



February  
4-6, 2019

# Plain Talk

*About Literacy and Learning*

Hilton  
New Orleans  
Riverside



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# PLAIN TALK ABOUT LITERACY AND LEARNING

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*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!*

## REGISTRATION

Registration is located on the 1<sup>st</sup> floor. Institute staff will be available to assist you with any needs that may arise.

### Registration hours

Sunday	3:00pm – 6:00pm
Monday	7:00am – 9:30am
Tuesday	7:00am – 9:30am
Wednesday	7:00am – 9:30am

## SERVICE DESK

The CDL service desk is located on the 3<sup>rd</sup> floor next to the CDL booth. Institute staff will be available to assist you with any needs that may arise.

### Service hours

Monday	9:30am – 4:15pm
Tuesday	9:30am – 4:15pm
Wednesday	9:30am – 1:15pm



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

## 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.

## 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 insure 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.

## PLAIN TALK APP

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

**What you think matters to us!**



## EVALUATIONS

Your feedback is important to the planning of future Institutes. Please take time to complete 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: All meals are on the 1<sup>st</sup> floor.**

## MEALS

### Continental Breakfast

Breakfast will be served beginning at 7:00am in the Grand Salon on the 1<sup>st</sup> floor.

### Lunch

Lunch will be served in the Grand Salon on the 1<sup>st</sup> floor beginning at 12:15pm on Monday and Tuesday.

### Brunch

Brunch will be served at 10:55am on Wednesday in the Grand Salon on the 1<sup>st</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 2019 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 District on the 3<sup>rd</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: PT2019

# #PlainTalkNOLA



# SHOWCASING LOUISIANA STUDENTS



## Monday, February 4, 2019

### Soloist

**Jamie Planchard**

*12<sup>th</sup> grade*

*Fontainebleau High School*

### Keynote Introduction

**Elise Celestine**, *5<sup>th</sup> grade*

**Kanye Robinson**, *5<sup>th</sup> grade*

*Ben Franklin Elementary*

### Thought Leader Introductions

**Haili Blouin**, *5<sup>th</sup> grade*  
**Makyre Roninson**, *8<sup>th</sup> grade*  
*Ben Franklin  
Elementary*

**Dailyn Decou**  
*5<sup>th</sup> grade*  
*Ben Franklin  
Elementary*

**Fel'Jahnae Delmore**, *8<sup>th</sup> grade*  
**Kris'Shyne Johnson**, *8<sup>th</sup> grade*  
*Ben Franklin  
Elementary*

**John Rhodes**  
*7<sup>th</sup> grade*  
*Ben Franklin  
Elementary*

**Sinya Vaughn**  
*8<sup>th</sup> grade*  
*Ben Franklin  
Elementary*

## Tuesday, February 5, 2019

### Trio

**Rachel Laufer**, *12<sup>th</sup> grade*  
**Jasemine Marsalis**, *12<sup>th</sup> grade*  
**Annabel Powers**, *12<sup>th</sup> grade*  
*Lusher Charter School*

### Keynote Introduction

**Mikecha Jefferson**, *7<sup>th</sup> grade*

**Jonathan Smith**, *7<sup>th</sup> grade*

*Bethune Elementary School*

### Thought Leader Introductions

**Lorrin Dabon**  
*3<sup>rd</sup> grade*  
*Bethune  
Elementary School*

**Kamryn McCann**  
*7<sup>th</sup> grade*  
*Bethune  
Elementary School*

**TiAnna Murray**  
*8<sup>th</sup> grade*  
*Bethune  
Elementary School*

**Talayah Dudley**  
*6<sup>th</sup> grade*  
*Young Audiences  
Charter School*

**Bryan Valdez**  
*7<sup>th</sup> grade*  
*Young Audiences  
Charter School*

## Wednesday, February 6, 2019

### Keynote Introduction

**Jamari Ross**, *8<sup>th</sup> grade*  
**Sheyenne Wright**, *6<sup>th</sup> grade*  
*Young Audiences  
Charter School*

### Brunch Entertainment

**Fontainebleau High School  
Jazz Ensemble**  
*Directed by Ralph "Lee" Hicks, Jr.*



Check the sessions  
you don't want to miss.

## MONDAY, FEBRUARY 4, 2019

### BREAKFAST 7:00am – 7:55am

▶ Grand Salon, 1<sup>st</sup> floor

### WELCOME 8:00am – 8:10am

Alice Thomas ..... ▶ Grand Ballroom BCD, 1<sup>st</sup> floor

### KEYNOTE 8:10am – 9:10am

*The Learning Challenge: Guiding Students Through the Learning Pit* James Nottingham ..... ▶ Grand Ballroom BCD, 1<sup>st</sup> floor

### THOUGHT LEADERS 9:30am – 10:30am

- Teaching Students to Teach Themselves* Daniel Willingham ..... ▶ Grand Ballroom A, 1<sup>st</sup> floor
- Innovations to Increase Informational Text Achievement* Nell Duke ..... ▶ Jefferson Ballroom
- A Fresh Look at Phonics* Wiley Blevins ..... ▶ St. Charles Ballroom
- Improving Executive Capacities through Bridging Strategies* George McCloskey ..... ▶ St. James Ballroom
- Who's Missing from College? A Conversation About Citizenship, Immigration, and the American Dream* Eileen Truax ..... ▶ Fulton

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

- Recent Advances in Understanding Word-Level Reading Problems: Implications for Instruction and Intervention* David Kilpatrick ..... ▶ Jefferson Ballroom
- Seven Steps to Feedback Success* James Nottingham ..... ▶ St. Charles Ballroom
- Is it the Context, the Text, or the Task? Strategies to Minimize Struggle* Karin Hess ..... ▶ St. James Ballroom
- The Developmental Web: A Practical Approach to Learning and Behavior Disorders* Eric Tridas, M.D. ▶ Fulton
- Teaching Literacy in the Visible Learning K-5 Classroom* Nancy Frey ..... ▶ Jackson
- Word Level Reading Disabilities (Dyslexia): Identification, Etiology, and Treatment* Jack Fletcher ▶ Magazine
- What is Wrong with the Way We Think About Reading Comprehension?* Hugh Catts ..... ▶ Royal
- Writing to Improve Reading Comprehension* Pam Austin ..... ▶ Commerce
- Making Connections: Developing and Maintaining Effective Mentor-Coaching Relationships in Early Childhood Settings with CLASS* Amy Poirier ..... ▶ Canal
- The Simple View of Reading: Important and Practical Research for All Reading Teachers* Linda Farrell ..... ▶ Camp
- Finally! The Big Picture of Reading Instruction: How All the Pieces Fit Together* Kelly Butler .. ▶ Parish

### LUNCH 12:15pm – 1:15pm

▶ Grand Salon, 1<sup>st</sup> floor

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

- Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers* David Kilpatrick ..... ▶ Jefferson Ballroom
- Things that Make You Go Hmmm: Literacy Practices that Need to be Rethought* Nell Duke .... ▶ St. Charles Ballroom
- A Fresh Look at Phonics: Digging Deeper* Wiley Blevins ..... ▶ St. James Ballroom
- Servant Leadership: How One District Created Transformation* Kelvin Adams ..... ▶ Fulton
- Teaching Literacy in the Visible Learning Middle and High School Classroom* Nancy Frey ..... ▶ Jackson
- Keys to Comprehension: Main Ideas, Notes, Summary* Joan Sedita ..... ▶ Magazine
- Reading and Trauma – How Do They Fit Together?* Steve Dykstra ..... ▶ Royal
- Strategies for Improving Reading Skills of Dyslexics with Poor Executive Capacities* George McCloskey ..... ▶ Commerce
- The Language of Learning: How to Reinforce the Behavior You Want to See* Libbie Sonnier-Netto ▶ Canal
- Teaching Students How to Take Notes* Daniel Willingham ..... ▶ Camp

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

- Can Minority Children Achieve Their American Dream? Strategies to Build a Path to Success* Eileen Truax ..... ▶ Jefferson Ballroom
- Does Critical Thinking in Your Classroom Actually Lead to Deeper Understanding? Looking for Rigor with Productive Struggle and Transfer in Mind* Karin Hess ..... ▶ St. Charles Ballroom
- Stop Arguing with Me! Crafting Opinion/Argument Texts* William Van Cleave ..... ▶ St. James Ballroom
- Text Level Reading Disabilities (SRCD): Identification, Etiology, and Treatment* Jack Fletcher ▶ Fulton
- One Size Does Not Fit All: How to Ensure that Students Get the Interventions They Need* Margie Gillis ..... ▶ Jackson
- Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults* Sandra Johnson and Sam Johnson ..... ▶ Magazine
- It All Begins with Language* Judie Caroleo ..... ▶ Royal
- The Memory Connection: Multisensory Strategies for Boosting Students' Working Memory Throughout Phonics Instruction* Jennifer Hasser ..... ▶ Commerce
- You Can't Do Bloom's Until You've Done Maslow: Building a Bridge to Social-Emotional Development and Academic Success* Judi Dodson ..... ▶ Canal
- The ABC's of ADHD* Eric Tridas, M.D. .... ▶ Camp



# AGENDA AT-A-GLANCE

Check the sessions  
you don't want to miss.

## TUESDAY, FEBRUARY 5, 2019

### BREAKFAST 7:00am – 7:55am

▶ Grand Salon, 1<sup>st</sup> floor

### OPENING 8:00am – 8:10am

Alice Thomas ..... ▶ Grand Ballroom BCD, 1<sup>st</sup> floor

### KEYNOTE 8:10am – 9:10am

*Deep Learning: Global Competencies to Engage the World and Change the World*

Michael Fullan and Joanne Quinn ..... ▶ Grand Ballroom BCD, 1<sup>st</sup> floor

### THOUGHT LEADERS 9:30am – 10:30am

- Disciplinary Literacy in Elementary Grades* Timothy Shanahan ..... ▶ Grand Ballroom A, 1<sup>st</sup> floor
- Helping Behaviorally Challenging Youth: Shifting from Power and Control to Collaboration and Problem Solving* Ross Greene ..... ▶ Jefferson Ballroom
- Lessons from Inside the Finnish School System* Timothy Walker ..... ▶ St. Charles Ballroom
- The Impact of Cultural Dialect on Reading and Writing* Julie Washington ..... ▶ St. James Ballroom
- Chasing Imperfections: The Pressure on Teachers to Be Amazing* Kate Roberts ..... ▶ Fulton

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

- Why Are We Still Teaching Reading Wrong?* Emily Hanford ..... ▶ Jefferson Ballroom
- Getting Them All Engaged — Inclusive Active Participation* Anita Archer ..... ▶ St. Charles Ballroom
- Approaches to Phonics and Vocabulary Instruction: Word Study that Works!* Timothy Rasinski ..... ▶ St. James Ballroom
- Nuance: Why Some Leaders Succeed While Others Fail* Michael Fullan ..... ▶ Fulton
- One Teacher at a Time: Supporting Teachers' Knowledge of the Science of Reading*  
Margie Gillis ..... ▶ Jackson
- Early Identification of Dyslexia* Hugh Catts ..... ▶ Magazine
- 10 Success Factors for Getting the Best Results from Your Literacy MTSS* Susan Hall ..... ▶ Royal
- Building Equity through Social Emotional Learning* Nancy Boyles ..... ▶ Commerce
- The "Talk" Needed for Nurturing Social Emotional Learning* Lucy Hart Paulson ..... ▶ Canal
- Benchmarks? Cut Scores? Norms? Oh, My!* Jan Hasbrouck ..... ▶ Camp
- Sad Kid, Bad Kid, Mad Kid...It's All About Perspective* Stephen Phillippi ..... ▶ Parish

### LUNCH 12:15pm – 1:15pm

▶ Grand Salon, 1<sup>st</sup> floor

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

- How Finland Prioritizes the Joy of Learning* Timothy Walker ..... ▶ Jefferson Ballroom
- Setting the Stage for Accurate and Fluent Reading: Decoding Foundation Skills K-2*  
Anita Archer ..... ▶ St. Charles Ballroom
- How to Lesson Plan for Any Subject, Any Student, Any Time of the Year* Jill Jackson ..... ▶ St. James Ballroom
- Deep Learning: Strategies for Your School or Classroom* Joanne Quinn ..... ▶ Fulton
- Factors Influencing Reading Among Low Income African American Children* Julie Washington ..... ▶ Jackson
- Lose the Rules: Reading and Spelling Multi-syllable Words Made Easy* Michael Hunter ..... ▶ Magazine
- Unleashing Your Personal Power* Kristin Anderson ..... ▶ Royal
- Close Reading with Below Level Readers in the Intermediate Grades* Nancy Boyles ..... ▶ Commerce
- What the Science Actually Says: The Truth About Reading First and the Dyslexia Debate*  
Steve Dykstra ..... ▶ Canal
- DIY Literacy: Creating and Using Teaching Tools to Help Students (Happily) Hold on to Writing  
and Work to Their Fullest* Kate Roberts ..... ▶ Camp

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

- Why Reading Fluency Should be Hot!* Timothy Rasinski ..... ▶ Jefferson Ballroom
- Taking a Gradual Release of Responsibility Approach to Teaching with Complex Text*  
Timothy Shanahan ..... ▶ St. Charles Ballroom
- Teacher...It's Your Move* Jill Jackson ..... ▶ St. James Ballroom
- The Kids We Lose (90 minute documentary)* Ross Greene ..... ▶ Fulton
- Orthographic Mapping: WHY It's Important and HOW to Teach It* Susan Hall ..... ▶ Jackson
- Morphology – It's a Game Changer and It's Fun!* Deb Glaser ..... ▶ Magazine
- Presentations that Make an Impact* Kristin Anderson ..... ▶ Royal
- "But Teacher, I Don't Know How to Write..." Helping Young Students Develop Foundation  
Skills for Becoming a Writer* Lucy Hart Paulson ..... ▶ Commerce
- Building Vocabulary and Literacy Skills through "The Science of Talk"* Judi Dodson ..... ▶ Canal
- Keys to Writing from Sources* Joan Sedita ..... ▶ Camp

Check the sessions  
you don't want to miss.

