



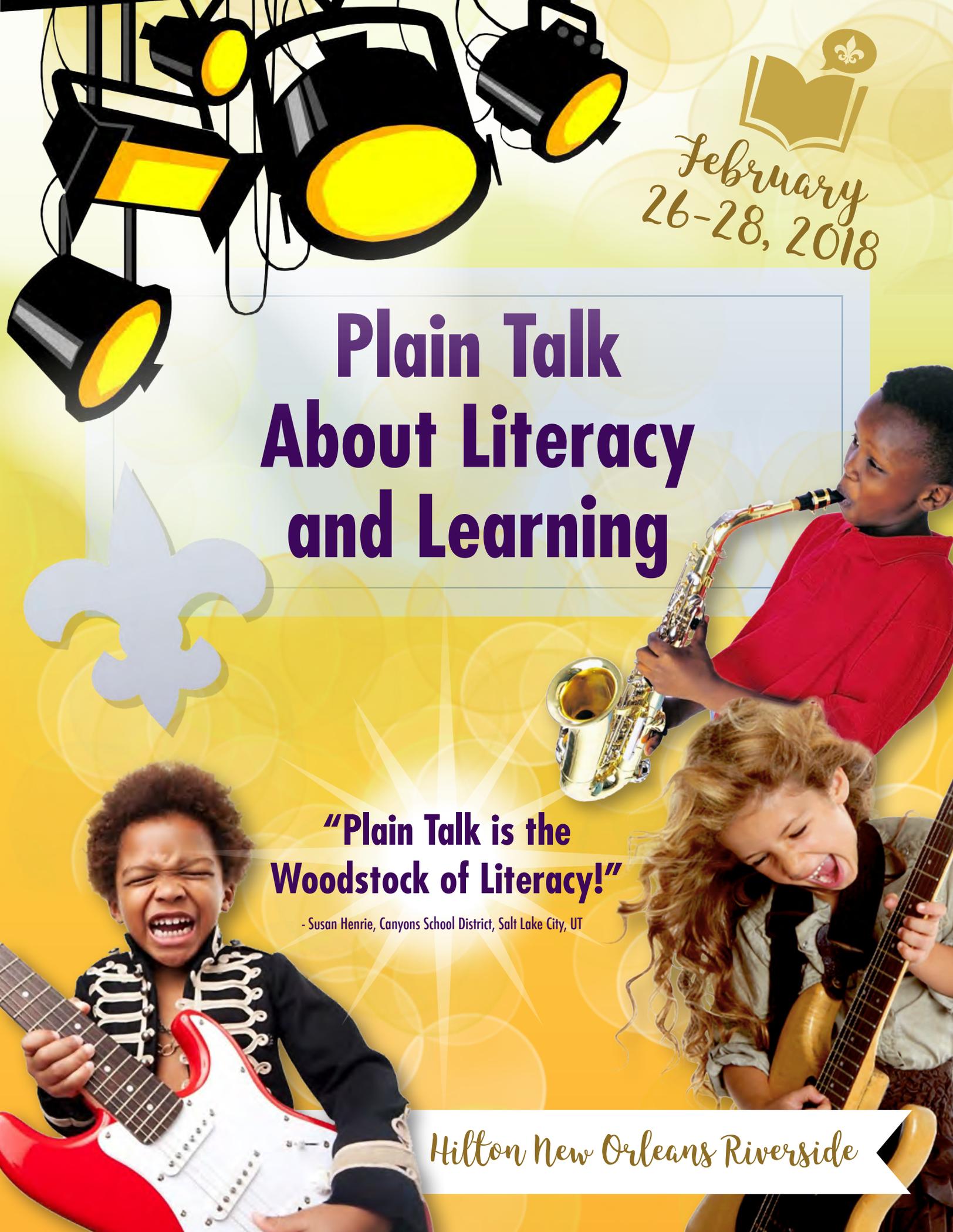
February
26-28, 2018

Plain Talk About Literacy and Learning

**"Plain Talk is the
Woodstock of Literacy!"**

- Susan Henrie, Canyons School District, Salt Lake City, UT

Hilton New Orleans Riverside



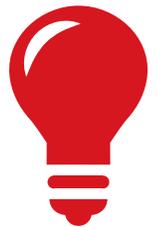
Focus on what works best

According to John Hattie, 95% of what teachers do has a positive impact on student learning. But what works best?

When you use the Visible Learning research to understand which practices have the highest impact on student achievement, you can begin to make strategic, evidence-based decisions that maximize your time, energy, resources, and results.

What's your impact?

Find out through the Visible Learning^{plus} School Impact Process



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PLAIN TALK ABOUT LITERACY AND LEARNING

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

SERVICE DESK

The CDL service desk is located at the registration counters on the 3rd floor. Institute staff will be available to assist you with any needs that may arise.

Service hours

Sunday	4:00pm – 7:00pm
Monday	7:00am – 4:15pm
Tuesday	7:00am – 4:15pm
Wednesday	7:00am – 1:15pm

HOTEL MEETING ROOM MAP

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

ROOM TEMPERATURE

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

ELECTRONIC HANDOUTS

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

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

ROOM MONITORS

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

NEW! PLAIN TALK APP

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



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

MEETING ROOM CAPACITY

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

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

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

What you think matters to us!



EVALUATIONS

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



Remember: All meals are on the 2nd floor.

MEALS

Continental Breakfast

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

Lunch

Lunch will be served in the Churchill Room on the 2nd floor beginning at 12:15pm on Monday and Tuesday.

Brunch

Brunch will be served at 10:55am on Wednesday in the Churchill Room on the 2nd floor.

CERTIFICATES OF ATTENDANCE

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

SOCIAL MEDIA

Join the conversation or share your thoughts about Plain Talk on Twitter, Facebook, and our NEW app! CDL Plain Talk 2018 will tweet from [@cdlteach](https://twitter.com/cdlteach) and will post on facebook.com/cdl.org. For Twitter, use the hashtag [#PlainTalkNOLA](https://twitter.com/PlainTalkNOLA).

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

PHONE COURTESY

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

A WORD ON SAFETY AND SECURITY

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

EXHIBITORS

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

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

INTERNET IN MEETING SPACE

Network Name: Hilton Meetings
Access Code: PT2018

#PlainTalkNOLA



SHOWCASING LOUISIANA STUDENTS



Monday, February 26, 2018

Soloist

Jamie Planchard

11th grade

Fontainebleau High School

Keynote Introduction

Mikecha Jefferson, *6th grade*

Jonathan Smith, *6th grade*

Bethune Elementary School

Thought Leader Introductions

Reianne Lewis

6th grade

*Bethune Elementary
School*

Kamryn McCann

6th grade

*Bethune Elementary
School*

Ashly Mendez

8th grade

Leslie Perdamo

6th grade

*John Adams
Middle School*

Lamees Lodhi

8th grade

Jazmine Orleano

6th grade

*John Adams
Middle School*

Jennifer Claros

8th grade

Khadijah Mohamed

6th grade

*John Adams
Middle School*

Tuesday, February 27, 2018

Soloist

Quentin Alexander, *Graduate*

McDonogh 35 High School

2015 American Idol Finalist

Keynote Introduction

Ben Blevins

4th grade

Lusher Elementary

Thought Leader Introductions

Jayden Rubin

4th grade

Lusher Elementary

Tyler Ruth

4th grade

Lusher Elementary

3 Students

from Audubon

Charter School

Wednesday, February 28, 2018

Keynote Introduction

Rhys McLellan, *8th grade*

Nathan Rogers, *8th grade*

Morris Jeff Community School

Brunch Entertainment

Fontainebleau High School

Jazz Band Combo

Directed by Ralph "Lee" Hicks, Jr.

Check the sessions
you don't want to miss!

MONDAY, FEBRUARY 26, 2018

BREAKFAST 7:00am – 7:55am

▶ Churchill, 2nd floor

WELCOME 8:00am – 8:10am

Alice Thomas ▶ Grand Ballroom BC, 1st floor

KEYNOTE 8:10am – 9:10am

How Children Succeed: The Hidden Power of Character Paul Tough ▶ Grand Ballroom BC, 1st floor

THOUGHT LEADERS 9:30am – 10:30am

- Recent Advances in Understanding Word-Level Reading Problems: Implications for Instruction and Intervention* David Kilpatrick ▶ St. James Ballroom
- Student Self-Efficacy: Charting the Course to Success* Kristin Anderson ▶ St. Charles Ballroom
- Teaching Students to Teach Themselves* Dan Willingham ▶ Grand Ballroom B
- One Teacher at a Time: Supporting Teachers' Knowledge of the Science of Reading* Margie Gillis ▶ Fulton
- The School-Justice Partnership Model: Improving Graduation Rates Using Collaborative Strategies* Judge Steve Teske ▶ Jefferson Ballroom

CONCURRENT SESSIONS 10:50am – 12:10pm

- Helping Children Succeed: What Works and Why* Paul Tough ▶ Jefferson Ballroom
- Developing Assessment Capable, Visible Learners* Kristin Anderson ▶ St. Charles Ballroom
- FEAR: Reading, Attention and Executive Functions* Eric Tridas, M.D. ▶ St. James Ballroom
- Artistic Storytelling and the Power Behind Dual Language Learning* Enrique Feldman ▶ Fulton
- Building Relationships of Trust* Ronnie Slone ▶ Jackson
- Understanding Dyslexia: What's the Fuss About?* Jack Fletcher ▶ Magazine
- If It's Developmentally Appropriate, Let's Appropriately Develop It* Lucy Hart Paulson ▶ Commerce
- Statistics and Research Design for People Who Hate Numbers and Lost Their Calculators* Steve Dykstra ▶ Royal
- Dysgraphia: A Common but Often Overlooked Challenge for School Children* Glenda Thorne ▶ Canal
- What Would Classrooms Look Like If the Binary Didn't Exist?* Flint Mitchell ▶ Camp

LUNCH 12:15pm – 1:15pm

▶ Churchill, 2nd floor

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

- Teach to the Rigor, Not to the Test: Diving into Depths of Knowledge 1 and 2* Nancy Boyles ▶ Jefferson Ballroom
- Teaching Students How to Take Notes* Dan Willingham ▶ St. Charles Ballroom
- Assessment-Capable Visible Learners* Nancy Frey ▶ St. James Ballroom
- Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers* David Kilpatrick ▶ Fulton
- When Did Making Adults Mad Become a Crime? How the Criminalization of Students Compromises School and Public Safety and De-Criminalizing Strategies that Improve Outcomes* Judge Steve Teske ▶ Jackson
- What on Earth is Going on With this Child? The Evaluation of the Student with Dyslexia and Related Disorders* Eric Tridas, M.D. ▶ Magazine
- Teacher Talk and Text Analysis: Accelerating Students' Vocabulary Knowledge* Margie Gillis ▶ Royal
- Talking to Learn: Facilitating High-Quality Conversations in the Preschool Classroom* Amy Poirier ▶ Commerce
- Influence Without Authority* Ingrid Alvarado and Sara Neal ▶ Canal
- Scaffolding Vocabulary in the Context of Close Reading of Complex Text* Linda Diamond ▶ Camp

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

- Body Poems: Using the Art Form of Embodiment to Elevate Literacy* Enrique Feldman ▶ Fulton
- A Candid Conversation About Literacy Leadership* Gertrude Ivory ▶ Commerce
- Engagement by Design: Creating Learning Environments Where Students Thrive* Nancy Frey ▶ St. James Ballroom
- Growing Up Illiterate: The Stories of Two Lifelong Learners Who Persevered and Learned to Read as Adults* Sam Johnson and Sandra Johnson ▶ Magazine
- Intensifying Interventions to Maximize Reading Success* Scott Baker and Nancy Nelson ▶ Canal
- Playful Instruction and Playful Play* Lucy Hart Paulson ▶ Jackson
- Teach to the Rigor, Not to the Test: Diving into Depths of Knowledge 3 and 4* Nancy Boyles ▶ Jefferson Ballroom
- Vocabulary Instruction: Word Study that Works* Timothy Rasinski ▶ St. Charles Ballroom
- Data Driven Instruction for English Learners* Elsa Cárdenas-Hagan ▶ Royal
- Reading Comprehension is Not a Single Ability* Hugh Catts ▶ Camp



AGENDA AT-A-GLANCE

Check the sessions
you don't want to miss!

TUESDAY, FEBRUARY 27, 2018

BREAKFAST 7:00am – 7:55am

► Churchill, 2nd floor

OPENING 8:00am – 8:10am

Alice Thomas ► Grand Ballroom BC, 1st floor

KEYNOTE 8:10am – 9:10am

Normal is Overrated—Aim Higher! Bonnie St. John ► Grand Ballroom BC, 1st floor

THOUGHT LEADERS 9:30am – 10:30am

- Treating Children and Adolescents with ADHD Ned Hallowell ► Jefferson Ballroom
- Measuring Racial Equity: A Groundwater Approach Deena Hayes-Greene and Bayard Love ... ► Fulton
- Using Reading Profiles to Help Students with Literacy Difficulties Louise Spear-Swerling ► St. James Ballroom
- ORF Norms: An Update of the Hasbrouck & Tindal Oral Reading Fluency Norms
Jan Hasbrouck ► Grand Ballroom B
- Teaching Writing to Teach Reading Timothy Shanahan ► St. Charles Ballroom

CONCURRENT SESSIONS 10:50am – 12:10pm

- Improving Executive Functions and Executive Skills through Bridging Strategies
George McCloskey ► Royal
- The Magic is in the Instruction: Design of Instruction Anita Archer ► St. James Ballroom
- Groundwater Approach Follow-on Deena Hayes-Greene and Bayard Love ► Fulton
- Planning Complex Text Instruction Timothy Shanahan ► St. Charles Ballroom
- Critical Thinking, Comprehension, and Common Sense Alice Thomas ► Jackson
- How Diagnosis Looks Different If We Look at it Differently Steve Dykstra ► Magazine
- School Climate: Leading with Collective Efficacy Peter DeWitt ► Camp
- MTSS/RTI: What Works? Susan Hall ► Commerce
- Staying Resilient in the Rapidly Changing World of Education Bonnie St. John ► Jefferson Ballroom
- Be an Optimistic Leader for Children Judy Jablon ► Canal

LUNCH 12:15pm – 1:15pm

► Churchill, 2nd floor

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

- Breaking It Down: Systems Thinking Tools to Advance Racial Justice Cynthia Silva Parker ► Canal
- Collaborative Leadership: Six Influences that Matter Most Peter DeWitt ► Camp
- Promoting Metacognitive Awareness in Teaching, Learning, and Assessing Jenni Donohoo ► Jefferson Ballroom
- Managing Stress and Toxic Worry Ned Hallowell ► St. James Ballroom
- Understand the History of English to Be a Better Teacher of Spelling and Vocabulary
Linda Farrell ► Magazine
- Reading Profiles in Depth: Assessment and Intervention Louise Spear-Swerling ► Royal
- The Impact of Race and Class on Educational Inequality in America Howard Fuller ► Jackson
- From the Big Screen to the Classroom: Let's Listen, Embed, and Talk Big Words
Christie Cavanaugh ► Commerce
- Literacy for Leaders: An Introduction to the Reading Universe and Effective Coaching
Kelly Butler ► Fulton
- Leading for Equity and Excellence: A Professional and Personal Journey that Landed in Rolling
Stone Monica McHale-Small ► St. Charles Ballroom

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

- The Other Black History: A Stage Play Flint Mitchell ► St. James Ballroom
- The Magic is in the Instruction: Delivery of Instruction Anita Archer ► St. Charles Ballroom
- Fostering Collective Teacher Efficacy Jenni Donohoo ► Jefferson Ballroom
- Screening for Dyslexia Hank Fien and Yaacov Petscher ► Fulton
- Promoting a Powerful Interactions Climate Judy Jablon ► Jackson
- Let's Collect LESS Data and Get BETTER Outcomes Jan Hasbrouck ► Magazine
- Revamping the Read-Aloud to Build Knowledge and Comprehension Deb Glaser ► Royal
- Effective Vocabulary Instruction: Throw Out the Dictionary! Linda Farrell and Michael Hunter ... ► Commerce
- Creating Fluent Readers through Song, Poetry, and Joyful Reading Timothy Rasinski ► Camp
- Addressing Executive Function Capacity and Motivation Difficulties of Struggling Readers
George McCloskey ► Canal

Check the sessions
you don't want to miss!

