

THE CENTER   
for Literacy & Learning



# PLAIN TALK ABOUT LITERACY AND LEARNING<sup>®</sup>

sponsored by | Amplify.



*Literacy, Learning and  
Laissez Les Bons Temps Rouler*

**HILTON NEW ORLEANS RIVERSIDE**

**FEB. 9-11, 2022**





## The Science of Reading is for everyone.

When teachers use research-aligned methods, all students benefit. Whether you're just starting out, or bringing inspiration to your whole district, Amplify is proud to be part of your Science of Reading journey.

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Digital remediation and enrichment

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High-quality core curriculum to extend the Science of Reading journey

Stop by our booth to meet Susan Lambert, host of Science of Reading: The Podcast. Record your own Science of Reading story and receive a **free gift!**



Amplify.

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for Literacy & Learning



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# INSTITUTE INFORMATION

Welcome to New Orleans, one of the oldest cities in America. The Crescent City is a gumbo of people, culture, music and history. Over the next three days, Plain Talk About Literacy and Learning®, sponsored by Amplify, will be energizing, inspiring and informative. You will hear and interact with some of the top experts in our field. New friendships will be created and memories will be made. You will leave with new insights, knowledge and strategies around literacy and learning that can make a life-changing impact in a student’s life. It’s time for Literacy, Learning and Laissez les bons temps rouler!

### SERVICE DESK

The Center for Literacy & Learning service desk is located at the registration counter on the 1st floor. Institute staff will be available to assist you with any needs that may arise.



**Service hours**  
Tuesday 3:00pm - 7:30pm  
Wednesday 7:00am - 4:15pm  
Thursday 7:00am - 4:15pm  
Friday 7:00am - 1:15pm

### HOTEL MEETING ROOM MAP

A map of the Plain Talk meeting rooms is located on **page 77** of this program book.

### BATHROOMS

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



### MEETING ROOM CAPACITY

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

Please select alternative choices for each time slot on your Agenda-at-a-Glance on pages 4-8 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.

### ROOM TEMPERATURE

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

### ELECTRONIC HANDOUTS

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

If you did not receive this email, please check your spam folder. If the email is not there, please report to The Center for Literacy & Learning 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 name tag ribbons that identify them as “staff.” These individuals are available to answer your questions, provide directions, and serve as room monitors.



### PlainTalkNOLA APP

To make Plain Talk as social as possible, download the official **PlainTalkNOLA mobile app**, brought to you by hand2mind. Start networking and accessing the content! Download instructions are on the **bottom of page 2** of this program book.

### EVALUATIONS

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

### MEALS

**Breakfast**  
Breakfast will be served beginning at 7:00am in Churchill on the 2nd floor.

**Lunch**  
Lunch will be served beginning at 12:15pm on Wednesday and Thursday in Churchill on the 2nd floor. You may also enjoy our Lunch and Learn sessions on the 3rd floor in the St. Charles and the Jefferson Ballrooms.



**Brunch**  
Brunch will be served at 10:55am on Friday in the St. Charles and Jefferson Ballrooms on the 3rd floor. **LOUISIANA ATTENDEES**, a special brunch, sponsored by Acadiance Learning, is planned for you in Churchill on the 2nd floor. Meet us there.

### CERTIFICATES OF ATTENDANCE

To receive an electronic copy of your certificate of attendance, email us at **plaintalk@mycfl.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.

Great news for Academic Language Therapy Association (ALTA) members, Plain Talk has been pre-approved for CE credits! Please note that CE’s are only granted for direct instruction and not granted for lunch or breaks. Participants seeking CEs for this event must upload a certificate of attendance to be eligible for CE credit per the ALTA Continuing Education Policy.

### SOCIAL MEDIA

Join the conversation or share your thoughts about Plain Talk on Twitter, Facebook, and our app! Plain Talk 2022 will tweet from **@cfl\_teach** and will post on **facebook.com/mycfl.org**. For Twitter and Facebook, use the hashtag **#PlainTalkNOLA**. Be sure to check regularly, as there will be contests throughout the Institute.



### A LITTLE EXTRA FUN

Make sure to stop by the 360 Photo booth on Wednesday from 9 am to 3 pm across from the registration booth to capture your time at Plain Talk in a very unique way. You can always stop by the Step and Repeat photo booth/selfie station that will be up throughout the conference near the registration booth. Don’t forget to tag **#PlainTalkNOLA** when posting pictures.



### 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 The Center for Literacy & Learning is responsible for any injuries or losses that occur in conjunction with Plain Talk.

### EXHIBITORS

Be sure to allow yourself ample time to visit the exhibits located in The Chemin Foyer on the 1st 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 The Center for Literacy & Learning.

### INTERNET IN MEETING SPACE

Network Name: **PlainTalkNOLA**  
Access Code: **Heggerty22**



### Internet Access

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Download the official Plain TalkNola App.



**PlainTalkNOLA**

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Access Materials, Interact  
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about Plain Talk

**EVENT PASSWORD:  
PT2022**



# AGENDA AT-A-GLANCE

**WEDNESDAY, FEBRUARY 9, 2022**

**BREAKFAST 7:00am - 7:50am**

**WELCOME 8:00am - 8:10am**

**Grand Ballroom, 1st Floor**

- **Dr. John E. Wyble, President and CEO**
- **Susan Lambert, Amplify**

**KEYNOTE 8:10am - 9:10am**

**Grand Ballroom, 1st Floor**

See the Sound - **Mickey Smith, Jr.**

**BREAK 9:10am - 9:30am**

**THOUGHT LEADERS 9:30am - 10:30am**

**1st Floor**

- **What Good is Education if People Ignore the Facts? - Daniel Willingham** > Grand Ballroom D
- **Embracing the Scientific Revolution in Reading, and Dragging Your Colleagues Along with you - David Kilpatrick** > Grand Ballroom B/C
- **Uplifting Language Variation in the Classroom: The Role of Translanguaging for Supporting Diverse Language Users - Julie Washington** > Grand Ballroom A
- **W.A.T.E.R. - Jeff McManus** > Salon 1

**BREAK 10:30am - 10:50am**

**CONCURRENT SESSIONS I 10:50am - 12:10pm**

**1st Floor**

- **Assessment and Word-Level Reading Skills - David Kilpatrick** > Grand Ballroom D
- **Instructional Leaders as Agents of Change - Ernesto Ortiz, Jr.** > Grand Salon A
- **Vivacious Vocabulary for Voluminous Verbiage - Iantha Ussin** > Grand Salon D
- **The Power of a Literacy Plan - Michell Hostetler and Matt Donaldson (Teacher Speaker Series)** > Grand Salon B
- **Bridges to Literacy for English Learners - Elsa Cárdenas-Hagan** > Salon 2
- **How True Science of Reading Instruction Transforms Districts - Susan Lambert and Panel** > Grand Ballroom B/C
- **How a Dyslexic Man Learned to Read after Decades of Struggle - Nora Chahbazi and David Chalk** > Grand Ballroom A
- **Connecting Writing to the Science of Reading: Foundations for Developing Writing in Young Learners - Lucy Hart Paulson** > Salon 1

**LUNCH 12:15pm - 1:30pm**

**Churchill, 2nd Floor, Lunch and Learns, 3rd Floor**

- **Lunch and Learn with Amplify - Share How the Science of Reading is Transforming Your District** > St. Charles Ballroom, 3rd Floor
- **Lunch and Learn with Schools Cubed - Aligning Literacy Improvement Efforts with the Evidence: The Schools Cubed Process** > Jefferson Ballroom, 3rd Floor

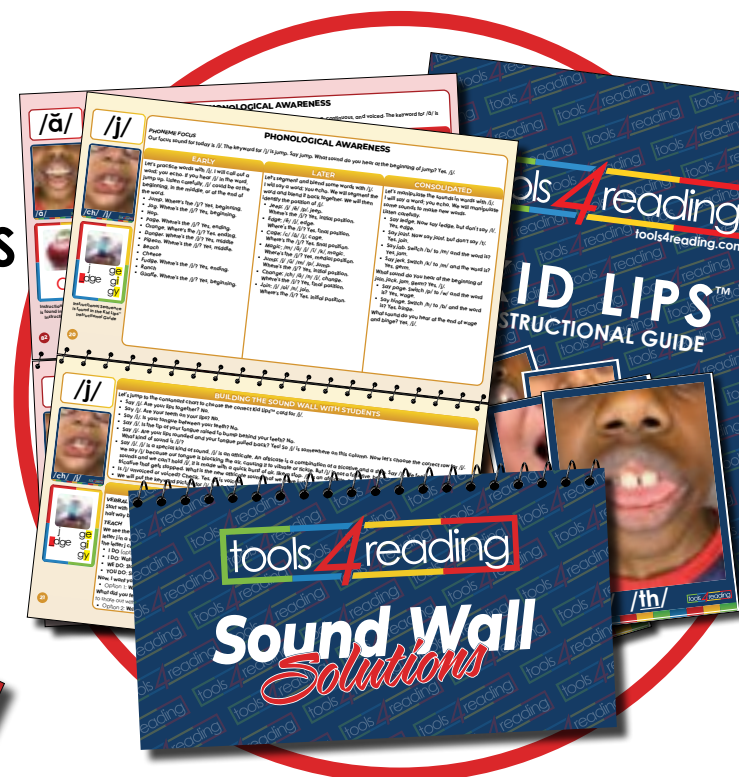
**CONCURRENT SESSIONS II 1:30pm - 2:50pm**

**1st Floor**

- **Teaching Reading to Children Who Speak Varieties of English - Julie Washington** > Grand Ballroom B/C
- **Improving Reading Comprehension - Daniel Willingham** > Grand Ballroom A
- **The Writing Rope: Evidence-Based Writing Instruction - Joan Sedita** > Grand Ballroom D
- **Handwriting: A Major Player in Literacy - Laura Stewart** > Grand Salon A
- **Evaluating Curricula for Foundational Skills Instruction Based on the Science of Reading - Linda Farrell** > Salon 2
- **Identifying Students with Dyslexia in a Sea of Struggling Readers - Tim Odegard** > Grand Salon B
- **Lions, Tigers, Bears, Data, Oh My! - Alana Mangham (Teacher Speaker Series)** > Grand Salon D
- **Nurturing our Teachers and Students: Creating a safe space for teaching and learning in troubling times - Judi Dodson** > Salon 1

## SOUND WALL SOLUTIONS AND KID LIPS

Sound wall materials and phonemic awareness activities



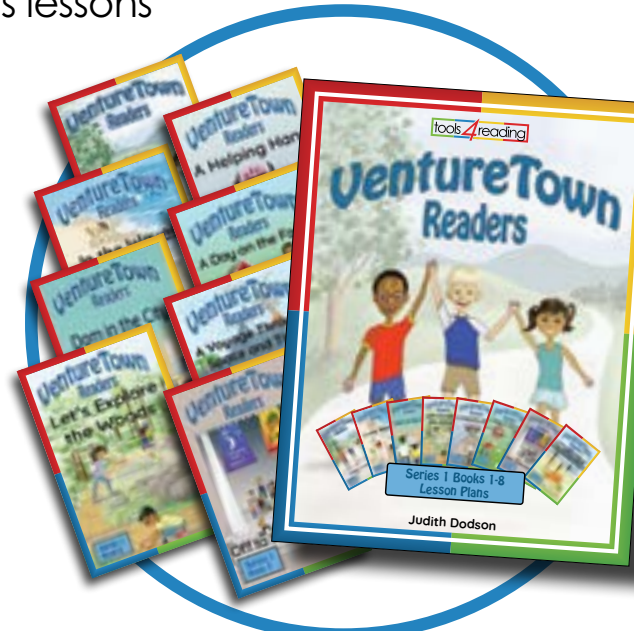
## PHONEME/GRAPHEME CARDS

Instructional materials for structured phonics lessons



## VENTURE TOWN READERS - BEYOND DECODABLES

A series that includes advanced phonics and language based activities with a social-emotional focus



[tools4reading.com](https://tools4reading.com) [/tools4reading](https://facebook.com/tools4reading) [@tools4reading](https://instagram.com/tools4reading)



BREAK 2:50pm – 3:10pm		
CONCURRENT SESSIONS III 3:10pm - 4:30pm		1st Floor
<input type="checkbox"/> Sound180 Living: Establish Your Purpose & Perspective at Work and at Home with the Promise-Compass - <b>Mickey Smith, Jr.</b>		> Grand Salon D
<input type="checkbox"/> Combating the Literacy Crisis: Early Literacy Policy and Literacy Leadership as Catalysts for Change - <b>Kymyona Burk</b>		> Salon 2
<input type="checkbox"/> More than Memorization: Dispelling Myths of Spelling - <b>Megan Roberts (Teacher Speaker Series)</b>		> Grand Salon A
<input type="checkbox"/> Everything You Always Wanted to Know about What Your ORF Data Means but Were Afraid to Ask - <b>Heidi Beverine-Curry</b>		> Grand Ballroom A
<input type="checkbox"/> A Recipe to Last a Lifetime: Blending Ingredients of Social Communication, Executive Function and Early Literacy - <b>Lucy Hart Paulson</b>		> Salon 1
<input type="checkbox"/> Improving Adolescent Literacy: Effective Classroom and Intervention Practices - <b>Joan Sedita</b>		> Grand Ballroom D
<input type="checkbox"/> Applications of W.A.T.E.R. - <b>Jeff McManus</b>		> Grand Salon B

THURSDAY, FEBRUARY 10, 2022

BREAKFAST 7:00am - 7:45am		
WELCOME 7:50am - 8:10am		Grand Ballroom, 1st Floor
<ul style="list-style-type: none"> <li>• Dr. John E. Wyble, President and CEO</li> <li>• Dr. Cade Brumley, Superintendent, La. Department of Education</li> </ul>		
KEYNOTE 8:10am - 9:10am		Grand Ballroom, 1st Floor
The Acquisition of Reading: From Brain Imaging to the Classroom (VIA ZOOM) - <b>Stanislas Dehaene</b>		
BREAK 9:10am – 9:30am		
THOUGHT LEADERS 9:30am - 10:30am		1st Floor
<input type="checkbox"/> Using the Science of Reading to Guide the Intensification of Reading Interventions - <b>Carlin Conner and Emily Solari</b>		> Salon 1
<input type="checkbox"/> High Frequency Words: Considerations Based on Research - <b>Katie Pace Miles</b>		> Grand Ballroom D
<input type="checkbox"/> Beyond Intuition: Surprising facts about the eyes and the brain that impact reading - <b>Jane Ashby</b>		> Grand Ballroom A
<input type="checkbox"/> Literacy and Liberation - <b>Shawn Robinson</b>		> Grand Ballroom B/C
BREAK 10:30am – 10:50am		



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Beginner range

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CONCURRENT SESSIONS I 10:50am - 12:10pm1st Floor

- Spelling: Visible Language to Inform Instruction and Intervention - Pam Kastner > Salon 1
- Coaching: Progress is a Process - Mississippi Literacy Leadership Team > Grand Ballroom D
- Dyslexia Advocacy: Parents as Partners - DeJenne' Clark Jackson > Grand Salon B
- Applying a Simultaneous Tri Multi-Sensory Instruction Procedure for Adolescents - Shawn Robinson > Grand Salon A
- Building Resilience: Trauma-Informed Systems of Support - Ricky Robertson > Grand Ballroom A
- Teaching Morphological Awareness: It's Mesmerizing! - Deb Glaser > Salon 2
- Sight Word Recognition: Beyond the Eye and into the Brain - Janeé Butler (Teacher Speaker Series) > Grand Salon D

LUNCH 12:15pm - 1:30pmChurchill, 2nd Floor , Lunch and Learns, 3rd Floor

- Lunch and Learn with Curriculum Associates - Did Someone Say Reading REVIVAL? >St. Charles Ballroom, 3rd Floor
- Lunch and Learn with Letterland - A Creative, Colorful, Imaginative Phonics Approach that is both Engaging and Effective! > Jefferson Ballroom, 3rd Floor

CONCURRENT SESSIONS II 1:30pm - 2:50pm1st Floor


- The Semantics-Syntax Comprehension Connection - Nancy Hennessy > Salon 1
- Behavior as a Form of Communication - Ricky Robertson > Grand Salon B
- Professional Development to School Leaders May be More Important than to Teachers - Pati Montgomery > Grand Salon D
- Sound Walls: Anchoring and Distinguishing Instruction Between Sounds and Letters Matters - Mary Dahlgren > Grand Ballroom B/C
- Dyslexia: Understanding the Science and Proven Instructional Approaches - Tracy Weeden and Rebecca Tolson > Grand Ballroom A
- Analyzing High Frequency Words and Reconsidering Instructional Approaches - Katie Pace Miles > Grand Ballroom D
- Helping Older Struggling Readers - Michael Hunter > Salon 2
- Beyond Retelling: Unlocking Meaning of Grade-Level, Complex Text - Mitchell Brookins > Grand Salon A

BREAK 2:50pm - 3:10pm

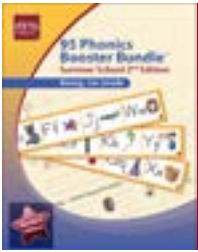
CONCURRENT SESSIONS III 3:10pm - 4:30pm1st Floor

- The Possibility of Writing - Jane Ashby > Salon 1
- It's Not Enough to Know Better: Leading Instructional Change - Margaret Goldberg and Lani Mednick (Teacher Speaker Series) > Grand Salon B
- Inclusive Teaching and Learning - Jeannette Washington > Grand Salon D
- So Many Words, So Little Time: Teaching Vocabulary Efficiently - Jennifer Hasser > Salon 2
- Using Read-Alouds to Target Comprehension Development - Emily Solari and Carlin Conner > Grand Ballroom A
- Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults - Sandra and Sammie Johnson > Grand Salon A
- Advanced Sound Wall Instruction: Connecting the Speech and the Print - Mary Dahlgren > Grand Ballroom B/C


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Full-year, whole  
class phonics  
strand to support  
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skill gaps



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SKILL SERIES™:**  
Short Vowels  
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FRIDAY, FEBRUARY 11, 2022

WELCOME 8:00am - 8:10amGrand Ballroom, 1st Floor

Dr. John E. Wyble, President and CEO

KEYNOTE 8:10am - 9:10amGrand Ballroom, 1st Floor

Justice is in the Details of Teaching and Learning - Lacey Robinson

BREAK 9:10am - 9:30am

CONCURRENT SESSIONS I 9:30am - 10:50am1st Floor

- Fireside Chat with Lacey Robinson - Lacey Robinson > Grand Ballroom D
- How the Brain Learns to Read and What it Tells about Best Practices for Teaching - Denise Eide > Grand Ballroom A
- Never Too Late: Supporting the Success of Struggling Adolescent Readers - Lynn Kuhn > Grand Salon D
- The Simple View of Writing: Is it really that simple? - Amy Siracusano > Salon 1
- Key Components of Effective Reading Comprehension Instruction - Amy Elleman > Grand Salon B
- Student-Focused Coaching: Supporting Student Success through Teacher Collaboration - Jan Hasbrouck and Daryl Michel > Grand Ballroom B/C
- Weighing the Hog Doesn't Make It Fatter: Linking Assessments to Instruction - Stephanie Stollar > Salon 2


BRUNCH 10:55am - 11:55amSt. Charles and Jefferson Ballrooms, 3rd Floor

Louisiana Attendees > Churchill, 2nd floor

CONCURRENT SESSIONS II 11:55am - 1:15pm1st Floor

- The Logic of English: A New Way to See Words! - Denise Eide > Grand Ballroom B/C
- Writing: Responding to Text to Improve Reading Comprehension - Pam Austin > Grand Salon D
- Coaching: Progress is a Process (Repeat) - Mississippi Literacy Leadership Team > Grand Salon A
- Wellbeing: Empowering Educators to Thrive and Not Merely Survive - Kristin Anderson > Grand Ballroom D
- A Practical Approach to Dyslexia: How to Identify and How to Teach - Jan Hasbrouck > Grand Ballroom A
- Lions, Tigers, Bears, Data, Oh My! (Repeat) - Alana Mangham (Teacher Speaker Series) > Grand Salon B

**SchoolsCubed**  
Systems, Structures & the Science of Reading




### Coaching on the Three S's

**1 SYSTEMS**  
Strong systems help ensure that teachers/district personnel collaborate effectively and are backed by the data they need to measure progress and performance.

