

# Plain Talk About Literacy and Learning™

by CDL

*Hilton New Orleans Riverside*

**Focus. Network. Grow.**  
*Have fun!*

*January*  
**29-31**

**2020**



# Every student learning not by chance, but *by design*

## Areas of Focus

- ✓ Coaching
- ✓ Curriculum, Instruction, and Assessment
- ✓ English Learners
- ✓ Equity
- ✓ Leadership
- ✓ Literacy
- ✓ Math
- ✓ PLC+
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# PLAIN TALK ABOUT LITERACY AND LEARNING™

<b>Institute Information</b> . . . . .	<b>2</b>
<b>Agenda At-A-Glance</b> . . . . .	<b>5</b>
<b>Detailed Agenda</b>	
Wednesday, January 29 <sup>th</sup> . . . . .	<b>9</b>
Thursday, January 30 <sup>th</sup> . . . . .	<b>23</b>
Friday, January 31 <sup>st</sup> . . . . .	<b>35</b>
<b>About the Presenters</b> . . . . .	<b>41</b>
<b>About the Exhibitors</b> . . . . .	<b>58</b>
<b>About The Center for Development and Learning</b> . . . . .	<b>63</b>
<b>Index</b> . . . . .	<b>67</b>
<b>Map of Meeting Rooms</b> . . . . .	<b>68</b>



*Welcome to three days of learning with and from your colleagues, days that are sure to be energizing, inspiring, informative, and packed with compelling information and practical application strategies!*

## SERVICE DESK

The CDL service desk is located at the registration counter on the 1<sup>st</sup> floor. Institute staff will be available to assist you with any needs that may arise.

### Service hours

Tuesday	4:30pm – 8:00pm
Wednesday	7:00am – 4:15pm
Thursday	7:00am – 4:15pm
Friday	7:00am – 1:15pm

## HOTEL MEETING ROOM MAP

A map of the Plain Talk meeting rooms is located on page 68 of this program book.

## ROOM TEMPERATURE

Hotel meeting rooms often tend to be cold. Please bring a sweater or jacket to ensure your comfort.

## ELECTRONIC HANDOUTS

You should have received an email recently containing a link and code to access all Plain Talk handouts that speakers submitted to us.

If you did not receive this email, please check your spam folder. If the email is not there, please report to the CDL service desk and give us the email address to which you want us to send the link. (Note: Not all speakers provided handouts.)

## ROOM MONITORS

Throughout Plain Talk, you may notice individuals wearing nametag ribbons that identify them as “staff.” These individuals are available to answer your questions, provide directions, and serve as room monitors.

## PlainTalkNOLA APP

To make Plain Talk as social as possible, download the official PlainTalkNOLA app on your mobile device. Start networking and accessing the content! Download instructions are on page 7 of this program book.



**Bathrooms are located near the escalators on all three floors and between the Jefferson Ballroom and St. Charles Ballroom on the 3<sup>rd</sup> floor.**

## MEETING ROOM CAPACITY

Every effort has been made to anticipate audience size for each individual session. However, there may be times when there are more people who wish to attend a session than seating allows.

Please select alternative choices for each time slot on your Agenda-at-a-Glance on pages 5-7 of the program. This will allow you to quickly locate an alternate session if your first choice is full.

Local fire codes and safety requirements prohibit standing or sitting in the aisles. We thank you in advance for your cooperation on this matter.

**What you think matters to us!**



## EVALUATIONS

Your feedback is important to the planning of future Institutes. Please take time to complete polls and surveys in the app as well as the evaluation form that will be emailed to you after the Institute. Once completed, your name will be entered into a drawing for prizes!



**Remember: Breakfast is on the 2<sup>nd</sup> floor only. Lunch and Brunch will be on the 2<sup>nd</sup> and 3<sup>rd</sup> floors.**

## MEALS

### Continental Breakfast

Breakfast will be served beginning at 7:00am in Churchill on the 2<sup>nd</sup> floor.

### Lunch

Lunch will be served beginning at 12:15pm on Wednesday and Thursday in Churchill on the 2<sup>nd</sup> floor with an overflow room in the St. Charles Ballroom on the 3<sup>rd</sup> floor.

### Brunch

Brunch will be served at 10:55am on Friday in Churchill on the 2<sup>nd</sup> floor with an overflow room in the St. Charles Ballroom on the 3<sup>rd</sup> floor.

## CERTIFICATES OF ATTENDANCE

To receive an electronic copy of your certificate of attendance, email us at [learn@cdl.org](mailto:learn@cdl.org) after the event. Be sure to retain your program book and handouts, as they may be needed to secure credit. It is the sole discretion of your school, school district, state education agency, or professional organization to determine whether Plain Talk's sessions are acceptable for continuing education.

## SOCIAL MEDIA

Join the conversation or share your thoughts about Plain Talk on Twitter, Facebook, and our app! CDL Plain Talk 2020 will tweet from [@cdlteach](https://twitter.com/cdlteach) and will post on [facebook.com/cdl.org](https://facebook.com/cdl.org). For Twitter and Facebook, use the hashtag [#PlainTalkNOLA](https://twitter.com/PlainTalkNOLA).

Be sure to check regularly, as there will be contests throughout the Institute.

## PHONE COURTESY

Please set your phones on "silent" or "vibrate" and place it in your pocket or another soft location where the vibration will not be distracting to others. Feel free to use mobile apps to tweet or post on Facebook.

## A WORD ON SAFETY AND SECURITY

Unfortunately, losses can occur whenever large numbers of people meet. Please exercise precautionary measures against injury, theft, and loss. Neither the Plain Talk Institute nor CDL is responsible for any injuries or losses that occur in conjunction with Plain Talk.

## EXHIBITORS

Be sure to allow yourself ample time to visit the exhibits located in The Chemin Foyer on the 1<sup>st</sup> floor. Please review the Exhibitor section of the app and this program book for a listing of exhibitors, their contact information, and brief descriptions of their products and services.

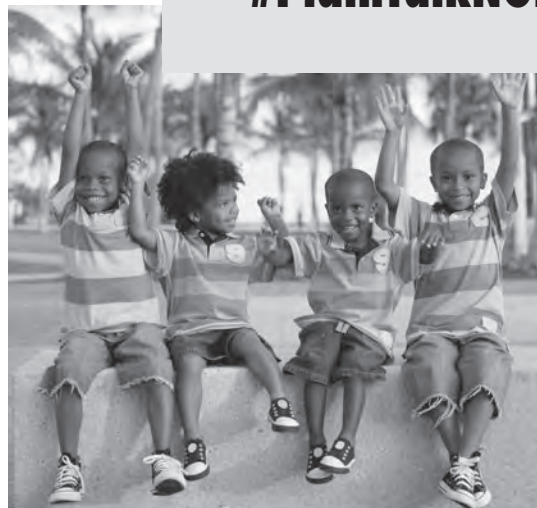
*An exhibitor's participation does not represent the endorsement of any product or service by the Institute or by CDL.*

## INTERNET IN MEETING SPACE

Network Name: Hilton Meetings

Access Code: PT2020

## #PlainTalkNOLA



# SHOWCASING LOUISIANA STUDENTS



**Wednesday, January 29, 2020**

## **Soloist**

**Emma Kate Banquer**, 3<sup>rd</sup> grade  
*St. Dominic School*

## **Keynote Introduction**

**Lorin Dabon**, 4<sup>th</sup> grade  
**Mikecha Jefferson**, 8<sup>th</sup> grade  
**Jonathan Smith**, 8<sup>th</sup> grade  
*Bethune Elementary*

## **Thought Leader Introductions**

**Kimberly Buckner**, 6<sup>th</sup> grade  
*Bethune Elementary*

**Omari Buckner**, 4<sup>th</sup> grade  
*Bethune Elementary*

**Kamryn McCann**, 8<sup>th</sup> grade  
*Bethune Elementary*

**Demi McPherson**, 4<sup>th</sup> grade  
*Bethune Elementary*

**Thursday, January 30, 2020**

## **Soloist**

**Quentin Alexander**, Graduate  
*McDonogh 35 High School*  
*2015 American Idol Finalist*

## **Keynote Introduction**

**Marvin Henry**, 5<sup>th</sup> grade  
**Kyelle Westley**, 5<sup>th</sup> grade  
*Benjamin Franklin Mathematics & Science*

## **Thought Leader Introductions**

**Destinee Henderson**, 8<sup>th</sup> grade  
*Benjamin Franklin*  
*Mathematics & Science*

**Kennedy Andrews**, 7<sup>th</sup> grade  
**Rhonjae Pomfrey**, 8<sup>th</sup> grade  
*Benjamin Franklin*  
*Mathematics & Science*

**Teliyah Gilbert**, 7<sup>th</sup> grade  
**Sheyenne Wright**, 7<sup>th</sup> grade  
*Young Audiences*  
*Charter School*

**Alice Bush**, 7<sup>th</sup> grade  
**Meleia Williams**, 7<sup>th</sup> grade  
*Young Audiences*  
*Charter School*

**Friday, January 31, 2020**

## **Keynote Introduction**

**Richard "Ben" Blevins**, 6<sup>th</sup> grade  
*Lusher Charter School*

## **Brunch Entertainment**

**Young Audiences Charter School**  
**Brass Band**



☒ Check the sessions  
you don't want to miss.

## WEDNESDAY, JANUARY 29, 2020

### BREAKFAST 7:00am – 7:55am

► Churchill, 2<sup>nd</sup> floor

### WELCOME 8:00am – 8:10am

Dr. John E. Wyble

► Grand Ballroom, 1<sup>st</sup> floor

### KEYNOTE 8:10am – 9:10am

Maslow 2.0: The Hierarchy of Needs Redefined Scott Barry Kaufman

► Grand Ballroom, 1<sup>st</sup> floor

### THOUGHT LEADERS 9:30am – 10:30am

- ☐ The Typical and Atypical Reading Brain: How a Neurobiological Framework of Language and Reading Development Can Inform Clinical and Educational Practice Nadine Gaab .....► Grand Ballroom A
- ☐ Reconceptualizing Reading and Reading Instruction Timothy Shanahan .....► Grand Ballroom BC
- ☐ Building Resilience: Fostering Social-Emotional Well-Being for Staff & Students Ricky Robertson .....► Grand Ballroom D
- ☐ Dyslexia Legislation and the Identification of Dyslexia Timothy Odegard .....► Grand Salon D

### CONCURRENT SESSIONS 10:50am – 12:10pm

- ☐ Reading Disabilities and Dyslexia in Vulnerable Student Populations: Important Considerations for African American Students Nicole Patton Terry .....► Grand Ballroom A
- ☐ Grit and Living Your Purpose Scott Barry Kaufman .....► Grand Ballroom BC
- ☐ Reading for Resilience: Fostering Social-Emotional Learning & Resilience Through Literacy Ricky Robertson .....► Grand Ballroom D
- ☐ Oral Language Structure Considerations You Need to Know to Better Facilitate English Learners' Language Acquisition Lucy Hart Paulson .....► Grand Salon A
- ☐ FEAR: Reading, Attention and Executive Function Dr. Eric Tridas .....► Grand Salon B
- ☐ Our School has Adopted Competencies for Literacy, Now What? Karin Hess .....► Grand Salon D
- ☐ Language Structures and Verbal Reasoning: Missing Links in Close Reading Lessons Carol Tolman .....► Salon 1
- ☐ Reading Fast is the Goal, Right? Let's Revisit Reading Fluency and ORF Jan Hasbrouck .....► Salon 2
- ☐ Beyond Blending and Segmenting: Advanced Phonemic Awareness Pam Kastner .....► Salon 3
- ☐ Keys to Writing in Any Content Area Joan Sedita .....► Salon 4

### LUNCH 12:15pm – 1:15pm

► Churchill, 2<sup>nd</sup> floor, St. Charles Ballroom, 3<sup>rd</sup> floor

### CONCURRENT SESSIONS II 1:15pm – 2:35pm

- ☐ Teaching Reading with Complex Text Timothy Shanahan .....► Grand Ballroom B
- ☐ Screening for Early Literacy Milestones and Reading Disabilities: The Why, When, Whom, How and Where Nadine Gaab .....► Grand Ballroom C
- ☐ What Does Rigor Actually Look Like in the Literacy Classroom? Laying the Foundation for Deeper Learning Karin Hess .....► Grand Ballroom D
- ☐ Writing: Which Comes First, the Basics or the Content? Pam Austin .....► Grand Salon A
- ☐ Hang on Tight to the Rope...Scarborough's Rope That Is! Alana Mangham and Carolyn Gore .....► Grand Salon B
- ☐ Introduction to Reading Rockets Videos Demonstrating Foundational Skills Instruction Linda Farrell and Noel Gunther .....► Grand Salon D
- ☐ Assessment and Instruction through the Hourglass Figure Carol Tolman .....► Salon 1
- ☐ Trauma-Informed Practice: How Early Childhood Teachers Can Use Trauma-Informed Practice to Support Children's Optimal Development Mary Mills .....► Salon 2
- ☐ Targeting Fluency for Struggling Adolescent Readers Linda Diamond .....► Salon 3
- ☐ You Can't Do Bloom's Until You've Done Maslow: Building a Bridge to Social-Emotional Development and Academic Success Judi Dodson .....► Salon 4

### CONCURRENT SESSIONS III 2:55pm – 4:15pm

- ☐ Contextualizing the Science of Reading: Vulnerability as a Framework to Understand and Address Reading Disability and Difficulty Nicole Patton Terry .....► Grand Ballroom B
- ☐ Student Literacy Profiles: Gathering and Sharing Literacy Data Timothy Odegard .....► Grand Ballroom C
- ☐ The Vocabulary Attuned Educator: Implementing an Informed Instructional Framework Nancy Hennessy .....► Grand Ballroom D
- ☐ How Executive Function Affects Early Childhood Language and Literacy Skills Lucy Hart Paulson .....► Grand Salon A
- ☐ Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults Sandra Johnson and Sam Johnson .....► Grand Salon B
- ☐ The Usual Suspects: Rule Breaking Sight Words and How to Teach Them Jennifer Hasser .....► Grand Salon D
- ☐ Sad Kid, Bad Kid, Mad Kid...It's All About Perspective Stephen Phillippi .....► Salon 1
- ☐ Keys to Critical Thinking: Summary and Question Generation Joan Sedita .....► Salon 2
- ☐ The Five Components of Reading: Something Old, Something New, Something Borrowed, and Something for You! Deb Glaser .....► Salon 3
- ☐ Instruction That Can Change the Brain: Building Neuronal Pathways for Skilled Reading Judi Dodson .....► Salon 4



# AGENDA AT-A-GLANCE

☒ Check the sessions  
you don't want to miss.

## THURSDAY, JANUARY 30, 2020

### BREAKFAST 7:00am – 7:55am

► Churchill, 2<sup>nd</sup> floor

### OPENING 8:00am – 8:10am

Dr. John E. Wyble ..... ► Grand Ballroom, 1<sup>st</sup> floor

### KEYNOTE 8:10am – 9:10am

TEACHING and LEADING with FOCUS Mike Schmoker ..... ► Grand Ballroom, 1<sup>st</sup> floor

### THOUGHT LEADERS 9:30am – 10:30am

- ☐ Build an Integrated Teaching & Learning System Larry Ainsworth ..... ► Grand Ballroom A
- ☐ Reclaiming Balanced Literacy Doug Fisher ..... ► Grand Ballroom BC
- ☐ The Science of Early Identification Fumiko Hoeft ..... ► Grand Ballroom D
- ☐ Intersectionality of Poverty, Race, and Dialectal Variation: Consequences for Assessment and Intervention of Reading Problems in African American Children Julie Washington ..... ► Grand Salon D

### CONCURRENT SESSIONS 10:50am – 12:10pm

- ☐ The Magic is in the Instruction Anita Archer ..... ► Grand Ballroom A
- ☐ Teacher Clarity Doug Fisher ..... ► Grand Ballroom BC
- ☐ Promoting Socio-Emotional Resilience in Individuals with LD/Dyslexia Fumiko Hoeft ..... ► Grand Ballroom D
- ☐ Speech, Language and Literacy Connections for English Learners Elsa Cárdenas-Hagan ..... ► Grand Salon A
- ☐ The Power of Pretend: The Role of Play in Quality Early Care and Education  
Amy Poirier and Deborah Norris ..... ► Grand Salon B
- ☐ FOCUS: Implementing the Elements—with Simplicity Mike Schmoker ..... ► Grand Salon D
- ☐ What is Structured Literacy Instruction and Why Do I Need to Know about It? Margie Gillis ..... ► Salon 1
- ☐ Preventing Struggling Readers in Kindergarten and Grade One: Pre-Reading Skills Map and Teaching Orthographic Skills (Session 1) Michael Hunter ..... ► Salon 2
- ☐ The Challenges of Comprehension: A Blueprint for Designing and Delivering Informed Instruction  
Nancy Hennessy ..... ► Salon 3
- ☐ The Essentials of Dyslexia: Assessment Nancy Mather ..... ► Salon 4

### LUNCH 12:15pm – 1:15pm

► Churchill, 2<sup>nd</sup> floor, St. Charles Ballroom, 3<sup>rd</sup> floor

### CONCURRENT SESSIONS II 1:15pm – 2:35pm

- ☐ Comprehension is an OUTCOME not a Strategy Anita Archer ..... ► Grand Ballroom B
- ☐ Using Spelling Error Analysis to Pinpoint Underlying Deficits and Improve Reading and Writing Outcomes Jan Wasowicz ..... ► Grand Ballroom C
- ☐ “Unwrapping” the Standards for Greater Clarity Larry Ainsworth ..... ► Grand Ballroom D
- ☐ Essentials of Dyslexia: Intervention Nancy Mather ..... ► Grand Salon A
- ☐ The Early Literacy Trifecta: Language, Print and Executive Function in African American Students  
Julie Washington ..... ► Grand Salon B
- ☐ Unforgettable Multisensory Strategies for Vocabulary/Morphology Instruction Jennifer Hasser ..... ► Grand Salon D
- ☐ From Passive Consumer to Gourmet Omnivores: How to Support Teachers’ Knowledge of the Science of Reading Margie Gillis ..... ► Salon 1
- ☐ Preventing Struggling Readers in Kindergarten and Grade One: Teaching Phonological Awareness Skills (Session 2) Michael Hunter ..... ► Salon 2
- ☐ You Can Lead A Horse to Water...Coaching the Reluctant/Resistant Teacher Jan Hasbrouck ..... ► Salon 3
- ☐ Syntax Matters: How Developing Sentence Sense Builds Better Readers AND Writers  
William Van Cleave ..... ► Salon 4

### CONCURRENT SESSIONS III 2:55pm – 4:15pm

- ☐ The Dirty Dozen (or so) Steve Dykstra ..... ► Grand Ballroom B
- ☐ Using Speech-to-Print Activities that Leverage Oral Language for More Effective Literacy Outcomes  
Jan Wasowicz ..... ► Grand Ballroom C
- ☐ Using Reading Rockets Videos for Professional Development Linda Farrell and Noel Gunther ..... ► Grand Ballroom D
- ☐ Supporting Working Memory in the Classroom Judie Caroleo ..... ► Grand Salon A
- ☐ Conquering Complex Texts: Adolescence Is Not Too Late! Suzanne Carreker ..... ► Grand Salon B
- ☐ Teaching Sight Words – What Else is There Besides Flashcards? Mary Dahlgren ..... ► Grand Salon D
- ☐ Meta-Morphological Awareness for English Learners’ Vocabulary Development Elsa Cárdenas-Hagan ..... ► Salon 1
- ☐ Intensifying Reading Instruction for Students Who Are Not Responding to Current Reading Instruction Carol Dissen and Jess Surles ..... ► Salon 2
- ☐ Remediating Reading and Writing Difficulties when ADHD is the Primary Concern George McCloskey ..... ► Salon 3
- ☐ Standard-Based Approach to Curriculum Design & Implementation Kelvin Adams and Paula Knight ..... ► Salon 4

☑ Check the sessions  
you don't want to miss.

