



Ohio's Regional Professional Learning Series for Literacy: Building State-Wide Capacity to Support Sustainable Literacy Improvement

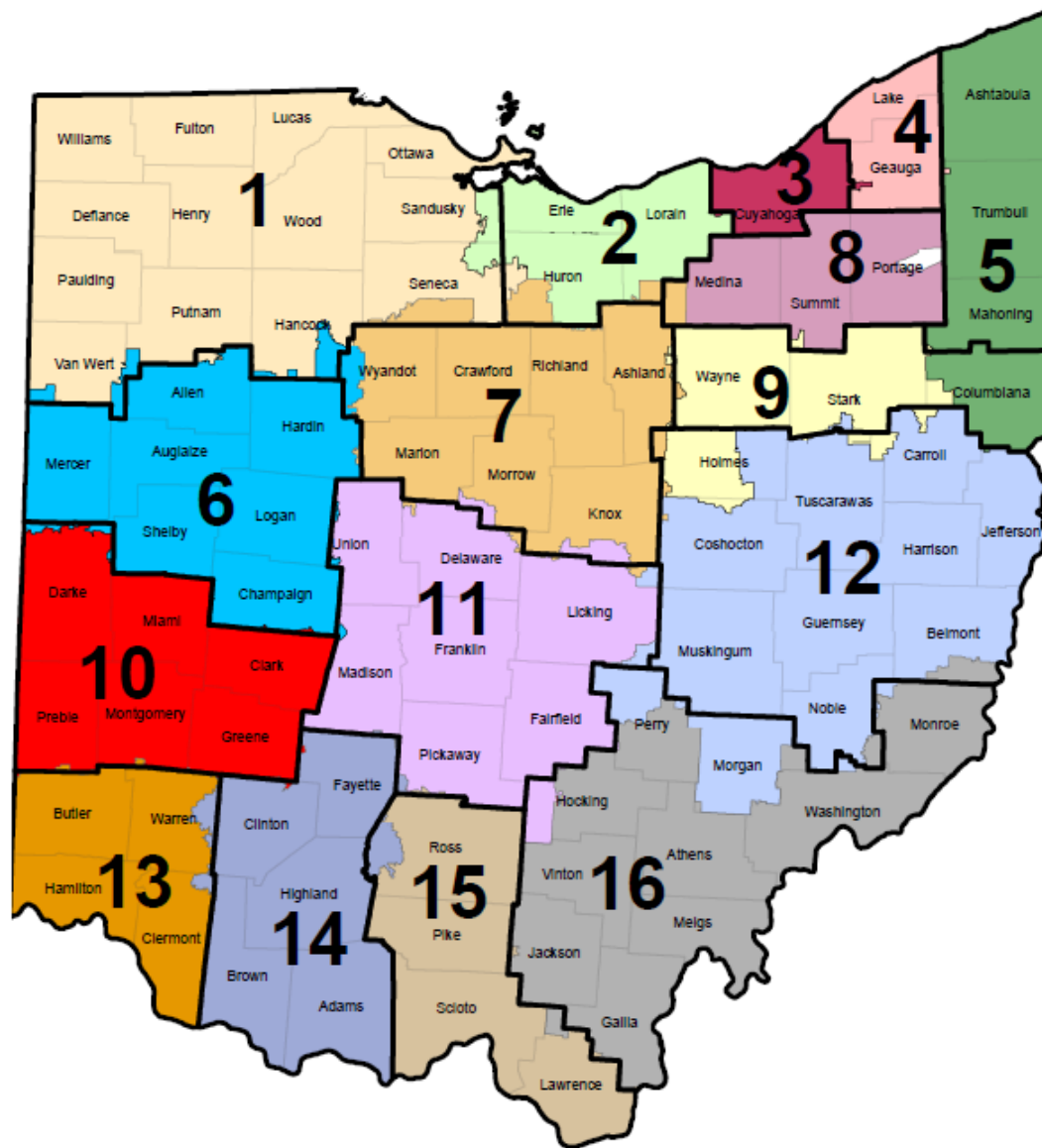
January 3, 2018

Today's Presentation

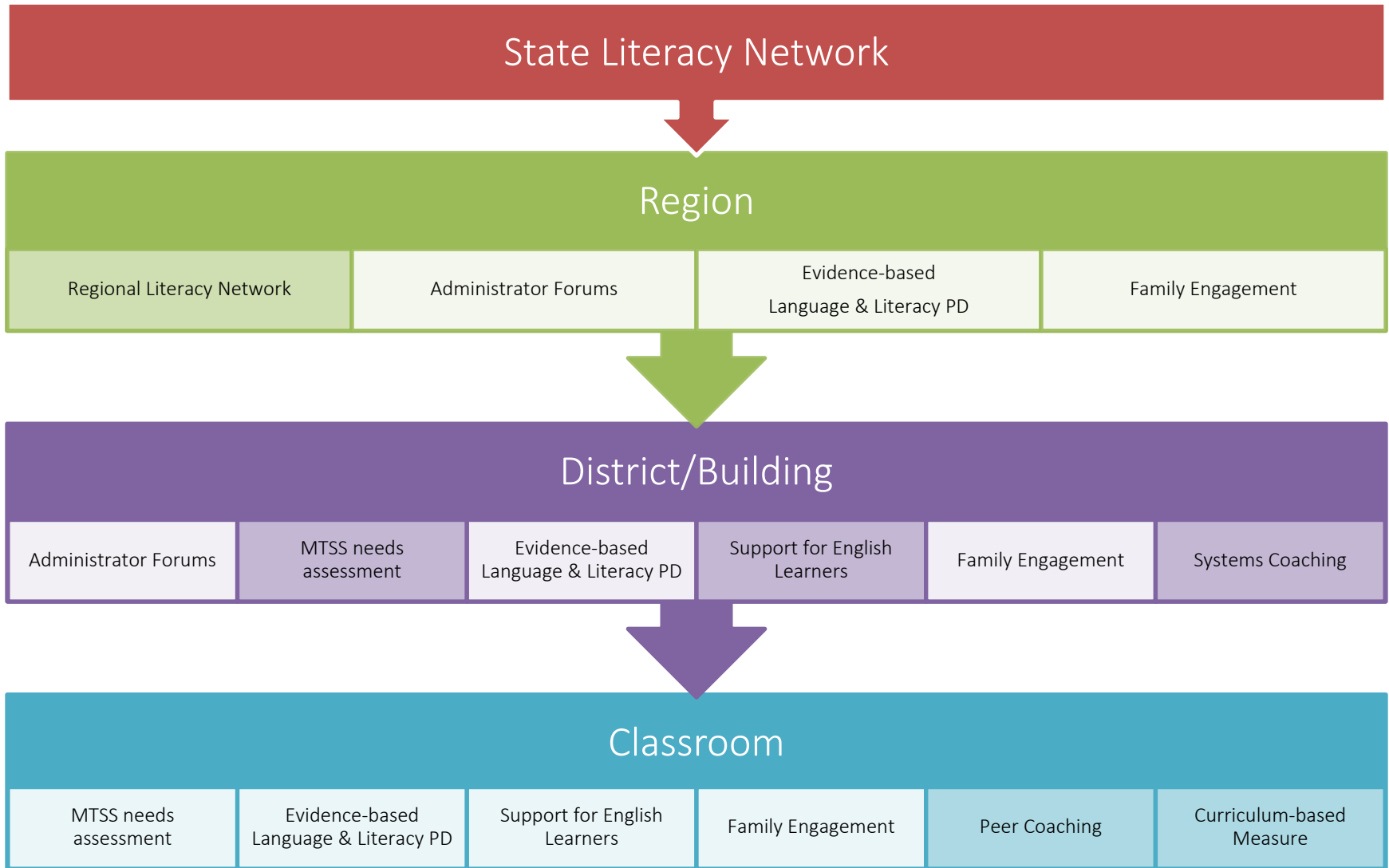
1. Overview of Ohio's State Personnel Development Grant
2. Objectives of Ohio's Plan to Raise Literacy Achievement
3. Developing "regional support teams for literacy" 4-year Regional Professional Learning Series
4. Successes and Challenges

What is Ohio's State Personnel Development Grant?

