



LiteracyAcademy2020

February 19-20, 2020



Hyatt Regency Columbus

350 N. High St. | Columbus, OH 43215

February 19, 2020

7:30-8:45 a.m. Onsite Check-In <i>Regency Foyer (outside ballroom)</i>	12:15-1:45 p.m. Lunch <i>on own</i>
9:00-9:15 a.m. Welcome <i>Regency Ballroom</i>	12:15-1:45 p.m. Poster Sessions <i>Regency Foyer</i>
9:15-10:15 a.m. Keynote <i>Regency Ballroom</i>	2-3 p.m. Panel Discussions
10:30 a.m. -12:00 p.m. Learning Sessions 1	3:15-4:45 p.m. Learning Sessions 2

Learning Session 1

Session	Session Title	Room
1.1	Developing Print Awareness: An Overview of the Sit Together and Read (STAR) Program in the Classroom	Marion
1.2	Supports for English Learners in Early Childhood Systems	Nationwide A
1.3	Sound Walls as a Teaching Tool	Morrow
1.4	A Framework to Support the Essential Components of Reading Instruction	Knox
1.5	Phonics Instruction: How to Teach It and What to Do When Children Struggle	Madison
1.6	The Reading Brain: What Every Educator Needs to Know	Taft C
1.7	Disciplinary Literacy in Elementary	McKinley
1.8	Improving Reading Comprehension	Hayes
1.9	Helping English Learners Develop English Literacy Skills According to Science	Nationwide B
1.10	Scaffolding Vocabulary in Complex Texts	Taft D
1.11	Disciplinary Literacy in Science and Mathematics: Using Literacy to Unlock Content Knowledge	Fayette
1.12	Literacy Planning for Grades 4-12: A Model for Schools and Districts	Taft AB

Panel Discussions

Panel	Panel Discussion	Room
A	Engaging Families with Early Literacy	Taft C
B	Preschool and K-5 Partnerships	Marion
C	Planning for Success: Building-Wide Scheduling in Elementary	Taft D
D	Off the Shelf: How to Be Smarter than a Publisher	Nationwide A
E	Using the Literacy Decision Rules for Data Based Decision Making in TBTs and MTSS	McKinley
F	Removing Barriers for Implementation of Evidence-Based Practices	Madison
G	Supporting Multiple Districts in Aligned Literacy Initiatives	Fayette
H	Implementing a Schoolwide Framework to Improve Literacy at the Secondary Level	Taft AB
I	Multi-Tiered System of Supports and Reading Intervention in Middle and High School	Hayes
J	Meeting the Needs of Diverse Learners	Morrow
K	Literacy and Trauma-Informed Care	Knox

Learning Session 2

Session	Session Title	Room
2.1	Print Awareness: Partnering with Families Using Sit Together and Read (STAR) at Home	Marion
2.2	Supports for English Learners in Early Childhood Classrooms	Nationwide A
2.3	Sound Walls as a Teaching Tool	Morrow
2.4	A Framework to Support the Essential Components of Reading Instruction	Knox
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2.11	Disciplinary Literacy in Science and Mathematics: Using Literacy to Unlock Content Knowledge	Fayette
2.12	Literacy Planning for Grades 4-12: A Model for Schools and Districts	Taft AB

February 20, 2020

7:00-8:15 a.m. **Onsite Check-In**

Regency Foyer (outside ballroom)

11:45 a.m.-1:15 p.m. **Lunch**

on own

8:30-8:45 a.m. **Welcome**

Regency Ballroom

11:45 a.m.-1:15 p.m. **Poster Sessions**

Regency Foyer

8:45-9:45 a.m. **Keynote**

Regency Ballroom

1:30-3 p.m.

Learning Sessions 4

10:00-11:30 a.m.

Learning Sessions 3

Learning Session 3

Session	Session Title	Room
3.1	Developing Phonological Awareness Skills: What Educators and Families Can Do	Morrow
3.2	No Small Matter: The Importance of Early Learning	Fayette
3.3	You Can't Do Bloom's Until You've Done Maslow	McKinley
3.4	Let's Take it Up a Notch: Advanced Phonemic Awareness	Nationwide B
3.5	Handwriting in the 21st Century: Why It Matters and What to Do About It	Knox
3.6	Selecting Instructional Materials Aligned to the Big Ideas of Reading	Taft D
3.7	School-Wide Assessment Planning for a Multi-Tiered System of Supports	Marion
3.8	The Knowledge Gap: Why Our Approach to Reading Comprehension isn't Working	Hayes
3.9	Advancing Thinking Through Writing	Taft C
3.10	Morphing Advanced Word Study into Morphology!	Madison
3.11	Grades 5-12 Content Literacy	Taft AB
3.12	Leading Adolescent Literacy: Support for Secondary Administrators	Nationwide A

Learning Session 4

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4.1	Developing Phonological Awareness Skills: What Educators and Families Can Do	Morrow
4.2	No Small Matter: The Importance of Early Learning	Fayette
4.3	You Can't Do Bloom's Until You've Done Maslow	McKinley
4.4	Let's Take it Up a Notch: Advanced Phonemic Awareness	Nationwide B
4.5	Handwriting in the 21st Century: Why It Matters and What to Do About It	Knox
4.6	Selecting Instructional Materials Aligned to the Big Ideas of Reading	Taft D
4.7	School-Wide Assessment Planning for a Multi-Tiered System of Supports	Marion
4.8	The Knowledge Gap: Why Our Approach to Reading Comprehension isn't Working	Hayes
4.9	Advancing Thinking Through Writing	Taft C
4.10	Morphing Advanced Word Study into Morphology!	Madison
4.11	Grades 5-12 Content Literacy	Taft AB
4.12	Leading Adolescent Literacy: Support for Secondary Administrators	Nationwide A

Keynote: Day One

The Reading Brain and Digital Technology

DR. DANIEL WILLINGHAM

What is the impact of new digital technologies on reading and the teaching of reading? We'll examine data from three perspectives: direct effect, indirect effects and broad-based effects. By direct effects, we mean ways digital tools can be used to teach reading (for example, instructional software) and read text (such as eReaders). By indirect effects, we mean the possibility that the things students tend to do with digital technologies — text messaging, gaming, watching videos and communicating via social networks — might affect reading indirectly, for example, by affording reading practice during these activities. By broad-based effects, we mean that digital technologies may have far-reaching consequences for cognition; for example, surveys show that teachers think these technologies have shortened children's attention spans. This talk will explore all these effects on the teaching of reading and what conclusion we can come to.





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Learning Session I

1.1 Developing Print Awareness: An Overview of the Sit Together and Read (STAR) Program in the Classroom

(Helen O'Leary, Early Learning Specialist, Region 11) (Marion)

An important component of emergent literacy is print awareness, and children with solid knowledge about the forms and functions of print will have an advantage when learning to read. The Sit Together and Read (STAR) program utilizes the technique of print referencing to develop print knowledge and print awareness with preschool children. In this session, participants will receive an overview of the STAR program and how to facilitate print awareness during oral read-aloud sessions to support the needs of all learners through the identification and utilization of print rich books, explicit discussions about print, and the scope and sequence of instruction.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

1.2 Supports for English Learners in Early Childhood Systems

(Nancy Osko, Regional Early Literacy Specialist, Region 2) (Nationwide A)

What does support for children who are not only learning to navigate their native language but English, as a second language need to look like? This session will focus on building systemwide literacy support for English learners in preschool and early childhood settings. Participants will be able to integrate information with current school improvement plans, creating consistency in instruction and sustainability.

Strands: Emergent Literacy, System Support

Target Audience: Literacy Leaders, Administrators

Session Type: Presentation

1.3 Sound Walls as a Teaching Tool

(Dr. Mary Dahlgren) (Morrow)

We are wired to learn to speak. It is natural process for most people, but reading is not natural and must be taught. Current brain research on the science of reading demonstrates the benefits of teaching from "speech to print". This workshop will explain the layout of a sound wall using the 44 speech sounds, teach you how to introduce the sounds using quick explanations and examples, provide opportunities to build sound walls in small groups, and end with a discussion of how to do a daily review in an engaging way.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop



1.4 A Framework to Support the Essential Components of Reading Instruction

(Elizabeth Fessel, Regional Early Literacy Specialist, Region 13 and Beth Rice, Regional Early Literacy Specialist, Region 15) (Knox)

Evidence shows that students need explicit and systematic instruction to experience reading success. This session will examine the essential components of core instruction in the early and conventional strands that contribute to positive outcomes. Participants will leave this session with tools to examine core instructional practices, resources and systems that support effective reading instruction.

