Meet our experienced professional development team:

Marsha Levering  
Director of the Ohio State  
Kinnear Literacy Projects,  
former Literacy Collaborative  
Primary & Intermediate trainer,  
with extensive experience in  
classroom teaching Grades  
1–5, Reading Recovery, &  
administration.

Jenny McFerin  
Literacy Collaborative trainer  
for primary coaches, with 13  
years of experience teaching  
grades K–2 & Reading  
Recovery.

Gay Su Pinnell  
Professor Emerita at The Ohio  
State University, Reading  
Recovery & Literacy Collaborative  
trainer, author of many research  
articles & books, and recipient  
of the Dana Foundation award  
for pioneering achievement in  
health & education.

Patricia Scharer  
Professor Emerita of early  
literacy & children’s literature  
at Ohio State, published in  
many professional journals  
is co-editor of Guiding K–3  
Writers to Independence: The  
New Essentials and editor  
of Responsive Literacy: A  
Comprehensive Framework.

Lisa Pinkerton  
Literacy Collaborative primary  
trainer with a Ph.D. in  
Literature for Children &  
Young Adults from The Ohio  
State University and several  
years teaching experience at  
the elementary and university  
level.

Nikki Woodruff  
Literacy Collaborative primary  
trainer with 8 years teaching  
experience, including  
primary classroom, Reading  
Recovery, and Leveled Literacy  
Intervention (LLI).

Sherry Kinzel  
Literacy Collaborative trainer  
for intermediate/middle  
level coaches, and provides  
professional development  
for principals, coaches, and  
literacy teams in implementing  
& monitoring best practice in  
schools.

Wendy Reed  
Interm./middle level Literacy  
Collaborative trainer with  
several years of classroom  
experience, along with Reading  
Recovery, National Writing  
Project, and National Board  
Certification.

Shelly Schaub  
Experienced classroom/Title I  
teacher with specialized training  
in working with struggling  
readers and primary trained  
Literacy Collaborative  
Coordinator.

Administrators, coaches, and teachers learn to implement research-based practices and develop collaborative learning communities.

Topics include:
- Developing comprehension strategies K–8
- Teaching struggling readers
- Building literacy leadership K–8
- Raising achievement of subgroups

Visit our website at lc.osu.edu or contact us for additional information.

For the most up-to-date listings please check online at lc.osu.edu

Visit our website at lc.osu.edu or contact us for additional information.

Design your own series of professional development
**Literacy Collaborative (LC)**

A comprehensive school reform project designed to improve reading, writing, and language skills of K–8 children. School-based literacy coaches participate in 35 days of training to learn to become staff developers and coaches. To learn more about LC Ohio State, visit [lc.osu.edu](http://lc.osu.edu) or our national web site at [literacycollaborative.org](http://literacycollaborative.org). Team Planning and Literacy Leader Academies are additional opportunities to learn about LC. Reading Recovery ([readingrecovery.osu.edu](http://readingrecovery.osu.edu)) is strongly recommended in all LC schools for at-risk first grade readers. LC also highly recommends Leveled Literacy Intervention (LLI), a small group intervention that aligns most closely with classroom instruction, be made available for students at-risk in grades K–2 and 3–8.

**Fee: $1,300**

---

**Literacy Leader Academy**

Designed to empower administrators, superintendents, and curriculum leaders, to become a Literacy Leader in his or her building or district. Learn how you can support best literacy practice in your school by understanding the theory that supports it, what it should look like in a classroom, what resources are necessary, and how to support teachers in their professional development. Session will also address ways to build a healthy culture in your school/district so that positive change can be embraced. Highly recommended for administrators in schools affiliated with Literacy Collaborative or are considering joining the Literacy Collaborative network.

**Dates:** Oct. 14-15, 2019, Nov. 5-6, 2019 & Dec. 2-3, 2019  
**Times:** 9:00am-3:30pm  
**Bring Required Texts:** Systems for Change; Transforming School Culture: How to Overcome Staff Division, and The Literacy Quick Guide: A Reference Tool for Responsive Literacy Teaching.

---

**The Art of Coaching Institute I**

This series of professional development sessions will prepare participants to use coaching as a strategy for developing instructional capacity among literacy teachers. Participants will learn to shape understandings of best practice and prompt reflection to develop more responsive teaching and greater student achievement. These sessions use a hands-on, collaborative approach and will require that participants engage in coaching between sessions.