WEDNESDAY, FEBRUARY 28, 2018

BREAKFAST 7:00am – 7:55am

Join us at 7:45am for a Second Line with the **Kinfolk Brass Band!** ▶ Churchill, 2nd floor

OPENING 8:00am – 8:10am

Alice Thomas ▶ Grand Ballroom BC, 1st floor

KEYNOTE 8:10am – 9:10am

Fostering the Better Side of Human Nature in Classrooms and Families: Moving from Power and Control to Collaboration and Problem-Solving **Ross Greene** ▶ Grand Ballroom BC, 1st floor

CONCURRENT SESSIONS 9:30am – 10:50am

- Let's Talk ALL About It - Cultivating Mindful Conversations with a Growth Mindset* **Precious Symonette** ▶ Camp
- Three Big Questions (and Three Big Answers) About Beginning Reading Instruction* **Laura Stewart** ▶ Jackson
- Advocacy - The Missing Literacy Strategy: Going Beyond Classroom Instruction* **Ethan Ashley** ▶ Royal
- Understanding and Remembering: Making It Stick* **Alice Thomas** ▶ Fulton
- How to Coach Teachers to Teach Almost Anything!* **Jill Jackson** ▶ St. Charles Ballroom
- Extracting Information from Text...And Writing About It* **William Van Cleave** ▶ Jefferson Ballroom
- Consider "The End" While Planning from the Beginning: Strategies to Maximize the Read-Aloud* **Christie Cavanaugh** ▶ Magazine
- Rethinking Phonemic Awareness for Older Students* **Judie Caroleo** ▶ Canal
- Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers* **Michael Hunter** ▶ Commerce

BRUNCH 10:55am – 11:55am

▶ Churchill, 2nd floor

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

- Collaborative and Proactive Solutions: The Nuts and Bolts* **Ross Greene** ▶ St. James Ballroom
- Support Learning through Brief Written Responses* **Deb Glaser** ▶ Fulton
- How to Intervene with Students Struggling to Think about Grade Level Text* **Jill Jackson** ▶ St. Charles Ballroom
- Syntax Matters: Developing Sentence Skills in Struggling Students* **William Van Cleave** ▶ Jefferson Ballroom
- Differentiating Instruction, Not Materials, for Developing Readers K-2* **Laura Stewart** ▶ Jackson
- Growth Mindset Feedback: Saying More than "Good Job!"* **Antinea Johnson and Amy Poirier** ▶ Canal
- Innovative Strategies for Reaching and Teaching Today's Students* **Derek Greenfield** ▶ Camp



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Topi, our official app.

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1. Download Topi on your mobile device and log in via your Facebook or LinkedIn profile.
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2. On iOS, go to the More... screen, select Events from the menu.
or
On Android, select Events from the side menu.
3. Tap the + button in the bottom right corner.
4. Enter the code **PT2018**

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Explicit Phonics
Instruction



Systematic Phonics
Instruction

Introduction: Elements of Effective Phonics Instruction – How to Teach

5 Part 2 Topic 2a - Lexical Quality of Word Knowledge

lexical quality

word meaning
orthography
phonology



Learn

Teach



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8:00 am – 8:10 am

Alice Thomas

► Grand Ballroom BC

WELCOME

8:10 am – 9:10 am

How Children Succeed: The Hidden Power of Character

Paul Tough

Our society currently places a great deal of emphasis on intelligence as the sole indicator of value in children’s education. But in this talk, Paul Tough lays it bare: we believe that success comes from those who score highest on tests, from preschool to SATs. Yet evidence indicates that our story here might be dead wrong. The work of a new generation of researchers and educators points to the fact that the qualities that have a better shot at indicating lifelong success are “non cognitive” or what some may refer to as “personality traits” such as curiosity, conscientiousness, optimism, self-control, and grit. Using the tools of science, Tough will peel back the mysteries of character and trace the links between early childhood neurological development and environment. By showing how “nature” and “nurture” are intertwined, he will explore how childhood stresses modify life success and the surprising ways that parents do—and do not—prepare their children for adulthood. He will also help you understand how early adversity affects childhood emotional, social, and cognitive development in ways that will carry on throughout their entire lives, and what we can do about it.

► Grand Ballroom BC

KEYNOTE

9:30 am – 10:30 am

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

David Kilpatrick

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

► St. James Ballroom

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

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

Student Self-Efficacy: Charting the Course to Success

Kristin Anderson

In John Hattie’s Visible Learning research, student self-efficacy yields a .92 effect size, or doubles the speed of learning, offering approximately two years growth over one year’s time for learners. This session will empower educators to understand essential findings from this seminal collection of research, explore the fundamental components of student self-efficacy, and offer practical sources for increasing the beliefs of all learners to enable them with the uplift that allows them to embrace the idea that they can solve a multitude of problems and embrace the many challenges they face.

► St. Charles Ballroom

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

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

THOUGHT
LEADERS



**THOUGHT
LEADERS**
continued

9:30 am – 10:30 am

Teaching Students to Teach Themselves

Dan Willingham

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

► **Grand Ballroom B**

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

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

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

Margie Gillis

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

► **Fulton**

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

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

The School-Justice Partnership Model: Improving Graduation Rates Using Collaborative Strategies

Judge Steve Teske

Judge Teske created the nation's first school-justice partnership (SJP) in Clayton County, Georgia to reduce school-based arrests and replace them with restorative practices. Participants will learn how Clayton County reduced school referrals to court by 91%, and how that influenced a significant increase in graduation rates that in turn influenced a 69% reduction in juvenile crime. Participants will learn how to create a school-justice partnership using a toolkit created by Judge Teske in his technical assistance to other communities and school systems. Specifically, participants will understand how to use a series of algorithms and matrices to identify stakeholders, decide collaborative governance, develop a common agenda, and identify focus acts and restorative practices. They will also leave with a better understanding of how to develop appropriate language for standard operating procedures and SJP agreements to avoid role conflict situations between law enforcement and school administrators.

► **Jefferson Ballroom**

Strands: Assessment and Feedback, At-Risk Students, Equity, Leadership, Social-Emotional Issues

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



Helping Children Succeed: What Works and Why

Paul Tough

It's long been true that kids from affluent families tend to do better in school (and on standardized tests) than kids from low-income households. Despite decades of government initiatives and the tireless work of social workers, psychologists, and educators, this gap persists. It has become the central issue in American education, as over half of public school students are now classified by the federal government as 'low-income.' Drawing from his most recent book, *Helping Children Succeed*, Paul Tough will provide a new framework for understanding the challenges of low-income children and offer some innovative solutions. It starts with the biological mechanisms that accompany adversity. Children adapt to their surroundings: stable, loving early environments incline kids to trust and be curious. But when children grow up amidst violence or chaos—what some doctors call “toxic stress”—their stress-response systems are set to look for trouble everywhere. In school, it's often hard for them to focus, stay calm, and trust their peers and teachers, which makes it difficult to keep up academically. They are more likely to be disciplined or punished, and less likely to receive the genuine help and understanding they need. If we want to help children develop character strengths like grit and self-control, we first need a more thorough understanding of adversity, home life, and brain development. In this session, Tough will outline the small steps that parents, educators, and civic leaders can take to make meaningful change in student motivation and behavior, especially among kids from low-income backgrounds.

► Jefferson Ballroom

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

Developing Assessment Capable, Visible Learners

Kristin Anderson

John Hattie has undertaken the world's largest research based around one question: What works best for student achievement? That body of ongoing research has revealed some key strands for teachers and leaders to understand: the Visible Learner, Know Thy Impact, Effective Feedback, the Inspired and Passionate Teacher, and the Visible Learning school. This session is an introduction to the Visible Learner strand. Participants will learn key messages and build on these messages to support the development of learners and to understand that the actions we take and the environments we create as teachers and schools affect the types of learners we produce. By the end of the session, participants will be able to (1) describe the characteristics of a visible learner, (2) explain to a colleague how to develop a visible learner, and (3) know how to target learning through the use of effective learning intentions and co-designed success criteria.

► St. Charles Ballroom

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

FEAR: Reading, Attention and Executive Functions

Eric Tridas, M.D.

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

► St. James Ballroom

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



CONCURRENT SESSIONS *continued*

10:50 am – 12:10 pm

Artistic Storytelling and the Power Behind Dual Language Learning

Enrique Feldman

Learn how to read with music and create a soundtrack with any text, all while fostering a deeper desire to read and a better understanding of subtext, foreshadowing, and comprehension. You'll also experience a live demonstration of dual learning samples (with music as well!) where both languages are viewable on the same page. Deepen your own understanding of what happens to the brain of anyone who begins to speak and see different languages. As an added bonus, you'll also experience how to create a brain that is optimally ready to engage in reading and thinking, with a brief brain game warm up and breathing strategy to improve focus.

► Fulton

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

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

Building Relationships of Trust

Ronnie Slone

Trust is the glue that keeps any workplace, including a school-setting, focused, energized and moving forward. Without trust, relationships will not develop, and without relationships, there will be no teamwork. We all know that teamwork is critical to the success of the students – assessing their needs and creating a clear and concise plan to pave the way for their personal success. Building relationships of trust begins with an understanding of who the stakeholders are, what they want, and how to best achieve the desired results. Come ready to participate in an interactive activity – “What Values Do We Share?” – that will set the foundational framework for this session.

► Jackson

Strands: Assessment and Feedback, Leadership, Social-emotional Issues, At-Risk Students, High-Yield Strategies and Tactics, Thinking and Learning

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

Understanding Dyslexia: What's the Fuss About?

Jack Fletcher

In the past year, there has been a concerted effort to highlight dyslexia as a specific learning disability, with attempts to introduce special provisions in the legislation reauthorizing the Elementary and Secondary Education Act. Many states have passed legislation requiring schools to identify students with dyslexia and provide them with interventions specific to dyslexia. This has prompted a response from the International Literacy Association questioning whether dyslexia is a special form of reading problem and whether there are characteristics and interventions specific for dyslexia. With these public policy issues in the background, this presentation will discuss a scientific view of dyslexia as a well-understood form of learning disability with specific reading, cognitive, neural, and genetic characteristics. This session will explore the dimensional attributes of dyslexia, and the difficulty in differentiating children with dyslexia from children with word reading and spelling difficulties who may be lower in intelligence, have comorbid problems with math or ADHD on reading and neural characteristics. Interventions for students with dyslexia will also be discussed.

► Magazine

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

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

If It's Developmentally Appropriate, Let's Appropriately Develop It

Lucy Hart Paulson

The standards era has placed a strong focus on academic skills. But what is developmentally appropriate and how should we be teaching literacy skills to young children? A growing body of empirical research describes the development of early literacy skills and instructional approaches for teaching them. This session focuses on developmentally appropriate learning expectations, which informs assessment processes, and effective instructional approaches that support children's literacy development in the earliest stages of learning to read and write.

► Commerce

Strands: Assessment and Feedback, At-Risk Students, Early Childhood, High-Yield Teaching Strategies and Tactics

Audience: Early Childhood



10:50 am – 12:10 pm

CONCURRENT
SESSIONS
continued

Statistics and Research Design for People Who Hate Numbers and Lost Their Calculators

Steve Dykstra

Ready for a fun and lively session that makes a tough topic easy? Designed for leaders and teachers who assess, select, and/or use literacy programs, you'll learn what $p < .01$ actual means (and what it doesn't), and why not to be too impressed with effect sizes. Steve will use real world examples, including the (in)famous I3 study of Reading Recovery. You'll also learn more about statistics, how they work, how good research design and statistics should go together, and how to spot false or misleading claims, all without doing any actual math. As they say, the Devil is in the details, and there are a lot of Devils out there. You will also be introduced to Thomas Bayes, who has been dead for over 350 years but still deserves a warm hug. With a little luck, you'll walk out knowing more than the people at the What Works Clearinghouse – in fact, I can almost guarantee it.

► Royal

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

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

Dysgraphia: A Common but Often Overlooked Challenge for School Children

Glenda Thorne

Students who have dyslexia, disorders of written language, and other learning difficulties often struggle with dysgraphia, or trouble with writing. This session will discuss the various neurological components of handwriting and what students look like when they have a breakdown in these components. Intervention will address both "bypass" strategies and remediation. The objectives of this session are to help educators and other professionals identify students who have dysgraphia or handwriting challenges, and to explore what they can do to minimize the negative impact of these challenges in the educational setting.

► Canal

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

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

What Would Classrooms Look Like If the Binary Didn't Exist?

Flint Mitchell

What is the binary? Have you ever treated an unkempt student different than a well-groomed student? Have you ever treated a student who has parents with financial means better than one who does not? Have you ever smiled at a female student because she was pretty, but scowled at a male student because you assumed he was bad? Have you ever given an abled student the benefit of the doubt, but criticized a challenged student without hesitation? The binary is a pervasive social construct that affects everyone. Inevitably, it adversely impacts teaching and learning. The binary is this versus that thinking. It is a good is better than bad mentality. It creates a privileged ingroup and an oppressed outgroup. How did we develop this attitude? The key is understanding the history that has resulted in emotional prejudice, cognitive stereotyping, and behavioral discrimination. This presentation will provide a historical, socio-political, interpersonal, and intrapersonal analysis of the binary, and illustrate how the binary manifests in classrooms. So, come and learn what your classroom might look like if the binary didn't exist!

► Camp

Strands: Assessment and Feedback, At-Risk Students, Dyslexia and Other Learning Issues, Early Childhood, ELL, Equity, Leadership, Social-Emotional Issues, Thinking and Learning

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



LUNCH

12:15 pm – 1:15 pm

► Churchill, 2nd floor

CONCURRENT SESSIONS II

1:15 pm – 2:35 pm

Teach to the Rigor, Not to the Test: Diving into Depths of Knowledge 1 and 2

Nancy Boyles

What's the difference between teaching to the test and teaching to the rigor? In this first part of a two-part workshop, investigate Depths of Knowledge 1 and 2 to identify instructional practices that help students retrieve evidence and build comprehension skills and concepts. Recognize the relationship between rigor, standards, close reading, and formative assessment. Learn classroom-tested strategies that lead to student proficiency and form the foundation for deeper thinking. Take home a bibliography of short texts, rubrics, checklists, and other resources.

► Jefferson Ballroom

Strands: Assessment, At-Risk Students, ELL, High-Yield Teaching Strategies and Tactics, Thinking and Learning
Audience: Elementary, Middle/Jr. High, Instructional Support

Teaching Students How to Take Notes

Dan Willingham

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

► St. Charles Ballroom

Strands: High-Yield Teaching Strategies and Tactics, Thinking and Learning
Audience: Middle/Jr. High, High School

Assessment-Capable Visible Learners

Nancy Frey

Assessment-capable visible learners can say:

- I know where I'm going. Students understand their current performance and how it relates to the learning intention and success criteria.
- I have the tools for the journey. Students understand that they can select from a range of strategies to move their learning forward, especially when progress is interrupted.
- I monitor my progress. Students seek and respond to feedback from others as they assess their own performance. Students know that making mistakes is expected in learning, and indicates an opportunity for further learning.
- I recognize when I'm ready for what's next. Students interpret their data to identify when they are ready to move on.
- I know what to do next. Knowing what to do when you do not know what to do is surely the mark of the educated person. It is the difference between knowing how to persist, and simply giving up when faced with an early challenge.

Assessment-capable learners are cultivated by assessment-capable teachers. They understand that learning is accelerated when three conditions are present: skill, will, and thrill. Learners need to be equipped with the skills and knowledge, but also with the will to learn. Standing next to every assessment-capable visible learner is a teacher who is determined to foster these beliefs, dispositions, and abilities in every student. This teacher understands that his or her fundamental mission isn't teaching math, or reading, or science, or any other subject. Job number one is ensuring that students know how to learn.

► St. James Ballroom

Strands: Assessment and Feedback, At-Risk Students, High-Yield Teaching Strategies and Tactics, Social-Emotional Issues, Thinking and Learning
Audience: Elementary, Middle/Jr. High, High School, Instructional Support

Understanding the Role of Phonemic Proficiency in Boosting Reading Skills in Struggling Readers

David Kilpatrick

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

► Fulton

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

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

When Did Making Adults Mad Become a Crime? How the Criminalization of Students Compromises School and Public Safety and De-Criminalizing Strategies that Improve Outcomes

Judge Steve Teske

In this session, participants will learn how zero tolerance policies negatively impact students and creates a pathway to school drop-outs and incarceration. Participants will interact in discussions involving the adolescent brain science, restorative practices, relationship between the public health model and school disciplinary practices, adverse childhood experiences and its impact on student learning and disciplinary practices, risk and needs assessments as a best practice to divert students away from the courts, and strategies to reduce racial and ethnic disparities in school disciplinary practices. Judge Teske will engage participants around creating a “collective wrap-around service” to assist schools with those students who are chronically disruptive and require clinical or more intrusive intervention services.