Strands: *Early/Conventional Literacy, System Support*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Workshop*

1.5 Phonics Instruction: How to Teach It and What to Do When Children Struggle

(Carolyn Turner, Ohio Literacy Lead, Region 13) (Madison)

Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Participants will leave with an understanding of phonics as a foundational component for all children, activities for teaching in a systematic and explicit manner, and strategies to incorporate if a student is having difficulty linking sounds to letters.

Strands: *Early/Conventional Literacy*

Target Audience: *Educators, Literacy Leaders*

Session Type: *Workshop*

1.6 The Reading Brain: What Every Educator Needs to Know

(Michelle Elia, Ohio Literacy Lead, Region 5) (Taft C)

What can brain science bring to reading instruction? Cognitive psychology and neuroscience offer valuable insight into the reading process. This session will explore how learning to read changes the brain. Participants will explore the reading process, including visual recognition of letters and the explosion within the language areas of the brain. Learning to read consists of recognizing all letters and then mapping them to the individual phonemes and our oral language mechanisms for meaning. This scientific look at the brain can debunk reading myths and help educators understand why reading difficulties occur.

Strands: *Early/Conventional Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Presentation*



1.7 Disciplinary Literacy in Elementary

(Dr. Tim Shanahan) (McKinley)

Disciplinary literacy has become a major topic of interest in secondary schools, including the adoption of disciplinary literacy standards for social studies, science, and other technical subjects. Although the state has adopted no specific disciplinary literacy standards for grades K-5, teachers wonder what they can do to better prepare their students to develop these sophisticated literacy abilities. This presentation will provide an analysis of what disciplinary literacy is and will provide a series of specific pedagogical recommendations for what elementary schools can do to ensure later disciplinary success in reading and writing.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

1.8 Improving Reading Comprehension

(Dr. Daniel Willingham) (Hayes)

This session will summarize research on improving reading comprehension. We'll start by reviewing what psychologists know about the processes behind reading comprehension, and then consider the evidence for teaching students reading comprehension strategies and how they might work, given what we know about comprehension. This session will offer participants effective methods to improving reading comprehension.

Strands: Early/Conventional Literacy, Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

1.9 Helping English Learners Develop English Literacy Skills According to Science

(Dana Weber, Consultant, Region 9 and Michelle Hostetler, Director of Instruction, North Canton City Schools) (Nationwide B)

There are approximately 62,000 English learners representing a diverse range of languages, cultures and educational experiences in Ohio schools. These students are challenged with not only learning a new language, but with learning new content through the new language. How do we ensure English learners at all proficiency and literacy levels, from early childhood to adolescents, receive the oral language instruction necessary to build word recognition while simultaneously progressing in their meaning-based skills? Participants will explore how and when to use evidence-based word recognition and language comprehension strategies to develop English learners' metalinguistic awareness and ultimately their reading comprehension.

Strands: Early/Conventional Literacy, Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation



1.10 Scaffolding Vocabulary in Complex Texts

(Amanda Nickerson) (Taft D)

Vocabulary knowledge must be intentionally nurtured to ensure that students are ready for the greater vocabulary demands of reading complex texts and writing multi-paragraph essays, but we need to pay attention to cracks in the foundation and scaffold our lessons accordingly, or it all falls apart. This workshop will equip participants to consider the role of text sets to build background knowledge and provide multiple exposures of newly acquired words. Participants will also examine possibilities for pre-teaching as part of an explicit vocabulary routine, generating and asking text-dependent questions, utilizing context clues/word parts, and teaching vocabulary at the point of use.

Strands: Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Workshop

1.11 Disciplinary Literacy in Science and Mathematics: Using Literacy to Unlock Content Knowledge

(Rachel Lang Daniels, Adolescent Literacy Specialist, Region 11) (Fayette)

Knowledge is constructed within science and mathematics in particular ways. This interactive session will explore how the content specializations of science and mathematics can be used to do the authentic work found within these disciplines. From research to literacy practices, participants will leave with a deeper understanding of disciplinary literacy and the role it plays in building content knowledge.

Strands: Adolescent Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Presentation

1.12 Literacy Planning for Grades 4-12: A Model for Schools and Districts

(Joan Sedita) (Taft AB)

This workshop reviews a model for developing a school or district literacy plan for all students in grades 4-12. The planning model is based on these components: assessment planning and use of data, Tier I instruction for all students, Tiers II and III interventions, literacy planning teams, professional development planning. The planning model promotes participation by all stakeholders and is designed to foster teamwork. The process starts by taking stock of current practices related to these components, and then identifying strengths and weaknesses. Areas of need are then prioritized and put into a multi-year plan. The resulting literacy plan can be used as the basis for supporting RTI (Response to Intervention) and MTSS Multi-Tiered Systems of Support) models. Participants will leave with sample data collection tools and literacy plan writing templates.

Strands: Adolescent Literacy, System Support

Target Audience: Literacy Leaders, Administrators

Session Type: Workshop



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Poster Sessions

Each Striving Readers subgrantee will be highlighted during poster sessions throughout the academy, sharing impact stories from the first two years of implementation. Network with other districts and hear the success stories and impact of the Striving Readers Comprehensive Literacy Grant on students, educators and districts. The poster session will be open for the entirety of the lunch break. Participants may attend during any part of this time period.

Panel Discussions

Panel discussions will allow participants to network and problem-solve around specific topics and areas of need and hear from Ohio schools and districts that are implementing many of the components of Ohio's Plan to Raise Literacy Achievement. Attendees will be active participants in the discussions and come away with specific examples and ideas for future activities.

A. Engaging Families with Early Literacy

(Moderated by Kim Miller, Regional Early Literacy Specialist, Region 16) (Taft C)

Panelists: Family engagement specialists and district partners

Join our family engagement partners and specialists as well as representatives from districts engaging in family engagement activities in a lively discussion on how to effectively engage families in understanding literacy development and how they can impact their child's language and literacy development.

Strands: Emergent Literacy, Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders, Administrators

B. Preschool and K-5 Partnerships

(Moderated by Diane Enama, Regional Early Literacy Specialist, Region 12 and Anita Armstrong, Office of Early Learning and School Readiness) (Marion)

Panelists: District, preschool and early childhood education program administrators

Come and hear school districts, preschools and community partners (including Head Start and child care programs) discuss their efforts to work collaboratively together to best serve the children and families in their communities. Highlights include how collaborations began, barriers faced, ongoing challenges, successes and strategies for continued growth and sustainability.

Strands: Emergent Literacy, Early/Conventional Literacy, System Support

Target Audience: Educators, Literacy Leaders, Administrators



C. Planning for Success: Building-Wide Scheduling in Elementary

(Moderated by Annette Gross, Regional Early Literacy Specialist, Region 8) (Taft D)

Panelists: Elementary building principals and administrators

Learn how elementary school leaders prepare for success with their strategies and approaches to building-wide scheduling.

Strands: *Early/Conventional Literacy, System Support*

Target Audience: *Literacy Leaders, Administrators*

D. Off the Shelf: How to Be Smarter than a Publisher

(Moderated by Debbie Nagel, Regional Early Literacy Specialist, Region 1)

(Nationwide A)

Panelists: District leaders and regional consultants

Engage with district and regional leaders on how to become a wise consumer of literacy products and find the best match for your school district's needs while emphasizing the essential elements of reading instruction.

Strands: *Early/Conventional Literacy, Adolescent Literacy, System Support*

Target Audience: *Literacy Leaders, Administrators*

E. Using the Literacy Decision Rules for Data Based Decision Making in TBTs and MTSS

(Moderated by Michelle Elia, Ohio Literacy Lead, Region 5 and Carolyn Turner, Ohio Literacy Lead, Region 13) (McKinley)

Panelists: District leaders and literacy coaches

Literacy interventions should be based on individual student needs, or learning profiles, that align with the Simple View of Reading. The Literacy Decision Rules are a tool to help educators determine which interventions best fit the literacy needs of students. By specifying which data to analyze and providing descriptions of the types of interventions, the Literacy Decision Rules provide a structure for data analysis in teacher-based teams and individual student conversations for multi-tiered system of supports.

