionally teach it, and how to intervene when difficulties arise, they dramatically increase children's opportunities for long-term academic success.

This session is designed for preschool educators who want to move beyond exposure-based practices and toward systematic, engaging, and evidence-aligned alphabet instruction. Participants will explore what it truly means to build "strong alphabet foundations" and how to do so in ways that are joyful, culturally responsive, and developmentally appropriate.

2.3.11 Teaching Reading to Students with ADHD and Reading Difficulties *Dr. Carolyn Denton*

Students who have both Attention Deficit/Hyperactivity Disorder (ADHD) and reading difficulties or disabilities (including dyslexia) face unique challenges. Dr. Denton led a large scientific study of interventions for children who have both ADHD and reading difficulties. In this presentation she will describe our current scientific understanding of ADHD, as well as the unique characteristics of students who have both ADHD and reading disabilities. She will discuss the scientific evidence regarding intervention for these students and describe and demonstrate components of the intensive reading intervention provided in her study. The session will include activities and practical advice for adapting instruction to support the reading success of students with ADHD and reading difficulties.

Learning Session 4 (3-4 p.m.)

2.4.01 Supporting Students with Complex Needs *Shawna Benson*

This session will use learner profile examples to provide guidance resources that can be used when conducting literacy screening and diagnostic assessments with students who have extensive support needs, including communication differences. Educators, teams and administrators can use this information as they plan for and implement both instruction and intervention within their local Integrated-MTSS framework.

2.4.02 Data Base Decision Making in the Upper Grades: Using a Collaborative Problem-Solving Model

Haley Bryant and Tiffany O'Neil

Data tells a story, are we listening? This interactive session empowers upper grade educators to use data strategically. Participants will explore a shared collaborative problem-solving cycle and examine how system-level, adult implementation, and student-level data work together to inform instructional and organizational decisions. Through collaborative analysis and real-world examples, teachers will leave with actionable tools and frameworks to make data-informed decisions that improve student outcomes.

2.4.03 Fluency in Focus: Supporting Rate and Prosody Using a Variety of Text Types *Laura Jones*

This session focuses on building reading fluency through intentional text selection and instructional routines. Educators will learn how to use text sets to give students multiple, connected opportunities to read with confidence. Participants will leave equipped with practical strategies to strengthen accuracy, fluency, and expression across classrooms and content areas, along with resources that align with district-adopted instructional materials to provide meaningful additional practice.

2.4.04 Developing Individualized Education Program Goals and Specially Designed Instruction that Align with the Science of Reading *Dr. Jessica Hoffman*

Students with disabilities (SWD) continue to demonstrate persistent gaps in literacy achievement and growth, even when receiving interventions and services. Research shows these gaps are not inevitable, but are the result of systemic misalignment—particularly IEP goals and specially designed instruction (SDI) that are not fully aligned to the Science of Reading (SoR). This session examines the high-leverage shifts in teaming structures, data sources, decision-based decision-making processes, and instructional materials and practices necessary to develop effective IEPs aligned with the SoR to improve literacy outcomes for students with disabilities. Participants will learn explicit, practical steps for restructuring MTSS and evaluation teams, selecting and analyzing meaningful data, identifying root literacy skill gaps, and translating those findings into high-quality IEP goals and SDI. The session emphasizes equitable access to evidence-based literacy instruction for SWD.

2.4.05 Ohio's Integrated Multi-Tiered System of Supports for Language and Literacy in Early Care and Education *Kim Davis*

Discover how Ohio's Integrated Multi-Tiered System of Supports supports language and literacy development in early care and education. This session introduces the framework's key components including universal screening, data-based decision making, a continuum of supports, progress monitoring, and team-based problem solving through an early childhood lens. Participants will explore practical examples, learn how adult implementation factors strengthen systems, and identify actionable steps to ensure early care and education is included in language and literacy decision-making.

2.4.06 Turning Learning Science into Literacy Practice *Nick Jacobs*

Unlock the potential of your literacy instruction by connecting the "how" of learning with the "what" of reading. This session bridges the gap between cognitive science and classroom application, exploring how fundamental principles of learning—such as memory formation, retrieval practice, and cognitive load—anchor the pillars of effective reading instruction. Participants will move beyond theory to examine practical, evidence-based strategies that align with how the brain processes language and stores information. Whether you are looking to refine your current curriculum or deepen your understanding of the Science of Reading, you will leave with actionable insights to transform complex learning science into high-impact literacy practices that support every student.

2.4.07 Building an Adolescent Literacy Framework: Our Pathway, Bridging Foundational Skills and Complex Academic Literacy *Jessie Zink*

Northmont's literacy framework didn't start as a document—it started as a need for clarity. Like many districts, we had strong practices happening across classrooms, but not always a shared understanding of what effective secondary literacy instruction looks like. This session shares our real journey of developing a literacy framework that helped us get aligned, name what mattered most, and create a common language to guide our work. We'll talk honestly about the ups and downs of implementation—what worked, what didn't, and what we had to revisit along the way. You'll hear how the framework became a practical tool for auditing our existing practices, helping us decide what to keep, what to strengthen, and where gaps were impacting students. We'll also share how it grounded our curriculum conversations, moving us away from trends and comfort toward materials that truly matched our instructional vision.



2.4.08 Connecting Data to Growth: Progress Monitoring for Secondary Grades *Kelsi Edrington*

This session explores how educators can effectively collect and use progress monitoring data in secondary grades to drive meaningful student growth. Participants will examine practical approaches for gathering reliable data within literacy and academic settings, as well as strategies for analyzing that data to inform instructional decisions, identify trends in student performance, and support timely interventions.

Presenters

Jenna Allen is a Transition to Adulthood Consultant in the OCALI Lifespan Transitions Center. Her professional experience includes provision and supervision of services to youth and adults with disabilities, with a primary focus on community inclusion and integrated employment, and frontline roles in the fields of education and community health. She is also a Charting the LifeCourse Ambassador and Presenter.

Katie Allen is a Reading Intervention Specialist in Medina City Schools with 20 years of elementary experience. She has spent the past decade supporting K–5 students through targeted literacy intervention and has facilitated district professional development focused on early reading instruction. She serves on district committees and is committed to improving literacy outcomes.

Josh Amstutz is a mathematics teacher at Winton Woods High School in Cincinnati, Ohio, with a BA from Capital University and an MAT from the University of Cincinnati. A distinguished educator, he has been Winton Woods Educator of the Year, a Fulbright TGC alumnus, the 2022 AFS-USA Global Educator of the Year, a PAEMST state finalist, a 2025 TOP STEM Fellow, and the 2026 District 4 Ohio State Teacher of the Year. As Coordinator of the Academy of Global Studies, he leads international programming and student travel. He also serves as Math Department Head and a New Tech Network trainer.

Arya Ansari, Ph.D. is an Associate Professor of Human Development and Family Science and a Faculty Associate at the Crane Center for Early Childhood Research and Policy, both at The Ohio State University. His research examines how educational settings, family environments, and community contexts shape children's school success and well-being, with a focus on promoting equitable opportunities for all children.

Hadley Bachman, Ph.D. is a Research Administration Management Consultant at the Ohio Statewide Family Engagement Center, where she spearheads efforts to advance research, professional development, and the acquisition of grants and sponsored projects.