► Jackson

Strands: Assessment and Feedback, At-Risk Students, Equity, Leadership, Social-Emotional Issues

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

What on Earth is Going on With this Child? The Evaluation of the Student with Dyslexia and Related Disorders

Eric Tridas, M.D.

How often have you had a student who is receiving appropriate intervention, but the intervention is yielding limited improvement in his educational challenges? Dr. Tridas, a pediatrician, will discuss the process of the diagnostic evaluation of the child with dyslexia and related disorders and review an approach to assess the whole child. During this session, participants will learn the salient factors in the student’s history, the types of tests that are used to measure these problems, and how to evaluate for frequent coexisting conditions. Dr. Tridas will describe an evaluation approach that facilitates the integration of all of the findings into a practical formulation that can help to guide the student’s intervention and accommodation plan.

► Magazine

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

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

Teacher Talk and Text Analysis: Accelerating Students’ Vocabulary Knowledge

Margie Gillis

Students’ vocabulary knowledge is critical to their academic success, but how do we close the gap when there are so many demands on our time? First, teachers must analyze the texts that their students are reading to select words that should be explicitly taught. In addition, teachers should be conscious of the language that they use in the classroom to promote their students’ receptive and expressive vocabulary knowledge and skills. This session will present techniques for doing both – that is, preparing a text to ensure that students comprehend it deeply and embedding academic vocabulary in your daily teaching routines.

► Royal

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

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



**CONCURRENT
SESSIONS II**
continued

1:15 pm – 2:35 pm

Talking to Learn: Facilitating High-Quality Conversations in the Preschool Classroom

Amy Poirier

Most early childhood teachers know that teacher-child conversations are crucial in facilitating early language and cognitive development. But do they know that the integration of conversation as a means to develop both cognition and language results in a shift in how these skills are developed? Think of this change as the time when “learning to talk” becomes “talking to learn.” This session will outline the components of effective teacher-child conversations and focus on how teachers can actively support children’s conversational skills at a variety of levels. Participants will learn the benefits of teacher-child conversations and how to evaluate teacher-child conversations. Participants will also learn how to facilitate high-quality teacher-child conversations that actively involve children and facilitate the development of language and cognition. You will leave with a bevy of strategies for facilitating conversations throughout the day and in various areas of the learning environment.

► **Commerce**

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

Audience: Early Childhood, Instructional Support

Influence Without Authority

Ingrid Alvarado and Sara Neal

Emerging leaders often lack the direct authority to compel other staff to support their goals. Instead, they must rely on alliances and strong relationships to achieve their objectives. In this critical session, participants will learn to recognize the importance of influence in strategic partnerships, and will practice the analytical skills to thoughtfully develop these relationships and achieve their goals. This session combines research from the field of management with practical examples from education.

Participants will leave with concrete strategies for maximizing their influence in situations where they lack formal authority.

► **Canal**

Strands: Leadership

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

Scaffolding Vocabulary in the Context of Close Reading of Complex Text

Linda Diamond

Given the increased demand to teach students using complex and challenging texts, one of the barriers to comprehension is unfamiliar vocabulary. When teachers select a text for close reading and study, they must decide how to deal with words that are likely to be unknown to many students and are important to the text meaning. Should teachers pre-teach identified vocabulary words, teach them at point of use, let students figure them out using context and morphological information, or ignore some words? In this session we will explore a framework for determining an approach to vocabulary instruction in the context of a close reading. We will observe video models of two different approaches to vocabulary in complex text. Next, participants will practice using a graphic organizer and flow chart when making vocabulary decisions in preparation for teaching a complex, informational text to students. Participants should attend with smart phones, tablets or internet-ready computers, as we will be going online to answer reflection questions based on the content presented.

► **Camp**

Strands: ELL, High-Yield Teaching Strategies and Tactics

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



Body Poems: Using the Art Form of Embodiment to Elevate Literacy

Enrique Feldman

Learn how to use the theatrical strategy of Embodiment. You'll recognize how you can re-direct the energy of any learner as compared to attempting to stop their energy. This session will give you the tools you need to guide your learners related to improved literacy skills, with movement and critical thinking in a highly engaged and focused manner. You'll experience the progression of becoming objects, actions, emotions, and thoughts in both individual and group settings. Elevate your ability to deepen the learning for your students and simultaneously build leadership and social-emotional skills.

► Fulton

Strands: Dyslexia and Other Learning Issues, Early Childhood, ELL, High-Yield Teaching Strategies and Tactics, Leadership, Social-Emotional Issues, Thinking and Learning

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

A Candid Conversation About Literacy Leadership

Gertrude Ivory

As leaders, we all want students who learn to read well, read a lot, and have a love of reading. Using participant-generated provocative questions, this interactive session will engage session attendees in exploring and sharing critical components of effective literacy leadership that build, improve, and sustain a culture of literacy in centers, schools, and districts. Gertrude will share two documents developed in her work as the literacy administrator in a large urban school district and as an independent consultant working with an urban high school: an "Innovation Configuration for Literacy" and a "Strategic Action Plan for Literacy". Participants will have the opportunity to review the documents, analyze the components, give feedback, and reflect on their own literacy leadership practices.

► Commerce

Strands: Assessment and Feedback, At-Risk Students, Equity, Leadership, Thinking and Learning

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

Engagement by Design: Creating Learning Environments Where Students Thrive

Nancy Frey

Every teacher wants engaged students. No student wants to be bored. So why isn't every classroom teeming with discussion and purposeful activity centered on the day's learning expectations? Consistently finding a rhythm—where students progress through relevant and challenging content—isn't easy. But not only is it possible, it can also seem effortless when teachers have the right design for genuinely engaging students. Classroom dynamics are inherently complex, as multifaceted as the personalities in the room, so where should a teacher begin? Engagement by Design gives you a framework for making daily improvements and highlights the opportunities that will bring the greatest benefit in the least amount of time. You'll learn about relationships, clarity, and challenge, including:

1. How getting to know each student a little better can fundamentally change the classroom dynamics—and how to do that
2. What it means to be an "intentionally inviting" teacher, and how it gives you an advantage in creating an environment conducive to learning
3. How to bring more clarity to key aspects of your work—and how it can reap substantial rewards for you and your students
4. How opening the culture to student voice—listening to students—is linked to academic motivation, and how to use it to shape your day-to-day planning
5. The best ways to increase learning for your students, boosting the proportional value of their school year

Understanding engagement—and actively pursuing it—can make all the difference between forging a real connection with students and having a classroom that's simply going through the motions. Engagement by Design puts you in control of managing your classroom's success and increasing student learning, one motivated student at a time.

► St. James Ballroom

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

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



**CONCURRENT
SESSIONS III**
continued

2:55 pm – 4:15 pm

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

Sam Johnson and Sandra Johnson

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

► **Magazine**

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

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

Intensifying Interventions to Maximize Reading Success

Scott Baker and Nancy Nelson

Many students with dyslexia continue to struggle, despite high quality core reading instruction and aligned Tier 2 supports. Appropriate instructional planning is critical to success for students identified with dyslexia. These students need individualized, intensive intervention to learn to read successfully. This session will utilize evidence and resources collated by the National Center on Improving Literacy (NCIL) to support students with dyslexia through effective, intensified interventions. Explicit routines for teaching early literacy skills will be modeled, and participants will have the opportunity to practice delivering these lessons in small groups. Participants will also learn about characteristics of effective intensified interventions, and how to match interventions to student need.

► **Canal**

Strands: Dyslexia and Other Learning Issues

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

Playful Instruction and Planful Play

Lucy Hart Paulson

Play has long been considered an important contributor to children's development. As such, play is included as a "must have" component in early childhood curricula. But changes in society and culture have created cause for concern about children's opportunities to engage in pretend play, and an increased pressure for more academic learning in early childhood classrooms. This session describes types of play, stages of development, research findings, and ways early childhood educators can embed playful instruction and plan for purposeful play.

► **Jackson**

Strands: At-Risk Students, Early Childhood

Audience: Early Childhood

Teach to the Rigor, Not to the Test: Diving into Depths of Knowledge 3 and 4

Nancy Boyles

How do we move past DOK 1 and 2 to provide students with opportunities for the most rigorous thinking? The second part of this two-part workshop explores pathways to Depth of Knowledge 3 and 4 for critical insight and creative problem solving by aligning rigor to standards, text complexity, close reading, and formative assessment. Recognize the challenges and identify solutions. Learn classroom-tested strategies you can use tomorrow for constructed responses and extended performance-based tasks. Take home a bibliography of short texts, rubrics, checklists, and other resources.

► **Jefferson Ballroom**

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

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



2:55 pm – 4:15 pm

CONCURRENT
SESSIONS III
continued

Vocabulary Instruction: Word Study that Works

Tim Rasinski

Do you like to play games? Is vocabulary learning all Greek to you? Then this session is for you! Proficiency with words is critical to reading success at every grade level. Students who struggle in reading and other content areas do so because of difficulty in word decoding and understanding the meaning of key vocabulary. In this session, Tim will present effective and engaging methods for helping students learn words and take delight in words. Participants will leave with strategies they can immediately implement in their classrooms.

► St. Charles Ballroom

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

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

Data Driven Instruction for English Learners

Elsa Cárdenas-Hagan

Most educators now have greater access to formal data regarding English learners' abilities. However, formal data may not always provide the level of detail that is necessary to design and deliver effective literacy interventions. In this session, participants will learn a process for gathering relevant English learners' background information. Formal and informal data analysis of language, reading, spelling, and writing skills will be modeled and practiced. A discussion of typical and atypical second language responses will be determined. The best strategies for effective interventions among English learners will also be modeled.

► Royal

Strands: Assessment and Feedback, At-Risk Students, ELL

Audience: Elementary, Instructional Support

Reading Comprehension is Not a Single Ability

Hugh Catts

Much concern has been raised about the poor performance of American children on high stakes tests of reading comprehension. As a result, considerable national and state funding has been allocated to research directed at improving reading comprehension. The results of this research have shown that reading comprehension is much less malleable than expected. In this presentation, it is proposed that a primary reason for this lack of malleability is that reading comprehension is not a single entity that can be easily improved with general comprehension strategies or instruction. It is better described as a multidimensional construct that is impacted by numerous factors including reader, text, and task elements. Characteristics of the reader, including language/cognitive abilities and especially background knowledge, influence comprehension. Also, what is read and for what purpose can have a significant influence on one's understanding. The implications of a multidimensional model for the assessment and intervention of children at risk for reading comprehension problems will be discussed.

► Camp

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

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





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8:00 am – 8:10 am

Alice Thomas

► Grand Ballroom BC

OPENING

8:10 am – 9:10 am

Normal is Overrated—Aim Higher!

Bonnie St. John

Why settle for normal or average? Elite international Paralympic athletes are all about achieving excellence when the circumstances are less than ideal—a perfect metaphor for today’s world. Instead of wishing and waiting for things to get back to “normal,” Bonnie expands the dialogue to go beyond traditional thinking. As an amputee, she never expects things to be “normal.” Bonnie’s story is proof that you can strive for excellence no matter what obstacles are thrown in our way. Hailed as “one of the five most inspiring women in America” by NBC Nightly News, Bonnie uses her unique experience as a one-legged ski champion, Rhodes Scholar and White House official to encourage teachers and students to aim higher and achieve extraordinary results.

► Grand Ballroom BC

KEYNOTE

9:30 am – 10:30 am

Treating Children and Adolescents with ADHD

Ned Hallowell

In this session, Dr. Hallowell (Ned) will explore ADHD details, including a proper diagnosis and treatment. He will discuss the human experience of ADHD, the impact of ADHD on the family, and various ADHD treatments. He will also address ADHD coupled with other learning issues, ADHD and worry, ADHD and relationships. You will leave this session with a step-by-step plan for treating children and adolescents with ADHD. You’ll also learn how to find the buried treasures in ADHD.

► Jefferson Ballroom

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

Measuring Racial Equity: A Groundwater Approach

Deena Hayes-Greene and Bayard Love

In this lively and participatory presentation, Deena and Bay will use stories, data, and participant experiences to present a “Groundwater Approach” – a perspective that racism is fundamentally structural in nature. By examining characteristics of modern-day racial inequity, the session aims to expose the roots of inequity and generate new openings for effective strategy and action. The Groundwater Approach is based on three primary observations about racial equity in the United States: (1) racial inequity looks the same across systems; (2) socio-economic difference cannot explain the racial inequity; and (3) systems contribute significantly to disparities. Deena and Bay will demonstrate and discuss the implications of these three observations.

► Fulton

Strands: Equity, Leadership, Social-Emotional Issues, Thinking and Learning
Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Instructional Support, Leadership, RtI and/or Special Education

THOUGHT
LEADERS



**THOUGHT
LEADERS**
continued

9:30 am – 10:30 am

Using Reading Profiles to Help Students with Literacy Difficulties

Louise Spear-Swerling

Most poor readers have one of three common profiles of reading difficulties. Although every struggling reader has certain individual needs, understanding common poor reader profiles provides an extremely helpful starting point for teachers in planning literacy interventions across the K-12 grade span. Information about reading profiles can improve writing as well as reading interventions, and it also can improve early identification practices. Furthermore, reading profiles are useful for many different kinds of reading problems, including those associated with disabilities such as dyslexia or autism, and those that are more experientially based. This session describes three common poor reader profiles and briefly reviews the interdisciplinary research base for them. Using case examples, the session then focuses on how teachers can use information about individual students' profiles to plan and improve literacy interventions for struggling readers with and without disabilities and of varying profiles and ages.

► **St. James Ballroom**

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

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

ORF Norms: An Update of the Hasbrouck & Tindal Oral Reading Fluency Norms

Jan Hasbrouck

Oral reading fluency (ORF) norms have helped educators, researchers and parents make decisions about students' reading for the past several decades. In 1992 and again in 2006, Jan Hasbrouck and Jerry Tindal published studies in which they compiled ORF data from students who had been assessed using a variety of different assessments, and created a set of "assessment-neutral" percentile norms that displayed words correct per minute scores across three different time periods and several grade levels. This session will share the updated ORF norms from their most recent study and how they differ from the older norms, and also discuss implications for practice.

► **Grand Ballroom B**

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

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

Teaching Writing to Teach Reading

Timothy Shanahan

Writing is an important aspect of literacy on its own; that is, we should try to teach students to be effective writers because writing is important academically as well as in people's personal and professional lives. However, it is also important to recognize that reading and writing are closely related throughout the grades, and that learning to write has a clear and measurable impact on learning to read. Increasingly, state educational standards and state tests are starting to recognize this connection. Particularly important in these relations is how writers write about the texts that they read. This research-based presentation will explore the ways that writing and reading are connected, and will explain the four basic instructional ways that students should be writing about text in your classroom.

► **St. Charles Ballroom**

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

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

#PlainTalkNOLA



Improving Executive Functions and Executive Skills through Bridging Strategies

George McCloskey

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

► Royal

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

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

The Magic is in the Instruction: Design of Instruction

Anita Archer

The magic is in the quality of instruction. Not in the newest fad. Rather, it is in the strength of bell-to-bell instruction, clear lesson purposes, structured lessons with an introduction, body, and closure. When these elements are consistently and effectively used, learning results. In this session, Anita will model the teaching of knowledge, vocabulary, and strategies.

► St. James Ballroom

Strands: High-Yield Teaching Strategies and Tactics, At-Risk Students, ELL, Social-Emotional Issues, Thinking and Learning

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

Groundwater Approach Follow-on

Deena Hayes-Greene and Bayard Love

In this session, Deena and Bay will dig deeper into the "Groundwater" framework presented in the earlier session and explore common questions including:

- Is racism just about Black and White?
Where do other groups fit?
- How did we get here?
- What is "race," really?

► Fulton

Strands: Equity, Leadership, Social-Emotional Issues, Thinking and Learning

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

Planning Complex Text Instruction

Timothy Shanahan

Recently, many states have begun requiring not only that students master some set of reading comprehension skills, but also that they be able to demonstrate the application of these skills with texts of specified levels of difficulty. In the past, teachers were warned to avoid teaching students with texts that were beyond the students' reading levels. However, research has not supported the idea of reading levels (except with beginning readers) and teachers are increasingly being expected to teach with more challenging text than in the past. This presentation will explore these issues and will demonstrate how teachers can effectively examine texts so that they can plan for successful instructional lessons aimed at teaching students ways to tackle these challenging texts.

