



MONTANA
Education
& Literacy
Institute

CONFERENCE PROGRAM

August 1-3, 2023
HELENA, MONTANA

Delta Marriott
2301 Colonial Dr. • Helena, Montana
406-443-2100

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We **STRIVE** to support teachers, leaders, and coaches through evidence-based practices and positive supporting relationships. We customize our support based on school needs to build capacity for improved learner outcomes.

We **STRIVE** to provide TLC (tender, loving, care) to teachers, leaders, and coaches through our nonprofit by giving back at least 10% of all STRIVE proceeds through consulting, scholarships, resources, and give-a-ways.

STRIVE services include professional development (virtual and in person), onsite consulting, customized development work, and proposal and grant writing. **STRIVE**'s evidence-based models lay the foundation for supporting teachers, leaders, and coaches in their journey for improving learner outcomes. We take pride in customizing each module to meet the needs of each client.

STRIVE'S MODELS:

STRIVE's PreK Literacy

STRIVE's Elementary Literacy

STRIVE's Adolescent Literacy

STRIVE's Data System: a how to on planning, teaching, and assessing reading groups

STRIVE's Teams: a how-to on building effective teams with effective instructional leadership

STRIVE's Coaching: a how-to on becoming an effective instructional coach

strivingreaders.com • on Facebook at facebook.com/strivingreaders • on Instagram [@strivingreaders](https://instagram.com/strivingreaders)



At Side-by-Side Educational Consulting, we provide educators with the what, why, and how of evidence-based reading instruction rooted in structured literacy principles, empowering educators with essential understandings of reading development at any age. Our training and on-site support provides deep understanding of literacy and language development within the entire reading continuum, empowering educators with the tools and knowledge needed to provide effective instruction at all tiers of instruction - resulting in reduced reading difficulties for students and increased literacy achievement overall. We have a laser focus on bringing the “why” and the “how” of reading together, ultimately creating pathways between research and classroom practice and thus providing educators the instructional tools to better meet the varied needs of the students they serve, including students at-risk for dyslexia. Connections are made to the latest research and evidence-based practices informed by the Science of Reading, Structured Literacy, IES Practice Guides and more, as well as the why and how of literacy assessment to diagnose student needs for specialized literacy interventions. From preschool programs to high schools, school-level implementation to statewide implementation (and everything in between), we have the experience, skills, and knowledge to build teacher and leader capacity and the system structures that are needed to increase teacher effectiveness and improve student outcomes over the long term.

SERVICES INCLUDE:

- Customized Professional Development and Training Grounded in the Science of Reading
- On-Site Technical Assistance to Support Implementation of Evidence-Based Practices in the Classroom
- Support for Instructional Coaches for High-Impact Coaching Cycles
- Support for Administrators in Instructional Leadership
- Support in Data Analysis to Address High Priority Instructional Needs
- Guidance in building effective literacy systems and clear intervention pathways for MTSS

Contact us today! carrie@sidebysideconsulting.com • 1-800-585-8304 • Visit us online : sidebysideconsulting.com



MONTANA Education & Literacy Institute

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Strand Overviews

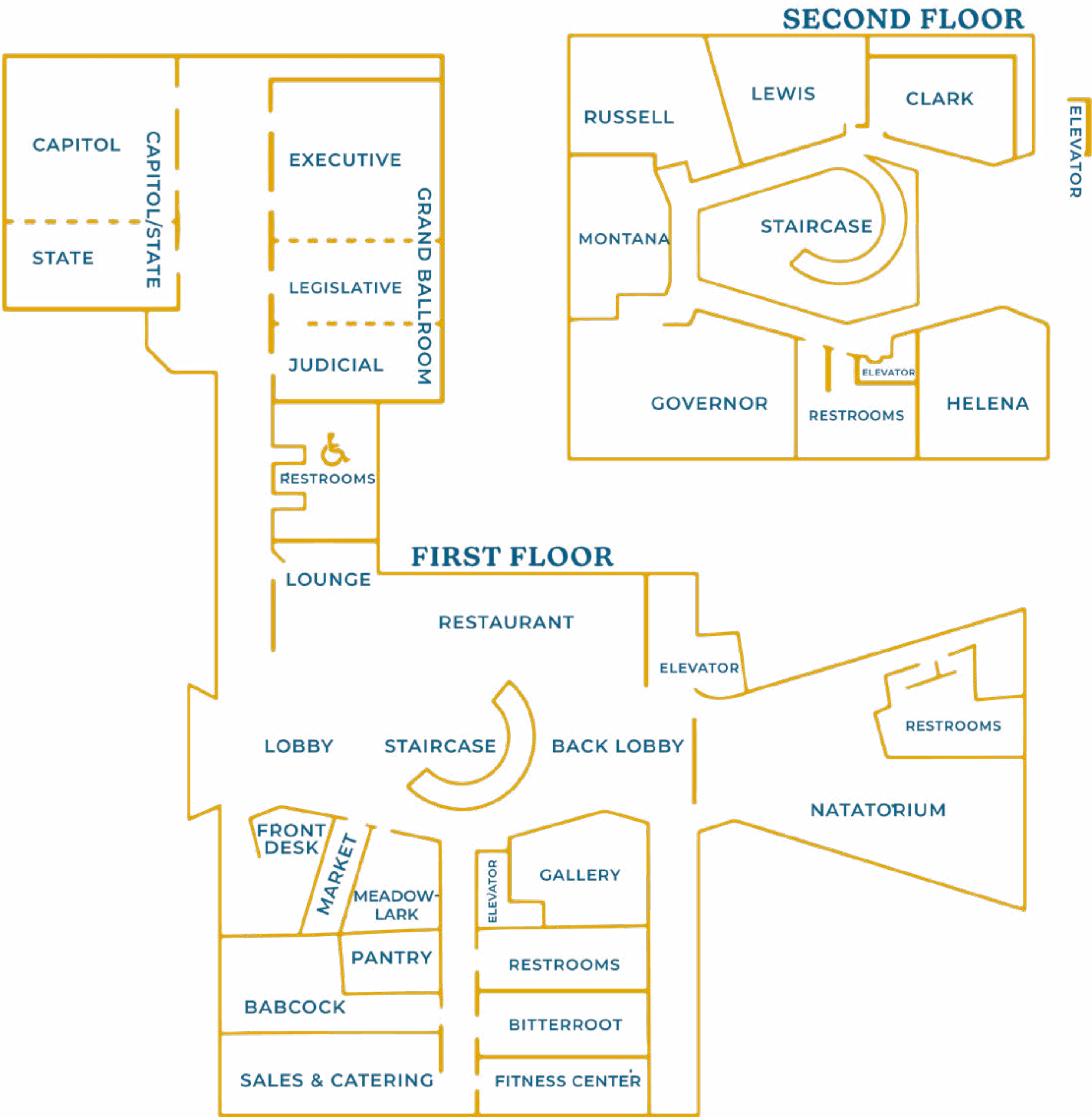
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Conference Check-In: You will need to check-in to receive your registration packet, name tag, and conference goody bag before attending the conference. Each attendee must check themselves in and pick up his/her registration packet and bag. The check-in station will be set up in the hotel lobby.

Check-in times are as follows:
Monday evening from 5-7PM in the hotel lobby
Tuesday morning from 7-8:15AM in the hotel lobby

Credit Information: Renewal units are available to Montana conference attendees.

- 17 Montana renewal units are available to institute attendees from Montana who are certified K-12.
- Montana early childhood renewal units will also be available to those in the early childhood field.
- Sign up to receive renewal units at check-in. For those who sign up, a certificate PDF will be sent digitally after the institute is completed.

Exhibitors:
iReady/Curriculum Associates
95% Group
Amplify
Northwest Regional Educational Lab (REL NW)

Handouts:
In an effort to reduce paper waste at this conference, please plan to download or print your handouts prior to your arrival.



To access a session’s handouts, click on the icon for that session. This link will direct you to the required handouts.

Internet Connection:

Network Name: *Marriott Conference*
-OR- *Marriott Bonvoy Guest*

Access Code: N/A - you will be directed to an agree/sign-in button - click to sign-in

Meals: Complimentary lunch will be provided on Tuesday & Wednesday. Coffee/tea available each day from 6:45-10:00 am. Please be aware that we are incorporating a staggered lunch schedule this year. Refer to your learning strand to access your daily lunch schedule and buffet location. Gluten free and vegetarian options available.

Meeting Rooms for Planning: Rooms have been set aside at the end of each day for teams to meet and plan together. This is a great opportunity to meet with colleagues to talk about the learning that has occurred and to determine how you would like to bring the information back to your schools and district. Please see the **Daily Overview** and the strands of learning linked below for times and locations.

Social Media: Join the conversation or share your thoughts about the Institute! For Twitter, Facebook, and Instagram using the hashtag: **#MTLiteracyInstitute**

Strands of Learning:
Sessions are specialized and divided into three strands.

Click the links below to see an overview of sessions meant for each group of educators. Also note the color of each strand, as it will appear throughout the program to help guide your conference experience.

PreK and Elementary Classroom Educator Sessions

Middle and High School Classroom Educator Sessions

Leadership and Instructional Coaching Sessions*

** If a leadership and coaching session is grade-level specific, it will be noted on the **Strand Overview** and in the session description.*



TIME	ACTIVITY	LOCATION
7:00-8:15AM	Conference Registration	Hotel Lobby
8:30-9:30AM	<u>Secondary & 6-12 Leaders Keynote Kickoff</u>	Ballroom
8:30-9:45AM	<u>Elementary Breakout Sessions #1</u>	Varies by Session <small>See Strand Overview for specific session locations</small>
9:30-9:45AM	Secondary Keynote Break & Transition	
9:45-11:30AM	<u>Secondary Keynote Deep Dive</u>	Ballroom
9:45-11:30AM	<u>6-12 Leaders Keynote Deep Dive</u>	Capitol
9:45-10:00AM	Elementary Session Break & Transition	
10:00-11:15AM	<u>Elementary Breakout Sessions #2</u>	Varies by Session <small>See Strand Overview for specific session locations</small>
- STAGGERED LUNCH SCHEDULE -		
11:15AM-12:30PM	LUNCH #1 : Elementary Strand	Buffet at Staircase (upstairs & downstairs)
11:30AM-12:30PM	LUNCH #2 : Secondary Strand	Buffet at Ballroom Entrance
11:30AM-12:30PM	<u>LUNCH #3 : Leadership Luncheon</u>	Use downstairs buffet & move to Natatorium
12:30-1:30PM	<u>Elementary & PreK-5 Leaders Keynote Kickoff</u>	Ballroom
12:30-1:45PM	<u>Secondary Breakout Sessions #1</u>	Varies by Session <small>See Strand Overview for specific session locations</small>
1:30-1:45PM	Elementary Keynote Break & Transition	
1:45-3:30PM	<u>Elementary Keynote Deep Dive</u>	Ballroom
1:45-3:30PM	<u>PreK-5 Leaders Keynote Deep Dive</u>	Capitol
1:45-2:00PM	Secondary Session Break & Transition	
2:00-3:15PM	<u>Secondary Breakout Sessions #2</u>	Varies by Session <small>See Strand Overview for specific session locations</small>
3:45-4:30PM	<u>Exhibitor Presentations</u>	Varies by Session <small>See Strand Overview for specific session locations</small>
3:30-5:00PM	Group Planning Rooms Available	
	Planning Room #1: Babcock	Planning Room #5: State
	Planning Room #2: Bitterroot	Planning Room #6: Capitol
	Planning Room #3: Montana	Planning Room #7: Ballroom
	Planning Room #4: Natatorium	



TIME	ACTIVITY	LOCATION	
7:00-8:15AM	<u>Earlybird Leadership & Coaching Sessions</u>	Varies by Session	See Strand Overview for specific session locations
8:30-10:00AM	<u>Elementary & PreK-5 Leaders Keynote</u>	Ballroom	
8:30-9:45AM	<u>Secondary Breakout Sessions #1</u>	Varies by Session	See Strand Overview for specific session locations
9:45-10:00AM	Secondary Session Break & Transition		
10:00-10:15AM	Elementary Keynote Break & Transition		
10:00-11:15AM	<u>Secondary Breakout Sessions #2</u>	Varies by Session	See Strand Overview for specific session locations
10:15-11:30AM	<u>Elementary & PreK-5 Leaders Symposiums</u>	Varies by Session	See Strand Overview for specific session locations
- STAGGERED LUNCH SCHEDULE -			
11:15AM-12:30PM	LUNCH #1 : Secondary Strand	Buffet at Staircase (upstairs & downstairs)	
11:30AM-12:30PM	LUNCH #2 : Elementary Strand	Buffet at Ballroom Entrance	
11:30AM-12:30PM	<u>LUNCH #3 : Leadership Luncheon</u>	Use downstairs buffet & move to Natatorium	
12:30-2:00PM	<u>Secondary & 6-12 Leaders Keynote</u>	Ballroom	
12:30-1:45PM	<u>Elementary Breakout Sessions #1</u>	Varies by Session	See Strand Overview for specific session locations
1:45-2:00PM	Elementary Session Break & Transition		
2:00-2:15PM	Secondary Keynote Break & Transition		
2:00-3:15PM	<u>Elementary Breakout Sessions #2</u>	Varies by Session	See Strand Overview for specific session locations
2:15-3:30PM	<u>Secondary & 6-12 Leaders Symposiums</u>	Varies by Session	See Strand Overview for specific session locations
3:45-4:30PM	<u>Exhibitor Presentations</u>	Varies by Session	See Strand Overview for specific session locations
3:30-5:00PM	Group Planning Rooms Available		
	Planning Room #1: Babcock	Planning Room #5: State	
	Planning Room #2: Bitterroot	Planning Room #6: Capitol	
	Planning Room #3: Montana	Planning Room #7: Ballroom	
	Planning Room #4: Natatorium		



TIME	ACTIVITY	LOCATION
7:00-8:15AM	<u>Earlybird Leadership & Coaching Sessions</u>	Varies by Session <i>See Strand Overview for specific session locations</i>
8:30-10:00AM	<u>Secondary & 6-12 Leaders Keynote</u>	Ballroom
8:30-10:00AM	<u>Elementary Breakout Sessions</u>	Varies by Session <i>See Strand Overview for specific session locations</i>
10:00-10:15AM	Everyone Break & Transition	
10:15-11:45AM	<u>Elementary & PreK-5 Leaders Keynote</u>	Ballroom
10:15-11:45AM	<u>Secondary Breakout Sessions</u>	Varies by Session <i>See Strand Overview for specific session locations</i>
11:45AM-2:00PM	Group Planning Rooms Available	
	Planning Room #1: Babcock	Planning Room #5: State
	Planning Room #2: Bitterroot	Planning Room #6: Capitol
	Planning Room #3: Montana	Planning Room #7: Ballroom
	Planning Room #4: Natatorium	

Elementary Strand Overview

TUESDAY, AUG. 1



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Click the title of each session to navigate to the session description.