Tessie Rose Bailey, Ph.D. directs the PROGRESS Center and advises the MTSS Center at AIR, the Lead IDEA Center, and the National Center on Intensive Interventions. She supports states and districts in meeting special education requirements and implementing tiered systems through NCSI and state projects. Dr. Bailey has delivered hundreds of workshops for local and state educators on effective MTSS and special education implementation. She has created widely used technical assistance resources, including MTSS guidance materials, high-quality IEP goal-setting strategies, assessment and intervention professional learning tools, online modules, and training resources for local providers.

Shawna Benson is OCALI's Teaching ALL Learners Center Director. Her experience includes the education of learners with complex disability profiles and providing access to comprehensive language and literacy instruction, assessment and intervention. She provides coaching and technical assistance to local, state and national partners and has experience working with students of all ages from birth through post-secondary education. These experiences have provided her a wealth of background knowledge that she brings to educators in the field today.



Anne Bitto is a passionate high school history teacher at Buckeye High School, where she teaches Modern World Studies, Advanced World Studies, U.S. Studies, and Once Upon a Crime. She is dedicated to creating a classroom where students feel seen, challenged, and inspired. She believes learning is most powerful when it is engaging, relevant, and rooted in strong relationships. Alongside Joe Serio, she supports student voice through Buckeye's Student Advisory Panel, helping strengthen connections between students, staff, and administration. Their goal is to empower students to think critically, grow confidently, and develop skills that extend far beyond the classroom.

Holly Blanton is a distinguished educator with over a decade of experience in early childhood literacy and instructional leadership. A second-grade teacher at Sandusky City Schools, she uses evidence-based literacy practices that contributed to her campus receiving the Governor's Science of Reading Champion Award. As a member of Cohort 7 of ODEW's Ohio Teacher Leader Liaison program, she collaborates with state leaders on policy and system improvements, strengthening her expertise in Ohio's literacy plan and iMTSS. Beyond the classroom, she champions effective communication as a Charter Member of the Sandusky Bay Toastmasters Club and a facilitator of practical, people-centered professional development.

Julie Bonacci is an instructional leader specializing in literacy, with experience coaching educators across grades K-8 to improve student outcomes through data-informed practice. She holds a Master of Education in Curriculum and Instruction, a Bachelor of Arts in PreK-3 Early Childhood Education, and a K-12 Reading Endorsement from Walsh University. She is also a Wilson Level II Certified Dyslexia Therapist, bringing advanced expertise in structured literacy

and dyslexia intervention. Julie's work centers on facilitating data-driven decision-making, strengthening Tier 1 and Tier II instruction, and supporting effective intervention systems. She has led collaborative efforts with teachers and leadership teams to align instruction to standards, analyze student performance, and implement sustainable practices that promote literacy growth for all students.

Barbara Boone, Ph.D. is the Program Director for Family Engagement Programs at The Ohio State University's Center on Education and Training for Employment, and is the Director of the federally funded Ohio Statewide Family Engagement Center.

Janel Bowman, Ed.D., is a District Intervention Coach for grades K-5 in Gahanna-Jefferson Public Schools in central Ohio. She is an IMSLEC-accredited Orton-Gillingham Master Trainer through Hamilton County ESC and serves as a contributing faculty member in the Reading Science Graduate Program at Mount St. Joseph University. Dr. Bowman's professional focus is on equipping educators with evidence-based practices that drive strong student literacy outcomes.



Maura Brewster has been a State Support Team Region 5 consultant for the past four years. During this time, she has served as the Urban Literacy Specialist working directly with Youngstown City Schools, where she supports the implementation of evidence-based literacy practices for all learners at the classroom, building, and district level. During her 14 years in education, she has held various roles in education including title support, general education teacher in grades 2 through 8, building instructional coach, and Director of Academics. In addition to training in universal design for learning, positive behavior intervention and support, and inclusive instructional practices, Maura has extensive training in the science of reading. She earned her bachelor's degree in Elementary Education Pk-5, two master's degrees in K-8 Mathematics and Science, and Educational Leadership, as well as an endorsement in K-12 Reading.

Teresa Castellaneta, Ph.D. is an education leader with extensive experience in instructional coaching, professional learning, and statewide academic initiatives. As an Associate Administrator in the Office of Academic Success, she oversees Ohio's Learning Standards, Model Curricula, instructional leadership efforts, and regional professional learning systems. Her previous roles include ELA Consultant, HQIM Specialist, Assistant Administrator, school improvement coach, and ELA teacher. She has shaped statewide professional learning and strengthened instructional practice through high-quality instructional materials. A frequent state and national presenter, she shares research-informed strategies that elevate teaching. She holds bachelor's, master's, and doctoral degrees from Bowling Green State University.

Mindy Cohen is a School Psychologist at Shaker Heights Schools, serving K-5 students with a

strong focus on advancing equitable learning environments. She is deeply committed to the MTSS framework, helping teams build data-driven systems that monitor student progress and reduce disproportionality. Previously a Registered Behavior Technician, she brings a valuable behavioral perspective to intervention design and student support. A proud graduate of Cleveland State University, she earned both her Master's and Specialist (M.A./Psy.S.) degrees there. Mindy is a dedicated advocate for students and families, working to ensure every child receives the structural support necessary to thrive.

Lisa Cook has been the ReadOhio Coach at Crestline Elementary for two years. She partners with teachers to strengthen literacy instruction through coaching, collaboration, and data-informed practices. She is committed to building strong systems that support student growth and develop confident, capable readers.

Eu-Det Crawford serves as a Gifted and Literacy Supervisor at the Montgomery County Educational Service Center in Dayton, Ohio. With more than 15 years of experience teaching kindergarten, Title I, along with work in systems and instructional coaching, she brings a deep understanding of classroom instruction and student needs to her role. Certified in Structured Literacy through the Center for Effective Reading Instruction (CERI) and trained in the Wilson Reading System Level I, Eu-Det is passionate about using data to tell the story of student learning. She believes that data is more than numbers, it's a tool to unlock student potential. By partnering with educators and administrators, she helps transform data into meaningful insights that drive instruction and ensure success for all students.



Teresa Crowson, MAEd., BCBA, LBA, OTR/L, has worked in the field of education for 30 years in roles of OT, AT provider, behavior and autism support coach, and training and technical assistance specialist. She is currently an Autism and Behavioral Supports Consultant at OCALI's Autism Center. Crowson received her BSOT from East Carolina University, MAEd. in educational leadership from Touro University and her graduate certificate in ABA from Old Dominion University. Crowson is committed to helping individuals with disabilities, and those who support them, in all areas of life and is motivated by the power of presuming competence.

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.

Robin Deems is a program strategist and organizational leader with more than two decades of experience advancing high-impact learning initiatives. A respected voice in science education, she has presented at national and regional conferences and held leadership roles with SECO, the National Audubon Society, and the National Association for Interpretation. At the Ohio Department of Education and Workforce, she supports statewide science priorities and collaborates with partners to strengthen instruction and student engagement. Her career spans natural resource education, youth development, and community programming, including work at COSI leading school partnerships and innovative learning experiences. She holds MAT and BS degrees in Biology.

Carolyn Denton Ph.D., is a researcher, author, and educational consultant specializing in

interventions for students with reading difficulties, dyslexia, and ADHD. For more than 20 years, she collaborated on research examining effective reading and attention-related interventions. A former classroom teacher and reading interventionist, she excels at helping educators implement evidence-based practices. Dr. Denton has authored or co-authored three books, numerous book chapters, and over 70 journal articles on reading intervention, MTSS, and ADHD. She has presented widely in the U.S. and Europe. Before retiring, she served as a professor at the University of Texas Health Science Center at Houston and now lives in Port Townsend, Washington.

