PLAIN TALK ABOUT READING
April 28 – 30, 2014
Hyatt Regency
NEW ORLEANS
Monday, April 28, 2014

Distinguished Lecturer Introductions

Jazzy Conforto
Phoebe Hearst Elementary, 4th grade

Amaya Jacques
Morris Jeff Community School, 5th grade

Simone Bassiouni & Teresa Meehan
Morris Jeff Community School, 4th & 5th grade

Kelsea Trecek & Taylor Landry
Adams Middle, 7th grade

Keynote Introduction

Keith Simmons
St. Tammany Jr. High, 6th grade

Soloist

Kelsey Parker
Pearl River High School, 11th grade

Breakfast Entertainment

Lusher Elementary String Ensemble
Directed by Lourdes Reeks

Lunch Entertainment

Fontainebleu High School Jazz Ensemble
Directed by Lee Hicks

Tuesday, April 29, 2014

Distinguished Lecturer Introductions

Taylor Rice & Donell Coleman
Terrebonne High, 7th and 9th grade

Christian Blanchard & Max Escgete
Terrebonne High, 6th grade

Armani Pink & Colette Clark
Terrebonne High, 7th grade

Taylor Bergeroin & Kimberly Guidry
Terrebonne High, 11th and 12th grade

Keynote Introduction

Lillian Rodrigue
Terrebonne High, 11th grade

Soloist

Logan Theard
Warren Easton High, 12th grade

Breakfast Entertainment

Warren Easton High School Jazz Ensemble
Directed by Asia Muhaimin

Lunch Entertainment

Lusher Charter High School Jazz Band
Directed by Kent Jordan

Wednesday, April 30, 2014

Distinguished Lecturer Introductions

Shannon Watson
Landry Walker High School, 12th grade

Cianne Smith
Landry Walker High School, 12th grade

Destiny Davis
Bethune Elementary, 6th grade

Tia Verrett
Bethune Elementary, 6th grade

Keynote Introduction

Jonathan Smith, Destiny Davis & Tia Verrett
Bethune Elementary, 2nd and 6th grade

Soloist

Tione Johnson
Einstein Charter Extension, 8th grade

Breakfast Entertainment

Elise Garrison & Nia Mbaye
Jazz Duet, Ben Franklin High, 9th grade

Lunch Entertainment

Landry Walker High School Dancers
Directed by Karen Davis-Jones
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Welcome to three days of learning with and from your colleagues, days that are sure to be energizing, inspiring, informative and packed with compelling information and practical application strategies!

SERVICES DESK
The CDL service desk and bookstore are located in the Celestin Foyer on the 3rd floor. Institute staff will be available to assist you with any needs that may arise.

Registration & Service hours
Sunday 4:00pm – 7:00pm
Monday 7:00am – 4:45pm
Tuesday 7:00am – 4:45pm
Wednesday 7:00am – 3:00pm

MAPS
Maps of the meeting rooms being used during the Institute can be found on the inside back cover of this program book and on the back of the Personal Institute Planner found in your registration packet.

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. Many rooms are furnished to capacity in compliance with local fire codes and safety requirements which prohibit standing or sitting in the aisles or the addition of more chairs.

Please note alternative choices for each time slot on your Personal Institute Planner. This will allow you to quickly locate an alternate session if your first choice is full.

ON SITE HANDOUTS
Most presenters have provided supporting handout materials for his/her presentation. An appropriate number of copies has been prepared for those attending each session.

ELECTRONIC COPIES
All Institute handouts will be made available online approximately 7-10 working days following the Institute for a short period of time. You will be provided a special code via email that will allow you to access all Institute handouts.

ROOM TEMPERATURE
It is always difficult to control the room temperature in large meeting rooms, and the rooms often tend to be cold. Please bring a sweater or jacket to insure your comfort.

ROOM MONITORS
Throughout the Institute, you will notice individuals wearing ribbons that identify them as “staff.” They are available to answer your questions, provide directions, and serve as room monitors.

MEAL AND BREAKS
Continental Breakfast
Breakfast will be served beginning at 7:00am in the Elite Hall on the 1st floor on Monday, Tuesday and Wednesday.

Lunch
Lunch will be served in the Elite Hall on the 1st floor at 12:15pm. In addition, beverages and afternoon snacks will be available throughout the 3rd and 4th floors from 2:55pm to 3:20pm.

EVALUATIONS
Your feedback is important to the planning of future Institutes. Please take time to complete your evaluation forms, one for each session, which will be distributed and collected in evaluation boxes in each room and throughout the meeting space.

CERTIFICATES OF ATTENDANCE
Email us at learn@cdl.org after the event to receive an electronic copy of your certificate of attendance. Be sure to retain your program book and handouts as they may be needed to secure the credit. It is the sole discretion of your school, school district, state education agency or professional organization whether the Institute’s sessions are acceptable for continuing education.
SOCIAL MEDIA
CDL will be tweeting from @cdlteach and posting on our facebook page, facebook.com/cdl.org. Join the conversation or share your thoughts about the Plain Talk About Reading Institute on Twitter and Facebook. Use the hashtag #PlainTalk14. Be sure to check regularly, as there will be contests throughout the Institute.

FIRST TIME ATTENDEE SESSION
On Monday afternoon, first time Plain Talk attendees are invited to an informational session where they will meet some very special people. Join us at 5:00pm in the Celestin A on the 3rd floor.

PHONE COURTESY
Please set your phones to “silent” position. If you prefer, place your phone on “vibrate” and put 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 Institute nor CDL is responsible for any injuries or losses that occur in conjunction with the Institute.

BOOKSTORE
A bookstore featuring books authored by Institute speakers and other recommended books is located in the Celestin Foyer on the 3rd floor next to registration.

EXHIBITORS
Be sure to allow yourself ample time to visit the exhibits located in the Celestin Foyer on the 3rd floor. Please review the Exhibitor section of this program book for a listing of exhibitors, their contact information, and brief descriptions of their products and services.

_An exhibitor’s participation does not represent the endorsement of any product or service by the Institute or by CDL._
1. Hyatt Regency
2. Walk-On’s
3. Little Gem Saloon
4. Herbsaint
5. Michaul’s
6. Rouse’s Supermarket
7. Ste Marie Restaurant
8. Domenica
9. Mila
10. Audubon Insectarium
11. Cafe du Monde
12. New Orleans School of Cooking
13. Shops at Canal Place
14. Pat O’Brien’s
MONDAY, APRIL 28, 2014

BREAKFAST 7:00am – 7:55am
▶ Elite Hall

WELCOME 8:00am – 8:10am
Alice Thomas ................................................................. ▶ Celestin DE

KEYNOTE 8:10am – 9:10am
Let’s Not Punish Suffering Children: Replace Blame with Hope Robert Brooks ................................................................. ▶ Celestin DE

DISTINGUISHED LECTURES 9:30am – 10:30am
Early Screening for Dyslexia and Reading Disorders Eric Tridas, M.D. ................................................................. ▶ Celestin BC
Giving Students a Fighting Chance: Poverty, Literacy and Information Capital Susan Neuman ................................................................. ▶ Celestin E
Lessons from the Reading Brain for Understanding the New Reader
and the Struggling Reader Maryanne Wolf ................................................................. ▶ Celestin D
Teacher Preparation: The Metric for High Quality Reading Instruction
Elsa Cardenas-Hagan & Suzanne Carreker ................................................................. ▶ Celestin GH

CONCURRENT SESSIONS 10:50am – 12:15pm
The Social Classroom: Using Social Media as an Aid in Education Rich Brooks ................................................................. ▶ Celestin A
Plain Talk About Struggling Readers in Middle and High Schools Kenya Campbell ................................................................. ▶ Celestin C
How Will We Make Sure Students Learn 2,000-3,000 New Vocabulary Words Each Year? Susan Hall ................................................................. ▶ Celestin B
Engaging Young Children in Literacy Tara Baudean ................................................................. ▶ Celestin G
To Achieve the CCSS We Must Focus on the FOUNDATIONS Jan Hasbrouck ................................................................. ▶ Celestin F
Understanding More: An Open Discussion on Lessons from the Reading Brain for Understanding
the New Reader and the Struggling Reader Maryanne Wolf ................................................................. ▶ Celestin H
Writing Matters: Developing Sentence Skills in Students of All Ages William Van Cleave ................................................................. ▶ Imperial B
Learning to Read WHILE Reading to Learn: Meeting Common Core Standards for Informational Text K-2
Laura Stewart ................................................................. ▶ Imperial C
Your 2014 Common Core Coaching Upgrade! Jill Jackson ................................................................. ▶ Celestin D
Scaffolding Comprehension of Informative Text: Responding to the Demands
of the Common Core State Standards Anita Archer ................................................................. ▶ Celestin E

LUNCH 12:15pm – 1:15pm
▶ Elite Hall

CONCURRENT SESSIONS II 1:30pm – 2:55pm
All About Words: The Effects of Vocabulary on Students’ Comprehension and Achievement
Susan Neuman ................................................................. ▶ Imperial B
Helping Adolescents with Decoding Problems Michael Hunter ................................................................. ▶ Celestin H
The Social Classroom: Using Social Media as an Aid in Education (REPEAT) Rich Brooks ................................................................. ▶ Celestin A
Five to Thrive: Strategies that Promote Learning Lissa Pijanowski ................................................................. ▶ Celestin F
Stop the Chit Chat and Start Planning! A Simple, Do-Able Lesson Planning Process
for the Common Core Jill Jackson ................................................................. ▶ Celestin D
Modeling and Facilitating Language Use within Early Childhood Settings Tamika Carmouche ................................................................. ▶ Celestin G
Reinforcing “Personal Control”: A Significant Characteristic in the Learning Process Robert Brooks ................................................................. ▶ Celestin E
The PB&J SWRL – Practice, Balance and Joy with SWRL Routines Cindy Treme ................................................................. ▶ Celestin C
Effective Implementation and Sustainability of Reading Initiatives:
Guidance for Instructional Leaders Sheryl Turner ................................................................. ▶ Celestin B
A Physician’s Perspective for Dyslexia: How and Why Working Memory and
Executive Function Impact ADHD and Dyslexia Eric Tridas, M.D. ................................................................. ▶ Imperial C

CONCURRENT SESSIONS III 3:20pm – 4:45pm
Discussion of Text: Improving Comprehension Instruction in the Elementary Classroom Sheryl Turner ................................................................. ▶ Celestin C
A Balancing Act: CCSS Assessments to Prepare for SBAC/PARCC Lissa Pijanowski ................................................................. ▶ Celestin E
Primary Literacy in the Age of the Common Core: Laying the Foundation Laura Stewart ................................................................. ▶ Celestin D
20 Questions: Literacy Core-Knowledge and the Common Core Connection Pam Austin ................................................................. ▶ Celestin F
Common Core and MTSS/RtI: Finding Ways to Systematically Systematize Your System
Terri Metcalf & Dean Richards ................................................................. ▶ Celestin B
Improving Academic Vocabulary in the CCSS World Anita Archer ................................................................. ▶ Celestin A
Getting the Most Out of Literacy Circle Time Tara Baudean ................................................................. ▶ Imperial B
Developing Paragraph and Essay Skills in Students of All Ages William Van Cleave ................................................................. ▶ Celestin G
Focused Oral Reading Practice: A New Approach to Fluency Michael Hunter ................................................................. ▶ Celestin H
Best Practices for Teaching Academic Vocabulary in All Content Areas Joan Sedita ................................................................. ▶ Imperial C

FIRST TIME ATTENDEE SESSION 5:00pm – 5:45pm
Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults David Clemons & Sandra Johnson ................................................................. ▶ Celestin A
TUESDAY, APRIL 29, 2014

BREAKFAST  7:00am – 7:45am
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OPENING  7:50am – 8:10am
Alice Thomas ................................................................. ► Elite Hall

KEYNOTE  8:10am – 9:10am
Inside Information: Strategies for Providing More and Better Informational Reading and Writing Instruction  Nell Duke ................................................................. ► Celestin DE

DISTINGUISHED LECTURES  9:30am – 10:30am
Explicit Instruction: Prevention and Intervention  Anita Archer ................................................................. ► Celestin E
Early Literacy Challenges for the CCSS  Marilyn Jager Adams ................................................................. ► Celestin D
Leadership: Maximizing Impact  Michael Fullan ................................................................. ► Celestin BC
Deepening What it Means to Read in the Age of the Common Core: Teaching Disciplinary Literacy  Cynthia Shanahan ................................................................. ► Celestin DE

CONCURRENT SESSIONS 10:50am – 12:15pm
Integrating Pedagogy and Technology to Accelerate Learning  Michael Fullan ................................................................. ► Celestin A
Creating Sustainability with Highly Effective Teaching and Learning  Michael Haggen ................................................................. ► Celestin G
Strategic Thinking for Critical Reading and Writing  Suzanne Carreker ................................................................. ► Celestin C
A New Model for Teaching High Frequency Words  Linda Farrell ................................................................. ► Imperial B
Effective Reading Comprehension Instruction: Much More than Teaching Comprehension Strategies  Nell Duke ................................................................. ► Celestin D
iPad Apps and Clickers to Support Skills in Reading, Vocabulary and Writing (Intermediate Level)  Elaine Cheesman ................................................................. ► Celestin F
Academic Language, Literacy, and Content Knowledge for Adolescent English Language Learners  Elsa Cardenás-Hagan ................................................................. ► Celestin B
Phonological Awareness’ Impact on School Readiness: What are the Predictors?  Libbie Sonnier-Netto ................................................................. ► Celestin H
Short Writing OFTEN, Not Just Long Writing Seldom  Anita Archer ................................................................. ► Celestin E
Systemic Integration of Technology in School Settings: Moving from Integration to Transformation  Keisha Dubuclet ................................................................. ► Imperial C

LUNCH  12:15pm – 1:15pm
 ► Elite Hall

CONCURRENT SESSIONS II  1:30pm – 2:55pm
Meeting the Common Core Standards: Supporting Disciplinary Literacy in Content Classes  Cynthia Shanahan ................................................................. ► Celestin A
CCSS Disciplinary Literacy Module  Debbie Hunsaker ................................................................. ► Imperial C
A Focus on Language Facilitation Strategies through Talking and Reading with Young Children  Christie Cavanaugh ................................................................. ► Celestin C
Starting with the Text: Teaching Sentence Writing Fluency to Enhance Reading Comprehension  Alicia Sparks ................................................................. ► Imperial B
Evaluating Arguments  Marilyn Jager Adams ................................................................. ► Celestin C
Educators as Physicians: Using Data for Professional Decision-Making  Jan Hasbrouck ................................................................. ► Celestin A
Seriously, Syntax Matters!  Nancy Hennessy ................................................................. ► Celestin E
Don’t Panic: Comprehension, Common Core and Common Sense  Alice Thomas ................................................................. ► Celestin H
Recent Research Worth Knowing About  Nell Duke ................................................................. ► Celestin D
iPad Apps and Clickers to Support Skills in Reading, Vocabulary and Writing (Elementary Level)  Elaine Cheesman ................................................................. ► Celestin E