7:00-8:15AM Registration in the Hotel Lobby		
8:30-9:45AM Elementary Breakout Sessions #1	Presenter(s)	Location
(PreK-K) Making Math Meaningful in PK-K	BARCLAY	MONTANA
(K-5) Developing Student Decoding and Encoding Skills with Phoneme-Grapheme Mapping	DARR	BITTERROOT
(K-3) Utilizing Decodable Text to Improve Accuracy and Fluency for Beginning Readers	PESHOVICH	GALLERY
(K-5) Workstations: What are Students Doing When NOT with the Teacher During Small Group Instruction?	TIEFENTHALER	HELENA
(Grades 3-5) Engaging Vocabulary Instruction in Grades 3-5	SENECAL	BABCOCK
(Grades 2-5) Time in Text Protocols to Increase Students' Reading Fluency	WAKEFIELD	LEWIS
(K-5) Know Where You're Going: Implementing a Successful Reading and Writing Time in Your Day Using Your Core Program (Part 1 Breakout #1, Part 2 Breakout #2)	SOLBERG & WESTERBERG	NATATORIUM
(K-3) Sound Discrimination of the Highest Order: Teaching for Advanced Phonemic Awareness	BURESH	CLARK
(K-5) Developing Systems that Support the Development of Social and Emotional Skills	FERRITER-SMITH	GOVERNOR
(Grades 2-5) The Power of Syntax for Increasing Comprehension	COLE	STATE
9:45-10:00am Elementary Session Break & Transition		
10:00-11:15AM Elementary Breakout Sessions #2		
Round 2 of breakouts will include the same session offering listed for Elementary Breakout Sessions #1, excluding 'Know Where You're Going', which is a two-part series that should be attended consecutively.		
11:15AM-12:30PM LUNCH #1 : Elementary Strand ; Buffet at Staircase (upstairs & downstairs)		
12:30-1:30PM Elementary Keynote	Presenter(s)	Location
PT. 1 KEYNOTE KICKOFF: Creating a Culture of Instruction	FELDMAN & WEDDELL	BALLROOM
1:30-1:45pm Elementary Keynote Break & Transition		
1:45-3:30PM Elementary Keynote Deep Dive	Presenter(s)	Location
PT. 2 Creating a Culture of Instruction for Teachers	FELDMAN	BALLROOM
PT. 2 Creating a Culture of Instruction for Leaders	WEDDELL	CAPITOL
3:45-4:30PM Exhibitor Presentations	Presenter(s)	Location
Teacher as Researcher: Discover What Works in Your Literacy Classroom (Grades K-12) (SPONSORED BY SCHOLASTIC)	CHERASARO	GOVERNOR
Effective Phonics in Core Reading Instruction (Grades K-5) (SPONSORED BY 95% GROUP)	GEMZIK	CLARK
It's Never Too Late to Change Lives Through Literacy! (Grades K-5) (SPONSORED BY CURRICULUM ASSOCIATES)	TROVER	LEWIS
From Theory to Practice: Science of Reading in Action (Grades K-12) (SPONSORED BY AMPLIFY)	VENDETTI	HELENA
3:30-5:30PM Group Planning Rooms Available		

Elementary Strand Overview

WEDNESDAY, AUG. 2



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Click the title of each session to navigate to the session description.

8:30-10:00AM Elementary & PreK-5 Leaders Keynote	Presenter(s)	Location
The Moral Imperative of Literacy for All – The Human Right of the 21st Century	WEEDEN	BALLROOM
10:00-10:15AM Elementary Keynote Break & Transition		
10:15-11:30AM Elementary & PreK-5 Leaders Symposiums		
Understanding the Critical Elements of Effective Instructional Delivery (PreK-5 Educators & Leaders)	ARCHER	BALLROOM
Literature Circles- Engaging All Students in Purposeful Reading, Writing, and Discussion (Grades 3-5 Educators & Leaders)	HUNSAKER	STATE
Building Phonemic Awareness--How Much is Enough? Understanding the Research and What is Most Important (PreK-2 Educators & Leaders)	WAKEFIELD	CAPITOL
11:30AM-12:30PM LUNCH #2 : Elementary Strand ; Buffet at the Ballroom Entrance		
12:30-1:45PM Elementary Breakout Sessions #1	Presenter(s)	Location
(PreK-2) Read Alouds and Story Play	BARCLAY	MONTANA
(K-3) Maximizing Sound Spelling Cards to Improve Student Spelling	PESHOVICH	GALLERY
(K-5)Executive Functioning Skills: EVERY day for EVERY Child	LESTER	GOVERNOR
(K-5) Math: Developing Numeracy in Grades K-5; Analyzing the Progression of Mathematical Models and Strategies	BIRNIE	LEWIS
(K-1) First Steps for Fluency in K-1	MICKELSEN	HELENA
(Grades 2-5) The Power of Brief Writes in the 2-5 Classroom and on State Assessments	WESTERBERG	CLARK
(K-5) SEL Embedding Social-Emotional Learning Throughout the Classroom	FERRITER-SMITH	BABCOCK
(K-5) Providing Scaffolded Support for Students to Access Grade Level Text	TIEFENTHALER	BITTERROOT
(K-5) Writing Throughout the School Day	ALBERTS & BURESH	NATATORIUM
1:45-2:00PM Elementary Session Break & Transition		
2:00-3:30PM Elementary Breakout Sessions #2		
Round 2 of breakouts will repeat, providing the same session offerings listed for Elementary Breakout Sessions #1		
3:45-4:30PM Exhibitor Presentations	Presenter(s)	Location
Teacher as Researcher: Discover What Works in Your Literacy Classroom (Grades K-12) (SPONSORED BY SCHOLASTIC)	CHERASARO	GOVERNOR
Effective Phonics in Core Reading Instruction (Grades K-5) (SPONSORED BY 95% GROUP)	GEMZIK	CLARK
It's Never Too Late to Change Lives Through Literacy! (Grades K-5) (SPONSORED BY CURRICULUM ASSOCIATES)	TROVER	LEWIS
From Theory to Practice: Science of Reading in Action (Grades K-12) (SPONSORED BY AMPLIFY)	VENDETTI	HELENA
3:30-5:30PM Group Planning Rooms Available		

Elementary Strand Overview

THURSDAY, AUG. 3



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Click the title of each session to navigate to the session description.

8:30-10:00AM Elementary Breakout Sessions	Presenter(s)	Location
(Grades 3-5) Magic of Words: Fostering Word Consciousness	PESHOVICH	GALLERY
(Grades K-1) Scaffolding the Blending Continuum to Meet the Needs of Students to build decoding automaticity	TIEFENTHALER	BITTERROOT
(PreK-5) Making Learning Visible: Cognitive Engagement for ALL	LESTER	GOVERNOR
(K-5) High Impact Mathematical Routines	BIRNIE	LEWIS
(PreK-5) Using Implementation Checklists to Support Best Practices	RECKIN	CLARK
(Grades K-2) Phonemic Awareness with Letters: When, Why, How	PARKS	MONTANA
(K-5) Time in Text continuum	SENECAL	STATE
(PreK-2) Scarborough’s Rope and the Whole Child–The Future Begins Here!	BARCLAY	BABCOCK
(Grades 3-5) Skyrocket Reading through Advanced Word Study in Grades 3-5	FERRITER-SMITH	NATATORIUM
10:00-10:15AM Everyone Break & Transition		
10:15-11:45AM Elementary & PreK-5 Leaders Keynote	Presenter(s)	Location
How Teaching Kids to Read Went So Wrong	HANFORD	BALLROOM
11:45-2:00PM Group Planning Rooms Available		

Secondary Strand Overview

TUESDAY, AUG. 1



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Click the title of each session to navigate to the session description.

7:00-8:15AM Registration in the Hotel Lobby		
8:30-9:30AM Secondary & 6-12 Leaders Keynote Kickoff	Presenter(s)	Location
PT. 1 KEYNOTE KICKOFF: Creating a Culture of Instruction	FELDMAN & WEDDELL	BALLROOM
9:30-9:45AM Secondary Keynote Break & Transition		
9:45-11:30AM Secondary & 6-12 Leaders Keynote Deep Dive	Presenter(s)	Location
PT. 2 Creating a Culture of Instruction for Teachers	FELDMAN	BALLROOM
PT. 2 Creating a Culture of Instruction for Leaders	WEDDELL	CAPITOL
11:30AM-12:30PM LUNCH #2 : Secondary Strand ; Buffet at Ballroom Entrance		
12:30-1:45PM Secondary Breakout Sessions #1 (Grades 6-12)	Presenter(s)	Location
Getting the Gains: SEL at the Secondary Level	PARKS	GOVERNOR
Planning and Delivering Instruction that Builds Content Literacy	RECKIN	CLARK
Vocabulary Instruction in Secondary Content Classes	SMITH	NATATORIUM
Using Protocols to Enhance Text-Based Discussion in Grades 6-12	BEALE	LEWIS
Equity Through Evidence of Learning	TUSS	STATE
Encouraging Discussion and Debate in the Secondary Classroom	SCHWARTZ & MOCK-STUTZ	MONTANA
Enhancing Student Learning of Critical Content Through Effective Note Taking and Thinking Charts	HOWELL	GALLERY
1:45-2:00PM Secondary Session Break & Transition		
2:00-3:15PM Secondary Breakout Sessions #2		
Round 2 of breakouts will repeat, providing the same session offerings listed for Secondary Breakout Sessions #1		
3:45-4:30PM Exhibitor Presentations	Presenter(s)	Location
Teacher as Researcher: Discover What Works in Your Literacy Classroom (Grades K-12) (SPONSORED BY SCHOLASTIC)	CHERASARO	GOVERNOR
Effective Phonics in Core Reading Instruction (Grades K-5) (SPONSORED BY 95% GROUP)	GEMZIK	CLARK
It's Never Too Late to Change Lives Through Literacy! (Grades K-5) (SPONSORED BY CURRICULUM ASSOCIATES)	TROVER	LEWIS
From Theory to Practice: Science of Reading in Action (Grades K-12) (SPONSORED BY AMPLIFY)	VENDETTI	HELENA
3:30-5:30PM Group Planning Rooms Available		

Secondary Strand Overview

WEDNESDAY, AUG. 2



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Click the title of each session to navigate to the session description.