Sarah DeShon is a Family Engagement Learning Coordinator with the Ohio Statewide Family Engagement Center. As a learning coordinator, her primary role is designing and facilitating research-based professional development.

Jacqueline Dietrich has over 30 years of experience in education. She has served as a teacher, administrator, State Support Team member, Urban Literacy Specialist, and Adolescent Literacy Specialist. As a Regional Literacy Coaching Coordinator with ReadOhio under House Bill 96, she leads a team of 15 literacy coaches, supporting districts in implementing effective, data-driven literacy practices. She is National Board Certified in Literacy and passionate about developing coaches as leaders, strengthening systems, and improving outcomes for students through high-quality instruction and collaborative support.



Kelsi Edrington is the Literacy MTSS Coordinator in the Office of Literacy Achievement at the Ohio Department of Education and Workforce. She brings experience as a secondary English/ELA teacher and Adolescent Literacy Specialist. Kelsi holds the Certified Structured Literacy Dyslexia Interventionist credential from CERI and is certified as an Orton-Gillingham Associate and Wilson Dyslexia Practitioner. Passionate about bridging policy and practice, she works to ensure all students have access to evidence-based literacy instruction through integrated systems of support, equipping educators with tools that promote growth and success for every learner.

Ted Fox has been working in the mental health field for 10 years. Ted earned his Bachelor's in Psychology with a minor in Sexuality Studies in 2011 and his Master's of Education specializing in Clinical Mental Health and School Counseling in 2014. Ted is a dedicated and compassionate school counselor and therapist with a wealth of experience working for 9 years at Sandusky City Schools. Ted also works as a private practice Licensed Professional Clinical Counselor in Huron, Ohio. Outside of the office, Ted balances professional excellence with a commitment to maintaining a healthy lifestyle and fostering meaningful connections, frequently spending time with his friends, family and fur babies.

Austin Gearheart is the Elementary Principal of Crestline Elementary. He is committed to improving literacy outcomes through collaborative leadership, data-informed instruction, and a strong belief that every child can achieve at high levels.

Samantha Giammarco, M.Ed., serves as a Regional Literacy Specialist at Ohio's State Support Team 9, partnering with LEAs to implement Ohio's Plan to Raise Literacy Achievement and Ohio's iMTSS model. Previously,

as Principal Investigator of the ALL Ohio Literacy & Learning Science project at the University of Cincinnati, she co-authored literacy modules now embedded in over 25 Ohio educator preparation programs, each achieving full alignment with Ohio's reading science requirements. Throughout her career, Sam has supported educators across the P-20 continuum during Ohio's transition to evidence-based literacy practices, drawing on her experience as a teacher and reading interventionist. She is a student in the Doctor of Education Reading Science program at Mount St. Joseph University, holds a Master's Degree in Curriculum and Instruction Leadership, and is a CERI Certified Structured Literacy Dyslexia Interventionist. Sam is passionate about bridging literacy research to classroom practice.

Maya Goodall is Chief Impact Officer at CORE Learning and an education entrepreneur with expertise in Education and Applied Linguistics. With more than two decades of experience in bilingual literacy, language acquisition, and edtech, she co-created OL&LA, emphasizing spoken language as the foundation of literacy. She advocates for Structured Literacy approaches that honor linguistic diversity and effectively serve Multilingual Learners, speakers of English varieties, and students with dyslexia. Previously, she co-founded Lingual Learning, later acquired by Rosetta Stone/Lexia Learning, where she co-developed the award-winning Lexia English.

Annette Gross serves as the East Regional Literacy Coaching Coordinator for the ReadOhio Project. She brings extensive experience supporting Ohio's literacy initiatives, having worked closely with regional leaders through the State Support Team as both an Early Literacy Specialist and an Urban Literacy Specialist across K-12 settings.



Jennifer Haller is an Instructional Technology Consultant with Hamilton County ESC who has been with Winton Woods High School for 11 years. Prior to coming to the ESC she served as an academic coach at the high school level. Before that she was a middle school teacher and an elementary art teacher. In her role now, she currently serves as an embedded instructional technology coach for local districts. She also delivers professional development on topics ranging from using AI in the classroom, G Suite, 1:1 implementation, and using all kinds of technology resources in the classroom. She is CETL certified, a Google Certified Trainer, and an adjunct professor at Xavier University.

Brianne Hannah is at Montgomery County Educational Service Center in Dayton, Ohio. For 15 years, Brianne taught ELA to adolescent students. She was a ReadOhio coach before becoming the Adolescent Literacy Specialist. She has had a passion for teaching and learning for her entire life and always knew she would end up in education. Her passion for literacy stems from the idea that every student deserves a pathway to opportunity, and that pathway begins with literacy.

Lucy Hart Paulson, Ed.D., is an author, literacy specialist, and speech-language pathologist dedicated to bringing research to practice. She has extensive experience working with educators, young children, and families across diverse educational settings. A former associate professor, she taught and conducted research on language and literacy development and disorders. Lucy provides professional development that blends language and literacy, supporting effective, engaging instruction and intervention for all children. She is co-author of LETRS for Early Childhood Educators, 2nd Edition, and Good Talking Words, 2nd Edition, a social communication skills program for young children.

Amy Hatfield is one of Ohio's five adolescent literacy specialists, supporting SST regions 14, 15, and 16 through her work with the State Literacy Network. With more than 25 years of experience in gifted education and middle-level English Language Arts, she is known for fostering curiosity and strong literacy habits in early adolescents. In her current role, Amy partners with districts and educators to strengthen adolescent literacy practices and advance equitable access to high-quality instruction across the state.

Katherine Hite is an accomplished educator and workforce development advocate with 18 years of experience advancing career readiness and cross-cultural learning. As Assistant Director of Ohio ACTE, she supports educators through professional development, legislative advocacy, and statewide partnerships that strengthen career-technical education. She is passionate about equipping educators with the tools and connections needed to prepare all learners for success, specializing in workforce-aligned program design and inclusive practices that expand access for diverse students. Her leadership background includes roles at SUNY Geneseo and Des Moines Area Community College, where she championed culturally responsive teaching and career-aligned initiatives.

Jessica L. Hoffman, Ph.D., is the Urban Literacy Specialist for Ohio SST 13, supporting Cincinnati Public Schools. She has served for over 20 years, as a teacher, researcher, teacher educator, instructional coach, and literacy consultant, where she supports school leaders and teachers to improve literacy outcomes for all students.



Cathy Holmes has spent her life and career learning about the world, how it works and how humans impact it. That wonder and awe of discovery has been channeled into developing authentic experiences for students to become excited about and caretakers of our planet Earth. Education has been the focus of that journey. After earning a bachelor's degree in biology and education from the University of Toledo, she taught in Columbus City Schools for 14 years and completed a master's in educational administration. She joined the Ohio Department of Education in 2002, contributing to three generations of Ohio's science standards with a focus on real world, inquiry-based learning. She believes children best appreciate the world through direct experiences—dirty hands and muddy feet.

Jennifer Horvath is the Elementary Curriculum Director for Little Miami Local School District, bringing 28 years of experience in education. She has served as a general education teacher, reading specialist, literacy coach, and elementary assistant principal. She earned her degree in elementary education from the University of Dayton and completed graduate studies in educational leadership at Xavier University. Mrs. Horvath is passionate about strategic curriculum implementation and empowering teachers and leaders to strengthen literacy instruction. She is a dedicated advocate for ensuring all students achieve success in literacy.

