

Changing Futures

2009 Teacher Leader Institute & North American Leadership Academy

June 10–13, 2009
Crystal Gateway Marriott Hotel
Arlington, VA (metro DC)

Keynote Speakers:
Alba Ortiz
Gene Wilhoit

Featuring Sessions on

- *Comprehensive Literacy*
- *Struggling Learners*
- *Response to Intervention*
- *Research and Data*
- *Advocacy and Communication*



Reading Recovery[®] Council
of North America

WHO SHOULD ATTEND

- Reading Recovery teacher leaders
- Reading Recovery teachers, trainers, and site coordinators
- School administrators including principals, superintendents, and board members
- Classroom and Title I teachers
- Literacy coaches
- Curriculum and reading specialists
- School teams



Your Invitation

to attend the 2009 Teacher Leader Institute & North American Leadership Academy

Reading Recovery teacher leaders, teachers, trainers, and site coordinators, School administrators, classroom teachers, literacy coaches, and reading and curriculum specialists

The 2009 Teacher Leader Institute & North American Leadership Academy promises to be an exciting professional development opportunity for educators interested in accessing the latest thinking and most recent developments in early literacy education. Individual educators and members of school/district teams will have the opportunity to explore ways of strengthening early literacy intervention across four major areas: Teaching & Learning, Advocacy & Communications, Comprehensive Literacy, and Research & Data Analysis. Note the learner outcomes in each strand. Each focus area will offer a range of stimulating sessions, providing the breadth and depth needed for participants to explore their areas of interest.

Sessions on *Literacy Lessons Designed for Individuals* (Clay, 2005) will provide educators with fresh insights into the most-powerful ways to improve student learning outcomes, promote high-quality teacher professional development, and facilitate positive change at all levels of an education system.

Capitol Hill appointments will be made for participants who would like to meet with their legislators.

This conference will be beneficial for all school systems in varying stages of Reading Recovery and Descubriendo la Lectura implementation, including systems that are in an information-gathering stage, those who have recently implemented, long-standing sites, and those that are ready to expand implementation. **To ensure that participants have full access to the wide range of information shared at this conference, all attendees will receive a CD containing the entire conference session handouts and resources.**

Individuals as well as team participation is encouraged. Participants will have the opportunity to attend at least 10 sessions throughout the conference. If you are attending with a team, each member may attend a different session and gain a unique perspective to share with the whole group. Teams may include Reading Recovery personnel and other education professionals from schools, districts, and states or provinces who collaborate in the implementation of Reading Recovery and early literacy intervention.

We look forward to seeing you there.

This conference provides professional development for individuals and teams and offers:

2 Keynote Sessions

2 General Sessions

29 Concurrent Sessions

 focused on

- Teaching & Learning
- *Literacy Lessons Designed for Individuals*
- Comprehensive Literacy
- Research & Data Analysis
- Advocacy & Communication
- Response to Intervention
- Capitol Hill Appointments for Every Registrant
- NDEC Update Session
- CD with Session Handouts and Resources
- Full-Day Session for DLL Teacher Leaders
- Session for New Teacher Leaders
- Welcome Reception on Wednesday
- Literacy-Related Exhibitors

Comments from previous attendees:

This conference is an excellent addition to a school's comprehensive professional development plan in which the principal is gaining skills as the literacy leader.

Opportunities to network with people at all levels of the educational strata are few and far between. The academy provides an excellent vehicle for such collaboration.

Liked the opportunities to learn about teaching children, working with teachers, and being a part of making systemic changes in schools — great range of choices.

I really walked away with a lot of new, fresh ideas. This academy brought it to another level for me in the sense that it gave me ideas about becoming more proactive in my school and at the district level.

Overall an amazing conference which I left re-energized and empowered to start a new year.



Keynote Speakers

Alba Ortiz

Professor, College of Education,
The University of Texas at Austin,
Austin, TX



Language, Literacy, Prevention,
and Early Intervention:
Connecting the Dots in Literacy
Instruction for Linguistically
Diverse Learners

Thursday, June 11, 2009
8:00 am

Public schools today serve a dramatically increasing number of children who speak languages other than English and/or dialects of English. Efforts designed to close the achievement gap between these students and mainstream peers must address important contextual, student, and teacher variables that influence student success — and failure. Dr. Ortiz will present a framework for prevention and early intervention for linguistically diverse students, with a focus on English language learners experiencing reading difficulties. The role of native and second language acquisition and assessment in preventing school failure and in early intervention programs will be emphasized.

Dr. Alba A. Ortiz is a professor of special education and director of the Office of Bilingual Education at the University of Texas at Austin. She is the holder of the President' Chair for Education Academic Excellence, an honor bestowed by the university in recognition of her contributions to the education of English language learners (ELLs) in general and special education programs. Dr. Ortiz's research and teaching focus on disproportionate representation of ELLs in special education, second language acquisition and assessment, response to intervention for ELLs with reading-related difficulties, and distinguishing second language differences from language and reading disabilities.

