

Literacy Academy

June 8, 2023



**FUTURE
FORWARD
OHIO** 



AGENDA

THURSDAY, JUNE 8, 2023

8:00 – 9:00 a.m.	Onsite Check-In and Registration (Regency Foyer)
8:35 – 8:55 a.m.	Performance by Fort Hayes Jazz Ensemble (Regency Ballroom)
9:00 – 10:15 a.m.	Welcome and Keynote Address (Regency Ballroom)
10:15 – 10:30 a.m.	<i>Break</i>
10:30 – 11:45 a.m.	Concurrent Learning Session 1
11:45 a.m. – 1:15 p.m.	<i>Lunch</i>
11:45 a.m. – 1:15 p.m.	Poster Session (Regency Ballroom)
1:15 – 2:30 p.m.	Concurrent Learning Session 2
2:30 – 2:45 p.m.	<i>Break</i>
2:45 – 4:00 p.m.	Concurrent Learning Session 3



WELCOME AND KEYNOTE SESSION

WELCOME

Dr. Christopher Woolard, serves as the Interim State Superintendent of Public Instruction. For nearly two decades serving the State of Ohio, Dr. Woolard has focused on improving student achievement through the effective use of school and district data to inform decision-making. With a focus on academic growth, accountability and strengthening statewide education partnerships, Dr. Woolard champions best practices and collaborative strategies to advance opportunities for all students.

Previously serving as the Department's chief program officer, Dr. Woolard worked closely with agency program centers and units to oversee all initiatives related to continuous improvement, student supports, advancing professional supports, performance and impact, and teaching, leading and learning. He continues to lead work focused on the Future Forward Ohio state priorities to support pandemic recovery, literacy achievement and reading success, workforce readiness, student wellness and educational options.

Dr. Woolard began working at the Department in 2003. Prior to serving as chief program officer, he served as the senior executive director of the Center for Performance and Impact where he led work focused on state assessments, development of Ohio School Report Cards, implementation of the Every Student Succeeds Act (ESSA) and the creation of data tools for educators and state-level policy research. Dr. Woolard received his Bachelor's Degree in Education and Political Science from Muskingum College and a Master's Degree and Doctorate in Political Science from Miami University. He completed a prestigious fellowship with the Harvard Strategic Data Project and has previously received the Data Quality Campaign's State Data Leader Award for promoting data use to improve student learning and achievement.

Dr. Melissa Weber-Mayrer, serves as Chief of Literacy Achievement and Reading Success. Melissa Weber-Mayrer is the Director of the Office of Approaches to Teaching and Professional Learning at the Ohio Department of Education. Dr. Weber-Mayrer oversees Ohio's literacy work including, literacy legislation and the statewide implementation of evidence-based language and literacy teaching and learning.

Dr. Weber-Mayrer is the federal project director for \$78.2 million in literacy grants focused on raising literacy achievement for birth through grade 12, including learners with reading difficulties. She co-led the State Systemic Improvement Plan: Early Literacy Pilot activities, and leads the team that authored and updates [Ohio's Plan to Raise Literacy Achievement](#). Dr. Weber-Mayrer has experience teaching in large urban school districts in Ohio, New Jersey, and Illinois. She serves as adjunct faculty for university required reading courses. Dr. Weber-Mayrer is dedicated to improving the literacy knowledge and skills of pre-service and in-service educators to ensure preparation for effective teaching of essential literacy skills at all grade levels. She earned her B.S., M.A., and Ph.D. from The Ohio State University.

Kara Moy, a rising 7th grader at Little Miami Middle School, was born in the DC Metro Area and diagnosed with dyslexia at the end of 1st grade. She became an Ohioan when she started third grade and, with lots of hard work, has become an avid reader. Her favorite book series is "Wings of Fire" and "Warrior Cats." When she isn't reading, she enjoys volleyball, drama and art.



KEYNOTE ADDRESS: DR. ANITA ARCHER

Anita Archer, Ph.D., serves as an educational consultant to state departments and school districts on explicit instruction and literacy. She has presented in all 50 states and many countries, including Australia, and is the recipient of ten awards honoring her contributions to education. Anita has served on the faculties of three universities including the University of Washington, the University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials including *Phonics for Reading*, a three-level intervention program, *REWARDS*, a five-component literacy intervention program, and a best-selling textbook titled *Explicit Instruction: Effective and Efficient Teaching*.

THE SCIENCE OF READING MEETS THE SCIENCE OF INSTRUCTION

As we implement the science of reading to ensure that all students read accurately and fluently with good comprehension, we must draw from the science of instruction. In this keynote, Dr. Archer will discuss the critical variables in instruction: clear lesson purposes, structured lessons including demonstration, guided practice and checking for understanding, embedded formative assessment, active participation, effective feedback, and judicious practice. When these elements are consistently and effectively used, learning results.

POSTER SESSION

Each Comprehensive Literacy State Development subgrantee will be highlighted during a poster session at the academy. Grantee posters will include information on implementation aligned to Ohio's Theory of Action for birth through grade 12 language and literacy development including shared leadership, multi-tiered systems of support, educator capacity, family partnerships and community collaboration. Network with other attendees and learn about the impact of Ohio's Comprehensive Literacy State Development 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.



CONCURRENT LEARNING SESSION SCHEDULE

LEARNING SESSION 1 (10:30-11:45 A.M.)

Session	Title	Presenter(s)	Room
1.1	Project Ready! An Evidence-Based Preschool Curriculum	Rosie Warburg, Maria Aielli	Garfield
1.2	Literacy Data Analysis: A Crucial Lever for School Improvement	Beth Rice, Sommer McCorkle and Heidi Gray	Delaware A
1.3	HB 436 Passed, Now What? Developing Internal Capacity to Support Our Students at Risk for Dyslexia	Olivia Weisman	Delaware D
1.4	Student-Focused Coaching: Helping Every Teacher Succeed	Jan Hasbrouck	Franklin B
1.5	Ready, Set, Go! Next Steps After Universal Screening	Carolyn Turner	Delaware B
1.6	Background Knowledge: The Velcro to Which New Learning Sticks	Jennifer Walker	Fairfield
1.7	Providing Reading Intervention for Students in Grades 4-9: Overview of the IES Practice Guide	Kim St. Martin	Franklin D
1.8	Providing for Struggling Readers in an Efficient Way: Considerations and Practices for Establishing Sustainable School-Wide Literacy Models at the Secondary Level	Jade Wexler	Delaware C
1.9	Literacy for English Learners: What's "Reading Science" Got to Do with It?	Claude Goldenberg	Grant
1.10	The Science of Reading: Myths and Misconceptions	Michelle Elia	Franklin C
1.11	Operationalizing a Literacy Plan to Support ALL Learners	Carrie Wood	Franklin A
1.12	Taking a Multi-Tiered Strategic Approach to Family Engagement in Literacy	Barbara Boone, Meredith Wellman, Hadley Bachman	Taft B



LEARNING SESSION 2 (1:15-2:30 P.M.)

