

Compact P20 Literacy Collaborative

March 24, 2022

Meeting Summary

This report summarizes the Ohio Deans Compact for Exceptional Children's P20 Literacy Collaborative virtual meeting held on March 24, 2022, from 9:30 am – 2:00 pm.

Welcome & Overview – *Dottie Erb & Mary Murray, Ohio Deans Compact Chairs*

Dottie Erb and Mary Murray welcome participants, greet new members, and share new regarding the fact that 15 applications were received for the new grant proposal and are under review.

Improving Literacy Partnership Grant Updates - *Alex Pavlik, Research Associate, SDI Center, CECH, University of Cincinnati, & David Brobeck, Research Associate, SDI Center, CECH, University of Cincinnati*

Alex Pavlik and David Brobeck shared information about these grants. They shared that the UC SDI meets with grantees to discuss updates on revising their core courses. They also make model syllabi available to guide curriculum development and revision. Grantees share ideas, transition information, questions, and insights through use of a shared Padlet. Three teams were welcomed to provide reports.

- a. Colleen Gallagher from **University of Dayton** reported:
 - a. they are conducting a book study and working with a local school district and a Catholic school and discussing SoR content learned in the SoR Book Study. They are moving toward establishing a reading clinic to provide tutoring services. They are coming up with a plan for more engagement with the district.
- b. Beth Walsh-Moorman from **Lake Erie College** reported:
 - a. they have solicited and collected feedback from Painesville, Madison, and Riverside school districts so these districts can weigh in on the needed updates and changes to two core Lake Erie College of Education courses. They are starting to prioritize changes needed for all the core courses. They are hoping to be fully aligned with SoR in their four core courses by next year.
- c. Meg Reister from **Franciscan University of Steubenville** reported
 - a. they have developed a Network CoP with stakeholders. They are creating a database of reading strategies intentionally aligned to SoR. The database is being made by teacher candidates and then will be tested by in-service teachers. They started last year re-aligning the core courses, and they have added new reading courses to the program. They are beginning to revise the two new classes to incorporate SoR. These revised courses will be additions to the four core courses they have already revised.

State Commitment and Work – *Michelle Elia & Carolyn Turner, Ohio Literacy Leads, Ohio Department of Education*

Michelle Elia and Carolyn Turner shared information about an ongoing SoR instructional series, "All Students Can Read": <https://sites.google.com/sstr5.org/allstudentscanread/home>

Special education teachers reported not being included in previous SoR training, and this series aims to address this gap. The training is not focused on compliance, but on practice and on commitments. The series begins with a first module on concepts and foundational principles as well as discussion focusing on theory-to-practice. It is followed by three modules presenting more concrete techniques and learning opportunities. There is an MTSS linkage.

They are also working on a database of learning materials. Having such a database is its own rationale for the work, but the database also supports the vision of having intervention specialists and service providers (like special education directors and school psychologists) understand, enact, and share the

work. The literacy leads have provided this cycle of professional learning four times. The first session engaged 700 people in total. Within each session, the leads offer suggestions for next steps. All participants get a toolkit with notes and additional resources. The *All Student Can Read Series* has five sessions of three hours each. They are not recorded in order to make the space more open for sharing and learning. The leads recommend that teams come to the table with the special education director, along with other related services personnel, teachers, SST and ESC consultants, and Regional Early Literacy Specialists for ODE. Eleven districts have approached them for extended support that is more tailored to the needs of larger urban districts: Columbus, Cincinnati, Cleveland Metro, East Cleveland, Akron, Youngstown, Zanesville, Lima, Toledo, Canton, and Dayton. The leads will begin recording the sessions using scripts and without participants during the 22-23 school year.

P20 Partner Grant Impact Study – Laurel LaPorte-Grimes, WordFarmers Associates

Laurel LaPorte-Grimes reported on the impact study of Deans Compact Incentive Grant project with a focus on literacy. She has collected 34 interviews and analyzed the data. Study findings include:

- There are three integral processes for revising core courses: (1) acquiring knowledge of SoR, (2) then critically examining their courses, and (3) finally collaborating with a team of professors and partners.
- Grantees made frequent and significant use of the sample syllabi created through the Compact Higher Education Literacy Steering Committee (HELSC), now the P20 Literacy Collaborative, in their revision processes.
- Many reported both tangible and intangible rewards.
- In 10/14 cases, implementation was complete. All but one, which had only just started, could report accomplishment of a complete restructuring of the core courses, including removal and replacement of some of the courses, not just content revision.
- The modeling of evidence-based practices and field experiences were also revised to reflect the SoR update, as described by interviewees.
- Some IHEs are engaging district and building teams in thinking strategically about the information IHE educators are collecting to make sure they better align instruction and intervention.

