February 9 – 11, 2015

PLAIN TALK ABOUT READING AND LEARNING

Hilton New Orleans Riverside

NEW ORLEANS
What Works Best for Raising Student Achievement?

The Visible Learning research

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Effect Size</th>
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</thead>
<tbody>
<tr>
<td>Student visible learning</td>
<td>1.44</td>
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<tr>
<td>Response to intervention</td>
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<tr>
<td>Classroom discussion</td>
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<tr>
<td>Feedback</td>
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<td>Teacher-student relationships</td>
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<td>Direct instruction</td>
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<td>Peer tutoring</td>
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<td>Classroom management</td>
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<td>Inquiry-based teaching</td>
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<td>Teaching test-taking skills</td>
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<td>Teacher education</td>
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<td>Summer vacation</td>
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<td>Retention</td>
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<tr>
<td>Television</td>
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The answer is here.

The Visible Learning research identifies 150 factors that influence student achievement, ranking them from the largest impact to the least.

What's your impact?

Find out through Visible Learning seminars.

Learn more at www.corwin.com/visiblelearning
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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!

SERVICE DESK
The CDL service desk and bookstore are located near the registration counters on the 1st 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. Most 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.

ONSITE 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 to 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.

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

Lunch
Lunch will be served in the Grand Ballroom on the 1st floor at 12:15pm. In addition, beverages and afternoon snacks will be available 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, that 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 Plain Talk on Twitter and Facebook. Use the hashtag #PlainTalkNOLA. Be sure to check regularly, as there will be contests throughout the Institute.

FIRST TIME ATTENDEE SESSION
During the Concurrent Sessions III 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 3:20pm in Salon 1 on the 1st floor.

PHONE COURTESY
Please set your phones to “silent” or 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 on the 1st floor next to registration.

EXHIBITORS
Be sure to allow yourself ample time to visit the exhibits located in Chemin Royale on the 1st 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.
Monday, February 9, 2015

**Breakfast Entertainment**
Warren Easton Jazz Ensemble
*Directed by Asia Muhaimin*

**Soloist**
Kelsey Parker, 12th grade
*Pearl River High School*

**Keynote Introduction**
Keith Simmons, 7th grade
*St. Tammany Jr. High*

**Lunch Entertainment**
Fontainebleu High School Jazz Ensemble
*Directed by Lee Hicks*

**Distinguished Lecturer Introductions**
- Luke Colomer, 8th grade
- Logan Colomer, 6th grade
  *Adams Middle School*
- Hannah Lacour, 7th grade
- Alyssa Danover, 7th grade
  *Adams Middle School*
- Savannah Meyers, 7th grade
- Andrea Mejia, 7th grade
  *Adams Middle School*
- Malik Lucas, 8th grade
  *Adams Middle School*
- Valerie Martinez, 8th grade
  *Adams Middle School*

Tuesday, February 10, 2015

**Breakfast Entertainment**
Lusher Middle School Orchestra
*Directed by Marta Jurjevich*

**Soloist**
Tione Johnson, 9th grade
*Benjamin Franklin High School*

**Keynote Introduction**
Jamal Preston, 12th grade
*Dr. King Charter*

**Lunch Entertainment**
Lusher Charter High School Jazz Band
*Directed by Kent Jordan*

**Distinguished Lecturer Introductions**
- Donnell Coleman, 10th grade
- Graham Frank, 7th grade
- Alyssa Dobson, 11th grade
  *Terrebonne High School*  
  *Houma Junior High School*
- Adeline Martine, 9th grade
- Abigail Tindell, 10th grade
- Nina Bergeron, 9th grade
  *South Terrebonne High School*
- Armani Pink, 8th grade
- Allison Picou, 8th grade
  *Houma Junior High School*
- Richard Galbreath, 11th grade
  *Terrebonne High School*  
  *Houma Junior High School*
- Anna Gautreaux, 11th grade
- Taylor Bergeron, 12th grade

Wednesday, February 11, 2015

**Breakfast Entertainment**
Kezia Boute’, 12th grade
*Natae Brooks, 12th grade*  
*Dallas Blade, 12th grade*  
*Warren Easton Charter High School*

**Soloist**
Leslie Williams, Division Head
*McDonogh 42 Elementary Charter School*

**Keynote Introduction**
Alex Harris, 6th grade
*Cameron Bennett, 6th grade*  
*Arielle Hughes, 2nd grade*  
*Bernhude Elementary*

**Lunch Entertainment**
Landry Walker Dancer Company
*Directed by Karen Davis-Jones*

**Distinguished Lecturer Introductions**
- Mikecha Jefferson, 3rd grade
- Kamryn McCann, 3rd grade
- Jonathan Smith, 3rd grade
  *Bethune Elementary*  
- Arielle Hughes, 3rd grade
  *Bethune Elementary*
## MONDAY, FEBRUARY 9, 2015

### BREAKFAST 7:00am – 7:45am
- Grand Ballroom

### WELCOME 8:00am – 8:10am
- Alice Thomas ........................................................... Grand Ballroom

### KEYNOTE 8:10am – 9:10am
- Close Reading of Complex Texts Douglas Fisher ................................................... Grand Ballroom

### DISTINGUISHED LECTURES 9:30am – 10:30am
- Performing Your Best Under Stress Sian Beilock ................................................ Grand Ballroom B
- Leadership: Building School Capacity to Transform Learning Joanne Quinn ................... Grand Ballroom D
- Intelligence Revisited: What Teachers Need to Know about How Children Learn Sam Goldstein ........................................ Salon 6
- The Role of Executive Functions in Childhood Learning and Behavior George McCloskey .................................... Salon 7

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

#### Dyslexia +: The Evaluation of a Child with Dyslexia and Other Learning and Behavior Challenges
- Eric Tridas, M.D. ........................................................................................................... Salon 4
  - How to Use Complex Text in K-2 Laura Stewart ................................................ Salon 1
  - Executive Functioning 101: Why the Concept of EF is Changing the Face of Education Sam Goldstein ................................................ Salon 4
  - Building Trust: An Essential Leadership Strategy Kristin Anderson ......................... Grand Salon B
  - Teaching Vocabulary Using the Lexical Quality Hypothesis Pam Austin .................. Grand Salon D
  - Learning to Learn and Perform Your Best Sian Beilock ........................................ Salon 6
  - iPad Apps to Support Decoding and Spelling Skills Elaine Cheesman .................. Salon 3
  - Early Childhood Differentiated Instruction: Scaffolding Learning through Small Group Instruction
    - Amy Poteet Poirier .................................................... Salon 5
    - Starting the Conversation about Feedback Jennifer Marten ................................ Salon 2

### LUNCH 12:15pm – 1:15pm
- Grand Ballroom

### CONCURRENT SESSIONS II 1:30pm – 2:55pm
- Dyslexia +: The Management of Dyslexia and Other Learning Challenges Eric Tridas, M.D. ................................................... Grand Salon A
  - How to Create Time in the School Day for Reading Remediation Kelvin Adams .............. Salon 1
  - Assessment for Instruction: Is Your Teaching Fit for It? Douglas Fisher ......................... Salon 7
  - Helping Students with Reading Disabilities Who Also Have Motivation and Executive Function Difficulties
    - The Role of Executive Functions in Childhood Learning and Behavior George McCloskey ........................................ Grand Salon D
  - Using Knowledge of Text Structure to Improve Comprehension in Grades 6-12 Sheryl Turner ........................................ Grand Salon B
  - Engage – Energize – Excite with Collaborative Experiences Joanne Quinn .................. Grand Salon D
  - At the Core: Teaching Narrative, Argument, and Informative Writing to Struggling Writers
    - William Van Cleave ................................................................................................. Salon 6
  - Scaffolding with Storybooks: Promoting Early Literacy Through Read-Alouds Laura Justice ........................................................ Salon 3
  - Small Group Instruction that Works in Middle and High School Kenya Campbell ........ Salon 5
  - It’s All Elementary – Elementary Literacy Strategies in the Secondary Classroom Jennifer Marten ........................................ Salon 2

### CONCURRENT SESSIONS III 3:20pm – 4:45pm
- Vocabulary: Vibrant, Versatile, and Viable – Every Moment, Every Day Alicia Sparks .............................. Salon 4
  - Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults* David Clemons and Sandra Johnson ................................................... Salon 1
  - Teaching the Key Foundational Skills in the K-5 Common Core State Standards Jan Hasbrouck ........................................ Salon 7
  - Examining Blended and Online Learning in the 6-12 Setting Keisha Dubuclet ................ Salon 4
  - Literacy Dilemma Worst Case Scenario Solutions Pam Austin ........................................ Salon 4
  - Spelling Instruction that Sticks Linda Farrell ............................................................ Salon 2
  - Gerunds and Participles and Appositives – Oh My! Instructing Students in Advanced Grammar
    - William Van Cleave ................................................................................................. Salon 6
  - iPad Apps to Support Vocabulary, Comprehension and Composition Elaine Cheesman ........................................................ Salon 3
  - Looking for the Gold Standard! Understanding the Relationship of Instruction, Social-Emotional Learning, and Achievement Judi Dodson ........................................ Salon 5
  - Effective Implementation and Sustainability of Reading Initiatives: Guidance for Instructional Leaders
    - Sheryl Turner ............................................................................................................. Salon 2

*First time attendee session
## TUESDAY, FEBRUARY 10, 2015

### BREAKFAST 7:00am – 7:45am
- Grand Ballroom

### OPENING 8:00am – 8:10am
- Alice Thomas .......................... Grand Ballroom

### KEYNOTE 8:10am – 9:10am
- Leadership in the Digital Age  Michael Fullan .......................... Grand Ballroom

### DISTINGUISHED LECTURES 9:30am – 10:30am
- Why Fluency Matters  Timothy Rasinski .......................... Grand Ballroom D
- Doing Language in Reading Instruction for Speakers of African-American and Southern English  Anne Charity Hudley .......................... Salon 6
- Building the Lexicon in Bits and Pieces: Enhancing Children’s Vocabulary Skills  Laura Justice .......................... Salon 7

### CONCURRENT SESSIONS 10:50am – 12:15pm
- New Pedagogies for Deep Learning  Michael Fullan .......................... Salon 7
- Writing to Learn: Instructional Suggestions for Writing from Sources  Joan Sedita .......................... Salon 4
- Using Feedback from Common Formative Assessments to Know Your Impact  Larry Ainsworth .......................... Grand Salon B
- Purposeful and Engaging Classroom Discussions  Debbie Hunsaker .......................... Grand Salon D
- Your Totally Practical, Step-by-Step Plan for Differentiating Coaching  Jill Jackson .......................... Salon 6
- Even “Progres” Spells Progress: Analyzing Errors to Adjust Instruction  Suzanne Carreker .......................... Salon 3
- A Look at the Many Layers of Questioning with Young Children: Open/Closed, Literal/Inferential, Contextual/Decontextual  Lucy Hart Paulson .......................... Salon 2
- Differentiate Instruction, Not Materials: Reaching All Beginning Readers  Laura Stewart .......................... Grand Salon A
- Help! My Student is Stuck at Sound-by-Sound Reading  Michael Hunter .......................... Salon 1

### LUNCH 12:15pm – 1:15pm
- Grand Ballroom

### CONCURRENT SESSIONS II 1:30pm – 2:55pm
- Phonics and Vocabulary Learning: Tapping into the Power of Games, Patterns, and Ownership  Grand Salon A
- Hot Topics in Dyslexia and Literacy: From the Editor’s Desk  Carolyn Cowen .......................... Salon 1
- STRESS! Why the Brains of Students with LD/ADHD Are at Risk and What You Can Do About It  Jerome Schultz .......................... Salon 7
- Using Learning Progressions and Quick Progress Checks with Common Formative Assessments  Larry Ainsworth .......................... Grand Salon B
- Going Meta: Using Metacognitive Strategies to Impact Achievement  Alice Thomas .......................... Salon 4
- Creating Visible Learners Through the Effective Use of Instructional Feedback  Dave Nagel .......................... Grand Salon D
- Making Coaching Work! A Powerful Support for Teacher Success  Jan Hasbrouck .......................... Salon 6
- Give Them Something to Talk About and Show Them How to Do It!  Christie Cavanaugh .......................... Salon 3
- What Makes an Effective Principal?  Pati Montgomery .......................... Salon 5
- Let’s Talk! Building Academic Language in the Classroom  Maria Elena Argüelles .......................... Salon 2

