

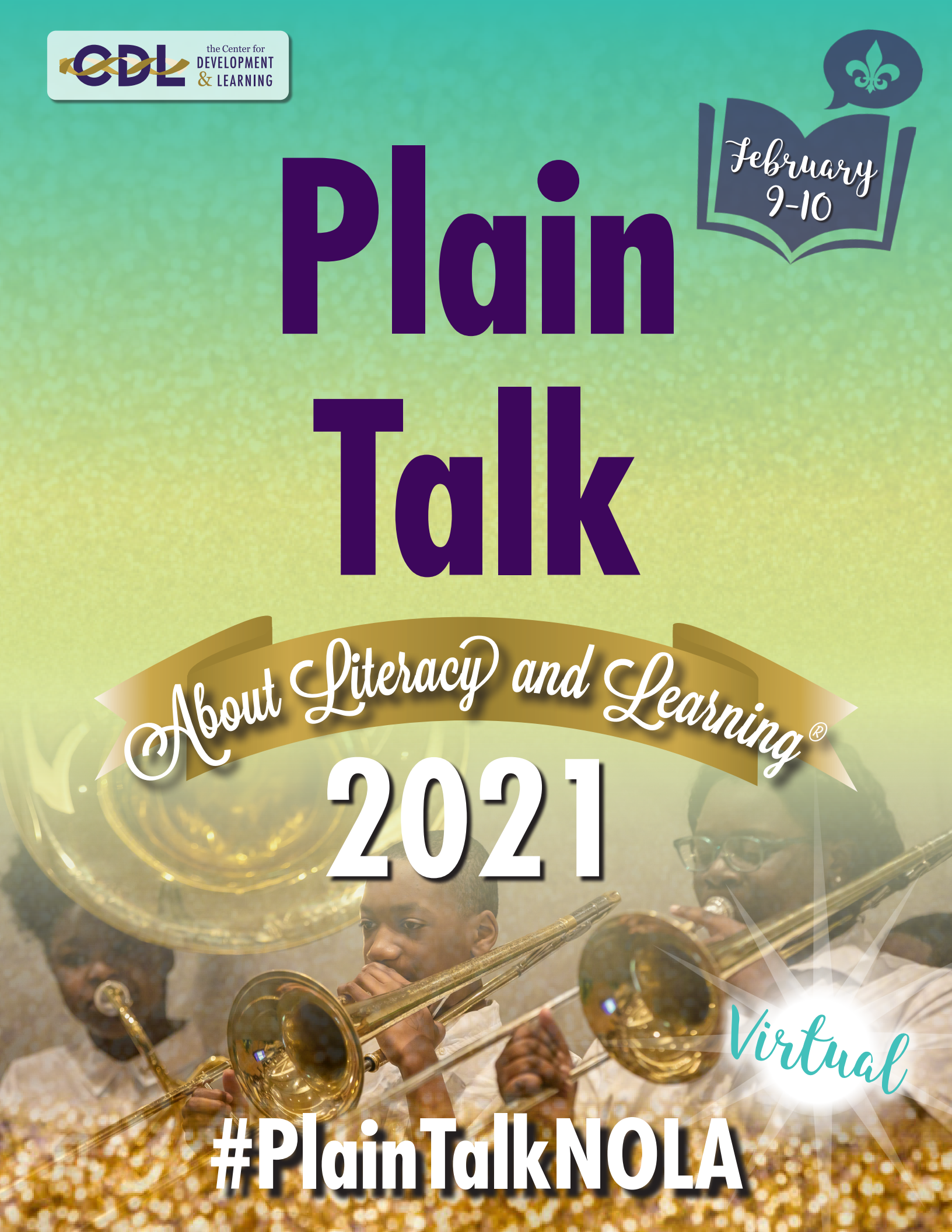
Plain Talk

About Literacy and Learning[®]

2021

Virtual

#PlainTalkNOLA





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PLAIN TALK ABOUT LITERACY AND LEARNING®

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



Greetings to all and welcome to 2021 Plain Talk About Literacy and Learning®! Like so many other areas of our lives, this year's edition is different as we all come together virtually. However, the incredible presenters, education tracks, sessions, and networking all await you as they would if we were physically together in New Orleans.

The past 10 months have presented incredible challenges to us all, especially in education. I want to thank you for your dedication to your students during this time. The dedication and resilience you have shown to continue shaping the young minds is inspiring!

I am especially proud of our incredible team as we went to work immediately at the onset of the pandemic developing resources, tools, and mechanisms to support virtual and in-home learning. Within days, we were reaching thousands of parents, caregivers, and educators through our social media platforms, offering weekly videos, tools, and helpful hints to maintain learning and engagement in the home. We also quickly developed virtual professional development opportunities that we will continue to offer in-person as well as virtually.

We are continuing to redefine how we deliver services and how we support literacy and learning in the classroom and home and ensuring public policy is backed in evidence-based teaching and student learning. Despite the challenges since last spring, we have moved forward with new program development, a new strategic plan (read an Executive Summary on Page 48), and – soon to be unveiled – a new name and brand. Be sure you are signed up to receive our emails so you can be among the first to receive our big announcement!

Thank you so much for choosing to be here today and for your commitment to ensuring children have the most fundamental life skill we can give them – the gift of reading and learning. Ever the optimist, I look forward to seeing you in person next year in New Orleans February 9-11, 2022!

Dr. John E. Wyble, CAE
President & CEO



INSTITUTE INFORMATION

PLAIN TALK SESSIONS

Each session will open 30 minutes prior to the session start time. At that time, you can either join from the email you received, the event on your calendar or go back to the session and select the join button, which will be added at the appropriate time.

SWITCHING SESSIONS

You need to be on the landing page of the session you would like to cancel and click on the "Cancel Registration" link in the lower right side of the page and a pop-up screen will appear. Click confirm to complete your request.

You will need to register for the new session before joining the session. Each session has unlimited capacity.

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ELECTRONIC HANDOUTS

Presenter handouts are located in each session as a downloadable resource. (Note: Not all speakers provided handouts.)

PLAIN TALK NOLA APP

To make Plain Talk as social as possible, download the official PlainTalkNOLA app on your mobile device sponsored by The Reading League. Start networking and accessing the content! Download instructions are on page 50 of this program book.

EVALUATIONS

Your feedback is important to the planning of future Institutes. Complete the Post Conference Survey by February 24th to receive your certificate of attendance. You will also be entered into a drawing for one of five book bundles provided by Jackson Consulting.

CERTIFICATES OF ATTENDANCE

To receive an electronic copy of your certificate of attendance, you must complete the Post Conference Survey by February 24th. It is the sole discretion of your school, school district, state education agency, or professional organization to determine whether Plain Talk's sessions are acceptable for continuing education.

SOCIAL MEDIA

Join the conversation or share your thoughts about Plain Talk on Twitter, Facebook, and our app! CDL Plain Talk 2021 will tweet from @cdlteach and will post on [facebook.com/cdl.org](https://www.facebook.com/cdl.org). For Twitter and Facebook, use the hashtag #PlainTalkNOLA.

EXHIBITORS

Be sure to allow yourself ample time to visit the Virtual Exhibitor Hall. Please review the Exhibitor section of the app and this program book for a listing of exhibitors, their contact information, and brief descriptions of their products and services.

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



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TUESDAY, FEBRUARY 9, 2021

Check the sessions you don't want to miss.

AGENDA AT-A-GLANCE

WELCOME | 8:00 AM - 8:30 AM CST

Dr. John E. Wyble

KEYNOTE ADDRESS | 8:30 AM - 9:30 AM CST

- The Power of Procedures! **Chelonnda Seroyer**

THOUGHT LEADER SESSIONS | 9:30 AM - 10:30 AM CST

- What Did I Just Read? Leveraging Knowledge, Vocabulary, and Inference Generation to Improve Reading Comprehension **(New to the Science of Reading) – Amy Elleman**
- “What Level is She Reading?” Taking Another Look at How We Think About Reading Levels **(Literacy Leadership) – Jan Hasbrouck**
- The Importance of State Policy to Support the Science of Reading: Where Can We Improve? **(Literacy Leadership) – Pati Montgomery**
- How Phonemic Proficiency Contributes to Reading Proficiency **(Advanced Science of Reading) – David Kilpatrick**
- Incarcerated Youth: Partners for Disrupting the Pipeline to Prison **(Equity and Inclusion) – Hilderbrand Pelzer III**

BREAK | 10:30 AM - 10:45 AM CST

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST

- Phonological Awareness: The Missing Piece **(New to the Science of Reading) – Alisa VanHekken**
- 1845 – The Delicate Dance Between Grace and Truth While Scaling the Science of Reading for All **(Equity and Inclusion) – Tracy Weeden**
- Teaching Reading in Light of Our Understanding of Orthographic Mapping **(Advanced Science of Reading) – David Kilpatrick**
- A Reporter's Story: Discovering the Science of Reading **(New to the Science of Reading) – Emily Hanford**
- Implementation of Multi-Tiered Systems of Support Among English Learners: The Journey Towards Excellence **(Equity and Inclusion) – Elsa Cárdenas-Hagan**
- Myth Busters: Establishing New Beliefs to Break Old Routines **(Literacy Leadership) – Pati Montgomery**

EXHIBITOR SESSION | 11:45 AM - 12:15 PM CST

- Amplify Exhibitor Session** – The Science of Reading in Personalized Learning

EXHIBITOR SESSION | 12:15 PM - 12:45 PM CST

- Letterland Exhibitor Session** – Teach Phonics, Incorporate the Science of Reading & Keep Students Engaged All Year (Really!)

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST

- Beyond the Flashcard: Sight Word Reading Is Not Flashcard Reading **(New to the Science of Reading) – Pam Kastner**
- What EXACTLY Is the Difference between Balanced Literacy and Structured Literacy, and Why Does It Matter? **(New to the Science of Reading) – Linda Farrell**
- Daily Routines Using a Sound Wall **(Advanced Science of Reading) – Mary Dahlgren**
- Effects of Early Literacy on the School-to-Prison Pipeline **(Equity and Inclusion) – Hilderbrand Pelzer III**
- Creating a Customized and Highly Effective Management Plan **(Literacy Leadership) – Chelonnda Seroyer**
- Kicking Things Up a Notch: Incorporating Advanced Phonological Awareness into Reading Instruction **(Advanced Science of Reading) – Jennifer Hasser**

CLOSING AND PRIZE ANNOUNCEMENT | 1:45 PM - 2:15 PM CST

BONUS SESSION FOR LOUISIANA EDUCATORS | 2:30 PM CST

- Plain Talk Meet-and-Greet – The Reading League Louisiana

Plain Talk About Literacy and Learning®

- Check the sessions you don't want to miss.

