Literacy Advisory Council

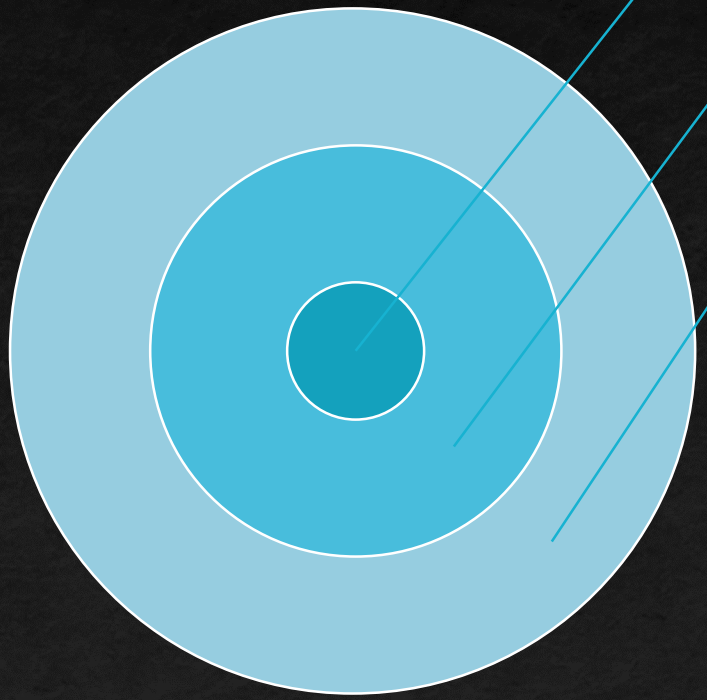
June 30, 2021

9:00 AM - Noon

Welcome New Members!

- Jennifer Bambrick
- Brittney Marino
- Carly Warnock
- Rachel Wakefield

Overview of the SDI Center's Work



Improved learning opportunities and outcomes for each student, particularly students that historically have been underserved

Partnerships with districts, regional providers, professional associations, IHEs, and state leaders

Systems improvement activities that result in increased equity and improved capacity to meet the needs of all learners

Today's Objectives

- To review and provide feedback on the draft literacy PD tools being developed;
- To discuss factors that could promote the effective use of the PD tools; and
- To understand next steps.

Meeting Overview

- April's Evaluation Data
- Quick Think Tank: Adolescent Literacy
- State & District Commitment
- Focus Group Breakout Sessions
- Collaboration Application & Breakout Sessions