Roger Howard has been a member of the State Literacy Team since 2018 serving as both an Adolescent Literacy Specialist and a ReadOhio Coach. Roger was also a secondary school administrator for 16 years in multiple districts and served as a central office director for six years. He was named the Met Life Ohio High School Principal of the Year in 2011 and served on the Board of Directors for the Ohio Association of

Secondary Administrators from 2014-2018. Roger has contributed content to multiple state literacy events, the DEW Science of Reading Modules, and the DEW Learning Management System. He has also recorded learning sessions for the Ohio Leadership Advisory Council.

Liesl Huenemann is a passionate educator focusing on literacy and language skills. Her experience is in teaching language arts and literacy, as well as leading building-wide implementation of HQIM, professional learning, assessment and data tracking. Liesl works at the Ohio Department of Education and Workforce as Associate Administrator for the Office of Literacy Achievement. She leads the Department's English Language Arts HQIM review process, manages the work on Ohio's Learning Standards for English Language Arts, and supports the Comprehensive Literacy State Development Grant. Liesl is a graduate of Heidelberg University (B.A., Middle Childhood Education: ELA, Social Studies, Reading, Mild to Moderate Intervention-age 3-21) and Mount St. Joseph University (M.A., Reading Science).



Lydia Hunter has been involved with professional development and systemic change efforts for several decades. She was a middle grades science educator for 32 years and held numerous leadership roles at the district level before joining the Ohio Department of Education and Workforce in 2016. At the Department she has worked on assessment, science, and Ohio's Integrated Multi-Tiered System of Supports. She currently works in the Office of Instructional Coherence and Impact. Prior to joining the Department she taught intensive summer institutes, with follow-up school year coaching, for science educators in conjunction with Project Discovery. She also served many years as a school improvement coordinator and participated in technical assistance visits through High Schools That Work. She has also held leadership roles in a variety of non-profits working in the areas of science education and social supports.

Whitney Imhoff is a veteran ReadOhio Literacy Coach with the Ohio Department of Education and Workforce through MidOhio ESC, supporting schools in implementing evidence-based literacy practices aligned to the Science of Reading. She holds a bachelor's degree in early childhood education with a reading endorsement from Otterbein University, a master's degree in literacy from the University of Akron, and is CERI certified as a Structured Literacy Classroom Teacher. Whitney participates in state and national conversations on K-12 literacy, including meeting with Linda McMahon of the U.S. Department of Education to discuss the Science of Reading. Her work focuses on strengthening teacher capacity and improving literacy outcomes across Ohio for all children.

Colissa Irving is an Education Consultant with a doctorate in Educational Leadership from the University of Dayton and extensive experience in English education, curriculum, and instruction.

She has taught across Ohio, served as an adjunct professor, and is a recognized speaker and writer on diversity, teacher resilience, and imposter phenomenon. Honored with the Eric Scott Compassion Award, Colissa's work centers on empowering educators and students through authentic leadership, cultural proficiency, and inclusive learning environments.

Sarah Jackson joined Medina City Schools in 2019, supporting the development of Science of Reading aligned systems and practices. She previously worked in the State Support Team system and has presented nationally and internationally on a variety of topics, including early childhood education, systems change, and special education.

Nick Jacobs is the West Region Coaching Coordinator for the ReadOhio coaching project. His journey in education includes experiences ranging from PreK to higher education. Nick's roles in the educational sector have been varied, including positions as an Urban Literacy Specialist, a teacher, a ReadOhio coach, an instructional coach, a building administrator, and a district administrator. Each of these roles has contributed uniquely to an understanding of the educational landscape. He holds a master's degree in Educational Leadership and is in the process of completing a doctorate degree in Organization Development & Change. Additionally, he has a B.A. in AYA social studies education. Throughout his career, Nick has been a steadfast advocate for all students. He believes in empowering educators and learning collaboratively with teachers and leaders.



Laura Jones is the regional literacy specialist for Region 10 State Support Team, where she has spent 16 years providing professional development and coaching in literacy, early learning, school readiness, and school improvement. In her current role, she facilitates regional leadership networks and professional learning on evidence-based literacy practices and systems. She works directly with teachers, coaches, and district leaders to build capacity in analyzing literacy data, selecting evidence-based practices, establishing systems and protocols, and leading district literacy teams. Laura holds a master's degree in Early Childhood Education from Ohio State University and a master's in Educational Leadership with a reading endorsement from the University of Dayton.

Amber Jordan is an Education Program Specialist in the Office of Academic Success at the Ohio Department of Education and Workforce. Before joining the department, she served as an intervention specialist supporting students with disabilities across K–12 settings. In her current role, Amber collaborates with regional partners to support professional growth and strengthen mathematics instruction, improving outcomes for all learners, especially those with disabilities. She is passionate about fostering accessible and high-quality learning experiences for every student.

Devin Kearns, Ph.D., is Goodnight Distinguished Professor in Early Literacy at North Carolina State University at Raleigh. Devin studies early reading including the cognitive and neurobiological basis of reading, science-based methods for improving reading skills, and multi-tiered support systems to better meet the needs of all students. He has published more than 70 papers in research journals like the *Journal of Educational Psychology* and teacher journals like *The Reading Teacher*. Devin frequently visits schools

nationwide and helps them build better systems to maximize students' reading success.

Katie Kilgour is one of five Regional Literacy Coaching Coordinators in Ohio. In this role, she supervises and supports 15 ReadOhio literacy coaches across the state's southern region. She is an active member of the State Literacy Network and the ReadOhio Network and holds certification as a CERI Structured Literacy Dyslexia Interventionist. Prior to her current position, Katie served as an adolescent literacy specialist. She brings 22 years of experience in education, including 16 years in the classroom teaching English Language Arts to students in grades 7–12.

Kelsy Kirby, M.Ed., is a Regional Autism Specialist at the Autism Center within OCALI, bringing over 10 years of experience as an Intervention Specialist in central Ohio public schools. She collaborates with State Support Teams to provide regional and statewide professional development and coaching. Kelsy holds a Bachelor of Science in Communication Sciences and Disorders from Ohio University and a Master of Education in Special Education. Her background also includes work as a behavior technician supporting adolescents and young adults. She is dedicated to empowering the autism community by developing resources and strategies that support both professionals and families.

Suzanne Kochheiser is at Mid-Ohio Educational Service Center in Mansfield, Ohio. Over 18 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, and she works to share that knowledge (while navigating the obstacles) with educators and administrators in the schools and regions she supports.



Kelly Wolfe is an educator of 11 years and Board Certified Behavior Analyst. She earned her master's in Applied Behavior Analysis at Bowling Green State University in 2022 and is licensed to teach special education K-12. She has taught middle grade students with exceptional learning and behavior support needs at Dayton Public Schools, Fairborn City Schools, and most recently at the Montgomery County Educational Service Center, since 2016.

Rita Kroeger is currently an Adolescent Literacy Specialist with the Educational Service Center of Northeast Ohio, previously serving as a Regional and Urban Literacy Specialist with State Support Team 3, an Instructional Literacy Coach, and teacher. Rita's primary focus is to improve literacy outcomes for all students.

Lydia Kruse, Ph.D., is the MTSS Equity Coordinator for Shaker Heights Schools. Prior to serving in this rewarding role, she worked as the school psychology graduate program coordinator at John Carroll University and a school psychologist in Ohio, Oregon, and Pennsylvania. She enjoys working with teams to disrupt disproportionality and advance educational equity by leading professional learning sessions and developing implementation resources (especially flowcharts).