**2 STRUCTURES**  
Successful schools and districts are built on efficient structures that, whether at the school or district level, are designed toward maximizing learning, instructional time and enhanced use of human resources.

**3 SCIENCE OF READING**  
High-performing schools know and use instructional strategies in the Science of Reading to achieve exceptionally high outcomes for students.

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**Marcy Kunze, Principal**  
Neillsville Elementary School

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7

8



No one does  
more for  
literacy than  
teachers.



Lexia® understands the important role educators play. They see the future every day in their classrooms. Raising their hands. Asking questions. Learning. That's why we support every teacher.

We're proud that LETRS®, our nationally acclaimed professional learning program, can help educators confidently teach literacy. LETRS gives educators the knowledge and research-backed tools to help them help their students.

When a teacher can help a child become a better reader, writer, and speaker, a better future follows. That's why Lexia is all for literacy.



# DETAILED AGENDA

## WEDNESDAY, FEBRUARY 9, 2022

**WELCOME 8:00am - 8:10am** **Grand Ballroom, 1st Floor**  
Dr. John E. Wyble, President and CEO  
Susan Lambert, Amplify

**KEYNOTE 8:10am - 9:10am** **Grand Ballroom, 1st Floor**  
**See the Sound - Mickey Smith, Jr.**  
**(Social-Emotional Learning, Equity & Inclusion, ELL, Leadership)**  
Any teacher can know all the latest techniques, plan the greatest lessons, and implement effective classroom management strategies. But what is your "sound?" Your "sound" is your value as well as the unique personal significance you bring to the classroom. Maximizing your awareness and perspective in those you teach and seeing the "sound" in yourself is arguably the most important skill you can possess as a teacher. Without a strong sense of personal significance and emotional resilience, most teachers won't stick around long enough in the profession to realize their potential and become not just teachers but phenomenal educators. In a profession that loses 50% of its workforce within the first five years of their careers, and with teacher shortage estimates in the hundreds of thousands yearly for qualified teachers, it is critical now more than ever to find new ways to encourage, equip, and empower teachers to fall in love with teaching. That starts by seeing the "sound."  
**Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/ Jr. High, High School**  
**Education Track(s): Equity & Inclusion, Leadership**

**BREAK 9:10am - 9:30am**  
**THOUGHT LEADERS 9:30am - 10:30am** **1st Floor**

**What Good is Education if People Ignore the Facts? - Daniel Willingham**  
**(Curriculum, General Science of Reading, Adolescent Literacy)**  
When asked to name our highest hope for schooling, most would suggest that we want to teach students to think critically; we don't want them merely to learn factual content, we want them to evaluate and integrate what they read and learn. That desire has taken on a new urgency in the Internet era, with tidal waves of information, and attendant charges of fake news. In this session, I will explain from a cognitive perspective why it's so difficult to get students to evaluate information. I will suggest curricular and instructional strategies to address these difficulties.  
**Target Audience: Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**  
**Grand Ballroom D**

**Embracing the Scientific Revolution in Reading, and Dragging Your Colleagues Along with You - David Kilpatrick**  
**(Special Ed, Dyslexia, Other Learning Challenges, General Science of Reading)**  
This presentation will focus on issues related to translating research to practice regarding scientific findings of reading acquisition and reading difficulties. First, a summary of the most important findings will be briefly presented. This will be followed by some thoughts on "science" when it is applied to reading research and why some have been reluctant to adopt these findings. Finally, some suggestions will be made about how to help our colleagues "get on board" with the idea of applying scientific findings to reading instruction and intervention.  
**Target Audience: Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**  
**Grand Ballroom B/C**



**Uplifting Language Variation in the Classroom: The Role of Translanguaging for Supporting Diverse Language Users - Julie Washington**  
**(Equity & Inclusion, ELL, Components of Literacy Instruction)**

Language variation is a fact of life; within language, variants develop for any major, spoken language. Children who develop a language variety within their homes and communities are called bidialectal. Despite the prevalence of language varieties and bidialectalism they are not well understood, and often not well-respected in the educational context. Yet it is well known that children who use these varieties present unique challenges in classrooms for both teaching and learning, and this is especially true for teaching reading and writing. This session will discuss the theory of translanguaging, which challenges traditional notions of what it means for a child to develop and use two linguistic codes. The promises of a translanguaging perspective for the education of children who are bidialectal will be presented.

**Target Audience: Early Childhood (Birth - 4 years), Elementary**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion**

**Grand Ballroom A**

**W.A.T.E.R. - Jeff McManus**  
**(Leadership)**

According to the Harvard Business Review (Oct. 5, 2016), “Serious leaders understand that both by design and default, they’re always leading by example. Some want to “lead from the front” while others prefer “leading from behind.” But everyone senses their success — and failure — at leading by example is integral to their “leadership brand.” Smart leaders want to build their brand.” In this research-based leadership development session, we will explore the acrostic W.A.T.E.R.: Walk the Walk, Accept Your Role, Take Them on a Journey with You, Equip, Encourage, Enlarge, and Recognize Talent.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): Leadership**

**Salon 1**

**CONCURRENT SESSIONS I 10:50am - 12:10pm**

**1st Floor**

**Assessment and Word-Level Reading Skills - David Kilpatrick**  
**(Assessment and Data, Special Ed, Dyslexia, Other Learning Challenges, General Science of Reading)**

This presentation is geared primarily for those who are involved in the assessment and/or progress monitoring of students with reading difficulties. It will show how to make the best use of commercially available tests and subtests to determine why a student is struggling in reading. This assessment information is intended to direct proper focus to the skills that must be addressed in order to help the student improve his or her reading skills.

**Target Audience: Elementary, Middle/Jr. High**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Grand Ballroom D**

**Instructional Leaders as Agents of Change - Ernesto Ortiz, Jr.**  
**(Assessment and Data, Curriculum, Leadership, General Science of Reading)**

Are you ready to start your journey with the science of reading? What does it look like to make informed literacy decisions? What does it take to disrupt the “way it has always been done”? This session will share that journey through the leadership lens and the lessons learned which can be applied in this time where the ability to pivot and respond is the new norm.

**Target Audience: Elementary**  
**Education Track(s): New to the Science of Reading, Leadership**

**Grand Salon A**

**Vivacious Vocabulary for Voluminous Verbiage - Iantha Ussin**  
**(Writing, Components of Literacy Instruction, Adolescent Literacy, General Science of Reading)**

In every academic discipline, vocabulary instruction is inescapable. Necessary. Teachers can present vocabulary lessons that are humdrum and mundane, or they can involve students in vivacious activities that foster students’ long-term word concept acquisition. Why not the latter? In this hands-on, get-up-and-move session, participants will first understand the research that supports the need for contextual and explicit vocabulary instruction in K-12 classrooms. Then, through various instructional strategies, attendees will learn to incorporate multimedia tools—pictures, video, music—and group activities into their lessons for guaranteed student engagement, improvement in comprehension, and students’ personal application. Upon session completion, participants will understand (1) what it means to know a word (2) how students learn words (3) what instruction makes words meaningful, memorable and useful (4) how to use vocabulary instruction to increase content knowledge (5) how to assess vocabulary knowledge.

**Target Audience: Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Grand Salon D**

**The Power of a Literacy Plan - Michelle Hostetler and Matt Donaldson (Teacher Speaker Series)**  
**(Assessment and Data, Components of Literacy Instruction, Curriculum, Leadership, General Science of Reading)**

A simple google search on a written plan or goal yields a multitude of results stating positive outcomes. However, plans may not always work, but planning almost always does if a proper planning process is implemented. The North Canton City Schools did just that; a planning process was emulated, and a district K-2 literacy plan was created. As Winston Churchill once stated, “Plans are of little importance, but planning is everything.” Join North Canton City Schools as they share how planning processes such as re-assessing and re-adjusting a four-year literacy plan helped the district reframe the way reading instruction has been historically taught and in doing so, helped the vast majority of students with reading difficulties. With the use of an effective planning process, NCCS educators have made the necessary adjustments to their current literacy instruction & curriculum which has significantly decreased achievement gaps. NCCS believes greatness as a district can only be achieved once all students have the opportunity to reach their full reading potential.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading, Leadership**

**Grand Salon B**

**Bridges to Literacy for English Learners - Elsa Cárdenas-Hagan**  
**(Equity & Inclusion, ELL, Coaching/ Instructional Support)**

There are 5 million English learners attending public schools in the United States. The majority of these students speak Spanish as their first language. Instructors need to understand the evidence-based practices for developing English literacy skills among this diverse population of students. This session will address a cross-linguistic framework for developing language and literacy skills. Routines that address the cross-language features of phonological awareness, decoding, vocabulary, oral language, and comprehension skills will be modeled and practiced. Scaffolds for instruction will also be provided for those students who struggle with learning to read.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Salon 2**



How True Science of Reading Instruction Transforms Districts - Susan Lambert and Panel (Equity & Inclusion, ELL, Coaching/ Instructional Support, Leadership, General Science of Reading)

While the Science of Reading is for everyone, every district's Science of Reading journey is unique and uniquely inspiring, both in the culture of change it creates and in the results it produces for both students and educators. In this session, Susan Lambert, host of Science of Reading: The Podcast, talks to three educators about their districts' own journeys, with advice and inspiration for districts making the shift to true Science of Reading instruction. Panelists will discuss how their Science of Reading understanding has grown and evolved over time; how they've held to true Science of Reading instruction through disruptions and distractors; and how this commitment to shared understanding has changed their districts. You'll hear stories of how building an awareness of research-based instruction among teachers increases equity, benefiting all students. You'll see how the Science of Reading accelerates progress over time, as students move to middle school and beyond. You'll learn how the understanding of the true Science of Reading can change and deepen, following the research as it continues to evolve. And you'll leave this session ready to lead from any level, as your district moves along its own unique Science of Reading journey.

Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership

Grand Ballroom B/C

How a Dyslexic Man Learned to Read after Decades of Struggle - Nora Chahbazi and David Chalk (Special Ed, Dyslexia, Other Learning Challenges, Social-Emotional Learning, Spelling, Components of Literacy Instruction, General Science of Reading)

David Chalk suffered from dyslexia and limited literacy his whole life. Though he was successful in many areas, the emotional trauma, anxiety, and limited life choices resulting from his literacy difficulties impacted him daily. In May 2021 he learned to read and spell; the entirety of his instruction was captured on film. Some of this footage will be used in The Truth About Reading literacy documentary, currently under production. In this session, you will hear David's riveting story and learn specifics about the evidence-aligned instructional practices that he was taught, that he wishes he'd been taught in the classroom as a child, and that turned his life around.

Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership

Grand Ballroom A

Connecting Writing to the Science of Reading: Foundations for Developing Writing in Young Learners - Lucy Hart Paulson (Assessment and Data, Writing, Spelling, Early Childhood (Birth - 4 years)

An increased understanding of the Science of Reading (SoR) is making positive and important impacts on literacy instruction. However, a focus on teaching writing has not had the same level of traction as reading in literacy instruction. A solid body of research supports the interconnected nature of learning to read and write in the early literacy time period. This session describes the developmental and interconnected sequences of foundational writing skills with connections to reading, assessment strategies, and research-based instruction techniques to help young children build foundation writing skills, facilitating literacy learning.

Target Audience: Early Childhood (Birth - 4 years), Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading

Salon 1

LUNCH 12:15pm - 1:30pm

Churchill, 2nd Floor, Lunch and Learns, 3rd Floor

Lunch and Learn with Amplify - Share How the Science of Reading is Transforming Your District

In this workshop, Amplify curriculum specialists Meagan Molbert and Karen Venditti facilitate conversation around bringing Science of Reading instruction to life in every district, at every level, for every student. Unpack Scarborough's Rope together to discover what each strand looks like in action. Identify the look-fors that mark a true Science of Reading classroom. Discuss the challenges you've faced, and how you've overcome them-or will overcome them! You'll leave encouraged, refreshed, and prepared to put new strategies into practice in your district.

St. Charles Ballroom, 3rd Floor

Lunch and Learn with Schools Cubed - Aligning Literacy Improvement Efforts with the Evidence: The Schools Cubed Process

Participants will learn about our Literacy Evaluation and Core Curriculum Selection Tools. Built on the strongest evidence for what works in school literacy improvement, these tools are used in the Schools Cubed Literacy Audit and Coaching process. Renowned author and Schools Cubed Founder/Chief Educational Officer Pati Montgomery will discuss her development process. Partnership Director John Humphries will share more about how these tools are used in schools. Special guest Marcy Kunze, Principal of Neillsville, WI Elementary will talk about how successful the process has been in her school. One lucky participant will win a coupon for \$500 off a Schools Cubed Literacy Audit!

Jefferson Ballroom, 3rd Floor

CONCURRENT SESSIONS II 1:30pm - 2:50pm

1st Floor

Teaching Reading to Children Who Speak Varieties of English - Julie Washington (Equity & Inclusion, ELL, Components of Literacy Instruction)

Teaching reading to children who speak language varieties that differ in important ways from the structure of print adds an additional layer of complexity to learning to read and to reading instruction. These differences have been found to impact many language-based academic areas including reading, writing, spelling, and mathematics. For African American children, in particular, research has demonstrated that the language of the home and community must be considered when teaching literacy skills. This presentation addresses the use of dialect in African American children, presenting strategies that teachers can use in the classroom to support literacy development.

Target Audience: Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion

Grand Ballroom B/C

Improving Reading Comprehension - Daniel Willingham (Components of Literacy Instruction, Curriculum, General Science of Reading)

In this session, we will start by reviewing what researchers know about the mental processes that underlie reading comprehension and use that analysis as a lens through which to consider methods of improving reading comprehension. We'll conclude that (1) leisure reading is helpful but may not be as helpful as we'd hope; (2) reading comprehension strategy instruction offers a huge advantage, but it's a one-time boost; (3) curriculum in all subjects, not just ELA, is critical to improving reading comprehension.

Target Audience: Elementary, Middle/Jr. High, High School  
Education Track(s): New to the Science of Reading

Grand Ballroom A



**The Writing Rope: Evidence-Based Writing Instruction - Joan Sedita  
(Writing, Spelling, Components of Literacy Instruction, Curriculum, General Science of Reading)**

This workshop includes an overview of The Writing Rope model for writing instruction (Sedita, 2019). Many teachers do not recognize that effective writing instruction must address multiple components, represented as strands in a rope in this model. An explanation with references to research findings will be provided for the five strands: 1) Critical Thinking (generating ideas and information, stages of the writing process), 2) Syntax (syntactic awareness, sentence elaboration, punctuation), 3) Text Structure (narrative, informational, opinion; paragraph structure; patterns of organization), 4) Writing Craft (awareness of task, audience, purpose; word choice; literary devices), 5) Transcription (spelling and handwriting fluency). This workshop addresses writing instruction across grades 3-12.

**Target Audience: Elementary, Middle/Jr. High, High School  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**

**Grand Ballroom D**

**Handwriting: A Major Player in Literacy - Laura Stewart  
(Writing, Components of Literacy Instruction, Coaching/Instructional Support, General Science of Reading)**

Legible handwriting is beautiful to behold, but does handwriting have a place in today’s high-tech world? Let’s step away from our keyboards to explore:

- What research says about the value of handwriting (hint: it is connected to both writing AND reading)
- The benefits of handwriting over keyboarding
- Manuscript, cursive, or both?
- The importance of explicit instruction
- Position, paper, preparation, and practice

Join us as we bust some myths, get practical, and discover how, with just a few minutes a day, handwriting “hits it out of the park” as a major player in literacy.