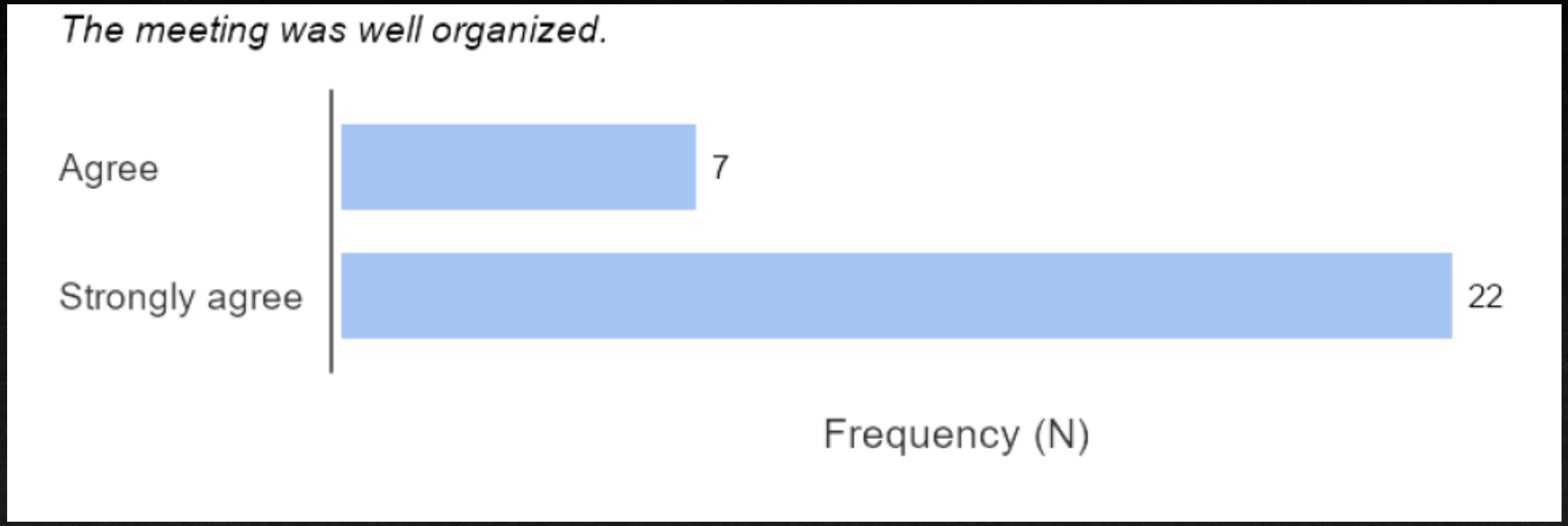
Evaluation Data from April 1

Aimee Howley, President, WordFarmers Associates

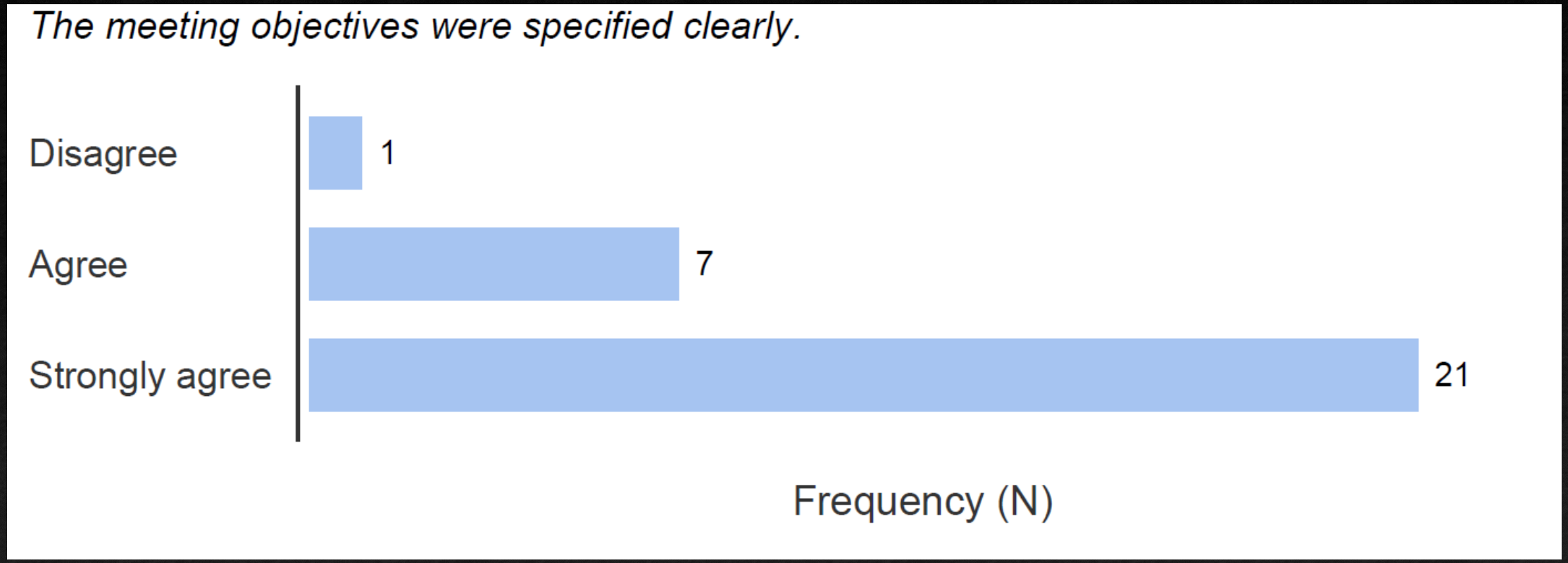
Participants

- Number of participants altogether = 46
  - (plus 7 SDI Center Staff, evaluators, Zoom facilitator)
- Number of survey respondents = 29
- Response rate = 63%