## WEDNESDAY, FEBRUARY 6, 2019

### BREAKFAST 7:00am – 7:55am

Join us at 7:45am for a Second Line with the **Kinfolk Brass Band!** ..... ▶ Grand Salon, 1<sup>st</sup> floor

### OPENING 8:00am – 8:10am

**Alice Thomas** ..... ▶ Grand Ballroom BCD, 1<sup>st</sup> floor

### KEYNOTE 8:10am – 9:10am

*Increasing Student Ownership in Learning: Assessment-capable Learners* **Doug Fisher** ..... ▶ Grand Ballroom BCD, 1<sup>st</sup> floor

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

- Teacher Clarity: A Key to Student Success* **Doug Fisher** ..... ▶ Jefferson Ballroom
- How to Intervene with Students Struggling to Think About Grade Level Text* **Jill Jackson** ..... ▶ St. Charles Ballroom
- WORDS, WORDS, WORDS: Explicit Vocabulary Instruction* **Anita Archer** ..... ▶ St. James Ballroom
- Coaching Works! But NOT if It is Just Supervision in Disguise* **Jan Hasbrouck** ..... ▶ Fulton
- Understanding the Difference Between Balanced Literacy and Explicit, Systematic Reading Instruction* **Linda Farrell** ..... ▶ Jackson
- The Tenacious Mindset: Understanding and Enhancing Resiliency in Fragile Learners*  
**Sam Goldstein** ..... ▶ Magazine
- A Practical Approach to Better Behavior* **Suzanne Millerhebert** ..... ▶ Commerce
- English Learners' Spelling and Writing Development* **Elsa Cárdenas-Hagan** ..... ▶ Canal
- Multisensory Magic: How to Engage the Senses so that Learning Will Stick* **Jennifer Hasser** ▶ Camp

### BRUNCH 10:55am – 11:55am

▶ Grand Salon, 1<sup>st</sup> floor

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

- From Words to Works: Building Competence in Young Writers* **William Van Cleave** ..... ▶ Jefferson Ballroom
- Improving Written Compositions — One Sentence at a Time* **Anita Archer** ..... ▶ St. James Ballroom
- Through the Eyes of a Struggling Reader: Three Simulations to Help Others Understand*  
**Michael Hunter** ..... ▶ Fulton
- Meeting the Challenge of Struggling Adolescent Readers* **Linda Diamond** ..... ▶ Jackson
- Five Practical Tools for Enhancing Oral Language Development Efforts* **Christie Cavanaugh** .. ▶ Magazine
- Cultivating Geniuses* **Kimberly Eckert** ..... ▶ Camp



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Prizes

# readsters

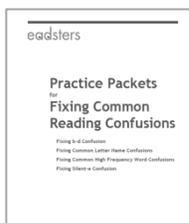
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Readsters Founding Partners are pleased to present these sessions:

**Linda Farrell**

- 10:50 am Monday: The Simple View of Reading: Important and Practical Research for All Reading Teachers
- 9:30 am Wednesday: Understanding the Difference between Balanced Literacy and Explicit, Systematic Early Reading Instruction, and Why It Matters

**Michael Hunter**

- 1:15 pm Tuesday: Lose the Rules: Reading and Spelling Multi-syllable Words Made Easy
- 11:55 am Wednesday: Through the Eyes of a Struggling Reader: Three Simulations to Help Others Understand



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8:00 am – 8:10 am

Alice Thomas

► Grand Ballroom BCD

WELCOME

8:10 am – 9:10 am

**The Learning Challenge: Guiding Students Through the Learning Pit**

**James Nottingham**

At the heart of the Learning Challenge is “the pit”, a metaphor that encourages students to think more positively about challenge. As students move through this pit, they transition from surface-level knowledge to deep understanding. At the same time, they develop metacognition, dialogue skills, and a more complex language for learning.

► Grand Ballroom BCD

KEYNOTE

9:30 am – 10:30 am

**Teaching Students to Teach Themselves**

**Daniel Willingham**

It’s self-evident that students become increasingly responsible for their own learning as they move through grades. Whether kindergartners learn or not is deemed the credit (or failure) of the teacher, but by grade 12, expectations are high that students can learn on their own: it’s routine to assign complex reading to students, expecting that they will read it with comprehension and study effectively for a quiz. Recent research has shown that students—even successful college students—use terrible study strategies. They are successful in spite of how they study, not because of it. In this session, I’ll focus on research on the best ways to study. I’ll focus on strategies you can advise students to use on their own, but I’ll also describe how the same techniques can be useful in your classroom.

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

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

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

**Innovations to Increase Informational Text Achievement**

**Nell Duke**

In the 2017 administration of the National Assessment of Educational Progress (NAEP), the fourth-grade average scale score for informational reading was once again lower than for literary reading—and neither score was where we want them to be. In this presentation, Nell will present key instructional practices for developing informational reading and writing skills. Among the innovations Nell will share is a new children’s television program designed to foster children’s knowledge, skills, and dispositions related to informational text. She will emphasize ways we can make informational reading and writing instruction engaging and appealing rather than dry and tedious. Come learn how you can take advantage of innovations to increase informational text achievement.

► Jefferson Ballroom

*Strands: High-Yield Teaching Strategies and Tactics*

*Audience: Early Childhood, Elementary*

THOUGHT  
LEADERS



**THOUGHT  
LEADERS**  
*continued*

**9:30 am – 10:30 am**

**A Fresh Look at Phonics**

**Wiley Blevins**

This session introduces 10 common causes of phonics instructional failure and how to avoid them. It proposes a new way to examine phonics instruction to maximize student learning. This session is based on my work with school districts—examining test scores against instructional tools and classroom practices to identify mismatches and areas of weakness that impede or slow down learning.

► **St. Charles Ballroom**

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

*Audience: Elementary, Instructional Support*

**Improving Executive Capacities through Bridging Strategies**

**George McCloskey**

This interactive session will discuss a multidimensional model of executive functions and executive skills, and the role that these executive capacities play in classroom learning and behavior. Discussion of case study examples and participants' experiences will focus on bridging strategies that enable transition from external control to internal self-regulation.

► **St. James Ballroom**

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

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

**Who's Missing from College? A Conversation About Citizenship, Immigration, and the American Dream**

**Eileen Truax**

Who's missing from college? Minority students – from Hispanic and Black communities – are in the lowest numbers of those who complete a degree or certificate within six years of entering a postsecondary institution. Among them, undocumented students, also known as Dreamers, are among the most vulnerable. Every year 60,000 undocumented students graduate from high school, but only 5,000 of them get into a college or university, and only 2,000 of them get a four-year degree. Is this the education access that we want for Americans? In this session, we will review the meaning of “being American” and the impact that identity and a sense of belonging has in immigrant students, their families, and their communities, through their experiences and stories. Does being American depend on who you are — your country of origin, your skin color, your religion? (scholars call this an “ethnic” definition of citizenship), or does being American depend on what you believe, such as your respect for American ideals and institutions (scholars call this a “civic” conception of citizenship)? How can we help all of our students –immigrant, undocumented, Dreamers, minorities– to thrive? Who deserves the American Dream?

► **Fulton**

*Strands: At-Risk Students, English Language Learners, Equity, Leadership, Social-Emotional Issues, Thinking and Learning*  
*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support*



10:50 am – 12:10 pm

CONCURRENT  
SESSIONS

## Recent Advances in Understanding Word-Level Reading Problems: Implications for Instruction and Intervention

### David Kilpatrick

This session will focus on how children learn to read words and why some children struggle. Understanding the nature of word-level reading development and word-level reading problems will guide both instruction and intervention. Studies consistently show that the most commonly used intervention approaches provide limited benefits for weak readers. However, other studies have shown that some approaches can yield very large reading gains for such students, and these will be the focus of the presentation.

#### ► Jefferson Ballroom

*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*

## Seven Steps to Feedback Success

### James Nottingham

Most educators know the headline that feedback is one of the most powerful influences on achievement. Yet behind the headline are many shades of gray, including the story that Kluger and De Nisi (1999) found negative effects in 32% of the studies they examined. To better understand these nuances, join James. He will share the seven steps that ensure feedback is effective, positive, and engaging every time.

#### ► St. Charles Ballroom

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

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

## Is it the Content, the Text, or the Task? Strategies to Minimize Struggle

### Karin Hess

Do some learning tasks or test questions seem more challenging for students than others, even though the DOK levels are the same for both? What assumptions are you making when your students seem to be struggling? This session takes a fresh look at depth of knowledge (DOK), cognitive rigor, and cognitive demand when designing learning activities and assessments of deeper understanding. Through interactive activities, we'll explore differences between content complexity and task complexity within a unit of study or across a school year. Then we'll become more precise in deciding which type of strategic scaffolding might be used at each DOK level to reduce the cognitive demand during learning by (a) supporting language and vocabulary development to build meaning; (b) increasing executive functioning when completing multi-step, complex tasks that require planning and organizing information; or (c) accessing and developing a deeper understanding of complex content. Karin will also share a range of examples of lesson and assessment planning from her work (pre-K to high school) that balances task complexity with content/text complexity over time.

#### ► St. James Ballroom

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

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



## CONCURRENT SESSIONS

*continued*

**10:50 am – 12:10 pm**

### The Developmental Web: A Practical Approach to Learning and Behavior Disorders

#### Eric Tridas, M.D.

Most parents and teachers wonder “what’s wrong” with a student who presents with learning and behavior challenges. While the quest to find what’s wrong may lead to a diagnosis, it does not always translate into a solution to the child’s (and the adults who work with him/her) problems. In this session, Eric will describe the interaction between learning, attention, anxiety, and executive functions, and the problems that they cause for these students, their parents, and their teachers. Eric will summarize the impact that these symptoms have on different neurodevelopmental functions and their effect on reading, writing, time management, organization, social relationships, and behavior regulation. General educational, psychological, and medical strategies that are used to manage these challenges and ways of ensuring their efficacy will also be described.

#### ► Fulton

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

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

### Teaching Literacy in the Visible Learning K-5 Classroom

#### Nancy Frey

It’s all about using the right approach at the right time. This interactive session introduces a frame for organizing instruction using direct, dialogic, and independent learning for elementary students. Participants will learn about how these intersect with John Hattie’s findings about what works in education. Take a deep dive into direct instruction to promote surface level acquisition of skills and concepts. Teacher-led dialogic instruction in reading and writing deepens learning, with attention to guided instruction, close reading and shared writing. Student-led dialogic tools in literacy include peer tutoring, literature circles, and reciprocal teaching. Develop independent learning using metacognition, goals setting, and self-regulation.

#### ► Jackson

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

*Audience: Elementary, Instructional Support*

### Word Level Reading Disabilities (Dyslexia): Identification, Etiology, and Treatment

#### Jack Fletcher

About 40 states have now passed special legislation that addresses students with dyslexia, prompting a response from the International Literacy Association questioning whether dyslexia is a special form of reading problem and whether there are characteristics and interventions specific for dyslexia. With these public policy issues in the background, this session will discuss a scientific view of dyslexia as a well-understood word-level learning disability with specific cognitive, neural, and genetic characteristics. Definition, assessment, and comorbidity issues will be addressed, along with the characteristics of effective intervention for dyslexia. The implications of current neuroscience research on understanding the causes of word-level reading intervention will be discussed. Word-level reading disabilities are best treated in the context of MTSS frameworks that prevent reading problems through early identification and prevention with explicit, comprehensive and differentiated core education. For those who do not respond to core instruction, supplemental instruction and intensive remedial intervention are needed. Like other learning disabilities, word-level reading disabilities are real, interfere with adaptation, and have definable neurobiological correlates. But the neural systems are malleable, and many students overcome dyslexia with focused early intervention. Intractability to instruction is essential to defining an unexpected word-level reading disability, not a cognitive discrepancy.

#### ► Magazine

*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  
*continued*

## What is Wrong with the Way We Think About Reading Comprehension?

### Hugh Catts

Much concern has been raised about the poor performance of American children on high stakes tests of reading comprehension. As a result, considerable national and state funding has been allocated to research on improving reading comprehension. The results of this research have shown that reading comprehension is much less malleable than expected. This presentation will propose that a primary reason for this limited malleability is the way we have conceptualized reading comprehension. It is not a single ability that can be easily improved with general comprehension strategies or instruction. It is better described as a multidimensional construct that is impacted by numerous reader, text, and task factors. Among the reader factors, the role of background knowledge has been particularly absent in conceptualizations of comprehension. Also, the specifics of what is read and for what purpose is typically given little consideration. To address these issues, a multidimensional model of reading comprehension is reintroduced and its implications for the assessment and intervention of comprehension problems will be discussed.

### ► Royal

*Strands:* Assessment and Feedback, Thinking and Learning  
*Audience:* Elementary, Middle/Jr. High, High School, RtI and/or Special Education

## Writing to Improve Reading Comprehension

### Pam Austin

As documented in *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, writing proficiency should be recognized as an intrinsic part of literacy. The NAEP 2011 report shows only 1 in 4 middle and high school students can write at the proficient level or better. Explicit instruction and practice of a variety of skills and subskills is necessary to develop proficient writing in K-12 classrooms. This interactive session will include practice of direct instruction via a wide variety of strategies using writing to improve reading comprehension. Practical strategies that incorporate a variety of opportunities for basic and more complex skills will support both reading and writing versus the common practice of assigning of writing activities. Targeted strategies that are focused on using writing to improve reading provide an avenue for increasing essential literacy skills. Participants will leave with strategies for increasing reading comprehension through better writing.

### ► Commerce

*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, High School, Leadership, Instructional Support, RtI and/or Special Education



## CONCURRENT SESSIONS

*continued*

**10:50 am – 12:10 pm**

### **Making Connections: Developing and Maintaining Effective Mentor-Coaching Relationships in Early Childhood Settings with CLASS**

#### **Amy Poirier**

Strong, positive relationships are at the core of successful coaching. In this session, we will extend and apply CLASS domains and indicators to coaching as we focus on building and cultivating the relationship between mentor-coaches and teachers. The essential characteristics of effective mentor-coaches will be identified and examined, and CLASS-aligned strategies will be given to assist participants in forming strong, productive relationships with the teachers they mentor on intentional teaching, developmentally appropriate practices, and high-quality teacher/child interactions.

Participants will assess their own mentor-coaching skills using CLASS indicators and identify practices and skills they need to develop to improve their relationships with teachers. Participants will then receive CLASS-aligned multi-level strategies to build strong mentor-coaching relationships with both new teachers and teachers with whom they have been working. These multi-level strategies will allow participants to focus on what they can do immediately, within a month, within a quarter, and within a year to build effective coaching relationships that result in improved teaching and learning in early childhood settings.

#### ► **Canal**

*Strands: Early Childhood*

*Audience: Early Childhood, Instructional Support*

### **The Simple View of Reading: Important and Practical Research for All Reading Teachers**

#### **Linda Farrell**

The Simple View of Reading (SVR) is, indeed, a simple formula that all reading educators need to understand. Numerous studies in the last thirty years have validated and supported the SVR, yet many teachers, coaches, or administrators who know about the SVR do not fully understand the practical applications of this seminal research. When educators examine the SVR, they develop a simple, but profound, understanding of the reading process. The SVR provides a solid, evidence-based framework educators can use to (1) determine specifically why a student's reading comprehension is weak and (2) evaluate the appropriateness of intervention instruction for struggling readers. The SVR literally becomes a guide to instruction and assessment for early readers and struggling readers. In this interactive session, case studies will be used to show how to apply the SVR in practical ways. Participants will leave knowing how to apply the Simple View of Reading to assessment and instruction.