Session	Title	Presenter	Room
2.1	The Science of Language and Learning in Early Childhood	Lucy Hart Paulson	Taft B
2.2	Spelling Instruction that Sticks	Michael Hunter	Delaware D
2.3	The 6-Step Lesson Plan for Decoding, Spelling and Fluency: Part 1	Heidi Beverine-Curry	Garfield
2.4	The Power of Language: Building Strong Family and Community Partnerships	Jen Griffing, Juakita Bowens	Grant
2.5	Ready, Set, Go! Next Steps After Universal Screening	Carolyn Turner	Delaware B
2.6	Structured Literacy for English Learners: What Every Educator Should Know	Elsa Cárdenas-Hagan	Delaware A
2.7	Advanced Word Study and Morphology Instruction	Jackie Dietrich	Franklin C
2.8	Providing for Struggling Readers in an Efficient Way: Considerations and Practices for Establishing Sustainable School-Wide Literacy Models at the Secondary Level	Jade Wexler	Delaware C
2.9	Selecting Instructional Routines Across the Disciplines to Support Successful Literacy Outcomes	Roger Howard	Franklin D
2.10	What Do Literacy Leadership Teams Need to Know When Implementing Science of Reading Initiatives?	Michelle Elia	Franklin B
2.11	Implementing Literacy Coaching: Leveling Up	Stephanie VanDyke	Franklin A
2.12	Comprehension is an Outcome	Anita Archer	Fairfield



LEARNING SESSION 3 (2:45-4:00 P.M.)

Session	Title	Presenter	Room
3.1	How Am I Learning? Early Indicators of Later Literacy Learning and the Impact of Early Intervention	Lucy Hart Paulson	Taft B
3.2	Spelling Instruction that Sticks	Michael Hunter	Delaware D
3.3	The 6-Step Lesson Plan for Decoding, Spelling and Fluency: Part 2	Heidi Beverine-Curry	Garfield
3.4	Student-Focused Coaching: Helping Every Teacher Succeed	Jan Hasbrouck	Franklin B
3.5	Intervention Evolution: A Riverside Journey	Margo Shipp, Ellie Johnson	Delaware B
3.6	Structured Literacy for English Learners: What Every Educator Should Know	Elsa Cárdenas-Hagan	Delaware A
3.7	Intensifying Literacy Instruction at the Elementary & Secondary Levels	Kim St. Martin	Franklin D
3.8	Analyzing Building and District Level Data to Impact Student Outcomes	Rachel Wakefield	Delaware C
3.9	Literacy for English Learners: What's "Reading Science" Got to Do with It?	Claude Goldenberg	Grant
3.10	Leveraging the Power of Explicit Writing Instruction	Amber Clay-Mowry	Franklin A
3.11	Teaching Vocabulary: More than Lists of Words and Definitions	Keith McCarroll	Franklin C
3.12	Comprehension is an Outcome	Anita Archer	Fairfield



LEARNING SESSION DESCRIPTIONS

LEARNING SESSION 1 (10:30 – 11:45 A.M.)

- 1.1 Project Ready! An Evidence-Based Preschool Curriculum** (*Rosie Warburg, Maria Aielli*)
This unique project, created and directed by Dr. Amy Murdoch, focuses on preschool literacy. It involves the creation of a free, research-based instructional program with a large focus on language and knowledge development. Using evidence-based practices, participants will receive instruction on how to implement shared book reading, writing and alphabets routines into their classrooms to enhance student outcomes. Participants will leave the session with full access to curriculum resources.
- **Strands:** *Emergent Literacy*
 - **Target Audience:** *Administrators, Literacy Leaders, Educators*
 - **Session Type:** *Presentation*
- 1.2 Literacy Data Analysis: A Crucial Lever for School Improvement** (*Beth Rice, Sommer McCorkle and Heidi Gray*)
This session will explore how leaders and leadership teams effectively and efficiently use student outcome and adult fidelity data through the Ohio Improvement Process problem solving model to continually impact and address their systems of core literacy instruction, assessment, materials and resources, quality of instruction, teaming structures, local literacy plans and professional learning. Participants will leave this session knowing what data is needed and how to analyze data through the lens of the Ohio Improvement Model to empower district and building teams to make systemic change.
- **Strands:** *Early and Conventional Literacy*
 - **Target Audience:** *Administrators, Literacy Leaders*
 - **Session Type:** *Presentation*
- 1.3 HB 436 Passed, Now What? Developing Internal Capacity to Support Our Students at Risk for Dyslexia** (*Olivia Weisman*)
Ohio passed House Bill 436 and developed the Ohio Dyslexia Guidebook, but now what? We will explore ways to develop capacity within our districts to understand the strengths and needs of individuals at risk for dyslexia or with dyslexia. In addition, we explore and develop understanding of the importance of literacy decision rules along with guiding questions to support instruction for all, while considering the whole child. Join us as we highlight the excellent work districts have been developing and refining to support language and literacy for all.
- **Strands:** *Early and Conventional Literacy*
 - **Target Audience:** *Administrators, Literacy Leaders, Educators*
 - **Session Type:** *Presentation*
- 1.4 Student-Focused Coaching: Helping Every Teacher Succeed** (*Jan Hasbrouck*)
Coaching has become a popular model in schools to provide professional development/learning and support to improve the instructional skills of teachers, and thus the academic skills and behavioral outcomes of students. Unfortunately, few teachers who are being given the role of “coach” are receiving sufficient training or support to adequately perform this challenging role. This situation is often complicated by the fact that few administrators clearly understand this new role or how to provide the essential support that coaches will need to be successful. This session will discuss various models of instructional coaching, along with an overview of Student-Focused Coaching. Some of the key elements that help make coaching successful will be presented, including creating partnerships with supervisors.
- **Strands:** *Early and Conventional Literacy, Adolescent Literacy, System Support*
 - **Target Audience:** *Administrators, Literacy Leaders*
 - **Session Type:** *Presentation*



1.5 **Ready, Set, Go! Next Steps After Universal Screening** (*Carolyn Turner*)

Ohio's Dyslexia Committee recommends providing brief universal screening three times a year to prevent misidentifying students as at risk or not at risk for later reading difficulties. But screening is only the first step. This session will provide a practical application of a multi-tiered system of supports to help educators identify and meet the needs of students at risk for dyslexia and those with other reading concerns. Participants will leave with actionable steps for an immediate instructional response that includes screening, diagnostic assessments, appropriate interventions, and progress monitoring to catch students before they fail.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Workshop*