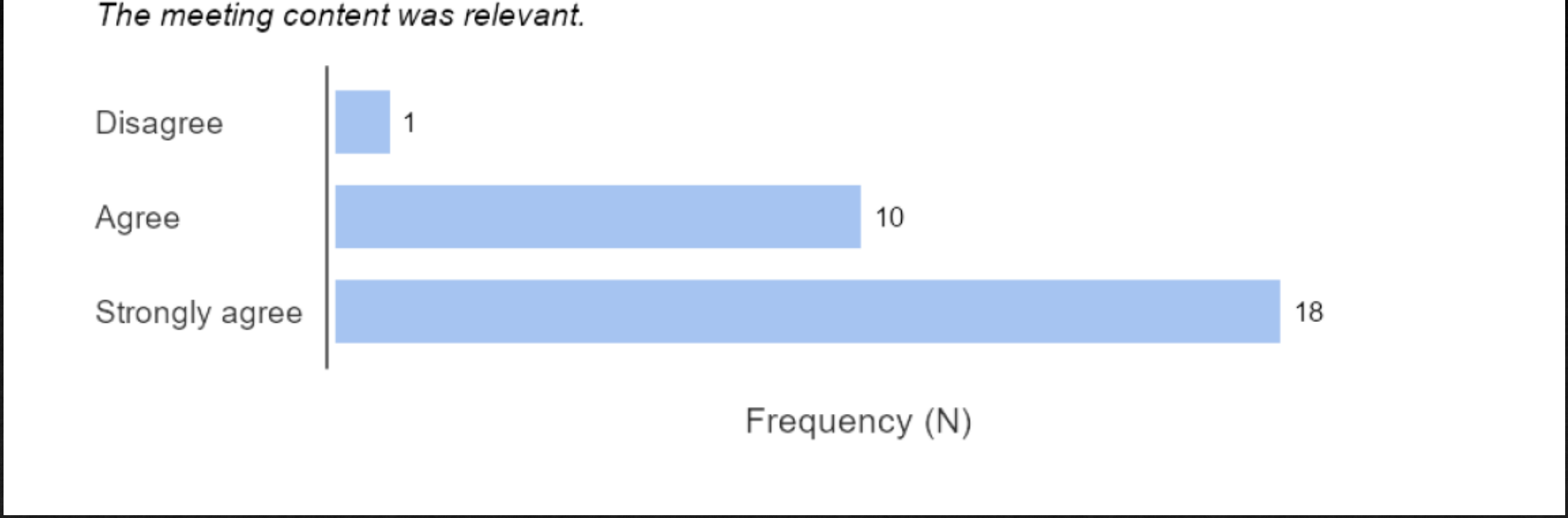
Quality indicator 1



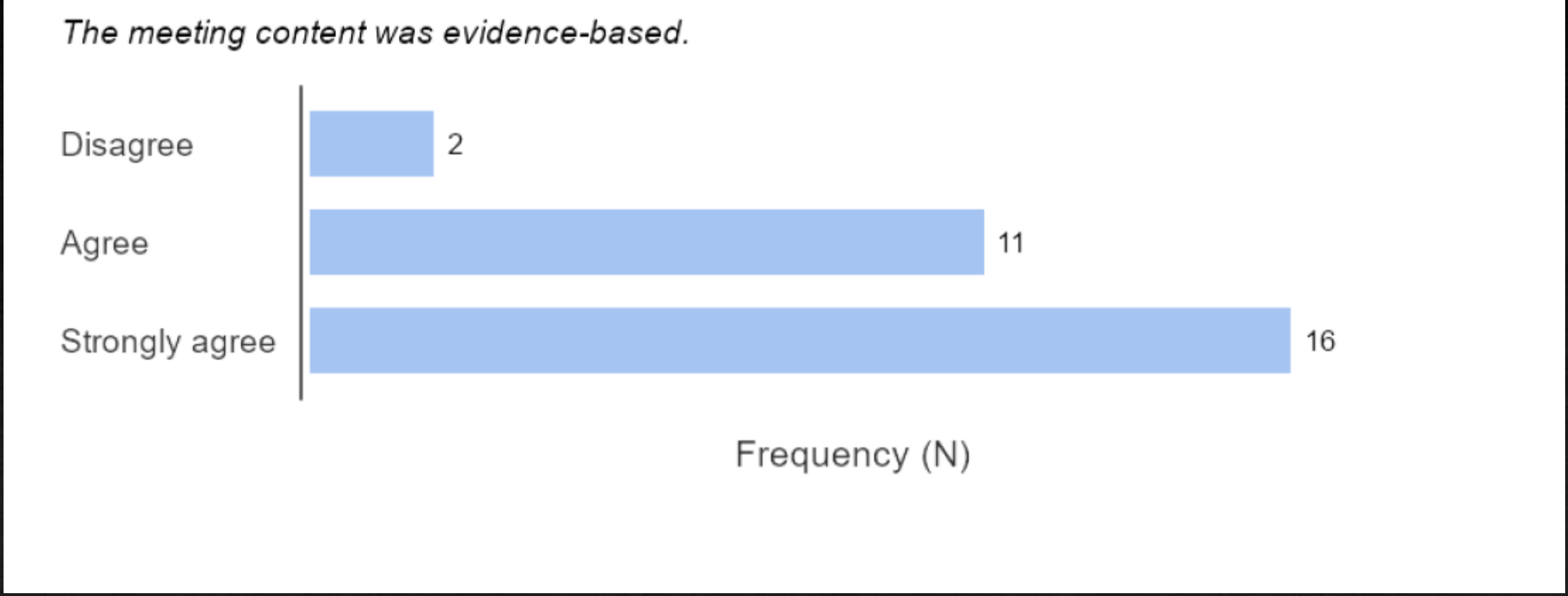
Quality indicator 2



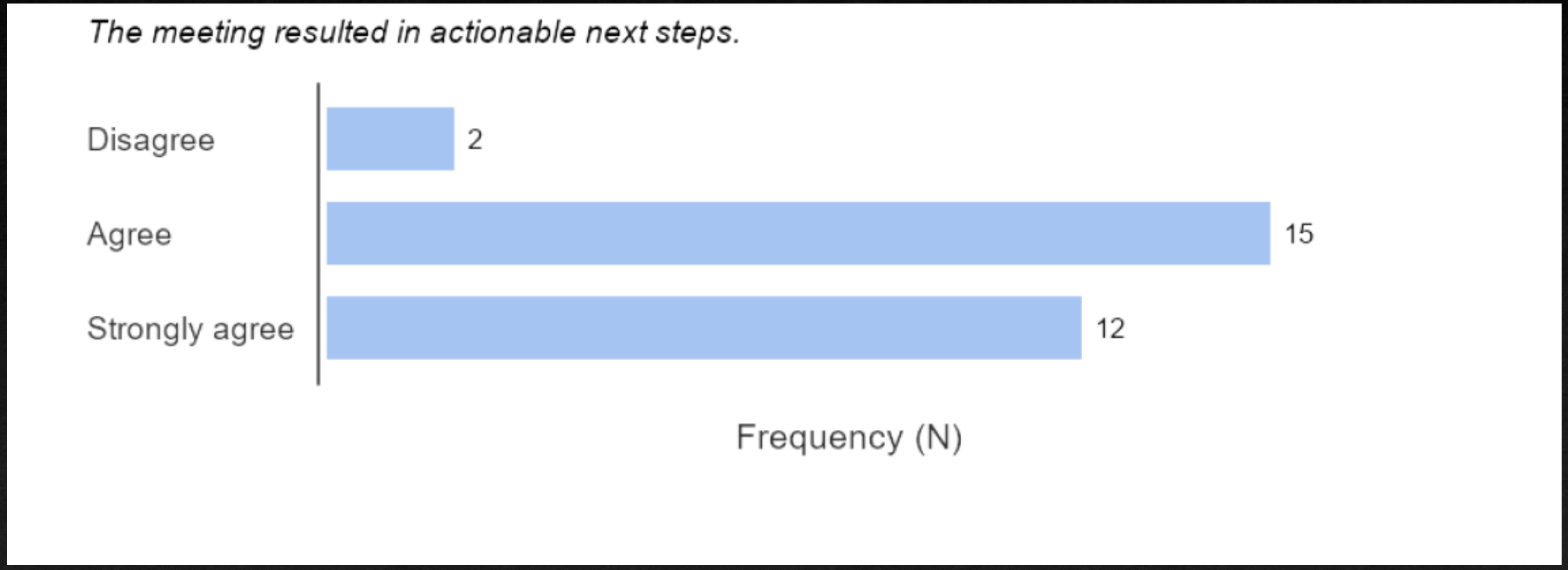
Relevance indicator 1



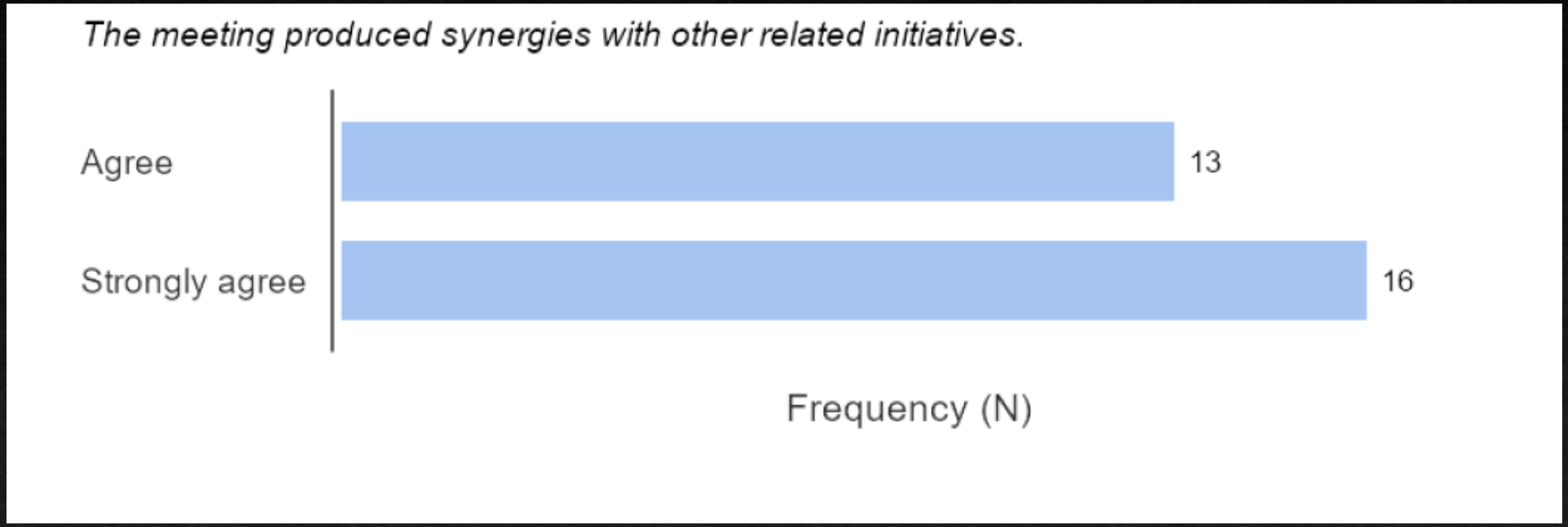
Relevance indicator 2



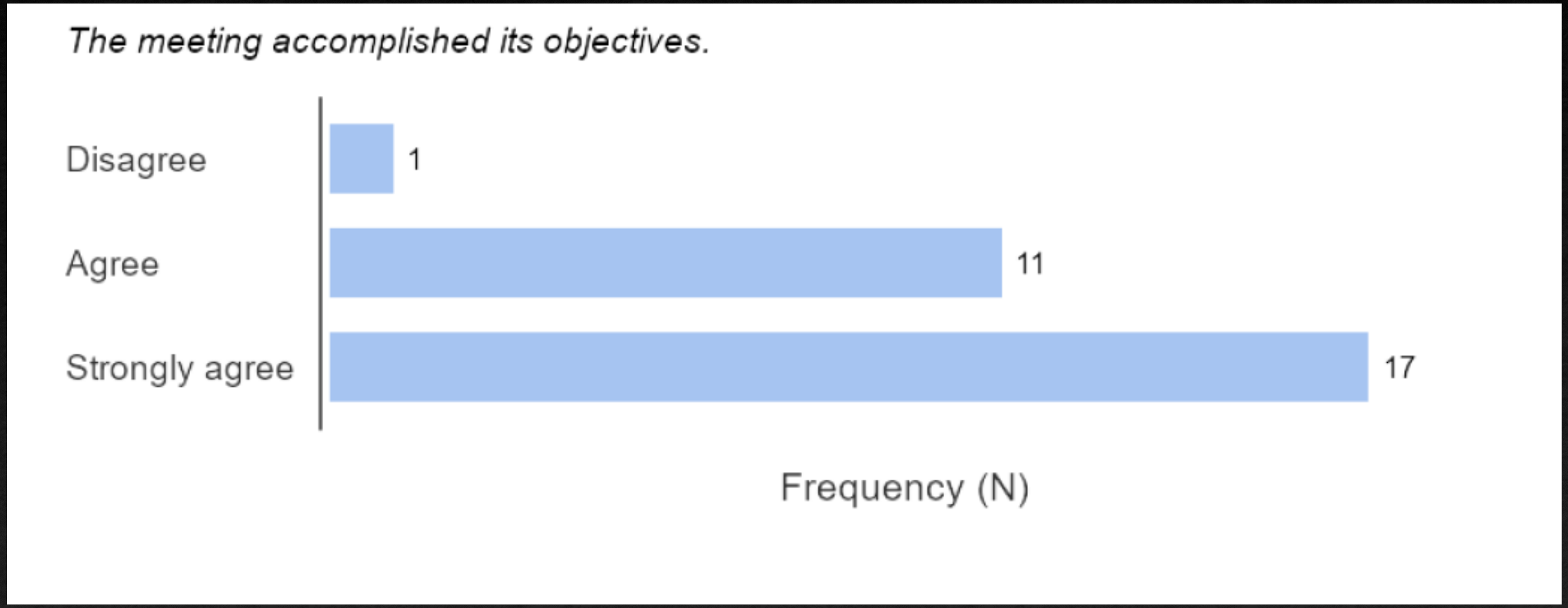
Usefulness indicator 1



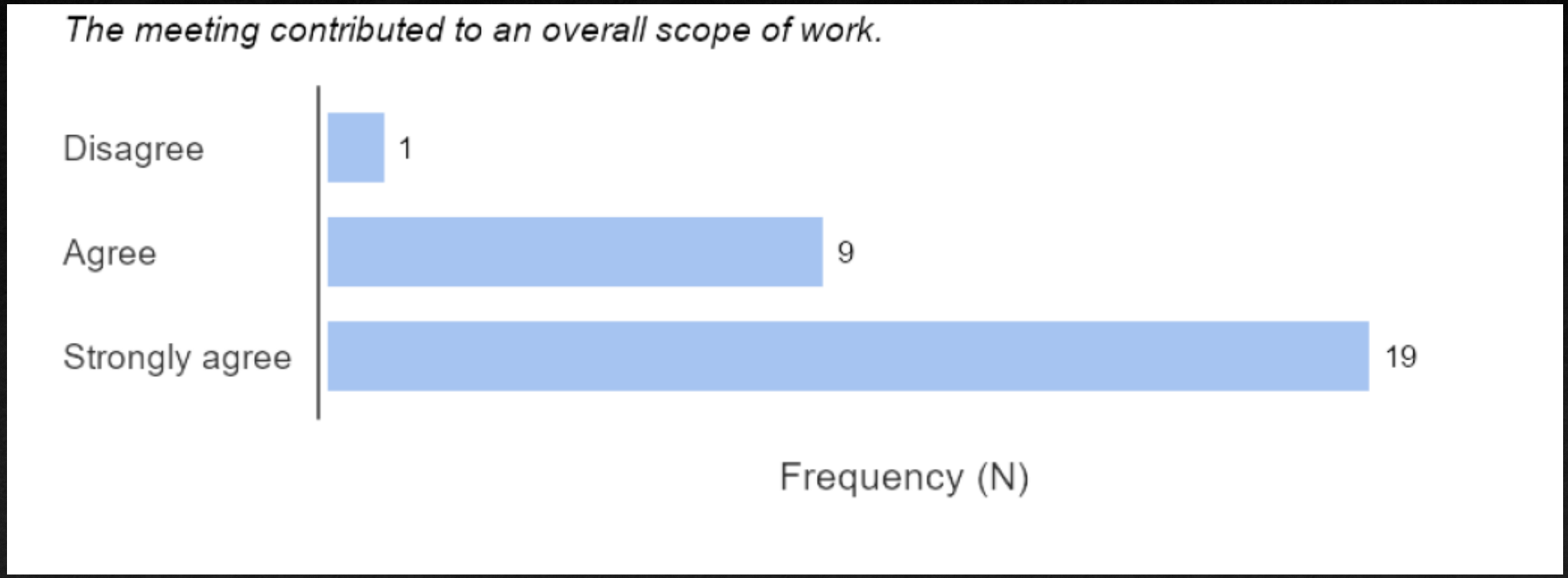
Usefulness indicator 2



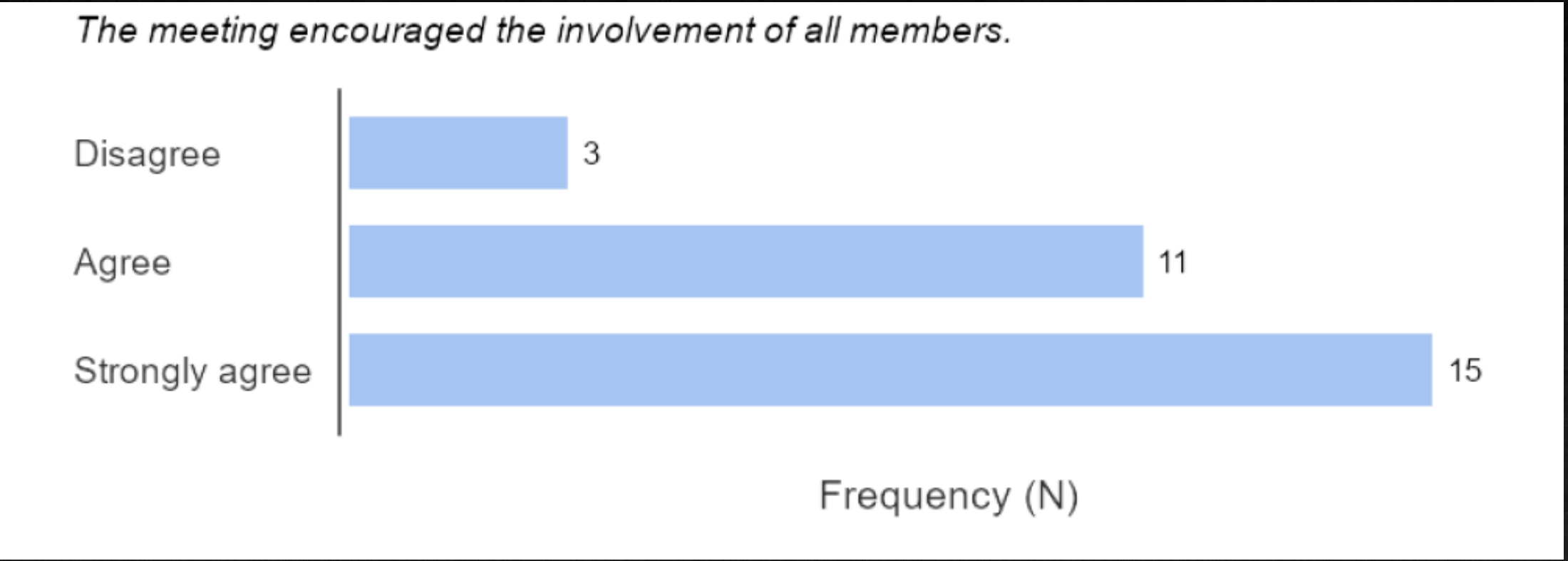
Impact indicator 1



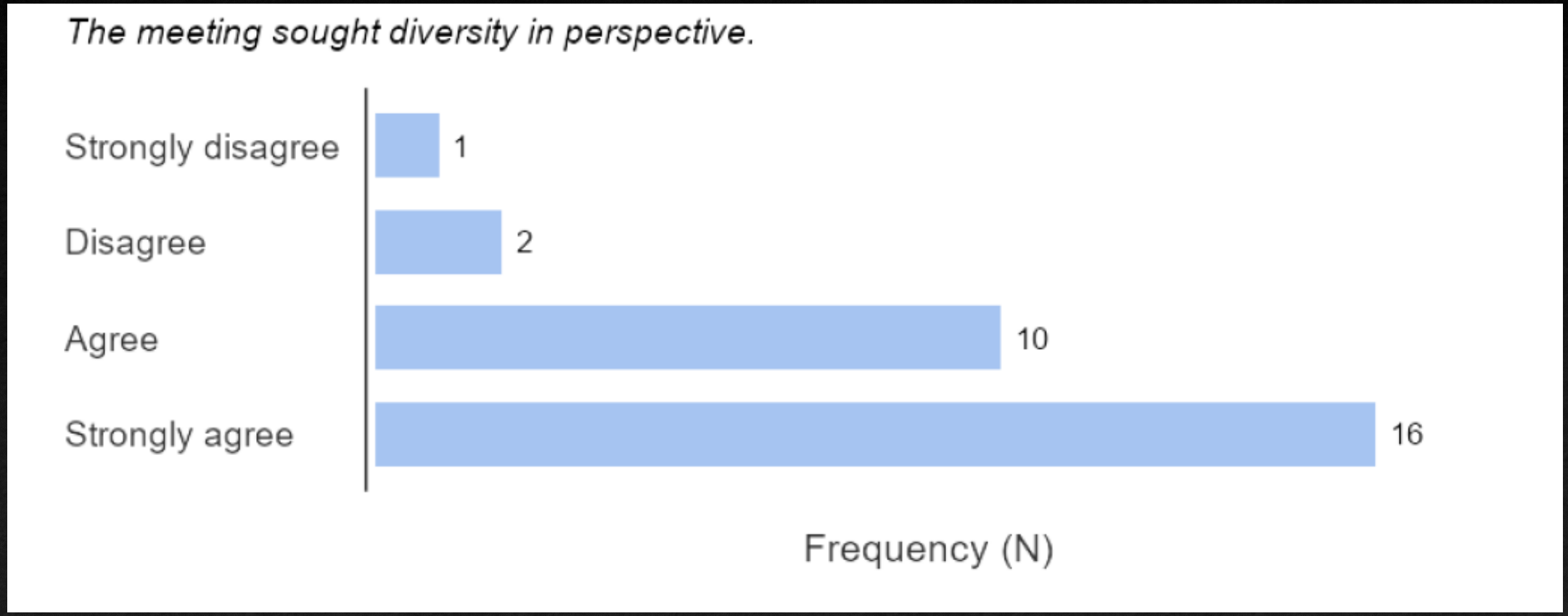
Impact indicator 2



Equity indicator 1



Equity indicator 2



Responses to open-ended questions

Generally positive (7 comments)

- Well organized. Very exciting work and possibilities for Ohio. I really appreciate the effort to connect with equity
- Exciting work! Very impressed with todays meeting and outcomes. I don't know of anything I would have changed today. Thank you.

More time for interactions/breakout sessions (4 comments)

- We could have had more time in our breakout rooms to discuss and analyze and strengthen the thinking. We had 20+ people in our breakout room, which meant every person had less than a minute to share any ideas