CONCURRENT SESSIONS III  3:20pm – 4:45pm
Speaking and Listening Standards are the FUEL for All Others! Teach your Students the Art of Discussion in 20 days or Less!  Jill Jackson ................................................................. ► Celestin A
Strategies for Successful Spelling  Suzanne Carreker ................................................................. ► Celestin D
17 Common Core Standards in Just 2 Activities: Reading Simplified!  Christie Cavanaugh & Marnie Ginsberg ................................................................. ► Celestin B
Sentences and Syntax: Writing for Adolescents  Anne Whitney ................................................................. ► Celestin C
Quick, Reliable and Relevant Assessment Tools  Susan Ramm Nette ................................................................. ► Celestin E
Unraveling the Fabric of Inference Making  Nancy Hennessy ................................................................. ► Celestin G
Closing Lack-of-Opportunity Gaps with High Quality Preschool Programs  Vicki Gibson ................................................................. ► Celestin F
Instructional Suggestions for Argument Writing  Joan Sediva ................................................................. ► Celestin H
Before They Read: Using the Stages of Writing to Involve Young Children in Literacy  Alicia Sparks ................................................................. ► Imperial C
CCSS Elementary Comprehension and Vocabulary Module  Debbie Hunsaker ................................................................. ► Imperial B
# AGENDA AT-A-GLANCE

## WEDNESDAY, APRIL 30, 2014

### BREAKFAST 7:00am – 7:45am

- Elite Hall

### OPENING 7:50am – 8:10am

Alice Thomas

### KEYNOTE 8:10am – 9:10am

**The Reading Challenge: Will We Soar or Will We Settle?**

Richard DuFour

### DISTINGUISHED LECTURES 9:30am – 10:30am

- Executive Functions and Classroom Learning and Production: George McCloskey
- Writing about Text: Timothy Shanahan
- ABC to XYZ: What Does the Research Say about Alphabet Instruction and How Young Children Learn?
  - Lucy Hart Paulson
- Mind Shame: The Dark Heart of Learning Difficulties
  - David Boulton

### CONCURRENT SESSIONS 10:50am – 12:15pm

- Close Reading of Informational Text: Timothy Shanahan
- Meeting the Instructional Needs of English Language Learners for Academic Success: Beverly Diaz
- What’s Language Got to Do with It: Susan Rampf Niette
- Teaching Reading in a Professional Learning Community: Richard DuFour
- Assessing Vocabulary in Grades K-12: Susan Ebbers
- Differentiating Teaching and Student Practice to Implement CCSS: Vicki Gibson
- Building Language Capacity for Access and Higher Levels of Communication in Mathematics
  - Ava Belisle-Chatterjee
- Taking a Closer Look at Reading in Preschool and PreK Classrooms: Amy Poteet
- Executive Functions and Reading: A Neuropsychological Perspective: George McCloskey
- The Magic of Words: Speaking and Listening for Greater Comprehension: Judi Dodson

### LUNCH 12:15pm – 1:15pm

- Elite Hall

### CONCURRENT SESSIONS II 1:30pm – 2:55pm

- How Reading Affects Our Overall Learning Abilities and the Development of Our Minds: David Boulton
- Beyond Screening and Progress Monitoring: Diagnostic Assessment for Reading and Writing: Anne Whitney
- Developing Word and World Knowledge via Stories and Poems: Susan Ebbers
- Solve the Mysteries of Spelling with the History of the English Language: Linda Farrell
- What is Scribble? Writing Assessment and Instruction for Young Children: Lucy Hart Paulson
- Vocabulary and Background Knowledge: Critical Keys that Open the Door to Greater Comprehension: Judi Dodson

### 1ST FLOOR

- Elite Hall
- (Breakfast & Lunch)

### 3RD FLOOR

- Celestin A, B, C, D, E, F, G, and H
- (Sessions)

### 4TH FLOOR

- Imperial B and C
- (Sessions)
CDL is taking Plain Talk About Reading online this year! Join the conversation about sessions, the speakers and much more! Be sure to include #PlainTalk14 in your posts and tweets.

**1. Follow/Like us**

**2. Be on the look out for contest announcements**

**3. Respond to the contests**

**4. Winners will be randomly selected and announced on the social media pages**

**Prizes** include Starbucks gift cards, massage chair gift certificates, CDL bookstore gift certificates, restaurant gift cards and more!

Multiple winners per day from both Facebook and Twitter!

Please remember to keep your phone on silent and to respect your colleagues and the speakers.
Let’s Not Punish Suffering Children: Replace Blame with Hope

Robert Brooks

Years ago I saw a mother in therapy who was constantly punitive with her young daughter, a five-year-old who was born with what researchers and clinicians have called a “difficult” temperament. Upon learning about the impact of temperament on a child’s behavior, this mother expressed an opinion that has always remained with me. She tearfully observed, “I have been punishing a suffering child.” While she recognized that her actions were based on a lack of knowledge rather than on any malevolent intent, the negative impact on her daughter was noticeable. In reflecting on this mother’s comment, I realized that many well-meaning parents and professionals, including myself, are vulnerable to adopting a punitive approach with struggling children. My work with many children and adolescents as well as their parents and teachers prompted me earlier in my career to shift towards a strength-based approach that replaced accusations and blame with understanding and compassion – an approach that nurtured learning, hope and resilience. In this keynote, I will describe this journey from blame to encouragement and hope, offering specific strategies that accompany this shift in perspective.

Giving Students a Fighting Chance: Poverty, Literacy and Information Capital

Susan Neuman

This presentation describes how poverty affects children’s literacy achievement. It argues that children will need to acquire information capital through high quality interventions that can change the odds for children at risk. It provides some examples of powerful instruction that closes the knowledge gap.

Early Screening for Dyslexia and Reading Disorders

Eric Tridas, M.D.

Early identification of children at risk for reading problems and dyslexia is of critical importance. Early interventions can minimize the risk of failure in the preschool and early elementary grades and is more cost effective than providing remediation in the late elementary and middle school years. During the presentation we will review the early signs of reading difficulties and simple screening designed to identify children at risk for reading problems and in need of a more comprehensive evaluation. Dr. Tridas will present a reading screening for primary care physicians and other clinicians based on the most important developmental markers associated with reading problems and dyslexia.

Early Childhood/Emergent Literacy
Elementary Literacy
Adolescent/High School Literacy
Special Education
Response to Intervention
Common Core State Standards
Lessons from the Reading Brain for Understanding the New Reader and the Struggling Reader

Maryanne Wolf
An understanding of how the brain learns to read can inform how we think about reading development, instruction, and intervention. In this presentation, I will use principals from cognitive neuroscience, linguistics, and child development to construct a new view of typical and atypical reading development, particularly for children with developmental dyslexia. Within this alternative conceptualization of dyslexia, the strengths and the challenges of struggling readers will be used to inform how we teach. Principals for teaching new readers and struggling readers will, in turn, be applied in a whole new context: digital learning. A very exciting and humbling initiative on global literacy will be described in which children from some of the remote regions of the world are learning precursors of literacy without schools or teachers. Lessons from all these areas will be used to discuss the profound importance of literacy and “deep reading” for our species’ future.

Teacher Preparation: The Metric for High Quality Reading Instruction

Elsa Cardenás-Hagan & Suzanne Carreker
IDA’s Knowledge and Practice Standards for Teachers of Reading (KPS) align to the most recent evidence on teaching reading to all students, especially those students who experience difficulties in learning to read. The KPS provide a content framework for courses and course sequences. In addition, they delineate proficiency requirements for practical application of this content (e.g., interpretation of assessments, delivery of differentiated instruction, and successful intervention with a child or adult with a reading disability). The KPS are being used by IDA to recognize university teacher preparation programs and independent professional development organizations that provide coursework to teachers and therapists that aligns to the KPS. This session will present the KPS, the review process for university and organization reviews, and the future plans for the use of KPS to ensure all students learn to read well.

Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
Plain Talk About Struggling Readers in Middle and High Schools

Kenya Campbell

Teaching reading is a challenging task, and for many middle and high school teachers it can be overwhelming when students arrive in their classes with below-grade-level reading skills. This session will clarify issues about teaching reading to middle and high school students and provide reading strategies to help catch up. Teachers will examine the essential components of reading and ways to address them with older students. So if you want plain talk about teaching reading to middle and high school students, this is the session for you.

Target Audience: Grades 6-8 Teachers, Grades 9-12 Teachers, Leadership/Administrators
To Achieve the CCSS We Must Focus on the FOUNDATIONS ♥◆●★■

Jan Hasbrouck
Most of the U.S. states and territories have adopted the Common Core State Standards (CCSS) for their schools. The primary goal of the CCSS ELA standards is to insure that all students will...“be ready for college, workforce training, and life in a technological society [with] the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and or nonprint texts in media forms old and new.” (National Governors’ Association, 2010 CCSS p. 4). In order to achieve these challenging and ambitious standards, we must teach ALL our students to read, and to read well! The CCSS ELA standards include four foundational skills: Print awareness, phonological awareness, phonics and decoding, and fluency. This session will review those essential skills and provide the most up-to-date research on each, and make a case for the need to be certain that all students acquire these foundational skills.

► Celestin F
Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists

Understanding More: An Open Discussion on Lessons from the Reading Brain for Understanding the New Reader and the Struggling Reader ♥◆●★

Maryanne Wolf
Enjoy chat time with Maryanne Wolf, face-to-face, about lessons from the reading brain for understanding the new reader and the struggling reader. You won’t want to miss it!

► Celestin H
Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists, Speech and Language Pathologists

Writing Matters: Developing Sentence Skills in Students of All Ages◆▲●★■

William Van Cleave
More often than not, students struggle at the sentence level far more than they struggle at the paragraph level; teachers ignore this fact if they move directly to practicing prompts for assessments. This workshop, which is aligned with the Language section of the Common Core State Standards, will focus on parts of speech and sentence parts as they apply to the act of writing. Participants will learn about the components of a good lesson and strategies for developing sentence sense in student writers. They will examine parts of speech as a method of understanding the way words interact with each other and sentence parts as building blocks for creating different kinds of sentences. They will practice with the elements introduced and model the strategies suggested.

► Imperial B
Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists, Speech and Language Pathologists

Learning to Read WHILE Reading to Learn: Meeting Common Core Standards for Informational Text K-2 ♥◆●★

Laura Stewart
The adoption of the Common Core Standards has encouraged teachers to find ways to include informational texts regularly and authentically within the primary grade curriculum. As more and more schools work to implement the Common Core, the challenge for teachers is to learn how nonfiction literature fits within school programs and how it should be selected, read, thought about, and discussed. As a K-2 teacher striving to meet the Common Core State Standards, do you ask yourself (1) how do I choose the best informational text for developing readers, (2) how do I determine the comprehension strategies to teach when using each text, (3) how do I develop lesson plans for effective informational text read aloud and guided reading experiences, and (4) how do I differentiate instruction for all learners utilizing a common informational text? If yes, then this session is for you!

► Imperial C
Target Audience: PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
Your 2014 Common Core Coaching Upgrade!

Jill Jackson
The thing is, your old school coaching routines and go-tos just aren't going to cut it anymore. You've got to master new coaching techniques and skills to meet the demand of the Common Core Standards and your teachers deserve YOUR BEST to get THEIR BEST done! In order to transform your coaching and support your teachers in the way they're BEGGING to be helped, you need to do two things: master the Common Core content and master how to coach that content. In our fast-paced and jam-packed session, we will upgrade our coaching skills so that we're ready to tackle and succeed in supporting teachers in learning the CCSS and teaching the CCSS...with success! Gear up to learn how to facilitate a mini-PD session that gets your staff in the Standards, planning for lessons and using the right resources right away–without going nuts! Be confident in supporting teachers in scaffolding CCSS instruction for struggling students when the Standards exponentially increase the expectations! And finally, you'll learn how to write simple, to-the-point mini-assessments that don't require you to be a numbers expert, but give you all the information you need to differentiate and plan!

Scaffolding Comprehension of Informative Text:
Responding to the Demands of the Common Core State Standards

Anita Archer
The Common Core State Standards place increased emphasis on reading and comprehending complex informative text. In this session, Anita will present a variety of instructional strategies and student strategies to scaffold the reading comprehension of all students but particularly struggling students. She will focus on interventions that could be completed before text reading (introducing the pronunciation and meaning of academic vocabulary, teaching critical background knowledge, previewing the text), during passage reading (asking evidence-required comprehension questions, scaffolding comprehension responses, teaching students to generate questions, and teaching comprehension strategies such as verbal rehearsal, note-taking, and after passage reading (completing graphic organizers and writing summaries.)

Celestin D
Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators

12:15 pm – 1:15 pm

Lunch

Elite Hall
All About Words: The Effects of Vocabulary on Students’ Comprehension and Achievement

Susan Neuman
This session describes the disparities in vocabulary for children at risk. Susan will highlight how we can accelerate children’s vocabulary learning through high quality instruction which influences both word and world knowledge. She will also describe how these components of good instruction are aligned to the goals and intentions of the Common Core.

Imperial B
Target Audience: PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, Speech and Language Pathologists

Helping Adolescents with Decoding Problems

Michael Hunter
Students who struggle with reading in grades 4–12 often have decoding problems, even though they should have learned to decode in the early grades. Teachers in the upper grades often don’t know how to help these students. Adolescents with decoding problems do not come in one size. For example, some students with decoding problems may have phonological weaknesses, while others may struggle only with reading multi-syllable words and advanced vowel spellings. In this session, Michael will describe the most common types of decoding problems adolescents have and some common symptoms. A few basic and critical pieces of assessment data can indicate the specifics of the decoding problem along with its severity. Michael will review basic assessment data that pinpoint decoding weaknesses and explain how to use this data to focus intervention instruction. He will also outline the critical components of intervention instruction for various types of decoding weaknesses.

Celestin A
Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Leadership/Administrators

The Social Classroom: Using Social Media as an Aid in Education

Rich Brooks
Twitter. Blogs. YouTube. Instagram. SnapChat. More schools and forward-thinking teachers are using social media channels to enhance the learning experience, increase collaboration between students and teachers, and prepare their students for “the real world.” How can you use social media to enhance education without falling into the time suck trap? How do you increase collaboration while keeping your students safe online? What can you do when it seems like your students may understand more about social media than you do? (Hint: they do.) In this session, Rich, a social media expert, will share his experiences in founding a Social Media Club at McAuley High School in Portland, Maine, as well as how educators across the globe are using social media in – and outside – the classroom. You’ll leave with specific ideas of how you can use today’s most popular channels to engage and inspire your students, and prepare them for this brave new world.