8:30-9:45AM Secondary Breakout Sessions #1 (Grades 6-12)	Presenter(s)	Location
Student Motivation and SEL within an Instructional Framework	SMITH	NATATORIUM
Math: High Impact Mathematical Routines Gr 6-10	BIRNIE	GALLERY
Implementing High leverage Instructional Practices to Increase Student Engagement in Middle and High School	DARR	BITTERROOT
Feedback Practices to Build Student Motivation and Achievement	COLE	GOVERNOR
Inquiry and Discourse: Deep Learning for All Students	DARLINGTON	LEWIS
I Do Bell Ringers & Exit Strategies... Now What?	TUSS	CLARK
Sentence Level Writing- a Building Block We Can't Ignore!	SCHWARTZ & MOCK-STUTZ	HELENA
9:45-10:00AM Secondary Break & Transition		
10:00-11:15AM Secondary Breakout Sessions #2		
Round 2 of breakouts will repeat, providing the same session offerings listed for Secondary Breakout Sessions #1		
11:15AM-12:30PM LUNCH #1 : Secondary Strand ; Buffet at Staircase (upstairs & downstairs)		
12:30-2:00PM Secondary & 6-12 Leaders Keynote	Presenter(s)	Location
The Moral Imperative of Literacy for All – The Human Right of the 21st Century	WEEDEN	BALLROOM
2:00-2:15PM Secondary Keynote Break & Transition		
2:15-3:30PM Secondary & 6-12 Leaders Symposiums (Grades 6-12)		
Understanding the Critical Elements of Effective Instructional Delivery	ARCHER	BALLROOM
Actively Engaging All Students in Content Areas	HUNSAKER	STATE
Providing Reading Interventions for Students in Grades 4-9	RECKIN	CAPITOL
3:45-4:30PM Exhibitor Presentations	Presenter(s)	Location
Teacher as Researcher: Discover What Works in Your Literacy Classroom (Grades K-12) (SPONSORED BY SCHOLASTIC)	CHERASARO	GOVERNOR
Effective Phonics in Core Reading Instruction (Grades K-5) (SPONSORED BY 95% GROUP)	GEMZIK	CLARK
It's Never Too Late to Change Lives Through Literacy! (Grades K-5) (SPONSORED BY CURRICULUM ASSOCIATES)	TROVER	LEWIS
From Theory to Practice: Science of Reading in Action (Grades K-12) (SPONSORED BY AMPLIFY)	VENDETTI	HELENA
3:30-5:30PM Group Planning Rooms Available		

Secondary Strand Overview

THURSDAY, AUG. 3



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Click the title of each session to navigate to the session description.

8:30-10:00AM Secondary & 6-12 Leaders Keynote	Presenter(s)	Location
The Magic is in the Instruction	ARCHER	BALLROOM
10:00-10:15AM Everyone Break & Transition		
10:15-11:45AM Secondary Breakout Sessions (Grades 6-12)	Presenter(s)	Location
WHY Standards?	TUSS	STATE
Engaging Students in Complex Text	DARLINGTON	CLARK
Math: Reimagining Mathematics Interventions	BIRNIE	LEWIS
Vocabulary and Morphology Instruction for Secondary Learners	SMITH	NATATORIUM
Powerful Keys for Increasing Motivation and Learning in the Secondary Classroom	DARR	BITTERROOT
The Power of Brief Writes in the 6-8 Classroom and on State Assessments	HOWELL	GALLERY
Encouraging Discussion and Debate in the Secondary Classroom	SCHWARTZ & MOCK-STUTZ	HELENA
11:45-2:00PM Group Planning Rooms Available		

Leader & Coach Strand Overview

TUESDAY, AUG. 1



MONTANA
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Click the title of each session to navigate to the session description.

7:00-8:15AM Registration in the Hotel Lobby		
8:30-9:30AM Secondary & 6-12 Leaders Keynote Kickoff	Presenter(s)	Location
PT. 1 KEYNOTE KICKOFF: Creating a Culture of Instruction	FELDMAN & WEDDELL	BALLROOM
9:30-9:45AM Secondary Keynote Break & Transition		
9:45-11:30AM Secondary & 6-12 Leaders Keynote Deep Dive	Presenter(s)	Location
PT. 2 Creating a Culture of Instruction for Leaders	WEDDELL	CAPITOL
11:30AM-12:30PM LUNCH #3 : Leadership Luncheon ; Buffet downstairs	Presenter(s)	Location
(Grades 6-12) Choose Your Own Adventure PD for Instructional Frameworks: School Leadership Teams Developing and Leading Ongoing Job-Embedded PD	HUNSAKER	NATATORIUM
12:30-1:30PM Elementary & PreK-5 Leaders Keynote	Presenter(s)	Location
PT. 1 KEYNOTE KICKOFF: Creating a Culture of Instruction	FELDMAN & WEDDELL	BALLROOM
1:30-1:45pm Elementary Keynote Break & Transition		
1:45-3:30PM Elementary & PreK-5 Leaders Keynote Deep Dive	Presenter(s)	Location
PT. 2 Creating a Culture of Instruction for Leaders	WEDDELL	CAPITOL
1:45-2:00PM Secondary Session Break & Transition		
3:45-4:30PM Exhibitor Presentations	Presenter(s)	Location
Teacher as Researcher: Discover What Works in Your Literacy Classroom (Grades K-12) (SPONSORED BY SCHOLASTIC)	CHERASARO	GOVERNOR
Effective Phonics in Core Reading Instruction (Grades K-5) (SPONSORED BY 95% GROUP)	GEMZIK	CLARK
It's Never Too Late to Change Lives Through Literacy! (Grades K-5) (SPONSORED BY CURRICULUM ASSOCIATES)	TROVER	LEWIS
From Theory to Practice: Science of Reading in Action (Grades K-12) (SPONSORED BY AMPLIFY)	VENDETTI	HELENA
3:30-5:30PM Group Planning Rooms Available		

Should there be a ‘time gap’ in your schedule - this is your opportunity to attend Breakout Sessions!
See the morning [Elementary Breakout Sessions here](#) & afternoon [Secondary Breakout Sessions here](#).

Leader & Coach Strand Overview

WEDNESDAY, AUG. 2



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Click the title of each session to navigate to the session description.

7:00-8:15AM Earlybird Leadership & Coaching Sessions	Presenter(s)	Location
Cultivating Collective Efficacy within Teams: An Intentional Agenda is at the Center (Part 1 of 2) (District and School Leaders, Leadership Teams, Grade Level Teams)	BEALE & WAKEFIELD	NATATORIUM
Coaching for Success: Developing Coaching Plans and High-Quality Professional Development to Impact Student Literacy (Instructional Coaches)	ALBERTS & BURESH	GALLERY
8:30-10:00AM Elementary & PreK-5 Leaders Keynote	Presenter(s)	Location
The Moral Imperative of Literacy for All – The Human Right of the 21st Century	WEEDEN	BALLROOM
10:00-10:15AM Elementary Break & Transition		
10:15-11:30AM Elementary & PreK-5 Symposiums	Presenter(s)	Location
SYMPOSIUM 1: Understanding the Critical Elements of Effective Instructional Delivery (PreK-5 Educators & Leaders)	ARCHER	CAPITOL
SYMPOSIUM 2: Literature Circles- Engaging All Students in Purposeful Reading, Writing, and Discussion (Grades 3-5 Educators & Leaders)	HUNSAKER	STATE
SYMPOSIUM 3: Building Phonemic Awareness--How Much is Enough? Understanding the Research and What is Most Important (PreK-2 Educators & Leaders)	WAKEFIELD	BALLROOM
11:30AM-12:30PM LUNCH #3 : Leadership Luncheon ; Buffet downstairs	Presenter(s)	Location
Leaders - Let’s Collect, Disseminate, and Share Walkthrough Data with Google (Superintendents, District staff, Administrators, Coaches)	TUSS	NATATORIUM
12:30-2:00PM Secondary & 6-12 Leaders Keynote		
The Moral Imperative of Literacy for All – The Human Right of the 21st Century	WEEDEN	BALLROOM
2:00-2:15PM Secondary Break & Transition		
2:15-3:30PM Secondary & 6-12 Leaders Symposiums (Grades 6-12)		
SYMPOSIUM 1: Understanding the Critical Elements of Effective Instructional Delivery	ARCHER	CAPITOL
SYMPOSIUM 2: Actively Engaging All Students in Content Areas	HUNSAKER	STATE
SYMPOSIUM 3: Providing Reading Interventions for Students in Grades 4-9	RECKIN	BALLROOM
3:45-4:30PM Exhibitor Presentations	Presenter(s)	Location
Teacher as Researcher: Discover What Works in Your Literacy Classroom (Grades K-12) (SPONSORED BY SCHOLASTIC)	CHERASARO	GOVERNOR
Effective Phonics in Core Reading Instruction (Grades K-5) (SPONSORED BY 95% GROUP)	GEMZIK	CLARK
It’s Never Too Late to Change Lives Through Literacy! (Grades K-5) (SPONSORED BY CURRICULUM ASSOCIATES)	TROVER	LEWIS
From Theory to Practice: Science of Reading in Action (Grades K-12) (SPONSORED BY AMPLIFY)	VENDETTI	HELENA
3:30-5:30PM Group Planning Rooms Available		

Should there be a ‘time gap’ in your schedule - this is your opportunity to attend Breakout Sessions! See the morning [Secondary Breakout Sessions here](#) & afternoon [Elementary Breakout Sessions here](#).

Leader & Coach Strand Overview

THURSDAY, AUG. 3



MONTANA
Education
& Literacy
Institute



Click the title of each session to navigate to the session description.

7:00-8:15AM Earlybird Leadership & Coaching Sessions	Presenter(s)	Location
Cultivating Collective Efficacy within Teams: Agenda Components that Foster Collaboration & Community (Part 2 of 2) (District and School Leaders, Leadership Teams, Grade Level Teams)	BEALE & MICKELSEN	NATATORIUM
Secondary PLC - It's a Process! (Superintendents, District Staff, Administrators, Coaches)	TUSS	GALLERY
8:30-10:00AM Secondary & 6-12 Leaders Keynote	Presenter(s)	Location
The Magic is in the Instruction	ARCHER	BALLROOM
8:30-10:00AM Elementary Breakout Sessions	Presenter(s)	Location
Using Implementation Checklists to Support Best Practices (PreK-5 Teachers & Leaders)	RECKIN	CLARK
10:00-10:15AM Everyone Break & Transition		
10:15-11:45AM Elementary & PreK-5 Leaders Keynote	Presenter(s)	Location
How Teaching Kids to Read Went So Wrong	HANFORD	BALLROOM
11:45-2:00PM Group Planning Rooms Available		

Should there be a ‘time gap’ in your schedule - this is your opportunity to attend Breakout Sessions! See the [Elementary Breakout Sessions here](#) & [Secondary Breakout Sessions here](#).



KEYNOTE

Instructional Leadership: Creating a Culture of Instruction Grounded in “Public Practice” Providing Actionable Goal-Directed Feedback for ALL Teachers

PRESENTER(S): Dr. Kevin Feldman & HD Weddell

DESCRIPTION:

Part 1 - For ALL Educators (Feldman & Weddell presenting together)

Secondary Strand 8:30-9:30AM Elementary Strand 12:30-1:30PM

Large-scale meta-analyses (Hattie, 2009; Marzano & DuFour 2011) have concluded the key to accelerating student achievement is figuring out how to significantly improve typical daily instruction across the entire school building. This opening session will address how improving daily instruction requires leaders to intentionally create a school culture that ensures every teacher is actively involved in the process of giving and receiving actionable, goal-directed feedback grounded in a shared focus on a limited number of potent, evidence-based practices such as increasing student engagement and developing spoken and written academic language/vocabulary.



DEEP DIVE

Part 2 - For Classroom Teachers and Coaches (Feldman)

Secondary Strand 9:45-11:30AM Elementary Strand 1:45-3:30PM

Dr. Kevin Feldman will continue with the creating a culture of instruction in schools through exploring various tools, tactics, and narratives educators can engage in, such as Building Leadership Teams, Learning Walks, Short Stops, Video Feedback, Coaching, etc. that engage the school in continuous improvement tied to observable student artifacts of meaningful learning (e.g. formative assessment, quantity/quality of student speaking and writing, etc.). A significant focus will be on how to identify and implement a limited number of “high yield” research validated instructional strategies (AKA “The Big Dogs”) across the grade levels, every teacher - every grade level.



Part 2 - For District and School Leaders (Weddell)

Secondary Leaders 9:45-11:30AM Elementary Leaders 1:45-3:30PM

HD Weddell will continue the conversation about creating a culture of instruction as he meets with school and district leaders. He will address the nuts and bolts of creating this culture through examining six critical questions that when answered will make instruction the top priority in schools. We firmly believe that instructional culture is not just one thing, it's everything. Schools are facing a unique crisis in the post-pandemic era, and the way forward is through significantly improving core instructional practices for ALL students, especially those most at risk. The seminar will provide detailed examples from a wide range of schools, demonstrations, brief role-playing (e.g. attributes of effective feedback), along with small group discussion, and plenty of opportunities for Q & A.





MORNING BREAKOUT SESSIONS : ELEMENTARY

You will choose **TWO** breakout sessions today.

SESSION: Making Math Meaningful in PreK-K

PRESENTER(S): Terri Barclay

DESCRIPTION: Do you find it challenging to support young children in building number sense and flexible thinking in mathematics? Children’s conceptual understanding of numeracy develops through daily experiences, rich in conversation with adults and peers, and opportunities to engage in authentic mathematical activities. Attend this session for practical ways to support the development of early numeracy and problem-solving skills that prepare children to develop an understanding of mathematical properties of quantity, magnitude, spatial-temporal relationships, sequence and regularity.