### CONCURRENT SESSIONS III 3:20pm – 4:45pm
- Reading Between, Among, and Beyond the Lines  Suzanne Carreker .......................... Grand Salon A
- Systems, Structures and Synergy for School Leaders  Pati Montgomery .......................... Salon 1
- Your Grab-and-Go Guide to Teaching Kids How to Analyze a Piece of Literature  Jill Jackson .......................... Salon 7
- Classroom Management for Differentiating Instruction and Collaborative Practice  Vicki Gibson .......................... Salon 4
- Structured Literacy for All  Barbara Wilson .......................... Grand Salon B
- Impact Learning Teams: Actions to Drive Deep Impact on Student Learning in the PLC Settings  Dave Nagel .......................... Grand Salon D
- Instructional Coaching: Science, Reality, and Innovation  Patricia Mathes .......................... Salon 6
- The Simple View of Reading: The Formula for Analyzing Reading Problems  Michael Hunter .......................... Salon 5
- I’ve Got Rhythm, I’ve Got Music: The Role of Rhythm in Phonological Processing Development  Grand Salon A
- Effective Instruction for ELLs: Vocabulary and Beyond  Maria Elena Argüelles .......................... Salon 2

### PLAIN TALK RECEPTION – ROCKIN’ DOPSISIE JR. & THE ZYDECO TWisters 4:45pm – 6:15pm
- Grand Ballroom C
WEDNESDAY, FEBRUARY 11, 2015

BREAKFAST 7:00am – 7:45am
→ Grand Ballroom

OPENING 8:00am – 8:10am
Alice Thomas ................................................................. → Grand Ballroom

KEYNOTE 8:10am – 9:10am
How Educators and Parents Can Teach Kids to Love Reading in the Digital Age Dan Willingham ........... → Grand Ballroom

DISTINGUISHED LECTURES 9:30am – 10:30am
Phonology Revisited: What You Need to Know (and Do) That Is Not In The CCSS Louisa Moats ............... → Grand Ballroom B
Are You Really Getting Readers Ready for College and Career? Three Interrelated CCR Skill Sets that Frame Success Karin Hess ........................................................... → Grand Ballroom D
The Effects of Reading Instruction on Brain Function Jack Fletcher ...................................................... → Salon 6
Challenging Inequality: Disruptive Innovations in Reading Education Susan Neuman ................................ → Salon 7

CONCURRENT SESSIONS 10:50am – 12:15pm
Flipping Leadership Doesn’t Have to Mean Reinventing the Wheel Peter DeWitt ................................... → Grand Salon A
Linguistically and Culturally Responsive Instruction and Assessment for Students Who Speak African-American or Southern English Anne Charity Hudley .................................................. → Salon 1
Who’s Working the Hardest in Your Classroom? Tools for Gently Infusing Rigor into Instruction and Assessment Karin Hess ........................................................................ → Salon 7
Accessing Complex Text: Enhancing Comprehension in the Elementary Grades Adrienne Dowden ........ → Salon 4
Collaborative Activities that Develop Emergent Language and Literacy Skills Vicki Gibson ................ → Grand Salon B
Reading Comprehension – What It Is and How to Improve It Dan Willingham ...................................... → Grand Salon D
Twenty Classroom Look-Fors that Every Leader Should Have in His Hip Pocket Jill Jackson ................ → Salon 6
Plain Talk about Close Reading Kenya Campbell ..................................................................... → Salon 1
Implementing Multi-Component, Structured Literacy Instruction with Adolescents Louisa Moats ........ → Salon 5
Evidence-based Reading Comprehension for English Language Learners Elsa Cárdenas-Hagan .......... → Salon 2

LUNCH 12:15pm – 1:15pm
→ Grand Ballroom

CONCURRENT SESSIONS II 1:30pm – 2:55pm
Teaching Background Knowledge: A Critical Factor in Reading Comprehension Susan Neuman ........ → Grand Salon A
Word Smarts: Using Roots and Affixes to Develop Vocabulary and Word Attack Skills William Van Cleave ................................................................ → Salon 7
Simplifying Syntax: Let’s Use Writing as a Comprehension Tool for Primary Students Alicia Sparks .... → Salon 1
Reversing the Summer Slide Judi Dodson ................................................................. → Salon 3
Strengths and Weaknesses in Identification Methods for Learning Disabilities: Discrepancy vs. RTI Jack Fletcher ................................................................................ → Salon 4
Making Something So Difficult for Some Children a Little Bit Easier: Reading Simplified Christie Cavanaugh .................................................................. → Grand Salon B
The Words of Our World Elsa Cárdenas-Hagan ............................................................................. → Grand Salon D

We want to wake you up New Orleans style with energizing entertainment beginning at 7:45am on Tuesday and Wednesday!
Get Social about Plain Talk

Join the conversation about sessions, the speakers and much more! Be sure to include #PlainTalkNOLA 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, 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.
Close Reading of Complex Texts

Douglas Fisher

Call it close reading, call it deep reading, call it analytic reading—call it what you like. The point is, it's a level of understanding that students of any age can achieve with the right kind of instruction. In this session, I will articulate an instructional plan, squarely built on research that includes (1) purpose and modeling, (2) close and scaffolded reading instruction, (3) collaborative conversations, (4) an independent reading staircase, and (5) performance.

Attending to the information presented in the text, while recognizing assumptions, background knowledge, and biases held by the reader, helps the reader deeply understand that which is being read. As part of close reading, students encounter a text and read that text several times, often for different purposes and based on different questions. As part of close reading, teachers and students ask questions of the text. Some questions can be answered without having read the text; others require a deeper understanding and evidence from the text. In this session, we will focus on questions that require repeated close readings in order to be answered. These questions include general understandings, key details, vocabulary and text structure, author’s purpose, inferences, and opinions and arguments.

Leadership: Building School Capacity to Transform Learning

Joanne Quinn

Schools are poised to shift from decades focused on fragmented initiatives to a focus on whole system change. Rapid, multiple changes such as CCSS, new accountability systems, and emerging technologies require an integrated approach if schools are to shift practices. This session will provide an overview of a framework for change based on practical, proven experiences in the field. We will explore three specific components that support leaders to transform learning for both students and educators by sustaining clarity of focus, building deep collaborative work cultures, and fostering deep learning.

Performing Your Best Under Stress

Sian Beilock

For many students, the desire to perform their best in academics is strong. Consequences for poor performance, especially on exams, include poor evaluations by teachers and peers; lost scholarships; and relinquished educational opportunities. Yet despite the fact that students are often motivated to perform their best, the pressure-filled situations in which important tests occur can instead cause students to perform below their ability. Beilock explores the cognitive and neural mechanisms that drive less-than-optimal performance when the pressure is high, revealing why some students thrive while others fail in high-stakes situations. She also discusses how current research in psychology can be used to improve learning and performance in school – especially for students who are habitually anxious about taking tests.

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For many students, the desire to perform their best in academics is strong. Consequences for poor performance, especially on exams, include poor evaluations by teachers and peers; lost scholarships; and relinquished educational opportunities. Yet despite the fact that students are often motivated to perform their best, the pressure-filled situations in which important tests occur can instead cause students to perform below their ability. Beilock explores the cognitive and neural mechanisms that drive less-than-optimal performance when the pressure is high, revealing why some students thrive while others fail in high-stakes situations. She also discusses how current research in psychology can be used to improve learning and performance in school – especially for students who are habitually anxious about taking tests.

Leadership: Building School Capacity to Transform Learning

Joanne Quinn

Schools are poised to shift from decades focused on fragmented initiatives to a focus on whole system change. Rapid, multiple changes such as CCSS, new accountability systems, and emerging technologies require an integrated approach if schools are to shift practices. This session will provide an overview of a framework for change based on practical, proven experiences in the field. We will explore three specific components that support leaders to transform learning for both students and educators by sustaining clarity of focus, building deep collaborative work cultures, and fostering deep learning.

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### 9:30 am – 10:30 am

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
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<tbody>
<tr>
<td><strong>Intelligence Revisited: What Teachers Need to Know about How Children Learn</strong>&lt;br&gt;&lt;br&gt;<strong>Sam Goldstein</strong>&lt;br&gt;A brief historical overview of the concept of intelligence, particularly as it has related to American education will be offered in this session. Data will be shared from a large-scale epidemiologic sample offering a valid and reliable means of understanding intellectual behavior and appreciating the role such behavior has in the acquisition of academic knowledge, as well as children’s behavior and socialization.&lt;br&gt;&lt;br&gt;<strong>Salon 6</strong>&lt;br&gt;&lt;br&gt;<strong>Strands:</strong> Early Childhood, Comprehension, Higher Level Thinking and Metacognition, Learning Process, Attention and Executive Function&lt;br&gt;&lt;br&gt;<strong>Audience:</strong> All</td>
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<tr>
<td><strong>The Role of Executive Functions in Childhood Learning and Behavior</strong>&lt;br&gt;&lt;br&gt;<strong>George McCloskey</strong>&lt;br&gt;This presentation will describe executive functions and explain 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 also be addressed.&lt;br&gt;&lt;br&gt;<strong>Salon 7</strong>&lt;br&gt;&lt;br&gt;<strong>Strands:</strong> Early Childhood, At-Risk Students, Learning Process/How We Learn, Attention and Executive Function&lt;br&gt;&lt;br&gt;<strong>Audience:</strong> All</td>
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**Phonics Plug-In ONE**

Teach beginning and struggling readers to decode well.

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**by Linda Farrell & Michael Hunter**

**info@readsters.com**

**703-535-7355**

**www.readsters.com**
How to Use Complex Text in K-2

Laura Stewart

Text matters! The kind of text we put in front of beginning readers plays a critical role in the type of readers they will become. The Common Core State Standards challenge teachers to provide “regular practice with complex text and its academic language.” How do we reconcile “complex text” and beginning reading in the critical K–2 years? To meet the varied needs of the developing reader, there is support in the research for providing a three-pronged approach to text use (1) decodable text experiences to provide students with ample practice in applying their growing decoding skills and abilities, (2) teacher-mediated grade-level text experiences to provide all students with access to grade-level content and rigor, and (3) above grade level read-aloud text experiences to boost students’ listening comprehension level and knowledge of rich vocabulary (Barclay & Stewart, 2014). This session will provide practical suggestions as to how we can make full use of multiple texts in K-2 reading instruction, and specifically how we can scaffold all students to rigorous text utilizing close reading and careful questioning.

Executive Functioning 101: Why the Concept of EF is Changing the Face of Education

Sam Goldstein

In this session, an overview of executive function (EF) theory will be given, providing a science-based definition formulated in part based upon a large-scale epidemiologic study. EF and related behaviors will be defined, and the role EF plays in children’s learning and school performance will be discussed. An overview of developing strategies and interventions to help children function efficiently in school will be provided.
Building Trust: An Essential Leadership Strategy

Kristin Anderson
We know from the Visible Learning research that healthy, respectful, and trusting teacher-student relationships yield an effect size of .72, or nearly two times the standard deviation. While not measured in the same fashion, building rapport and trust among adults has been proven to garner powerful results in businesses and schools/systems alike, and is an essential component in creating a culture of achievement. As leaders, it is critical to Know Thy Impact! Yet educational leaders rarely take the time to truly reflect on their interactions and relationships with their colleagues. Relational trust directly affects the trajectory and outcome of our impact, and should be viewed as a non-negotiable as schools and districts approach collaboration and school improvement. It is imperative that adults understand the correlation between the rapport and trust they establish and the overall success they achieve, and that it is never too late to repair relationships and rebuild trust. Participants will leave with practical strategies they can immediately implement with adults in their settings.