Celestin F
Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Leadership/Administrators

Five to Thrive: Strategies That Promote Learning

Lissa Pijanowski
Every teacher needs a toolbox of research-based strategies; however, knowing which ones have the greatest impact is a challenge. To make it easier, Lissa has organized strategies into five categories: Application, Collaboration, Metacognition, Communication, and Application. Within each category, strategies will be highlighted and modeled that are proven effective to impact learning. Additionally, participants will be introduced to a student version of the strategies to promote student ownership and involvement in their own learning. Recognizing the increased rigor of the Common Core State Standards and the skills our students need to be successful in the 21st Century is critical. The strategies outlined in Five to Thrive help both teachers and students achieve learning goals. Participants will walk away with guidance and resources that can lead to powerful professional learning.

Celestin H
Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists
Stop the Chit Chat and Start Planning! A Simple, Do-Able Lesson Planning Process for the Common Core ♥◆◆◆

Jill Jackson
During this how-to session, Jill will model what goes into taking a slew of Common Core Standards, a bunch of resources and a whole pile full of curriculum and putting it all together in a simple, do-able plan that translates easily (and fast!) into practice. Jill’s model includes how to successfully answer and plan for these questions: What is/are my target Standard(s)? What Standards are a natural fit with this? What text(s) will I be using? What background information do I need to give students on the text itself? What pre-teaching do I need to give students on the skills underpinning this/these Standard(s)? What key language from the Standard(s) do I need to explicitly teach? What are my Read 1 text dependent questions? What are my Read 2 and Read 3 questions? What is the product that I expect that matches the complexity of the Standard(s)? You will receive a planning resource during this session but, most importantly, will leave with a process and habit for planning explicit, headache-free lessons that result in students mastering the CCSS at their grade level.

Reinforcing “Personal Control”: A Significant Characteristic in the Learning Process ♥◆◆◆

Robert Brooks
Resilient children and adults possess a sense of “personal control” for what occurs in their lives. In this concurrent session, Bob will describe strategies for developing this important quality in the learning process. He will highlight the tenets for “ attribution theory” and the ways in which we can apply this theory to assist students to deal more effectively with both success and mistakes/setbacks during learning tasks. He will also tie this theory to reinforcing intrinsic motivation in students.

Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators

Modeling and Facilitating Language Use within Early Childhood Settings ♥

Tamika Carmouche
Children learn the rules for using vocabulary by interacting with adults who communicate with them, encourage their efforts to communicate, and guide their exploration and learning. Through modeling and facilitation of language use within early care settings, children build their receptive and expressive language skills. This session will highlight appropriate instructional strategies of language modeling related to: back-and-forth exchanges, in-depth questioning, language extension and the use of advance language, ultimately heightening the quality of interactions within classrooms.

The PB&J SWRL: Practice, Balance and Joy with SWRL Routines ♥◆◆◆

Cindy Treme
In this interactive session, participants will use a practical structure for creating daily practice with SWRL – Speaking, Writing, Reading, and Listening – routines that help students access meaning from text and respond in writing. Practice, balance, and joy (PB&J) will shape the class environment as students use multiple ways to make meaning. Learn how student thinking will become visible so the teacher can provide specific feedback and adjust instruction. See how students will use writing and speaking everyday to build thinking processes and increase stamina for interacting with text. Then recapture the joy of teaching as students commit to thinking through speaking and writing. This session will provide concrete examples of teacher-created, time-saving routines that scaffold student learning and lead to independence. Participants leave with a plan, easily tailored to fit both grade and content, that blends SWRL instruction with balanced practice to illuminate the literacy pathway for students.

Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
### Concurrent Sessions II continued

**1:30 pm – 2:55 pm**

<table>
<thead>
<tr>
<th><strong>Effective Implementation and Sustainability of Reading Initiatives: Guidance for Instructional Leaders</strong></th>
<th><strong>A Physician’s Perspective for Dyslexia: How and Why Working Memory and Executive Function Impact ADHD and Dyslexia</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheryl Turner</td>
<td>Eric Tridas, M.D.</td>
</tr>
<tr>
<td>Approximately two-thirds of schools that begin academic initiatives do not sustain their efforts. One of the root causes seems to be little or no practical planning for monitoring the implementation and progress of the program. In this session, we will look at the research on characteristics of programs that have been successfully sustained. Participants will delve into 10 critical elements of implementation that should be examined to continue to improve literacy outcomes and sustain effective literacy programs. Participants will leave with practical tools to start planning for effective implementation and sustainability of their literacy initiatives.</td>
<td>Executive functions impact an individual’s capacity to perform in an independent, purposeful and goal oriented fashion. In this session, Dr. Tridas will describe the relationship between executive functions, working memory, ADHD and dyslexia. The clinical manifestations of these common disorders will be reviewed along with the most common strategies to manage them.</td>
</tr>
<tr>
<td><strong>Imperial C</strong></td>
<td><strong>Imperial C</strong></td>
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<tr>
<td>Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators</td>
<td>Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists</td>
</tr>
</tbody>
</table>

### Concurrent Sessions III

**3:20 pm – 4:45 pm**

<table>
<thead>
<tr>
<th><strong>Discussion of Text: Improving Comprehension Instruction in the Elementary Classroom</strong></th>
<th><strong>A Balancing Act: CCSS Assessments to Prepare for SBAC/PARCC</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheryl Turner</td>
<td>Lissa Pijanowski</td>
</tr>
<tr>
<td>Discussion of text has become an increasingly used and misused strategy in literacy classes. What does research have to say about the characteristics of text discussions that are effective in increasing reading achievement? What specific strategies can we give elementary school teachers for preparing and guiding learners to engage in meaningful and instructionally valuable discussions of texts? This presentation will draw upon the latest research to answer these questions. During the session, participants will also view and discuss video clips to help clarify the most effective role of a teacher in classroom discussions, and will practice developing the type of text-dependent questions for discussion emphasized by the Common Core State Standards. Tools and resources will be provided to help as you plan and organize classrooms for effective discussion.</td>
<td>The new, more rigorous assessments are around the corner, and preparing our students is on every educator’s mind. We must provide teachers with the knowledge and skills to create varied classroom assessments that address the rigor of the Common Core State Standards. Very few teachers have ever taken a course in assessment and they need guidance for how to create both common formative assessments as well as performance assessments. Participants will walk away with practical tools to fuel assessment design aligned to the Common Core. Example items from SBAC/PARCC will be shared to illustrate the need to transform our current “bubble” practices. These new assessments become the heart of instruction and offer teachers and students true formative feedback through the learning process. Sample assessments items will be shared and educators will experience first hand how these assessments create engaging learning experiences for students and making teaching fun!</td>
</tr>
<tr>
<td><strong>Celestin C</strong></td>
<td><strong>Celestin E</strong></td>
</tr>
<tr>
<td>Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Reading Coaches/Interventionists, Leadership/Administrators</td>
<td>Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists, Leadership/Administrators</td>
</tr>
</tbody>
</table>
Primary Literacy in the Age of the Common Core: Laying the Foundation ♥◆◆★★

Laura Stewart
How do we ensure that all of our beginning readers are given the strong start they need to read successfully and meet the Common Core State Standards? There is a consensus in research about what works in the classroom to ensure all students develop critical foundational skills. Learn how we can apply those findings in the primary grades to increase students’ reading abilities, as well as their motivation for and enjoyment of reading. This presentation will share the logical connections among the Common Core State Standards, research, and classroom practice. Questions addressed include (1) what are some common misconceptions about beginning reading which have influenced instruction for a generation, (2) what does the evidence really say about beginning reading instruction, (3) how does the Common Core address learning to read, and (4) how do we align our instruction with both the research and the Standards, particularly in the area of Foundational Skills and Informational Text? Join me for this lively and informative session, and walk away with useful information and practical instructional tips!

► Celestin D
Target Audience: PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators

20 Questions: Literacy Core-Knowledge and the Common Core Connection ◆▲◆★★

Pam Austin
This interactive, game-styled session will challenge participants to dive into their knowledge-bases and collaborate with fellow educators, share knowledge and make connections to practical, evidence-based strategies that support Common Core goals. Phonics instruction in 5th grade? Really? End your day with a bit of laughter as you are challenged by what we need to know, why we need to know it, and how we use knowledge to sharpen daily instructional strategies, build on students’ literacy skills, and guide them toward accomplishing Common Core State Standard goals.

► Celestin F
Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists

Common Core and MTSS/RtI: Finding Ways to Systematically Systematize Your System ◆★

Terri Metcalf & Dean Richards
Education never seems to run out of initiatives and their accompanied acronyms. Today CCSS and MTSS/RtI are hot topics in any educational conversation. At times, these initiatives seem to be competing for attention (and dollars.) Both of these initiatives are most successful when they are approached systematically, rather than by the lone, overworked teacher.

►Celestin B
Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists

Improving Academic Vocabulary in the CCSS World ♥◆◆▲★★

Anita Archer
In this session, we will address the two major vocabulary strands found in the CCSS: a) explicit instruction and mastery of General Academic Vocabulary and Domain Specific Vocabulary in all classes and b) the teaching of word learning strategies including the use of context clues, parts of words (bases, roots, prefixes, suffixes), and external resources to determine the meaning of words.

► Celestin A
Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, Speech and Language Pathologists

Getting the Most Out of Literacy Circle Time ♥

Tara Baudean
This session will contain demonstration of how to get the most out of circle time. Emphasis will be on using books as a jumping off point for teaching emergent literacy skills such as letter knowledge, onset-rime, rhyming, phoneme blending and segmenting, vocabulary development, and oral language support. A portion of the session will be for the participants to plan using popular children’s books.

► Imperial B
Target Audience: PreK Teachers

Strands ♥ Early Childhood/Emergent Literacy ◆ Elementary Literacy ★ Response to Intervention ▲ Adolescent/High School Literacy ■ Common Core State Standards
### Developing Paragraph and Essay Skills in Students of All Ages

**William Van Cleave**
In order to succeed in coursework as well as various state and national assessments (e.g., Common Core assessments, individual school and district assessments, A.C.T., S.A.T.), students must have an understanding of basic and expanded paragraphs. Participants in this hands-on, interactive workshop will learn a structured, sequential approach to teaching the basic and expanded paragraph, including idea generation and writing topic, supporting, and concluding sentences as well as transitions. Participants will also develop strategies to assist their students with writing responses to essay prompts and topics. They will learn a systematic, straightforward approach to developing introductory, supporting, and concluding paragraphs.

**Target Audience:** Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists, Speech and Language Pathologists

### Best Practices for Teaching Academic Vocabulary in All Content Areas

**Joan Sedita**
The Common Core emphasizes teaching students the vocabulary they need to access grade level complex texts with a focus on “academic vocabulary”. Academic vocabulary is referred to as the language of schooling and is organized into two categories: general academic words (e.g., distribute, network, range, regulate) and subject-specific academic words (e.g., polynomial, cytoplasm, federalism). This session will present strategies for selecting academic words to teach and how to teach those words in-depth, including use of vocabulary templates and how to generate “user friendly” definitions. Participants will also be introduced to The Academic Word List (Coxhead, 2000), a list of the 570 most common general academic word families.

**Target Audience:** Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, Speech and Language Pathologists

### Focused Oral Reading Practice: A New Approach to Fluency

**Michael Hunter**
Not all students need fluency practice, nor do all students have the same areas of weakness. Some students need to improve accuracy, some need to improve rate, and some need to improve both. To achieve the maximum benefit from fluency practice, students need to start practice at an appropriate reading level, depending on their assessment results. In this session, you will learn how to (1) use data to determine which students need oral reading practice; (2) diagnose whether a student needs to focus practice on accuracy, rate, or both; (3) determine an appropriate passage level for each student to begin oral reading practice; and (4) structure practice and feedback so students quickly show improved scores on progress monitoring assessments. The role of prosody in comprehension is addressed, as well as when prosody instruction is appropriate. Participants will receive tools for tracking students’ improvement in accuracy and rate as they move from fluent reading in easier passages to fluent reading at their grade level.

**Target Audience:** Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists

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

**David Clemons & Sandra Johnson**
David Clemons and Sandra Johnson are two remarkable people who learned to read as adults. David was 47 when he learned to read and Sandra was 28. These two inspiring people share their stories of going to school, coping in the workplace, hiding their secret from friends and family, and other difficulties that we who are readers can’t imagine. They also share how they learned to read as adults and what it was that opened the door to literacy for them. Teachers will be inspired anew to teach every student to read, no matter what the student’s age. You are apt to both laugh and cry in this session.

**Target Audience:** Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists

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**First Time Attendee Session**

**5:00 pm – 5:45 pm**

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

**David Clemons & Sandra Johnson**

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**Plain Talk About Reading 2014**
Inside Information: Strategies for Providing More and Better Informational Reading and Writing Instruction

Nell Duke
Due in large part to the influence of the Common Core State Standards, informational reading and writing instruction is a “hot topic” in U.S. education. But research developing informational reading and writing actually dates back decades. In this presentation, Nell shares some of what research has to say about informational texts and informational reading and writing instruction. Through photos, videos, and anecdotes, she takes us into classrooms where teachers are putting this research into practice. Attendees will leave with practical strategies for increasing the amount and the quality of the informational reading and writing instruction they provide.

► Celestin DE

Explicit Instruction: Prevention and Intervention

Anita Archer
In this session, we will review the past 30 years of research on explicit instruction and show how the major findings can be translated into daily practice for both prevention of academic challenges and intervention. Scientifically-based practices for designing lessons, delivering instruction, and providing appropriate practice will be discussed, directly modeled, and practiced. Classroom videos will illustrate the major points.

► Celestin E

Early Literacy Challenges for the CCSS

Marilyn Jager Adams
The emphasis of the CCSS is on increasing literacy attainment among middle- and upper-grade students. Yet, doing so depends critically on building stronger literacy foundations at the primary and pre-primary levels. This session will focus on whys and hows of a few of the challenges that warrant stronger support.

► Celestin D
**DISTINGUISHED LECTURES continued**

**9:30 am – 10:30 am**

**Leadership: Maximizing Impact**

Michael Fullan

This session will focus on the evolving role of the principal. It starts by critiquing the current trend of intensifying the instructional role of principals working with individual teachers and defines three key for new leadership keys that will maximize impact: lead learner, system player and change agent. Clear examples will be provided that shows these powerful new roles in action. The end result is that the principalship can be far more exciting and impactful.

► **Celestin BC**

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Leadership/Administrators

**Deepening What it Means to Read in the Age of the Common Core: Teaching Disciplinary Literacy**

Cynthia Shanahan

This session will highlight the ways in which teaching disciplinary literacy can also help students meet the Common Core Standards. Participants will learn how discipline-specific literacy practices are necessary if students are to engage in sophisticated analyses and evaluations of complex text.