1.6 **Background Knowledge: The Velcro to Which New Learning Sticks** (*Jennifer Walker*)

The importance of background knowledge can't be underestimated when it comes to reading comprehension. Research shows that the more a reader knows about a topic, the easier it is to read a text, understand it, and retain the information. While we know that background knowledge is the uppermost strand of Language Comprehension in Scarborough's Rope and that it strengthens readers' comprehension of the text, what are we doing to intentionally build readers' background knowledge through our instruction and curricula? This session will help school leaders and educators understand the important role that background knowledge plays in reading comprehension.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Workshop*

1.7 **Providing Reading Intervention for Students in Grades 4-9: Overview of the IES Practice Guide** (*Kimberly St. Martin*)

The What Works Clearinghouse™ released a new [practice guide](#) in partnership with a panel of experts on reading interventions. The panel distilled recent reading intervention research into four easily comprehensible and practical recommendations that educators can use to deliver reading intervention to meet the needs of students in grades 4–9. These recommendations will be useful for special educators, general education teachers, reading specialists/coaches, administrators, and parents. Each recommendation includes research-based strategies and examples for implementing these recommendations. Participants will explore recommendations and example activities during the session.

- **Strands:** *Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*

1.8 **Providing for Struggling Readers in an Efficient Way: Considerations and Practices for Establishing Sustainable School-Wide Literacy Models at the Secondary Level** (*Jade Wexler*)

The adoption and sustainment of evidence-based literacy practices in secondary Tier 1 content-area and supplemental intensive Tier 2/3 classes is important to improve the reading success among students who struggle with reading, including students with disabilities. In this presentation, attendees will learn about the importance of implementing a school-wide literacy model at the secondary level. They will also learn about practice and school-level factors that can influence teachers' sustained use of evidence-based literacy practices. Finally, they will be provided with an overview of a set of evidence-based literacy practices that can be implemented and intensified for use across the Tiers 1-3 setting, and an accompanying coaching model to support implementation.

- **Strands:** *Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Presentation*



1.9 Literacy for English Learners: What's Reading Science Got to Do with It? (Claude Goldenberg)

Educators and advocates have expressed skepticism about the relevance of the "Science of Reading" (SOR) for English Learners (ELs), sometimes referred to as Emergent Bilinguals (EBs). Typically, but not always, these students are learning to read English as they learn to speak and understand it. Although the term "reading science" can be problematic, research conducted with ELs/EBs in the United States and second language learners around the world demonstrates that this body of knowledge is in fact highly relevant for promoting literacy development among ELs/EBs.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*

1.10 The Science of Reading: Myths and Misconceptions (Michelle Elia)

There are numerous misconceptions and myths surrounding the science of reading. How children learn to read is also steeped in theory, and not necessarily in science. This session will review some of the most prevalent and most damaging misconceptions surrounding the science of reading in order to help all educators shift to more effective and equitable practices.

- **Strands:** *Emergent Literacy, Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*

1.11 Operationalizing a Literacy Plan to Support ALL Learners (Carrie Wood)

In this session, discover why anchoring evidence-based language and literacy for all learners in a local literacy plan provides the hallmarks of clarity, cadence and community needed for developing a sustainable reading model. Throughout the session, leverage the practical learning of other Ohio leaders in each grade band who will share their challenges and successes in gaining momentum implementing a comprehensive literacy plan. Resources will be shared to support leadership teams in being successful on their own literacy pathway.

- **Strands:** *Emergent Literacy, Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Presentation*

1.12 Taking a Multi-Tiered Strategic Approach to Family Engagement in Literacy (Barbara Boone, Meredith Wellman, Hadley Bachman)

In this interactive, collaborative session, participants will explore a multi-tiered, strategic approach to family engagement for promoting authentic partnerships with all families to support student literacy. We will discuss how an asset lens reveals the potential for families to contribute to school community literacy programs as providers, receivers, initiators, co-designers and evaluators. We will introduce decision indicators for determining when the school should adapt family engagement approaches. Finally, we share a simple evaluation tool to evaluate family engagement planning.

- **Age Bands:** *Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*



LEARNING SESSION 2 (1:15-2:30 P.M.)

2.1 The Science of Language and Learning in Early Childhood (*Lucy Hart Paulsen*)

Take a “look” into the brains of young children to see what influences promote brain development including sensitive time periods for learning a range of skills. Then, take a deeper look into the language foundations needed for learning across the developmental domains. Finally, take away key components of high-quality early childhood learning settings that promote playful learning for young children, making a difference for the rest of their lives.

- **Strands:** *Emergent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*

2.2 Spelling Instruction that Sticks (*Michael Hunter*)

With typical spelling instruction, students are given a list of words to study at the beginning of the week. They complete a few activities during the week and take a test at the end of the week. While this works for some students, others consistently fail the spelling test, and their failure to grasp basic spelling principles is evident in their writing. Effective spelling instruction starts with matching sounds to letters and moves to understanding morphology. Students learn to spell better when spelling patterns are emphasized. Students who are not natural spellers need instruction that specifically teaches pronunciation of the word, ties spelling to the pronunciation, and that, when appropriate, focuses on meaningful word parts. This session includes focused activities and practice that lead to accurate spelling not only on Friday’s spelling test but also in students’ written assignments.

- **Strands:** *Early and Conventional Literacy*
- **Target Audience:** *Literacy Leaders, Educators,*
- **Session Type:** *Presentation*

2.3 A 6-Step Lesson Plan for Decoding, Spelling and Fluency: Part 1 (*Heidi Beverine-Curry*)

In this foundational session, participants will learn how to plan and implement 40–60-minute engaging, evidence-aligned, 6-Step lessons to teach the phonological and phonic skills necessary for efficient decoding, spelling and fluency. They will receive practical resources and ideas for using the 6-Step approach in face-to-face and virtual instruction for students of all ages. **Note: This is a two-part session. Participants must register for both session 2.3 and 3.3.**

- **Strands:** *Early and Conventional Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Workshop*

2.4 The Power of Language: Building Strong Family and Community Partnerships (*Jen Griffing, Juakita Bowens*)

In this session, participants will explore opportunities to leverage what we know about language and how our brains learn to read to amplify and embed family engagement and community collaboration in our structured literacy goals. Examples from Ohio schools and collaborative conversation with colleagues will be included throughout the session.

