

Literacy Advisory Council Meeting Notes

June 30, 2021

Meeting Summary

The following summarizes the Literacy Advisory Council's (LAC) second meeting, held virtually on June 30, 2021, from 9 am to 12 pm.

Welcome, Overview, & Review of April's Evaluation Data - *Jennifer Ottley & Deb Telfer, SDI Center, College of Education, Criminal Justice, and Human Services, University of Cincinnati; Aimee Howley, WordFarmers Associates*

Jennifer Ottley introduced the WordFarmers Associates team and acknowledged their contributions to LAC work and product development. She then introduced new advisory council members:

- Jennifer Bambrick – Assistant Professor, Walsh University
- Brittney Marino –Teacher, East Liverpool City School District,
- Carly Warnock –Teacher, East Liverpool City School District
- Rachel Wakefield –SDI Center, University of Cincinnati

Deb Telfer shared an overview of the SDI Center's mission and scope of work, noting the Center's commitment to advocacy, through partnerships with state networks and institutions, to improve outcomes for all students including marginalized student groups. The Center believes that supporting these subgroups means addressing change at the systems level.

Next, Aimee Howley reviewed the survey evaluation data from the April meeting. Twenty-nine participants responded (63%). Quality, relevance, and usefulness measures were all high. Based on the findings, she noted that focusing on concrete action steps could be emphasized in future meetings. There may also be room to encourage the involvement of all members (three respondents disagreed with this item) and to seek diversity in perspectives. Qualitative responses were generally positive, with some wishing for more time for breakouts and others emphasizing the value and importance of the work. Dr. Ottley noted how the Center has adapted to the feedback, such as by providing an additional breakout session with smaller groups to increase participation and identifying tangible action items to follow the meeting.

Adolescent Literacy Conceptual Discussion - *Jennifer Ottley, SDI Center, CECH, University of Cincinnati*

Jennifer Ottley gave participants access to a Padlet site and asked them to share ideas and resources on the Padlet within five topics:

- individuals we should speak with to learn more

- districts that are improving literacy outcomes for youth
- innovative approaches that exist to addressing literacy challenges for youth
- recent research
- new tools and products

The Padlet link will remain available for the group to access:
<https://padlet.com/ottleyjr/t2rlvkz67i6tm6g9>

State & District Commitment/Priority - *Jo Hannah Ward, Office for Exceptional Children, Ohio Department of Education (ODE); Melissa Weber-Mayrer, Office of Approaches to Teaching and Professional Learning (OATPL), ODE; Carly Warnock and Brittney Marino, North Elementary, East Liverpool City School District*

Brittney Marino and Carly Warnock spoke of their experience adopting phonics/phonemic awareness programs, noting that their district has seen significant growth. Ms. Marino emphasized that strong core instruction (in conjunction with strong interventions) was essential to this growth. Ms. Warnock credited the phonemic awareness curriculum for its role in the district's gains. She added that their district also trains teachers to be "smarter than the curriculum." She noted that targeted interventions, reading aloud, vocabulary and discussion have all contributed to student success.

Melissa Weber-Mayrer spoke to the collaboration between ODE and the LAC on the micro courses, decision rules flowchart, and content feedback. She provided an update on the dyslexia supports laws, noting that the Ohio Dyslexia Committee is guiding the work. The committee is currently working on a guidebook for statewide implementation. She addressed key components of the work that will be introduced, including professional development and certification guidelines. She noted that the LAC's work will support and establish a foundation for work that emerges from the dyslexia laws.

Dr. Telfer presented information on behalf of Jo Hannah Ward, noting that OEC has a deep commitment to supporting districts, families, communities, and partners to grow equitable opportunities for all students. OEC began a strategic planning process two years ago to actualize the state's strategic plan for students identified with disabilities, those at risk of being misidentified with disabilities, and those with learning difficulties. She shared that the big picture work involves building systemwide capacity, getting to the problem early, and preparing each child for meaningful post-secondary activities. She also emphasized that reading/literacy is an essential skill for all children. OEC collaborates with multiple partners to improve literacy outcomes for all children through professional development, building school-based-team capacity, and providing technical and other support to districts.