SESSION: Developing Student Decoding and Encoding Skills with Phoneme-Graphing Mapping

PRESENTER(S): Betty Darr

DESCRIPTION: When you read a novel or textbook, how many words do you have to sound out? Does spelling come easily for you? If you are a skilled reader and speller, most words you encounter are stored in your long term memory and will be easily recalled. How can we make this happen for all of our students? Come learn how the practice of phoneme-grapheme mapping supports students in developing automaticity of word recognition, as well as proficiency in spelling. During this sectional, participants will actively participate in the “why” and “how” of phoneme-grapheme mapping. We will examine the research on how this strategy enables readers and writers to store written words in long-term memory for immediate, effortless retrieval through a process in the brain known as orthographic mapping. You will be ready with the tools, resources, and knowledge to implement this powerful strategy in your classroom with all learners from day one!



SESSION: Text Matters: Use of Decodable Text to Improve Accuracy and Fluency for Beginning Readers

PRESENTER(S): Tanya Peshovich

DESCRIPTION: Beginning readers get off to a stronger start with decodable text! This session will cover the what, why, and how of using decodable text as part of a 6 Step Phonics Lesson to support student accuracy and automaticity in early reading. Decodable Text builds the bridge from reading words in isolation to building confidence and motivation in reading connected text. Participants will walk away with an interactive decodable text routine along with modeling, video demonstration, and hands-on practice that they can immediately implement into their classrooms.



SESSION: Workstations: What are Students Doing When NOT with the Teacher During Small Group Instruction?

PRESENTER(S): Kathi Tiefenthaler

DESCRIPTION: Do you struggle with students when they are not with you during small group instruction? Ensuring the students have responsibilities that they determine valuable, yet scaffolded to meet their needs AND keep them interesting can be challenging. Join this session for some brand new ideas or some ideas that may require some slight modifications to what you are already doing.



SESSION: Engaging Vocabulary Instruction in Grades 3-5

PRESENTER(S): Wristine Senecal

DESCRIPTION: The National Reading Panel findings indicate that relying on a single vocabulary instructional method will not maximize learning and that vocabulary learning is effective when it entails active engagement in learning activities. I will review where vocabulary is addressed throughout the ELA standards and demonstrate instructional strategies that will serve to meet those standards. Activities will focus on active engagement with word learning strategies, morphology, shades of meaning, tone and more. We will also examine ways to increase incidental vocabulary learning and foster word consciousness in your classroom.



SESSION: Time in Text Protocols to Increase Students’ Reading Fluency

PRESENTER(S): Kim Wakefield

DESCRIPTION: Are you looking for ways to increase students’ engagement with and time in text? Join me as we explore several time in text protocols to support student active participation and engagement. Consider adding a few specific protocols to your toolbox designed to drive purposeful instruction that will increase students’ overall fluency. Research shows the more time students spend reading their vocabulary knowledge, access to text, and reading comprehension will improve. If we want to increase reading proficiencies, we need to ensure all students are doing the work. Are you ready? It’s time to move beyond popcorn reading!





MORNING BREAKOUT SESSIONS : ELEMENTARY

SESSION: Know Where You’re Going: Implementing a Successful Reading & Writing Time in Your Day Using Your Core Program

PRESENTER(S): Neilia Solberg and Yolanda Westerberg

DESCRIPTION: Please join us for a **Reading and Writing Conversation** designed to bolster your language arts instruction using your core program. Solberg and Westerberg have designed a **2-part session** to help educators identify the most important key elements in your program, design a sequence of steps, create a plan of action and check to see if it is working or not. Utilizing grade level materials, this session is tailored to your specific needs from Kindergarten to Grade 5. **All grade level packets will be available for copy. We will ONLY be using the Grade 3 materials for demo purposes. Please print the Grade 3 materials beforehand.**

Please bring:

- Highlighters: pink, yellow, green
- Post-its
- Journal or notebook paper for taking notes
- Grade 3 materials from the conference folder



SESSION: Sound Discrimination of the Highest Order: Teaching for Advanced Phonemic Awareness

PRESENTER(S): Ashlie Buresh

DESCRIPTION: What is all the hype with phonological awareness, and will it really benefit students? This session focuses on what phonological awareness is, who needs it and why advanced phonemic awareness is important. Learn when and how to incorporate phonological awareness into your daily literacy instruction. Educators attending this session will leave with access to ready-to-go routines that can be incorporated into any reading curriculum.



SESSION: SEL: Developing Systems that Support the Development of Social and Emotional Skills

PRESENTER(S): Tara Ferriter-Smith

DESCRIPTION: Are you looking for ways to foster a trusting school climate, increase positive social skills, reduce behavioral problems, decrease emotional stress, and improve academic outcomes for students? This session will explore the importance of implementing universal behavior supports that help to promote the development of social and emotional (SEL) skills for students. Participants will explore the importance of common school-wide expectations as well as nurturing adult attitudes and beliefs that are grounded in seeking connection through positive relationships to serve as a model for supporting students with the ongoing development of essential SEL competencies. You will leave with ideas to share with your school leadership team for weaving SEL throughout your school day to create positive trusting environments that foster authentic school-family-community partnerships.



SESSION: The Power of Syntax for Increasing Comprehension

PRESENTER(S): Carrie Cole

DESCRIPTION: Are you looking for ways to enhance student comprehension of text? Although we know that word meaning/ semantics is a significant contributor to comprehension, syntax is also critically important, as sentence structure determines how the meaning of words function and operate together (Shanahan, 2013). This session will provide educators strategies that they can use in the everyday classroom to improve student understanding of syntax--all to enhance student comprehension proficiency, particularly in complex text.



LEADERSHIP LUNCHEON

SESSION: Choose Your Own Adventure PD for Instructional Frameworks;
School Leadership Teams Developing and Leading Ongoing Job-Embedded PD

PRESENTER(S): Debbie Hunsaker

DESCRIPTION: Grab your lunch at the stairs and join Debbie in the Natatorium to learn how Laurel Public Schools and Helena Public Schools are building a model for professional development that will be led by teachers and for teachers. Participants will learn how middle and high school leadership teams are developing an ongoing PD plan focused on the highest leveraged strategies (think VISIBLE LEARNING) within their instructional frameworks. PD Padlets will be highlighted with one-pagers and targeted activities that the schools will utilize during monthly PD. Participants will also hear from leadership team members and have a chance to ask questions.





AFTERNOON BREAKOUT SESSIONS : SECONDARY

You will choose **TWO** breakout sessions today.

SESSION: Getting the Gains: SEL at the Secondary Level

PRESENTER(S): Marci Parks

DESCRIPTION: Do you find it challenging to teach adolescents? Or help them get to, and stay in, a state of mind that will help them successfully do the work of school? In this session we will dig into the science of humans and the adolescent brain as well as explore strategies that will teach essential life skills, for adults and youth alike. Adult competency is key to authentic growth with students in all domains of learning. SEL is no exception! The skills that are highly predictive for success in life are grounded in Social Emotional Learning. Educators will leave this session armed with simple, yet powerful strategies to ensure kids are working to their full potential and getting the gains they need in learning and life.



SESSION: Planning and Delivering Instruction That Builds Content Literacy

PRESENTER(S): Lenora S. Reckin

DESCRIPTION: In his book, Focus: Elevating the Essentials, Mike Schmoker writes that “soundly structured lessons would have 20-30 times as much positive effect on learning as the most popular current initiatives.” This session will review the basic elements of lesson design and delivery and discuss how to refine your current practices. Information on effective vocabulary instruction and building meaning through time in text will also be reviewed.



SESSION: Vocabulary Instruction in Secondary Content Classes

PRESENTER(S): Dr. Frank Smith

DESCRIPTION: Research has demonstrated that instructional programs generally do not provide enough meaningful practice for students to truly master the use of crucial vocabulary words. In addition, the vocabulary practice provided in materials is often meaningless and, therefore, leaves students with a shallow usage of the words they are being taught. This session will provide teachers of content classes with strategies to engage all students in multiple, meaningful practices with targeted vocabulary words. The presenter will focus on meaningful uses of vocabulary that allow for checking for understanding and deep processing of word meanings. Participants will leave with numerous simple to apply strategies that can be utilized in all content areas.



SESSION: Using Protocols to Enhance Text-based Discussion in Grades 6-12

PRESENTER(S): Drea Beale

DESCRIPTION: It’s true: all students—including self-conscious teenagers—engage in rich, text-based discussion when explicitly taught the skills to do so. Join us to acquire strategies to increase text comprehension with the use of explicit protocols. This session builds on last year’s discussion session, but anyone is welcome (last year’s session is not a prerequisite to this session). We will focus on how to effectively teach listening & speaking and reading standards to all students through effective class discussion. Participants will walk away with multiple protocols to support high-quality, text-based discussion that leads to an engaged classroom of critical thinkers every time.



SESSION: Equity Through Evidence of Learning

PRESENTER(S): Liz Tuss

DESCRIPTION: What are the challenges of ensuring equitable access and demonstration of learning in your secondary classroom? This session will focus on strategies to increase all students’ opportunities for interaction with content; and connect teaching to individual and equitable evidence of learning. Walk away with effective strategies to provide all students an opportunity to learn and demonstrate understanding in your content area.



SESSION: Encouraging Discussion and Debate in the Secondary Classroom

PRESENTER(S): Christy Mock-Stutz & Jonna Schwartz

DESCRIPTION: To speak or not to speak- that is the discussion! Learn strategies to improve the quality of student discussion and debate in your classroom. The session will start with ways to engage students’ interest and set them up for success. We’ll cover planning tools that use open-ended questions to help students deepen their understanding of the topic and provide important goal-setting strategies to build student confidence.





AFTERNOON BREAKOUT SESSIONS : SECONDARY

SESSION: Enhancing Student Learning Through Reading and Effective Note Taking for 6-12

PRESENTER(S): Kayte Howell

DESCRIPTION: Do your students struggle with note taking and organizing their thoughts? Teaching disciplinary literacy skills has short- and long-term benefits. In the short-term, students and their teachers are better able to appraise how well they grasp information and where deeper elaboration of key concepts is needed. In the long-run, students who use literacy strategies to learn content develop their skills as thinkers. Participants will walk away with strategies they can immediately implement in their classroom.



EXHIBITOR PRESENTATIONS

“Teacher as Researcher”: Discover What Works in Your Literacy Classroom

PRESENTER(S): Trudy Cherasaro / **SPONSORED BY:** Marzano Research

DESCRIPTION: There’s lots of great research out there about literacy instruction. But what works in your classroom for your students? When it comes to conducting experiments on the effectiveness of specific literacy strategies, teachers should play a lead role. Teachers are especially well positioned because they can select relevant strategies, implement them, observe the results in a relatively short period of time, and then act on their observations. In this presentation, Marzano Research will introduce tools and techniques that help teachers select promising literacy strategies, develop and test hypotheses about what works for their particular students, test the hypotheses, and then act on results to inform real-time adjustments in day-to-day instruction. Teachers will leave the session with an understanding of *Teacher as Researcher* tools and opportunities to engage in additional professional learning about *Teacher as Researcher*.



Effective Phonics in Core Reading Instruction

PRESENTER(S): Jennifer Delano-Gemzik / **SPONSORED BY:** 95% Group

DESCRIPTION: Reading necessitates a restructuring of neural pathways and rewires parts of the brain as acquisition takes place. This rewiring to a reading brain, depends on a child’s ability to process sounds, manipulate those sounds, read single words and develop vocabulary to read and understand sentences and paragraphs without hesitation. Practices that are explicit, sequential, systematic, diagnostic, and cumulative have been found to be effective in forging these all-important neural pathways. This session will provide a rationale and structure for delivering effective phonics instruction in Tier 1.



It’s Never Too Late to Change Lives Through Literacy!

PRESENTER(S): Brooklin Trover / **SPONSORED BY:** Curriculum Associates

DESCRIPTION: Every upper grade teacher (3rd and up) feels some version of these emotions a few times a year as they work with striving readers; *frustration, empathy, and defeat*. For a myriad of reasons, they struggle to help these older, striving readers catch up. The gaps are too big and the time, resources, knowledge of just how to do it, are far too limited. It’s time for an emotional shift! Join Brooklin Trover, National Director & Reading Specialist for Curriculum Associates, in this collaboration session to build your knowledge and emotional strength to change the course of these students’ lives. As an administrator or an educator, we must know deeply it’s never too late and with a few steps to get started it can happen this upcoming school year!



Turn theory into practice. What does the Science of Reading look like in action?

PRESENTER(S): Karen J. Venditti / **SPONSORED BY:** Amplify

DESCRIPTION: Making a shift in instructional practices begins with understanding how both language comprehension and word recognition work together to impact student reading proficiency. Join Dr. Karen Venditti to learn more about the Science of Reading and its powerful approach to meeting students’ K-5 literacy needs. Explore classroom practices you may immediately begin implementing. In this short session we will focus more heavily on developing language comprehension competencies for all students.