- **Age Bands:** *Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Workshop*



2.5 **Ready, Set, Go! Next Steps After Universal Screening** (*Carolyn Turner*)

Ohio's Dyslexia Committee recommends providing brief universal screening three times a year to prevent misidentifying students as at risk or not at risk for later reading difficulties. But screening is only the first step. This session will provide a practical application of a multi-tiered system of supports to help educators identify and meet the needs of students at risk for dyslexia and those with other reading concerns. Participants will leave with actionable steps for an immediate instructional response that includes screening, diagnostic assessments, appropriate interventions and progress monitoring to catch students before they fail.

- **Strands:** *Early and Conventional Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Workshop*

2.6 **Structured Literacy for English Learners: What Every Educator Should Know** (*Elsa Cárdenas-Hagan*)

Structured Literacy is a term that describes a comprehensive and evidence-based approach for literacy instruction that is based upon language skills. It includes foundational skills of reading and writing in addition to the development of oral language and comprehension in an explicit and systematic manner. Evidence-based practices that are necessary for the successful development of literacy among English learners will be described. A demonstration of effective literacy instruction for English learners that builds upon first language and literacy knowledge for the development of second language literacy will be modeled and practiced. Participants will learn how to address cross-linguistic features in every lesson and thus implement an asset-based approach to instruction.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Presentation*

2.7 **Advanced Word Study and Morphology Instruction** (*Jackie Dietrich*)

Adolescent learners need access to multisyllabic words as they read complex text. This session will provide an understanding of the need for advanced word study and morphology instruction and will provide practical application in the classroom to support all learners.

- **Strands:** *Adolescent Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Workshop*

2.8 **Providing for Struggling Readers in an Efficient Way: Considerations and Practices for Establishing Sustainable School-Wide Literacy Models at the Secondary Level** (*Jade Wexler*)

The adoption and sustainment of evidence-based literacy practices in secondary Tier 1 content-area and supplemental intensive Tier 2/3 classes is important to improve the reading success among students who struggle with reading, including students with disabilities. In this presentation, attendees will learn about the importance of implementing a school-wide literacy model at the secondary level. They will also learn about practice and school-level factors that can influence teachers' sustained use of evidence-based literacy practices. Finally, they will be provided with an overview of a set of evidence-based literacy practices that can be implemented and intensified for use across the Tiers 1-3 setting, and an accompanying coaching model to support implementation.

- **Strands:** *Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Presentation*



2.9 **Selecting Instructional Routines Across the Disciplines to Support Successful Literacy Outcomes** (*Roger Howard*)

Instructional routines are tasks that provide structure between teachers and students to develop content in ways that consistently maintain high expectations for student learning and college and career readiness. Consistently applying literacy routines before, during and after reading in all content areas is an effective means of incorporating Ohio's 6-12 literacy standards and provides necessary scaffolds that enable all students to access complex text. Furthermore, successful implementation of consistent literacy routines has proven to be a key element in transforming schools. Participants will learn how to develop a process for selecting and implementing high-yield literacy routines to transform the school culture.

- **Age Bands:** *Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Workshop*

2.10 **What Do Literacy Leadership Teams Need to Know When Implementing Science of Reading Initiatives?** (*Michelle Elia*)

To lead systemic changes in literacy, leadership must first become learners. As districts embark on the journey to improving outcomes through reading science, instructional materials and professional learning are critical, but leadership teams must first possess the knowledge to critically evaluate them. It's not about jumping on the bandwagon; it's about building knowledge to make critical decisions to ensure all students learn to read.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Workshop*

2.11 **Implementing Literacy Coaching: Leveling Up** (*Stephanie VanDyke*)

In this session, participants will problem solve coaching challenges that may arise in three different frameworks: systems coaching, peer coaching and instructional coaching. Participants will also examine social and human capital considerations to understand coaching challenges. Featured highlights and testimonials from districts across our state will be shown alongside tools and resources to support frameworks and coaching challenges in individual settings.

- **Age Bands:** *Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Workshop*

2.12 **Comprehension is an Outcome** (*Anita Archer*)

Whether it is reading comprehension in elementary or secondary grades, the same big ideas must be addressed with research-validated practices to ensure student success. 1) Can students read the words? 2) Do students know the meaning of critical vocabulary? 3) Do students have the necessary background knowledge for the passage? 4) Do students use powerful strategies for focusing cognition on critical content in text? In this session, Dr. Archer will address each of these questions with current research. Leave with procedures that you can put into practice immediately.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*



LEARNING SESSION 3 (2:45-4:00 P.M.)

3.1 How Am I Learning? Early Indicators of Later Literacy Learning and the Impact of Early Intervention (*Lucy Hart Paulsen*)

Advances in research and technology provide a deeper understanding of brain structures and developmental sequences for learning to read and write. Structural brain differences have been identified as young as four months of age in babies with a family history of dyslexia from those who do not. Some literacy learning foundation skills begin to develop before babies are even born. Important learning trends are documented across the preschool years and into the early grades with predictive indicators to determine and monitor children's learning. Implementation science guides instruction and intervention to facilitate learning to read and write. Join us to check and deepen your understanding of literacy learning trends and ways we can make an important difference for the students in our care.

- **Strands:** *Emergent Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Presentation*

3.2 Spelling Instruction that Sticks (*Michael Hunter*)

With typical spelling instruction, students are given a list of words to study at the beginning of the week. They complete a few activities during the week and take a test at the end of the week. While this works for some students, others consistently fail the spelling test, and their failure to grasp basic spelling principles is evident in their writing. Effective spelling instruction starts with matching sounds to letters and moves to understanding morphology. Students learn to spell better when spelling patterns are emphasized. Students who are not natural spellers need instruction that specifically teaches pronunciation of the word, ties spelling to the pronunciation, and that, when appropriate, focuses on meaningful word parts. This session includes focused activities and practice that lead to accurate spelling not only on Friday's spelling test but also in students' written assignments.

- **Strands:** *Early and Conventional Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Presentation*

3.3 The 6-Step Lesson Plan for Decoding, Spelling and Fluency: Part 2 (*Heidi Beverine-Curry*)

In this foundational session, participants will learn how to plan and implement 40–60-minute engaging, evidence-aligned, 6-Step lessons to teach the phonological and phonic skills necessary for efficient decoding, spelling, and fluency. They will receive practical resources and ideas for using the 6-Step approach in face-to-face and virtual instruction for students of all ages. **Note: This is a two-part session. Participants must register for both session 2.3 and 3.3.**

- **Strands:** *Early and Conventional Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Presentation*

3.4 Student-Focused Coaching: Helping Every Teacher Succeed (*Jan Hasbrouck*)

Coaching has become a popular model in schools to provide professional development/learning and support to improve the instructional skills of teachers, and thus the academic skills and behavioral outcomes of students. Unfortunately, few teachers who are given the role of "coach" are receiving sufficient training or support to adequately perform this challenging role. This situation is often complicated by the fact that few administrators clearly understand this role or how to provide essential support that coaches need to be successful. This session will discuss various models of instructional coaching, along with an overview of Student-Focused Coaching. Some of the key elements that help make coaching successful will be presented, including partnerships with supervisors.