WEDNESDAY, FEBRUARY 10, 2021

AGENDA AT-A-GLANCE

WELCOME | 8:00 AM - 8:15 AM CST

Dr. John E. Wyble

KEYNOTE PANEL (Sponsored by Amplify) | 8:15 AM - 9:30 AM CST

- Making the Shift to the Science of Reading in Your District
Natalie Wexler, Ernesto Ortiz, Jr., Carolyn Strom and Susan Lambert

THOUGHT LEADER SESSIONS | 9:30 AM - 10:30 AM CST

- Understanding the Utility of Universal Screening and Reading Risk Profiles: Context Matters (**Equity and Inclusion**) – **Timothy Odegard**
- Bridging Research Silos: Looking Beyond to Better Support All Students (**New to the Science of Reading**) – **Nancy Young**
- How Do We Know if Our Instruction is Working? (**New to the Science of Reading**) – **Kristin Anderson**
- Moving from a Reactive to a Proactive Model in Education: How a Multifactorial Framework of Reading Development Can Inform Educational Practice and Policy (**Advanced Science of Reading**) – **Nadine Gaab**
- Key Decisions in Implementing Mississippi's Early Learning and Literacy Laws (**Literacy Leadership**) – **Carey Wright and Kymyona Burk**

BREAK | 10:30 AM - 10:45 AM CST

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST

- Let the Good Times Roll: Applying Research-based Strategies in a Virtual or Blended Environment (**New to the Science of Reading**) – **Pam Austin**
- Structured Literacy: Connecting Research and Practice (**New to the Science of Reading**) – **Judith Birsh and Suzanne Carreker**
- Promoting Interest in Reading using Culturally Relevant Reading Materials (**Equity and Inclusion**) – **Julie Washington**
- Comprehension is an OUTCOME not a Strategy (**Advanced Science of Reading**) – **Anita Archer**
- Instructional Leaders as Agents of Change (**Literacy Leadership**) – **Ernesto Ortiz, Jr.**
- Beyond Buzzwords: Using the Science of Reading for Impact in 2021 (**Advanced Science of Reading**) – **Carolyn Strom**

EXHIBITOR SESSION | 11:45 AM - 12:15 PM CST

- Voyager Sopris Learning Exhibitor Session** – Solving the Mysteries of Vowels with Dr. Louisa Moats

EXHIBITOR SESSION | 12:15 PM - 12:45 PM CST

- Readsters Exhibitor Session** – Fixing Common Confusions: b-d, other letter pairs, high frequency words, silent-e

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST

- The Balanced Literacy Backlash: Trends to Watch (**New to the Science of Reading**) – **Karen Vaites**
- Cross-Language Connections for English Learner's Literacy Development (**Equity and Inclusion**) – **Elsa Cárdenas-Hagan**
- The Knowledge Gap: What It Is and How to Narrow It (**Equity and Inclusion**) – **Natalie Wexler**
- Twice-exceptional (2e) Students Who are Gifted and Have Dyslexia: Might they be the "canaries in the mine"? (**Advanced Science of Reading**) – **Nancy Young**
- Manipulating Morphemes! Using Bases & Affixes to Build Vocabulary, Spelling, and Other Literacy Skills! (**Advanced Science of Reading**) – **William Van Cleave**
- Implementation is Key: Strategies for Improving Literacy Outcomes Statewide (**Literacy Leadership**) – **Carey Wright and Kymyona Burk**

CLOSING AND PRIZE ANNOUNCEMENT | 1:45 PM - 2:15 PM CST



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TUESDAY, FEBRUARY 9, 2021

KEYNOTE ADDRESS | 8:30 AM - 9:30 AM



The Power of Procedures!

Chelonnda Seroyer

What do procedures have to do with literacy? EVERYTHING! Over 50 years of research and countless academic studies have proven that classroom management is the number one characteristic of an effective teacher. Chelonnda Seroyer, former high school English teacher, will provide research-based information that supports the need for effective management techniques to build strong relationships and INVITE students to learn from you. She will share powerful life lessons and experiences that have shaped her educational and personal journeys through the world of education.

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9-11, 2022**

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Plain Talk About Literacy and Learning®

TUESDAY, FEBRUARY 9, 2021

THOUGHT LEADER SESSIONS | 9:30 AM - 10:30 AM CST



What Did I Just Read? Leveraging Knowledge, Vocabulary, and Inference Generation to Improve Reading Comprehension

Amy Elleman
(New to Science of Reading)

Reading comprehension is a complex behavior that requires the coordination of multiple cognitive and academic skills. Despite decades of research in this area, progress remains stagnant for U.S. adolescent students on both national and international tests of reading achievement. In this session, we will consider why students struggle with reading comprehension and what can be done about it. We will delve into the complex nature of comprehension and solutions to common roadblocks for implementing effective interventions. Providing comprehension instruction that is systematic and meets students' individual needs is difficult. With an overwhelming number of research-based reading comprehension strategies available, it is often a daunting task to select strategies and plan instruction that will be effective for improving students' general comprehension. In this session, participants will learn frameworks for creating intentional comprehension lessons that will support students in constructing deeper and more meaningful representations of texts. We will focus on three areas that have been shown to positively impact comprehension including knowledge building, vocabulary acquisition, and increased use of inference generation. The session will also provide additional resources for implementing engaging and effective reading comprehension lessons.



"What Level is She Reading?" Taking Another Look at How We Think About Reading Levels

Jan Hasbrouck
(Literacy Leadership)

Educators and parents want to know about students' reading levels. "Is my child at grade-level?" "What level was he reading at the beginning of the year and where is he now?" Parents typically want reassurance that their child is making adequate progress or, if not, what appropriate interventions are being provided. Educators frequently use this kind of information to discuss students' placement in instructional programs and to make a determination about their progress over time. Historically, the term "grade-level" has been commonly used as the most well-understood terminology for these kinds of discussions. "Your child is on grade-level in reading." "This student is reading 2 grades above her level", etc. Since the mid-1990s, student reading levels are often discussed in terms used by popular "guided reading" programs where reading levels are reported as A-Z+ where bands of these "gradient of text levels" are assigned to grade-level equivalents (e.g., Levels E-J are for grade 3). This session will review the pros and cons of using "grade-level" or "gradient-level" to communicate a student's level of progress or proficiency in reading. Using terminology aligned with the concept of reading development over time (such as Chall's reading "stages", Ehri's "phases", and Kilpatrick's "levels") will be suggested as a more valuable and justifiable way to have these important conversations, at least at the earliest stages of reading development.





The Importance of State Policy to Support the Science of Reading: Where Can We Improve?

Pati Montgomery (Literacy Leadership)

States across the country are creating legislation and policy for the Science of Reading, but is it adequate? Does it contain the right components? What do we do about the issue of local control? How can we work together to make a difference nationally? You will not want to miss this presentation with Pati Montgomery, the former Executive Director for the Office of Literacy at Colorado's Department of Education, who led the rollout of the state's K-3 literacy initiative (the READ Act). Pati is a career educator/leader and has worked with multiple districts and state departments across the country to guide and support implementation of evidence-based practices. In this session, Pati will engage participants in a conversation to discuss how we are on the right track, where efforts need to be enhanced, and a suggested Call to Action for the Science of Reading to truly be implemented in our nation's schools.



How Phonemic Proficiency Contributes to Reading Proficiency

David Kilpatrick (Advanced Science of Reading)

In this session, the various processes related to the automatic storage and retrieval of written words will be explored. These automatic processes drive reading fluency and take us beyond basic code knowledge and phonemic awareness. Phonemic proficiency has become a new buzz word and this presentation will clarify what it is and the role it plays in skilled word-reading acquisition.



Incarcerated Youth: Partners for Disrupting the Pipeline to Prison

Hilderbrand Pelzer III (Equity & Inclusion)

Too many children grow up to fill jails and prisons because they are illiterate. The Department of Justice states, "The link between academic failure and delinquency, violence, and crime is welded to reading failure." Educators and administrators are grappling with how to balance the need to improve reading performance with the everyday battles of teachers who struggle with teaching how to read. The school-to-prison pipeline offers ample evidence that for many, inadequate reading instruction results in learning loss, educational inequities, school drop-out, and criminal activity. This presentation will explore the following: The intersection between low literacy and incarceration; Poor literacy among incarcerated youth; The history of the correlation between poor literacy and incarceration; Opportunities for early intervention and prevention of early decline of literacy; Commitments to addressing the literacy problem; and What incarcerated youth can do to effect major changes within teacher preparation programs.



TUESDAY, FEBRUARY 9, 2021

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST



Phonological Awareness: The Missing Piece

Alisa VanHekken
(New to Science of Reading)

Studies have shown that phonemic awareness is a foundational skill that is essential for learning to read. As students learn to identify sounds through oral and auditory activities, they become phonemically aware. Engaging in phonemic awareness instruction develops students' understanding of sounds, and that knowledge is directly reflected in their spelling and writing. Phonemic awareness is a skill that is essential for teaching students to be automatic decoders of print. Through systematic and strategic instruction in multiple phonological awareness activities, teachers, parents, and coaches can help build a foundation for literacy that is focused on hearing the sounds in words and not focused on print. Oral and auditory instruction in phonological and phonemic awareness teaches skills including rhyming, isolating the initial, final and medial phonemes, blending phonemes, segmenting words into phonemes, adding phonemes, and manipulating phonemes by deleting and substituting sounds in spoken words. Participants will gain an in-depth understanding of what phonological and phonemic awareness is, how it is working alongside phonics instruction, and why it is so important. They will also learn how they can incorporate phonological and phonemic awareness instruction into their daily classroom reading instruction.



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BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST



1845 – The Delicate Dance Between Grace and Truth While Scaling the Science of Reading for All

Tracy Weeden
(Equity & Inclusion)

Those who fail to learn from history are destined to repeat it. We do not have the luxury of repeating the reading wars because students become the collateral damage of adults who weaponize ideologies. In particular, students of poverty and historically marginalized groups suffer greatly when adults fail to remain intellectually curious about what data and science can teach us all. In this session, we will examine a landmark moment in history when truth and science could have saved countless lives. What can we learn from that cautionary tale, and all that we have experienced in 2020 when the summer slide has become a Covid Cliff for too many of our students? What evidence-based practices can you put into place to close the literacy opportunity gap? What are the key elements of a road map that will move your system into sustainable change through actions grounded in grace for one another and proven science?