about the plans. We had a really great discussion going but we had to cut it so short. Perhaps future meetings could use pre-reading to effectively inform participants about the progress of the projects and we could spend more time in discussion about how we can support/improve?
- Hoping to have more interaction in future meetings.

Responses to open-ended questions

This is important, purposeful, and impactful work (4 comments)	I am in school districts every day and the work described by this group today is going to make a powerful impact. Thank you for the alignment to the state strategic plan, state literacy plan, the Ohio Improvement Process, MTSS and UDL. All important parts of our state literacy work. Involving experts from the juvenile justice system is brilliant and so needed. I am humbled and honored to be a part of this group and will do my best to support and help with these projects.
	The V-LIFTS and AC-SEL projects are truly impressive in scope and target important needed improvements for Ohio's kids.

Changes Based on Feedback

Doubled the small-group discussion time

Added a broad conceptual discussion question

Provided two, specific, next-step action items for LAC members

What are some recent real-life examples of innovation in adolescent literacy?

Padlet Brainstorming

Key Partner Voices

- Carly Warnock & Brittney Marino, Educators, North Elementary, East Liverpool City School District
- Melissa Weber-Mayrer, Director, OATPL, Ohio Department of Education
- Jo Hannah Ward, Director, OEC, Ohio Department of Education

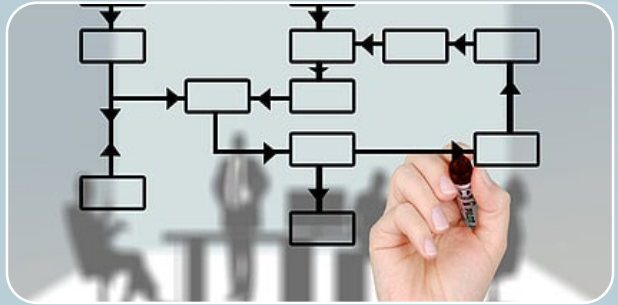
State and District Commitment and Priority

East Liverpool City School District

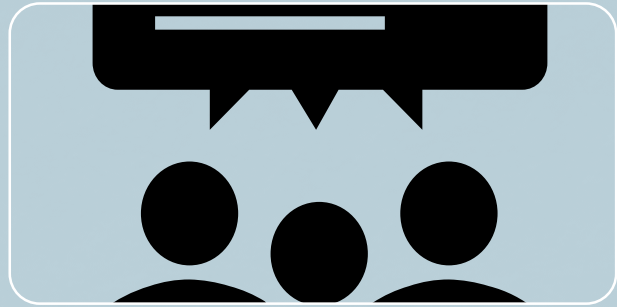
Promoting Each Student's Literacy Learning

Collaborating on AC-SEL and OH V-LIFTS

Micro Courses



Decision Rules Flowchart application



Content Feedback

Dyslexia Supports Law

Assessment.

* Identifying screening and intervention measures

Dyslexia Guidebook.

* Screening, intervention and remediation for children with dyslexia

Dyslexia Screenings.

* Administer annual dyslexia screenings beginning in the 2022-2023 school year

Dyslexia Supports Law

Professional Development.

* Identifying dyslexia
* Instructing students with dyslexia

Professional Development Hours.