EARLYBIRD SESSIONS : LEADERS & COACHES

SESSION: Part 1 - Cultivating Collective Efficacy within Teams: An Intentional Agenda is at the Center

PRESENTER(S): Drea Beale & Kimberly Wakefield

DESCRIPTION: Do you spend a lot of time in meetings? Leadership team meetings are common in schools, but, how effective is the time we spend in these meetings? Join us to examine a critical tool that will increase the collective efficacy of your team: an intentional objective driven agenda. Participants will walk away with an understanding of the purpose, pieces and power of an intentional agenda teams can use to transform your purpose as soon as you head back to your school. (Our session will reference Kathryn Boudett & Elizabeth City’s book *Meeting Wise: Making the Most of Collaborative Time for Educators*. If you have a copy please bring it!)



SESSION: Coaching for Success: Developing Coaching Plans and High-Quality Professional Development to Impact Student Literacy

PRESENTER(S): Justine Alberts & Ashlie Buresh

DESCRIPTION: Roadmaps are an effective way to set schoolwide goals and monitor progress towards those goals. This session will support coaches with creating roadmaps to improve student literacy. Participants will set goals, plan steps toward meeting those goals, and align professional development to goals to ensure educators are supported along the way. Coaches will walk away with roadmaps to guide the work for the upcoming school year.



KEYNOTE

The Moral Imperative of Literacy for All – The Human Right of the 21st Century

PRESENTER(S): Dr. Tracy White Weeden

AUDIENCE: For ALL Educators - Elementary Strand 8:30-10AM Secondary Strand 12:30-2PM

DESCRIPTION: In a knowledge economy and an information age, literacy is the currency of the 21st century. Reading, writing, and expressing ideas in novel ways is the wave of the future for every child and adult regardless of the zip code. Learn about the deep systems change you can be a part of to ensure the students on your watch are literate for life.



MORNING SYMPOSIUMS : ELEMENTARY

You will choose **ONE** symposium session.

Understanding the Critical Elements of Effective Instructional Delivery

PRESENTER(S): Anita Archer

DESCRIPTION: While well-designed lessons yield enhanced learning in the classroom, often the challenge is student engagement. Thus, the delivery of the instruction is critical including: 1) gaining responses throughout the lesson, 2) monitoring student responses, and 3) providing effective feedback to students. In this session, Dr. Archer will share research-validated practices for the delivery of instruction illustrated with elementary examples. The purpose of the session is to review and polish your instructional practices.



Literature Circles- Engaging all students in purposeful reading, writing, and discussion

PRESENTER(S): Debbie Hunsaker

DESCRIPTION: Teaching students how to use reading comprehension strategies to become better readers and to build knowledge is the goal of comprehension. This session will focus on the Institute of Educational Science (IES) Practice guide on Comprehension and alignment with STRIVE’s Literature Circle resources. Participants will learn about the WHY and HOW of implementing Literature Circles and walk away with a wakelet that provides step by step directions and resources to use right away in their classrooms, all aligned to the IES Practice guide.



Building Phonemic Awareness--How Much is Enough? Understanding the Research and What is Most Important

PRESENTER(S): Kim Wakefield

DESCRIPTION: Phonemic Awareness has received a lot of attention in the last few years as one of the pillars of Literacy Skill development. But, how much instructional time do we need to dedicate each day or even in a year and in what order do we teach phonemic awareness skills? Join this symposium to explore and unpack the current research from experts in the field: Dr. Louisa Moats, Dr. David Kilpatrick, the National Reading Panel and IDA Publications. There will be extensive reading and discussion during this symposium. Afterwards, please join Marci Parks’ session to bridge the research- to-practice gap for the instructional impact of phonemic awareness on your classroom.





MORNING BREAKOUT SESSIONS: SECONDARY

You will choose **TWO** breakout sessions today.

SESSION: Student Motivation and SEL within an Instructional Framework

PRESENTER(S): Dr. Frank Smith

DESCRIPTION: One of the great challenges of providing successful secondary classroom instruction is developing and maintaining student motivation. Research has demonstrated that the use of effective instructional practices, classroom management techniques and student engagement strategies help students be more successful and support SEL. This session will provide participants with practical and direct ideas to implement in secondary classrooms to improve student motivation. Participants will leave with strategies to implement in each of the three key areas for structuring for student success.



SESSION: High Impact Mathematical Routines that Help Bridge Gaps in Learning; Grades 6-10

PRESENTER(S): Rhonda Birnie

DESCRIPTION: Are you harnessing the power of instructional routines to increase mathematical reasoning and engagement in mathematical thinking? In this session we will focus on high impact routines that will enable all students to engage more fully in learning opportunities while building crucial mathematical thinking habits. We will explore how these routines can be built into our math instruction and understand how they connect to evidence based best practices. Participants will walk away with routines that can be added to their instructional toolbox and immediately enacted in their classrooms.



SESSION: Implementing High Leverage Instructional Practices to Increase Student Engagement in Middle & High School

PRESENTER(S): Betty Darr

DESCRIPTION: Research proves that higher levels of student engagement increase student motivation and achievement. The key to student engagement is providing an active learning environment where students are doing most of the reading, writing, speaking and listening. In this sectional, evidence-based strategies with powerful effects on student engagement will be modeled, shared, and practiced. Participants will be able to start the year with these tools in their toolboxes for use across all content areas, in every classroom, every day!



SESSION: Feedback Practices to Increase Student Motivation and Achievement

PRESENTER(S): Carrie Cole

DESCRIPTION: Research is clear that feedback is one of the most powerful influences on motivation and learning (Hattie and Timperley, 2007; Hattie, 2009; Hattie and Zierer, 2019) and is a critical component in an explicit instruction model (Archer and Hughes, 2011) , but did you know that the impact of feedback can be either positive or negative? In fact, some studies suggest that close to one-third of all feedback has a negative influence on learning (Kluger & DeNisi, 1996)! During this session, we will define and bring increased clarity to effective and ineffective feedback and its impact on student motivation and learning. Educators will walk away with strategies to enhance their feedback practices with students, as well as intentional methods to embed effective feedback into their everyday lessons.



SESSION: Inquiry and Discourse: Deep Learning for All Students

PRESENTER(S): Jennifer Darlington

DESCRIPTION: In this session, we will focus on strategies for engaging students in deep learning at all levels of instruction. These strategies engage students in actively thinking about what they are trying to learn and support students in engaging in principles of critical thinking in reasoning through problems and issues across content areas.



SESSION: I Do Bell Ringers & Exit Strategies... Now What?

PRESENTER(S): Liz Tuss

DESCRIPTION: Do you do bell to bell instruction? This is a question that echoes through the halls of our secondary schools and is turning into more of a checklist than an effective process. Two key pieces of this instruction are a clear bell ringer/start-up and an exit. This session will focus on what we do once we check that box and complete those two tasks. You will leave this session with an understanding of how to make bell ringers and exit strategies a purposeful part of teaching and learning.



SESSION: Sentence Level Writing- a Building Block We Can't Ignore!

PRESENTER(S): Christy Mock-Stutz & Jonna Schwartz

DESCRIPTION: Sentences are the foundation of writing. This session will provide hands-on strategies for students to build metacognition and awareness of the purpose and meaning of their sentences. Learn specific and targeted feedback protocols for improving sentence-level writing that students can transfer across disciplines. You'll take away strategies to implement immediately in your classroom.





LEADERSHIP LUNCHEON

SESSION: Leaders - Let’s Collect, Disseminate, and Share Walkthrough Data with Google

PRESENTER(S): Liz Tuss

DESCRIPTION: Data, Data, Data! There seems to be an abundance of data, but how are we ensuring that it is being collected, disseminated, and shared to maximize the impact on classroom teaching and learning. This session will focus on the use of Google and its built-in features to ease the burden and increase the effectiveness of this process.



AFTERNOON SYMPOSIUMS : SECONDARY

You will choose **ONE** symposium session.

Understanding the Critical Elements of Effective Instructional Delivery

PRESENTER(S): Anita Archer

DESCRIPTION: While well-designed lessons yield enhanced learning in the classroom, often the challenge is student engagement. Thus, the delivery of the instruction is critical including: 1) gaining responses throughout the lesson, 2) monitoring student responses, and 3) providing effective feedback to students. In this session, Dr. Archer will share research-validated practices for the delivery of instruction illustrated with elementary examples. The purpose of the session is to review and polish your instructional practices.



Actively Engaging All Students in All Content Areas

PRESENTER(S): Debbie Hunsaker

DESCRIPTION: Do you find it challenging to engage students with the content area you teach? Are you looking for effective strategies to engage your middle and high school students in purposeful reading, writing, and discussion to build content knowledge?

In this session, you will explore activities for actively engaging students in the content area you teach. Specific content area examples will be provided. You will learn step-by-step techniques to promote critical thinking, collaboration, and deep understanding. Through modeling and interactive activities, you will walk away with a toolkit of targeted engagement activities to implement in your classrooms in the fall.



Review and Discussion of the What Works ClearingHouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9

PRESENTER(S): Lenora Reckin

DESCRIPTION: Until recently, the majority of reading intervention research has focused on the early elementary grades, with the hope that successful early interventions would lead to sustained gains in later grades. However, as struggling readers move up the grades, we find that many continue to experience difficulties with fluent word, sentence, and paragraph reading; academic vocabulary; and/or comprehension, which in turn severely impacts their access to informational and narrative text across content areas. After reviewing high quality research, a WWC expert panel has created the IES Practice Guide: Providing Reading Interventions for Students in Grades 4-9, which includes recommendations for instructional practices with strong evidence of positive results for diverse student bodies. In this symposium session, we will explore the latest recommendations with information that will be useful for interventionists, SpEd personnel, those who oversee MTSS in Reading, classroom teachers, and instructional coaches. Time will be provided for educators to discuss new understandings, reflect on refining current practices, and plan for next steps for improvement.



Note: A larger electronic device (laptop or ipad--no phones) will be needed for this session. Please come prepared.



AFTERNOON BREAKOUT SESSIONS: ELEMENTARY

SESSION: Read-Alouds and Story Play: Enhancing Language & Literacy with Dialogic Reading and Story Play in PreK-1st

PRESENTER(S): Terri Barclay

DESCRIPTION: Children who have been read to dialogically are substantially ahead of children who have been read to traditionally on tests of language development. Sociodramatic play is a cornerstone of early childhood development. This session will bring dialogic reading and imaginary play together to enhance children’s opportunities to demonstrate their understanding of stories and develop oral language skills.



SESSION: Maximizing Sound Spelling Cards to Improve Student Spelling

PRESENTER(S): Tanya Peshovich

DESCRIPTION: We all know that phonics instruction is an essential component of a well designed early literacy block, but what happens after we introduce the sound spelling card? How can we maximize sound spelling cards as a tool for effective spelling? By intentionally using sound spelling cards, we can provide our students with an explicit scaffold that promotes the alphabetic principle by providing a mnemonic for each phoneme students will hear in a word as well as the spellings that occur most frequently. Knowledge of the sound/spelling and the most common spelling patterns will equip teachers with necessary tools to support both decoding and encoding. In this session, participants will learn a multisensory approach to spelling so that students will simultaneously access multiple pathways in the brain in order to enhance memory and learning.



SESSION: Executive Functioning Skills: EVERY day for EVERY Child.

[The Far-Reaching Impact of Supporting the Development of Executive Functions throughout your daily routines]

PRESENTER(S): Stephanie Lester

DESCRIPTION: If you have ever wondered why some children just seem to need one more explanation, one more prompt, one more example before understanding an assignment. If you have found yourself saying, “You knew this yesterday, why don’t you know it today?” then this is the session for you. Adaptable thinking, planning, self-monitoring, self-control, working memory, time management, and organization are all executive functioning skills that can be encouraged in learning environments. Research supports intentionally providing guidance and experiences that encourage the development of executive functioning skills in young children. A variety of ways that each of the three cognitive processes (working memory, cognitive flexibility, inhibitory control) can be practiced and encouraged within daily routines EVERY day for EVERY Child will be introduced and discussed.



SESSION: Developing Numeracy in Grades K-5; Analyzing the Progression of Mathematical Models and Strategies

PRESENTER(S): Rhonda Birnie

DESCRIPTION: How can we develop and support numeracy in our students as they progress through the grades? In this workshop, participants will look closely at the progressions of big ideas, models and strategies that develop as students become more numerate. Participants will walk away with a better understanding of the progression of models and strategies that support numeracy and the big mathematical ideas that thread through a child’s K-5 school experience.



SESSION: First Steps for Fluency

PRESENTER(S): Joy Mickelsen

DESCRIPTION: This session provides four recommendations for teaching foundational reading skills that over time, build fluency for students in kindergarten through 1st grade. After this session, educators will walk away with strategies to develop the accuracy and automaticity needed for word-level reading--including methods targeting phonemic awareness, letter-sound associations, and overall decoding--all to ensure that word reading becomes automatic so that readers have sufficient cognitive resources to focus on reading prosody and overall comprehension.