## FRIDAY, JANUARY 31, 2020

### BREAKFAST 7:00am – 7:55am

► Churchill, 2<sup>nd</sup> floor

### OPENING 8:00am – 8:10am

Dr. John E. Wyble ..... ► Grand Ballroom, 1<sup>st</sup> floor

### KEYNOTE 8:10am – 9:10am

*Effective Prevention and Intervention for Word-Level Reading Difficulties* David Kilpatrick ..... ► Grand Ballroom, 1<sup>st</sup> floor

### CONCURRENT SESSIONS 9:30am – 10:50am

- ☐ *4 Reasons Most Instructional Coaching Models Get Virtually No Long-Term Results Despite Tons of Effort* **Jill Jackson** ..... ► Grand Ballroom A
- ☐ *Helping Students Think Critically about Fake News, Real News, and the Difference between Them* **Daniel Willingham** ..... ► Grand Ballroom D
- ☐ *Orthographic Mapping and the Necessity of Sound Walls* **Mary Dahlgren** ..... ► Grand Salon A
- ☐ *Leadership Decisions: Inspiring Courageous Conversations Through CHANGE* **Kelvin Adams** ..... ► Grand Salon B
- ☐ *Searching for Deeper Meaning: Evidence-Based Strategies for Improving Comprehension* **Amy Elleman** ..... ► Grand Salon D
- ☐ *Vocabulary Matters! Using Morphology (Instruction in Bases and Affixes) to Improve Vocabulary* **William Van Cleave** ..... ► Salon 1
- ☐ *What I Wish I Had Learned in College* **Laura Stewart** ..... ► Salon 2
- ☐ *Reading, Relationships, Trauma, and Human Development* **Steve Dykstra** ..... ► Salon 3

### BRUNCH 10:55am – 11:55am

► Churchill, 2<sup>nd</sup> floor, St. Charles Ballroom, 3<sup>rd</sup> floor

### CONCURRENT SESSIONS II 11:55am – 1:15pm

- ☐ *The Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers* **David Kilpatrick** ..... ► Grand Ballroom A
- ☐ *Helping Students Learn to Overcome Distraction and Concentrate* **Daniel Willingham** ..... ► Grand Ballroom D
- ☐ *Improving Vocabulary Instruction for Elementary and Middle School Readers: 5 Research-Based Recommendations* **Amy Elleman** ..... ► Grand Salon A
- ☐ *Improving the Word Reading Skills of Dyslexics Who Also Have Executive Deficits* **George McCloskey** ..... ► Grand Salon B
- ☐ *How to Teach Well, Stay Sane and Stay the Course When It Feels Like All Heck Has Broken Loose in Education* **Jill Jackson** ..... ► Grand Salon D



Event Password -  
PT2020

Get social  
about  
Plain Talk

To help you take full advantage of Plain Talk, we are pleased to offer  
**PlainTalkNOLA, our official app.**  
You'll find it helpful to access materials and interact with other participants.



Every student deserves a great teacher, not by chance, but *by design*

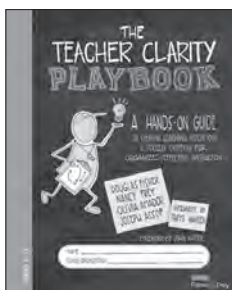
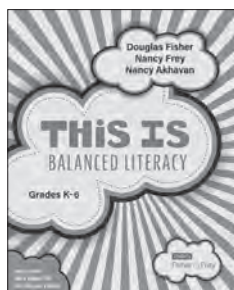
Stop by the Corwin booth to meet the authors & save 25% on all Corwin books

## Thought Leaders & Session Presenters



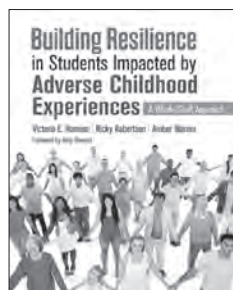
### DOUGLAS FISHER

**Thought Leader:** Reclaiming Balanced Literacy  
**Concurrent Session:** Teacher Clarity



### RICKY ROBERTSON

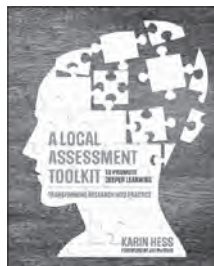
**Thought Leader:** Building Resilience: Fostering Social-Emotional Well-Being for Staff & Students  
**Concurrent Session:** Reading for Resilience: Fostering Social-Emotional Learning & Resilience Through Literacy



### KARIN HESS

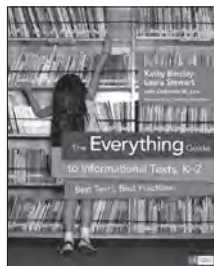
**Session:** What Does Rigor Actually Look Like in the Literacy Classroom? Laying the Foundation for Deeper Learning

**Session:** Our School has Adopted Competencies for Literacy, Now What?



### LAURA STEWART

**Session:** What I Wish I Had Learned in College



Order online at **corwin.com**

by February 29 using code C20152 to receive 25% discount plus FREE shipping



8:00 am – 8:10 am

Dr. John E. Wyble

► Grand Ballroom, 1<sup>st</sup> floor

WELCOME

8:10 am – 9:10 am

**Maslow 2.0: The Hierarchy of Needs Redefined****Scott Barry Kaufman**

In his 1943 paper “A Theory of Human Motivation,” Abraham Maslow introduced the idea that human beings have a hierarchy of needs: physiological, safety, love and belonging, esteem, and self-actualization. In this talk, Scott Barry Kaufman picks up where Maslow left off, expanding upon the unfinished theory and integrating new scientific findings, including Kaufman’s own research on creativity, love, personality, and well-being. Through his unique work on the subject, Kaufman reinvigorates the profound insights of humanistic psychology with the latest scientific findings from a wide range of fields, introducing them to a generation that consistently feels unsatisfied in their work, creative pursuits, and educational path. Students can be high achievers and yet still yearn for self-realization. The philosopher Erich Fromm said that there is “an art of being.” But as Kaufman persuasively shows, there is also a science of being, and this talk will help educators set students on the path to a life of optimal health, growth, wholeness, and real fulfillment.

► Grand Ballroom, 1<sup>st</sup> floor

KEYNOTE

9:30 am – 10:30 am

**The Typical and Atypical Reading Brain: How a Neurobiological Framework of Language and Reading Development Can Inform Clinical and Educational Practice****Nadine Gaab**

Learning disabilities and learning differences are commonly diagnosed in middle childhood, but divergent trajectories of brain development may already be present in preschool or even at birth. This session will offer a general introduction to the neurobiology of reading development, including developmental dyslexia. We will cover the development of the typical and atypical reading brain and how the brain changes during/after intervention. Additionally, we will discuss the idea of early screening for reading disabilities in young children, including practical tips and implications for educational settings and policy. Topics covered will include typical and atypical reading development and its neurobiology, remediating the atypical reading brain, the “Dyslexia Paradox” (the discrepancy between the current window for diagnoses and the windows for most effective intervention), early neural and behavioral pre-markers of reading difficulties before reading onset, screening (why, when, whom, how, where), the importance of evidence-based response to screening and educational and clinical implications.

► Grand Ballroom A

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, Thinking and Learning

*Audience:* Early Childhood, Elementary, RtI and/or Special Education

**Reconceptualizing Reading and Reading Instruction****Timothy Shanahan**

We all have come to think of reading through the lens of standardized testing. This approach has made sense with regard to phonemic awareness, decoding, and fluency, but it has not borne fruit with regard to reading comprehension. It is time to look at reading differently—if we want to raise reading achievement. This presentation will explore what has been wrong with our approach and will propose a very different model of reading instruction moving forward.

► Grand Ballroom BC

*Strands:* At-Risk Students, English Language Learners, High-Yield Teaching Strategies and Tactics, Leadership, Social-Emotional Issues, Thinking and Learning

*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education

THOUGHT  
LEADERS

### THOUGHT LEADERS *continued*

**9:30 am – 10:30 am**

#### **Building Resilience: Fostering Social-Emotional Well-Being for Staff & Students**

##### **Ricky Robertson**

Adverse Childhood Experiences (ACEs) have a significant negative impact on students' cognition, behavior, and social-emotional development. In a national survey of almost 96,000 children eighteen years old and younger from all economic levels and ethnic backgrounds, 46% experienced at least one ACE, and the prevalence of exposure to ACEs increased with age (Sacks, Murphey, & Moore, 2014). In 2017, the Yale Center for Emotional Intelligence & The New Teacher Center surveyed over 7,000 teachers about their emotional well-being. The most common emotions reported by teachers were frustrated, overwhelmed, and stressed (Bracket et al 2018). Research is beginning to uncover the impact of chronic stress and compassion fatigue on our effectiveness. In this session, participants will deepen their knowledge of the impact of ACEs and develop strategies that foster resilience for themselves and their students. Participants will build resilience to achieve equitable outcomes through culturally responsive teaching and leading, rooted in relationships that address needs for safety, belonging, and feeling valued.

##### **► Grand Ballroom D**

*Strands: At-Risk Students, Equity, High-Yield Teaching Strategies and Tactics, Leadership, Social-Emotional Issues*  
*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

#### **Dyslexia Legislation and the Identification of Dyslexia**

##### **Timothy Odegard**

Dyslexia negatively impacts the academic success and the psychological well-being of 5 – 17% of students. Given the implications of dyslexia, addressing the needs of students with dyslexia has been a longstanding area of advocacy, and dyslexia-specific legislation is now being enacted in 43 U.S. states. These laws have various aims, but the identification of students with dyslexia in public schools is central to many of these initiatives. Currently, 29 states have dyslexia laws that mandate public schools to screen students for characteristics of dyslexia. Yet, the explosion in dyslexia-specific legislation has not been accompanied by data to guide implementation efforts. This session provides an update on the collective understanding of dyslexia and legislative initiatives striving to address the needs of students with dyslexia. It also provides data from 3 states that require reporting on dyslexia identification rates and explores these cases. Data from a sample of roughly 8,000 second grade students from one of these states will be used to characterize the literacy profiles of these students. These data also will be used to document student and school level factors that predict when a student will be identified with dyslexia by their school. These findings will be contextualized through the lens of exceptionality that is commonly used to guide the identification of students with a specific learning disability in public schools across the nation. The session concludes with a set of takeaways as to what these data suggest about identification of dyslexia and the implementation of quality reading instruction.

##### **► Grand Salon D**

*Strands: Dyslexia and Other Learning Issues*  
*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



10:50 am – 12:10 pm

## CONCURRENT SESSIONS

### Reading Disabilities and Dyslexia in Vulnerable Student Populations: Important Considerations for African American Students

#### Nicole Patton Terry

Despite significant advances in reading research, increased availability of evidence-informed reading interventions, and multiple federal and state mandates, 1 in 5 African American children are not reading at grade level expectations. In this session, we will discuss three factors that may be particularly important to consider for African American children: (1) language and variation, (2) representation in special education, and (3) family empowerment and engagement.

#### ► Grand Ballroom A

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, Equity*

*Audience: Early Childhood, Elementary, Middle/Jr. High, Leadership, Instructional Support, RtI and/or Special Education*

### Grit and Living Your Purpose

#### Scott Barry Kaufman

Passion and perseverance for long-term personal goals lies at the core of Scott Barry Kaufman's new theory of Personal Intelligence. According to this theory, if we want to increase self-actualization in students, we need to take into account the child's dreams, passions, and goals, and harness their greatest strengths in the service of realizing who they truly want to become. Kaufman's research has particular implications for children who have learning difficulties, including dyslexia, ADHD, autism, and emotional and behavioral disorders, as well as other vulnerable populations, such as ethnic and racial minority students. Presenting cutting-edge research, Kaufman shows how perseverance and resilience is a natural outcome of harnessing the unique strengths in children, as well as building on their unique learning challenges. As a result, we can see high levels of creativity and performance that we never could have predicted.

#### ► Grand Ballroom BC

*Strands: Assessment and/or Feedback, At-Risk Students, Equity, Leadership, Social-Emotional Issues, Thinking and Learning*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

### Reading for Resilience: Fostering Social-Emotional Learning & Resilience Through Literacy

#### Ricky Robertson

Have you ever read a book that helped you through a difficult time? Have your students ever found connection and inspiration through reading? Stories provide opportunities for belonging, possibility, and insight into our human condition. Research is beginning to uncover the potential for reading to be a protective factor for students who have experienced ACEs and trauma. Text-based narratives have been shown to support students in developing healthy regulation, emotional attachment, and coping skills. In this session, we will explore guiding questions and share strategies for text-selection and instruction that provide students with culturally responsive opportunities to develop social-emotional competencies and resilience through literacy.

#### ► Grand Ballroom D

*Strands: At-Risk Students, Equity, High-Yield Teaching Strategies and Tactics, Social-Emotional Issues*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

### Oral Language Structure Considerations You Need to Know to Better Facilitate English Learners' Language Acquisition

#### Lucy Hart Paulson

The structures across oral languages have similarities and contrasts that contribute English Learners' language acquisition. A deeper understanding of oral language and these considerations is helpful for educators working with EL students. This session will describe the oral language structures and a comparison of first and successive language acquisition stages along with considerations for literacy development.

#### ► Grand Salon A

*Strands: At-Risk Students, Early Childhood, English Language Learners, Thinking and Learning*

*Audience: Early Childhood, Elementary*



## CONCURRENT SESSIONS *continued*

10:50 am – 12:10 pm

### FEAR: Reading, Attention and Executive Function

#### Dr. Eric Tridas

Students with learning disorders often have other conditions that impact their learning. During this presentation, Dr. Tridas will explore the relationship between dyslexia, ADHD and executive functions. The participants will learn the criteria for the diagnosis of these conditions and the interactions between them. Factors such as attention, inhibition, flexibility and working memory can have a dramatic impact on a student's reading performance. Dr. Tridas will describe how they combine to impact reading as well as some of the strategies to address them.

#### ► Grand Salon B

*Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, Thinking and Learning*  
*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Instructional Support, Rtl and/or Special Education*

### Our School has Adopted Competencies for Literacy, Now What?

#### Karin Hess

Forty-nine states have enacted legislation that move schools toward competency-based models of teaching and learning. We will explore some of the myths about CBE (e.g., the challenges of performance assessment outweigh the benefits) and the differences between standards-based grading and competency-based assessment and reporting. Karin will share several new tools for developing and assessing rigorous academic and personal skills competencies along a performance assessment continuum while maintaining a focus on accessible, student-centered learning.

#### ► Grand Salon D

*Strands: Assessment and Feedback, Equity, High-Yield Teaching Strategies and Tactics, Leadership, Social-Emotional Issues, Thinking and Learning*  
*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Rtl and/or Special Education*

### Language Structures and Verbal Reasoning: Missing Links in Close Reading Lessons

#### Carol Tolman

Gough and Tunmer's Simple View of Reading (SVR) identifies two major components to reading comprehension: word recognition and language comprehension. This presentation focuses on language comprehension; specifically, on the areas of language structures and verbal reasoning, two often-ignored components of reading comprehension lessons crucial to the success of reading deeply. Increasing teachers' awareness of how to analyze sentence types, develop sentence sense, and predict complex sentence structures is key to supporting students' understandings of what they read and hear. Additionally, marking text to identify pronouns and their references, along with analyzing the cohesiveness of an author's work, provides a deeper understanding of written discourse. Language structures and verbal reasoning are the focus of this interactive, hands-on session, abolishing the common, ineffective practice of testing, testing, and more testing.

#### ► Salon 1

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*  
*Audience: Elementary, Middle/Jr. High, High School, Instructional Support, Rtl and/or Special Education*

# #PlainTalkNOLA



10:50 am – 12:10 pm

CONCURRENT  
SESSIONS  
*continued*

## Reading Fast is the Goal, Right? Let's Revisit Reading Fluency and ORF

### Jan Hasbrouck

The National Reading Panel report identified fluency as "a critical component of skilled reading... often neglected in classroom instruction."

Fluency has also been included in an essential foundation skill in the Common Core State Standards. Educators took note, and as a result reading fluency is now a BIG part of teaching and assessing. There are some who feel that there is now perhaps too much emphasis on fluency. This session—presented by one of the nation's experts on fluency—provides a functional definition of reading fluency. The session clarifies the role of curriculum-based measures (CBM) of oral reading fluency (ORF), often used to screen students and monitor their overall progress in reading. What do these measures really tell us and how should they be used appropriately? This session provides an opportunity to reflect on how fluency should fit into a comprehensive and effective reading program. The updated compiled ORF norms (Hasbrouck & Tindal, 2017; 2006; 1992) will be discussed.

#### ► Salon 2

*Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues*

*Audience: Elementary, Middle/Jr. High, High School, Instructional Support, RtI and/or Special Education*

## Beyond Blending and Segmenting: Advanced Phonemic Awareness

### Pam Kastner

Are you ready for a fun and engaging session that you can translate into effective classroom practices the day you return to school? Then this is the session for you! How do children learn to read?

What skills are essential to their reading success?

The research overwhelmingly points to students' phonemic awareness skills as foundational to reading success but how can it be taught most effectively? Recent research suggests instruction needs to move beyond blending and segmenting to advanced phonemic awareness skills that support students' orthographic mapping. This session is grounded in the theoretical frameworks that underpin the science of reading, AND it bridges the science to practice with active, multisensory instructional practices to improve students' phonemic awareness skills. You won't want to miss this session!

#### ► Salon 3

*Strands: High-Yield Teaching Strategies and Tactics, Leadership*

*Audience: Early Childhood, Elementary, Leadership, Instructional Support, RtI and/or Special Education*

## Keys to Writing in Any Content Area

### Joan Sedita

High stakes standards across the country emphasize teaching students in grades 4-12 how to write about what they are learning in all content areas, including writing about informational and narrative text. Content writing includes 3 kinds of writing tasks: 1) "quick writes" that are completed in just a few minutes, 2) content learning tasks that are completed in 1 or two sessions such as writing a summary or answering an essay question, and 3) longer, formal writing tasks completed over multiple sessions. This workshop will provide practical tips for planning and assigning content writing tasks, beginning with tips for quick writes that engage students while reinforcing content learning. Next, two planning tools will be shared: a WAG (Writing Assignment Guide) for formal writing tasks, and a Mini-WAG for shorter content learning tasks. If teachers want students to produce good writing, they need to carefully plan and set specific requirements for writing tasks that are shared with students. A WAG and Mini-WAG scaffold planning for teachers by identifying audience and purpose, length and due dates, writing and source requirements, mentor models that will be shown, scaffolds that will be provided, and opportunities for peer collaboration and feedback. The suggestions offered in this workshop can be used to support Tier I writing instruction for all students in all content areas, and Tier II instruction for students who struggle with writing. Classroom examples across grades 4-12 and multiple subjects will be shared.

#### ► Salon 4

*Strands: At-Risk Students, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



### LUNCH

**12:15 pm – 1:15 pm**

► Churchill, 2<sup>nd</sup> floor, St. Charles, 3<sup>rd</sup> floor

### CONCURRENT SESSIONS II

**1:15 pm – 2:35 pm**

#### Teaching Reading with Complex Text

##### Timothy Shanahan

These days educational standards are emphasizing the idea of teaching students to read complex text. Unfortunately, most schools are operating with a model based on the idea that there is an "instructional level" that students should be taught at. Teachers are torn between trying to meet the standards or teaching students at the levels they have been told are best. This presentation will explore the research on instructional reading levels and will provide several practical examples of how to teach students to read texts that are beyond their instructional levels.

##### ► Grand Ballroom B

*Strands: At-Risk Students, English Language Learners, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Instructional Support, RtI and/or Special Education*

#### Screening for Early Literacy Milestones and Reading Disabilities: The Why, When, Whom, How and Where

##### Nadine Gaab

This session will address screening for literacy milestones and reading disabilities, including developmental dyslexia in early grades (pre-K-1<sup>st</sup>). It will provide the WHY behind the screening movement in this country with a strong focus on the neurobiology of reading development and reading disabilities. It will further introduce the 'Dyslexia Paradox' which can be described as the discrepancy between the current window for identifying struggling readers' and the window for most effective intervention using scientific evidence. The session will further outline the important constructs to screen for with a developmental lens and discuss practical steps for implementing a screening protocol in various educational or clinical settings. The session will conclude with an overview about different screening instruments and criteria for picking the right screener as well as a discussion about the educational and clinical implications of screening young children.

##### ► Grand Ballroom C

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, English Language Learners, Equity, Thinking and Learning*

*Audience: Early Childhood, Elementary*

#### What Does Rigor Actually Look Like in the Literacy Classroom? Laying the Foundation for Deeper Learning

##### Karin Hess

Being able to independently tackle complex literacy tasks is essential to college and career-readiness. First, we need to stop promoting common misconceptions about DOK and rigor. Next we need to understand the role of strategic scaffolding. With a shared understanding of how the brain learns, we'll apply that research to a range of instructional and assessment examples in reading, writing, and investigations at all grade levels.

