Meet our experienced professional development team:

Marsha Levering  
Director of the Ohio State Kinneer 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 in 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.

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.

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.

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

Patricia Scharer  
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.

Jamie Lipp  
Dr. Jamie Lipp is a Reading Recovery trainer at The Ohio State University. Jamie has been an educator for 17 years, serving as a classroom teacher, Reading Recovery teacher, literacy specialist, curriculum specialist, and university instructor.

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

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

Scan QR code to open Literacy Collaborative homepage.

Scan QR code to sign up for Literacy Collaborative email list.

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 or our national web site at literacycollaborative.org. Team Planning and Literacy Leader Academies are additional opportunities to learn about LC. Reading Recovery (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.

Literacy Leader Academy

Fee: $1,300

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.

Times: 9:00am-3:30pm
Bring Required Texts: Systems for Change and Transforming School Culture: How to Overcome Staff Division.

The Art of Coaching Institute I

Fee: $2,400

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.

Times: 9:00am-3:30pm
OR
Jan. 27-29, 2020 & Apr. 22-23, 2020
& Mar. 10, 24, 2020 & Apr. 7, 2020
Times: 9:00am-3:30pm (webinar format)

K–8 Literacy Professional Development

Fee: $550

When collective investment is made in the vision and actions toward improved culture, collaboration, and communication, systemic change and growth may occur. By bringing a team of literacy leaders (i.e., teachers, coaches, and principals) to this PD, you’ll build rapport as you establish your vision and mission, and set goals for building collective capacity to impact positive change in your school.

Dates: Nov. 4, 2019 & Jan. 9, 2020
Times: 9am-3:30pm
Bring Required Text: Responsive Literacy: A Comprehensive Framework

Guided Reading Institute I—Three Day

Fee: $725

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.

3–8 Dates: Sept. 17-19, 2019
Times: 9am-3:30pm

Guided Reading Institute I (K–6+)—Three Day

Fee: $725

The focus of this 3-day institute is on intentional teaching through Guided Reading that results in powerful shifts in students’ abilities to strategically process a variety of text types and genres. Participants will engage in an in-depth study of the components of Guided Reading, understanding the reading process in order to increase skills for teaching that develop literal, inferential, and analytical thinking about a text, and managing the classroom while establishing independence with all learners.

Participation in this three-day Institute is a pre-requisite for Guided Reading Institute II (K-6).

Dates: Oct. 1-3, 2019
Times: 9am-3:30pm

Guided Reading Institute II (K–6+)—Two Day

Fee: $550

This 2-day institute builds upon the foundations of learning addressed in Guided Reading 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 Guided Reading Institute I (K-6).

Dates: Jan. 14-15, 2020
Times: 9am-3:30pm

Shared Reading Institute I (K–2)—One Day

Fee: $375

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: Nov. 21, 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.

****"All fees subject to change"****
Leveled Literacy Intervention (LLI)  
Fee: $2,500

Learn to accelerate achievement for students who find literacy learning difficult. Participants will learn to effectively use Fountas and Pinnell's LLI Systems to teach small groups of learners.


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.

Larger Literacy Intervention (3–8) training starting 09/17/19.  
Assessment System. This training is highly recommended for those attending the Leveled Literacy Intervention (K–2) training starting 09/04/19.

Times: 9am-3:30pm

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. 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

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

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Interactive Read Aloud (K–12) — One Day  
Fee: $375

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

Word Study: Teaching Phonics, Spelling, & Vocabulary (K–6) — Two Day  
Fee: $550

By understanding our English orthography as a complex system that reflects the interplay of sound, pattern, and meaning relationships, we can help learners progress in their development. In this 2-day session, we will explore the theory behind orthographic knowledge attainment, along with assessment and practical classroom implications for systematic word study instruction.

Dates: Jan. 30-31, 2020  
Times: 9am-3:30pm

Establishing Independence in The K–1 Classroom — One Day  
Fee: $375

Start the school year by creating an inviting learning environment and establishing a community of readers and writers! Learn how to establish routines to help K-1 learners manage their independent learning so you can meet with small groups of students.

Dates: Aug. 7, 2019  
Times: 9am-3:30pm

Creating a Community of Independent Readers in Grades 2–8 — One Day  
Fee: $375

If you have ever wondered how I create a community of readers that are thoughtfully engaged in reading independently while I work with small groups or one-on-one with other readers, the answers are in this session! Participants will engage in and learn how to use five evidence-based literacy practices that lead to high levels of engagement and motivation, immediate feedback for teachers, authentic, thought-filled conversation about texts, multiple ways to respond to reading through writing, and a more empathetic, joyful community. (Teachers using Fountas & Pinnell Classroom Materials will learn how to use those materials effectively. However, it is not a requirement.)

Dates: Aug. 6, 2019 OR Sept. 9, 2019  
Times: 9am-3:30pm