Strands: *Early/Conventional Literacy, System Support*

Target Audience: *Educators, Literacy Leaders, Administrators*

F. Removing Barriers for Implementation of Evidence-Based Practices

(Moderated by Margo Shipp, Regional Early Literacy Specialist, Region 6) (Madison)

Panelists: Principals and educators from Ohio's Early Literacy Pilot

Join school leaders and educators as they share tools and best practices for removing barriers to implement evidence-based literacy instruction.

Strands: *Early/Conventional Literacy, System Support*

Target Audience: *Educators, Literacy Leaders, Administrators*



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G. Supporting Multiple Districts in Aligned Literacy Initiatives

Panelists: ESC and SST Consultants (Fayette)

As districts within your region begin to explore implementation of evidence-based practices, consultants at the regional level are in a unique position to provide support and guidance. This panel will focus on successful practices and systemwide approaches to providing support to multiple districts within a region in aligned literacy initiatives to improve language and literacy outcomes for all learners.

Strands: Early/Conventional Literacy, Adolescent Literacy, System Support

Target Audience: ESC and SST Literacy Leaders

H. Implementing a Schoolwide Framework to Improve Literacy at the Secondary Level

(Moderated by Rachel Lang Daniels, Adolescent Literacy Specialist, Region 11 and Roger Howard, Adolescent Literacy Specialist, Region 3) (Taft AB)

Panelists: Principals and administrators from the Adolescent Literacy Pilot

Throughout the 2019-2020 school year, four secondary buildings have engaged in efforts to implement a common, schoolwide instructional framework designed to maximize instructional time and provide a consistent approach to supporting literacy practices. Building principals and administrators from these middle schools and high schools will share their stories, including examples of instructional frameworks and successes and challenges in working to develop schoolwide practices that improve student learning.

Strands: Adolescent Literacy, System Support

Target Audience: Educators, Literacy Leaders, Administrators

I. Multi-Tiered System of Supports and Reading Intervention in Middle and High School

(Moderated by Cheryl Byrne, Regional Early Literacy Specialist, Region 7) (Hayes)

Panelists: Building administrators and leaders

This discussion will provide examples from middle schools and high schools that are working to ensure support for all learners is at the foundation of their multi-tiered system of supports.

Strands: Adolescent Literacy, System Support

Target Audience: Educators, Literacy Leaders, Administrators

J. Meeting the Needs of Diverse Learners

(Moderated by Debbie Hartwig, SPDG Literacy Lead, Region 9) (Morrow)

Panelists: District administrators, language and literacy partners

Join us as we discuss how to ensure language and literacy instruction meets the needs of all learners.

Strands: Emergent Literacy, Early/Conventional Literacy, Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators



K. Literacy and Trauma-Informed Care

(Moderated by Pamela Kennedy, Regional Early Literacy Specialist, Region 4) (Knox)

Panelists: Student support professionals, language and literacy partners

Join us as we discuss innovative strategies for moving trauma-informed care from awareness-level trainings to classroom practice. The neurological impact of trauma and its relationship to a child's ability to learn and how you can address it will be discussed.

Strands: Emergent Literacy, Early/Conventional Literacy, System Support

Target Audience: Educators, Literacy Leaders, Administrators

Learning Session II

2.1 Print Awareness: Partnering with Families Using Sit Together and Read (STAR) at Home

(Debbie Mickey, Regional Early Learning Specialist, Region 14) (Marion)

As part of developing emergent literacy, children need to learn how print works, which will increase their success as readers later in school. This session reviews the evidence base for increasing print awareness. Additionally, participants will receive an overview of the STAR at Home program as way to partner with families to increase the number of read-alouds in the home while practicing the print awareness skills learned in the classroom.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

2.2 Supports for English Learners in Early Childhood Classrooms

(Nancy Osko, Regional Early Literacy Specialist, Region 2) (Nationwide A)

Young children need every opportunity to talk, and we know that strong oral language is the precursor to reading. In addition, developing an abundantly rich vocabulary is challenging for children, especially English learners. This session will focus on instructional strategies designed to help educators improve literacy for all learners, including English learners.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Presentation



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2.3 Sound Walls as a Teaching Tool

(Dr. Mary Dahlgren) (Morrow)

We are wired to learn to speak. It is natural process for most people, but reading is not natural and must be taught. Current brain research on the science of reading demonstrates the benefits of teaching from "speech to print". This workshop will explain the layout of a sound wall using the 44 speech sounds, teach you how to introduce the sounds using quick explanations and examples, provide opportunities to build sound walls in small groups, and end with a discussion of how to do a daily review in an engaging way.

Strands: Emergent Literacy, Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop

2.4 A Framework to Support the Essential Components of Reading Instruction

(Elizabeth Fessel, Regional Early Literacy Specialist, Region 13 and Beth Rice, Regional Early Literacy Specialist, Region 15) (Knox)

Evidence shows that students need explicit and systematic instruction to experience reading success. This session will examine the essential components of core instruction in the early and conventional strands that contribute to positive outcomes. Participants will leave this session with tools to examine core instructional practices, resources and systems that support effective reading instruction.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Workshop

2.5 Phonics Instruction: How to Teach It and What to Do When Children Struggle

(Carolyn Turner, Ohio Literacy Lead, Region 13) (Madison)

Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Participants will leave with an understanding of phonics as a foundational component for all children, activities for teaching in a systematic and explicit manner, and strategies to incorporate if a student is having difficulty linking sounds to letters.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Workshop



2.6 The Reading Brain: What Every Educator Needs to Know

(Michelle Elia, Ohio Literacy Lead, Region 5) (Taft C)

What can brain science bring to reading instruction? Cognitive psychology and neuroscience offer valuable insight into the reading process. This session will explore how learning to read changes the brain. Participants will explore the reading process, including visual recognition of letters and the explosion within the language areas of the brain. Learning to read consists of recognizing all letters and then mapping them to the individual phonemes and our oral language mechanisms for meaning. This scientific look at the brain can debunk reading myths and help educators understand why reading difficulties occur.

Strands: *Early/Conventional Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Presentation*

2.7 Disciplinary Literacy in Elementary

(Dr. Tim Shanahan) (McKinley)

Disciplinary literacy has become a major topic of interest in secondary schools, including the adoption of disciplinary literacy standards for social studies, science, and other technical subjects. Although the state has adopted no specific disciplinary literacy standards for grades K-5, teachers wonder what they can do to better prepare their students to develop these sophisticated literacy abilities. This presentation will provide an analysis of what disciplinary literacy is and will provide a series of specific pedagogical recommendations for what elementary schools can do to ensure later disciplinary success in reading and writing.

Strands: *Early/Conventional Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Presentation*

2.8 Improving Reading Comprehension

(Dr. Daniel Willingham) (Hayes)

This session will summarize research on improving reading comprehension. We'll start by reviewing what psychologists know about the processes behind reading comprehension, and then consider the evidence for teaching students reading comprehension strategies and how they might work, given what we know about comprehension. This session will offer participants effective methods to improving reading comprehension.

Strands: *Early/Conventional Literacy, Adolescent Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Presentation*



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2.9 Helping English Learners Develop English Literacy Skills According to Science

(Dana Weber, Consultant, Region 9 and Michelle Hostetler, Director of Instruction, North Canton City Schools) (Nationwide B)

There are approximately 62,000 English learners representing a diverse range of languages, cultures and educational experiences in Ohio schools. These students are challenged with not only learning a new language, but with learning new content through the new language. How do we ensure English learners at all proficiency and literacy levels, from early childhood to adolescents, receive the oral language instruction necessary to build word recognition while simultaneously progressing in their meaning-based skills? Participants will explore how and when to use evidence-based word recognition and language comprehension strategies to develop English learners' metalinguistic awareness and ultimately their reading comprehension.

