



2021 OSEP
Leadership and
Project Directors'
Conference

July 19-22, 2021



Leveraging School Leaders to Increase Student Reading Success

Abby Foley (American Institutes for Research - AIR),

Michelle Elia (Ohio Department of Education - ODE), Carolyn Turner (ODE)

Session Description

The need for strong instructional leadership is greater than ever due to the COVID-19 pandemic. The Lead for Literacy Center (L4L) offers literacy leaders at the state, district, and school level a framework and resources for improving teacher implementation of evidence-based literacy practices within an effective multi-tiered system of support in reading (MTSS-R). This session explores L4L's framework, tools, and services, and how literacy leaders at the Ohio Department of Education are operationalizing these supports to strengthen schoolwide reading systems in Ohio and increase student reading success.

Critical Information

- **Lead for Literacy Website:** <https://leadforliteracy.org>
- **Lead for Literacy Resources:**
 - Framework information & Explore the Elements videos: <https://leadforliteracy.org/framework>
 - Framework Navigator: <https://leadforliteracy.org/framework-navigator>
 - Literacy leadership briefs: <https://leadforliteracy.org/briefs>
 - Archived webinars and conference presentations: <https://leadforliteracy.org/videos>
 - Resource repository: <https://leadforliteracy.org/resource-repository>
- **Ohio Resources:**
 - Ohio's Plan to Raise Literacy Achievement: <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Literacy/Ohios-Plan-to-Raise-Literacy-Achievement.pdf>
 - Literacy Academy: <http://education.ohio.gov/Topics/Learning-in-Ohio/Literacy/Literacy-Academy>
- **L4L social media:** @Leadforliteracy
- **Presenter contact information:**
 - Abby Foley: Afoley@air.org
 - Michelle Elia: Michelle.elia@sstr5.org
 - Carolyn Turner: Carolyn.turner@hcesc.org

The contents of this presentation were developed by the presenters for the 2021 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

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Resources and/or References

- Fullan, M. (2010). *All systems go: The change imperative for whole system reform*. Thousand Oaks, CA: Corwin Press.
- Grissom, J.A., Egalite, A.J., & Lindsay, C.A. (2021). *How principals affect students and schools: A systematic synthesis of two decades of research*. New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.
- McIntosh, K., & Goodman, S. (2016). *Integrated multi-tiered systems of support*. New York: The Guilford Press.

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