► **Celestin GH**

Target Audience: Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists

**10:50 am – 12:15 pm**

**Integrating Pedagogy and Technology to Accelerate Learning**

Michael Fullan

This session will focus on new pedagogical partnerships between and among teachers and students in terms how such learning can integrate technology in order to accelerate learning. Case examples including videos will be used to identify specific factors associated with success.

► **Celestin A**

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists, Leadership/Administrators

**Creating Sustainability with Highly Effective Teaching and Learning**

Michael Haggen

In this session, Michael will show how his team has successfully applied innovation at the district level in two large urban districts. He will present a compelling case for having schools systematically conduct monthly data reviews with district office instructional staff. He will explain how school leaders, teachers and students participate in their school’s data review. He will describe how school leaders map their entire staff according to a teacher effectiveness rubric and a monthly will and skill chart, and how this information is used to provide customized professional learning support to address specific areas of need. He will also show how common formative assessments and depth of knowledge levels for questioning and discussion techniques are included in the monthly reviews, and how they have increased the re-engagement of teaching and learning. You will leave with a renewed belief in the efficacy of effective data reviews.

► **Celestin G**

Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
A New Model for Teaching High Frequency Words

Linda Farrell
High frequency words are traditionally taught separately from phonics. They are introduced to students in the order of their frequency, or sometimes grouped by subject (colors, numbers, etc.) While this approach may work for many students, struggling readers often have difficulty reading and spelling high frequency words such as saw, was, where, and were. In this session, you will learn to organize and teach the words from any high frequency list (e.g., Dolch, Fry) using a phonics-based instructional sequence, including techniques for teaching students to read and spell the 50 or so high frequency words that do not fit into phonics instruction because of their irregular spellings. Teachers who have used this approach to teaching high frequency words say that all students, not just struggling readers, read and spell high frequency words with much higher accuracy than using the traditional approach.

Effective Reading Comprehension Instruction: Much More Than Teaching Comprehension Strategies

Nell Duke
For some time, the field has focused on teaching comprehension strategies as a means of improving reading comprehension. Evidence supporting teaching comprehension strategies is strong (see, for example, the What Works Clearinghouse Practice Guide Improving Reading Comprehension in Kindergarten through 3rd grade), but there are many additional research-supported means of improving reading comprehension. In this presentation, Nell presents several additional techniques for improving reading comprehension, from teaching text structures to providing motivating texts and contexts for reading and more. Nell will share a tool for evaluating the comprehensiveness of one’s approach to developing comprehension, and attendees with leave with practices they can implement in their schools and classrooms.

iPad Apps and Clickers to Support Skills in Reading, Vocabulary and Writing (Intermediate Level)

Elaine Cheesman
This session explores Student Response Systems (Clickers) and iPad apps that support reading and writing instruction, particularly for students with intermediate-level skills who struggle with reading and writing. (Another session will emphasize instruction for students with beginning skills.) This session focuses primarily on decoding multisyllabic words, spelling, vocabulary, text comprehension and writing skills. Participants who bring their own iPads will have opportunities to use apps. In addition, participants will gain skills to assess app quality and their ability to link research to practice.
Academic Language, Literacy, and Content Knowledge for Adolescent English Language Learners ▲■
Elsa Cardenás-Hagan
English Language Learners must meet the Common Core State Standards in secondary classrooms. It is necessary for educators to learn evidence-based strategies for scaffolding content and engaging students in shared interactive reading and word learning. This session will discuss results of national studies in middle school science classrooms. Effective strategies for developing academic language, literacy and content knowledge will be demonstrated.
► Celestin B
Target Audience: Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators

Phonological Awareness’ Impact on School Readiness: What are the Predictors? ♥●
Libbie Sonnier-Netto
This interactive session promises to be thought provoking and sure to motivate educators and administrators to facilitate phonological awareness activities that engage young learners in literacy activities throughout daily routines and activities that will impact school readiness. Session participants will acquire hands on activities to build environments that are responsive to children’s language and learning needs. Participants will leave able to reflect on their current practices and how to enhance those practices to facilitate a love of learning in children through language and literacy.
► Celestin H
Target Audience: Birth to 5 Teachers, PreK Teachers, Special Education Teachers, Leadership/Administrators, Speech and Language Pathologists

Short Writing OFTEN, Not Just Long Writing Seldom ◆▲●★★
Anita Archer
Much attention is being given to planning, writing and revising long narrative, informative, and argumentative products. However, perhaps even more gains in writing will flow from a focus on writing for learning: completing short writing assignments often in all classes. In this session, Anita will present procedures to scaffold writing summaries, compare-contrast paragraphs, and responses to reading using strategies, writing frames, and think sheets.
► Celestin E
Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, Speech and Language Pathologists

Systematic Integration of Technology in School Settings: Moving from Integration to Transformation ◆▲
Keisha Dubuclet
When talking about technology integration, the tendency is to focus on what happens at the classroom level: using an interactive Smartboard to deliver instruction, having students use a particular software, and creating a wiki to better communicate with students and parents. However, full integration of technology goes well beyond the classroom and even the technology itself. The challenge is not so much computers, hardware and software, or even access to the Internet. Meeting the challenge requires a new orientation and approach to leadership that starts in the school setting. Participants will examine their own individual assumptions about leadership, assess their school settings, and discuss strategies for managing system-wide change.
► Imperial C
Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Leadership/Administrators
### Meeting the Common Core Standards:
#### Supporting Disciplinary Literacy in Content Classes ▲

**Cynthia Shanahan**
This session will provide participants with concrete examples of instruction in content subjects such as history and science that are specific to those disciplines and help students meet the Common Core Standards. Participants will engage in and reflect on that instruction and discuss the support they can provide as reading specialists in fostering the teaching of disciplinary literacy.

**Target Audience:** Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists

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### A Focus on Language Facilitation Strategies through Talking and Reading with Young Children ♥

**Christie Cavanaugh**
“What we say is what we hear!” chanted the preschoolers. Teachers and adults who assume the roles of language models and facilitators have great potential for impacting children’s language development. This potential is maximized when teachers have increased knowledge about key strategies to facilitate language through conversation in many contexts. Because language abilities impact literacy development, it is imperative that these simple strategies are used incessantly during adult-child interactions to impact language and literacy. Participants will benefit from this session in multiple ways by (1) revisiting key developmental milestones in language, (2) learning research-based language facilitation strategies, (3) practicing the scaffolding of language responses, (4) engaging in planning activities that expand the vocabulary and language value of the classroom environment, (5) learning simple ways to monitor language progress in the context of key activities, and (6) making explicit connections between strategies and activities that influence K-1 CCSS in three strands. Video clips, transcripts from adult-child interactions, demonstrations, and partner practice will be embedded into the session. Tools to facilitate self-reflective practice during read-alouds and other classroom routines will be shared for monitoring professional learning.

**Target Audience:** Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists

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### CCSS Disciplinary Literacy Module ★

**Debbie Hunsaker**
Challenging text? Vocabulary? Comprehension? Close reading? Understanding the literacy standards for reading and writing, so I know what students need to learn and I need to teach? In this session, you will learn about a free on-line module, which covers the topics listed above. Join Debbie as she presents the comprehension unit, which includes how to plan, teach, and begin to assess the reading and writing literacy standards. Each participant will receive a binder with the module materials, which includes videos by Tim Shanahan and Anita Archer, handouts, activities, and directions for accessing the other on-line modules.

**Target Audience:** Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
Starting with the Text: Teaching Sentence Writing Fluency to Enhance Reading Comprehension

Alicia Sparks

Students who struggle with written expression are deprived an avenue to comprehension of complex text. Securing the foundational skills needed for both writing and reading sets the stage to free up the cognitive desk space for advanced composition and comprehension. This interactive session is designed to promote recognition and thought about the critical role of the sentence in written expression and the corresponding relationship to text comprehension. Through discussion, demonstration, and hands-on experiences, the participants will relate the strands of comprehension to complexities of written expression by investigating the multiple strands of language. Participants will also examine specific strands that are identified with foundational literacy skill development. Participants will interact with text and practice a step-by-step procedure to develop sentence writing fluency by moving students from writing a simple sentence to creating a more elaborate product that reflects ‘close reading’, a conduit of deeper text comprehension. Several engaging, research-based teaching techniques that enhance reading comprehension through sentence writing fluency development will be modeled.

Imperial B

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Special Education Teachers, Reading Coaches/Interventionists

Evaluating Arguments

Marilyn Jager Adams

In this session, we will address the two major vocabulary strands found in the CCSS: (1) explicit instruction and mastery of General Academic Vocabulary and Domain Specific Vocabulary in all classes and (2) the teaching of word learning strategies including the use of context clues, parts of words (bases, roots, prefixes, suffixes), and external resources to determine the meaning of words.

Celestin C

Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists, Leadership/Administrators

Educators as Physicians: Using Data for Professional Decision-Making

Jan Hasbrouck

In this age of mounting educational accountability—and the wide-spread implementation of the Common Core State Standards and the RtI/MTSS framework—K-12 educators everywhere are being asked to administer ever-increasing numbers of assessments to their students. Teachers screen students to determine who may need additional assistance in learning to read, administer diagnostic assessments to students to determine their skills strengths and weaknesses for planning instruction, and monitor students’ progress to determine if their skills are showing improvement. All this testing can take a lot of time and requires a lot of paperwork. It certainly has an impact on the amount of time teachers have available for planning and instruction. Many educators—and parents—are becoming frustrated with this situation, and wonder if all this testing is really helping our students. This session looks at WHY these assessments are being used, HOW to select and administer the most time-efficient and valuable assessments, and—most important of all—how to USE the data to make key instructional decisions that can truly help us provide the best possible reading instruction to all students. In the same way that we expect our physicians to make their decisions about our health and wellness by using the best information available, educators must use assessment tools to inform and guide our professional decisions regarding students’ academic “health and wellness”. But because it is instruction—not testing—that is the most important task of schools, we must select and use reading assessments as efficiently and effectively as possible.

Celestin E

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists
Seriously, Syntax Matters! ★★★

Nancy Hennessy
If you are a grammarphobe, this session may be a bit challenging for you. It turns out that grammar, AKA syntax, actually plays a role in reading comprehension. We know that the authors of complex text choose to express their ideas in academic language. This means that the reader must work with syntactically and grammatically complex sentences as they struggle to extract and construct meaning. We, the educators, have a responsibility to understand the connections between syntax, sentence and text comprehension. We will explore how sentence comprehension contributes to constructing meaning and how syntax can also interfere with text comprehension. Practical examples will illustrate how knowledge of the function of parts of speech, syntactic devices and grammatical/sentence structures is critical to reader competency and attainment of standards. Participants will also delve into student activities and strategies that develop the ability to work with the words within the text, to identify and integrate the idea units within and between sentences to ultimately build a coherent representation of the text.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Speech and Language Pathologists

Recent Research Worth Knowing About ★★★

Nell Duke
Every year new educational research is published with important implications for classroom practice. But few teachers, coaches, or administrators have the time, structures, or support in place to keep up with this research. For this presentation, Nell has selected several studies that she views as having important implications for elementary literacy instruction. Together, these studies address emergent literacy, writing, vocabulary, reading comprehension, executive function, and summer intervention. Come hear about some studies that will have you and your colleagues buzzing!

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Reading Coaches/Interventionists, Leadership/Administrators

iPad Apps and Clickers to Support Skills in Reading, Vocabulary and Writing (Elementary Level) ★★★

Elaine Cheesman
This session explores Student Response Systems (Clickers) and iPad apps that support reading and writing instruction, particularly for students with BEGINNING-level skills who struggle with reading and writing. This session focuses primarily on letter naming and handwriting, phonemic awareness, decoding and spelling regular one-syllable words and high-frequency words, text comprehension and writing skills. Participants who bring their own iPads will have opportunities to use apps. In addition, participants will gain skills to assess app quality and their ability to link research to practice.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Reading Coaches/Interventionists, Leadership/Administrators

Don’t Panic: Comprehension, Common Core and Common Sense ★★★

Alice Thomas
Let’s get one thing straight: comprehension has always been the goal. But the comprehension goals have been raised – the Common Core State Standards call for deeper levels of thinking and comprehension at every grade level. In this session, Depth of Knowledge, concepts, strategies and tactics that deepen comprehension will be explored. Participants will leave with explicit ways to increase and apply higher-level thinking to both fiction and non-fiction grade-appropriate text.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Reading Coaches/Interventionists, Leadership/Administrators
Speaking and Listening Standards are the FUEL for All Others! Teach your Students the Art of Discussion in 20 days or Less! ♥◆▲●■

Jill Jackson
As we master the Common Core Standards, more and more we realize that at the heart of teaching the writing Standards, mastering the Reading Literature (RL) Standards and upgrading our Reading Informational Text (RI) instruction is the skill of speaking and listening. This how-to session is designed to bring form and a plan to how to teach students of any age to engage in and produce meaningful discussion. Speaking, listening and discussing are not automatic skills and we cannot assume that students have been taught them! Jill will share a simple and totally realistic 21-day plan for taking any grade level from “Huh? Discussion?” to fully mastered, high-quality discussers, speakers and listeners – no student is discussion-immune!

Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators

17 Common Core Standards in Just 2 Activities: Reading Simplified! ♥◆●★

Christie Cavanaugh & Marnie Ginsberg
Want to accelerate your beginning or struggling readers’ progress efficiently? Learn two multi-sensory techniques through video, modeling, and hands-on practice activities. Each activity simultaneously integrates the concept of the alphabetic principle, phonemic awareness, phonics knowledge of short and long vowels, and decoding strategies. No need to isolate and cover one common core standard at a time because these effective, research-based activities help students grasp how the English code works. In addition, the use of a dynamic assessment tool will expedite your instructional time even further resulting in quick progress for students.

Target Audience: PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Special Education Teachers, Reading Coaches/Interventionists

Sentences and Syntax: Writing for Adolescents

Anne Whitney
So much of secondary education relies on how well students write, and struggling readers and writers often are not able to show their knowledge through this medium. This session will focus on techniques that are effective in improving the writing of secondary students. Participants will experience building written language output from the sentence level while simultaneously exploring written language syntax and the reciprocal impact on reading comprehension.