**Target Audience: Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Grand Salon A**

**Evaluating Curricula for Foundational Skills Instruction Based on the Science of Reading - Linda Farrell  
(Components of Literacy Instruction, Curriculum, General Science of Reading)**

Evaluating curricula can be daunting, whether evaluating a curriculum currently in use or evaluating curricula for adoption. The session starts with a discussion of the Simple View of Reading (SVR) because the SVR should be the framework for evaluating any curriculum, especially its approach to intervention for students who struggle with accurate and automatic decoding. The session focuses on evaluating foundational skills instruction in light of what we know from the Science of Reading (SoR). You will learn what the SoR tells us about effective foundational skills instruction and specific items to look for to ensure a curriculum is based on the SoR for foundational skills instruction. We will present suggested literacy block components and time allocations for each component across grades K-4 based on the SoR. We will also present a framework for effective intervention instruction for students who struggle with foundational skills.

**Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Salon 2**

**Identifying Students with Dyslexia in a Sea of Struggling Readers - Tim Odegard  
(Assessment and Data, Special Ed, Dyslexia, Other Learning Challenges)**

At this point, almost every state in the U.S. has enacted legislation specific to dyslexia. In 34 states, screening for dyslexia is mandated by law. Yet, analysis of public data available in states that require reporting on identification of students with dyslexia in public schools suggests that educators are under-identifying dyslexia. Within this context, we will explore the current assumptions made about specific learning disabilities generally and dyslexia specifically. We will examine models for screening and providing services and protections for students with disabilities under federal and state laws. The presentation will discuss the scale of the challenges we have to address to create a context to improve the identification of students with dyslexia. It also will outline possible ways of addressing these ongoing challenges.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School  
Education Track(s): New to the Science of Reading, Equity & Inclusion, Leadership**

**Grand Salon B**

**Teacher Speaker Series: Lions, Tigers, Bears, Data, Oh My! - Alana Mangham (Teacher Speaker Series)  
(Assessment and Data, Curriculum, Coaching/ Instructional Support)**

Student data tells a story but many times I felt as if I didn’t have a brain when looking through generic labels on endless reports. The foundation for student growth lies within data points. Follow the yellow brick road as we connect research, conceptual models, and practical application to understand data labels, locating the root cause to improve student outcomes. The truth is we all have the heart, brains, and courage to master data understanding.

**Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading**

**Grand Salon D**

**Nurturing our Teachers and Students: Creating a safe space for teaching and learning in troubling times  
- Judi Dodson  
(Special Ed, Dyslexia, Other Learning Challenges, Social-Emotional Learning, Equity & Inclusion, ELL, Coaching/ Instructional Support)**

Today, more children than ever are coming to school with significant vulnerabilities due to having experienced the chronic stress and trauma of the pandemic. We have had students who have experienced stress and trauma in the past, but this moment is unique because the experience is more widely shared. Teachers feel pressure to help them recover lost learning and teach with rigor. We tend to stress academic skills in our efforts to recover from learning loss, and in doing so, social emotional needs are put aside. Yet, now more than ever, the importance of finding a balance between the two is critical. Trauma greatly interferes with the brain being receptive to new learning. When we focus on the social emotional needs of the children, we facilitate a greater capacity to learn.

It is language and connection that can transform traditional instruction into “trauma informed” instruction. As teachers of language and literacy, it is important that we understand the power of language to build the connections that are capable of healing. Connecting with students does not cost money and can create a climate and culture that can change a child’s life. This session will teach concrete ideas and activities that support an environment that can help our vulnerable children look forward to coming to school, and to feel safe and cared about when they get there. Using literacy and the power of positive teacher language as tools, teachers will learn ways that their instruction can begin to heal the wounds of their students and allow them to reach their potential. In order to help our students recover from the past and ongoing impacts of the pandemic, we need to see them as the same wonderful children they were the day their educations were disrupted. We need to view them through a lens of potential not deficit and lift them up both emotionally and academically. We are not mental health care providers, but we have the power to make decisions and take actions that can heal our children.

**Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School  
Education Track(s): Equity & Inclusion, Leadership**

**Salon 1**



**BREAK 2:50pm - 3:10pm**

**CONCURRENT SESSIONS III 3:10pm - 4:30pm** **1st Floor**

**Sound180 Living: Establish Your Purpose & Perspective at Work and at Home with the Promise-Compass - Mickey Smith, Jr. (Social-Emotional Learning, Equity & Inclusion, ELL, Leadership)**

All any of us can really leave in this thing called life is what we believe, so our actions and deeds become seeds for our students’ future. A teacher who is aware of their values, strengths, and can also affirm their purpose is both sound and unstoppable. Finding the tools to be a SOUND ADULT at work for students and at home for the family is something we all hope for. Everything starts with having a purpose but that starts with being on purpose as well. Mickey works with educators on their purpose as a teacher and as a person. Understanding your motivation for teaching and living makes you more likely to respond to challenging situations in ways that are consistent with your defined purpose and bounce back from any setbacks with poise so that you KEEP ON GOING.

**Target Audience(s): Early Childhood (Birth – 4 years), Elementary, Middle/ Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Salon D**

**Combating the Literacy Crisis: Early Literacy Policy and Literacy Leadership as Catalysts for Change - Kymyona Burk (Coaching/Instructional Support, Leadership, General Science of Reading)**

A comprehensive approach to improving literacy outcomes begins with adopting an early literacy policy that supports educators, students, and families in preventing or addressing students’ reading difficulties; however, the policy is only as effective as its implementation. In this session, we will explore the landscape of early literacy policies across the United States and discuss strategies for state and local leaders to lead the charge and the shift to high-quality literacy instruction grounded in the science of reading.

**Target Audience(s): Elementary**  
**Education Track(s): Advanced Science of Reading, Leadership**

**Salon 2**

**More than Memorization: Dispelling Myths of Spelling - Megan Roberts (TSS) (Special Ed, Dyslexia, Other Learning Challenges, Spelling, Components of Literacy Instruction, General Science of Reading)**

The science of reading has helped literacy educators to improve their teaching practice, primarily in terms of phonics instruction. We have acquired new skills and strategies that embrace how our brains actually learn to read and process written language. But how does this fit into how students learn to spell? And why do our strong readers continue to struggle with spelling? This session will provide an overview of the idea of orthographic mapping and Ehri’s phases of sight word development. We will dispel a few spelling myths, such as “Students just need more practice to memorize words,” and “Phonics is important for younger readers, not mature spellers,” and “Good readers are good spellers.” Discover how using familiar phonemic awareness strategies can increase students’ ability to independently and correctly spell words.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Grand Salon A**

**Everything You Always Wanted to Know about What Your ORF Data Means but Were Afraid to Ask - Heidi Beverine-Curry (Assessment and Data, Leadership, General Science of Reading)**

This session is designed for administrators, classroom teachers, special educators, and interventionists in schools that collect normed oral reading fluency (ORF) data (or who are thinking about it!) and want to better understand its usefulness. Learn why ORF data is so important, what it can tell you, what it cannot, and get some tips about making data collection and analysis more efficient.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading**

**Grand Ballroom A**

**A Recipe to Last a Lifetime: Blending Ingredients of Social Communication, Executive Function and Early Literacy - Lucy Hart Paulson (Social-Emotional Learning, Early Childhood (Birth - 4 years))**

The types of guidance and instruction young children receive influence what they learn. Think about your recipe for teaching and guiding young children. Do you get the outcomes you are hoping for? This session describes the blending of essential “ingredients,” based in the science of learning and instruction across the developmental domains, along with evidence-based instructional strategies that result in the best learning outcomes for young children.

**Target Audience: Early Childhood (Birth - 4 years), Elementary**  
**Education Track(s): New to the Science of Reading, Equity & Inclusion**

**Salon 1**

**Improving Adolescent Literacy: Effective Classroom and Intervention Practices - Joan Sedita (Special Ed, Dyslexia, Other Learning Challenges, Writing, Components of Literacy, Instruction, Adolescent Literacy, General Science of Reading)**

Participants will develop an understanding of the literacy instruction needs of students in grades 5-12. Topics include adolescent literacy defined, research on effective reading/writing instruction across multiple tiers of instruction, teaching strategies for content literacy in all subjects (vocabulary, comprehension, writing about content), causes of difficulty for older students including dyslexia and executive function, and recommendations for interventions that target individual student needs.

**Target Audience: Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**

**Grand Ballroom D**

**Applications of W.A.T.E.R. - Jeff McManus (Leadership)**

In his earlier session, Jeff shared the importance of leading by example. Serious leaders understand they are always leading by example and that it is integral to their brand. In this session, Jeff will continue with the acrostic W.A.T.E.R as he uncovers its many applications. Walk the Walk, Accept Your Role, Take Them on a Journey with You, Equip, Encourage, Enlarge, and Recognize Talent.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): Leadership**

**Grand Salon B**



THURSDAY, FEBRUARY 10, 2022

WELCOME 7:50am – 8:10amGrand Ballroom, 1st Floor

Dr. John E. Wyble, President and CEO  
Cade Brumley, Superintendent, La. Department of Education

KEYNOTE 8:10am - 9:10amGrand Ballroom, 1st Floor

The Acquisition of Reading: From Brain Imaging to the Classroom (VIA ZOOM) - Stanislas Dehaene  
(Assessment and Data, Components of Literacy Instruction, General Science of Reading)

Brain imaging studies show that learning to read has a major impact on the developing brain. In the first few months of reading acquisition, the child’s brain “recycles” several pre-existing visual and auditory areas and re-purposes them towards the processing of letters and phonemes. The nature of this “neuronal recycling” process helps explain many of the children’s difficulties in learning to read. Three major sites of enhancement are the early visual cortex, the visual word form area or “the brain’s letter box” (a region specializing for the visual recognition of letter strings), and the planum temporale (a region involved in phonological processing). In early readers, those regions operate under the supervisory control of attention networks in the parietal and prefrontal lobes. Recent work for multiple labs shows how those circuits may become dysfunctional, thus causing different forms of dyslexias. Those findings are important consequences for education. Education and brain imaging studies converge to suggest how reading should be taught, why it may fail in dyslexia, and what can be done about it.

Target Audience(s): Early Childhood (Birth – 4 years), Elementary, Middle/ Jr. High, High School  
Education Track(s): New to the Science of Reading, Advanced Science of Reading

BREAK 9:10am – 9:30am



THOUGHT LEADERS 9:30 am - 10:30 am1st Floor

Using the Science of Reading to Guide the Intensification of Reading Interventions - Carlin Conner and Emily Solari  
(Assessment and Data, Special Ed, Dyslexia, Other Learning Challenges, Equity & Inclusion, ELL, Components of Literacy Instruction, General Science of Reading)

In this session, we will discuss how the science of reading is used to intensify interventions in classrooms for students with, and at risk for, reading difficulty, including students with a reading disability, dyslexia, ADHD, language learners, students with autism spectrum disorder, and students testing below benchmark on standardized assessments of reading. High literacy rates have been tied to improved life expectancy, higher rates of employment, higher levels of education, and better physical and mental health (Gilbert et al., 2018), and as such, it is important that all students, including students with or at risk for reading difficulty, receive effective reading instruction based in the science of reading. Guided by the simple view of reading (SVR, Gough & Tunmer, 1986), an empirically developed framework describing the development of reading comprehension in multiple profiles, this presentation will discuss how to intensify reading interventions by targeting skills directly related to both decoding and linguistic comprehension, the two sides of the SVR. We will focus on instruction as it takes place in classrooms, including a focus on phonics instruction, skill-based instruction, the use of data to inform instruction and grouping by skill, and the use of decodable and grade-level texts.

Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership

Salon 1

High Frequency Words: Considerations Based on Research - Katie Pace Miles  
(Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, Curriculum, Coaching/ Instructional Support, General Science of Reading)

Dr. Katharine Pace Miles has conducted research on emergent learning of high frequency words (HFW). She will be sharing her findings as they pertain to learning HFW in isolation vs. in-context, learning content vs. function HFW, and the questionable approach of having emergent readers learn these words in isolation on flashcards. Dr. Miles will discuss alternative approaches to learning HFW that align with Ehri’s theory of orthographic mapping.

Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading

Grand Ballroom D

Beyond Intuition: Surprising facts about the eyes and the brain the impact reading - Jane Ashby  
(Special Ed, Dyslexia, Other Learning Challenges, Coaching/ Instructional Support, Leadership, General Science of Reading)

Learning to read is a complex process, and human thinking operates in counter-intuitive ways. Teaching can occur at a basic level largely through intuition. Growing beyond that basic, intuitive practice requires building a strong knowledge base about how the eyes and brain work. In this session, you will learn three surprising facts from eye movement research and neuro-imaging research that provide a useful foundation for teaching reading artfully. Explore how science extends our understanding of human cognition beyond what we know intuitively. The scientific process reveals unexpected information about how the human mind works as we perceive our surroundings, read words, and grow into skilled readers. This session addresses the following questions: how does the physiology of the visual system affect word recognition processes? What brain areas are active immediately during word recognition? How do reading networks grow and develop? Join us to learn the non-intuitive answers to these questions, presented in language that is accessible to non-scientists.

Target Audience(s): Elementary, Middle/ Jr. High  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership

Grand Ballroom A



**Literacy and Liberation - Shawn Robinson**  
**(Special Ed, Dyslexia, Other Learning Challenges, Social-Emotional Learning, Equity & Inclusion, ELL, Curriculum, Adolescent Literacy)**

Shawn Anthony Robinson is no stranger to the world of illiteracy as he graduated high school reading at an elementary level. In this Thought Leader session, Shawn will share his experiences and those that influenced him to become a scholar/practitioner in the field of literacy and language. He will also discuss the importance of culturally responsive and authentic graphic novels and how books can empower students in Special Education with dyslexia, especially those from under representative communities.

**Target Audience(s): Elementary, Middle/ Jr. High, High School**  
**Education Track(s): New to Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Ballroom B/C**

**BREAK 10:30am - 10:50am**

**CONCURRENT SESSIONS I 10:50am - 12:10pm** **1st Floor**

**Spelling: Visible Language to Inform Instruction and Intervention - Pam Kastner**  
**(Assessment and Data, Spelling, Components of Literacy Instruction, Curriculum, General Science of Reading)**

This session highlights the importance of spelling to literacy development and how it can be analyzed to inform instruction and intervention. The integration of phonology, orthography, and morphology will be used to analyze student spelling inventory results. Participants will evaluate students’ spelling, determine the types of errors students made, and engage with a tool that school teams can use to drive analysis and target instruction and intervention. Classroom and individual results from a spelling inventory will guide participants in drawing conclusions for core and individual instruction to accelerate learning.

**Target Audience: Elementary**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Salon 1**

**Coaching: Progress is a Process - Mississippi Literacy Leadership Team (Kristin Wells-Wynn, Jill Hoda, Kelli Crain, Lori Stringer, Melissa Beck)**  
**(Coaching/Instructional Support, Leadership)**

Join this interactive session where Mississippi literacy coaches will define and discuss the effective characteristics of coaching, the phases of coaching, applying the coaching model, and the importance of providing and receiving responsive feedback. During this session, participants will also explore the difference between light and heavy coaching as they participate in “real-time” scenario activities.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): Leadership**

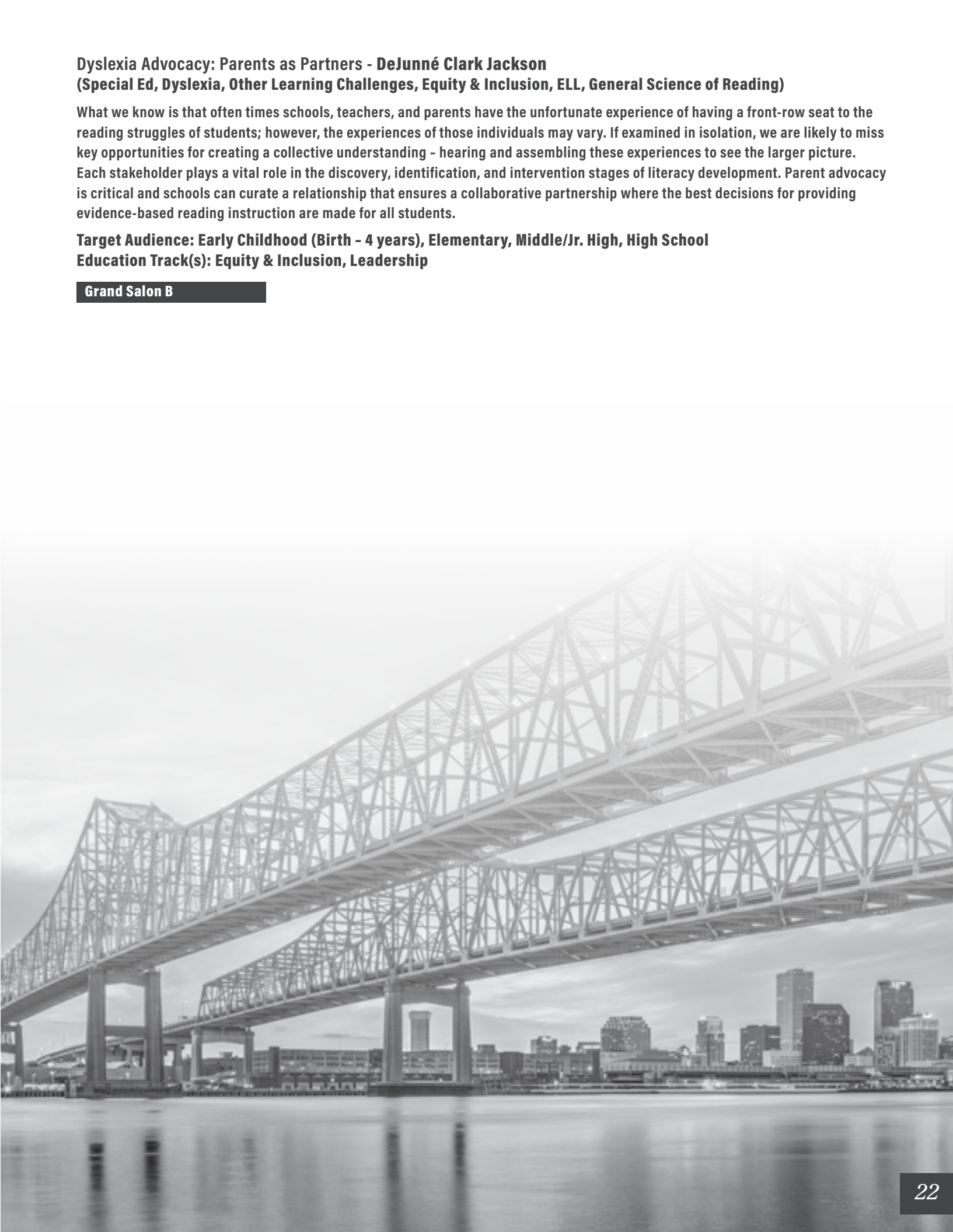
**Grand Ballroom D**

**Dyslexia Advocacy: Parents as Partners - DeJunné Clark Jackson**  
**(Special Ed, Dyslexia, Other Learning Challenges, Equity & Inclusion, ELL, General Science of Reading)**

What we know is that often times schools, teachers, and parents have the unfortunate experience of having a front-row seat to the reading struggles of students; however, the experiences of those individuals may vary. If examined in isolation, we are likely to miss key opportunities for creating a collective understanding – hearing and assembling these experiences to see the larger picture. Each stakeholder plays a vital role in the discovery, identification, and intervention stages of literacy development. Parent advocacy is critical and schools can curate a relationship that ensures a collaborative partnership where the best decisions for providing evidence-based reading instruction are made for all students.