► St. Charles Ballroom

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

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

Critical Thinking, Comprehension, and Common Sense

Alice Thomas

Let's get one thing straight: the goal of education is to develop deep thinkers – thinkers who comprehend, critique, and create at a high level. Even with current emphasis on critical thinking and depth of knowledge, memorizing supersedes deep thinking far too often in what we teach and what we test, and in how we spend our time in schools. In this interactive session, we will explore critical thinking components, strategies, and tactics. Participants will leave with explicit ways to strengthen and apply critical thinking across all subjects.

► Jackson

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

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



CONCURRENT SESSIONS *continued*

10:50 am – 12:10 pm

How Diagnosis Looks Different If We Look at it Differently

Steve Dykstra

Too often, conventional diagnosis, be it educational or psychological, has us looking in the wrong direction through the wrong lens, leaving us with an incomplete picture and a distorted idea of what treatment should be. There are reasons that kids with the same conditions and diagnoses may have two very different outcomes, and if we were to learn from that, we'd be a lot more effective. How do we get the whole picture, and how do we personalize the treatment? This is an ongoing riff on human development, how things go wrong in kids lives, and what we should be doing about it – a riff that started at CDL's inception, and hasn't stopped. While Steve may have you laughing and/or crying, he will be sure to have you soul-searching, and you will not forget his message.

► Magazine

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

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

School Climate: Leading with Collective Efficacy

Peter DeWitt

School climate is one of those issues that teachers and leaders understand is important, but they're just not always sure they have time to focus on it. This is flawed thinking because school climate is not another thing on the plate of educators in a school community, but the very plate that everything else sits on. When we focus on social-emotional learning, high impact learning and teaching strategies, and self-efficacy and building the collective efficacy of staff, all of which are vitally important to student growth, it is the school climate that can make or break how we move forward with any of those. In this presentation, Peter will take participants through efficacy research, and he will give practical suggestions on how to build a supportive school climate.

► Camp

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

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

MTSS/RTI: What Works?

Susan Hall

There is a great deal of discussion and controversy around whether MTSS / RTI works. Yet there are schools and districts that are closing the achievement gap in literacy, and are claiming that MTSS / RTI is one key factor in their success. When it works, what makes it work? What are the conditions that are present in schools that are achieving gains? Many school leaders describe a shift in teacher mindset from "my kids" to "our kids". When MTSS is viewed as a paradigm shift that changes processes and structures about how instruction is delivered and assessment data is used, very profound results can occur.

► Commerce

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

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

Staying Resilient in the Rapidly Changing World of Education

Bonnie St. John

The phrase "never give up" means something completely different in today's world of global interdependence and rapidly shifting 21st century technologies. Drawing on her personal experiences and extensive research, Bonnie St. John illustrates examples of useful tips and techniques that professionals in K-12 and Higher Ed can use to adapt their performance when the only thing constant is change. "We need to update Einstein's famous quote," Bonnie quips: "In today's world, insanity is doing the same thing over and over again and expecting the same results!"

As an amputee living in San Diego with no money (or snow!) for training, Bonnie needed to apply extraordinary tenacity and flexibility to become the first African-American to win Olympic medals in ski racing. In this session, Bonnie will encourage you to persist and adapt simultaneously so you can become virtually unstoppable through the ups and downs of funding changes, new review requirements, and scarce resources.

► Jefferson Ballroom

Strands: Assessment and Feedback, Leadership, Social-Emotional Issues, Thinking and Learning

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

10:50 am – 12:10 pm

CONCURRENT
SESSIONS
continued

Be an Optimistic Leader for Children

Judy Jablon

To create the next generation of critical thinkers and leaders, we must ensure that every child has a sense of agency — that they are problem solvers and decision makers. For this to happen, you will make a decided difference. Children must learn in settings where the adults define themselves as Optimistic Leaders. This presentation will examine the five commitments of Optimistic Leadership and how you can practice them day by day to enrich your experience as a professional and to enhance the quality of learning for every child.

► Canal

Strands: Leadership, Early Childhood, Equity

Audience: Early Childhood, Leadership



12:15 pm – 1:15 pm

LUNCH

► Churchill, 2nd floor

1:15 pm – 2:35 pm

CONCURRENT
SESSIONS II

Breaking It Down: Systems Thinking Tools to Advance Racial Justice

Cynthia Silva Parker

Systems thinking has been around for many years, but its direct application to racial injustice has not been widespread. Even where racism has been discussed systemically, change agents have often craved practical skills and tools to identify and align strategically around areas of intervention that will yield the greatest return for effort. This includes using systems thinking to analyze our own work as well as to understand the wider context. It also includes developing the ability to both better see and work with systems – including school buildings, school districts, state education systems, and the wider social systems within which they are situated. You will leave with an activity that can be applied to multiple situations, and that will cause you - and others - to look harder under the tapestry.

► Canal

Strands: Equity, Leadership, Social-Emotional Issues, Assessment and Feedback, Thinking and Learning

Audience: Elementary, Middle/Jr. High, High School, Leadership, Special Education

Collaborative Leadership: Six Influences That Matter Most

Peter DeWitt

What type of leadership do you practice? If your answer is transformational or instructional, you're not alone. Many of us rely on these tenets. But there are better advantages in applying a holistic angle including all stakeholders—an approach known as collaborative leadership. In this session, Peter will unpack six leadership factors of collaborative leadership, all framed through the lens of John Hattie's research. Adding insight, practical experiences, and vignettes, Peter will paint a powerful scheme: meet stakeholders where they are, motivate stakeholders to strive for improvement, model how to do it. The meet, motivate, model blueprint will inspire you to transform your leadership practice, identify where you can make immediate changes, build and empower your leadership team, and incorporate all stakeholders into the conversation.

► Camp

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

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



CONCURRENT SESSIONS II

continued

1:15 pm – 2:35 pm

Promoting Metacognitive Awareness in Teaching, Learning, and Assessing

Jenni Donohoo

Research indicates that metacognition (thinking about thinking) contributes to successful learning and moves students toward becoming independent, self-regulated learners. In this session you will explore what metacognition means and why it's important to foster metacognitive habits of mind. Practical strategies that promote metacognitive thinking will be included along with a framework that makes feedback more effective. Participants will identify metacognition (its components and sub-processes), determine ways to introduce and explicitly teach strategies that facilitate performance, develop students' knowledge of themselves as learners, and understand a model for feedback that is geared toward students' instructional level.

► Jefferson Ballroom

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

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

Managing Stress and Toxic Worry

Ned Hallowell

We live in a time of immense stress and worry. From an economy in crisis, to the threat of terrorism, to an environment threatened by pollution and global warming, to famine, AIDS, and the millions of people who have no access to health care, our world teems with danger and disease. Add to these problems the rapidity of change and the lack of stability anywhere, and we see why so many people feel chronic and unhealthy levels of anxiety, toxic worry, and elevated stress. What to do? Dr. Hallowell offers steps that are practical, evidence-based, and effective in bringing levels of stress and worry from the toxic zone down into normalcy. He will also introduce techniques that will reduce children's worrying and lift the burden of pressure and stress so many children feel these days.

► St. James Ballroom

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

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

Understand the History of English to Be a Better Teacher of Spelling and Vocabulary

Linda Farrell

Did you know that when we use English, we speak, read, spell, and understand four different languages? In this lively session, participants learn about the four major layers of the English language: Anglo-Saxon, Norman French, Latin, and Greek. Understanding this phenomenon will help teachers answer the question, "Why is it spelled that way?" Teachers will also learn how a word's language of origin influences its meaning, and why we have so many words that mean almost the same thing (e.g., bathroom, lavatory, toilet). Both spelling and vocabulary instruction will be enhanced with the information learned in this workshop. While this session may initially sound a bit dry, never fear – it won't be. Linda will make it entertaining and fun, starting with a play. Participants will hear how our language developed with recordings of how English sounded 1,000 years ago (Old English) and 600 years ago (Middle English). Participants will also have several opportunities to show how much they know about ways spelling and vocabulary relate to the history of English.

► Magazine

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

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

Reading Profiles in Depth: Assessment and Intervention

Louise Spear-Swerling

This applied session emphasizes how to select and interpret both standardized and informal assessments to identify common profiles of poor reading, as well as how to plan effective literacy interventions based on those data. Common profiles of poor reading are specific word recognition difficulties, specific comprehension difficulties, and mixed reading difficulties. Participants will be provided with assessment data from students in the Grade 1 to 9 range to use in guided and independent practice activities. Activities include interpreting puzzling or conflicting assessment data, identifying individual students' profiles, and describing appropriate interventions, with ongoing discussion and interaction.

► Royal

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

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



1:15 pm – 2:35 pm

CONCURRENT
SESSIONS II
continued

The Impact of Race and Class on Educational Inequality in America

Howard Fuller

Race and class matter in our quest to educate all of children in America. This robust session will focus on the historical and current manifestations of these twin issues on schooling in our society. How do we confront these two realities without accepting the idea that because of them it is not possible to educate children from low income and working class families of color, all while not allowing the argument to stand that schools can solve all of the problems facing our children.

► Jackson

Strands: At-Risk Students, Equity, Leadership

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

From the Big Screen to the Classroom: Let's Listen, Embed, and Talk Big Words

Christie Cavanaugh

While young children are intently watching movies, they may be more focused on the action than on the specific words that the characters are using. The child's limited attention to words may result in missed opportunities to incorporate new words into his or her expressive vocabulary. Not surprising, adults can play a key role in helping children attend to, learn, and use words that are part of something that grabs their attention—the "big screen!" Language that is central to characters and the story provides us with opportunities to identify words to incorporate into our own oral language so that children will hear them more frequently and subsequently begin use of them. Indeed, adult modeling is essential to building vocabulary for all children, including English learners. An analysis of popular movies reveals a myriad of words that may be inserted into routine activities. Participants will learn systematic ways to embed "big" words from movies into "talk time" for increased opportunities to develop understanding and use of oral language at school and home. Participants will practice selecting words from clips, identify examples of routines or conversation topics where words may be used, develop prompts or statements that contain the words, and role-play scenarios for embedding the words into the new context.

► Commerce

Strands: At-Risk Students, Early Childhood, ELL, High-Yield Teaching Strategies and Tactics

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

Literacy for Leaders: An Introduction to the Reading Universe and Effective Coaching

Kelly Butler

Designed primarily for elementary school principals, assistant principals, lead teachers, PLC facilitators, and literacy coaches, this session will address the competing roles of administration and instructional support that often challenge effective leadership. Through an overview of the user-friendly Reading Universe© tool, participants will be introduced to a way of organizing and thinking about the components of reading and writing that comprise literacy content in the early grades. Participants will learn the appropriate structure and content within a literacy block and a clear definition of "structured literacy." They will leave with useful steps for a coaching cycle that can make "instructional leader" a reality.

► Fulton

Strands: High-Yield Teaching Strategies and Tactics, Leadership

Audience: Elementary, Instructional Support, Leadership

Leading for Equity and Excellence: A Professional and Personal Journey that Landed in *Rolling Stone*

Monica McHale-Small

No school or district can be excellent if they do not seek to actively ensure access for all students to the best educational opportunities that school has to offer. This session will examine how school leaders can bring an equity lens to their journey toward educational excellence. The session will detail equity work through the personal lens of the presenter's 27-year career in public education in Pennsylvania. Throughout her 14 years in district level leadership, McHale-Small worked closely with the Consortium for Equity and Excellence at the University of Pennsylvania. She will discuss the work of that consortium and how it led her to co-founding of the Greater Lehigh Valley Consortium for Equity and Excellence. Recognizing that the work of educational equity looks different depending on the unique needs, demographics and critical issues of individual school districts, Monica will speak from first hand experiences in the rural, urban, and suburban school districts where she has worked. Successes will be shared as will lessons learned when equity initiatives did not proceed smoothly, including the incident that resulted in Monica's efforts being highlighted in *Rolling Stone* in March of 2017.

► St. Charles Ballroom

Strands: At-Risk Students, Equity, Leadership

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



**CONCURRENT
SESSIONS III**

2:55 pm – 4:15 pm

The Other Black History: A Stage Play

Flint Mitchell

In this unique session, you will see a righteous take on the 1980s-pop culture movie *The Breakfast Club*. This stage play, set over two consecutive Saturdays, uses a formerly incarcerated, yet exonerated schoolteacher as a detention monitor. During the two days of detention, he teaches four students about racial justice, racial equity, racial healing, and, most importantly, courage in the face of adversity. Come see this teacher lead the students through a comprehensive black history lesson that begins with the transatlantic slave trade and ends with the modern Civil Rights Movement.

► **St. James Ballroom**

Strands: Equity, Leadership, Social-Emotional Issues
Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Instructional Support, Leadership, RtI and/or Special Education

The Magic is in the Instruction: Delivery of Instruction

Anita Archer

Do you have any inattentive students this year? Do you have some students who do not participate with enthusiasm? If so, come to this session and revitalize yourself and your teaching with research-validated, yet easy-to-implement teaching procedures. Anita will focus on the delivery of instruction, including actively engaging students in instruction, maintaining a perky pace, monitoring student responses, and providing corrective feedback. All instructional procedures will be modeled and practiced.

► **St. Charles Ballroom**

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

Fostering Collective Teacher Efficacy

Jenni Donohoo

Research has demonstrated the relationship between the implementation of high-leverage literacy practices in content-area classroom and collective teacher efficacy. Collective teacher efficacy is the belief that, through their collective action, teachers can positively influence student outcomes, including those who are disengaged, unmotivated, and/or disadvantaged. In fact, collective efficacy is what matters most in improving student learning, now topping John Hattie's list of factors that influence student achievement in schools. Collective efficacy makes such a big difference because it influences student achievement indirectly through productive patterns of teaching behavior. Many teachers and school leaders are asking the following question, "How do we foster a sense of collective efficacy in order to realize better outcomes for students?" In this session, you will learn about the productive patterns of behavior that result from a shared sense of efficacy and learn about four research-based leadership practices that can be utilized to enhance collective teacher efficacy.

► **Jefferson Ballroom**

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

Screening for Dyslexia

Hank Fien and Yaacov Petscher

Is your district or school working to develop a plan to screen students who may be at risk for dyslexia? This session will share research evidence and best practices for screening students for dyslexia in elementary schools. Participants will have the opportunity to review several screening instruments and will learn about what makes an effective screener. Attendees who complete this session will be better prepared to use evidence-based practices to screen students who are at risk for dyslexia in elementary school settings.

► **Fulton**

Strands: Assessment and Feedback, Dyslexia and Other Learning Issues
Audience: Elementary, Instructional Support, RtI and/or Special Education



Promoting a Powerful Interactions Climate

Judy Jablon

In a Powerful Interaction, a teacher extends a child's learning hand-in-hand with nurturing a positive relationship, thus creating the optimal condition for both teaching and learning to occur. Similarly, when adults use Powerful Interactions with one another, they foster a climate of strong relationships and learning. In this session, participants will learn how to turn everyday interactions into Powerful Interactions using a three-step approach: be present to observe and be intentional; connect to deepen your relationship; and extend learning in ways that are individually responsive to each person.

► Jackson

Strands: Leadership, Early Childhood, Equity

Audience: Instructional Support, Early Childhood, Leadership

Let's Collect LESS Data and Get BETTER Outcomes

Jan Hasbrouck

Schools sure are collecting a lot of reading data—maybe too much? This session will explore how educators can follow some “best practices” of assessment used in the medical world to strategically collect, analyze, and ultimately use the collected data to optimize instructional decisions and improve student outcomes.

We will specifically look at how to use oral reading fluency (ORF) data. ORF assessments (including DIBELS, AIMSweb, and easyCBM) are used by many schools to screen students for possible reading difficulties and monitor their progress in reading. The questions many schools face include: How to interpret the scores? What are the next steps to take with students who are “below” or “well-below” benchmarks? If students are low in oral reading fluency, do they need to practice fluency? How frequently to use ORF for progress monitoring? We will explore answers to these and other assessment questions and determine that, in many cases, less is more!

► Magazine

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

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

Revamping the Read-Aloud to Build Knowledge and Comprehension

Deb Glaser

We all love a good book. Whether it's fiction or finding out more about an interesting topic, we teachers love to read. And we want our students to love reading, too. By turning our attention to the read-aloud in this session, we will discover how our deep appreciation for the skills that predict reading success can be infused into the delightful practice of reading to our students. The read-aloud has served a common purpose of pleasure and enjoyment in classrooms for decades. As it turns out, there is plenty of research that supports the use of the read-aloud in our daily routines. In fact, it suggests that the read-aloud should be one of our go-to tools to build knowledge, understanding of how written text works, language skills, and listening comprehension. When we are purposeful with our read-alouds, we can model and engage students in the reading comprehension behaviors that may improve their reading comprehension as well. You will learn several processes for planning your read-alouds to target the skills your students need most.