- **Strands:** *Early/Conventional Literacy*
- **Target Audience:** *Literacy Leaders, Administrators*
- **Session Type:** *Presentation*



3.5 **Intervention Evolution: A Riverside Journey** (*Margo Shipp, Ellie Johnson*)

Join Riverside Elementary and follow the journey they've taken to evolve their support for students through interventions. This session will unpack the format Riverside Elementary has followed to prepare and plan for implementing interventions, including interpreting, and analyzing data and scheduling for interventions.

- **Strands:** *Early and Conventional Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*

3.6 **Structured Literacy for English Learners: What Every Educator Should Know** (*Elsa Cárdenas-Hagan*)

Structured Literacy is a term that describes a comprehensive and evidence-based approach for literacy instruction that is based upon language skills. It includes foundational skills of reading and writing in addition to the development of oral language and comprehension in an explicit and systematic manner. Evidence-based practices that are necessary for the successful development of literacy among English learners will be described. A demonstration of effective literacy instruction for English learners that builds upon first language and literacy knowledge for the development of second language literacy will be modeled and practiced. Participants will learn how to address cross-linguistic features in every lesson and thus implement an asset-based approach to instruction.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Workshop*

3.7 **Intensifying Literacy Instruction at the Elementary & Secondary Levels** (*Kim St. Martin*)

Intensifying intervention instruction is best supported by a team of people (multidisciplinary team) that works with the school administrator(s) to oversee students' access to intervention support and the effectiveness of Tier 2 and Tier 3 interventions. This session will focus on how to analyze intervention-related data to determine how students are responding to the instruction being provided. The session will systematically outline how to increase the instructional intensity to accelerate student progress. Participants will explore decision rules to guide intensifying instruction for either the intervention group or for individual students within the group. Variables a team should consider adapting to intensify the instruction will be shared.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Presentation*

3.8 **Analyzing Building and District Level Data to Impact Student Outcomes** (*Rachel Wakefield*)

In this session, we will be examining data from a variety of sources, including data from the Early Literacy Component on Ohio's Report Card, achievement data and chronic absenteeism data. We will discuss how these data sources can provide valuable information in discovering patterns, trends and connections related to factors that impact student outcomes. The goal of this session is for participants to know where to find this data and meaningfully interpret this data to identify areas where interventions or policy changes could be implemented to improve student outcomes and support success.

- **Age Bands:** *Early and Conventional Literacy, Adolescent Literacy, System Support*
- **Target Audience:** *Administrators, Literacy Leaders*
- **Session Type:** *Presentation*



3.9 Literacy for English Learners: What’s “Reading Science” Got to Do with It? (Claude Goldenberg)

Educators and advocates have expressed skepticism about the relevance of the “Science of Reading” (SOR) for English Learners (ELs), sometimes referred to as Emergent Bilinguals (EBs). Typically, but not always, these students are learning to read English as they learn to speak and understand it. Although the term “reading science” can be problematic, research conducted with ELs/EBs in the United States and second language learners around the world demonstrates that this body of knowledge is in fact highly relevant for promoting literacy development among ELs/EBs.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **Session Type:** *Presentation*

3.10 Leveraging the Power of Explicit Writing Instruction (Amber Clay-Mowry)

It’s imperative that schools include high-quality writing instruction to support all learners. In this session, grow your foundational knowledge and learn practical applications to support writing development across the continuum and in all content areas. Participants will examine writing as a powerful lever for improving student outcomes and explore ways to ensure that both instructional practices and systems support effective writing instruction. Time will also be allocated to learn how one school leader has leveraged the power of high-quality writing instruction across grade bands.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Workshop*

3.11 Teaching Vocabulary: More than Lists of Words and Definitions (Keith McCarroll)

We all know that every content area has vocabulary that makes it difficult for many of our students to access rigorous text. We also know that when students have access to high quality vocabulary instruction, they will be able to not only better comprehend the text they are currently reading, but ultimately be able to self-teach vocabulary as they encounter it on their own. This session will cover a very practical way for teachers of all contents to teach both tier 2 and tier 3 words through an explicit and systematic routine that is easy to teach and implement across an entire school.

- **Strands:** *Adolescent Literacy*
- **Target Audience:** *Literacy Leaders, Educators*
- **Session Type:** *Workshop*

3.12 Comprehension is an Outcome (Anita Archer)

Whether it is reading comprehension in elementary or secondary grades, the same big ideas must be addressed with research-validated practices to ensure student success. 1) Can students read the words? 2) Do students know the meaning of critical vocabulary? 3) Do students have the necessary background knowledge for the passage? 4) Do students use powerful strategies for focusing cognition on critical content in text? In this session, Dr. Archer will address each of these questions with current research. Leave with procedures that you can put into practice immediately.

- **Strands:** *Early and Conventional Literacy, Adolescent Literacy*
- **Target Audience:** *Administrators, Literacy Leaders, Educators*
- **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 AND 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.

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

Anita Archer

(Keynote/2.12/3.12 Comprehension is an Outcome)

Dr. Anita Archer serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is internationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Dr. Mary Gleason including the REWARDS reading and writing intervention programs (Voyager/Sopris). Dr. Archer is also the senior author of a three-level intervention program for struggling readers in 3 – 9 grades, Phonics for Reading. Dr. Archer wrote a textbook on explicit instruction with Dr. Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011).

Maria Aielli

(1.1 Project Ready! An Evidence-Based Preschool Curriculum)

Maria Aielli is full-time faculty at Mount Saint Joseph University and also serves as a literacy specialist for Project Ready! Prior to her time at the Mount, she served for 9 years as an intervention specialist for Cincinnati Public and Jefferson County Public Schools. She is currently completed her doctoral degree in Reading Science at MSJ.

Hadley Bachman

(1.12 Taking a Multi-Tiered Strategic Approach to Family Engagement in Literacy)

Hadley Bachman, Ph.D., is a Family Engagement Researcher at the Ohio Statewide Family Engagement Center, where she spearheads efforts to advance research, professional development, and the acquisition of grants and sponsored projects. In her role, she has led the development of online courses and webinars for family-facing professionals and has delivered conference presentations and workshops nationally. She is co-author of “A Multi-tiered Approach to Family Engagement.” Hadley also serves as a member of CETE’s Steering Team for the Racial Equity, Diversity, and Inclusion (REDI) Movement, and is the lead writer for the Ohio Statewide Family Engagement Center’s News & Guidance, which has over 1,800 subscribers. Before joining Ohio State, she was an English teacher and a middle school Principal, and when she’s not working or writing, Hadley can be found adventuring outdoors with her husband, daughter, and dog.