Gene Wilhoit

Executive director,
Council of Chief State School Officers,
Washington, DC



Reading in a Time of
Accountability and Opportunity

Friday, June 12, 2009
8:30 am

How quickly the context of education is changing. National leaders have drawn a direct line between the receipt of a good education and the future welfare of every child and the economic and civic prosperity of our nation. They are willing to invest, but only in those ideas and initiatives that produce positive results. Central to this movement is a promise to every child that he/she will be literate. All children must read. No exceptions. Mr. Wilhoit will discuss the changing political environment; the new direction education is taking and the imperatives for all of us working on behalf of our nation's children.

Gene Wilhoit's career in education has been extensive, beginning as a social studies teacher, moving into administration, and on to serving as a special assistant in the U.S. Department of Education. He served as the executive director of the National Association of State Boards of Education (NASBE), followed by positions as director of the Arkansas Department of Education and as deputy commissioner and commissioner of the Kentucky Department of Education. He has shepherded finance reform, led equity initiatives, designed and implemented assessment and accountability systems, advanced nationally recognized preschool and technology programs, and reorganized state agencies to focus on service and support.

Team Participation is Encouraged!

Attendance will benefit school systems that are in varying stages of Reading Recovery implementation. This includes those who are in an information gathering stage, school systems who have recently implemented Reading Recovery, established school systems, and those who are ready to expand implementation. If you are attending with a team, each member may attend a different session and gain a unique perspective to share with the whole group. Attendees may include Reading Recovery personnel and other education professionals from schools, districts, and states or provinces who collaborate in the implementation of Reading Recovery and early literacy intervention.

Teams of two or more from the same school receive the discounted member registration fee. See page 10 for more information.





2009 Teacher Leader Institute & North American Leadership Academy

All sessions will be held at the Crystal Gateway Marriott Hotel in Arlington, VA

Wednesday Ticketed Sessions

Wednesday, June 10 • 9:00 am–5:00 pm • Ticket Required for **Descubriendo la Lectura** teacher leaders

Exploring the Various Roles of a **Descubriendo la Lectura** Teacher Leader

Presenter: *Yvonne Rodriguez*

Reading Recovery & Descubriendo la Lectura trainer
Texas Woman's University, Denton, TX

We will address the teaching of DLL students, specifically studying the differences in the word work sections of *Literacy Lessons Part Two*. The field testing outcomes for our possible new testing set of texts and Book List will be discussed. Engage in productive conversations on current implementation and advocacy issues. Bring both volumes of *Literacy Lessons* and field testing results from your teachers.

Wednesday, June 10 • 3:00 pm–5:00 pm • Ticket Required for new teacher leaders and field year teacher leaders who are completing their first year of training at their university training centers

New Teacher Leaders: Pertinent Issues

Facilitators: *Gayla Kolb, Reading Recovery* trainer, Southeast Missouri State University, Cape Girardeau, MO, and *Betsy Kaye, Reading Recovery* trainer, Texas Woman's University, Denton, TX

Network with colleagues from across the U.S. and obtain practical information related to your new role as teacher leader. Learn from a panel of experienced teacher leaders who share insights and helpful tips for beginning the Reading Recovery field year. Sandra Ortega, director of the National Data Evaluation Center, will share an overview of the data collection process.

General Sessions

Friday, June 12 • 3:30 pm–4:30 pm

Sustaining Focus in Challenging Times: Learning From Schools That Work

Presenter: *Linda Dorn, Reading Recovery* trainer, University of Arkansas at Little Rock, Little Rock, AR

Discover how educators are dealing with the complex issues of school change during challenging times. What are some of the greatest challenges that schools are facing today? How can these challenges become opportunities for school improvement? The session will examine how schools can merge reality and vision with disciplined actions. Survey data and video examples from schools will be used to support the topic.

Saturday, June 13 • 12:45 pm–2:00 pm

Open to All Attendees – Required for Teacher Leaders

National Data Evaluation Center (NDEC) Update

Presenter: *Sandra Ortega, director, National Data Evaluation Center, The Ohio State University, Columbus, OH*

This yearly update for Reading Recovery and Descubriendo la Lectura teacher leaders will address the following topics:

- A review of the 2007–2008 data and annual report
- A brief review of recent research on Reading Recovery that involves NDEC staff and is available for viewing on the NDEC website
- Overview of issues in the 2007–2008 data collection and the 2007 reports
- Introduction of changes in the 2008–2009 data collection and the 2008 reports

Capitol Hill Appointments for Every Registrant!

