

Literacy Coaching: Implementation Playbook



**Department of
Education &
Workforce**

Table of Contents

TABLE OF CONTENTS.....1

INTRODUCTION2

IMPLEMENTATION.....4

APPENDIX A: OHIO’S COACHING MODEL 22

APPENDIX B: COACHING SERVICE DELIVERY PLAN TEMPLATE 23

Plan Revision(s)..... 27

Plan Communication..... 28

APPENDIX C: COLLABORATIVE PROBLEM-SOLVING MODEL..... 29

APPENDIX D: STAFF MEETING AGENDA 30

APPENDIX E: BUILDING SELECTION PROTOCOL..... 31

APPENDIX F: WELCOME MEETING SURVEY 32

 Location:..... 32

 Meeting Information: 32

 Attendees:..... 32

APPENDIX G: WALKTHROUGH TOOL 35

APPENDIX H: MTSS IMPLEMENTATION GUIDE..... 36

Tier 1 Commitments..... 39

Tier 2 Commitments..... 39

Tier 3 Commitments..... 39

APPENDIX I: SCHOOL-WIDE READING PLAN TEMPLATE..... 44

School-wide Reading Plan Template 44

School Information 44

S.M.A.R.T. Goal #1..... 44

S.M.A.R.T. Goal #2..... 46

Communication and Revision of School-wide Reading Plan..... 47

APPENDIX J: OFFICE HOURS FORM 48

APPENDIX K: PD PLANNING TEMPLATE 49

APPENDIX L: READOHIO DATA DASHBOARD GUIDANCE 50

HOW TO ACCESS AND VIEW THE DATA DASHBOARD 51

APPENDIX M: GUIDANCE FOR COACHING ACTIONS..... 52

ACRONYM GLOSSARY..... 54

Introduction

ReadOhio Coaching Handbook and Expected Use

READOHIO'S COACHING VISION AND MISSION

The Department of Education and Workforce believes in literacy for all. As Governor Mike DeWine has stated - “*we leave no one behind.*” To ensure equity in access and subsequent achievement, ReadOhio coaches and coordinators are charged with supporting the implementation of a multi-tiered system of support for reading (MTSS-R) alongside a leveled coaching model. This combination will serve as the catalyst to increased literacy achievement for all learners.

READOHIO'S COACHING MODEL

ReadOhio coaches employ a leveled coaching model that drives the implementation of all MTSS-R areas within a structured framework (Appendix A). An MTSS-R is broadly defined as a framework designed to efficiently match students' strengths and needs with the appropriate instruction, intervention, and assessment for reading.

The MTSS-R fits within Ohio's Integrated Multi-Tiered System of Supports. Ohio's Integrated MTSS is a framework for providing effective instruction for all students through academic and non-academic supports through five main components: universal screening, data-based decision making, a continuum of supports, progress monitoring, and team-based problem-solving. Adult implementation of these components is supported through shared leadership, building professional capacity, and communication and collaboration.

ReadOhio's coaching model, and this playbook, use the components of Ohio's integrated MTSS to specifically focus on the implementation of a MTSS-R.

READOHIO'S TOPIC AREAS

The ReadOhio MTSS-R framework supports the following defined topic areas (below). This handbook shall serve as the crosswalk between the leveled coaching model and the coaching topic areas.

- Relationship Building
- Communication
- Feedback Loops/Follow Up
- Assessment/Data Analysis
- Teaming Structures
- Collaborative Problem Solving
- Professional Learning
- Evidence Based Strategies/HQIM

READOHIO COACHING: A DATA FIRST APPROACH

The ReadOhio Coaching Model is curated through data-based coaching. In data-based coaching, the ReadOhio coach may find themselves in one of three different roles: learner, collaborator or leader. Based on the implementation stage of the MTSS system, the coach takes a different role based on system/instructional need. This role is combined with a problem-solving model that is data driven and monitored. ReadOhio coaches strive to keep student progress and instructional effectiveness at the front of all coaching conversations. The ultimate goal is to increase student achievement, with data driving all discussions.

READOHIO'S STRATEGIC PLANNING

The ReadOhio Coaching framework is contingent upon strategic and future forward planning. ReadOhio Coaches, alongside district leadership, use planning tools for monitoring efforts and potential course correction. All supplemental forms, tools and resources are available in the appendices.

READOHIO COACHING IMPLEMENTATION AND MONITORING

ReadOhio Coaches are expected to support the implementation of MTSS-R through the actions, tools and resources described below. In addition, ReadOhio Coaches are given autonomy to goal set and monitor their own professional practice through a Coaching Service Delivery Plan (see Appendix B). This monitoring of practice is logged and documented within the ReadOhio Coaching Dashboard (Appendix L). Together, the monitoring of professional practice through implementation of MTSS-R will increase student achievement in all ReadOhio Schools.

READOHIO COACHING ACTIONS

To support coaching in schools, ReadOhio coaches can choose a variety of actions that align to implementation and monitoring efforts. These coaching actions are further outlined in Appendix M.

Implementation

ReadOhio Coaching Implementation Guidance and Supports

READOHIO DATA REVIEW AND SELECTION PROCESS

What is it: Prior to district and school entry, a coach needs to be familiar with instructional strengths and improvements needed to frame coaching supports and match teachers to coaching levels. Upon entry, use of data is critical within any coaching cycle at any level.

Why is it important: Using a data first approach can ensure that teachers and students are getting the support they need in an equitable way.

Resources to support:

- Building Selection Protocol (Appendix E)
- Selected School Profile Review
- Existing School Literacy Plans (Appendix I, as needed)
- Coaching Service Delivery Plan (Appendix B)
- [Reading Tiered Fidelity Inventory](#)
- MTSS-R Implementation Guide (Appendix H)
- [Implementation Science](#)
- ReadOhio Newsletter Data: See Mid-Ohio ESC

Leveled Approach (Appendix A): Examples

Universal:	Use of School Profile to determine overall school building strengths and needs. Confer with school leadership with the aid of the Welcome Survey Form. Schoolwide literacy plan can support system implementation.
Self-Guided:	Newsletter contains tips for teachers to do data review. Coach sets up office hours/professional learning communities to support. Leadership should help determine time for office hours.
Small Group:	Identify potential grade level to support as a team, based off assessment data (use data protocol here). Leadership should help with logistics around the targeted TBT/PLC and coaching service delivery plan is created.
One-on-One:	Identifying potential one-on-one coaching candidates using selected data.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO RELATIONSHIP BUILDING

What is it: Using “soft skills” to connect with others and form positive relationships. Examples of soft skills include adaptability, communication and teamwork.