Heidi Beverine-Curry

(2.3/3.3 The 6-Step Lesson Plan for Decoding, Spelling, and Fluency)

Dr. Heidi Beverine-Curry, Ph.D. is a co-founder and Vice President of Professional Development for The Reading League, where she designs, supervises, and delivers educator learning opportunities. Before working for The Reading League full-time, Heidi spent 21 years working in public schools where she made use of her certifications in Elementary Education, K-12 Special Education, and K-12 Reading Education. When Heidi began her doctoral coursework in Reading Education in 2006, she became a champion for evidence-aligned literacy instruction and has led several successful reform efforts. Heidi was an adjunct professor at Syracuse University and SUNY Oswego, where she specialized in teaching clinical reading intervention coursework.



Barbara Boone

(1.12 Taking a Multi-Tiered Strategic Approach to Family Engagement in Literacy)

Barbara Boone, Ph.D., is the Principal Investigator and Director of the federally funded Ohio Statewide Family Engagement Center at the Center on Education and Training for Employment (CETE). In this role, Barbara leads a team conducting family engagement initiatives creating professional development, tools, and processes for families, school personnel, and organizations. A sought-after trainer and speaker, Barbara's past experiences as a Director at the Ohio Department of Education, education consultant, program evaluator, college instructor, parent educator, and early childhood educator allow her to leverage skills and understanding from multiple perspectives. Her work has focused on improving partnerships between home, school and communities for children of all ages through research, developing tools and resources, facilitating professional development, and leading state and local initiatives. Barbara has enjoyed helping thousands of families and educational professionals grow, and her own family of five, and local schools too. A New Jersey native, Barbara is an avid hiker and beekeeper.

Juakita Bowens

(2.4 The Power of Language: Building Strong Family and Community Partnerships)

Juakita Bowens, M.Ed, serves as Regional Early Literacy Specialist (RELS) for State Support Team 11. During her 20 years of education, she has held several positions which include Building Literacy Coach, Title 1 Teacher, Preschool Teacher, and 1st Grade Teacher. A key focus for Bowens is supporting Ohio's literacy efforts in early prevention to ensure that each student, every teacher, and all families are equipped with the knowledge needed to ensure reading proficiency for all students. She also serves as a member of the State Literacy Network.

Elsa Cárdenas-Hagan

(2.6/3.6 Structured Literacy for English Learners: What Every Educator Should Know)

Dr. Elsa Cárdenas-Hagan is a Bilingual Speech Language Pathologist, Certified Academic Language Therapist, Certified Dyslexia Therapist and Qualified Instructor. She is the President of Valley Speech Language and Learning Center in Brownsville, Texas which was established in 1993. She also works with Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Dr. Cárdenas-Hagan is the author of Esperanza (HOPE), a Spanish language program designed to assist students who struggle with learning to read. Her research interests include the development of early reading assessments for Spanish-speaking students and the development of reading interventions for bilingual students. She was the co-principal investigator of a longitudinal study funded by the National Institute of Child Health and Human Development and the Institute for Education Sciences that examined the oracy and literacy development in English and Spanish of Spanish-speaking children. She is currently working with the American Institute for Research on a national project for Response to Intervention among English Learners, which is sponsored by the Office of Special Education. Elsa currently serves as Chairperson of the National Joint Committee on Learning Disabilities.

Amber Clay-Mowry

(3.10 Leveraging the Power of Explicit Writing Instruction)

Prior to her current role as an Adolescent Literacy Specialist, Amber has served students and educators ranging from PreK to Higher Ed for 20+ years. She has been a teacher, an adjunct instructor, an instructional coach, and a district administrator. Amber holds master's degrees in English Education, Curriculum & Instruction, and Educational Leadership as well as a B.A. in both English and Spanish. Amber has certification as a Structured Literacy Dyslexia Interventionist and holds a Reading Endorsement. Throughout her career, Amber has focused on advocating for all students by providing support for educators and learning alongside teachers and leaders.

Jackie Dietrich

(2.7 Advanced Word Study and Morphology Instruction)



Jackie Dietrich, Ohio Adolescent Literacy Specialist with almost 30 years of experience and constant focus on literacy at all levels. Jackie is Nationally Board Certified in Literacy, and formerly served as an Ohio Urban Literacy Specialist. She was a district Literacy Curriculum Manager, district and school-based Literacy Coach, School Librarian and over 15 years of classroom experience focusing on helping struggling readers become successful readers. Literacy is her passion, and she continues to grow and learn about evidence-based literacy practices every day, to ensure positive access and experiences for every student.

Michelle Elia

(1.10 The Science of Reading: Myths and Misconceptions/2.10 What Do Literacy Leadership Teams Need to Know When Implementing Science of Reading Initiatives?)

Michelle Elia works on behalf of the Ohio Department of Education as an Ohio Literacy Lead, a role that allows her to work with district administrators, teachers, and regional consultants across the state. Elia also works as a national literacy professional development provider. She serves as vice president of The Reading League Ohio, a school board member of her local district, and a board member for the Northern Ohio Branch of the International Dyslexia Association. Michelle works with district leaders, regional support providers, and educators across the country to assist in systems level and classroom level changes in literacy instruction that are inclusive of all learners and grounded in reading science. Elia is passionate about her family, the science of reading, and evidence based instructional practices that are inclusive of all students.

Claude Goldenberg

(1.9/3.9 Literacy for English Learners: What's "Reading Science" Got to Do with It?)

Claude Goldenberg is the Nomellini & Olivier Professor of Education, emeritus, at Stanford University. He received his A.B. in history from Princeton University and M.A. and Ph.D. from UCLA's Graduate School of Education. He taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in Los Angeles. A native of Argentina, his areas of research centered on promoting academic achievement among language minority students, particularly those from Spanish-speaking backgrounds. He currently works on promoting research and policy to enhance literacy development among students not yet proficient in English.

Heidi Gray

(1.2 Literacy Data Analysis: A Crucial Lever for School Improvement)

Heidi Gray is the Elementary Principal at Huntington Local Schools. Gray earned a Bachelor's in Education from Shawnee State University, a Masters in Educational Leadership from University of Dayton and most recently she completed the Superintendency Graduate Program with Miami University. Gray believes that a quality education can have a transformative impact on the lives of students. Almost 2 decades working in the field of education as a teacher, curriculum/special education supervisor and principal, has shown Gray that this is best accomplished by fostering a partnership between school and community, providing opportunities for teachers to experience development and growth and giving students the very best, research-based instructional strategies so they can flourish.

