



Ohio
Literacy
Library

OHIO LITERACY LIBRARY

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**UNIVERSITY OF CINCINNATI
SYSTEMS DEVELOPMENT & IMPROVEMENT CENTER**



OHIO LITERACY LIBRARY

PURPOSE AND INTENT

The *Ohio Literacy Library* is an interactive website that allows educators to engage in professional learning through brief micro courses and comprehensive learning modules. The website extends the work already underway in Ohio by providing high-quality, universally accessible educational training and resources to all Ohio educators. The intent of the *Ohio Literacy Library* is to enhance educator knowledge of evidence-based literacy instruction and the application of practices grounded in the science of reading. With the technology-based tools and resources provided through the *Ohio Literacy Library*, educators*, school and district leaders, and literacy trainers can focus on the circumstances confronting their schools and communities and the individualized supports needed to raise student achievement. Each educator can customize their professional learning experience based on their level of initial knowledge, available time, and the identified needs of their students.

* Educators includes district and school personnel in leadership, instructional, and support roles.

EXPECTED OUTCOMES IF IMPLEMENTED WELL

Districts who engage with the PD materials offered through the *Ohio Literacy Library* can expect several positive outcomes:

1. Educators, in-service trainers, and school leaders will demonstrate gains in knowledge related to the PD content.
2. Professional application of evidence-based language and literacy practices will increase through engagement with the micro courses and virtual learning modules. Specifically, participants will use the science of reading to inform instructional planning, guide decision-making, and align resources to meet student needs.
3. Student literacy achievement will increase when educators implement the skills presented through the web-based modules and micro courses.
4. The application of practices grounded in the science of reading and endorsed by the *Ohio Literacy Library* will reduce achievement gaps for students with disabilities compared to proficiency standards and close the reading equity gap for other subgroups of learners.

KEY COMPONENTS

Research-to-Practice Micro Courses



Developed in collaboration with the Ohio Department of Education, research-to-practice micro courses are short, non-graded courses focused on a particular literacy topic of critical importance to educators. Each micro course offers topic-specific, user-friendly materials for educators to use to enhance their evidence-based language and literacy practices. Course materials include:

- Highly focused content
- Interactive activities
- Short video demonstrations of instructional techniques

- Links to external resources



Micro courses bridge the research-to-practice gap by creating an effective means of providing new content that educators can explore at their own pace, individually or in a group. Each micro course takes between 20-60 minutes to complete.

Comprehensive Learning Modules



Comprehensive learning modules are a logically structured collection of course content relevant to educators who support student literacy development. The modules explore various literacy topics in-depth through narrative text, linked resources, realistic scenarios, reflections, learning activities, and embedded audio and videos. By completing comprehensive learning modules, educators will learn more about:

- The Science of Reading
- Leading Literacy
- Evidence-based Instruction and Intervention
- Culturally Responsive Practices



Each module offers guidance for educators to implement evidence-based literacy practices in their instruction or training efforts. Users have an opportunity to complete a pre-and post-assessment to evaluate their understanding of the learning content. Upon successful completion of a module, educators earn a proficiency-based micro credential that they can submit to their provider for continuing education credit.

“Let us remember:
one book, one pen,
one child, and one
teacher can change
the world.”

Malala Yousafzei



ESSENTIAL ELEMENTS FOR SUCCESS

The Ohio Improvement Process and its use by aligned collaborative learning teams (i.e., DLTs, BLTs, TBTs) provides the structure that guides educators through the use of the OH V-LIFTS PD.

The content included within the *Ohio Literacy Library* has been researched extensively. It aligns with [Each Child, Our Future](#)¹ and [Ohio's Plan to Raise Literacy Achievement](#)². The *Ohio Literacy Library* provides resources to accelerate educators' research of evidence-based language and literacy practices and to support educators and professional learning communities in selecting one or more evidence-based practices for use with their students to meet the need(s) that they identify through use of the *Decision Rules Flowchart* application.

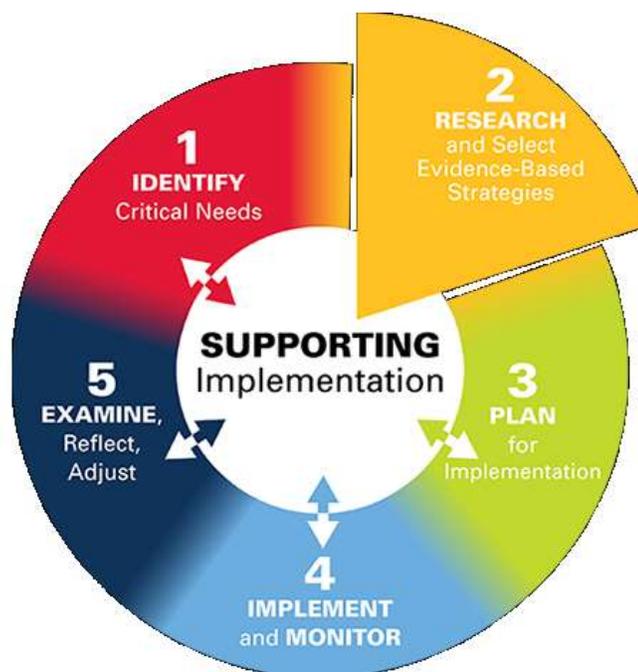


Figure 4. Maximizing the Use of the Ohio Literacy Library through the Ohio Improvement Process

Educators' use of evidence-based language and literacy practices requires educators to engage deeply with professional learning opportunities. The *Ohio Literacy Library* provides educators the opportunity to engage deeply with theory and evidence on what works grounded in structured literacy practices that align with the science of reading. For instance, the interactive journal offers consistent opportunities for educators to reflect on the content and analyze how it aligns with or challenges their thinking about effective language and literacy instruction and intervention. In addition, the application activities and the research-to-practice micro courses make clear the expectation that educators use the knowledge acquired from the *Ohio Literacy Library* with their students.