Teaching Reading in Light of Our Understanding of Orthographic Mapping

David Kilpatrick
(Advanced Science of Reading)

Now that we have developed a better understanding of how children build up their sight vocabulary via orthographic mapping, we may want to rethink how we teach reading. This includes general instruction but also working with at-risk and struggling readers. This session will present both general and specific teaching practices and techniques to capitalize on what has been learned about the development of skilled reading.



A Reporter's Story: Discovering the Science of Reading

Emily Hanford
(New to Science of Reading)

Emily Hanford sent shockwaves around the globe when her 2018 podcast and article *Hard Words: Why Aren't Kids Being Taught to Read?* brought mainstream media attention to the importance of teacher knowledge about the science of reading. In this breakout session, Emily will tell the story of how she became interested in how children learn to read and what she has learned along the way about why reading instruction in so many schools aren't aligned with decades of scientific research on reading and how it works.



TUESDAY, FEBRUARY 9, 2021

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST



Implementation of Multi-Tiered Systems of Support Among English Learners: The Journey Towards Excellence

Elsa Cárdenas-Hagan
(Equity & Inclusion)

Every English learner attending school, deserves high-quality instruction. A Multi-Tiered System of Support can be implemented to ensure universal screening, progress monitoring, and data-based decision making for successful literacy development. This session will describe a fidelity of implementation rubric designed to meet the instructional needs of English learners. Teachers and school leaders can determine if the language, literacy and learning needs of English learners are considered systematically in their approach. Learn the programmatic decisions which can affect English learners' literacy outcomes.



Myth Busters: Establishing New Beliefs to Break Old Routines

Pati Montgomery
(Literacy Leadership)

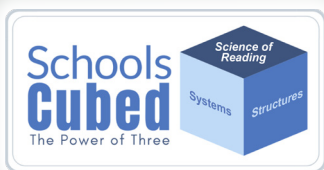
Teaching school leaders about the Science of Reading is a good start, but it isn't enough. For schools and districts to demonstrate the power and the potential of the Science of Reading, principals, or building leaders, need to know less about content, and more about the systems and structures necessary for success. Regrettably, most of these powerful school (or district) strategies are not a part of the Science of Reading and certainly are not found in Educational Leadership coursework. In fact, what is often taught to principals is exactly what doesn't effectuate change. This session busts the myths of widely held beliefs and practices currently being utilized by schools and principals today.

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EXHIBITOR SESSION | 11:45 AM - 12:15 PM CST

The Science of Reading in Personalized Learning

Amplify

Discover actionable, science of reading-based instructional strategies in Amplify Reading and how the program leverages the research and software behind it to provide students with unparalleled personalization that leads to significant growth in just 30 minutes a week.



EXHIBITOR SESSION | 12:15 PM - 12:45 PM CST

Teach Phonics, Incorporate the Science of Reading & Keep Students Engaged All Year (Really!)

Letterland

Whether you are teaching virtually or in person, this session will provide great ideas and resources for phonemic awareness and phonics instruction. This session is sponsored by Letterland, a child-friendly, multi-sensory approach that is based upon the Science of Reading. A variety of resources will be referenced, and viewers will receive free access through the end of the school year to Letterland's online platform called Phonics Online – a great resource for teaching virtually or face to face!



TUESDAY, FEBRUARY 9, 2021

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST



Beyond the Flashcard: Sight Word Reading Is Not Flashcard Reading

Pam Kastner

(New to Science of Reading)

Word reading fluency is largely dependent on a large sight word vocabulary (orthographic lexicon) that students access accurately and automatically. Developing a large sight word vocabulary depends upon orthographic mapping, “a process that involves the formation of letter-sound connections to bond the spelling, pronunciations, and meanings of specific words in memory. It explains how children learn to read by sight, to spell words from memory, and to acquire vocabulary words from print” (Ehri, 2014). In this session, we will 1) dive into the knowledge and practices that support the development of a large sight word vocabulary through the process of orthographic mapping, 2) clarify the often confusing terms: high-frequency words, irregular words, and sight words and, 3) learn instructional routines for teaching high-frequency words that align with the science of reading.



What EXACTLY Is the Difference between Balanced Literacy and Structured Literacy, and Why Does It Matter?

Linda Farrell

(New to Science of Reading)

“Balanced literacy” and “Structured Literacy”, along with the “science of reading”, are hot topics in current conversations about early reading instruction. Educators who definitively understand the terms “balanced literacy” and “Structured Literacy” can be knowledgeable and persuasive participants in the current discourse about reading instruction. This session describes, in plain language, exactly what balanced literacy and Structured Literacy are and how they differ. Examples from existing reading programs illustrate each instructional approach. After viewing this session, you will be able to clearly explain the difference between the two approaches to early literacy instruction. You will also recognize whether your school uses balanced literacy or Structure Literacy lessons to teach students to read. The session also includes a brief review of the research associated with the two instructional approaches, including ties to the Simple View of Reading and the science of reading. It also briefly touches on how the “settled science of reading” might be a more appropriate term than the more general “science of reading”.

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TUESDAY, FEBRUARY 9, 2021

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST



Daily Routines Using a Sound Wall

Mary Dahlgren (Advanced Science of Reading)

We have been hearing about the shifts teachers are making from word walls to sound walls. The most common question is “what do I do now?” This session will review the set-up of a sound wall and offer engagement ideas to work with students to use the sound wall as part of a daily routine. Our goal is for students to be able to make use of a sound wall on their own. Once a sound wall is implemented, student can use it as a resource for both reading and spelling. Let’s learn how to make the most of this easily accessible tool.



Effects of Early Literacy on the School-to-Prison Pipeline

Hilderbrand Pelzer III (Equity & Inclusion)

Too many children grow up to fill jails and prisons because they are illiterate. This presentation will offer an important perspective to participants by addressing how incarcerated education can be used as a discussion framework for early literacy and reading instruction and reveal broader insights about the intersection of education and incarceration, which can strengthen participants’ understanding of when and how to raise the academic bar for teaching. This presentation will also expand the conversation to disrupt the school-to-prison-pipeline by steering focus away from discipline policies to the teaching of reading. Additionally, the presentation will elicit feelings about the school-to-prison-pipeline; confront daily actions and practices that fail to reach, teach, and engage students; and share real-life insights on the incarcerated side of the school-to-prison-pipeline.



Creating a Customized and Highly Effective Management Plan

Chelonnda Seroyer (Literacy Leadership)

This session will allow attendees to gain additional classroom management techniques that will help them create a culture of consistency in their classrooms. Management techniques will be discussed within the context of “Maslow’s Hierarchy of Needs” in an attempt to communicate to teachers the importance of a structured environment as it pertains to student growth and development. Attendees will receive free resources and varied techniques that will assist them as they work to customize their classroom management plans to fit their specific needs. Techniques will be shared that will provide the attendees with ideas for management strategies that will ensure that their stress levels are minimized, and student instructional time is maximized.



TUESDAY, FEBRUARY 9, 2021

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST



Kicking Things Up a Notch: Incorporating Advanced Phonological Awareness into Reading Instruction

Jennifer Hasser
(Advanced Science of Reading)

Current reading research shows that the quality of a structured literacy curriculum is dramatically enhanced by advanced phonological awareness instruction at all grade levels. However, many programs do not delve deep enough. This engaging session explores the research surrounding advanced phonological awareness skills and their connection with morphological awareness and reading and spelling success. Participants learn multisensory games and activities to reinforce these skills at all levels of reading instruction. Research indicates that “without direct instructional support, phonemic awareness eludes roughly 25 percent of middle-class first graders and substantially more of those who come from less literacy-rich backgrounds. Furthermore, these children evidence serious difficulty in learning to read and write,” (Adams, 1990). Noted scholar, David Kilpatrick, has furthered this finding by asserting that advanced phonological awareness provides the most substantial impact on the quality of a structured literacy curriculum (Kilpatrick, 2015). Kicking it Up a Notch will explain the importance of advanced phonological awareness, reveal how it is intertwined with morphological awareness, and provide educators with practical, multisensory activities they can easily incorporate into classroom instruction. We will begin the session by providing a foundational understanding of the following sometimes-confusing terms: phonological awareness, phonics, phonetics, phonology, phonemes, graphemes and morphemes. Our discussion will home in on phonological awareness — the ability to hear and manipulate sounds in oral language. Throughout the workshop, we will explain the researched-based connection between phonological awareness and reading fluency, comprehension, vocabulary and spelling.

CLOSING | 1:45 - 2:15 PM CST

BONUS SESSION FOR LOUISIANA ATTENDEES | 2:30 PM CST



Laissez Les Bon Temps Rouler

The Reading League Louisiana

Let's let the good times continue to roll, Louisiana! The science of reading is starting to pop up everywhere, and we all need to become mission partners to take our great state to new heights. We invite our friends from every parish in our state to join us for a virtual meet-and-greet with the Reading League Louisiana team. Stop in and stick around to learn about some exciting news and updates. Look for the Zoom link in the App!

“

INFORMED TEACHERS CHANGE LIVES

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Informed teachers can explain language to students, including sounds, spellings, and word meanings that might be confusing. They use lessons based on reading science and understand the process of learning to read and write.

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LOUISA MOATS, ED.D.

Literacy Expert and Author of *LETRS*
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WEDNESDAY, FEBRUARY 10, 2021

KEYNOTE PANEL | 8:15 AM - 9:30 AM CST



Making the Shift to the Science of Reading in Your District

Natalie Wexler, Ernesto Ortiz, Jr., Carolyn Strom and Susan Lambert

Join leading experts Natalie Wexler, Ernesto Ortiz, Carolyn Strom, and Susan Lambert for a comprehensive look at making the shift to the science of reading. In this keynote session, the panelist discuss how educators can implement the science of reading through an incremental change on all levels, from a classroom to entire districts. Sharing their research and both professional and personal experiences, the panelists delve into the leadership knowledge, training, and curriculum advice you've been looking for.