Unless you select the “opt-out” option, RRCNA will automatically request Capitol Hill appointments for you on Thursday afternoon, June 11, in the offices of your U.S. senators, representative, and governor. Training and materials will be available prior to your meetings. We recommend attending session #4 *Preparation for Capitol Hill: The Nuts and Bolts of Meeting with Elected Officials* on Thursday morning. Transportation by taxi or Metro to and from Capitol Hill is the responsibility of each participant. The Metro stop is located at the hotel. **Be sure to complete the Capitol Hill Visits section on the online registration form so we can secure your appointments.**

We encourage all attendees to make Capitol Hill appointments; this is a powerful opportunity for your voice to be heard. However, if you choose not to make Capitol Hill appointments, please attend the *Implementation Planning for Continuous Improvement* session on Thursday from 1:30 pm–4:00 pm. Participants will review self-assessment questionnaires developed by the Accountability Task Force for Implementation for NATG and RRCNA. Self-assessments are available for teacher leaders, site coordinators, and principals. Team members will use the questionnaires for discussion, reflective self-assessment, and improvement planning. At the end of the session, team members will have a specific plan of action to implement at their site.

Note: This session is a self-directed session in which participants group themselves for self-assessment and planning purposes.



Capitol Visitors Center
NEW THIS YEAR!

The Capitol Visitors Center (CVC) is our new hub for Capitol Hill visits this year. With extensive exhibits and a 500-seat cafeteria, the CVC is the perfect place to have lunch, embark on your Hill visits, and regroup between meetings. More information at <http://www.visitthecapitol.gov/index.html>



Advocacy & Communication Strand Sessions

#1 The New Administration: What's Ahead for Education and Literacy Initiatives?

With barely 6 months in office, how has the Obama administration changed the landscape for literacy and education? Hear six unique national perspectives on the future for funding, accountability, professional development, instruction, and research.

Presenters:

Barbara Cambridge, director, Washington office, National Council of Teachers of English

Nancy Davenport, president, National Association of Elementary School Principals

Bruce Hunter, associate executive director, public policy, American Association of School Administrators

Jim Kohlmoos, president and CEO, Knowledge Alliance

Rich Long, executive director of the National Association of State Title I Directors and director of government relations, International Reading Association

Jady Johnson, executive director, Reading Recovery Council of North America

#2 Case Studies in Effective Advocacy I

Hear success stories from Texas, Massachusetts, and Kentucky, and learn how advocates prevailed with local, state, and national decision makers on behalf of Reading Recovery and Descubriendo la Lectura. Use these techniques at home to inform and impact funders and policymakers.

Presenters:

Mary Jackson, Reading Recovery site coordinator, Fort Bend ISD, Sugar Land, TX

Laura Ramos, DLL/Reading Recovery teacher leader, Amarillo ISD, Amarillo, TX

Debbie Clemence, Reading Recovery teacher leader, Dennis-Yarmouth Regional Schools, South Yarmouth, MA and president, Reading Recovery Council of Massachusetts

Michael Buonaiuto, Reading Recovery teacher leader, Cambridge Public School District, Cambridge, MA

Lindy Harmon, statewide Reading Recovery teacher leader, University of Kentucky, Lexington, KY

Sheila Poore, Reading Recovery teacher leader, Jefferson County Schools, Louisville, KY

Carolyn VonSick, Reading Recovery teacher, Kenwood Elementary, Jefferson County Schools, Louisville, KY

#3 Case Studies in Effective Advocacy II

Hear success stories from Pennsylvania, New Mexico, and Ohio, and learn how advocates prevailed with local, state, and national decision makers on behalf of Reading Recovery and Descubriendo la Lectura. Use these techniques at home to inform and impact funders and policymakers.

Presenters:

Leslie McBane, Reading Recovery teacher leader, Warren City Schools, Warren, OH

Janet Bufalino, Reading Recovery trainer, Shippensburg University, Shippensburg, PA

Learner Outcomes

- Communicate directly with your congressional leaders or their staffs on literacy issues.
- Strengthen your advocacy efforts with proven techniques to impact policymakers and funding.
- Learn about federal and state legislative issues and how you can impact legislation.

#4 Preparation for Capitol Hill: The Nuts and Bolts of Meeting with Elected Officials

Review procedures and guidelines for the Capitol Hill visits. Highly recommended if this is your first Hill visit.

Presenters:

Garreth Zalud, Reading Recovery trainer, The University of South Dakota, Vermillion, SD

Cliff Johnson, Reading Recovery trainer, Georgia State University, Atlanta, GA

Holly Mercado, DLL/Reading Recovery teacher leader, Spring Branch ISD, Houston, TX

Jady Johnson, executive director, Reading Recovery Council of North America, Worthington, OH

Lou Ann Racher, government relations coordinator, Reading Recovery Council of North America, Worthington, OH

#5 Communications Tool Kit: Best Practices & Resources to Build Support

See how teacher leaders from the U.S. and Canada build and sustain support for Reading Recovery using websites, newsletters, emails, meetings, media, and RRCNA resources. Leave with practical ideas and actual examples in your communications tool kit.