**Target Audience: Early Childhood (Birth – 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): Equity & Inclusion, Leadership**

**Grand Salon B**





**Applying a Simultaneous Tri Multi-Sensory Instruction Procedure for Adolescents - Shawn Robinson  
(Special Ed, Dyslexia, Other Learning Challenges, Equity & Inclusion, ELL, Spelling, Components of Literacy Instruction, Adolescent Literacy)**

Access to best practices must be made available to all families, especially those from lower socioeconomic communities, and household income should not exclude families from having access to high-quality instruction/strategies for analyzing and encoding words (Westwood, 2008). At Madison College, we are providing a new and innovative approach to address literacy through preparing adolescents with high quality evidence-based instruction that is usually reversed for pre-service and in-service teachers and early elementary level (Adams, 1990; Moats, 2020; Seidenberg, 2017; & Wolf, 2007). The 16-week course provides students with an overview of word analysis, emphasizes reading instruction that uses a simultaneous multi-sensory approach, offers them a rare opportunity to improve decoding and encoding skills, and to use the phonemic sound structure of the American-English language to students who would not otherwise have in high school or thereafter (Sabatini, 2009). Audience members will go through an actual lesson that is taught to students in the word analysis course.

**Target Audience(s): Middle/ Jr. High  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Salon A**

**Building Resilience: Trauma-Informed Systems of Support - Ricky Robertson  
(Special Ed, Dyslexia, Other Learning Challenges, Social-Emotional Learning, Equity & Inclusion, ELL, Coaching/ Instructional Support, Leadership)**

Adverse childhood experiences (ACEs) and trauma negatively impact students’ cognitive, social-emotional, and behavioral development. The COVID-19 pandemic has only made matters worse by increasing the prevalence of many types of adversity while limiting access to help. Schools across the country have responded by prioritizing the social-emotional well-being of students, staff, and families. By bringing a trauma-informed lens to teaching and leading, educators integrate critical supports that build students’ capacity for social-emotional learning, positive behavior, and resilience. In this session, we will explore a multi-tiered framework for addressing the social-emotional and behavioral needs of students in ways that are trauma-informed.

**Target Audience(s): Early Childhood (Birth – 4 years), Elementary, Middle/ Jr. High, High School  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Ballroom A**

**Teaching Morphological Awareness: It’s Mesmerizing! - Deb Glaser  
(Writing, Spelling, Components of Literacy Instruction, Curriculum, Adolescent Literacy)**

Have you ever paused to consider what it means to teach morphological awareness? What it looks and sounds like when you are teaching morphological awareness? And how does this instruction differ as students pass through the word recognition phases? Come to this session if you are curious and want to learn more about teaching morphological awareness. Gain a deeper appreciation for how the reading brain integrates morphological awareness to enhance vocabulary, comprehension, oral language skills, spelling, and writing. We will discuss how to consider morpheme awareness across grade levels, through dialect, and how to jump in and learn right along with your students. Participants will leave with a deeper understanding and appreciation for this instruction and tools they can implement right away with their students. Come be mesmerized by morphological awareness... it’s the new awareness!

**Target Audience(s): Elementary, Middle/Jr. High, High School  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion**

**Salon 2**

**Sight Word Recognition: Beyond the Eye and into the Brain - Janeé Butler  
(Spelling, Components of Literacy Instruction, Curriculum, Coaching/Instructional Support, General Science of Reading)**

This session will be a conversation starter for district leaders, school leaders, and K-3 educators on how and when students should be exposed to “sight words”. Knowing what we know about the science of reading, the focus will be on where sight word recognition fits into the equation for young novice learners. K-3 educators are familiar with many variations of sight word lists, where students are intended to memorize words based on black and white images long before they have mastered their letters and sounds. Black and white images utilize rote memorization as the traditional accelerated process to sight word recognition which does not aid in true sight word recognition. The question is exactly where does sight word recognition or irregularly spelled words fit into the scope and sequence of the SOR? Is there a place for educators’ traditional word walls, and where should the focus be as we align ourselves to the science of reading practices? The intention is to transform the lens and current practices of all stakeholders involved in any curriculum’s execution of “sight word” recognition. In this session instructional leadership teams, alongside teachers, will gain the knowledge to better align curricula efforts in teaching “sight words” with the science of reading. Through a more strategic design, stakeholders will leave with an understanding of what instructional practices are best in terms of developmental appropriateness and how to approach word walls and sound walls in a K-3 structured literacy classroom.

**Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**

**Grand Salon D**

**LUNCH 12:15pm - 1:30pm Churchill, 2nd Floor, Lunch and Learns, 3rd Floor**

**Lunch and Learn with Curriculum Associates - Did Someone Say Reading REVIVAL?**

i-Ready data, 10 million students strong, was a critical feedback loop across the pandemic, and so will it be for what LA State Chief Brumley calls a Reading Revival: it will take a razor focus on where students are and the precision response necessary in our march to reading proficiency. Dr. Anita Archer reminds us, “There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.” Join us for a discussion of proven strategies and a glimpse at recent innovations in assessment and instruction from the development team at Curriculum Associates, featuring a first-look at the all-new Phonics for Reading by Dr. Archer.

**St. Charles Ballroom, 3rd Floor**

**Lunch and Learn with Letterland - A Creative, Colorful, Imaginative Phonics Approach that is both Engaging and Effective!**

Please join us for an engaging session that shows how systematic, explicit, structured phonics can be fun and effective. Hear how Letterland’s PreK-2 phonics curriculum transforms dry phonics facts and abstract concepts into concrete and memorable characters, stories, songs, actions, and multi-sensory activities. We will discuss why students struggle and how this developmentally appropriate and unique approach can break down those barriers and help children get on the road to word building, reading, and writing. This multi- sensory method is extremely effective with ELL, DD, low SES, non-traditional and traditional learners.

**Jefferson Ballroom, 3rd Floor**





The Semantics-Syntax Comprehension Connection - Nancy Hennessy  
(Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, General Science of Reading)

Understanding text involves multiple levels of language including sentence comprehension. While accessing word meaning is critical to comprehension, it is the syntax that provides the structure for organizing and integrating the ideas, conveyed by the words, within the sentence. Explore how syntax contributes to understanding, consider potential roadblocks & examine effective instructional activities for building sentence comprehension.

Target Audience(s): Elementary, Middle/Jr. High  
Education Track(s): New to the Science of Reading, Advanced Science of Reading

Salon 1

Behavior as a Form of Communication - Ricky Robertson  
(Special Ed, Dyslexia, Other Learning Challenges, Social-Emotional Learning, Equity & Inclusion, ELL, Coaching/ Instructional Support, Leadership)

When educators view behavior as a form of communication, we are able to more effectively address the underlying needs behind the behavior while supporting students’ healthy social-emotional development. Exposure to chronic and acute stress can show up in students’ behavior, ranging from internalizing (anxiety, withdrawal, disengagement, etc.) to externalizing behaviors (defiance, power struggles, aggression, etc.). We are most effective responding to these behaviors when we address the unmet needs for safety, belonging, and feeling valued that frequently underly them. In this session, we will explore trauma-informed mindsets and strategies to address the social-emotional and behavioral needs of your students.

Target Audience(s): Early Childhood (Birth – 4 years), Elementary, Middle/ Jr. High, High School  
Education Track(s): Equity & Inclusion, Leadership

Grand Salon B

Professional Development to School Leaders May be More Important than to Teachers - Pati Montgomery  
(Coaching/ Instructional Support, Leadership)

At long last schools, districts and states are improving professional development to teachers in the Science of Reading. For the most part, school leadership has been ignored in this professional development. Some states are now ensuring school leaders also receive this training. Yet as we move forward in increasing the knowledge of the Science of Reading to school leaders, we may be ignoring the TRUE research on what principals and school leaders need to know. The most current in-depth study on effective school leadership encompassed two decades of research. This research makes clear what “good” principals do. Session attendees will learn the basis of this research. Unfortunately, professional development in simply the Science of Reading may not effectuate change in schools unless the other areas of professional development to school leaders are also put into place.

Target Audience(s): Elementary, Middle/ Jr. High  
Education Track(s): Leadership

Grand Salon D

Sound Walls: Anchoring and Distinguishing Instruction Between Sounds and Letters Matters - Mary Dahlgren  
(Special Ed, Dyslexia, Other Learning Challenges, Equity & Inclusion, ELL, Components of Literacy Instruction, General Science of Reading)

Using a sound wall in your classroom can transform instruction. Because of the science of reading, we are becoming more aware of the role of phonetics and phonology in beginning reading and spelling. While learning to speak happens long before learning to read, teaching how speech maps to print has not always been a part of general classroom instruction. Developing phonemic awareness to a prescribed level must happen before the development of automatic sight word reading. Explicitly teaching the sounds, how they are produced in the mouth, attending to what is happening with your tongue, teeth, and lips and the flow of air makes learning more concrete. We will examine the 44 speech sounds, how to introduce them and build a sound wall with consonants and vowel phonemes and discuss strategies for engagement as part of daily practice. These are some of the steppingstones to orthographic mapping so all students can become fluent and proficient readers. We will address how do you set up and begin using a sound wall, where do I post a sound wall, and what do I do with a sound wall now that it is posted.

Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading

Grand Ballroom B/C

Dyslexia: Understanding the Science and Proven Instructional Approaches - Tracy Weeden and Rebecca Tolson  
(Writing, Components of Literacy Instruction, Coaching/Instructional Support, General Science of Reading)

Join the presenters for a robust discussion of the science of reading and dyslexia including the key features of the Structured Literacy approach and activities for different levels, including students at risk in literacy for a variety of reasons, such as those from low-income backgrounds or English learners. Current research will be presented to ensure participants have a basic understanding of this common reading disability.

Target Audience: Elementary, Middle/Jr. High, High School  
Education Track(s): Advanced Science of Reading, Equity & Inclusion

Grand Ballroom A

Analyzing High Frequency Words and Reconsidering Instructional Approaches - Katie Pace Miles  
(Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, Curriculum, Coaching/ Instructional Support, General Science of Reading)

In this session, Dr. Miles will extend her Thought Leader presentation on the research behind high frequency words into a hands-on session where participants will analyze lists of words, practice mapping grapheme-phoneme relations in words, conduct a case study, and learn new instructional approaches to ensure high frequency words become securely stored in memory.

Target Audience(s): Elementary  
Education Track(s): New to the Science of Reading

Grand Ballroom D

Helping Older Struggling Readers - Michael Hunter  
(Assessment and Data, Components of Literacy Instruction, Adolescent Literacy)

My student in grade 4 (or higher) seems to have a reading comprehension problem. What do I do? Helping older struggling readers starts with an assessment to determine the source of a reading comprehension problem. Is it decoding or language comprehension, or both? In this session, we will first look at an assessment protocol for answering these questions. Then we will map out what kind of intervention instruction might be needed. We will also share and practice some strategies to support our struggling readers in the classroom.

Target Audience(s): Middle/Jr. High, High School  
Education Track(s): New to the Science of Reading

Salon 2







**It’s Not Enough to Know Better: Leading Instructional Change - Margaret Goldberg and Lani Mednick (TSS)**  
**(Coaching/ Instructional Support, Leadership, General Science of Reading)**

Optimists may assume that as more educators learn about the science of reading, we will see more students become skilled readers. But for kids to benefit from adult-learning, classroom instruction must change. It’s not enough to know better; we actually need to know how to do better. Changing teacher practice requires careful planning and strong leadership. It can require overhauling curriculum, assessment, and school district structures. In this session, we’ll share practical advice for those who want to initiate and support change.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading, Equity & Inclusion, Leadership**

**Grand Salon B**

**Inclusive Teaching and Learning - Jeannette Washington**  
**(Special Ed, Dyslexia, Other Learning Challenges, Social-Emotional Learning, Equity & Inclusion, ELL, Curriculum)**

Education is moving away from just identifying learning disabilities towards identifying barriers to learning. To complete this shift, teachers must break the mindsets and beliefs that some students are deficient, unable to learn, or incapable; and begin to deploy teaching strategies that unlock the potential of every child in their classrooms.

At the end of the class, participants should be able to:

- Describe the key principles, benefits, and values of inclusive education
- Understand the attitudes and values that underpin learner-centered education
- Be familiar with a range of teaching approaches that promote active learning and inclusivity in your classroom

**Target Audience: Early Childhood (Birth - 4 years), Elementary**  
**Education Track(s): Equity & Inclusion, Leadership**

**Grand Salon D**

**So Many Words, So Little Time: Teaching Vocabulary Efficiently - Jennifer Hasser**  
**(Special Ed, Dyslexia, Other Learning Challenges, Spelling, Components of Literacy Instruction, Curriculum, Leadership)**

Phonics, phonological awareness, morphology, high-frequency words, etymology, spelling... How do we choose what to teach? How do we find the time? Teachers are always racing against the clock, trying to provide students with the tools they need to become successful readers and writers. During this presentation, you will discover how to teach more efficiently by layering phonology, morphology, and other critical skills into your instruction regardless of grade. Jennifer will provide participants with time-saving strategies for building vocabulary and spelling capacity. Attendees will have fun while learning engaging activities that make every second count!

**Target Audience(s): Elementary, Middle/ Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Salon 2**

**Using Read-Alouds to Target Comprehension Development - Emily Solari and Carlin Conner**  
**(Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, Coaching/Instructional Support, General Science of Reading)**

In this interactive session, we will present a deep dive into how to create effective read-alouds to target comprehension through explicit development in language comprehension. Our work is grounded in the simple view of reading, an empirically supported framework that describes how reading comprehension develops in multiple profiles of learners (Gough & Tunmer, 1986). According to the simple view, reading comprehension is the product of decoding and linguistic comprehension, and to comprehend text, readers must develop skills in both areas. Through read-alouds, we will target the linguistic comprehension side of the simple view, by building skills related to both expressive and receptive language understanding through read-alouds that incorporate explicit instruction in vocabulary knowledge, language structures such as syntax and semantics, print concepts, and incorporation of background knowledge. In this interactive session, we will teach participants how to create effective read-alouds that can be used in whole group, small group, or one on one instruction to target linguistic comprehension, a crucial part of comprehension development.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading**

**Grand Ballroom A**

**Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults - Sandra and Sammie Johnson**  
**(Special Ed, Dyslexia, Other Learning Challenges, Equity & Inclusion, ELL, Coaching/Instructional Support, Leadership, General Science of Reading)**

Sandra and Sammie 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. Sammie 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 Sammie when he was 33. These two inspiring people share their stories of going to school, coping in the workplace, hiding their secrets 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 to teach every student to read, no matter what the student’s age. You are apt to both laugh and cry in this session.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Salon A**





**Advanced Sound Wall Instruction: Connecting the Speech and the Print - Mary Dahlgren**  
(Special Ed, Dyslexia, Other Learning Challenges, Spelling, Components of Literacy Instruction, General Science of Reading)

One of the most common questions is, how do I help children break the code to become readers? Providing explicit, systematic, sequential instruction in mapping sounds to print is a foundational skill that puts a child on the road to reading success. We will look at the speech system of the English language and common spellings used to represent the sounds. We will discuss how to move into adding graphemes to your sound wall and the common patterns found in the English language. This will extend the knowledge of the learner by helping them to systematically learn about the patterns in English along with a daily review of previously taught patterns. This is the connection forming process for developing rapid storage of sight words leading to what is known as orthographic mapping.

**Target Audience(s): Elementary**  
**Education Track(s): Advanced Science of Reading**

**Grand Ballroom B/C**

**FRIDAY, FEBRUARY 11, 2022**

**WELCOME 8:00am - 8:10am** **Grand Ballroom, 1st Floor**  
Dr. John E. Wyble, President and CEO

**KEYNOTE 8:10am - 9:10am** **Grand Ballroom, 1st Floor**

**Justice is in the Details of Teaching and Learning - Lacey Robinson**  
(Equity & Inclusion, ELL, Leadership)

When we bring our whole selves as educators to our work, we provide opportunities for students to bring their whole selves as they develop their academic identities. Ms. Robinson’s keynote shares how vital it is to provide all students with GLEAM™ (Grade-Level, Engaging, Affirming, and Meaningful) instruction to help students realize their infinite possibilities. We have the opportunity to use acceleration and scaffolding to support unfinished learning and unfinished teaching. During this keynote, we gather as a collective educator community, learning and leading together in service of support of students’ academic, ethnic, racial, and linguistic identities.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**BREAK 9:10am - 9:30am**

**CONCURRENT SESSIONS I 9:30am - 10:50am** **1st Floor**

**Fireside Chat with Lacey Robinson - Lacey Robinson**  
(Equity & Inclusion, ELL, Coaching/Instructional Support, Leadership)

Lacey will be available for Q&A to discuss the intersection of equity, curriculum, instruction, and standards. She will also discuss the importance of teachers providing GLEAM™ (Grade-Level, Engaging, Affirming, and Meaningful) instruction to help students excel.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Ballroom D**

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**How the Brain Learns to Read and What it Tells about Best Practices for Teaching - Denise Eide**  
**(Special Ed, Dyslexia, Other Learning Challenges, Spelling, Components of Literacy Instruction, Early Childhood (Birth - 4 years), Adolescent Literacy, General Science of Reading)**

How does the brain learn the complex skill of reading? Together we will explore what neuroscience teaches us about how the brains of strong readers and struggling readers differ. We will also discover the relationship between the Simple View of Reading and the neuroscience of reading. Using this powerful information, we will then put into context what this means for helping students master the five essential skills of reading: phonemic awareness, systematic phonics, fluency, vocabulary, and comprehension.

**Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**

Grand Ballroom A

**Never Too Late: Supporting the Success of Struggling Adolescent Readers - Lynn Kuhn**  
**(Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, Curriculum, Adolescent Literacy, General Science of Reading)**

Do our older students know the mechanics of how to read big words? We know that reading big words accurately and fluently empowers them as learners and is essential to the goal of reading: comprehension. As students move beyond reading simple texts, they will encounter more and more multisyllabic words. A syllable approach to reading and spelling helps students better understand the organization and pronunciation of larger words. It gives the classroom a common vocabulary to use when discussing how words separate and come together again; sometimes to create new meanings. It will also allow students to learn about the meaningful relationships between words that will contribute to vocabulary growth. Come and acquire the linguistic components and structured language and literacy techniques to embed into one's existing reading instruction in grades 3 and beyond. If older students have a strong understanding of how syllables and morphemes work, how to internalize the parts and be able to read the word and figure out its meaning, they can eliminate guessing and increase accurate decoding! We should NEVER GIVE UP on a student. They deserve the RIGHT to quality reading instruction at any age.

**Target Audience(s): Elementary, Middle/ Jr. High, High School**  
**Education Track(s): New to the Science of Reading**

Grand Salon D

**The Simple View of Writing: Is it really that simple? - Amy Siracusano**  
**(Writing, Components of Literacy Instruction, Coaching/Instructional Support, Adolescent Literacy, General Science of Reading)**

The Simple View of Writing (Berninger and Amtmann, 2003) provides a framework to understand the relationship between transcription skills, text generation, working memory, and executive functions. Participants will learn that transcription skills (handwriting, spelling, keyboarding) are as critical as composition skills in developing proficient writers. This session will show teachers how to use this model to determine students' writing strengths and needs with an emphasis on transcription skills.

**Target Audience: Elementary, Middle/Jr. High**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

Salon 1

**Key Components of Effective Reading Comprehension Instruction - Amy Elleman**  
**(Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, Coaching/ Instructional Support, General Science of Reading)**

Due to the complex nature of reading comprehension, students may have difficulties understanding what they read for a variety of reasons. In this session, we will discuss the complex nature of reading comprehension and why students struggle with it. We will then discuss the latest research in comprehension and components of successful reading comprehension instruction. Participants will learn how to create engaging and effective comprehension lessons that support students in constructing deeper and more meaningful representations of texts. The session will focus on research-based strategies for vocabulary development, knowledge building, and inference generation. We will also discuss important motivational factors to consider when designing comprehension instruction.

**Target Audience(s): Elementary, Middle/ Jr. High**  
**Education Track(s): New to the Science of Reading**

Grand Salon B

**Student-Focused Coaching: Supporting Student Success through Teacher Collaboration - Jan Hasbrouck and Daryl Michel**  
**(Coaching/Instructional Support, Leadership)**

Instructional coaching has been shown to 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 of their colleagues. This session presents a responsive, flexible, and comprehensive model of instructional coaching called Student-Focused Coaching (SFC) that has been empirically developed and systematically implemented over the past three decades. SFC involves the coach taking on three distinct roles: Facilitator, Collaborative Problem-Solver, and Teacher/Learner, and then strategically using each role to best support every teacher's efforts to maximize student outcomes. The key strategy used by SFC coaches: The four phase SFC Collaborative Problem-Solving Process will be shared. Suggestions for how to partner effectively with the administrator who supports coaching will also be provided.

**Target Audience(s): Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**

Grand Ballroom B/C

**Weighing the Hog Doesn't Make It Fatter: Linking Assessments to Instruction - Stephanie Stollar**  
**(Assessment and Data, Special Ed, Dyslexia, Other Learning Challenges, Equity & Inclusion, ELL, General Science of Reading)**

Are you collecting data you never use? Do you have questions about your students that you can't answer? Has assessment become a compliance activity? Perhaps you have lost touch with WHY you are assessing reading skills. This session will help elementary teachers, coaches and administrators identify the essential questions about reading performance and select the most efficient ways to answer them. Multi-Tiered Systems of Support (MTSS), the framework for implementing the science of reading, requires a coordinated system of assessment for four main purposes: screening, diagnostic, progress monitoring, and outcome evaluation. Assessments should be used for the purpose for which they were designed. Each assessment purpose is linked to specific instructional decisions in the MTSS model, such as supplementing core reading instruction, forming small groups, and intensifying intervention. Participants will gain knowledge of how the four purposes of assessment link to instruction within the MTSS model for the benefit of all students.

**Target Audience: Elementary**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

Salon 2



<b>BRUNCH 10:55am - 11:55am</b>	<b>St. Charles and Jefferson Ballrooms, 3rd Floor</b>
<b>BRUNCH 10:55am - 11:55am, Louisiana Attendees</b>	<b>Churchill, 2nd Floor</b>
<b>CONCURRENT SESSIONS II 11:55am - 1:15pm</b>	<b>1st Floor</b>

**The Logic of English: A New Way to See Words! - Denise Eide**  
**(Spelling, Components of Literacy Instruction, Adolescent Literacy, General Science of Reading)**

Discover answers to your students’ questions about English spelling! Together we will explore rules that help explain 98% of English words and facilitate orthographic mapping. Together we will learn a few phonograms, spelling rules, and morphemes while demonstrating their application to both high-frequency words and advanced vocabulary. Practical tools for teaching will be interwoven with the neuroscience of reading to provide educators with a better understanding of the roles of phonemic awareness and systematic phonics in learning to read.

**Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Leadership**

**Grand Ballroom B/C**

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**Writing: Responding to Text to Improve Reading Comprehension - Pam Austin**  
**(Writing)**

Writing is a complex skill and can be challenging to teach. This statement is not a surprise to educators working daily with students or instructional leaders and administrators supporting teaching and learning. Understanding that writing can be a daunting task for students logically leads to questions. Why is writing so challenging? What’s the best approach to helping students become better writers? As noted by Graham & Harris, 2016 “Good writing is not a gift. It is forged by desire, practice, and assistance from others.” Teachers are expected to deliver explicit instruction, model, and provide many opportunities for practice. There are a wide variety of skills necessary to help develop proficient writers but what are some practical ways to incorporate these “opportunities to practice” within a busy school day? In this session, we will focus on practical instructional writing skills in response to reading text. These flexible strategies can be across various content areas to provide additional opportunities for writing while supporting comprehension. Why use text to support writing? If the end goal of reading is to comprehend what is read and writing an expression of knowledge gained, combining these skills with scaffolded support can provide positive literacy outcomes. Reading comprehension improves when students write in response to something they have read (Graham & Hebert, 2010).

**Target Audience(s): Elementary, Middle/ Jr. High, Elementary, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading**

**Grand Salon D**

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**Coaching: Progress is a Process (Repeat) - Mississippi Literacy Leadership Team**  
**(Coaching/Instructional Support, Leadership)**

Join this interactive session where Mississippi literacy coaches will define and discuss the effective characteristics of coaching, the phases of coaching, applying the coaching model, and the importance of providing and receiving responsive feedback. During this session, participants will also explore the difference between light and heavy coaching as they participate in “real-time” scenario activities.

**Target Audience: Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): Leadership**

**Grand Salon A**

**Wellbeing: Empowering Educators to Thrive and Not Merely Survive - Kristin Anderson**  
**(Social-Emotional Learning, Coaching/ Instructional Support, Leadership)**

According to UNESCO, schools around the world must recruit 69 million new educators to reach their 2030 educational goals – a tall order at any time, but especially now when 80% of our current educators are considering leaving the profession. The quality of a school system lies in the excellence of its educators; if their wellbeing is deteriorating, we can predict this will have a devastating impact on how and what children will learn and become for decades. Tending to one’s wellbeing isn’t selfish and something we should do when we have time, rather it is our most imperative priority. This practical and immediately applicable session will unpack what wellbeing and in particular emotional wellbeing is, why it is critical to our profession, and then introduce the concept of building personal resources through psychological capital and encouraging educators to unleash their inner HERO (cultivating their Hope, Efficacy, Resilience, and Optimism).

**Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/ Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Advanced Science of Reading, Equity & Inclusion, Leadership**

**Grand Ballroom D**

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**A Practical Approach to Dyslexia: How to Identify and How to Teach - Jan Hasbrouck**  
**(Assessment and Data, Special Ed, Dyslexia, Other Learning Challenges, Components of Literacy Instruction, General Science of Reading)**

Our understanding of dyslexia has greatly expanded over the past decade, due in large part to the newest technologies being used by researchers to study the complex brain functions involved in reading and writing. This session will provide an overview of the newest research on dyslexia and addresses many of the common myths that persist in our understanding of this neurobiological disorder. The importance of early identification and intervention will be stressed, with a discussion of the assessments that can be used to help us identify these students and plan effective instruction. It is exciting that research has also identified specific strategies that help us successfully address the reading, writing, and spelling challenges that our students with dyslexia face. Components of this effective instruction will be presented, including the role of phonological awareness, phonics/decoding, and reading fluency.

**Target Audience(s): Early Childhood (Birth - 4 years), Elementary, Middle/Jr. High, High School**  
**Education Track(s): New to the Science of Reading, Leadership**

**Grand Ballroom A**

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**Teacher Speaker Series: Lions, Tigers, Bears, Data, Oh My! (Repeat) - Alana Mangham (TSS)**  
**(Assessment and Data, Curriculum, Coaching/ Instructional Support)**

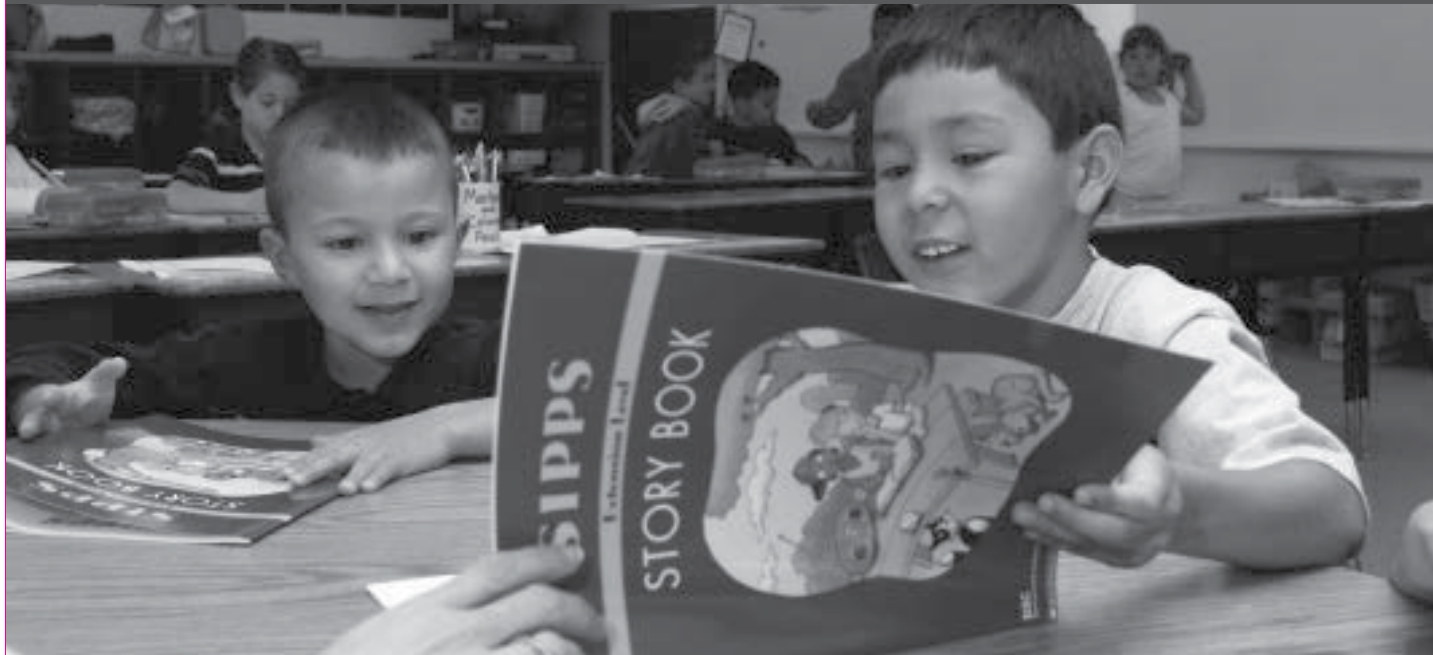
Student data tells a story but many times I felt as if I didn’t have a brain when looking through generic labels on endless reports. The foundation for student growth lies within data points. Follow the yellow brick road as we connect research, conceptual models, and practical application to understand data labels, locating the root cause to improve student outcomes. The truth is we all have the heart, brains, and courage to master data understanding.

**Target Audience(s): Elementary**  
**Education Track(s): New to the Science of Reading**

**Grand Salon B**

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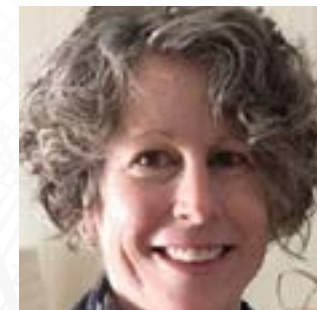
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# ABOUT THE PRESENTERS



## Kristin Anderson

Kristin Anderson is a consultant dedicated to unleashing the expertise and capabilities that lie within every educator. 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 left Denver Public Schools. Since then, she has worked in multiple K-12 settings in multiple instructional and administrative roles, and has obtained advanced degrees from Sterling College, the University of Denver, and the University of Colorado. Kristin is currently earning her doctoral degree from Vanderbilt University in Leadership and Organizational Change. She has developed professional learning programs for Edison Schools, The Leadership and Learning Center, and Corwin, and is known as the person who brought Visible Learning to North America. She has delivered keynotes, workshops and extensive professional learning on various topics in teaching, learning, and leadership in schools and districts across the United States, and in Canada, Argentina, London, Australia, Japan, and Zambia. Kristin is the author of *Data Teams Success Stories Volume 1*, *Real Time Decisions*, and *Getting Started with Rigorous Curriculum Design*. She currently resides in Thousand Oaks, California, and is the Founder and CEO of The Brilliance Project.



## Jane Ashby

Jane Ashby, Ph.D., is a Professor of Psychology at Central Michigan University, where she studies the cognitive processes that underlie reading by monitoring eye movements as participants read sentences silently. Early in her career, Jane taught writing workshops and content-area reading to urban young adults and tutored children who struggled learning to read. Later, she established a program to provide professional learning for teachers and supplemental instruction for students with dyslexia. In recent years, Jane worked at the Stern Center for Language and Learning in Vermont, where she provided professional learning to advance the literacy knowledge of elementary school teachers. She co-authored *Psychology of Reading*.





## Pam Austin

Pam Austin has worked as a professional learning facilitator manager with over 14 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 33 years of experience as an educator, previously working as a literacy specialist at the Center for Development and Learning (CDL) now The Center for Literacy & Learning 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-site facilitators and teachers.



## Melissa Beck

Melissa Beck has worked with teachers in numerous districts across the state as an elementary teacher, middle school teacher, English chairperson, literacy coach, and professional development provider. She has presented at the Mississippi Association of Educators conference, Mississippi Department of Education Regional Conference, Passport to Literacy Conference, Passport Boost Conference, Literacy Coach Symposium, and Making Connections Conference. Melissa is currently the K-3 Assessment Coordinator for the State of Mississippi.



## Heidi Beverine-Curry

Heidi Beverine-Curry, Ph.D., is a co-founder and Vice President of Professional Development for The Reading League, where she designs, supervises, and delivers educator learning opportunities. Before working for The Reading League full-time, Heidi spent 21 years working in public schools where she made use of her certifications in Elementary Education, K-12 Special Education, and K-12 Reading Education. When Heidi began her doctoral coursework in Reading Education in 2006, she became a champion for evidence-aligned literacy instruction and has led several successful reform efforts. Heidi was an adjunct professor at Syracuse University and SUNY Oswego, where she specialized in teaching clinical reading intervention coursework.



## Brittney Bills

Brittney Bills recently won the Amplify Science of Reading Star Awards as a district leader and is a Curriculum Coordinator at Grand Island Public Schools, Nebraska. Brittney is in charge of the K-5 ELA curriculum and academic MTSS. Brittney offers LETRS training to all their K-5 educators.



## Mitchell Brookins

Mitchell Brookins, M.A., has taught on the Southside of Chicago, been a district leader of RtI and literacy in Chicago Public Schools and served as a school administrator in Chicago Public Schools and New Orleans for the past seven years. His instructional leadership as a school administrator has yielded the following results: 19-point growth in the School Performance Score, which moved ReNEW Cultural Arts Academy from a “D” to a “C” in one year, an average of 16% growth in Reading over two years at ARISE Academy, and finally, Dwight Eisenhower’s School Performance Score increased by 12 points which resulted in the school’s letter grade moving from a “D” to a “C” in one year. Mitchell has a B.A. in Elementary Education, a M.A. in Teacher Leadership, and is currently working on his dissertation to attain a PhD in Educational Administration at the University of New Orleans.