Target Audience: Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Speech and Language Pathologists

Strategies for Successful Spelling ◆▲●★

Suzanne Carreker
Spelling is often seen as a rote memorization skill. However, spelling is a cognitive linguistic skill. The trick is how to provide students with spelling instruction that promotes active, reflective thought about language that leads to improved reading, spelling and writing. This workshop will introduce reliable spelling patterns, rules and procedures for learning words that do not follow reliable patterns and rules so their students can learn how to spell instead of just memorizing a list of words. This workshop also presents how to use students’ spelling errors to assess what they know and what they need to know.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Special Education Teachers, Reading Coaches/Interventionists
Quick, Reliable and Relevant Assessment Tools
Susan Rampp Niette
In this world of Benchmarking and Standardized Testing, teachers, interventionists and coaches can become overwhelmed with which quick assessments will provide both relevant and immediate information regarding reading, and/or language abilities. This session will review various testing tools that can be utilized to obtain quick standardized information to guide intervention, instruction, or assistance for students who are struggling with reading or in language-based subjects. Participants will be provided a working knowledge of standardized testing tool options as well as a brief description of the specifics for each tool.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists

Unraveling the Fabric of Inference Making
Nancy Hennessy
Understanding and unraveling inference making has and continues to present challenges not only for students but also educators. Yet, it is a critical cognitive competency for reading proficiency and is necessary to create coherent models of understanding. This session will examine different threads of inference making including definition, contribution to comprehension, sources of difficulties and connections to close reading and to other critical language skills and processes such as background knowledge. Participants will explore examples of student text to understand when and what types of inferences are necessary and how instructional techniques, such as questioning and graphic organizers, can facilitate construction of meaning and attainment of the standards.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Reading Coaches/Interventionists

Closing Lack-of-Opportunity Gaps with High Quality Preschool Programs
Vicki Gibson
The cost savings for schools and long-term benefits that children receive from attending high quality preschool programs are well established in the literature. Developing learning readiness in language, literacy, math and science is essential so that children attain foundational skills that promote and sustain growth in all learning domains. Successful preschool programs share many common organizational and procedural characteristics: age-appropriate assessment, progress monitoring and reporting, orderly predictable classroom environments that support instructional opportunities for children to participate in small groups twice daily with adults, and purposefully-guided learning centers where children practice using skills for social and emotional well-being, communication, and self-regulation. This discussion includes practical and affordable methods that help develop high quality preschool programs using research and evidence-based methods and curricula to close lack-of-opportunity gaps for children before they enter kindergarten and ensure gains are sustained with minimal, if any, additional intervention.

Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
3:20 pm – 4:45 pm

Instructional Suggestions for Argument Writing

Joan Sedita
The Common Core emphasizes teaching students to write sound arguments using text evidence to support a position in a reasoned, logical way. This session will begin by defining opinion/argument writing and explain similarities and differences between argument and persuasive writing. Next, we will review the major components of an argument piece (claim, reason, evidence, counter-claim, rebuttal) and how these are uniquely combined with basic text structures (introduction, conclusion, transitions, body development) to write an argument. The workshop will focus on opinion/argument writing in content subjects.

Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators

Before They Read: Using the Stages of Writing to Involve Young Children in Literacy Development to Facilitate Reading Acquisition

Alicia Sparks
“The development of phonemic awareness seems to depend on finding oneself in a situation in which phonemic awareness is inescapably required,” (Adams, 1990). This interactive session will promote discussion about the role of written expression in early childhood settings, emphasizing how written expression involves children in phonological exploration and helps identify those at risk for beginning reading acquisition. Current practices will be discussed in light of research findings and recommendations. The session will focus on print knowledge, delving into three essentials of print knowledge. Five stages of writing development will be described. A strategy will be demonstrated that shows how to impact writing development from scribbling to conventional print. Critical to this technique is modeling the level of print just above the level of each child in the group. Participants will use writing samples to identify stages of writing and then practice the strategy.

Target Audience: PreK Teachers, Grades K-2 Teachers, Reading Coaches/Interventionists

CCSS Elementary Comprehension and Vocabulary Module

Debbie Hunsaker
Close reading? Challenging text? Vocabulary? Comprehension? Foundational skills? Literary and informational text? Where do we begin? In this session, you will learn about a free on-line module, which covers the topics listed above. Join Debbie as she presents the comprehension unit, which includes how to plan, teach, and begin to assess the reading literature and reading informational standards. Each participant will receive a binder with the module materials, which includes videos by Tim Shanahan and Anita Archer, handouts, activities, and directions for accessing the other on-line modules.

Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
The Reading Challenge: Will We Soar or Will We Settle?

Richard DuFour
The good news for those committed to improving schools is that we now know more than ever about what conditions must be created to foster sustained, substantive school improvement. The bad news is that creating these conditions is difficult, and seductive shortcuts and dangerous detours can offer the illusion of change rather than meaningful improvement. In this keynote, Rick will present a compelling case for why the educational system that served America so well in the past will not prepare students for their future. He will provide an explicit outline of what educators can and must do to foster higher levels of students learning and alert attendees to the detours and shortcuts that rob the improvement process of its power. This keynote is based on the assumption that 1) ensuring all students become proficient readers will require a collective, and coordinated effort rather than a series of isolated efforts; 2) if all students are to become proficient readers, some will need more time and support than others, and 3) schools must have systems in place to clarify what each student must learn, to monitor each student’s learning on an ongoing basis, and to ensure that students are provided with additional time and support for learning beyond what an individual classroom teacher can provide.

Executive Functions and Classroom Learning and Production

George McCloskey
This presentation will describe executive functions and discuss how they impact learning and work production in the classroom. Ways to recognize executive function difficulties and methods for helping children with these difficulties to improve their behavior and academic performance either through teacher assistance or through increasing their capacity for self regulation will be discussed.

Writing about Text

Timothy Shanahan
Writing instruction in U.S. schools has emphasized the writing process, the ability to write about one’s own experiences and ideas, and writing instruction has been detached from reading instruction (e.g., Reading First). Now, with the Common Core State Standards (CCSS) and new writing assessments, this approach is beginning to change. Teachers are being asked to guide students to write about text. This presentation will explore the implications of this change for reading achievement and will examine the four major kinds of writing about text that are to be emphasized.
9:30 am – 10:30 am

ABC to XYZ: What Does the Research Say about Alphabet Instruction and How Young Children Learn? ♥●

Lucy Hart Paulson
Letter knowledge at the end of prekindergarten into early kindergarten is one of the best predictive indicators of literacy learning in second grade. A variety of instructional procedures are used in early childhood settings to teach young children about the alphabet with a range of learning expectations. What strategies do you use and how are children learning? This presentation will discuss the research detailing what instructional strategies are more effective, what elements should be included and what children should be learning. Early childhood educators will gain a deeper understanding of the effectiveness of alphabet instructional approaches and add a few strategies to make teaching engaging, intentional and powerful for young children.

► Celestin D
Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists, School Psychologists, Speech and Language Pathologists

Mind Shame: The Dark Heart of Learning Difficulties ♥◆▲grim

David Boulton
Not all learning is healthy. We can unwittingly learn maladaptive cognitive and emotional habits that insidiously disorient, misdirect, and in many cases, disable our learning. The chronic stages of children’s struggles with reading, writing, or math are greatly exacerbated by how they feel about the struggle. In this presentation, David will explore the critical differences between healthy and unhealthy learning. He will discuss how we can learn in ways that retard, diminish, or disable our capacities for learning and that can result in “mind-shame” – the most wide spread yet least understood learning disability of them all. Drawing on The New Science of Learning public television special and his work on the Children of the Code Project, David will connect the dots between shame and the health of learning and show how reframing shame is a key component to stewarding healthy learning.

► Celestin E
Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators, School Psychologists

10:50 am – 12:15 pm

Close Reading of Informational Text ◆■

Timothy Shanahan
One of the big ideas in today’s language arts classroom is “close reading.” This idea is drawn from literary criticism and, yet, under the newly adopted educational standards, teachers are expected to emphasize close reading during informational reading, too. This presentation will explore the idea of close reading and will examine how it differs across various subject matter texts, including specific instructional activities.

► Celestin A
Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Reading Coaches/Interventionists

Meeting the Instructional Needs of English Language Learners for Academic Success ◆▲■

Beverly Diaz
In this session, participants will examine a practical, functional approach to gaining language knowledge as opposed to a traditional skill-driven approach or a natural acquisition approach. The functional approach to teaching identifies language functions, language tools, and instruction and application (language modeled and practiced). Participants will leave with a more practical method for teaching English language learners to successfully participate in classroom discussions and to become more proficient as readers and writers.

► Celestin B
Target Audience: Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Leadership/Administrators
What’s Language Got to Do with It? ♥◆●●

Susan Ramp Nette
This session will discuss how the five major components of receptive and expressive language – phonology, morphology, semantics, syntax, and pragmatics – impact every student’s academic performance and achievement. Participants will take a look at how competency in these five areas impacts students on a daily basis in language arts, social studies, science and math. Strategies and techniques will be incorporated throughout the session on ways to include instruction of these components throughout daily lessons and to help students meet the rigorous CCSS.

► Celestin C
Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists

Assessing Vocabulary in Grades K-12 ◆▲

Susan Ebbers
The lack of practical, group-administered methods for assessing vocabulary in all grades, but especially in K-2, partially explains why there is insufficient attention to vocabulary instruction in schools today. We will examine informative yet teacher-friendly methods for assessing vocabulary knowledge as well as morphological knowledge. In addition, we will briefly review some individually administered assessments.

► Celestin D
Target Audience: Grades K-2 Teachers, Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers

Differentiating Teaching and Student Practice to Implement CCSS ♥◆●●★

Vicki Gibson
The impact of CCSS on student learning depends upon their implementation. Successfully implementing the Standards requires a deep understanding of the design, purpose, and potential for changing teaching, student practice, and assessment. Unpacking and aligning to the standards and developing units of study are insufficient to address the increasing rigor and significantly improve instructional effectiveness and student achievement. The Standards provide a clear and consistent set of expectations for each grade level that identifies what students should know and be able to do at every grade level, K-12, but administrators and teachers must understand how the Standards impact assessment, instruction, and student practice. Changes in classroom management, instructional delivery and pacing, and use of curricula and assessments will be required to differentiate teaching and manage collaborative practice. This session provides a unique and helpful way to understand the integration of the Standards and provide a single-page guide that is useful for planning, differentiating teaching and student practice, and managing the increasing rigor and expectations in outcomes.

► Celestin F
Target Audience: Birth to 5 Teachers, PreK Teachers, Grades K-2 Teachers, Special Education Teachers, Reading Coaches/Interventionists, Leadership/Administrators
Building Language Capacity for Access and Higher Levels of Communication in Mathematics

Ava Belisle-Chatterjee
The Common Core State Standards for Mathematics (CCSSM) have rigorous demands for the use of language for abstract reasoning, including actions such as explaining, justifying, conjecturing, hypothesizing, evaluating, and critiquing. Students are expected to “construct viable arguments and critique the reasoning of others,” as noted in one of the CCSSM Standards for Mathematical Practice. With an emphasis on “all students,” the content of this session will address ways to build academic language, with examples of explicit and meaningful language development activities that build on and go beyond vocabulary development. Such demands for higher levels of communication are significant for all students, but particularly so for English Language Learners. With that in mind, the session content will also address ways to build the language capacity of ELLs of different English language proficiency levels so that they will not only have increased access to rigorous math content but also be able to effectively communicate their reasoning.

Executive Functions and Reading: A Neuropsychological Perspective

George McCloskey
This presentation will describe executive functions and discuss how they impact learning and work production in the classroom. Ways to recognize executive function difficulties and methods for helping children with these difficulties to improve their behavior and academic performance either through teacher assistance or through increasing their capacity for self regulation will be discussed.

Taking a Closer Look at Reading in Preschool and PreK Classrooms

Amy Poteet
This thought provoking session will examine why story time is more than just a story. Session participants will examine how close reading strategies can be implemented in preschool and prekindergarten classrooms. Participants will walk away with hands on strategies to increase children’s understanding of text and concepts within literature.

The Magic of Words: Speaking and Listening for Greater Comprehension

Judi Dodson
Do your students have limited oral language skills and difficulty with listening comprehension? Are you wondering whether your instruction is intentional enough to support the new listening and speaking standards? During this session you will learn and practice simple, engaging and interactive activities designed to emphasize attention and engagement, active listening and speaking which can support the development of vocabulary, background knowledge and oral language within the classroom setting. Come and have fun while we talk and discover together ways to help our students develop their abilities in the area of oral language and build a strong foundation for literacy.

LUNCH
How Reading Affects Our Overall Learning Abilities and the Development of Our Minds

David Boulton

The deeper our understanding of ‘what’s at stake’ and ‘what’s involved’ in learning to read the better we can differentiate our methods of reading instruction to meet the needs of struggling readers. How does the brain create the simulated language experience we call reading? What makes learning to read so difficult? How does learning to read affect our intelligence, emotional development, and the overall health of our learning? What’s the difference between dyslexia and reading improficiency? What is the difference between inherited weaknesses and growing up in environments that insufficiently exercise the neurodevelopmental prerequisites of reading? How does learning to read affect self-esteem and how does self-esteem affect learning to read? How do the feelings evoked by learning to read difficulties exacerbate learning to read difficulties? In this session, David will explore the personal and societal consequences of reading difficulties with emphasis on how protracted learning to read difficulties affects intelligence, emotional development, academic performance, and life-learning trajectories.

Beyond Screening and Progress Monitoring: Diagnostic Assessment for Reading and Writing

Anne Whitney

While most of the recent focus on assessment has been on DIBELS, TPRI, AimsWeb and other screening and progress monitoring tools, diagnostic assessment is still important for driving intervention. In this session, we will discuss the makings of a thorough diagnostic assessment to differentially diagnose language learning disabilities, dyslexia, and dysgraphia. Case studies will be provided to practice interpreting data and determining future interventions.