Why is it important: Coaching relies on authentic relationships to bolster school improvement and coaching cycles.

Resources to support:

- Welcome PowerPoint ([example](#))
- Standard Staff Meeting Agenda Contribution (Appendix D)
- Welcome Survey (Appendix F)
- Newsletter

Leveled Approach (Appendix A): Examples

Universal:	Kickoff: All staff meeting introducing ReadOhio, the coach and the coaching model. Use PowerPoint.
Self-Guided:	After staff meetings and newsletters, teachers can sign up for self-guided coaching model. Coach should follow up with emails and info during office hours.
Small Group:	Group email sent to Teacher Based Teams/Professional Learning Communities that will be supported with small group coaching. Principal should introduce coach again at initial TBT meeting.
One-on-One:	Teachers identified for possible one-on-one receive invitation via email. Coach follows up with personal face to face introduction. Coaches should conduct Welcome Survey with leadership upon entry (Appendix F).

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

COMMUNICATION

What is it: Sending and receiving information through both verbal and non-verbal means, including electronic and face to face supports for group and individual communication.

Why is it important: Exchanging information in the preferred style of all can ensure that everyone is being heard and valued.

Resources to Support:

- PowerPoint Templates
- Emails
- Newsletters
- Teaming Structures
- Leadership Collaboration

Leveled Approach (Appendix A): Examples

Universal:	Whole staff monthly newsletter
Self-Guided:	Teachers have opportunities to attend office hours to receive support in resources presented within newsletter. Coaches provide email follow up support/check in as needed.
Small Group:	Coach attends Teacher Based Team (TBT) as dictated by leadership schedule; coach attends Building Leadership Team meetings (BLT) as dictated by leadership to inform of building activities, progress and barriers to implementation.
One-on-One:	One-on-one candidates receive weekly meetings/check-ins based on the coaching model.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO FEEDBACK LOOPS/FOLLOW UP

What is it: A standard method of communication support.

Why is it important: All participants are aware of the next steps.

Resources to Support:

- Newsletter
- Emails

Leveled Approach (Appendix A): Examples

Universal:	The entire staff receives a monthly newsletter that highlights the work across the school. Timely email follow up is given when staff email ReadOhio Coach directly.
Self-Guided:	Bi-weekly email follow-up alongside bi-weekly office hours.
Small Group:	Weekly meetings
One-on-One:	Weekly meeting or as determined/agreed upon by coaching participant and coach. Leadership may benefit from weekly check ins/progress reports.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO USE OF ASSESSMENT AND DATA ANALYSIS

What is it: Assessment and data are the drivers of coaching work.

Why is it important: Data based decision making is the cornerstone of equitable practice in a school system or coaching cycle.

Resources to Support:

- [Data-Based Individualization](#)
- Student Data
- School Profile
- Building selection protocol (Appendix E)
- Collaborative Problem-Solving Model (Appendix C)
- Office Hours Form (Appendix J)

Leveled Approach (Appendix A): Examples

Universal:	Entire staff is notified via newsletter to assessment best practices.
Self-Guided:	Office Hours are supported with resources to promote assessment best practices.
Small Group:	Teacher Based Teams are given weekly support in the use of their benchmark data and progress monitoring.
One-on-One:	Coaching participants are given one-on-one support to use benchmark data, diagnostic assessments and progress monitoring of targeted students. Leadership may be supported through grade level data evaluation and problem solving.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO TEAMING STRUCTURES

What is it: The defined relationships between the members, leadership, and tasks.

Why is it important: Teaming structures provide a mechanism to support and implement the work.

Resources to Support:

- Coaching Service Delivery Plan (Appendix B)
- Office Hours Form (Appendix J)

Leveled Approach (Appendix A): Examples

Universal:	Teachers are provided with whole group support during staff meetings (as dictated and supported by school leadership). Time on the staff meeting agenda is given to ReadOhio Coach.
Self-Guided:	Teachers are provided opportunities to team during optional office hours (biweekly).
Small Group:	Teachers are provided opportunities to team during teacher-based teams as dictated by Teacher Based Team schedule.
One-on-One:	Teachers alongside coach are provided opportunities to team during coaching cycle check ins (weekly). Leadership may benefit from support including co-creation of building leadership team agendas, etc.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO COLLABORATIVE PROBLEM-SOLVING MODEL

What is it: Problem solving models come in many different processes and frameworks. The Collaborative Model will be leveraged in the leveled coaching model.

Why is it important: Using data to identify a problem, set goals, determine strategies and next steps is crucial in ensuring student academic success.

Resources to Support:

- Collaborative Problem-Solving Model (Appendix C)
- Dyslexia Guidebook

Leveled Approach (Appendix A): Examples

Universal:	Whole Staff newsletter highlights where the staff is in relation to coaching (example, teacher teams are looking at fall data – fall data review should be prompted in newsletter).
Self-Guided:	Teachers receive follow up support on content provided in the newsletter – coach should follow up by checking in via email and office hours.
Small Group:	Coaches use the Collaborative Problem-Solving Model to support Teacher Based Teams/Building Leadership Teams and document progress on coaching service delivery plan.
One-on-One:	Coaches use the Collaborative Problem-Solving model that includes goal setting, evidence-based strategy selection, modeling, observation, feedback, reflection practices. Leadership may benefit from one-on-one supports in use of the collaborative problem-solving model to support system wide decisions, such as time allocations on school schedules, for example.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO PROFESSIONAL LEARNING

What is it: Building teacher capacity through knowledge building in Reading Science.

Why is it important: When teachers understand the why behind what they are doing, implementation becomes more collaborative and sustainable.

Resources:

- [Ohio's Plan to Raise Literacy Achievement](#)
- [Ohio's Dyslexia Course](#)
- [Ohio's Science of Reading Course](#)
- PD Planning Template (Appendix K)
- [Ohio's Learning Management System](#)

Leveled Approach (Appendix A): Examples

Universal:	Whole staff newsletter highlights the current professional learning.
Self-Guided:	Teachers are provided videos via email to support implementation alongside office hours/check ins.
Small Group:	Teachers are reminded during teaming of professional learning connections, as appropriate, and provided modeling (Whole group modeling during teacher-based team meetings).
One-on-One:	As appropriate, professional learning is reminded during coaching cycle and in classroom modeling is provided. Leadership may benefit from differentiated professional learning, such as the administrator pathway; Pathway F: Ohio's Introduction to the Science of Reading Course, Administrators K-12

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

READOHIO EVIDENCE-BASED STRATEGIES/HQIM

What is it: Schools may be in different places when adopting high quality materials or using evidence-based strategies.