► Royal

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

Audience: Early Childhood, Elementary

Effective Vocabulary Instruction: Throw Out the Dictionary!

Linda Farrell and Michael Hunter

Virtually all vocabulary experts agree that using the dictionary to teach word meanings is ineffective. If that's the case, what does work? Learn explicit, multi-sensory instructional approaches to introduce vocabulary words and cement understanding. Learn how to tie pronunciation, spelling, and meaning together in a way that engages students of any age. The techniques presented in this session are effective with native English speakers and English Language Learners. Based on research by Ehri and Rosenthal, the methods work because they connect speech, print, and meaning—all without a dictionary. Participants will leave with templates for student-created definitions and they will practice creating their own definitions.

► Commerce

Strands: High-Yield Teaching Strategies and Tactics

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



CONCURRENT
SESSIONS III
continued

2:55 pm – 4:15 pm

**Creating Fluent Readers through Song, Poetry,
and Joyful Reading**

Tim Rasinski

Fluency in reading has been consistently found to be a critical element of any successful reading program. Despite its importance, many students fail to achieve sufficiently in this area, and many teachers do not feel completely competent in their knowledge and teaching of this reading component. Based on his 40+ years of research in reading fluency in his award-winning reading clinic, Tim will share effective, engaging, and joyful strategies that use primarily poetry and song for teaching this all-important reading component that will move students toward better comprehension and greater proficiency in reading.

► **Camp**

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

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

**Addressing Executive Function Capacity and
Motivation Difficulties of Struggling Readers**

George McCloskey

This presentation will describe how executive capacities and motivation are involved in becoming a proficient reader. Strategies that address executive capacity difficulties and motivation difficulties that impact students' reading proficiency will be examined through case study material and participants' questions.

► **Canal**

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

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8:00 am – 8:10 am

Alice Thomas

► Grand Ballroom BC

OPENING

8:10 am – 9:10 am

Fostering the Better Side of Human Nature in Classrooms and Families: Moving from Power and Control to Collaboration and Problem-Solving

Ross Greene

How do you handle behaviorally challenging kids at school? How do you handle challenging behaviors with your own kids at home? In this keynote session, Ross will introduce ways to advocate and change challenging behaviors for the better. He will share his evidence-based Collaborative & Proactive Solutions model that has transformed the understanding of treatment of kids with social, emotional, and behavioral challenges in countless families, schools, and therapeutic facilities. Empathy, appreciating how one's behavior is affecting others, resolving disagreements without conflict, taking another's perspective, and honesty – there's never been a more important time to teach these skills, and parents and educators are well positioned to do just that. And research indicates that solving problems collaboratively and proactively – moving from power and control to collaboration and problem solving – is a very good way to get the job done.

► Grand Ballroom BC

KEYNOTE

9:30 am – 10:50 am

Let's Talk ALL About It - Cultivating Mindful Conversations with a Growth Mindset

Precious Symonette

The session will highlight instructional strategies that encourage ongoing conversations among students and student engagement, and participants will engage in discussion about the struggles of creating a classroom culture of conversation. More importantly, participants will be introduced to several classroom discussion formats that will help to increase creativity, critical thinking, collaboration, community, and conversation among students. Research will be shared as to how these featured classroom discussion formats have proven to be beneficial for students and how they help to strengthen listening, speaking, reading and writing skills. By using various forms of class discussions, students will be introduced to relatable topics and learn to resist social injustices.

► Camp

Strands: Dyslexia and Other Learning Issues, ELL, Equity, High-Yield Teaching Strategies and Tactics, Leadership, Social-Emotional Issues, Thinking and Learning

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

Three Big Questions (and Three Big Answers) About Beginning Reading Instruction

Laura Stewart

The new standards have redefined what it means to be literate in the 21st century. To be prepared for the future our students must become proficient, joyful readers by grade three. When students struggle, it is not a third-grade problem to be solved nor is intervention the answer; it is time to look seriously at what is being done K-2. In this interactive session, we will examine these three big questions: (1) What is the current educational landscape and what are the implications for primary literacy instruction? (2) What are the evidence-based keys to high-quality beginning reading instruction? (3) What's the urgency? Time is too precious and fleeting to rely on a collective hunch about best practices in beginning reading instruction. The evidence is there, and it is possible for all children to be joyfully literate. Join me as we explore what's possible!

► Jackson

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

Audience: Early Childhood, Elementary, Leadership, Instructional Support

CONCURRENT SESSIONS



CONCURRENT SESSIONS *continued*

9:30 am – 10:50 am

Advocacy - The Missing Literacy Strategy: Going Beyond Classroom Instruction

Ethan Ashley

We all want every student to become a successful reader, and yet, year after year, millions upon millions of students aren't. The missing strategy in literacy is a comprehensive policy and advocacy strategy that will provide our educators and students with the best evidence-based reading training and teaching to ensure the ultimate success of our students. We must ensure that policy at the federal, state and local levels are aligned with evidence-based practices and with the needs of our educators and students. Additionally, we must create advocacy campaigns that will educate and empower our parents, legislators, school board members, local officials, and community leaders. This session will dive deeply into the policy and advocacy strategies that will be needed to ensure that literacy and learning thrives in our classrooms, regardless of student race, gender, household income, or disability.

► Royal

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

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

Understanding and Remembering: Making It Stick

Alice Thomas

Almost all students want to do their best in school – at least, when they first begin. But there is so much to remember – at no time in life do we ask a person to remember so much on so many topics as we do in school. So how do we make the important stuff stick? Borrowing from current research in education, psychology, and neuroscience, participants will learn what makes memory tick. Participants will also explore their own memory strengths and weaknesses, and learn more about what they can do to perform at their best when it matters the most. They will leave this fast-paced session with 10 high-yield strategies that will help their students – and themselves – become more effective learners.

► Fulton

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

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

How to Coach Teachers to Teach Almost Anything!

Jill Jackson

Many former teachers who accept new positions as coaches are promptly shocked, frustrated, and overwhelmed by their new role. They know what needs to be done to improve instruction, but getting the people to actually DO that is a real challenge! They start each day with a good coaching schedule, only to find themselves putting out fires all day. Many coaches even have bouts of insecurity and think, "Who am I to tell teachers that they need to improve?" Here's the good news: the coaching role does not have to be confusing, overwhelming, or frustrating. In fact, there are some very simple, no-frill ways to build a coaching practice that helps teachers and helps kids. (Side note: waiting to be invited into the classroom is not one of them.) In this session you will learn:

- How to build trust with teachers who seem resistant to coaching
- How to get over the "my teachers think I am evaluating them" problem of coaching
- How to diagnose what teachers really need, and how to start coaching them without being awkward
- How to tell teachers what they need to change in their teaching without offending them
- How to talk with your principal about getting on the same page about coaching so you won't confuse them

► St. Charles Ballroom

Strands: Leadership, Thinking and Learning

Audience: Instructional Support, Leadership

Extracting Information from Text...And Writing About It

William Van Cleave

If they are to succeed in school, students must develop the ability to extract information from text and write about it. In this hands-on, interactive, standards-aligned session, participants will first practice with techniques for highlighting, annotating, and summarizing informational text. Then, they will work with strategies for organizing retrieved information for writing. Participants will have the opportunity to practice with and discuss a number of strategies and techniques. They will leave armed with strategies that they can implement the very next day in their classrooms.

► Jefferson Ballroom

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

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



9:30 am – 10:50 am

CONCURRENT
SESSIONS
continued

Consider “The End” While Planning from the Beginning: Strategies to Maximize the Read-Aloud

Christie Cavanaugh

Reading aloud to children throughout the early childhood and lower elementary years is a robust practice for young children to learn about language and literacy. In fact, research supports the value and effectiveness of this common practice, when done well. Evidence-based strategies inform us how best to use the read-aloud to impact vocabulary growth and oral language development. Specifically, dialogic reading has more than two decades of research that supports the use of a particular set of strategies, and use of language facilitation practices and other interactive reading. Intentional planning and follow-through are key to the integration of vocabulary and overall oral language growth. Join me as we review how to select books purposefully to focus on vocabulary and oral language, learn dialogic reading strategies, and practice engineering what happens “beyond” the read-aloud. The planning tools and models will be shared and practice will be encouraged. You’ll leave knowing how to extend young children’s learning beyond “The End” – ways to embed vocabulary and language models throughout the day so that young children hear adults using new words frequently across multiple contexts, and ways to ensure that children have opportunities to use the new words themselves.

► Magazine

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

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

Rethinking Phonemic Awareness for Older Students

Judie Caroleo

Multiple researchers have concluded that as many as one of every ten adolescents has serious difficulties in identifying words, a problem that often stems from a phonological awareness deficit. And, because most universal screening tools do not assess beyond phoneme segmentation, phonemic awareness instruction often stops once students are able to successfully segment single-syllable words. As a result, once students move beyond kindergarten and early first grade, phonemic awareness issues tend to fall under the radar. This practice is often an underlying factor in the lack of response to intervention for older students: a deficit in higher-level phoneme analysis skills is restricting their growth in word-reading skills. Unless this deficit is resolved, accurate, fluent decoding and comprehension will continue to be elusive. The key for these students is to provide phoneme analysis instruction. During this interactive and engaging session, participants will be guided through the process of embedding critical phonemic awareness instruction into a phonics lesson plan that is appropriate for students second grade and beyond. Participants will leave with strategies for integrating phoneme analysis and word level instruction.

► Canal

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

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

Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers

Michael Hunter

Teachers use both leveled and decodable readers for beginning reading instruction. These two types of readers are based on different instructional philosophies that are sometimes at cross-purposes. In this session, we will examine research called the Simple View of Reading to set a framework for understanding how both types of readers can be best used. Then participants will learn the specific differences between the two types of readers and how to use each effectively for beginning reading instruction. We will examine and compare examples of leveled readers and decodable readers. We will also demonstrate how to use each type of reader so that beginning readers develop accurate, fluent decoding and build vocabulary and background knowledge necessary for reading comprehension.

► Commerce

Strands: High-Yield Teaching Strategies and Tactics

Audience: Elementary



DETAILED AGENDA WEDNESDAY, FEBRUARY 28, 2018

BRUNCH

10:55 am – 11:55 am

► Churchill, 2nd floor

CONCURRENT SESSIONS II

11:55 am – 1:15 pm

Collaborative and Proactive Solutions: The Nuts and Bolts

Ross Greene

It's true: we reap what we sow. If we handle kids with power and control, that's what we get back. What happens if we collaborate with them — as partners — instead? In this session, Ross will go deeper into the two primary components of his Collaborative & Proactive Solutions model: (1) the use of the Assessment of Lagging Skills and Unsolved Problems (ALSUP), and (2) solving problems collaboratively and proactively. These collaborative and proactive solutions apply to not only to how well we work with students, but also to how we how well we parent at home. Time permitting, Ross will use video to demonstrate both.

► St. James Ballroom

Strands: At-Risk Students, Equity, Leadership, Social-Emotional Issues, Thinking and Learning

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

Support Learning through Brief Written Responses

Deb Glaser

Looking for easy-to-implement routines that provide support for reading and listening comprehension? Seeking interactive methods to help students understand sentence structure that benefits both writing and comprehension? This session presents the research that supports practice designed to benefit your students' learning AND improve writing, too. You will learn several teaching tools that can be used for all elementary grades to benefit oral language, vocabulary, sentence writing, paragraph writing, and spelling. Classroom videos will be shown to help you bridge knowledge to practice in your lessons. With your direction and explicit teaching, writing words, sentences, and summaries in response to reading can become a regular event. Come write with us!

► Fulton

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

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

How to Intervene with Students Struggling to Think about Grade Level Text

Jill Jackson

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

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

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

► St. Charles Ballroom

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

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



11:55 am – 1:15 pm

CONCURRENT
SESSIONS II
continued

Syntax Matters: Developing Sentence Skills in Struggling Students

William Van Cleave

More often than not, students struggle at the sentence level more than they struggle at the paragraph level. Teachers, however, may overlook this fact if they move directly to practice with prompts. This hands-on, interactive, standards-aligned session will focus on syntax as it applies both to writing and to reading comprehension. Participants will examine parts of speech as a method of understanding the way words interact with each other and sentence parts as building blocks for creating different kinds of sentences. They will learn about the components of a good lesson and strategies for developing sentence sense in student writers. They will practice with the elements introduced and model the strategies suggested. Participants will leave this workshop with techniques to implement the very next day in their classrooms.

► Jefferson Ballroom

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

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

Differentiating Instruction, Not Materials, for Developing Readers K-2

Laura Stewart

In light of the new standards, grade-level reading proficiency is more important than ever. Yet teachers are faced with an ever-increasing range of learners. How can all students reach grade-level text of appropriate complexity? Simply putting struggling readers in easier materials is not the answer. Instruction, not materials, holds the key. Especially with developing readers, teachers need to think and teach diagnostically, and know what tools to use to differentiate instruction based on the needs of the learners. This session will address how to differentiate instruction, providing a template for understanding the reading process, forming skills-based groups, and delivering effective instruction.

► Jackson

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

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

Growth Mindset Feedback: Saying More than “Good Job!”

Antinea Johnson and Amy Poirier

Students in early childhood classrooms are eager to share accomplishments and experiences, and they are eager for teacher feedback. How teachers respond to these accomplishments can make students feel empowered to share more or reluctant to share in the future. This session will focus on strategies that teachers can use to encourage all learners to reveal their successes while continuing to learn. High quality feedback inspires children to discuss what they’ve learned, think about experiences and processes, and expand their learning. Saying “good job” doesn’t do that. At the end of this session, participants will know ways to initiate and build high quality conversations, and they will be mindful to ask questions and to say “good job”, “great work”, and other quick praise phrases a lot less.

► Canal

Strands: Early Childhood

Audience: Early Childhood, Elementary, Instructional Support

Innovative Strategies for Reaching and Teaching Today’s Students

Derek Greenfield

Our students are, in many ways, quite different than those from previous generations. In this highly interactive session, participants will gain a richer appreciation of the unique characteristics, strengths, and challenges of the Millennial Generation in order to create dynamic and inclusive learning environments that maximize the potential of their students. Using a wide range of experiential exercises, discussions, and examples, Derek will deliver critical insights and model the kind of engaged community that fosters enhanced learning, motivation, and excitement in all academic disciplines and contexts. In addition, participants will be immersed within a supportive environment to develop and practice their own innovative approaches for improved teaching and learning. It is guaranteed that you will walk away from this session with at least 30 proven techniques for immediate implementation and feel even more enthusiastic and skilled to collaborate with millennial students. Let’s have fun and learn together!

► Camp

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

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



STANDBY SESSIONS

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

Scaffolding Reading Comprehension: Applying What We Know

Anita Archer

Reading comprehension is a complex subject with many factors influencing students' comprehension. In this session, Anita will present research-validated practices that can be used BEFORE passage reading (e.g., teaching the pronunciation of the difficult words, teaching the meaning of unknown vocabulary, teaching background knowledge, and previewing passages), DURING passage reading (e.g., asking questions, having students generate questions, teaching students comprehension strategies), and AFTER reading a passage.

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

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

Short Writing OFTEN not just Long Writing Seldom

Anita Archer

Much attention is being given to planning, writing, and revising long narrative, informative, and argumentative products. Perhaps even more gains in writing will flow from a focus on writing for learning: completing short writing assignments often in all classes. In this session, Anita will present procedures to scaffold writing summaries, compare-contrast paragraphs, and responses to reading (explanations, opinions, etc.) using strategies, writing frames, and think sheets.

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

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

Teaching Memory: Creating Effective Literacy Instruction

Michael Hunter

To learn is to create a long-term memory. Neuroscience tells that there are two main types of long-term memory: procedural memory and explicit or declarative memory, and that working memory is part of creating long-term memory. Understanding how reading relates to the two types of long-term memory can help us teach reading more effectively. In this session, we will review what we know about memory and learning and we will relate this knowledge to the Simple View of Reading and the Common Core State Standards. We will examine how instruction should vary when teaching to develop procedural memory as opposed to teaching to develop declarative memory, and we will discuss specific instructional methods that are suited for developing each kind of memory.

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

Audience: Elementary, Instructional Leadership, Special Education

Close Reading in Small Groups: Developing Independence, Deep Thinking, and Skill in the Intermediate Grades

Nancy Boyles

Whole-class shared lessons are a great way to introduce students to the rigor of close reading. But when you want to maximize students' proficiency as close readers, move to small group instruction where readers embrace the challenges of complex texts with grade-appropriate fiction and nonfiction. In this session, you will learn a simple small group process that links close reading to independence, text-dependent questions for deeper understanding, standards-based comprehension skill mastery, and text-to-text connections.