**Dates:** Sept. 11-13, 2019, Oct. 23-24, 2019 & Nov. 25-26, 2019  
**Times:** 9:00am-3:30pm  

---

**K–8 Literacy Professional Development**

**Interactive Read Aloud (K–12)–One Day**

Interactive Read Aloud is a critical component of any instructional system for literacy, it informs and supports every other part of the literacy framework. This institute will take participants deep into the practice of Interactive Read Aloud and support teachers in developing engaging IRA lessons that will develop students’ strategic thinking and collaborative conversation, as well as foster a literacy community. Participants will also explore a creative method of studying authors and illustrators, one that brings them directly into the life of the literacy classroom.

**Dates:** Nov. 20, 2019  
**Times:** 9am-3:30pm  

---

**Guided Reading Institute I—Three Day**

**K–2 Intentional teaching through Guided Reading**—teaching that results in powerful shifts in student reading is the focus of this Institute. Participants will engage in an in-depth study of the components of Guided Reading, teaching for strategic actions, and managing the classroom. Video samples will be reviewed and analyzed. Participation in this three-day Institute is a pre-requisite for Institute II.

**3–8 Intentional teaching through Guided Reading**—teaching through intentional guided reading is teaching that results in powerful shifts in students’ abilities to process a variety of text types and genres. Participants will engage in an in-depth study of the components of guided reading, along with understanding the reading process. They will increase their skills for teaching that develops literal, inferential, and analytical thinking about a text, along with observing/participating in a guided reading lesson and interacting with video examples.

**K–2 Dates:** Sept. 4-6, 2019  
**Times:** 9am-3:30pm  
**3–8 Dates:** Sept. 17-19, 2019  
**Times:** 9am-3:30pm  

---

**Guided Reading Institute II (K–2)—Two Day**

This two-day K–2 Institute builds upon the foundations of learning addressed in Institute I. A deeper study of teaching for strategic actions within, beyond, and about the text - as well as across the components of the Guided Reading lesson will be explored. Meeting the diverse needs of students, within the context of Guided Reading, will also be investigated. Pre-requisite—Participation in Institute I.

**Dates:** Jan. 14-15, 2020  
**Times:** 9am-3:30pm  
**Bring Required Materials:** Running records for each child in a group you choose to study, 2-3 possible book choices that you are planning to use next with the group, The Fountas & Pinnell Literacy Continuum, Expanded Edition, and Guided Reading, Second Edition: Responsive Teaching Across the Grades.

---

**Benchmark Assessment Primary (K–2) Kit 1**

BAS Primary (Kit 1 / Levels A-N): The Fountas and Pinnell Benchmark Assessment System is a critical tool for linking assessment to small group and individual reading instruction. Participants will learn how to standardize the administration, coding, scoring, and analysis of the Fountas and Pinnell Benchmark Assessment System. This training is highly recommended for those attending the Leveled Literacy Intervention (K-2) training starting 09/04/19.

**Dates:** Sept. 3, 2019  
**Times:** 10:30am-5pm  
**Recommended Materials:** Benchmark Assessment System, Third Edition.

---

**Benchmark Assessment Intermediate (3–8) Kit 2**

BAS Intermediate (Kit 2 / Levels L-Z): The Fountas and Pinnell Benchmark Assessment System is a critical tool for linking assessment to small group and individual reading instruction. Participants will learn how to standardize the administration, coding, scoring, and analysis of the Fountas and Pinnell Benchmark Assessment System. This training is highly recommended for those attending the Leveled Literacy Intervention (3-8) training starting 09/17/19.

**Dates:** Sept. 16, 2019  
**Times:** 9am-3:30pm  
**Recommended Materials:** Benchmark Assessment System, Third Edition.

---

To register for events in this brochure, visit [lc.osu.edu](http://lc.osu.edu) or call 800-678-6486. For additional information contact Diann Guy (guy.81@osu.edu or 614-292-7893). Events are held at 1100 Kinnear Rd., Columbus, OH 43212.

*All fees subject to change*
Learn to accelerate achievement for students who find literacy learning difficult. Participants will learn to use levels A to N and focus on Fountas & Pinnell’s, When Readers Struggle: Teaching that Works, and The Fountas & Pinnell Literacy Continuum, Expanded Edition.