Jen Griffing

(2.4 The Power of Language: Building Strong Family and Community Partnerships)

Jen Griffing is the Regional Early Literacy Specialist for State Support Team 9. Her role includes supporting districts in continuous improvement by providing professional learning opportunities and coaching in 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 State Literacy Network, Literacy Advisory Council, Regional Literacy Support Team and Great Start for Great Futures Coalition.



Lucy Hart Paulsen

(2.1 Science of Language and Learning in Early Childhood/3.1 How Am I Learning? Early Indicators of Later Literacy Learning and the Impact of Early Intervention)

Dr. Lucy Hart Paulson, Ed.D., CCC-SLP, is an author and literacy specialist with a mission of bringing research to practice. She is also a speech-language pathologist with many years of experience working with educators and with young children and their families in a wide range of educational settings. In addition, Lucy was an associate professor teaching and conducting research in the areas of language and literacy development and disorders. She provides professional development using a broad-based perspective blending areas of language and literacy together resulting in effective, appropriate, and engaging language-based literacy instruction and intervention for all children. Finally, Lucy is the co-author of the Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators, 2nd Edition, Building Early Literacy and Language Skills, a resource and activity guide for young children, and also for Good Talking Words, 2nd Edition, a social communication skills program for young children.

Jan Hasbrouck

(1.4/3.4 Student-Focused Coaching: Helping Every Teacher Succeed)

Jan Hasbrouck, Ph.D. is a leading researcher, educational consultant, and author who works with schools in the U.S. and internationally. Dr. Hasbrouck worked as a reading specialist and coach for 15 years and later became a professor. Her research in reading fluency, academic assessment and interventions, and instructional coaching has been widely published. She is the author and coauthor of several books, curriculum materials, and assessment tools. She continues to collaborate with researchers on projects related to reading assessment and intervention and enjoys volunteering at her grandson's K-8 school in Seattle.

Roger Howard

(2.9 Selecting Instructional Routines Across the Disciplines to Support Successful Literacy Outcomes)

Roger Howard is an Adolescent Literacy Specialist for State Support Team 3, Educational Service Center of Northeast Ohio. Roger was honored as the Ohio High School Principal of the Year in 2011 and served on the Ohio Association of Secondary School Administrators Board of Directors from 2014-2018. Since joining the State Literacy Team in 2018, Roger has facilitated professional learning sessions with dozens of audiences to build capacity regarding evidence-based language and literacy practices in secondary schools.

Michael Hunter

(2.2/3.2 Spelling Instruction that Sticks)

Michael Hunter, M.Ed., is a founding partner of Readsters, a small company dedicated to supporting and developing excellent reading instruction, so all students learn to read. Michael found his passion for teaching struggling readers as a volunteer teaching adult nonreaders. He is now dedicated to helping teachers teach every student to read. Michael has co-authored instructional materials with his business partner, Linda Farrell, including Phonics Plug-In ONE & TWO, Practice Packets for Fixing Common Confusions, and Teaching Vowel Sounds. Michael delivers professional development and advises schools nationally. Some of his favorite work with schools includes coaching and modeling in the classroom. This work with students and teachers keeps Michael's skills fresh. This work also continues to inform the creation of additional instructional materials for beginning and struggling readers of all ages. Michael's work at Readsters has even taken him to Africa to consult on early reading instruction in tribal languages.



Ellie Johnson

(3.5 Intervention Evolution: A Riverside Journey)

Mrs. Ellie Johnson earned her BA in Special Education and Early Childhood Education from Mount Vernon Nazarene University in 2015. Mrs. Johnson has been an Intervention Specialist for seven years: two years in seventh and eighth grade at Triad Middle School in North Lewisburg, Ohio and five years in fifth and sixth grade at Riverside Elementary School in DeGraff, Ohio. Mrs. Johnson's areas of focus have been in English Language Arts and Mathematics. When not teaching, Mrs. Johnson enjoys spending time with her husband and two daughters, as well as frequenting local coffee shops.

Keith McCarroll

(3.11 Teaching Vocabulary: More than Lists of Words and Definitions)

Keith McCarroll, Ohio Adolescent Literacy Specialist has over 20 years of classroom experience as a high school English Teacher in Ohio. Keith has also worked as a Literacy Coach for a middle school in Central Tennessee, served as the Literacy Supervisor for a mid-size district, and as an MTSS/RTI consultant for The Tennessee Department of Education. Upon his return to Ohio, he served as a Regional Early Literacy Specialist for SST 16 and is now based at the Muskingum Valley ESC. The passion that drives Keith is assuring that every student in Ohio has access to top notch literacy instruction.

Sommer McCorkle

(1.2 Literacy Data Analysis: A Crucial Lever for School Improvement)

Sommer McCorkle is the Regional Early Literacy Specialist for State Support Team 15. Throughout her nearly 20 year career, she has served as an ELA teacher, assistant principal, curriculum supervisor, and special education/ school improvement specialist. She completed her Bachelor of Science, Master's Degree in Educational Leadership, and Superintendent Graduate Program at Ohio University. Sommer has extensive experience in leading both city and rural school district teams, building teams, and teacher-based teams through deep change of systems and instructional practices for improved student outcomes for all students. Her philosophy of education is best reflected by Anita Archer's quote, "How well we teach equals how well they learn."

Beth Rice

(1.2 Literacy Data Analysis: A Crucial Lever for School Improvement)

Beth Rice has served as a State Support Team Region 15 Early Literacy Consultant. Beth works with administrators, leadership teams and teachers to support school improvement in the areas of systems change and instructional reading practices. She mentors with passion, knowing reading is a critical component of school improvement. With 40 years in the field of education as a Speech/Language Pathologist, Classroom teacher, Principal and Regional Early Literacy Consultant, Beth fosters the positive belief that together we can transform our school culture from surviving change to growing through change.

Margo Shipp

(3.5 Intervention Evolution: A Riverside Journey)

Margo Shipp graduated with a BS in Elementary Education from Ohio University and received her MA in Language, Literacy, and Culture from The Ohio State University. Margo spent 18 years on the staff at North Union Local schools as a classroom teacher and Literacy Coordinator. The past 15 years she was a consultant at State Support Team Region 6 in Wapakoneta. The last five years were spent at a Regional Early Literacy Specialist. After retiring in June of 2022, Margo returned to education as a Literacy Specialist at Riverside Local Schools. In her spare time, she loves to spend time with her two children.