► Grand Salon B
Strands: Assessment and Feedback, Attention and Executive Function, Leadership
Audience: All

Teaching Vocabulary Using the Lexical Quality Hypothesis

Pam Austin
This interactive session focuses on acquisition of word knowledge through the application of the Lexical Quality Hypothesis. The approach dives into developing word consciousness through multiple vocabulary features. The phonological, orthographic, semantic layers as well as morphology and syntax will be explored through the lens of explicit instruction. Clear connection will be made to the benefits of utilizing vocabulary instruction as a strategy to meet high-stakes testing goals. The relationship to the depth of word knowledge through multiple connections within a variety of contexts will be detailed.

► Grand Salon D
Strands: Vocabulary and Spelling, High-yield Classroom Strategies and Tactics
Audience: All

Learning to Learn and Perform at Your Best

Sian Beilock
Borrowing from current research in psychology, neuroscience, and education, participants will learn about a range of strategies they can use to be more effective learners, performers, and teachers. Participants will also learn about what happens to the brain and body in stressful situations (e.g., giving a class presentation, taking an important exam, or trying to hit that game winning shot on the playing field), and what they can do to perform at their best when it matters most.

► Salon 6
Strands: Higher Level Thinking and Metacognition, At-Risk Students, Assessment and Feedback, Learning Process/How We Learn, Anxiety, Depression & Social-Emotional Issues, CCSS
Audience: All

iPad Apps to Support Decoding and Spelling Skills

Elaine Cheesman
This presentation will demonstrate research-based iPad apps to support reading and spelling skills within the context of a Structured Literacy lesson. Structured Literacy is a recently-coined term that includes many comprehensive, systematic and explicit instructional approaches, including Orton Gillingham, Multisensory Structured Language, and Explicit Phonics. (A separate presentation will explore iPad apps to support vocabulary, comprehension and composition skills.)

► Salon 3
Strands: Foundational Skills, At-Risk Students, Technology, Dyslexia and other Learning Differences
Audience: All
Starting the Conversation about Feedback

Jennifer Marten

Feedback is one of the most powerful ways to increase student achievement. This session will focus on what the research says about quality feedback, how feedback can focus on different needs, and how to use feedback as formative assessment. We will examine not only how to give feedback, but also how to receive feedback and find the value in it. Examples and strategies will be shared to help teachers give feedback that students will use. We will also look at student-to-student feedback, student-to-teacher feedback, and how to offer feedback to our peers.

► Salon 2
Strands: Higher Level Thinking and Metacognition, Assessment and Feedback
Audience: All

Dyslexia +: The Management of Dyslexia and Other Learning Challenges

Eric Tridas, M.D.

Many children who struggle with reading also experience other problems that interfere with their management. During this session, Dr. Tridas will explain a practical approach to devising an intervention plan that can best address the needs of students with reading and other coexisting problems. Research has shown that integrating educational, psychological and medical management can lead to greater success in addressing the needs of students with learning challenges. In addition, Dr. Tridas will describe educational, psychological and medical interventions and practical ways to assess their efficacy.

► Grand Salon A
Strands: Assessment and Feedback, Attention and Executive Function, Dyslexia and other Learning Differences, Anxiety, Depression & Social-Emotional Issues
Audience: All

How to Create Time in the School Day for Reading Remediation

Kelvin Adams

Educators are faced with the daily requirement to do more with less time in the school day. This session will address how schools and school districts can create additional instructional time in the school day to meet the ever-increasing demand to provide educators with the time they need to support students with reading challenges. Strategies for how to squeeze reading time into these already busy school schedules will be addressed. Also, to help students attain proficiency in reading, many educators are also considering out-of-school time (OST) strategies and programs, which will be examined.

► Salon 1
Strands: High-Yield Classroom Strategies, Attention and Executive Function, CCSS, At-Risk Students, Leadership
Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Special Education
### Concurrent Sessions II

**Concurrent Sessions II continued**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>1:30 pm – 2:55 pm</td>
<td>Assessment for Instruction: Is Your Teaching Fit for It?</td>
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<td></td>
<td>Douglas Fisher</td>
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<td>The new tests are coming! The new tests are coming! What can you do right now to have your students ready? In this session, we focus on a formative assessment system that capitalizes on effective instruction. We will explore the role of purpose-driven classrooms in guiding students to higher levels of achievement. In addition, we will solidify the link between the strategies that teachers use to check for understanding with the instructional support that they subsequently provide for their students.</td>
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<td><strong>Salon 7</strong></td>
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<td><strong>Strands:</strong> Speaking and Listening, Comprehension, Higher Level Thinking and Metacognition, CCSS, High-Yield Classroom Strategies and Tactics</td>
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<td><strong>Audience:</strong> All</td>
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<td></td>
<td>Using Knowledge of Text Structure to Improve Comprehension in Grades 6-12</td>
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<td>Sheryl Turner</td>
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<td>Over the last 25 years, research studies on text structure have consistently shown that teaching students about the organization of text, or text structure, has a positive effect on comprehension and that awareness of text structure is one hallmark of a good reader. During this interactive session, participants learn about key research-based instructional strategies that help students recognize various text structures and use that knowledge to improve their comprehension. Participants will also explore tools and resources to help in planning and delivering effective text structure instruction.</td>
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<td><strong>Grand Salon B</strong></td>
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<td><strong>Strands:</strong> Comprehension, Higher Level Thinking and Metacognition, At-Risk Students, CCSS, High-Yield Classroom Strategies and Tactics</td>
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<td><strong>Audience:</strong> Middle/Jr. High, High School, Special Education</td>
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<td>Engage – Energize – Excite with Collaborative Experiences</td>
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<td>Joanne Quinn</td>
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<td>Come explore strategies for engaging all students to achieve at high levels. This interactive session will model processes to engage teachers in deep collaborative work to foster high levels of learning for all students. Together we will examine strategies for building rigor and relevance into deep learning experiences and accelerating growth.</td>
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<td><strong>Grand Salon D</strong></td>
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<td><strong>Strands:</strong> Higher Level Thinking and Metacognition, High-Yield Classroom Strategies and Tactics, CCSS, Technology, Learning Process/How We Learn</td>
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<td><strong>Audience:</strong> All</td>
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<td>Helping Students with Reading Disabilities Who Also Have Motivation and Executive Function Difficulties</td>
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<td>George McCloskey</td>
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<td>This session will discuss the close neuropsychological connection between motivation and executive functions and how these capacities impact the development and use of reading skills in students with reading disabilities. Strategies for helping struggling students will be discussed, including (1) identifying sources of motivation and connecting these with self-determination executive functions, and (2) strengthening the connection between self-determination and self-regulation executive functions to enable greater consistency in daily effort and production.</td>
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<td><strong>Salon 4</strong></td>
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<td><strong>Strands:</strong> At-Risk Students, Attention and Executive Function, Anxiety, Depression &amp; Social-Emotional Issues</td>
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Plain Talk about Reading and Learning 2015
At the Core: Teaching Narrative, Argument, and Informative Writing to Struggling Writers

William Van Cleave
Participants in this session will first examine the fundamentals of essay writing, including idea generation, basic and expanded paragraph development, and the development of topic and concluding sentences and paragraphs. Using these skills as a springboard, they will then examine the three writing styles expected on the Common Core: narrative, argument, and informative writing. Participants will conduct an overview, examine a provided template, and discuss necessary foundational skills for each of these three styles. They will leave with activities they can try with their students the very next day!

► Salon 6
Strands: Comprehension, Written Expression, CCSS, Dyslexia and other Learning Differences
Audience: Elementary, Middle/Jr. High, High School, Special Education

Scaffolding with Storybooks: Promoting Early Literacy Through Read-Alouds

Laura Justice
Read-alouds provide an empirically based approach for promoting young children’s early-literacy skills, including code- and meaning-based skills. This session describes specific techniques that can be used to promote print knowledge, phonological awareness, vocabulary knowledge, and inferencing within the read-aloud context. Participants will leave with (1) an understanding of important code- and meaning-based skills, (2) knowledge of how to use interactive read-alouds to systematically build early language and literacy skills, and (3) awareness of research-supported techniques that can be incorporated into read-alouds.

► Salon 3
Strands: Early Childhood, Foundational Skills, English Language Learners, Learning Process/How We Learn
Audience: Early Childhood, Special Education

Small Group Instruction that Works in Middle and High School

Kenya Campbell
Did you say small group instruction in middle and high school? Yes, I did! When well designed, small group instruction can generate large results at any grade level. In this interactive session, upper grade educators will gain insight into how small group instruction works in middle, junior high, and high school classrooms. Challenges and benefits will be weighed, and practical examples of strategies and implementation will be given. Participants will leave with tools they can use right away for small group instruction.

► Salon 5
Strands: High-Yield Classroom Strategies and Tactics, CCSS
Audience: Middle/Jr. High, High School

It’s All Elementary – Elementary Literacy Strategies in the Secondary Classroom

Jennifer Marten
We want students to be literate and to have strong content knowledge so they can respond to the demands of the secondary classroom and beyond. However, some students come to high school lacking the skills needed to comprehend and critique the content material. This is frustrating, not only for the students, but also for secondary teachers who are content specialists but who may not have experience in teaching literacy skills. This session focuses on ways to incorporate elementary strategies into the secondary classroom without watering down the content. Emphasis will be on building vocabulary and comprehension, using children’s books to draw connections, and finding ways to make every student an active participant in their learning.

► Salon 2
Strands: At-Risk Students, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics, Learning Process
Audience: High School, Instructional Support, Special Education
Teaching the Key Foundational Skills In the K-5 Common Core State Standards

Jan Hasbrouck
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” by having the skills to gather, comprehend, evaluate, synthesize, and report on information and ideas (National Governors’ Association, 2010 CCSS, p. 4). 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 these 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 through instruction or intervention as needed.

► Grand Salon A
Strands: Foundational Skills, At-Risk Students, CCSS, Dyslexia and other Learning Differences
Audience: Elementary, Leadership, Instructional Support, Special Education

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.

► Salon 1
Strands: Foundational Skills, At-Risk Students, Dyslexia and other Learning Differences
Audience: All

*First time attendee session

Examining Blended and Online Learning in the 6-12 Setting

Keisha Dubuclet
The number of 6-12 students enrolled in full-time online public schools has significantly increased, as it provides opportunities for increased access and the ability to meet unique student needs. Just as every student deserves a highly qualified teacher in a brick and mortar classroom, every student deserves a highly qualified teacher online. Online teaching shares much with face-to-face teaching, but it also has a unique set of skills and requirements if educators are to teach well online. This session will offer online teaching strategies, tips, and guidance, as well as the potential pitfalls to teaching online. An overview of how to effectively plan and design engaging online courses will be provided, including how to use technological tools such as learning management systems, wikis, podcasting, and more.

► Salon 4
Strands: High-Yield Classroom Strategies and Tactics, Technology
Audience: Middle/Jr. High, High School
Spelling Instruction that Sticks

Linda Farrell
With typical spelling instruction, students are given a list of words to study at the beginning of the week. They complete a few activities with the words during the week, and take a test at the end of the week. While this works for some students, others consistently fail the weekly test, and their failure to grasp basic spelling principles is evident in their writing. Effective spelling instruction starts with matching sounds to letters and moves to understanding morphology. Students learn to spell better when spelling patterns are emphasized. Students who are not natural spellers need instruction that specifically teaches pronunciation of the word, ties spelling to pronunciation, and, when appropriate, focuses on meaningful word parts. This interactive session includes a spelling test for participants and fun practice with activities that will lead students to accurate spelling not only on Friday’s spelling test but also in written assignments.