K–2 Dates: Sept. 4-6, 2019 & Oct. 23-24, 2019  
Times: 9am-3:30pm  
Bring Required Materials: When Readers Struggle: Teaching that Works; The Fountas & Pinnell Literacy Continuum, Expanded Edition; and Prompting Guides 1 & 2 by Fountas & Pinnell. Heinemann LLI Orange, Green, & Blue Systems (heinemann.com) will be used throughout training, and participants must have access to a System.

K–3–8—Learn to use levels L to Z, focus on The Fountas & Pinnell Literacy Continuum, Expanded Edition, and learn how to extend learning for older students.

Times: 9am-3:30pm  
Bring Required Materials: The Fountas & Pinnell Literacy Continuum, Expanded Edition; and Prompting Guides 1 & 2 by Fountas & Pinnell. Heinemann LLI Red, Gold, Purple, & Teal Systems (heinemann.com) will be used throughout training, and participants must have access to a System.

Please join LLI colleagues and Ohio State LLI trainers for a one-day Leveled Literacy Intervention Refresher. Explore updates that have been made to the system and refine your expertise in analyzing, teaching, prompting, and reinforcing the reading and writing behaviors of your students.

K–2 Dates: Aug. 27, 2019  
Times: 9am-3:30pm  
Bring Required Materials: The Fountas & Pinnell Literacy Continuum, Expanded Edition; Reading Records & Writing Books for one of your LLI groups; and Prompting Guides 1 & 2 by Fountas & Pinnell.

3–8 Dates: Aug. 28, 2019  
Times: 9am-3:30pm  
Bring Required Materials: The Fountas & Pinnell Literacy Continuum, Expanded Edition; Reading Records & Writing Books for one of your LLI groups; and Prompting Guides 1 & 2 by Fountas & Pinnell.

All readers should be understood as more than just a text level. This study aims to build deeper understandings of what primary text levels truly entail to use what is known about readers at each level to bridge the gap through focused guided reading instruction. Deeper analysis of running records to support instruction will also be explored.

Dates: Jun. 10, 2019  
Times: 9am-3:30pm  

Wondering how to engage writers in powerful ways within a writing workshop? This professional development will offer you the opportunity to experience a writing workshop within a community of learners. Additionally, learn how to begin a workshop within the writing process through minilessons, guided reading, and conferring with writers.

Dates: May 22-23, 2019 or May 20-21, 2020  
Times: 9am-3:30pm  
Bring Required Materials: The Fountas & Pinnell Literacy Continuum, Expanded Edition; and A Writer’s Notebook (a blank notebook or one you have already started).

This intensive study features the Fountas & Pinnell Classroom Shared Reading Collection. Participants will learn the components of a shared reading lesson, planning for shared reading using student data, and how shared reading fits within a broader comprehensive literacy design.

Dates: May 16, 2019 or Nov. 21, 2019  
Times: 9am-3:30pm  

Get an overview of a literacy framework created for Secondary Level students with the requirements of the Common Core State Standards in mind. Participants will actively participate in a genre study. Increase the rigor in literacy instruction for Secondary Level students by engaging them in the reading & writing processes through a workshop approach designed just for them. Readers delve into the study of fiction & nonfiction texts through an inquiry approach. Then they will use the information and understandings gained through genre study to write their own effective, compelling pieces of narrative, expository, and persuasive text.

Dates: Jun. 10-11, 2019 or Jun. 8-9, 2020  
Times: 9am-3:30pm  
Bring Required Text: Genre Study: Teaching Fiction & Non-Fiction Books.

Intended as an overview of responsive literacy practices, this session will introduce instructional contexts, including: Interactive Read Aloud, Guided Reading, Reading Workshop, Writing Workshop, Writing About Reading, & Word Study. Designed for 3-6 educators, school/district administrators are encouraged to attend with their literacy teams. Intermediate (3rd-6th).

Dates: Jun. 4-6, 2019  
Times: 9am-3:30pm  

To register for events in this brochure, visit lc.osu.edu or call 800-678-6486. For additional information contact Diann Guy (guy.81@osu.edu or 614-292-7893). Events are held at 1100 Kinnear Rd., Columbus, OH 43212.