

2014 Annual Illinois Comprehensive Literacy and Reading Recovery[®] Conference



Program

January 22-24, 2014 • Chicago Marriott Downtown Hotel



NATIONAL
LOUIS
UNIVERSITY

Celebrating the 23rd Annual Reading Recovery Conference in Illinois

Save the date!

Comprehensive Literacy and Reading Recovery® Conference

JANUARY 28-30, 2015

Chicago Marriott Downtown Hotel

sunday	monday	tuesday	wednesday	thursday	friday	saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Comprehensive Literacy and Reading Recovery® Conference

Learn more at www.nl.edu/rrconf

Complete Online Evaluation

Complete by **February 14, 2014** the online Conference Evaluation found at www.nl.edu/rrconf for a chance to win a complimentary 3-day registration at the 2015 conference.

Welcome Letter from the Dean

Welcome to the 23rd Annual Comprehensive Literacy and Illinois Reading Recovery® Conference.

Once again you will find sessions designed for your professional needs and presenters who have experience with learning and instructional issues that you face daily in your districts and schools.

My sincere thanks and congratulations to our Reading Recovery Center for Literacy staff, faculty, Reading Recovery — Descubriendo La Lectura Teacher Leaders, volunteers and others for planning another outstanding conference. This year's conference continues to promote professional collaborations that support the learning of all students through systematic and comprehensive approaches to effective instruction and systematic response to intervention initiatives. Conference sessions provide examples of inquiry-based settings where people can reflect upon current challenges, identify problems, share creative solutions, and refine practices.

National Louis University is currently providing Reading Recovery teacher training grants under the U.S. Department of Education's Investing In Innovation (i3) project. NLU's sub-award is part of a \$45.5 million five year project called Reading Recovery: Scaling Up What Works in collaboration with 20 University Reading Recovery Centers across the United States. As of this year, NLU has prepared 250 new Reading Recovery Teachers with the resources from this award, reaching over 17,000 children with literacy intervention services in Illinois and Wisconsin!

The Reading and Language and Literacy Programs within the National College of Education continue to support the work of the Illinois Reading Recovery Center for Literacy at the Lisle campus. Dr. Mary Ann Poparad, NCE Assistant Professor, continues to do a superb job leading the Reading Recovery Center and conducting training for Illinois and Wisconsin Literacy Leaders working in partner School Districts. The Center provides continuing professional development that highlights the theoretical concepts and current research relevant to effective schools research and evidenced based literacy instruction. Dr. Poparad works in collaboration with University Training Centers across North America to stay abreast of cutting edge best practices. Helping children who struggle the most with learning to read and write or have fallen behind in reading continues to be our most important responsibility and priority. Let's come together to celebrate our accomplishments and to rededicate ourselves to making literacy a priority for all children!



Alison R. Hilsabeck, Ph.D.

Executive Dean
National College of Education
National Louis University

2014 Early Literacy and Illinois and Reading Recovery® Conference

Sponsored by Reading Recovery Center for Literacy • National Louis University

Special acknowledgments and thanks are extended to:

National Louis University

Nivine Megahed, President

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Alison Hilsabeck, Executive Dean,
National College of Education

Stuart Carrier, Interim Dean, National College of Education

Mary Ann Poparad, Director and Trainer,
Reading Recovery Center for Literacy

Karin Cecere, Coordinator for DLL and Teacher Leader,
Reading Recovery Center for Literacy

Rebecca Olsen, Program Coordinator,
Reading Recovery Center for Literacy

Mary Hoch, Reading Center Director

Reading and Language Department Faculty

Haiyan Peng, Graduate Assistant,
Reading Recovery Center for Literacy

First Class Conferences

Holly Bartholomew

Sandy Carrel

Thank you to our exhibitors:

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Thanks to the following for their additional support:*

Blueberry Hill Books **provided drawing prizes**

Capstone Classroom **provided books for attendees**

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Lakeshore Learning Material **provided drawing prizes**

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PS Associates **provided drawing prizes**

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*** NOTE: Drawing prizes are the responsibility of each exhibitor who is providing them. Visit the exhibitors who are providing drawing prizes to see their instructions to enter to win.**

INVEST IN READING RECOVERY AND TRANSFORM LIVES.

Support the Reading Recovery Center for Literacy at National Louis University with your donations. Your gift ensures that teachers and teacher educators are providing the best instruction possible to students whose academic triumphs lie in their ability to read.

To donate use the enclosed donation envelope or go to www.nl.edu/rrdonate

2014 Comprehensive Literacy and Illinois Reading Recovery® Conference

Keynote Speakers

WEDNESDAY, JANUARY 22, 2014

Gay Ivey

Gay Ivey is the Tashia F. Morgridge Chair in Reading at the University of Wisconsin-Madison. She is very interested in how to make classrooms more responsive to inexperienced readers and writers. Recently, she has focused on the consequences of engaged reading and the social process that make it possible.

Maria Nichols

Maria Nichols focuses her efforts on the development of thoughtful curriculum and instruction inside classrooms alive with talk. Maria has served in many professional capacities, including classroom teacher, demonstration teacher, and literacy coach. She currently supports schools in San Diego and districts across the United States focused on pedagogical shifts.

THURSDAY, JANUARY 23, 2014

Linda Dorn

Linda Dorn is a Professor of Reading Education and a Reading Recovery Trainer at the University of Arkansas at Little Rock where she directs the Center for Literacy. Linda is the primary developer of the Partnerships in Comprehensive Literacy (PCL) model and the Comprehensive Intervention Model (CIM). She has published widely, including numerous journal articles, book chapters, video publications, and seven books. Her most recent books are *Apprenticeship in Literacy, 2nd edition* (Stenhouse) and *Interventions that Work: A Comprehensive Intervention Model for Preventing Reading Failure in K-3* (Pearson).

FRIDAY, JANUARY 24, 2014

Brian P. Cleary

Brian P. Cleary is America's English Teacher, an award-winning Author, Humorist, Speaker, Rhyme Mogul, Poet, Raconteur, Wit, Laugh Inducer and Bow-Tie Wearing Crime Fighter (not really that last one).

Presenters

Carl Anderson

Carl Anderson speaks about teaching writing in schools across the United States and the world. He was the Lead Staff Developer at the Teachers College Reading and Writing Project at Columbia University. Carl was an elementary and middle school teacher in New York City, Kentucky and Illinois.

Karin Cecere

Karin Cecere works as a Reading Recovery Teacher Leader and Descubriendo la Lectura Regional Coordinator at National Louis University. She has twenty years of experience learning with and teaching academically, linguistically and culturally diverse students and their teachers. Prior to her current assignment, she worked as a dual language literacy coach, literacy specialist and classroom teacher in Denver Public Schools. Karin's interests are dual language education, emergent literacy and oral language development.

Marie Chang-Pisano

Marie Chang-Pisano has been a bilingual special education teacher for over 20 years. She has taught self-contained classes and co-taught in full inclusion classes while participating on school improvement teams

and district leadership teams. She has also taught classes for the special education and bilingual departments at Northeastern University in Chicago.

Sunday Cummins

Sunday Cummins is a literacy consultant. She taught at National Louis University from 2007-2012 in the Reading Program and she worked in the public schools for ten years prior to that as a middle school and third grade classroom teacher, as a Reading Recovery teacher, and as a literacy coach. Sunday is the author of *Close Reading of Informational Text: Assessment-Driven Instruction in Grades 3-8* (Guilford, 2012). Her research and writing are focused on the complexities of teaching with nonfiction and assessing for student learning.

Tracee Farmer

Tracee Farmer is a Reading Recovery Teacher Leader and CIM District Coach in Quincy, Illinois. Tracee has been teaching for 22 years and has taught Reading Recovery for nine of those years. In addition, she has taught 1st-3rd grades, K-5 special education, small group interventions and was a Literacy Coach.

2014 Comprehensive Literacy and Illinois Reading Recovery® Conference

Presenters

Jill Flodstrom

Jill Flodstrom is the Reading Recovery Teacher Leader with the Champaign Unit 4 School District. Previously, she has worked as English/Language Arts Coordinator, literacy coach, Reading Recovery and literacy interventionist, and primary classroom teacher.

Marc Fogal

Marc Fogal has been at Broadmoor Junior High School for the past 21 years. The first ten of those years were spent as a 7th and 8th grade math teacher and the last eleven as the building administrator.

Mary Fritz

Mary Fritz is a Literacy Consultant who has worked as a Reading Recovery Teacher, Reading Interventionist, Literacy Coach and Primary Teacher. She is presently on staff as a Reading Recovery Teacher in Crystal Lake School District 47. Mary's professional energies are closely tied to researching how children acquire and use language as a tool for thought.

Brenda Giesler

Brenda Giesler is a Reading Recovery/First Grade classroom teacher in Champaign, IL. Previously she has been a fourth grade classroom teacher, a literacy coach, a K-5 interventionist, and a PreK-5 English Language Arts Coordinator. She is PCL trained.

Todd Hartman

Todd Hartman is an adjunct professor with National Louis University and a Reading Recovery Teacher Leader with Pekin Public Schools District 108 and Galesburg CUSD 205. Todd's greatest passion is coaching adult learners. Last year at this conference Todd presented "Don't Cut the Cut-Up."

Bill Heisel

Bill Heisel has been in education for seventeen years first teaching science for nine years and then as a building administrator for eight years.

Katy Honish

Katy Honish is a Reading Recovery Teacher leader and Literacy Resource/Interventionist teacher. She works in the Fox Valley as a Teacher Leader for the Wisconsin Valley Area Reading Recovery Consortium and a Literacy resource teacher for Oshkosh Public School District. Katy has been teaching for 22 years with experience as a Special educator, Reading resource and Reading Recovery Teacher as well as a literacy coach and interventionist.

Adria Klein

Adria Klein, Ph.D., is a Reading Recovery trainer and program director at Saint Mary's College of California. Dr. Klein is the author of several book chapters and articles on oral language; she is one of the contributors to the RRCNA webcast on oral language development.

Gerry Krull

Gerry Krull is the District Literacy Director in Oak Lawn-Hometown School District and holds a MA from National Louis University. Gerry's professional work has encompassed classroom, Reading Recovery, and literacy support teaching. Currently, Gerry provides professional development for classroom literacy and implementation of the Common Core for her own and surrounding districts in the Chicagoland area.

Dan Lamboley

Dan Lamboley started his career in education as a high school Social Studies teacher. He spent two years as a High School Assistant Principal and four years as a middle school Associate Principal. He is currently the principal at Parkside Junior High School in Normal, IL.

Rexie Lanier

Rexie Lanier is a Reading Specialist and National Board Certified teacher. She received her undergraduate and Master's degrees from Illinois State University. Rexie's educational experiences for the last 22 years have been as a middle school language arts teacher, building chair, and literacy coach.

Jennifer Linehan

Jennifer Linehan began teaching Kindergarten in 1991. She has a Master's degree in reading and has trained as a Reading Recovery Teacher and CIM specialist. Jennifer currently is a Reading Recovery Teacher and Literacy Coach. When she is not working or studying she is with her family—her husband, three children, a dog and a cat.