Relevant Links: For updates on the dyslexia law:
<http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Dyslexia>

Focus Group Breakout Sessions - *Beth Hess, OATPL, ODE; Mindy Schweitzer Smith, Corrections Institute, and Alex Pavlik, SDI Center, CECH, University of Cincinnati*

Beth Hess discussed the Micro Courses being developed, noting that high-quality and user-friendly trainings and resources support Ohio's efforts to raise literacy achievement, for free, for all Ohio educators. She reviewed the planning list for Micro Courses and invited the group to reach out if they want more details. She noted that they are also planning Micro Courses for administrators. There are three micro-courses currently in development for birth through kindergarten. Each course is designed to take 20-60 minutes to complete. As an example, she presented a brief overview of the Morphology course currently in development.

Mindy Smith then provided an update on the Effective Practices in Classroom Settings (EPICS) model and the team's considerations for adapting the training for the school setting, which includes linking the model to literacy specifically.

Alex Pavlik addressed the Module development work. Modules offer in-depth guidance for educators on evidence-based instruction on various literacy topics (currently focusing on adolescence). The modules are connected to improvement practices to help educators and districts to achieve their goals.

Action Items: The development team is currently collecting stakeholder feedback on some of the modules in development. If anyone is interested in vetting the modules, please reach out to Alex or the UC SDI Center. The goal is to have each module vetted by at least two individuals, informing revisions and development of future modules.

Focus Group Summary - *Alex Pavlik, SDI Center, CECH, University of Cincinnati*

In small groups, LAC members were asked to review, discuss, and provide feedback on one of LAC's products/resources currently in development. Following the focus group discussions, the notetaker from each team shared some of the broad takeaways from the discussion, and each group's notes were shared with the LAC meeting organizers. Feedback included:

- OH V-LIFTS PD Overview Guidance Document: consider emphasizing the importance of administrator support, specifically principal support.
- Morphology Micro Course: be explicit with instructions and guiding the user through how to engage with the course content. Consider a targeted grade band for modules and link to related topics within modules.
- *Ohio Literacy Library* Guidance Document: Consider branding, making the resources more appealing, and distinguishing it from other resources.

Collaboration Application (CoApp) - *Vineela Kunapareddi, Yahya Gilany, and Wes Reed, Information Technology Solutions Center (ITSC), CECH, University of Cincinnati*

Jennifer Ottley introduced the LAC’s partners from the Information Technology Solutions Center. She invited Wes Reed to present the overview of another product in development, the Collaboration Application (*CoApp*), for teacher observation feedback. The app provides a form for providing feedback on instruction. Data entered into the form includes the following categories: teacher information, student instructional targets, instructional delivery, and instructional assessment, and qualitative feedback. The tool is customizable, allowing the coach/educator to be intentional about goal setting and focusing on specific items.

Breakout Session Reports & Discussion - *Judith Monseur, SDI Center, CECH, University of Cincinnati*

In small groups, LAC members discussed the *CoApp*, while a notetaker documented their feedback. At the close of these discussions, each group shared some talking points, summarized below:

What LAC members liked:	What could be improved/clarified:
<ul style="list-style-type: none"> • Clean, accessible layout. Easy to follow. • Allows coach to key in on specific practices and drill down to targeted instruction. • Can aid collaborative conversations. • Includes evidence-based practices. • It is not program specific • Facilitates conversation. • usability features and option for public/private (not public by default) 	<ul style="list-style-type: none"> • Concern that the app is text-heavy – consider convenience for observers. • Can video/audio be uploaded? • Clarify parameters and guidance on usage (also regarding sharing). Trust building is crucial for this activity. • Consider adding pre-work to understand and present the app. • Consider a video tutorial on how to use the app. • Making sure intent and rationale, and benefits are clear. Also, consider what insights can be gleaned from the data.

Next Steps: Where We Go from Here - *Jennifer Ottley, SDI Center, CECH, University of Cincinnati*

External advisors will hear from Jennifer next week to schedule a time to meet and move the work forward. LAC members will receive a follow-up email for suggestions for in-depth product reviewers for some of the learning modules and the website. Please self-nominate if you have time and expertise or consider who in your networks might provide this feedback. The next meeting is on 9/22/21, 9 am-12 pm. The meeting adjourned at 12:05 pm.