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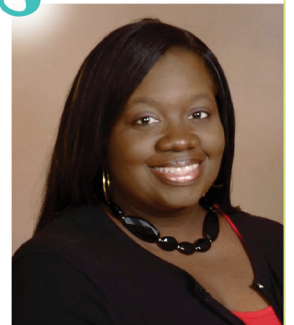
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WEDNESDAY, FEBRUARY 10, 2021

THOUGHT LEADER SESSIONS | 9:30 AM - 10:30 AM CST



Understanding the Utility of Universal Screening and Reading Risk Profiles: Context Matters

Timothy Odegard
(Equity & Inclusion)

In cognitive science, information has utility when it can effectively inform a decision. In education science, a substantial monetary investment has been and continues to be made to develop universally screening instruments and implementing them in schools across the country. The hope is that this information will provide utility in several ways. First, it is hoped that this information can flag those children who are not developing the requisite pre-literacy and literacy skills to become independent readers. Second, it is expected that this information can classify students based on their reading risk profile to inform instructional planning. Third, it is hoped that this information can flag students at risk for developing a reading disability – such as dyslexia. This session starts with an overview of best practices for universal screening, followed by a discussion of each of these uses of universal screening to inform educational decision-making. Data from over 15,000 first and second-grade students are used to describe the utility of universal screening data to inform the decisions educators hope to make using them. The take-home message is that context matters. The utility of universal screening to flag students at risk for a reading disability is limited in specific contexts. These data also highlight a need to use universal screening data to inform systems-level decision-making in schools in addition to student-level educational decision making.



Bridging Research Silos: Looking Beyond to Better Support All Students

Nancy Young
(New to Science of Reading)

The huge movement to address the needs of struggling readers is causing changes to happen in more and more classrooms and in teacher training at the university level. Yet, those who research the science of how children learn to read suggest we need to be cautious and recognize that we still need to know more about how to translate that science into effective instruction. As we continue to work towards this important goal, should we not consider other areas within education that may impact the development of improved reading methods and programs? In this session, Nancy will propose that we need to bridge across to other areas of research as we move forward. She'll address four areas in particular: 1) Differentiation to meet the wide range of skill mastery; 2) Challenging learning opportunities for gifted students; 3) Inclusion of parents as true members of the team (supporting their learning to help them better support their children), and 4) Physical activity and the connection between movement and academic success. As she addresses each of these areas, she will point out how they connect to learning to read and to one another.



WEDNESDAY, FEBRUARY 10, 2021

THOUGHT LEADER SESSIONS | 9:30 AM - 10:30 AM CST



How Do We Know if Our Instruction is Working?

Kristin Anderson

(New to Science of Reading)

Quick progress checks are short, in-the-moment formative assessments that students complete immediately at the close of daily instruction. Like “exit tickets”, quick progress checks provide credible evidence of student learning related to the lesson’s focus. Matched to learning progressions—the step-by-step building blocks of daily instruction leading to the targeted Priority Standards—quick progress checks help educators determine where to go next instructionally so they can meet the specific learning needs of all their students. In this session, you will: Preview examples of quick progress checks matched to learning progressions at different levels of rigor, from simple to complex, learn how to create a quick progress check for a specific learning progression, and consider how to plan quick progress checks for your instruction and assessment focus in any learning setting.

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WEDNESDAY, FEBRUARY 10, 2021

THOUGHT LEADER SESSIONS | 9:30 AM - 10:30 AM CST



Moving from a Reactive to a Proactive Model in Education: How a Multifactorial Framework of Reading Development Can Inform Educational Practice and Policy

Nadine Gaab (Advanced Science of Reading)

Learning trajectories are shaped by the dynamic interplay between nature and nurture, which starts in utero and continues throughout the lifespan. Learning differences are often not identified until childhood or adolescence but diverging trajectories of brain development may be present as early as prenatally. Furthermore, children's experiences and their interactions with the environment surrounding them have long-lasting influences on brain development and future outcomes. This talk will focus on learning differences in reading acquisition and will present results from our longitudinal behavioral and neuroimaging studies that characterize differences in learning to read as a complex outcome of cumulative risk and protective factors interacting within and across genetic, neurobiological, cognitive, and environmental levels from infancy to adulthood. Results are discussed within an early multifactorial framework of learning differences with a special emphasis on screening, early identification, and preventive strategies. Finally, the implications of these findings for contemporary challenges in educational and clinical practice, as well as policy, are discussed.



Key Decisions in Implementing Mississippi's Early Learning and Literacy Laws

Carey Wright and Kymyona Burk (Literacy Leadership)

Two Mississippi education reform laws enacted in 2013 helped raise academic achievement and contributed to Mississippi becoming one of the fastest improving states on the National Assessment of Educational Progress (NAEP). Mississippi's Early Learning Collaborative Act established the first state-funded pre-K program and the Literacy-Based Promotion Act made reading instruction a major focus in kindergarten through grade 3. This session will explore the key decisions state education leaders made to implement Mississippi's early learning and literacy laws and what the effective implementation of the legislation achieved. Though it typically takes many years to turn around an education system that has lagged for decades, Mississippi's rebound has been swift. By 2017, Mississippi ranked at the top nationally for making gains on NAEP in every key subject and grade. In 2019, Mississippi became the only state in the nation to show significant increases in three of the four core NAEP subjects.



WEDNESDAY, FEBRUARY 10, 2021

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST



Let the Good Times Roll: Applying Research-based Strategies in a Virtual or Blended Environment

Pam Austin
(New to Science of Reading)

“Laissez les bon ton temps rouler!” is a Cajun French expression heard throughout Louisiana which means “Let the good times roll!” The use of research-based strategies brings forth the “good times” that come with explicit, direct instruction and the satisfaction that comes from supporting students as they acquire and build literacy skills that prepares them for life. This goal remains the same despite varying instructional environments. Distance learning or instruction in a virtual or a blended environment is a reality in many districts and schools, which brings to mind specific questions: Is the instruction interactive, and does it keep my students engaged? Is it effective? Are my students gaining skills and learning? These are concerns educators have as the use of technology has expanded in the world of education. This session will dive into the research and what we already know about instruction in a virtual or blended environment. Educators will experience a targeted focus and instructional models of delivery of evidence-based literacy strategies to support teaching and learning using technology. According to the meta-analysis from the United States Department of Education, 2009 and various studies; distance, virtual, or blended instruction can be an effective method for teaching and learning (Simonson, et. al, 2011). Devices such as laptops, tablets, or desktop computers and media are the tools or vehicles to deliver effective instruction, but the strategies used to determine teacher and student success. Learn more about using technology as a tool to enhance direct, explicit instruction in a virtual or blended environment.



Structured Literacy: Connecting Research and Practice

Judith Birsh and Suzanne Carreker
(New to Science of Reading)

Reading may seem like a natural act; however, it is anything but natural. Listening and speaking are hardwired into the brain, but written language has to be acquired through instruction. The Science of Reading is the accumulation of evidence from research that has used gold-standard methodologies and has identified effective instructional practices for reading leading to the use of Structured Literacy. This session will explore how the Science of Reading informs why we teach what we teach, what we actually teach, and how we teach it. Structured Literacy is an approach—grounded in the Science of Reading—that incorporates the components identified as necessary for reading proficiency and emphasizes the use of explicit, systematic, diagnostic, and responsive instruction. The definition and importance of scientifically-based research will be discussed as well as how the components and principles are the frameworks for reading instruction to reach a range of students with diverse needs in every classroom. Effective instruction can prevent a lifetime of difficulties and ensure equity for all students.



WEDNESDAY, FEBRUARY 10, 2021

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST



Promoting Interest in Reading using Culturally Relevant Reading Materials

Julie Washington (Equity & Inclusion)

Many factors are considered in our drive to improve reading outcomes for all children. We examine both teacher-level factors and child-level variables for their influence on outcomes. This presentation examines the importance of considering the content of the books that we choose and their potential role in the motivation and interest in reading among our students who come from different cultural, linguistic, familial, and economic backgrounds. Bishop's (1990) framework for selecting materials designed to improve the engagement of young readers will be used to examine our current practices and to make suggestions for positive changes that we can make as educators.



Comprehension is an OUTCOME not a Strategy

Anita Archer (Advanced Science of Reading)

Whether it is reading comprehension in elementary or secondary grades, the same big ideas must be addressed with research-validated practices to ensure student success. These ideas include:

- Can students read the words?
 - Do students know the meaning of critical vocabulary?
 - Do students have the necessary background knowledge for the passage?
 - Do students use powerful strategies for focusing cognition on critical content in text?
- In this session, Dr. Archer will address each of these questions with current research. Attendees will leave with procedures that they can put into practice immediately.



Instructional Leaders as Agents of Change

Ernesto Ortiz, Jr. (Literacy Leadership)

Are you ready to start your journey with the science of reading? What does it look like to make informed literacy decisions? What does it take to disrupt the "way it has always been done"? This session will share that journey through the leadership lens and the lessons learned which can be applied in this time where the ability to pivot and respond is the new norm.



WEDNESDAY, FEBRUARY 10, 2021

BREAKOUT BLOCK AM SESSIONS | 10:45 AM - 11:45 AM CST



Beyond Buzzwords: Using the Science of Reading for Impact in 2021

Carolyn Strom (Advanced Science of Reading)

This year will undoubtedly bring new kinds of challenges for children who are just learning how to read, as well as for their teachers and families. What does the Science of Reading evidence base offer the reading education community during this critical time in our history? What do insights from neuroscience tell us about brain circuitry for learning to read that are relevant for parents, educators, and paraprofessionals supporting children's reading development? How can we use scientific findings of how the brain learns to improve how reading is understood, taught, supported, and experienced? In this talk, we will address these questions, which revolve around how to connect reading research with reading practices (the "research to practice" gap). We will talk about the role that translational neuroscience and community partnerships play in connecting the field of reading instruction, and how to bring families along.

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EXHIBITOR SESSION | 11:45 AM - 12:15 PM CST

Solving the Mysteries of Vowels with Dr. Louisa Moats

Voyager Sopris Learning

Why are vowels so important, and why do children make so many errors reading and sounding out vowels? What can educators do about it? In this quick and informative webinar, literacy legend Dr. Louisa Moats will help demystify vowels and share tips that can be used in the classroom to strengthen student reading skills.

Educators will learn:

- Why it is so important to teach vowel sounds explicitly
- Why word walls are not helpful
- Classroom activities to help children learn the correct vowel sounds

And more!

readsters

EXHIBITOR SESSION | 12:15 PM - 12:45 PM CST

Fixing Common Confusions: b-d, other letter pairs, high frequency words, silent-e

Readsters

In this session we will show our successful strategies for fixing common confusions your beginning and striving readers may have.