Mary Lose

Mary K. Lose is Associate Professor in the Department of Reading and Language Arts and Director of the Reading Recovery Center of Michigan at Oakland University. Dr. Lose's research interests focus on dissemination and implementation of early literacy intervention policies, teachers' professional development, and contingent teaching

Scott Mackin

Scott Mackin is a teacher leader in north central Wisconsin. He was trained as a Reading Recovery teacher in 1995 in the first training class in northern Wisconsin. He is a National Board Certified Teacher.

Michelle Malone

Michelle Malone is the District Literacy Director in Oak Lawn-Hometown School District. She holds a MA in Reading and in Educational Leadership. She has been a Reading Specialist and a classroom teacher. Through coaching, collaboration, and her professional development about the CCSS she has gained a great deal of experience for this shift in education.

Enid Martinez

Enid Martinez has worked with the Teachers College Reading and Writing Project for more than a decade. She leads workshops, provides on-site professional development and teaches at institutes across the country in English and Spanish. Prior to her work there she was a Literacy Coordinator for Fountas and Pinnell's Literacy Collaborative and a bilingual and mainstream classroom teacher.

Leslie McBane

Leslie McBane is a Reading Recovery teacher leader in Columbus, OH. She has been an Ohio teacher leader since 2001. Prior to that, she was a Reading Recovery teacher, a kindergarten teacher and a literacy collaborative coach.

Maryann McBride

Maryann McBride is the Teacher Leader in Residence at Clemson University Reading Recovery Training Center for South Carolina. Prior to joining the team at the University, she was a teacher leader in a large urban site, one of the largest in the US. She was trained at The Ohio State University.

Rebecca Meixensperger

Rebecca Meixensperger is a Reading Recovery Teacher Leader who has trained new and continuing teachers in the theory and practice of Reading Recovery. At the district level, she has conducted trainings on Guided Reading, Common Core State Standards, writing, and numerous other topics. Rebecca has classroom experience in fourth grade and Kindergarten.

Stacey Melloy

Stacey Melloy taught thirteen years in junior high, two years in a primary school, and has worked at the district level supporting the Assistant Superintendent's Office for ten years. She trained as a PCL District Literacy Coach Leader at NLU in 2008. Since then she has been supporting building coaches in 4th-8th grade buildings.

Connie Obrochta

Connie Obrochta has been a teacher for over 30 years, as a primary classroom teacher, reading specialist, and literacy coach. She has been training Reading Recovery teachers and Special Educators as Literacy Lessons Interventionists for 4 years.

Cara Ruzila

With over 12 years of experience, Cara Ruzila currently writes curriculum and coaches educators in order to help them reach student achievement in all classrooms. Cara currently serves as a private literacy consultant to schools and school districts. She conducts internet courses, presentations, workshops, demonstration lessons,

coaching sessions and ongoing consultation to teachers, reading specialists, literacy coaches, principals and district administrators.

Natalie Sanchez Hoss

Natalie Sanchez Hoss has been a special educator for 6 years. She has served as a bilingual special educator for 3 years and literacy lessons interventionist for 3 years.

Sandra Shavlik

Sandra Shavlik is a Reading Recovery Teacher Leader from Green Bay, Wisconsin where the intervention is in its 17th year of implementation. She brings a strong background in working with language learners who have challenges with reading and writing acquisition.

Linda Shusterman

Linda Shusterman is a Reading Recovery Teacher Leader in Evanston/Skokie School District 65. She has been a Teacher Leader for 22 years. Over the past 15 years, she has developed a Summer Reading Program that has helped to reduce summer reading loss for first grade students.

Cheri Slinger

Cheri Slinger is a Reading Recovery teacher leader based in Dublin, Ohio. She has worked as a RR teacher or Teacher Leader for twenty-five years. Cheri also works as a Literacy Consultant to help schools unify intervention staff (ELL, Special Education and reading teachers) in common theory and practice.

Katy Stalzer

Katy Stalzer is a Reading Recovery Teacher Leader in Oak Lawn Hometown District 123. In addition to working with area Reading Recovery teachers, she has developed and presented parent workshops and participates in the Partnering with Parents initiative in her district to engage families in early literacy activities.

Elyse Stole

Elyse Stole has been teaching for 6 years as a special education teacher for primary aged students. She was trained as Literacy Lessons Interventionist during the 2012-2013 school year.

Sandra Wilson

Sandra Wilson has been an educator for 29 years serving students in the capacity of elementary teacher, elementary assistant principal Prek-6, middle school principal and Director of Secondary Education. She received her undergraduate and Master's degrees at Illinois State University, Ed.S at Eastern Illinois University and Ph.D. at Indiana State University.

Emily Zoeller

A Reading Recovery/Descubriendo la Lectura Teacher Leader in Madison, Wisconsin, Emily Zoeller supports teachers in their work with emergent readers and writers. She supports a strength-based, holistic view of bilingualism, and is particularly interested in teaching and learning within dual-language immersion environments. Emily also serves as an adjunct instructor for Edgewood College.

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Overview

Wednesday, January 22, 2014

9:00am–10:00am

7th Floor

Registration/Continental Breakfast

10:00am–12:30pm

Salon II/III, 7th Floor

Keynote Address

Developing the Whole Child through Engaged Reading and Engaged Talk

Gay Ivey, Professor and Chair in Reading,
University of Wisconsin-Madison

Maria Nichols, Author, Consultant,
Administrator San Diego Unified School District

Engaged reading and talk have consequences for students that transcend literacy growth: Shifts in identity, emotional, intellectual, moral and social development, and a greater sense of agency. Explore literacy teaching that affects the whole child, allows students to experience learning as an ongoing social process, and discuss steps for implementation.

12:30pm–1:30pm

Salon I, 7th Floor

Luncheon

1:30pm–4:00pm

Salon III, 7th Floor

Reading Recovery Session

An In-depth Reading Recovery Session: Particular Problems

Leslie McBane, Teacher Leader, South-Western/Dublin
Ohio Reading Recovery Site

Cheri Slinger, Teacher Leader, South-Western/Dublin Ohio
Reading Recovery Site

The *Particular Problems* section of *Literacy Lessons Designed for Individual, II*, concentrates on children who have challenges that require special attention and perhaps some modifications of the lesson framework and/or procedures. In this in-depth session we will explore *Teaching for a Sequencing Problem* and *Strong Skills that Block Learning*, using student work videos

1:30pm–4:00pm

Salon II, 7th Floor

Comprehension Literacy Session, K-3

The Power of Purposeful Talk

Maria Nichols, Author, Consultant,
Administrator San Diego Unified School District

In this session we will investigate the role of purposeful talk in an integrated model of literacy instruction, exploring its importance as students learn to engage in the process of comprehending, developing collaborative abilities and critical habits of mind. We will also discuss links to abilities outlined in the Common Core Speaking and Listening and Reading Standards

1:30pm–4:00pm

Salon E, 5th Floor

Comprehension Literacy Session, 4-12

The Texts and Talk That Engage Older Readers

Gay Ivey, Professor and Chair in Reading,
University of Wisconsin-Madison

When we prioritize engaged reading of texts that matter, students will stretch themselves and act strategically to figure out the difficult parts, seek out conversation partners, recruit other readers, and dig into topics further through more complex texts. This session will spotlight these processes and how to make them happen.

Thursday overview

Overview

Thursday, January 23, 2014

7:30am–9:00am

7th Floor

Registration/Continental Breakfast

8:30am–9:00am

Salon II/III, 7th Floor

Greetings

Mary Ann Poparad, Director,
Illinois Reading Recovery, National Louis University

9:00am–10:00am

Salon II/III, 7th floor

Keynote Address

*Changing Minds, Changing Schools:
Creating a Culture for Inquiry*

Linda Dorn, Professor and Reading Recovery Trainer,
University of Arkansas at Little Rock

10:00am

Salon A-D, 5th floor

Exhibits Open

10:15am–11:45am

10:45am–12:15pm

Concurrent Sessions

12:15pm–1:30pm

Salon II/III, 7th floor

Luncheon

1:30pm–3:00pm

2:00pm–3:30pm

Concurrent Sessions

3:45pm–5:15pm

Concurrent Sessions

5:45pm

Salon A-D, 5th floor

Exhibits Close

***An important notice about seating:**

All efforts have been made to provide sufficient seating for each concurrent session. The hotel fire codes DO NOT ALLOW STANDING in the rooms used for the concurrent sessions. Therefore, in planning your schedule, please select a few sessions for each time slot so that you can easily move to another room if your first choice of session is filled. Please remember that most presenters present twice during the conference.

SEATS CANNOT BE RESERVED OR SAVED FOR THOSE NOT PRESENT.

Thursday • 7:30am–9:00am

Registration
Continental Breakfast
7th floor

Thursday • 8:30am–9:00am

Greetings
Salon II/III, 7th floor

Mary Ann Poparad, Director, Illinois Reading Recovery, National Louis University

Thursday • 9:00am–10:00am

Keynote Address
Salon II/III, 7th floor

Changing Minds, Changing Schools: Creating a Culture for Inquiry

Linda Dorn, Professor, Reading Recovery Trainer, University of Arkansas at Little Rock

Professional learning within apprenticeship-type settings provides an authentic context for changing the minds and practices of literacy educators. Within an inquiry-based structure, people work together to identify problems, create solutions, and refine practices. Linda describes how educators across the country are using a comprehensive literacy design as a tool for transforming schools.

Thursday • 10:00am

Exhibits Open
Salon A-D, 5th floor

Thursday • 10:15am–11:45am Strand: Comprehensive Literacy

10:15am–11:45am • Salon E, 5th Floor

Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards

Carl Anderson, Author and Consultant

How to have effective writing conferences with students will be discussed in this workshop. Carl will show videos of his conferences providing a clear image of effective conferring. Participants will learn practical conferring strategies to help them teach students how to meet the new writing standards.

10:15am–11:45am • Avenue, 4th Floor

Thinking and Talking Towards the Crafting of Powerful Texts

Maria Nichols, Author, Consultant, Administrator San Diego Unified School District

Explore the relationship between the ability to critically understand complex texts as readers and craft thoughtful texts as writers, and the power of talk as a bridge across both processes. Link this work to the progression of ability outlined in the Common Core Speaking and Listening, Reading and Writing Standards.

REPEATED: Thursday, 1:30pm-3:00pm

Thursday • 10:15am–11:45am Strand: Reading Recovery

10:15am–11:45am • Salon F/G, 5th Floor

Oral Language Development: Theory into Practice

Adria Klein, Reading Recovery University Trainer, Saint Mary's College of California

In *Change Over Time*, Dr. Clay said, "if we plan instruction that links oral language and literacy learning (writing and reading) from the start — so that writing and reading and oral language processing move forward together, linked and patterned, from the start — that instruction will be more powerful." The focus of this session will be on understanding oral language development for all students including ELs. Observation tools and practices to scaffold oral language will be shared.