Ohio's State Support Team Regions



Professional Learning



What is Ohio's
plan to
raise literacy
achievement?



Ohio's Plan to Raise Literacy Achievement

Birth Through Grade 12

January 2018

Ohio | Department
of Education

Where to Find Ohio's Plan



education.ohio.gov

Search keyword "*Literacy*"

education.ohio.gov/Topics/Learning-in-Ohio/Literacy

What is the purpose of
Ohio's plan to
raise literacy
achievement?



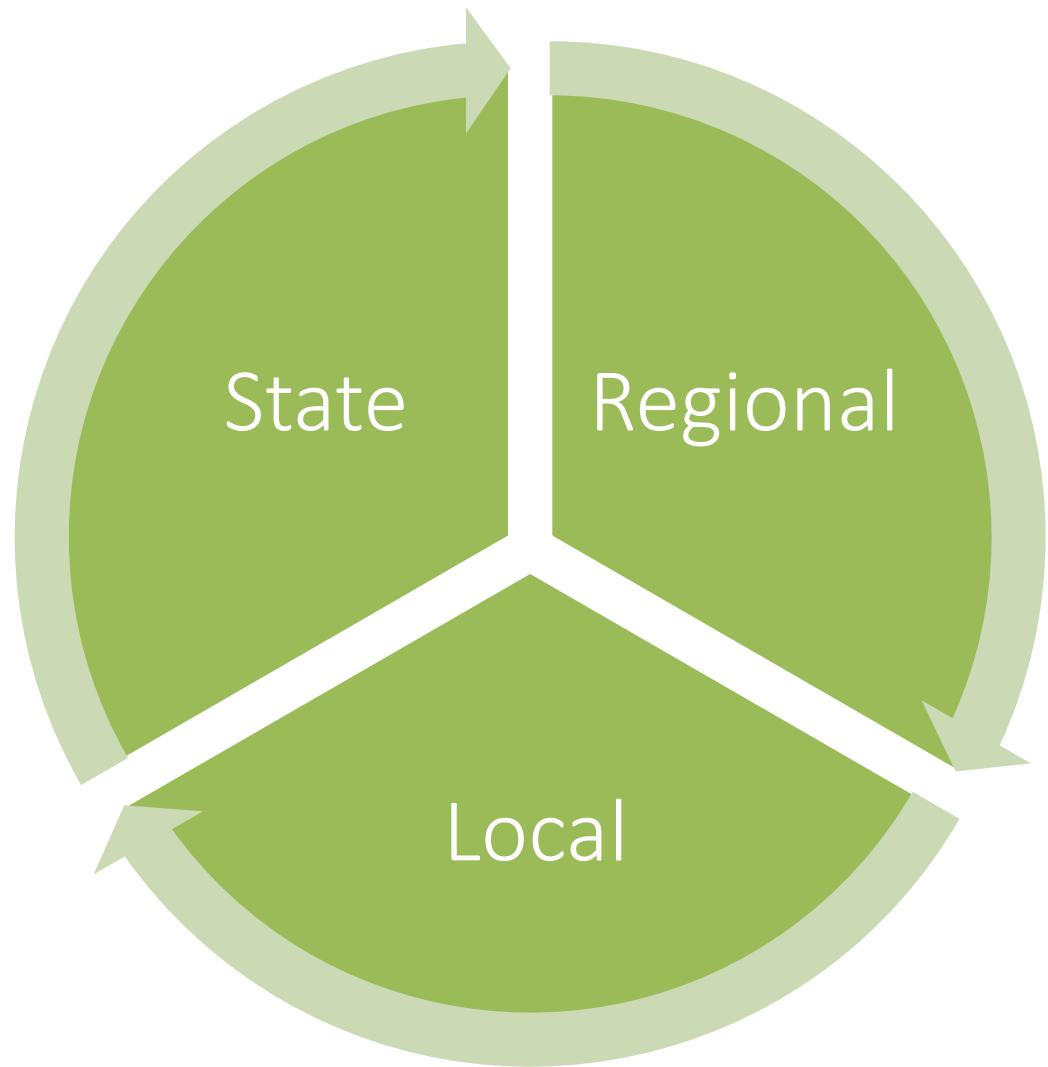
Purpose

Use literacy acquisition and achievement as a lever for **sustainable** school improvement.