Grand Salon D
Strands: Vocabulary and Spelling, At-Risk Students
Audience: Elementary, Middle/Jr. High, Special Education

Gerunds and Participles and Appositives – Oh My! Instructing Students in Advanced Grammar

William Van Cleave
The Common Core Standards recognize the importance of advanced grammar for middle and high school students. In this interactive, hands-on session, participants will use basic grammar concepts as the fundamental building blocks for a study of advanced grammar, including clauses and sentence structure, verbs, and adjective and adverb phrases and clauses. Participants will overcome their fear of “dangling participles” and “misplaced modifiers” and learn strategies for teaching their students advanced grammar and how it can be used to improve their students’ writing.

Salon 6
Strands: Comprehension, Written Expression, CCSS, Dyslexia and other Learning Differences
Audience: Middle/Jr. High

iPad Apps to Support Vocabulary, Comprehension and Composition

Elaine Cheesman
This presentation will demonstrate research-based iPad apps to support vocabulary, comprehension, and composition skills within the context of a Structured Literacy lesson. Structured Literacy is a recently-coined term that includes many comprehensive, systematic and explicit instructional approaches, including Orton Gillingham, Multisensory Structured Language, and Explicit Phonics. (A separate presentation will explore iPad apps to support reading and spelling skills.)

Salon 3
Strands: Vocabulary and Spelling, Comprehension, Written Expression, At-Risk Students, Technology, Dyslexia and other Learning Differences
Audience: Elementary, Middle/Jr. High, High School, Instructional Support, Special Education
Looking for the Gold Standard! Understanding the Relationship of Instruction, Social-Emotional Learning and Achievement

Judi Dodson

What is the missing piece? Why is it that no matter how much rigor we put into our instruction our students are not achieving at high levels? This session will focus on the idea that the development of social emotional growth, personal passions and competencies, including feelings of connection and well being in the school environment can have a positive impact on student learning and achievement. As we figure out how the new emphasis on academic standards and accountability impacts our lives as teachers and administrators, it is easy to take our eyes off the issue of the social and emotional development of our students, and the role that it could play in their academic achievement. But we mustn’t. We will discuss a study of research-based principles of instruction based on what we know from cognitive science and the practice of master teachers. This powerful combination of best instructional practices, coupled with social-emotional learning, may be the missing piece you have been searching for in order to increase student achievement as they develop a connection to school and increase their motivation for learning.

► Salon 5
Strands: Speaking and Listening, At-Risk Students, CCSS, High-Yield Classroom Strategies and Tactics, Learning Process, Anxiety, Depression & Social-Emotional Issues
Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support

Effective Implementation and Sustainability of Reading Initiatives: Guidance for Instructional Leaders

Sheryl Turner

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 ten 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.

► Salon 2
Strands: At-Risk Students, High-Yield Classroom Strategies and Tactics, Learning Process, Leadership
Audience: Elementary, Middle/Jr. High, High School, Leadership, Instructional Support
Leadership in a Digital Age

Michael Fullan
This session will examine how leadership for digital learning provides school principals and others a powerful opportunity to make a difference for the learning of both teachers and students. The focus will be on ‘whole systems’—school, district and state – implementing deep learning goals to enable new pedagogies accelerated by technology. Video examples will be examined as well as strategies for dramatically improving the impact on student engagement and achievement.
► Grand Ballroom

The Stress Factor: Making Sense of Fragile Emotions and Challenging Behaviors

Jerome Schultz
Many students with Learning Disabilities and ADHD have a history of frustration and failure. This cumulative experience is a form of chronic stress that can cause brain changes that actually result in a reduced capacity to cope with increasingly complex social, academic and behavioral expectations. These students are often misdiagnosed and inappropriately treated when they act out or “act in” in an effort to cope with anxiety. Research, case studies and stress-reducing cartoons will be used to make the paradigm-shifting case that the key to success lies in breaking the cycle of fear, avoidance and escapism that is seen in kids who are simply trying to protect a fragile self-esteem.
► Grand Ballroom B
Strands: At-Risk Students, High-Yield Classroom Strategies and Tactics, Attention and Executive Function, Dyslexia and other Learning Differences, Anxiety, Depression & Social-Emotional Issues
Audience: All

Why Fluency Matters

Timothy Rasinski
Although reading fluency has been identified as a “not hot” topic in a national survey of reading experts for the past six years, research has convincingly demonstrated that (1) fluency is critical for success learning to read, (2) many students who struggle in reading are not proficient in fluency, and (3) fluency can be taught in ways that students (and teachers) find engaging and effective. In this lecture, Tim will share theory and research that affirms fluency’s critical role in reading, and share insights into why fluency has been relatively disregarded by many reading scholars. Most importantly, Tim will present proven, authentic, and engaging instructional methods for improving students’ reading fluency as well as their overall reading proficiency.
► Grand Ballroom D
Strands: Foundational Skills, At-Risk Students, CCSS, Learning Process/How We Learn, Dyslexia and other Learning Differences
Audience: All
Tuesday, February 10, 2015

**Distinguished Lectures continued**

**9:30 am – 10:30 am**

**Doing Language in Reading Instruction for Speakers of African-American and Southern English**

Anne Charity Hudley

Through teaching reading, educators inspire in students a life-long love of a story well told. As part of the reading process, students also develop the valuable skill of learning how to engage in appropriate, culturally sensitive communication. While many educators show strong conceptual support for multiculturalism and diversity, on a practical level they may exhibit bias against African-American and Southern English in their classrooms in the hopes of better preparing students for reading assessments and life beyond school. In order to address such challenges, Anne will share strategies designed to incorporate explicit information about language variation into reading instruction. The lecture emphasizes that the skills learned through directly addressing language variety are valuable for students who seek to find their voice and authentic modes of communication in their education and in their lives.

► **Salon 6**

**Strands:** Speaking and Listening, Foundational Skills, At-Risk Students, Assessment and Feedback, Learning Process/How We Learn

**Audience:** All

**Building the Lexicon in Bits and Pieces: Enhancing Children's Vocabulary Skills**

Laura Justice

Young children's lexical development is one of the foremost achievements of early childhood: the number and depth of words known grows exponentially over the early years of development. What does it mean to 'know' a word, and how can educators support children in this area of development? This lecture provides an overview of lexical development in early childhood, and describes the incremental way in which children come to know a word. Also discussed are techniques that accelerate early lexical skills that can be readily applied in various classroom activities.

► **Salon 7**

**Strands:** Early Childhood, Speaking and Listening, Vocabulary and Spelling, Comprehension, At-Risk Students, CCSS, Learning Process/How We Learn

**Audience:** Early Childhood, Elementary, Instructional Support, Special Education

**Concurrent Sessions**

**10:50 am – 12:15 pm**

**New Pedagogies for Deep Learning**

Michael Fullan

New Pedagogies for Deep Learning engages students across the globe to develop skills to be lifelong learners; creative, connected and collaborative problem solvers who can successfully participate and innovate in our increasingly connected world. This session will examine the specific pedagogies in terms of the student-teacher learning partnerships that generate deep learning outcomes such as the 6Cs: Character Education, Citizenship, Communication, Collaboration, Creativity, and Critical thinking.

► **Salon 7**

**Strands:** Comprehension, Higher Level Thinking and Metacognition, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics, Technology, Learning Process/How We Learn

**Audience:** All

**Writing to Learn: Instructional Suggestions for Writing from Sources**

Joan Sedita

The Common Core calls for increased writing in all content areas, particularly writing from sources. This session presents a model for teaching students the combined comprehension and writing strategies they need in order to successfully write information and argument pieces. Suggestions will be provided for how to explicitly teach 1) gathering essential information and evidence from sources, 2) paraphrasing that information into two-column notes, 3) organizing notes into a pre-writing plan, and 4) turning notes into sentences and paragraphs. The session will also incorporate how to teach students to include basic text structures emphasized in Common Core standards (introductions, transitions, conclusions, body development).

► **Salon 4**

**Strands:** Comprehension, Written Expression, Higher Level Thinking and Metacognition, CCSS, High-Yield Classroom Strategies and Tactics

**Audience:** Elementary, Middle/Jr. High, High School, Leadership, Instructional Support, Special Education
Using Feedback from Common Formative Assessments to Know Your Impact

Larry Ainsworth

Feedback can achieve twice the average effect of all other professional practices to impact student learning, placing it in the top ten influences on achievement (Hattie, 2012). Yet feedback alone is not inherently beneficial—it’s what people do with the feedback that matters. Used effectively as a reciprocal exchange between educator and student, it can become a communication loop or cycle that improves instruction and student learning. When grade- or course-level teams of educators collaboratively (1) design a common formative assessment directly aligned to the levels of rigor in the unit learning intentions (either Common Core or state standards) and (2) use the resulting student feedback as diagnostic data to correctly interpret student understanding and differentiate instruction, they will have credible evidence of their impact on student learning and achievement. In this session participants will learn:

• The ten steps to creating a quality common formative assessment (CFA) illustrated with integrated reading and writing examples
• How quality CFA questions provide credible feedback of student learning
• How educators use student feedback to accurately infer student understanding and adjust instruction during the unit of study
• How educators and students use feedback from CFAs to advance student learning “on the Bridge” between units of study

► Grand Salon B

Strands: Assessment and Feedback, Higher Level Thinking and Metacognition, CCSS, High-Yield Classroom Strategies and Tactics

Audience: All

Purposeful and Engaging Classroom Discussions

Debbie Hunsaker

Participants will learn about a clear process to teach students how to 1) brainstorm, 2) put the brainstorming into a structure, 3) use the structure for note taking and annotating challenging and complex text, 4) use the structure and notes for discussion, and 5) write a prose constructed response using the notes and structure. This process focuses on all students being able to answer the higher level essential questions within a weekly lesson. Examples from core programs (reading, science, history) will be modeled, and classroom videos of the process will be shown. This process results in a very engaging class discussion centered around critical skills within the standards for Reading Literature, Reading Informational, and Speaking and Listening.

► Grand Salon D

Strands: Speaking and Listening, Comprehension, Written Expression, Higher Level Thinking and Metacognition, ELL, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics

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

Your Totally Practical, Step-by-Step Plan for Differentiating Coaching

Jill Jackson

One of the most common coaching questions is: How do I build trust with my teachers as I coach? One big step in building trust (and get even better results!) with teachers is to tailor how and what you coach. One-size-fits-all coaching just isn’t going to cut it in the long term! Jill will walk you through a totally practical, step-by-step plan for how to differentiate coaching for each teacher. We will dive into how to determine the most pressing coaching need, how to link that coaching need to the school’s instructional focus, how to use what you know about the teacher’s personality to capture their interest and earn their trust and how to use one of five styles of coaching to get real coaching results! This session is designed to equip and help boost coaching confidence for the district curriculum directors, district coaches, school principals, instructional facilitators, instructional coaches, peer mentors and team leaders. Regardless of what content, strategies or curriculum you coach, you will be able to take and apply Jill’s how-to’s to simplify and power up your work right away!

► Salon 6

Strands: Leadership, Instructional Support

Audience: All
Concurrent Sessions continued

10:50 am – 12:15 pm

Even “Progres” Spells Progress: Analyzing Errors to Adjust Instruction

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 session 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 session also presents how to use students’ spelling errors to assess what they know and what they need to know.

► Salon 3
*Strands*: Vocabulary and Spelling, CCSS, Dyslexia and other Learning Differences
*Audience*: Elementary, Special Education

What Does It Feel Like to Struggle? Three Reading Simulations

Linda Farrell
It can be difficult for proficient readers to understand why students struggle with reading. Linda will lead the audience through three activities that will help you feel what struggling readers go through every time they try to read. In this engaging session, you will experience how difficult it is (1) to change the guessing habit, (2) to comprehend when words are unreadable, and (3) to learn to read with a new alphabet. Each reading simulation is followed by a discussion on what the simulation teaches about working with struggling readers. This session is lots of fun, and it will most certainly help you empathize with struggling readers in a way you never have before. Teachers and parents who participate in these activities make comments such as “going through struggles similar to what my students deal with on a regular basis has helped me deal better with my students and their frustrations” and “finally, I understand what my daughter goes through and I learned new ways to help her”. Anyone who attends this session can request the slides to use with teachers at their schools or with other parents.