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

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



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

What EXACTLY Is the Difference between Balanced Literacy and Explicit, Systematic Reading Instruction? Why Does It Matter?

Linda Farrell

Understanding the difference between “Balanced Literacy” and “Explicit, Systematic Early Reading Instruction” is valuable knowledge for teachers and administrators. After attending this session, participants will confidently know the attributes of the most effective approaches to early reading instruction. Additionally, they will be able to evaluate whether the methods being used in their schools and classrooms qualify as most effective, based on current research. Balanced Literacy is the stated methodology of many early reading instructional programs and of almost all early reading courses taught in colleges of education. Proponents of Balanced Literacy state that Balanced Literacy includes phonics instruction and is research-based, though they acknowledge that this instructional approach is difficult to define. The National Reading Panel’s meta-analysis and a number of other research studies conclude that explicit, systematic phonics instruction yields the strongest results, especially for low SES students and students with learning disabilities. This session describes exactly what Balanced Literacy and Explicit, Systematic Early Reading Instruction are and how they differ, with examples from reading programs using each method. The session also includes a brief review of the research associated with each of the instructional methods.

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

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

Top 10 Considerations for Quality Early Childhood Education

Lucy Hart Paulson

Programs serving young children have expanded considerably across the nation over recent decades. However, there are considerable differences in approaches and philosophies, which impact learning outcomes for young children.

This session will share the current research guiding best practice with a focus on program-based considerations, philosophical perspectives and training considerations for early childhood educators, and early learning skill indicators predictive of academic success for young children.

Strands: Assessment and Feedback, At-Risk Students, Early Childhood, High-Yield Teaching Strategies and Tactics

Audience: Early Childhood

Coaching Works: But Not If It Just Supervision in Disguise!

Jan Hasbrouck

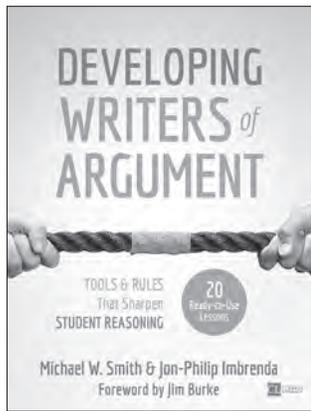
Coaching can be effective but only when all participants have a clear understanding of the purpose for coaching and coaches have a set of tools and strategies for working with all their colleagues. This session explores the research to support coaching and presents a responsive and comprehensive model called Student-Focused Coaching. Participants will leave with a clear understanding of the coaching process and a list of effective strategies!

Strands: High-Yield Teaching Strategies and Tactics, Leadership

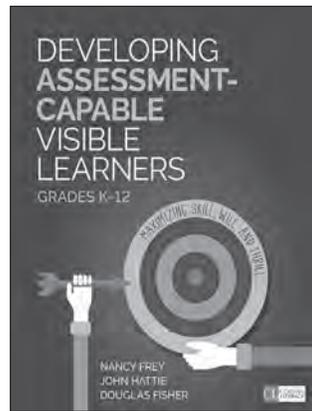
Audience: Early Childhood, Elementary, Middle/Jr. High, High School, Instructional Support, Leadership, RtI and/or Special Education



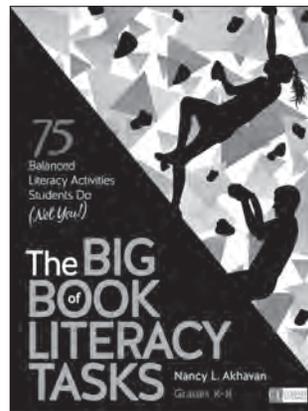
Do you have a minute? Of course not. That's why at Corwin Literacy we have put together a collection of just-in-time, classroom-tested, practical resources from trusted experts that allow you to quickly find the information you need when you need it.



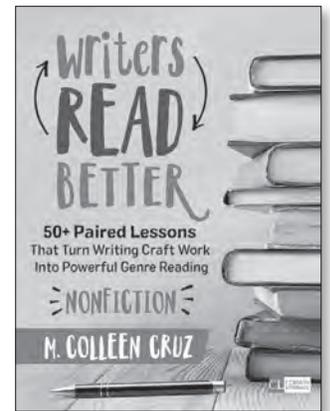
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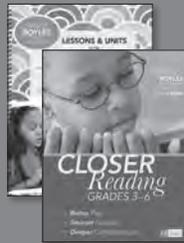


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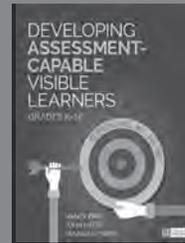
**FEATURED
SPEAKERS**



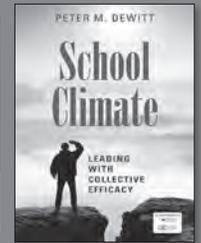
Nancy Boyles



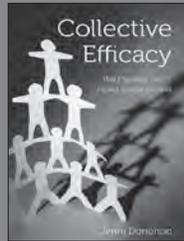
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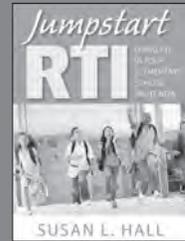
Peter DeWitt



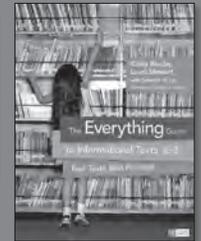
Jenni Donohoo



Susan Hall



Laura Stewart



ABOUT THE PRESENTERS



Ingrid Alvarado

Ingrid Alvarado currently serves as associate vice president of advancement responsible for the integrated strategy to increase understanding and financial sustainability of CDL. Previously, she was the national development director at Leading Educators for four years, where she developed relationships to secure multi-year investments for the organization's national and regional operations. Ingrid was Leading Educators' first development director and led the efforts to secure Leading Educators' first federal, multi-million dollar grant. Previous to Leading Educators, she worked in fund development for over 10 years, primarily in higher education. Ingrid received her B.A. and M.B.A. from Spring Hill College, and is a Ph.D. candidate in Educational Leadership at University of New Orleans.



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.



Anita Archer

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



Ethan Ashley

Ethan Ashley is CDL's director of policy and advocacy. As such, Ethan leads the community, organizing and partnership based work as well as our policy initiatives statewide and nationally. With regard to service, Ethan has served as immediate past community service chair for the Louis A. Martinet Legal Society, a voluntary bar association whose mission is to balance justice and effect change. Ethan was also the previous director of a voluntary literacy program at the Youth Jail in New Orleans. Ethan is an advisory board member for Bard Early College New Orleans, a rigorous, credit-bearing, tuition-free college course of student in the liberal arts and sciences available to junior and senior level students. Ethan is also a board member of the Boy Scouts of America Southeast Louisiana Council. In addition, Ethan was elected in 2016 to the Orleans Parish School Board and represents District 2. Above all, Ethan is a member of Franklin Avenue Baptist Church and is a strong advocate for youth justice, education, civil rights, and servant leadership.

ABOUT THE PRESENTERS



Scott Baker

Scott K. Baker, Ph.D., Co-Leads the Professional Development Strand for NCIL. He is a Research Professor at the Center on Research and Evaluation at Southern Methodist University, and a senior Research Associate at the Center on Teaching and Learning, University of Oregon. Scott is interested in the role research plays in improving policies and practices associated with improved educational outcomes, and in the challenges faced by English learners and by children with learning difficulties and disabilities.



Nancy Boyles

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



Kelly Butler

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





**Elsa
Cárdenas-Hagan**

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



Judie Caroleo

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



Hugh Catts

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

ABOUT THE PRESENTERS



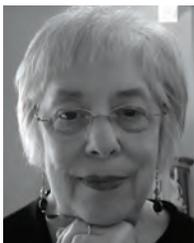
Christie Cavanaugh

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



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, and the 2015 Education Blogger of the Year (Academy of Education Arts & Sciences). Currently, he provides professional development on creating inclusive school environments, collaborative leadership and student engagement. Working nationally and internationally, Peter is a Visible Learning trainer for John Hattie, instructional coach for Jim Knight, and is on the board of the Teacher Voice and Aspirations International Center (TVAIC). Peter is the author and co-author of several books, which include *Dignity for All: Safeguarding LGBT Students* (2012), *School Climate Change* (ASCD), *Flipping Leadership Doesn't Mean Reinventing the Wheel* (Corwin Press), and *Collaborative Leadership: 6 Influences That Matter Most* (Corwin Press). He is the series editor for the *Connected Educator Series* (Corwin Press) and the *Impact Series* (Corwin Press).



Linda Diamond

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





Jenni Donohoo

Jenni Donohoo is professional learning facilitator with more than 20 years experience in leading school change and supporting adolescent literacy. Her dissertation focused on fostering metacognition in adolescent students. In her current role, as a Provincial Literacy Lead, Jenni works alongside system and school leaders in order to improve the quality professional learning and adolescent literacy in schools across Ontario. In addition, Jenni provides on-site and online professional learning through Corwin. Jenni has also designed and taught Experienced Principals' Courses for the Ontario Principals' Council and Additional Qualification courses for the University of Windsor. Jenni is the past president of Learning Forward Ontario. Jenni is a three-time, best-selling author. Her books include: *Collaborative Inquiry for Educators: A Facilitator's Guide to School Improvement*, *The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms* (co-authored by Moses Velasco) and *Collective Efficacy: How Educators' Beliefs Impact Student Learning*. Recently, in an interview when John Hattie was asked about whose work he reads and recommends, he named Jenni Donohoo in a short list of up and coming educational leaders.



Steve Dykstra

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



Linda Farrell

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

ABOUT THE PRESENTERS



Enrique "Hank" Feldman

Enrique C. Feldman is the founder and director of education for the Global Learning Foundation, a foundation that helps learners of all ages reimagine learning through organic, play-based, and research-based strategies. A two-time Grammy nominated composer and artist, Enrique is known for his innovation in combining movement and music with literacy education. These rooted-in-research, play-based, and joy-filled approaches lead to students' increased desire to learn, to read, and to explore their own curiosity. Enrique is regarded as an inventive educator, and co-created the children's book *Sam the Ant* with his co-author and daughter Sam Sierra-Feldman. As a speaker, Enrique is known for his innovative and physically active style that ignites curiosity. He cares deeply about teachers and their work with young kids, and he provides teachers with real-time tools to use in their classrooms.



Hank Fien

Hank Fien, Ph.D. is the Director of NCIL and leads the Instruction and Intervention Strand of the center. He is an Associate Professor in the Special Education and Clinical Sciences department at the University of Oregon, and the Director of the Center on Teaching and Learning. His research is focused on the areas of early reading, adolescent reading, and early mathematics interventions for diverse learners in school settings. Hank's most recent work is focused on extending the learning environment from the physical classroom to include virtual environments (e.g., gaming platforms), and leveraging gaming technology to maximize instructional design and delivery principles.



Jack Fletcher

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



Nancy Frey

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



Howard Fuller

Howard Fuller, Ph.D., is a distinguished professor of education, and founder/director of the Institute for the Transformation of Learning at Marquette University. The mission of the Institute is to support exemplary education options that transform learning for children, while empowering families, particularly low-income families, to choose the best options for their children. Immediately before his appointment at Marquette University, Howard served as the Superintendent of Milwaukee Public Schools. Prior positions include director of the Milwaukee County Department of Health and Human Services, dean of general education at the Milwaukee Area Technical College, secretary of the Wisconsin Department of Employment Relations, and associate director of the Educational Opportunity Program at Marquette University. He was also a senior fellow with the Annenberg Institute for School Reform at Brown University. Howard serves on the board of the Milwaukee Collegiate Academy, the Black Alliance for Educational Options, the Milwaukee Region Board of Teach for America, the Milwaukee Charter School Advocates, and Education Cities. He is an advisory board member of the National Alliance for Public Charter Schools and the National Association for Charter School Authorizers, and the recipient of four honorary doctorate degrees.



Margie Gillis

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



Deb Glaser

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

ABOUT THE PRESENTERS



Ross Greene

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



Derek Greenfield

Derek Greenfield Ph.D., Ed.D., is a speaker, consultant, and thought leader dedicated to inclusive excellence and positive change. Before beginning his full-time career in academia, he spent seven years as a youth worker in inner city Chicago and 20 years as a college professor and administrator. His course, "Hip-Hop and American Society," has been spotlighted as the first college course in the nation exclusively devoted to exploring hip-hop culture. Derek most recently served as the chief diversity officer at Alcorn State University in Mississippi. Under his leadership, Alcorn became the only HBCU to receive the Higher Education Excellence in Diversity Award twice from *Insight Into Diversity* magazine. During his tenure, Alcorn was also named a leader among HBCUs for diversity by *Huffington Post*. Derek has been included five times on the list of Who's Who Among America's Teachers. In addition to publishing academic articles, Derek is author of *The Answer is in Your Hands* and co-editor of *Exploring Issues of Diversity Within HBCUs*. Derek earned bachelor and master degrees in sociology from Northwestern University and two doctoral degrees – a Ph.D. from the University of Washington and an Ed.D. from Cape Peninsula University of Technology in South Africa.



Susan Hall

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



Edward Hallowell

Edward (Ned) Hallowell, M.D., is a child and adult psychiatrist, a NY Times bestselling author, and a leading authority in the field of ADHD. He was a faculty member at Harvard Medical School from 1983 to 2004, graduated from Harvard College and Tulane School of Medicine, and is the founder of The Hallowell Centers for Cognitive and Emotional Health in Boston MetroWest, New York City, San Francisco and Seattle. Ned is the host of host of *Distraction*, a weekly podcast offering insights for coping and thriving in this crazy-busy, 24/7, over-connected, modern world. He has authored twenty books on various psychological topics including attention deficit disorder, the childhood roots of happiness, dealing with worry, and managing excessive busyness. His most recent book, *Driven to Distraction at Work*, was published in 2015 by Harvard Business Review Press. Ned has been interviewed on *Oprah*, *Dr. Oz*, *Good Morning America*, *Today*, *Dr. Phil*, *60 Minutes* and *CNN*, and in many leading publications including *The New York Times*, *Newsweek*, and *Time*.



Jan Hasbrouck

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



**Deena
Hayes-Greene**

Deena Hayes-Greene is managing director of the Racial Equity Institute (REI) and brings over 15 years of experience as a community and institutional organizer. She is currently training with several anti-racist organizations, where she provides in-depth analysis of systemic and historically constructed racism and its impact on contemporary systems and institutions across the United States. Deena has worked extensively across the United States. Her institutional work has been primarily in the areas of Social Services / Health and Human Services, public and private education, higher education, judicial/ disproportionate minority contact initiatives, public health, and non-profits. A seasoned public school board member, Deena was initially elected to the Guilford County Board of Education in 2002 and was re-elected in 2006, 2010, 2014 and 2016. She currently chairs the Achievement Gap, School Safety, and the Historically Underutilized Business Advisory committees for Guilford County Schools. She also serves on the Ole Asheboro Street Neighborhood Association, the Guilford County Gang Commission, and as board chair at the International Civil Rights Center and Museum. Deena is a former Human Relations Commissioner for the City of Greensboro and has received numerous awards and citations for outstanding leadership. She lives with her family in Greensboro, N.C.



Michael Hunter

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

ABOUT THE PRESENTERS



Gertrude Ivory

Gertrude A. Ivory, M. Ed., is an independent educational consultant who currently serves as an Teacher Mentor Coach and Instructional Leadership Coach to schools and school divisions across the country. She served for 11 years as the Associate Superintendent for Curriculum and Instruction in the Charlottesville City Public Schools. For more than 30 years, Ms. Ivory served in a large, urban school district as a teacher, principal, Administrator for Literacy, Director of Extended Learning/Summer School Programs, Director of Elementary and Early Childhood Education, and Curriculum Coach for a high school reform model program. As a veteran educator, Ms. Ivory has been involved in all aspects of leading a school division including the oversight and supervision of all curricula, instructional, assessment and professional development decisions and initiatives. She has facilitated the development of division-wide Strategic Plans. She has designed and presented numerous professional development experiences for teachers, administrators, school support staff, and parents, locally, and at the state and national levels. She has a strong background in literacy and serving the needs of special education students. Ms. Ivory loves to read, travel, and listen to music. She is the mother of two children and the grandmother of three delightful grandchildren.



