**Agenda and
Room
Locations**

2018

Ohio Department of Education's Literacy Academy

Renaissance Columbus

Downtown Hotel

Columbus, OH

January 17-18, 2018

8-8:45 A.M. ON-SITE CHECK-IN

8:45-9 A.M. WELCOME

9-10 A.M. KEYNOTE PRESENTATION: DR. TIMOTHY SHANAHAN

10:10-11:40 A.M. BREAKOUT SESSION I

- **State Comprehensive Literacy Plan-A (Hayes Ballroom B)**
  Ohio's Comprehensive Literacy Plan serves as a guide to promote evidence-based language and literacy teaching and learning for all learners from birth to grade 12. The purpose of Ohio's birth to grade 12 plan is to create a cohesive state literacy framework aimed at promoting proficiency in reading, writing and oral language for all learners. The state's plan is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in educational settings throughout the state. In this session, participants will be guided through the state's plan, with a particular focus on the aspects of the plan that impact local districts. This session will aid participants in aligning their local literacy plans (Reading Achievement Plan or Reading Readiness Plan) to the state's literacy plan.

- **State Comprehensive Literacy Plan-B (Hayes Ballroom D)**
  Ohio's Comprehensive Literacy Plan serves as a guide to promote evidence-based language and literacy teaching and learning for all learners from birth to grade 12. The purpose of Ohio's birth to grade 12 plan is to create a cohesive state literacy framework aimed at promoting proficiency in reading, writing and oral language for all learners. The state's plan is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in educational settings throughout the state. In this session, participants will be guided through the state's plan, with a particular focus on the aspects of the plan that impact local districts. This session will aid participants in aligning their local literacy plans (Reading Achievement Plan or Reading Readiness Plan) to the state's literacy plan.

- **Disciplinary Literacy (Meeting Room 30)**
  Disciplinary literacy is based on the idea that literacy and text are specialized and even unique across the disciplines. In this session, participants will learn the difference between disciplinary literacy and content area literacy teaching. The session also will focus on the components of disciplinary literacy across specific disciplines.

- **Selecting Evidence-Based Practices (Hayes Ballroom C)**
  In this session, participants will learn more about the value of strategically leveraging evidence-based activities, as well as the definitions and requirements associated with using evidence-based interventions in a Striving Readers grant application. The session will include more information on how Striving Readers grant applicants can leverage existing resources, specifically the What Works Clearinghouse, to identify potential evidence-based interventions that align to their literacy needs.

- **Multi-Tiered System of Support Needs Assessment for Reading-A (Hayes Ballroom A)**
  Building leadership teams need to know how well their multi-tiered systems of supports for reading are implemented in their schools. The Reading Tiered Fidelity Inventory (R-TFI) lists the core features of multi-tiered systems of supports for each of the three tiers. Each tier can be assessed separately. The building leadership team and other invited respondents review and score the features. There are two R-TFIs – one for Schoolwide Reading (elementary level) and one for Secondary Content Area Reading (secondary level). Conducting the assessment helps teams examine their reading multi-tiered systems of supports in the following areas:
  - Evidence-based practices for improving student reading;
  - Systems that create a continuum of supports to meet the variety of reading needs among students; and
  - Data and evaluation for reading.
  In this session, participants will be provided an overview of the R-TFI and opportunities to interact with the needs assessment. This session will aid participants in developing the data analysis section, goals and action steps of their Reading Achievement Plans.

- **Multi-Tiered System of Support Needs Assessment for Reading- B (Meeting Room 31)**
  Building leadership teams need to know how well their multi-tiered systems of supports for reading are implemented in their schools. The Reading Tiered Fidelity Inventory (R-TFI) lists the core features of multi-tiered systems of supports for each of the three tiers. Each tier can be assessed separately. The building leadership team and other invited respondents review and score the features. There are two R-TFIs – one for Schoolwide Reading (elementary level) and one for Secondary Content Area Reading (secondary level). Conducting the assessment helps teams examine their reading multi-tiered systems of supports in the following areas:
  - o Evidence-based practices for improving student reading;
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  In this session, participants will be provided an overview of the R-TFI and opportunities to interact with the needs assessment. This session will aid participants in developing the data analysis section, goals and action steps of their Reading Achievement Plans.

- **Planning for Differentiation and Appropriate Instruction in Kindergarten-Grade 5 (Hayes Ballroom E)**
  This session will focus on differentiated instructional approaches, including whole-group and small-group instruction, for kindergarten-grade 5. In addition, this session will focus on multi-sensory instruction and meeting the needs of all learners, including learners with communication barriers. This session will aid participants in developing supports for students within their Reading Achievement Plans.

- **Planning for Differentiation and Appropriate Instruction for Children Birth-Age 5 (Meeting Room 20)**
  This session will focus on differentiated instructional approaches and developmental appropriate practices for children birth-age 5. In addition, this session will focus on meeting the needs of all children, including children with communication barriers. This session will aid participants in developing supports for children within their Reading Readiness Plans.

- **Data Analysis K-12 (Meeting Room 21)**
  This session will focus on analyzing quantitative data, specifically using the Kindergarten Readiness Assessment, Ohio's State Tests in English language arts and other data samples related to literacy. Participants will engage in identifying data to analyze, examining and interpreting data, engaging in a root cause analysis and developing narratives to support the data analysis. This session will aid participants in developing the data analysis section of the Reading Achievement Plans.

- **Data Analysis Birth-Age 5 (Meeting Room 22)**
  This session will focus on analyzing quantitative data, specifically using the Early Learning Assessment and other data samples related to literacy. Participants will engage in identifying data to analyze, examining and interpreting data, engaging in a root cause analysis and developing narratives to support the data analysis. This session will aid participants in developing the data analysis section of the Reading Readiness Plans.