## Kymyona Burk, Ed.D.

Kymyona Burk, Ed.D., is the Policy Director for Early Literacy at the Foundation for Excellence in Education (ExcelinEd). In this role, she supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation. Kymyona received a Doctorate in Early Childhood Education, Specialist in Secondary Education/English, Master of Science in Educational Leadership, Master of Arts in Teaching English, and Bachelor of Arts in Political Science from Jackson State University. She most recently served as the Executive Director for the Office of Teaching and Learning in the Jackson Public School District (JPSD) where she provided the leadership and vision for all aspects of the JPSD’s instructional programs including curriculum, instruction, and professional learning. She is also the former K-12 State Literacy Director for the Mississippi Department of Education (MDE), leading the state-level implementation of the Literacy-Based Promotion Act (2013), which aims to ensure that all students are proficient readers by third grade. Kymyona’s experience includes serving as a reading and English teacher, school-based literacy coach, district literacy trainer, and University-based Literacy Coordinator. She currently serves as a Board Member of The Reading League.





### Janeé Butler

Janeé Butler, M.Ed., is a Literacy and Learning Specialist at The Center for Literacy & Learning. Born and raised in New Orleans, Janeé’s goal has been to bring equitable education throughout the Greater New Orleans area. She started her career in education in the early childhood sector. As a first-grade teacher, Janeé quickly made a name for herself by maintaining high student achievement scores in reading instruction. In addition, Janeé led her team as a content specialist in foundational reading skills. Her experience as a first-grade teacher earned her a wealth of knowledge in targeted literacy instruction and always sought to develop her capacity in foundational reading skills. That pursuit led her to the cognitive processes in reading instruction, equipping her with a knowledge base in dyslexia and the science of reading. Later Janeé received her master’s degree in educational leadership, fulfilling roles as an instructional coach and reading specialist. In hopes to propel her mission in increasing teacher efficacy in teaching reading, Janeé is now pursuing her Ph.D. in General Psychology with an Emphasis in Cognition and Instruction. Janeé’s efforts to ensure all educators are equipped with necessary practice to improve their reading pedagogy are seen in her work, training educators in the science of reading through The Center’s professional development course, Growing Reading Brains. After ten years in education, Janeé sees the need to reimagine education for every child, advocating for evidence-based practices in reading instruction supporting the cognitive demands in the brain.



### 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.



### Nora Chahbazi

Nora Chahbazi is the founder of EBLI: Evidence-Based Literacy Instruction, a comprehensive system of evidence-aligned teacher training and student lessons for reading, spelling, and writing instruction in whole class and remediation settings. Formerly a Neonatal ICU nurse, Nora shifted her life’s work to creating and refining EBLI, training teachers, teaching learners of all ages and ability levels, and advocating for high level literacy for all after teaching her own daughter to read in 1997. She is a volunteer literacy consultant for DNA Films and the team creating and producing The Truth About Reading documentary.



### David Chalk

David Chalk is a man who many believed had everything - but he didn’t. In 2021, at the age of 62, David learned to read. His life is forever changed and, along with learning to read, spell, and write, he has found a previously unknown sense of peace and a new outlook on the world. David has a career as a futuristic leader in technology, with a resume matched by few. He successfully turned around a \$150 million dollar computer company in record time, saving it from bankruptcy. Along with being the founder of more than 15 successful companies, he holds the world’s only true patent in cyber security. When Windows 95 was being introduced to the market, Bill Gates asked David personally to speak on his behalf to the Canadian market. He has been described as having a brilliantly gifted mind and was awarded a Doctorate Degree in Technology by the University of the Fraser Valley. David, diagnosed with dyslexia, suffered quietly for more than 50 years. His parents were told he was mentally handicapped and would not amount to anything or be able to create a life for himself. His high school counselor told the family he most likely would live on the streets and die there. What could make a life so terrible and hopeless for this boy? The inability to read. David would like all educators to be acutely aware that the ability to read is the most important skill a person can possess to truly live a happy life. His accomplishments show that perseverance and determination can bring financial success but what David had never found was peace and joy in his own life, until now, thanks to finally being taught to read.



### Carlin Conner

Carlin Conner, Ph.D., is a Senior Research Scientist at the University of Virginia in the School of Education. She received her Ph.D. in May of 2020 from Southern Methodist University in Dallas, Texas. During her Ph.D. program, she was scholar with the National Center for Leadership in Intensive Intervention, funded by the Office of Special Education Programs. Her research interests include literacy and behavior interventions for children with Autism Spectrum Disorder as well as English Language Learners. Before beginning her Ph.D., Carlin spent time as both a special education teacher and special education instructional coach in Dallas.







## Kelli Crain

Kelli Crain obtained her bachelor's degree in Elementary Education from Mississippi College and obtained her master's degree in Elementary Education from William Carey University. She taught first grade in Mississippi for ten years and served on the district's curriculum team in Language Arts and Mathematics during that time. Kelli has worked for the Mississippi Department of Education through the Literacy Based Promotion Act since 2013 where she served as a Literacy Coach and a Regional Literacy Coordinator before becoming an Assistant State Literacy Coordinator. During this time, she has and continues to provide professional development for educators in the area of literacy and works closely with teachers, administrators and coaches to help ensure that students become proficient readers by the end of third grade.

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## Mary Ellis Dahlgren

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

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## Stanislaus Dehaene

Stanislaus Dehaene, Ph.D., is a French psychologist and cognitive neuroscientist. He is a professor at the Collège de France, Chair of Experimental Cognitive Psychology. His research aims to elucidate the brain bases of the most fundamental operations of the human brain: reading, calculating, reasoning, and awareness. His work has been acknowledged by several awards and grants, including the Louis D. Prize of the Fondation de France (with D. The Bihan), the Jean-Louis Signoret Award from the IPSEN Foundation, and the centennial fellowship of the American McDonnell Foundation. He is the author of multiple books including Reading in the Brain: The Science and Evolution of a Human Invention (2009) and How We Learn: Why Brains Learn Better Than Any Machine...For Now (2020).



## Judi Dodson

Judi Dodson is a national LETRS trainer and literacy consultant. She worked for 20 years as a special education teacher and educational consultant. Judi is the author of 50 Nifty Activities for 5 Components and 3 Tiers of Reading Instruction and 50 Nifty Activities for Speaking and Listening: for Oral Language and Comprehension and The Literacy Intervention Toolkit. Judi consults on issues related to school change, teacher knowledge and literacy achievement. She is also the president of Peruvian Hearts, a non-profit organization dedicated to the education and development of leadership of young women in Peru, giving them the resources they need to break the cycle of poverty and become leaders in their country. Judi believes that literacy is a social justice, equity, and inclusivity issue and this adds passion to her work with teachers and students.

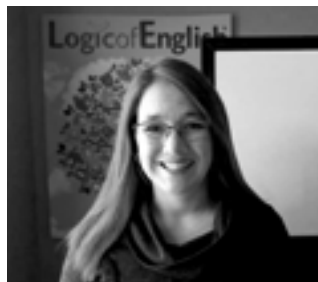
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## Matthew Donaldson

Matt Donaldson has served as Principal at Northwood Elementary in North Canton City Schools since 2010. In addition to his present position, Matt has worked as a classroom teacher, a department chair, a lead teacher, and an associate principal at a middle school. With 26 years in education, Matt prides himself on being an advocate for children and teachers. He is committed to giving teachers the support and tools they need to help children succeed, and he emphasizes the importance of teaching reading skills to all students. Professional development for teachers is key to continuous improvement, and Matt stresses the need for teachers to have practical training in literacy education. Northwood's consecutive years of earning an A from the Ohio Department of Education is proof of his commitment.

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## Denise Eide

Denise Eide is the president and founder of Logic of English, a mission-driven publisher that empowers students of all ages to become fluent readers and spellers. Denise is passionate about providing all students access to evidence-based literacy education. When her sons struggled to learn to read, Denise discovered that one of the core instructional tools used to help students with dyslexia is to teach them how English really works. Upon seeing her sons go from nonreaders to reading chapter books within months, she decided to write Uncovering the Logic of English, an award-winning book about reading. She continues her life work of sharing the power of knowing how English works by speaking, writing, and publishing.

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## Amy Elleman

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



## Linda Farrell

Linda Farrell is a founding partner at Readsters in Alexandria, Virginia. She works with schools to help design and implement effective reading instruction in all grades. Linda was an English teacher in the late 1970s. However, it wasn't until 15 years later that she learned to teach struggling readers. That happened when she was an investment banker and volunteered to teach adults to read. Through her experiences teaching adults to read, Linda realized that most older struggling readers need explicit phonemic awareness, phonics, and vocabulary instruction at the most basic levels. In 2000, she left investment banking to pursue her mission, which is for all children to learn to read in the early grades. Linda was one of the original National LETRS Trainers for 7 years. Linda coauthored several publications, including Phonics Plug-In, Practice Packets for Reading Confusions, Phonics Blitz and Boost, the Diagnostic Decoding Surveys, Teaching Reading Essentials Program Guide and Coach's Guide (coauthored with Dr. Louisa Moats), and DIBELS: the Practical Manual. Over the past few years, Linda has spent part of her time working in Africa designing and writing materials to teach children in rural Africa how to read in seven languages she doesn't even speak!

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## Deborah Glaser

Deborah Glaser, Ph.D., is a consultant, author, and teacher educator with expertise in reading assessment and proven instructional methods. Following her teaching career, she directed the educational arm of a nonprofit dyslexia learning center where she developed programs to teach teachers and students. She was an original National LETRS trainer, is a policy advisor to the National Council on Teacher Quality and regularly contributes to the evaluation of university programs that prepare our teachers to teach reading. Dr. Glaser is author and co-author of five books. Her most recent contributions to the field are her online reading course The Reading Teacher's Top Ten Tools: Instruction that Makes a Difference and Morpheme Magic: Lessons to Teach Morphological Awareness.

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## Margaret Goldberg

Margaret Goldberg is a literacy coach in a large urban district in California. She's held a variety of roles including district Early Literacy Lead, site-based literacy coach, and reading interventionist. In every role, she's worked to help schools and districts align instruction with reading research. She is the co-founder of The Right to Read Project, a group of teachers, researchers, and activists committed to the pursuit of equity through literacy. Her writing is published on The Right to Read Project blog and on Reading Rockets.



## Jan Hasbrouck

Jan Hasbrouck, Ph.D., is an educational consultant, author, and researcher. She served as 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 teaching at the University of Oregon and later became a professor at 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, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Jan's 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 "Conquering Dyslexia", "Reading Fluency", "The Reading Coach: A How-to Manual for Success", and "Educators as Physicians", along with several assessment tools. Jan works with the McGraw Hill publishers as an author of their "Wonders" and "Wonder Works" reading and intervention programs. She also enjoys her volunteer work at her grandson's K-8 school in Seattle.

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## Jennifer Hasser

Jennifer Hasser, M.Ed., is a nationally recognized speaker and trainer in the field of reading and dyslexia. She is the founder and Executive Director of Kendore Learning, which provides training, curriculum, and materials to educators across the nation. Jennifer's passion for education began in the high school behavior disorder classroom, where she was awarded Special Education Teacher of the Year. Her ongoing interest in the literacy challenges facing schools has led to the design, development, and implementation of comprehensive programs for public schools. She is a regular presenter at literacy and dyslexia conferences and serves as an educational consultant to schools across the nation. Her training and curricula are accredited by IMSLEC and IDA. Jennifer is also the founder of Atlanta-based Syllables Learning Centers, where she has helped thousands of struggling readers across the globe. While serving as President of the International Dyslexia Association's Georgia Branch, she founded the now nationally recognized Dyslexia Dash 5K and twice received the Outstanding Service Award for her contributions to dyslexia awareness. Most recently, she launched Kendore Cares, a nonprofit organization devoted to providing literacy services to under-served students and communities.

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## Nancy Hennessy

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





## Jill Webb Hoda

Jill Webb Hoda has served in the field of education for over 20 years. Her experience as a classroom teacher includes teaching Pre-Kindergarten and Kindergarten through third grades, as well as K-2 Alternative Education, lead teacher, literacy model teacher, grade-level chair, and teacher mentor. She has been privileged to teach in Mississippi, Delaware, and Ohio. She is credited with starting a pilot, full-day kindergarten program in inner-city Wilmington, Delaware. Jill previously served as a Literacy Coach, Regional Literacy Coordinator, and currently serves as one of the Mississippi Department of Education's Assistant State Literacy Coordinators. In her role, she provides on-going support to promote grade-level reading to teachers, administrators, literacy coaches, and professional guidance and resources to regional literacy coordinators. Her greatest strengths include empowering coaches, administrators, and teachers to increase their literacy capacity and instruction; nurturing collaborative leadership; fostering strong working relationships; promoting strategic planning and goal setting; developing innovative literacy resources; and implementing the Literacy Based Promotion Act (LBPA) through continuous state-wide professional development and district/school site visits.

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## Michelle Hostetler

Michelle Hostetler is the Director of Instruction for North Canton City Schools, bringing with her a passion for literacy, a strong desire to serve others and 32 years of education experience. Michelle's credentials are impressive, having served as a classroom teacher, title reading instructor, Director of Federal Programs, literacy coach, gifted coordinator, English learner coordinator and K-12 English Language Arts consultant. As a classroom teacher for 16 years, Michelle understands the needs of students as well as the importance of professional growth for educators. Working as a Language Arts consultant for the Stark County ESC for 5 years and most recently as a Director of Instruction, Michelle has vast experience in providing staff development for educator growth at local, regional, and state levels. She is dedicated to helping students and staff continue to improve and achieve. She enjoys actively listening to their concerns while discerning how she can best help them achieve their goals.

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## 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.



## DeJunné C. Jackson

DeJunné Clark Jackson MA, MAT, MEd, CALT, LDT, joined The Center for Literacy & Learning in June 2020 as its Vice President of Program Development. In this new role, she oversees all program development, delivery, and evaluation. She maintains relationships with organizational partners, including schools and school districts, and other nonprofit organizations.

DeJunné is an educational professional with over a decade of experience in the roles of a university disabilities coordinator, classroom teacher, school counselor, and reading interventionist. As the parent of a child with dyslexia, DeJunné is on a mission to spread awareness to parents and schools, advocate for appropriate remediation needs within the school setting, fair treatment of and the appropriate access to education for all children. Prior to joining the team at The Center for Literacy & Learning, DeJunné was actively and fiercely managing Learning Fundamentals Educational Therapy & Consulting, her private practice, focused on aiding parents through the processes of seeking school-based solutions for struggling learners. DeJunné is a licensed classroom educator and school counselor, a Certified Academic Language Therapist, a Licensed Dyslexia Therapist, and only one of three credentialed Educational Therapists in the state of Louisiana. She is a member of Louisiana Department of Education's Early Literacy Commission, state leader with Decoding Dyslexia Louisiana, and the president of The Reading League Louisiana.

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## Alayne Joffrion

Alayne Joffrion has been an educator in the Lafourche Parish School District for eighteen years. She has had the privilege of working with wonderful students and teachers as an elementary teacher, interventionist, Instructional Coach, TAP Mentor Teacher, and in her current role as an Elementary Curriculum Specialist for Lafourche Parish supporting ELA and social studies. She received her Bachelor's Degree in Elementary Education and Master's Degree in Curriculum and Instruction with a focus on Reading Specialist from Nicholls State University. Alayne also earned National Board Certification in 2007. Her career in education began because of her love for children and education. Her belief that every child can succeed and grow is the center of her work.





## Sandra and Sammie Johnson

Sandra and Sammie Johnson are twins who attended public schools in Washington, D.C. They have five siblings who all had reading difficulties. Both Sandra and Sammie kept their reading difficulties a secret. They could memorize words quite successfully, but they could not read any unfamiliar words. For example, Sandra could easily read the word job, but had no idea how to read the word jab. She could read Farragut, the name of a Metro station in D.C., but she couldn't read the word gut. Sandra was in her early 30s when she went to the Washington Literacy Council for help. Learning that letters spell sounds was the key for Sandra to learn to read. After Sandra's reading skills soared, she encouraged Sammie to get a tutor from the Council. Both Sandra and Sammie are now proficient readers. Sandra and Sammie speak nationally about literacy to teachers, parents, and students. Their story of going to school every day without knowing how to read is heart wrenching. Their story of learning to read as adults is informative for teachers. And their accomplishments since learning to read are inspiring.



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## Shyla Johnson

Shyla Johnson, M.ED., is a seventh-year educator in Caddo Parish, Louisiana. Her passion is driven by bridging the gaps in early literacy and creating equitable learning opportunities for young children. She attended Louisiana Tech University where she received her Bachelor's degree in Early Childhood Education, as well as her Master's degree in Educational Leadership. She currently holds the title of Caddo Parish's District Elementary Teacher of the Year and believes that "every child has the right to literacy."



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## Pam Kastner

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



## David A. Kilpatrick

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



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## Lynn Kuhn

Lynn Kuhn, M.A., CCC-SLP, has spent her professional career committed to student achievement through high quality instruction. Lynn believes the classroom teacher is paramount to the success of the students in their classrooms. Lynn is a speech-language pathologist, special and general educator, diagnostician, literacy and dyslexia specialist, coach and facilitator supporting early childhood through secondary educators. Lynn's areas of strength include oral and written language development, literacy, assessment data and analysis for results-based implementation plans, MTSS processes and differentiation. Lynn has worked in K-12 public school settings with general education and language- learning disability students. Lynn's partnerships provide her with the ability to participate in strategic educational discussions. Lynn was the professional development coordinator for the Colorado Reading First Program and an Early Reading First consultant. She supported the development and implementation of Statewide Literacy Initiatives: The Multisensory Structured Language-Literacy Cadre and the Rural Secondary Literacy Project. She was an active member on the PK-20 initiative writing team for the state literacy plan and the Commissioner of Education's Literacy Work Group. Lynn is the President of the Rocky Mountain Branch of the International Dyslexia Association. Lynn believes literacy rates in our nation are a moral and social justice issue we have the ability to change.



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## Susan Lambert

Susan Lambert is the Chief Academic Officer, Elementary Humanities at Amplify and the host of *Science of Reading: The Podcast*. Her career, including classroom teacher, building administrator and district-level leader, has been focused on creating high quality learning environments using evidence-based practices. Susan is a mom of four, grandma of four, a world-traveler and a collector of stories. Her professional quarantine accomplishments include the production of knowledge-based learning modules for Kindergarten through Grade Two students, available through Amplify's free resources website and Wide Open Schools.