Why is it important: Knowing where your school is within this process will be important when determining coaching supports.

Resources:

- [Ohio's Approved HQIM list](#)
- School Resource Audit/Welcome Survey (Appendix F)
- Walkthrough Tool (Appendix G)
- EMIS curriculum reporting (Acronym Glossary)

Leveled Approach (Appendix A): Examples

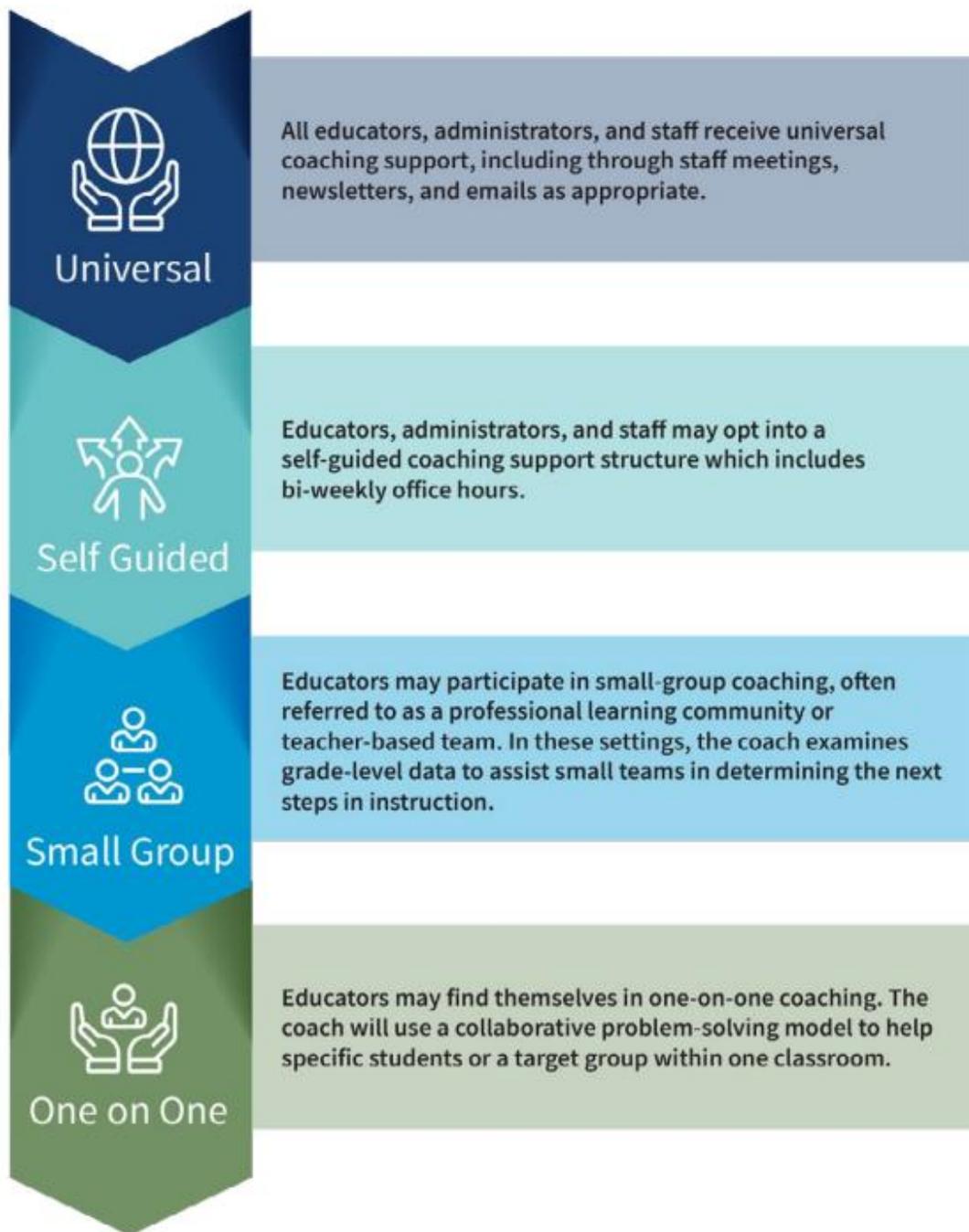
Universal:	As the district adopts new, or implements current High Quality Instructional Materials, coach should attend trainings alongside staff. Supporting implementation through reminders (use vendor pacing charts, explicit instruction supports, etc.) during staff meetings and newsletters. The newsletter should highlight successes found in the other three groups.
Self-Guided:	Teachers receive check-ins on implementation through office hour supports/professional learning communities alongside email check ins.
Small Group:	Teacher Based Team receives direct support in implementation of instructional materials including modeling during team meetings, as needed. Members of targeted TBTs (see coaching service delivery plan) receive a minimum of 3 walkthroughs (fall, winter, spring) per year.
One-on-One:	Teachers alongside coach are provided implementation support through a coaching cycle, and use of data to determine implementation success or improvement. In classroom modeling, co-teaching, observation, reflection as needed. Leadership support may include use of walkthrough tools or other fidelity checkers.

Leveled Approach (Appendix A): Reflection

Universal:	
Self-Guided:	
Small Group:	
One-on-One:	

Appendix A: Ohio's Coaching Model

SUPPORTING ALL STAFF THROUGH LEVELED COACHING



Appendix B: Coaching Service Delivery Plan Template

A coaching service delivery plan is the outline for coaches and districts to use to examine building implementation of Multi-Tiered System of Supports (MTSS) for reading. This includes support for communication, feedback loops, assessment, teaming structures, collaborative problem solving, professional learning and use of evidence-based strategies.

A coaching service delivery plan is used in conjunction with a school-wide reading model/plan (MTSS) and is based on student data, fidelity results, discussion of the building’s implementation capacity, and systems and instructional level coaching feedback. A coaching service delivery plan details activities to provide instructional support to all educational staff and may include action items for the coach/leadership. A coaching service delivery plan is responsive and monitored by the coach and leadership team at least three times a year (BOY, MOY, EOY) so that student level data is considered, and mid-course correction can be administered.

SCHOOL INFORMATION

Building Name:	
District Name:	
Service Dates:	
Names and roles of person(s) responsible for developing and implementing the coaching service delivery plan:	
Name and role of person(s) consulted to provide feedback in developing the coaching service delivery plan:	

S.M.A.R.T. GOALS FOR 2023-2024

SAMPLE S.M.A.R.T. GOAL

When selecting a S.M.A.R.T. goal, be sure to consider diverse learners, teacher capacity, and multiple sources of current data.