Developing Word and World Knowledge via Stories and Poems

Susan Ebbers

For developing vocabulary and conceptual knowledge in children, a growing body of research shows the promising effects of elaborative word study, built around repeatedly reading the same story aloud (McKeown & Beck, 2011). These methods have been successfully applied in primary grades to Response to Intervention models (Coyne et al., 2010) and to English Language Learners (Silverman, 2007). However, elaborative word study requires time, so only a handful of words are studied per day. In contrast, we could spend fewer minutes interacting with each word. Thus, children learn more words more quickly – yet more superficially (Biemiller & Boote, 2006). This method relies on continued exposure to the word in varied context for elaboration. Let’s consider how and when to best apply each approach.
<table>
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<tr>
<th>Time</th>
<th>Concurrent Sessions II</th>
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<tr>
<td>1:30 pm - 2:55 pm</td>
<td>Solve the Mysteries of Spelling with the History of The English Language</td>
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<td></td>
<td>What to Expect from the Common Core Assessments</td>
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<tr>
<td>Linda Farrell</td>
<td>Susan Hall</td>
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<td>Participants learn about the four major layers of the English language: Anglo-Saxon, Norman French, Latin, and Greek. When we use English, we speak, read, spell, and understand four different languages. Understanding this phenomenon will help teachers answer the question, “Why is it spelled that way?” Teachers will also learn how a word’s language of origin influences its meaning. Both spelling and vocabulary instruction will be enhanced with the information learned in this workshop. This workshop may sound dry, but Linda makes it entertaining and fun by starting with an animated play. Participants hear how our language developed with recordings of how English sounded 1,000 years ago (Old English) and 600 years ago (Middle English). They learn to identify a word’s etymology by analyzing its spelling and meaning. They also will understand the historical origins of the three pronunciations of the suffix ed.</td>
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<tr>
<td><strong>Celestin F</strong></td>
<td><strong>Target Audience:</strong> Grades 3-5 Teachers, Grades 6-8 Teachers, Grades 9-12 Teachers, Special Education Teachers, Reading Coaches/Interventionists</td>
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<td>What is Scribble? Writing Assessment and Instruction for Young Children</td>
<td>Vocabulary and Background Knowledge: Critical Keys that Open the Door to Greater Comprehension</td>
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<tr>
<td>Lucy Hart Paulson</td>
<td>Judi Dodson</td>
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<td>Writing is an important aspect of literacy development that includes name writing as well as message and story writing. Early literacy instruction that includes a writing component helps young children develop valuable early literacy skills in letter knowledge and phonemic awareness. This presentation will describe research-based assessment strategies with developmental learning expectations for message and story writing from scribbles to print and a name writing rubric for preschool into kindergarten. Deepen your understanding of expected learning outcomes, how universal writing characteristics develop into language specific ones, and ways to teach writing in developmentally appropriate ways.</td>
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<td><strong>Celestin G</strong></td>
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What to Expect From the Common Core Assessments

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Marilyn Jager Adams

Marilyn Jager Adams, Ph.D., is a Visiting Scholar in the Cognitive, Linguistic, and Psychological Sciences Department of Brown University. Formerly a Senior Scientist at Bolt Beranek & Newman, she was Chief Scientist for Soliloquy Learning, Inc., which she co-founded with the goal of harnessing automatic speech recognition for educational purposes. She has been on the planning or steering committees for the National Assessment of Educational Progress (NAEP) in reading since 1992, and was a member of the development team for the Common Core State Standards Initiative. Among honors, she has received the American Educational Research Association’s Sylvia Scribner Award and the International Dyslexia Association’s Samuel T. Orton Award. She is the author of a number of scholarly papers and several books, including *Beginning to Read: Thinking and Learning about Print* (MIT Press), *Phonemic Awareness in Young Children* and its new companion, *ABC Foundations for Young Children* (Brookes Publishing).

Anita Archer

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

Pamela Austin

Pamela Austin is an educator with over 25 years of experience as an educator. She has worked as a Literacy Specialist at the Center for Development and Learning, a non-profit educational consulting firm based in Greater New Orleans and currently as an Implementation Coordinator for Cambium Learning supporting school districts in the implementation of intervention curricula for literacy and mathematics. As an educator in the New Orleans Public School system, Pam worked in a variety of capacities: as an elementary teacher she taught 4th and 5th grade students, her role as a Reading Interventionist allowed her to work directly with ‘at-risk’ students. Her role as a school site Reading Coach enabled her to support and mentor teachers in the area of literacy leading to a Central Office position as a Field Literacy Facilitator. As a Field Literacy Facilitator, Mrs. Austin provided literacy support to principals, school-site facilitators, and teachers for 10-12 schools in the district. In collaboration, developed, planned, presented and facilitated a variety of literacy related professional development sessions for elementary and middle school-site facilitators and teachers.

Tara Baudean

Tara Baudean, M.Ed., is an Early Childhood Coordinator for the Louisiana Department of Education. She is also an ECERS-R and CLASS evaluator. Tara began her career as a Head Start teacher. She then became a Head Start director and regional Head Start education coordinator. As education coordinator, she coordinated programs for pre-k, infant-toddler, migrant, home-based, and early literacy. Tara has presented at both state and national Head Start and early childhood conferences.
David Boulton, co-producer and creator of the *Children of the Code*, is a learning-activist and technologist. As an organizational learning theorist and technologist, David designed ‘learning circuits’ and ‘transformational learning strategies’ for Boeing’s reengineering program, the ‘Employee Knowledge Link’ system at Pacific Bell, for Apple Computer’s ‘Electronic Campus’ (one the world’s first virtual universities) and for the genealogy project of the central Mormon Church. AIG, H.P., Mazda, ALLTEL, NEW YORK Life Insurance, Bank of America and many other Global 2000 companies have implemented his organizational learning and feedback concepts. David has founded five companies and been awarded four patents. His last start-up, DiaCom/2way (today, ‘Validar’) went on to win the Smithsonian Award for Innovation and appeared on Upside Magazine’s Top 100 private companies list. David’s websites have won the Teacher Information Network Gold Award and the Innovative Teaching Concepts Award of Excellence. David’s k-12 education orientation and vision has been presented or referenced at gatherings including the World Futurist Society, The 21st Century Learning Initiative, The New American Schools Design Team, at national education summits, the Ontario School Board Association, the Chinese Ministry of Education. He has been a featured presenter at dozens of Apple Computer educational events.

Ava Belisle-Chatterjee
Ava Belisle-Chatterjee, Ph.D. is an Associate Professor in the Education Department at Columbia College Chicago, where she teaches courses in the Department’s graduate programs. She was also the founding chairperson of the Education Department at Columbia College Chicago, serving in that role for 19 years. Ava also currently works as a curriculum writer with the University of Chicago’s Center for Mathematics and Science Education (CEMSE) to contribute English language and academic language development suggestions for lesson content in the Everyday Mathematics program. She holds a Ph.D. in Curriculum and Instruction from the University of Illinois at Chicago; an MA in Linguistics from the University of Chicago; and a BA (with honors) from Loyola University of Chicago. Prior to her university career, Ava was an elementary school bilingual teacher for 12 years with the Chicago Public Schools. During her tenure as an elementary school teacher, she was a recipient of the Golden Apple Award for Teaching Excellence, which is awarded annually to 10 teachers in the Chicago area. Her research interests include the processes of constructing teaching practices, especially ways in which teachers connect English as a Second Language (ESL) strategies with standards-based approaches for teaching math to English-language-learners and ways in which teachers plan for academic language development for all children.
ABOUT THE PRESENTERS

Rich Brooks
Rich Brooks is founder and president of Flyte New Media, a web design and marketing firm in Portland, Maine. He is a nationally recognized speaker on social media, entrepreneurship, and digital marketing. Rich presents and blogs on topics such as social media, search engine optimization, blogging and content creation. He is currently an Expert Blogger at FastCompany.com and a regular contributor at SocialMedia Examiner.com. He is a founder of The Agents of Change Digital Marketing Conference, an annual conference on search, social & mobile marketing. Rich runs The Marketing Agents Podcast, where he interviews marketing experts from around the world on search, social & mobile marketing. He is the “tech guru” on WCHS Channel 6’s evening news show, 207, and teaches web marketing and social media courses for entrepreneurs at the University of Southern Maine’s Center for Continuing Education.

Kenya Campbell
Kenya Campbell, M.A., is a Literacy Specialist at CDL. Kenya holds Master of Arts degrees in Curriculum and Instruction (Reading Specialist) and in Educational Leadership. She has 15 years of experience as an educator and truly has a passion for teaching, learning and literacy. Prior to coming to CDL, she was the senior Academic Educational Advisor at Tulane University, where she coordinated academic plans for student athletes. Previous to that position, Kenya was the Academic Resource Manager for the Student Academic Success Office at Xavier University of Louisiana, where she was also a Program Specialist for the Reading Center and Instructor for the Division of Education. Additionally, Kenya has served as an Instructional Coordinator, Literacy Facilitator and classroom teacher in the New Orleans Public School district.

Elsa Cardenás-Hagan
Elsa Cardenás-Hagan, Ph.D., is a Bilingual Speech Language Pathologist and a Certified Academic Language Therapist. She is the director of Valley Speech Language and Learning Center in Brownsville, Texas and works with Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Elsa is the author of Esperanza (HOPE), a Spanish language program designed to assist students who struggle with learning to read. Her research interests include the development of early reading assessments for Spanish speaking students and 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 that examined the oracy and literacy development in English and Spanish of Spanish speaking children. She serves as a board member for the International Dyslexia Association and the Regional Educational Laboratory of the Southwest Region. She has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.

Robert Brooks
Robert Brooks, Ph.D., a psychologist on the faculty of Harvard Medical School, has lectured nationally and internationally and written extensively on topics pertaining to motivation, school climate, resilience, family relationships, the qualities of effective leaders, and balancing our personal and professional lives. He is the author or co-author of 15 books and numerous book chapters and articles. He received his doctorate in clinical psychology from Clark University and did additional training at the University of Colorado Medical School. In addition, Bob completed a video and educational guide for PBS titled “Look What You’ve Done! Stories of Hope and Resilience” that focuses on resilience in children with special needs. He has received numerous awards for his work on behalf of children and their families, including the Hall of Fame award from both CH.A.D.D. and the Connecticut Association for Children with Learning Disabilities, and the Outstanding Educator Award for Mental Health Education from the New England Educational Institute. In addition, Bob has served as a consultant to Sesame Street Parents Magazine. He has a part-time private practice in which he sees children, adolescents, adults, and families and has appeared regularly on television shows in the Boston area as well as on national cable television. He is also a member of the Professional Advisory Board of the Center for Development and Learning.

Elsa Cardenás-Hagan, Ph.D., is a Bilingual Speech Language Pathologist and a Certified Academic Language Therapist. She is the director of Valley Speech Language and Learning Center in Brownsville, Texas and works with Texas Institute for Measurement Evaluation and Statistics at the University of Houston. Elsa is the author of Esperanza (HOPE), a Spanish language program designed to assist students who struggle with learning to read. Her research interests include the development of early reading assessments for Spanish speaking students and 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 that examined the oracy and literacy development in English and Spanish of Spanish speaking children. She serves as a board member for the International Dyslexia Association and the Regional Educational Laboratory of the Southwest Region. She has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.
teachers regarding classroom environments and teacher quality. Most recently, she contributed more than six years to the evaluation and research of Louisiana’s early childhood initiatives as the early childhood director at the Picard Center for Child Development at the University of Louisiana at Lafayette. She has partnered with a variety of federal and statewide programs, further impacting the lives of children in Louisiana. Tamika’s areas of expertise also include use and supervision of monitors utilizing the following program quality instruments: ELLCO, ECERS-R, ITERS-R, and CLASS. She is also an approved Louisiana Pathways Child Care Trainer. She holds a Bachelor of Science in Child and Family Studies, a Master’s in Education and nears the completion of a research-focused Ph.D. in Marriage and Family Therapy. In addition to consulting, Tamika coaches and mentors future early childhood educators as an adjunct instructor at South Louisiana Community College.

Christie Cavanaugh
Christie Cavanaugh, Ph.D., has been an educator for more than 3 decades, teaching in early childhood settings (including early intervention, early childhood special education, and child care), special education in elementary grades, and higher education as an assistant professor and researcher. She has spent much of her career preparing future teachers and providing ongoing professional development to educators in the areas of language and literacy, with a particular focus on at-risk children and families as well as high-need schools in various contexts. She continues this work currently as an educational consultant working with early childhood programs, schools, districts, and state departments to improve reading instruction, elevate student outcomes, and support schools in their efforts to implement research-based practice, which parallel her research interests. In addition, Christie has maintained involvement in projects through reading research centers and has written and presented nationally. Along with another colleague, she is currently engaged in the development of a streamlined set of reading intervention strategies for classroom teachers to implement.

Tamika Carmouche
Tamika Carmouche is an education consultant in the field of early childhood. She is a firm believer in “what’s right” for our children and families. Her expertise includes more than thirteen years of comprehensive professional learning for early childhood.

Suzanne Carreker
Suzanne Carreker, Ph.D., CALT-QI, is vice president of programs at Neuhaus Education Center. She is a certified dyslexia therapist and qualified instructor who taught at The Briarwood School in Houston for 13 years. A past president of The Houston Branch of The International Dyslexia Association (IDA) and current vice president of the national IDA board, Suzanne is a frequent speaker at national and international conferences and has authored numerous journal articles, textbook chapters, and multisensory curricula. Suzanne was the 2009 recipient of the Nancy LaFevers Award for her contributions to students with dyslexia and other related disorders in the Houston community.

Elaine Cheesman
Elaine Cheesman, Ph.D., CALT-QI, is an Associate Professor of Special Education at the University of Colorado at Colorado Springs. She earned her Ph.D. at the University of Connecticut and credentials as a Certified Academic Language Therapist and Qualified Instructor of Language Therapists at Teachers College, Columbia University. Her primary research, teaching, and service interest is teacher-preparation in scientifically based reading instruction. Her articles have been published in Reading and Writing: An Interdisciplinary Journal, Perspectives on Language and Literacy, Teacher Education and Special Education, and National Teacher Education Journal. Elaine received the Excellence in Teacher Educator Award from the Teacher Education Division of the Colorado Council for Exceptional Children in 2008, and the Teacher of the Year award from the University of Colorado College of Education in 2007. The reading courses she developed are among the nine university teacher preparation programs officially recognized by the International Dyslexia Association for meeting the Knowledge and Practice Standards for Teachers of Reading (IDA, 2010). Before joining the ranks of academia, Elaine developed and directed an innovative reading clinic for adults with reading disability in Hartford, Connecticut. Her students were the subjects of the 1993 fMRI study by Shaywitz, et al., which initially revealed the neurological marker for dyslexia. She has conducted professional development courses for teachers in Colorado, Connecticut, Massachusetts, and Minnesota. For the Colorado Department of Education, she has reviewed the literacy content in university educator preparation programs to ensure that pre-service teacher preparation programs are grounded in scientifically based reading research.
**David Clemons**  
David Clemons grew up in South Carolina during the 1950s. He did not learn to read in school and dropped out of school when he was 16. David wanted to learn to read more than anything, but was hesitant to share his secret with anyone. He developed a successful carpet-laying business, although he could not read the word carpet. At the age of 47, David hurt his knee and could no longer lay carpet. He needed to learn how to read in order to complete a job application, so he tried several literacy organizations before his career counselor recommended the Washington Literacy Council. The Council told him that they would teach him to read, and they did. He now reads so much that he occasionally misses his metro stop because he is immersed in a book. David works at the Washington Literacy Council in Washington, D.C., as the Student Support coordinator. He speaks nationally about literacy and the importance of teaching all students how to read so that they won’t drop out of school.

**Judi Dodson**  
Judi Dodson, M.A., consults with schools, state departments of education, and school districts on issues related to school change, teacher knowledge, and literacy achievement. She speaks at conferences and gives workshops on topics related to reading intervention and activities that support increasing student achievement, and is a National LETRS trainer. Judi believes that working to empower teachers with knowledge about literacy can make a real difference in their work and help them change and enrich the lives of the children they teach. Judi worked for 20 years as a special education teacher, working primarily with children with reading problems and, as an educational consultant, conducting diagnostic assessments of learning disabilities. She is the author of *Fifty Nifty Activities: Five Components and Three Tiers of Instruction*, and *50 Nifty Activities for Speaking and Listening for Oral Language and Comprehension*. Judi is on the board of the Rocky Mountain Branch of the International Dyslexia Association.