Additional Helpful Resources for Session Attendees:

First You Have to Teach Them to be Disfluent Readers from Shanahan on Literacy and

The Importance of Automaticity and Fluency For Efficient Reading Comprehension by Pamela E. Hook & Sandra D. Jones



AFTERNOON BREAKOUT SESSIONS: ELEMENTARY

SESSION: The Power of Brief Writes in the 2-5 Classroom and on State Assessments

PRESENTER(S): Yolanda Westerberg

DESCRIPTION: Writing instruction and prepping for state assessments can be stressful. Is there more learning your students need to be successful with the writing skills being assessed? Do you need help in preparing your students for the SBAC assessment? If you answered YES to these two questions, this session is for you! Educators will walk away with the definition of brief writes, high-leverage strategies for success, and examples of narrative, informative, and opinion brief writes.



SESSION: SEL Embedding Social-Emotional Learning Throughout the Classroom

PRESENTER(S): Tara Ferriter-Smith

DESCRIPTION: Are you looking for ways to increase positive social skills, reduce behavioral problems, decrease emotional stress, and improve academic outcomes for students? The information provided in this session will do just that through the exploration of ideas and strategies to integrate social emotional learning (SEL) competencies into daily classroom and school experiences. Participants will receive information and resources to support children’s learning to effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Bring your sense of humor and come ready to reflect upon and share your current SEL practices. You will leave with easy to implement and fun ways to weave SEL throughout your school day!



SESSION: Providing Scaffolded Support for Students to Access Grade Level Text

PRESENTER(S): Kathi Tiefenthaler

DESCRIPTION: Do you have students that can not access grade level text? Of course you do! This session will give you strategies to provide scaffolded support to increase the likelihood for students to be successful at reading grade level text. Join us for ways to learn and confirm effective teaching strategies to improve student learning.



SESSION: Writing Throughout the School Day (Two-Part Series)

PRESENTER(S): Justine Alberts & Ashlie Buresh

DESCRIPTION: Do you find it difficult to incorporate writing into your instruction throughout the day? Are you needing some additional “tools” to add to your toolbox to support students with writing processes? If so, these writing sessions will help you understand and focus on delivering engaging strategies to increase student writing every day. In this session, participants will learn how to use writing assessments to scaffold writing instruction for students as they respond to reading in writing.



EXHIBITOR PRESENTATIONS

The same presentations from Tuesday will also be offered on Wednesday.



EARLYBIRD SESSIONS : LEADERS & COACHES

SESSION: Part 2 - Cultivating Collective Efficacy within Teams: Agenda Components that Foster Collaboration & Community

PRESENTER(S): Drea Beale & Joy Mickelsen

DESCRIPTION: Community is built and collaboration enhanced with intentionality. Join us to unpack agenda components that increase the collective efficacy of your teams and support your implementation of these strategies. Participants will walk away with an understanding of four agenda components that increase equitable participation, build collaborative partnerships, and cultivate trust across teams. You will have an agenda ready to transform your teams as soon as you head back to your school. (Our session will reference Kathryn Boudett & Elizabeth City’s book *Meeting Wise: Making the Most of Collaborative Time for Educators*. If you have a copy please bring it!)



SESSION: Secondary PLC - It’s a Process!

PRESENTER(S): Liz Tuss

DESCRIPTION: How are the Professional Learning Community (PLC) meetings and structures impacting the collective work and efforts of your school? This Leadership Early Bird session will focus on sustainable plans and practices that make Secondary PLCs a systematic process to impact teaching and learning. Leave this session and begin the school year with a reaffirmed foundation of the key structures and outcomes of the Professional Learning Community Process.



KEYNOTES

The Magic is in the Instruction (SECONDARY KEYNOTE)

PRESENTER(S): Anita Archer

DESCRIPTION: The magic is in the quality of instruction: not in the newest fad, but rather in the strength of bell-to-bell instruction, clear lesson purposes, structured lessons with an opening, body and closing, routines for teaching strategies, vocabulary, and knowledge, embedded formative assessment, active participation, effective feedback, and practice that is deliberate and spaced and involves retrieval of information. When these elements are consistently and effectively used, learning results. In this session, Dr. Archer will share the supportive research and secondary examples on critical instructional practices.



Discovering the Science of Reading: A Reporter’s Story (ELEMENTARY KEYNOTE)

PRESENTER(S): Emily Hanford

DESCRIPTION: Emily Hanford knew nothing about the “science of reading” six years ago. She was interviewing community college students who were telling her about their reading difficulties; they told her they’d never been taught how to read. She thought – what’s up with that? That started her on a journey to understand how children learn to read and what they need to be taught. Emily will tell the story of what she has learned and why it matters.





MORNING BREAKOUT SESSIONS : ELEMENTARY

You will choose **ONE** breakout session today.

SESSION: Magic of Words: Fostering Word Consciousness

PRESENTER(S): Tanya Peshovich

DESCRIPTION: Did you know that by simply rethinking how vocabulary is presented in the classroom (and without a lot of additional prep time!), educators can increase students’ skillful use of high-leverage vocabulary words? This session will delve into specific methods that teachers can use to foster this word consciousness in the classroom, such as modeling of adept diction, playing with words, and making use of word histories and origins. Educators will leave with a host of ideas to enhance their current vocabulary instruction to inspire their students to notice, appreciate, and use rich and varied vocabulary in their speech and writing.



SESSION: Scaffolding the Blending Continuum to Meet the Needs of Students to Build Decoding Automaticity

PRESENTER(S): Kathi Tiefenthaler

DESCRIPTION: When students are not making adequate progress on letter sounds or whole word reading, what do we do to support their learning? In this session, we will take a deep dive into meeting the needs of 1st through 3rd grade students by understanding a blending continuum and determining an instructional entry point for the students. We will create sample lessons for students to access the grade level text through scaffolded blending routines.



SESSION: Making Learning Visible: Cognitive Engagement for ALL

PRESENTER(S): Stephanie Lester

DESCRIPTION: Have you ever wondered how to really be sure your students are doing as much of the cognitive work as possible – the writing, the thinking, the analyzing, the talking? (Lemov, 2015) This session will explore instructional strategies that are geared toward increasing the cognitive engagement of each student while embedding a variety of opportunities to respond (OTR) and checking for understanding (CFU) strategies throughout your lessons. *Emphasis will be on practical application within your daily routines that maximizes learning for every student.*



SESSION: High Impact Mathematical Routines that Help Bridge Gaps in Learning

PRESENTER(S): Rhonda Birnie

DESCRIPTION: Are you harnessing the power of instructional routines to increase mathematical reasoning and engagement in mathematical thinking? In this session we will focus on high impact routines that will enable all students to engage more fully in learning opportunities while building crucial mathematical thinking habits. We will explore how these routines can be built into our math instruction and understand how they connect to evidence based best practices. Participants will walk away with routines that can be added to their instructional toolbox and immediately enacted in their classrooms.



SESSION: Using Implementation Checklists to Support Best Practices

PRESENTER(S): Lenora Reckin

DESCRIPTION: Clarity Dissolves Resistance. This session will review how implementation checklists distill the most important aspects of a teaching practice, create simple explanations and then translate them into knowledgeable actions. Checklists are a valuable tool for new teachers to learn a program and the expectations for instructional delivery, for experienced staff to refine their practices and collaborate with peers, and for coaches and supervisors to support professional growth in their buildings. All educators must be able to recognize the different components of their practice and hold productive conversations about that with others. The participants in this session will discuss rationale as well as review sample checklists that could be available for immediate use.



SESSION: Phonemic Awareness with Letters: When, Why, How

PRESENTER(S): Marci Parks

DESCRIPTION: Yes! Phonemic Awareness with Letters. Dialing into the tiny nuances of our language in connection with letters is a powertool for a developing reader. Engaging in rich, systematic, explicit teaching and processes help students acquire skillful strategies to decode and encode. In this session we will discuss and practice the union of the science of reading and the science/art of instruction. Participants will leave with routines for high-quality instruction that in turn gets high-quality results.





MORNING BREAKOUT SESSIONS : ELEMENTARY

SESSION: Time in Text Continuum

PRESENTER(S): Wristine Senecal

DESCRIPTION: We will examine the time in text continuum and how time within text applies to fluency, vocabulary, comprehension and writing. We will focus on practical activities within connected text to develop skills in those areas. This session will inspire you with new strategies that can be taken back to the classroom and adapted to actively engage learners at all levels.



SESSION: Scarborough’s Rope and the Whole Child-The Future Begins Here!

PRESENTER(S): Terri Barclay

DESCRIPTION: Do you wonder where the whole child appears in Scarborough’s Reading Rope? Do you worry about meeting the developmental needs of young children? Come to this interactive session where we unravel the rope and identify where children are at the heart of instructional decision-making while involved in rich, authentic learning opportunities.



SESSION: Skyrocket Reading through Advanced Word Study in Grades 3-5

PRESENTER(S): Tara Ferriter-Smith

DESCRIPTION: Does teaching advanced phonics sometimes feel overwhelming or even downright boring at times? Instruction in advanced word study is essential as students encounter more advanced text. In this session we will explore strategies to help students learn to read and spell multisyllabic words by using a combination of word analysis that focus on spelling rules, syllables, and structural analysis that focus on meaningful units known as morphemes – roots and affixes (prefixes and suffixes). Educators will leave this session equipped with strategies, resources, and new knowledge to support the exploration and development of sometimes difficult to master advanced phonics and word reading skills.



AFTERNOON BREAKOUT SESSIONS : SECONDARY

You will choose **ONE** breakout session today.

SESSION: WHY Standards?

PRESENTER(S): Liz Tuss

DESCRIPTION: Standards are the foundation of our work and planning, but are often left in the teacher’s head, planning documents, or curriculum. This session focuses on the intentional identification, use, and sharing of content standards to impact teaching and learning. You will leave this session knowing how key features of the standards impact vertical alignment, student ownership, and focused planning.



SESSION: Engaging Students in Complex Text

PRESENTER(S): Jennifer Darlington

DESCRIPTION: Complex text across disciplines requires teachers to engage students in more than just reading. Complex text offers opportunities to develop academic language, background knowledge, vocabulary and content specific content all of which support comprehension (Shanahan et al., 2010). In this session we will explore practical strategies to support students across content areas.



SESSION: Reimagining Mathematics Interventions

PRESENTER(S): Rhonda Birnie

DESCRIPTION: Do you have students who come to you with gaps in their mathematical experiences? In this session, participants will explore how to develop mathematical interventions, learning about diagnostic interviews that can help determine where a student is in the progression of learning. We will explore the developmental stages of number knowledge and strategy, as well as activities to plan for responsive instruction. Participants will leave with a better understanding of how they can reimagine mathematics intervention, moving their students forward and closing gaps in learning.





AFTERNOON BREAKOUT SESSIONS : SECONDARY

SESSION: Vocabulary and Morphology Instruction for Secondary Learners

PRESENTER(S): Dr. Frank Smith

DESCRIPTION: Learning the meaning of complex academic words is a central component of success in secondary content classes. Participants in this session will learn how to use word morphology to improve student understanding and retention of crucial content and vocabulary. Participants will leave with specific strategies and routines that can be applied to classroom instruction. The results of these tools will also include improved student writing and spelling.



SESSION: Powerful Keys for Increasing Motivation and Learning in the Secondary Classroom

PRESENTER(S): Betty Darr

DESCRIPTION: It is no secret that student motivation in middle and high school looks different from the early years of bright eyes and excited smiles in kindergarten, but some things stay the same. Motivating reluctant learners can be a complex puzzle, or it can be accomplished through helping students cultivate specific academic beliefs which affect the work they do every day. Paired with the use of authentic and meaningful academic work, students can be drawn in to engagement and success. Come learn how to leverage the keys we do have to increase student motivation at every grade level and in every content area.



SESSION: The Power of Brief Writes in the 6-8 Classroom and on State Assessments

PRESENTER(S): Kayte Howell

DESCRIPTION: Writing instruction and prepping for state assessments can be stressful. Is there more learning your students need to be successful with the writing skills being assessed? Do you need help in preparing your students for the SBAC assessment? If you answered YES to these two questions, this session is for you! Educators will walk away with the definition of brief writes, high-leverage strategies for success, and examples of narrative, informative, and argumentative brief writes.



SESSION: Encouraging Discussion and Debate in the Secondary Classroom

PRESENTER(S): Christy Mock-Stutz & Jonna Schwartz

DESCRIPTION: To speak or not to speak- that is the discussion! Learn strategies to improve the quality of student discussion and debate in your classroom. The session will start with ways to engage students' interest and set them up for success. We'll cover planning tools that use open-ended questions to help students deepen their understanding of the topic and provide important goal-setting strategies to build student confidence.





Dr. Anita Archer

Dr. Anita Archer serves as an educational consultant to state departments and school districts on explicit instruction and literacy. She has presented in all 50 states and many countries including Australia and is the recipient of ten awards honoring her contributions to education. Anita has served on the faculties of three universities including the University of Washington, the University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials including *Phonics for Reading* (Curriculum Associates), a three-level intervention program, *REWARDS* (Voyager/Sopris), a five-component literacy intervention program, and a best-selling textbook titled *Explicit Instruction: Effective and Efficient Teaching* (Guilford Publications).