#### ► **Camp**

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

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

### **Finally! The Big Picture of Reading Instruction: How All the Pieces Fit Together**

#### **Kelly Butler**

Come fly with us through The Reading Universe, an interactive session on how all the pieces of reading instruction fit together. Developed by the Barksdale Reading Institute for K-3 teachers, literacy coaches, school leaders, pre-service faculty, and teacher candidates, The Reading Universe is a web-based (and downloadable) tool that creates, for the very first time, a "Big Picture" of reading instruction and then takes apart the Big Picture to examine and understand the sub-skills of the five components and the role of assessment. Bring your laptops and participate in a competitive scavenger hunt (prizes!) that will leave you with a solid framework for understanding reading instruction, no matter your level of expertise.

#### ► **Parish**

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

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



12:15 pm – 1:15 pm

LUNCH

► Grand Salon, 1<sup>st</sup> floor

1:15 pm – 2:35 pm

CONCURRENT  
SESSIONS II

## Understanding 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 show 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.

#### ► Jefferson Ballroom

*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, Rtl and/or Special Education*

## Things that Make You Go Hmmm: Literacy Practices that Need to be Rethought

### Nell Duke

With so much to do and so little time, we need to scrutinize every practice we use to make sure it's really worthy of the time it takes. In this session, Nell will flag some common classroom practices that research suggests are not worthy of class time. Leave thinking about tactics that should be cut from classroom practice and some ideas about worthy replacements.

#### ► St. Charles Ballroom

*Strands: High-Yield Teaching Strategies and Tactics*

*Audience: Early Childhood, Elementary*

## A Fresh Look at Phonics: Digging Deeper

### Wiley Blevins

This session continues the discussion that started in my "Fresh Look at Phonics" Thought Leader session. Participants will explore the remaining 10 common causes of phonics instructional failure and how to avoid them.

#### ► St. James Ballroom

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

*Audience: Elementary, Instructional Support*

## Servant Leadership: How One District Created Transformation

### Kelvin Adams

Can Servant Leadership really work for your school and school district? This session will discuss how servant leadership can support transformation in your district. Servant leadership can and should improve and enhance every aspect of your organization. By creating an organization that supports a culture where employees are better focused and increased productivity is expected, there isn't a single area that won't be positively affected by this innovative leadership strategy. Servant leadership is not a style or technique. Rather it's a way of behaving that you adopt over the longer term. It complements democratic leadership styles, and it has similarities with Transformational Leadership – which is often the most effective in creating a healthy organization. Concrete examples will be provided to demonstrate how servant leadership has helped to transform a large school district. Data that verifies the results will be provided. This is an opportunity to examine servant leadership in real-time action.

#### ► Fulton

*Strands: Equity, Leadership*

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



## CONCURRENT SESSIONS II *continued*

1:15 pm – 2:35 pm

### Teaching Literacy in the Visible Learning Middle and High School Classroom

#### **Nancy Frey**

It's all about using the right approach at the right time. This interactive session introduces a frame for organizing instruction using direct, dialogic, and independent learning for secondary students. Participants will learn how these intersect with John Hattie's findings about what works in education. Take a deep dive into direct instruction to promote surface level acquisition of skills and concepts. Teacher-led dialogic instruction in reading and writing deepens learning, with attention to close reading and writing for sources. Student-led dialogic tools in literacy include peer tutoring, reciprocal teaching, and Socratic seminar. Develop independent learning using metacognition, goals setting, and self-regulation.

#### ► **Jackson**

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

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

### Keys to Comprehension: Main Ideas, Notes, Summary

#### **Joan Sedita**

Research tells us that students have improved comprehension and retention of information in long-term memory when they apply strategies that engage them with the text and cause them to write about it. This session will focus on a set of comprehension skills that can be applied individually, but also in combination as a reading comprehension routine. The first is main idea skills: participants will learn how to teach students to identify and (more importantly) state main ideas of paragraphs in which the main idea is stated, in paragraphs where the main idea is implied, and in multi-paragraph text. Next, participants will learn to teach students how to take notes using a two-column format. This includes teaching students how to identify key information that supports each main idea, how to paraphrase, and how to write concisely when taking notes. Finally, participants will learn ways to teach students how to generate written summaries. This includes focusing on the main ideas of the text and including a minimum of details, as well as learning ways to begin a summary and use transitions among the main ideas while summarizing. The session will include numerous scaffolds to use as students begin learning these skills.

#### ► **Magazine**

*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*



## Reading and Trauma – How Do They Fit Together?

### Steve Dykstra

With recent and important focus on trauma and social-emotional learning, where do reading and language fit? Right in the middle of everything, where they have always been. Learn why our response to trauma and our efforts to improve social-emotional learning must incorporate language and literacy, or we'll always come up short.

#### ► Royal

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

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

## Strategies for Improving the Reading Skills of Dyslexics with Poor Executive Capacities

### George McCloskey

This interactive session will discuss the role of executive capacities in the act of reading. Discussion involving case study examples and participants' experiences will focus on strategies that enable dyslexic readers to improve the accuracy of their application of the word decoding strategies that they are being taught.

#### ► Commerce

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

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

## The Language of Learning: How to Reinforce the Behavior You Want to See

### Libbie Sonnier-Netto

Response-contingent learning is the language of learning. Numerous studies over several decades validate increases in student engagement and interactions through response-contingent learning, yet so few of us really know what it entails.

This session will unpack the components of response-contingent learning and will show how it is the language of learning across the lifespan. Participants will leave with knowledge of the response-contingent learning elements and how it leads to better instructional learning formats, concept development, teacher sensitivity, and regard for student perspectives.

#### ► Canal

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

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

## Teaching Students How to Take Notes

### Daniel Willingham

Usually beginning in upper elementary or middle school grades, students are expected to take notes during class. Yet many students struggle with this skill. Even in college, fully half of students say that their notes are disorganized. I maintain that this just means that the other half don't realize their notes are disorganized. As a college professor, my experience is that students who struggle in my classes seldom attribute their problems to poor note-taking. In this session we'll engage in a bit of analysis to help us understand why taking notes is so challenging. That will put us in a position to think about strategies students can use to make note-taking more effective. I'll also discuss strategies teachers can use during lessons to help students in this effort.

#### ► Camp

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

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



## CONCURRENT SESSIONS III

2:55 pm – 4:15 pm

### Can Minority Students Achieve Their American Dream? Strategies to Build a Path to Success

#### Eileen Truax

How can we help our minority students to thrive? Many teachers or team leaders working with minority students, including Dreamers, have a hard time identifying the particularities and hurdles that these students struggle with every day. For young men and women living with their immigration status always in the back of their minds, facing uncertain futures, is hard to share their concerns with teachers and counselors, so they keep that burden to themselves. For educators, this situation represents a challenge to give them the help that they need. Financial hardship, lack of healthcare access, and the threat of having their families separated due to their immigration status are some of the obstacles that these students find in their path to success. Reviewing successful experiences and programs may help teachers and education leaders to develop strategies and tactics to help these students to develop their skills and achieve their goals.

#### ► Jefferson Ballroom

*Strands: At-Risk Students, English Language Learners, Equity, Leadership, Social-Emotional Issues, Thinking and Learning*  
*Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support*

### Does Critical Thinking in Your Classroom Actually Lead to Deeper Understanding? Looking for Rigor with Productive Struggle and Transfer in Mind

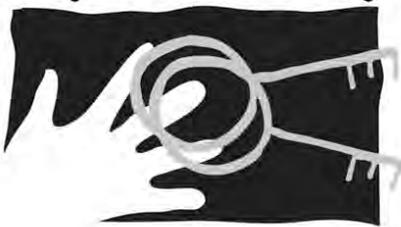
#### Karin Hess

Are you still using generic question stems and hoping for the best when you want students to delve deeply into the content and make connections to bigger ideas? While critical and creative thinking are essential college and career-readiness skills, in most classrooms these types of thinking are implicitly expected, but not explicitly taught and assessed. This session begins by examining the discrete skills associated with critical thinking (e.g., deconstructing a question, looking for potential bias, evaluating divergent viewpoints) versus creative-productive thinking (e.g., developing alternative solutions or perspectives) using examples across content areas. Preparing students at any grade level to tackle tasks requiring deeper understanding necessitates a shift from traditional teacher-student roles to promote student-centered discourse, collaborative inquiry, and student self-reflection. Participants will explore five research-based indicators of rigorous instruction and assessment when observing teacher and student behaviors during walk-throughs and discuss how to capture and reflect on that evidence.

#### ► St. Charles Ballroom

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

## Keys to Literacy



*Joan Sedita, Founder and Author*

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2:55 pm – 4:15 pm

CONCURRENT  
SESSIONS III  
*continued*

## Stop Arguing with Me! Crafting Opinion/ Argument Texts

### William Van Cleave

Students who wish to succeed and advance in school must both understand and write opinion and argument text, perhaps the most important genre. In this standards-aligned workshop, William will focus attention on the components of the opinion/argument genre with emphasis on rationale for its inclusion in instruction. Participants will examine prompts, develop brainstorming activities, work with claim and support, look at how the counter claim challenges student writers, and examine a series of templates that scaffold argument writing for students. Participants will also explore several overarching strategies for instruction, including gradual release, process writing, isolated skill development, and writing in front of students. Participants will leave with activities they can use with students the very next day.

#### ► St. James Ballroom

*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, Leadership, Instructional Support, RtI and/or Special Education*

## Text Level Reading Disabilities (SRCD): Identification, Etiology, and Treatment

### Jack Fletcher

This session will focus on specific reading comprehension disability (SRCD). Text-level reading disabilities are products of breakdowns in basic reading skills, including automaticity of word reading, but they also occur as disabilities involving comprehension with intact word level skills. Less common and less well understood than dyslexia, SRCD reflects parallel impairments of both listening and reading comprehension, and the reading impairments tend to be more severe. Listening comprehension difficulties include problems with vocabulary, oral language, background knowledge, and strategic knowledge. Contemporary frameworks for understanding reading comprehension will be presented. Further, the role of executive functions at the level of cognitive function and the brain will be addressed. Intervention methods that remediate SRCD will also be included, with particular focus on teaching strategic knowledge. SRCD is often seen in children with ADHD because of their difficulties with real time processing but may not reflect a true learning disability. SRCD also co-occurs often in children with oral language disorders and in English learners (ELs). In contrast, SRCD is frequently seen in children with congenital neurological disorders who are often hyperlexic. The neural and genetic correlates of SRCD will be discussed, along with the long-term development in this population.

#### ► Fulton

*Strands: Dyslexia and Other Learning Issues, English Language Learners*

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



## CONCURRENT SESSIONS III *continued*

**2:55 pm – 4:15 pm**

### **One Size Does Not Fit All: How to Ensure that Students Get the Interventions They Need**

#### **Margie Gillis**

This session will explain how universal screening and informal diagnostic data can be used to support the early identification of students with reading difficulties. First, the characteristics of three reading profiles based on the Simple View of Reading (Gough and Tunmer, 1986) will be described. Participants will then learn what information they can glean from universal screeners along with several questions to ask to determine what the focus of instruction should be – word recognition, language and reading comprehension, or both. Participants will also learn how to use a diagnostic decision tree as a tool to guide the process for the selection of informal diagnostic assessments – the first step to provide appropriate interventions.

#### ► **Jackson**

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

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

### **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 9th 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.

#### ► **Magazine**

*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*

### **It All Begins with Language**

#### **Judie Caroleo**

Strong scientific support shows that both word reading and language comprehension, though independent of one another, play significant roles in reading ability and reading comprehension. Oral language development provides a critical foundation for successful reading and writing. Teachers who understand how each skill develops and how to stimulate these critical skills can better prepare their students to learn to read. This session will outline the underlying structures of oral language and share practical strategies for providing support in the classroom.

#### ► **Royal**

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

*Audience: Early Childhood, Elementary, Instructional Support, Leadership*

### **The Memory Connection: Multisensory Strategies for Boosting Students' Working Memory Throughout Phonics Instruction**

#### **Jennifer Hasser**

Reading and comprehending text employs working memory. In this session, we will discuss the research linking dyslexia and working memory deficits and provide proven strategies to improve working memory simultaneously with all levels of phonics instruction. Participants will learn engaging multisensory activities that boost working memory and pave the way to fluent reading. Methods of scaffolding instruction so that teachers and students feel successful will be demonstrated. We will also connect research about vocabulary development to practical strategies for instruction, and ways to increase opportunities for both students and teachers to use purposeful and powerful academic vocabulary throughout the day. Teachers who understand the link between oral language and literacy achievement will be able to help children make gains that will echo in their lives for years to come.

#### ► **Commerce**

*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, Instructional Support, RtI and/or Special Education*

## 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 pressure 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 help us transform our traditional instruction into "trauma informed" instruction: instruction that can heal those vulnerable children in our care. Our language can teach empathy, acceptance, tolerance and inclusivity, and help children feel safe and engaged at school. In this session, we will discuss concrete ideas and tools to support an environment that will help our most vulnerable children look forward to coming to school, and to feel safe and cared about when they get there. This work will nurture both you and your students, all the while building a classroom that everyone is excited to come to every day.

### ► Canal

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

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

## The ABC's of ADHD

### Eric Tridas, M.D.

ADHD is one of the most common neurodevelopmental disorders of childhood that often coexists with learning challenges. During this presentation, Dr. Tridas will review the diagnostic criteria of ADHD, the impairment associated with it, common coexisting conditions and evidence-based management. Dr. Tridas will provide a practical description useful for non-medical professionals of the evidence based medical and behavior management strategies most frequently used when managing ADHD.