SAMPLE: S.M.A.R.T goal:	By June 2025, all first-grade students will demonstrate a 20% increase on NWF-WWR data as measured by the DIBELS Acadience Assessment.
SAMPLE: S.M.A.R.T. goal a building-level goal or grade-level goal?	Grade Level Goal
SAMPLE: Identify the target student population for S.M.A.R.T. goal:	All students grade 1

Complete the table below. The row headers indicate the basic components of a coaching service delivery plan. The second column provides a guide for the relevant information to include in each area.

Action/Topic	What action is needed to make progress toward SAMPLE S.M.A.R.T. goal? What is the MTSS topic area?	Use of evidence-based strategies
Data	Describe the data used to determine the action.	NWF-WWR
Person(s) Responsible	Identify the person(s) responsible for moving this action forward.	ROC, Grade 1 Teachers, Administrator
Resources	Identify any resources needed to implement the action.	Phonics Fluency Kit and Decodables
Measure	Specifically define how impact will be measured.	Data Dashboard Records: Level 3 (Small Group) TBT receives direct support in implementation of decodables including feedback and modeling as needed. (P 133 Student Focused Coaching) & NWF-WWR
Measure Frequency	Specifically define how frequently data will be collected to measure progress toward the goal.	Monthly check-in

Expected Date for Goal Achievement	Realistically, when will this goal be accomplished?	June 2025
Status	Where does the school currently stand in relation to the S.M.A.R.T. goal? Include the date.	January 2025 - Baseline data used

S.M.A.R.T. GOAL #1

When selecting a S.M.A.R.T. goal, be sure to consider diverse learners, teacher capacity, and multiple sources of current data.

Define S.M.A.R.T. goal #1:	
Is S.M.A.R.T. goal # 1 a building-level goal or grade-level goal?	
Identify the target student population for S.M.A.R.T. goal #1:	

Complete the table below. The row headers indicate the basic components of a coaching service delivery plan. The second column provides a guide for the relevant information to include in each area.

Action/Topic	What action is needed to make progress toward S.M.A.R.T. goal #1? What is the MTSS topic area?	
Data	Describe the data used to determine the action.	
Person(s) Responsible	Identify the person(s) responsible for moving this action forward.	
Resources	Identify any resources needed to implement the action.	
Measure	Specifically define how impact will be measured.	
Measure Frequency	Specifically define how frequently data will be collected to measure progress toward the goal.	
Expected Date for Goal Achievement	Realistically, when will this goal be accomplished?	

Status	Where does the school currently stand in relation to the S.M.A.R.T. goal? Include the date.	
---------------	---	--

S.M.A.R.T. GOAL #2

When selecting a S.M.A.R.T. goal, be sure to consider diverse learners, teacher capacity, and multiple sources of current data.

Define S.M.A.R.T. goal #2:	
Is S.M.A.R.T. goal #2 a building-level goal or grade-level goal?	
Identify the target student population for S.M.A.R.T. goal #2:	

Complete the table below. The row headers indicate the basic components of a coaching service delivery plan. The second column provides a guide for the relevant information to include in each area.

Action/Topic	What action is needed to make progress toward S.M.A.R.T. goal #2? What is the MTSS topic area?	
Data	Describe the data used to determine the action.	
Person(s) Responsible	Identify the person(s) responsible for moving this action forward.	
Resources	Identify any resources needed to implement the action.	
Measure	Specifically define how impact will be measured.	
Measure Frequency	Specifically define how frequently data will be collected to measure progress toward the goal.	
Expected Date for Goal Achievement	Realistically, when will this goal be accomplished?	
Status	Where does the school currently stand in relation to the S.M.A.R.T. goal? Include the date.	

Plan Revision(s)

Determine the process for revising the coaching service delivery plan, including how action steps and progress toward goal(s) will be monitored, frequency of monitoring, and communication of updates made to staff. Support revisions with fall/winter/spring student benchmarking data.

Process		Person(s) responsible	Monitoring	Frequency of Monitoring
Identify the steps of the process for revising the coaching service delivery plan based off student data.		Identify the person(s) responsible for moving this action forward.	Identify how action steps and progress toward the goal(s) will be monitored.	Specifically define how frequently progress will be monitored.
Date:				
Date:				
Date:				

Plan Communication

Determine the process for communicating plan revisions, including action steps and progress toward goal(s). Communicate updates at least fall/winter/spring.

Process	Person(s) responsible	Timeline
Identify each step of the process for communicating the coaching service delivery plan with leadership.	Identify the person(s) responsible for moving this action forward.	Each time the coaching plan is updated, indicate the status of each step of the communication process (e.g., complete, email date & description, meeting date & description).
1		
2		
3		
4		
5		
6		
7		
8		
9		

Appendix C: Collaborative Problem-Solving Model



Step 1: Problem Identification: What is the problem? Which systems and students need support? The problem should be defined as precisely as possible as the difference between what is expected and what is actually happening for the student and the system.

Step 2: Problem Analysis: Why is the problem happening? Teams should consider student, instruction and environment variables, barriers and resources to generate hypotheses about the factors contributing to the problem.

Step 3: Plan Development and Implementation: What is the plan? Teams use information from step two to create a plan. This includes setting a goal, identifying necessary resources and stating how progress will be monitored.

Step 4: Plan Evaluation: Is the plan working? Did the plan work? Formative and summative, brief, reliable and valid, curriculum-based evaluation data are used to determine if the plan needs to be revised. Teams may return to step one or two if the problem is not resolved.

See Ohio's Dyslexia Guidebook, page 21 for more information.

Appendix D: Staff Meeting Agenda

Agenda	Date:	Time:	Location:
---------------	--------------	--------------	------------------

Topic 1

- _____
- _____
- _____

Topic 2

- _____
- _____
- _____

Topic 3

- _____
- _____
- _____

Notes and Action Items

Appendix E: Building Selection Protocol

SCHOOL READINESS FOR COACHING: CONSIDERATIONS FOR BUILDING SELECTION

When examining building(s) for participation, please consider readiness of fit. We have identified a few key components to consider as district leadership team/s work with the Urban Literacy Specialist, State Support Team and Department lead to select one to three school partner(s) for the FY24 school year.