Dr. Kevin Feldman

Dr. Kevin Feldman is an independent educational consultant working with publishers, schools, and districts across the country and internationally. His career in education spans fifty-two years. As the former Director of Reading and Intervention for Sonoma County Office of Education he developed, organized, and monitored programs related to PreK-12 literacy and the prevention/remediation of reading difficulties. Dr. Feldman has taught for nineteen years at the university level in Special Education and Masters' level programs for University of California, Riverside and Sonoma State University. Dr. Feldman loves reading (imagine that!), outdoor adventuring/travel, playing drums in an all originals rock band, and riding a mountain bike with his dog Bailey.



Dr. Tracy White Weeden

Dr. Tracy White Weeden is a visionary leader and passionate advocate for advancing literacy and academic excellence. With over 35 years of experience in educational leadership, Tracy has dedicated her career to creating innovative programs, building exceptional teams, and providing enhanced learning opportunities for children and adults.

As the President and CEO of Neuhaus Education Center, Tracy leads with an innovative style and a deep commitment to the most vulnerable in our society, serving as a change agent for scalable and sustainable application of the science of reading research. Tracy is committed to a vision of improving the world through education.

Tracy holds an Ed.D in Educational Leadership and is a sought-after speaker in the field of education. With her wealth of knowledge and experience, Dr. Weeden is a true inspiration and advocate for education. Dr. Weeden offers valuable insights and ideas on systematically improving the field of education to empower educators and all students to achieve their full potential.



Emily Hanford

Emily Hanford is a senior correspondent and producer for American Public Media. Her work has appeared on NPR and in *The New York Times*, *Washington Monthly*, *The Los Angeles Times* and other publications. She has won numerous honors including a duPont-Columbia University Award and the Excellence in Media Reporting on Education Research Award from the American Educational Research Association. Emily is a member of the Education Writers Association's Journalist Advisory Board and was a longtime mentor for EWA's "new to the beat" program. For the past several years, Emily has been reporting on early reading instruction. Her 2018 podcast episode "Hard Words: Why aren't kids being taught to read?" won the inaugural public service award from EWA. You can find all of her reporting on reading at apmreports.org/reading, including her new podcast, *Sold a Story: How teaching kids to read went so wrong* (soldastory.org). Emily is based in the Washington, D.C. area.



HD Weddell

HD Weddell is an independent educational consultant working with public and private schools and school districts across the west coast. His career in education spans 41 years as a teacher and administrator. HD taught 24 years at the university, high school, and middle school levels. He was awarded Teacher of the Year in two school districts. He served as a school administrator for 12 years helping to lead two high schools through instructional change. He was awarded Bend LaPine Administrator of the Year in 20014, Oregon Career Tech Administrator of the Year in 2011, and Oregon Principal of the Year in 2014. HD also served as Oregon State University football chaplain for 11 years and Linfield College football chaplain for 20 years. HD loves to mountain bike and ski in his backyard of Central Oregon. He is the father of two adult girls and one (to be) grandson come October! He is married to his best friend Patty.



Justine Alberts

Justine Alberts, M. Ed. and Ed.D candidate, has been positively impacting the educational world for two decades. Serving as a classroom teacher, an instructional coach, a building principal, and now a professor at Carroll College, she has worked with a variety of educational stakeholders in effort to better inform educational practices for the purpose of student success. Justine has a proven history of effectiveness in creating and implementing systems at both the school- and district-level. Justine’s extensive training in education has helped influence her direction and efforts. Her work with *“Striving Writers- A how-to on planning, teaching, and assessing writing”* will inform and prepare classroom teachers to explicitly teach students the writing process and respond to their needs through targeted instruction. Not only is Justine an educational advocate, she is a devoted wife and mother of two beautiful children. They spend family time outdoors and enjoy a good movie!



Terri Barclay

Terri Barclay, M. Ed, began her career at St. Regis School District where she served as a classroom teacher in elementary grades, Title I, special education, and technology coach for 16 years. During this time, she grew in her knowledge and love of implementing evidence-based practices to meet the needs of all learners. With a passion for building relationships and meeting the diverse needs of students, she embraced the challenge of hard to reach students and supporting colleagues in strategies for meeting students where they were. Terri’s career transitioned to work in school improvement at the state level where she served as the Office of Public Instruction Early Childhood Specialist and later the director of the Montana Comprehensive Literacy Project and the Montana Comprehensive Literacy State Development Project. Through this work, Terri supported districts in implementing Continuous Improvement Cycles to improve education at the systems level for the benefit of all children, students, and families.

Currently, Terri is an adjunct professor for the University of Montana-Western and a Distance Learning Mentor for students pursuing their bachelor’s and master’s degrees in Early Childhood Education. Terri specializes in impacting student success through developing respectful and reciprocal relationships, offering individualized guided support, and strengths-based coaching practices to meet the needs of adult learners.



Drea Beale

Drea Beale is an equity-centered educator with over 25 years of experience in public schools. A teacher at her core, she has served as a classroom teacher, instructional coach, mentor, principal and superintendent. Drea holds a Master’s Degree in Curriculum and Instruction and a second Master’s Degree in School Leadership. Her north star is an unwavering commitment to the growth of all students with an excellent, evidence-based education. She supports strategic planning, high quality professional development, side-by-side coaching, aligned systems and a clear vision to allow leaders, teachers, and students to thrive.

Drea is a life-long learner with a passion for high quality literacy instruction. Her education and practical experience inform her coaching of leaders and teachers to plan and deliver high quality instruction to all students. Drea has served K-12 students in rural and urban districts in Maine, California and Montana and currently lives in Northwest Montana. Over ten of her former students are now educators. When not working in schools, you can find Drea playing in the outdoors with her two daughters, two dogs and partner!



Rhonda Birnie

Rhonda Birnie is a math specialist who is passionate about helping people find joy in math. She taught grades K-8 for 24 years and was a math specialist with the Idaho Regional Math Centers for nine years. She currently works with the Boise State University Math Education Collective and Side-by-Side Educational Consulting, consulting with school districts to support teachers as they help students explore and understand math. Rhonda has a particular passion for lesson study and has facilitated more than 80 teams over the years. When Rhonda is not investigating student mathematical thinking, she can be found on her horse, running on the trails or paddleboarding on a mountain lake.



Ashlie Buresh

Ashlie Buresh is an Educational Consultant who partners with educators to improve literacy instruction. Her journey in education began as an elementary teacher where she taught for over a decade before becoming a literacy coach. She has presented to educators across the state in the areas of The Science of Reading and STRIVE Coaching Model. When Ashlie isn’t working, she can be found spending time with her family hiking, camping, and rafting.



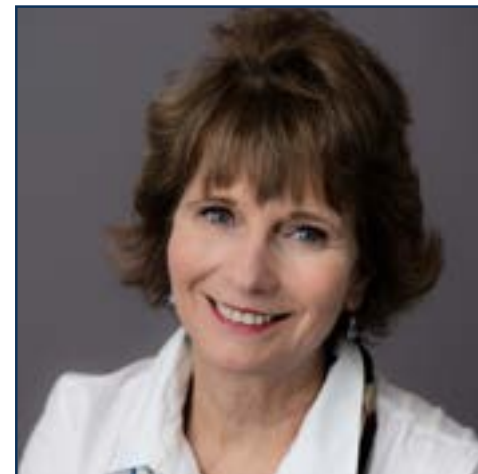
Carrie Cole

Carrie Cole is an independent educational consultant with Side-by-Side Educational Consulting, specializing in the training and delivery of evidence-based literacy practices grounded in the Science of Reading. She leads the Side-by-Side team, working in schools and districts, supporting consultants, and ensuring that clients receive the highest quality support possible. Ms. Cole holds a master’s degree in literacy and is known for her ability to not only effectively communicate the latest research on effective literacy practices, but also *demonstrate* how to implement evidence-based practices into the “real world” classroom. She is especially passionate about serving children living in poverty. She has worked with and advised state officials, district leaders, school administrators, instructional coaches, and teachers across the country, as well as written and delivered on-site professional development and coaching at state, district, and school levels centered on effective instruction and evidence-based literacy practices. She is a contributing author for CORE’s *Teaching Reading Sourcebook* (2nd-3rd Editions). Prior to consulting, Ms. Cole was a professional development specialist for the Idaho State Department of Education, a regional educational consultant for a major publishing company, and a classroom teacher at the elementary level (all subjects) and secondary level (English Language Arts and literacy interventions).



Jennifer Darlington

Jennifer is a former teacher, coach, principal, and educational consultant who has worked in various instructional and administrative roles. She has worked with educators across the United States, PreK-12, providing support to teachers, coaches, leadership teams and administrators to build their capacity to increase student growth in and out of the classroom. Jennifer especially enjoys working with schools in building sustainable practices in social emotional learning, engaging instruction strategies and blended learning across grade levels and content areas. She has worked with many individual coaches and schools to create an instructional coaching model that supports the unique needs of their school setting.



Betty Darr

Betty Darr has worked in a variety of roles within the field of education for over 40 years. Her never-ending quest has always been to instill the love and excitement of learning in the hearts and minds of her students. She believes that strong proficiency in literacy is the gateway to learning. As a lifelong learner herself, Betty possesses a BA in Psychology, 5th Year in Elementary Education, MA in Curriculum and Instruction/Literacy and an Administrative Endorsement. Her broad background includes 32 years of classroom teaching at the kindergarten through college level. During this time she also wrote curriculum, delivered professional development for teachers, served on, or led committees at the school and county level, and received the Milken National Teaching Award for Excellence in Education. After leaving the classroom, Betty spent five years as an instructional coach in a large K-12 district, supporting students and collaborating with teachers and leadership in a school which showed remarkable growth in student literacy due to the commitment and collaboration of all stakeholders during a Montana literacy grant process. During that time she was honored to receive the Teacher of the Year award from her district-wide colleagues. For the past five years, Betty has been an independent literacy consultant with Side-by-Side Consulting, where she continues to enjoy working in schools to support educators in raising student achievement through evidence-based literacy practices using the Science of Reading. Betty’s passion for students to succeed in literacy fuels her commitment to sharing, mentoring, and learning from and with all educators. She’s been called “The Kid Who Will Never Retire” because of her ongoing commitment to growing and learning both personally and professionally. When she isn’t immersed in the latest book, conversation, or webinar on literacy practices, she is spending time fishing, camping, or traveling with her husband and visiting her four amazing grandchildren!



Tara Ferriter-Smith

Tara Ferriter-Smith is an independent educational consultant who has also recently stepped back into the classroom teaching 5th grade ELA. She has led state grant projects specializing in the training and delivery of evidence-based practices for continuous school improvement, teaching reading, implementing preschool practices, and fostering the development of social and emotional learning (SEL). Ms. Ferriter-Smith holds a master’s degree in Educational Leadership and is known for her ability to simplify complex processes breaking them down into easy and enjoyable implementation steps. A veteran educator, Tara has 25 years experience teaching preschool through middle school and has had the pleasure of supporting teacher learning for many years. Having a work and life balance is important to her so when she is not working you will find her enjoying Montana’s mountains and lakes or traveling with friends and family.



Kayte Howell

An experienced instructional leader and lifelong learner, Kayte Howell is an independent educational consultant with Side-by-Side Educational Consulting. After 17 years as a classroom teacher, Kayte’s passion for intentional and strategic literacy instruction eventually led to her transition from the classroom, serving as an instructional coach for both middle and high school levels for the remainder of her tenure with Great Falls Public Schools. As an instructional coach, she modeled and presented disciplinary literacy practices to positively affect reading and writing instruction. Her expertise is in supporting and collaborating with leaders and educators in literacy year-long planning and implementation of evidenced-based strategies that improve student learning and staff efficacy. Kayte and her husband, Chris, live together in Great Falls, Montana. Newly retired, Kayte is looking forward to her next chapter as an educational consultant and all the adventures that await her in this role.



Debbie Hunsaker

Debbie Hunsaker, M.Ed., is the Owner and Lead Implementation Consultant of STRIVE, Inc. STRIVE provides national consulting and professional development services focusing on improving literacy achievement. She has dedicated her career to improving teaching and learning by supporting state and federal literacy initiatives, providing curriculum development and comprehensive literacy planning support, and providing on-site school support of teachers, coaches, principals, and district leaders. Debbie and the STRIVE team have developed evidence-based trainings and professional development in the Science of Reading/Elementary Literacy Model, Disciplinary Literacy/Adolescent Literacy Model, Data Based Decision Making, Effective Coaching, and Effective Teams. Earlier in her career, Debbie was the Division Administrator for Educational Opportunity and Equity for the Montana Office of Public Instruction, which is responsible for implementing programs and resources focused on supporting schools in improving achievement, especially for disadvantaged students. Some of the programs Debbie has directed include Reading First, Early Reading First, Title I School Support, and the Montana Comprehensive Literacy Project. Debbie is an author of two professional resource books; *How Do I Plan and Teach Reading Groups?* and *The Coach’s Handbook* and a children’s book, *We Made Do*. strivingreaders.com



Stephanie Lester

Stephanie Lester’s over 35 years in education include: preschool, Project-Based Learning Multiage K-1st program, professional development speaker, author, Assistant Principal, Early Childhood Education Director, and Director of Curriculum, Instruction & Assessment. Currently Stephanie is partnering with educators as an Educational Consultant. She believes that children learn best when they are excited and cognitively engaged in the learning process. Stephanie has published two books: *Year Round Project-Based Activities for STEM* and *Science Through the Year*. Stephanie is passionate about inspiring, educating, and motivating teachers to implement evidence-based instructional practices in all curricular areas. She is especially focused on aligning literacy instruction with best practices according to the latest Science of Reading research, with the goal of supporting teachers and students so they will experience SUCCESS as 21st Century educators and learners. Stephanie is very excited to partner with Side by Side Consulting and support educational programs in the state of Montana. When Stephanie isn’t exploring with her grandchildren, you will find her creating hands-on STEM activities, presenting workshops and consulting with teachers throughout the country.