### ► Camp

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

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



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## Keynote Speakers



DOUGLAS FISHER



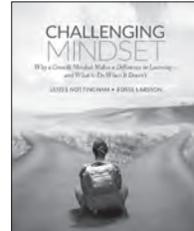
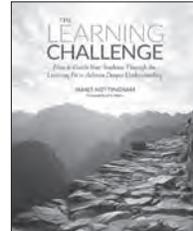
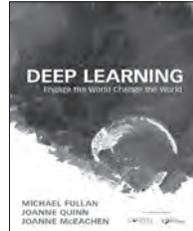
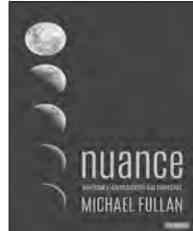
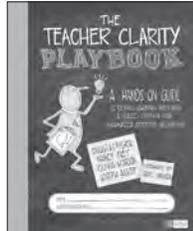
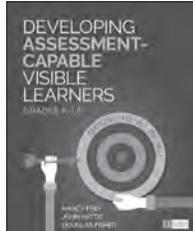
MICHAEL FULLAN



JOANNE QUINNE



JAMES NOTTINGHAM



## Session Presenters



WILEY BLEVINS



NANCY BOYLES



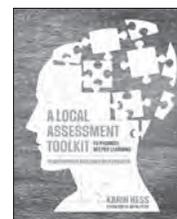
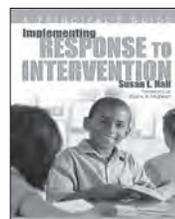
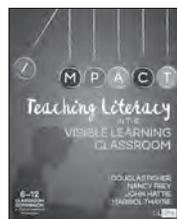
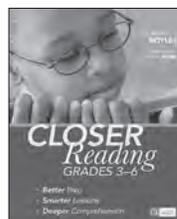
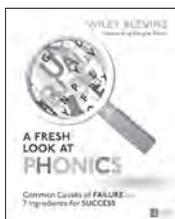
NANCY FREY



SUSAN HALL



KARIN HESS



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CORWIN Literacy



**8:00 am – 8:10 am**

Alice Thomas

► Grand Ballroom BCD

OPENING

**9:10 am – 9:10 am**

## Deep Learning: Global Competencies to Engage the World and Change the World

**Michael Fullan and Joanne Quinn**

This session will focus on our work that supports the implementation of the Six Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity and Character. One of the great discoveries in this work has been the 'helping humanity theme' in which students and teachers use a model of deep learning to become influential change agents who engage the world in wanting to learn about it, and to develop solutions to local and global problems.

A second prominent finding is about reducing inequity. We have found that deep learning, as we do it, is good for all students, but is especially good for students who are disconnected from schooling and life. We are currently working on specific strategies that will help all students, and that will increase overall learning as it reduces the inequity gap. The session will be interactive and will use concrete video examples of the key concepts in action.

► Grand Ballroom BCD

KEYNOTE

**9:30 am – 10:30 am**

## Disciplinary Literacy in the Elementary Grades

**Timothy Shanahan**

This presentation will explore and explain the concept of disciplinary literacy, and will contrast it with the more familiar concepts of basic literacy and content area literacy. Basically, disciplinary literacy refers to the specialized reading approaches used by disciplinary experts (e.g., historians, mathematicians, scientists, literary critics). Most treatments of disciplinary literacy focus on secondary education, which makes sense given the sophistication of disciplinary literacy abilities. In contrast, this presentation will emphasize what it is that K-6 teachers can do to better prepare students for the demands of disciplinary literacy.

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

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

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

## Helping Behaviorally Challenging Youth: Shifting from Power and Control to Collaboration and Problem Solving

**Ross Greene**

Collaborative & Proactive Solutions (CPS) is the empirically supported model described in Ross Greene's books *The Explosive Child*, *Lost at School*, *Lost & Found*, and *Raising Human Beings*. The CPS model has transformed thinking and practices in countless families, schools, impatient psychiatry units, and residential and juvenile detention facilities throughout the world. The CPS model has been associated with dramatic reductions in adult-child conflict, challenging behaviors, disciplinary referrals, detentions, suspensions, seclusions; and in physical, chemical, and mechanical restraints. The model represents a significant departure from discipline as usual: it focuses on solving problems rather than modifying behavior, emphasizes collaborative rather than unilateral solutions, encourages proactive rather than reactive intervention, de-emphasizes diagnostic categories, and provides practical research-based tools for assessment and intervention. It also requires changes in mindsets, practices, and structures.

► Jefferson Ballroom

*Strands: Assessment and/or Feedback, At-Risk Students, Early Childhood, 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**

**Lessons From Inside the Finnish School System**

**Timothy Walker**

In 2001 Finland surprised the world, including its own people, when the Organization for Economic Cooperation and Development (OECD) announced that the nation's 15-year-old students outperformed all others on their famous Programme for International Student Assessment (PISA), which evaluates critical-thinking skills in science, math, and reading. Today Finland still receives recognition as a top performer in international standardized tests. When U.S. teacher Timothy Walker began working at a Helsinki public school in 2013, he embarked on a journey to grasp the major differences between Finnish and American approaches to education. In this Thought Leader session, Walker shares his major takeaways from his years of living and teaching in this Nordic country. Come hear Walker's story and learn how his thinking on education has evolved through his experiences inside the Finnish school system.

► **St. Charles Ballroom**

*Strands: Leadership, Thinking and Learning*

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

**The Impact of Cultural Dialect on Reading and Writing**

**Julie Washington**

The impact of cultural language differences on learning to read is well-documented. Cultural dialects that differ from the mainstream language standard can influence reading and writing acquisition. Specifically, the density with which children use a cultural dialect has been shown to slow down the development of both reading and writing. Sometimes called linguistic distance, it has been demonstrated across languages that the further away a child is from the spoken standard the more likely it is that he/she will struggle with reading and writing development. African American English (AAE) is the most widely studied dialect of American English. Children who are high users of AAE have been found to struggle with reading, spelling, writing, and oral language development, as high dialect use represents a significant distance from the spoken and written standard. These disparities in reading acquisition are increased when children are also growing up in poverty. This session will utilize AAE as an example of an oral dialect whose use influences the rate and overall growth of reading skills among its users.

► **St. James Ballroom**

*Strands: 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*

**#PlainTalkNOLA**



**Chasing Imperfections: The Pressure on Teachers to Be Amazing**

**Kate Roberts**

These days, the pressure on teachers to be amazing – if not perfect – all of the time can send the best of us into a tailspin of expectations, insecurities, and defensiveness. Let's take a step back from the brink and calmly and joyfully examine what we can do to make our teaching better without losing our spirit.

► **Fulton**

*Strands: Assessment and Feedback, 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*

10:50 am – 12:10 pm

CONCURRENT  
SESSIONS

## Why Are We Still Teaching Reading Wrong?

### Emily Hanford

For a long time, no one really knew how children learn to read or how they should be taught. But now we know. So why do so many schools continue to cling to old ideas about reading? In this concurrent session, journalist Emily Hanford will tell the story of how she became interested in reading, what she has learned in her two years of reporting, and why this issue isn't covered more by mainstream media. This session will be designed to provoke a productive dialogue among audience members – a kind of listen and learn to expose the issues that need further exploration – and to hear from educators and others about what works when trying to change reading instruction in schools.

#### ► Jefferson Ballroom

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

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

## Getting Them All Engaged – Inclusive Active Participation

### Anita Archer

Do you have students who are not attending or participating during your lessons? In this session, Anita will present research-validated procedures for actively involving ALL students in instruction including the use of verbal responses (e.g., choral, partner, team, individual, discussions), written responses (e.g., response slates and response cards), and action responses (e.g., acting out, gestures, hand signals). Procedures will be explained, demonstrated, and practiced. Examples will represent a variety of courses and age levels.

#### ► St. Charles Ballroom

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

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

## Approaches to Phonics and Vocabulary Instruction: Word Study that Works!

### Timothy Rasinski

Word decoding (phonics), vocabulary, and spelling are essential and foundational competencies in learning to read. In this session, Tim will share innovative, practical, engaging, and proven methods for helping students to not only learn but to also take great delight in words and word study.

#### ► St. James Ballroom

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

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

## Nuance: Why Some Leaders Succeed While Others Fail

### Michael Fullan

This session will focus on the characteristics of especially effective leaders who face difficult problems. The overall orientation of such leaders involves 'nuance' which relates to how one can see the details as well as the big picture.

Three capacities in particular are described with examples: Joint Determination, Adaptability, and Culture-based Accountability. Case studies will be used to illustrate the strategies in action. A strong emphasis will be placed on how to turn around difficult situations. A major theme will focus in reducing inequity.

#### ► Fulton

*Strands: At-Risk Students, Equity, Leadership*

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



## CONCURRENT SESSIONS *continued*

**10:50 am – 12:10 pm**

### One Teacher at a Time: Supporting Teachers' Knowledge of the Science of Reading

#### Margie Gillis

Most elementary and many secondary teachers are expected to teach their students reading skills; however, the vast majority of these teachers are unprepared and/or unsupported to accomplish this task. As a profession, we must consider how to better prepare and support teachers to teach reading. If you are a teacher, an administrator, a reading specialist, or a coach, this session will present information and propose solutions to address teachers' need for substantive learning opportunities to apply the science of reading.

#### ► Jackson

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

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

### Early Identification of Dyslexia

#### Hugh Catts

Many states now require that procedures be in place to identify children with dyslexia. In this session, the challenges faced in the early identification of dyslexia will be discussed. Research indicates that dyslexia is a multifactorial disorder that does not easily lend itself to quick and accurate identification. Numerous risk and protective factors influence the development of the disorder and present challenges for early identification. Within this context, current approaches for the screening and identification of dyslexia will be presented. These include the use of benchmark assessments, checklists, and standardized tests. Advancements involving computer-adaptive testing, gamification, and speech recognition will also be considered.

#### ► Magazine

*Strands: At-risk students, Dyslexia and Other Learning Issues*  
*Audience: Elementary*

### 10 Success Factors for Getting the Best Results from Your Literacy MTSS

#### Susan Hall

Regardless of how long you've been implementing RTI/MTSS, many K-8 schools are not getting the full benefit from their efforts and therefore they are not experiencing the high acceleration of student reading score that is possible. This happens when schools leave out one or more of the critical components that lead to success. In this session, Susan will describe and discuss the 10 most important factors present in schools that are getting results from their literacy MTSS.

#### ► Royal

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

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

### Building Equity through Social Emotional Learning

#### Nancy Boyles

How do we help students understand equity by honoring heritage, respecting learning differences, expressing empathy, appreciating diversity—and growing in so many other ways that lead to inclusiveness and positive social and emotional development? We can begin with powerful picture books with characters that inspire thoughtful reflection and meaningful conversation. In this session, we will bring equity to life in the elementary classroom using a Social Emotional Learning (SEL) framework integrated with quality children's literature. Take home a bibliography of resources aimed at equity, and matched to SEL competencies and focus areas.

#### ► Commerce

*Strands: Equity, High-Yield Teaching Strategies and Tactics, Social-Emotional Issues, Thinking and Learning*

*Audience: Elementary, Instructional Support*



10:50 am – 12:10 pm

CONCURRENT  
SESSIONS  
*continued*

## The “Talk” Needed for Nurturing Social Emotional Learning

### Lucy Hart Paulson

Social emotional learning is a vital component of academic learning, and both are integrally dependent on language. Key aspects focus on how young children are learning, and equally essential is the “talk” used around them. Children are not born with social skills; they need to learn them, and we need to teach them. This session describes the interconnected nature of social and communication skill development and ways to create nurturing classrooms that foster social emotional learning as well as academic success.

#### ► Canal

*Strands: Assessment and Feedback, At-Risk Students, Early Childhood, English Language Learners, Social-Emotional Issues, Thinking and Learning*

*Audience: Early Childhood, Elementary*

## Benchmarks? Cut Scores? Norms? Oh, My!

### Jan Hasbrouck

Schools have learned that using assessment data can help them increase the academic success of their students. Data from benchmark/screening and progress monitoring assessments can be powerful aides for identifying students in need of assistance, and for making decisions about the effectiveness of an intervention. Educators are being asked to use assessments that have specific benchmarks or cut scores to guide their decision-making, but different assessments have very different benchmarks and cut scores. Why? Which norms and benchmarks should be trusted? This session will sort through the confusions around ORF assessments such as DIBELS, DIBELS Next, AIMSweb, and easyCBM.

#### ► Camp

*Strands: Assessment and Feedback, At-Risk Students, Leadership*

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

## 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.

#### ► Parish

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

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



12:15 pm – 1:15 pm

► Grand Salon, 1<sup>st</sup> floor

LUNCH



## CONCURRENT SESSIONS II

1:15 pm – 2:35 pm

### How Finland Prioritizes the Joy of Learning

#### Timothy Walker

When U.S. teacher Timothy Walker started teaching in high-performing Finland, he expected to discover cutting-edge teaching methods. What he found, instead, was an assortment of educational practices for boosting happiness and productivity in the classroom. He sees them as modest, yet powerful, strategies that can transform the schooling experience for educators and kids. While drawing upon his teaching experiences, his book – *Teach Like Finland*, and recent visits to Finnish schools, Walker will detail the importance of increasing happiness in classrooms. In this session, hear how Finland prioritizes joyful teaching and learning—and learn how American educators can follow a similar route in their districts.

#### ► Jefferson Ballroom

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

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

### Setting the Stage for Accurate and Fluent Reading: Decoding Foundation Skills K-2

#### Anita Archer

According to the Simple View of Reading, two abilities are necessary for reading comprehension: (1) decoding, the ability to transfer print into spoken language, and (2) language comprehension, the ability to understand spoken language. In this session, Anita will focus on decoding and the following component skills: print concepts, phonological awareness, phonics and word recognition, irregular word reading, sight vocabulary, and fluency. Come to this session for an update on the research for these essential components.

#### ► St. Charles Ballroom

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

### How to Lesson Plan for Any Subject, Any Student, Any Time of the Year

#### Jill Jackson

Do you remember finally getting into your education classes in college (hallelujah!) and being taught how to lesson plan using a 493-step process? Do you remember thinking, “I’ve really got the hang of this!” And then realizing that you just spent five hours planning the lesson for one subject and you have six others to go? Did anyone ever teach you how to actually plan lessons when using a scripted curriculum? I mean, the lesson is basically done for you, but you still have to turn in lesson plans! So, what gives?

These were my problems in my own teaching. I didn’t learn a realistic, useful lesson planning formula that I could apply across each of the grade levels and content areas. Honestly, much of my lesson plans looked great, but what was written in my plan book wasn’t actually what was taught, when it came right down to it. And I really didn’t like the fact that I never fully mastered lesson planning. After all, it was the foundation of everything I needed to teach in my classroom. So I decided to settle the score with lesson planning once and for all in 2018. I have spent a year researching, writing, and designing a very simple if/then-type series of steps that will help you plan the most important content, tailored right to your kids in the least amount of time. This isn’t a session only for new teachers, but for any teacher looking to streamline the lesson planning process and have a bigger impact in the classroom.

#### ► St. James Ballroom

*Strands: At-Risk Students, English Language Learners, 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*

1:15 pm – 2:35 pm

CONCURRENT  
SESSIONS II  
*continued*

## Deep Learning: Strategies for Your School or Classroom

### Joanne Quinn

Engage your students as agents of their own learning. This interactive session will examine ways teachers are using the 6 C's: communication, critical thinking, creativity, collaboration, character and citizenship to ignite learning in their students. Come examine new instructional practices, explore new learning partnerships between and among students and teachers, and consider ways to increase student choice and voice.