* Ohio Dyslexia Committee will prescribe the number of clock hours

Certification.

* Beginning in the 2022-2023 school year, establish a multi-sensory structured literacy certification process

#EachChildOurFut

ch Child
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ch Child

Ohio's Plan to Improve Learnin
Experiences and Outcomes for
Students with Disabilities

Promoting and Realizing the Vision of *Each Child, Our Future*

Each Child Means Each Child

The BIG PICTURE

- Getting to the problem early
- Building educators' and systemwide capacity
- Educating for living a good life

Are young children with disabilities entering kindergarten ready to learn?	• Indicator 6 Preschool Educational Environments • Indicator 7 Preschool Outcomes • Indicator 12 Early Childhood Transition from Part C to Part B
Are children with disabilities achieving at high levels?	• Indicator 3 Assessment Participation & Performance • Alternate Assessment Participation • Indicator 4 Suspension/Expulsion • Indicator 5 School-age Educational Environments
Are youth with disabilities prepared for life, work and postsecondary education?	• Indicator 1 Graduation • Federal Graduation Rate • Indicator 2 Dropout • Indicator 13 Secondary Transition • Indicator 14 Postsecondary Outcomes
Does the district implement IDEA to improve services and results for children with disabilities?	• Indicator 8 Facilitated Parent Involvement • Indicator 11 Initial Evaluation Timelines • Indicator 15 Timely Correction of Noncompliance Findings • Indicator 20 Timely and Accurate Data
Are children receiving equitable services and supports?	• Disproportionality: Identification for Special Education (Indicators 9 & 10) • Disproportionality: Placement of Students with Disabilities • Disproportionality: Discipline of Students with Disabilities

Team Leads

- Beth Hess, Assistant Director, OATPL, Ohio Department of Education
- Mindy Schweitzer Smith, Deputy Director, Corrections Institute, CECH, University of Cincinnati
- Alex Pavlik, Research Associate, SDI Center, CECH, University of Cincinnati

Brief Updates on Content Development

Ohio Literacy Library Micro-Courses

Purpose: Provide high-quality and user-friendly training and resources aligned to Ohio's Plan to Raise Literacy Achievement.

Goal of each micro-course: Provide clear, direct learning around a specific topic with an actionable outcome.

Multiple Uses of Micro-Courses

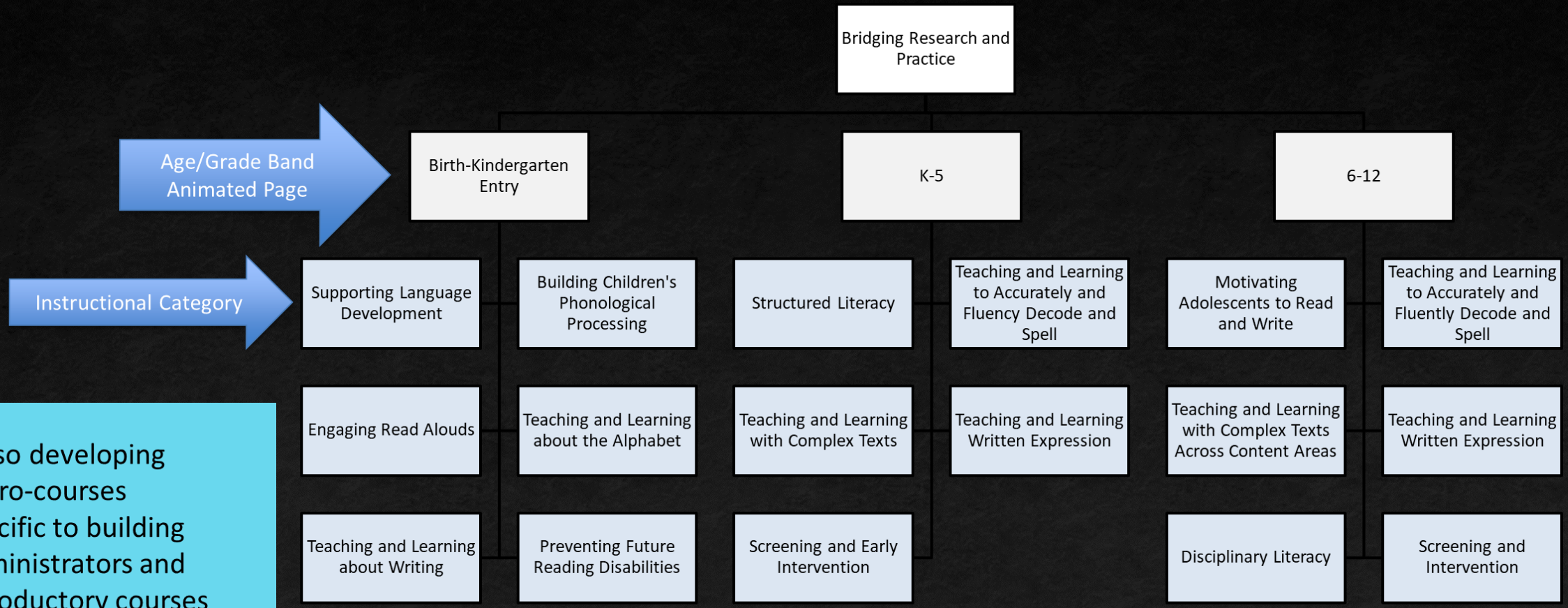
Available for the individual educator

Embed into a school or grade-level's high-quality professional development plan (asynchronous or synchronous)