##### ► Grand Ballroom D

*Strands: Assessment and Feedback, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

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1:15 pm – 2:35 pm

CONCURRENT  
SESSIONS II  
*continued*

## Writing: Which Comes First, the Basics or the Content?

### Pam Austin

The age-old philosophical question of chickens and eggs from Ancient Greece can be applied to expectations of writing for our students. Which come first, the chicken or the egg? Which comes first, writing basics or content development. If writing basics lag behind, does that affect the content of student writing? This may seem like a nonsensical question since the ability to “write” -to form letters (and/or identify them on a keyboard) and apply the alphabetic principal- is necessary to string together words, then phrases, sentences, paragraphs and multiple page stories and essays full of expressive content. This interactive session will clarify the basic skills necessary to free cognitive desk space for creative thinking, application and communication of content learned and expressed through writing. Content can be learned, and most students are able to relate such knowledge orally. However, expressing this knowledge in written format shifts students to literacy centers of the brain different from oral expression. Throughout this session interactive strategies will be modeled to support building basic skillsets that will guide students to become expressive writers and better readers.

#### ► Grand Salon A

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Instructional Support, RtI and/or Special Education*

## Hang on Tight to the Rope...Scarborough's Rope That Is!

### Alana Mangham and Carolyn Gore

This interactive session will showcase the steps that Caddo and Rapides Parishes took to effectively improve educator's knowledge of teaching so they could help students with various reading challenges. Participants will learn how to weave evidence-based reading instruction into any curriculum and walk away with applicable, multi-sensory strategies that can be imbedded into daily instruction.

#### ► Grand Salon B

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, Equity, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Leadership, Instructional Support, RtI and/or Special Education*

## Introduction to Reading Rockets Videos Demonstrating Foundational Skills Instruction

### Linda Farrell and Noel Gunther

This is a two-part session. Because the information in each session is independent, participants do not need to attend both.

In September 2019, Reading Rockets, under the direction of Noel Gunther, launched a new video series called “Looking at Reading Interventions”. The series includes 6 videos, each 12 to 18 minutes long, where Linda Farrell demonstrates evidence-based instruction for foundational skills. The series also includes 12 short videos, each under 3 minutes, with Linda talking about various aspects of reading, ranging from The Simple View of Reading to challenges in bringing reading interventions to schools. All 18 videos are available free on the ReadingRockets.org website.

In session one, Linda and Noel will briefly discuss how the idea for the videos evolved, how the students were selected, and the taping process. The main purpose of this session is for Noel and Linda to introduce participants to the 18 videos available and to suggest some ways to use them. There isn't time to watch all the videos during this session, but participants will view parts of most of the videos. This will provide a good overview of what is available from this important new resource. Participants will receive a list of all the videos with a summary of their content.

#### ► Grand Salon D

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Instructional Support, RtI and/or Special Education*



## CONCURRENT SESSIONS II *continued*

**1:15 pm – 2:35 pm**

### Assessment and Instruction through the Hourglass Figure

#### Carol Tolman

Gough and Tunmer's Simple View of Reading identifies two major components to reading comprehension: word recognition and language comprehension. This session focuses on word recognition, including an outline of the 'what' and 'why' of basic assessment tools and instructional practices. Appropriate for educators and administrators supporting students in K-6, discussion will center on Tier 1-word work and spelling skills as well as how best to identify and address student weaknesses in phonology, basic phonics, and/or advanced word study.

#### ► Salon 1

*Strands:* Assessment and/or Feedback, At-Risk Students, Thinking and Learning

*Audience:* Elementary, Leadership, Instructional Support, RtI and/or Special Education

### Trauma-Informed Practice: How Early Childhood Teachers Can Use Trauma-Informed Practice to Support Children's Optimal Development

#### Mary Mills

Many early childhood educators are likely to encounter young children who experience trauma on a daily basis. These traumatic events may include emotional, physical, or sexual abuse; domestic violence; various forms of neglect; adoption; foster care; incarceration or death of a caregiver; natural disasters; medical procedures; and serious accidents. Children who experience trauma during their early years are at significant risk for developing long-lasting challenges across multiple domains of development. In this session, we will focus on how early childhood educators can actively support children in their classroom who have experienced trauma in order to help support their optimal growth and development. Strategies will also be provided to help early childhood educators create a sense of calm, safety, and predictability for their children. When children participate in challenging behaviors, early childhood teachers often use external punitive strategies, such as criticizing, blaming, threatening, and punishing to stop the undesired behavior. However, this session will help teachers look at challenging behavior from a lens of teaching long-term strategies or healing a brain in pain from trauma.

#### ► Salon 2

*Strands:* Early Childhood, Social-Emotional Issues

*Audience:* Early Childhood, Instructional Support

### Targeting Fluency for Struggling Adolescent Readers

#### Linda Diamond

Many middle and high school students who are struggling readers do not read fluently even if they can decode the words. The lack of fluency impacts comprehension, assignment completion and reduces motivation to read. Students who read laboriously often give up on assignments, setting up a vicious cycle of avoidance and ultimately failure. Generally, fluency instruction, if provided at all, is limited to the primary grades. In this session, we will unpack fluency and the variables that affect it and dive into techniques that can be useful within middle and high school classrooms to improve fluency, thus improving reading comprehension and increasing motivation. During the session, participants will see sample lessons and will experience fluency and the lack of it directly, especially when it comes to prosody, an often overlooked component of fluency, but an important component when it comes to making meaning.

#### ► Salon 3

*Strands:* At-Risk Students

*Audience:* Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education



1:15 pm – 2:35 pm

CONCURRENT  
SESSIONS II

*continued*

## You Can't Do Bloom's Until You've Done Maslow: Building a Bridge to Social-Emotional Development and Academic Success

### Judi Dodson

Today, more children than ever are coming to school with significant vulnerabilities. They have experienced traumas that interfere with their social-emotional well-being and negatively impact their ability to learn. Teachers often feel more pressure to use their instructional time to teach at high levels, so that students can achieve at high levels. While Bloom's Taxonomy represents a guide for teachers as they move their students toward higher level thinking, Maslow's Hierarchy guides teachers to think about what children need before they can actualize their potential and learn. As teachers of language and literacy, it is important to understand the power of language to heal. A teacher's language creates a climate and culture in the classroom that can change a child's life. It is language that can transform traditional instruction into "trauma informed" instruction. Our language can teach empathy, acceptance, tolerance and inclusivity, and help children feel safe and engaged at school. We, as teachers, have the privilege and honor to teach children using language that heals. In this session, we will discuss many concrete ideas and tools that support an environment that will help our most vulnerable children look forward to coming to school, and feel safe and cared about when they get there.

### ► Salon 4

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, Equity, High-Yield Teaching Strategies and Tactics, Social-Emotional Learning, Thinking and Learning*  
*Audience: Early Childhood, Elementary, Middle/Jr. High, Instructional Support, Rtl and/or Special Education*

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### CONCURRENT SESSIONS III

2:55 pm – 4:15 pm

#### Contextualizing the Science of Reading: Vulnerability as a Framework to Understand and Address Reading Disability and Difficulty

##### Nicole Patton Terry

The purpose of this session is to contextualize the science of reading to better understand and address reading difficulty and disability among students who are vulnerable to experiencing difficulty in school. Models regarding vulnerable populations have been applied in the social sciences, public health, and medicine to understand disparities in various outcomes and to design interventions to improve those outcomes. Importantly, vulnerability is governed by context; consequently, the causes of disparity are not always easily understood, in part because vulnerability is multifaceted. In this session, we will discuss how a vulnerability framework might be applied to reading achievement, considering how individual differences in learners and conditions within and outside of schools can increase vulnerability for reading difficulty, and factors that may be protective and promotive of reading achievement among vulnerable student populations.

##### ► Grand Ballroom B

*Strands:* At-Risk Students, Equity

*Audience:* Early Childhood, Elementary, Middle/Jr. High, Leadership

#### Student Literacy Profiles: Gathering and Sharing Literacy Data

##### Timothy Odegard

Emerging research indicates that students in public schools are not being identified with dyslexia at rates that would be expected based on the most conservative estimate of its prevalence. These rates may not be that surprising given challenges that can arise as school personnel strive to reconcile state and federal laws pertaining to the identification of dyslexia and specific learning disabilities. This session is provided in hopes of supporting school personnel in their efforts to identify students with characteristics of dyslexia by aiding them in identifying the profile of literacy skills indicative of dyslexia. To achieve this, the rationale and motivation for a literacy profile tool developed by the Tennessee Center for the Study and Treatment of Dyslexia will be provided. Then, participants will be shown how this tool can be used to gather different sources of student data to characterize a student's literacy profile. This allows participants to consider which types of assessments they would have access to in their setting and how they could use these sources of data to drive instruction and identification practices.

##### ► Grand Ballroom C

*Strands:* Dyslexia and Other Learning Issues

*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education



2:55 pm – 4:15 pm

## CONCURRENT SESSIONS III

*continued*

### The Vocabulary Attuned Educator: Implementing an Informed Instructional Framework

#### Nancy Hennessy

The vocabulary attuned educator recognizes the critical contribution of word meaning to reading comprehension. They also understand the research related to the multidimensional nature of word learning, the role of breadth and depth of vocabulary and most importantly, instructional principles and practices that support the development of reading proficiency. This session provides this necessary background knowledge as a backdrop to understanding an evidence informed framework for vocabulary instruction. The very nature of word learning, as well as the sheer number of words our students are expected to know, demands that this instructional guide reflect a multi-faceted approach. During this session, participants will explore how this framework addresses intentional instruction, including the direct teaching of word meaning and word learning strategies, and incidental on purpose vocabulary instruction. They will learn about and engage in using varied components of the framework including effective text based routines, strategies and activities applicable for all students including those at risk.

#### ► Grand Ballroom D

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Middle/Jr. High, Instructional Support, RtI and/or Special Education*

### How Executive Function Affects Early Childhood Language and Literacy Skills

#### Lucy Hart Paulson

Executive function skills grow at a rapid rate during the early childhood years and provide an important foundation for language, literacy, cognitive, and social/emotional development. This session will describe strategies for helping young children develop these interconnected skills, making an important difference in their school and life success.

#### ► Grand Salon A

*Strands: At-Risk Students, Early Childhood, Social-Emotional Learning, Thinking and Learning*

*Audience: Early Childhood*

### Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults

#### Sandra Johnson and Sam Johnson

Sandra and Sammy are two remarkable people who learned to read as adults. They are twins, but they had very different school experiences. Sandra dropped out of school after the 9<sup>th</sup> grade. She could only memorize words and was essentially illiterate. Sammy learned to read a little in school and even graduated. The good news is that both learned to read well as adults—Sandra when she was 28, and Sammy when he was 33. These two inspiring people share their stories of going to school, coping in the workplace, hiding their secret from friends and family, and other difficulties that we who are readers can't imagine. They also share how they learned to read as adults and what it was that opened the door to literacy for them. Teachers will be inspired anew to teach every student to read, no matter what the student's age. You are apt to both laugh and cry in this session.

#### ► Grand Salon B

*Strands: All New Attendees, At-Risk Students, Dyslexia and Other Learning Issues*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Instructional Support, Leadership, RtI and/or Special Education*

### The Usual Suspects: Rule Breaking Sight Words and How to Teach Them

#### Jennifer Hasser

Traditional sight word instruction places an unnecessary burden on LD students. In this lively session, participants will discover strategies to reduce list memorization and spelling frustration by participating in multimodal activities for effective sight word instruction. Participants will leave with strategies they can use immediately.

#### ► Grand Salon D

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Instructional Support, RtI and/or Special Education*



## CONCURRENT SESSIONS III *continued*

**2:55 pm – 4:15 pm**

### **Sad Kid, Bad Kid, Mad Kid...It's All About Perspective**

#### **Stephen Phillippi**

For educators, the demands of teaching and meeting standards are incredibly high. Our kids don't always come ready for the great opportunities we have for them. You know these kids— they struggle behaviorally for many reasons. Just scratch the surface and take all of those behaviors in context for a minute. Are they driven by a lack of basic needs (i.e., survival), toxic environmental stress, learning differences, abuse, trauma, a mental health condition, or what? We spend a great deal of time chasing behaviors but fail to look beyond at the cause. Many have struggles that are exhausting them as they behave in unskillful ways trying to manage their environment. They may also be exhausting you. This isn't about excuses. It is about understanding what drives behavior and takes away from learning. This session will help you understand youth from a slightly different lens and then see how exposure to the right environment and learning new skills can transform a life.

#### **► Salon 1**

*Strands: At-Risk Students, Social-Emotional Issues*

*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

### **Keys to Critical Thinking: Summary and Question Generation**

#### **Joan Sedita**

Students have improved comprehension and retention of information when they apply strategies that have them engage with the content they learn through classroom reading and discussion. Research consistently finds that teaching students in grades 4-12 to summarize and generate questions improves comprehension. These two strategies support deeper critical thinking, pushing students to go beyond simply understanding and remembering. In order to summarize, students must comprehend, analyze, and synthesize information and ideas in their own words. The first part of this workshop will provide practical suggestions, including scaffolds, for teaching summarizing. The second part will provide a framework for question generation that teaches students how to create a question at every level of Bloom's Taxonomy. Critical thinking is enhanced when students have to process information in order to create these questions. Practical suggestions for teaching question generation in any subject area will be provided, including scaffolds for using question terminology. These instructional practices can be used to support Tier I comprehension instruction for all students, and Tier II instruction for students who struggle. Classroom examples across grades 4-12 and multiple subjects will be shared.

#### **► Salon 2**

*Strands: At-Risk Students, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



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2:55 pm – 4:15 pm

## CONCURRENT SESSIONS III

*continued*

### The Five Components of Reading: Something Old, Something New, Something Borrowed, and Something for You!

#### Deb Glaser

We have been married to the five components of reading now since the NRP designed their report around them in 1999. Ten years down the road, it is time to update the old with something new. Every marriage benefits from stepping back and taking a broad look at where we have been and where we are going. This session for reading teachers K-6 will present current research in each of the 5 component areas and update our knowledge and understanding. It will borrow and share with you some effective practices developed by other teachers and present several classroom instructional tools to lend a new perspective on reading instruction for you. The practices presented can easily be incorporated into, and used to support, any reading program.

#### ► Salon 3

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Early Childhood, Elementary, Middle/Jr. High, Instructional Support, RtI and/or Special Education*

### Instruction That Can Change the Brain: Building Neuronal Pathways for Skilled Reading

#### Judi Dodson

Can a teacher be a brain surgeon in her own classroom? The science of reading is deep and gives us many answers that can help us be more effective teachers. That science also demonstrates that it is OUR instruction that can make a difference. The type of instruction, and the number of opportunities for meaningful repetition and frequent distributed practice are critical to building pathways in a reader's brain that build orthographic mapping and results in automaticity that allows readers to read "as if by sight." Ultimately our instruction can give students the time and space to comprehend, think about what they are reading, and as important moments, to reflect on their unique thoughts. Students who struggle to learn to read need many more opportunities for practice than typical readers in order to master individual reading skills. This can become grueling for them. As a teacher you can ease this burden by making those repetitions more engaging. While you will not need your mask and gloves for the brain surgery you will learn to perform in this session, you will learn strategies that are powerful, whimsical and meaningful, while also remaining engaging. This session will prepare you to understand WHY and HOW classroom activities can change the brain, as they build neuronal pathways that will lead to automaticity and comprehension, opening the door to a lifetime of reading enjoyment.

#### ► Salon 4

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, Equity, High-Yield Teaching Strategies and Tactics, Social-Emotional Learning, Thinking and Learning*

*Audience: Early Childhood, Elementary, Middle/Jr. High, Instructional Support, RtI and/or Special Education*



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Dr. John E. Wyble

► Grand Ballroom, 1<sup>st</sup> floor

OPENING

8:10 am – 9:10 am

TEACHING and LEADING with FOCUS

**Mike Schmoker**

In this session, teachers and leaders will learn precisely where schools should focus their precious time and resources to ensure that all students are prepared for the demands of college, careers and citizenship. They will learn about the three most essential elements of good schooling, and how to implement them on a clear, straightforward model. The three elements are: coherent curriculum, authentic literacy and soundly structured lessons. Despite their unrivaled power for improving performance in any school, these elements continue to be misunderstood – and grossly under-implemented. For this reason, they should be our first and highest priority. Participants will leave this session knowing both what to do and how to do it, in ways that will yield immediate and significant results.

► Grand Ballroom, 1<sup>st</sup> floor

KEYNOTE

9:30 am – 10:30 am

Build an Integrated Teaching & Learning System

**Larry Ainsworth**

School and district leaders, are your professional practices to improve student learning all connected? Learn how to build an integrated system that intentionally aligns standards, assessments, instruction, curriculum, and data analysis. All necessary “building blocks”, organized into a step-by-step implementation sequence, play a key role in creating a comprehensive and aligned teaching and learning system. Larry will walk you through the process of seeing how to incrementally build an integrated teaching and learning system in three phases: (1) LAYING THE FOUNDATION: (standards, instruction, assessment, curriculum, and data analysis in PLC teams); (2) BEGINNING CONSTRUCTION: (“unwrapping” Priority Standards for greater clarity, student-friendly learning targets, learning progressions, success criteria); and (3) COMPLETING CONSTRUCTION: (quick progress checks, reciprocal feedback for teachers and students, adjusting instruction and learning strategies). All participants will receive a BLUEPRINT to determine which phase of construction they’re currently in and where to focus next toward the completion of their own integrated teaching and learning system.

► Grand Ballroom A

*Strands: Leadership, Thinking and Learning*

*Audience: Leadership*

Reclaiming Balanced Literacy

**Doug Fisher**

This session focuses on the various aspects of literacy learning in quality Tier 1 core teaching that must be in balance for students in K-6 to achieve at high levels. This includes phonics and foundational skills, writing and reading, grouping structures, informational and narrative texts, and direct and dialogic approaches. The focus of this session is on the instructional moves and decisions that teachers make to ensure that students’ literacy growth is optimized. Common instructional routines for whole class, small group, collaborative, and independent learning are explored in both reading and writing.

► Grand Ballroom BC

*Strands: English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Elementary, Instructional Support*

THOUGHT  
LEADERS



## THOUGHT LEADERS

*continued*

**9:30 am – 10:30 am**

### The Science of Early Identification

#### Fumiko Hoeft

In this session, Fumiko will discuss the importance of early identification and (preventive) intervention for those at-risk for dyslexia and their current trends. She will include relevant work in educational as well as neuroscience research and discuss currently available edtech tools that assess literacy and related abilities. She will also present ongoing work on the development and validation of a school readiness and dyslexia screener app by experts at University of California San Francisco (UCSF) Dyslexia Center, University of Connecticut (UConn) Psychological Sciences and Education, Massachusetts Institute of Technology (MIT) Cognitive Sciences, Curious Learning (a non-profit based in MA) as well as other organizations. This tablet-based gamified app (APPRISE: Application for Readiness In Schools and Learning Evaluation) is aimed to assess over a dozen domains of cognition, language and literacy skills in preschool to elementary grade children and in small groups or individually. The goal is to help parents, teachers and pediatricians gain a better understanding of their children. The app is being tested in public schools and will be deployed at the state level in California this fall as well as in many other states across the nation. She will discuss current validation results and experience gained through the process, and future directions such as efforts to provide evidence-based resources as well as training opportunities.

#### ► Grand Ballroom D

*Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, English Language Learners, Equity*  
*Audience: Early Childhood, Elementary, RtI and/or Special Education*

### Intersectionality of Poverty, Race, and Dialectal Variation: Consequences for Assessment and Intervention of Reading Problems in African American Children

#### Julie Washington

Race, poverty and language variation interact in important ways, and influence the outcomes of assessments and interventions used with poor African American children who are struggling readers. Importantly, this interaction impacts significantly our attempts to diagnose reading disabilities in children who are struggling with reading development. This session will explore each of these important variables and present relevant next steps in research and practice with African American students.

#### ► Grand Salon D

*Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, Equity*  
*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

## CONCURRENT SESSIONS

**10:50 am – 12:10 pm**

### The Magic is in the Instruction

#### Anita Archer

The magic is in the quality of instruction. Not in the newest fad. Rather in the strength of bell-to-bell instruction, clear lesson purposes, structured lessons with an introduction, body and closure, embedded formative assessment, active participation, effective feedback, and judicious practice. When these elements are consistently and effectively used, learning results.

#### ► Grand Ballroom A

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, Equity, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*  
*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



10:50 am – 12:10 pm

CONCURRENT  
SESSIONS  
*continued*

## Teacher Clarity

### Doug Fisher

Think about the last time you were engaged in learning something. Perhaps it was for work, perhaps not. When you think about all of the things that helped you learn, what stands out? Was it the intentional actions of a teacher and the opportunity to learn from other students? Was it the design of learning experiences? Was it the flow of those experiences? In reality, it was probably all of the above.