REPEATED: Thursday, 3:45pm-5:15pm

10:15am–11:45am • Addison, 4th Floor

Analyzing and Introducing Texts in Support of Children's Literacy Processing

Mary Lose, Associate Professor and Director/Trainer, Reading Recovery Center of Michigan, Oakland University

Reading Recovery teachers must preview and analyze texts to prepare a particular child for correct responding and ultimately, to advance the child's literacy processing system. In this session we focus on the work of Kirsch (domain knowledge) and Clay as we consider how best to support a child in orienting himself to reading texts at higher levels.

REPEATED: Friday, 9:45am-11:15am

Thursday • 10:15am-11:45am Strand: English Language Learners/Descubriendo la Lectura

10:15am–11:45am • Salon H, 5th Floor

*Reading the World and the
Word-Leyendo el mundo y la palabra*

Karin Cecere, Descubriendo la Lectura/Reading Recovery Teacher Leader, National Louis University

Participants will learn and have the opportunity to practice an alternative way of teaching how to solve words when reading and writing texts in Spanish. Research of proficient 2nd grade Spanish readers will be shared, along with videos demonstrating steps and application to reading and writing texts. Handouts will support implementation in sites.

Thursday • 10:45am–12:15pm Strand: Comprehensive Literacy

10:45am–12:15pm • Denver/Houston, 5th Floor

*Keep Them Talking! Developing Students' Oral
Language While Shaping Reading and Writing*

Mary Fritz, Literacy Consultant and Reading Recovery Teacher, Crystal Lake School District 47

This session is particularly appropriate for educators with an interest in the crucial role oral language plays in early literacy learning (Pre K – Grade 2). Highlighted will be students who exhibit delayed language development. Participants will have an opportunity to consider implementing oracy groups, response to intervention and common core standards.

10:45am–12:15pm • MI/MI State, 6th Floor

*Making Implementation of the
Common Core a Reality*

Gerry Krull, District Literacy Director,
Oak Lawn-Hometown School District 123

Michelle Malone, District Literacy Director,
Oak Lawn-Hometown School District 123

This session is designed to help schools make the implementation of the CCSS more manageable and effective. Participants will gain a better understanding of the critical components and rigorous expectations of the CCSS. The presentation will identify the major shifts in education through CCSS, while providing a practical framework for implementation. We will share a variety of available resources that can facilitate understanding and execution of the standards.

REPEATED: Thursday, 3:45pm-5:15pm

Thursday • 10:45am-12:15pm Strand: Reading Recovery

10:45am-12:15pm • NWestern/Ohio, 6th Floor

*Addressing the Needs of Boys during
Reading Recovery Lessons*

Scott Mackin, Reading Recovery Teacher Leader,
North Central WI RR Consortium/National
Louis University

Many boys start RR lessons confused, discouraged, or disinterested in school related literacy tasks. We have learned from Carol Lyons that emotion and cognitive development are inseparable. This presentation will focus on making RR lessons meaningful and relevant for boys. Many ideas and procedures will be modeled and discussed.

REPEATED: Thursday, 3:45pm-5:15pm

10:45am-12:15pm • Indiana/Iowa, 6th Floor

Supporting Effective Word Solving

Cheri Slinger, Teacher Leader, South-Western/
Dublin Ohio Reading Recovery Site

Attendees of this session will gain a better understanding of how to help students build a word solving foundation, learn how words work in isolation and how to transfer this learning into word solving on the run in reading and writing.

Thursday • 10:45am-12:15am Strand: Educational Leadership

10:45am-12:15pm • Clark, 4th Floor

*Model Standards, Model Classrooms,
Model Schools: What Are We Looking For?*

Linda Dorn, Professor, Reading Recovery Trainer,
University of Arkansas at Little Rock

Model standards articulate what effective teaching and learning looks like in a transformed educational system; model classrooms provide a clear visual of how research-based practices look within authentic contexts; and model schools represent an exemplar of how excellent practices and high standards are institutionalized with an educational system. Linda will describe how models provide a structure for assessing progress and creating roadmaps for continuous transformation.

Thursday • 12:15pm-1:30pm

Luncheon

Salon II/III, 7th floor

Thursday • 1:30pm–3:00pm Strand: Comprehensive Literacy

1:30pm-3:00pm • Salon F/G, 5th Floor
The Social Side of Engaged Reading

Gay Ivey, Professor and Tashia F. Morgridge Chair in Reading, University of Wisconsin-Madison

Reading engagement is often associated with self-selected, independent reading. Student choice is key to engagement, but the most engaged readers are likely in the company of other engaged readers. This session will focus on how to capitalize on social interaction to support strategic reading, persistence, and productive conversations about text.

1:30pm-3:00pm • Avenue, 4th Floor
Thinking and Talking Towards the Crafting of Powerful Texts

Maria Nichols, Author, Consultant, Administrator San Diego Unified School District

Explore the relationship between the ability to critically understand complex texts as readers and craft thoughtful texts as writers, and the power of talk as a bridge across both processes. Link this work to the progression of ability outlined in the Common Core Speaking and Listening, Reading and Writing Standards.
REPEATED: Thursday, 10:15am-11:45am

Thursday • 1:30pm–3:00pm Strand: Reading Recovery

1:30pm–3:00pm • Indiana/Iowa, 6th Floor
*Orientation to the New Book,
More Than a Book Walk*

Rebecca Meixensperger, Reading Recovery Teacher Leader, Oswego School District 308

Participants will learn how to orient students to the new book in a more effective way. Language structures, print concepts, and unusual vocabulary make books unattainable to some students. All of these subjects will be investigated through activities and videos. Links to writing will also be explored.
REPEATED: Friday, 11:30am-1:00pm

1:30pm-3:00pm • NWestern/Ohio, 6th Floor
Lifting Performance in Writing

Leslie McBane, Teacher Leader, South-Western/ Dublin Ohio Reading Recovery Site

Dr. Clay states that teachers “must continually lift the performance level of the child into more facets of word and sentence construction.” In this session we will discuss how to lift a child’s writing performance within and across lessons over time.

1:30pm-3:00pm • Denver/Houston, 5th Floor
Common Theories of Reading: Literacy Lessons and Reading Recovery Interventions

Connie Obrochta, Reading Recovery Teacher Leader, Evanston-Skokie School District 65

Elyse Stole, Special Educator and Literacy Lessons Interventionist, Evanston-Skokie School District 65

Natalie Sanchez Hoss, Special Educator and Literacy Lessons Interventionist, Evanston-Skokie SD 65

Marie Chang-Pisano, Special Educator and Literacy Lessons Interventionist, Evanston-Skokie SD 65

Reading Recovery Teachers and Special Educators (trained as Literacy Lessons Interventionists) provide a uniquely designed series of lessons for struggling readers. This session will explore case studies of progress for some students receiving Literacy Lessons intervention, and will specifically explore the role of writing carefully-crafted goals in both Predications of Progress and IEP’s.

REPEATED: Friday, 11:30am-1:00pm

Thursday • 1:30pm–3:00pm Strand: English Language Learners/Descubriendo la Lectura

1:30pm-3:00pm • Salon H, 5th Floor
Biliteracy Development: Observing Cross-Language Transfer in Reading, Writing and Speaking

Emily Zoeller, Reading Recovery/Descubriendo la Lectura Teacher Leader, Madison Metropolitan School District

How can I support my emerging bilingual students in learning to read and write? Using a holistic bilingualism view, this session explores how to closely observe behaviors across domains and across languages in order to inform literacy teaching. Participants will analyze work samples of bilingual students in Spanish and English.

Thursday • 1:30pm–3:00pm Strand: Educational Leadership

1:30pm-3:00pm • Clark, 4th Floor
One Page at a Time

Sandra Wilson, Asst. Superintendent of Curriculum and Instruction, McLean County Unit District #5

Dan Lamboley, Principal, McLean County Unit District #5
Rexie Lanier, Secondary Literacy Specialist, McLean County Unit District #5

We are excited to share our continued learning journey while leading a large district toward a systematic integration of K-12 curriculum across classrooms, resource and special education instructional settings. The Partnerships in Comprehensive Literacy model continues to provide a framework that supports leadership and propels teacher and student learning forward.

Thursday • 2:00pm–3:30pm Strand: Comprehensive Literacy

2:00pm-3:30pm • Addison, 4th Floor
Assessing Primary Writers

Carl Anderson, Author and Consultant

This workshop will focus on strategies for assessing primary writers. Carl will discuss assessment lenses that will help participants decide what to teach students next in mini-lessons, small groups, and writing conferences to help them meet the new writing standards. Carl will discuss typical student writing samples, and use them to demonstrate the how to assess student writers.

Thursday • 2:00pm–3:30pm Strand: Reading Recovery

2:00pm-3:30pm • LA/Miami, 5th Floor
*Using Informational Text in RR Lessons:
When, How, and Why*

Sandra Shavlik, Reading Recovery Teacher Leader,
Green Bay Area Public Schools

Pick the best books for individual children. Learn how to choose and introduce informational texts by examining text quality and the instructional value each book presents.

2:00pm–3:30pm • Salon E, 5th Floor
Making Letter and Word Study Decisions

Todd Hartman, Reading Recovery Teacher Leader,
Pekin Public School District 108

Why is it that the one to two minutes of a lesson devoted to letter/word work can be the most confusing for new teachers? This session will help new (and newer) teachers clarify procedures...where to find them and how to use them...while designing lessons for individuals.

REPEATED: Friday, 9:45am-11:15am

Thursday • 3:45pm–5:15pm Strand: Comprehensive Literacy

3:45pm-5:15pm • Addison, 4th Floor
Assessing Middle Grade Writers

Carl Anderson, Author and Consultant

This workshop will focus on strategies for assessing middle grade writers. Carl will discuss assessment lenses that will help participants decide what to teach students next in mini-lessons, small groups, and writing conferences to help them meet the new writing standards. Carl will discuss typical student writing samples, and use them to demonstrate the how to assess student writers.

3:45pm-5:15pm • Salon E, 5th Floor
*The Vocabulary Gap: Building Knowledge Through
Explicit Vocabulary Instruction*

Linda Dorn, Professor, Reading Recovery Trainer,
University of Arkansas at Little Rock

As students are required to read more complex texts, they must deepen their knowledge of root words, particularly an understanding of how literary texts utilize common, everyday vocabulary in figurative and symbolic ways to stimulate deeper comprehension. This session will include details for implementing explicit vocabulary instruction within a comprehensive literacy framework.

3:45pm-5:15pm • MI/MI State, 6th Floor
Making Implementation of the Common Core a Reality

Gerry Krull, District Literacy Director, Oak Lawn-
Hometown School District 123

Michelle Malone, District Literacy Director, Oak
Lawn-Hometown School District 123

This session is designed to help schools make the implementation of the CCSS more manageable and effective. Participants will gain a better understanding of the critical components and rigorous expectations of the CCSS. The presentation will identify the major shifts in education through CCSS, while providing a practical framework for implementation. We will share a variety of available resources that can facilitate understanding and execution of the standards.