*Sustainable School
Improvement*

=

Capacity to
Implement Effective
Innovations



Question

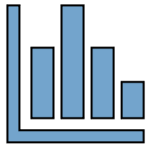
How does your state/team define “capacity”?

Defining Capacity

Entities' ability (systems, activities, resources) to effectively facilitate the use (adopt and sustain) of effective innovations

- State: Across *regions and districts*
- Regional: Across *districts and schools*
- District: Across *schools*

Objectives of Ohio's Literacy Plan



Support data driven decision-making with the Ohio Improvement Process



Ensure districts develop aligned and sustainable language and literacy plans



Support the fidelity of implementation of evidence-based practices



Provide financial support to literacy improvement and identify sustainable practices

How is the Department
supporting the state's
infrastructure to implement
Ohio's Plan to Raise Literacy
Achievement?

Infrastructure Supports



Networking to Support Improvement Efforts

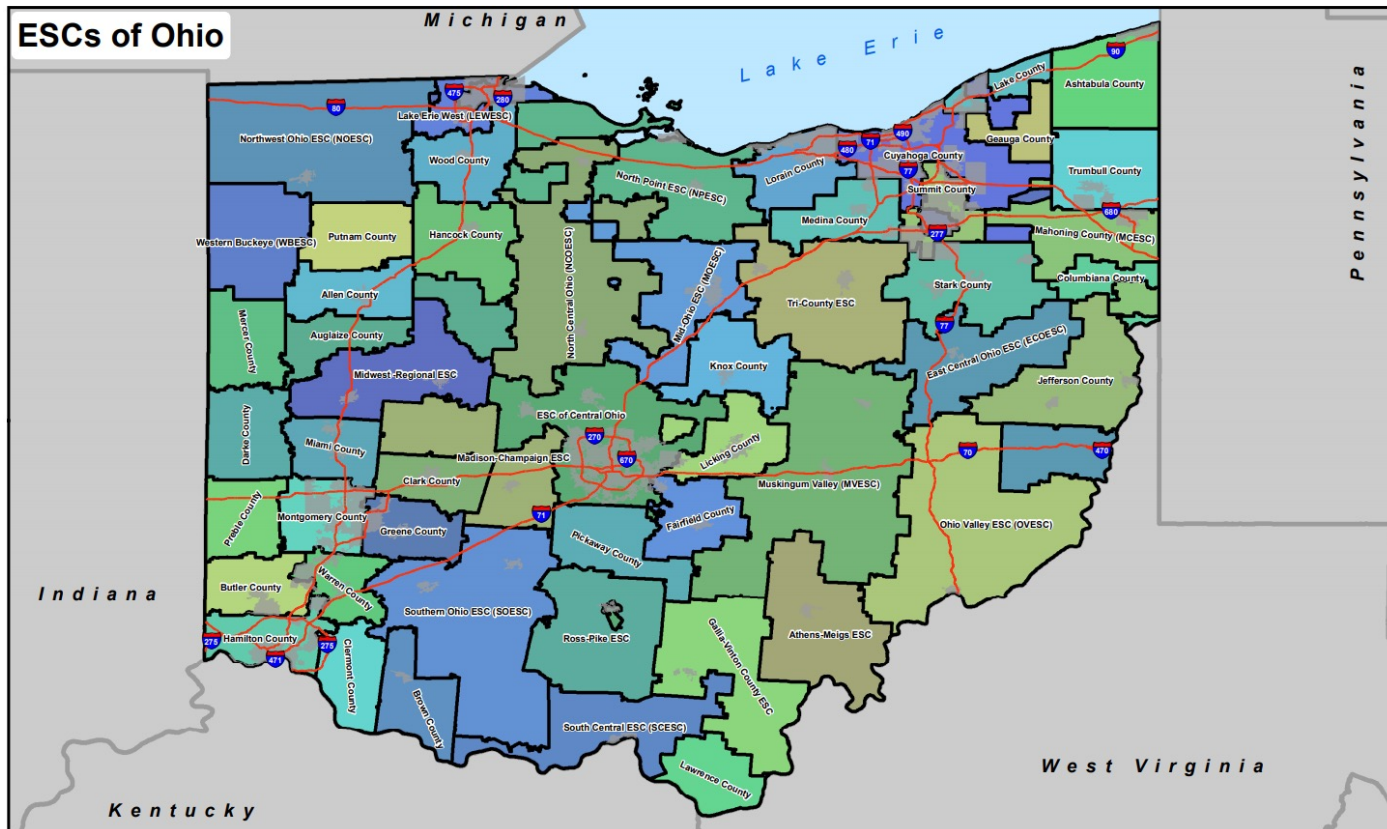
Infrastructure Supports

Department and regional partners are currently **exploring** capacity assessments and training for the state, regions, and districts in developing infrastructures to support implementation of effective innovations.



How well is each part of the system set up to successfully implement effective innovations?

Ohio's Regional System



52 Education Service Centers- “large-scale service providers offering administrative, academic, fiscal and operational support services to Ohio’s school districts, chartered nonpublic schools, community schools, and STEM schools” oesca.org.

Ohio's Regional System



16 State Support Teams support state and regional improvement efforts

Multiple Choice Question

Does any other state also support a dual regional system?

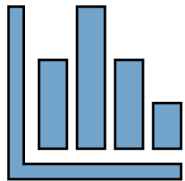
- Yes
- No

Regional Support Team for Literacy



Regional Support Team for Literacy

Regional staff who provide districts/schools support in:



Data driven decision making using the Ohio Improvement Process



Developing improvement plans focused on literacy



Implementing evidence-based practices in language and literacy

Why develop capacity
of regional support
teams for literacy?

Local Literacy Plans

19%

Collaboration among general and special education practitioners

37%

Described how all learners are represented and supported along the language and literacy development continuum