Strands: *Early/Conventional Literacy, Adolescent Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Presentation*

2.10 Scaffolding Vocabulary in Complex Texts

(Amanda Nickerson) (Taft D)

Vocabulary knowledge must be intentionally nurtured to ensure that students are ready for the greater vocabulary demands of reading complex texts and writing multi-paragraph essays, but we need to pay attention to cracks in the foundation and scaffold our lessons accordingly, or it all falls apart. This workshop will equip participants to consider the role of text sets to build background knowledge and provide multiple exposures of newly acquired words. Participants will also examine possibilities for pre-teaching as part of an explicit vocabulary routine, generating and asking text-dependent questions, utilizing context clues/word parts, and teaching vocabulary at the point of use.

Strands: *Adolescent Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Workshop*

2.11 Disciplinary Literacy in Social Studies and English Language Arts: Using Literacy to Unlock Content Knowledge

(Rachel Lang Daniels, Adolescent Literacy Specialist, Region 11) (Fayette)

Knowledge is constructed within Social Studies and English Language Arts in particular ways. This interactive session will explore how the content specializations of Social Studies and English Language Arts can be used to do the authentic work found within these disciplines. From research to literacy practices, participants will leave with a deeper understanding of disciplinary literacy and the role it plays in building content knowledge.

Strands: *Adolescent Literacy*

Target Audience: *Educators, Literacy Leaders*

Session Type: *Presentation*



2.12 Literacy Planning for Grades 4-12: A Model for Schools and Districts

(Joan Sedita) (Taft AB)

This workshop reviews a model for developing a school or district literacy plan for all students in grades 4-12. The planning model is based on these components: assessment planning and use of data, Tier I instruction for all students, Tiers II and III interventions, literacy planning teams, professional development planning. The planning model promotes participation by all stakeholders and is designed to foster teamwork. The process starts by taking stock of current practices related to these components, and then identifying strengths and weaknesses. Areas of need are then prioritized and put into a multi-year plan. The resulting literacy plan can be used as the basis for supporting RTI (Response to Intervention) and MTSS (Multi-Tiered Systems of Support) models. Participants will leave with sample data collection tools and literacy plan writing templates.

Strands: *Adolescent Literacy, System Support*

Target Audience: *Literacy Leaders, Administrators*

Session Type: *Workshop*

Keynote: Day Two

Translating Cognitive Science into Classroom Practice

NATALIE WEXLER

Over the last several decades, scientists who study the learning process have come up with insights that could help students succeed and make teachers' jobs easier — most notably, in the area of reading. But most teachers have never been informed about these findings. Schools of education rarely cover them in their curricula, partly because those institutions have developed on a different track from the rest of academia. And while some practicing teachers readily embrace approaches grounded in cognitive science once they become aware of them, for many others, there are serious obstacles — intellectual, emotional and behavioral. This talk will delve into the nature of those obstacles and offer suggestions for how they can be overcome.



Learning Session III

3.1 Developing Phonological Awareness Skills: What Educators and Families Can Do to Change Outcomes for Children

(Jen Griffing, Regional Early Literacy Specialist, Region 9) (Morrow)

In this session, we will examine the sequence of phonological awareness skills in emergent readers. We will explore how to select explicit and systematic instructional strategies and provide engaging demonstrations of evidence-based practices to use with all learners. Meaningful opportunities and resources to engage families as partners in supporting their children's language and literacy development also will be shared.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Workshop

3.2 No Small Matter: The Importance of Early Learning

(Rachel Giannini) (Fayette)

No Small Matter is a documentary film and national engagement campaign that brings public attention to the critical importance of early learning and high-quality childcare. The film shares stunning truths about the human capacity for early intelligence and the potential for quality early learning environments to benefit America's social and economic future. View excerpts from the film and engage in a dialogue with Rachel Giannini, an early childhood specialist featured in the film, as we discuss our role in supporting young children and their families.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Presentation

3.3 You Can't Do Bloom's Until You've Done Maslow: Building a Bridge to Social-Emotional Development and Academic Success

(Judi Dodson) (McKinley)

Today, more children than ever are coming to school with significant vulnerabilities due to having experienced trauma. Teachers often feel pressure to teach at high levels so students can achieve at high levels. Bloom's Taxonomy guides teachers as they move their students toward higher-level thinking. Maslow's Hierarchy of Basic Needs is a tool that guides teachers to think about what children need before they can actualize their potential and learn at those high levels. Come and join in an exploration of concrete ideas and tools that support an environment that can help our most vulnerable children. We will learn how our daily literacy instruction can become a part of the school day that can enhance a feeling of acceptance and safety, enhancing social-emotional skills while increasing the likelihood for increased learning and achievement.

Strands: Emergent Literacy, Early/Conventional Literacy

Target Audience: Educators, Administrators, Literacy Leaders

Session Type: Workshop



3.4 Let's Take it Up a Notch: Advanced Phonemic Awareness, Moving from Awareness to Proficiency

(Pamela Kennedy, Regional Early Literacy Specialist, Region 4) (Nationwide B)

"Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension." (Stanovich, 1986, 1994) Yet, today, we still see a lack of purposeful, developmental and engaging phonemic awareness instruction in the classroom. In this interactive session, participants will learn why it is not only essential that students are phonemically aware but also phonemically proficient. Advanced phonemic skills require students to manipulate phonemes including deletion, substitution and reversal of phonemes. This session places a heavy emphasis on how to most effectively implement daily, explicit, systematic instruction in phonemic awareness to advanced levels.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop

3.5 Handwriting in the 21st Century: Why It Matters and What to Do About It

(William Van Cleave) (Knox)

In this hands-on, interactive workshop, participants will explore the most up-to-date research concerning handwriting and the impact of handwriting fluency on other aspects of literacy development. We will explore best practices instruction with regards to manuscript versus cursive; the importance of grip and paper position; hand and eye dominance; and how classroom instruction can and should look. Participants will leave this workshop with an understanding of the importance of handwriting instruction and what it takes to implement handwriting curricula successfully.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop

3.6 Selecting Instructional Materials Aligned to the Big Ideas of Reading

(Laura Jones, Regional Early Literacy Specialist, Region 10) (Taft D)

Whether you are conducting a literacy text adoption or evaluating your current literacy curriculum tools, this workshop is for you. We know teachers teach, not programs. However, systematic, explicit and evidence-based programs can make life easier for your teachers. Teachers frequently spend seven or more hours a week developing their own materials, often with disappointing results. Strong instructional materials will ensure students across the district receive equitable materials, expectations and instruction. There are many programs that guarantee results, but how do you know what makes a program evidence-based and right for your district? During this workshop, participants will work through a process to critically analyze curriculum materials for teaching reading. An outline of a selection process, program "look-fors," as well as instructional red flags will be shared. Participants will receive tools that can be used for the textbook adoption



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process and evaluation of current core materials for gaps in evidence-based practices alignment. This process also can be applied to selecting reading intervention and enhancement materials.

Strands: *Early/Conventional Literacy*

Target Audience: *Literacy Leaders, Administrators*

Session Type: *Workshop*

3.7 School-Wide Assessment Planning for a Multi-Tiered System of Supports

(Margaret Watson, Regional Early Literacy Specialist, Region 3 and Stephanie VanDyke, SPDG Literacy Lead, Region 3) (Marion)

This workshop reviews a model for developing a school-wide assessment plan for all students. The planning model is based on these components: assessment planning and use of data, Tier I instruction for all students, Tiers II and III interventions and progress monitoring. The planning model promotes participation by all stakeholders and is designed to foster teamwork.

Strands: *Early/Conventional Literacy, System Support*

Target Audience: *Literacy Leaders, Administrators*

Session Type: *Workshop*

3.8 The Knowledge Gap: Why Our Approach to Boosting Reading Comprehension isn't Working – and How to Change it

(Natalie Wexler) (Hayes)

For decades, education policymakers and reformers have tried to boost overall achievement in reading and narrow the gap in test scores between students at the top and bottom of the socioeconomic scale. But we've made no progress on either front over the last 50 years. This session will lay out a fundamental and generally overlooked reason: we've been treating the problem as one of skills —specifically, reading comprehension skills like "finding the main idea." The theory is that if students master these skills, they'll be able to apply them to understand any text. But cognitive scientists have found the most important factor in reading comprehension isn't generally applicable skill — it's how much background knowledge and vocabulary the reader has relating to the text. The skills-focused approach to reading comprehension can be damaging for all students, but it falls especially hard on those from less-educated families who are unlikely to pick up academic knowledge and vocabulary outside school. This session will help participants understand where the skills-focused approach to comprehension came from, how it conflicts with science and what schools can do to provide all children with access to the knowledge they need to be successful.