COMPONENTS TO CONSIDER:

- Data (building level data: report card data, diagnostic data, adult implementation data)
 - Remember to consider subgroup data, including the number of students identified with a disability.
- Principal Leadership (willingness to be engaged in the learning and the processes)
 - Have any been engaged in literacy work before?
- Strength of the Building Leadership Team
 - Reflect on team member make-up – shared leadership and support is key.
- Building Culture
 - Is there potential for early adopters?
 - Is there a system of support for literacy?
- Instructional Materials and Teacher Learning
 - Is there science of reading alignment?
- Status of literacy improvement activities

NOTES:

Appendix F: Welcome Meeting Survey

LOCATION:	MEETING INFORMATION:	ATTENDEES:
District:	Date:	DEW:
Building:	Time:	School Leadership:
		Coach:
Notes:		ESC/SST:

We are committed to providing you with the best coaching experience possible. We welcome your insight to learn more about how we will work together. Thank you! We are excited to partner with you on the ReadOhio project!

Celebrations/Insights

- Tell me about your literacy achievement – what have you celebrated?
- What do you think has contributed to the achievement and progress in your district/building?

Shared Leadership/Teaming Structures

- What teaming structures are consistently in place? Do teacher-based teams reflect all learners? Does the building leadership team have diverse representation/perspectives?
 BLT TBT MDT (IAT/ETR/IEP)
- What problem-solving process does your building utilize? (plan-do-study-act, OIP, etc.)
- Is there already a coaching system in place? If so, how many coaches do you have? Do you use a particular framework or model?

Multidisciplinary Teams

- Do you have a multidisciplinary team in place as reflected in Ohio’s Dyslexia Support Laws? Who (roles) serves on your MD team?
 Admin Literacy Expert Instructional Coach Mental Health
 Parent OT/PT System Coach (data) Psychologist
 Speech Special Ed
- What are the responsibilities of your team?
 Analyze Data Group Students Monitor Intensify Instruction
 Provide Coaching other:

- How frequently does your team meet? (request schedule – attend if possible)

Professional Learning & Literacy Journey

- What professional development has been your focus and priority? (request to be included in future PD days – attend if possible)
- Where are you and your staff on the journey of the science of reading/effective literacy instruction?
- Do you leverage other supports from the ESC/SST/District/Building Literacy Coach?

School Schedule (request a copy)

- Can you share the school schedule regarding the primary literacy block and support services/intervention?

Is Core Instruction: *all learners?* *differentiated based on needs* *Flexible*

Amount of Time: *Core Instruction* *Interventions* *High Dosage Tutoring*

- Do your interventionists have enough time and flexibility to provide intervention (no new learning/inclusion/pull out time in schedule)?
- Do all students participate in tier 1 differentiated core instruction and district assessments?

School Assessment Schedule (request a copy)

- Is there an assessment/data collection schedule in place that includes progress monitoring?

Universal 3x a Year *Progress Monitoring*

- Which literacy assessments/data are you currently utilizing for the following:
- Universal Screener - list: _____
- Diagnostic (program tier 2 screener or other) - list: _____
- Progress Monitoring (who? frequency?) - list: _____
- Has your building created (a literacy plan/identified core & intervention HQIM's and/or decision rules) as part of a comprehensive and integrated Multi-Tier System of Supports? (request a copy)

School Curriculum

- Which curricula are being leveraged in core/tier 1 instruction and matched interventions to target skill deficits? If not yet, what are the grade levels utilizing for differentiated core literacy instruction and intervention (tier 2/3)? (See HQIM survey results if available)

- Do you utilize walkthroughs/learning walks to verify use of materials? Other? How do you measure fidelity? Request walkthrough form if possible.

Communication and Parent/Community Involvement

- How do you communicate with parents whose children are receiving interventions? (If not answered above)
 ___ *RIMPs* ___ *Dyslexia Support Law Requirements*
- Who (or roles) serves on your multi-disciplinary team and prioritizes family communications?
- How are families engaged in supporting literacy development? During parent teacher conferences? RIMP partnerships?

Communication and Parent/Community Involvement

- Is there a specific place I can utilize as a landing pad? Would you like me to have an access badge to building? Or should I sign in everyday?
- Does your district/school need us to sign a data agreement/confidentiality form for me to access student data?
- Coaching Universal Supports: Because teachers will receive a monthly newsletter, and email reminders if applicable, how can I obtain emails?
- Staff meetings (request schedule and/or school policy handbook). Would it be possible for me to have a 5 min standing agenda item to touch base with staff?
- How can I be introduced to the staff? During a staff meeting perhaps?
 - Coaches: Use welcome slides for first meet
- Coaching Supports Levels 2 and 3- When can I hold office hours? When do my targeted TBTs/PLCs meet?
- FYI: Staff should contact the coach email associated with the *ReadOhio* ESC/SST, Coach will respond within 24-36 hours (in a timely manner). Provide email to principal.
- Is there a welcome/back to school night/literacy night this year? When? Is it possible for me to have a table with materials to distribute?
 - Coaches: Use [Resources Archive - Ohio's Statewide Family Engagement Center \(osu.edu\)](https://resources.ohio.gov/ohio-statewide-family-engagement-center)
- Who in the building would be willing to begin our coaching supports? Is there someone we can begin to build capacity with?
- Coach Preparation/follow up if applicable (find: district calendar, district report card profile, RAP, HQIM survey answers)

Appendix G: Walkthrough Tool

COMPLETE THIS TOOL TO COACH ELEMENTS OF EXPLICIT, SYSTEMATIC INSTRUCTION

Coaches should actively collect evidence throughout the lesson using the “comments” beside each indicator.

Evidence should:

- Align with the lesson objectives and materials described by educator.
- Reflect multiple aspects of instruction, including educator actions, student engagement, and use of materials.
- Be documented in the “notes/evidence/data sources” column for each core action.

Use the Notes/Evidence column to justify your rating with specific observations. The tool is intended to be used as a catalyst for instructionally focused coaching, conversations, and planning. It is not intended to be used for evaluative purposes.

Scoring Scale

+ Implementing	The teacher consistently demonstrates look-fors with a high level of quality and effectiveness.
- Not Implementing	The observation included opportunities to demonstrate the look fors, but no attempt was made.

Learning Walk Tool can be located here: [Explicit Systematic Instruction Tool](#)

Appendix H: MTSS Implementation Guide

A robust MTSS-R systematizes all elements of reading instruction and intervention. This ensures that communication, meeting structures and schedules, instructional and assessment resources, problem-solving strategies, and family engagement all work together to create the most efficient and effective system to support students. Coaches are a crucial piece in the implementation of this system.