Presenters:

Cathleen Duvall, Reading Recovery teacher leader, Fort Bend ISD, Sugar Land, TX

Barbara Schubert, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

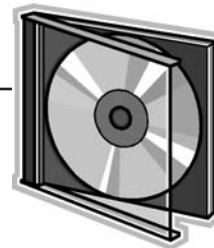
From Ingham ISD, Mason, MI:

Dorothy Best and Michal Taylor, Reading Recovery teacher leaders
Sue Hayes, Reading Recovery teacher leader, Heartland AEA 11, Johnston, IA

Laurel Dickey, Reading Recovery teacher leader, Hampshire Educational Collaborative, Northampton, MA

Marsha Studebaker, director of communications, Reading Recovery Council of North America, Worthington, OH

See information on Capitol Hill appointments on page 4



Resource CD — Session Handouts on One CD-ROM Disk!

The resource CD, available only to registrants, will contain all of the conference session handouts and resources. It will be included with your registration materials at the conference. We recommend that, if possible, you bring a laptop computer to view the resources during the conference sessions.

Online-Only Registration

SEE PAGE 10





Comprehensive Literacy Strand Sessions

#6 Every Child, Every Day, Whatever It Takes

Learn how a comprehensive literacy program with Reading Recovery is foundational to success of a growing district focused on ensuring the success of all students through aligned leadership.

Presenters from Ozark Missouri R-6 Schools, Ozark, MO:

*Karen Scott, director of federal programs/district literacy coach
Gordon Pace, superintendent
Phyllis Wolfram, director of special education
Jeannine Pace, instructional coach*

#7 A Building Team Approach to Collaboration for Sustaining a District Vision

Explore the collaborative process used to maintain a comprehensive literacy vision districtwide while customizing for building level differences.

Presenters from Green Bay Area Public Schools, Green Bay, WI:

*Jim Asher, DeAnn Lehman, and Mike Fraley, principals
Kay Savala, district literacy coach*

#8 Using Running Records as an RTI Progress Monitoring Tool

Dr. Richard Allington has been working with Brainerd Schools to have running records listed on the National Progress Monitoring website as a progress monitoring tool. Learn to use both running records and The Observation Survey as response to intervention tools.

Presenters:

*Richard Allington, professor of education, University of Tennessee, Knoxville, TN
Beth Swenson, Literacy Collaborative district trainer, Brainerd Public Schools, Brainerd, MN*

Learner Outcomes

In *Changing Futures* (2005), Clay states that, "Reading Recovery is designed to be an essential part of a school's comprehensive literacy plan" (p. 36).

- Design a sustainable, comprehensive literacy plan within a school, district, or site.
- Develop productive relationships with key stakeholders throughout the network.
- Align resources into a successful intervention plan utilizing Reading Recovery as the cornerstone intervention.
- Maintain high academic standards for all students and educators.

#9 Leadership From Within: Teachers as Agents of School Improvement

Discover how teachers created a climate for school improvement through leadership teams, professional learning communities, collaborative conferences, and action research. Details for implementing these problem-solving contexts will be provided, including video examples from the field.

Presenter: Linda Dorn, professor of reading, University of Arkansas at Little Rock, Little Rock, AR

#10 Carefully Aligning Coaching Across the Response to Intervention Tiers

Classroom teachers, Reading Recovery teachers, and small-group intervention specialists all have different coaches, yet are all teaching the same at-risk learners. Learn about the importance of classroom and specialist coaches aligning their coaching efforts, to ensure quick acceleration.

Presenters from Brainerd Public Schools, Brainerd, MN:

*Beth Swenson, Literacy Collaborative district trainer
Tonya Person, Reading Recovery teacher leader*

Institute Scholarship Available

The Sue Hundley Professional Development Scholarship was established by Lesley University to honor the memory of Sue Hundley. One scholarship is available for a Reading Recovery teacher leader or teacher leader-in-training from Ohio, North Carolina, Massachusetts, New Hampshire, Vermont or Rhode Island. The scholarship includes Institute registration fees. Remaining funds can be used to help cover expenses associated with attending the Institute. The total value of the scholarship is \$700. The scholarship will be awarded on a competitive basis. Scholarship applicants will be required to submit brief essays describing what they hope to achieve by attending this conference, how they will share the information upon return to their district, and describe financial need.

For more information, please visit our website at www.rrcna.org/scholarships.

Applications must be postmarked no later than April 15, 2009.