#### ► Fulton

*Strands: 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*

## Factor's Influencing Reading Among Low Income African American Children

### Julie Washington

Reading outcomes for African American children are poor and have not improved much in the past several decades. The 2016 National Assessment of Education Progress reported that only 17% of African American fourth graders were reading at a proficient level, with more than 8 out of 10 reading at a basic level or below. Why is this? The science of reading is stronger than any time in our history, yet there are still subgroups of seemingly typically-developing children who do not learn to read. Are we overlooking something? Is there something we could/should be doing differently for these young readers? This session will encourage discussion of the factors, both known and unknown, that might influence these outcomes, and how we can realistically tackle them.

#### ► Jackson

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

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

## Lose the Rules: Reading and Spelling Multi-syllable Words Made Easy

### Michael Hunter

Learn how to teach students to easily and accurately read and spell long words. The secret is to focus on vowels, not on rules. Participants will learn to use manipulatives to teach students to break words into syllables for reading and spelling. The technique is explicit, systematic, and multi-sensory. It is also easy! This method is appropriate for students of all ages. It can be used in kindergarten to help students read words such as batman, sunset, and picnic, and in upper grades to help students read citadel, tranquilize, and Madagascar.

#### ► Magazine

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

## Unleashing Your Personal Power

### Kristin Anderson

The amalgamation of decades of research from multiple sources clearly demonstrates that the educator is the single greatest influence on student achievement, and that what we do instructionally supersedes anything a child may come to school with. If we truly choose to own this well-proven and empowering fact, then we must also embrace the notion that educators are indeed infinitely powerful. What if we truly tapped into and released that force? What if we realized what we educators are truly capable of? In this session, participants will learn about the many benefits to fostering one's belief in her/his individual capabilities, suggest possible sources to access and strategies to use to increase their own self-efficacy, and receive tools to embed these concepts into daily practice in order to fully unleash their own personal power.

#### ► Royal

*Strands: 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*



## CONCURRENT SESSIONS II

*continued*

**1:15 pm – 2:35 pm**

### Close Reading with Below Level Readers in the Intermediate Grades

#### **Nancy Boyles**

We want all students to be able to access complex text by reading closely, but how should instruction on close reading look for below-level readers in the intermediate grades? In this session, learn to vary the instructional process, not the instructional content to maximize students' independence, deep thinking, and skill. Identify practical strategies and tools to guide readers toward better comprehension with attention to standards, Depth of Knowledge, oral rehearsal, and written response.

#### ► **Commerce**

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

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

### What the Science Actually Says: The Truth About Reading First and the Dyslexia Debate

#### **Steve Dykstra**

Take a stroll through the recent history of reading science to see where it all came from. Learn why balanced literacy may not be whole language, but is at least its love child. Then delve into the truth about Reading First, and "The Dyslexia Debate" by Elliott and Grigorenko, so you can win your next reading argument.

#### ► **Canal**

*Strands: 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*

### DIY Literacy: Creating and Using Teaching Tools to Help Students (Happily) Hold On to Writing and Work to Their Fullest

#### **Kate Roberts**

Chances are that you are working harder than ever before. Your units are chock-full of powerful lessons that push kids to higher and higher standards of learning. Often our students encounter all of this teaching without knowing how to hold on to and use it over time. In this session, Kate will introduce a few powerful tools to help students recall and use what has been taught, push themselves to work harder and more effectively, and find themselves within a packed curriculum. This will be a fast-paced, interactive session. Participants should expect to walk away with a variety of tools to help solve some of the most pernicious problems we face when helping students learn.

#### ► **Camp**

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

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



### Why Reading Fluency Should be Hot!

#### Timothy Rasinski

Despite convincing research evidence that demonstrates the importance of reading fluency in becoming a proficient reader, recent surveys of reading professionals indicate that fluency is often missing from both regular and intervention reading instruction. Based on his own work with young and adolescent readers, and the work of other reading scholars, Tim will make the case that reading fluency is indeed a critical competency for reading at every grade level, and that many students who struggle in reading are not sufficiently fluent. He will present practical, effective, and engaging strategies for making fluency instruction an integral part of any literacy classroom or intervention setting.

#### ► Jefferson Ballroom

*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, Instructional Support, Leadership, RtI and/or Special Education*

### Taking a Gradual Release of Responsibility Approach to Teaching with Complex Text

#### Timothy Shanahan

For generations, teachers have been told that in order to teach reading effectively it is important to teach students at their so-called “instructional reading levels.” Recently, however, more than 40 states have adopted educational standards requiring that students be taught to read complex text – text that is harder than the instructional level. This presentation will explore the research on this issue and provide a demonstration of how teachers could better prepare students for making sense of complex text. This instruction will take an “I do it—we do it—you do it” approach, linked to monitoring/fix-up comprehension strategies.

#### ► St. Charles Ballroom

*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*

### Teacher...It's Your Move

#### Jill Jackson

We are in a funny time in education where we know some big things probably need to change, but that change can feel really overwhelming ...almost like the profession that chose us is slipping away and becoming virtually unrecognizable. When we add in the teacher shortage, the new curriculum, and fluctuating standards and state tests, it seems that we may become buried underneath the weight of it all. But there is a way to thrive amidst the change and the uncertainty. There are a zillion opportunities to see things from a different angle and get excited about the impact we can have on kids in the next 10, 20, 30 years... impact like we haven't seen before. But it will require us to make a choice – a choice as to how we want to show up in front of our students, how deeply we prepare our lessons, who we hang out with during our lunch times and breaks, how we dress, how we collaborate with parents, and how we represent our profession with those outside of it. In this session, we will put every practice, every move, and every thought under the microscope and ask ourselves, “Is this serving my students and me well?”

Trust me, this session will not be fluffy. I will lead you through a guided activity chocked full of direct instruction that will help you determine exactly how you will spend the next 1 to 30 years in the field of education. If you're just “fine” with how things are and you're not looking to make some bold moves, then this session might not be the best fit for you.

#### ► St. James Ballroom

*Strands: At-Risk Students, English Language Learners, 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*



## CONCURRENT SESSIONS III *continued*

**2:55 pm – 4:15 pm**

**The Kids We Lose** (90 minute documentary)

### Ross Greene

The Kids We Lose is an award-winning, 90-minute documentary film about the human side of having a child or student with behavioral challenges, and the struggles faced by parents, educators, staff in facilities, mental health clinicians, and law enforcement professionals in trying to ensure that these kids receive the help they need. The Kids We Lose also exposes the often brutal, inhumane ways in which our kids with social, emotional and behavioral challenges are treated in schools, inpatient psychiatry units, residential facilities, and prisons. Their hopelessness, misery, and frustration are palpable. The human toll is hard to fathom. But these are also the most expensive kids in our society. Doing the wrong thing costs a fortune. When we don't help our most vulnerable kids, we all lose. And it's all so very unnecessary. The Kids We Lose is intended to heighten awareness and galvanize people to advocate to change things for the better.

#### ► **Fulton**

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

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

**Orthographic Mapping: WHY It's Important and HOW to Teach It**

### Susan Hall

David Kilpatrick's work emphasizes the importance of making the connection between sounds and letters explicit so that phonics will become the gateway to learning new words. Rapid and automatic recognition of the phonics pattern is a powerful way to help students know whether to read the syllable or word with a short, long, or other vowel sound. Come hear about a multisensory instructional technique that was described by one expert as "phoneme-grapheme mapping on steroids". The presenter will model using color-coded sound and letter chips that help students see phonics patterns so they can more fluently recognize them while reading unknown words. Susan will also discuss the importance of eliminating any phonemic awareness deficits with struggling readers and monitoring a student's acquisition of phonemic substitution well beyond 1st grade.

#### ► **Jackson**

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

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

**Morphology – It's a Game Changer and It's Fun!**

### Deb Glaser

Morphology is all the buzz in reading circles, but many teachers are still unsure about what morphology is, why it is important, and how to teach it. This session will present compelling research about morphology and its relationship to the development of multiple literacy skills. Through active participation with words during the session, teachers will discover ways to build their own knowledge about morphology. They will learn many teaching processes designed to engage students in creative exploration of words, and create curiosity about words, word meanings, and their etymology. Come be a word nerd with me!

#### ► **Magazine**

*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, High School, Instructional Support, Leadership, RtI and/or Special Education*



### Presentations That Make an Impact

#### Kristin Anderson

Presentations are an important part of professional learning in most school districts. They can efficiently and powerfully introduce new ideas into a system, and when they are supported with coaching and integrated with other forms of professional learning, they can have unmistakable influence on how teachers teach and how students learn. The impact presentations have, however, hinges on how effectively they are designed and delivered. An ineffective workshop can frustrate participants and damage a presenter's credibility. Based on years of coaching world-class consultants and professional developers as well as an extensive body of research, this hands-on session is designed to give presenters the tools and tips they need so that they are always well prepared to provide excellent presentations and workshops pre-, during, and post-event.

#### ► Royal

*Strands: 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*

#### “But Teacher, I Don’t Know How to Write...” Helping Young Students Develop Foundation Skills for Becoming a Writer

#### Lucy Hart Paulson

A focus on teaching writing in early childhood settings has not had the same level of traction as reading in literacy instruction. A solid body of research supports the importance of intentionally teaching writing and guides best practices in instruction. This session describes the writing process including developmental expectations, assessment strategies, and evidence-based instruction techniques to help young children build foundational writing skills that facilitate literacy learning.

#### ► Commerce

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

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

### Building Vocabulary and Literacy Skills through “The Science of Talk”

#### Judi Dodson

Words have great power. Words can change lives. The quality of teacher talk is critical to student learning, and if approached with intentionality, is linked to the quality of student talk. This session will focus on the “science of talk,” and the impact increased academic vocabulary and positive “teacher talk” can have in the classroom. Teachers will understand how their own use of language enhances students’ literacy development and achievement and enhances self-esteem as learners. We will connect research about vocabulary development to practical strategies for instruction, coupled with practical ways to create increased opportunities for both students and teachers, to increase their use of purposeful and powerful academic vocabulary throughout the day. Teachers who understand the link between oral language and literacy achievement will be able to help children make gains that will echo in their lives for years to come. We cannot simply tell children to talk more. We must create a climate that nurtures oral expression and supports the development of speaking and active listening for students. Mother Teresa said, “Kind words can be short and easy to speak but their echoes are endless.”

#### ► Canal

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

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

### Keys to Writing From Sources

#### Joan Sedita

Common Core literacy standards emphasize teaching students the skills they need to successfully read and comprehend multiple sources related to the same topic, and then integrate information from those sources to answer a written prompt. This session will present instructional strategies for explicitly teaching how to use text annotation scaffolds to help identify relevant information, how to gather information into two-column notes, and how to turn notes into written sentences and paragraphs. Scaffolds will be included for each area. A sample practice activity will be completed during the session.

#### ► Camp

*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*



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8:00 am – 8:10 am

Alice Thomas

► Grand Ballroom BCD

OPENING

8:10 am – 9:10 am

## Increasing Student Ownership in Learning: Assessment-capable Learners

### Doug Fisher

We all know that collective efficacy is the new number one influence on students' learning. And there is good reason for that. In part, efficacious teachers ensure that their students are assessment-capable, which means that students understand their current levels of performance and compare them with the desired level of learning. Assessment-capable learners and their teachers select direct, dialogic, and independent learning approaches that they know will help attain their shared learning goals. They also seek feedback from others, provide others with feedback, and monitor their learning from acquisition through consolidation to mastery.

► Grand Ballroom BCD

KEYNOTE

9:30 am – 10:50 am

## Teacher Clarity: A Key to Student Success

### 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 is 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.

► Jefferson Ballroom

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

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

## How to Intervene with Students Struggling to Think About Grade Level Text

### Jill Jackson

I don't know about you, but I knew what I needed to do when it came to providing intervention for struggling decoders. But once those students could "read" (really, what I meant was "decode"), I didn't know what to do next. So, I usually did nothing, which resulted in my students struggling to think through grade level text and ending up back where they started: in my lowest group of struggling readers. Does this sound familiar to you at all? If it does, I think I might have the answer for you - a simple plan that includes the following:

1. A prioritized list of thinking skills so you will know what to focus on and what to not worry about right now
2. A checklist to determine what students are missing and to help you find a starting point
3. A lesson plan outline for a six-week intervention plan for any of the prioritized skills

Come join me as I show you how I've simplified this instruction for myself, and leave with some super simple stuff to take right back to your classroom.

► St. Charles Ballroom

*Strands: At-Risk Students, ELL, 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



## CONCURRENT SESSIONS

*continued*

**9:30 am – 10:50 am**

### **WORDS, WORDS, WORDS: Explicit Vocabulary Instruction**

#### **Anita Archer**

Words are all we have ... for understanding new concepts, building background knowledge, expressing our ideas, and understanding narrative and informative texts. In this session, participants will expand their knowledge regarding selecting vocabulary terms for explicit instruction and effectively teaching both general academic and domain-specific vocabulary.

#### ► **St. James Ballroom**

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

### **Coaching Works! But NOT if It is Just Supervision in Disguise**

#### **Jan Hasbrouck**

Coaching can be effective, but only when all participants have a clear understanding of the purpose for coaching and coaches have a set of tools and strategies for working with all their colleagues. This session explores the research to support coaching and presents a responsive and comprehensive model called Student-Focused Coaching (Hasbrouck & Denton, 2005, 2010; Hasbrouck & Michel, 2017). Participants will leave with a clear understanding of the coaching process and a list of effective strategies.

#### ► **Fulton**

*Strands: At-Risk Students, Leadership*

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

### **Understanding the Difference between Balanced Literacy and Explicit, Systematic Reading Instruction**

#### **Linda Farrell**

The difference between “Balanced Literacy” and “Explicit, Systematic Phonics Instruction” is difficult for many teachers and administrators to understand. Yet understanding and recognizing the differences is critical to early reading success. By the end of this session, participants will be able to: (1) confidently state the attributes of each, (2) explain the differences to others and why they matter, and (3) evaluate whether the methods used in their schools and classrooms qualify as most effective, based on current research. Balanced Literacy is the stated methodology of many early reading instructional programs and of almost all early reading courses taught in colleges of education. Proponents of Balanced Literacy acknowledge that this instructional approach is difficult to define, while stating that Balanced Literacy includes phonics instruction and is research-based. The National Reading Panel’s meta-analysis and hundreds of other research studies conclude that Explicit, Systematic Phonics Instruction yields the strongest results, especially for low SES students and students with learning disabilities. This session gives examples of each instructional approach from classrooms and includes a brief review of the research associated with each of the instructional methods.