## Alana Mangham

Alana Mangham, M.S., is a LETRS State Success Manager for Lexia Learning, serving the central United States region. Prior to joining the Lexia team, Alana served as the Literacy Specialist at The Center for Literacy & Learning and was a member of Louisiana’s Early Literacy Commission in 2019-2020. She remains involved in Louisiana as the Reading League Louisiana chapter’s vice president, as well as sitting on Heggerty’s national advisory board. She has taught in both New York City and Louisiana as a classroom teacher and spent seven years at the district level supporting schools in both urban and rural areas. During her time at the district level, her work as the Rapides Parish ELA curriculum specialist gained national attention and was documented by EAB in “Narrowing the Third Grade Reading Gap.” She has been an Education Week guest alongside Dr. Louisa Moats, featured on Amplify’s Science of Reading podcast, and has published an article in the May/June 2020 issue of The Reading League’s Journal. Alana has extensive experience delivering professional development to educators and leaders from every background. She studies top educational researchers and uses their wisdom to deliver meaningful learning sessions. Alana is excited to share her passion for literacy, marrying facts of science, research, and field experiences with a fun, applicable, no-nonsense approach.



## Lani Mednick

Lani Mednick is currently the Assistant Principal of Instruction at Ascend, a TK-8th grade Title 1 school in Oakland, California. She was previously a teacher of students in TK-6th, a reading interventionist, and an Early Literacy Lead of a grant-funded Early Literacy Cohort in Oakland Unified (with Margaret). She has supported district leads, principals, coaches, teachers and tutors in systematically bringing reading research to practice in classrooms – keeping student outcomes at the center. She joined The Right to Read Project because she firmly believes that learning to read is a civil right and works to give as many students equitable access to this right. You can hear her in podcasts, such as the APM Reports documentary At a Loss for Words and Amplify’s Science of Reading Podcast.



## Jeff McManus

Jeff McManus works as a keynote speaker and webinar leader, coaching others to find, define, and actualize their teams. Jeff’s methods of ramping up organizational performance are documented in his book *Growing Weeders into Leaders*, and it has made waves across the facilities industry. In it, he offers his unique techniques to motivate a staff from under-performing to winning national championships. Navigating a pandemic has presented leaders with new challenges beyond the expected, including how to keep employees safe, as well as motivated, while still providing customers with low-risk, high-standard deliverables. Jeff knows the key is found not in the numbers but in the people. He understands the power of relationships. This is the human-side of facilities, where loyal brands are grown and memorable impacts are made in the lives of customers and staff.



## Daryl Michel

Daryl Michel, PhD., is the founder of Be A Change, LLC, and a lifelong educator who is passionate about engaging with others to learn, teach, and inspire while appreciating and advocating for voices and perspectives to be heard. Daryl went from being a classroom teacher in one school district to being nationally known as an instructional coach, area manager, and director to establishing international networks as a business owner. Each day Daryl does his very best to live by his business tagline of “Many Individuals. Infinite Possibilities.” He doesn’t aspire to be “the” change. He aspires to be “a” change by being present, listening, and noticing. He received a Bachelor of Arts in Elementary Education from the University of Northern Iowa, a Master of Science in Educational Administration from Texas A&M University-Kingsville, and a Doctor of Philosophy in Education: School Improvement from Texas State University.



## Katie Pace Miles

Katie Pace Miles, Ph.D., completed her doctorate in Educational Psychology: Learning, Development, and Instruction with a sub-specialization in Research on the Acquisition of Literacy with Dr. Linnea C. Ehri. In her tenure-track faculty line at Brooklyn College she oversaw the graduate and undergraduate development and teaching of literacy courses in the Early Childhood department. As a former early childhood/childhood teacher and learning specialist, Katie conducted reading and writing assessments of and interventions with students with literacy delays and disabilities. She worked closely with teachers, families, and school psychologists to support student progress.



## Pati Montgomery

Pati Montgomery has a vast background in education which includes being a teacher and administrator with underserved populations, special education administrator, author, national educational consultant specializing in principal and school leadership development, collaborator with State Departments of Education as well as teacher effectiveness and union-management collaboration teams. Previously, she was the Executive Director of Literacy for the Colorado Department of Education where she was responsible for the implementation of the READ Act. Pati has worked with school principals and superintendents across the country on effective school practices. Her work is steeped in the belief that ALL students can attain high achievement and focuses on school populations comprised of highly diverse learners. To attain such, administrators must use educational research to ensure they are using proven and evidence-based practices that will increase school effectiveness. Pati is the lead author of the book entitled, *The Principal’s Primer for Raising Reading Achievement*. The book is a guide for principals and school leaders that highlights efficient systems and structures necessary for school-wide improvement in performance.



## Tim Odegard

Tim Odegard, Ph.D., is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University. He also leads the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. He also serves as Editor-in-Chief of *Annals of Dyslexia*. Before joining the faculty at MTSU, Tim served on the faculty at the University of Texas Arlington and UT Southwestern Medical School in Dallas. In addition to being a research scientist, Tim is a reading therapist, having completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas during his NIH funded postdoctoral fellowship.





### Ernesto Ortiz, Jr.

Ernesto Ortiz, Jr. is the proud principal of McDonald Elementary School in the Centennial School District (Warminster, PA). He is entering the final year of his doctoral program with his research focusing on K-2 literacy. During his 20 years in education, Ernesto taught in K-5 classrooms for thirteen years and served as an elementary assistant principal for three years in the Allentown School District. He is currently in his fifth year as principal of McDonald Elementary. Ernesto has a passion for literacy and believes if educators learn about and rely on reading research, they can better support their children's path to reading proficiency.



### Lucy Hart Paulson

Lucy Hart Paulson, Ed.D., CCC-SLP, is an author and literacy specialist with a mission of bringing research to practice. She is also a speech-language pathologist with many years of experience working with educators and with young children and their families in a wide range of educational settings. In addition, Lucy was an associate professor teaching and conducting research in the areas of language and literacy development and disorders. She provides professional development using a broad-based perspective blending areas of language and literacy together resulting in effective, appropriate, and engaging language-based literacy instruction and intervention for all children. Finally, Lucy is the co-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, 2nd Edition, a social communication skills program for young children.



### Allison Rice

Alli Rice recently won the Amplify Science of Reading Star Awards as a district leader and is the Elementary ELA Curriculum & Instruction Lead for Kansas City, Kansas Public Schools. Prior to her role in her district's central office, she worked as a reading interventionist supporting students in kindergarten through sixth grade as well as a classroom teacher at New Stanley Elementary in grades first through fourth. She was originally trained in balanced literacy and didn't enjoy teaching reading. She didn't feel successful as a reading teacher and struggled to get answers to her many questions. It wasn't until a few years ago when she discovered the Science of Reading when everything changed. Now, she supports her entire district as they make the shift towards structured literacy.



### Megan Roberts

Megan Roberts, M.S.E., currently works as a Reading Specialist for elementary students in the Lee's Summit School District. She has taught for 14 years, in two different districts in Missouri, with a focus on primary learners and literacy education. Megan has experience in various leadership roles, including district-wide reading demonstration teacher, literacy lab cohort host, and cross-district collaboration facilitator. She has demonstrated her dedication to literacy instruction by earning a special reading certificate and completing training with LETRS and the Wilson Reading System.



### Ricky Robertson

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







## Lacey Robinson

Lacey Robinson, Chief Executive Officer of UnboundEd, sets the vision for equity-driven national change as she carries generations of pride and tears of her enslaved ancestors along with the native sons and daughters of this sacred land. While keeping an eye on the design, delivery, and quality of all the organization's antiracist work, she ensures UnboundEd's health, sustainability, and future-driven vision for what teaching and learning can be in the 21st century. From the organization's infancy, in the role of Chief of Program and Engagement, Robinson engaged with industry partners to support standards-aligned, content-focused, equity-driven adult professional learning and development. While supporting vital design and execution elements for UnboundEd's signature professional learning opportunity, the industry-leading Standards Institute, Robinson contributed to the rapid growth of an organization respected for its national programs and customized professional learning for K-12 educators, work that pivoted online during the pandemic to meet the specific needs of educators. As a teacher, principal, and staff development specialist, Robinson maintained a focus on literacy, equity, and school leadership for more than two decades. Her life's work aims to help educators in school systems disrupt systemic racism and all of its legacies in classrooms. Inspired by Langston Hughes, her path is to build temples for tomorrow, strong and brave as she knows how, and to ensure that future generations can stand free within themselves to be whomever they choose to be. As CEO, she pursues this passion by leading an organization known for the highest integrity in professional development experiences; experiences that honor us all as professionals in educating our nation's children, and in leading the schools that serve them.



## Shawn Anthony Robinson

Shawn Anthony Robinson, Ph.D., is a Senior Research Associate in Wisconsin's Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison, an author, a dyslexia consultant, and serves on the Board of Directors with the International Dyslexia Association. He graduated from the University of Wisconsin Oshkosh with a Bachelor of Science in Human Services, a Master's in Education from DePaul University, and a Ph.D. in Language and Literacy from Cardinal Stritch University. Shawn has received several distinguished honors throughout his early career. He is so a Life Member of Alpha Phi Alpha Fraternity, Inc.



## Joan Sedita

Joan Sedita, M.Ed., is the founder of Keys to Literacy, a literacy professional development organization working with educators throughout the U.S. Joan has been in the literacy field for over 40 years as a teacher, administrator, and teacher trainer. She has authored multiple literacy professional development programs, including The Key Comprehension Routine, The Key Vocabulary Routine, Keys to Beginning Reading, Keys to Content Writing, Keys to Early Writing, Understanding Dyslexia, and Adolescent Literacy. 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 and was a LETRS author and trainer. Joan received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.



## Amy Siracusano

Amy Siracusano, MS Ed., worked in public education for 23 years before becoming an independent literacy consultant. Her career has included many positions: classroom teacher, learning specialist, Title I teacher, vice principal, literacy specialist for the board of education, and adjunct professor. She has presented nationally on various literacy topics including reading, dyslexia, assessment, and writing. Amy is a member of Decoding Dyslexia Maryland, on the board of directors for The Reading League, a LETRS Professional Learning Facilitator, an Acadience Training Specialist, and a Teacher Preparation and Literacy Review Specialist for The Barksdale Reading Institute. She is determined to support national efforts in making sure teachers are equipped with deep knowledge of language systems and teaching methods to ensure all students leave second grade with proficient reading and writing skills.



## Mickey Smith, Jr.

Mickey Smith, Jr., is a motivational speaker, an expert musician, and an experienced educator who is dedicated to helping both children and teachers. While delivering keynote address speeches and workshops for elementary, middle, and high school teachers, he strives to provide a motivational mixture of music and message to his audience. With his children's book "Keep On Going", Mickey wants to make learning easy and interesting for everyone. It's time to discover the sound inside us all!



## Emily Solari

Emily Solari, Ph.D., is the coordinator and professor in the Reading Education program in the Department of Curriculum Instruction and Special Education at the University of Virginia. She received her Ph.D. from University of California, Santa Barbara in Special Education, Disabilities, and Risk Studies with an emphasis in Human Development. Emily's scholarship has focused on the prevalence, predictors, and underlying mechanisms that drive reading development with the goal of developing and testing the efficacy of targeted interventions to prevent and ameliorate reading difficulties. Her work has included intervention development and trials with students who have early profiles of reading difficulties, individuals diagnosed with autism, and English language learners. Her work has been particularly focused on translating the science of reading by engaging with practitioners and policy makers to leverage scientific evidence to improve practice in school settings. Emily is currently the PI for several research grants. She serves as the Editor-In-Chief of The Reading League Journal, a new journal dedicated to translating specific reading research findings for a practitioner audience; she is also an Associate Editor for Journal of Learning Disabilities and Remedial and Special Education. Emily serves on various state and national level executive boards including the Council for Exceptional Children's Division of Learning Disabilities and The Reading League's Virginia Chapter.



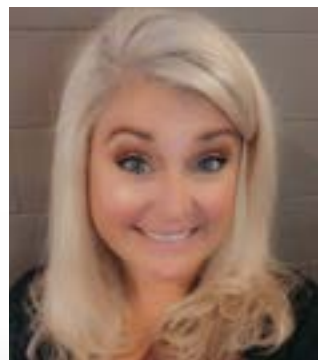
## Laura Stewart

Laura Stewart is an educator and organizational leader. She has served as a classroom teacher, building and district administrator, adjunct professor, and director of numerous professional development initiatives around the country. Before joining The Reading League as their National Director, she served as the Vice President of Professional Development for the Rowland Reading Foundation, and as the Chief Academic Officer for Professional Development at Highlights for Children. Laura presents nationally and internationally and has written for numerous organizations and publications, including co-authoring *The Everything Guide to Informational Text K-2; Best Texts, Best Practices*. She is the host of the podcast “Teaching, Reading, and Learning: The TRL Podcast.” Laura serves on several advisory boards, including The Path Forward in Teacher Preparation and Licensure for Early Literacy. Laura is a certified LETRS (Language Essentials for Teachers of Reading and Spelling) facilitator. Laura’s passion is empowering educators to positively impact ALL students and ultimately change the course of literacy achievement in this country.



## Stephanie Stollar

Stephanie Stollar, Ph.D., is the founder of Stephanie Stollar Consulting LLC and the creator of The Reading Science Academy. She is a part-time assistant professor in the online reading science program at Mount St. Joseph University, and a founding member of a national alliance for supporting reading science in higher education. As a board member for the Innovations in Education Consortium, Stephanie collaboratively plans the annual MTSS Innovations in Education Conference. She has worked as a school psychologist, an educational consultant, and as Vice President for Professional Learning for Acadience Learning Inc. She has provided professional development, conducted research and published in the areas of assessment, early intervention, and collaborative problem solving. Stephanie is passionate about improving educator knowledge and aligning school systems to prevent reading failure.



## Lori W. Stringer

Lori W. Stringer, M.Ed., has worked with various populations as a special education teacher, elementary education teacher, lead teacher, literacy coach, Regional Literacy Coordinator, professional development provider, and an Assistant State Literacy Coordinator in numerous districts across Mississippi. She has presented at the Mississippi Association of Educators conference, the Louisiana Literacy Academy, Passport to Literacy Conference, Rethink Literacy Conference, and Passport Boost Conference.



## Rebecca Tolson

Rebecca Tolson is Vice President of Literacy Initiatives for Neuhaus Education Center. Rebecca has a PhD in Elementary Education from the University of Akron and is a member of Academic Therapy Association at the level of Qualified Instructor and Certified Academic Language Therapist and a Certified Dyslexia Therapist through the International Dyslexia Association. She began her career in education as a fifth-grade teacher and later transitioned to teaching both children and adults with learning disabilities. She specializes in using Structured Literacy techniques as intervention for dyslexia and dysgraphia. Rebecca teaches as an adjunct professor for Walsh University specializing in literacy with a concentration in specific learning disabilities in reading.



## Iantha Ussin

Iantha Ussin, MAT, taught for 15 years with the Richmond County School System in Augusta, Georgia, prior to her retirement in May 2021. Iantha was repeatedly named a highly qualified middle grades ELA instructor and model teacher. She is a three-time author with her most recent book, *Your Classroom or Their Playground: Classroom Management Observations and Conversations*, being the pride of her career. Iantha deems this book necessary for every pre-service and beginning teacher. Over time, after watching an overwhelming number of new teachers leave the profession within five years of hire due to lack of support and adequate training, she was compelled to leave the classroom to teach new teachers how to stay. Shortly after retirement, Iantha birthed Ms. Ussin Teaches, LLC and has since been on a mission to educate, empower, and equip new teachers with what they need to be successful in their classrooms, which ultimately leads to their students’ academic success. When she’s not speaking or facilitating engaging, interactive workshops for educators, Iantha is diligently at work with her doctoral studies and devising a master plan to retain passionate, knowledgeable teacher leaders.



## Jeannette Washington

Jeannette Washington, M.Ed., is an author, speech-language pathologist, and technology professional. Her experience working with dyslexic learners has earned her recognition in The Washington Post alongside the cofounder of Yale University’s Center for Dyslexia & Creativity. Jeannette has earned a TEACCH® Autism Program certification and is a LETRS® Early Childhood facilitator which is accredited by the International Dyslexia Association. Her debut novel *Technical Difficulties: Why Dyslexic Narratives Matter In Tech* has received starred reviews across Amazon, Barnes & Noble, and Audible. Jeannette is the Chief Academic Officer of Bearly Articulating™ and the Technical Lead of Smiles for Speech™.







## Julie Washington

Julie Washington, Ph.D., is a Professor in the School of Education at the University of California – Irvine (UCI). She is a Speech-Language Pathologist and is a Fellow of the American Speech Language Hearing Association. Dr. Washington directs the California Learning Disabilities Research Innovation Hub at UCI. She is also director of the Dialect, Poverty and Academic Success lab. Her research is focused on the intersection of literacy, language variation, and poverty in African American children from preschool through fifth grades. Specifically, her work focuses on understanding the role of cultural dialect in assessment outcomes, identification of reading disabilities in school-aged African American children, and on disentangling the relationship between language production and comprehension in development of early reading and language skills for children growing up in poverty. Currently, she is working on development of assessment protocols for use with high density dialect speakers that are designed to improve our ability to measure their linguistic competence. This work is funded by the National Institute on Deafness and other Communication Disorders of the National Institutes of Health.



## Tracy Weeden

Tracy Weeden, Ed.D., is a seasoned leader dedicated to advancing literacy success for all, and academic excellence for children regardless of zip code. She has spent her career developing innovative academic programs while scaling transformational systems change. While serving for the past 5 years as President and CEO of Neuhaus Education Center (NEC), Tracy has expanded the reach and impact of the Neuhaus Education Center from a local non-profit to a broader impact across the State of Texas, and on a national and international level. Prior to serving at NEC, she was the Executive Director of Academic Planning for Scholastic Achievement Partners. Tracy also spent 5 years as the Assistant Superintendent of Curriculum, Instruction and Assessment for the Houston ISD. In Katy ISD, she served as a high school English teacher, a recruiter, and then as the Coordinator of Personnel Development in the central office for Katy ISD. Tracy also served as a middle school Dean of Instruction in Katy ISD. Her roots are in her beloved City of Detroit, where she served as a high school English and Theatre Arts Teacher. Weeden professes to always remaining a teacher at heart. A graduate from the University of Detroit, with a B.A. in Speech Communications and English, Tracy also received her M.Ed. and Ed.D. in Educational Leadership from the University of Houston and is a loyal Cougar.