The **Deluxe Corporation Foundation** is a grant-giving institution that has partnered with educational, cultural, and human service nonprofit organizations for more than 50 years to enrich the communities of Deluxe Corporation employees. An independent 501(c)(3) organization, the Deluxe Corporation Foundation receives funding from Deluxe Corporation to support its mission of giving back to the communities it serves. The Foundation's support for Reading Recovery professional development has benefitted children, teachers, and schools in many communities where Deluxe Corporation employees live and work. **The 2008–2009 teacher leader scholars** are **Nancy Hess**, Union County Public Schools, Monroe, NC, training at University of North Carolina-Wilmington; **Jill Johnston**, Moline School District 40, Moline, IL, training at National-Louis University; **Karen MacDonald**, School District 16, Miramichi, New Brunswick, Canada, training at Eastern Canadian Institute of Reading Recovery; **Rebecca Anne Meixensperger**, Oswego Community Unit School District 308, Oswego, IL, training at National-Louis University; **Connie Obrochta**, Evanston/Skokie Community Consolidated School District 65, Evanston, IL, training at National-Louis University; and **Kathleen Stalzer**, Oak Lawn-Hometown School District 123, Oak Lawn, IL, training at National-Louis University.

The TOSA Foundation and the Morgridge Family, including John and Tashia Morgridge, their son John and his wife Carrie, have provided both financial contributions and leadership with several initiatives at the local, state, and national level. Among their contributions are funding for 13 teacher leader scholarships over the past 6 years; supporting RRCNA's Washington, DC-based advocacy; providing leadership and funding for a university training center at the University of Wisconsin-Madison; the initiation of a Colorado-based university training center at the University of Denver; and supporting Reading Recovery professional development and school implementations in Wisconsin, California, and Colorado. **The 2008–2009 teacher leader scholarship recipients**, training at the University of Wisconsin-Madison are **Elizabeth Jahnke**, Rice Lake Area School District, Rice Lake, WI; and **Scott Mackin**, Merrill Area Public Schools, Merrill, WI.



Research & Data Analysis Strand Sessions

#11 What Study of Correlations Between the OS and DIBELS Tells Us

A report of the findings of a study correlating the Observation Survey with the Dynamic Indicators of Basic Literacy Skills. Implications and cautions will be discussed.

Presenters:

Mary Anne Doyle, Reading Recovery trainer, University of Connecticut, Storrs, CT

From San Diego State University, San Diego, CA:

Reading Recovery trainers Patricia Kelly and Sharan Gibson

#12 How Teacher Language Scaffolds the Development of Strategic Processing

How teachers' language can scaffold the development of strategic processing in emergent readers as they learn to process continuous text and move students toward self-regulated action. Discuss the implications for instruction.

Presenters:

Polly Lee, Reading Recovery teacher leader, Vigo County Community Schools, Terre Haute, IN

Maribeth Schmitt, Reading Recovery trainer, Purdue University, West Lafayette, IN

#13 Teacher-Student Ratio: What's the Right Balance?

Trained Reading Recovery teachers worked with students who qualified for Reading Recovery service and were randomly assigned to either 1:1 or small-group intervention services. Examine the effectiveness of 1:1, 1:2, 1:3, or 1:5 conditions on literacy outcomes for these students.

Presenters from Oakland University, Rochester, MI:

Reading Recovery trainers Robert Schwartz and Mary Lose

Maribeth Schmitt, Reading Recovery trainer, Purdue University, West Lafayette, IN

#14 Qualitative Methods and Reading Recovery Research

Explore various possibilities for qualitative research and Reading Recovery. Study methods and discourse analysis in terms of what has been done and future possibilities for teacher research.

Presenter: Catherine Compton-Lilly, Reading Recovery trainer, University of Wisconsin-Madison, Madison, WI

Learner Outcomes

- Increase understanding of research-based intervention and assessment practice.
- Use research examples to advocate for effective implementation.

#15 Teacher Leaders as Researchers

Examine research studies that support implementation of Reading Recovery and/or supportive classrooms. Time will be allotted for questions.

Presenters:

Janet Behrend, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

Lillian Sharon Cox, Reading Recovery teacher leader, Sitka Schools, Sitka, AK

Karen James, Reading Recovery teacher leader, Little Rock Schools, Little Rock, AR

Gaynell Jamison, Reading Recovery teacher leader, Southeast Arkansas Reading Recovery Consortium, Monticello, AR

Terri Pike, Reading Recovery teacher leader, Obion County Schools, Union City, TN

Wanda Curole, Reading Recovery teacher leader, Parkway Schools, Manchester, MO

Tammy Crouse, Reading Recovery teacher leader and principal, Poplar Bluff Schools, Poplar Bluff, MO

#28 Implementing a Comprehensive Literacy Model: Two Uniquely Different Approaches

Two models are examined in very different school systems. One school used data to improve their delivery of interventions. The other shows what is possible when a school team breaks with tradition and takes a new, bold step forward.