The most common confusion is probably b-d. Some students confuse other letter pairs such as g-j, v-w, n-u, m-n, etc. Because students are usually asked to memorize high frequency words without thinking about the sounds many will confuse words such as was-saw, where-there, how-now, for -of, they-the, etc. The silent-e long vowel spelling pattern is a difficult spelling pattern because it is two vowel letters separated by a consonant that together spell a long vowel sound. Students may be able to recite a rule about the e jumping over the consonant and making the vowel say its name and still read hop as hope.

We will also show our Fixing Common Confusions Practice Packets that incorporate our successful strategies and provide the materials to implement practice.



WEDNESDAY, FEBRUARY 10, 2021

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST



The Balanced Literacy Backlash: Trends To Watch

Karen Vaites with Special Guests Yvette Stewart and Vesia Wilson-Hawkins

(New to Science of Reading)

The push for more evidence-based literacy instruction continues to grow. This session will discuss the forces driving that momentum: parent advocacy, state legislation, state programs, significant changes in the curriculum and professional learning landscape, media, and social media. Which of these trends looks to accelerate in 2021?



Cross-Language Connections for English Learner's Literacy Development

Elsa Cárdenas-Hagan

(Equity & Inclusion)

Five million English learners attend public schools in the United States. Educators must therefore be prepared to teach English learners and close the gap for their literacy achievement. Some effective literacy strategies for these students include cross-language connections, which can be addressed in a systematic and explicit manner. This session will describe how to incorporate cross-language strategies to develop the foundational skills of literacy including phonological awareness, phonics, fluency, vocabulary, and comprehension. The cross-language strategies will be modeled and practiced. Templates for designing instruction will also be provided.



The Knowledge Gap: What It Is and How to Narrow It

Natalie Wexler

(Equity & Inclusion)

Despite massive efforts, the test-score gap between students at the top and bottom of the socioeconomic scale hasn't narrowed in 50 years. While there has been no shortage of explanations, there is a fundamental one that few have mentioned: the standard approach to reading comprehension. Elementary schools spend hours every week on decontextualized skills and strategies like "finding the main idea", leaving little or no time for social studies and science, especially in schools where test scores are low. But evidence from cognitive science shows that comprehension depends more on how much knowledge the reader has about the topic than on supposed skills. The more academic knowledge and vocabulary you have, the better you do on reading tests, and often, in life. Hence the phenomenon we have come to call the achievement gap – students who can acquire more knowledge about the world, usually outside school, from their better-educated and higher-income families – have an advantage on the tests. To narrow the gap, we need to immerse all children, especially those from low-income families, in content-rich subjects. This helps to build their knowledge beginning in kindergarten, or sooner, which has been the opposite of what schools have been doing. The good news is that an increasing number of schools are adopting new elementary literacy curricula that focus on knowledge rather than skills, with promising results.



WEDNESDAY, FEBRUARY 10, 2021

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST



Twice-exceptional (2e) Students Who are Gifted and Have Dyslexia: Might they be the "canaries in the mine"?

Nancy Young (Advanced Science of Reading)

Students with the exceptionalities of either giftedness or dyslexia are often underserved in today's schools. At even greater risk of being unrecognized, misunderstood, and even neglected, are students who are intellectually gifted and also have dyslexia. Described as twice-exceptional (2e), these students require instruction that considers their skills, their need for intellectual challenge, and their emotional needs. In this session, emphasizing kindergarten through grade 3, Nancy will focus on why supporting these students must take into account both their strengths and their weaknesses. She'll provide some examples of ways to differentiate instruction as they master the structure of the English language. She'll propose that our 2e students in our classroom environments may be the "canaries in the mine" who can show us ways to improve reading and writing lessons and practice opportunities for those who struggle while providing rigorous enrichment and extended language-learning opportunities for advanced readers.



Manipulating Morphemes! Using Bases & Affixes to Build Vocabulary, Spelling, and Other Literacy Skills!

William Van Cleave (Advanced Science of Reading)

In this interactive and engaging, hands-on workshop, Van Cleave explores morphology as a tool for building vocabulary, comprehension, and spelling skills. First, he provides a brief research framework, helping participants identify best practices that build literacy skills. Then, he establishes a general etymological framework using Beck's three-tier vocabulary model. Finally, and most importantly, Van Cleave engages participants in genuine word work, assisting them to identify morphemes, explore the relationship between matrices and word sums, and look at features of words for students at all grade levels. Participants develop better word sense and explore the problem-solving approach that research indicates makes for engaging and useful instruction. They leave with strategies they can use the very next day in their classrooms.



WEDNESDAY, FEBRUARY 10, 2021

BREAKOUT BLOCK PM SESSIONS | 12:45 PM - 1:45 PM CST



Implementation is Key: Strategies for Improving Literacy Outcomes Statewide

Carey Wright and Kymyona Burk (Literacy Leadership)

Mississippi enacted two new laws in 2013 to advance early literacy efforts. The Early Learning Collaborative Act established the first state-funded pre-K program, and the Literacy-Based Promotion Act made reading instruction a major focus in kindergarten through grade 3. These laws enabled the state education department to establish dedicated offices for early childhood education and literacy and to begin building an infrastructure to support communities and districts with early literacy efforts. This session will describe Mississippi's coordinated approach and targeted strategy to significantly improve literacy outcomes statewide. Mississippi 4th graders moved from reading more than one full grade level behind the national average on the National Assessment of Educational Progress (NAEP) in 2013 to achieving the No. 1 spot in the nation for gains in NAEP reading and math in 2019, scoring higher than the nation's public-school average in math and tying the nation in reading.



CLOSING | 1:45 PM - 2:15 PM CST



Literacy is one of the greatest social justice issues of our time.

HELP US REIMAGINE THE FUTURE OF READING



ABOUT THE PRESENTERS



Kristin Anderson

Kristin Anderson is a consultant dedicated to unleashing the expertise and capabilities that lie within every educator. She is a longtime student of the field, a passionate educator, and an inspirational leader. Kristin began her career as a high school English teacher for students who left Denver Public Schools. Since then, she has worked in multiple K–12 settings in multiple instructional and administrative roles, and has obtained advanced degrees from Sterling College, the University of Denver, and the University of Colorado. Kristin is currently earning her doctoral degree from Vanderbilt University in Leadership and Organizational Change. She has developed professional learning programs for Edison Schools, The Leadership and Learning Center, and Corwin, and is known as the person who brought Visible Learning to North America. She has delivered keynotes, workshops and extensive professional learning on various topics in teaching, learning, and leadership in schools and districts across the United States, and in Canada, Argentina, London, Australia, Japan, and Zambia. Kristin is the author of *Data Teams Success Stories Volume 1*, *Real Time Decisions*, and *Getting Started with Rigorous Curriculum Design*. She currently resides in Thousand Oaks, California, and is the Founder and CEO of The Brilliance Project.



Anita Archer

Anita Archer, Ph.D., serves as an educational consultant to state departments, county agencies, and school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. She has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. Anita is internationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous curriculum materials with Mary Gleason including the REWARDS reading and writing intervention programs (*Voyager/Sopris*). Anita wrote a textbook on explicit instruction with Charles Hughes entitled *Explicit Instruction: Effective and Efficient Teaching* (Guilford, 2011). She is providing training on explicit instruction in the United States, Canada, and Australia.



Pam Austin

Pam Austin is the Director of Product Training and Instructional Technology and Implementation for Voyager Sopris Learning, previously holding the positions of Implementation Coordinator and most recently, Sr. Product Marketing Manager which allowed her to spread the word about evidence based professional learning and intervention solutions. As a podcast and webinar host Ms. Austin has had the opportunity to interact with literacy thought leaders, inspiring educators and advocates. Her 32 year career has consisted of wide and varied roles as an educator, beginning her career as a fourth grade teacher in the Archdiocese of New Orleans and continuing as an elementary teacher, Reading Interventionist/Coach, and district level Field Literacy Facilitator for New Orleans Public Schools, as well as a reading specialist at The Center for Development and Learning. “At the core of every educational role”, Mrs. Austin states, “I am a teacher, with an understanding of the challenges facing educators today; and the knowledge that “at-risk” students can learn and all teachers can hone their craft to make it happen.”



ABOUT THE PRESENTERS



Judith Birsh

Judith R. Birsh, Ed.D., Certified Academic Language Therapist (CALT), Qualified Instructor (QI) taught graduate courses in reading and learning disabilities at Teachers College, Columbia University. She worked as a consultant and teacher trainer in public and private schools and presented training workshops in multisensory structured language education throughout the country. Her primary interests are the preparation of teachers who will instruct students with serious difficulties in learning how to read, write and spell. Judith is also deeply committed to the prevention of reading problems through early intervention and successful acquisition of skills in the primary grades based on what we know through research. She is the co-editor of *Multisensory Teaching of Basic Language Skills, Fourth Edition*, Baltimore, MD: Paul H. Brookes Publishing Company.



Kymyona Burk

Kymyona Burk, Ed.D., is the Policy Director for Early Literacy at the Foundation for Excellence in Education (ExcelinEd). In this role, she supports states pursuing a comprehensive approach to K-3 reading policy by assisting state leaders in building new or improving existing K-3 reading policies, with a heavy focus on supporting successful policy implementation. Kymyona received a Doctorate in Early Childhood Education, Specialist in Secondary Education/English, Master of Science in Educational Leadership, Master of Arts in Teaching English, and Bachelor of Arts in Political Science from Jackson State University. She most recently served as the Executive Director for the Office of Teaching and Learning in the Jackson Public School District (JPSD) where she provided the leadership and vision for all aspects of the JPSD's instructional programs including curriculum, instruction, and professional learning. She is also the former K-12 State Literacy Director for the Mississippi Department of Education (MDE), leading the state-level implementation of the *Literacy-Based Promotion Act (2013)*, which aims to ensure that all students are proficient readers by third grade. Kymyona's experience includes serving as a reading and English teacher, school-based literacy coach, district literacy trainer, and University-based Literacy Coordinator. She currently serves as a Board Member of The Reading League.