Embed into a regional training

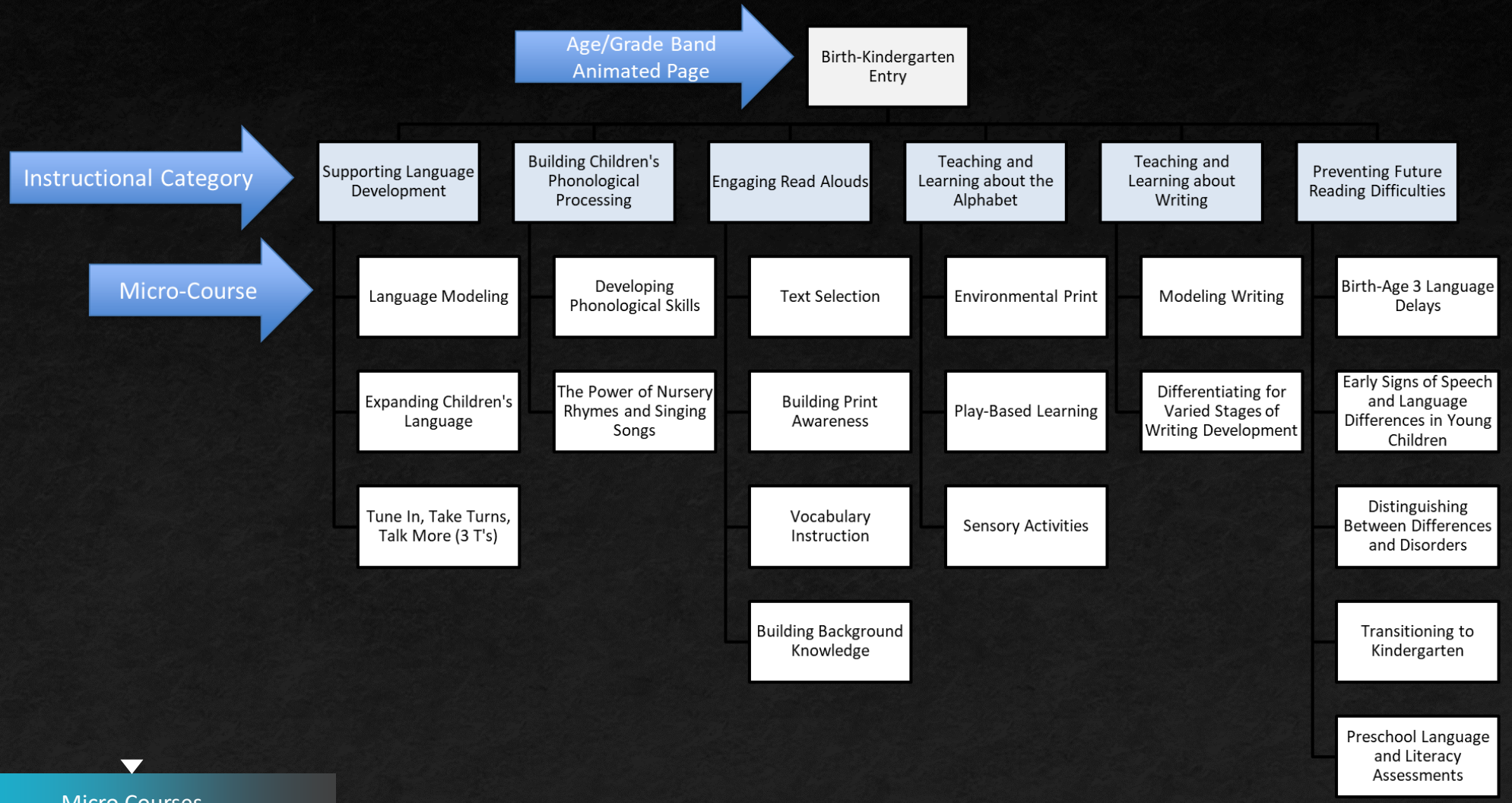
Pre-learning for a regional literacy network

What Types of Micro-Courses will be Offered?



*Also developing micro-courses specific to building administrators and introductory courses to the reading science research

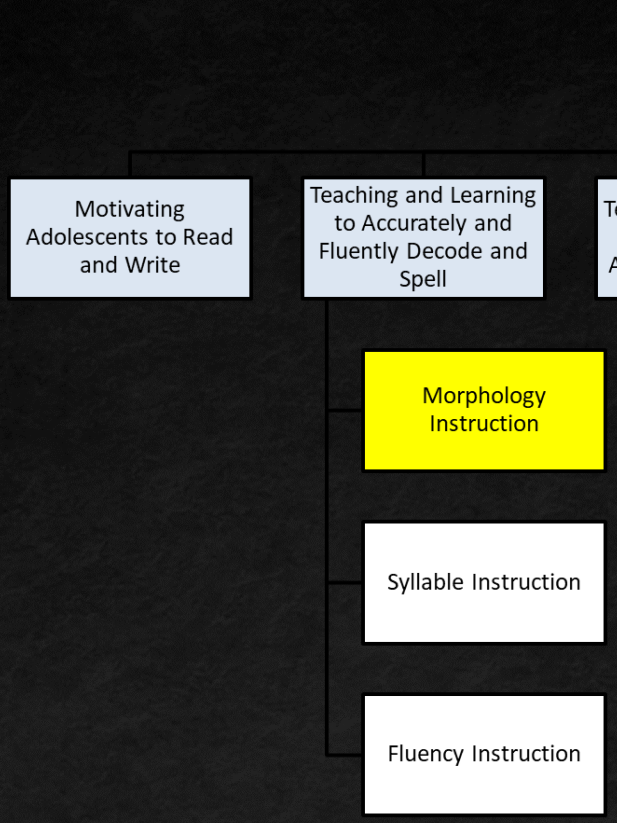
What Types of Micro-Courses will be Offered?



Creating a Micro Course

- Each micro-course is designed to take 20-60 minutes to complete
  - Begins with information and reflection
  - Continues with video content and learning activity
  - Concludes with additional instructional resources and extended learning opportunities

Sample Micro Course: Morphology



Sample micro-course supporting the larger concept of vocabulary and teaching adolescent students to accurately and fluently decode and spell

1. **What is morphology?** *Reading*
2. **Why teach morphology?** *Short expert video reflection*
3. **Preparing to teach morphology.** *20-minute instructional video and group or individual learning activity*
4. **Resources for teaching morphology.** *Instructional resources to explore*
5. **Additional learning opportunities.** *Access to other department developed or vetted free learning opportunities*

Effective Practices in Classroom Settings (EPICS)

Purpose

Progress

Plan for Sharing more about the EPICS Revisions

Comprehensive Learning Modules

- Explore various literacy topics in-depth
- Focus on multiple literacy-related topics
  - The Science of Reading
  - Leading Literacy
  - Evidence-based Instruction and Intervention
  - Culturally Responsive Practices
- Can lead to proficiency-based micro credential

Comprehensive Learning Modules

- Content development
- Sequence
- Website development
- Product feedback & vetting

Focus Groups

- 40-45 minutes
- Groups are product specific
- Come back with 1 key takeaway

Focus Group Summary

One Key Takeaway

10-minute

BREAK

Collaboration Application (CoApp)