Michael Leffler is a computer science and mathematics teacher at Perkins High School in Sandusky, Ohio, where he has taught since 1996. He co-designed the Academy Experience, an internship and mentorship program that began with 10 students in 2018 and now serves over 100 students annually through partnerships with more than 200 organizations. A former software engineer at Westinghouse Electric Corporation, he brings real-world expertise to his career-focused instruction. In addition to teaching, he serves on the Building Leadership Team and as district

technology coordinator, and has coached multiple sports. Michael and his wife, Halley, are parents of two Perkins and Ohio State graduates.

Valerie Maxwell is a ReadOhio Literacy Coach supporting Newcomerstown Exempted Village Schools. She brings experience coaching both elementary and adolescent literacy and has previously served as an intervention specialist, classroom teacher, and Title I reading teacher. With over 19 years in education, Valerie is passionate about literacy and dedicated to helping educators and administrators grow in their practice. Outside of work, she enjoys life on her family farm, keeping up with her kids' busy activities, and planning exciting family travel adventures.

Keith McCarroll has 20+ years of experience working both as a classroom teacher and at the state and local levels in both Tennessee and Ohio as a Literacy Specialist. He is currently serving as an Ohio Adolescent Literacy specialist through The Muskingum Valley ESC. He is passionate about supporting secondary educational leaders and teachers in building capacity around how SOR and Structured Literacy fits into the secondary world of literacy.



Claire Miller is a 2026 graduate of Buckeye High School and the founding member and president of the Student Advisory Panel. From its earliest days, she set the tone for what SAP could become, transforming it into a thriving, student-led organization through her vision, leadership, and determination. Claire is the driving force behind the group's success, consistently elevating student voice and fostering meaningful collaboration between students, staff, and administration. Her ability to lead with both confidence and authenticity has left a lasting impact on the Buckeye community. She will continue her journey in education this fall at the University of South Carolina, where she is sure to keep inspiring those around her.

Tylana Miller has twenty-eight years of experience in elementary education and currently serves as a Title I Math Coach. She partners with teachers to strengthen math instruction, analyze data, and design targeted support during WIN. She is passionate about coaching practices that build teacher capacity and improve student achievement.

Heather Milligan is the MTSS Coordinator for Little Miami Local School District, with 24 years of experience in education. Her background includes roles as an intervention specialist, general education teacher, and elementary assistant principal. She began her career after earning a degree in elementary education from Ohio University and later completed graduate work in special education at Xavier University and educational leadership at the University of Cincinnati. She is passionate about data-driven instruction and collaborative problem-solving. In her current role, she partners with school teams to implement action plans that improve academic and behavioral outcomes. Ms. Milligan is committed to building systems that support educators and ensure success for all learners.

Chris Monsour, the 2026 Ohio Teacher of the Year, earned his Bachelor of Science from Heidelberg University in 1999, originally planning a career in environmental biology. An urgent need for a science teacher at Tiffin City Schools led him to substitute teaching, sparking a passion for education that inspired him to pursue licensure and two master's degrees—from Heidelberg University and Montana State University—along with extensive graduate work in biology and ecology. With 27 years of experience, Chris now teaches advanced science courses and is known for hands-on, field-based learning enriched by his many land and sea research expeditions.

Katy Nagaj is an educational leader with experience as a primary teacher, assistant principal, and principal. She holds degrees from Ursuline College and Ashland University, along with a Principal License from Cleveland State University and a Superintendent License from Miami University. She currently serves as Director of Teaching, Learning and Innovation for Willoughby-Eastlake City Schools, supporting instructional practices and literacy initiatives across K–12. Katy leads data-driven decision-making, strengthens Tier I and Tier II instruction, and helps build effective intervention systems. She also guides curriculum development, professional learning, assessment systems, and instructional leadership to promote high-quality instruction and improved student outcomes.

Stacey Neczeporenko is an Intervention Specialist with 18 years of experience, currently serving high school students in Geneva, Ohio. She is pursuing a master's degree in Educational Leadership and is an active member of her district's Leadership and MTSS teams. Stacey also represents Northeast Ohio in the state's Teacher Leadership Cohort 7 and contributes to the Ohio Pre-Employment Transition Services initiative. She supports district efforts to expand personalized learning and innovative approaches that prepare students for life beyond high school. Stacey is passionate about helping students find joy, purpose, and effective learning strategies while building meaningful connections that support their success.

Gretchen Newton is the principal of Ella Canavan Elementary, serving the district for twelve years. She was previously an associate principal at Claggett Middle School and brings a strong background in instructional leadership and school improvement to the district team.

Amanda Nickerson, Ed.D., is the Ohio K-12 Literacy Technical Assistance Specialist for the Ohio Department of Education and Workforce. In this role, she primarily supports the implementation of the Comprehensive Literacy State Development (CLSD) grant, providing intensive, targeted technical assistance to subgrantees. In addition, she develops and coordinates statewide support systems in partnership with other state literacy specialists to enhance literacy practices, improve systems, and refine professional learning opportunities. With experience as a literacy consultant, classroom teacher, Title I specialist, gifted intervention specialist, peer coach, and adjunct instructor, Dr. Nickerson brings a broad and practical perspective to her work.

Tim Obergefell is a veteran social studies teacher at Perkins High School, where he teaches government and economics and serves as an adjunct professor for the University of Findlay. He co-created the Perkins Academy Experience, developing more than 275 field experiences and over 200 community partnerships that offer internships, job shadows, and career exploration for more than 100 students each year. In addition to teaching, he serves on the Building Leadership Team and has held numerous leadership roles, including years of coaching football and basketball. He also leads Mock Trial and contributes to major district initiatives. Tim and his wife, Allison, have three children in Perkins Schools.

Alissa Otani-Cole, M.A., is a Transition to Adulthood Consultant in the OCALI's Lifespan Transitions Center. She helps provide statewide support and technical assistance to individuals and entities across the state. She has more than 16 years in vocational rehabilitation supporting individuals with disabilities towards their employment goals. She has supported the work around the Pre-Employment Transition Services (Pre-ETS) curriculum development.

Jamey Peavler, Ed.D., is an Assistant Professor and Program Director in the Graduate Reading Science Program at Mount St. Joseph University. Previously, she served as Director of Training for the M.A. Rooney Foundation, providing Orton-Gillingham training for educators across Indiana, and spent 20 years as an Instructional Coach and classroom teacher with Indianapolis Public Schools. Jamey reviews higher-education textbooks and licensure exams for the National Council on Teacher Quality. She is a Certified Fellow-in-Training with the Orton-Gillingham Academy and an IDA Structured Literacy Dyslexia Specialist. She also serves on the editorial board for IDA's Perspectives in Language and Literacy journal.

Kallie Poast is a Teacher for the Visually Impaired (TVI) and Certified Orientation and Mobility Specialist with the Statewide Services and Outreach Division of Ohio Deaf and Blind Education Services. She holds a master's degree in Blindness and Low Vision Studies from Western Michigan University and is pursuing certification as a Low Vision Therapist. With 13 years of experience, Kallie specializes in the Expanded Core Competencies, including Braille literacy, orientation and mobility, and assistive technology. She collaborates with multidisciplinary teams, mentors future TVIs, and provides statewide evaluations, coaching, and professional development to support meaningful, independent outcomes for students with visual impairments.

ReadOhio Coaches, North Region Haley Bryant and Tiffany O'Neil are ReadOhio Coaches serving schools across the North Region. In their roles, they support districts in strengthening literacy systems through a comprehensive, data-driven approach. Working across all levels of implementation, from district leadership teams to classroom instruction, they partner with

administrators and teachers to build sustainable systems aligned to the science of reading.