Strands: *Early/Conventional Literacy, Adolescent Literacy, System Support*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Presentation*



3.9 Advancing Thinking Through Writing

(Toni-Ann Vroom and Phil Weinberg) (Taft C)

This session provides an overview of the Hochman Method, an explicit set of specific writing strategies teachers use in every grade and in all subjects, including English language arts, social studies, science, world languages and math. This evidence-based and proven instructional methodology enables students to master the skills that are essential if they are to become competent writers. In turn, those skills equip students to become better readers; communicate more effectively in writing and speaking; and, most importantly, elevate their thinking.

Strands: Early/Conventional Literacy, Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

3.10 Morphing Advanced Word Study into Morphology!

(Debbie Hartwig, SPDG Literacy Lead, Region 9) (Madison)

Adolescent readers who lack the knowledge of the morphological structure of English will have more difficulty in recognizing and learning words. Research shows the awareness of morphological structure of words is correlated with students' vocabulary knowledge, as well as their reading comprehension. This session will share how to incorporate a building-wide emphasis to morph vocabulary instruction in all content areas to help upper elementary to high school students as they encounter more unfamiliar and morphologically complex words. Participants will practice and receive strategies designed for immediate implementation.

Strands: Adolescent Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop

3.11 Grades 5-12 Content Literacy: Embedding Reading and Writing Instruction in All Subject Areas

(Joan Sedita) (Taft AB)

All students, from struggling to above grade-level readers, benefit from literacy instruction that is embedded in content classroom teaching. This workshop will address why content literacy must be an essential part of Tier I core instruction in grades 5-12. We will review the literacy components that are best taught using subject-area content and text: vocabulary, comprehension strategies, the reading-writing connection, and understanding text structure.

Strands: Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Workshop



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3.12 Leading Adolescent Literacy: Support for Secondary Administrators

(Roger Howard, Adolescent Literacy Specialist, Region 3) (Nationwide A)

Adolescents entering the adult world of the 21st century must be prepared to read, write and discuss complex text more than at any time in history, but results on the grade 12 National Assessment of Educational Progress (NAEP) have been stagnant for years. Unlike our elementary schools, systemic literacy instruction often is viewed as a transplanted organ in our middle and high schools. This session will assist secondary building administrators and school leaders in the process of implementing evidence-based literacy practices that have not only proven to enhance literacy outcomes but, in some instances, have led to nationally recognized school turnarounds. This session will utilize evidence-based adolescent literacy practices, successful testimonials and components of Ohio's Plan to Raise Literacy Achievement.

Strands: Adolescent Literacy, System Support

Target Audience: Literacy Leaders, Administrators

Session Type: Presentation

Poster Sessions

Each Striving Readers subgrantee will be highlighted during poster sessions throughout the academy, sharing impact stories from the first two years of implementation. Network with other districts and hear the success stories and impact of the Striving Readers Comprehensive Literacy Grant on students, educators and districts. The poster session will be open for the entirety of the lunch break. Participants may attend during any part of this time period.

Learning Session IV

4.1 Developing Phonological Awareness Skills: What Educators and Families Can Do to Change Outcomes for Children

(Jen Griffing, Regional Early Literacy Specialist, Region 9) (Morrow)

In this session, we will examine the sequence of phonological awareness skills in emergent readers. We will explore how to select explicit and systematic instructional strategies and provide engaging demonstrations of evidence-based practices to use with all learners. Meaningful opportunities and resources to engage families as partners in supporting their children's language and literacy development also will be shared.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Workshop

4.2 No Small Matter: The Importance of Early Learning

(Rachel Giannini) (Fayette)

No Small Matter is a documentary film and national engagement campaign that brings public attention to the critical importance of early learning and high-quality childcare. The film shares



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stunning truths about the human capacity for early intelligence and the potential for quality early learning environments to benefit America's social and economic future. View excerpts from the film and engage in a dialogue with Rachel Giannini, an early childhood specialist featured in the film, as we discuss our role in supporting young children and their families.

Strands: Emergent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

4.3 You Can't Do Bloom's Until You've Done Maslow: Building a Bridge to Social-Emotional Development and Academic Success

(Judi Dodson) (McKinley)

Today, more children than ever are coming to school with significant vulnerabilities due to having experienced trauma. Teachers often feel pressure to teach at high levels so students can achieve at high levels. Bloom's Taxonomy guides teachers as they move their students toward higher-level thinking. Maslow's Hierarchy of Basic Needs is a tool that guides teachers to think about what children need before they can actualize their potential and learn at those high levels. Come and join in an exploration of concrete ideas and tools that support an environment that can help our most vulnerable children. We will learn how our daily literacy instruction can become a part of the school day that can enhance a feeling of acceptance and safety, enhancing social-emotional skills while increasing the likelihood for increased learning and achievement.

Strands: Emergent Literacy, Early/Conventional Literacy

Target Audience: Educators, Administrators, Literacy Leaders

Session Type: Workshop

4.4 Let's Take it Up a Notch: Advanced Phonemic Awareness, Moving from Awareness to Proficiency

(Margo Shipp, Regional Early Literacy Specialist, Region 6) (Nationwide B)

"Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension." (Stanovich, 1986, 1994) Yet, today, we still see a lack of purposeful, developmental and engaging phonemic awareness instruction in the classroom. In this interactive session, participants will learn why it is not only essential that students are phonemically aware but also phonemically proficient. Advanced phonemic skills require students to manipulate phonemes including deletion, substitution and reversal of phonemes. This session places a heavy emphasis on how to most effectively implement daily, explicit, systematic instruction in phonemic awareness to advanced levels.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop



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(William Van Cleave) (Knox)

In this hands-on, interactive workshop, participants will explore the most up-to-date research concerning handwriting and the impact of handwriting fluency on other aspects of literacy development. We will explore best practices instruction with regards to manuscript versus cursive; the importance of grip and paper position; hand and eye dominance; and how classroom instruction can and should look. Participants will leave this workshop with an understanding of the importance of handwriting instruction and what it takes to implement handwriting curricula successfully.

Strands: Early/Conventional Literacy

Target Audience: Educators, Literacy Leaders

Session Type: Workshop

4.6 Selecting Instructional Materials Aligned to the Big Ideas of Reading

(Mary Brooks, Regional Early Literacy Specialist, Region 10) (Taft D)

Whether you are conducting a literacy text adoption or evaluating your current literacy curriculum tools, this workshop is for you. We know teachers teach, not programs. However, systematic, explicit and evidence-based programs can make life easier for your teachers. Teachers frequently spend seven or more hours a week developing their own materials, often with disappointing results. Strong instructional materials will ensure students across the district receive equitable materials, expectations and instruction. There are many programs that guarantee results, but how do you know what makes a program evidence-based and right for your district? During this workshop, participants will work through a process to critically analyze curriculum materials for teaching reading. An outline of a selection process, program “look-fors,” as well as instructional red flags will be shared. Participants will receive tools that can be used for the textbook adoption process and evaluation of current core materials for gaps in evidence-based practices alignment. This process also can be applied to selecting reading intervention and enhancement materials.

Strands: Early/Conventional Literacy

Target Audience: Literacy Leaders, Administrators

Session Type: Workshop

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Strands: Early/Conventional Literacy, System Support

Target Audience: Literacy Leaders, Administrators

Session Type: Workshop



4.8 The Knowledge Gap: Why Our Approach to Boosting Reading Comprehension isn't Working – and How to Change it

(Natalie Wexler) (Hayes)

For decades, education policymakers and reformers have tried to boost overall achievement in reading and narrow the gap in test scores between students at the top and bottom of the socioeconomic scale. But we've made no progress on either front over the last 50 years. This session will lay out a fundamental and generally overlooked reason: we've been treating the problem as one of skills —specifically, reading comprehension skills like "finding the main idea." The theory is that if students master these skills, they'll be able to apply them to understand any text. But cognitive scientists have found the most important factor in reading comprehension isn't generally applicable skill — it's how much background knowledge and vocabulary the reader has relating to the text. The skills-focused approach to reading comprehension can be damaging for all students, but it falls especially hard on those from less-educated families who are unlikely to pick up academic knowledge and vocabulary outside school. This session will help participants understand where the skills-focused approach to comprehension came from, how it conflicts with science and what schools can do to provide all children with access to the knowledge they need to be successful.