Judy Jablon

Judy Jablon is the founder and Executive Director of Leading for Children (LFC), a national non-profit with the mission of providing the best possible early learning experiences for young children, while creating environments where educators thrive. LFC works in communities to empower every early childhood educator to realize the goal of improving outcomes for young children. Judy has spent more than thirty-five years in early childhood education beginning with her work as a classroom teacher at the School for Children at the Bank Street College of Education and as an adjunct instructor, teaching curriculum in the graduate school. As she moved from direct work with children to work with pre-service and in-service teachers as an adjunct instructor teaching curriculum at Bank Street's graduate school, she emphasized the importance of helping teachers use their collective wisdom to support and extend learning in young children. Judy has worked on a wide range of exciting projects including co-authorship of Bank Street's curriculum guide, *Explorations*, and *The Work Sampling System*, a national early childhood performance assessment. In addition, she is the author of many publications and videos including *Powerful Interactions* and *Coaching with Powerful Interactions*. Through her writing, videos and professional development experiences, Judy encourages educators across the country to draw on their own wisdom to have more meaningful interactions and opportunities for learning.



Jill Jackson

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



Antinea Johnson

Antinea Johnson is an early childhood specialist at CDL. As such, she coaches and mentors teachers in early childhood classroom settings. Antinea believes that all children deserve a nurturing and engaging environment filled with learning and laughter, and finds that providing support to those working directly with young children is the most efficient way to ensure best practices are provided to all children. Antinea is an approved Director for Type III learning centers, a certified Pre-K CLASS observer, and a Louisiana Pathways Trainer. She received a Bachelor of Arts Degree from Dillard University.



Sam Johnson

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



Sandra Johnson

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



David Kilpatrick

David A. Kilpatrick, Ph.D., is associate professor of psychology for the State University of New York, College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. An expert and experienced clinician who excels in reading assessment and intervention, David has conducted over 1,000 student evaluations for reading difficulties and disabilities. He the author of two books on reading: *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*.



Bayard Love

Bayard (Bay) Love, MA, MPP, is an organizer, trainer and project manager with Racial Equity Institute (REI). Bay spent the first part of his career founding and building a health clinic in post-Katrina New Orleans where he was part of a three-person leadership team. He served as treasurer for the board of the Greater New Orleans Fair Housing Action Center, and was also involved in a number of other rebuilding and community development initiatives. He left New Orleans to complete his graduate studies in North Carolina, and then began the second stage of his career as a consultant at the Boston Consulting Group, a premier corporate strategy firm, from 2014 – 2015. Bay moved to Greensboro, North Carolina to invest more fully in racial equity work and to serve as COO / Director of Development at the International Civil Rights Center & Museum, where he worked closely with the CEO and board. Bay has provided training and consulting services to organizations working to incorporate racial equity principles since 2006, working in more than a dozen states and two foreign countries. Bay holds a BA in Latin American Studies from Wesleyan University, an MBA from University of North Carolina, and a Master's in Public Policy (MPP) from Duke University. His research has been published in local and national media, and he recently co-authored work on racial inequity in policing that was accepted to a leading political science journal.

ABOUT THE PRESENTERS



**George
McCloskey**

George McCloskey, Ph.D., is a professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine. He frequently presents at national, regional and state meetings on cognitive and neuropsychological assessment and intervention topics. He consults with a number of school districts and private schools in Pennsylvania, New York, New Jersey, Connecticut and California on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions, difficulties related to academic and behavior problems, balanced literacy reading and writing instruction, and implementation of RtI. George is the lead author of *Assessment and Intervention for Executive Function Difficulties* and author of *Essentials of Executive Functions Assessment*. He has also been involved in test development and publishing activities for more than 25 years. He directed the development of the *WISC-IV Integrated* and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group for The Psychological Corporation (now part of Pearson) and Associate Director of Test Development for AGS (now Pearson).



**Monica
McHale-Small**

Monica McHale-Small, Ph.D., is currently an adjunct assistant professor in School Psychology and Teacher Education at Temple University. She recently retired from K-12 public education in Pennsylvania having spent twenty-seven years as a school psychologist and an administrator, most recently served as Superintendent in the Saucon Valley School District. Monica's professional passions involve educational equity and bringing research into practice, especially in the area of sound reading instruction. Monica has been an active member of the Pennsylvania Dyslexia Literacy Coalition, a grassroots group instrumental in the passage of House Bill 198 that established a Dyslexia Screening and Early Literacy Intervention Pilot in Pennsylvania. Monica has served on the Board of the International Dyslexia Association and the Learning Disabilities Association of America. Through her involvement as Board member and volunteer advocate for Coatesville Citizens Who Seek Educational Equality, she assists traditionally underserved students in her own community. Monica earned her doctorate and masters degrees from the University of Pennsylvania.



Flint Mitchell

Flint D. Mitchell, Ph.D., is CDL's vice president. Flint has more than 20 years of combined health and education experience in the nonprofit, public, and private sectors. Prior to joining the CDL team, he was a program officer at the Greater New Orleans Foundation (GNOF) where he led programmatic work in the areas of health, education, and child and youth development. In 2017, Flint completed a 3-year W.K. Kellogg Foundation (WKKF) Community Leadership Network (CLN) Fellowship. The fellowship targeted individuals who could be transformative social change agents in their communities so that vulnerable children and their families could achieve optimal health and well-being, academic achievement, and financial security. Throughout the fellowship experience, Flint immersed himself into the study of the WKKF embedded approach of racial equity and healing as well as other concepts including facilitation, systems thinking, storytelling, and strategic communications. In addition to the WKKF CLN Fellowship, in 2009, Flint completed a fellowship with the Oak Ridge Institute for Science Education at the Centers for Disease Control and Prevention where he provided research and technical assistance support within the Division of Partnerships and Strategic Alliances, National Center for Health Marketing. Flint is an Adjunct Assistant Professor in the Undergraduate Studies program at Tulane University in the School of Public Health and Tropical Medicine where he teaches Public Health Program Implementation and Management. In his leisure time, he enjoys exercising, traveling, and spending time with family and friends.



Sara Neal

Sara Neal is Program Director for the New Orleans Region at Leading Educators, where she manages client partnerships, programming, content creation, facilitation, and development for teacher leaders in the Greater New Orleans region. Sara Neal joined the Leading Educators staff as an alumni of the inaugural Leading Educators class of fellows in New Orleans and brings over 15 years of experience working in education. Sara received her B.A. from the University of Wisconsin-Madison and her M.Ed from Teacher's College at Columbia University.



Nancy Nelson

Nancy J. Nelson, Ph.D., is the Co-Lead of Professional Development for NCIL. She is a Research Assistant Professor at the Center on Teaching and Learning at the University of Oregon, and the Director of Clinic and Outreach Services which houses the CTL Clinic. Her research focuses on developing and evaluating math and reading interventions for grades K-8. Nancy is a nationally certified school psychologist, and a former middle and high school special education math teacher.



**Cynthia
Silva Parker**

Cynthia Silva Parker is an advocate for equity and justice and builds the capacity of individuals, organizations, and networks to work collaboratively for social justice. She has served as a senior associate at the Interaction Institute for Social Change (IISC) since 1998. Cynthia provides training, consulting, coaching, and facilitation services to nonprofit and public organizations focused on racial equity, environmental sustainability, community development, and other aspects of social justice work. She has led or co-led the development of several IISC workshops, including Diversity in the Collaborative Organization, Collaborative Social Change, and Fundamentals of Facilitation for Racial Justice Work. Cynthia's prior leadership experience includes director of Boston Freedom Summer, the Ten Point Coalition's faith-based youth leadership and community development project, and project administrator for the Algebra Project, Inc. Cynthia holds a BA from Harvard-Radcliffe Colleges and a Master of Public Policy/MCRP from the John F. Kennedy School of Government at Harvard.



Lucy Hart Paulson

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

ABOUT THE PRESENTERS



Yaacov Petscher

Yaacov Petscher, Ph.D. is a Deputy Director of NCIL and leads the Screening and Identification Strand of the center. He is an Associate Director at the Florida Center for Reading Research and the Director of the Quantitative Methodology and Innovative Division, at Florida State University. Yaacov is interested in the development and application of statistical models to data in order to understand why students differ in their reading skills, as well as creative disseminations of research through technology and alternative mediums.



Amy Poirier

Amy Poirier is an early childhood specialist at CDL. Amy has held multiple positions in the field of early childhood. Early in her career she worked as a teacher, center administrator, and a curriculum and training director. She has also worked as a program monitor, coach and trainer for several statewide programs and as an independent advisor, trainer and consultant. Additionally, Amy is an approved Child Development Associate (CDA) Professional Development Specialist and an endorsed trainer with Louisiana Pathways. Amy knows that children benefit the most from highly effective teachers, and that relevant, on-the-job coaching and mentoring support significantly increases their skills. As an early childhood specialist, she enjoys working side-by-side with early childhood professionals to provide support and thereby positively affect outcomes for young children.



Timothy Rasinski

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



Timothy Shanahan

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



Ronnie Slone

Ronnie Slone is the founder and president of The Slone Group, a consulting firm specializing in organizational development and training for companies and organizations. Ronnie has over 30 years of experience in operations management, human resources, training and professional staffing. He has strong expertise in effective leadership, organizational development, executive coaching, management and business development, and marketing. Ronnie is a faculty member of the Goldman Sachs 10,000 Small Businesses Program, and he frequently facilitates the “You Are the Leader” and “It’s the People” modules. Ronnie’s underlying mission is to develop (1) organizations, (2) a ready workforce by preparing youth for life after graduation, and (3) communities where citizens can live, work, and raise a family. His passion is helping high school students to transition into life after graduation. In addition to hundreds of service hours in local schools, non-profits, and churches, in 2010 Ronnie spearheaded the charter of the Jefferson Chamber Foundation Academy - a school designed to offer an individualized, technology-based curriculum that includes internship opportunities and community college experiences for at-risk youth. Ronnie is a member of the CDL Board of Trustees.



**Louise
Spear-Swerling**

Louise Spear-Swerling, Ph.D., is professor of special education and area coordinator of the graduate program in learning disabilities at Southern Connecticut State University in New Haven, CT. She prepares both general and special educators on how to teach reading. Her primary research interests include reading development and reading difficulties across the K-12 grade span, as well as teachers’ knowledge base for literacy assessment and instruction, and she has published widely on these topics. Linda’s most recent book is *The power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems*. She serves on the editorial boards of *Annals of Dyslexia*, *Reading Psychology*, and *TEACHING Exceptional Children*, the premier research-to-practice journal of the Council for Exceptional Children. In 2009 she served on the working group for the International Dyslexia Association that helped to produce national IDA professional standards for teachers of reading. Louise was centrally involved in developing and writing Connecticut’s K-3 reading blueprint, Grade 4-12 reading blueprint, response-to-intervention guidelines; and Connecticut’s revision of guidelines on identification of learning disabilities. She consults regularly for Connecticut school districts, mostly on cases involving students with severe or persistent literacy difficulties.



Bonnie St. John

Despite having her right leg amputated at age five, Bonnie St. John became the first African-American ever to win medals in Winter Olympic competition, taking home a silver and two bronze medals at the 1984 Paralympics in Innsbruck, Austria. In recognition of this historic achievement, she was quoted on millions of Starbucks coffee cups and was honored at the White House by President George W. Bush. In addition to her success as a Paralympic athlete, Bonnie is a best-selling author, a sought after keynote speaker, a television and radio personality, a business owner, and a Fortune 500 leadership consultant. She graduated Magna Cum Laude from Harvard University in 1986, and won a Rhodes scholarship to Oxford University, taking a Master of Letters degree in Economics. Upon her return, she was appointed by President Bill Clinton as a director for Human Capital Issues on the White House National Economic Council. In 2010, Bonnie once again represented the United States as a member of President Obama’s official delegation to the Paralympic Winter Games in Vancouver. Bonnie has been featured extensively in both national and international media including Today, CNN, CBS Morning News, NBC News, PBS, NPR and The New York Times, as well as People, “O” and Essence magazines. NBC Nightly News has called St. John, “One of the five most inspiring women in America.” Today, Bonnie travels the globe as a leadership consultant, keynote speaker, and facilitator for international summit conferences for senior-level executives. Her most recent book, *Micro-Resilience: Minor Shifts for Major Boosts in Focus, Drive and Energy*, outlines a quick and effective program of tools and techniques that yield a competitive edge in tackling today’s changes and challenges.

ABOUT THE PRESENTERS



Laura Stewart

Laura Stewart is an educator and organizational leader. She has served as a classroom teacher, building and district administrator, adjunct professor, and director of numerous professional development initiatives around the country. She also served as the Vice President of Professional Development for both Rowland Reading Foundation and Zaner-Bloser. Throughout all of her work, one constant has been a passion for and commitment to early literacy; her interest is in exploring “what’s possible” through collaborative and sustained professional development. In her current position as the Chief Academic Officer for the Highlights Education Group, she works across several companies to offer high-quality professional development that will empower educators and positively impact children’s lives. She presents nationally and internationally and has written for numerous organizations and publications; she recently co-authored *The Everything Guide to Informational Text K-2; Best Texts, Best Practices*. Laura was recently appointed to the advisory board of the International Foundation of Effective Reading Instruction. She also serves on the Illinois governor’s Task Force for At-Risk Youth. Laura is a certified LETRS (Language Essentials for Teachers of Reading and Spelling) trainer.



Precious Symonette

Precious Symonette was named Miami-Dade’s 2017 Francisco R. Walker Teacher of the Year. She was also a 2016 National Education Association Superhero Educator. Precious teaches creative writing at Miami Norland Senior High School in Florida, where she serves a large population of disadvantaged teens. She is a certified *Freedom Writer* who trained under the famous California teacher who used writing to turn around the academics of her troubled students. She has been described as bringing “tenderness to teaching in an inner-city school where students often struggle — in their home lives, at school, and especially in writing.” With a passion for poetry, education, and community involvement, Precious lives by the principle she imparts to students: “Write yourself into existence.”



Steven Teske

Steven C. Teske is the Chief Judge of the Juvenile Court of Clayton County, Georgia. He also serves as a Superior Court Judge by designation. Judge Teske authored the *School-Justice Partnership Model* to reduce delinquency by promoting academic success using alternatives to suspensions and school-based arrests. He has testified before Congress on four occasions as well as several state legislatures on detention reform and zero tolerance policies in schools. He has been appointed to the Children and Youth Coordinating Council, the Governor’s Office for Children and Families, the DJJ Judicial Advisory Council, the Georgia Commission on Family Violence, and the Georgia Criminal Justice Reform Commission. He served two terms on the Federal Advisory Committee for Juvenile Justice and is the National Chair of the Coalition for Juvenile Justice. Judge Teske is a member of the National Council of Juvenile and Family Court Judges, has served on its board of directors, and is currently vice-chair of the Juvenile Law Advisory Committee. He is past president of the Georgia Council of Juvenile Court Judges and the Clayton County Bar Association. He has authored several articles on juvenile justice reform published in the *Juvenile and Family Law Journal*, *Journal of Child and Adolescent Psychiatric Nursing*, *Juvenile Justice and Family Today*, *Family Court Review*, and the *Georgia Bar Journal*. His book, *Reform Juvenile Justice Now*, is a collection of essays on juvenile justice issues. Judge Teske is a Toll Fellow of the Council of State Governments and received his J.D., M.A., and B.I.S. degrees from Georgia State University.





Alice Thomas

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



Glenda Thorne

Glenda Thorne, Ph.D., is a licensed psychologist in the State of Louisiana and has conducted psychoeducational, psychological, and neurodevelopmental evaluations of children, adolescents, and young adults for 30 years. She specializes in the neuropsychological processes that underlie learning (i.e., attention, language, and memory), and in conducting evaluations for Attention-Deficit Disorders, dyslexia, and other learning disorders and their associated social, emotional, and behavioral issues. Glenda is the lead author of the *Behavioral, Academic and Neurodevelopmental Survey*, a clinical data gathering system for teachers, parents, and students, and the co-author of the *Learning Profiles* professional development program and the *Right from Birth* parent training curriculum. She has conducted professional learning and continuing education seminars on neurodevelopment, dyslexia and other reading and language disorders, and Attention-Deficit Disorders. She is the proprietor of Helping Minds Behavioral Health, LLC, a business established for the purpose of assisting children, adolescents, and young adults become successful, productive individuals who have the tools to make a difference in their own lives and the lives of others. Previously, she served as vice president of Student Services at the Center for Development and Learning (CDL). Glenda holds a doctorate degree in psychology from LSU, and she completed a mini-fellowship at the Clinical Center for the Study of Development and Learning at the University of North Carolina, Chapel Hill.