REPEATED: Thursday, 10:45am-12:15pm

3:45pm-5:15pm • Denver/Houston, 5th Floor
School's Out, Now What? Engaging Families

Linda Shusterman, Reading Recovery Teacher
Leader, Evanston Skokie School District 65

Katy Stalzer, Reading Recovery Teacher Leader,
Oak Lawn Hometown District 123

Engaging families in the literacy development of their child is an important step to ensuring success for students. This session is designed to provide participants a structure for developing a summer reading program that reduces summer reading loss. The presenters will also explore different ways to develop and present resources for parents as they work with young readers throughout the year.

Thursday • 3:45pm–5:15pm Strand: Reading Recovery

3:45pm-5:15pm • LA/Miami, 5th Floor
Structuring Lessons with Structure in Mind

Jill Flodstrom, Reading Recovery Teacher Leader,
Champaign Unit 4 Schools

Brenda Giesler, Reading Recovery and First Grade
Teacher, Champaign Unit 4 Schools

Structure your lessons with a greater awareness of language structures. Using videos and student records, we will explore ways to record and extend students' language across the lesson in order to support acceleration in reading and writing.

REPEATED: Friday, 11:30am-1:00pm

3:45pm-5:15pm • Indiana/Iowa, 6th Floor

*Spark Your Students' Writing by
Inviting Conversations During Roaming*

Mary Fritz, Literacy Consultant and Reading Recovery Teacher, Crystal Lake School District 47

This session will highlight establishing and reaffirming the reciprocity of reading, writing and oral language during Roaming. Teachers will review an array of child-centered topics and texts, consider conversation prompts for encouraging rich writing and reflect on extending ideas for writing

REPEATED: Friday, 9:15am-10:45am

3:45pm-5:15pm • Salon F/G, 5th Floor

Oral Language Development: Theory into Practice

Adria Klein, Reading Recovery University Trainer, Saint Mary's College of California

In *Change Over Time*, Dr. Clay said, "if we plan instruction that links oral language and literacy learning (writing and reading) from the start — so that writing and reading and oral language processing move forward together, linked and patterned, from the start — that instruction will be more powerful." The focus of this session will be on understanding oral language development for all students including ELs. Observation tools and practices to scaffold oral language will be shared.

REPEATED: Thursday, 10:15am-11:45am

3:45pm-5:15pm • Avenue, 4th Floor

Sharpening Our Skills: Contingent Teaching

Mary Lose, Associate Professor and Director/Trainer, Reading Recovery Center of Michigan, Oakland University

This session will show how Reading Recovery teachers use a contingent teaching framework to analyze, reflect on, and improve their teaching interactions to foster children's self-regulation and control over literacy processing. Video clips and transcripts will be included.

3:45pm-5:15pm • NWestern/Ohio, 6th Floor

Addressing the Needs of Boys during Reading Recovery Lessons

Scott Mackin, Reading Recovery Teacher Leader, North Central WI RR Consortium/ National Louis University

Many boys start RR lessons confused, discouraged, or disinterested in school related literacy tasks. We have learned from Carol Lyons that emotion and cognitive development are inseparable. This presentation will focus on making RR lessons meaningful and relevant for boys. Many ideas and procedures will be modeled and discussed.

REPEATED: Thursday, 10:45am-12:15pm

Thursday • 3:45pm-5:15pm

Strand: English Language Learners/Descubriendo la Lectura

3:45pm-5:15pm • Salon H, 5th Floor

Shared Reading with English Language Learners K-2

Enid Martinez, Literacy Consultant

Learn how to tailor your whole group and small group shared reading lessons to your students' language and literacy needs. Examples of lessons using a variety of fiction and informational texts will be demonstrated.

REPEATED: Friday, 9:45am-11:15am

Thursday • 3:45pm-5:15pm

Strand: Educational Leadership

3:45pm-5:15pm • Clark, 4th Floor

PCL in the Junior High Setting: Two Stories of Change

Marc Fogal, Principal, Washington Intermediate School, Pekin Public Schools District 108

Bill Heisel, Principal, Edison Junior High School, Pekin Public Schools District 108

Stacey Melloy, District Literacy Coach Leader, Pekin Public Schools District 108

Implementing the Partnership in Comprehensive Literacy Model within a traditional junior high school structure can present school leaders with particular challenges. This session will describe how the administrators at two Pekin, Illinois junior high/middle schools came to recognize the need for a comprehensive approach to school improvement and the actions taken to implement required key changes. PCL implementation suggestions for school leaders will also be provided.

Thursday • 5:45pm

Exhibits Close

Salon A-D, 5th floor

THURSDAY

8:30AM-10:00AM
10:15AM-11:45AM or
10:45AM-12:15PM

Dorn Keynote Address: Changing Minds, C				
Comprehensive Literacy				Exhibits
<i>Thinking and Talking Towards the Crafting of Powerful Texts, K-3</i>	<i>Conferring with Student Writers: A Powerful Way to Meet the New Writing Standards, K-9</i>	<i>Developing Students' Oral Language While Shaping Reading and Writing, K-3</i>	<i>Making Implementation of the Common Core a Reality, K-9</i>	Exhibits open
Avenue 4th Floor NICHOLS	Salon E 5th Floor ANDERSON	Denver/Houston 5th Floor FRITZ	MI/MI State 6th Floor KRULL/MALONE	10:00AM-5:45PM Salon A-D 5 th Floor

1:30PM-3:00PM or
2:00PM-3:30PM

<i>Thinking and Talking Towards the Crafting of Powerful Texts K-3</i>	<i>The Social Side of Engaged Reading K-9</i>	<i>Assessing Primary Writers, K-3</i>		Exhibits open
Avenue 4th Floor NICHOLS	Salon F/G 5th Floor IVEY	Addison 4th Floor ANDERSON		10:00AM-5:45PM Salon A-D 5 th Floor

3:45PM-5:15PM

<i>Assessing Middle Grade Writers, 4-9</i>	<i>School's Out, Now What? Engaging Families K-3</i>	<i>The Vocabulary Gap: Building Knowledge Through Explicit Vocabulary Instruction, K-12</i>	<i>Making Implementation of the Common Core a Reality, K-9</i>	Exhibits open
Addison 4th Floor ANDERSON	Denver/Houston 5th Floor SHUSTERMAN/STALZER	Salon E 5th Salon DORN	MI/MI State 6th Floor KRULL/MALONE	10:00AM-5:45PM Salon A-D 5 th Floor

FRIDAY

7:30AM-9:00AM
9:15AM-10:45AM or
9:45AM-11:15AM

Cleary Keynote Address: A Funny Thing H				
Comprehensive Literacy				Exhibits
<i>"Close Reading" of Informational Texts in the Primary Grades, K-3</i>	<i>Assessing Comprehension with the Brain in Mind: Functional Assessing, K-9</i>	<i>Author in-Service for Teachers, K-9</i>	<i>Introduction to Assisted Writing: Interactive Writing Groups, K-3</i>	Exhibits open
Avenue 4th Floor CUMMINS	MI/MI State 6th Floor RUZILA	Salon F/G 5th Floor CLEARY	NWestern/Ohio 6th Floor LINEHAN	9:00AM-1:15PM Salon A-D 5 th Floor

11:30AM-1:00PM

<i>The Power of Writing during Close Reading of Informational Texts, K-9</i>	<i>Assessing Comprehension with the Brain in Mind: Functional Assessing, K-9</i>	<i>Introduction to Assisted Writing: Interactive Writing Groups, K-3</i>		Exhibits open
Avenue 4th Floor CUMMINS	MI/MI State 6th Floor RUZILA	NWestern/Ohio 6th Floor LINEHAN		9:00AM-1:15PM Salon A-D 5 th Floor

Hanging Schools: Creating a Culture for Inquiry Salon II/III, 7th Floor

Reading Recovery					ELL/DLL	Educational Leadership
Analyzing and Introducing Texts in Support of Children's Lit. Processing	Oral Language Development: Theory into Practice	Supporting Effective Word Solving	Addressing the Needs of Boys during Reading Recovery Lessons		Reading the World and the Word-Leyendo el mundo y la palabra	Model Standards/ Classrooms/ Schools: What Are We Looking For?
Addison 4 th Floor LOSE	Salon F/G 5 th Salon KLEIN	Indiana/Iowa 6 th Floor SLINGER	NWestern/Ohio 6 th Floor MACKIN		Salon H 5 th Floor CECERE	Clark 4 th Floor DORN

Common Theories of Reading: Literacy Lessons and RR Interventions	Orientation to the New Book, More Than a Book Walk	Lifting Performance in Writing	Making Letter and Word Study Decisions	Using Informational Text in RR Lessons: When, How, and Why	Observing Cross-Language Transfer in Reading, Writing and Speaking	One Page at a Time
Denver/Houston 5 th Floor OBROCHTA...	Indiana/Iowa 6 th Floor MEIXENSPERGER	NWestern/Ohio 6 th Floor McBANE	Salon E 5 th Salon HARTMAN	LA/Miami 5 th Floor SHAVLIK	Salon H 5 th Floor ZOELLER	Clark 4 th Floor WILSON ...

Sharpening Our Skills: Contingent Teaching	Structuring Lessons with Structure in Mind	Oral Language Development: Theory into Practice	Spark Your Students' Writing by Inviting Conversations During Roaming	Addressing the Needs of Boys during Reading Recovery Lessons	Shared Reading with English Language Learners K-2	PCL in the Junior High Setting: Two Stories of Change
Avenue 4 th Floor LOSE	LA/Miami 5 th Floor FLODSTROM/ GIESLER	Salon F/G 5 th Salon KLEIN	Indiana/Iowa 6 th Floor FRITZ	NWestern/Ohio 6 th Floor MACKIN	Salon H 5 th Floor MARTINEZ	Clark 4 th Floor FOGAL ...

Happened Salon II/III, 7th Floor

Reading Recovery					ELL/DLL	
Change Over Time: Book Introductions	Spark Your Students' Writing by Inviting Conversations During Roaming	Reading Recovery, What is it?	Making Letter and Word Study Decisions	Analyzing and Introducing Texts in Support of Children's Lit. Processing	Shared Reading with English Language Learners K-2	
Salon E 5 th Floor McBRIDE	Indiana/Iowa 6 th Floor FRITZ	LA/Miami 6 th Floor HONISH/ FARMER	Addison 4 th Floor HARTMAN	Clark 4 th Floor LOSE	Salon H 5 th Floor MARTINEZ	

Common Theories of Reading: Literacy Lessons and RR Interventions	Structuring Lessons with Structure in Mind	Surviving the Hardest to Teach	Orientation to the New Book, More Than a Book Walk		Supporting Writers in Two Languages	
Denver/Houston 5 th Floor OBROCHTA ...	LA/Miami 5 th Floor FLODSTROM/ GIESLER	Salon E 5 th Floor McBRIDE	Indiana/Iowa 6 th Floor MEIXENSPERGER		Salon H 5 th Floor MARTINEZ	

Overview

Friday, January 24, 2014

7:30am–9:00am

7th floor

Registration/Continental Breakfast

7:45am–8:00am

Salon II/III, 7th floor

Greetings

Mary Ann Poparad — Reading Recovery Center for Literacy,
National Louis University

8:00am–9:00am

Salon II/III, 7th floor

Keynote Address

A Funny Thing Happened

Brian Cleary, Author

9:00am

Salon A-D, 5th floor

Exhibits Open

9:15am–10:45am

9:45am – 11:15am

Concurrent Sessions

11:30am–1:00pm

Concurrent Sessions

1:00pm

Salon II/III, 7th floor

Boxed Lunch

1:15pm

Exhibits Close

1:15pm

Salon II/III, 7th floor

Special Prize Drawing

for a weekend over-night stay at the
Chicago Marriott Downtown Hotel
Must be present to win

***An important notice about seating:**

All efforts have been made to provide sufficient seating for each concurrent session. The hotel fire codes DO NOT ALLOW STANDING in the rooms used for the concurrent sessions. Therefore, in planning your schedule, please select a few sessions for each time slot so that you can easily move to another room if your first choice of session is filled. Please remember that most presenters present twice during the conference.