Keynote Expert Presentation – Three Cueing Systems: Intents, Interpretations, and Implications—*Maria Murray, President and CEO, The Reading League (TRL)*

The presenter shared information about her educational background, and the history of the Reading League. She mentioned the services that TRL provides and some information about its national chapters and center at OSU. She shared an overview of the Three Cueing Systems and their three foci: Syntactic (does “it” sound right, or like language), Grapho-Phonemic (writing/seeing), and Semantic (meaning-making). These are the three cues constituting the three-cueing systems model. Maria Murray noted that the visual (writing/phonemic) system was always placed on the bottom of the graphic. This placement unintentionally contributed to the belief that this component of the model was subordinate to the others.

Maria Murray then shared the historical context for balanced literacy and three cueing systems approaches, including the works of David Pearson, Marilyn Adams, and Ken Goodman. She shared insights about how misinterpretation and misunderstanding around these works began to operate within literacy programming across the US in the 1990s and 2000s. She then shared about the further misinformation and misdirection propagated by a researcher named Routman, who claimed—explicitly—that the grapho-phonemic was subordinate to syntax and semantics.

She then described the work of researchers and theorists in the 2010s who began to repudiate three cueing systems, and dismantle its influence. She shared, as well, her views on the most popular textbooks currently used in teacher education literacy and reading courses. Next, she shared brain imaging information showing how the brain works when we begin to sound out letters and connect them to the written symbols on the page. These images were intended to illustrate the importance of the grapho-phonemic process. She then shared wording from state laws in two states expressly forbidding

the use of three cueing systems. Then, she compared the principles of three cueing systems to those from cognitive science.

After a break, Maria Murray discussed alternative assessments and instructional methods, and showed how Miscue Analysis fails to support the rich and challenging instruction students need. She then illustrated how the focus on cueing systems can cause problems in later literacy acquisition and reading of more complex words. She offered similar criticisms of the typical practice of guided reading. She then shared the key elements of effective literacy instruction, described the principles of Science of Reading (SoR), and how SoR works across student needs and populations. She then shared the efficacy of Oral Reading Fluency (ORF) assessments in contrast to Miscue Analysis and other types of assessment. She closed by reiterating the importance of SoR flowcharts, and the wisdom of using screeners.

The meeting adjourned at 2:00pm.

Participants in Attendance

There were 74 individuals recorded as attending the meeting. Attendance was taken via a combination of information placed in the chat and by reviewing the list of participants in Zoom.

Name	Title	Affiliation
Aaron Bouie, III	Executive Director of P-5 Curriculum	Youngstown City Schools (YCS)
Aimee Howley	President	WordFarmers Associates, LLC (WFA)
Alex Pavlik	Research Associate	University of Cincinnati Systems Development and Improvement Center (UC SDI)
Amanda Rider	Assistant Professor	Marietta College
Annette Gross	Consultant	SST 3
Areej Ahmed	Junior Research Associate	UC SDI
Beth Hess	Assistant Director- Literacy	ODE Office of Approaches to Teaching and Professional Learning
Dr. Beth Walsh-Moorman	Assistant Professor of Literacy	Lake Erie College
bjustice		
Carolyn Turner	Ohio Literacy Lead	ODE
Colleen Gallagher	Assistant Professor in TESOL	University of Dayton
Daria DeNoia	Education Policy and Practice Consultant	Ohio Education Association
David G Brobeck	Research Associate	UC SDI
Deb Telfer	Director	UC SDI
Debbie Hartwig	Consultant	SST 9
Debbie Mickey	Consultant	SST 14
Denise Malkovits	Consultant	SST 5