Joy Mickelsen

Joy Mickelsen is currently the Federal Programs Director who also leads the MTSS process, assessment and grant writing for the Blackfoot School District. She has over 30 years’ experience in the field of education as a classroom teacher, instructional coach and curriculum/professional development specialist. Her expertise includes implementation of disciplinary literacy in all content areas K-12 and using assessment to guide instruction within the three-tiered reading model. Joy has proven very successful working with schools located on reservations. Having expertise as a teacher, administrator and instructional coach provides creative and effective ways to find solutions.



Christy Mock-Stutz

With twenty years of teaching experience in Montana, Chicago Public Schools, and overseas, Christy Mock-Stutz has spent the last ten years in educational leadership positions. Working at the district and state level, she provides instructional coaching, technology support, and professional development to teachers. She is passionate about supporting teachers to be the best educators they can be!



Marci Parks

Marci Parks is an instructional consultant with Side-By-Side Educational Consulting with over 25 years of experience in the education field. She is passionate about sharing the science of literacy and social emotional learning as well as coaching best practice and evidence-based instructional strategies with teachers and students. Her professional background includes preschool teacher/EC mentor, elementary teacher, instructional consultant and Professional LETRS EC Facilitator. Marci’s past 13 years of consulting and coaching includes work training and supporting educators around the country and numerous School Districts in Montana and Idaho with literacy focused projects. Marci lives in Clancy, Montana with husband and four beautiful children.



Tanya Peshovich

Tanya Peshovich is passionate about working with educators to successfully implement evidence-based literacy practices and tiered systems of support based on the Science of Reading--all to ensure children receive a high-quality, rigorous education. She holds a Master’s degree in curriculum, instruction, and innovation and is known for providing professional development that arms teachers with the what, why, and how of evidence-based literacy practices. As a former classroom teacher and literacy coach, she is able to help teachers bridge the research-to-practice gap, allowing them to successfully apply new practices in their classrooms. She is Orton--Gillingham trained and tutors children diagnosed with dyslexia, while also supporting various school districts in Montana in the work of building systems of support for students at the district, school, and classroom levels to ultimately increase student outcomes. She currently resides in Colorado with her husband and two daughters.



Lenora Spencer Reckin

Lenora Spencer Reckin has 45 years of educational experience working with students, teachers, and school leadership in grades Pre-K through 12. A love of children and learning brought Lenora to the field of education and during her career with Libby Public Schools she worked as a classroom teacher, gifted/talented coordinator, K-8 remedial reading specialist, interventionist, and K-12 instructional coach. As a teacher leader, she frequently facilitated staff professional development sessions on differentiation, brain-based learning, reading comprehension, and vocabulary development. In 2015, Lenora became an Instructional Consultant for Side-by-Side Consulting and has worked with districts by providing research-based theory and content and collaboratively supporting teachers and administrators as they implement these best practice methods in classrooms. Lenora is currently providing assistance to the preschool and transitional-kindergarten programs in Libby, and in addition to the possibilities provided by the work with Side-by-Side, she and her husband enjoy family time, traveling, camping, hiking, bird watching and gardening.



Jonna Schwartz

Beginning her 13th year in education this fall, Jonna Schwartz works as an English teacher and instructional coach at Capital High School in Helena, MT. She’s taught literature and writing courses at the high school and college level, in addition to having taught English in Adult Education. This year, Jonna co-authored

Jonna is also a cross country and track and field coach. She and her husband Nick are expecting their first child in September.



Wristine Senecal

Wristine Senecal served the East Helena School District for 15 years as a classroom teacher in kindergarten, 1st grade, 3/4th multiage, 4th grade and 5th grade special education and was the PreK-2nd grade instructional coach for 10 years. During her tenure in East Helena she served on the ELA and math curriculum committees and was instrumental in writing successful grant applications for the district. Wristine understands the processes of grant implementation and developing and maintaining a robust comprehensive improvement cycle. She has served in all capacities in this endeavor working effectively with administrative teams, building leadership teams, grade level teams, classroom teachers, support staff and paraprofessionals. Wristine is currently a consultant with STRIVE consulting group serving schools in Montana and Colorado with literacy grant implementation, instructional coaching mentorship, and professional development aligned with the science of reading. She also serves as an Acadience Training Specialist and provides professional development and implementation support to schools across the nation for Acadience reading and math assessments. Wristine owns By Example Instructional Consulting and has provided professional development for teachers on research supported instructional practices in reading, math, classroom management and positive behavioral support. Her passion is building relationships and working beside educators to inform, inspire and inspire the work that they do.



Dr. Frank Smith

Dr. Frank Smith serves as an educational consultant specializing in areas of literacy, effective instructional delivery and classroom management. He regularly works with teachers and site administrators as a national consultant and supports numerous districts throughout the United States. Prior to this work, Dr. Smith taught students in both regular and special education settings. He has served as Director of Elementary Instruction and as a reading consultant for numerous elementary and secondary school sites. He has presented internationally on numerous research-proven instructional programs, as well as conducted professional development related to topics including vocabulary development, MTSS, strategies for supporting reading in the content areas and effective strategies for promoting active engagement. As part of his work in these areas, he regularly presents demonstration lessons utilizing research proven teaching strategies. In addition, he has worked with many teachers and schools to develop classroom management skills and strategies. Dr. Smith believes that carefully planned and delivered systematic, explicit instruction is the hallmark of effective educational practices for at-risk learners.



Neilia Solberg

Neilia Solberg is an independent contractor with Side-by-Side Educational Consulting, supporting the MCLSDP grant in Montana schools. Solberg’s work includes building a district vision, system-wide reading and writing planning, writing instruction that connects learning to content, and solid methodology in the classroom. As a former national Step Up to Writing presenter for Voyager/Sopris West Educational Services, Neilia has conducted workshops across the country. Her work in the classroom and as literacy facilitator covers a K-12 range that has given her an elite perspective of what works, why it works, and how each teacher can create a thoughtful plan with purpose that is as doable as it is functional. Solberg lives in Bigfork, MT. Public schools, student growth and the development of teachers and administration are at the heart of her aspirations.



Kathi Tiefenthaler

“Life leads us to where we are meant to be.” For Kathi Tiefenthaler, her professional journey included being an instructional aide, a classroom teacher in elementary and middle school, a literacy specialist for the Montana Office of Public Instruction, and currently a national literacy consultant. Consulting has been her favorite professional endeavor for the past 18 years; Supporting leaders, educators, support staff, and students in setting teaching and learning goals, using data to monitor the level of success or areas to modify, and then celebrating their accomplishments. This is all possible by establishing trusting relationships, coaching, and empowering stakeholders to establish a common goal and processes to achieve them. Kathi’s dedication to education has been grounded in evidence-based strategies and passion for creating the best environment for students and teachers to flourish. When she is not working, she enjoys spending quality time with her family and friends.



Liz Tuss

Liz Tuss is an independent educational consultant and college professor who specializes in impacting teaching and learning through data-focused teams, improvement cycles, and instructional support. She strives to convey, transfer, and deepen the understanding and connections of systems and educators across all disciplines. She works side by side with post-secondary students, classroom teachers, and administrators to evaluate, understand, and implement evidence-based practices and strategies to impact local needs and goals. Liz is a National Board Certified teacher with 23 years of experience in elementary and high school classrooms, instructing pre-service teachers, and collaborating with pre K - 12 teachers, schools, and districts.



Kim Wakefield

Kim Wakefield believes in creating success stories for all kids by partnering with educators and communities to build systems of support designed with learners in mind! Through observation, collaborative conversations including data and problem solving, she partners with district teams to build common understanding and a cohesive district vision. As a professional developer, she works tirelessly to help educators understand the what, why and how to deliver sound instruction using scientifically based reading research that moves the dial for students - these small moments of success make a huge difference. Over the last 23 years, Kim has taught various grades, was a literacy coach of a K-5 Title I Blue Ribbon School, and holds a masters degree in School Counseling. She uses this knowledge to connect the behavioral and academic competencies of students to current research while supporting educators. Currently, she is a member of the Side-by-Side Educational Consulting team partnering with districts in Montana, supporting the MCLSDP grant, and beyond. Kim enjoys paddleboarding, cooking, hiking, traveling, and playing games where she lives in Northwest Montana with her husband, Ryan and three zestful boys: Braden, Bryson and Bosley.



Yolanda Westerberg

Yolanda Westerberg is an independent educational consultant with Side-by-Side Educational Consulting. She is known for presenting evidence-based literacy practice to positively affect reading and writing instruction. As a past national Step Up To Writing trainer and instructional coach for Voyager/Sopris Educational Services, she has facilitated workshops across the country. Yolanda has experience as a classroom teacher, reading interventionist and a K-12 Literacy Specialist. Her expertise is in Literacy year-long planning and implementation of practical strategies that benefit the classroom educator and thus improve student learning and staff efficacy. Yolanda has been deeply involved in curriculum and results oriented instruction since entering the field of education. Currently, Yolanda lives in Liberty Lake, WA with her husband Nick. She is grateful to have a job that allows her to draw on the elements of teaching that have long been a part of who she is while working with students and teachers who continue to inspire her daily.



Trudy Cherasaro

Trudy Cherasaro has worked in education research for more than two decades as an evaluation consultant, a university instructor, a coordinator of research and evaluation in a school district, and as a researcher focused on applied research that solves practical problems at the classroom, school, district, and state levels. Currently, she is a director at Marzano Research and lead author on the research and development study that created the Instructional Improvement Cycle Toolkit, which provided the foundation for the current Teacher as Researcher work. Her additional experience includes serving as co-Principal Investigator on an evaluation of a district-developed gamified learning environment program designed to personalize learning, as a study director for a randomized controlled trial of a supplemental vocabulary program in 44 schools, and as a data coordinator for a randomized controlled trial of a professional development program on formative assessment in 64 schools. Previously, she was the coordinator of research and program evaluation for Albemarle County Public Schools in Virginia, where she worked closely with teachers and administrators on division and school improvement planning, reporting of annual data, directing the evaluation of district- and school-based programs and initiatives, and advising instructional administrators, principals, and lead teachers on the development, analysis, and administration of common assessments. She is a What Works Clearinghouse-certified reviewer for single-case and group-design standards and has completed IES's summer institute on cluster randomized trials.



Dr. Jennifer Delano-Gemzik

With over twenty years of experience in public education in North Carolina, Dr. Gemzik has been an elementary classroom teacher, an English as a Second Language teacher, an instructional coach, and a school level administrator. She is a passionate literacy advocate who has been teaching courses on the Science of Reading across the nation for the past fifteen years. Jennifer has also been a national LETRS facilitator and ELA consultant for the Consortium on Reaching Excellence and is now a Professional Learning Consultant for the 95% Group.



Brooklin Trover

Brooklin Trover is in her 21st year in education, currently serving as a National Director of Content and Implementation for Curriculum Associates. She utilizes her big picture mindset to find creative ways to leverage educator purpose and student data in a manner that improves the educational experience of ALL students. Brooklin taught for 13 years in elementary and middle schools in Wyoming, Colorado, and California. Along the way she earned a M.A. in Policy Studies of Language, Literacy and Culture from San Diego State University as well as a M.S. in Reading from Cal State Fullerton. She transitioned out of the classroom to a district instructional coach position working for five years with teachers and administrators. Her coaching centered around improving RTI models and reading instruction at all grade levels. Brooklin strives to be a positive force across the country by educating patiently, advocating passionately and inspiring consistently.



Dr. Karen J. Venditti

Dr. Karen J. Venditti currently serves as a Senior Literacy Specialist with Amplify Education. Karen works alongside teachers, leaders and students implementing Amplify's comprehensive pk-8 literacy solutions. As a 9-year Amplify veteran, her primary focus has been on effective pk-5 Core Knowledge Language Arts (CKLA) implementation. Prior to her work with Amplify she taught at the elementary, middle school and collegiate levels. She actively holds general education, content area and administrative certifications and is licensed as a Reading Specialist in grades Pk-9. After she earned her PhD from Purdue University, Karen worked extensively with pre-service and veteran educators in university and field-based coursework focused on literacy acquisition. As a 25+ year IRA/ILA member, she has chaired and served on various standing and awards committees and presented at conferences in the US, Canada, New Zealand and the United Arab Emirates.