SEATS CANNOT BE RESERVED OR SAVED FOR THOSE NOT PRESENT.

Friday • 7:30am–9:00am

Registration
Continental Breakfast
7th floor

Friday • 7:45am-8:00am

Greetings
Salon II/III, 7th floor

Mary Ann Poparad, Director, Illinois Reading Recovery, National Louis University

Friday 8:00am–9:00am

Keynote Address
Salon II/III, 7th floor

A Funny Thing Happened

Brian Cleary, Author

Children’s author (and former reluctant learner) Brian P. Cleary walks you through some of his childhood influences and shares what shaped him into becoming an author of more than 50 curriculum-based books. Was the handwritten note that he kept from his 8th-grade teacher an insult, a compliment, a prediction? Laugh and learn with “The Word Nerd.”

Friday 9:00am

Exhibits Open
Salon A-D, 5th floor

Friday • 9:45am–11:15am Strand: Comprehensive Literacy

9:15am-10:45am • Avenue, 4th Floor
“Close Reading” of Informational Texts in the Primary Grades

Sunday Cummins, Literacy Consultant

While emergent and early readers may not be grappling with complex informational texts independently, they do need rigorous instructional experiences with these texts. The presenter will share instructional approaches that move young readers towards “close reading” as well as new informational trade books that align with the Common Core.

9:15am-10:45am • MI/MI State, 6th Floor
Assessing Comprehension with the Brain in Mind: Functional Assessing

Cara Ruzila, Educational Consultant/Learning Specialist

This session will provide an in-depth training on how to create formative comprehension assessments with the Functional Teaching™ Planning Guide. These assessments align seamlessly to the Common Core Standards and only take 10 minutes to create.

REPEATED: Friday, 11:30am-1:00pm

Friday • 9:15am–10:15am Strand: Reading Recovery

9:15am-10:45am • Indiana/Iowa, 6th Floor
Spark Your Students’ Writing by Inviting Conversations During Roaming

Mary Fritz, Literacy Consultant and Reading Recovery Teacher, Crystal Lake School District 47

This session will highlight establishing and reaffirming the reciprocity of reading, writing and oral language during Roaming. Teachers will review an array of child-centered topics and texts, consider conversation prompts for encouraging rich writing and reflect on extending ideas for writing.

REPEATED: Thursday, 3:45pm-5:15pm

9:15am-10:45am • LA/Miami, 6th Floor
Reading Recovery, What Is It?

Katy Honish, Reading Recovery Teacher Leader, Wisconsin Valley Area Reading Recovery Consortium

Tracee Farmer, Reading Recovery Teacher Leader, Quincy Public Schools

This session is for administrators and teachers unfamiliar with Reading Recovery. It is designed to raise awareness of the benefits for Reading Recovery students as well as benefits for a school and school system. Additional information will be shared on how Reading Recovery supports classroom curriculum. There will be time for questions.

9:15am-10:45am • Salon E, 5th Floor
Change Over Time: Book Introductions

Maryann McBride, Reading Recovery Teacher Leader, Clemson University

Everything changes over time in Reading Recovery — the child, the teacher, and even book introductions. Explore these changes and what doesn’t change as children progress through their Reading Recovery Programs.

Friday • 9:45am-11:15am Strand: Comprehensive Literacy

9:45am-11:15am • Salon F/G, 5th Floor
Author In-Service for Teachers

Brian Cleary, Author

Brian will share the language-based lesson plans he has used in his nearly 500 school visits throughout the country. Topics discussed will include: poetry prompts, personification, verb trains, noun quilts and more.

9:45am-11:15am • NWestern/Ohio, 6th Floor
*Introduction to Assisted Writing:
Interactive Writing Groups*

Jennifer Linehan, Literacy Leader, Pekin Public School District #108

"Writing is a powerful intervention, but only when reading and writing are taught as reciprocal processes" (Interventions That Work, page 51) Learn about the predictable routines as we explore the lesson framework and elaborate on the intervention goals of an interactive writing lesson.

REPEATED: Friday, 11:30am-1:00pm

Friday • 9:45am-11:15am Strand: Reading Recovery

9:45am-11:15am • Addison, 4th Floor
Making Letter and Word Study Decisions

Todd Hartman, Reading Recovery Teacher Leader, Pekin Public Schools District 108

Why is it that the one to two minutes of a lesson devoted to letter/word work can be the most confusing for new teachers? This session will help new (and newer) teachers clarify procedures...where to find them and how to use them...while designing lessons for individuals.

REPEATED: Thursday, 2:00pm-3:30pm

9:45am-11:15am • Clark, 4th Floor
Analyzing and Introducing Texts in Support of Children's Literacy Processing

Mary Lose, Associate Professor and Director/Trainer, Reading Recovery Center of Michigan, Oakland University

Reading Recovery teachers must preview and analyze texts to prepare a particular child for correct responding and ultimately, to advance the child's literacy processing system. In this session we focus on the work of Kintsch (domain knowledge) and Clay as we consider how best to support a child in orienting himself to reading texts at higher levels.

REPEATED: Thursday, 10:15am-11:45am

Friday • 9:45am-11:15am Strand: English Language Learners/Descubriendo la Lectura

9:45am-11:15am • Salon H, 5th Floor
Shared Reading with English Language Learners K-2

Enid Martinez, Literacy Consultant

Learn how to tailor your whole group and small group shared reading lessons to your students' language and literacy needs. Examples of lessons using a variety of fiction and informational texts will be demonstrated.

REPEATED: Thursday, 3:45pm-5:15pm

Friday • 11:30am-1:00pm Strand: Comprehensive Literacy

11:30am-1:00pm • Avenue, 4th Floor
The Power of Writing during Close Reading of Informational Texts

Sunday Cummins, Literacy Consultant

Writing about reading is a powerful tool for deepening understanding of text. Frequently, though, students write mindlessly about what they have read, simply regurgitating the same words used in the text. Instructional approaches that nurture 'mindful' written responses to text will be shared along with samples of student work.

11:30am-1:00pm • MI/MI State, 6th Floor
Assessing Comprehension with the Brain in Mind: Functional Assessing

Cara Ruzila, Educational Consultant/
Learning Specialist

This session will provide an in-depth training on how to create formative comprehension assessments with the Functional Teaching™ Planning Guide. These assessments align seamlessly to the Common Core Standards and only take 10 minutes to create.

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Friday • 11:30am–1:00pm Strand: Reading Recovery

11:30am–1:00pm • LA/Miami, 5th Floor
Structuring Lessons with Structure in Mind

Jill Flodstrom, Reading Recovery Teacher Leader, Champaign Unit 4 Schools
Brenda Giesler, Reading Recovery and First Grade Teacher, Champaign Unit 4 Schools

Structure your lessons with a greater awareness of language structures. Using videos and student records, we will explore ways to record and extend students' language across the lesson in order to support acceleration in reading and writing.

REPEATED: Thursday, 3:45pm-5:15pm

11:30am–1:00pm • Salon E, 5th Floor
Surviving the Hardest to Teach

Maryann McBride, Reading Recovery Teacher Leader, Clemson University

This session will focus on identification and use of procedure for children experiencing the most difficulty accelerating. Information from the Observation Survey, Reading Recovery records and observations will be used to help teachers know when to call for help and where to get help in Literacy Lessons.

11:30am–1:00pm • Indiana/Iowa, 6th Floor
Orientation to the New Book, More Than a Book Walk

Rebecca Meixensperger, Reading Recovery Teacher Leader, Oswego School District 308

Participants will learn how to orient students to the new book in a more effective way. Language structures, print concepts, and unusual vocabulary make books unattainable to some students. All of these subjects will be investigated through activities and videos. Links to writing will also be explored.

REPEATED: Thursday, 1:30pm-3:00pm

11:30am–1:00pm • Denver/Houston, 5th Floor
Common Theories of Reading: Literacy Lessons and Reading Recovery Intervention

Connie Obrochta, Reading Recovery Teacher Leader, Evanston-Skokie School District 65
Elyse Stole, Special Educator and Literacy Lessons Interventionist, Evanston-Skokie School District 65
Natalie Sanchez Hoss, Special Educator and Literacy Lessons Interventionist, Evanston-Skokie SD 65
Marie Chang-Pisano, Special Educator and Literacy Lessons Interventionist, Evanston-Skokie SD 65

Reading Recovery Teachers and Special Educators (trained as Literacy Lessons Interventionists) provide a uniquely designed series of lessons for struggling readers. This session will explore case studies of progress for some students receiving Literacy Lessons intervention, and will specifically explore the role of writing carefully-crafted goals in both Predications of Progress and IEP's.

REPEATED: Thursday, 1:30pm-3:00pm

Friday • 11:30am-1:00pm Strand: English Language Learners/Descubriendo la Lectura

11:30am–1:00pm • Salon H, 5th Floor
Supporting Writers in Two Languages

Enid Martinez, Literacy Consultant

Learn how to select and use mentor texts in English and Spanish that will meet the needs of your students. A variety of mentor texts will be highlighted with teaching points that focus on qualities of good writing.