Use the checklist below to inventory the multi-tiered system of supports in a school. Consider which components are already supported and which components coaching can start to support.

Do not feel the need to take on everything at once. It may be wise to determine the one or two most important components to add and then address the other needs later. Remember to operationalize prioritized components on either the schoolwide reading plan (appendix I) or coaching service delivery plan (appendix B).

Collaborative Problem Solving and Teaming					
Team	Purpose	Topics	Members	Decision-Making Process	Meeting Frequency
District					
Building					
Grade Level					
MDT/ Student					
How do the existing teams communicate with each other?					

Who has decision making authority on each team?

How do the existing teams communicate with the staff and parents/community?

Assessment System

Implementation of a MTSS requires a comprehensive and coordinated system of assessments to address each of the four purposes below. The goal is to guide instruction and intervention rather than the diagnosis of dyslexia or determination of eligibility for special education.

List the assessments used in your school below each assessment type. Note the grade(s) in which they are used.

Universal Screening:

Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening):

Progress Monitoring:

Outcome Evaluation:

Assessment Audit: Potential Deselection

Are there assessments that you currently give but don't use the data?

Are there assessments that you currently give that seem to duplicate need (example, having two screening assessments)?

Assessment Audit: Potential Selection

Are you missing an assessment in any of the four category types?

Are there questions you have about your students that aren't answered by your current assessments? If so, what questions?

Assessment System: Finalization

List the assessments used in your school below each assessment type, based off the potential deselection/selection processes above. Note the grade(s) in which they are used.

Universal Screening:

Intervention-Based Diagnostic Assessment (Tier 2 Dyslexia Screening):

Progress Monitoring:

Outcome Evaluation:

Using Data:

Do grade-level teams meet at least three times a year to analyze screening data?

Do grade-level teams take action based on data?

Continuum of Support - Commitments

An MTSS-R includes three tiers of instruction in which all students can access the type and amount of support they need to be skilled readers, without having to fall behind before receiving support. The goal is to support all students with the least intensive resource necessary for them to meet all grade-level expectations. Systems level commitments, defined below, can help the implementation of this effort. Use the checklists below to determine if the school has these commitments in place.

Tier 1 Commitments

DEFINITIONS

Collective Efficacy: All staff understand the purpose of Tier 1 instruction is prevention of reading failure.

Access: All students have access to Tier 1/Core Reading Instruction each day

Time: Each day includes 90-120 minutes of Tier 1 reading instruction

Program: An approved core reading program is available for Tier 1 at all grade levels

Grouping: Tier 1 instruction utilizes whole group and small group

Fidelity Checking: Tier 1 instruction benefits from consistent fidelity checking.

Collaborative Problem Solving: The team uses the collaborative problem-solving process alongside universal screening data to plan Tier 1 instruction during TBT/PLCs

Tier 2 Commitments

DEFINITIONS

Collective Efficacy: All staff understand the purpose of Tier 2 reading instruction is to accelerate learning to meet grade level expectations.

Time: Tier 2 instruction has an allotted time of 30-45 minutes each day.

Materials: An approved intervention material is used during Tier 2 instruction.

Fidelity Checking: Tier 2 benefits from consistent fidelity checking.

Progress Monitoring: Tier 2 instruction is used alongside more consistent progress monitoring data.

Collaborative Problem Solving: The team uses the collaborative problem-solving process alongside screening and diagnostic data to plan Tier 2 instruction during TBT/PLCs.

Tier 3 Commitments

DEFINITIONS

Collective Efficacy: All staff understand the purpose of Tier 3 intensive reading instruction is to accelerate learning to meet grade level expectations.

Time: Tier 3 instruction has an allotted time of 45-60 minutes each day.

Materials: An approved intervention material is used during Tier 3 instruction.

Fidelity Checking: Tier 3 benefit from consistent fidelity checking.

Progress Monitoring: Tier 3 instruction is used alongside much more frequent progress monitoring data.

Collaborative Problem Solving: The team uses the collaborative problem-solving process alongside screening, diagnostic and progress monitoring data to play Tier 3 instruction during MDTs.

Commitment	Tier 1 Elementary	Tier 1 Secondary
Collective Efficacy	Prevention of reading failure <input type="checkbox"/> Yes <input type="checkbox"/> No	Prevent further failure <input type="checkbox"/> Yes <input type="checkbox"/> No
Access	All students <input type="checkbox"/> Yes <input type="checkbox"/> No	All students <input type="checkbox"/> Yes <input type="checkbox"/> No
Time	90 to 120 minutes <input type="checkbox"/> Yes <input type="checkbox"/> No	All content area classes, all day <input type="checkbox"/> Yes <input type="checkbox"/> No
Program	Approved Core Reading Program <input type="checkbox"/> Phonemic awareness <input type="checkbox"/> Phonics and spelling <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Writing	Discipline-Specific Instructional Plans <input type="checkbox"/> Vocabulary (may include advanced word study) <input type="checkbox"/> Comprehension <input type="checkbox"/> Writing
Grouping	Whole class and flexible groups <input type="checkbox"/> Yes <input type="checkbox"/> No	Whole class and flexible groups <input type="checkbox"/> Yes <input type="checkbox"/> No
Fidelity Checking	Core materials, instructional routines, and behavioral supports <input type="checkbox"/> Yes <input type="checkbox"/> No	Identified strategies and instructional methods for before, during, and after reading <input type="checkbox"/> Yes <input type="checkbox"/> No
Collaborative Problem Solving	Analyze grade level screening and fidelity checks to plan core instruction <input type="checkbox"/> Yes <input type="checkbox"/> No	Analyze “screening”, fidelity checks, and formative assessments to plan instruction <input type="checkbox"/> Yes <input type="checkbox"/> No

Commitment	Tier 2	Tier 3
Collective Efficacy <input type="checkbox"/> Yes <input type="checkbox"/> No	Instruction accelerates learning	Intensive instruction accelerates learning
Time <input type="checkbox"/> Yes <input type="checkbox"/> No	30-45 minutes	45-60 minutes
Materials <input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Approved materials • Do not need to be different programs • Differentiation of 2/3 comes in the intensity of use of the materials 	
Fidelity Checking <input type="checkbox"/> Yes <input type="checkbox"/> No	Consistent checking for implementation of intervention <ul style="list-style-type: none"> • Materials as designed training of staff delivering interventions • Data collection used to place students 	Ideally the MDT develops a schedule to consistently check for implementation of interventions <ul style="list-style-type: none"> • Materials as designed • Training of staff delivering interventions • Data collection used to intensify intervention
Progress Monitoring <input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Choose the correct assessment to progress monitor (survey-level assessing) • Assessment must be sensitive enough to detect change • More intensive needs necessitate more frequent progress-monitoring (weekly, bi-weekly, monthly) 	
Collaborative Problem Solving <input type="checkbox"/> Yes <input type="checkbox"/> No	<ul style="list-style-type: none"> • Use screening, diagnostic, and/or placement assessments to plan interventions • Use progress monitoring to gauge effectiveness 	<ul style="list-style-type: none"> • Use screening, diagnostic, placement, progress monitoring, and fidelity of implementation assessments to gauge effectiveness and plan for intensification • Ideally coordinated by the MDT