#### ► **Jackson**

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

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



9:30 am – 10:50 am

CONCURRENT  
SESSIONS  
*continued*

## The Tenacious Mindset: Understanding and Enhancing Resiliency in Fragile Learners

### Sam Goldstein

Children come into this world with varied genetic endowments to provide the inner strength and persistence that meet a myriad of developmental challenges through their childhood and adolescent years. No other species on this planet requires as much time and preparation to become a functional adult. In this concurrent session, Sam will address challenges that fragile learners experience at school. Fragile learners are those who struggle academically, emotionally, and/or behaviorally to meet the expectations and demands of organized school settings. It is estimated that fragile learners comprise 25% of the student population. Sam will describe a new model to understand and instill a tenacious mindset that will enhance resiliency in fragile learners and provide them with the emotional foundation for social, academic, and, ultimately, vocational success. He will explain the six components of a tenacious mindset. He will also offer examples of real life drawings and writings by fragile learners, and provide participants with an understanding and appreciation of the role they can play in helping fragile learners develop a tenacious mindset.

#### ► Magazine

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

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

## A Practical Approach to Better Behavior

### Suzanne Millerhebert

As educators, it is important to understand the 'why' behind challenging behaviors. In this session, participants will explore child behavior through brain research, child development, and developmentally appropriate practices. The practical approaches to challenging behaviors discussed in this session can be applied from early childhood through high school, prisons, and corporations.

#### ► Commerce

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

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

## English Learners' Spelling and Writing Development

### Elsa Cárdenas-Hagan

English learners are challenged by the complexity of the English language. This population of students also demonstrate additional spelling and written language stages that are not atypical, but rather typical for second language learners. This session will describe these stages. Participants will have opportunities to practice analyzing spelling and writing samples. Strategies for instruction will also be modeled and practiced.

#### ► Canal

*Strands: At-Risk Students, English Language Learners*

*Audience: Elementary, Middle/Jr. High*

## Multisensory Magic: How to Engage the Senses so that Learning Will Stick

### Jennifer Hasser

Current memory research tells us that dyslexic students need extensive repetition to cement concepts into memory. We also know that when students' senses are engaged, repetition time can be substantially reduced. In this lively session, participants will learn a bevy of games and activities that they can play one-on-one or in whole classroom settings to teach and reinforce instruction. We will also discuss the research-based reasons why these games work.

Teachers who understand the link between oral language and literacy achievement will be able to help children make gains that will echo in their lives for years to come. Participants should be prepared to move, have fun, and look at learning in a refreshing way.

#### ► Camp

*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, Rtl and/or Special Education*



## BRUNCH

**10:55 am – 11:55 am**

► Grand Salon, 1<sup>st</sup> floor

## CONCURRENT SESSIONS II

**11:55 am – 1:15 pm**

### From Words to Works: Building Competence in Young Writers

#### William Van Cleave

Writing is an essential skill that should be developed in primary students. In this hands-on, interactive session, participants will look at the components of written expression required of children: handwriting, spelling, syntax, and foundational paragraph skills. They will briefly examine the research, understand the connection between oral and written language, and then discuss practical strategies to build young student writers. They will learn why developing competence in these skills is important for success in elementary school but also how this foundation impacts students as they mature. Participants in this workshop leave with hands-on strategies they can implement in their instructional sessions the very next day.

#### ► Jefferson Ballroom

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

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

### Improving Written Compositions — One Sentence at a Time

#### Anita Archer

While students' essays may have an introduction, a body, and a conclusion and stay on topic, their compositions are often weak due to the weakness of the foundational ingredients ... the sentences. In this session, Anita will present procedures for teaching and refining written sentences across grades and domains. Participants will leave this session with instructional procedures that they can share with their colleagues.

#### ► St. James Ballroom

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

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

### Through the Eyes of a Struggling Reader: Three Simulations to Help Others Understand

#### Michael Hunter

We assume too often that students are unmotivated when the reality is that reading is difficult for them. This interactive workshop allows attendees to experience frustrations that struggling readers experience every school day, thereby increasing their understanding of challenges students may face. Participants can request the slides to use with teacher or parent groups.

#### ► Fulton

*Strands: Dyslexia and Other Learning Issues, Thinking and Learning*

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

### Meeting the Challenge of Struggling Adolescent Readers

#### Linda Diamond

What do we do about meeting the needs of students in middle and high school who are still struggling readers but also need to learn subject matter content? This session will focus on what must be done to ensure struggling older students learn the skills they need to become readers, and also learn the content they need to graduate and prosper in either careers or college. This session will clarify what to do to teach foundational reading skills and what is meant by academic and disciplinary literacy. The presentation will also debunk the idea promoted by many administrators that all teachers are reading teachers. Instead, the session will highlight important strategies and scaffolds all subject matter teachers can use to improve student access to complex content, while also addressing those essential skills that interventionists must teach. Because many older struggling students have been identified with specific learning disabilities, the session will also address the high-leverage practices, that benefit all students, but especially benefit students with disabilities.

#### ► Jackson

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

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

11:55 am – 1:15 pm

CONCURRENT  
SESSIONS II  
*continued*

## Five Practical Tools for Enhancing Oral Language Development Efforts

### Christie Cavanaugh

In this session, five practical tools will be demonstrated that improve practices that target oral language development. Connections to evidence-based practices and how they help children develop language and emergent literacy skills will be emphasized. The tools support (1) teacher planning and implementation of strategies and practices for enhancing a language-rich environment, (2) maximizing teacher talk and modeling, (3) building children's vocabulary through concept and topic development, (4) selecting books purposefully and planning for read-alouds with a language focus, and (5) engaging in reflective practice using a read aloud evaluation tool and video-recording. We will also discuss how they support your efforts to help children hear words often across multiple contexts, and to help children use them as part of a language-rich environment.

### ► Magazine

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

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

## Cultivating Geniuses

### Kimberly Eckert

Genius hour allows students to follow their passions, explore creativity, and find their own genius. Come learn how to plan for, support, and evaluate success while transforming your classroom, your community, and the lives of your students by strengthening student voice and choice through Genius Hour.

### ► Camp

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

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

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## STANDBY SESSIONS

*In the event of speaker cancellations due to weather or illness, these Standby Sessions will occur as replacements.*

### **Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers**

#### **Linda Farrell**

Teachers use both leveled and decodable readers for beginning reading instruction. The two types of readers are based on different instructional philosophies, sometimes at cross-purposes. Learn the specific differences between the two types of readers and how to use each effectively with beginning readers. Examine and compare examples of leveled readers and decodable readers. Also, see a demonstration of how to use each type of reader so that beginning readers develop accurate, fluent decoding while building vocabulary and background knowledge necessary for reading comprehension.

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

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

### **Teaching Reading Fluency (Not Speed Reading!)**

#### **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 and a misunderstanding of what fluency really is. This session—presented by one of the nation’s experts on fluency—provides a functional definition of reading fluency. Research-supported fluency instruction strategies that support comprehension will be presented.

*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, Leadership, Instructional Support, RtI and/or Special Education*

### **Help! My Student is Stuck at Sound-by-Sound Reading**

#### **Michael Hunter**

You have a student who demonstrates phonemic awareness by accurately blending and segmenting phonemes in words and knows all the letter names and letter sounds. Yet your student still reads by sounding each letter aloud then blending the sounds into a word. Many teachers describe their lowest students this way, and they don’t know how to help the student move to whole word reading. Most students we encounter who don’t move easily beyond sound-by-sound reading are in first, second, and third grades; but we have worked with a few of these students in fourth and fifth grade special education and Title I classes. In this session, participants will learn the steps to help the sound-by-sound reader progress to more successful and confident decoding. They will also receive and practice sample exercises to help students move beyond sound-by-sound reading.

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

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





**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.



**Kristin Anderson**

Kristin Anderson is the founder and CEO of The Brilliance Project, an organization dedicated to unleashing the expertise and capabilities that lie within every educator. Previously, she served as the director of professional learning at Corwin Press. She is a longtime student of the field, a passionate educator, and an inspirational leader. Kristin began her career as a high school English teacher for students who were kicked out of Denver Public Schools. Since then, she has worked in multiple K–12 settings in multiple instructional and administrative roles, and she has obtained advanced degrees from Sterling College, the University of Denver, and the University of Colorado. Kristin has developed professional learning programs for Edison Schools, The Leadership and Learning Center, and Corwin. She has delivered professional learning on various topics in teaching, learning, and leadership in school districts across the United States, and in Canada, London, Australia, Japan, and Zambia. She is a Visible Learning trainer for John Hattie. Over the past seven years, she has studied *Visible Learning and the Science of How We Learn* under John Hattie and was recognized as the U.S. delegate and speaker at the first annual International Conference on Visible Learning in Brisbane, Australia. Since then, she has spoken at each annual International Conference on Visible Learning in San Diego, London, and Washington D.C.; and at multiple National VL institutes and symposiums in North America and Australia. Kristin is the author of *Data Teams Success Stories Volume 1*, *Real Time Decisions*, and *Getting Started with Rigorous Curriculum Design*.



**Anita Archer**

Anita Archer, Ph.D., recipient of ten Outstanding Educator awards, 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 has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Mary Gleason including *REWARDS PLUS*, *REWARDS Writing*, and *Skills for School Success*. Most recently, Anita wrote a textbook on explicit instruction with Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011).

# 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.



**Wiley Blevins**

Wiley Blevins, M.Ed., is an early reading specialist. He taught elementary school in both the United States and South America and was Director of Special Projects for Scholastic in New York City. Wiley has written and edited many phonics and reading materials and he is the author of *Phonics from A-Z* and *Teaching Phonics and Word Study in the Intermediate Grades*. He has also coauthored with Alice Boynton *Teaching Students to Read Nonfiction*, *Nonfiction Passages with Graphic Organizers for Independent Practice*, and the *Navigating Nonfiction* program. Wiley earned his master's degree from Harvard and he lives in New York City.



**Nancy Boyles**

Nancy Boyles, Ph.D., is Professor Emerita at Southern Connecticut State University where she was professor of reading and Graduate Reading Program coordinator. Prior to that, she was a classroom teacher for many years. Nancy currently consults with districts and other organizations and agencies, providing workshops, modeling best practices in classrooms, and assisting with curriculum development. She is the author of two books on close reading: *Closer Reading, Grades 3-6: Better Prep, Smarter Lessons, Deeper Comprehension* (Corwin 2014), and *Lessons and Units for Closer Reading* (Corwin 2015). Her book with close reading lessons and units for the primary grades will be released soon. Nancy has also written six other books: *Teaching Written Response to Text*, *Constructing Meaning through Kid-Friendly Comprehension Strategy Instruction*, *Hands-On Literacy Coaching*, *That's a GREAT Answer*, *Launching RTI Comprehension Instruction with Shared Reading*, and *Rethinking Small Group Instruction in the Intermediate Grades*. In her spare time, Nancy enjoys spending time at her little beach house on Cape Cod.



**Kelly Butler**

Kelly Butler, M.Ed., is The Barksdale Reading Institute's (BRI) managing director for policy and partnerships. She brings BRI's research knowledge and teaching expertise to improve reading instruction in Mississippi public schools at all levels – teacher preparation, K-3 classrooms, instructional coaching, and school leadership. Kelly also develops partnerships with state and national organizations that promote evidence-based practices in early literacy instruction. Kelly spearheaded BRI's development of The Reading Universe®, a detailed scope and sequence for training teachers on how to deliver sequential, systemic, explicit reading instruction; and the development of a Social/Emotional Literacy project for pre-K through 8th grade. She is the project coordinator for a BRI-sponsored statewide initiative to improve teacher preparation programs focused on early literacy instruction in Mississippi's 15 public and private universities, and is lead author of Mississippi's Statewide Study on Teacher Preparation for Early Literacy Instruction. She has active partnerships with the Governor's Task Force on Teacher Preparation for Early Literacy Instruction, the Higher Education Literacy, and the Advisory Board of the Southeast Regional Educational Lab. Previously, Kelly was a teacher in the Greenwich, Connecticut public schools; served as special assistant to the Region IV Secretary of Health, Education, and Welfare; and worked extensively with a variety of nonprofit organizations in social service, health care, and education in the areas of program development, support, and evaluation. Kelly holds a bachelor's degree in special education, and a master's degree in administration, planning, and social policy from Harvard University.



**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.

# ABOUT THE PRESENTERS



**Hugh Catts**

Hugh Catts, Ph.D., is director of the College of Communication and Information at Florida State University. His research interests include the early identification and prevention of language-based reading disabilities. He is currently an investigator on two projects funded by the Institute of Education Sciences. One project involves a five-year longitudinal study designed to increase our understanding of the role of language skills in reading comprehension, and knowledge on ways to effectively increase reading comprehension through systematic classroom-based instruction. The project involves a consortium of researchers from the Florida State University, University of Kansas, Ohio State University, University of Nebraska, Lancaster University (England), and Arizona State University. In the other project, Hugh and his research team are examining the effectiveness of Response to Intervention as a framework for the identification of kindergarten children at risk for reading disabilities.



**Christie Cavanaugh**

Christie L. Cavanaugh, Ph.D., has been an educator for well over three decades, teaching in early childhood settings (including early intervention, early childhood special education, and child care), special education in elementary grades, and higher education at the University of Florida and now at the University of North Carolina at Greensboro. She has spent much of her career preparing future teachers and providing ongoing professional development to educators in the areas of language and literacy, with a particular focus on at-risk children and their families as well as high-need schools in various contexts. She has been an educational consultant for schools, districts, and state departments to improve reading instruction that raises expectations and outcomes, and support schools in their efforts to implement effective, research-based practices. She has also been engaged in helping teachers implement the principles of Universal Design for Learning. As a faculty member in the department of Specialized Education Services at UNCG, she teaches undergraduate and graduate students and coordinates efforts to implement a performance-based portfolio assessment for initial teaching licensure. Christie has maintained involvement with reading research centers in Texas and Florida and has written and presented nationally and internationally. She has also worked with colleagues to develop and revise statewide professional development programs and materials for elementary and special education teachers and administrators.



**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.





**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*.



**Nell Duke**

Nell K. Duke, Ed.D., is a professor in literacy, language, and culture, and in the combined program in education and psychology at the University of Michigan. Nell's work focuses on early literacy development, particularly among children living in poverty. Her specific areas of expertise include development of informational reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. She has served as Co-Principal Investigator of projects funded by the Institute of Education Sciences, the National Science Foundation, the Spencer Foundation, and the George Lucas Educational Foundation, among others. In 2014, Nell was awarded the P. David Pearson Scholarly Influence Award from the Literacy Research Association. She has also received awards from the American Educational Research Association, the International Reading Association, the National Council of Teachers of English, and the National Reading Conference. Nell is author and co-author of numerous journal articles and book chapters. Her most recent book is *Inside Information: Developing Powerful Readers and Writers of Informational Text through Project-based Instruction*. She is editor of *The Research-Informed Classroom* series and co-editor of the *Not This, But That* book series. Nell has served as author or consultant on several educational programs.