ReadOhio Coaches, South Region Mackenzie Davis and Tekila Fullam serve as ReadOhio Coaches, supporting districts across Southern Ohio in strengthening literacy instruction through evidence-based practices, professional learning, and systems-level implementation. Both are Certified Structured Literacy Dyslexia Specialists (C-SLDS) through the Center for Effective Reading Instruction (CERI). Their work focuses on aligning instruction, coaching, and leadership to improve student outcomes in reading and writing.

ReadOhio Coaches, North and West Regions Leah Kelley, Julie Kemper, Megan Jubec, and Jessica Griffen are ReadOhio Literacy Coaches working with schools across the North and West regions of Ohio to strengthen reading instruction through the Science of Reading. They support educators in using data to drive effective, responsive literacy practices and bring specialized training in literacy and instruction for English Language Learners. Together, they help schools turn evidence into action and improve literacy outcomes for all students.

Adrienne Randall is a Department of Student Services Manager in Cincinnati Public Schools. Over 28 years, she has served as an intervention specialist, transition coordinator, and director of student services, supporting school teams and families to ensure students with special needs receive the supports necessary to make meaningful progress in the general curriculum.



Sarah Redick, Ph.D., holds a Ph.D. in STEM education, master's degrees in educational technology and middle childhood education, and a bachelor's in chemistry. With over a decade of teaching experience at various levels, she is now the STEM education program specialist at the Ohio Department of Education and Workforce. Dr. Redick supports schools with deeper learning practices, curriculum development, design thinking, problem-based and personalized learning, and helps educators and leaders create authentic student experiences through community partnerships.

Melissa Rosin holds an Education Specialist degree in Reading & Literacy Instruction from Bay Path University and a Master of Education in Integrating Technology from Walden University. She earned her Bachelor's degree in Early Childhood Education from Lake Erie College and holds a K-12 Reading Endorsement. She is currently pursuing Ohio Principal Licensure (expected December 2026). Her credentials include Structured Literacy Dyslexia Interventionist (C-SLDI) certification, Orton-Gillingham and LETRS training, with a strong focus on evidence-based literacy and systems-level implementation.

As a Title I Literacy Specialist with Willoughby-Eastlake City Schools, Melissa leads MTSS implementation with a focus on student-level data meetings. She coordinates K-5 ELA assessments and facilitates collaborative data conversations to identify trends, monitor progress, and develop targeted action steps. Through coaching and structured protocols, she supports teams in using data to drive effective instruction and ensure targeted support for all learners.

Rachel Schultz is the Program Director for the Center of Excellence on Instructional Practice. She holds a bachelor's degree in special education and

a master's in curriculum and instruction, with state licensure as an intervention specialist and endorsement as a teacher of English to speakers of other languages. Rachel is also certified as an assistive technology professional (ATP) through RESNA and a certified professional in accessibility core competencies (CPACC) through IAAP. She is passionate about lifelong learning and is dedicated to providing engaging learning opportunities for educators to implement high-leverage instructional practices for all students. With 20 years of experience in various settings, Rachel is committed to creating classroom communities where all students learn, contribute, and belong.

Joe Serio is a dedicated educator and advisor who serves as a driving force behind the Student Advisory Panel at Buckeye High School. As an AP history teacher, he challenges students to think critically, engage deeply with the past, and connect it to the complexities of the modern world. Beyond the classroom, Joe is known for his thoughtful perspective and reflective approach, often serving as a modern-day philosopher for both students and colleagues. His ability to ask meaningful questions, foster dialogue, and inspire growth makes him an invaluable presence within the Buckeye community.

Meghan Shelby, Ph.D., has been the Director of Student Services in Shaker Heights Schools since 2024 and oversees MTSS and special education services. Prior to this she worked in the Maple Heights City School district for nine years as director of pupil services. She served as a consultant for State Support Team 3 in Cuyahoga County for several years, and started her career as a school psychologist in the Greater Cleveland area.



Amy Siracusano, MS Ed., founder and owner of Know Better Do Better Literacy, LLC., worked in public education for 25 years before becoming an international literacy consultant. Her career has included many positions: classroom teacher, Title I teacher, vice principal, and literacy specialist for the board of education. She has presented on various literacy topics including assessment, dyslexia, reading, and writing. Amy is an adjunct professor for the Reading Science Advanced Certificate Program at Brooklyn College in New York City. It is her mission to support national efforts in making sure teachers are equipped with a deep knowledge of language systems and teaching approaches to ensure all students leave second grade with proficient reading and writing skills.

Alexis Solet is an Occupational Therapist and School-Based OT Coordinator at LLA Therapy. She earned a Bachelor of Science in Exercise Science from the University of Akron and a Master of Occupational Therapy from Cleveland State University. Ali serves students ages 3–21 across academic, prevocational, and life-skills settings, emphasizing functional skill generalization. In her coordinator role, she supports OT practitioners through coaching, feedback, documentation guidance, and problem-solving for complex cases. Her philosophy centers on empowering students and supporting the whole child. A strong advocate for interdisciplinary collaboration, Ali believes coordinated, team-based approaches lead to the most meaningful outcomes for students.

Stacy Springer, M.S., OTR/L, ATP, is the Program Director for the AT&AEM Center at OCALI. She leads statewide and national initiatives that enhance access to assistive technologies and accessible educational materials. Stacy has over 20 years of experience as a special educator, occupational therapist, and assistive technology professional. Her work includes leadership across

school districts, state agencies, and higher education, along with consultation across five states and contributions to international projects. She collaborates with local and national partners to advance accessibility practices. Stacy serves on the Quality Indicators in Assistive Technology (QIAT) Leadership Team and as an ATIA Strand Advisor.

Amanda Steward is an experienced curriculum leader with a strong background in elementary education and literacy development. She serves as the Elementary Curriculum Coordinator for Willoughby-Eastlake City Schools, leading curriculum implementation, instructional improvement, and data-informed decision-making. A former elementary teacher and literacy coach, she is committed to strengthening evidence-based literacy practices and also works as a Literacy Facilitator for the AIM Institute for Learning & Research. Amanda serves on the NOBIDA board and is a CERI-certified Dyslexia Interventionist. She holds a bachelor's degree from Baldwin Wallace University and a master's degree and Principal License from the American College of Education.



Jess Surles collaborates with educators and school leaders to provide professional learning focused on K–6 literacy. With more than twenty years of experience, she has delivered classroom instruction, supported literacy initiatives, and provided coaching and technical assistance to teachers and administrators. She partners with literacy experts and university researchers to integrate current research into practice for classrooms, leadership teams, and educational agencies. Her recent work includes curriculum development, supporting effective assessment and instruction, and guiding elementary leaders in building comprehensive school-wide reading systems. Jess has also served as a Title I Reading Specialist, district TOSA, multilingual-learner instructor, and classroom teacher.

Amy Toussaint is an accomplished educator with over 20 years of experience fostering inclusive, data-informed learning environments. She currently teaches in a Grades 6–8 multiple disabilities and autism classroom and serves on district and school leadership teams, contributing to strategic planning and data analysis. Her career spans public and independent schools across several states, reflecting her experiences as a military spouse. She has supported at-risk youth through the CARE program and led outdoor expeditionary learning experiences. Amy’s global perspective includes facilitating professional development in Monrovia, Liberia. She is a recipient of the Beacon of Light Teacher of the Year and Key Contributor Awards.