Strands: Early/Conventional Literacy, Adolescent Literacy

Target Audience: Literacy Leaders, Administrators, Educators

Session Type: Presentation

4.9 Advancing Thinking Through Writing

(Toni-Ann Vroom and Phil Weinberg) (Taft C)

This session provides an overview of the Hochman Method, an explicit set of specific writing strategies teachers use in every grade and in all subjects, including English language arts, social studies, science, world languages and math. This evidence-based and proven instructional methodology enables students to master the skills that are essential if they are to become competent writers. In turn, those skills equip students to become better readers; communicate more effectively in writing and speaking; and, most importantly, elevate their thinking.

Strands: Early/Conventional Literacy, Adolescent Literacy

Target Audience: Educators, Literacy Leaders, Administrators

Session Type: Presentation

4.10 Morphing Advanced Word Study into Morphology!

(Cheryl Byrne, Regional Early Literacy Specialist, Region 7) (Madison)

Adolescent readers who lack the knowledge of the morphological structure of English will have more difficulty in recognizing and learning words. Research shows the awareness of morphological structure of words is correlated with students' vocabulary knowledge, as well as their reading comprehension. This session will share how to incorporate a building-wide



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emphasis to morph vocabulary instruction in all content areas to help upper elementary to high school students as they encounter more unfamiliar and morphologically complex words. Participants will practice and receive strategies designed for immediate implementation.

Strands: *Adolescent Literacy*

Target Audience: *Educators, Literacy Leaders*

Session Type: *Workshop*

4.11 Grades 5-12 Content Literacy: Embedding Reading and Writing Instruction in All Subject Areas

(Joan Sedita) (Taft AB)

All students, from struggling to above grade-level readers, benefit from literacy instruction that is embedded in content classroom teaching. This workshop will address why content literacy must be an essential part of Tier I core instruction in grades 5-12. We will review the literacy components that are best taught using subject-area content and text: vocabulary, comprehension strategies, the reading-writing connection, and understanding text structure.

Strands: *Adolescent Literacy*

Target Audience: *Educators, Literacy Leaders, Administrators*

Session Type: *Workshop*

4.12 Leading Adolescent Literacy: Support for Secondary Administrators

(Roger Howard, Adolescent Literacy Specialist, Region 3) (Nationwide A)

Adolescents entering the adult world of the 21st century must be prepared to read, write and discuss complex text more than at any time in history, but results on the grade 12 National Assessment of Educational Progress (NAEP) have been stagnant for years. Unlike our elementary schools, systemic literacy instruction often is viewed as a transplanted organ in our middle and high schools. This session will assist secondary building administrators and school leaders in the process of implementing evidence-based literacy practices that have not only proven to enhance literacy outcomes but, in some instances, have led to nationally recognized school turnarounds. This session will utilize evidence-based adolescent literacy practices, successful testimonials and components of Ohio's Plan to Raise Literacy Achievement.

Strands: *Adolescent Literacy, System Support*

Target Audience: *Literacy Leaders, Administrators*

Session Type: *Presentation*

Session Description Key

Strands

EMERGENT LITERACY

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

EARLY/CONVENTIONAL LITERACY

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

ADOLESCENT LITERACY

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

SYSTEM SUPPORT

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

Learning Session Types

PRESENTATION

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

WORKSHOP

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



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Target Audiences

EDUCATORS

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

LITERACY LEADERS

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

ADMINISTRATORS

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

PRESENTERS

Mary Brooks

(4.6 Selecting Instructional Materials Aligned to the Big Ideas of Reading)

Mary Brooks has a masters' degree in Special Education, a literacy endorsement and an administrative specialist license. She has 30 years of teaching experience in both special education and elementary general education. She has served as a literacy consultant for State Support Team 10 for 10 years.

Cheryl Byrne

(4.10 Morphing Advanced Word Study into Morphology!)

Cheryl Byrne is a regional early literacy specialist at State Support Team 7 in Mansfield. Byrne has a passion for learning more each day about the science of reading. She really does like to read literacy research and think about the impact it has on supporting schools. She truly believes when we know better, we do better. Her goal is to support instructional leaders and educators to help students of all ages to become readers and life-long learners.



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Dr. Mary Dahlgren*(1.3/2.3 Sound Walls as a Teaching Tool)*

Mary E. Dahlgren, Ed. D., is a national literacy consultant from Oklahoma City, Oklahoma. Dr. Dahlgren's longstanding interests have centered on providing professional development for early childhood and elementary education teachers. She provides training in the science of beginning reading on how to provide the best first instruction or specify the correct intervention for struggling readers. Her current work involves coaching teachers and administrators with the goal for all to learn to deliver high quality literacy instruction using explicit and systematic teaching. Dr. Dahlgren's most recent publication is a phonological awareness and articulation program, Kid Lips. This program includes a special emphasis on Spanish speakers and the teaching of English phonemes. Her other publications emphasize the teaching of the relationship of graphemes to phonemes and the common conventions of orthography. She is also the author of Phoneme/Grapheme Cards which provide a quick reference and the explanation behind common phonics patterns in the English language.

Judi Dodson*(3.3/4.3 You Can't Do Bloom's Until You've Done Maslow: Building a Bridge to Social-Emotional Development and Academic Success)*

Judi Dodson, M.A. has more than 30 years of combined experience as an educator of children and teaching teachers. She has worked as a classroom teacher, special education teacher, diagnostic educational specialist, literacy consultant and teacher trainer. She is a national LETRS (Language Essentials for Teachers of Reading and Spelling) trainer, presents nationally at conferences on literacy-related issues, consults and works directly with schools and districts on issues related to achievement and is the president of Bridges to Literacy. One of the most important things to know about Dodson is that her work is driven by a sense of the importance of understanding the whole child and teaching to and from the heart. She believes that finding a balance between social-emotional learning and excellence in academic instruction will support academic achievement while building motivation and a lifelong love of learning. Dodson is the author of three books: 50 Nifty Activities for Reading Instruction in the Five Components of Reading; 50 Nifty Speaking and Listening Activities for Oral and Reading Comprehension and The Literacy Intervention Toolkit. She is passionate about global education for girls and is the president of Peruvian Hearts, a nonprofit organization dedicated to empowering girls and young women in Peru to become leaders through education, mentorship and service to break the cycle of intergenerational poverty.

**Michelle Elia**

(1.6/2.6 The Reading Brain: What Every Educator Needs to Know)

Michelle Elia has served students in Ohio as an intervention specialist, special education consultant and regional early literacy specialist. She currently is an Ohio literacy lead, a role that allows her to work with district administrators, teachers and students across the state. She provides professional development and coaches teachers in evidence-based instructional practices (aligned with the science of reading, PBIS, UDL, brain research and differentiated instruction) to engage ALL students in the learning process. She also coaches district and building leaders in systems to support their schoolwide reading models. Elia serves as a board member of the International Dyslexia Association Northern Ohio, is a member of the INFOhio Literacy Task Force and Ohio's What Matters Now Network and works as an adjunct professor at both Youngstown State University and Walsh University.

Elizabeth Fessel

(1.4/2.4 A Framework to Support the Essential Components of Reading Instruction)

Elizabeth Fessel is a regional early literacy specialist for State Support Team 13, serving Butler, Clermont, Hamilton and Warren counties. Prior to joining the state support team, she held a variety of positions, including classroom teacher, intervention specialist, instructional coach and elementary assistant principal. Fessel was recognized for her contributions in the classroom as a past honoree of the Battelle for Kids Celebrate Teaching Distinguished Educator Award. She earned a Bachelor of Science in Education degree from Miami University, a Master of Education degree from Xavier University and a Master of Arts in School Leadership from Concordia University Chicago, where she currently is continuing her education.