Teacher clarity is both a method and a mindset, and it has an impressive effect size of 0.75 (Hattie, 2009). It's teaching that is organized and intentional. It requires that teachers understand what students need to learn, communicate learning intentions to students, develop with students an understanding of success criteria, deliver lessons in relevant and engaging ways, and ensure that assessment drives instruction. The session focuses on nine learning modules that takes you systematically through a process that begins and ends with standards:

1. Identifying Concepts and Skills
2. Sequencing Learning Progressions
3. Elaborating Learning Intentions
4. Crafting Success Criteria
5. Modifying Learning Intentions to Include Language Expectations
6. Determining the Relevance of the Learning
7. Designing Assessment Opportunities
8. Creating Meaningful Learning Experiences
9. Establishing Mastery of Standards.

Participants will identify the components of teacher clarity and analyze standards to determine skills and concepts that need to be taught and then sequence learning for students. They will also be able to describe meaningful learning experiences for students to reach expectations.

### ► Grand Ballroom BC

*Strands: Assessment and/or Feedback, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Rtl and/or Special Education*

## Promoting Socio-Emotional Resilience in Individuals with LD/Dyslexia

### Fumiko Hoeft

In this session, Fumiko will introduce a resilience model that unifies not only socio-emotional factors but also cognitive factors that promote success in individuals with dyslexia. She will discuss the socio-emotional struggles that individuals with LD and dyslexia often face, and the neuroscience behind cognitive and socio-emotional resilience and strategies we can incorporate in everyday life to promote resilience. Learning differences and dyslexia are used as examples but much of this information is broadly applicable to all individuals. This model affords a framework for understanding success in children and generates testable hypotheses for future research.

### ► Grand Ballroom D

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, English Language Learners, Equity, Social-Emotional Issues*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Rtl and/or Special Education*

## Speech, Language and Literacy Connections for English Learners

### Elsa Cárdenas-Hagan

The English language has approximately 44 sounds that are essential for English learners to process and produce in oral and written forms. This session will address effective strategies for connecting native language knowledge for second language and literacy development. Case studies for screening students' early literacy skills and applying results to design lessons will be described and modeled.

### ► Grand Salon A

*Strands: English Language Learners, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary*



## CONCURRENT SESSIONS *continued*

**10:50 am – 12:10 pm**

### **The Power of Pretend: The Role of Play in Quality Early Care and Education**

**Amy Poirier and Deborah Norris**

Learning through play has been a fundamental aspect of early care and education for years. This session will present recent research on pretend play and explore its current usage in early childhood settings. Characteristics of pretend play will be examined and associated child outcomes, especially those related to language and literacy, will be shared. During this session, participants will explore the teacher's role in pretend play, examine how to document children's learning through pretend play, and evaluate how pretend play contributes to the quality of early childhood programs.

► **Grand Salon B**

*Strands: Early Childhood*

*Audience: Early Childhood*

### **FOCUS: Implementing the Elements— with Simplicity**

**Michael Schmoker**

In this interactive session, participants will learn how to 1) build simple, literacy-rich curriculum, 2) execute the elements of effective instruction and how to teach reading, discussion and writing in any subject area and 3) lead—with focus and simplicity. If any of these elements are reasonably well-implemented, they can have a large and immediate impact on student performance.

► **Grand Salon D**

*Strands: High-Yield Teaching Strategies and Tactics, Leadership*

*Audience: Elementary, Middle/Jr. High, High School, Leadership*

### **What is Structured Literacy Instruction and Why Do I Need to Know about It?**

**Margie Gillis**

Teaching reading effectively, especially to students experiencing difficulty, requires considerable knowledge and skill. Structured Literacy™ instruction prevents students from struggling unnecessarily when they are learning to read and write. This session will describe this systematic and engaging approach that includes six elements of language and critical pedagogical principles. Whether you're a general education classroom teacher, a reading interventionist, or a special educator, this session is designed for you! Learn more about the core components of comprehensive literacy and some key instructional strategies to explicitly teach phonemic awareness, phonics, fluency, vocabulary, morphology, syntax, and comprehension.

► **Salon 1**

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



10:50 am – 12:10 pm

CONCURRENT  
SESSIONS

*continued*

## Preventing Struggling Readers in Kindergarten and Grade One: Pre-Reading Skills Map and Teaching Orthographic Skills (Session 1)

**Michael Hunter**

This is a two-part session. Because the information in each session is independent, participants do not need to attend both.

In our work with school districts around the country, we find that the curriculum in many kindergarten classes does not prepare many students for success in learning to read. The presentation of too much information at one time overwhelms too many students. Some students arrive in kindergarten with fewer skills in place than the curriculum expects. Other students are not able to move at the pace of the curriculum. To keep these students from becoming struggling readers in kindergarten and grade one, teachers need to clearly understand the pre-reading skills that are necessary to prepare students for learning to read. They also need to know which skills are weak or missing for students getting ready to learn to read. Finally, they need effective teaching strategies for each of the necessary pre-reading skills.

In session one, we will present a comprehensive map of the pre-reading skills that must be mastered prior to phonics instruction. The map shows a logical sequence of instruction for prereading skills, and guides teachers to break skills instruction into manageable pieces. We will also present a skills checklist that can act as a scope and sequence for teaching the pre-reading skills. We will show videos of a student learning letter names, and we will demonstrate strategies for teaching letter names, letter sounds, and a few critical high frequency words. We will review the orthographic skills part of the Pre-Reading Probes, a free informal diagnostic assessment of orthographic and phonological pre-reading skills, which can be used to plan instruction.

### ► Salon 2

*Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary*

## The Challenges of Comprehension: A Blueprint for Designing and Delivering Informed Instruction

**Nancy Hennessy**

Whether reading by eye or ear, comprehension is complex and demands an informed instructional approach. Designing and delivering comprehension instruction requires knowledge of skilled reading and the language and cognitive processes and skills necessary for extracting and constructing meaning. This session will introduce a blueprint, based on this knowledge base, that structures and scaffolds the educator's preparation of varied texts for varied purposes. The framework focuses on the acquisition and application of critical comprehension competencies. This includes the reader's ability to make meaning of words, comprehend sentences, use text structures, access background knowledge for inference making and express understanding. During this interactive session, participants will explore the blueprint components and examples of informed instructional practices. This will include text-based routines, strategies and activities necessary for addressing the needs of all students, including those who are at-risk.

### ► Salon 3

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Middle/Jr. High, Instructional Support, RtI and/or Special Education*

## The Essentials of Dyslexia: Assessment

**Nancy Mather**

This session will address the definition of dyslexia, the importance of assessing cognitive and linguistic processes, including phonological awareness, orthographic coding, rapid automatized naming, and processing speed, as well as the specific achievement areas of decoding, spelling, and reading fluency. In addition, the session will review some of the major obstacles that confront evaluators when attempting to assess a student for dyslexia, including: the current identification procedures under IDEA 2004; the recognition of additional cognitive correlates beyond phonological awareness; the difficulty with early identification; the dilemma of twice exceptional students; the confusion with English Language Learners; and the existence of co-occurring disorders, such as ADHD and language impairment.

### ► Salon 4

*Strands: Assessment and Feedback, Dyslexia and Other Learning Issues*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



## LUNCH

**12:15 pm – 1:15 pm**

► Churchill, 2<sup>nd</sup> floor, St. Charles, 3<sup>rd</sup> floor

## CONCURRENT SESSIONS II

**1:15 pm – 2:35 pm**

### Comprehension is an OUTCOME not a Strategy

#### Anita Archer

Whether it is reading comprehension in elementary or secondary grades, the same big ideas must be addressed with research-validated practices to ensure student success.

1. Can students read the words?
2. Do students know the meaning of critical vocabulary?
3. Do students have the necessary background knowledge for the passage?
4. Do students use powerful strategies for focusing cognition on critical content in text?

In this session, Anita will address each of these questions with current research. Attendees will leave with procedures they can put into practice immediately.

#### ► Grand Ballroom B

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, Equity, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



### Using Spelling Error Analysis to Pinpoint Underlying Deficits and Improve Reading and Writing Outcomes

#### Jan Wasowicz

Spelling errors provide unique and valuable data for planning targeted intervention. How does one systematically analyze spelling errors to provide specific feedback to a student in the classroom and to create a tailored intervention program for a struggling student? Become familiar with a five-block model of word study and spelling error analysis, a model that considers the functionally integrated roles of phonological awareness, orthographic knowledge and pattern awareness, vocabulary knowledge and semantic awareness, morphological awareness and knowledge, and lexical word forms stored in long term memory for effective decoding and encoding of words. Using the 5-block model, become familiar with specific examples of spelling errors associated with deficits in each of the five linguistic blocks, be guided through a flowchart handout for systematic analysis of spelling errors, and gain experience with analyzing spelling errors to identify underlying deficits. Bring samples of your own students' misspellings! You'll also learn how to write intervention goals for reading and writing based on spelling error analysis.

Finish the session by sharing insights gleaned from your own students' misspellings. Leave with practical knowledge and tools that can have a transformational impact on all students' written and oral language performance.

#### ► Grand Ballroom C

*Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Middle/Jr. High, High School, Instructional Support, RtI and/or Special Education*

1:15 pm – 2:35 pm

## CONCURRENT SESSIONS II

*continued*

### “Unwrapping” the Standards for Greater Clarity

#### Larry Ainsworth

Learn how to “unwrap” (deconstruct and analyze) PreK-12 standards in any content area to identify precisely what students need to know and be able to do. They will then represent these “unwrapped” standards in a graphic organizer format and match each concept and skill with its corresponding level of cognitive rigor (using Karin Hess’ Depth of Knowledge Cognitive Rigor Matrices). Learning progressions, the building blocks of daily instruction, can then be planned as the step-by-step pathway to the “unwrapped” standards. Formative assessments, intentionally aligned to the rigor of the “unwrapped” standards, provide credible evidence of student learning.

This interactive, hands-on session will clarify the standards-derived learning targets students are to achieve and enable educators to directly align their classroom instruction and assessments with the “unwrapped” concepts, skills, and rigor of their grade- or course-specific standards. Teachers can then use assessment results to adjust instruction; students can use the same assessment results to adjust their learning strategies. The result is improved student learning for all!

#### ► Grand Ballroom D

*Strands:* Assessment and Feedback, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning  
*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Rtl and/or Special Education

### Essentials of Dyslexia: Intervention

#### Nancy Mather

This session will focus on the implementation of evidence-based intervention strategies for students with dyslexia. The presenter will address the development of basic reading and spelling skills and provide examples of several interventions that are aligned with a student’s developmental levels in phonological awareness, decoding, reading fluency, and spelling. In addition, the presenter will discuss the importance of enhancing teacher knowledge of scientifically based reading instruction.

#### ► Grand Salon A

*Strands:* Dyslexia and Other Learning Issues  
*Audience:* Elementary, Middle/Jr. High, Instructional Support, Rtl and/or Special Education

### The Early Literacy Trifecta: Language, Print and Executive Function in African American Students

#### Julie Washington

Many skills in early childhood must come together to support development of strong early literacy skills. This session will address three such skills: oral language, print and executive function. In particular, these skills will be discussed as they relate to African American children growing up in poverty; a population that often struggles with each skill separately. Success in the classroom and beyond can depend upon strengths, or weaknesses, in any one of these skills. This session will discuss both research and practice related to the trifecta.

#### ► Grand Salon B

*Strands:* Assessment and Feedback, At-Risk Students, Early Childhood, Equity  
*Audience:* Early Childhood, Elementary, Instructional Support, Rtl and/or Special Education

### Unforgettable Multisensory Strategies for Vocabulary/Morphology Instruction

#### Jennifer Hasser

A robust vocabulary is critical for listening and reading comprehension, as well as for oral and written expression. Yet many common vocabulary teaching methods fly in the face of what we know about how students learn and remember best. In this lively session, participants discover efficient and effective strategies to teach vocabulary by capitalizing on cutting-edge memory and metacognition research. Participants learn engaging activities to use with students of any age to pave the way to vocabulary success. Techniques support OG/MSL teaching.

#### ► Grand Salon D

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning  
*Audience:* Elementary, Middle/Jr. High, High School, Instructional Support, Rtl and/or Special Education



## CONCURRENT SESSIONS II

*continued*

**1:15 pm – 2:35 pm**

### From Passive Consumer to Gourmet Omnivores: How to Support Teachers' Knowledge of the Science of Reading

#### Margie Gillis

Why is it that many teachers are unprepared and/or unsupported to teach their students reading skills? The session will explain the why, the how and the what behind Literacy How's cognitive coaching model. Participants will learn about the Acquisition of Language and Literacy (ALL) Model in order to better understand the relationships among the many aspects and factors involved in literacy development. Solutions will be proposed to address teachers' need for substantive learning opportunities to apply the science of reading.

#### ► Salon 1

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics

*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education



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### Preventing Struggling Readers in Kindergarten and Grade One: Teaching Phonological Awareness Skills (Session 2)

#### Michael Hunter

This is a two-part session. Because the information in each session is independent, participants do not need to attend both.

In our work with school districts around the country, we find that the curriculum in many kindergarten classes does not prepare many students for success in learning to read. The presentation of too much information at one time overwhelms too many students. Some students arrive in kindergarten with fewer skills in place than the curriculum expects. Other students are not able to move at the pace of the curriculum. To keep these students from becoming struggling readers in kindergarten and grade one, teachers need to clearly understand the pre-reading skills that are necessary to prepare students for learning to read. They also need to know which skills are weak or missing for students getting ready to learn to read. Finally, they need effective teaching strategies for each of the necessary pre-reading skills.

In session two, we will review the phonological awareness continuum. We will present the phonological awareness part of the pre-reading skills checklist. We will show video of students learning phonological awareness skills, and we will demonstrate some key strategies for teaching phonological awareness skills. We will review the phonological awareness part of the Pre-Reading Probes which can be used to plan instruction at the syllable, onset-rime, and phoneme levels.

#### ► Salon 2

*Strands:* Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics

*Audience:* Elementary

1:15 pm – 2:35 pm

## You Can Lead A Horse to Water...Coaching the Reluctant/Resistant Teacher

### Jan Hasbrouck

Providing coaching support to our peer colleagues is always challenging, but especially so when we are faced with those teachers who really have no interest in being coached. They are often referred to as “reluctant” or “resistant” teachers, and they make an already tough job even tougher. What to do?? Using strategies developed over the past 30 years from field implementations of the research-based Student-Focused Coaching model (SFC; Hasbrouck & Denton, 2005; Hasbrouck & Denton, 2009; Hasbrouck & Michel, 2020), Jan Hasbrouck will walk participants through real-world processes that every coach can use—with every teacher—to encourage full engagement and commitment to student success. Administrators who support coaches are especially encouraged to attend because coaches cannot do this alone!

#### ► Salon 3

*Strands:* High-Yield Teaching Strategies and Tactics, Leadership

*Audience:* Elementary, Middle/Jr. High, High School, Instructional Support, RtI and/or Special Education

## Syntax Matters: How Developing Sentence Sense Builds Better Readers AND Writers

### William Van Cleave

Too often in their teaching of writing, instructors overlook deep, meaningful sentence-level instruction. This is unfortunate as research indicates that good syntax instruction improves both writing and reading comprehension. In this hands-on, interactive workshop, participants explore sentence-level writing instruction for students across the grade span. They begin with an overview of the research concerning the cognitive demands writing places on the student writer. Then, they explore parts of speech with a focus on job/function and activities designed to develop student writing. Finally, they focus particular attention on the clause, using it as the building block for all sentences. Participants examine the role syntax plays in both writing and reading comprehension. They practice with introduced concepts and develop knowledge they can implement the very next day with their students.

#### ► Salon 4

*Strands:* Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Thinking and Learning

*Audience:* Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education

## CONCURRENT SESSIONS II

*continued*

2:55 pm – 4:15 pm

## The Dirty Dozen (or so)

### Steve Dykstra

In the quest to improve literacy and reading achievement, we are weighed down by misunderstandings, half-truths, folklore, and flat-out lies. Don't feel bad about it, it happens everywhere, but like pruning a tree, or weeding around the flowers, it pays to do some gardening once in a while. Come review a dozen (or so) examples, including, “When did reading become literacy, and was that a good thing?”, “What's an effect size and do I really care?”, “Who was Lev Vygotsky and what did he actually say about zones and scaffolds?” You'll laugh, you'll cry, and hopefully you'll be better prepared to rearrange your corner of the world, or at least try. We're all evangelists for a better future, and it helps to have a little more truth in our pockets as we march forward.

#### ► Grand Ballroom B

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics

*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education



## CONCURRENT SESSIONS III



## CONCURRENT SESSIONS III

*continued*

**2:55 pm – 4:15 pm**

### Using Speech-to-Print Activities that Leverage Oral Language for More Effective Literacy Outcomes

#### Jan Wasowicz

The role of “speech” (oral language) in reading is now well-documented by behavioral and brain-imaging studies. How does one effectively put this current research into practice? Develop your knowledge about the brain’s biological wiring and organization for oral language; learn how the brain is re-wired through neuronal specialization and the development of neural new circuits and functional connectivity when one learns to read and write; and examine findings of several studies that lay the groundwork for practical applications. Participate in hands-on activities to gain experience with evidence-based, multi-linguistic activities that simultaneously engage and functionally integrate a student’s oral and written language (phonological-orthographic-morphological) systems. Learn methods of instruction that facilitate and leverage statistical learning processes in literacy learning and become familiar with activities designed to develop robust orthographic lexical representations of words critical for spelling accuracy, reading fluency and comprehension and writing fluency and expression. Apply what you learn to tweak an activity you currently use with your students to bring the activity more in line with current research and best practices, to boost the effectiveness of the activity, or to confirm and explain how and why the activity is already firmly grounded in current research. Leave with practical ideas and methods that will have a transformative impact on students’ written and oral language performance and be equipped with knowledge and ideas for sharing simple yet powerful recommendations with colleagues, students, and parents.

#### ► Grand Ballroom C

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics

*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Rtl and/or Special Education

### Using Reading Rockets Videos for Professional Development

#### Linda Farrell and Noel Gunther

This is a two-part session. Because the information in each session is independent, participants do not need to attend both.

In September 2019, Reading Rockets, under the direction of Noel Gunther, launched a new video series called “Looking at Reading Interventions”. The series includes 6 videos, each approximately 12 to 18 minutes long. Linda Farrell works one-on-one with students in grades K-3 on these videos. She works with the students on various decoding skills such as letter naming, b-d confusions, reading multi-syllable words, cvc and silent e confusions, sound-by-sound reading, and blending onset and rime. The videos are available free on the ReadingRockets.org website.

In session two, Linda and Noel will model how to use one of the videos for professional development. Participants will be given a study guide that will have questions to guide them as they watch and then discuss the video. It will also include the diagnostic assessments used to determine the student’s needs prior to the taping. The goal of this interactive session is for participants to experience professional development using the videos and to then be able to take the professional development model back to their schools.

#### ► Grand Ballroom D

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics

*Audience:* Elementary, Instructional Support, Rtl and/or Special Education

### Supporting Working Memory in the Classroom

#### Judie Caroleo

This session is designed to define working memory, examine how working memory impacts literacy skills, examine current research, and share research-based working memory intervention approaches that can be used by educators, across grade levels, to improve student reading performance. Working memory can determine our potential to learn and is a much more powerful predictor than IQ scores. By taking a closer look at the working memory life cycle, types, benefits, and limitations, attendees will develop the required background knowledge to recognize working memory failure, offer appropriate support, and reduce its impact on the development of critical phonemic awareness, phonics, fluency, vocabulary, and comprehension skills.

#### ► Grand Salon A

*Strands:* At-Risk Students, Thinking and Learning

*Audience:* Elementary, Instructional Support, Rtl and/or Special Education



2:55 pm – 4:15 pm

CONCURRENT  
SESSIONS III  
*continued*

## Conquering Complex Texts: Adolescence Is Not Too Late!

**Suzanne Carreker**

Comprehension is the reason for reading. However, two-thirds of eighth graders in the United States are not proficient readers. Fortunately, adolescence is not too late for reading intervention. This session focuses on the evaluation of texts and the explicit instruction that prepares struggling and non-proficient readers in grades 6-12 to read and comprehend increasingly complex texts independently and proficiently. Participants learn how to interpret common measures of quantitative features (e.g., Lexiles, DRP, ATOS) and determine what they tell us and do not tell us about a text. Participants learn how to evaluate the more subjective, but very important, qualitative features (e.g., vocabulary, complexity of text structure, knowledge demands) and determine what they tell us and do not tell us about a text. Evaluating the quantitative and qualitative features ensures appropriate text selection that matches students' decoding and language comprehension proficiencies and/or needs. This evaluation provides a road map for the instruction that will support students' understanding of a text—without undermining their deep, independent reading of the text—and advance their critical thinking skills. Lastly, participants engage in hands-on Structured Literacy™ activities that promote students' success in reading of increasingly complex text. Participants leave with a lesson plan that helps students learn how to navigate complex text.