Information Technology Solutions Center

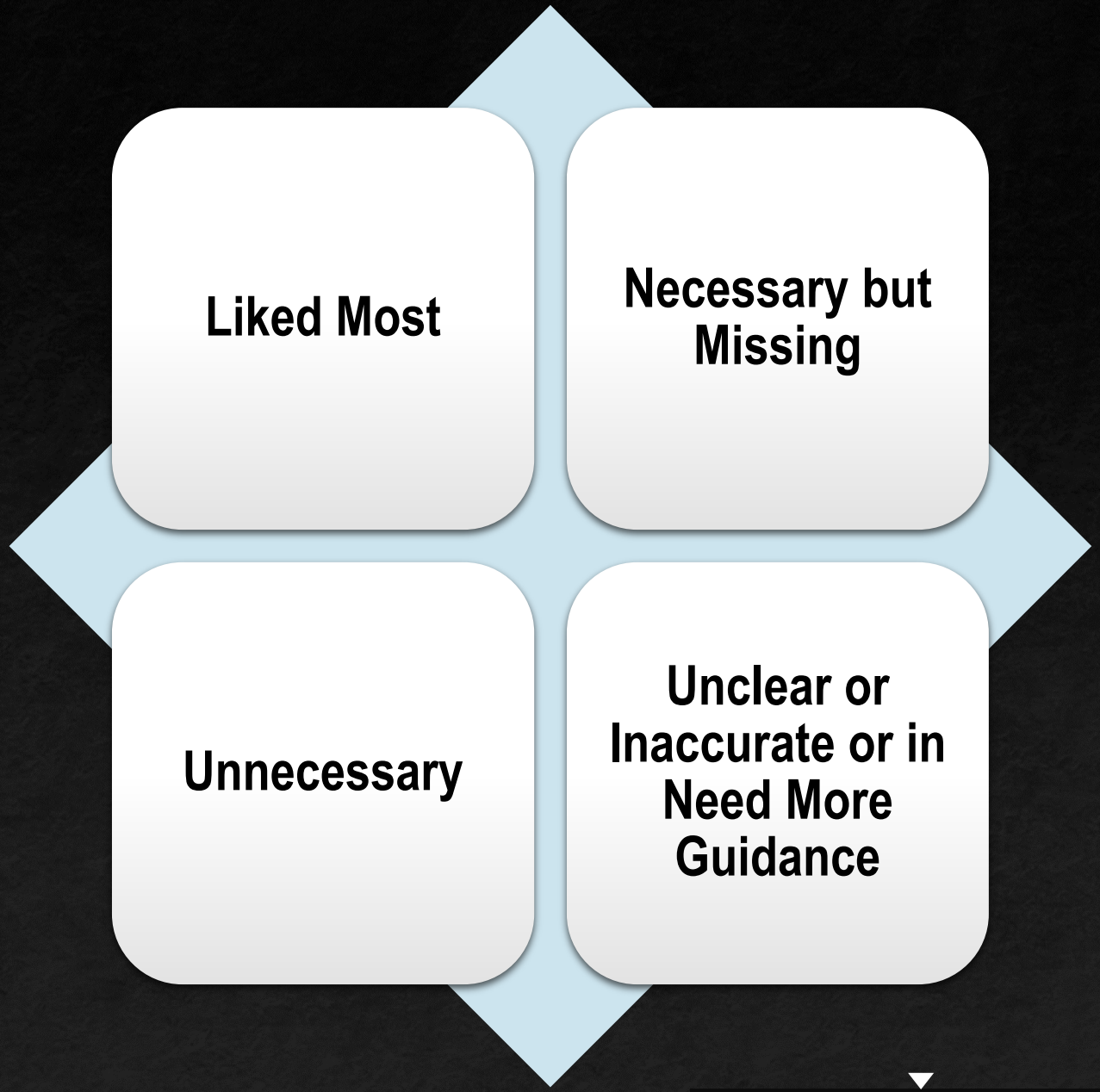
Vineela Kunapareddi, Operations Lead

Yahya Gilany, Assistant Director

Wes Reed, Developer

Rohit Pullutla Venkata Sathya, Developer

Breakout Session Reports



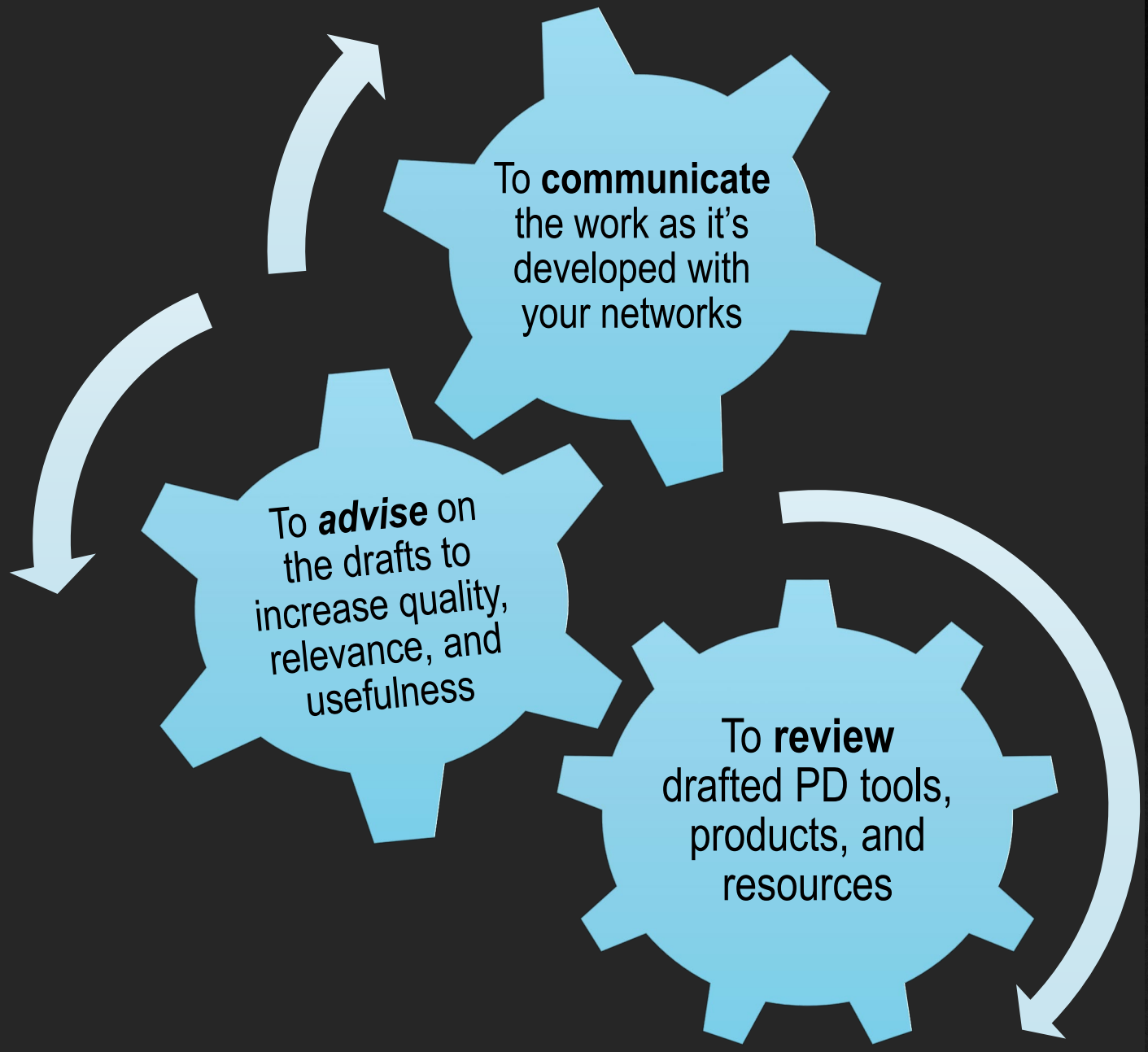
Next Steps

External Advisors

- Review module content
- Suggest relevant research and resources for inclusion

Advisory Council Members

- Volunteer or nominate someone for in-depth product vetting
- Communicate with your professional networks
- Distribute final copies of guidance documents



Role of Members

Literacy Advisory Council

Jose Blackorby

Mary Dahlgren

Rachel Quenemoen

Chris Rauscher

Sharon Vaughn

Kristien Zenkov

Role of External Advisors

Literacy Advisory Council

THANK YOU!!!

- Meeting Evaluation: https://www.surveymonkey.com/r/LAC_6-30-21

- Next Meeting:

  September 22, 2021: 9:00 AM – Noon