Paul Tough

Paul Tough is a Canadian-American writer and broadcaster. He is the author, most recently, of *Helping Children Succeed: What Works and Why*. His previous book, *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character*, was translated into 27 languages and spent more than a year on the New York Times hardcover and paperback best-seller lists. His first book, *Whatever It Takes: Geoffrey Canada's Quest to Change Harlem and America*, was published in 2008. Paul is a contributing writer to the *New York Times Magazine*, where he has written extensively about education, parenting, poverty, and politics. His writing has also appeared in the *New Yorker*, *the Atlantic*, *GQ*, and *Esquire*, and on the op-ed page of the *New York Times*. He has worked as an editor at the *New York Times Magazine* and *Harper's Magazine* and as a reporter and producer for the public-radio program "This American Life." He was the founding editor of Open Letters, an online magazine. He lives with his wife and two sons in Montauk, New York.

ABOUT THE PRESENTERS



Eric Tridas, M.D.

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



William Van Cleave

An internationally recognized consultant in structured literacy, William Van Cleave, M.A., is the Founder and President of W.V.C.ED, a company that provides professional development and effective teaching materials for instructors. He consults with districts and both private and public schools involving professional development, curriculum development and alignment, and model teaching, particularly in the areas of written expression and vocabulary instruction. With his interactive, hands-on presentation style, William has presented on effective teaching practices at conferences and schools both in the United States and abroad for over twenty years. Recent projects include providing the professional development component of a school improvement grant in Oklahoma City; participation on the RTII Writing Standards Committee for the State of Pennsylvania; development of ToT modules on writing for PaTTAN in Pennsylvania and Wichita Unified School District in Kansas; and implementation of a multi-year writing intensive for teachers in Franklin, TN. The author of three books, including *Writing Matters* and *Everything You Want To Know & Exactly Where to Find It*, as well as a number of educational tools and activities, William has served as a classroom teacher, tutor, and administrator at various points in his career.



Daniel Willingham

Daniel Willingham, Ph.D., is currently Professor of Psychology at the University of Virginia, where he has taught since 1992. Until about 2000, his research focused solely on the brain basis of learning and memory. Today, all of his research concerns the application of cognitive psychology to K-16 education. He writes the "Ask the Cognitive Scientist" column for American Educator magazine, and is the author of *Why Don't Students Like School?*, *When Can You Trust the Experts?*, and *Raising Kids Who Read*. His writing on education has appeared in thirteen languages. Dan earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990.



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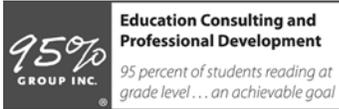
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The National Center on Improving Literacy, funded by the United States Department of Education, is a partnership between literacy experts, university researchers, and technical assistance providers at the University of Oregon, Florida State University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

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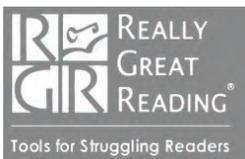
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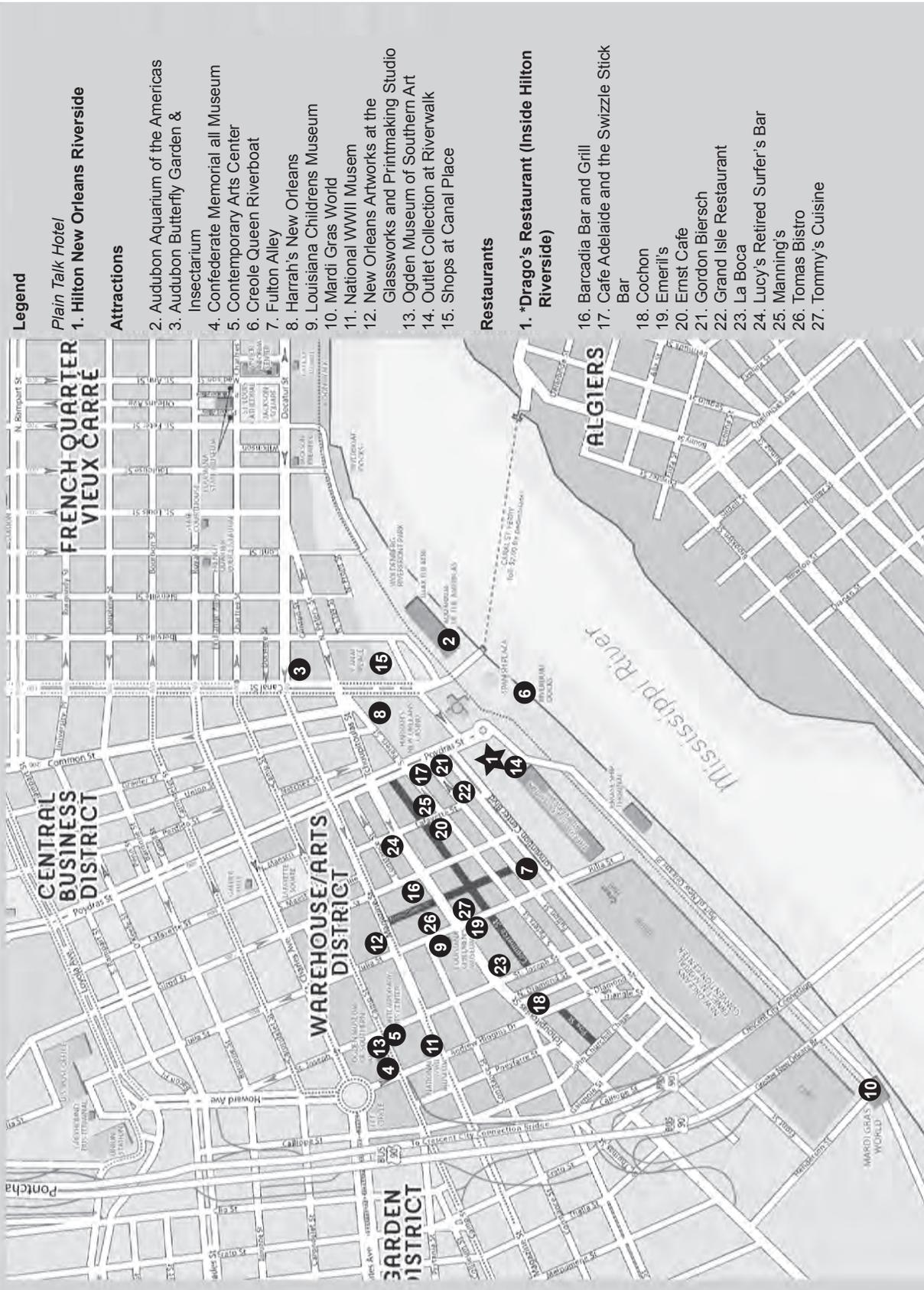


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DOWNTOWN NEW ORLEANS



Legend

Plain Talk Hotel

1. Hilton New Orleans Riverside

Attractions

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

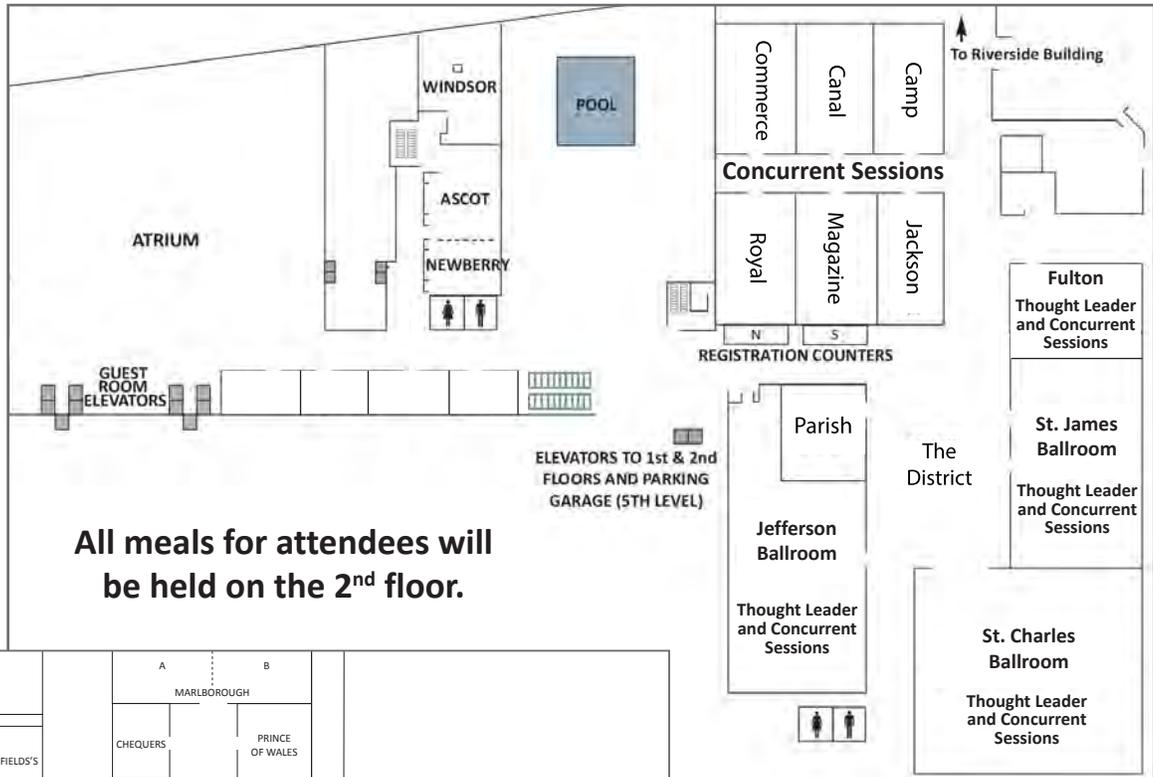
Restaurants

1. *Drago's Restaurant (Inside Hilton Riverside)
16. Barcadia Bar and Grill
17. Cafe Adelaide and the Swizzle Stick Bar
18. Cochon
19. Emeril's
20. Ernst Cafe
21. Gordon Biersch
22. Grand Isle Restaurant
23. La Boca
24. Lucy's Retired Surfer's Bar
25. Manning's
26. Tomas Bistro
27. Tommy's Cuisine

<i>Ingrid Alvarado</i>	5, 16, 39	<i>Judy Jablon</i>	6, 25, 29, 48
<i>Kristin Anderson</i>	5, 9, 11, 39	<i>Jill Jackson</i>	7, 32, 34, 48
<i>Anita Archer</i>	6, 23, 28, 36, 39	<i>Antinea Johnson</i>	7, 35, 48
<i>Ethan Ashley</i>	7, 32, 39	<i>Sam Johnson</i>	5, 18, 49
<i>Scott Baker</i>	5, 18, 40	<i>Sandra Johnson</i>	5, 18, 49
<i>Nancy Boyles</i>	5, 14, 18, 36, 38, 40	<i>David Kilpatrick</i>	5, 9, 15, 49
<i>Kelly Butler</i>	6, 27, 40	<i>Bayard Love</i>	6, 21, 23, 49
<i>Elsa Cárdenas-Hagan</i>	5, 19, 41	<i>George McCloskey</i>	6, 23, 30, 50
<i>Judie Caroleo</i>	7, 33, 41	<i>Monica McHale-Small</i>	6, 27, 50
<i>Hugh Catts</i>	5, 19, 41	<i>Flint Mitchell</i>	5, 6, 13, 28, 50
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<i>Peter DeWitt</i>	6, 24, 25, 38, 42	<i>Nancy Nelson</i>	5, 18, 51
<i>Linda Diamond</i>	5, 16, 42	<i>Cynthia Silva Parker</i>	6, 25, 51
<i>Jenni Donohoo</i>	6, 26, 28, 38, 43	<i>Lucy Hart Paulson</i>	5, 12, 18, 37, 51
<i>Steve Dykstra</i>	5, 6, 13, 24, 43	<i>Yaacov Petscher</i>	6, 28, 52
<i>Linda Farrell</i>	6, 26, 29, 30, 37, 43	<i>Amy Poirier</i>	5, 7, 16, 35, 52
<i>Enrique Hank Feldman</i>	5, 12, 17, 44	<i>Timothy Rasinski</i>	5, 6, 19, 30, 52
<i>Hank Fien</i>	6, 28, 44	<i>Timothy Shanahan</i>	6, 22, 23, 52, 65
<i>Jack Fletcher</i>	5, 12, 44	<i>Ronnie Slone</i>	5, 12, 53, 64
<i>Nancy Frey</i>	5, 14, 17, 38, 44	<i>Louise Spear-Swerling</i>	6, 22, 26, 53
<i>Howard Fuller</i>	6, 27, 45	<i>Bonnie St. John</i>	6, 21, 24, 53
<i>Margie Gillis</i>	5, 10, 15, 45	<i>Laura Stewart</i>	7, 31, 35, 38, 54
<i>Deborah Glaser</i>	6, 7, 8, 29, 34, 45	<i>Precious Symonette</i>	7, 31, 54
<i>Ross Greene</i>	7, 34, 46	<i>Judge Steven Teske</i>	5, 10, 15, 54
<i>Derek Greenfield</i>	7, 35, 46	<i>Alice Thomas</i>	5, 6, 7, 9, 21, 23, 31, 32, 55, 64
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<i>Michael Hunter</i>	6, 7, 29, 30, 33, 36, 47	<i>Dan Willingham</i>	5, 10, 14, 56
<i>Gertrude Ivory</i>	5, 17, 48		

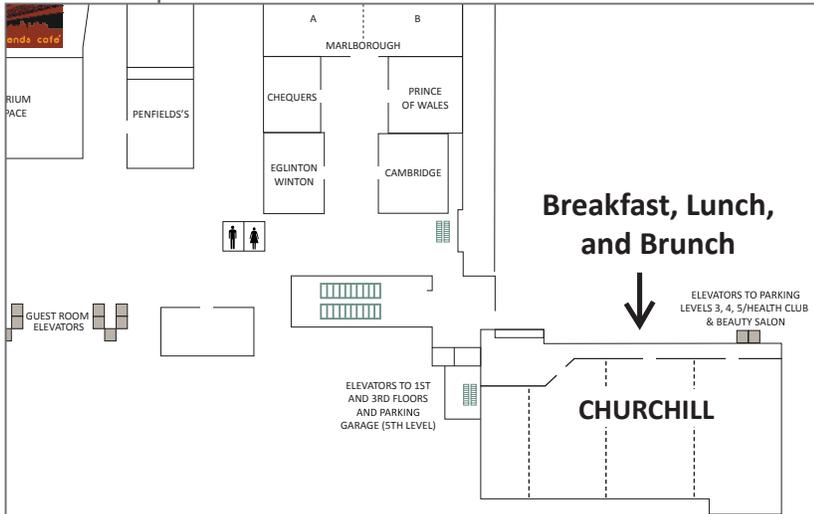


HILTON NEW ORLEANS RIVERSIDE

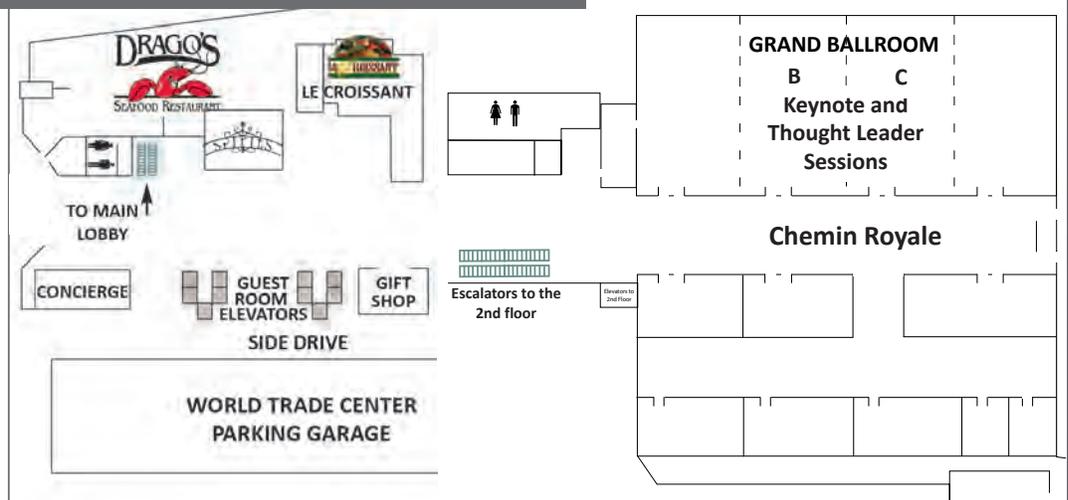


All meals for attendees will be held on the 2nd floor.

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