► Salon 5
*Strands*: At-Risk Students, Technology, Learning Process/How We Learn, Dyslexia and other Learning Differences
*Audience*: All

A Look at the Many Layers of Questioning with Young Children: Open/Closed, Literal/Inferential, Contextual/Decontextual

Lucy Hart Paulson
Questioning with young children in shared storybook reading and in our day-to-day conversations is an important and valuable way to facilitate expanded oral language skills, deeper listening comprehension, and higher-order thinking skills. There are multiple layers to the questions we use, and considerations for what types of questions are appropriate in early literacy settings with preschool and kindergarten children. In this session, we will discuss the layers of questions and what research suggests for questioning routines in our early childhood classrooms.

► Salon 2
*Strands*: Vocabulary and Spelling, CCSS, Dyslexia and other Learning Differences
*Audience*: Elementary, Special Education

Differentiate Instruction, Not Materials: Reaching All Beginning Readers

Laura Stewart
In light of the Common Core, grade-level reading proficiency is more important than ever. Yet teachers are faced with an ever-increasing range of learners. How can all students read grade-level text of appropriate complexity? Simply putting struggling readers in easier materials is not the answer. Utilizing an instructional-level text approach will not provide the acceleration many of our students need. Instruction, not materials, holds the key. Participants will look at the predictable progression of skill development through which readers progress, including an examination of the foundational skills and language skills, which contribute to comprehension. From there, participants will use case studies of their own students to consider the “points of instruction” for individual students that will lead to effective differentiated grouping and targeted instructional strategies. Participants will leave with a template for understanding the reading process, forming skills-based (not leveled-text-based) groups, and delivering effective instruction so that all students can be successful with grade-level text.

► Grand Salon A
*Strands*: Foundational Skills, CCSS, Comprehension, At-Risk Students, Assessment and Feedback, High-Yield Classroom Strategies and Tactics
*Audience*: Early Childhood, Leadership, Instructional Support
Help! My Student is Stuck at Sound-by-Sound Reading

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

► Salon 1
Strands: Foundational Skills, At-Risk Students, Dyslexia and other Learning Differences
Audience: Elementary, Special Education

Phonics and Vocabulary Learning: Tapping into the Power of Games, Patterns, and Ownership

Timothy Rasinski
Although phonics and vocabulary are recognized as essential for success in learning to read, most approaches to teaching phonics and vocabulary are less than engaging for students, and questionable in their effect. To this day, the weekly word list for spelling and vocabulary instruction are still used in many classrooms around the world. In this session, Tim will share some basic principles for developing students’ knowledge of and proficiency with words. These key principles include teaching words through games and game-like activities, helping students recognize orthographic and morphological patterns in words, and giving students a sense of ownership and control in their own word learning. He will share specific proven strategies that teachers at all grade levels can easily employ in and adapt for their own teaching situation.

► Grand Salon A
Strands: Foundational Skills, Vocabulary and Spelling, At-Risk Students, CCSS, Learning Process/How We Learn
Audience: Early Childhood, Elementary, Instructional Support, Special Education

Hot Topics in Dyslexia and Literacy: From the Editor’s Desk

Carolyn Cowen
As an editor for two dyslexia/literacy publications, the topics that come across my desk offer an intriguing window into current trends and future directions in the field. Recent topics have included: DSM-5 Revision, dyslexia/literacy legislation, The Dyslexia Debate, upside of dyslexia, reform efforts to advance knowledge/practices among reading educators, and new media trends. In this session, I weave various seemingly disconnected issues into a coherent picture to inform and sharpen efforts among various stakeholders concerned about dyslexia and literacy.

► Salon 1
Strands: Dyslexia and other Learning Differences
Audience: All
Concurrent Sessions II continued

1:30 pm – 2:55 pm

STRESS! Why the Brains of Students with LD/ADHD Are at Risk and What You Can Do About It

Jerome Schultz
Because of their neurocognitive and emotional vulnerabilities, children and adolescents with Learning Disabilities and/or ADHD are particularly at risk for stress-related disorders and reactions. Neuroscience explains the problem and gives us the knowledge we need to turn this situation around. This session will present research, clinical observations, case studies and anecdotal evidence to explain why children and adolescents with LD and/or ADHD (and other special needs) have a lower threshold for stress due to their repeated experiences with failure. To a student who does not understand his or her LD or ADHD, the label of stupid or dumb seems a logical explanation for the difficulties they have in school or in their social lives. Unless they are taught about the condition, and more importantly, what they can do to overcome the negative impact, these students find themselves in a state of chronic stress. This stress causes a cascade of neurochemicals that re-set the brain to protect it from an enemy it thinks it cannot combat. This excessive production of stress hormones has a neurotoxic effect, making the brain even less efficient. This results in a cycle of frustration and failure, and explains why so many students with LD or ADHD, or a combination of the two, act out, act in, tune out or drop out. Come with questions and leave with answers and no-cost strategies you can implement tomorrow.

▸ Salon 7
Strands: At-Risk Students, High-Yield Classroom Strategies and Tactics, Learning Process, Anxiety, Depression & Social-Emotional Issues
Audience: All

Using Learning Progressions and Quick Progress Checks with Common Formative Assessments

Larry Ainsworth
Learning progressions are the smaller, sequenced “building blocks” of instruction necessary for students to understand the larger learning intentions of a unit of study. Quick progress checks, occurring throughout a unit of study after learning progressions, are formative checks of student understanding. They provide immediate feedback that educators use to adjust instruction and that students use to self-regulate their learning strategies—all to bring about a positive change in student understanding. “The act of teaching requires deliberate interventions to ensure that there is a cognitive change in the student” (Hattie, 2012). When used with common formative assessments, collaboratively planned learning progressions and quick progress checks enable teacher teams to provide corrective instruction and meet student learning needs prior to the end-of-unit assessment. These connected practices enable educators to effectively “teach, assess, interpret, and adjust.” In this session participants will learn:
• How learning progressions and quick progress checks work together, illustrated with integrated reading and writing examples
• How to identify the learning progressions for a larger learning intention
• How to plan quick progress checks that coincide with those learning progressions
• How educators adjust instruction based on the feedback from quick progress checks
• How students use feedback to self-regulate their learning strategies

▸ Grand Salon B
Strands: Assessment and Feedback, Higher Level Thinking and Metacognition, CCSS, High-Yield Classroom Strategies and Tactics
Audience: All

Laissez les bon temps rouler at the Plain Talk 2015 Attendee Reception!
Tuesday, February 10
4:45pm-6:15pm | Grand Ballroom C
Come relax, visit, and enjoy the distinctive musical entertainment of...
Rockin’ Dopsie Jr. & The Zydeco Twisters!
<table>
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<tr>
<th>Concurrent Sessions II continued</th>
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<tr>
<td>Going Meta: Using Metacognitive Strategies to Impact Achievement</td>
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<td>Alice Thomas</td>
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<td>What am I learning? How am I doing? Where to next? These self-questions show metacognition – thinking about what we know, and managing how we go about learning. In this interactive session, we will dissect what we know about metacognition and its relationship to achievement. Next, we will dive into specific metacognitive strategies and tactics that yield high results. Participants will leave with tools they can use to “go meta” in their classrooms right away.</td>
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<td>Strands: Comprehension, Higher Level Thinking and Metacognition, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics, Learning Process, At-Risk Students</td>
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| Making Coaching Work! A Powerful Support for Teacher Success |
| Jan Hasbrouck |
| Coaching is frequently used in schools to provide professional development and support to improve the instructional skills of teachers, and the academic skills and behavioral outcomes of students. Unfortunately, few teachers who are given the role of "coach" are receiving sufficient training and support to adequately perform this challenging role. This situation is often complicated by the fact that few administrators clearly understand this new role or how to provide the essential support those coaches will need to be successful. This session for administrators and coaches in every content area begins with the basics: the research-based rationale for coaching (why provide coaching), who makes a good coach, and what key tasks help make coaching successful. The essential difference between coaching and supervision will be discussed. Various models of coaching will also be presented along with an overview of Student-Focused Coaching (Hasbrouck & Denton, 2009). |
| ► Grand Salon D |
| Strands: Speaking and Listening, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics, Learning Process / How We Learn |
| Audience: All |

| Creating Visible Learners Through the Effective Use of Instructional Feedback |
| Dave Nagel |
| Increasing students’ assessment capability is a critical task for all classroom teachers. When students are clearly aware of the learning targets they need to master, how close (or far away) they are to approaching them, and what strategies are working best for them to reach these targets, the rate and amount of student learning and achievement drastically increases. Through the use of effective instructional feedback, teachers can better assist students in developing their ownership and accurate sense of mastery of expected content and skill objectives. This session will provide specific and practical actions that schools and individual classroom teachers can immediately implement to increase student’s awareness of where they are going, how they are going, and where to next. |
| ► Salon 6 |
| Strands: High-Yield Classroom Strategies and Tactics, Leadership |
| Audience: All |

<p>| Give Them Something to Talk About and Show Them How to Do It! |
| Christie Cavanaugh |
| Join your colleagues and me to rediscover what we’ve known for decades: We can impact children’s language development through purposeful and explicit teaching, modeling, and conversing using specific strategies and designing environments that support language. This practical session will provide opportunities to recognize key developmental markers and provide appropriate models, practice specific language facilitation strategies, scaffold appropriately to expand and elaborate children’s language, engage in planning to increase the language value of the classroom environment, and make connections to standards. Strategies for supporting young English Language Learners will be integrated into parts of the session. Video clips, transcripts from adult-child interactions, demonstrations, and partner practice will be embedded into the session to facilitate active engagement. |
| ► Salon 3 |
| Strands: Early Childhood, Speaking and Listening, At-Risk Students, High-yield Classroom Strategies and Tactics |
| Audience: Early Childhood, Instructional Support, Special Education |</p>
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**1:30 pm – 2:55 pm**

**What Makes an Effective Principal?**

**Pati Montgomery**

It is widely known that a school principal is second only to a classroom teacher regarding individual student achievement, yet what makes an effective principal? In this interactive session we will explore the research on effective school practices, and give practical tips on putting some of those practices into place. We will also discuss and dissect practices that many schools have had in place for years that may actually be getting in the way of successful schools, and instead creating initiative overload.

**Salon 5**

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

*Audience: Leadership*

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**Let’s Talk! Building Academic Language in the Classroom**

**María Elena Argüelles**

For many English learners, the achievement gap is a language gap, and to close it, we must focus on developing academic language skills. Mastery of academic language is essential to becoming an independent learner and the most significant predictor of academic success. This session will focus on various aspects of language and how to best provide EL students with explicit instruction in academic vocabulary and extended language skills. Various activities will be presented to develop students’ academic English and to create a language-rich environment. In addition, specific teacher behaviors that increase student learning will be described and the role that teachers play in the development of a second language will be discussed.

**Salon 1**

*Strands: English Language Learners, Speaking and Listening, Vocabulary and Spelling, Comprehension, Higher Level Thinking and Metacognition*

*Audience: Leadership*

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**3:20 pm – 4:45 pm**

**Reading Between, Among, and Beyond the Lines**

**Suzanne Carreker**

Accurate and automatic decoding is necessary for skilled reading comprehension, but not sufficient alone. Robust oral language comprehension is the second essential component. Students may experience difficulties with language comprehension because of inadequate vocabulary, insufficient world knowledge, inability to integrate information, poor working memory, lack of sensitivity to causal structures, or inability to identify semantic relationships. This session will present evidence-based strategies and activities to help all students read well with deep comprehension. The session will also present informal assessments of students’ language comprehension.