Participants in Attendance

Meeting participants ($n=49$) are listed below. This record of attendance was taken via the meeting chat, where participants signed in by typing their names.

NAME	ROLE
Jillian Ahrens	Vice President, K-8, Cleveland Teachers Union, Ohio Federation of Teachers (OFT)
Jennifer Bambrick	Assistant Professor, Division of Education, Walsh University
Barbara Boone	Program Director, Ohio State University (Family/Community Partnerships)
Aaron Bouie, III	Principal, William Holmes McGuffey Elementary School, Youngstown City Schools
David Brobeck	Graduate Program Director, Walsh University
Jack Cunningham	Principal, North Elementary School, East Liverpool School District
Julie Davis	Executive Director, Ohio Association of Elementary School Educators (OAESA)
Daria DeNoia	Education Policy and Practice Consultant, Ohio Education Association
Jim Gay	Co-director, Ohio Leadership Advisory Council (OLAC)
Jennifer Griffing	Regional Early Literacy Specialist, Family Engagement & Continuous Improvement, State Support Team 9
Debbie Hartwig	SPDG Literacy Lead, State Support Team 9
Lisa Hickman	Executive Director, Ohio Coalition for the Education of Children with Disabilities (OCECD)
Ron Iarussi	Superintendent, Marion City Schools
Holly Maczka	English Teacher, Scott High School, Toledo Public Schools, OFT
Brittney Marino	Title One Reading, North Elementary School, East Liverpool City Schools
Karel Oxley	Co-director, Ohio Leadership Advisory Council (OLAC)
Terri Purcell	Associate Professor, Literacy Education, Cleveland State University
Dan Reynolds	John Carrol University
Beth Rice	Regional Early Literacy Specialist (RELS), SST 15
Mark Seals	Vice Chair, Ohio Deans Compact
Sheila Smith	Senior Director – Research, Quality Assurance, and Program Impact, Ohio Center for Autism and Low Incidence (OCALI)
Jason Tackett	Principal, Williamsburg Middle & High School, Williamsburg Local Schools; Board of Directors, Ohio Association of Secondary School Administrators (OASSA)
Jennifer Walker	Curriculum Supervisor, Youngstown City Schools
Marie Ward	Superintendent, Fairfield County ESC, Ohio Educational Service Center Association (OESCA)

Carly Warnock Kindergarten Teacher, North Elementary School, East Liverpool City Schools

Kelly Weeks Principal, Youngstown Volney Rogers Elementary, Youngstown City Schools

ODE Representation

Nicole Kahler Office of Integrated Student Supports

Melissa Weber-Mayrer Director, Office of Approaches to Teaching and Professional Learning

Carolyn Turner Ohio Literacy Lead, Office of Approaches to Teaching and Professional Learning

Michelle Elia Ohio Literacy Lead, Office of Approaches to Teaching and Professional Learning

Beth Hess Literacy Specialist, Office of Approaches to Teaching and Professional Learning

External Advisors

Jose Blackorby Senior Director of Research and Development, CAST

Mary Dahlgren President, Tools 4 Reading, LLC

Rachel Quenemoen Senior Research Associate, Retired, University of Minnesota

Kristien Zenkov Professor of Education & Academic Program Coordinator, Secondary Education Program, George Mason University

Project Development and Evaluation Team

Aimee Howley President, WordFarmers Associates

Stanley Dudek Technical Consultant, WordFarmers Associates

Marged Dudek Research Associate, WordFarmers Associates

Julia Flint Research Associate, WordFarmers Associates

Leslie Clifton Research Associate, WordFarmers Associates

Maya Rowe Research Associate, WordFarmers Associates

Vineela Kunapareddi Operations Lead, Information Technology Solutions Center

Yahya Gilany Assistant Director, Information Technology Solutions Center

Wes Reed Lead Application Developer, Information Technology Solutions Center

Judith Monseur Assistant Director, SDI Center

Jennifer Ottley Director of Research, SDI Center

Alexandra Pavlik Research Associate, SDI Center

Deb Telfer Director, SDI Center

Rachel Wakefield Research Associate, SDI Center