Carolyn Turner is the Ohio Literacy Lead with the Ohio Department of Education and Workforce. She works with local, regional, and state-level instructional leaders to build their capacity to implement evidence-based reading instruction within Multi-Tiered Systems of Support. Carolyn is a Dyslexia Interventionist and received her doctorate in Reading Science from Mount St.

Joseph. She has extensive knowledge of the evidence base for reading instruction and advocates for instructional approaches grounded in reading science. She ensures that all instructional leaders have the knowledge, skills, and abilities to implement and sustain practice changes that improve instruction and ensure successful reading achievement for all learners.

Madisyn Turpeau is an Intervention Specialist at Rockdale Academy in Cincinnati Public Schools. She has served as a case coordinator and is pursuing a Master’s in Educational Leadership. She is passionate about partnering with educators to advance equity, inclusion, and access for all students.

Hayley Venturino, M.Ed., is currently a Preschool Special Education Consultant with the Ohio Region 15 State Support Team. She has diverse early childhood experience as a classroom teacher, program director, and early literacy specialist. At Shawnee State University, she supported educators for children birth to five in coaching, professional development, and family engagement. Hayley is pursuing her doctorate in Educational Leadership with research focused on alignment of preschool literacy curricula to the Science of Reading.

Kareem Weaver is Co-Founder & Executive Director of FULCRUM. He is an award-winning educator and community advocate with extensive experience leading schools and systems in district, juvenile justice, and managed-care settings. His advocacy is featured in The Right to Read and the NAACP Image Award-nominated documentary Left Behind. Kareem formerly served as Vice President and Education Committee Chair of the Oakland NAACP, as a member of the California NAACP Education Committee, and in leadership with the Oakland Alliance of Black Educators. He has taught across elementary through high school, served in administrative and system leadership roles, and provided diagnostic support to districts, states, and educator preparation programs. He presents nationally on literacy implementation and the systems needed to ensure all children have access to full and complete reading.

Meredith Wellman, Ph.D., is a Program Manager at the Ohio Statewide Family Engagement Center. She leads three aspects of the Center's work: literacy-related projects, internal evaluation, and website outreach.

Jade Wexler, Ph.D., is a professor of special education and the inaugural College of Education Impact Professor at the University of Maryland. Her research focuses on improving literacy outcomes for secondary students with reading difficulties and disabilities through teacher professional development and sustainable schoolwide literacy models. She has served as principal investigator or co-investigator on more than \$11 million in federal grants and has published over 55 peer-reviewed articles, several chapters, and three books on adolescent literacy and literacy coaching. A former high school special education teacher, Dr. Wexler frequently presents nationally, bringing practical classroom experience to her research and leadership.

Elizabeth Wietmarschen, M.Ed., is Co-Manager of the OCALI Lifespan Transitions Center, where she helps lead statewide efforts to support successful transitions to adulthood for individuals with disabilities. With more than a decade of experience across direct service, training, and program development, she is passionate about helping educators, families, and professionals use person-centered tools to turn goals into action. A licensed intervention specialist with a Transition to Work endorsement and a certified Charting the LifeCourse Ambassador, Elizabeth is committed to creating practical, inclusive resources that promote lifelong success.

Sandra Wilder, Ph.D., is a STEM education leader with extensive experience advancing statewide initiatives and high-impact professional learning. As Director of the Ohio STEM Learning Network, she leads the statewide STE(A)M designation process and collaborates with the Ohio Department of Education and Workforce, regional STEM hubs, and schools across the state to foster innovative, student-centered learning communities. Known for strategic execution and operational excellence, Dr. Wilder oversees the development of supports that help K-12 schools strengthen STEM culture, instruction, and workforce readiness. Her background as an educator and leader across secondary and post-secondary settings informs her passion for positioning all students and educators for success in STEM pathways. Her work and research focus on student-centered pedagogy, integrated teaching and learning, problem- and inquiry-based instruction, and design thinking.



Carrie Wood currently serves as a Regional Literacy Coaching Coordinator for the Central region, advancing the Governor's vision for statewide literacy improvement. She partners with districts to leverage and implement literacy coaching in aligned systems grounded in Ohio's Plan and vision to raise literacy achievement. Carrie holds a master's degree, reading and gifted endorsements and is IDA-accredited in Structured Literacy. She has presented widely on literacy, leadership, family engagement, and gifted education at venues including OAGC, Literacy Academy, the State Literacy Network, SPDG, OLAC, and OCALI.

Blythe Wood has worked in education since 1992 as a teacher, instructional coach, and school board member. Blythe is the Literacy Coordinator in Heath City Schools, the Director of the Columbus Children's Dyslexia Center, and President of the Central Ohio Branch of The International Dyslexia Association. She is a recent graduate of The Reading Science Doctoral Program at Mount St. Joseph University. Blythe is passionate about helping teachers and school districts understand best practices in implementing instruction based on research to improve student literacy outcomes.

Jennifer Zale has spent 25 years in education with a strong focus on early literacy and student achievement. She began her career as a first-grade teacher, later serving nine years as a reading specialist supporting K-3 students through targeted interventions and data-driven literacy practices. For the past five years, she has been an Elementary Literacy Leader with Kettering City Schools, collaborating with educators to strengthen curriculum, instruction, and assessment. Jennifer holds a master's degree in Elementary Education with a literacy focus and is a certified Structured Dyslexia Interventionist. She also serves as a Science of Reading Facilitator and Ohio Reading League Board member.

Jessie Zink is the Associate Director of Curriculum and Instruction for Northmont City Schools, where she leads districtwide work in literacy, MTSS, curriculum adoption, and professional learning. She has guided the development of Northmont's literacy framework and Local Literacy Plan, using them to audit instructional practices and inform curriculum decisions. With over 20 years of experience as a teacher and instructional leader, Jessie brings a practical, honest perspective grounded in real implementation work.

Governor's Science of Reading Champions

Ohio Governor Mike DeWine, in coordination with the Ohio 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 2025-2026 Governor's Science of Reading Champions!

Alum Creek Elementary School, Olentangy Local Schools (Lewis Center, Ohio)

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

Avon East Elementary School, Avon Local Schools (Avon, Ohio)

Ayer Elementary School, Forest Hills Local Schools (Cincinnati, Ohio)

Barrington Elementary School, Upper Arlington City Schools (Upper Arlington, Ohio)

Beavertown Elementary School, Kettering City Schools (Kettering, Ohio)

Bellevue Elementary School, Bellevue City Schools (Bellevue, Ohio)

Ben Franklin Elementary School, Newark City Schools (Newark, Ohio)

Brooklyn School, Brooklyn City Schools (Brooklyn, Ohio)

Buckeye Intermediate School, Buckeye Local Schools (Medina, Ohio)

Buckeye Junior High School, Buckeye Local Schools (Medina, Ohio)

Buckeye Valley West Elementary School, Buckeye Valley Local Schools (Ostrander, Ohio)

Buckskin Elementary School, Greenfield Exempted Village Schools (South Salem, Ohio)

Bundy Elementary School, Wellston City Schools (Wellston, Ohio)

C. H. Campbell Elementary School, Canfield Local Schools (Canfield, Ohio)

Campbell Elementary-Middle School, Campbell City Schools (Campbell, Ohio)

Cherokee Elementary School, Lakota Local Schools (Liberty Township, Ohio)

Chesapeake Elementary School, Chesapeake Union Exempted Village Schools (Chesapeake, Ohio)

Clough Pike Elementary School, West Clermont Local Schools (Cincinnati, Ohio)



Copopa Elementary School, Columbia Local Schools (Columbia Station, Ohio)

Creekside Early Childhood School, Lakota Local Schools (West Chester, Ohio)