### ► Grand Salon B

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, Equity, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Middle/Jr. High, High School, Instructional Support, Rtl and/or Special Education*

## Teaching Sight Words – What Else is There Besides Flashcards?

**Mary Dahlgren**

One of the most common ways we teach sight words is the use of flashcards. The key to reading fluency is automatic retrieval of words, but the instructional pathway to fluency is not simply a visual process. According to Dr. David Kilpatrick, "We will not improve the performance of poor readers until we adopt a proper understanding of how we store words." In this session, there will be a discussion around the role of phonemic processes in building the sight vocabulary (orthographic lexicon). Participants will learn instructional methods to teach sight words beyond the use of flashcards.

### ► Grand Salon D

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners*

*Audience: Elementary, Instructional Support, Rtl and/or Special Education*

## Meta-Morphological Awareness for English Learners' Vocabulary Development

**Elsa Cárdenas-Hagan**

English Learners can expand their vocabulary by understanding, connecting and building words from morphemes. 60% of the English language is based upon Latin and many languages share common word parts. Learn an explicit and systematic manner for teaching morphological awareness using a cross-linguistic approach. Lessons will be modeled and practiced.

### ► Salon 1

*Strands: English Language Learners, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Middle/Jr. High, High School*



## CONCURRENT SESSIONS III

*continued*

**2:55 pm – 4:15 pm**

### **Intensifying Reading Instruction for Students Who Are Not Responding to Current Reading Instruction**

#### **Carol Dissen and Jess Surles**

What happens when students continue to struggle with reading despite the use of high-quality, explicit Tier 1 and Tier 2 instruction? This session will discuss evidence-based, intensification practices to include in Tier 3 instruction. Through dynamic discussion and hands-on activities, participants will learn how to intensify instruction through the strategic integration of orthographic mapping, spelling, and writing, and how to implement mastery monitoring. Integrating instructional supports to help address specific cognitive processing challenges, like self-regulation and attribution, will also be highlighted. At the end of the session, participants will leave with a comprehensive framework and strategies for intensifying reading instruction.

#### ► **Salon 2**

*Strands:* At-Risk Students, Dyslexia and Other Learning Issues, Equity, High-Yield Teaching Strategies and Tactics, Leadership  
*Audience:* Elementary, Leadership, Instructional Support, RtI and/or Special Education

### **Remediating Reading and Writing Difficulties when ADHD is the Primary Concern**

#### **George McCloskey**

This interactive session will discuss the executive function and executive skill difficulties typically exhibited by children diagnosed with ADHD. Discussion involving case study material and participant experiences will focus on strategies that can be used to reduce the impact of ADHD symptomatology and increase the effectiveness of reading instruction.

#### ► **Salon 3**

*Strands:* Assessment and Feedback, High-Yield Teaching Strategies and Tactics  
*Audience:* Elementary, Instructional Support, RtI and/or Special Education

### **Standard-Based Approach to Curriculum Design & Implementation**

#### **Kelvin Adams and Paula Knight**

Curriculum design and implementation are the two most challenging processes for any school district to tackle. Learn how St. Louis took on this challenge, hear the lessons-learned and the evidence of impact by implementing a standards-aligned curriculum. In this session, we will share:

- Backward design
- Who worked on the committees? (i.e., teacher cohorts, admin teams, stakeholders)
- Timeline of producing the instructional framework
- Formation of the curriculum committees
- Ensuring vertical alignment
- Cross curricular with other subject areas
- Professional Development roll out of instructional frameworks to educators
- Evidence of Impact
- Intermittent assessments

#### ► **Salon 4**

*Strands:* Leadership, Thinking and Learning  
*Audience:* Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education



**8:00 am – 8:10 am**

Dr. John E. Wyble

► Grand Ballroom, 1<sup>st</sup> floor

**OPENING**

**8:10 am – 9:10 am**

**Effective Prevention and Intervention for Word-Level Reading Difficulties**

**David Kilpatrick**

The research on the prevention and intervention for word reading problems is examined in two parts. First, several key issues are addressed that bear on understanding the findings from the vast reading intervention literature. These include (1) interpreting intervention research in light of the findings from studies of orthographic learning, (2) examining assumptions inherent in current intervention approaches, (3) understanding why some students require intervention in the first place, (4) distinguishing research-based principles from research-based programs, and (5) examining the best ways to determine the effectiveness of interventions for word reading problems. Second, key intervention research findings are examined through the lens of the preliminary issues discussed in the first section. These findings reveal very positive prospects for preventing a large portion of reading difficulties based on modifications to general education classroom instruction. They also show that very substantial reading improvements can be made by struggling readers if the most effective principles are applied to our intervention efforts.

► Grand Ballroom, 1<sup>st</sup> floor

**KEYNOTE**

**9:30 am – 10:50 am**

**4 Reasons Most Instructional Coaching Models Get Virtually No Long-Term Results Despite Tons of Effort**

**Jill Jackson**

I have been brought into many schools and districts to help instructional coaches and principals figure out why their coaching isn't working...or sticking. They have a model that they are following, but it's not hitting the spot or producing important results in the classrooms and on kids. I often hear, "I am coaching, but I don't feel like we're getting anywhere!" or "I spend time coaching something and the next time I go in, they have forgotten it...it is an endless cycle!"

**\*\*NEWS FLASH\*\*** The teachers aren't "forgetting" what you coached them on. They either didn't think it was important enough to continue or you didn't have meaningful follow-through baked into your coaching model. In this session, I will show you exactly how to make your coaching stick...and it all starts by setting up a very simple model. You can use the techniques I teach you to build a so-simple-we-do-it-tomorrow coaching model, build a simple starting point for each teacher, and even increase the time spent with actual teachers doing the most important work!

► Grand Ballroom A

*Strands: Assessment and Feedback, Early Childhood, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Rtl and/or Special Education*

**Helping Students Think Critically about Fake News, Real News, and the Difference between Them**

**Daniel Willingham**

When asked to name our highest hope for schooling, most would suggest that we want to teach students to think critically; we don't want them merely to learn factual content, we want them to evaluate and integrate what they read and learn. That desire has taken on a new urgency in the Internet era, with tidal waves of information, and attendant charges of fake news. In this session, I will explain from a cognitive perspective why critical thinking is so difficult to teach, focusing particularly on the difficulty of getting students to evaluate information. I will suggest curricular and instructional strategies to address these difficulties.

► Grand Ballroom D

*Strands: High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Middle/Jr. High, High School, Instructional Support*

**CONCURRENT  
SESSIONS**



### CONCURRENT SESSIONS *continued*

**9:30 am – 10:50 am**

#### **Orthographic Mapping and the Necessity of Sound Walls**

##### **Mary Dahlgren**

It is time to dispel the misunderstanding that any word with a 1:1 sound-symbol correspondence must be visually memorized. We learn and store irregularly spelled words the same way we store regularly spelled words, which requires orthographic mapping. The term orthographic mapping is more and more common in discussions about reading, but do teachers understand what orthographic mapping means and its importance to early reading instruction?

English spellings are often inconsistent and difficult to produce. Sounds, on the other hand, are consistent. This session explains how sound walls directly and explicitly lead to orthographic mapping and why sound walls are so much better than word walls, especially for students who need help with orthographic mapping.

This session is designed to specifically focus on beginning readers and those who struggle to acquire sight word knowledge. The goal is for all classroom teachers to understand how to design speech-to-print instruction that includes a strong emphasis on orthographic mapping so all students learn to read with accuracy and automaticity (fluency).

##### **► Grand Salon A**

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners*

*Audience: Elementary, Instructional Support, RtI and/or Special Education*

#### **Leadership Decisions: Inspiring Courageous Conversations Through CHANGE**

##### **Kelvin Adams**

Ever wonder how and why leaders make decisions or better yet make good decisions? This session will discuss why leaders must make courageous decisions that create the changes that provide the critical support services students need and increase academic achievement. Leaders can and must be willing to challenge the status quo to improve and enhance every aspect of their organization with the intent to create an organization that at its core supports students and their well-being. When an organization is created that supports a culture of change and where employees are focused on that change then there will be increased productivity. It is expected that there will not be a single area of the organization that will not be positively affected by this leadership challenge. This session is not just about a leadership style or technique. It's about creating a climate of "Radical Candor" that seeks to transform the organization in such a way that frank, honest, candid, and courageous conversations can take place with the intent of positively impacting the organizational culture. Specific concrete examples will be provided to demonstrate how this leadership mindset has helped to transform one school district. Evidence through data will be provided that will demonstrate the results.

##### **► Grand Salon B**

*Strands: At-Risk Students, Equity, High-Yield Teaching Strategies and Tactics, Leadership*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



9:30 am – 10:50 am

CONCURRENT  
SESSIONS  
*continued*

## Searching for Deeper Meaning: Evidence-Based Strategies for Improving Comprehension

### Amy Elleman

Looking for ways to get students to go beyond a surface-level understanding of texts? In this session, participants will learn about the underlying reasons for comprehension difficulties and evidence-based strategies for constructing deeper and more meaningful representations of the texts. This session will focus on strategies and practical tips for increasing inference generation and knowledge acquisition. We will also discuss solutions for some of the common roadblocks in planning comprehension instruction such as text selection and differentiation.

#### ► Grand Salon D

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics, Leadership*

*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

## Vocabulary Matters! Using Morphology (Instruction in Bases and Affixes) to Improve Vocabulary

### William Van Cleave

In this highly interactive and engaging hands-on workshop, Van Cleave explores morphology as a tool for building vocabulary in students of all ages. He begins by briefly framing the discussion with best practices research, highlighting the most effective teaching practices to help students make vocabulary gains. Then, he helps participants understand an essential set of terms as they apply to a deep understanding of the morphemes (meaning parts) that comprise words. He models for participants a problem-solving approach, designed to help students develop morphological awareness, understand how to tackle challenging words to uncover their meanings, and bring enjoyment to the process of learning vocabulary. Participants leave this workshop with practices and activities they can use the very next day in their instruction.

#### ► Salon 1

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, English Language Learners, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*

## What I Wish I Had Learned in College

### Laura Stewart

The preponderance of convergent evidence around the science of reading has been around for decades, yet many teacher preparation programs still don't teach this important research base. Fortunately, the tide is turning. This session will address the theoretical foundations of the science of reading and will "myth-bust" many of the misconceptions still being taught and practiced. We will also examine specific evidence-based best practices in building the critical foundational skills of reading. Finally, we will look at a case-study school, and the remarkable results they have achieved for ALL students by adopting evidence-based instruction.

#### ► Salon 2

*Strands: At-Risk Students, Equity, High-Yield Teaching Strategies and Tactics, Leadership*

*Audience: Early Childhood, Elementary, Leadership, Instructional Support, RtI and/or Special Education*

## Reading, Relationships, Trauma, and Human Development

### Steve Dykstra

The latest installment in a discussion that is always popular. Language and relationships play key roles in human development. Trauma and stress both threaten those roles, while at the same time reemphasizing language and relationship as the keys to healing trauma. We're going to move quickly over past discussion and dive more deeply into poverty as the most common trauma many children face and consider the impact of technology and social media on relationships and human development. And we'll discuss the "Knowledge Gap" and where it fits in all this.

#### ► Salon 3

*Strands: At-Risk Students, Early Childhood, Social-Emotional Issues*

*Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, RtI and/or Special Education*



## BRUNCH

**10:55 am – 11:55 am**

► Churchill, 2<sup>nd</sup> floor, St. Charles, 3<sup>rd</sup> floor

## CONCURRENT SESSIONS II

**11:55 am – 1:15 pm**

### The Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers

#### David Kilpatrick

This presentation will focus on emerging research suggesting that proficiency in phoneme awareness skills is essential for building a large and continuously expanding sight vocabulary. This session will address the phonological skills needed to remember and instantly identify written words. Most assume that phoneme skills are limited to K-1 and are assumed to be associated with phonic development. Yet decades of research on orthographic learning clearly shows that phoneme-level skills are foundational for remembering the words we read. The skills needed for word-level reading and discuss techniques that promote that skill will be highlighted.

#### ► Grand Ballroom A

*Strands: At-Risk Students, Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Middle/Jr. High, Leadership, Instructional Support, RtI and/or Special Education*

### Helping Students Learn to Overcome Distraction and Concentrate

#### Daniel Willingham

Distraction has always posed a problem for students, but surveys show there is a strong sense among teachers that the problem has gotten worse in the last fifteen years. In particular, teachers feel that digital technologies, with their frenetic pace and tendency to yank attention here and there, have made it more difficult for students to focus. In this talk I'll discuss some of the research behind the workings of attention, and I'll offer a different interpretation. It's not that students can't pay attention, but that they are less willing to do so. Most important, I'll offer some strategies that teachers can tell students about that will help them stay on task.

#### ► Grand Ballroom D

*Strands: High-Yield Teaching Strategies and Tactics*

*Audience: Elementary, Middle/Jr. High, High School*

### Improving Vocabulary Instruction for Elementary and Middle School Readers: 5 Research-Based Recommendations

#### Amy Elleman

Vocabulary is essential to language development and comprehension. In this presentation, participants will learn key concepts about vocabulary acquisition and the importance of vocabulary in reading comprehension. Five research-based recommendations will be covered including (1) teaching vocabulary intentionally, (2) teaching independent word learning strategies, (3) developing semantic networks, (4) increasing opportunities to use words in discussion and writing, and (5) providing a motivating and language-rich learning environment. Participants will learn tips and strategies for implementing each of the recommendations with students in late elementary and middle school.

#### ► Grand Salon A

*Strands: At-Risk Students, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning*

*Audience: Elementary, Middle/Jr. High, Leadership, Instructional Support, RtI and/or Special Education*

### Improving the Word Reading Skills of Dyslexics Who Also Have Executive Deficits

#### George McCloskey

This interactive session will discuss the role of executive capacities in the act of reading. Discussion involving case study material and participants' experiences will focus on strategies that enable dyslexic readers to improve their sight word recognition fluency and their fast and accurate use of decoding skills.

#### ► Grand Salon B

*Strands: Dyslexia and Other Learning Issues, High-Yield Teaching Strategies and Tactics, Thinking and Learning*

*Audience: Elementary, Instructional Support, RtI and/or Special Education*



11:55 am – 1:15 pm

CONCURRENT  
SESSIONS II  
*continued*

## How to Teach Well, Stay Sane and Stay the Course When It Feels Like All Heck Has Broken Loose in Education

### Jill Jackson

Do you have teachers saying, “Just tell me what to teach!” or spending most of their time trying to keep their heads above water with all of the curriculum, resources, responsibilities and requirements on their plate? If so, then it’s time to return to what matters most. In this training, we’ll remind ourselves what really and ultimately matters in teaching: high quality instruction devoid of clutter, distraction and rushing. We’ll take a focused look at the 10 Skills that truly (and only!) matter when it comes to getting students to mastery...and each teacher will leave with a deep sense of confidence about what to do next to take control of their classrooms and get back to the heart of why they got into education to begin with! Confident, self-directed teachers equals success...that’s the key.

### ► Grand Salon D

Strands: At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, English Language Learners, High-Yield Teaching Strategies and Tactics, Leadership, Thinking and Learning  
Audience: Early Childhood, Elementary



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Session 2 – Teaching Phonological Awareness Skills – TH 1:15 pm

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# ABOUT THE PRESENTERS



**Kelvin Adams**

Kelvin Adams, Ph.D., is the superintendent of the St. Louis Public School District since 2008. In 2014, he was recognized as one of *Education Week's* 16 Leaders to Learn From. When he began his tenure as superintendent, the St. Louis district was unaccredited, over budget, and unstable. Under his leadership, the district regained accreditation, balanced its budget, gained a 50% increase in children attending early childhood classes, and increased graduation rates. Previously, Kelvin was chief of staff for the Recovery School District (RSD) in New Orleans, LA, where he successfully opened 33 RSD-direct-operated schools and 26 charter schools as part of a long-term strategic plan for building a superior school system for New Orleans following Hurricane Katrina. Prior to that, he was executive director of Human Resources for St. Louis Public Schools, Associate Dean/Interim Dean and Charter School Liaison for the College of Education for Southern University of New Orleans, a high and middle school principal, and a middle school area superintendent.



**Larry Ainsworth**

Larry Ainsworth, M.S., is an independent education author and consultant. Larry served as the Executive Director of Professional Development at The Leadership and Learning Center in Englewood, Colorado, from 1999-2013. He traveled nationally and internationally to assist school systems in implementing best practices related to standards, assessment, curriculum, and instruction across all grades and content areas. Throughout his career as a professional developer, Larry has delivered keynote addresses and breakout sessions across North America and in Latin America and regularly worked on-site in school systems to assist leaders and educators in understanding and implementing powerful standards-based practices such as prioritizing and unwrapping state standards and Common Core standards, developing common formative assessments, designing authentic performance tasks, and creating rigorous curricular units of study in all content areas, PreK – 12. He is the author or coauthor of 15 published books, including *Rigorous Curriculum Design, 2<sup>nd</sup> Edition* (Fall, 2019), *Common Formative Assessments 2.0* (2015), *“Unwrapping” the Common Core* (2014), *Prioritizing the Common Core* (2013), *Getting Started With Rigorous Curriculum Design: How School Districts Are Successfully Redesigning Their Curricula for the Common Core* (2013), *Rigorous Curriculum Design* (2010), and *Common Formative Assessments* (2006).



**Anita Archer**

Anita Archer serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. She has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. Anita is internationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Mary Gleason including the *REWARDS* reading and writing intervention programs (Voyager/Sopris). Anita wrote a textbook on explicit instruction with Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011). She is providing training on explicit instruction in the United States, Canada, and Australia.

# ABOUT THE PRESENTERS



**Pam Austin**

Pam Austin is an implementation coordinator for Cambium Learning, Voyager Sopris. She has over 10 years of experience in training and supporting districts in various literacy and numeracy interventions in addition to delivering LETRS professional development sessions. Her goal is to aid teachers in changing the lives of students so that they not only become proficient and successful in literacy, but also as life-long readers. Pam has over 28 years of experience as an educator, previously working as a literacy specialist at the Center for Development and Learning (CDL) by supporting SRCL school districts with diagnostic evaluations, observations, and targeted support based on school-specific literacy needs. Previously, she was an educator in the New Orleans Public Schools, where she served as an elementary teacher, a reading interventionist for at-risk students, a school-based reading coach; and a central office field literacy facilitator. As a field literacy facilitator, Pam provided literacy support to principals, school-site facilitators, and teachers for 10 to 12 schools in the district. In collaboration, she developed, planned, presented, and facilitated a variety of literacy-related professional development sessions for elementary and middle school school-site facilitators and teachers. In her spare time, Pam is also a published writer of fiction.



**Elsa  
Cárdenas-Hagan**

Elsa Cárdenas-Hagan, Ph.D., is a bilingual speech language pathologist and a certified academic language therapist. She holds a doctorate degree in Curriculum and Instruction. She is the President of Valley Speech Language and Learning Center in Brownsville, Texas and is an Associate Research Professor for the Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Elsa's research interests include the development of early reading assessments for Spanish-speaking students in addition to the development of reading interventions for bilingual students. She was the co-principal investigator of a longitudinal study funded by the National Institute of Child Health and Human Development and the Institute for Education Science, examining the oracy and literacy development in English and Spanish of Spanish-speaking children. Elsa currently serves as the Vice Chairperson of the International Dyslexia Association, Chairperson of the National Joint Committee on Learning Disabilities and was a past board member of the National Academic Language Therapy Association. She has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.



**Judie Caroleo**

Judie Caroleo is Director of Training and Development at 95 Percent Group Inc., a company that provides professional development and materials to support teachers in providing small-group intervention instruction in literacy. She has more than 20 years of experience in classroom instruction, program development, implementation, assessment, and professional development. Prior to her current position, she served as Director of Instruction at Reading ASSIST Institute for more than 10 years. Before joining Reading ASSIST, Judie played a key role in implementing research-based instruction in elementary classrooms in New Jersey, where she served as an interventionist for 10 years.