- **Professional Development Plan-A (Meeting Room 32)**
  Effective professional development is structured learning that results in changes to teacher practices and improvements in student learning outcomes. This session will focus on what research tells us about what this type of professional development looks like and how the professional development plan must align to guidelines set forth by ESSA, as well as the Striving Readers Comprehensive Literacy Grant. Time will be built into the session for participants to apply the information to their own professional development plans.

- **Professional Development Plan-B (Meeting Room 33)**
  Effective professional development is structured learning that results in changes to teacher practices and improvements in student learning outcomes. This session will focus on what research tells us about what this type of professional development looks like and how the professional development plan must align to guidelines set forth by ESSA, as well as the Striving Readers Comprehensive Literacy Grant. Time will be built into the session for participants to apply the information to their own professional development plans.

- **Ohio Improvement Process 101 (Executive Meeting Room)**

The Ohio Improvement Process is a method for planning, implementation, monitoring and evaluation that can be used by any district or school for improving student learning. This session will provide an introduction to the Ohio Improvement Process, with a specific focus on developing leadership teams and utilizing these teams to monitor progress toward goals. This session will aid participants in developing action steps to support student performance goals, as well as a plan to monitor progress toward the student performance goals in their Reading Achievement Plans or Reading Readiness Plans.

11:45 A.M.-12:45 P.M. LUNCH (ON YOUR OWN)

12:50-2:20 P.M. BREAKOUT II

- **State Comprehensive Literacy Plan-C (Hayes Ballroom D)**
  Ohio's Comprehensive Literacy Plan serves as a guide to promote evidence-based language and literacy teaching and learning for all learners from birth to grade 12. The purpose of Ohio's birth to grade 12 plan is to create a cohesive state literacy framework aimed at promoting proficiency in reading, writing and oral language for all learners. The state's plan is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in educational settings throughout the state. In this session, participants will be guided through the state's plan, with a particular focus on the aspects of the plan that impact local districts. This session will aid participants in aligning their local literacy plans (Reading Achievement Plan or Reading Readiness Plan) to the state's literacy plan.

- **State Comprehensive Literacy Plan-D (Meeting Room 21)**
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- **Multi-Tiered System of Support Needs Assessment for Reading-C (Hayes Ballroom C)**
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2:30-4P.M. BREAKOUT III

In this session, participants will work directly with regional early literacy specialists and other state support team and Ohio Department of Education staff on developing and/or refining their local literacy plans. Regional and state staff will be available to answer questions, brainstorm and provide feedback on participants' local literacy plans.

- **Early Childhood Providers** (may choose to attend their regions or this session)**: Hayes Ballroom A**
- **State Support Team Region 1: Meeting Room 20**
- **State Support Team Region 2: Hayes Ballroom B**
- **State Support Team 3: Hayes Ballroom C**
- **State Support Team 4: Hayes Ballroom C**
- **State Support Team 5: Hayes Ballroom D**
- **State Support Team 6: Meeting Room 35**
- **State Support Team 7: Hayes Ballroom E**
- **State Support Team 8: Executive Meeting Room**
- **State Support Team 9: Meeting Room 34**
- **State Support Team 10: Hayes Ballroom E**
- **State Support Team 11: Hayes Ballroom B**
- **State Support Team 12: Meeting Room 30**
- **State Support Team 13: Meeting Room 21**
- **State Support Team 14: Hayes Ballroom D**
- **State Support Team 15: Meeting Room 33**
- **State Support Team 16: Meeting Room 32**
- **Overflow: Meeting Room 22**
- **Overflow: Meeting Room 31**

JANUARY 18, 2018

8-8:30 A.M. ON-SITE CHECK-IN
8:45-11:25 A.M. MORNING WORKSHOP

- **Emergent Literacy: Dr. Laura Justice** (Hayes Ballroom A)
- **Early and Conventional Literacy: Dr. Timothy Shanahan** (Hayes Ballroom B)
- **Middle School-Adolescent Literacy: Dr. Judith Irvin** (Hayes Ballroom E)
- **High School-Adolescent Literacy: Dr. Mel Riddile** (Meeting Room 30)
- **Navigating Evidence-Based Clearinghouses: Dr. Elisabeth Davis** (Hayes Ballroom C)
- **Reading Tiered Fidelity Inventory Tier 1 Facilitator Training: Dr. Kim St. Martin** (Hayes Ballroom D)

11:25 A.M.-12:25 P.M. LUNCH (ON YOUR OWN)
12:30-3:10 P.M. AFTERNOON WORKSHOP

- **Emergent Literacy: Dr. Laura Justice** (Hayes Ballroom A)
- **Early and Conventional Literacy: Dr. Timothy Shanahan** (Hayes Ballroom B)
- **Middle School-Adolescent Literacy: Dr. Judith Irvin** (Hayes Ballroom E)
- **High School-Adolescent Literacy: Dr. Mel Riddile** (Meeting Room 30)
- **Navigating Evidence-Based Clearinghouses: Dr. Elisabeth Davis** (Hayes Ballroom C)
- **Reading Tiered Fidelity Inventory Tier 1 Facilitator Training: Dr. Kim St. Martin** (Hayes Ballroom D)

3:10 -3:30 P.M. PARTICIPANT WORK TIME (Meeting Rooms 20, 21, 22, 30, 31, 32, 33, 34, 35, Executive Meeting Room, Foyer)

3:35-4 P.M. CLOSING REMARKS (Hayes Ballroom)