Elsa Cárdenas-Hagan

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



ABOUT THE PRESENTERS



Suzanne Carreker

Suzanne Carreker, Ph.D., CALT.QI, joined Lexia Learning in 2015 as Principal Educational Content Lead, where she spearheaded the curriculum design of a ground-breaking reading program for struggling adolescent readers now known as Lexia PowerUp Literacy. Her career includes 28 years at Neuhaus Education Center, a nonprofit organization in Houston, Texas, that has offered professional development in evidence-based reading methods to more than 60,000 teachers. Suzanne served as Senior Vice President of Innovative Solutions at Neuhaus. During her 10 years of service on the board of The International Dyslexia Association (IDA), she led the development of IDA's teacher certification exam. Suzanne co-edited the fourth edition of *Multisensory Teaching of Basic Language Skills* with Judith Birsh and, in addition, contributed two chapters. She has authored several peer-reviewed journal articles, has written numerous literacy-related curricula, and is currently contributing a chapter in *Fundamentals of Literacy Instruction and Assessment*. In 2009, Suzanne was the recipient of the HBIDA Nancy LaFavers Community Service Award for her contributions to students with dyslexia and other related learning differences in the Houston community, and in 2018, was the recipient of the Margaret Byrd Rawson Lifetime Achievement Award from The International Dyslexia Association for her commitment to excellence and advocacy for people with dyslexia. She is a frequent speaker at national and international conferences.



Mary Dahlgren

Mary Ellis Dahlgren, Ed.D., is president of Tools 4 Reading. She is an experienced educator with over 25 years in the field of education having served as a dyslexia therapist, elementary classroom teacher, international literacy consultant and author. She is the author of a highly successful phonics tool kit which includes *Kid Lips and Phoneme-Grapheme Instructional Cards* for elementary, special education, and English language learner teachers. She is also a national trainer for the distinguished teacher curriculum *Language Essentials for Teachers of Reading and Spelling (LETRS)*. She is the former executive director of Payne Education Center, a nonprofit teacher training center in Oklahoma. The Center was established to provide teacher training for teachers of dyslexic students and to support parents of dyslexic children. Mary is a founding board member of a school for adjudicated youth, SeeWorth Academy, organized by the late Chief Justice Alma Wilson. Justice Wilson named the school SeeWorth in hopes the children would "see the worth" in education and the future. Mary's passion is to help everyone involved in reading instruction to feel equipped and confident in providing the highest quality instruction possible. Mary is also the President of The Reading League Oklahoma Chapter.



Amy Elleman

Amy Elleman, Ph.D., is currently an associate professor in the Literacy Studies Ph.D. Program at Middle Tennessee State University. She earned her doctoral degree from Vanderbilt University where she became interested in designing interventions to improve comprehension, especially for children at risk of developing late emerging reading difficulties. Dr. Elleman has expertise in meta-analyses, assessment development, and designing innovative comprehension interventions. As a researcher with extensive practical experience as a teacher and administrator, Dr. Elleman is often invited to speak for audiences of educators interested in bridging the research to practice gap. Her current research includes conducting a meta-analysis to synthesize the comprehension intervention research in grades K-12 and designing intensive comprehension interventions.



ABOUT THE PRESENTERS



Linda Farrell

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



Nadine Gaab

Dr. Nadine Gaab is an Associate Professor of Education at the Harvard Graduate School of Education. Nadine's work focuses on developmental cognitive neuroscience, particularly in language-based learning disabilities. Her research in the GaabLab (www.gaablab.com) examines the development of typical and atypical language and literacy skills in the pediatric brain and pre-markers of learning disabilities and the development of screening tools for screening literacy milestones and dyslexia. She is the 2019 recipient of the LDA Award (Learning Disabilities Association America) for her work on learning disabilities. In 2018, Nadine was presented with the Allan C. Crocker Award for her advocacy on behalf of children with dyslexia and reading disabilities and efforts around the recent passage of the Massachusetts screening legislation (under the guidance of Decoding Dyslexia MA). She has also been recognized by the International Dyslexia Association in her receipt of the Norman Geschwind Memorial lecture 2020 and the Alice H. Garside Award for outstanding leadership in advancing the science and advocacy of dyslexia. She is an international speaker, frequently presenting to teachers on the brain science of typical and atypical literacy development.



Emily Hanford

Emily Hanford is a senior correspondent and producer for APM Reports, the documentary and investigative journalism group at American Public Media. She has been working in public radio as a reporter, editor and program host for more than two decades and has been reporting on education full time since 2008. Emily has written for The New York Times, NPR, Washington Monthly, the Los Angeles Times and other publications. Her work has won numerous honors including a duPont-Columbia Award, a Casey Medal and awards from the Education Writers Association and the Associated Press. In 2017, she won the Excellence in Media Reporting on Education Research Award from the American Educational Research Association. Emily is a graduate of Amherst College. She is based in Washington, D.C. You can find her audio documentaries at apmreports.org and on the podcast, Educate.



ABOUT THE PRESENTERS



Jan Hasbrouck

Jan Hasbrouck, Ph.D., is an educational consultant, author, and researcher. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Jan worked as a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later became a professor at Texas A&M University. She has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Jan's research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including *Conquering Dyslexia*, *Reading Fluency*, *The Reading Coach: A How-to Manual for Success*, and *Educators as Physicians*, along with several assessment tools. Jan works with the McGraw Hill publishers as an author of their *Wonders* and *Wonder Works* reading and intervention programs. She also enjoys her volunteer work at her grandson's K-8 school in Seattle.



Jennifer Hasser

Jennifer Hasser, M.Ed. is a nationally recognized speaker and trainer in the field of reading and dyslexia. She is the founder and Executive Director of Kendore Learning, which provides training, curriculum, and materials to educators across the nation. Jennifer's passion for education began in the high school behavior disorder classroom, where she was awarded Special Education Teacher of the Year. Her ongoing interest in the literacy challenges facing schools and has led to the design, development and implementation of comprehensive programs for public schools. She is a regular presenter at literacy and dyslexia conferences and serves as an educational consultant to schools across the nation. Her training and curricula are accredited by IMSLEC and IDA. Jennifer is also the founder of Atlanta-based Syllables Learning Centers, where she has helped thousands of struggling readers across the globe. While serving as President of the International Dyslexia Association's Georgia Branch, she founded the now nationally-recognized Dyslexia Dash 5K and twice received the Outstanding Service Award for her contributions to dyslexia awareness. Most recently, she launched Kendore Cares, a nonprofit organization devoted to providing literacy services to under-served students and communities.



Pam Kastner

Pam Kastner, Ed.D., is an educational consultant at the Pennsylvania Training and Technical Assistance Network (PaTTAN) Harrisburg, where she serves as the State Lead Consultant for Literacy. Pam currently co-leads Pennsylvania's Dyslexia Screening and Early Literacy Intervention Pilot Program extension and expansion for PaTTAN. In addition, she is part of a research team investigating the impact of explicit instruction in advanced phonemic awareness on student literacy outcomes. She serves on the statewide Multi-tiered System of Supports (MTSS) team working extensively in the area of literacy, effective instruction, formative assessment, and professional learning communities. She has served in a number of leadership capacities at the district level and served as a Pennsylvania Distinguished Educator for the Pennsylvania Department of Education. Pam is a certified Language Essentials for Teachers of Reading and Spelling (LETRS) trainer and a certified reading specialist. Pam also has the honor of serving as the President of The Reading League Pennsylvania.



ABOUT THE PRESENTERS



David Kilpatrick

David A. Kilpatrick, Ph.D., is a professor of psychology for the State University of New York College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and is a co-editor of a third, *Reading Development and Difficulties: Bridging the Gap Between Research and Practice*.



Susan Lambert

Susan Lambert is the Chief Academic Officer, Elementary Humanities at Amplify and the host of Science of Reading: The Podcast. Her career, including classroom teacher, building administrator and district-level leader, has been focused on creating high quality learning environments using evidence-based practices. Susan is a mom of four, grandma of four, a world-traveler and a collector of stories. Her professional quarantine accomplishments include the production of knowledge-based learning modules for Kindergarten through Grade Two students, available through Amplify's free resources website and Wide open Schools.



Pati Montgomery

Pati Montgomery has a vast background in education which includes being a teacher and administrator with underserved populations, special education administrator, author, national educational consultant specializing in principal and school leadership development, collaborator with State Departments of Education as well as teacher effectiveness and union-management collaboration teams. Previously, she was the Executive Director of Literacy for the Colorado Department of Education where she was responsible for the implementation of the READ Act. Pati has worked with school principals and superintendents across the country on effective school practices. Her work is steeped in the belief that ALL students can attain high achievement and focuses on school populations comprised of highly diverse learners. To attain such, administrators must use educational research to ensure they are using proven and evidence-based practices that will increase school effectiveness. Pati is the lead author of the book entitled, *The Principal's Primer for Raising Reading Achievement*. The book is a guide for principals and school leaders that highlights efficient systems and structures necessary for school-wide improvement in performance.



Timothy Odegard

Timothy Odegard, Ph.D., CALP, is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, leading the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. His research in the area of reading strives to identify factors that predict the response of individuals with dyslexia and related specific reading disabilities to intensive interventions and leverage this information to improve intervention efforts. He serves as the Associate Editor of *Annals of Dyslexia* and on the editorial board of *Perspectives on Language and Literacy*. He has worked with students with reading disabilities, having completed a two-year dyslexia specialist training program at Texas Scottish Rite Hospital for Children in Dallas during his postdoctoral fellowship.

ABOUT THE PRESENTERS



Ernesto Ortiz, Jr.

Ernesto Ortiz, Jr. is the proud principal of McDonald Elementary School in the Centennial School District (Warminster, PA). He is in year two of his doctoral program with his research focusing on K-2 literacy. During his 20 years in education, Ernesto taught in K-5 classrooms for thirteen years and served as an elementary assistant principal for three years in the Allentown School District. He is currently in his fourth year as principal of McDonald Elementary. Ernesto has a passion for literacy and believes if educators learn about and rely on reading research, they can better support their children's path to reading proficiency.



**Hilderbrand
Pelzer III**

Hilderbrand Pelzer III is an award-winning educator with three decades of wide-ranging experience. Having served as an assistant regional superintendent, a principal, an assistant principal, and a teacher, Pelzer is highly familiar with the interconnected pathway of educational problems and solutions from the classroom to the district level. As the author of *Unlocking Potential: Organizing a School Inside a Prison*, Pelzer has earned a national reputation for his achievements in expanding opportunities in highly challenging schools and educational environments. Among his many notable accomplishments is the creation of an evidence-based school model for incarcerated youth in Philadelphia's correctional facilities. His passion for education and disadvantaged youth has equipped him to meet the needs of the most underserved students, demonstrated in his achievement of numerous national and local awards. Hilderbrand is also a speaker. His presentations highlight the intersection of education and incarceration. His TEDx talk "What Incarcerated Youth Can Teach Teachers" illuminates issues related to inadequate reading instruction, educational inequities, and illiteracy in the juvenile justice system. Pelzer's education perspective is defined by incarcerated youths' experience with school failure and the belief that their insights can strengthen educators understanding of when and how to raise the academic bar while teaching.