**Grand Salon A**

*Strands: Vocabulary and Spelling, Comprehension, Higher Level Thinking and Metacognition*

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

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**Systems, Structures and Synergy for School Leaders**

**Pati Montgomery**

Ensuring that a school is successful in increasing reading achievement includes more than excellent professional development for your teachers. There are very specific systems and structures that together create the necessary synergy to enhance the outcomes for literacy in schools. In this interactive session, various factors will be discussed, including: effective school schedules, making certain students receive appropriate interventions, and developing a school-wide sense of urgency that creates teacher buy-in and not a frenetic atmosphere.

**Salon 2**

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

*Audience: Elementary, Leadership, Instructional Support, Special Education*
Concurrent Sessions III
continued

3:20 pm – 4:45 pm

Structured Literacy for All

Barbara Wilson
The 2013 National Assessment of Educational Progress (NAEP) reported that only about a third of students performed at proficient or above in reading. Structured Literacy can help all students achieve. Structured Literacy is a new term coined by IDA to encompass all approaches to reading instruction that conform to IDA’s Knowledge and Practice Standards. This session will first review the essential elements and key principles of Structured Literacy, and explore how it can be effective for all students in K-3 general education classrooms. The session will then compare the more intensive and skilled Structured Literacy instruction that is required by students with language based learning differences and dyslexia. Key strategies and skills to successfully navigate these students through their challenges will be shared.

► Grand Salon B
Strands: High-yield Classroom Strategies and Tactics, Dyslexia and other Learning Differences

Impact Learning Teams: Actions to Drive Deep Impact on Student Learning in PLC Settings

Dave Nagel
Effective professional learning teams can have a tremendous impact on student achievement. Far too often, however, impact in PLC settings is measured by adult actions and inputs, not results in student learning. For PLCs to have their greatest impact on learning, PLC actions and beliefs must exemplify a deep sense of collective efficacy. To exemplify that, they must have a persistent and relentless focus on student learning. This session will focus on five key factors that are needed for learning teams in school to reach their highest potential in student learning: creating common challenges, having high levels of relational trust, building a collective sense of efficacy through empowerment, the use of authentic instructional protocols, and ensuring that adults are engaging in an ongoing learning process. Participants will walk away with practical strategies to implement immediately in their school or district’s collaborative team structures. These will be useful whether they are just beginning to implement PLC structures, or if their existing ones simply are not having the impact on student learning at the level they should.

► Grand Salon D
Strands: Leadership, Speaking and Listening, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics, Learning Process / How We Learn

27
I’ve Got Rhythm, I’ve Got Music: The Role of Rhythm in Phonological Processing Development

Lucy Hart Paulson

Language and literacy skills are highly dependent upon functioning phonological processing skills and accurately stored phonological representations. A sense of rhythm is another component of phonological processing, and it is an important building block of language acquisition and subsequent literacy development. Including an aspect of rhythm in interventions for phonological awareness in early literacy is a valuable component for developing rhythmic perception and motor entrainment in children who exhibit language and literacy challenges. In this session, we will discuss the research describing rhythm and the impact on literacy learning.

The Simple View of Reading: The Formula for Analyzing Reading Problems

Michael Hunter

The Simple View of Reading is, indeed, a simple formula that all reading educators need to understand. Numerous studies in the last twenty-five years have validated and supported the Simple View. Few teachers, coaches, or administrators have heard of the Simple View of Reading, even though reading researchers understand the formula’s critical importance. The Simple View formula can guide effective assessment and instruction in all grades. It also explains why research-based intervention programs often yield poor results in spite of excellent instruction. Attend this interactive session to learn about this seminal research and its practical application for educators. After this session, participants will be able to apply the Simple View of Reading to assessment and instruction.

Effective Instruction for ELLs: Vocabulary and Beyond

María Elena Argüelles

One in five students in the U.S. is the child of an immigrant and by the year 2040, one in three students will speak a language other than English. In this session, participants will learn easy ways to implement strategies to increase their students’ engagement and learning, as well as classroom practices to promote vocabulary development. We will discuss research-validated procedures for selecting, introducing and practicing vocabulary, including direct instruction, promoting word consciousness, and wide reading. Specific activities will be presented to develop students’ academic English and to create a language-rich environment.
How Educators and Parents Can Teach Kids to Love Reading in the Digital Age

Dan Willingham

Everyone agrees that reading is important, but kids today tend to lose interest in reading before adolescence. What factors influence the child’s decision to read a book, versus play a video game? On average, teens devote just six minutes each day to leisure reading. This phenomenon will be explained, and practical solutions will be provided for engendering a love of reading that lasts into adulthood. The key elements for reading enthusiasm will be explained and examples will be given of age-specific tips for developing them in kids from birth through adolescence. And although educators have no control over what happens at home, I’ll suggest they can take steps in the classroom that will encourage leisure reading.

► Grand Ballroom
The Effects of Reading Instruction on Brain Function

Jack Fletcher
The neural systems involved in reading are not products of evolution, but rather reflect the training of neural circuits specialized for visual processing and language through experience and instruction. This presentation will review the dual route theory of the reading brain, highlighting the role of dorsal and ventral systems in phonological and orthographic processing. Functional imaging studies of reading and intervention response will be reviewed across a broad age range, highlighting the basis for differential development of accuracy and fluency in word and text reading as a function of the development of the neural networks supporting reading in relation to reading experience.

▶ Salon 6
Strands: Foundational Skills, Assessment and Feedback, Learning Process/How We Learn, Dyslexia and other Learning Differences
Audience: All

Challenging Inequality: Disruptive Innovations in Reading Education

Susan Neuman
This presentation will focus on the disparities in resources and adult supports for students who are from middle- and lower-income communities. It will then argue for a series of ‘disruptive’ innovations to help level the playing field to improve children’s literacy development. Such strategies have both policy and practical applications to support children’s skills and enable all students to learn and thrive in reading and content instruction.

▶ Salon 7
Strands: Early Childhood, Speaking and Listening, Vocabulary and Spelling, English Language Learners, At-Risk Students, CCSS
Audience: All

Flipping Leadership Doesn’t Have to Mean Reinventing the Wheel

Peter DeWitt
School administrators need to be more than visible. They need to go deeper and become lead learners. Lead learners put learning at the center of their focus. Flipping leadership maintains that focus. Taking the flipped classroom and putting it at the leadership level, flipped leadership is a way to engage all stakeholders before meetings (e.g., faculty meetings, open house, parent-teacher conferences) so they can go deeper when they are together. It opens up the walls of the school, makes things more transparent, and maximizes the opportunities for feedback, which in turn lead to a more positive, inclusive school climate.

▶ Grand Salon A
Strands: Leadership, Speaking and Listening, At-Risk Students, CCSS, Assessment and Feedback, Technology
Audience: All

Linguistically and Culturally Responsive Instruction and Assessment for Students Who Speak African-American or Southern English

Anne Charity Hudley
Students who speak African-American or Southern English may experience linguistic challenges as they map their speech onto print. This session will demonstrate how to use knowledge about the vocabulary, sounds, grammar, and discourse of African-American and Southern English to support students during reading instruction. The session will emphasize how to accurately assess students with a focus on distinguishing language difference from language delay. The session will model how to integrate literature that is written in African-American and Southern English into instruction to encourage students to view the linguistic diversity they possess as an integral part of their reading experiences. The session will be interactive and will encourage attendees to be both producers and learners of African-American and Southern English.

▶ Salon 1
Strands: Speaking and Listening, Foundational Skills, At-Risk Students, Assessment and Feedback, High-yield Classroom Strategies and Tactics
Audience: All
Who’s Working the Hardest in Your Classroom? Tools for Gently Infusing Rigor into Instruction and Assessment

Karin Hess
Karin will begin by defining the concept of “rigor” and dispelling some common misconceptions about Depth of Knowledge (DOK) with an overview of her popular Cognitive Rigor Matrix. The CRM integrates the Bloom-Webb models with content-specific descriptors of increasing complexity and deeper thinking that can guide instructional and assessment planning. A wealth of concrete examples will be used to illustrate how roles of teachers and students “shift” with deeper questioning and appropriate scaffolding. Teachers and school leaders will leave with specific tools that support observation and reflection on their own current practices that promote deeper thinking in instruction and assessment.

► Salon 7
Strands: Comprehension, Higher Level Thinking and Metacognition, CCSS, Assessment and Feedback, High-Yield Classroom Strategies and Tactics
Audience: All

Accessing Complex Text: Enhancing Comprehension in the Elementary Grades

Adrienne Dowden
This interactive session will focus on ways to guide students through focused, high-quality discussion on the meaning of text. Participants will learn evidence-based recommendations for improving reading comprehension and learn instructional strategies and processes that facilitate students’ reading comprehension. Participants will leave with a list of discussion strategies they can implement immediately and effectively.

► Salon 4
Strands: Comprehension, At-Risk Students, CCSS, High-yield Classroom Strategies and Tactics
Audience: Elementary, Special Education

Collaborative Activities that Develop Emergent Language and Literacy Skills

Vicki Gibson
This session includes proven-effective instructional suggestions that enhance the quality of instruction and student learning in preschool through grade 2 classrooms. The activities may be used in whole class and small groups to develop listening skills, conceptual word knowledge, oral language, emergent reading, and written expression. All activities will allow teachers to integrate standards-based instruction and engage students in collaborative practice opportunities that produce positive learning outcomes. The activities require less teacher preparation and more repeated practice opportunities so students deepen their understandings and ask questions for clarification before they complete assignments independently. This session also includes discussions about selecting activities for effective instruction and ways to develop strong foundational skills that ensure students achieve and sustain gains, student contracts for organizing due dates for in-school and homework assignments.

► Grand Salon B
Strands: Early Childhood, Speaking and Listening, Foundational Skills, Written Expression, High-Yield Classroom Strategies and Tactics
Audience: Early Childhood, Instructional Support, Special Education

Reading Comprehension–What It Is and How to Improve It

Dan Willingham
In this talk I’ll describe research from cognitive science on how comprehension actually occurs in the mind. That will provide some background to help understand classroom measures that are likely to improve comprehension, and measures that will probably prove less effective. I’ll describe large-scale studies of reading comprehension strategies, and also studies of how students can best acquire background knowledge. Finally, I’ll discuss the consequences of reading comprehension strategy instruction to motivation, and offer some ideas on how to keep motivation high in the face of Close Reading and other challenging reading work.

► Grand Salon D
Strands: Comprehension, Higher Level Thinking and Metacognition, CCSS
Audience: All
Concurrent Sessions continued

10:50 am – 12:15 pm

Twenty Classroom Look-Fors that Every Leader Should Have in His Hip Pocket!

Jill Jackson
What exactly should I look for when I’m watching instruction? What kinds of notes should I be taking while I’m observing? How do I collect the right information so that I can give a great teacher debriefing? How do I make an observation specific and measureable? We’ve really missed the boat when we said, “Principals need to spend more time in the classrooms,” without giving clear ideas and inspiration about what they’re supposed to do when they’re in there! This session is designed to build the confidence of school principals and coaches as they get into classrooms with the goal to provide feedback to teachers. Jill will help you set up a reasonable observation schedule but, most importantly, will share twenty sure-fire look for’s that make observations simpler AND more impactful. This fast-paced session will help you bring purpose to your classroom visits and prove that, with focused look-for’s, you don’t need to spend hours in each classroom to give valuable feedback.

► Salon 6
Strands: Leadership, High-Yield Classroom Strategies and Tactics, Assessment and Feedback
Audience: Leadership, Instructional Support

Implementing Multi-Component, Structured Literacy Instruction with Adolescents

Louisa Moats
Multi-component intervention for adolescent students with reading and language difficulties is strongly supported by research and stands in contrast to programs that emphasize only one or two components. Although there is some debate about the best way to address all essential components, students make the most progress when word recognition, reading fluency, vocabulary, text comprehension, grammar and syntax, and writing are all systematically taught in relation to one another. We will view and role-play some key activities from each critical component of instruction and discuss how the components might be woven together in a coherent curriculum.