**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.

# ABOUT THE PRESENTERS



**Kimberly Eckert**

Kimberly Eckert, M.Ed., Louisiana's 2018 Teacher of the Year, teaches high school English. Kimberly also serves as a reading specialist. Previously, she served as a special education teacher, a reading interventionist, a TAP mentor and master teacher, and an instructional coach. Kimberly works to create meaningful learning experiences that help students of all abilities progress while developing their own voice and agency. In addition to teaching, she serves as an NEA Global Learning Fellow and a Stand for Children's LEAD Fellow. She recently received Louisiana's inaugural Public Interest Fellowship for work with Educators Rising.



**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*.



**Jack Fletcher**

Jack M. Fletcher, Ph.D., is a Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston. For the past 30 years, Jack, a board-certified child neuropsychologist, has worked on issues related to child neuropsychology, including studies of children with spina bifida, traumatic brain injury, and other acquired disorders. In the area of developmental learning and attention disorders, Jack has addressed issues related to definition and classification, neurobiological correlates, and most recently, intervention. Jack directs a Learning Disability Research Center grant and a long-term study involving genetic, neuroimaging, and neuropsychological factors in spina bifida, both funded by the National Institute of Child Health and Human Development. He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President's Commission on Excellence in Special Education. The author of 3 books and over 350 papers, Jack was the recipient of the Samuel T. Orton award from the International Dyslexia Association in 2003 and a co-recipient of the Albert J. Harris award from the International Reading Association in 2006. He is the Past President of the International Neuropsychological Society.



**Nancy Frey**

Nancy Frey, Ph.D., is a professor of Educational Leadership at San Diego State University. She is a recipient of the Christa McAuliffe award for excellence in teacher education from the American Association of State Colleges and Universities. She has co-authored several books on teaching and learning with Doug Fisher, and was a co-recipient (with Doug Fisher) of NCTE's 2004 Kate and Paul Farmer award for outstanding writing for their article, "Using Graphic Novels, Anime, and The Internet In An Urban High School," published in NCTE's English Journal. In 2008, she received the Early Career Achievement Award from the Literacy Research Association. Nancy teaches a variety of courses in school improvement and literacy leadership. Her favorite place to be is Health Sciences High and Middle College, where she learns from teachers and students every day.



**Michael Fullan**

Michael Fullan, Ph.D., Order of Canada, is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, Michael advises policymakers and local leaders around the world. He has written several prize-winning books including *Professional Capital* (with Andy Hargreaves) that won the Grawemeyer Award in 2015. His latest books are *Coherence* (with Joanne Quinn) and *Deep Learning: Engage the World Change the World* (with Joanne Quinn and Joanne McEachen), *Nuance*; and his professional autobiography *Surreal Change*. For the past 15 years he has served as Advisor to the Premier and Minister of Education in Ontario.



**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.



**Sam Goldstein**

Sam Goldstein, Ph.D., is an Assistant Clinical Instructor at the University of Utah School of Medicine and on staff at the University Neuropsychiatric Institute. He is Clinical Director of the Neurology Learning and Behavior Center. The Center conducts evaluations, consultation and provides treatment services to nearly 400 individuals and families each year. Sam has authored fifty trade and science texts as well as over fifty science based book chapters and peer reviewed research articles. He has also co-authored six psychological tests. He currently serves as Editor in Chief of the Journal of Attention Disorders and sits on the editorial boards of six peer-reviewed journals. Sam is Co-editor of the *Encyclopedia of Child Development*. Recent books include the Handbook of Resilience – 2nd Edition, Raising Resilient Children with Autism Spectrum Disorders, Handbooks of Neurodevelopmental and Genetic Disorders in Children and Adults, Assessment of Intelligence and Achievement, Assessment of Autism Spectrum Disorders, Handbook of Executive Functioning, Assessment of Impairment and Managing Children's Classroom Behavior: Creating Sustainable Resilient Classrooms. He is the co-author of the Autism Spectrum Rating Scales, Comprehensive Executive Functioning Inventory, Rating Scales of Impairment and the Cognitive Assessment System Second Edition. Currently Sam has three books and four psychological tests in development. He has lectured to thousands of professionals and the lay public in the U.S., South America, Asia, Australia and Europe.



**Ross Greene**

Ross W. Greene, Ph.D., is the originator of the innovative, evidence-based approach known as Collaborative and Proactive Solutions (CPS), as described in his influential books *Raising Human Beings: Creating a Collaborative Partnership with Your Child* (2016), *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated* (2014, 1998), *Lost at School* (2014), and *Lost & Found* (2016). Ross has worked with several thousand behaviorally challenging kids and their caregivers, and he and his colleagues have overseen implementation and evaluation of the CPS model in hundreds of schools, inpatient psychiatry units, and residential and juvenile detention facilities, with dramatic effect: significant reductions in discipline referrals, detentions, suspensions, and use of restraint procedures and solitary confinement. He has infused the parenting and teaching of all kids with humanity, empathy, and compassion. Ross was on the faculty at Harvard Medical School for over 20 years and is now Founding Director of the non-profit Lives in the Balance. He is also an adjunct faculty member in the Department of Psychology at Virginia Tech and in the Faculty of Science at the University of Technology in Sydney, Australia. He is also Developer and Executive Producer of the recently released documentary film, *The Kids We Lose*.





**Susan Hall**

Susan Hall, Ed.D., is co-founder and president of 95 Percent Group Inc., a company that helps educators identify and address the needs of struggling readers. 95 Percent Group specializes in the use of literacy assessment data to place students in groups for tiers of intervention, as well as instructional strategies to address specific skill deficits in a MTSS framework. Susan is a nationally certified trainer of *DIBELS*<sup>®</sup> and *LETRS*<sup>®</sup>. She is author of *Implementing Response to Intervention*, and *Jumpstart RTI*, and *I've DIBEL'd, Now What?!*. Susan is coauthor with Louisa Moats of three publications, *Straight Talk About Reading*, *Parenting a Struggling Reader*, and *LETRS* Module 7, 2nd edition.



**Emily Hanford**

Emily Hanford is a senior correspondent and producer for APM Reports, the documentary and investigative journalism group at American Public Media. She has been working in public radio as a reporter, editor and program host for more than two decades and has been reporting on education full time since 2008. Emily has written for The New York Times, NPR, Washington Monthly, the Los Angeles Times and other publications. Her work has won numerous honors including a duPont-Columbia Award, a Casey Medal and awards from the Education Writers Association and the Associated Press. In 2017, she won the Excellence in Media Reporting on Education Research Award from the American Educational Research Association. Emily is a graduate of Amherst College. She is based in Washington, D.C. You can find her audio documentaries at [apmreports.org](http://apmreports.org) and on the podcast, Educate.



**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.



# ABOUT THE PRESENTERS



**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-lead 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.



**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.



**David Kilpatrick**

David A. Kilpatrick, Ph.D., is associate 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. An expert and experienced clinician who excels in reading assessment and intervention, David has conducted over 1,000 student evaluations for reading difficulties and disabilities. He the author of two books on reading: *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*.



**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).

# ABOUT THE PRESENTERS



**Suzanne Millerhebert**

Suzanne “Suzea” Millerhebert, M.Ed., is an early childhood coordinator at CDL. With over 30 years of experience in education across multiple states, primarily in early childhood, Suzea uses her passion to support early childhood educators from all walks of life. Suzea has a bachelor’s degree in elementary education from Southeastern Louisiana University and a Master of Education from the University of New Orleans in curriculum and instruction with a focus in early childhood and a minor in special education. Additionally, she is a CLASS reliable observer in infant, toddler, and Pre-K.



**James Nottingham**

James Nottingham is the founder of Challenging Learning. His passion is in transforming the most up-to-date research into strategies that really work in the classroom. He is well known throughout Scandinavia for his work with John Hattie’s Visible Learning. Internationally, he is known for his work on challenge, progress, and the Learning Pit. His first book, *Challenging Learning*, has been published in five languages and received widespread critical acclaim. He authored *The Learning Challenge* in 2017. Currently he is writing a series of challenging learning books to share best strategies for dialogue, feedback, mindset, and questioning. Before becoming a teacher, James worked on a pig farm, in the chemical industry, for the American Red Cross, and as a teaching assistant in a school for deaf children. At university, he gained a first class honors degree in education (a major turnaround after having failed miserably at school). He then worked as a teacher and leader in primary and secondary schools in the United Kingdom before co-founding an award-winning, multi-million pound regeneration project supporting education, public, and voluntary organizations across north east England. James has been listed among the United Kingdom’s Future 500 – a definitive list of “the most forward-thinking and brightest innovators.” He has been described by Skolvärlden (the Swedish Teaching Union) as “one of the most talked about names in the world of school development.”



**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*, (2nd 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.



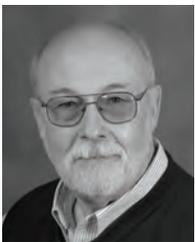
**Amy Poirier**

Amy Poirier is the supervisor 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 way. 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 is currently pursuing a master's degree in early childhood education at Kansas State University where she is researching early childhood pedagogical leadership.



**Joanne Quinn**

Joanne Quinn, MBA, is an international consultant, author, and speaker. She leads her own consulting firm focused on whole system change, capacity building, learning, and leadership. She is a co-founder and Global Director of New Pedagogies for Deep Learning, a global partnership focused on transforming learning. Joanne consults with governments, foundations, and education systems. She leads whole system change projects at the state/province, national, and global levels. Joanne has provided leadership at all levels of education as a superintendent of education, Implementation Advisor to the Ontario Ministry of Education, and Director of Continuing Education at the University of Toronto. She is past president of Learning Forward and founding president of the Ontario affiliate. Her recent books include *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* with Michael Fullan; *The Taking Guide for Building Coherence in Schools, Districts and Systems* with Michael Fullan and Eleanor Adam; and *Deep Learning, Engage the World Change the World*, with Michael Fullan and Joanne McEachen. Joanne's diverse leadership roles and her passion to open windows of opportunity for all, give her a unique perspective on influencing positive change. Joanne is a member of the Center for Development and Learning's Professional Advisory Board.



**Timothy Rasinski**

Timothy Rasinski, Ph.D., is professor of literacy education at Kent State University and director of its award-winning reading clinic. Prior to coming to Kent State Tim taught literacy education at the University of Georgia. He taught for several years as an elementary and middle school classroom and Title I teacher in Omaha, Nebraska. His scholarly interests include reading fluency and word study, reading in the elementary and middle grades, and readers who struggle. Tim has written over 200 articles and has authored, co-authored or edited over 50 books or curriculum programs on reading education, including *The Fluent Reader* and *The Fluent Reader in Action*. His research on reading has been cited by the National Reading Panel and has been published in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Reading Psychology*, and the *Journal of Educational Research*. In 2010 Tim was elected to the International Reading Hall of Fame.



**Kate Roberts**

Kate Roberts is a national literacy consultant and author. She taught reading and writing in Brooklyn, NY, and worked as a literacy coach before joining the Teachers College Reading and Writing Project in 2005, where she worked as a Lead Staff Developer for 11 years. Kate's latest book, *A Novel Approach*, asks how we can teach whole class novels while still holding onto student centered practices like readers workshop. She is also the co-author of *Falling in Love with Close Reading* (with Christopher Lehman), *DIY Literacy* (with Maggie Beattie Roberts), and she co-wrote two Units of Study books on Literary Essay. Her work with students across the country has led to her belief that all kids can be insightful, academic thinkers when the work is demystified, broken down, and made engaging. To this end, Kate has worked nationally and internationally to help teachers, schools, and districts develop and implement strong teaching practices and curriculum.

# ABOUT THE PRESENTERS



**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 to 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.



**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.



**Libbie Sonnier-Netto**

Libbie Sonnier-Netto, Ph.D., is CDL's vice president of programs where she leverages over 17 years of experience in the field of education to improve the life chances of children, particularly those most at risk due to income, education, environment, and health. Libbie's passion for under-represented populations has provided her a broad range of experience leading teams of individuals in system-wide initiatives. She has led the development and implementation of statewide programs as a state director of two federal programs managing budgets in excess of \$3 million as well as developing and implementing pilot programs in three states across multiple agencies and community partners to improve efficiency and efficacy of direct services to children, parents, and caregivers. Additionally, Libbie has drafted and assisted in passing state statute, legislation, regulation, and policy. Libbie holds a bachelor's degree in special education from the University of Southern Mississippi, a Master of Education in early childhood intervention and family support services from the University of North Carolina at Chapel Hill, and a Ph.D. in human development from Virginia Tech. She is the co-author of multiple publications and technical reports, training curriculums, and, with Sharon Ramey and Craig Ramey, the *Four Diamonds Checklist*. Libbie is recognized as trail blazer in her advocacy efforts supporting marginalized populations and is the recipient of the Hulick Serving Spirit Fellowship Award for her commitment to individuals with disabilities across the life course.



**Alice Thomas**

Alice Thomas, M.Ed., is the founder, president and CEO of the Center for Development and Learning (CDL). Alice's work is guided by a steadfast belief that all children, regardless of how they look, where they come from or how they learn, can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments. In addition to executive duties, she facilitates professional learning for school leaders, teachers, and related specialists. Alice previously served as a teacher, counselor, and intervention specialist. She has taught university graduate courses on differentiating instruction for struggling students. She is a Learning Forward Academy graduate. She is the creator and director of the annual evidence-based *Plain Talk About Literacy and Learning Institute*. Alice is coauthor of the *Plain Talk About Learning* professional learning curriculum, the *Right from Birth* parent/caregiver training curriculum, and the *Teens & Tots* curriculum; and editor of CDL's online blog. Alice completed a fellowship in neurodevelopmental variations at the University of North Carolina – Chapel Hill, and doctoral level studies in change leadership at the University of Toronto. She is the recipient of the New Orleans Children's Defense Fund's Champions for Children award and the International Dyslexia Association's 2013 Presidential Award for Excellence.



