



## Professional Development in Evidence-Based Literacy Instruction Offered for Ohio Higher Education-School District Teams

February 2022

### Overview of the Professional Development

The Ohio Deans Compact, in collaboration with **All Ohio Literacy**, will sponsor a professional learning series focused on evidenced-based literacy practices for interested faculty from Ohio's institutions of higher education (IHE) and district-school partners. The professional development is directly aligned with [Ohio's Plan to Raise Literacy Achievement](#) and is based on the Word Recognition components of the Simple View of Reading.

The opportunity is open to two- and four-year Ohio IHE faculty and their PK12 partners with preference given to IHEs with multiple faculty who commit to completing the professional learning. Faculty members from two- and four-year institutions may participate individually, as higher education teams, and/or as higher education-district teams. Faculty are encouraged to involve PK12 district partners and teacher education candidates in this professional learning opportunity.



### Why It Matters

Teaching each child to read well is a fundamental issue of equity. And, literacy inequities are evident for many Ohio children, particularly those from marginalized groups. In 2018, more than 40,000 kindergartners entered school with significant needs relating to language and literacy development; and more than 380,000 grade 3-8 students were not proficient in English



Language Arts (Ohio Department of Education, 2020, p. 12). The good news is that evidence-based literacy instruction can prevent reading challenges and accelerate students' literacy learning and achievement.

The **All Ohio Literacy** comprehensive learning modules provide professional development that is relevant to all educators. Although some argue that word recognition instruction is only relevant to educators in primary settings, word recognition instruction can have positive and lasting effects on youth as well. The **All Ohio Literacy** learning modules provide up-to-date research on what, why, and how to teach using evidence-based literacy practices.

### What It Involves

**All Ohio Literacy** is an interactive website that houses comprehensive learning modules for educators (including teacher educators and candidates). Participants will complete four self-paced, online modules lasting approximately three hours each. All modules include interactive features, journal reflections, and application activities. Participants demonstrating mastery of the content can earn micro credentials for each module.



Alongside the modules, participants will take part in monthly Community of Practice sessions to collaboratively discuss the literacy content and its application. Participants will be part of a cohort – learning

together, learning from each other, and learning from Community of Practice facilitators as a community of learners – in order to continually improve their knowledge and skills in the use of evidence-based literacy practices. Community of Practice sessions will occur near the end of each month and will last approximately 90 minutes.

Throughout this professional development, participants will learn:

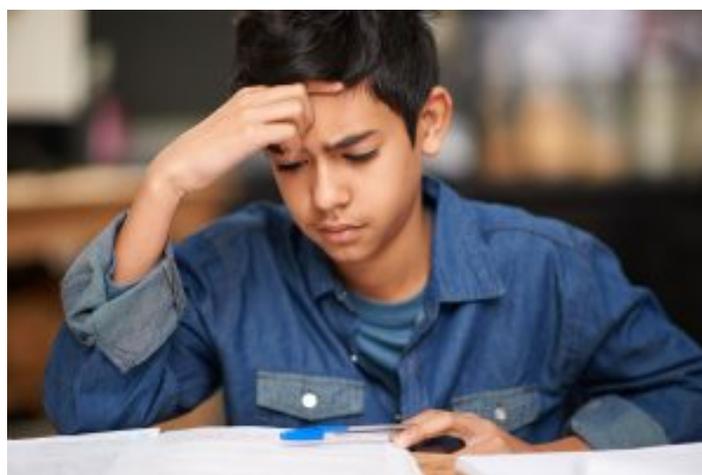
- The components of the Simple View of Reading and how the emphasis on different reading skills changes over time
- How the brain reads words and how common instructional practices align (or don't align) with brain science
- The key components of a systematic and explicit phonics lesson and how to implement each component
- How to differentiate between sight words, high-frequency words, decodable words, and irregular words
- How to analyze instructional materials to determine the presence of critical elements
- How to understand and use assessment data to determine where instruction needs to begin

## Participant Commitment

Interested individuals are asked to commit to completing four comprehensive learning modules and to attending all virtual (live) Community of Practice sessions. A schedule will be posted for participants describing the pacing of module completion and the dates of Community of Practice sessions.

## What the Compact and All Ohio Literacy Will Provide

University of Cincinnati's research associates David Brobeck, Alex Pavlik, and Rachel Wakefield will facilitate the Community of Practice to support Ohio IHEs and their district-school partners to improve their understanding and use of evidence-based literacy practices. The Compact will cover stipend costs (\$1,000 per participant) associated with participation in the full professional development. Each participant can earn \$250 for completion of each module with a post-test score of 85% or greater and participation in the month's Community of Practice session. For district participants that are ineligible to receive a stipend, resources will be provided to the PK12 district. Should additional funding be available, books may be purchased for each team.



In addition to providing the professional development stipend to each participant, the Compact may provide an additional stipend to participating faculty who commit to redesigning their course(s) to include relevant content from the professional development.

## Interested in Participating?

Interested individuals should complete the [“agreement to participate” form](#), including the names, post-nominal letters, titles, and affiliations of faculty and district/school personnel who will be participating. A [virtual orientation session](#) will be held on **Monday, February 21, 2022 at 2:00 pm** for all interested higher education and district-school faculty. Contact Jennifer Ottley, PhD, Director of Research, University of Cincinnati Systems Development & Improvement Center, at [Jennifer.ottley@uc.edu](mailto:Jennifer.ottley@uc.edu) for additional information and to submit your agreement to participate form. Individuals should submit their form by **Monday, February 28, 2022 at 4:30 pm**. All participation is contingent on available funding and individuals will be notified if they are selected.

 **Systems Development & Improvement Center**



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