

State Driver Diagram: Ohio

Educators have varied understanding and limited implementation of evidence-based language and literacy practices for PK-grade 3, based on use of their own data.

Primary Drivers

Secondary Drivers

Long-term Aim:

Districts, through the use of collaborative learning (TBTs, BLTs) teams, strengthen teacher capacity to improve literacy outcomes for all PK-grade 3 children.

Intermediate (by 12.31.18) Aim:

PK-grade 3 TBTs in schools from three pilot districts (i.e., Canton C., Lancaster C., Western L.) will analyze progress monitoring data as the basis for choosing and applying appropriate evidence-based language and literacy practices in three of the five key areas/domains of teaching reading.

Job-embedded Professional Learning

Design and deliver professional learning to meet identified critical needs in the area of evidence-based (EB) early language and literacy (ELL) instruction

Organizational Structures & Processes

Use aligned collaborative learning teams (TBTs, BLTs, DLT) to support shared inquiry and learning in the area of EB ELL instruction

District Leadership & Support

Build the collective instructional capacity of all schools in the district to increase literacy outcomes for all students and eliminate gaps in literacy outcomes among student groups

- Early Literacy Pilot (use of LETRS framework to support learning)
- Common understanding and vocabulary with regard to EB ELL
- PL processes (e.g., coaching by RELS and district coaches)
- Standards-aligned curricular and instructional materials

- Functional collaborative learning team structures at the classroom, school, and district level
- Frequent TBT meetings focused on teacher learning
- Use of decision rules
- Protocols for selecting/testing EB ELL strategies
- Protocols for assessing changes in student learning and adult implementation

- Common district-wide vision, focus
- Aligned central office and principal leadership
- Regional (SST) support
- Data used as feedback to the system; and to make refinements
- Successes scaled across district

North Star/Vision:

All PK-grade 3 children, including students from marginalized groups (e.g., students with disabilities, students of color, etc.) read at or above grade level by the end of third grade.