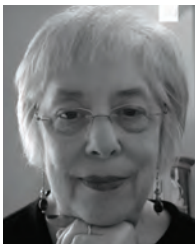
**Suzanne Carreker**

Suzanne Carreker, Ph.D., CALT.QI, joined Lexia Learning in 2015 as Principal Educational Content Lead, where she spearheaded the curriculum design of a ground-breaking reading program for struggling adolescent readers now known as *Lexia PowerUp Literacy*. Her career includes 28 years at Neuhaus Education Center, a nonprofit organization in Houston, Texas, that has offered professional development in evidence-based reading methods to more than 60,000 teachers. Suzanne served as Senior Vice President of Innovative Solutions at Neuhaus. During her 10 years of service on the board of The International Dyslexia Association (IDA), she led the development of IDA's teacher certification exam. Suzanne co-edited the fourth edition of *Multisensory Teaching of Basic Language Skills* with Judith Birsh and, in addition, contributed two chapters. She has authored several peer-reviewed journal articles, has written numerous literacy-related curricula, and is currently contributing a chapter in *Fundamentals of Literacy Instruction and Assessment*. In 2009, Suzanne was the recipient of the HBIDA Nancy LaFevers Community Service Award for her contributions to students with dyslexia and other related learning differences in the Houston community, and in 2018, was the recipient of the Margaret Byrd Rawson Lifetime Achievement Award from The International Dyslexia Association for her commitment to excellence and advocacy for people with dyslexia. She is a frequent speaker at national and international conferences.



**Mary Dahlgren**

Mary Ellis Dahlgren, Ed.D., is president of Tools 4 Reading. She is an experienced educator with over 25 years in the field of education having served as a dyslexia therapist, elementary classroom teacher, international literacy consultant and author. She is the author of a highly successful phonics tool kit which includes *Kid Lips and Phoneme-Grapheme Instructional Cards* for elementary, special education, and English language learner teachers. She is also a national trainer for the distinguished teacher curriculum Language Essentials for Teachers of Reading and Spelling (LETRS). She is the former executive director of Payne Education Center, a nonprofit teacher training center in Oklahoma. The Center was established to provide teacher training for teachers of dyslexic students and to support parents of dyslexic children. Mary is also a founding board member of a school for adjudicated youth, SeeWorth Academy, organized by the late Chief Justice Alma Wilson.



**Linda Diamond**

Linda Diamond is president and founder of the Consortium for Reaching Excellence in Education (CORE, Inc.), a PreK-12 professional learning organization focusing on literacy with an emphasis on reading, and mathematics. Linda previously served as a public school teacher, a principal, and director of instruction, staff development, and assessment for a K-12 school district. After leaving public schools, she was a senior policy analyst in an educational think tank, with an emphasis on school to career, charter schools, and school reform. Linda is co-author of CORE's *Teaching Reading Sourcebook*, *Assessing Reading: Multiple Measures* and CORE's *Vocabulary Handbook*. She is known for her work in challenging school districts with vulnerable populations.



**Carol Dissen**

Carol Dissen has worked on literacy, math and technology grants and technical assistance projects for the Center on Teaching and Learning (CTL) at the University of Oregon for the past 14 years. She has also delivered school, regional, state, national and international workshops supporting evidence-based literacy practices to educators for over 20 years. Carol has worked directly with schools supporting building strong Tier I and Tier II systems of instruction, intensification of interventions (Tier III), building literacy leadership, and is an author of the Enhanced Core Reading Instruction curriculum. Prior to CTL, Carol was a K-6 literacy coach, Title 1 reading teacher, and classroom teacher.



# ABOUT THE PRESENTERS



**Judi Dodson**

Judi Dodson, M.A., has over 30 years of combined experience as an educator of children and teaching teachers. Judi has been a classroom teacher, special education teacher, diagnostic educational specialist, literacy consultant, and teacher trainer. She is a national LETRS (Language Essentials for Teachers of Reading and Spelling) trainer, presents nationally at conferences on literacy-related issues, consults and works directly with schools and districts on issues related to achievement, and is the president of Bridges to Literacy. Judi's work is driven by a sense of understanding the whole child, and teaching to and from the heart. She believes that finding a balance between social-emotional learning and excellence in academic instruction will support academic achievement while building motivation and a lifelong love of learning. Passionate about global education for girls, she is the president of Peruvian Hearts, a non-profit organization dedicated to empowering girls and young women in Peru to become leaders through education, mentorship and service, in order to break the cycle of inter-generational poverty. Judi is the author of three books: *50 Nifty Activities for Reading Instruction in the Five Components of Reading*; *50 Nifty Speaking and Listening Activities for Oral and Reading Comprehension* and *The Literacy Intervention Toolkit*.



**Steve Dykstra**

Steve Dykstra, Ph.D., is a clinical psychologist in Milwaukee, Wisconsin, where he has worked in public sector community mental health for more than 25 years. He is a founding member of the Wisconsin Reading Coalition, and vice president of the Coalition for Reading Excellence, but he has never tutored or taught a child to read. Except for parts of one or two courses in graduate school, he has no formal training on the topic. Instead, through the course of his work and life, he has come to see the role of reading, reading struggles, and reading failure in the lives of the thousands of children he has served, as well as in their families, schools, and communities. Building on knowledge and training he sought for himself, he brings together the science of reading he has discovered, with the lessons he has learned from the children he serves, and what he knows about people to understand how we got to where we are, and how we might change that. Steve is a member of the advisory board of the International Foundation of Effective Reading Instruction.



**Amy Elleman**

Amy Elleman, Ph.D., is currently an assistant professor in the Ph.D. Literacy Studies Program at Middle Tennessee State University. She earned her doctoral degree from Vanderbilt University where she became interested in designing interventions to improve comprehension, especially for children at risk of developing late emerging reading difficulties. Amy has expertise in meta-analyses, assessment development, and designing innovative comprehension interventions. As a researcher with extensive practical experience as a teacher and administrator, she is often invited to speak for audiences of educators interested in bridging the research to practice gap. Her current research focuses on understanding the most effective methods for improving engagement and increasing comprehension through knowledge building, vocabulary acquisition, and inference generation.



**Linda Farrell**

Linda Farrell, MBA, M.Ed., is a founding partner at Readsters, where she is immersed in the world of beginning and struggling readers. Linda designs and presents workshops, writes books, and develops instructional materials for effective reading instruction. She has coauthored several publications with her business partner, Michael Hunter, including *Phonics Plug-In*, *Phonics Blitz*, *Phonics Boost*, and the *Diagnostic Decoding Surveys*. She is also a coauthor of the *Teaching Reading Essentials Program Guide* and *Coach's Guide* (coauthored with Louisa Moats), and *DIBELS: the Practical Manual*. Linda was a National LETRS Trainer for seven years. Linda has been presenting workshops and giving speeches on reading instruction throughout the country since 2000. She taught junior high English and was a high school and elementary school counselor. However, it was only when Linda volunteered to teach adults to read that she understood older struggling readers' needs for explicit phonics and phonemic awareness instruction at the most basic levels. Linda keeps her skills fresh and innovative by working with struggling readers of all ages whenever she has time.



**Doug Fisher**

Doug Fisher, Ph.D., is professor of Educational Leadership at San Diego State University and a teacher leader at Health Sciences High & Middle College. He has also been an early intervention teacher and elementary school educator. Doug is the recipient of an International Reading Association's William S. Grey citation of merit, an Exemplary Leader award from the Conference on English Leadership of NCTE, and a Christa McAuliffe award for excellence in teacher education. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design; and has authored and co-authored multiple education books, including *Visible Learning for Literacy*, *Building Equity*, and *Assessment-capable Learners*.



**Nadine Gaab**

Nadine Gaab, Ph.D., is an Associate Professor of Pediatrics at Boston Children's Hospital, Boston/Harvard Medical School and a member of the faculty at the Harvard Graduate School of Education. Her research within the Laboratories of Cognitive Neuroscience focuses on the development of typical and atypical language and literacy skills in the pediatric brain as well as on pre-markers of learning disabilities. The Gaab Lab employs cross-sectional and longitudinal designs and works closely with numerous private and public schools within the US. She is the 2019 recipient of the LDA Award (Learning Disabilities Association of America) for her work on learning disabilities. In 2018, Nadine was presented with the Allan C. Crocker Award for her advocacy on behalf of children with dyslexia and reading disabilities and efforts around the recent passage of the Massachusetts screening legislation. She has also been recognized by the International Dyslexia Association in her receipt of the Alice H. Garside Award for outstanding leadership in advancing the science and advocacy of dyslexia. She is a scientific advisory board member of The Dyslexia Foundation and Landmark School and a founder of the New England Research on Dyslexia Society (NERDY).



**Margie Gillis**

Margie B. Gillis, Ed.D., is a research affiliate at Fairfield University and Haskins Laboratories, and a Certified Academic Language Therapist. She is also the founder and president of Literacy How, Inc. in North Haven, CT that provides professional development opportunities for teachers on how best to implement evidence-based reading practices in the classroom. Margie became interested in reading while at the University of Connecticut where she studied with Isabelle Liberman. She received her doctorate from the University of Louisville in Special Education where she began her work training teachers of reading. As president of Literacy How and as a Research Affiliate at both Fairfield University and Haskins Laboratories, she creates new opportunities to empower teaching excellence. In 2010, she founded the Anne E. Fowler Foundation to continue the work of her mentor Anne Fowler. The Foundation supports scholarships for teachers to earn their Masters or Sixth Year degree in Reading and Language Development at Fairfield University. Margie has also worked at the policy level with the CT state legislature and the Connecticut State Department of Education to pass bills that support evidence-based reading instruction and policies that support the identification and treatment of dyslexia. She is the co-founder and former president of Smart Kids with Learning Disabilities, former president of the CT Branch of the International Dyslexia Society, a board member of the Dyslexia Society of CT and New Alliance Foundation, and an executive board member of the Academic Language Therapy Association.

# ABOUT THE PRESENTERS



**Deb Glaser**

Deborah R. Glaser, Ed.D., (Deb) is an educational consultant and professional development provider with expertise in reading assessment and instructional methods derived from trusted research. During Deb's many years in education, she has provided classroom, dyslexia, and learning disability instruction, and served as director of education of the Lee Pesky Learning Center, in Boise, Idaho, where she oversaw the development of remedial programs for individuals with dyslexia. She has assisted universities with the development of research-based reading curricula and established training and consultation programs to support the success of state and national reading initiatives. She was advisor to Idaho's Legislative Reading Committee and a principal author of Idaho's reading initiative. Deb is a national trainer of Louisa Moats' Language Essentials for Teachers of Reading and Spelling (LETRS). She consults with national policy institutes regarding quality reading instruction and teacher preparation and assists schools and districts with the implementation of scientifically based reading programs and strengthening practitioners' collaborative efforts toward improved instruction and student reading abilities.



**Carolyn Gore**

Carolyn Gore, Ph.D., is the K-2 ELA Curriculum Specialist in the Caddo Parish Public Schools. She began her teaching career as a Special Education teacher in grades 1-5. When the Dyslexia Department opened in Caddo Parish, she served the elementary schools by training teachers, testing children, and tutoring children identified as having characteristics of Dyslexia. During this time she was trained in all components of Language Circle (Project Read) and Alphabetic Phonics. She met Dr. Louisa Moats at the "Language Boot Camp" summer training in Vermont and began a journey of deepening her knowledge of the structure of the English language. When Reading First came to Caddo she became a District Literacy Coach working with 12 schools. She became a certified local trainer of LETRS Modules 1-9 and has been actively involved in providing that training in Caddo. In 2017 she became the K-2 ELA Curriculum Specialist with the charge of guiding teachers in providing instruction so all children would be able readers moving into third grade.



**Noel Gunther**

Noel Gunther is Vice President of Learning Media at WETA-TV-FM, the flagship public broadcasting station in Washington, D.C. He developed and now oversees a portfolio of national websites including Reading Rockets, LD OnLine, Colorin Colorado, AdLit.org, BrainLine, and Start With A Book. Gunther has produced more than 20 award-winning documentaries for PBS, NPR, and Public Radio International, including *Tale of Two Schools*, narrated by Morgan Freeman. He is co-author of *Beyond Boardwalk* and *Park Place* (Bantam Books), which was named by the New York Public Library as one of the best young adult books of the year. He has also written for *The New York Times*, *The Washington Post*, *The Village Voice*, *Washingtonian*, *American Journalism Review*, and many other publications. He is a graduate of Yale University and Harvard Law School.



**Jan Hasbrouck**

Jan Hasbrouck, Ph.D., is an educational consultant, trainer and researcher. She served as the executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before becoming a professor at the University of Oregon and later Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including *The Reading Coach: A How-to Manual for Success*, *The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches*, and *Educators as Physicians: Using Rtl Data for Effective Decision-Making* as well as several assessment tools. In 2008, she and her colleague, Vicki Gibson, partnered to form Gibson Hasbrouck & Associates, with the mission to provide high quality professional development to educators nationally and internationally.



**Jennifer Hasser**

Jennifer Hasser, M.Ed., is a nationally recognized advocate, author, and trainer in the field of reading. Her passion for education began in the high school behavior disorder classroom, where she was awarded Special Education Teacher of the Year by Georgia State University. Jennifer founded Syllables Learning Center and Kendore Learning, which is accredited by IMSLEC and IDA. She has trained more than a thousand teachers and has helped thousands of students acquire language skills. She is a regular presenter at reading and dyslexia conferences and serves as an educational consultant to schools across the nation. She has served as president of the International Dyslexia Association's Georgia Branch and is a founding member of Decoding Dyslexia Georgia.



**Nancy Hennessy**

Nancy Hennessy, M.Ed., LDT-C, is an educational consultant and an experienced teacher and administrator. While in public schools, she provided leadership in the development of professional learning systems, innovative programming for special needs student, and a statewide revision of special education code. Nancy has consulted on varied topics ranging from professional practices to student assessment and instruction. She co-authored Module 6 of LETRS, *Digging for Meaning: Teaching Text Comprehension* (2<sup>nd</sup> edition) with Louisa Moats and was a national trainer for Language Essentials for Teachers of Reading and Spelling (LETRS). Additionally, she has written articles on varied topics as well as the chapter, *Working with Word Meaning: Vocabulary Instruction, in Multisensory Teaching of Basic Skills* (4<sup>th</sup> edition). She was the past president of the International Dyslexia Association (IDA) and the recipient of the IDA's *Margaret Byrd Rawson Lifetime Achievement Award* in 2011. She has designed and delivered keynote addresses as well as virtual and live workshops and training courses to educators nationally and internationally.



**Karin Hess**

Karin Hess, Ph.D., is president of Educational Research in Action. Karin is a recognized international leader in developing practical approaches for using cognitive rigor and learning progressions as the foundation for curriculum and assessments at all levels of assessment systems. While at the Center for Assessment for almost 15 years, she distinguished herself as a content, assessment design, and alignment expert in multiple content areas, K-12 (e.g., Smarter Balanced Assessment Consortium/SBAC), and alternate assessments for students with significant cognitive disabilities. Karin contributed to Maine's early thinking on how to structure requirements for graduation exhibitions, and she currently provides guidance in several states on the development and use of performance assessments in competency-based educational systems. With Linda Darling Hammond, Karin co-led the development of the SBAC content specifications for assessment of the Common Core in ELA and math. Her experiences as New Jersey's director of gifted education in New Jersey, a district curriculum director, principal, and classroom teacher enable her to understand the practical implications of her work while maintaining fidelity to research, technical quality, and established best practices. Her most recent publications include a chapter in the second edition of *Fundamentals of Literacy Instruction and Assessment, Pre-K–6*; co-developer of Benchmark Education's *Ready to Advance* curriculum for Pre-K; and *A Local Assessment Toolkit to Promote Deeper Learning: Transforming Research into Practice* (Corwin, 2018) that provides practical, classroom-tested tools and strategies to enhance deeper understanding for all students.

# ABOUT THE PRESENTERS



**Fumiko Hoeft**

Fumiko Hoeft, M.D., Ph.D., is Professor of Psychological Sciences, Psychiatry and Neuroscience at the University of Connecticut (UConn) and University of California San Francisco (UCSF). She is also Director of UConn's Brain Imaging Research Center (BIRC). Dr. Hoeft is a neuroscientist who has been conducting research on reading and dyslexia over the past 16 years. She received research training at Harvard, UCLA, Caltech and Stanford, and has held faculty positions at Stanford, UCSF and UConn. Recent honors include awards from the International Dyslexia Association (2014), Learning & the Brain Foundation (2015), International Mind Brain & Education Society (2018), Society for Neuroscience (2018) and Eye to Eye (2019), with many of these on science education and translation of neuroscience to the public. She has published over 140 articles, reviews, and book chapters, and has delivered over 210 keynotes, talks and workshops at venues such as local schools, International conferences, TEDx and the White House. Her work has been widely covered in media such as The New York Times, NPR, CNN, the New Yorker, and Scientific American. She also serves on many boards at organizations such as the International Dyslexia Association (IDA), National Center for Learning Disabilities (NCLD) and Center for Childhood Creativity (CCC).



**Michael Hunter**

Michael Hunter, M.Ed., is a founding partner of Readsters. Michael found his passion for teaching struggling readers by volunteering to teach adults to read in Washington DC. In 2001, Michael left his job as president of a concrete construction company to pursue a career helping students learn to read using the most effective methods available. Michael is co-author with his business partner, Linda Farrell, of *Phonics Plug-In ONE*, the *Practice Packets to Fix Common Confusions*, Phonics Blitz and Phonics Boost lessons, and the *Diagnostic Decoding Surveys*. Michael presents professional development workshops nationally and advises schools and districts on implementation of effective reading instruction. He also continues to create assessments, lessons and other materials to help beginning and struggling readers. He enjoys working with and learning from struggling readers of all ages whenever he finds time. Michael's work has even taken him to the Republic of Gambia and Rwanda in Africa to train and advise on early reading instruction for the Global Partnership for Education.



**Jill Jackson**

Jill Jackson, M.A., is the managing director and senior educational consultant at Jackson Consulting. Previously, she has been the professional program and educational services manager at Consortium on Reading Excellence (CORE). A former classroom teacher and administrator, whether she's in the classroom demonstrating lessons, strategizing with the superintendent, or training veteran literacy coaches, Jill's advice and assistance is deeply rooted in the reality of school life and focused on unambiguous next steps. Jill Jackson uses her humor and in-the-trenches experiences to support educators as they navigate the central issues in implementing the Common Core and reading programs and interventions. Jill has used her experience in 30+ states and with thousands of teachers, coaches, administrators, program directors and superintendents as inspiration for her down-to-earth and fun how-to books: *Get a Backbone*, *Principal!* and *Get Some Guts, Coach!*



**Sam Johnson**

Sam Johnson grew up in Washington, D.C. Although Sam graduated from high school, reading and writing were difficult for him. Both before and after graduating, he never told anyone about his reading difficulties. He found jobs that did not require reading. However, when he saw that his twin sister, Sandra, was improving her reading at the Washington Literacy Council, he called to sign up for their reading lessons. Sam's life became much easier when his reading and writing skills improved. He still lives in the Washington, D.C. area where he works as a master barber and hair stylist. He is married and has two grown children whom he loved reading to when they were younger. Sam is excited to share his story to help teachers understand how much students want to learn to read, how well students hide their reading problems, and how much life improves when reading becomes easy.



**Sandra Johnson**

Sandra Johnson grew up in Washington, D.C. She attended public schools until she dropped out of school at age 16. Sandra could memorize words quite successfully, but could not read any unfamiliar words. For example, she could easily read the word 'job', but had no idea how to read the word 'jab'. She was in her early 30s when she learned that letters match sounds. This was the key to Sandra's learning to read. Sandra hid her reading disability from everyone she knew, including her large family and many friends. But her secret was out after Laura Bush asked to meet Sandra because she had learned to read as an adult. Her story became public when an article and pictures of Sandra with the President and First Lady appeared on the front page of the *Washington Times*. Sandra works as a coach and tutor for children at her local recreation center in Washington, D.C. She speaks nationally about literacy to teachers, parents, and students.



**Pam Kastner**

Pam Kastner, Ed.D., is an educational consultant at the Pennsylvania Training and Technical Assistance Network (PaTTAN) Harrisburg, where she serves as the State Lead Consultant for Literacy. Pam currently co-leads Pennsylvania's Dyslexia Screening and Early Literacy Intervention Pilot Program extension and expansion for PaTTAN. In addition, she is part of a research team investigating the impact of explicit instruction in advanced phonemic awareness on student literacy outcomes. She serves on the statewide Multi-tiered System of Supports (MTSS) team working extensively in the area of literacy, effective instruction, formative assessment, and professional learning communities. She has served in a number of leadership capacities at the district level and served as a Pennsylvania Distinguished Educator for the Pennsylvania Department of Education. Pam is a certified Language Essentials for Teachers of Reading and Spelling (LETRS) trainer and a certified reading specialist.