## Daniel Willingham

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

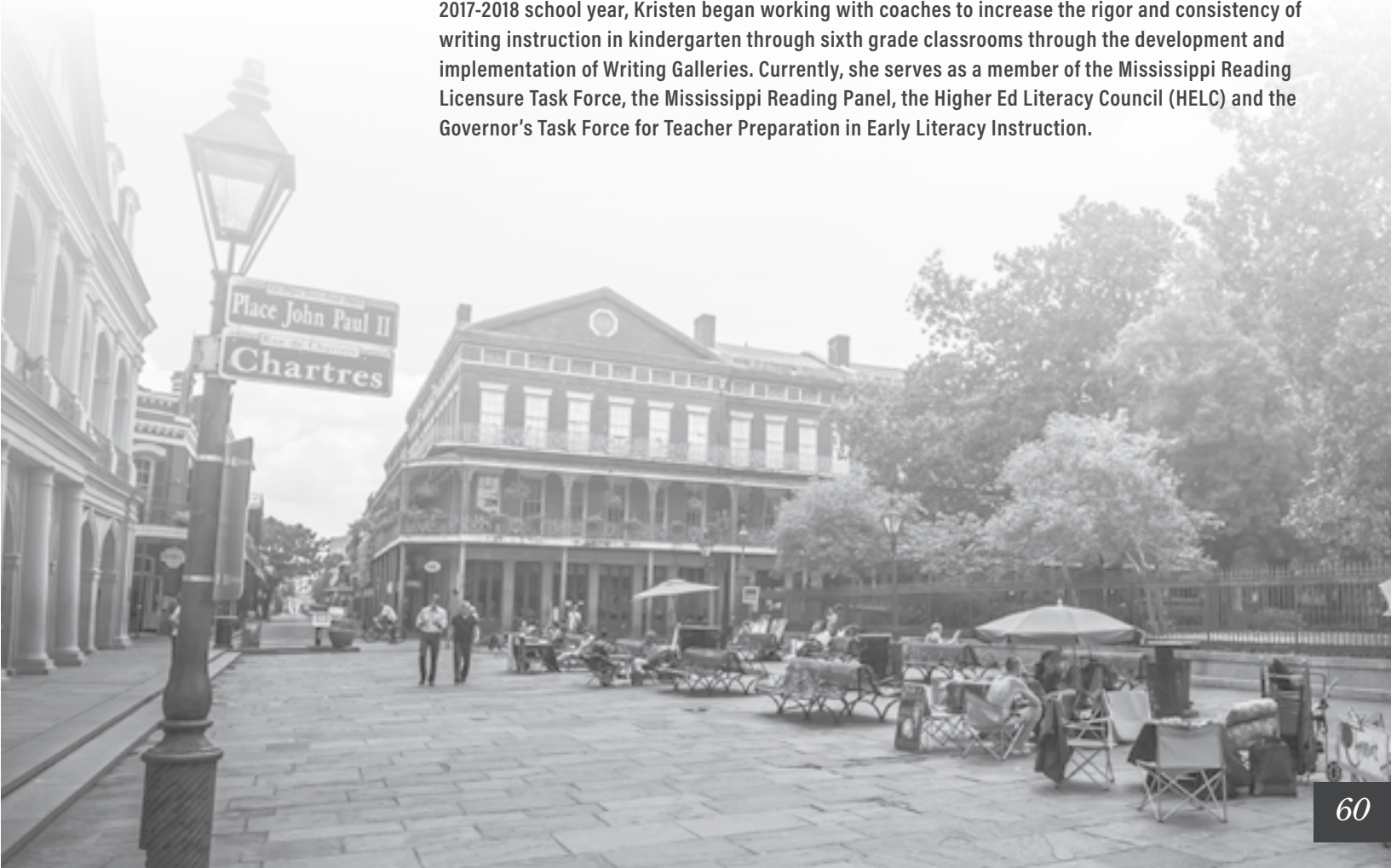


## Kristen Wynn

Kristen Wynn is committed to ensuring equitable access for all students to effective literacy instruction, highly qualified teachers, and high-quality instructional materials. Her experience in the classroom includes teaching 1st and 2nd grade, as well as serving as a Kindergarten through 5th grade Intervention Specialist. She has also spent several years as a new teacher mentor. Kristen previously served as a literacy coach for the Mississippi Department of Education (MDE), a Regional Literacy Coordinator, an Assistant State Literacy Coordinator, and currently serves as the State Literacy Director, where she has worked diligently to improve literacy outcomes of schools and districts across the state of Mississippi. She is the co-creator of several literacy professional development trainings (for educators) aligned to the science of reading. During the 2016-2017 school year, she co-produced the MDE’s Literacy Focus of the Month in Action instructional videos featuring literacy coaches and students in Mississippi classrooms. During the 2017-2018 school year, Kristen began working with coaches to increase the rigor and consistency of writing instruction in kindergarten through sixth grade classrooms through the development and implementation of Writing Galleries. Currently, she serves as a member of the Mississippi Reading Licensure Task Force, the Mississippi Reading Panel, the Higher Ed Literacy Council (HELC) and the Governor’s Task Force for Teacher Preparation in Early Literacy Instruction.



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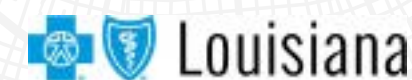
Acadience Learning is dedicated to helping students, teachers and schools succeed. By developing practical assessments, high-quality training and robust data management services, we empower educators to change lives. We are the home of Acadience assessments including Acadience Reading (previously known as DIBELS Next®) and Acadience Math. Learn more about our screening, progress monitoring and diagnostic assessment solutions for preschool to high school at [acadiencelearning.org](http://acadiencelearning.org).



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## Amplify

A pioneer in K-12 education since 2000, Amplify is leading the way in next-generation curriculum and formative assessment. Our core and supplemental programs in ELA and science engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. Our formative assessment and intervention products turn data into practical instructional support to help students at every skill level build a strong foundation in early reading. Our programs provide teachers with powerful tools that help them understand and respond to the needs of their students. Today, Amplify serves more than five million students in all 50 states.



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Blue Cross and Blue Shield of Louisiana is an independent licensee of the Blue Cross and Blue Shield Association. We are a private mutual company, owned by our policyholders, with an independent Louisiana Board of Directors and no shareholders. We invite all Louisianians to visit our website at [www.bcbsla.com](http://www.bcbsla.com) or talk to us on social media.





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## Collaborative Classroom

Collaborative Classroom is a non-profit organization dedicated to helping students grow as readers, writers, and thinkers. For 41 years, Collaborative Classroom has demonstrated how research-based literacy approaches and a commitment to work in tandem with teachers have dramatically improved student reading, writing, and classroom success. Collaborative Classroom publishes SIPPS, a foundational skills program that uses explicit and systematic decoding instruction to help struggling readers, and Being a Reader, a comprehensive reading curriculum for K-2.



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The Reading League is a national education nonprofit led by educators and reading experts dedicated to promoting knowledge to reimagine the future of literacy education and accelerate the global movement toward reading instruction rooted in science. Our purpose is to increase knowledge of science-based approaches to teach reading as well as research that demystifies how people learn to benefit the lives of millions of students. We train and support educators and school leaders. By extension, we also serve parents, specialists, and researchers.

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The Center works toward helping close the achievement gap by providing educators with customized professional learning that is designed to empower educators in recognizing, assessing, and responding to the multiple needs of diverse learners. Our proven and research-based methods are built on the Science of Reading that has resulted in positive change in schools and communities.

Each year, The Center hosts Plain Talk about Literacy and Learning, one of the nation's premier literacy conferences, bringing together literacy and learning experts and attracting education industry professionals from all levels.

The Center surrounds itself, through our board of directors, advisory boards and professional staff, with experts in the areas of learning differences, evidence-based teaching strategies, and reinforcing the capability of teachers.

The Center serves as an advocate for literacy and learning at the local, state and federal levels, by bringing together business and industry leaders; educational advocates and leaders; elected officials, and other stakeholders, to help develop and enact strong educational policies and legislation.

We do all this because The Center for Literacy & Learning believes that everyone is empowered through literacy.

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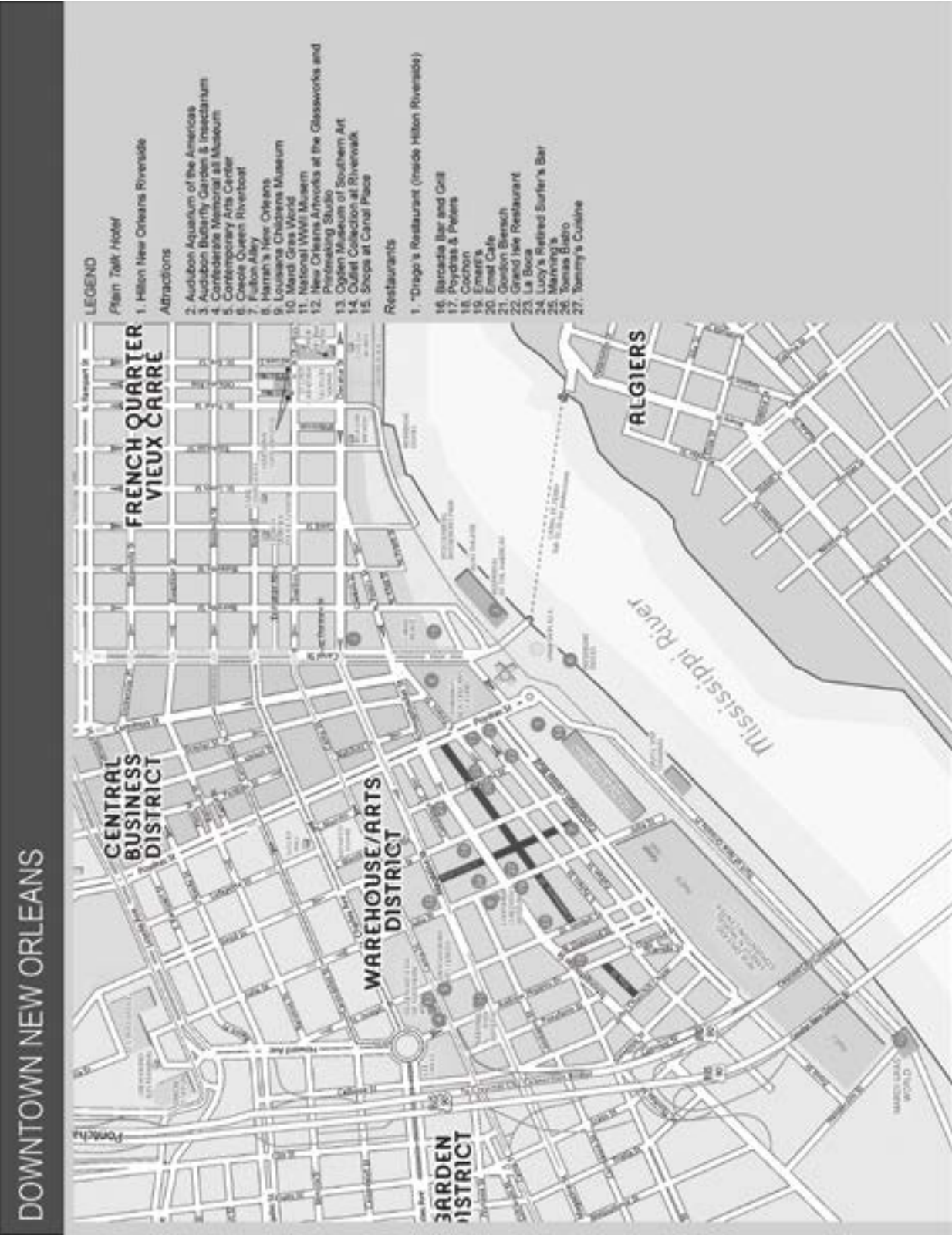
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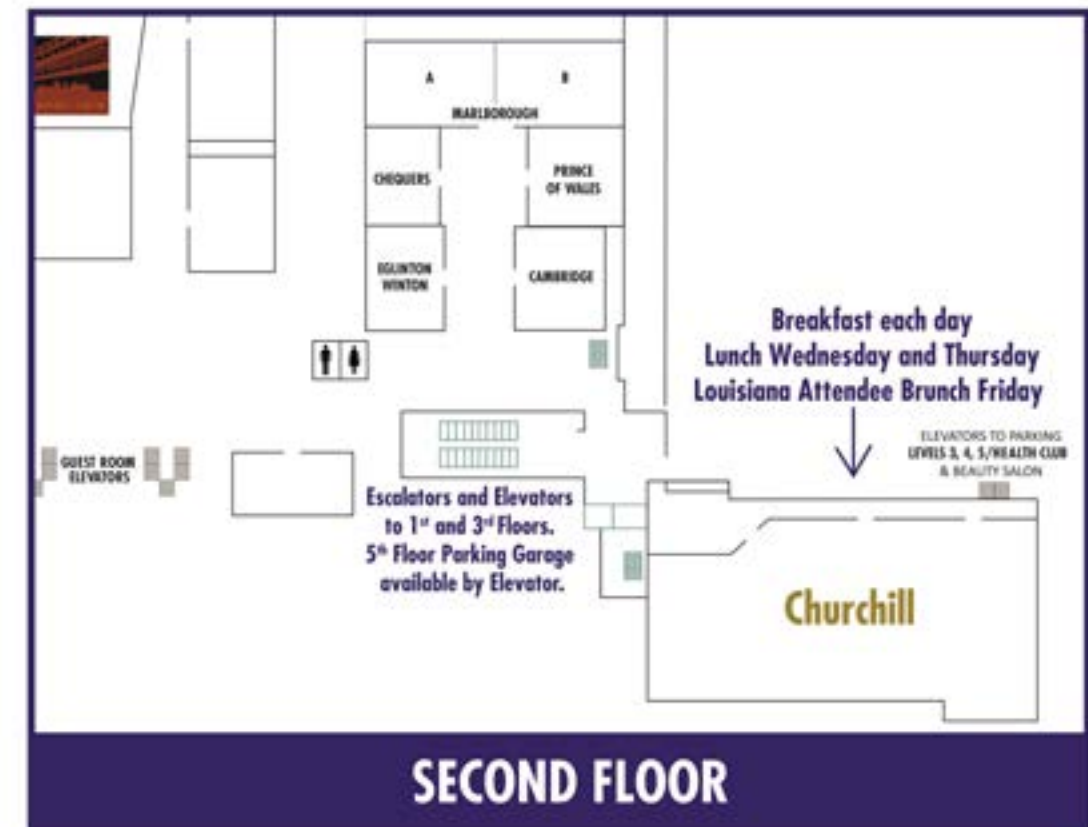


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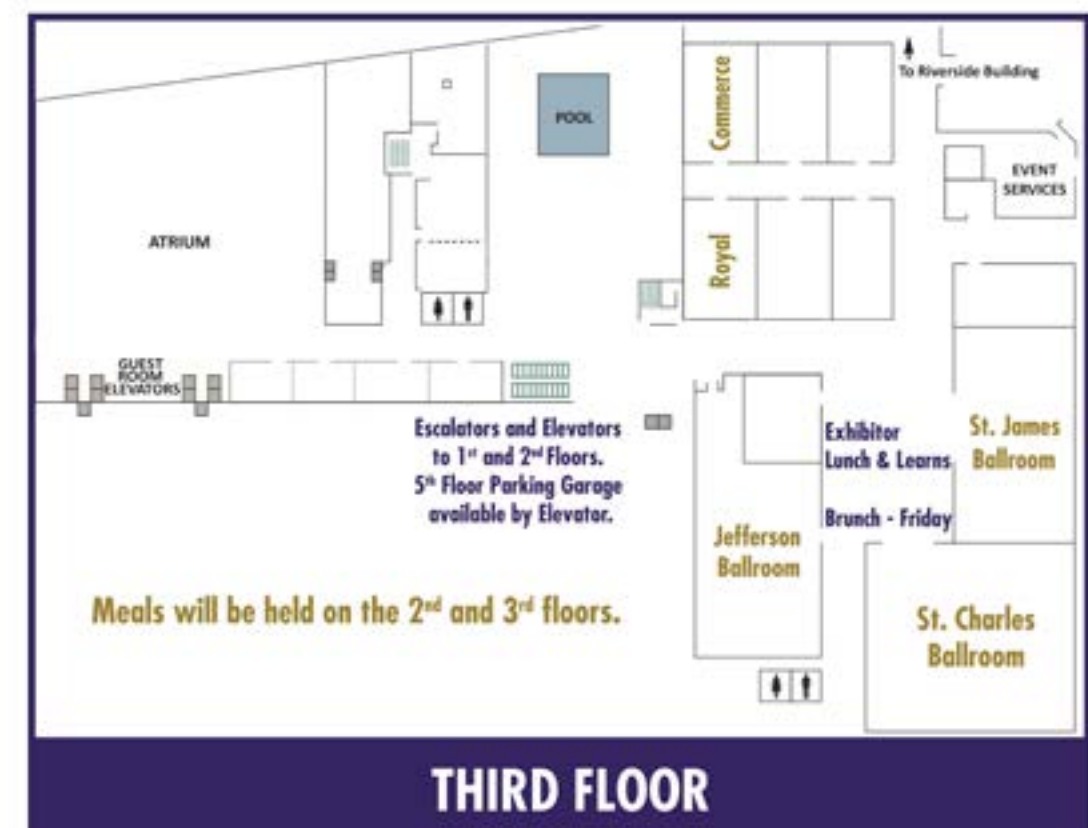
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