



RESEARCH-BASED LITERACY INITIATIVES AT THE OHIO STATE UNIVERSITY®



Invest Your Stimulus Dollars NOW for Long-term Gains

“We need to invest this money quickly, thoughtfully, and transparently to protect kids, create jobs, and drive reforms.”

Secretary Arne Duncan, February 19, 2009

AMERICAN RECOVERY & REINVESTMENT ACT (ARRA) OF 2009 GUIDELINES	THE OHIO STATE UNIVERSITY LITERACY INITIATIVES			
	READING RECOVERY®	LITERACY COLLABORATIVE®	LEVELED LITERACY INTERVENTION	K-6 LITERACY
● Make improvements in teacher effectiveness.	✓	✓	✓	✓
● Provide intensive support and effective interventions for the lowest-performing schools.	✓	✓	✓	
● Establish intensive, year-long teacher training for all teachers and the principal in a Title I elementary school.		✓		✓
● Provide professional development to teachers in Title I targeted assistance programs on the use of data to inform & improve instruction for Title I eligible students.	✓	✓	✓	✓
● Use reading or mathematics coaches to provide professional development to teachers in Title I targeted assistance programs..	✓	✓		✓
● Provide intensive district-wide professional development for special education & regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing, and science, and positive behavioral supports to improve outcomes for students with disabilities.	✓	✓	✓	✓

READING RECOVERY®	LITERACY COLLABORATIVE®	LEVELED LITERACY INTERVENTION	K-6 LITERACY
<p>Reading Recovery is a short-term tutoring intervention intended to serve the lowest-achieving (bottom 20%) first-grade students. Reading Recovery was found by the <i>What Works Clearinghouse</i> http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/ to have positive effects on alphabets and general reading achievement and potentially positive effects on fluency and comprehension.</p> <p>http://www.rrosu.org/</p>	<p>Literacy Collaborative is a comprehensive school reform initiative designed to improve the reading, writing, and language skills of elementary children. School-based literacy coordinators are trained in research-based methods; provided with ongoing professional development as they continually implement research-based approaches in their own classrooms; and supported as they provide on-site professional development and training for the teachers in their schools.</p> <p>http://www.lcosu.org/</p>	<p>Leveled Literacy Intervention (LLI), developed by Gay Su Pinnell and Irene Fountas, is an intensive, small group intervention designed to accelerate the literacy development of K-3 & 3-6 students who are below grade level in reading and writing achievement. Explicit instruction is provided in the five essential components of reading identified by the National Reading Panel: phonological awareness, decoding, vocabulary, fluency, and comprehension.</p> <p>http://www.lcosu.org/lli.html</p>	<p>K-6 Literacy Professional Development offers options for literacy coaches and teachers to raise achievement in reading and writing. The focus is to implement research-based practices and develop collaborative learning communities. K-6 Literacy Professional Development gives participants the ability to customize their professional development experience.</p> <p>http://www.lcosu.org/</p>

Literacy Professional Development 2012-2013 at The Ohio State University

Reading Recovery®	Literacy Collaborative®	Leveled Literacy Intervention	K-6 Literacy
Short-term Tutoring Intervention for Grade 1 teachers	Comprehensive School Reform for K-2 or 3-6 coaches	Professional Development Program for teachers, intervention specialists, special educators, Title I teachers, & paraprofessionals	K-6 Professional Development Opportunities for teachers, coaches, staff developers, & principals
Description	Description	Description	Description
Intended to serve the lowest-achieving (bottom 20%) first-grade students, to promote literacy skills, reduce the number of first-grade students who are struggling to read, and prevent long-term reading difficulties.	5-year partnership to train and support Literacy Coaches who provide professional development and coaching for teachers after initial training year.	Participants will learn how to effectively use LLI designed by Gay Su Pinnell and Irene Fountas to teach 30-min. lessons to small groups of 3 learners that are struggling with reading and writing.	Administrators, coaches, and teachers learn to implement research-based practices and develop collaborative learning communities.
<p style="text-align: center;">Literacy Lessons®</p> <p>Professional development delivered locally by teacher leaders and designed for Intervention Specialists, Special Education teachers, and teachers of English language learners.</p>	<p>Year 1: Literacy coach training consists of the equivalent of 35 days of coursework distributed throughout the year. The training is a blended model consisting of face-to-face meetings at OSU (1100 Kinnear Rd., Cols., OH) and online learning experiences.</p> <p>Year 2 & beyond: The literacy coach develops & implements a long-term staff development program for teachers, works with students in a regular classroom for at least 2.5 hrs. per day, makes presentations to interested groups, collects/analyzes data to inform instruction, & participates in on-going Professional Development at OSU.</p>	<p style="text-align: center;">LLI Primary Grades K-3</p> <p>Small group intervention training for K-3 teachers.</p>	<p>Comprehensive Literacy Framework Prepares educators to improve K-6 reading & writing achievement. Administrators are encouraged to attend with their literacy team.</p>
		<p style="text-align: center;">LLI Intermediate Grades 3-6</p> <p>Small group intervention training for 3-6 teachers.</p>	<p style="text-align: center;">Academy for Literacy Coaches K-6 Prepares educators to coach K-6 teachers in reading, writing, & word study.</p>
			<p style="text-align: center;">Using Fountas & Pinnell's Continuum to Guide Teaching & Learning Participants investigate reading, writing, & word study behaviors and understandings.</p>
			<p style="text-align: center;">Principal's Academy Explores principals' roles, how children learn to read/write, & how to increase literacy achievement.</p>
			<p style="text-align: center;">Literacy Seminars Explore relevant topics such as strategic actions in reading, writing, & word study across multiple classroom contexts.</p> <ul style="list-style-type: none"> • Guiding K-3 Writers to Independence • When Readers Struggle
	<p>Reading Recovery® is strongly recommended.</p>		<p style="text-align: center;">Special Topics Prof. Development options designed to specifically address district/school needs.</p>

For more information visit us online at www.lcosu.org, or contact Dr. Sonny Whitehead (sonny@rrel.org or 614-688-4977).