**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*.



**Eileen Truax**

Eileen Truax, M.A., is a Los Angeles-based journalist who covers migration, politics and US-Mexico relations. She was born in Mexico City, where she was a political reporter and a Congress correspondent. She moved to the United States in 2004, and worked for *La Opinión*, the largest U.S. Spanish-Language newspaper, for seven years. Eileen's work has been published in several media outlets in the U.S., Latin America and Spain, such as the Spanish editions of *The New York Times*, *Newsweek* and *Vice*; *Americas Quarterly*; *Al Día News*; and *Gatopardo* magazine. She is the author of three books – *Dreamers: an Immigrant Generation's Fight for their American Dream* (2015), *We Built the Wall: How the US keeps out asylum seekers from Mexico, Central America and Beyond* (2018), and *How does it feel to be unwanted: Stories of resistance and resilience from Mexicans living in the United States* (2018). She often speaks at colleges and universities about immigration and the Dreamers movement. Eileen holds a B.A. in Social Communication and an M.A. in Communication and Politics. She has been a fellow with the International Center for Journalists, the International Women Media Foundation, the Knight Digital Media Center, and the Iberoamerican Foundation for New Journalism. She has been a board member of the National Association of Hispanic Journalists (NAHJ). Eileen received the 2010 and 2015 José Martí Publishing Award from the National Association of Hispanic Publications, the Media Woman of the Year Award from the California State Legislature (2010), and an Honorary Mention from the Inter-American Press Society (2016).

# ABOUT THE PRESENTERS



**William Van Cleave**

William Van Cleave, M.A., 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.



**Timothy Walker**

Timothy D. Walker, M.A., is an American teacher living in Espoo, Finland, and the author of *Teach Like Finland: 33 Simple Strategies for Joyful Classrooms* (2017) and the co-author of a forthcoming book, with Finnish scholar Pasi Sahlberg, about trust in education. He has written extensively about his experiences for *The Atlantic*, *Educational Leadership*, *Education Week Teacher*, and on his blog, *Taught by Finland*. Since starting his teaching career in public schools in Chelsea, Massachusetts in 2009, Tim has been a classroom teacher in grades 1-2 and 5-6 in the United States and in Helsinki and Espoo in Finland. During the 2013-2014 school year, all while teaching fifth graders, he completed his master's degree. Today he teaches English language arts at a school in the city of Espoo. Tim is a doctoral student at the University of Helsinki where he studies the pedagogy of play. Inspired by his work in Finnish schools, he speaks internationally about the importance of play, trust, and joy in education.



**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.



**Daniel Willingham**

Daniel Willingham, Ph.D., is currently Professor of Psychology at the University of Virginia, where he has taught since 1992. 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?*, and *Raising Kids Who Read*. His writing on education has appeared in thirteen languages. Dan earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990.

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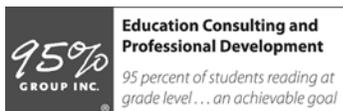


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## 95 Percent Group Inc.

95 Percent Group Inc., is an education company focused on helping teachers identify and effectively address the needs of struggling readers. We provide professional development, diagnostic assessments, and instructional materials to implement MTSS/RTI frameworks and to ensure that students receive targeted, research-based reading interventions to address specific skill deficits.



The APPLE Group  
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## 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 the group to reach these kids and to change reading instruction in our schools. The group offers training and support to parents and teachers: bringing in trainers to teach the science of reading; offering tutoring; helping universities design programs that teach the Knowledge and Practice Standards for effective reading instruction; and helping pass dyslexia and science of reading laws. The APPLE Group has trained hundreds of educators and parents in structured language, specifically CONNECTIONS, at the interventionist and therapist level.



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## 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.



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## National Center on Improving Literacy

National Center on Improving Literacy  
5292 University of Oregon  
Eugene, OR 97403  
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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.



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## Neuhaus Education Center

Neuhaus Education Center is a 501(c)(3) non-profit educational foundation dedicated to promoting reading success. Neuhaus specializes evidence-based multisensory reading instruction and professional learning for classroom, intervention and remediation teacher and leaders in grades K-12. Delivery includes mentoring, individual instruction, online programming and on-site courses. Our staff include licensed dyslexia therapists, authors in peer-reviewed journals and textbook chapters, board members of international organizations that promote evidence-based reading instruction and Texas Dyslexia Handbook committee members. Neuhaus experts want to help you customize a plan to meet your ELA challenges.

# 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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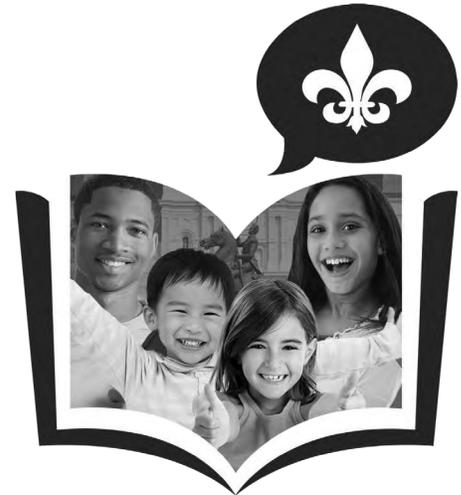
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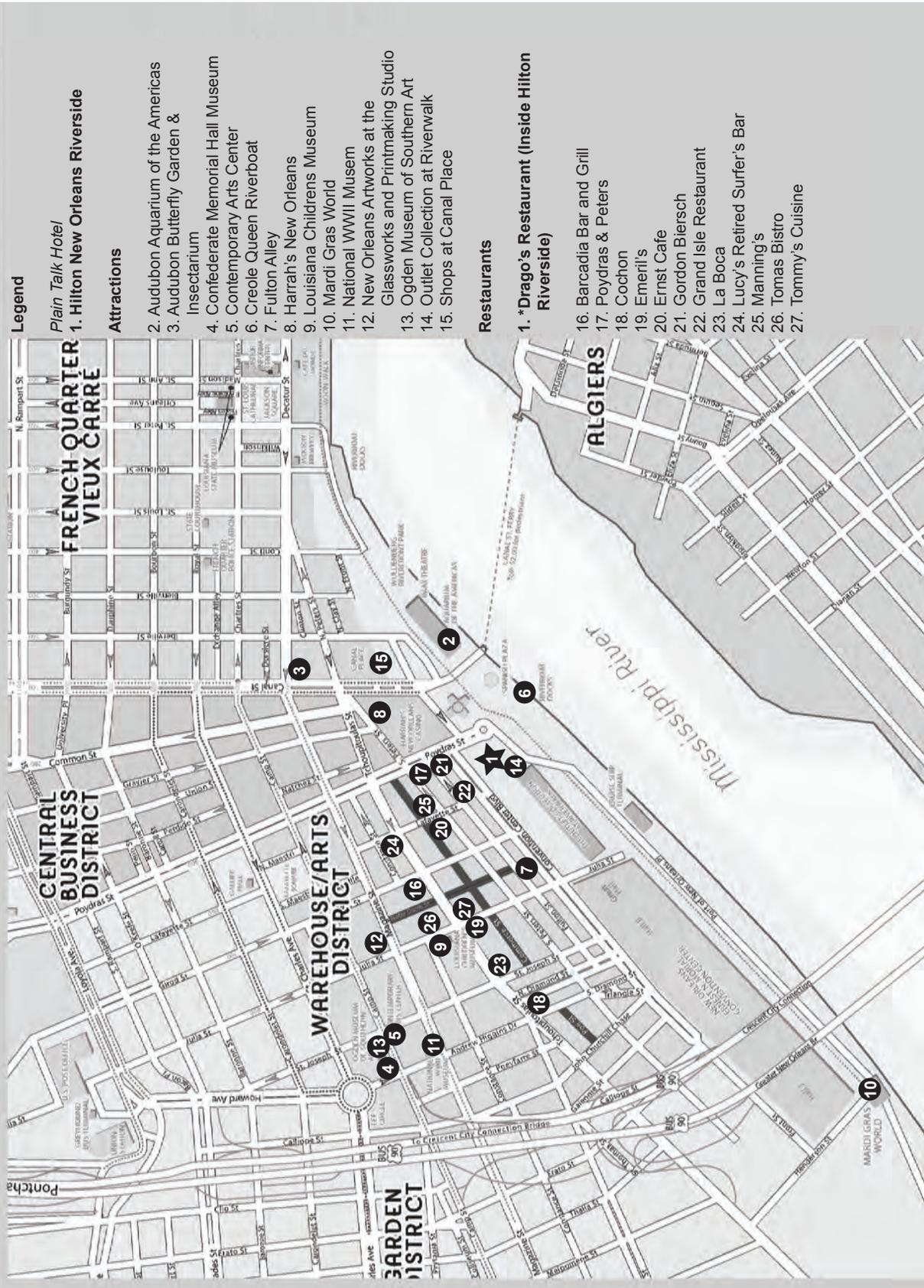


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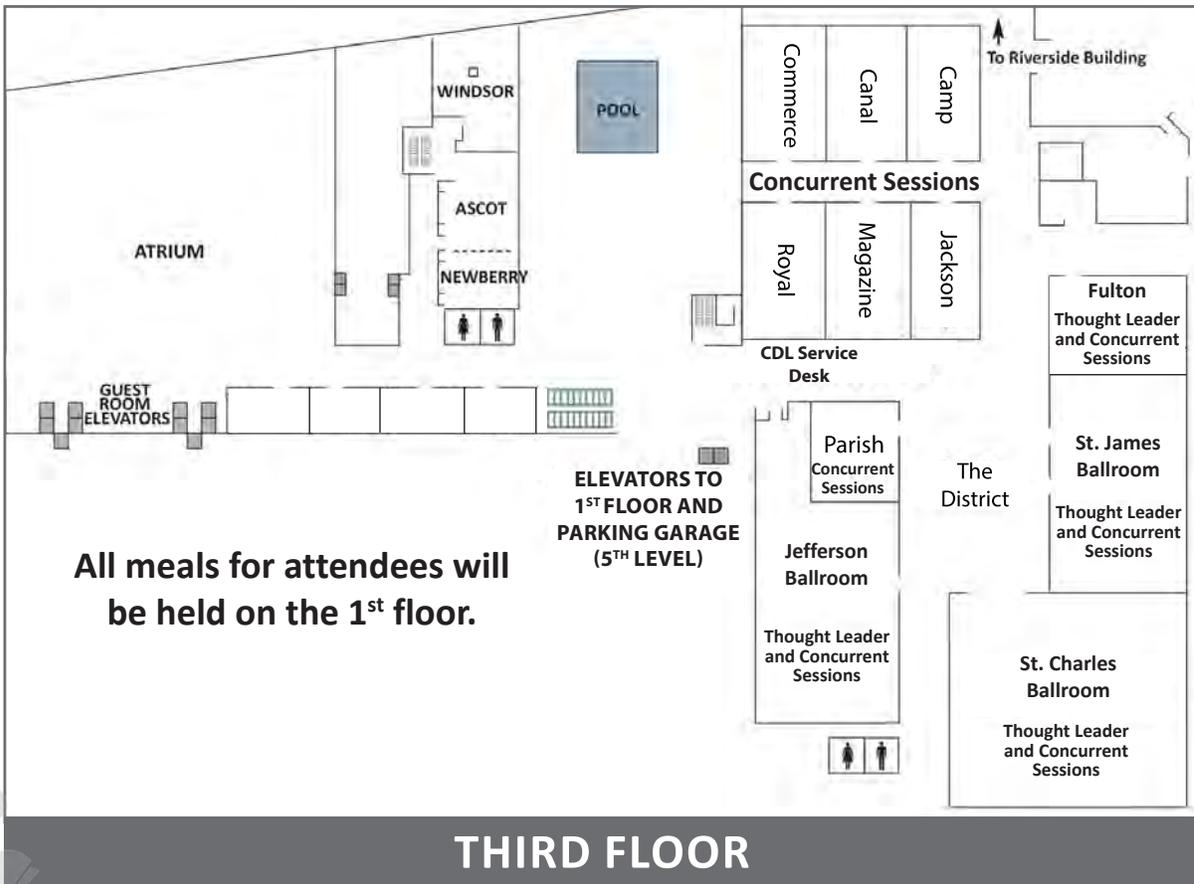
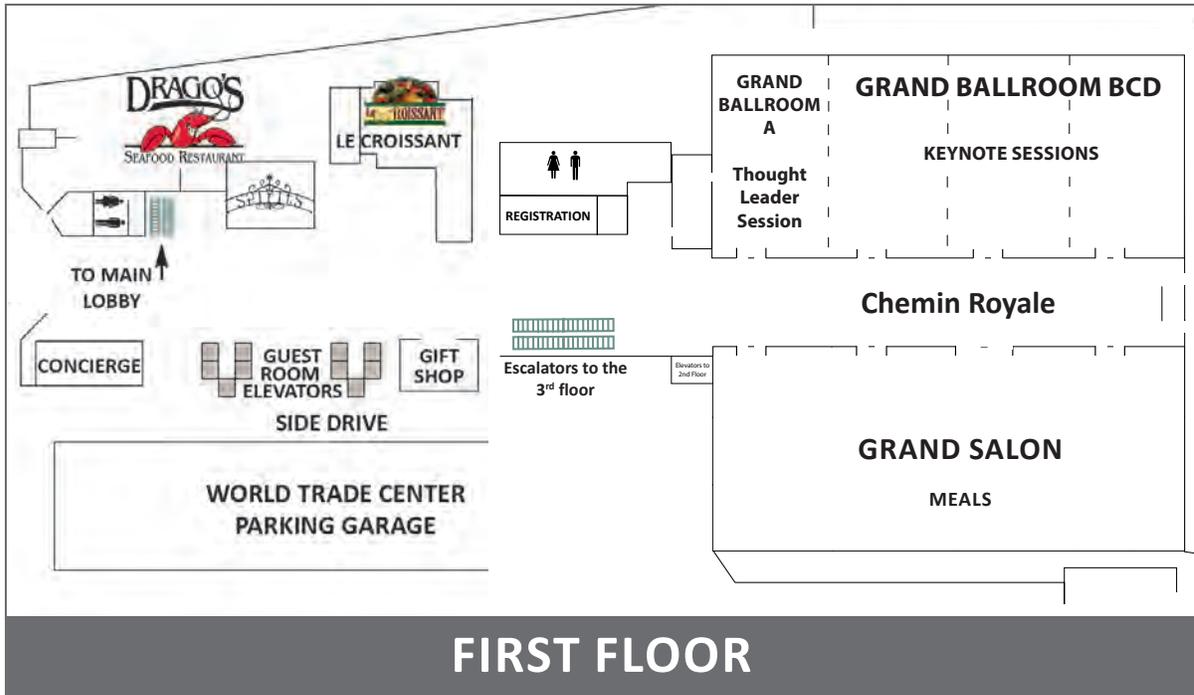
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# HILTON NEW ORLEANS RIVERSIDE



# **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%

93%

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

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

65%

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

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Focus. Network. Grow.**

*Have fun!*