**Scott Barry Kaufman**

Scott Barry Kaufman, Ph.D., is a Columbia professor and author of several books. Armed with a Ph.D. in cognitive psychology from Yale, and an M. Phil in experimental psychology from Cambridge, he's uniquely poised to explore the human mind in exciting, innovative ways. In his book *Wired to Create*, he shows us new methods to open up to the paradoxes inherent to productive creative, like mindfulness and daydreaming, and solitude and collaboration. And in *Ungifted: Intelligence Redefined*, he explores the way we label kids and the long-term effects this can have—through a very personal lens. Scott himself was misdiagnosed with a learning disability, and it was only once a teacher suspected a mistake that Scott was able to succeed at school: going from special education to straight As. In talks, Scott also offers a new interpretation of Maslow's Hierarchy of Needs—flipping the script on how to think about motivation and self-actualization and finding new ways to achieve it. In addition to his books, Scott's writing has appeared in *The Atlantic*, *Harvard Business Review*, and *Psychology Today*. Scott also writes the weekly column Beautiful Minds for *Scientific American*, and hosts the popular The Psychology Podcast, which has over seven million downloads.

# ABOUT THE PRESENTERS



**David Kilpatrick**

David A. Kilpatrick, Ph.D., is a professor of psychology for the State University of New York College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and is a co-editor of a third, *Reading Development and Difficulties: Bridging the Gap Between Research and Practice*.



**Paula Knight**

Paula D. Knight, Ed.D., is the Deputy Superintendent of Academics for St. Louis Public Schools (SLPS). She began her career with the SLPS in 1994 as a classroom teacher at Hamilton Elementary School. She has served as an Instructional Coach and Principal at Waring Academy of Basic Instruction and Washington & Euclid Montessori School and the Executive Director of Curriculum and Instruction K-12. Paula received the 2013 gubernatorial appointment to the Early Childhood Coordinating Board for the state of Missouri, as well as, a 2016 appointment as the Chief of Staff for SLPS. She serves as a member of several St. Louis community organizations and is active with several professional organizations including the Association of Supervision and Curriculum Development, National Association for Elementary School Principals, Council of Great City Schools Steering Committee, St. Louis Area Curriculum Coordinators' Association, and International Reading Association-Title I Committee. Paula has provided leadership coaching and training and instructional development frameworks for first year and aspiring principal/administrators in the Syracuse Public Schools in Syracuse, New York. She serves as the educational consultant in the Riverview Gardens school district where she supports the curriculum, assessment and professional development work for the early childhood center.



**Alana Mangham**

Alana Mangham, M.S., is the Literacy and Learning Specialist for the Center for Development and Learning. Alana is also a member of Louisiana's Early Literacy Commission. She has taught elementary school for fourteen years in both New York City and Louisiana. She held the position as the Rapides Parish District English Language Arts Curriculum Specialist, Dyslexia Coordinator, STAR Early Literacy Coordinator and Summer Literacy Camp co-chair before joining the Center for Development and Learning team. Alana holds several trainer certifications such as the Data Team Process, Common Formative Assessments, and DIBELS. She also holds a local certificate in LETRS, (Language Essentials of Teachers of Reading and Spelling). She has been an Education Week guest alongside Dr. Louisa Moats, sharing best practices and successes from Rapides Parish. Alana is excited to share her passion for early childhood literacy through her experience with evidence-based reading practices.



**Nancy Mather**

Nancy Mather, Ph.D., is a Professor Emerita at the University of Arizona in Tucson in the Department of Disability and Psychoeducational Studies. She has been a learning disabilities teacher, a diagnostician, a university professor, and an educational consultant. She has published numerous articles and books and conducts workshops on assessment and instruction both nationally and internationally. Nancy is a co-author of the Woodcock-Johnson IV and has co-authored two books on interpretation and application of the WJ IV. Her most recent book on dyslexia is: *Essentials of Dyslexia: Assessment and Intervention* (Mather & Wendling, 2012) and on learning disabilities: *Learning Disabilities and Challenging Behaviors* (Mather, Goldstein, & Eklund, 2015). She has recently co-authored a 40-45 hour online reading course, *Mindplay Comprehensive Reading Course for Educators*, and is currently working on the *Tests of Dyslexia* which will be published by WPS and is under development.



**George McCloskey**

George McCloskey, Ph.D., is a professor and Director of School Psychology Research in the School of Professional and Applied Psychology of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American Academy of Pediatric Neuropsychology. He has amassed 35 years of experience in test development, teaching, research, and assessment and intervention work with a wide range of clients. George has developed a comprehensive model of executive capacities that can be used to assess strengths and deficits and guide efforts to foster growth and intervene with difficulties. He frequently presents at international, national, and state conferences and consults with a number of school districts and private schools nationwide on issues related to improving students' executive capacities. George is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment*, and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He is the author of the *McCloskey Executive Functions Scales* (MEFS) that have been standardized and published with Schoolhouse Educational Services. George also directed the development of the *WISC-IV Integrated* and was a senior research advisor and clinical advisor to the Wechsler Test Development Group for the Psychological Corporation (now part of Pearson) and associate director of test development for AGS Publishing (now Pearson).



**Mary Mills**

Mary Mills is an early childhood specialist at CDL. Mary is passionate about the field of early childhood education with a specific focus of working to ensure positive growth and development for all children. Mary's academic and professional experience in early childhood education enables her to support early childhood teachers in providing high-quality care and experiences for every child. Mary received a bachelor's and a master's degree in human development and family science with a focus in early child development from Mississippi State University.



**Deborah Norris**

Deborah Norris, Ph.D., is an Associate Professor in the Early Childhood and Lifespan Human Development programs in the School of Family Studies and Human Services at Kansas State University. Her research and teaching are informed by her years as a classroom teacher and childcare center director. Deborah's research focuses on human development at the intersection of early childhood policy, programming, and classroom practice. She has examined the influence of early childhood policies such as Quality Rating and Improvement Systems and early childhood educator scholarship programs on the quality of childcare as well as the experiences of children, families, and staff. She is particularly interested in the cognitive and language development of toddlers and twos in early care and education settings. Deborah has published several articles and was co-author of *Developmental Foundations for School Readiness of Infants and Toddlers* for the Office of Planning, Research and Evaluation with the Administration for Children and Families. She has served as guest co-editor of two special issues of the journal *Early Education and Development*. She enjoys mentoring graduate students and received the Graduate Advisor Award while on faculty at Oklahoma State University.

# ABOUT THE PRESENTERS



**Timothy Odegard**

Timothy Odegard, Ph.D., CALP, is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, leading the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. His research in the area of reading strives to identify factors that predict the response of individuals with dyslexia and related specific reading disabilities to intensive interventions and leverage this information to improve intervention efforts. He serves as the Associate Editor of *Annals of Dyslexia* and on the editorial board of *Perspectives on Language and Literacy*. He has worked with students with reading disabilities, having completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas during his postdoctoral fellowship.



**Lucy Hart Paulson**

Lucy Hart Paulson, ED.D., CCC-SLP, is a speech-language pathologist and literacy specialist with years of experience working children and their families in elementary schools, Head Start, and clinical settings. She served as an associate professor in the Communicative Sciences and Disorders Department at the University of Montana, teaching language and literacy development and challenges. She has also provided professional development for a variety of audiences across the United States and internationally. Lucy presents an inclusive and research-to-practice perspective blending areas of language and literacy, resulting in effective and engaging learning opportunities for children. Lucy is the lead author of the *Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators*, (2<sup>nd</sup> Edition); *Building Early Literacy and Language Skills*, a resource and activity guide for young children, and for *Good Talking Words*, a social communication skills program for preschool and kindergarten.



**Stephen Phillippi**

Stephen Phillippi, Ph.D., a licensed Clinical Social Worker and clinically certified Forensic Counselor, has a 25-year history of developing, managing, evaluating, and providing direct services. He is the Program chair of Behavioral and Community Health Sciences at the Louisiana State University Health Sciences Center – a research, teaching and service oriented academic program within the School of Public Health. Steve is also the director of the Institute for Public Health & Justice, working to bring evidence-based practices and supportive policies to states and local communities. He is the principal investigator on several studies and grants. In addition, he teaches, advises, chairs and participates in dissertation committees, writes, consults, and serves on a number of professional and public service boards. Steve received his doctorate from LSU, MSW from Tulane University, and BA from Loyola New Orleans.



**Amy Poirier**

Amy Poirier is the director of early childhood programs at CDL where she enjoys working side-by-side with early childhood professionals to provide support and thereby positively affect outcomes for young children. Amy's extensive experiences in the field as an early childhood teacher, center director, and director of curriculum and training allow her to develop professional learning services for early childhood professionals, organize and implement early childhood mentoring and coaching efforts, and support CDL's early childhood team in meaningful ways. Additionally, she has worked as a program monitor, coach, trainer, and curriculum specialist for several statewide programs. Amy is an endorsed Louisiana Pathways trainer, an approved Child Development Associate (CDA) Professional Development Specialist, a Zero-to-Three approved trainer, and provides training and technical support for the Infant, Toddler, and Pre-K Classroom Assessment Scoring System (CLASS). Amy is the creator and program administrator of CDL's Louisiana Board of Elementary and Secondary Education approved Early Childhood Ancillary Certificate Program, CDA Cornerstones. Amy knows that children benefit most from high-quality interactions provided by teachers who understand child development and early childhood pedagogy, and that relevant, on-the-job coaching and mentoring support significantly increases these skills. Amy received a bachelor's in education from Wichita State University and is currently pursuing a master's degree in early childhood education at Kansas State University where she is researching early childhood pedagogical leadership.



**Ricky Robertson**

Ricky Robertson has had the privilege to work with students from pre-K to 12<sup>th</sup> grade who have persevered in the face of adversity and trauma. As a consultant and coach, he assists schools in developing trauma-informed systems of support and Restorative Practices that foster resilience and success for staff and students. He is the co-author of the recently published book, *Building Resilience in Students Impacted by Adverse Childhood Experiences: A Whole-Staff Approach* (Corwin, 2018). Ricky has guided K-12 traditional and alternative schools in developing multi-tiered Restorative Practices that improve school culture and reduce disciplinary issues. In his workshops, Ricky assists schools in developing the practices and programs (i.e., peer mediation) that will support and sustain systemic transformation. This work incorporates culturally-responsive trauma-informed practices and social-emotional supports within the Restorative Process to address the holistic needs of staff and students. Through ongoing coaching and support, Ricky helps school leaders navigate the challenges that sometimes arise as schools adopt a relationship-centered approach to discipline. As a result, educators deepen their understanding and experience of Restorative Practices and are equipped to effectively implement them in their schools.



**Mike Schmoker**

Mike Schmoker, Ph.D., is a former administrator, English teacher and football coach. He has written several bestselling books and dozens of articles for educational journals, newspapers and for TIME magazine. His most recent book is the expanded 2018 edition of *FOCUS: Elevating the Essentials to Radically Improve Student Learning*. His previous bestseller, *Results NOW*, was a finalist for “book of the year” by the Association of Education Publishers. Mike is the recipient of the Distinguished Service Award by the National Association of Secondary School Principals for his publications and presentations. In a 2018 *Education Week* survey of national school leaders, he was ranked among the best sources of “practical advice, wisdom and insight” on effective school improvement. Mike has consulted and presented throughout the US, Canada, Australia, China and Jordan.



**Joan Sedita**

Joan Sedita, M.Ed., has been an educator and nationally recognized teacher trainer for over 35 years. She is the founding partner of Keys to Literacy, a literacy professional development organization based in MA. Joan is the author of four content literacy professional development programs (*Key Comprehension Routine*, *Key Vocabulary Routine*, *Keys to Writing*, *The ANSWER Key Routine for Extended Response*) and a K-12 district literacy planning model (*Keys to Literacy Planning*). Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. As a teacher, principal, and director of the Outreach Teacher Training Program at Landmark, Joan developed expertise, methods, and instructional programs that address the literacy needs of students in grades K-12. Joan was one of the three lead trainers in MA for the Reading First Program. She was a national LETRS trainer and co-authored LETRS Module 11, *Writing, A Road to Reading Comprehension* with Louisa Moats. She also wrote the adolescent literacy chapter in *Multisensory Teaching of Basic Language Skills* and the writing chapter in *The Fundamentals of Literacy Instruction and Assessment, 6-12*. Joan is an adjunct instructor at Endicott College and Fitchburg State University. She received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.

# ABOUT THE PRESENTERS



**Timothy Shanahan**

Timothy Shanahan, Ph.D., is Distinguished Professor Emeritus at the University of Illinois at Chicago where he was Founding Director of the UIC Center for Literacy. Previously, Tim was director of reading for the Chicago Public Schools. He is author or editor of more than 200 publications including the books, *Teaching with the Common Core Standards for the English Language Arts*, and *Early Childhood Literacy*. Tim is past president of the International Literacy Association. He received a presidential appointment to serve on the Advisory Board of the National Institute for Literacy. He took a leadership role on the National Reading Panel (the third most influential education policy document according to the Editorial Projects in Education Research Center). He chaired two other federal research review panels: the National Literacy Panel for Language Minority Children and Youth, and the National Early Literacy Panel, and helped author the Common Core State Standards. He is co-principal investigator of the U.S. Department of Education's National Title I Study of Implementation and Outcomes: Early Childhood Language Development funded by the Institute of Education Sciences. Tim received the William S. Gray Citation for Lifetime Achievement and the Albert J. Harris Award for outstanding research on reading disability from the International Reading Association (IRA). He was inducted to the Reading Hall of Fame in 2007, and is a former first-grade teacher. For more information, visit his blog: [www.shanahanonliteracy.com](http://www.shanahanonliteracy.com). He is a member of the Professional Advisory Board of the Center for Development and Learning.



**Laura Stewart**

Laura Stewart is the national director for The Reading League. Laura has been in education for more than 25 years, working as a classroom teacher, building and district administrator, adjunct professor, director of numerous professional development initiatives, and as chief academic officer for professional development for the Highlights Education Group. She presents throughout the United States and internationally and is the author of 12 children's books, numerous teacher's guides, journal articles, and dozens of training workshops. Laura is co-author of the book *The Everything Guide to Informational Literature, K-2: Best Texts, Best Practices* (Corwin Press, 2014).



**Jess Surles**

Jess Surles has over fifteen years of experience in delivering classroom instruction, collaborating with educators and leadership to support program implementation, and designing professional development on literacy and educational practices. Currently, she works for the Center on Teaching and Learning (CTL) at the University of Oregon to develop curriculum and provide technical assistance across the nation. She partners with literacy experts and university researchers to integrate current research and instructional practice for educators, leadership, and educational agencies. Jess provides training, on-site coaching, and virtual support to assist with implementation of evidence-based literacy practices. Prior to working at CTL, Jess was a district instructional coach, Title I reading instructor, ESOL teacher, and classroom teacher.





**Nicole  
Patton Terry**

Nicole Patton Terry, Ph.D., is the Olive & Manuel Bordas Professor of Education in the School of Teacher Education and Associate Director of the Florida Center for Reading Research (FCRR) at Florida State University. Prior to joining FSU in 2018, she was an Associate Professor of Special Education and Director of the Urban Child Study Center at Georgia State University. She currently serves as an Associate Editor for the *Journal of Learning Disabilities* and a board member for the Society for the Scientific Study of Reading. Nicole earned a Ph.D. from Northwestern University's School of Communication Sciences and Disorders, with a specialization in learning disabilities. She was a learning disabilities resource teacher in Evanston Public Schools in Evanston, IL. Nicole's research, teaching, and scholarly activities concern young children with and without disabilities who struggle to acquire language and literacy skills, in particular, children from culturally and linguistically diverse backgrounds and children living in poverty. Her research has been supported by various organizations, including the National Institute of Child Health and Human Development, the Institute of Education Sciences, the Annie E. Casey Foundation, and the Spencer Foundation. As an associate director in FCRR, she directs The Village—a division responsible for creating and maintaining research-practice partnerships with diverse community stakeholders. Taking a collective impact, place-based approach, The Village strives to promote reading achievement, school readiness, and school success among vulnerable children and youth.



**Carol Tolman**

Carol Tolman, Ed.D., is a national and international presenter who draws on her more than 25 years of experience in the public school system, with 13 of those years spent designing and implementing an innovative reading clinic and academic support collaborative for academically challenged high school students. Carol has spearheaded many successful, long-term literacy initiatives both nationally and internationally in states as diverse as WV, WY, and NH. She organized and delivered curriculum for the Massachusetts Licensure Program and conducted a four-year project for the Maryland Department of Education supporting literacy knowledge for professors. Carol has co-authored several LETRS (Language Essentials for Teachers of Reading and Spelling) modules, all LETRS Presenter's Kits, and has presided over the LETRS Leadership Board. She co-authored, with Louisa Moats, the LETRS (3<sup>rd</sup> ed.) texts and online professional development courses, presents LETRS Training of Trainer (TOT) workshops and Facilitator Trainings, and supports literacy initiatives throughout Australia. Carol is also the author of IDA's Perspectives articles, "*Working smarter, not harder: What teachers of reading need to know and be able to teach*," and "*The relationship between teacher knowledge and effective RTI: When we know better, we do better*."



**Eric Tridas, M.D.**

Eric Tridas, M.D., FAAP, is the Medical Director of the Tridas Center for Child Development and President of Developmental and Behavioral Pediatrics Consultants, Inc. He is a Developmental Pediatrician who specializes in the diagnosis and management of handicapping conditions including ADHD, learning differences, dyslexia, autism spectrum disorders, intellectual disabilities and other neurodevelopmental and behavioral problems. He completed his fellowship in Ambulatory Pediatrics with emphasis on Developmental Disabilities at the Children's Hospital Medical Center in Boston. During that time he held an appointment as a Teaching Fellow at Harvard University. Dr. Tridas completed his residency in Pediatrics at the Children's Hospital of Buffalo. He graduated from the University of Puerto Rico, School of Medicine in 1977. He is President of the International Dyslexia Association. Dr. Tridas is also the State Medical Director for Pediatric Health Choice-Prescribed Pediatric Extended Care Facilities (PPEC). He is on the board of directors of Artista's Cafe, a non-profit organization that employs adults with autism spectrum disorders. Dr. Tridas is a founder and partner of Tridas, LLC, a software company that developed the Tridas eWriter, an application for web based structured interviews of caregivers and teacher's that generates a customized evaluation report. He lectures nationally and internationally on topics such as dyslexia, learning disabilities, ADHD, autism spectrum disorders, executive functions and other behavioral and developmental pediatrics related subjects. Dr. Tridas edited a book for parents titled *From ABC to ADHD: What Every Parent Should Know About Dyslexia and Attention Problems*.

# ABOUT THE PRESENTERS



**William Van Cleave**

William Van Cleave, MA, is an educational consultant whose specialties include morphology and written expression. An internationally recognized speaker with an interactive, hands-on presentation style, William has presented on effective teaching practices at conferences and schools both in the United States and abroad since 1995. Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several Trainer of Trainers projects using his sentence structure approach; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. He is the author of three books, including *Writing Matters and Everything You Want to Know & Exactly Where to Find It*, as well as a number of educational tools and activities. Previously, William served as a classroom teacher, tutor, and administrator in the private school arena at various points in his career.



**Julie Washington**

Julie Washington, Ph.D., is a professor and Chair of the Department of Communication Sciences Disorders in the College of Education and Human Development at Georgia State University in Atlanta. Julie's research program is focused on language assessment and improving academic outcomes of young African American children who speak African American English. She is the director of the Georgia Learning Disabilities Research Innovation Hub that is focused on understanding the role of cultural dialect in the identification of reading disabilities in school-aged African American children, and particularly those growing up in poverty. She is also a director of the Center for Research on the Challenges of Acquiring Language and Literacy at GSU. Julie's research is funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development.



**Jan Wasowicz**

Jan Wasowicz, Ph.D., CCC-SLP, has more than 35 years of experience as a language, literacy, and learning specialist. She has worked with students who have language-based reading, writing, and spelling problems in a variety of educational settings, including public schools, Head Start programs, and private practice. Jan is frequently invited to speak about best practices in literacy assessment and instruction at national, state, and local meetings and has taught numerous undergraduate and graduate courses, holding faculty positions at Northwestern University, Elmhurst College, Rush–Presbyterian–St. Luke's Medical Center, and Governors State University. She has authored articles appearing in scholarly journals, is the inventor of the original Earobics® software, is co-author of SPELL-2 and SPELL-Links to Reading & Writing, and is lead moderator of the SPELLTalk professional listserv. Jan is an ASHA-certified and IL-licensed speech-language pathologist and she holds a professional educator license with multiple endorsements from the State Teacher Certification Board of Illinois. She is the founder, president and CEO of Learning By Design, Inc., publisher of the SPELL-2 assessment software and the SPELL-Links to Reading & Writing word study curriculum. She maintains a private practice in Evanston, IL.