Rachel Giannini

(3.2/4.2 No Small Matter: The Importance of Early Learning)

Rachel Giannini is a childhood specialist, an early childhood advocate and a video blog host. She currently is the writer, director and on-screen talent for a series of video blogs for the Chicago Children's Museum and feature-length documentary, No Small Matter. Rachel has been published in The New York Times, HuffPost, Child Care Exchange, and Chicago Parent. Her adventures can be heard on Kids Stuff Podcast and Hi Mama. Rachel has an MFA in Museum Education from the University of Illinois, serves on the board of Illinois Network of Child Care Resource and Referral Agencies, and is a volunteer hospital magician for Open Heart Magic.



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Jen Griffing

(3.1/4.1 Developing Phonological Awareness Skills: What Educators and Families Can Do to Change Outcomes for Children)

Jen Griffing is the regional early literacy specialist for State Support Team 9. Her role includes supporting districts in continuous improvement through high-quality, evidence-based literacy instruction and promoting strong school, family and community partnerships with a focus on language and literacy beginning at birth. She also serves as a member of the Ohio Family and Community Engagement Network, State Literacy Network, Regional Literacy Support Team and Great Start for Great Futures Coalition. Griffing has a Bachelor of Science degree in Early Childhood Education from Malone University, along with a K-12 Reading Endorsement. She earned a master's degree in Curriculum and Instruction with a concentration in Educational Leadership from Ashland University.

Debbie Hartwig

(3.10 Morphing Advanced Word Study into Morphology!)

Debbie Hartwig is the State Personal Development Grant literacy lead for State Support Team 9. As a former regional early literacy specialist and now SPDG literacy lead, Hartwig has had extensive training in the science of reading with national experts. Prior to joining State Support Team 9, her educational experiences included special education, general education, National Board Certification as a Middle Childhood Generalist, school counselor and Lead Science Teacher. Hartwig is a member of the International Dyslexia Association of Northern Ohio. Her dedication to the State Personal Development Grant, Ohio's Early Literacy Pilot and regional Striving Readers grant districts is fueled by her goal to teach and coach equitable systems and science-based reading research so ALL students have access to high-quality instruction and learn to read.

Michelle Hostetler

(1.9/2.9 Helping English Learners Develop English Literacy Skills According to Science)

Michelle Hostetler has served as the director of Instruction for North Canton City Schools since 2016. Prior to her current role at North Canton City Schools, she held the position as the K-12 English language arts consultant for the Stark County Educational Service Center. For the past 10 years, Hostetler has served in and around the Stark County schools as a director of curriculum, federal programs, English learners, gifted and talented, and literacy coaching. She has had the opportunity to be a presenter at literacy conferences and workshops on local, state and national levels throughout her career. This year celebrates Hostetler's 30th year in education.



Roger Howard

(3.12/4.12 Leading Adolescent Literacy: Support for Secondary Administrators)

Roger Howard is an Adolescent Literacy Specialist for State Support Team 3 at the Educational Service Center of Northeast Ohio. He brings 35 years of secondary teaching and leadership experience to the role. Prior to joining the educational service center, Howard served the Independence Local Schools for 11 years in the capacities of director of Curriculum & Instruction and principal of Independence High School. As principal, Roger facilitated a dramatic increase in Advanced Placement offerings, participation and passage rates. He was honored as the 2011 Ohio High School Principal of the Year by the Ohio Association of Secondary School Administrators and served on the OASSA board of directors from 2014-2018. Howard also served as the principal of Hudson High School and Chagrin Falls High School and was an assistant principal at Tallmadge Middle School, Solon High School and Stow-Munroe Falls High School. Prior to his administrative career, Howard taught at Tallmadge High School for 10 years while leading its softball program to four state championships and two state runner-up finishes. He began his professional career as a residential child care counselor at Parmadale Youth Care Village.

Laura Jones

(3.6 Selecting Instructional Materials Aligned to the Big Ideas of Reading)

Laura Jones has a master's degree in Early Childhood Education and in Educational Leadership, along with a reading endorsement. She has worked with State Support Team 10 for 10 years, providing professional development and coaching in early literacy, early learning and school readiness, and school improvement.

Pamela Kennedy

(3.4 Let's Take it Up a Notch: Advanced Phonemic Awareness, Moving from Awareness to Proficiency)

In her role as a regional early literacy specialist for State Support Team 4, Kennedy provides job-embedded coaching, professional development and technical assistance to district, building and teacher teams on evidence-based instructional strategies, language and literacy development, family/community engagement, educational equity, culturally relevant instruction and other topics related to closing student literacy achievement gaps. Along with modeling and monitoring improvement efforts around literacy, she coaches educational teams building multi-tiered systems of support and works with districts and buildings according to processes outlined by the Ohio Department of Education. Kennedy supports future leaders in education, as she sits on the educational advisory boards of Ursuline College and Hiram College in northeast Ohio.



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Rachel Lang-Daniels

(1.11 Disciplinary Literacy in Science and Mathematics: Using Literacy to Unlock Content Knowledge; 2.11 Disciplinary Literacy in Social Studies and English Language Arts: Using Literacy to Unlock Content Knowledge)

Situated at the Educational Service Center of Central Ohio in State Support Team 11, Rachel Lang Daniels currently serves as adolescent literacy specialist, one of two in the state, supporting the Ohio Department of Education's literacy team and the Striving Readers Comprehensive Literacy Grant. After nearly 10 years of classroom practice across grades 7-12 in English language arts, Lang Daniels joined the educational service center as a literacy consultant. From the Ohio Improvement Process and the roll-out of standards to instructional coaching and literacy practices, she has been leading professional development across Central Ohio for 11 years.

Debbie Mickey

(2.1 Print Awareness: Partnering with Families Using Sit Together and Read (STAR) at Home)

Debbie Mickey is the literacy specialist for State Support 14. She has served as an early literacy specialist for 11 years in multiple state literacy projects and worked with Head Start and other early care and education entities for more than 20 years. Mickey holds a Master of Arts degree in Education and a Bachelor of Science in Elementary Education. She has been married for more than 40 years, has two married sons and three grandchildren.

Helen O'Leary

(1.1 Developing Print Awareness: An Overview of the Sit Together and Read (STAR) Program in the Classroom)

Helen O'Leary, an early childhood consultant for State Support Team 11, has worked over the past 20 years as a teacher, administrator, coach and consultant in both public education, nonprofit organizations, private education and Head Start. Currently, she supports districts in providing professional development and coaching in early literacy, early learning and school readiness, and family engagement

Nancy Osko

(1.2 Supports for English Learners in Early Childhood Systems; 2.2 Supports for English Learners in Early Childhood Classrooms)

Nancy Osko, M.Ed. is a regional early literacy specialist with the State Support Team 2. Her career in education began teaching abroad at an international school, where she taught students from all around the world. Upon returning, she worked in Nevada and Texas before coming back to her native Ohio. These experiences allowed her to gain in-depth knowledge in working with culturally diverse learners. Throughout her career, she has held a variety of positions including classroom teacher, elementary literacy technologist, elementary



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principal and college adjunct instructor. Osko currently is providing technical assistance and professional development around Ohio's State Systemic Improvement Plan (SSIP) Language and Literacy Project.

Beth Rice

(1.4/2.4 A Framework to Support the Essential Components of Reading Instruction)

Beth Rice has been a principal and consultant at the university, state, district and school levels for more than 25 years. Prior to that, Rice was a classroom teacher and speech-language pathologist with more than 10 years of experience at the elementary level. Rice currently is the regional early literacy specialist for State Support Team 15. She has spent several years of her career in Hawaii, where she was a school administrator and teacher. While there, she was actively involved at the state board-level with the Hawaii Association for the Education of Young Children. She received the Castle Honors in Leadership Development award from the Samuel and Mary Castle Foundation for her work in the field of early childhood education. Rice loves working alongside passionate principals, teachers and support staff who give their best to change children's lives for the better.

Joan Sedita

(1.12/2.12 Literacy Planning for Grades 4-12: A Model for Schools and Districts)

Joan Sedita, M.Ed., has been an educator and nationally recognized teacher trainer for more than 35 years. She is the founding partner of Keys to Literacy, a literacy professional development organization based in Massachusetts. Sedita is the author of four content literacy professional development programs (Key Comprehension Routine, Key Vocabulary Routine, Keys to Writing, The ANSWER Key Routine to for Extended Response) and a K-12 district literacy planning model (Keys to Literacy Planning). Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. As a teacher, principal and director of the Outreach Teacher Training Program at Landmark, Sedita developed expertise, methods and instructional programs that address the literacy needs of students in grades K-12. She was one of the three lead trainers in Massachusetts for the Reading First Program. A national LETRS trainer, she co-authored LETRS Module 11, Writing, A Road to Reading Comprehension with Louisa Moats. She also wrote the adolescent literacy chapter in *Multisensory Teaching of Basic Language Skills* and the writing chapter in *The Fundamentals of Literacy Instruction and Assessment, 6-12*. Sedita is an adjunct instructor at Endicott College and Fitchburg State University. She received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.