**Beverly Diaz**  
Beverly Brenes Diaz, M.Ed., is an educator with 25 years of service in an urban setting. She holds a Master of Education in Curriculum and Instruction (Reading Specialist) and in Educational Leadership. Her passion for teaching and learning has led her to serve the children of New Orleans in various capacities. She brings a bi-lingual/bi-cultural point of view to both first and second language literacy acquisition. Through her role as a Literacy Coach she has mentored teachers in developing their craft using evidence-based practices to improve student achievement. She has also served as an English Language Arts Curriculum Specialist and Network Staff Member in the New Orleans Parish School Board Central Office. Through these roles she has worked closely with school-based elementary leadership teams in the implementation of district-wide Response to Intervention initiatives and overall school improvement. Beverly is currently bringing her expertise to students in Orleans as an English Second Language Teacher.

**Keisha Dubuclet**  
Keisha Dubuclet, Ph.D., is CDL’s director of public engagement. Keisha has worked in a variety of educational settings. In her previous role, Keisha oversaw the Urban League Parent Information Center. She has also taught adult basic education and computer literacy courses in the nonprofit sector for five years, and worked as an instructional designer and corporate trainer at a Fortune 500 company for four years. Additionally, Keisha has served as an adjunct professor in the College of Education at Louisiana State University, the University of Phoenix, and Drexel University. As an advocate for adult literacy, she also served as a board member of the YMCA Educational Services (YES!) adult literacy program. Keisha attended Xavier University of Louisiana and graduated in 1999 with a Bachelor of Science degree in Biology Pre-med summa cum laude and valedictorian of her graduating class. After teaching adult basic education classes to housing project residents in New Orleans, Keisha decided to pursue her master’s degree in adult education, which she earned in 2002 from the University of Southern Mississippi. In 2003, she entered the doctoral program in Educational, Leadership and Research at Louisiana State University where she graduated summa cum laude with her Doctorate degree.
Richard DuFour
Richard DuFour, Ed.D., was a public school educator for 34 years, serving as a teacher, principal, and superintendent. He served as the principal of Adlai E. Stevenson High School in Lincolnshire, Illinois, from 1983 to 1991 and as superintendent of the district from 1991 to 2002. During his tenure, Stevenson became what the United States Department of Education (USDE) has described as “the most recognized and celebrated school in America.” It is one of three schools in the nation to win the USDE Blue Ribbon Award on four occasions and one of the first comprehensive schools designated a New America High School by USDE as a model of successful school reform. Stevenson has been repeatedly cited in the popular press as one of America’s best schools and referenced in professional literature as an exemplar of best practices in education. Rick is the author of many books and has written numerous professional articles. He wrote a quarterly column for the Journal of Staff Development for nearly a decade. He was the lead consultant and author of ASCD’s video series on principalship and the author of several other videos. Rick was named as one of the Top 100 School Administrators in North America by Executive Educator magazine, was presented the Distinguished Scholar Practitioner Award from the University of Illinois, and was the 2004 recipient of the National Staff Development Council’s Distinguished Service Award. He consults with school districts, state departments, and professional organizations throughout North America on strategies for improving schools.

Nell Duke
Nell Duke, Ed.D., is a professor of literacy, language, and culture and faculty associate in the combined program in education and psychology at the University of Michigan. She is a member of the International Reading Association Literacy Research Panel. Nell’s specific areas of expertise include reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. She currently serves as Co-Principal Investigator on projects funded by the Institute of Education Sciences, the National Science Foundation, and the Spencer Foundation. She is author and co-author of numerous journal articles and book chapters as well as the books Reading and Writing Genre with Purpose in K–8 Classrooms, Reading and Writing Informational Text in the Primary Grades: Research-Based Practices; Literacy and the Youngest Learner: Best Practices for Educators of Children from Birth to Five; and Beyond Bedtime Stories: A Parent’s Guide to Promoting Reading, Writing, and Other Literacy Skills From Birth to 5. She is also editor of The Research-Informed Classroom book series and co-editor of the book Literacy Research Methodologies. Nell is the recipient of numerous awards, including the American Educational Research Association Early Career Award and the International Reading Association Dina Feitelson Research Award. She received her Bachelor’s degree from Swarthmore College and her Masters and Doctoral degrees from Harvard University.
Susan Ebbers
Susan Ebbers is an author, researcher and educational consultant who specializes in vocabulary development. Susan has been a K-8 teacher and principal in public and private schools in California and Alabama. She taught primary grades and also intensive reading in middle school and was awarded outstanding middle school teacher and A+ Literacy Leader. She is a national literacy consultant and author of Daily Oral Vocabulary Exercises: A Program to Expand Academic Language in Grades 4-12 (with coauthor Jill Carroll); Vocabulary Through Morphemes: Suffixes, Prefixes, and Roots for Intermediate Grades; and two sequential decodable series that promote vocabulary, morphology, and comprehension—Power Readers and Supercharged Readers. She recently completed her doctorate at University of California – Berkeley in cognition and development, specializing in morphological awareness and vocabulary, measurement design and interpretation, and interest theory.

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

Michael Fullan
Michael Fullan, Ph.D., is professor emeritus of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, Michael is engaged in training, consulting, and evaluating change projects around the world and his books have been published in many languages. He is currently special advisor to the Premier and Minister of Education in Ontario. His book, Leading in a Culture of Change, was awarded the 2002 Book of the Year Award by the National Staff Development Council and Breakthrough (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education. His most recent books include Motion Leadership: The Skinny on Becoming Change Savvy (2010), Change Leader: Learning to Do What Matters Most (2011), The Six Secrets of Change (2011), Professional Capital: Transforming Teaching in Every School (2012, with Andy Hargreaves), Putting FACES on the Data: What Great Leaders Do (2012, with Lyn Sharratt) and Stratosphere: Integrating Technology, Pedagogy and Change Knowledge (2012). Michael is a member of the Professional Advisory Board of the Center for Development and Learning.
Vicki Gibson

Vicki Gibson, Ph.D., is a national educational consultant, author and speaker. Her areas of specialization include behavioral and classroom management, reading instruction, differentiating teaching and practice to improve instructional effectiveness and enhance student achievement, and early childhood education. She owned and directed three private schools in Texas for 30 years and taught at Texas A&M University in College Station, Texas. Currently, she is the Chairman/CEO for Gibson Hasbrouck & Associates, an educational consulting group that provides on-site professional development, technology-supported trainings, and develops materials for educators to conduct instructional training at the college, school and state levels. Vicki has authored and co-authored several programs and publications including Wonders, Treasures, Managing Small Groups, We Can Early Learning Curriculum, Differentiated Instruction: Grouping for Success; Differentiated Instruction: Guidelines for Implementation; Differentiating Teaching and Practice in Middle and High Schools; Managing Small Group Instruction; Administrators’ Roles for Differentiating Teaching and Practice in Middle School; Classroom Management for Preschools; Managing Behaviors to Support Differentiating Instruction; and I Can Draw Pre-Writing Program and Letters, Sounds & Strokes Phonics Program.

Michael Haggen

Michael Haggen is currently Deputy Superintendent and Chief Academic Officer for Innovation and Reform for the East Baton Rouge Public School System, supporting 83 schools. Previously, he was Associate Superintendent for the St. Louis Public School District, where he created the Office of Innovation and first managed the district’s 11 lowest performing schools chosen for the U.S. Department of Education’s School Improvement Grant program, and then expanded to include 19 additional low-performing schools. His 20 years of educational experience also include serving as a principal and teacher in Detroit and Lansing, Michigan, a teacher in West Africa while serving in the United States Peace Corps, and as the Chief Academic Officer and Deputy Superintendent in the New Orleans Recovery School District immediately after Katrina. Michael graduated with a bachelor of science in administration and a master of arts in education from the University of Michigan.

Susan Hall

Susan Hall, Ed.D., is a nationally recognized leader in Response to Intervention (RtI), data analysis, and reading instruction. She is founder and president of 95 Percent Group Inc. The company provides support, processes, and materials needed to take RtI and implementation of the Common Core State Standards (CCSS) for reading to the next level. The company has developed a full series of instructional materials titled Linking CCSS to Your Curriculum, designed to help teachers unpack the standards and provide instruction on each standard using their current curriculum. Susan is a frequent speaker at national reading conferences on the topics of RtI, Literacy Instruction, and CCSS. She is a nationally certified trainer of DIBELS and LETRS and the author of several books including Jumpstart RtI: Using RtI in Your Elementary School Right Now and I’ve DIBEL’d, Now What? Her most recent book is I’ve DIBEL’d, Now What? Next Edition. She is coauthor with Louisa Moats of two books, Straight Talk About Reading and Parenting a Struggling Reader, as well as LETRS Module 7: Teaching Phonics, Word Study, and the Alphabetic Principle, Second Edition. Her most recent whitepaper is Getting Teachers Ready for the Common Core State Standards.

Marnie Ginsberg

Marnie Ginsberg, Ph.D., is an educational consultant in Madison, WI. Previously, Marnie was an investigator at the Frank Porter Graham Child Development Institute at the University of North Carolina (UNC) at Chapel Hill, and has served as a middle school language arts teacher and private reading tutor. At UNC, she led the development of a unique, well-researched K-2 reading intervention, the Targeted Reading Intervention, that provides webcam-based PD and coaching to teachers who deliver instruction to struggling readers in their classrooms. Presently, she is collaborating on a K-5 approach that streamlines reading instruction. Marnie received her B.A. from Duke University, her M.A. in secondary education from Lehigh University, and her reading specialist licensure and Ph.D. in early childhood, families and literacy from UNC–Chapel Hill.

Michael Haggen

Michael Haggen is currently Deputy Superintendent and Chief Academic Officer for Innovation and Reform for the East Baton Rouge Public School System, supporting 83 schools. Previously, he was Associate Superintendent for the St. Louis Public School District, where he created the Office of Innovation and first managed the district’s 11 lowest performing schools chosen for the U.S. Department of Education’s School Improvement Grant program, and then expanded to include 19 additional low-performing schools. His 20 years of educational experience also include serving as a principal and teacher in Detroit and Lansing, Michigan, a teacher in West Africa while serving in the United States Peace Corps, and as the Chief Academic Officer and Deputy Superintendent in the New Orleans Recovery School District immediately after Katrina. Michael graduated with a bachelor of science in administration and a master of arts in education from the University of Michigan.
Jan Hasbrouck
Jan Hasbrouck, Ph.D., is an educational consultant, trainer and researcher. She served as the executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before becoming a professor at the University of Oregon and later Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including The Reading Coach: A How-to Manual for Success, The Reading Coach 2: More Tools and Strategies for Student-Focused Coaches, and Educators as Physicians: Using RtI Data for Effective Decision-Making as well as several assessment tools. In 2008, she and her colleague, Vicki Gibson, partnered to form Gibson Hasbrouck & Associates, with the mission to provide high quality professional development to educators nationally and internationally.

Nancy Hennessy
Nancy Hennessy, M.ED, LDT-C, educational consultant and past president of the International Dyslexia Association (IDA), is an experienced teacher and administrator. While in public schools, she provided leadership in the development of curriculum development and innovative programming for special needs student, a statewide revision of special education code and an award winning professional development initiative. She has delivered keynote addresses, workshops and training to educators nationally and internationally. Nancy co-authored Module 6 of LETRS, Digging for Meaning: Teaching Text Comprehension (2nd edition) with Louisa Moats, the chapter, Word Learning and Vocabulary Instruction, in Multisensory Teaching of Basic Skills (3rd edition) and served as the editor of the Spring 2012 issue of Perspectives on Language and Literacy that focused on adolescent literacy. She is a former national trainer for Language Essentials for Teachers of Reading and Spelling (LETRS) and currently serves as the Director of Academic and Professional Practices for AIM Academy. Nancy is an honorary member of the Delta Kappa Gamma Society and was the 2011 recipient of IDA’s Margaret Rawson Lifetime Achievement Award and NCIDA’s 2012 June Lyday Orton Award.

Debbie Hunsaker
Debbie Hunsaker, M.Ed., is the instructional innovations unit director for the Montana Office of Public Instruction, which is responsible for implementing Reading First, Early Reading First, School Improvement, and the Montana Striving Readers Project. Before being employed by the state of Montana, Debbie taught first, third, fourth, and fifth grades. She received her undergraduate degree from Southern Utah University where she minored in reading and language arts. She holds a master’s degree in literacy and curriculum with an emphasis in diversity. Debbie also provides consulting services across the nation in the areas of literacy, assessment, leadership, and coaching.
Michael Hunter
Michael Hunter is a founding partner of Readsters. Michael found his passion for teaching struggling readers by volunteering to teach adults to read in Washington D.C. 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, 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 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.

Sandra Johnson
Sandra Johnson grew up in Washington, D.C. and attended public schools until she dropped out of school at age 16. Sandra could memorize words quite successfully, but could not read any unfamiliar words. For example, she could easily read the word "job", but had no idea what the word "jab" was or how to read it. She was in her early 30's when she learned that letters match sounds, which was the key to Sandra's learning to read. Sandra hid her reading disability from everyone who she knew, including her large family and friends. But her secret got out when Laura Bush asked to meet her because she had learned to read as an adult, and pictures of Sandra and the President and First Lady wound up on the front page of the Washington Times. Sandra works at the Deanwood Recreation Center in Washington, D.C where she coaches children's sports and runs a tutoring program.

Jill Jackson
Jill Jackson uses her humor and in-the-trenches experiences to support educators as they navigate the central issues in implementing the Common Core and reading programs and interventions. A former classroom teacher and administrator, whether she's in the classroom demonstrating lessons, strategizing with the superintendent or training veteran literacy coaches, Jill's advice and assistance is deeply rooted in the reality of school life and focused on unambiguous next steps. Jill has used her experience in 30+ states and with thousands of teachers, coaches, administrators, program directors and superintendents as inspiration for her down-to-earth and fun how-tos: Get a Backbone, Principal! and Get Some Guts, Coach!