**Daniel Willingham**

Daniel Willingham, Ph.D., is Professor of Psychology at the University of Virginia, where he has taught since 1992. He earned his B.A. from Duke University, and his Ph.D. in Cognitive Psychology from Harvard University. Until about 2000, his research focused solely on the brain basis of learning and memory. Today, all of his research concerns the application of cognitive psychology to K-16 education. He writes the "Ask the Cognitive Scientist" column for American Educator magazine, and is the author of *Why Don't Students Like School?*, *When Can You Trust the Experts?*, *Raising Kids Who Read*, and *The Reading Mind*. His writing on education has appeared in sixteen languages. In 2017, he was appointed by President Obama to serve as a Member of the National Board for Education Sciences.

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## **The Center for Development and Learning**

CDL, a 501(c)(3) Louisiana nonprofit organization, specializes in customized, pragmatic professional learning for educators that is specific and relevant to the needs of their students. CDL professionals have special expertise in the areas of literacy, evidence-based teaching strategies, learning differences and tailored intervention, and building the capacity of teachers. We tackle real-time issues such as ways to move smoothly into instruction that meets the demands of state and local standards, remediating struggling readers, differentiating instruction, and building and sustaining collective collaborative capacity.

Plain Talk About Literacy and Learning™, an annual three-day national institute focused on evidence-based research, strategies, and tactics, is an information-disseminating event for The Center for Development and Learning.



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## readsters



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### Readsters

Readsters supports instruction that produces successful readers. We work nationally and internationally. As specialists in teaching reading, we continue to learn about the reading process by studying current research, interacting and collaborating with professionals in the field, attending conferences, following education policy, and working with students of all ages who are learning to read.

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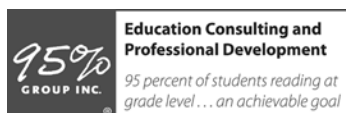


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# ABOUT THE EXHIBITORS



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## 95 Percent Group Inc.

95 Percent Group Inc. is an education company focused on helping teachers identify and effectively address the needs of struggling readers. For over 13 years, the firm has provided job-embedded professional development, diagnostic assessments, cumulative skill continua, and explicit instructional materials to implement MTSS/RTI frameworks and to ensure that students receive targeted, research-based reading interventions that address specific skill deficits.

## The APPLE Group

The APPLE Group was started in 1997, by parents and teachers whose dyslexic children were very bright but struggled in school. It was important to this group to reach these kids and to change reading instruction in schools. The group offers training and support to parents and teachers: training in the science of reading; offering tutoring; helping universities design programs that teach the Knowledge and Practice Standards for effective reading instruction at the IDA Plus level; and helping pass dyslexia and science of reading laws in Arkansas. The APPLE Group has trained hundreds of educators and parents in structured language.

## Center on Teaching & Learning, University of Oregon

The Center on Teaching & Learning (CTL) at the University of Oregon conducts and disseminates research on practical solutions to serious problems in school systems. CTL designs evidence-based educational interventions and maintains a robust data monitoring system for assessing and reporting student performance in reading and math. CTL is also the official home of DIBELS and the new DIBELS 8<sup>th</sup> Edition.

## The Institute for Multi-Sensory Education (IMSE)

The Institute for Multi-Sensory Education (IMSE) trains educators how to teach reading more effectively using a proven, multi-sensory approach called Orton-Gillingham. The Institute for Multi-Sensory Education's approach empowers educators to teach the foundation of the English language including phonemic awareness, phonics, vocabulary, fluency, and comprehension. IMSE's Orton-Gillingham training is research-based and provides you with exceptional staff development. IMSE's approach is ideal for general education, special education, reading teachers, and learning resource room specialists.

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### National Center on Improving Literacy

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#### National Center on Improving Literacy

The National Center on Improving Literacy, funded by the United States Department of Education, is a partnership between literacy experts, university researchers, and technical assistance providers at the University of Oregon, Florida State University and RMC Research Corporation. Our goals are:

- Increase access to, and use of, evidence-based approaches to screen, identify, and instructionally support students with literacy-related disabilities, including dyslexia.
- Build individual and organizational capacity to assess students' literacy related skill, identify students with disabilities or those at risk of disabilities, and fully implement evidence-based literacy-related programs and professional development.

#### SPELL-Links / Learning By Design, Inc.

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#### Wilson Language Training

Wilson Language Training is dedicated to providing educators with the resources they need to help their students become fluent, independent readers. Wilson is a provider of professional development and research-based reading and spelling curricula for all ages. Its multisensory, structured curricula—the Wilson Reading System®, Wilson Foundations®, Wilson Just Words®, and Wilson Fluency®—have proven highly effective. Wilson also brings to the task two decades of professional development courses and ongoing teacher support. Partnering with public and private schools, as well as clinics and adult education centers across the country, Wilson strives toward its ultimate goal: literacy for all.



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CDL is directed by a volunteer Board of Trustees comprised of business, educational, and civic leaders who share in CDL's passion for ensuring that every child has an equal opportunity for a solid education.

CDL has spent more than two decades developing an international network and collaborating with the world's best minds to create initiatives using research-based best practices that deliver increased student achievement. Our Professional Staff, Board of Trustees, Community Advisory Board and Professional Advisory Board provide CDL with sound leadership and valuable resources.

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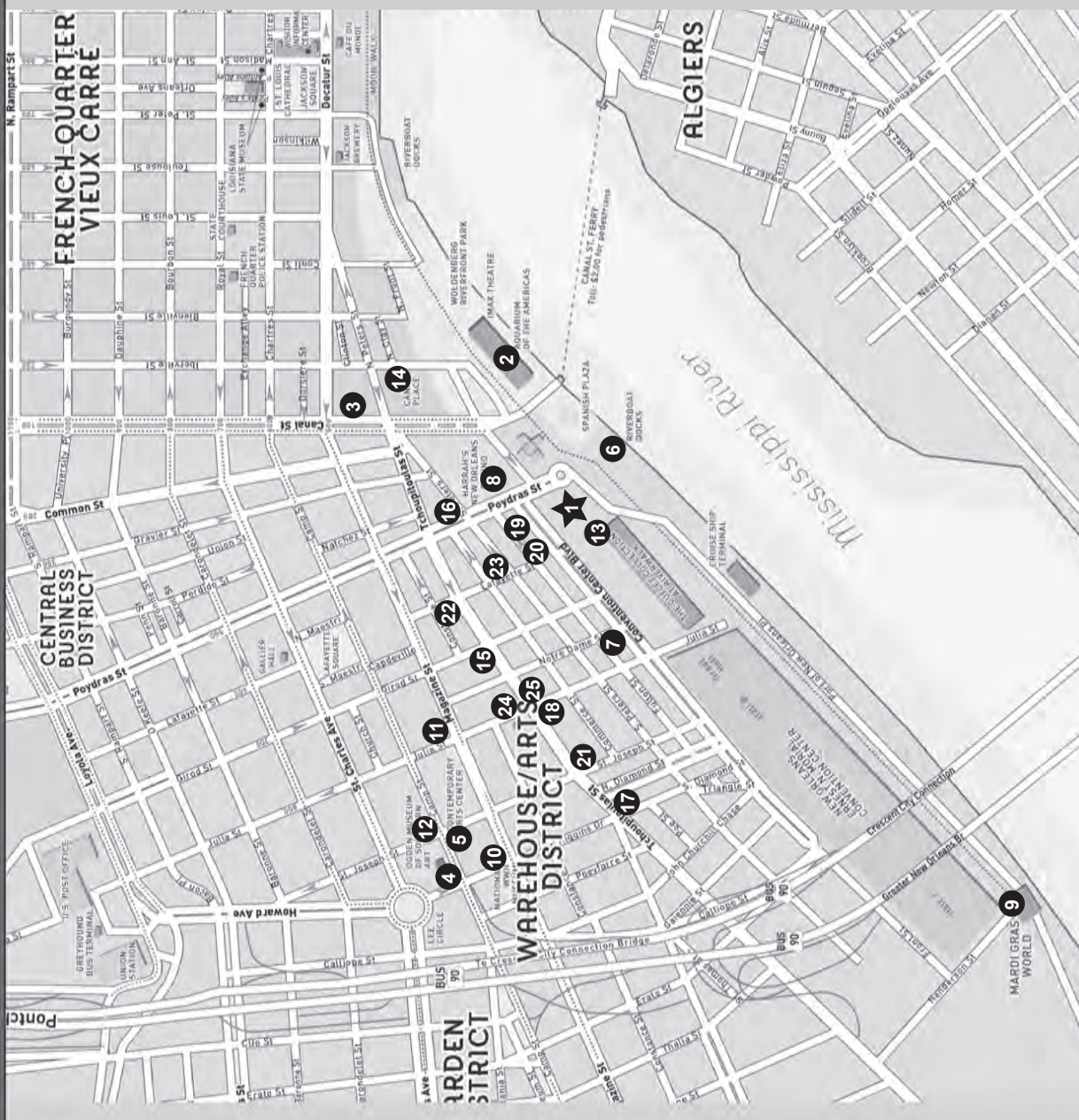


**Robert Sternberg, Ph.D.**  
*Provost and Senior Vice President  
Oklahoma State University  
Stillwater, OK*



# WANT TO GET OUT AND ABOUT?

## DOWNTOWN NEW ORLEANS



### Legend

*Plain Talk Hotel*

1. Hilton New Orleans Riverside

### Attractions

2. Audubon Aquarium of the Americas
3. Audubon Butterfly Garden & Insectarium
4. Confederate Memorial Hall Museum
5. Contemporary Arts Center
6. Creole Queen Riverboat
7. Fulton Alley
8. Harrah's New Orleans
9. Mardi Gras World
10. National WWII Museum
11. New Orleans Artworks at the Glassworks and Printmaking Studio
12. Ogden Museum of Southern Art
13. Outlet Collection at Riverwalk
14. Shops at Canal Place

### Restaurants

1. \*Drago's Restaurant (Inside Hilton Riverside)

15. Barcadia Bar and Grill
16. Poydras & Peters
17. Cochon
18. Emeril's
19. Gordon Biersch
20. Grand Isle Restaurant
21. La Boca
22. Lucy's Retired Surfer's Bar
23. Manning's
24. Tomas Bistro
25. Tommy's Cuisine

Kelvin Adams . . . . . 6, 7, 34, 36, 41, 64  
 Larry Ainsworth . . . . . 6, 23, 29, 41  
 Anita Archer . . . . . 6, 24, 28, 41  
 Pam Austin . . . . . 5, 15, 42  
 Elsa Cárdenas-Hagan . . . . . 6, 25, 33, 42  
 Judie Caroleo . . . . . 6, 32, 42  
 Suzanne Carreker . . . . . 6, 33, 43  
 Mary Dahlgren . . . . . 6, 7, 33, 36, 43  
 Linda Diamond . . . . . 5, 16, 43  
 Carol Dissen . . . . . 6, 34, 43  
 Judi Dodson . . . . . 5, 17, 21, 44  
 Steve Dykstra . . . . . 6, 7, 31, 37, 44  
 Amy Elleman . . . . . 7, 37, 38, 44  
 Linda Farrell . . . . . 5, 6, 15, 44  
 Doug Fisher . . . . . 6, 23, 25, 45  
 Nadine Gaab . . . . . 5, 9, 14, 45  
 Margie Gillis . . . . . 6, 26, 30, 45  
 Deborah Glaser . . . . . 5, 21, 46  
 Carolyn Gore . . . . . 5, 15, 46  
 Noel Gunther . . . . . 5, 6, 15, 32, 46  
 Jan Hasbrouck . . . . . 5, 6, 13, 31, 46  
 Jennifer Hasser . . . . . 5, 6, 19, 29, 47  
 Nancy Hennessy . . . . . 5, 6, 19, 27, 47  
 Karin Hess . . . . . 5, 12, 14, 47  
 Fumiko Hoeft . . . . . 6, 24, 25, 48  
 Michael Hunter . . . . . 6, 27, 30, 48  
 Jill Jackson . . . . . 7, 35, 39, 48  
 Sam Johnson . . . . . 5, 19, 49

Sandra Johnson . . . . . 5, 19, 49  
 Pam Kastner . . . . . 5, 13, 49  
 Scott Barry Kaufman . . . . . 5, 9, 11, 49  
 David Kilpatrick . . . . . 7, 35, 38, 50  
 Paula Knight . . . . . 6, 34, 50  
 Alana Mangham . . . . . 5, 15, 50, 63  
 Nancy Mather . . . . . 6, 27, 29, 50  
 George McCloskey . . . . . 6, 7, 34, 38, 51  
 Mary Mills . . . . . 5, 16, 51, 63  
 Deborah Norris . . . . . 6, 26, 51  
 Timothy Odegard . . . . . 5, 10, 18, 52  
 Lucy Hart Paulson . . . . . 5, 11, 19, 52  
 Stephen Phillippi . . . . . 5, 20, 52  
 Amy Poirier . . . . . 6, 26, 52, 63  
 Ricky Robertson . . . . . 5, 10, 11, 53  
 Mike Schmoker . . . . . 6, 23, 26, 53  
 Joan Sedita . . . . . 5, 13, 20, 53  
 Timothy Shanahan . . . . . 5, 9, 14, 54, 65  
 Laura Stewart . . . . . 7, 37, 54  
 Jess Surles . . . . . 6, 34, 54  
 Nicole Patton Terry . . . . . 5, 11, 18, 55  
 Carol Tolman . . . . . 5, 12, 16, 55  
 Eric Tridas, M.D. . . . . 5, 12, 55  
 William Van Cleave . . . . . 6, 7, 31, 37, 56  
 Julie Washington . . . . . 6, 24, 29, 56  
 Jan Wasowicz . . . . . 6, 28, 32, 56  
 Dan Willingham . . . . . 7, 35, 38, 56

## Teaching Reading is Rocket Science™

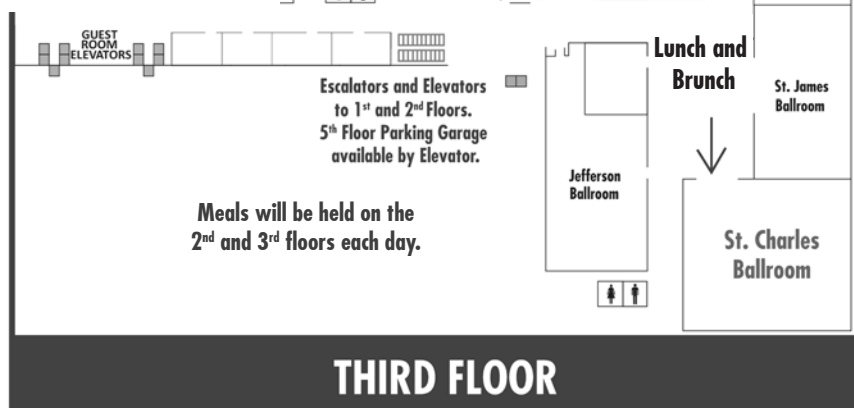
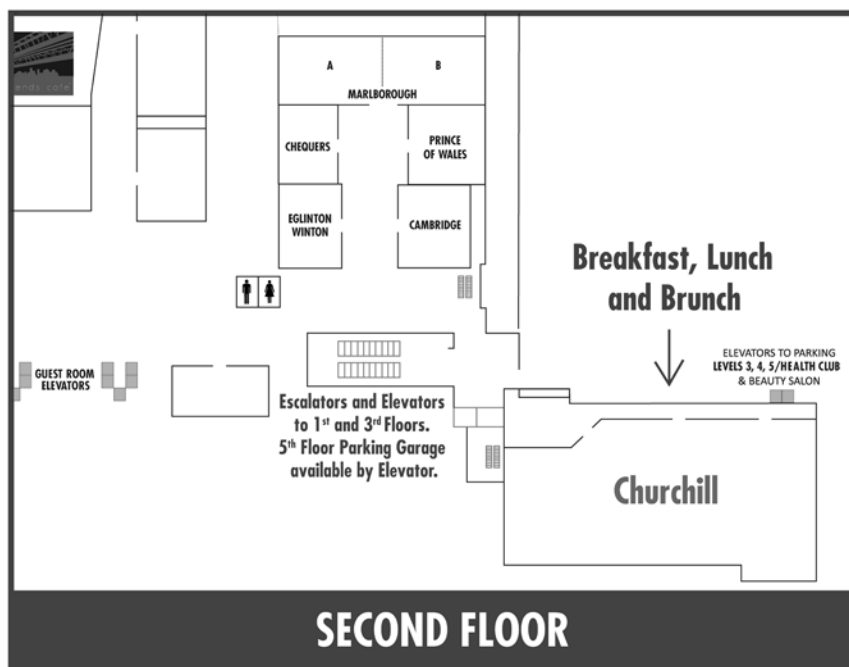
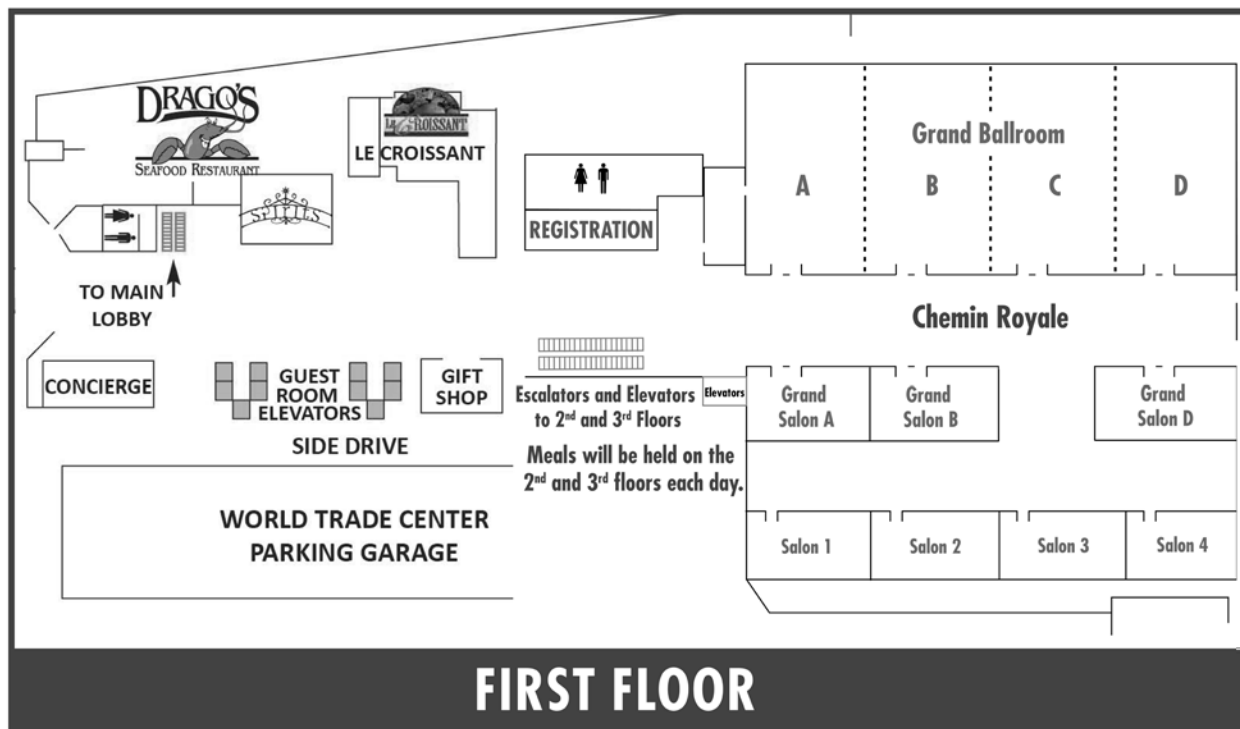
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# HILTON NEW ORLEANS RIVERSIDE



# **PROBLEM: ONLY 33% OF AMERICAN STUDENTS CURRENTLY DEMONSTRATE READING PROFICIENCY IN 4<sup>th</sup> AND 8<sup>th</sup> GRADES.**

At the current rate of progress, it will take 30 years before half of American 4<sup>th</sup> graders read proficiently

American students currently demonstrate reading proficiency in 4<sup>th</sup> and 8<sup>th</sup> grades

**33%**

**30**  
years

**50%**

of U.S. millennials failed to demonstrate proficient literacy in 2015

**65%**

By 2020, 65% of all U.S. jobs will require postsecondary education and training beyond high school

of BRT CEOs rate reading and writing as very important for their current job openings

**93%**

## **SOLUTION: SYSTEMATIC, EVIDENCE-BASED READING INSTRUCTION**



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