Professional Learning Needs

Topic	Yes	No
The Science of Reading		
Assessments		
District/School's Tiered Instructional Model		
Collaborative Problem-Solving Model		
Structured Literacy		
High Quality Instructional Materials		
Reader Profiles		
Leadership and Teaming		
Family and Community Engagement		
Other		

Appendix I: School-Wide Reading Plan Template

School-wide Reading Plan Template

A school-wide reading model is the framework for the way multi-tier system of supports for reading are organized, including shared leadership teams, implementation, resources, and evaluation. A school-wide reading plan is a subset of a school-wide reading model and is based on student data, fidelity results, discussion of the building's implementation capacity, system level coaching feedback, and the district literacy plan/Reading Achievement plan, as appropriate. A school-wide reading plan details administrative and teaching staff activities to provide instructional support to all students and may also include action items for coaches. A school-wide reading plan is documented annually and monitored by the Building Leadership Team three times a year. This template serves as a guide for the school-wide reading plan and is entirely optional. The basic components included here are expected to be described in any school-wide reading plan, though the format may differ.

School Information

Building name: [Click or tap here to enter text.](#)

District name: [Click or tap here to enter text.](#)

Date: [Click or tap here to enter text.](#)

Names and roles of team members responsible for developing and implementing the school-wide reading plan: [Click or tap here to enter text.](#)

S.M.A.R.T. Goal #1

- When selecting a S.M.A.R.T. goal, be sure to consider diverse learners, teacher capacity, and multiple sources of current data. Define S.M.A.R.T. goal #1 here.
[Click or tap here to enter text.](#)
- Is S.M.A.R.T. goal #1 a building-level goal or grade-level goal?
[Choose an item.](#)
- Identify the target student population for S.M.A.R.T. goal #1.
[Click or tap here to enter text.](#)
- Complete the table below. The column headers indicate the basic components of a school-wide reading plan. The second row provides a guide for the relevant information to include in each area of the plan.

Action/Activity	What action is needed in order to make progress toward S.M.A.R.T. goal #1?	Click or tap here to enter text.
Data	Describe the data used to determine the action. Include the date each data source was collected.	Click or tap here to enter text.
Person Responsible	Identify the person or persons responsible for moving this action forward.	Click or tap here to enter text.
Resources	Identify any resources needed to implement the action.	Click or tap here to enter text.
Measure	Specifically define how success will be measured.	Click or tap here to enter text.
Measure Frequency	Specifically define how frequently data will be collected to measure progress toward the goal.	Click or tap here to enter text.
Expected Date for Goal Achievement	Realistically, when will this goal be accomplished?	Click or tap here to enter text.
Status	Where does the school currently stand in relation to the S.M.A.R.T. goal (e.g., in process, complete)? Include the date.	Click or tap here to enter text.

S.M.A.R.T. Goal #2

- Define S.M.A.R.T. goal #2 here.
Click or tap here to enter text.
- Is S.M.A.R.T. goal #2 a building-level goal or grade-level goal?
Click or tap here to enter text.
- Identify the target student population for S.M.A.R.T. goal #2.
Click or tap here to enter text.
- Complete the table below. The column headers indicate the basic components of a school-wide reading plan. The second row provides a guide for the relevant information to include in each area of the plan.

Action/Activity	What action is needed in order to	Click or tap here to enter text.
Data	Describe the data used to	Click or tap here to enter text.
Person Responsible	Identify the person or persons responsible for moving this action forward.	Click or tap here to enter text.
Resources	Identify any resources needed to implement the action.	Click or tap here to enter text.
Measure	Specifically define how success will be measured.	Click or tap here to enter text.
Measure	Specifically define how	Click or tap here to enter text.
Expected Date for	Realistically, when will this goal	Click or tap here to enter text.
Status	Where does the school currently stand in relation to the S.M.A.R.T. goal (e.g., in process, complete)? Include the date.	Click or tap here to enter text.

Communication and Revision of School-wide Reading Plan

Determine the process for revising the school-wide reading plan, including how action steps and progress toward goal(s) will be monitored, frequency of monitoring, and communication of updates made to staff.

Process		Person(s) responsible	Monitoring	Frequency of
Identify each step of the process for revising the school-wide reading plan.		Identify the person(s) responsible for moving this action forward.	Identify how action steps and progress toward the goal(s) will be monitored.	Specifically define
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Determine the process, person(s) responsible, and timeline for sharing the school-wide reading plan with staff. Be sure to include how the plan will be shared with new staff.

Process		Person(s) responsible	Timeline
Identify each step of the process for revising the school-wide reading plan.		Identify the person or persons responsible for moving this action forward.	Each time the plan is updated, indicate the status of each step of the communication process (e.g., complete, email date & description, meeting date & description).
1	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
2	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
3	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Appendix K: PD Planning Template

Name: _____

Position: _____

Identify priority training and supports needed to build capacity in the school. Remember to consider the needs of your school and overall roles and responsibilities.

Professional Learning Goal	<i>Example: To provide support for districts in the Science of Reading.</i>		
Professional Development Activity	<i>Full DEW SoR online training</i>		
Support Required (Time, Materials, Access)	<ul style="list-style-type: none"> • <i>One day per week to work on SoR modules</i> • <i>Access to the online modules</i> 		
Target Completion Date	<i>June 2025</i>		
Key Results	<i>I will have built my science of reading capacity while understanding the complexity and rigor that goes with structured literacy. I will be able to provide instructional support to coaches and teachers needing resources during or after training.</i>		

Appendix L: ReadOhio Data Dashboard Guidance

PURPOSE OF THE DASHBOARD

The *Literacy Coaches Data Dashboard* is a simple and easy-to-use tool for ReadOhio coaches to track and self-monitor all their coaching sessions.

