



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®	LEVELED LITERACY INTERVENTION	LITERACY COLLABORATIVE®	IMPACT LITERACY K-6
● 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®	LEVELED LITERACY INTERVENTION	LITERACY COLLABORATIVE®	IMPACT LITERACY K-6
<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>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>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>IMPACT Literacy K-6 offers professional development 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. IMPACT Literacy K-6 gives participants the ability to customize their professional development experience.</p> <p>http://www.lcosu.org/impact.html</p>

Literacy Professional Development 2009-2010

at The Ohio State University Literacy & Learning Center

Reading Recovery®	Literacy Collaborative®	IMPACT Literacy K-6	Literacy Institutes
Short-term Tutoring Intervention for Grade 1 teachers	Comprehensive School Reform for K-2 or 3-6 coaches	Ongoing Partnerships with Elementary Schools for K-6 literacy coaches and teachers	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 Coordinators who provide professional development and coaching for teachers after initial training year.	<p style="text-align: center;"><u>Option #1</u></p> 2-year partnership to train literacy coaches who provide professional development and coaching during and after initial training year. <i>Two-day awareness visit or team planning required before application is considered.</i>	<p style="text-align: center;">Leveled Literacy Intervention</p> Teachers working with small groups of struggling readers <p style="text-align: center;"><u>Primary</u> Grades K-2</p> <p style="text-align: center;"><u>Intermediate</u> Grades 3-6</p>
Literacy Lessons Professional development delivered locally by teacher leaders and designed for Intervention Specialists, Special Education teachers, and teachers of English language learners.	Reading Recovery® required	Reading Recovery® suggested	Coaching Academy Elementary coaches & staff developers
	Year 1: Five weeks of training at OSU Year 2: Two weeks of training at OSU Years 1 & 2: Site visits each year	Year 1: Five weeks of training at OSU Year 2: Two weeks of training at OSU Years 1 & 2: Site visits each year	Principal's Academy Elementary principals
	Years 2-5: Six days of professional development at OSU each year	<u>Option #2</u> OSU provides ongoing professional development at your district designed to meet your school's needs.	Summer Institutes Teachers, coaches, staff developers, & principals
			Special Topics Teachers, coaches, staff developers, & principals

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