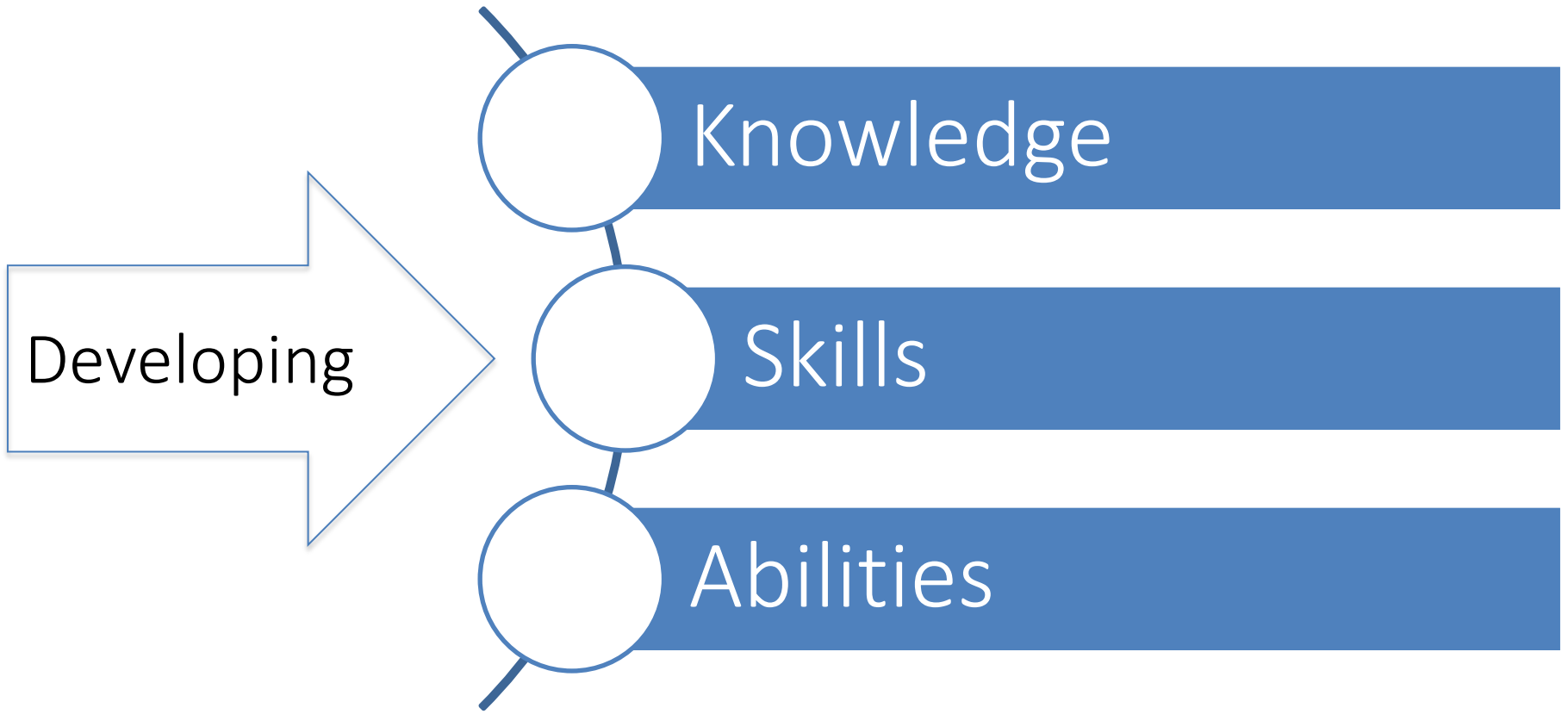
<50%

Align to the state's vision for a multi-tiered system of support

<50%

Include practices aligned to the Simple View of Reading

Regional Professional Learning Series in Literacy



Critical Components of Regional Professional Learning Series in Literacy

High quality professional learning

Sustained

Intensive

Collaborative

Job-Embedded

Data-Driven

Instructionally-focused

Weaves critical concepts throughout

Presumed competence

Related coaching practices

Productive dialogue

Diversity of learners

Intentional integration

Depth and breadth of Ohio's Learning Standards

Belief that all students are competent and a part of the educational system

Belief that all professionals are responsible for all students

Professional Learning Plan to Build Regional Capacity

Timeframe	Intensive Professional Learning Topic:
Year 1: September 2018-May 2019	Building a Disposition to Improve Literacy Achievement
Year 2: August 2019-December 2019	Word Recognition: Phonemic Awareness (Beginning, Early, Advanced)
Year 2: January 2020-May 2020	Word Recognition: Phonics (Early and Advanced)
Year 3: August 2020-December 2020	Language Comprehension: Oral Language and Vocabulary Development
Year 3: January 2021-May 2021	Language Comprehension: Reading Comprehension, including content area reading strategies
Year 4: August 2021-December 2021	Writing
Year 4: January 2022-May 2022	Disciplinary Literacy

Why aren't we diving
right into content?

Each Child: Advocacy Through Action



3

Integrated Content Specific Resources: All resources are developed to meet the full range of learners in every content area.

2

State-System of Support: All members of the state-system of support are responsible to meet *all* learners needs, including learners with the most complex needs.

1

Professional Values, Beliefs, and Dispositions: All professionals are responsible to meet *all* learners' needs, including learners with the most complex needs.

Successes of the Regional Series

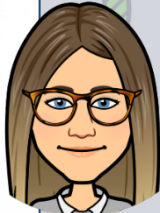
- Open dialogue about capacity to meet the needs of districts and schools
- Explicit integration of equity and social justice work of previous SPDG project

Challenges of Regional Series

- Collaboration among Education Service Centers and State Support Teams
- Adult learning behaviors
- Participants allowing themselves a space to learn as opposed to treating this as a “train the trainer”

Any Advice?

Questions?



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