► Salon 5
Strands: Foundational Skills, Vocabulary and Spelling, Comprehension, At-Risk Students, Dyslexia and other Learning Differences
Audience: Middle/Jr. High, High School, Instructional Support, Special Education

Plain Talk about Close Reading

Kenya Campbell
Close reading is not a synonym for comprehension, and it is not a teaching technique. So what is it really, and what does it look like in action? In this interactive session, we will look closely at close reading, and we will weigh its benefits and challenges. Kenya will then model a quick close read, and she will give specific examples of others. Participants will leave with a clearer view of this approach to reading both informational text and literature.

► Salon 3
Strands: Comprehension, High-Yield Classroom Strategies and Tactics, CCSS
Audience: All

Evidence-based Reading Comprehension for English Language Learners

Elsa Cárdenas-Hagan
English language learners must develop their oral language and literacy skills. There are many factors to consider for ELLs to achieve a deep understanding of text. Listen to a brief review of the research. Then, learn the evidence-based strategies for improving reading comprehension among this population of students. Finally, remember the strategies as 3PV3RQ and implement them with ease.

► Salon 2
Strands: English Language Learners, Speaking and Listening, Foundational Skills, Comprehension, Dyslexia and other Learning Differences
Audience: Elementary, Middle/Jr. High
Simplifying Syntax: Let’s Use Writing as a Comprehension Tool for Primary Students

Alicia Sparks

“Syntax: the system of rules governing permissible word order in sentences.” Although syntax may seem an unlikely topic of interest to primary teachers who are charged with securing the basic foundational skills of reading and writing, syntactic awareness is a critical concept to develop. A reader needs to understand the boundaries of a complete thought and how the words within this ‘thought’ affect each other. Taught systematically, sentence writing can be a powerful tool to practice and secure foundational skills, ultimately improving both writing skills and reading comprehension. In this interactive session, participants will use text to practice a step-by-step procedure to develop sentence writing, starting with a simple sentence and systematically creating more elaborate sentences. Participants will leave the session with ideas they can immediately apply to the classroom or tutorial setting.

Teaching Background Knowledge: A Critical Factor in Reading Comprehension

Susan Neuman

This interactive session will first highlight the role of background knowledge in developing vocabulary and reading comprehension. It will then describe principles for enhancing background knowledge and provide comprehensive strategies that can work to simultaneously improve children’s content knowledge and comprehension in the age of Common Core Standards.

Strands: Early Childhood, Speaking and Listening, Vocabulary and Spelling, English Language Learners, At-Risk Students, CCSS

Audience: Early Childhood, Elementary, Instructional Support, Special Education

Word Smarts: Using Roots and Affixes to Develop Vocabulary and Word Attack Skills

William Van Cleave

Recognizing that most schooling provides decoding at only the primary level, this workshop picks up where basic word attack leaves off. All too soon students are introduced to textbooks filled with longer, multisyllabic words. Even with effective basic phonics instruction, readers are often unable to handle both the increased quantity of text and its complexity. An understanding of morphology, or the meaning parts that comprise words, is valuable for the development of vocabulary and word attack skills. In this interactive, Common Core aligned workshop, Van Cleave will engage participants in a brief overview of the origins of our language and characteristics of the major languages of influence, an introduction to morphemic awareness, and then a study of advanced word decoding strategies. Participants will practice with each concept and learn tools useful for helping students understand and decode unfamiliar words.

Reversing the Summer Slide

Judi Dodson

Most of us think of summer as an idyllic, happy time for our students – summer camps, family time, trips to museums, parks and libraries. However, for a large number of our students, access to educational opportunities may be completely absent. By grade six, the summer slide can be attributed to two years of delayed academic achievement. This session will focus on how we can plan an effective summer learning experience that is centered around language, to help overcome the summer slide. We cannot sit by and let our students be marginalized by something we can plan for and change. Let’s not settle for staying even – you can plan a summer learning experience that will not only avoid the summer slide but will help students grow and increase their literacy skills. Come and get ideas for how your school or district can have a positive impact on summer learning.
Concurrent Sessions II continued

1:30 pm - 2:55 pm

**Strengths and Weaknesses in Identification Methods for Learning Disabilities: Discrepancy vs. RTI**

**Jack Fletcher**

Multiple methods have been proposed for the identification of learning disabilities in clinical practice and public policy. These methods have their origins in three major classification models: Neurological, Cognitive Discrepancy, and Instructional. This presentation will review the reliability and validity of methods of identification based on these classifications, including older neurological methods, IQ-achievement discrepancy, Patterns of Strengths and Weaknesses, Low Achievement, and methods based on RTI. Much of the recent controversy has involved the role of assessments of cognitive processes for identification and intervention, especially in response to instruction models for service delivery. Presently there is little evidence supporting a role for cognitive process assessment for identification or intervention for LD, especially if methods incorporate assessments of intervention response. However, all identification methods function weakly if based on a single criterion, rigid cut points, or strict formulae. Solutions to some of these problems are proposed.

► **Salon 4**

**Strands: Assessment and Feedback, Dyslexia and other Learning Differences**

**Audience:** All

**The Words of Our World**

**Elsa Cárdenas-Hagan**

English language learners and monolingual English speakers can benefit from learning about the smallest units of meaning in a language: morphemes. English language learners can build their meta-morphological awareness by understanding how word parts carry meaning and can help increase vocabulary knowledge in their native language and in English. Participants will learn a systematic and multi-sensory approach for teaching students how to make meaning connections within and across languages and thus increase students’ vocabulary knowledge.

► **Grand Salon D**

**Strands: English Language Learners, Vocabulary and Spelling, Higher Level Thinking and Metacognition**

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

**Making Something So Difficult for Some Children a Little Bit Easier: Reading Simplified**

**Christie Cavanaugh**

Do you teach students who have difficulty reading words that reflect basic code? Are some of your students struggling as they transition to advanced code? Do you support teachers in their efforts to teach students how to decode? If you answered yes to any of these questions, then you may benefit from this session. Subtle, but important differences in how we teach basic decoding can impact how easy or difficult we make this process for some students. The efficiency and integration of processes set the stage for students to advance to higher levels of reading and understanding how the English code works. Participants will see examples of strategies in videos and engage in hands-on practice while learning how to scaffold appropriately to accelerate learning. With a focus on streamlined integration of processes, attention to how we teach word reading of basic and advanced code, and accelerated instruction, participants will reflect on ways to fine tune instruction to achieve student progress at greater rates. Participants will work with partners to practice strategies and pinpoint exactly how to scaffold so that students may find word reading a bit easier than experienced previously.

► **Grand Salon B**

**Strands: Early Childhood, Foundational Skills, At-Risk Students, CCSS, High-yield Classroom Strategies and Tactics**

**Audience:** Early Childhood, Elementary, Instructional Support, Special Education
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Larry Ainsworth
Larry Ainsworth, M.S., is an independent education consultant. Previously, he served as the executive director of professional development at the Leadership and Learning Center. He travels nationally and internationally to assist school systems in implementing best practices related to standards, assessment, curriculum, and instruction across all grades and content areas. Throughout his career, Larry has delivered keynote addresses and breakout sessions across North America and in Latin America and regularly worked on-site in school systems to assist leaders and educators in understanding and implementing powerful standards-based practices such as prioritizing and unwrapping state standards and Common Core standards, developing common formative assessments, designing performance tasks, and creating rigorous units of study in all content areas, PreK – 12. He is the author or coauthor of 15 published books, including Common Formative Assessments 2.0 (2015), “Unwrapping” the Common Core (2014), Prioritizing the Common Core (2013), Getting Started With Rigorous Curriculum Design: How School Districts Are Successfully Redesigning Their Curricula for the Common Core (2013), Rigorous Curriculum Design (2010), and Common Formative Assessments (2006).

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

Kristin Anderson
Kristin Anderson is the director of professional learning at Corwin Press. Kristin began her career as a high school English teacher for students who were kicked out of Denver Public Schools. Since then, she has worked in multiple K–12 settings in various instructional and administrative roles, and has obtained advanced degrees from Sterling College in Sterling, Kansas, University of Denver, and University of Colorado in Colorado Springs. She is a longtime student of the field, a passionate educator, and an inspirational leader. She is a Visible Learning trainer for John Hattie. Kristin is the author of Data Teams Success Stories Volume 1, Real Time Decisions, and Getting Started with Rigorous Curriculum Design. She worked for several years delivering and designing professional development for Edison Schools and The Leadership and Learning Center.

Maria Elena Argüelles
María Elena Argüelles, Ph.D., is an educational consultant who provides support to states, districts, and schools in their implementation of effective instruction for struggling learners and English language learners. María Elena is the co-author of several publications and a consultant to publishers that develop programs for struggling readers and English language learners. In addition, she has teaching experience at the public school level, the undergraduate, and the graduate level. Her primary areas of interest are early vocabulary development, students with reading difficulties, and reading instruction for English language learners.
Sian Beilock
Sian L. Beilock, Ph.D., is a psychology professor at The University of Chicago and one of the world’s leading experts on the brain science behind “chooking under pressure” and the many factors influencing all types of performance, from test-taking to public speaking to your golf swing. She is the author of *Choke: What the Secrets of the Brain Reveal about Getting It Right When You Have To*. Sian received a B.S. in Cognitive Science from the University of California, San Diego and PhDs in both Kinesiology (sport science) and Psychology from Michigan State University. Funded by the U.S. Department of Education and the National Science Foundation, her research interests include performance under pressure, skill acquisition and expertise, and individual differences in executive functioning. Sian’s research is routinely covered in the media such as CNN, New York Times, NPR, and the Wall Street Journal. She runs the Human Performance Lab at the University of Chicago.

Pamela Austin
Pamela Austin, an educator with over 25 years experience, is an Implementation Coordinator for Cambium Learning supporting school districts in the implementation of intervention curricula for literacy and mathematics. Previously she worked as a literacy specialist at CDL. 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 school-site facilitators and teachers.

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 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 Cárdenas-Hagan
Elsa Cárdenas-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 the vice president for the International Dyslexia Association and has authored curricular programs, book chapters, and journal articles related to oracy and literacy development for English language learners.
ABOUT THE PRESENTERS

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.

Christie Cavanaugh
Christie L. 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.
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 speaks nationally about literacy and the importance of teaching all students how to read so that they won’t drop out of school.

Carolyn Cowen
Carolyn D. Cowen, Ed.M., is an educator and social entrepreneur known for developing, launching, and managing programs and initiatives that improve the teaching-learning landscape for people with learning differences, particularly those with dyslexia. Currently, she serves on Literate Nation’s Board of Directors as vice president of online innovation, executive editor, and editor of Catalyst. She also serves as an advising social media editor/strategist for the International Dyslexia Association’s Examiner. Carolyn is especially interested in new-media/print literacy intersections, social media as a tool for driving change. Most recently, she was executive director of Carroll School’s Center for Innovative Education. Prior to that, she was executive director of The Learning Disabilities Network—a nonprofit she co-founded that provided services for 20 years to individuals with LD, their families, and professionals working on their behalf. In her 35-year career in education and nonprofits, Carolyn has worn many hats, including: teacher, reading therapist, speaker, author, editor, consultant, professional-development planner, executive director, think-tank/summit convener, fundraiser, funder, and research coordinator. Carolyn earned her master’s degree in reading education and learning disabilities from Harvard University. She received the Alice H. Garside Award from the New England Branch of the International Dyslexia Association (IDA). Currently, she serves on the board of trustees for the Newgrange School and Laurel School, and on the board of directors for the Research Institute for Learning and Development.

Peter DeWitt
Peter DeWitt, Ed.D., is a former K-5 teacher (11 years) and principal (8 years). He was the 2013 School Administrators Association of New York State’s Outstanding Educator of the Year. Currently, he provides professional development on creating inclusive school environments, digital leadership and connected learning. Working nationally and internationally, Peter is a Visible Learning trainer for John Hattie, instructional coach for Jim Knight, and student voice advocate for Russ Quaglia. He has written for Principal Magazine, Education Week (Finding Common Ground blog), Educational Leadership, Huffington Post, PBS, ASCD Whole Child, Connected Principals, Smartblogs and ASCD Express. He is the series editor for the Connected Educator Series (Corwin Press).