Presenters:

Mary Rosser, Reading Recovery trainer, University of Maine, Orono, ME

Janet Behrend, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

Other Research-Related Session

See #20: [Linking Research & Practice: Accelerative Teaching Results in Accelerative Achievement](#)

2009 Teacher Leader Institute & North American Leadership Academy Planning Committee

Committee Co-Chairs

Janet Behrend, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

Judy Embry, Reading Recovery trainer, University of Kentucky, Lexington, KY

Mary Jackson, Reading Recovery site coordinator, Fort Bend ISD, Sugar Land, TX

Strand Chairs

Advocacy & Communication

Garreth Zalud, Reading Recovery trainer, University of South Dakota, Vermillion, SD

Cathy Duvall, Reading Recovery teacher leader, Fort Bend ISD, Sugar Land, TX

Holly Mercado, Reading Recovery teacher leader, Spring Branch ISD, Spring Branch, TX

Comprehensive Literacy

Mary Rosser, Reading Recovery trainer, University of Maine, Orono, ME

Karen James, Reading Recovery teacher leader, Little Rock Schools, Little Rock, AR

Research & Data Analysis

Robert Schwartz, Reading Recovery trainer, Oakland University, Rochester, MI

Maribeth Schmitt, Reading Recovery trainer, Purdue University, West Lafayette, IN

Teaching & Learning

Mary Ann Poperad, Reading Recovery trainer, National-Louis University, Lisle, IL

Maryann McBride, Reading Recovery teacher leader, Clemson University, Clemson, SC

DLL Session

Cynthia Rodriguez, Reading Recovery trainer, Texas Woman's University, Denton, TX

Yvonne Rodriguez, Reading Recovery trainer, Texas Woman's University, Denton, TX

New TL Session

Gayla Kolb, Reading Recovery trainer, Southeast Missouri State University, Cape Girardeau, MO

Betsy Kaye, Reading Recovery trainer, Texas Woman's University, Denton, TX



Teaching & Learning Strand Sessions

#16 Learning to Look: Looking to Solve

Presents a framework for examining procedures for fostering the visual analysis of print to help teachers understand the different contexts and purposes of the teaching procedures in *Literacy Lessons Part Two*. (offered twice)

Presenter: Ann Ballantyne, Reading Recovery trainer, New York University, New York, NY

#17 Serving African American Students: Considerations and Concerns

Using stories of four African American children in Reading Recovery, explore what cultural and linguistic differences might mean for teaching reading. Considerations for sharing information about diversity with Reading Recovery teachers will be shared as well as connections to *Literacy Lessons*.

Presenter: Catherine Compton-Lilly, assistant professor, University of Wisconsin-Madison, Madison, WI

#18 The Importance of Spatial and Sequential Order in Taking Words Apart

Focus on attending to spatial and sequential order while taking words apart during reading and writing. Demonstrations will be shared from children's work examples.

Presenters:

Judy Embry, Reading Recovery trainer, University of Kentucky, Lexington, KY

Cindy Goldstein, Reading Recovery teacher leader, Jefferson County Public Schools, Louisville, KY

#19 Helping Teachers Make Good Decisions Based On Observation and Analysis

Examine analysis of teaching decisions derived from children's work. Discuss fostering better decision making on the part of teachers and teacher leaders.

Presenter: Maribeth Schmitt, Reading Recovery trainer, Purdue University, West Lafayette, IN

#20 Linking Research & Practice: Accelerative Teaching Results in Accelerative Achievement

Hear the results from a fall monitoring project that front-loaded teacher leader and teacher professional learning. Teacher leaders and teachers participated in data analysis, goal setting, and weekly monitoring to increase the number of students who successfully completed their fall series of lessons.

Presenters from Texas Woman's University, Denton, TX:

Reading Recovery trainers Anne Simpson and Yvonne Rodriguez

#21 Revitalizing Vintage Sites

Monitoring student progress and regular teacher visits do make a difference in program outcomes. Learn about vintage Reading Recovery sites that led to shifts in teacher and administrator understandings, and student outcomes.

Presenter from Texas Woman's University, Denton, TX:
Reading Recovery trainer Betsy Kaye

#22 Teaching English Language Learners in Reading Recovery: A Team Approach

Organize sessions that work for experienced Reading Recovery teachers, classroom teachers, and ESL teachers to provide a more collaborative approach to teaching ELL in Reading Recovery and during other parts of the school day.