George McCloskey
George McCloskey, Ph.D., is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine. He frequently presents at national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. He consults with a number of school districts and private schools in Pennsylvania, New York, New Jersey, Connecticut and California on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems, balanced literacy reading and writing instruction, and implementation of RtI. George is the lead author of Assessment and Intervention for Executive Function Difficulties and author of Essentials of Executive Functions Assessment. He has also been involved in test development and publishing activities for more than 25 years. He directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group for The Psychological Corporation (now part of Pearson) and Associate Director of Test Development for AGS (now Pearson).
Susan Neuman
Susan Neuman, Ph.D., is a specialist in early literacy development. Her research and teaching interests include early childhood policy, curriculum, and early reading instruction for children who live in poverty. In her role as the U.S. Assistant Secretary for Elementary and Secondary Education, Neuman established the Early Reading First program, developed the Early Childhood Educator Professional Development Program, and was responsible for all activities in Title I of the Elementary and Secondary Act. She has written more than 100 articles, and authored and edited eleven books, including the three volume *Handbook of Early Literacy Research* (Guilford Press), *Changing the Odds for Children at Risk* (Teachers College Press, 2009), *Educating the Other America* (Brookes, 2008), *Multimedia and Literacy Development* (Taylor & Francis, 2008), and *Giving Our Children a Fighting Chance: Poverty Literacy, and the Development of Information Capital*. (Teachers College Press, 2012). Her most recent book is *All About Words: Increasing Vocabulary in the Common Core Classroom, Pre-K Through Grade 2* (Teachers College Press, 2013). She received her doctorate from University of the Pacific, Stockton, California.

Lucy Hart Paulson
Lucy Hart Paulson, Ed.D., CCC-SLP, is a speech and language pathologist and literacy specialist with years of experience working with young children and their families in public school, Head Start, private, and university settings. Currently, she is on the faculty of the Communicative Sciences and Disorders Department at The University of Montana sharing responsibilities for teaching, supervising, research, and service. Lucy presents a unique and broad-based perspective blending areas of language and literacy together resulting in effective and engaging language-based literacy interventions for children. She has provided professional development for a variety of audiences across the United States and internationally. Lucy is the lead author of *LETTR for Early Childhood Educators, Building Early Literacy and Language Skills*, a resource and activity guide for young children, and *Good Talking Words*, a social communication skills program for preschool and kindergarten.

Susan Rampp Niette
Susan Rampp Niette, CCC-SLP, is president of Best Practice Associates, Inc., a private consulting firm and educational/speech/language private practice. She provides professional development training, coaching, and consulting on effective teaching strategies and best practices for implementing the Common Core State Standards in grades K-12, and in the instruction of literacy, specifically linguistics, reading, language arts, oral language and writing. She has trained and coached LANGUAGE!, Read Well, DIBELS, and Step Up to Writing literacy based interventions. Susan is a Speech-Language Pathologist, with a Certificate of Clinical Competence from ASHA, providing diagnostic and therapy services for speech-language and learning disorders and therapeutic services for children with language learning deficits, specifically dyslexia, dyscalculia, and auditory processing disorder. Susan was a former secondary teacher of reading, English, and public speaking (grades 8-10). Susan has also taught at both the undergraduate and graduate levels. Susan completed an Internship in Auditory-Verbal Therapy, at the Bolesta Center in Tampa, FL, to work with deaf and hard of hearing students with listening and speaking skills incorporated into reading and language arts. She served as the Executive Director of Chinchuba Oral School for the Deaf.

Terri Metcalf
Terri Metcalf, M.Ed., J.D., is a Technical Assistance Partner for Michigan’s Integrated Behavior and Learning Support Initiative (MiBLSi), a statewide project designed to support the implementation of evidence-based practices in reading and behavior within a multi-tier system of supports (MTSS). Her areas of expertise include MTSS, Implementation Science, School-Wide Positive Behavioral Interventions and Supports, data analysis, instructional interventions and systems coaching. Terri has also served as an Educational Consultant, Adjunct Professor and a School Psychologist. She is a REWARDS trainer, SWIS facilitator, and a DIBELS Mentor.
Lissa Pijanowski
Lissa Pijanowski, Ed.D., is a professional development associate with The Leadership and Learning Center. Her work with The Center integrates her years of school improvement experience and curriculum leadership in standards-based education. Lissa has served as a public school educator for over 20 years and currently serves as the Associate Superintendent of Academics and Accountability for Forsyth County Schools. Her team is responsible for curriculum, instruction, assessment, academic support programs, professional learning, and workforce development. The district is leveraging Rigorous Curriculum Design and Data Teams as essential components for implementation of the Common Core State Standards. Prior to working in Forsyth County Schools, she served as the Director of School Improvement at the Georgia Department of Education. At the GDOE, Lissa led regional school improvement teams to reduce the number of Needs Improvement Schools in Georgia through intense training on data analysis, performance standards, and focused improvement planning. She has presented at numerous national and state educational conferences and is a published author.

Dean Richards
Dean Richards is a coach with the Oregon RtI Project. He works with districts creating RtI structures across the state of Oregon and beyond. When Dean is not traveling Oregon by bike, boots, boats or car, he shares his specialties in assessment and high quality instruction through the lens of a classroom teacher and instructional coach.

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

Amy Poteet
Amy Poteet is an early childhood specialist at CDL. Amy has held multiple positions in the field of early childhood. Early in her career she worked as a teacher, center administrator, and a curriculum and training director. She has also worked as a program monitor, coach and trainer for several statewide programs and as an independent advisor, trainer and consultant. Additionally, Amy is an approved Child Development Associate (CDA) Professional Development Specialist and an endorsed trainer with Louisiana Pathways. Amy knows that children benefit the most from highly effective teachers, and that relevant, on-the-job coaching and mentoring support significantly increases their skills. As an early childhood specialist, she enjoys working side-by-side with early childhood professionals to provide support and thereby positively affect outcomes for young children.
Cynthia Shanahan
Cynthia Shanahan, Ed.D., is a professor of Literacy, Language and Culture, Associate Dean of Academic Affairs for the College of Education, and Executive Director of the Council on Teacher Education at the University of Illinois at Chicago (UIC). She has been a principal investigator in several UIC Center for Literacy research projects. She collaborated with the Center to develop curriculum and professional development for teaching the literacy of chemistry, mathematics, and history. This work was supported by the Carnegie Corporation. A portion of this study is reported in the Harvard Educational Review. She is currently heading the history intervention team in Project READI, an IES reading comprehension grant studying students’ identification and creation of history arguments. Cynthia’s research and teaching interests are in adolescent literacy, including disciplinary literacy and the comprehension of informational text. Specifically, she studies how reading strategies and text characteristics influence students’ comprehension and critical thinking. She has extensive publications, including the book Learning from Text Across Conceptual Domains (Lawrence Erlbaum Associates) and Adolescent Literacy in the Academic Disciplines (Guilford Press). She contributed to the writing of the Common Core ELA Standards for Science Social Studies and Technical Subjects.

Timothy Shanahan
Timothy Shanahan, Ph.D., is Distinguished Professor Emeritus at the University of Illinois at Chicago where he is Founding Director of the UIC Center for Literacy. Previously, he was director of reading for the Chicago Public Schools, serving 437,000 children. He is author or editor of more than 200 publications including the books, Teaching with the Common Core Standards for the English Language Arts, Early Childhood Literacy, Developing Literacy in Second-Language Learners, and Improving Reading Comprehension in Kindergarten through Third Grade. Professor Shanahan is past president of the International Reading Association, he was a member of the National Reading Panel, and helped write the Common Core State Standards. He was inducted to the Reading Hall of Fame in 2007, and is a former first-grade teacher. He is a member of the Professional Advisory Board of the Center for Development and Learning.

Libbie Sonnier-Netto
Libbie Sonnier-Netto, M.Ed., is the early childhood director at the Center for Development and Learning (CDL). Libbie’s professional focus is in the field of early childhood and early childhood special education. She is driven by the fundamental belief that all children deserve to be cared for and educated by adults who build relationships through responsive caregiving and rich learning environments. Her experience working at both local and state levels has provided her a broad scope of experience, including delivering family support services as a primary service provider to children and their families’ birth to age three in community and hospital settings, establishing a model assessment team for Part C eligibility, coordinating early childhood statewide programs and pilots for children birth to five year olds, and directing an early hearing detection and intervention program.

Alicia Sparks
Alicia Sparks is a reading consultant. For more than 30 years she has been teaching children to read in settings that include regular and special education, private and public schools, and individual tutoring. She has also worked with teachers and administrators to improve the literacy skills of students. Alicia is a certified trainer of LETRS (the Language Essentials for Teachers of Reading and Spelling professional development program), and she has advanced training in the Orton-Gillingham instructional approach. She has been a guest lecturer at college courses and has presented locally, regionally, and nationally at conferences, preschools, training centers, and school districts. She completed her master’s degree in special education at the College of Mount St. Joseph in Cincinnati, Ohio. Currently, Alicia is Professional Development Manager for the Rowland Reading Foundation.
Laura Stewart
Laura Stewart, MFA, has been in education for more than 25 years, working as a classroom teacher, building and district administrator, adjunct professor, and director of numerous professional development initiatives. In addition to directing the professional development for Reading First in the state of Wisconsin, Laura directed long-term projects in Los Angeles, New Orleans, Milwaukee, and El Paso on topics from pre-K literacy to differentiated instruction. She has completed extensive postgraduate coursework in literacy education and is a LETRS-certified trainer. Laura has presented on the topic of literacy throughout the United States and internationally, and is the author of 12 children’s books, numerous teacher’s guides, and dozens of training workshops. She is currently the vice president of professional development at the Rowland Reading Foundation, a nonprofit foundation devoted to improving primary literacy. She is the co-author of *The Everything Guide to Informational Texts, K-2: Best Texts, Best Practices.*

Alice Thomas
Alice Thomas, M.Ed., is the founder, president and CEO of the Center for Development and Learning (CDL), a nonprofit organization, and has served in this position for over 20 years. Alice’s work is guided by a steadfast belief that all children, regardless of how they look, where they come from or how they learn, can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments. In addition to executive duties, she facilitates professional learning for school leaders, teachers and related specialists. She previously served as a teacher, counselor and intervention specialist. Alice has also taught a university graduate course on differentiating instruction. Alice is the co-author of the Learning Profiles: Differentiated Instruction for Diverse Learners professional learning curriculum and the Right from Birth parent/caregiver training curriculum, and is the editor of CDL’s online library (www.cdl.org). She is the creator and director of the annual evidence-based Plain Talk about Reading Institute. She is the recipient of the International Dyslexia Association’s 2013 Presidential Award for Excellence.

Cindy Treme
Cindy Treme, Ed.D., a former Regional and District Support Strategist for Louisiana’s Department of Education, has long advocated that the path to enriching learning within a community begins with supporting the educators and professionals who teach its students. As a professional learning consultant, her expertise lies in mentoring and motivating education professionals, divining data into instructional strategies, and translating those strategies into sustainable solutions for teachers, administrators, schools and communities. Previously, she served as regional Education Program Consultant for the State of Louisiana where she facilitated cross-district collaboration for literacy instruction, designed the Ensuring Literacy for All Louisiana Coaching Model and acted as a regional Coach of Coaches. Before that she worked locally as the Assistant Director of the Beauregard Public Library System, Director of Beauregard Memorial Hospital’s NAEYC Accredited Childhood Development Center and as a K-6 public school teacher, including Gifted and Talented studies with a focus in Accelerated Math. In 2012, she helped organize Louisiana’s Cohort 1 SRCL Grant, which provided monetary support to 17 district sub-grantees.
Eric Tridas, M.D.

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

Sheryl Turner

Sheryl Turner, MA, is a senior research associate at RMC Research Corporation and currently works with the Regional Educational Laboratory Southeast at Florida State University. Previously, she was a literacy expert with the Center on Instruction and a technical assistance provider for the National Reading Technical Assistance Center. She has extensive experience in organizing and providing consultative assistance to states and districts in their planning and implementation of federal programs. Sheryl serves as a high quality resource in literacy and teacher quality, providing evidence-based tools and resources, product development, and collaboration on professional development to support professional capacity building at the state and district levels. She also supports states and districts with the transition and implementation of new state and core standards, use of data and assessments to improve instruction, providing effective instructional support for teachers, principal leadership, turning around the lowest-achieving schools, and statewide capacity to implement and sustain programs.

William Van Cleave

William Van Cleave, M.A., is in private practice as an educational consultant whose specialties include morphology and written expression. A nationally recognized speaker, he has presented on effective teaching practices at conferences and schools around the country since 1995. In 2004 William published the first edition of Everything You Want To Know & Exactly Where To Find It, an Orton-Gillingham based reference guide. Now in its fourth edition, this manual serves tutors and teachers of struggling readers and spellers around the country. In the spring of 2012, William completed Writing Matters: Developing Sentence Skills in Students of All Ages. Schools in the public and private arenas have adopted his methodology, and both one-on-one tutors and classroom teachers use his writing approach. Recently, he has been part of the professional development component of a S.I.G. Grant with a charter school for last chance students in Oklahoma City. There, he has trained, observed, and mentored faculty; model instructed; and designed and implemented curricula. During his career William has tutored; taught literature, writing, and math; and held several administrative posts. He received his B.A. in English and Women’s Studies from The College of Wooster and earned his M.A. in English from S.U.N.Y. New Paltz.
Anne Whitney
Anne Whitney, Ed.D., CCC-SLP, is a speech-language pathologist and special educator and a member of the clinical and teaching faculties at the University of Colorado’s Boulder campus where she is the coordinator of Speech Language Services. She is president and owner of Spectrum Educational Consulting Services, Inc. Anne has extensive clinical and teaching expertise in language learning disabilities in children, adolescents, and adults, with particular expertise in dyslexia and reading disabilities. She has taught numerous university courses and has clinically trained graduate students in methods for assessment and intervention of children and adults with dyslexia and other language learning disabilities. She has worked in a public school setting, teaching in regular middle school classrooms and in special education classes with an emphasis on language learning disabilities and literacy. Anne is a certified national trainer for LETRS, and for the LANGUAGE! curriculum, and she is a frequent presenter at local, state, and national conferences. She is co-author of Teaching Reading Essentials: The Coach’s Guide, SPELL-Links to Reading and Writing: A Word Study Curriculum, Games & Activities for Readers and Spellers, and the Instructional Resources Guide for Teachers.

Maryanne Wolf
Maryanne Wolf, Ph.D., is the John DiBiaggio Professor of Citizenship and Public Service and Director of the Center for Reading and Language Research at Tufts University. She received her doctorate from Harvard University. Among her awards for teaching and research are the Distinguished Professor of the Year award from the Massachusetts Psychological Association, the Teaching Excellence Award from the American Psychological Association, the Distinguished Researcher Award from Tufts University, the Norman Geschwind Lecture Award and the Samuel T. Orton Award from the International Dyslexia Association, and the NICHD Shannon Award for Innovative Research, the basis of the RAVE-O reading intervention program, created by Prof. Wolf and members of the Center. Maryanne is the author of Proust and the Squid: The Story and Science of the Reading Brain, which is translated into twelve languages and an audio version. Maryanne’s research interests include reading interventions, imaging studies of the reading brain, the genetic basis of dyslexia, early prediction, fluency and naming speed, cross-linguistic studies of reading, and the development of a reading tablet in work on global literacy.
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