The OH V-LIFTS PD is a comprehensive system of professional learning. Participating in the full PD system is vital for continuous improvement. The *Ohio Literacy Library* is one component of the language and literacy professional learning system. This component of the PD system has the most flexibility; educators can self-select the micro courses and modules they wish to complete as well as when, where, and how they complete them. The comprehensive learning modules and micro courses provide educators with the depth of knowledge and high-quality learning resources necessary to effectively teach literacy skills to a wide range of learners. Students will have the greatest benefit if their educators focus on *Ohio Literacy Library* content that is aligned with their needs. Data gathered as a part of the *Decision Rules Flowchart* along with each educators' professional wisdom and critical reflections (e.g., on the instruction and intervention needed to promote equitable opportunities to learn and learning for all students) should guide their engagement with the *Ohio Literacy Library*. Educators should prioritize working in collaborative and intentional ways as part of their professional learning community to accelerate the learning process while building the collective efficacy of the team in advancing the literacy learning of each student in their district.

ROLE AND RESPONSIBILITIES OF LIBRARY PARTICIPANTS

Defining the roles and responsibilities of participants is essential at the outset. Through coordinated use of the web-based learning offered through the *Ohio Literacy Library*, educators, in-service trainers, and school and district leaders can effectively change instructional practices, sustain professional growth, and improve student literacy outcomes. The text below describes the individual responsibilities required of various users based on their typical role in an educational system.

District and School Leaders

It is the responsibility of district and school leaders to make decisions regarding the use of the PD opportunities offered through the *Ohio Literacy Library*. District and school leaders can support educators to select the web-based PD content relevant to the critical goals

identified through their district's continuous improvement process and individual professional learning goals. They should also support staff in participating in the virtual learning through actions such as the following: modeling instructional practices; coaching data discussions; and, participating in conversations with educators about content from the *Ohio Literacy Library*. In many cases, it will be appropriate for school leaders to engage with the virtual learning materials independently to effectively facilitate the district's journey toward system-wide improvement.

Educators*

Educators will select comprehensive modules and micro courses relevant to their work and professional learning. Educators have the opportunity to engage with the web-based PD by completing modules, exploring linked materials, reflecting on pedagogical practices, and completing application activities independently or in collaboration with other educational staff. Educators will implement the instructional content using the resources embedded within the *Ohio Literacy Library* and with the support of their professional learning community and coach.

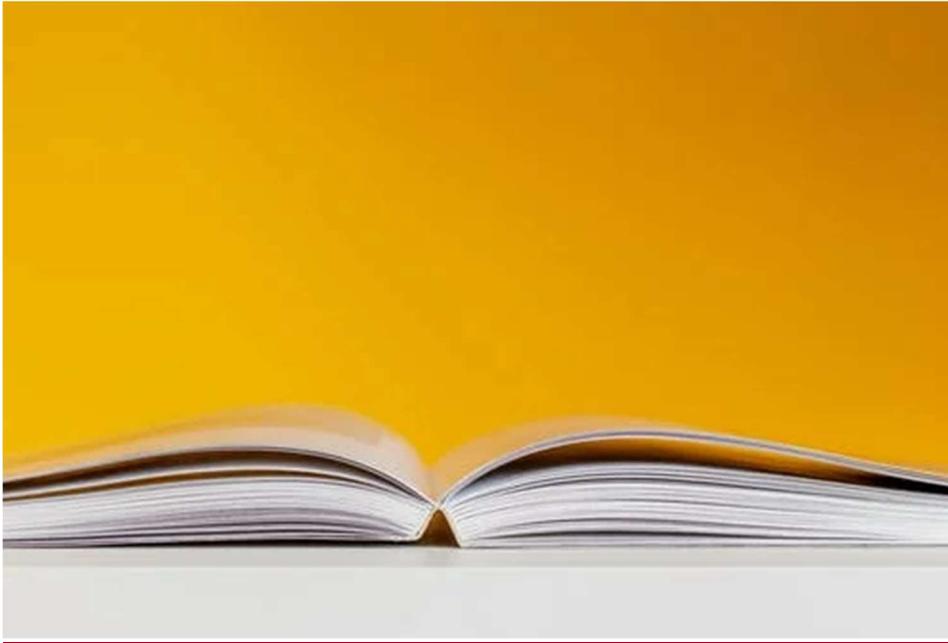
In-Service Trainers

In-service trainers (e.g., regional literacy specialists, literacy coaches, urban regional literacy consultants) are responsible for using the technology-based PD materials accurately and independently. Through engagement with the comprehensive learning modules and research-to-practice micro courses, in-service trainers will acquire the knowledge and technical skills necessary to deliver PD that enhances the capacity of educators to deliver core literacy instruction to all students. In-service trainers will work with schools to identify needs, issues, and successes resulting from implementing the evidence-based practices identified through the *Ohio Literacy Library*.



* Educators includes district and school personnel in leadership, instructional, and support roles.

Endnotes



¹ **Each Child Our Future** is Ohio's shared plan for ensuring each student is challenged, prepared and empowered for his or her future by way of an excellent prekindergarten through grade 12 education. (Ohio Department of Education, 2018, p.4)

² **Ohio's Plan to Raise Literacy Achievement** is a working document to meet state, regional, and local needs for supporting all students' language and literacy development (Ohio Department of Education, 2020, p.2)