The dashboard is accessible and viewable by all literacy coaches, the coaching coordinator, as well as support staff at the Department of Education and Workforce. This visibility and transparency allow coaching coordinators to provide specific supports to their coaches as needed.

The purpose of the coaching data dashboard is two-fold. First, data from the dashboard is meant to be used by coaches and the coaching coordinators to visually track the coaching activities over time and consider where additional, or different, supports might be needed, based on student data. Second, the collective data from the dashboard will be used as part of the larger evaluation of ReadOhio initiatives across the state. The work of ReadOhio coaches is critical for supporting educators to understand student data and improve instruction. Information from the data dashboard will facilitate and ground continuous improvement efforts for future coaching initiatives.

EXPECTED USE OF THE DASHBOARD

ReadOhio coaches are expected to log each of their coaching sessions, regardless of whether the session is geared towards a whole group (such as a newsletter), or an individualized coaching session.

While it may not be feasible to log information directly after each coaching session, it is recommended that coaches block at least 15 minutes each day to record information about any coaching activities conducted that day. Note that some days there may be only one activity to record, whereas other days may require multiple entries.

HOW TO LOG COACHING SESSION DATA

The data entry form captures coach-specific information. Coaches will first enter their email address, and then select their name from a drop-down list, as well as select their ESC or SST region. Next, information about the specific coaching session is collected, specifically the date, approximate duration of the coaching session (in 15-minute increments), and the level of support offered (*Level 1 = Universal Support, Level 2 = Self-Guided Support, Level 3 = Small*

Group, Level 4 = Individual). Note that these are all required data points and the entry form will not advance until this information is submitted.

Based on responses to the level of support offered, additional questions will populate, regarding the topic of coaching support, the coach's role (collaborative problem-solver, facilitator, or teacher-learner), the size of the group, and the grade levels served. Finally, there is an open-ended field in which coaches can provide a description of the coaching support offered.

HOW TO ACCESS AND VIEW THE DATA DASHBOARD

The *Literacy Coaches Data Dashboard* is designed so the charts and graphs can be manipulated using the dropdowns in the top bar or by clicking on items within the charts and graphs themselves.

Viewing results can be filtered by selecting specific dates or date ranges. Results can also be filtered according to an individual's name, by hovering over the option on the right side and choosing ONLY or selecting multiple individuals using the check boxes. To get back to the default of all choices being selected, click the minus sign in the upper left corner of the dropdown. To make the dropdown menu go away after a selection, click anywhere on the background in the data window.

When you hover over pie charts and bar graphs more information pops up.

Clicking within a chart or graph will change all the information shown on that page to reflect that choice. Reset the chart by clicking the Reset button at the top or navigating to a different page.

Navigate through the pages using the tab names at the top.

At the bottom of the Home page there is a chart titled Date of Support and Coach Name. When you select a Coach Name from the dropdown at the top, that chart shows all the dates that coach has entered into the Google Form. As a coach, this will let you see your last entry. Unfortunately, if you have multiple entries on the same day, you will have to go back to the spreadsheet to view the individual entries.

Appendix M: Guidance for Coaching Actions

Use this chart to identify actionable follow-up supports that are focused on improving student outcomes.

Type of Support	Description	Purpose/When to Use
Student Work Analysis	Teachers analyze student work together to scrutinize student learning and inform instructional responses.	Use to evaluate how well students are accessing and learning from HQIM/evidence-based strategies and to inform reteaching, scaffolds, and extensions.
Co-Planning	Teachers engage in joint planning anchored in HQIM/evidence-based strategies, emphasizing alignment to unit goals and coherence of content and skills.	Use when planning lacks intentionality or depth, or when student needs warrant additional scaffolds or extensions.
Co-Teaching	A coach/peer delivers instruction with another teacher to demonstrate and practice instructional strategies in real time.	Use when a teacher needs in-the-moment modeling and feedback during lesson delivery.
Peer-Observation/Modeling	Teachers observe peers who are demonstrating strong, curriculum-aligned instruction.	Use to build a common understanding of what effective instruction looks like and develop internal capacity.
Unit Internalization	A team collaboratively unpacks a unit's scope and sequence, including a phonics scope and sequence, knowledge arc, text sequence, vocabulary, writing progression, and assessment components.	Use at the beginning of a unit or when instructional gaps are tied to unclear goals or pacing.
Lesson Study	A team collaboratively plans, observes, and reflects on a single lesson to study its objectives, instructional arc, and assessments.	Use to deepen understanding of how curriculum and instruction intersect to support all learners.
Lesson Rehearsal/Simulation	Teachers rehearse parts of the lesson with peer feedback to improve delivery before teaching.	Use to build teacher confidence and precision in delivering a particular lesson, strategy, or routine.
Follow Up Coaching Session	Post-observation or post-implementation session	Use to refine or sustain improvements identified during a coaching observation.

	focused on evidence review and planning next steps.	
Curriculum-based TBT/PLC Cycle	Ongoing team-based inquiry using the collaborative problem-solving model in lesson content, adult implementation data, and student data.	Use to build shared practice over time and foster collective responsibility for curriculum implementation.

Acronym Glossary

Term	Definition
Building Leadership Team (BLT):	A leadership teaming structure that supports the implementation of the school-wide reading model.
High-Quality Instructional Materials (HQIM) :	Instructional materials that provide standards-aligned instructional content, a coherent and grade-level appropriate scope and sequence, evidence-based instructional strategies and embedded formative assessments that support data-driven instruction and educative materials that provide implementation support for educators to ensure all students' learning needs are met. High-quality instructional materials are critical for instructional equity and ensure that each student acquires the knowledge and skills to be successful through a standards-aligned instructional foundation. High-quality instructional materials act as a common language and platform for engaging all partners in students' educational experience by incorporating student and educators supports.
HQIM EMIS Reporting (HQIM EMIS):	Under ORC 3301.0714(B)(4) , beginning in the 2023-2024 school year and each year thereafter, districts and community schools will be required to annually report in the Education Management Information System (EMIS) the core curriculum and instructional materials being used for English language arts in each of grades pre-kindergarten to five and the reading intervention programs being used in each of grades pre-kindergarten to twelve. Additional guidance will be available districts and schools in early 2024 around the reporting requirements and how use will be reported within EMIS.
Multi Tiered System of Support in Reading (MTSS-R):	A framework used by schools to support a students access and achievement in language and literacy.
Professional Learning Community (PLC):	A teaming structure that supports educator capacity.
Teacher Based Team (TBT):	An instructionally focused teaming structure that supports the implementation of evidence-based strategies.