**Chelonnda
Seroyer**

Chelonnda Seroyer, M.ED., began her educational career as a high school English teacher from Madison, Alabama, where she used Dr. Harry Wong's book, *The First Days of School*, as an "instruction manual" to set up her highly effective classroom. She has presented with Dr. Wong for organizations such as, the New Jersey Association for Supervision and Curriculum Development (ASCD), the Texas Teachers Alternative Certification Program, the North Carolina Model Teacher Education Consortium, Louisiana State University, and has done keynote presentations for the International Center for Leadership in Education's Model Schools Conferences. She is featured in Dr. Wong's online classroom management course; on the DVD in the 4th edition of *The First Days of School*; she is a contributing author of the Wong's brand new book, *THE Classroom Management Book*, and she is the only teacher that shares the stage with Dr. Wong. In 2007, she received the Toyota International Teacher Award, and she is also an Education News 2016 Upton-Sinclair Award recipient. Other 2016 recipients include Stephen Colbert, and (posthumously) Elie Wiesel. This award is "given each year to pay homage and respect to individuals who have contributed much to education and society."



ABOUT THE PRESENTERS



Carolyn Strom

Dr. Carolyn Strom is a classroom researcher, clinical professor, and reading specialist whose work focuses on improving early literacy and language outcomes for young children. Specifically, her work centers on bridging the divides between classroom practice, neuroscientific research, instructional media, and caregivers. She collaborates widely with teachers, school districts, and instructional designers. Currently, she is leading an initiative for New York City preschool teachers in Head Start called 'Cortex in the Classroom,' which centers on the practical application of reading science and learning technologies. Dr. Strom teaches and leads the literacy program at NYU Steinhardt, where her courses focus on how to implement scientific knowledge into everyday classroom practice and how to analyze classroom-level data. She spent the first decade of her career as a first grade teacher and reading specialist in public schools.



Karen Vaites

Karen Vaites is a literacy advocate who lives in New York City. Before founding Eduvaites, her advocacy firm, she was the founding Chief Marketing Officer and Chief Strategist at high-quality curriculum provider Open Up Resources, and previously served at Student Achievement Partners. Today, she consults with multiple leading literacy nonprofits around the effort to align reading instruction with evidence and research on how kids learn to read.



William Van Cleave

William Van Cleave, MA, is an educational consultant whose specialties include morphology and written expression. An internationally recognized speaker with an interactive, hands-on presentation style, William has presented on effective teaching practices at conferences and schools both in the United States and abroad since 1995. Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several Trainer of Trainers projects using his sentence structure approach; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. He is the author of three books, including *Writing Matters* and *Everything You Want to Know & Exactly Where to Find It*, as well as a number of educational tools and activities. Previously, William served as a classroom teacher, tutor, and administrator in the private school arena at various points in his career.



ABOUT THE PRESENTERS



Alisa VanHekken

Alisa VanHekken is an experienced teacher and Reading Specialist. Alisa taught Kindergarten, 1st grade, and provided reading support services as a Reading Specialist. She holds a master's degree in Reading and Literacy, along with an ESL endorsement and an administrative endorsement. Alisa was trained in the Heggerty Phonemic Awareness curriculum by Dr. Heggerty himself and worked closely with him for over six years. Alisa began working with Literacy Resources, LLC in 2013 and serves as the Chief Academic Officer. She has provided professional development for the Heggerty Phonemic Awareness curriculum across the United States and in Australia. Alisa lives in the Chicago suburbs with her husband and their three daughters.



Julie Washington

Julie Washington, Ph.D., is a Professor in the School of Education at the University of California – Irvine (UCI). Dr. Washington directs the Learning Disabilities Research Innovation Hub funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development. She is also director of the Dialect, Poverty and Academic Success lab at UCI. Currently, Dr. Washington's research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on understanding the role of cultural dialect in assessment, identification of reading disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading and early language skills for children growing up in poverty.



Tracy Weeden

Tracy Weeden, Ed.D., is a seasoned and passionate leader dedicated to advancing literacy and academic excellence. She has spent her career developing scalable and innovative programs, systems, and teams. In her current role as President and CEO of Neuhaus Education Center, Tracy is expanding the reach and impact of the Neuhaus Education Center (NEC) within the State of Texas, and on a national level. The NEC mission provides evidence-based professional learning to educators, information and resources to families, and adult literacy services. Prior to serving at NEC, she was the Executive Director of Academic Planning for Scholastic Achievement Partners. Tracy spent 5 years as the Assistant Superintendent of Curriculum, Instruction and Assessment for the Houston ISD. A graduate from the University of Detroit, with a B.A. in Speech Communications and English, Tracy also received her M.Ed. and Ed.D. in Educational Leadership from the University of Houston.



ABOUT THE PRESENTERS



Natalie Wexler

Natalie Wexler is an education writer and the author of *The Knowledge Gap: The Hidden Cause of America's Broken Education System—and How to Fix It* (Avery 2019). She is also the co-author, with Judith C. Hochman, of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Jossey-Bass, 2017), and a senior contributor to the education channel on Forbes.com. Her articles and essays on education and other topics have appeared in *The New York Times*, *The Washington Post*, *The Atlantic*, and other publications. She has spoken on education before a wide variety of groups and appeared on a number of TV and radio shows, including *Morning Joe* and NPR's *On Point* and *1A*. She lives in Washington, D.C., with her husband and has two adult children.



Carey Wright

Carey M. Wright, Ed. D., became the State Superintendent of Education for Mississippi in 2013. Under her leadership, Mississippi has initiated education reforms that have increased literacy skills in pre-K through grade 3, pushed student achievement on the National Assessment of Educational Progress to improve at a faster rate than most other states, and increased the graduation rate to an all-time high of 85 percent. Carey spearheaded initiatives that nearly doubled the Advancement Placement participation and success rate, resulted in significant annual gains in English Language Arts and Mathematics proficiency, and earned Mississippi recognition from the National Institute for Early Education Research as one of only five states that meet all 10 quality standards for early childhood education. She was appointed in 2019 by the U.S. Secretary of Education to the National Assessment Governing Board. Carey is a board member and is past president of the Board of Directors of the Council of Chief State School Officers, a Chiefs for Change board member and an alumnus of the Broad Academy. She also serves on the Reagan Institute Summit on Education steering committee and Stanford University's Hoover Educational Success Initiative Practitioners Council.



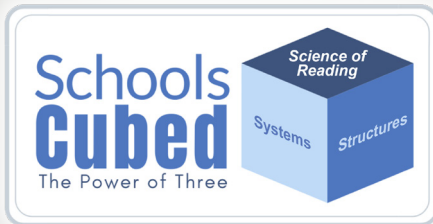
Nancy Young

Nancy Young is an experienced educator with extensive knowledge of evidence-based approaches to teaching reading, spelling and writing for both general classroom instruction and remediation. She currently consults for schools and supports individual teachers and families across Canada and globally. Her speaking engagements cover a wide range of audiences and are delivered in-person and online. Nancy's areas of specialty include dyslexia, giftedness, ADHD, and 2e (twice exceptional). A certified classroom teacher and certified Structured Literacy Teacher, her educational background includes a Bachelor of Education Degree in Elementary Education (giftedness focus) and a Master of Education Degree in Special Education (dyslexia focus). Nancy is currently pursuing a Doctor of Education (Ed.D.) degree, studying the needs of students who are 2e (gifted and dyslexic). Nancy is the author of *Secret Code Actions™*, a unique resource she created to help teachers enhance any reading and spelling program by weaving in movement. Her fun code-based actions are accompanied by Clues and Alerts to increase knowledge of the English code. Nancy is also the creator of the Ladder of Reading, an infographic she designed to help educators and parents better understand the wide range of needs as children learn to read and the instructional implications.



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The Center for Development and Learning

The Center for Development and Learning's mission is to advance literacy and learning through evidence-based practices in the classroom, home, and community. The Center works to train, support, and coach educators to ensure every child can enter kindergarten school-ready and be reading on grade-level by third grade.

Through one of the nation's premiere literacy conferences, Plain Talk About Literacy and Learning®, we facilitate the dissemination of leading science-rooted reading research and practices. The Center also fosters at-home learning opportunities through a newly launched reading initiative, Louisiana Reads!, which seeks to educate parents on literacy engagement and provides ownership of reading resources. Finally, we lead grassroots advocacy efforts to champion change in educational policy and practice.

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Amplify

A pioneer in K–12 education since 2000, Amplify is leading the way in next-generation curriculum and formative assessment. Our core and supplemental programs in ELA and science engage all students in rigorous learning and inspire them to think deeply, creatively, and for themselves. Our formative assessment and intervention products turn data into practical instructional support to help students at every skill level build a strong foundation in early reading. Our programs provide teachers with powerful tools that help them understand and respond to the needs of their students. Today, Amplify serves more than five million students in all 50 states.



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Heggerty

Heggerty (Literacy Resources, LLC) is an educational publishing organization that offers a Pre-Kindergarten to 2nd Grade Phonemic Awareness curriculum in both English and Spanish that is currently taught in more than 25,000 schools in the United States, Australia, and Canada. In addition to selling a teacher-friendly 35-week Phonemic Awareness curriculum, flashcards, and other materials, Heggerty offers professional development services to educators, providing hands-on seminars, training sessions, and webinars.

Heggerty has recently launched a set of digital products to support schools and districts facilitating remote learning, including a digital version of our curriculum and a daily lesson video library.



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Institute for Multi-Sensory Education

IMSE is on a mission to help teachers teach reading more effectively. We train educators to teach reading by using a proven, multi-sensory approach called Orton-Gillingham. All of IMSE's instructors are CERI certified educators who have used IMSE in the classroom. We understand the challenges that you face in a modern, diverse classroom. IMSE is accredited through the International Dyslexia Association (IDA) as an Accredited Program.



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Jackson Consulting, Inc.