Friday • 1:00pm
Box Lunch
Salon II/III, 7th floor

Friday • 1:15pm
Exhibits Close
Salon A-D, 5th floor

Friday • 1:15pm Special Prize Drawing

For a weekend over-night stay at the Chicago Marriott Downtown Hotel
Salon II/III, 7th floor
You must be present to win



EVIDENCE-BASED LITERACY INITIATIVES

National Louis University – Lisle Campus

Illinois Reading Recovery® Descubriendo La Lectura Center for Literacy

RESPONSE TO INTERVENTION	Professional Development Models			
	READING RECOVERY® DESCUBRIENDO LA LECTURA	LITERACY LESSONS®	COMPREHENSIVE INTERVENTION MODEL	PARTNERSHIPS IN COMPREHENSIVE LITERACY
<ul style="list-style-type: none"> ➤ Comprehensive and well-coordinated plan for increasing literacy achievement ➤ Emphasis on intervention for preventing or reversing reading failure ➤ Research-based interventions with levels of intensity ➤ Identify challenges to student learning, provide appropriate evidence-based interventions, and monitor student progress based on achievement and other performance data ➤ Enables teachers to adjust their instruction to best meet the needs of their students ➤ Reduces the number of students identified with learning disabilities ➤ Intervene earlier, rather than waiting for students to fail ➤ Use reading or mathematics coaches to provide job embedded professional development to teachers ➤ Provide intensive district-wide professional development for special education & regular education teachers that focuses on scaling-up, through replication, proven and innovative evidence-based school-wide strategies in reading, math, writing, and science, and positive behavioral supports to improve outcomes for students with disabilities 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

READING RECOVERY® (RR) DESCUBRIENDO LA LECTURA (DLL)	LITERACY LESSONS®	COMPREHENSIVE INTERVENTION MODEL (CIM)	PARTNERSHIPS IN COMPREHENSIVE LITERACY (PCL) LITERACY COACH LEADER TRAINING
<p>Reading Recovery has been recognized by the U.S. Dept. of Education (http://ies.ed.gov/hcee/wwc/report-s/beginning_reading/reading_recovery/) as a highly effective early intervention for the lowest-achieving children in first grade. DLL is the reconstruction of RR for children being instructed in Spanish.</p>	<p>Literacy Lessons® is a professional development initiative that builds on the strong theoretical base and well-researched protocols of Reading Recovery in order to reach a wider group of children with special needs beyond first grade.</p>	<p>The CIM is a well-coordinated systemic design that aligns with the principles adopted by the International Reading Association's Commission on Response to Intervention. CIM provides a portfolio of research based effective small group instructional approaches designed to reverse student reading failures through layered interventions that complement the school curriculum. CIM is one of the ten components of the PCL school improvement model.</p>	<p>The PCL is a nationally recognized model for continuous school improvement dedicated to increasing student achievement. An essential component of PCL is collaborative leadership facilitated by a school literacy coach and principal partnership. Student achievement rises through an apprenticeship technique that increases teacher knowledge and expertise around effective classroom literacy practices. Literacy Coaches participate in post-graduate study and continuing professional development in partnership with the Illinois RR Center at NLU.</p>

Professional Development Opportunities

Reading Recovery® Descubriendo La Lectura Center for Literacy at NLU

READING RECOVERY® (RR) DESCUBRIENDO LA LECTURA (DLL) LITERACY LESSONS® (LL)	COMPREHENSIVE INTERVENTION MODEL (CIM)	PARTNERSHIPS IN COMPREHENSIVE LITERACY (PCL) - Leadership	Literacy Coach Leader Preparation PCL School District
RR/DLL: Short-term Tutoring Intervention, Gr1-LL: Gr 2-4 Special Ed and ELL	A Response to Intervention Approach for Grades K-9	A Model for Continuous School Improvement School Leadership	Literacy Coach Leader K-9 Meets International Reading Association Standards
Description RR/DLL serves the lowest-achieving (bottom 20%) first-grade students, to accelerate literacy skills, reduce the number of first-grade students who are struggling to read, and prevent long-term reading difficulties. Literacy Lessons® extends the benefits of RR to a wider group of children with special needs beyond first grade.	Description A well-coordinated, seamless design for providing services to struggling readers. A systemic model for reversing reading failure through layered intervention, including differentiated classroom instruction and supplemental interventions in small groups or one-to-one.	Description A model for continuous school improvement dedicated to increasing student achievement. The model includes 10 features: a framework for literacy, coaching & mentoring, model classrooms, high standards, accountability, system interventions, professional learning communities, a well-designed literacy plan, technology, & spotlighting.	A program of post graduate study that includes preparation in these critical areas: <ul style="list-style-type: none"> • literacy instruction, interventions, and assessment systems • coordinating a school literacy program • coaching & mentoring teachers • researching effective schools
Teacher Training RR/DLL/LL Teacher preparation requires participation in a graduate-level course series taught by a registered teacher leader. Concurrently, teachers work with children and fulfill other educational roles as prescribed by a school district. Teachers bring expertise in early literacy intervention to school intervention teams. Teachers must be employed in a school system that has committed to implementing RR/DLL with fidelity and hold a valid teaching certificate with a record of successful teaching experience. <ul style="list-style-type: none"> • Eligible for admission to NLU Graduate School • Graduate course credits over a school year • Contact a local teacher leader www.IllinoisReadingRecovery.org 	CIM Specialist Training For RR/DLL Teachers Following their year-long preparation, RR/DLL teachers may receive additional professional development as an intervention specialist to deliver Tier II & III interventions in a school. The training consists of a minimum of 6 hours graduate credit beyond the RR/DLL training courses. <ul style="list-style-type: none"> • Attend a CIM Summer Institute (2 graduate hours credit) • Additional practicum is provided over the course of a year (4 graduate hours credit) • Register for the CIM Summer Institute www.IllinoisReadingRecovery.org 	Implementation Year 1 School District identifies Literacy Coach Leader to work for the district while completing study at NLU <ul style="list-style-type: none"> • Professional seminars, clinical training, field support & online support • Prepare to provide PCL training for school based literacy coaches and administrators Scaling Up, Sustaining & Extending Years 2+ <ul style="list-style-type: none"> • Ongoing professional development for literacy coaches • Consultation and on-going research related to school improvement processes 	District Literacy Coach Leader (DLC) Designed for students who already hold an advanced or Master's Degree in Reading <ul style="list-style-type: none"> • 18 semester hour's post-graduate study • Employed as a literacy coach in a school setting. • Professional seminars, clinical training, field and on-line technical support • Contact mary.poparad@nlu.edu
RR/DLL/LL Teacher Leader Training Teacher Leader works with children, prepares teachers, continuing professional development, coaching, monitoring the progress of children, collaborating with district leadership teams, informing and participating in state and national RR networks. <ul style="list-style-type: none"> • Must hold a Master's Degree, teacher certification, employed by school district committed to RR/DLL implementation • Eligible for admission to NLU Graduate School • 24 hours graduate credit over a school year • Contact Dr. Mary Ann Poparad Mary.Poparad@nlu.edu DLL: Karin Cecere, Kecere@nlu.edu 	CIM Teacher Training at Affiliated Illinois Reading Recovery Sites CIM training is also available to special education, Title I, ELL, all intervention Tier II-III-IV teachers, and K-9 classroom teachers providing Tier I interventions. <ul style="list-style-type: none"> • Must have RR or DLL in school or feeder schools • Eligible for admission to NLU Graduate School • Attend a CIM Summer Institute or regional CIM workshop (2 graduate hours credit) • Additional study with practicum extended over a school year includes Early Literacy Assessment training (6 graduate hours credit) 	Network of Literacy Administrators Illinois Administrator Academy Credits <ul style="list-style-type: none"> • Professional development activities for school administrator • Statewide networking In partnership with Consortium for Educational Change Illinois State Board of Education National Network of Literacy Admin University of Arkansas Little Rock National Network of University Centers 	Reading Recovery Required In Elementary or feeder schools Strategic Processing Coach Leader (SPC) Special Education Coach Training The strategic processing coach provides professional development for special education teachers in the CIM & works with classroom teachers, RR teachers, reading specialists, district leadership team, and literacy coaches to coordinate interventions & ensure a seamless design for providing support for struggling readers. <ul style="list-style-type: none"> • Designed for special education teachers or supervisors • Program of study is the same as for Literacy Coach Leader (above)



Reading Recovery®

READING RECOVERY: SCALING UP WHAT WORKS

INVESTING IN INNOVATION (i3) FUNDS

Professional development funding for Reading Recovery training is now available through 19 university training centers.

\$45.6 MILLION GRANT

In fall 2010, The U.S. Department of Education awarded a \$45.6 million Investing in Innovation (i3) grant to The Ohio State University. An additional \$10.1 million in matching funds was raised from the private sector, bringing the total amount available to support the training of teachers in Reading Recovery to \$57 million. These funds will support professional development for more than 3,690 new teachers who will reach nearly half a million children by 2015, the final year of the grant.

WHAT THE i3 FUNDS COVER

Funds for Reading Recovery professional development are available to qualified teachers who apply to a certified Reading Recovery teacher training program through their sponsoring building or district. Most costs are covered for graduate tuition, a starter collection of books, instructional materials and professional development activities such as attendance at a Reading Recovery conference, travel for training-related purposes, or enhancement of Reading Recovery book collections.

i3 GRANT UNIVERSITY TRAINING CENTERS

OHIO

The Ohio State University

ARKANSAS

University of Arkansas at Little Rock

CALIFORNIA

Saint Mary's College of California

San Diego State University

CONNECTICUT

University of Connecticut

GEORGIA

Georgia State University

ILLINOIS

National Louis University

IOWA

University of Northern Iowa

KANSAS

Emporia State University

KENTUCKY

University of Kentucky

MAINE

University of Maine

MASSACHUSETTS

Lesley University

MICHIGAN

Oakland University

NEW YORK

New York University

NORTH CAROLINA

University of North Carolina Wilmington

PENNSYLVANIA

Shippensburg University

SOUTH CAROLINA

Clemson University

SOUTH DAKOTA

University of South Dakota

TEXAS

Texas Woman's University

For more information visit www.i3.readingrecovery.info or email i3Grantrr@ehe.osu.edu



FROM BEHIND THE GLASS: For struggling students, the best investment is knowledgeable teachers. Initial training and ongoing professional development in Reading Recovery include teaching, observing, and discussing lessons taught behind a one-way mirror.

**PROFESSIONAL DEVELOPMENT FUNDING:
ALL SCHOOLS IN THE U.S. QUALIFY**

The i3 grant prioritizes schools with a high need of increased teacher expertise.

Priority 1

- schools with a large proportion of English language learner (ELL) students
- schools located in rural areas
- schools ranked in the bottom 5% of schools statewide

Priority 2

- schools identified for Title I corrective action or restructuring
- schools or school districts in program improvement

Priority 3

- any other U.S. school (public, private, parochial, or charter)

**READING RECOVERY-TRAINED TEACHERS
PROVIDE WHOLE SCHOOL BENEFITS**

For struggling students, knowledgeable teachers are the best investment. Teachers trained in Reading Recovery offer benefits beyond first grade, spending part of their day working with Reading Recovery students and the remainder in other roles including

- Title I or Small-Group Teacher
- Kindergarten Teacher
- Shared Classroom Teacher
- Special Education Teacher
- English as a Second Language (ESL) Teacher
- Staff Developer/Literacy Coach
- Administrator

Learn how Reading Recovery can provide lasting results at ReadingRecoveryWorks.org



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Center For Literacy**

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630.874.4148 • 800.443.5522 x4148
www.illinoisreadingrecovery.org



Reading Recovery: Scaling Up What Works USDE Grant: Investing in Innovation (i3) YOUR ELEMENTARY SCHOOL IS ELIGIBLE!

2014-15 is the final opportunity to access this teacher training grant

The goal of Reading Recovery is to significantly increase the percentage of children who can fully profit from the classroom curriculum and maintain proficiency as they move through the elementary grades. Successful early intervention services represent significant cost savings to school systems over time when they chose to invest in early intervention services with Reading Recovery as a stable part of their Title I, Rtl, and school improvement plans. During the 2008-09 school year, 90% of Illinois Elementary schools with Reading Recovery implementations met or exceeded their AYP goals in the area of reading.