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 assessment 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.
About the presenters

Adrienne Dowden
Adrienne S. Dowden, M.Ed., is a reading specialist who has worked at both the national and local levels to help schools and districts increase their knowledge of effective reading instruction and practices that improve students’ reading ability. Previously, for over 24 years, Adrienne worked as a special education teacher and elementary teacher, and as a reading specialist for New Orleans Public Schools. As a reading coordinator for the American Federation of Teachers (AFT), she coordinated the AFT Reading Project in New Orleans Public Schools. She served as an Educational Program Consultant 3 for the Louisiana Department of Education. She was the project manager and senior reading specialist for the National Center for Family Literacy (NCFL) on the USDOE – Expanding The Reach project. She is president of the ASD Educational Consulting Group and is currently an associate for GHA.

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.

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.

Douglas Fisher
Douglas Fisher, Ph.D. is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High & Middle College. He is a member of the California Reading Hall of Fame and is the recipient of several awards including the International Reading Association Celebrate Literacy Award, the Farmer award for excellence in writing from the National Council of Teachers of English, and the Christa McAuliffe award for excellence in teacher education. He has published numerous articles and books on school-wide approaches to improving student achievement, reading and literacy, differentiated instruction, assessment, and curriculum design. He is a board member of the Literacy Research Association (formerly the National Reading Conference) and co-editor of NCTE’s middle level journal, Voices from the Middle. He is highly sought after for his dynamic and engaging professional development workshops.
Jack Fletcher

Jack M. Fletcher, Ph.D., ABPP (Clinical Neuropsychology), is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology and Chair, Department of Psychology, University of Houston. For the past 30 years, Jack, a board certified child neuropsychologist, has conducted research on children with learning and attention disorders, and brain injury. He directs a Learning Disability Research Center grant and has directed program projects involving neurobiological factors and learning in spina bifida and math disabilities, all funded by the National Institute of Child Health and Human Development. He served on the NICHD National Advisory Council, the Rand Reading Study Group, the National Research Council Committee on Scientific Principles in Education Research, and the President’s Commission on Excellence in Special Education. Jack was the recipient of the Samuel T. Orton award from the International Dyslexia Association in 2003 and a co-recipient of the Albert J. Harris award from the International Reading Association in 2006. He is the past president of the International Neuropsychological Society.

Michael Fullan

Michael Fullan, OC, 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 advises policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. Michael received the Order of Canada in December 2012. He holds honorary doctorates from several universities in North America and abroad. Michael is a prolific, award-winning author whose books have been published in many languages. His book Leading in a Culture of Change was awarded the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council), Breakthrough (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education (AACTE), and Turnaround Leadership in Higher Education (with Geoff Scott) won the Bellwether Book Award in 2009. Change Wars (with Andy Hargreaves) was awarded the 2009 Book of the Year Award by Learning Forward and Professional Capital (with Andy Hargreaves) won the AACTE 2013 Book of the Year. His most recent books include Motion Leadership In Action (2013), The Principal: Maximizing Impact (2014), A Rich Seam: How New Pedagogies Find Deep Learning (with Maria Langworthy, 2014), and Big City School Reforms: Lessons from New York, Toronto, and London (with Alan Boyle, 2014). Michael is a member of the Professional Advisory Board of the Center for Development and Learning.
Dan Willingham
Daniel Willingham, Ph.D., is currently professor of psychology at the University of Virginia, where he has taught since 1992. Until about 2000, his research focused solely on the brain basis of learning and memory. Today, all of his research concerns the application of cognitive psychology to K-16 education. He writes the “Ask the Cognitive Scientist” column for American Educator magazine, and is the author of Why Don’t Students Like School?, When Can You Trust the Experts?, and Raising Kids Who Read (forthcoming). His writing on education has appeared in thirteen languages. Dan earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990.

Barbara Wilson
Barbara A. Wilson has been dedicated to individuals with dyslexia for over 30 years since her work at Massachusetts General Hospital Reading Disabilities Clinic where she taught adults with dyslexia how to read. She is the co-founder and president of Wilson Language Training, whose mission is to provide professional learning and on-going support to literacy educators across the country. Barbara authored the Wilson Reading System® based on that work and reading research. She also leads Wilson work with school districts for their RTI implementation and has authored two additional programs, Wilson Just Words® for older students with a word-level deficit and Fundations® for students learning to read in K-3. Barbara oversees graduate courses and clinical practicums on teaching reading to students with a language-based learning disability, which lead to certification for several university programs that are accredited by the International Dyslexia Association (IDA). She has provided keynotes and workshops at more than 300 national and international conferences. She was invited to the White House to speak to the President’s Domestic Policy Adviser on Education regarding the issue of literacy in America’s Middle and High Schools. She authored a chapter entitled, “Instruction for Older Students with a Word-Level Reading Disability” in the third edition of Multisensory Teaching of Basic Language Skills edited by Judith Birsh. Barbara currently serves on several committees for IDA and provides professional expertise for other organizations dedicated to reading and dyslexia.
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DuBard School for Language Disorders
The DuBard Association Method®, which is Orton-Gillingham based in content and principles of instruction, is an internationally recognized phonetic, multisensory teaching-learning strategy designed for children with speech and language disorders, working memory challenges and dyslexia. The DuBard School for Language Disorders at The University of Southern Mississippi has utilized this approach for over 50 years and is home to Mississippi’s longest established, nationally accredited (IMSLEC and IDA) professional program in dyslexia therapy. Recently added to the lineup of professional development opportunities is a master of education degree in dyslexia therapy, the first such degree offered by a Mississippi public university.

Frog Publications
Ready-to Use, self-checking and hands on classroom learning game centers. Instant parental-involvement, homework and test-preparation program that lasts the entire year. A little drop a day of review makes old skills easy to remember and new skills easy to grasp with Drops in the Bucket daily review books! Critical thinking, Dual Language, Reading/Language Arts, Math & Social Studies!

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Kaplan Early Learning Company
Kaplan Elementary provides supplemental solutions to support 21st century learning from the classroom and extended learning programs to the home school partnership. Kaplan Elementary is committed to meeting learners’ diverse literacy and language needs with resources that support the development of reading skills, comprehension, fluency and writing skills.

Lakeshore Learning Materials
Lakeshore Learning Materials is one of the leading manufacturers of K–6 language resources—including in-depth teaching kits focusing on college and career readiness. We also offer hundreds of other items that support higher-level comprehension using evidence from text.
Learning A-Z
Learning A-Z’s affordable, easy-to-use teacher and student resources fill the gaps left by many Reading, Writing, and Science education programs. Explore our site and see why Learning A-Z’s printable books and worksheets, and other projectable, online interactive and mobile teacher resources, are already being used in more than half of the school districts in the U.S. and Canada and 165+ countries worldwide. Teaching isn’t easy. And today’s teachers are being asked to do more than ever before. That’s why Learning A-Z delivers the PreK-6 resources teachers need to do more.

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

The support we provide is guided by our own experience and by evidence-based research in reading and related fields such as neuroscience and psychology. We emphasize explicit, structured, and systematic instruction. Our extensive work in schools allows us to test our methods and materials to ensure they lead to reading success.

Superkids Reading by Zaner-Bloser
Superkids is a research-proven, research-based core reading program designed just for K–2, when the critical skills of reading and writing must be mastered. Superkids seamlessly integrates reading with all the language arts and builds the foundation for success in third grade and beyond. No reading program better prepares students for the rigorous academic work required by the Common Core State Standards. Ask about test scores of Superkids students!
Wilson Language
The WILSON Reading System®, WILSON Just Words®, WILSON Fundations®, and WILSON Fluency® are multisensory, structured reading and spelling curricula to address prevention, intervention and intensive instructional needs.

At Wilson Language, our specialty is Developmental English, Reading, and Language Arts. That focus makes our materials the clearest, most practical, and most student-friendly in the marketplace. Our books include the popular Ten Steps Reading Series, The TP Vocabulary Series, The Bluford Series, The King School Series, and The Townsend Library. Our Learning Center brings our acclaimed content to the web.

Voyager Sopris Learning
Our solutions are fully tested in the classroom, ensuring that they are easy to implement and teacher friendly. They are innovative, both in overall instructional approach and in the strategic use of technology in blended and 100% online solutions. Behind everything we do is an unparalleled commitment to building local capacity for sustained student success.

W.V.C.ED provides educational consulting and materials designed for educators who wish to help students develop their language skills. These materials include Writing Matters and Everything You Want To (an Orton-Gillingham based guide) as well as a number of other books, games, and activities to help students develop their writing, vocabulary, and reading skills.

Founder and Author William Van Cleave splits his professional time between providing teacher training across the country, conducting private tutoring via Skype, and developing educational materials. He will be presenting two breakout sessions at the Plain Talk conference.

Townsend Press
Townsend Press is an independent publisher of acclaimed educational materials for students in kindergarten through college. We strive to create high-quality, reasonably priced textbooks and electronic publications that help students learn the language skills needed for success.

At Townsend Press, our specialty is Developmental English, Reading, and Language Arts. That focus makes our materials the clearest, most practical, and most student-friendly in the marketplace. Our books include the popular Ten Steps Reading Series, The TP Vocabulary Series, The Bluford Series, The King School Series, and The Townsend Library. Our Learning Center brings our acclaimed content to the web.
Fisher and Frey present all the very best ways to use text-dependent questions as scaffolds during close reading . . . and the big understandings they can yield. But that’s just for starters. Also included are illustrative video, texts and questions across content areas, and an online professional learning guide—making the two volumes of TDQ a potent professional development tool across all of K–12.

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Call it close reading, call it deep reading, call it analytic reading—call it what you like. The point is, it’s a level of understanding that students of any age can achieve with the right kind of instruction. In Rigorous Reading, Fisher and Frey articulate an instructional plan so clearly, and so squarely built on research, that teachers, schools, and districts need look no further for guidance.

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Follow the lead of other major districts and invite Fisher and Frey on site to deliver a customized professional development plan.
About the CDL

Founded in 1992, the Center for Development and Learning (CDL) is a results-driven 501(c)(3) organization. CDL’s mission is to improve the life chances of all children, especially those at high risk, by increasing school success. Our goal is to help all children learn to higher levels and apply their knowledge and skills toward good ends.

CDL has special expertise in literacy, teaching strategies and tactics, learning differences, and building the capacity of teachers. With an on-the-ground, in-the-trenches approach, we tackle real-time issues such as ways to remediate struggling readers, differentiate instruction, and build and sustain collective capacity.

Call us – We are ready to serve you.

For over 20 years, CDL has been a trusted source of customized professional learning services for educators – teachers, principals, teacher leaders, specialists, paraprofessionals, and parents.

CDL professional learning is designed, facilitated, evaluated, and adjusted to meet the needs of the learners. In collaboration with school and district leadership and teachers, we examine student and teacher data and build professional development in response to student and teacher performance. We evaluate progress frequently and adjust accordingly.

Working side-by-side with both new and experienced teachers, CDL professionals provide coaching and modeling in the classroom as well as customized, interactive learning sessions and study groups.

The combination of both group and individual professional learning increases collective internal accountability. Knowledge, strategies and tactics can be efficiently introduced through interactive sessions and institutes. Continuous instructional improvement can be guided by observations with constructive feedback, coaching, study groups and lesson modeling in classrooms. Summer institutes with follow-up sessions and on-site coaching make an ideal combination for deepening knowledge and ensuring that new skills are applied effectively.

Selected topics include adolescent literacy, differentiating instruction, Response to Intervention, early childhood literacy skills, writing in the content areas, understanding individual student profiles to guide instruction, dealing with dyslexia, developing higher order thinking and metacognition, increasing attention and memory, integrating adolescent literacy strategies across the curriculum, classroom climate and management, and increasing meaningful parental involvement.

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