In 2005, Jill Jackson started Jackson Consulting. Jill wrote 6 books, developed many free webinars and resources, and trained over 10,000 teachers, coaches, principals and leaders! She was a former classroom teacher and administrator. Whether she was in the classroom demonstrating lessons, strategizing with the superintendent, or training veteran literacy coaches, her advice and assistance was deeply rooted in the reality of school life and focused on unambiguous next steps. Jill used her humor and in-the-trenches experiences to support educators across the US! In August 2020, Jill unexpectedly passed away. Jill's team will continue her legacy and appreciate your continued support.



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Kendore Learning

Kendore Learning is a leading provider of specialized structured literacy curriculum, teacher training, ongoing support, and materials to educators across the nation. Kendore-trained teachers learn the skills necessary to teach phonology, phonological awareness, the alphabetic principle (phonics), vocabulary, fluency, spelling and comprehension. Our multisensory approach is highly participatory and engaging. Teachers and students become involved in the process of learning in a fun, yet cognitive way that lasts a lifetime. Our Orton-Gillingham based program is accredited by the International Dyslexia Association and the International Multisensory Structured Language Education Council.



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Lexia empowers educators with powerful personalized instruction that is based on the Science of Reading. Our evidence-based, research-proven programs are helping over 4 million students around the world accelerate their literacy growth during these uncertain times. Lexia® Core5® Reading is proven to accelerate reading proficiency for students of all abilities in grades Pre-K-5. Lexia® PowerUp Literacy®, is designed to close the gap for non-proficient readers in Grades 6 and up.



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The Reading Horizons Curriculum is based on a proven method that clearly explains each skill needed for proficient reading and spelling. The curriculum is implemented in K-12 classrooms through both teacher and software-led instruction. Reading Horizons also provides exceptional customer services and administrative support. Reading Horizons is committed to doing everything to facilitate successful implementation and the shared goal of success for all students.

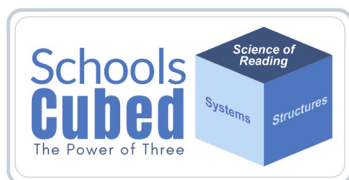


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Readsters

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

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



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Schools Cubed

Schools Cubed is an educational consulting group that works with leadership in under- or low-performing schools and districts to create self-sustaining, high-achieving school systems. Schools Cubed combines a proven track record of increasing achievement at the school, district and state levels by using the research of effective schools and the Science of Reading.

Our vision is steeped in the belief that ALL students can attain high achievement. To attain such, administrators and educators must use research that ensures they are using proven and evidence-based practices that will increase school effectiveness.



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Voyager Sopris Learning®

Voyager Sopris Learning® is committed to partnering with school districts to overcome obstacles that students, teachers, and school leaders face every day. The suite of instructional and service solutions we provide is not only research based, but also evidence based—proven to increase student achievement and educator effectiveness. Our solutions have been fully tested in the classroom, ensuring that they are easy to implement and teacher friendly. They are innovative, both in overall instructional approach and in the strategic use of technology in blended and 100% online solutions, and they are supported by an unparalleled commitment to build local capacity for sustained success. With a comprehensive suite of instructional resources, we provide assessments, professional development and school-improvement services, literacy and math instructional tools—both comprehensive intervention and supplemental—and resources to build a positive school climate.



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Wilson Language Training

Wilson Language Training is dedicated to providing educators with the resources they need to help their students become fluent, independent readers. Wilson is a provider of professional development and research-based reading and spelling curricula for all ages. Its multisensory, structured curricula—the Wilson Reading System®, Wilson Foundations®, Wilson Just Words®, and Wilson Fluency®—have proven highly effective. Wilson also brings to the task two decades of professional development courses and ongoing teacher support. Partnering with public and private schools, as well as clinics and adult education centers across the country, Wilson strives toward its ultimate goal: literacy for all.



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Zaner-Bloser

Zaner-Bloser develops educational materials to build literacy skills among students in grades K–5. A member of the Highlights Family of Companies, we are proud to partner with educators, students, and families to bring joyful, successful learning to every classroom. The Superkids solutions—our core reading program and flexible, supplemental options—offer schools K–2 structured literacy instruction that is based on the science of reading.



In Loving Memory

Jill Jackson

1973 - 2020

Plain Talk Presenter
April 2012 – February 2020

Jill was a huge part of our Plain Talk family and was a presenter for many years. Her energy, laughter, and passion for education will be

deeply missed.

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CENTER FOR DEVELOPMENT AND LEARNING

SCIENCE OF READING LEARNING ACADEMY

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ABOUT US

The Center for Development and Learning is an educational non-profit focusing on literacy and learning through the science of reading with over 20 years of experience offering professional learning. Our professional learning is designed to empower educators in recognizing, assessing, and responding to multiple needs of diverse learners. Whether through our carefully crafted programs or through a more customized approach, we tackle real-time issues that address language and literacy with proven methods based on the science of reading that has resulted in positive change in schools and communities.



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ABOUT THE CENTER FOR DEVELOPMENT AND LEARNING

CDL is directed by a volunteer Board of Trustees comprised of business, educational, and civic leaders who share in CDL's passion for ensuring that every child has an equal opportunity for a solid education.

CDL has spent more than two decades developing an international network and collaborating with the world's best minds to create initiatives using research-based best practices that deliver increased student achievement. Our Professional Staff, Board of Trustees, Community Advisory Board and Professional Advisory Board provide CDL with sound leadership and valuable resources.

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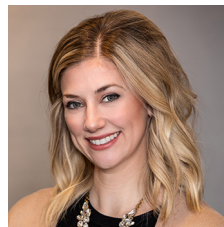
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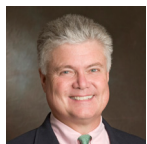
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Center for Development and Learning

Founded in 1992, the Center for Development and Learning works collaboratively with stakeholders across diverse disciplines to advance literacy and learning in the classroom, home, and community. The Center for Development and Learning boasts a team of credentialed and experienced professionals who provide programs and services like the Plain Talk About Literacy and Learning® national conference, Growing Reading Brains, Cornerstones, Louisiana Reads!, and various other programs targeting professional educators, community leaders, families, and the public at large. Additionally, the Center for Development and Learning advocates for systemic public policy reforms that reflect research in literacy and learning.

OUR VISION

Everyone is empowered through literacy.

OUR MISSION

We advance literacy and learning through evidence-based practices in the classroom, home, and community.

To that end, we will invest in four strategic priorities over the next ten years:

Amplify Mission Advancement

Empower all through evidence-based programs that develop literacy and learning from birth, lasting a lifetime

Achieve Sustainability & Efficiency

Serve as an example of a well-managed and responsibly governed organization with a strong and diverse funding stream

Strengthen Advocacy & Partnerships

Strive to advance progress, programs, and reforms that mirror research in literacy and learning

Deepen Awareness & Increase Outreach

Embrace the power of lifelong reading and literacy in all of our communities

Strategic Priority Goals

Amplify Mission Advancement

GOAL ONE - Educators:

Comprehensive professional development and training programs are rooted in the science of reading that will *equip* educators to advance literacy instruction in the classroom.

GOAL TWO - Student Learning:

All students, Louisiana and beyond, are *empowered* through the mastery of foundational literacy skills.

GOAL THREE - Early Childhood:

School-readiness is *enhanced* through evidence-based program innovation, centered on early childhood development from birth.

GOAL FOUR - Family Engagement:

Learning in the home is *supported* through literacy development resources and tools that promote family reading engagement.

Strengthen Advocacy & Partnerships

GOAL FIVE:

Our policy strategies *advance* initiatives, programs, and reforms that reflect research in literacy and learning.

Deepen Awareness & Increase Outreach

GOAL SIX:

Through a strong brand, vivid storytelling, and new community programming, we will *ensure* communities embrace the power of reading.

Achieve Sustainability & Efficiency

GOAL SEVEN:

We will *achieve* financial sustainability by diversifying revenue streams through increased philanthropic investments and multi-year commitments to grow our programs and impact.

GOAL EIGHT:

We will continually work to *ensure* all resources are utilized in the most effective ways to provide exceptional service in all aspects of our operations.



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To help you take full advantage of Plain Talk, we are pleased to offer **PlainTalkNOLA, our official app.** You'll find it helpful to access materials and interact with other participants.

How do I access the PlainTalkNOLA app?

The App URL* below is for use on your phone and the Event URL** is to view on a desktop or tablet. Before you log in, you will be asked to enter the event password: **TRLHERE4U**

Your App URL*: <https://crowd.cc/s/3WUDa>
Your Event URL:** <https://crowd.cc/pt2021>



You will be prompted to enter your name and email address where you will be sent a verification code. Once you enter the code, you are in!

LEGISLATIVE PRIORITIES

1. EQUITY IN EDUCATION

Support parent-focused literacy awareness training to encourage at home learning opportunities through quality family engagement. Promote equal access and equitable representation in classrooms by building culturally relevant resources and guidance.

2. SCHOOL-READINESS FOR ALL CHILDREN

Fund more expansive training of early childhood teachers. Increase acquisition of books for families to build home libraries. Advocate on the benefits of additional seats for the Child Care Assistance Program.

3. LOUISIANA'S STUDENTS ARE READING PROFICIENTLY BY THE END OF THE THIRD GRADE

Re-evaluate LDOE Tier I reading/foundational skills curriculum criteria for grades K-3 to help ensure all children have science-based reading instruction through structured literacy. Create LDOE K-2 reading intervention materials and fund certified dyslexia therapists/practitioners in schools to reach all students.

4. TEACHERS ARE PREPARED AND SUPPORTED USING THE SCIENCE OF READING

Reform higher education teacher preparation programs to teach the science of reading and request a test on the science of reading as part of the teacher certification requirement. Provide funding to expand literacy training and development to school-level staff by widening the Louisiana Department of Education professional development vendor list.

HOW WE CAN HELP

STATE LEVEL

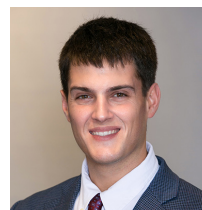
1. Train the trainer program in science of reading
2. Teacher certification for childcare center teachers
3. Expertise on state commissions
4. Parent and family literacy training
5. Book distribution program with culturally-responsive focus
6. Library of digital resource

DISTRICT LEVEL

1. High quality, evidence-based professional development for K-3 educators
2. Virtual Literacy Coach program to provide districts with expertise at a fraction of the cost
3. Assist districts in data interpretation
4. Curriculum-review consultation
5. Build school-level capacity and sustainability



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Focus. Network. Grow.

Have fun!



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