What the i3 Award Provides

The award will provide most initial professional development fees and most start-up expenses for teachers to immediately implement or expand Reading Recovery in a school including:

- University graduate level course tuition (IRA & ISBE Professional Learning Standards)
- Some instructional training fees including on-site coaching and technical assistance
- Professional development stipend for each teacher to attend state RR Conference
- Children's instructional starter book set (multiple titles) and professional reference books

Funding the Teacher's Salary

Each Reading Recovery teacher on the average teaches 40 students in small groups and another 8-10 Reading Recovery (Grade 1) students having the greatest difficulty learning to read and write. Schools that implement Reading Recovery typically use a combination of resources from Title I, general operation, special education, and ELL budgets to fund these positions.

The i3 award does not provide salary.

Reading Recovery and Rtl

Reading Recovery, an early intervening service, becomes part of a school's Response to Intervention plan. The National Center on Response to Intervention (NCRTI) recently listed Reading Recovery on its intervention site and reported large gains based on a 2005 study by researcher Robert Schwartz published in the Journal of Educational Psychology. NCRTI is funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to states and districts to help them implement proven models for response to intervention (RTI) and early intervening services. Please visit www.rti4success.org/chart/instructionTools for more information.

School Commitment

School systems interested in participating will need to:

- Nominate one or more highly qualified and successful teachers to join a weekly graduate class and dedicate 2 ½ hours of that teacher's work day to tutor 8-10 first grade students who qualify for supplemental intervention services.
- Commit to maintaining the Reading Recovery implementation for a minimum of three years.
- Participate in federally-required research.
- Consider and explore full implementation of the Partnerships in Comprehensive Literacy Model for school improvement.

Please do not hesitate to contact me or one of the teacher leaders or school administrators at a regional Reading Recovery professional development site in your area for further information. See the Illinois Reading Recovery Directory for contact information.

Sincerely,

Mary Ann Poparad, Ph.D.
Illinois Reading Recovery Center Director
mary.poparad@nl.edu

2013-2014 DIRECTORY
IL and WI Reading Recovery® Sites
 Affiliated with National Louis University

IL Teacher Leaders

SITE	#	NAME		PHONE	E-MAIL
Belleville	592	Michele	McGee	618-233-1608	mmcgee@belleville118.org
Champaign	175	Jill	Flodstrom	217-351-3709	flodstji@champaignschools.org
Charleston	214	Gail	Schultz	217-639-4033	schultz1@consolidated.net
Cicero* DLL TL	336	Nancy	Mills ¹	708-748-4487	nmills@cicd99.edu
	336	Iris	Pena-Tanner	708-780-4482	itanner@cicd99.edu
Crystal Lake	596	Sue	Juarez	815-788-5037	sejuarez@d47.org
Evanston-Skokie	274	Linda	Shusterman	847-859-8423	shustermanl@district65.net
	274	Connie	Obrochta	847-409-4349	obrochtac@district65.net
McLean County Unit 5*	335	Lori	Stevens	309-336-6983	stevenlj@unit5.org
	335	Sarah	Arundale	309-212-9700	arundals@unit5.org
Northern IL RR Cons.	855	Char	Cain	847-650-6652	ccain@dist50.net
Oak Lawn/Hometown	458	Kathleen	Stalzer	708-952-7710	kstalzer@d123.org
Oswego	224	Rebecca	Meixensperger	630-636-3021	rmeixensperger@oswego308.org
Pekin*	446	Deb	Leach	309-477-4700 x2281	deb.leach@pekin.net
	446	Todd	Hartman	309-477-4700 x1734	todd.hartman@pekin.net
Quincy*	379	Mickey	Elliott	217-228-7158 x2257	elliottmi@qps.org
	379	Tracee	Farmer	217-223-8700 x2239	farmertr@qps.org
So IL RR Training Cntr	146	Susan	Heape	618-457-5781 x2345	sheape@ces95.org
Univ Consortium at NLU DLL TL	464	Judy	Liss	630-701-4565	jlquilter@hotmail.com
	464	Karin	Cecere	630-874-4511	kcecere@nl.edu

WI TL

Central WI RR Cons	573	Jackie	Heinz	715-424-6700 x1061	jackie.heinz@wrps.net
Fort Atkinson	686	Sally	Davis	920-563-7818 x5244	daviss@fortschools.org
Green Bay Area	995	Sandra	Shavlik	920-448-7377	ssshavlik@gbaps.org
Madison, WI	581	Amy	Treuter	608-204-2400	atreuter@madison.k12.wi.us
	581	Emily	Zoeller	608-204-1079	eczoeller@madison.k12.wi.us
N Central WI RR Cons	684	Scott	Mackin	715-921-0185 x7190	scott.mackin@maps.k12.wi.us
NW WI (Rice Lake)	277	Elizabeth	Jahnke	715-234-3145 x5208	jahnkee@ricelake.k12.wi.us
SE WI RR Cons*	694	Susan	Boquist	262-250-2635	boquise@sdmfschools.org
WI Valley Area RR Cons	685	Mary	Schmit	920-967-1900 x2027	schmitm@mjsd.k12.wi.us
	685	Katy	Honish	920-424-0411	kay.honish@oshkosh.k12.wi.us>

IL Site Coordinators

Belleville	592	Jamey	McCloskey	618-233-3798	jmccloskey@belleville118.org
Champaign	175	Susan	Zola	217-351-3702	zolasu@champaignschools.org
Charleston	214	Todd	Vilardo	217-639-1000 x1007	tjvil@charleston.k12.il.us
Cicero*	336	Betsy	Nealon	708-863-4856	enealon@cicd99.edu
Crystal Lake	596	Jean	Bevevino	815-459-6070	jhbevevino@d47.org
Evanston-Skokie	274	Demetra	Disotuar	847-859-8012	disotuard@district65.net
McLean County-Unit 5*	335	Sandra	Wilson	309-557-4029	wilsonsj@unit5.org
Northern IL RR Cons	855	Jim	Menzer	847-543-7833	James.menzer@gmail.com
Oak Lawn/Hometown	458	Andrea	Anderson	708-423-0150 x4283	aanderson@d123.org
Oswego	224	Lisa	Smith	630-636-3483	lsmith@oswego308.org
Pekin*	446	Leonard	Ealey	309-477-4700 x1008	leonard.ealey@pekin.net
Quincy*	379	Julie	Stratman	217-228-7158 x2225	stratmju@qps.org
So IL RR Training Cntr	146	Colleen	Doyle-Parrott	618-457-3591 x2104	cdoyle-parrott@ces95.org
Univ Consortium at NLU	464	Mary Ann	Poparad	630-874-4120	mary.poparad@nl.edu

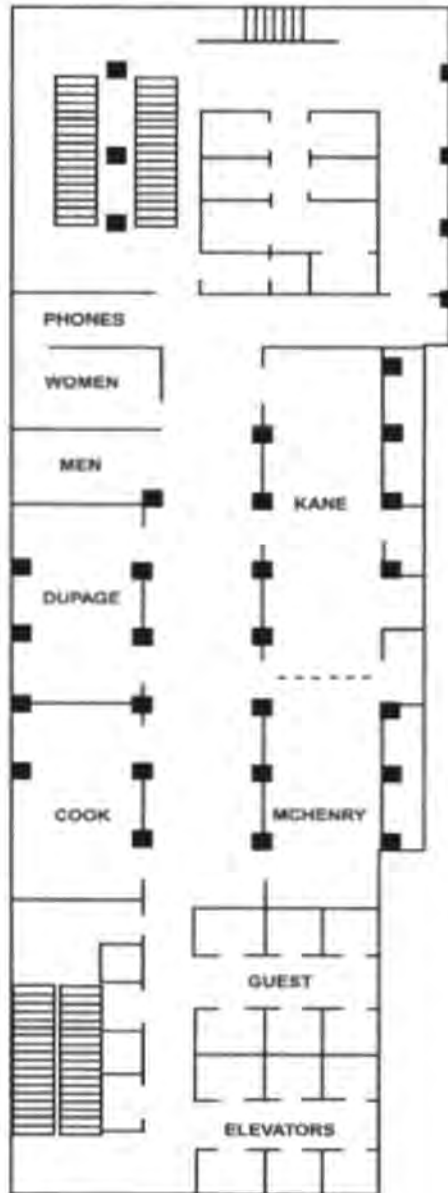
WI SC

Central WI RR Cons.	573	Amy	Ryan	715-424-6700 x1056	amy.ryan@wrps.net
Fort Atkinson	686	Amy	Oakley	920-563-7802 x8821	oakleya@fortschools.org
Green Bay Area	995	Nancy	Chartier	920-619-2358	nachartier@gbaps.org
Madison, WI	581	Carolyn	Racine Gilles	608-663-1963	cracinegille@madison.k12.wi.us
N Central WI RR Cons	684	Rich	Thwaits	715-536-5233	rich.thwaits@maps.k12.wi.us
NW WI (Rice Lake)	277	Barbara	Sparish	715-234-9007	sparishb@ricelake.k12.wi.us
SE WI RR Cons*	694	Gary	Kiltz	262-255-8464	kiltgar@sdmfschools.org
WI Valley Area RR Cons	685	Shelly	Muza	920-967-1456	muzasl@mjsd.k12.wi.us

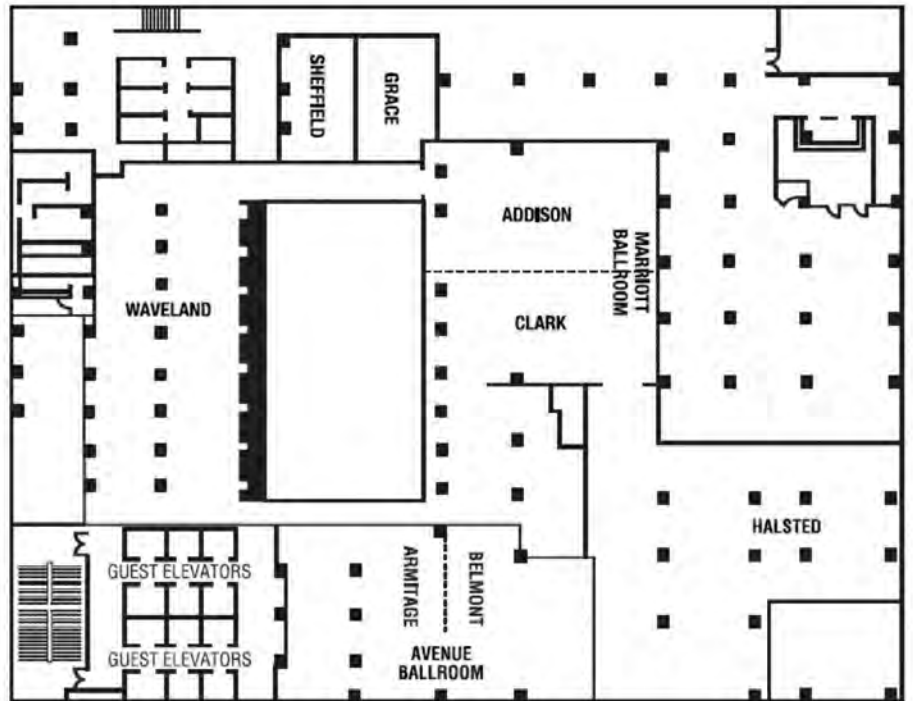
¹ Descubriendo la Lectura (DLL) Regional Coordinator