Kimberly St. Martin

(1.7 Providing Reading Intervention for Students in Grades 4-9: Overview of the IES Practice Guide/3.7 Intensifying Literacy Instruction at the Elementary & Secondary Levels)

Dr. St. Martin is the director of Michigan's MTSS Technical Assistance Center and co-director of the state's federally funded State Personnel Development Grant (SPDG). Previously, she was the co-director of a federal adolescent literacy model demonstration grant and co-principal investigator of an Institute of Education Sciences (IES) grant evaluating a state-level initiative to implement supplemental academic and behavioral interventions in an MTSS framework. Dr. St. Martin has been a panel member for the IES Practice Guide, Providing Reading Interventions for Students in Grades 4–9. Dr. St. Martin also collaborates with the National Implementation Research Network (NIRN) in the Bill & Melinda Gates Foundation Effective Implementation Cohort. She also works with the National Center on Intensive Intervention (NCII) as a Center Trainer. Dr. St. Martin is the primary author of the Reading Tiered Fidelity Inventory (R-TFI) and co-author of implementation capacity assessments for districts and Regional Educational Agencies to guide their supporting infrastructures for an MTSS framework. She has more than 23 years of experience in the field of education.

Carolyn Turner

(1.5/2.5 Ready, Set, Go! Next Steps After Universal Screening)

Carolyn Turner currently serves as one of Ohio's two literacy leads. Along with her commitment to ensuring all students become skilled readers, she is an advocate for reading science and has extensive knowledge of evidence-based approaches to teaching reading. Carolyn earned a B.S. in elementary education from Miami University, an M.Ed. in leadership and administration from the University of Cincinnati, and a Dyslexia Interventionist Certification from Mount St Joseph University. Carolyn works with local, regional, and state-level instructional leaders to build their capacity to implement evidence-based reading practices in their schools. She works to ensure that all involved have the appropriate knowledge, skills, and abilities to sustain change, resulting in improved instruction and successful reading achievement for all children.

Stephanie VanDyke

(2.11 Implementing Literacy Coaching: Leveling Up)

Stephanie VanDyke is a Literacy Lead/Specialist for State Support Team 3. She has been in the public education setting since 2005, serving as a teacher, interventionist, director and coach. She is currently the regional facilitator for numerous state grants, which are 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. These resources include high-quality instruction that is more accessible; a language-rich environment in and outside of school; a system that delivers appropriate academic and behavioral supports; and effective literacy instruction and interventions for students with disabilities in less restrictive settings. The goal is to have all Ohio students reading proficient or above by the end of third grade, and to have all students ready for college, career and/or independent living.

Rachel Wakefield

(3.8 Analyzing Building and District Level Data to Impact Student Outcomes)

Rachel Wakefield, Data Impact & Policy Manager at the Ohio Department of Education, has over ten years of experience in supporting educators in finding, analyzing, and interpreting data to improve educational outcomes. Rachel has presented extensively on integrating and using data to inform student- and district-level decisions in the areas of literacy, special education, and school improvement. She is passionate about providing information in accessible and straightforward ways.



Jennifer Walker

(1.6 Background Knowledge: The Velcro to Which New Learning Sticks)

Jennifer Walker is an Ohio Adolescent Literacy Specialist for the Ohio Department of Education and works through the Educational Service Center of Eastern Ohio. Jennifer is one of four specialists within the department supporting Ohio's Plan to Raise Literacy Achievement across the state, focusing on literacy in grades 4-12. Jennifer has held several leadership positions, most recently as a Curriculum Supervisor and PK-8 Principal in the Youngstown City School District where she helped to secure a \$1.96 million Comprehensive State Literacy Grant to support the district's literacy initiatives and alignment to structured literacy. Before moving into school leadership, Jennifer was a middle and high school English Language Arts teacher for sixteen years.

Rosie Warburg

(1.1 Project Ready! An Evidence-Based Preschool Curriculum)

Rosie Warburg is a full-time faculty member at Mount St. Joseph University. She holds dual roles as project manager and early learning specialist for Project Ready! Prior to her work with Project Ready!, Rosie spent more than a decade as a classroom teacher and reading specialist in a variety of schools, both traditional and Montessori, around the Cincinnati area.

Meredith Wellman

(2.2 Families as Partners for Early Literacy within Elementary Schools)

Meredith Wellman, Ph.D., is Co-Principal Investigator and Project Lead for Ohio's Statewide Family Engagement Center at the Center on Education and Training for Employment (CETE). Since 2014, she has worked at CETE to support strong family-school-community partnerships within Ohio's education system. She is co-author of a training series for school districts called Partnerships for Literacy. Dr. Wellman also conducts program evaluations. As a Community Psychologist, Dr. Wellman specializes in research and evaluation of services for specific populations, such as survivors of human trafficking, immigrants and refugees, and indigenous groups. Meredith lives in Westerville, OH with her husband and two children, and enjoys biking, hiking, and baking pies.

Olivia Weisman

(1.3 HB 436 Passed, Now What? Developing Internal Capacity to Support Our Students at Risk for Dyslexia)

Olivia Weisman has over 18 years of experience in education as an intervention specialist, literacy coach, and literacy specialist/consultant. Mrs. Weisman is a Certified Academic Language Therapist and has extensive knowledge and experience in teaching students, specifically those with dyslexia, how to read, spell, and write through a structured literacy approach. She currently serves as the Literacy Specialist and Supervisor with the Educational Service Center of Lorain County, is a member of the International Dyslexia Association and the Reading League, a Local Certified Facilitator of Language Essentials for Teachers of Reading and Spelling (LETRS), Facilitator of Keys to Beginning Literacy, and a member of Ohio's Dyslexia Committee. She is a proud mother of three boys that keep her on her toes.

Jade Wexler

(1.8/2.8 Providing for Struggling Readers in an Efficient Way: Considerations and Practices for Establishing Sustainable School-Wide Literacy Models at the Secondary Level)

Jade Wexler, Ph.D. is an associate professor of special education and the inaugural College of Education Impact Professor at the University of Maryland. Her current research focuses on improving literacy outcomes for secondary students with reading difficulties and disabilities, via teacher professional development and the establishment of sustainable school-wide literacy models. Dr. Wexler has been the principal investigator and co-principal investigator on several federally funded adolescent literacy focused grants totaling approximately \$8M. She has published over 55 articles in peer-reviewed journals and is the co-author of three books about adolescent literacy. As a former high school special education and reading teacher, Dr. Wexler aims to bring her practical experience in the field to her research.



Carrie Wood

(1.11 Operationalizing a Literacy Plan to Support ALL Learners)

Carrie Wood is currently the Director of Teaching and Learning at Mid-Ohio ESC in Mansfield, Ohio. She has been a literacy specialist for over fifteen years in K-5 and 6-12 as well as coaching leaders in a former state position, higher education, regional and local levels on the implementation of evidence-based language and literacy practices for all students. She holds a Master of Arts in early and middle education, Structured literacy credentials and Reading and Gifted endorsements.