Crestline Elementary School, Crestline Exempted Village Schools (Crestline, Ohio)

Dohron Wilson Elementary School, Mechanicsburg Exempted Village Schools (Mechanicsburg, Ohio)

Dover Avenue Elementary School, Dover City Schools (Dover, Ohio)

Dover Middle School, Dover City Schools (Dover, Ohio)

E. J. Blott Elementary School, Liberty Local Schools (Youngstown, Ohio)

East Elementary School, Dover City Schools (Dover, Ohio)

East Garfield Elementary, Steubenville City Schools (Steubenville, Ohio)

Edison Elementary School, Willoughby-Eastlake City Schools (Willoughby, Ohio)

Eliza Northrop Elementary School, Medina City Schools (Medina, Ohio)

Ella Canavan Elementary School, Medina City Schools (Medina, Ohio)

Endeavor Elementary School, Lakota Local Schools (West Chester, Ohio)

Fairborn Intermediate School, Fairborn City Schools (Fairborn, Ohio)

Fairborn Middle School, Fairborn City Schools (Fairborn, Ohio)

Fairborn Primary School, Fairborn City Schools (Fairborn, Ohio)

Fairwood Elementary School, Hamilton City Schools (Hamilton, Ohio)

Fayetteville-Perry Elementary School, Fayetteville-Perry Local Schools (Fayetteville, Ohio)

Fayetteville-Perry High School, Fayetteville-Perry Local Schools (Fayetteville, Ohio)

Fayetteville-Perry Middle School, Fayetteville-Perry Local Schools (Fayetteville, Ohio)

Gordon DeWitt Elementary School, Cuyahoga Falls City Schools (Cuyahoga Falls, Ohio)

Gorsuch West Elementary School, Lancaster City Schools (Lancaster, Ohio)

Greeneview Elementary School, Greeneview Local Schools (Jamestown, Ohio)

Greenfield Elementary School, Greenfield Exempted Village Schools (Greenfield, Ohio)



Greensview Elementary School, Upper Arlington City Schools (Upper Arlington, Ohio)

H.G. Blake Elementary School, Medina City Schools (Medina, Ohio)

Heritage Early Childhood School, Lakota Local Schools (Liberty Township, Ohio)

Hilltop Elementary School, Canfield Local Schools (Canfield, Ohio)

Holy Family School, Holy Family School (Cincinnati, Ohio)

I Promise School, Akron Public Schools (Akron, Ohio)

Independence Elementary School, Lakota Local Schools (Liberty Township, Ohio)

Independence Primary School, Independence Local Schools (Independence, Ohio)

Indian Riddle Elementary School, Kettering City Schools (Kettering, Ohio)

Jefferson Elementary School, Willoughby-Eastlake City Schools (Eastlake, Ohio)

Lincolnview Elementary School, Lincolnview Local Schools (Van Wert, Ohio)

Little Miami Early Childhood Center, Little Miami Local Schools (Morrow, Ohio)

Little Miami Primary School, Little Miami Local Schools (Maineville, Ohio)

Lynchburg-Clay Elementary School, Lynchburg-Clay Local Schools (Lynchburg, Ohio)

Mapleton Elementary School, Mapleton Local Schools (Ashland, Ohio)

Marr Cook Elementary School, Goshen Local Schools (Goshen, Ohio)

McEbright Community Learning Center, Akron Public Schools (Akron, Ohio)

Memorial High School, Campbell City Schools (Campbell, Ohio)

Mercer Elementary School, Forest Hills Local Schools (Cincinnati, Ohio)

Midview North Elementary School, Midview Local Schools (Grafton, Ohio)

Midview West Elementary School, Midview Local Schools (Grafton, Ohio)

Monroeville Elementary School, Monroeville Local Schools (Monroeville, Ohio)

Mt. Healthy Early Learning Center, Mt. Healthy City Schools (Cincinnati, Ohio)

Mt. Healthy North Elementary School, Mt. Healthy City Schools (Cincinnati, Ohio)

New Concord Elementary School, East Muskingum Local Schools (New Concord, Ohio)

New London Elementary School, New London Local Schools (New London, Ohio)

New London Middle School, New London Local Schools (New London, Ohio)

Niles Intermediate School, Niles City Schools (Niles, Ohio)

North Adams Elementary School, Adams County Ohio Valley Local Schools (Seaman, Ohio)

North Ridgeville Early Childhood Learning Community, North Ridgeville City Schools (North Ridgeville, Ohio)

Norton Elementary School, Norton City Schools (Norton, Ohio)

Norton Primary School, Norton City Schools (Norton, Ohio)

Oakview Elementary School, Kettering City Schools (Kettering, Ohio)

Ohio Ihsan Academy, Ohio Ihsan Academy (Dublin, Ohio)

Orchard Park Elementary School, Kettering City Schools (Kettering, Ohio)

Peebles Elementary School, Adams County Ohio Valley Local Schools (Peebles, Ohio)

Perry Elementary School, Perry Local Schools (Perry, Ohio)

Powers Elementary School, Amherst Exempted Village Schools (Amherst, Ohio)

Prass Elementary School, Kettering City Schools (Kettering, Ohio)

Rainsboro Elementary School, Greenfield Exempted Village Schools (Greenfield, Ohio)

Ralph E. Waite Elementary School, Medina City Schools (Medina, Ohio)

Richardson Elementary School, Cuyahoga Falls City Schools (Cuyahoga Falls, Ohio)

Rittman Elementary School, Rittman Exempted Village Schools (Rittman, Ohio)

Rushmore Elementary School, Huber Heights City Schools (Huber Heights, Ohio)

Sandusky Primary School, Sandusky City Schools (Sandusky, Ohio)

Sciotoville Elementary Academy, Sciotoville Community School (Portsmouth, Ohio)

Sidney Fenn Elementary School, Medina City Schools (Medina, Ohio)

Southeast Primary School, Southeast Local Schools (Ravenna, Ohio)

Streetsboro Elementary School, Streetsboro City Schools (Streetsboro, Ohio)

Summit Elementary School, Forest Hills Local Schools (Cincinnati, Ohio)

Superior School for the Performing Arts, East Cleveland City Schools (East Cleveland, Ohio)

Symmes Elementary School, Sycamore Community City Schools (Loveland, Ohio)

Tremont Elementary School, Upper Arlington City Schools (Upper Arlington, Ohio)

Tuscarawas Valley Elementary School, Tuscarawas Valley Local Schools (Zoarville, Ohio)

Union Elementary School, Lakota Local Schools (West Chester, Ohio)

Voris Community Learning Center, Akron Public Schools (Akron, Ohio)

W. H. Kirk Middle School, East Cleveland City Schools (East Cleveland, Ohio)

West Carrollton Early Childhood Center, West Carrollton City Schools (West Carrollton, Ohio)

West Union Elementary School, Adams County Ohio Valley Local Schools (West Union, Ohio)

Westwood Elementary School, Wellington Exempted Village Schools (Wellington, Ohio)

Wickliffe Elementary School, Upper Arlington City Schools (Upper Arlington, Ohio)

William S. Guy Middle School, Liberty Local Schools (Youngstown, Ohio)

Windemere Community Learning Center, Akron Public Schools (Akron, Ohio)

Windermere Elementary School, Upper Arlington City Schools (Upper Arlington, Ohio)

Wright Brothers Elementary School, Huber Heights City Schools (Huber Heights, Ohio)

Zane Trace Elementary School, Zane Trace Local Schools (Chillicothe, Ohio)