* Partnership in Comprehensive Literacy (PCL) districts. Additional PCL School Districts: Columbus, WI, Lake Zurich, Northbrook #28

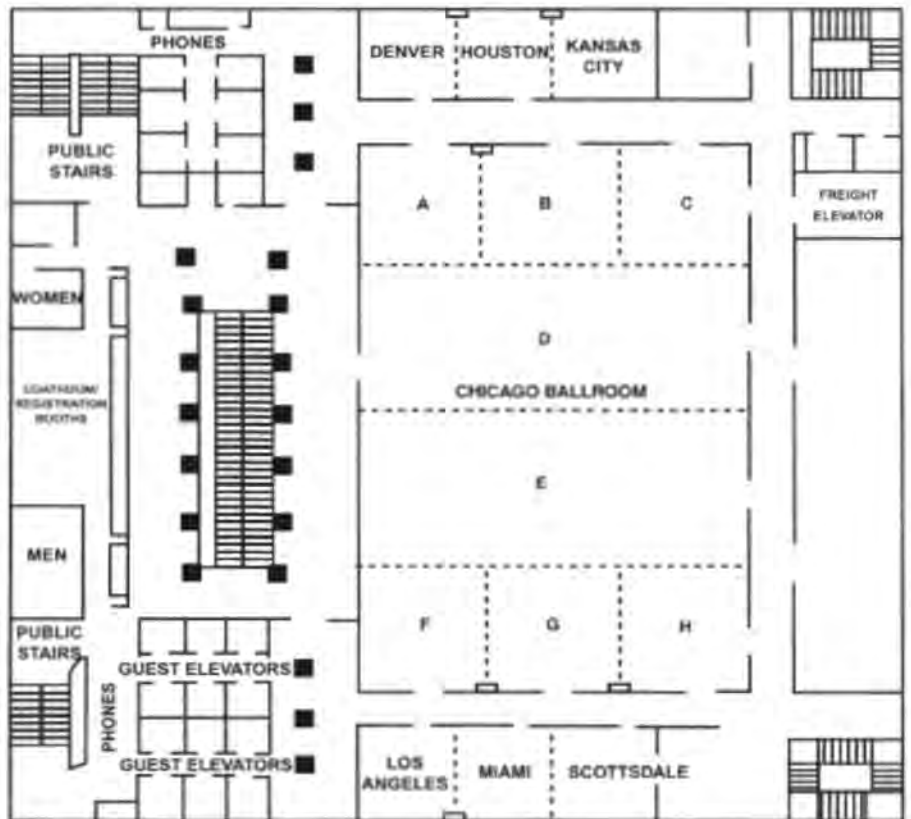
Meeting Room Floors



3rd Floor

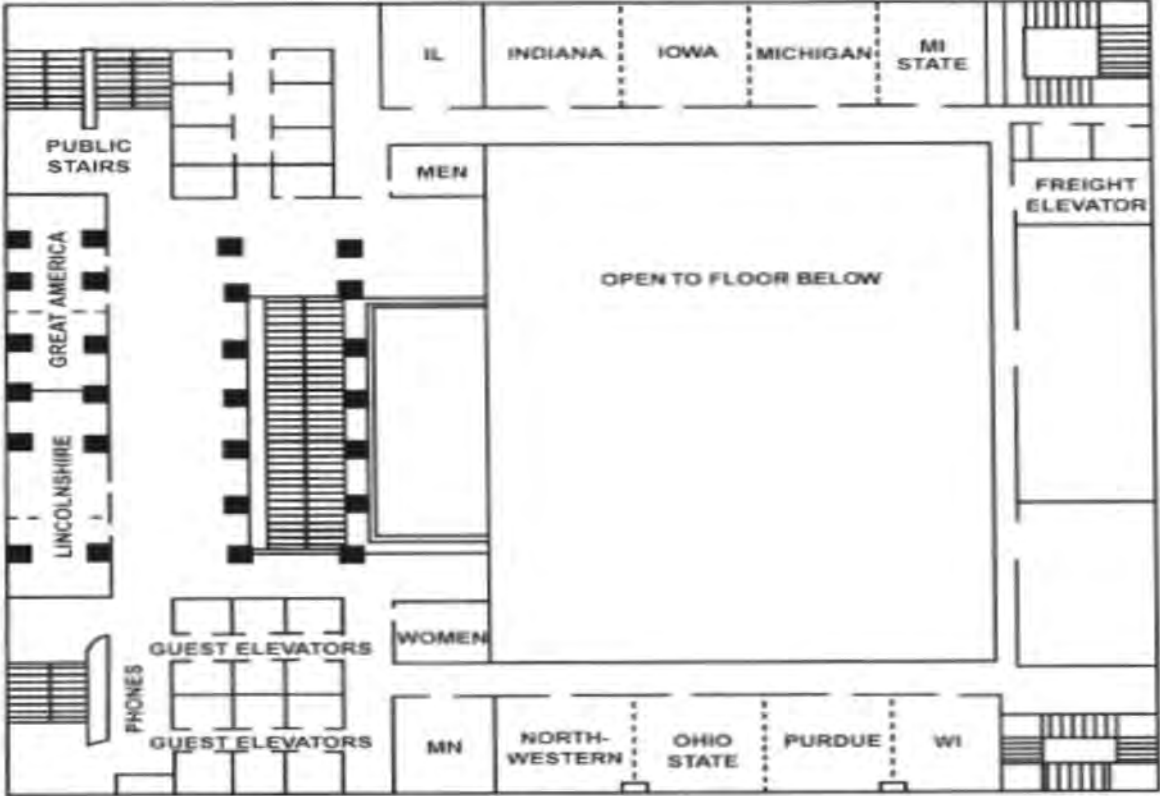


4th Floor

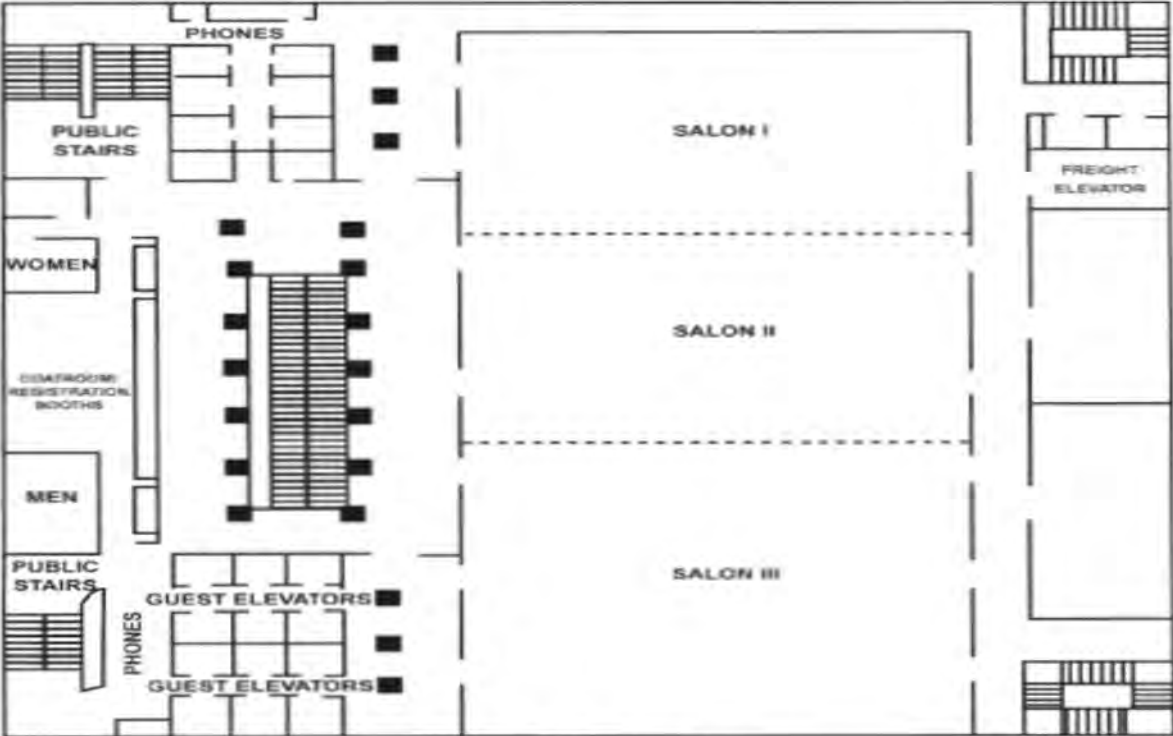


5th Floor

Meeting Room Floors



6th Floor



7th Floor

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Katy Stalzer7, 14

Elyse Stole7, 13, 21

W

Sandra Wilson7, 13

Z

Emily Zoeller7, 13

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WHAT PAST CONFERENCE ATTENDEES HAD TO SAY:

"I brought a team with me. One of the teacher's told me, 'This conference changed my life.'"

"Speakers were fabulous and so informative. It was great to hear such relevant and thoughtful and current research and practice in the field."

"I think that this is one of the best professional development opportunities for our teachers and administrators. Our school teams have great conversations and develop productive ideas for moving ahead."

"The presenters were exceptional. I took many ideas back to school on Monday and have found success... even after 19 years as a reading professional."

"I've attended for the past 12 years. Even though I no longer teach Reading Recovery, I still find the conference highly valuable to teaching in the classroom."

"The keynotes are always well known and I am able to take away something new or reinforce my teaching strategies."

"I gained a great deal of information from the presentations; and my learning was extended by being able to discuss this information with my colleagues 'in the moment'. This type of event is educational AND inspiring."

"It is always up lifting and helpful to get a boost at this time of year."

"The conference provides great speakers and great opportunities for networking."

"The presenters were exceptional. I took many ideas back to school on Monday and have found success... even after 19 years as a reading professional."

"I have gone every year for 16 years and I always come back with new procedures, and better understandings of theory and best practices that are researched based."

"This conference is very helpful in learning new and useful ways to look at instruction and to implement instruction."

"I will definitely be back next year!!!! One of the best conferences I have attended."

"Some of the things I liked best about the conference: There are so many well-known speakers, small sessions, presenters were passionate about the content they shared, presenters made themselves accessible with handouts and email addresses given for follow up questions."

"Best conference of any kind in a long time!"

"What a wonderful learning experience and very well worth my time! Thanks to all who organized!"

"I was very pleased with the conference. Your speakers and presenters were outstanding. We are so grateful as a district to be able to attend. We all need a booster just to let us know we are on the right track in educating our students."

COMPLETE ONLINE EVALUATION

Complete by **February 14, 2014** the online Conference Evaluation found at www.nl.edu/rrconf for a chance to win a complimentary 3-day registration at the 2015 conference.