Presenters from The Ohio State University, Columbus, OH:

Reading Recovery trainers Mary Fried and Emily Rodgers
Cheri Slinger, Reading Recovery teacher leader, Upper Arlington/South-Western Site, Columbus, OH

Learner Outcomes

- Enhance and refine the skills of teachers by increasing their understanding of literacy processing and working with the struggling learner.
- Enhance and refine the skills of teacher leaders in working with teachers who present particular challenges.
- Assist teacher leaders in designing and implementing high-quality ongoing professional development for trained and in-training Reading Recovery teachers.

#23 Teaching Decisions: Does Understanding Theory Make a Difference?

Explore Clay's theoretical concepts as they relate to powerful teaching decisions during Reading Recovery lessons. *Change Over Time* and both parts of *Literacy Lessons Designed for Individuals* will be used.

Presenter: Mary Fried, Reading Recovery trainer, The Ohio State University, Columbus, OH

#24 The Importance of Sequence: The Order in Which the Brain Attends to Information

The order in which the brain attends to information affects understanding, clarity, and effective, efficient processing. Consider various ways in which order and sequence play a role in reading and determining if a child has a sequencing problem. Learn how a child can develop habits of attending to story sequence, language structure/syntax, and sequential visual scanning.

Presenter: Salli Forbes, Reading Recovery trainer, University of Northern Iowa, Cedar Falls, IA

#25 Efficient Processing in Reading: What Does it Mean?

Explore what an efficient process is and looks like. Reflect on and explore factors that, as teachers, we need to consider. Videos of teaching and *Literacy Lessons* will be used.

Presenter: Sue Duncan, Reading Recovery trainer, Georgia State University, Atlanta, GA

#26 Effective Teaching and Learning Contexts for Reading Recovery Teachers

Set up effective teaching and learning contexts across the Reading Recovery professional development model. Use a theory-based framework in order to help teachers develop skilled decision-making systems. (offered twice)

Presenter: Nancy Anderson, Reading Recovery trainer, Texas Woman's University, Denton, TX

#27 Processing System in Action: Under Construction or Available?

Examine children's problem-solving activities through video analysis of early reading behaviors with keen observation, note taking, and instructional conversations among colleagues. Extend teachers' understandings of working systems and change over time in self-regulation.

Presenter: Gayla Kolb, Reading Recovery trainer, Southeast Missouri State University, Cape Girardeau, MO

Online-Only
Registration

SEE PAGE 10





Conference Facts

Getting There

Airport

Reagan National Airport in Washington, DC is the closest airport to the conference hotel, the Crystal Gateway Marriott. The hotel is just minutes from Reagan National Airport and offers a complimentary airport shuttle.

Ground Transportation

Complimentary airport shuttle service is provided from Reagan National Airport by the conference hotel. Shuttle service is available from 6:00 am–11:00 pm every day. The red and white shuttle vans have pick-up locations at Gates 5 and 9 outside Terminal A every 15 minutes. Use Crystal Gateway Marriott courtesy phone at the airport for questions. Washington, DC is serviced by the Metrorail subway system. The Crystal Gateway Marriott is located just above the Crystal City Station on the blue and yellow lines. Fares range from \$1.35 minimum–\$4.50 maximum, depending on time of day. Visit <http://www.wmata.com>.

Hotel and Location

Conference sessions will be held at the Crystal Gateway Marriott just outside of Washington, DC, in Arlington, Virginia. Note: There are other Marriott Hotels in close proximity to the Crystal Gateway Marriott with similar names. Please give the hotel name and address when making reservations. See page 10 for hotel reservations information.

At the Conference

Attire

Casual and comfortable attire with layers to suit air conditioned room temperatures. Business attire is appropriate for the Capitol Hill appointments on Thursday.

Meals

Lunch will be provided on Friday and Saturday. On Thursday, lunch will be on your own. All breakfasts and dinners are on your own. The Crystal Gateway Marriott offers two restaurants and is located near area restaurants.

Resource CD — Bring Your Laptop

All attendees will receive a CD containing the conference session handouts and resources. If you have a laptop computer, we recommend that you bring it to the conference to view the CD and make use of the resources during the sessions.

Exhibitors

A number of companies will be on hand to display their newest publications and products, including books authored by speakers. Exhibitors will be eager to greet attendees and share their products and services. The exhibits will be open on Friday from 7:30 am–4:30 pm, and Saturday from 7:30 am–12:30 pm.

Optional Activities

Area Attractions

The Smithsonian, Arlington National Cemetery, Washington Monument, and many other historical landmarks are easily accessed from Crystal Gateway Marriott metro stop. For information about sightseeing tours, contact the hotel concierge at 703-920-3230. For a comprehensive overview of tours and attractions, visit Washington's official tourism website, www.washington.org. A popular destination is the new Capitol Visitor Center. For more information, go to www.visitthecapitol.gov and see page 4 of this brochure.