Dianna Wayne	Curriculum Director	Bel Aire Intermediate School, Washington Court House City Schools
Dottie Erb	Co-facilitator, P20 Literacy Collaborative	Ohio Deans Compact for Exceptional Children; Marietta College
Bryan Drost	Administrator, Curriculum & Instruction	Rocky River City Schools
Earl Focht	Education Program Specialist	ODE OEC
Elisabeth Friel	Professor	University of Dayton
Elizabeth Walsh- Moorman	Assistant Professor of Literacy	Lake Erie College
Erin Adkins	Consultant	SST 12
Heather Kulin	Consultant	SST15
Helen Casto	Kindergarten Teacher	Steubenville City Schools
Jenn Miller	K-5 ELA Coach and Specialist	ESC of Northeastern Ohio
Jennifer Farthing	Coordinator of Learning and Technology	Twinsburg City Schools
Jennifer Ottley	Director of Research	UC SDI
Jennifer Walker	Curriculum Supervisor	YCS
Jeremy Luke	Literacy Specialist	ODE
Jihye Shin	Research Associate	UC SDI
Juakita Bowens	Regional Early Literacy Specialist	SST 11
Karen Jeffries	Literacy Specialist	ODE OEC
Katharine Delavan	Dean of the School of Education	Lake Erie College
Kathy Whaley	Dyslexia Interventionist	Center for Effective Reading Instruction
Kelly Mettler	Graduate Assistant	Stevens Literacy Center, Ohio University
Krista Maxson	Associate Vice Chancellor, P-16 Initiatives	Ohio Department of Higher Education (ODHE)
Laura Jones	Consultant	SST 10
Laurel LaPorte-Grimes	Evaluator	WFA
Lindsey Roush	Adjunct Professor	Walsh University
Marged Dudek	Evaluator	WFA
Maria Bailey	District Literacy Support Teacher	Toledo Public Schools
Maria Murray	President and CEO	The Reading League
Maria Pappas	Chief of Core Curriculum	YCS
Mark A Seals	Director of the School of Teaching and Learning; Vice Chair, Compact	Bowling Green State University (BGSU)

Mary Ann Davis	Faculty	Youngstown State University
Mary Lou DiPillo	Associate Dean Emerita, Beeghly College of Education	Youngstown State University
Mary Murray	Associate Dean Emerita, Student Services & Teacher Education, College of Education and Human Development; Co-facilitator, P20 Literacy Collaborative	BGSU
Mary-Kate Sableski	Assistant Professor	University of Dayton
Meg Reister	Associate Professor of Special Education and Early Childhood	Franciscan University of Steubenville
Melissa Babcock	Literacy Specialist	ODE
Melissa Marsh	Early Learning and School Readiness Consultant	SST 15
Melissa Weber-Mayrer	Director	ODE Office of Approaches to Teaching and Professional Learning
Michele Moore	Director	SST 5
Michelle Elia	Ohio Literacy Lead	ODE
Michelle Lenarz	Professor	Walsh University
Mija Trammell	Literacy Coach	University of Akron
Mary (Kathy) McVey	Professor of Education	Franciscan University of Steubenville
Jo Hannah Ward	Director	ODE Office for Exceptional Children (OEC)
Pamela Kennedy	Regional Early Literacy Consultant	SST 8
Rachel Wakefield	Research Associate	UC SDI
Raven Cromwell	Assistant Professor of Education	Marietta College
Sandra Beam	Professor	Shawnee State University
Sarah Bonner	Instructor, Teaching and Learning	Indiana State University
Sarah Coeey	Literacy Coach	University of Akron
Shay White	Assistant Professor	Shawnee State University
Shayne Piasta	Associate Professor of Reading and Literature	The Ohio State University: Crane Center for Early Childhood Research and Policy
Sherine Tambyraja	Dyslexia Administrator	ODE
Sloan Storie	Research Associate	UC SDI
Stacey Vince	Early Learning and School Readiness Consultant	SST 2
Stanley Dudek	Zoom Host	WFA
Stephanie Roth	Director of Instruction	Findlay City Schools

Stephanie VanDyke	Regional Literacy Specialist Consultant	SST 3
Tia Jackson	Regional Literacy Specialist Consultant	SST 11
Tricia Merenda	Coordinator of English Language Arts, the Social Studies, World Languages, and Business	Worthington City School District