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Dr. Timothy Shanahan

(1.7/2.7 Disciplinary Literacy in Elementary)

Timothy Shanahan is a distinguished professor emeritus at the University of Illinois at Chicago where he was founding director of the Center for Literacy. Previously, he was director of reading for the Chicago Public Schools. He is author or editor of more than 200 publications on literacy education. Shanahan is past president of the International Literacy Association. He served on the advisory board of the National Institute for Literacy under Presidents George W. Bush and Barack Obama. He took a leadership role on the National Reading Panel and chaired two other federal research review panels — the National Literacy Panel for Language Minority Children and Youth and the National Early Literacy Panel — and helped author the Common Core State Standards. Shanahan received the William S. Gray Citation for Lifetime Achievement and the Albert J. Harris Award for outstanding research on reading disability from the International Reading Association and the P. David Pearson Award for Scholarly Influence from the Literacy Research Association. He was inducted to the Reading Hall of Fame in 2007 and is a former first-grade teacher. For more information, visit his blog at www.shanahanonliteracy.com.

Margo Shipp

(4.4 Let's Take it Up a Notch: Advanced Phonemic Awareness, Moving from Awareness to Proficiency)

Margo Shipp graduated with a Bachelor of Science in Elementary Education (1-8) from Ohio University. She attained a Master of Arts in Language, Literacy and Culture (specialized in reading) from The Ohio State University. She currently holds K-12 Reading and Literacy Specialist Endorsements. For 13 years, she taught at the elementary level. Shipp also was a districtwide literacy coordinator for five years. At State Support Team 6, she holds the position of regional early literacy specialist, working with districts to improve student outcomes in literacy. Shipp has been with the State Support Team since 2007.

Carolyn Turner

(1.5/2.5 Phonics Instruction: How to Teach It and What to Do When Children Struggle)

Carolyn Turner graduated with a Bachelor of Science in Elementary Education (K-8) from Miami University. While earning her K-12 Reading Endorsement, she attained a Master of Arts degree in Reading from Kent State University and holds a Master of Arts in Administration from the University of Cincinnati. She has experience teaching at the elementary level as a third grade, fifth grade and Title I instructor. Turner previously worked in her state support team as a regional early literacy specialist and school improvement consultant. As a regional early literacy specialist, she received extensive training and mentoring in the science of reading and applying it to classroom practice. She currently is one of two Ohio literacy leads and works across Ohio to scale up Ohio's Plan to Raise



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Literacy Achievement by developing professional learning, providing trainings on evidence-based practices and supporting districts through a peer coaching model. Turner has been with State Support Team 13 since August 2014.

William Van Cleave

(3.5/4.5 Handwriting in the 21st Century: Why It Matters and What to Do About It)

William Van Cleave is in private practice as an educational consultant whose specialties include morphology and written expression. An internationally recognized speaker with an interactive, hands-on presentation style, Van Cleave has presented on effective teaching practices at conferences and schools both in the United States and abroad since 1995. Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several trainer-of-trainers projects using his sentence structure approach; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. The author of three books, including *Writing Matters* and *Everything You Want To Know & Exactly Where to Find It*, as well as a number of educational tools and activities, Van Cleave has served as a classroom teacher, tutor and administrator in the private school arena at various points in his career.

Stephanie VanDyke

(3.7/4.7 School-Wide Assessment Planning for MTSS)

Stephanie has been in the public education setting for the past 15 years, serving as a teacher, administrator and coach. She has licensures in Early Childhood Education, Early Childhood Intervention, Reading and Elementary Mathematics. Stephanie currently serves as the Regional Early Literacy Specialist for State Support Team 3, a branch of the Ohio Department of Education. Stephanie's current work includes supporting the State Personnel Development Grant, which is aimed at leveraging resources, such as parent partnerships, teacher capacity, and state systems of support, over the next several years to achieve high student results for all learners.



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Toni-Ann Vroom*(3.8/4.9 Advancing Thinking Through Writing)*

Toni-Ann Vroom is the chief academic officer for The Writing Revolution. Prior to joining TWR, Toni-Ann was a lead social studies teacher and schoolwide writing coordinator at New Dorp High School in Staten Island, New York. At New Dorp, she was responsible for supporting the implementation of the Hochman Method across multiple content areas. She has developed content for textbooks and materials for The Writing Revolution and presented on writing at many events and venues, including The Aspen Institute, South by Southwest and The College Board Foundation. Vroom currently is pursuing a Ph.D. in Literacy at St. John's University.

Margaret Watson*(3.7/4.7 School-Wide Assessment Planning for MTSS)*

Margaret Watson currently is the regional early literacy specialist for State Support Team 3. She was a classroom teacher, building administrator and assistant superintendent. Watson's elementary building was named a School of Promise by the Ohio Department of Education and received The Harvard Leadership Award. As the assistant superintendent, she co-authored the Straight A Grant, and the consortium of districts was awarded \$13.2 million. Working with classroom teachers and building administrators to develop systems that focus on student learning through the lens of literacy is the focal point of her current work.

Dana Weber*(1.9/2.9 Helping English Learners Develop English Literacy Skills According to Science)*

Dana Weber is the English learner consultant for the Stark County Educational Service Center and State Support Team 9. Her role includes developing, coordinating and delivering professional development and technical assistance to 39 districts in the areas of identification, assessment, teaching strategies, program development and compliancy regarding English learners in the schools. Prior to moving back home to Ohio, Dana was an English learner teacher. She has spent the past 15 years providing a voice for English learners on multiple local and state committees while partnering with nonprofit organizations that support immigrant families. Dana is dedicated to improving the education and experiences of our culturally and linguistically diverse students and families.



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Phil Weinberg*(3.8/4.9 Advancing Thinking Through Writing)*

Phil Weinberg serves as the chief executive officer for The Writing Revolution. Before joining TWR, Weinberg served as deputy chief academic officer and deputy chancellor for Teaching and Learning at the New York City Department of Education. In that role, he led the work to strengthen instruction and improve student learning for the city's 1.1 million students. Prior to his appointment in January 2014, he worked in New York City public schools for 30 years, 27 of which were at the High School of Telecommunication Arts and Technology (HSTAT) in Brooklyn, where he was an English teacher, assistant principal and the school's principal for 13 years. Weinberg holds a B.A. in English from Swarthmore College and a M.A. in Teaching English from Columbia University Teachers College.

Natalie Wexler*(Keynote: Translating Cognitive Science into Classroom Practice; 3.8/4.8 The Knowledge Gap: Why Our Approach to Boosting Reading Comprehension Isn't Working – And How to Change It)*

Natalie Wexler is an education writer and the author of *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It* (Avery 2019). She is a senior contributor to *Forbes.com* and co-author, with Judith C. Hochman, of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Jossey-Bass, 2017). Her articles and essays have appeared in *The New York Times*, *The Washington Post*, *The Atlantic* and other publications. Before turning to education, Wexler worked as a freelance writer and essayist on a variety of topics, as well as a lawyer and legal historian. She lives in Washington, D.C.

Dr. Daniel Willingham*(Keynote: The Reading Brain and Digital Technology; 1.8/2.8 Improving Reading Comprehension)*

Daniel Willingham earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990. He currently is a professor of Psychology at the University of Virginia, where he has taught since 1992. Until about 2000, his research focused solely on the brain basis of learning and memory. Today, all his research concerns the application of cognitive psychology to K-16 education. He writes the "Ask the Cognitive Scientist" column for *American Educator* magazine and is the author of *Why Don't Students Like School?*, *When Can You Trust the Experts?*, *Raising Kids Who Read*, and *The Reading Mind*. His writing on education has appeared in 16 languages. In 2017, he was appointed by President Obama to serve as a member of the National Board for Education Sciences.



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