Shopping

Pentagon City Mall, offering over 170 stores and restaurants, is located one Metro stop away. Crystal City Shops is an underground galleria of specialty shops and restaurants. It is located under the Crystal Gateway Marriott Hotel.

Evenings

To facilitate further networking of those attending the conference, no sessions will be scheduled during the evenings on Thursday–Saturday.



Welcome Reception—An Evening Event for All Conference Registrants

This year's welcome reception will be held on Wednesday from 5:30 pm–6:30 pm at the Crystal Gateway Marriott in Arlington, VA. In addition to the conference opening and overview, all newly trained Reading Recovery teacher leaders and trainers will be introduced. Refreshments will be served.

Questions About the Conference and Online Registration Process

Call RRCNA at 614-310-7340 or email conferenceinfo@readingrecovery.org.

Questions About Hotel Reservations

Call the Crystal Gateway Marriott at 703-920-3230.

Share This Information with Others

We encourage you to share conference information within your school system and with others. If you receive more than one registration brochure, please pass one on to a colleague or post one in your teacher's lounge.



Online-Only Registration and Hotel Information

If postmarked	By May 10, 2009	After May 10, 2009
Teacher Leaders <i>(This includes your Teacher Leader Registry fee)</i>	\$425	\$450
RRCNA Members	\$400	\$425
Non-Members	\$425	\$450
Descubriendo la Lectura Session	\$75	\$80
New Teacher Leader Session	\$35	\$45

Individuals and teams are invited to attend. **Teams of two or more participants from the same school** can register at the per person RRCNA member rate. **Discounted registration fee cut off date is May 10, 2009.** Be sure to keep a copy of your registration for your records.

Online-Only Conference Registration

Registration is online only at www.rrcna.org/conferences. You may register using any payment type including purchase order, check, or credit card. Note: If registering with a purchase order or check, you must mail in your purchase order or check, fax a copy of your payment, or scan and email a copy of your purchase order to the RRCNA registration office within 15 days. Your registration will not be processed until your purchase order or check has been received. Credit card payments are confirmed immediately after payment has been processed. Billed purchase order: purchase orders hold a registration but do not constitute payment. If you use a school purchase order (payable to RRCNA) you must comply with RRCNA payment terms. Your employer's purchase order must arrive by May 10, 2009, to obtain the early rate. After it has been received at the RRCNA office, an invoice will be sent. Upon receipt of this invoice, your employer must issue a payment for your registration. Mail purchase order or check to RRCNA TLI/NALA, 400 W. Wilson Bridge Rd., Suite 250, Worthington, OH 43085, or fax purchase order to 614-310-7342 or email to conferenceinfo@readingrecovery.org.

Hotel Reservations

Conference sessions will be held at the Crystal Gateway Marriott just outside of Washington, DC, at 1700 Jefferson Davis Highway, Arlington, VA 22202. Hotel reservations

can be made at hotel's website: www.marriott.com/hotels/travel/wasgw-crystal-gateway-marriott/. **The group code rrcrca must be entered in the Group code box** to receive the discounted rate of \$189/night double or single, plus approximately 10.25% tax. You may also make a reservation by calling 1-800-228-9290 or 703-920-3230; mention Reading Recovery to get the discounted rate. **Cut off date for room rate discount is May 18, 2009** (pending availability). Tax exemption may be received if the proper documentation is provided to the hotel prior to the conference. Contact the hotel directly about necessary documentation. Discounted room rates are available up to four days prior to and following the conference based on room availability. **Note: There are other Marriott hotels in close proximity to the Crystal Gateway Marriott with similar names. Please give the complete hotel name and address when making reservations.**

Reading Recovery Council of North America (RRCNA) Membership and Discount Registration

To thank all members of the Reading Recovery Council of North America for their support, a **discounted member rate** on the registration fee is available to all current RRCNA members and to all participants who join the Council or renew their membership when registering for the Institute. **Join RRCNA now to immediately receive registration fee discounts by completing the membership portion of the online registration.** To quickly find your RRCNA membership ID number, see your address label on the back of this booklet. Your ID number directly follows your name on the first line of the label.

Cancellations/Refunds

Refunds will be given if written notice is postmarked by May 10, 2009. There will be a \$50 accounting fee for all refunds. Refunds will not be issued after May 10, 2009. Please note that submission of this registration form is a commitment to pay the conference fee, regardless of weather conditions or other circumstances. No-shows will be invoiced and subject to collection for the full amount if written notice is not postmarked by May 10, 2009. Unpaid registrations (including no-shows) will necessitate barring registration for future Reading Recovery conferences, academies, and institutes sponsored by RRCNA. **Refunds will not be given after May 10, 2009.** Request for a change in registrant can be accommodated only if the new responsible party's payment has been received (purchase order does not constitute a payment).

Teacher Leader Award Nominations

Because we rely on a broad constituency for continued support and expansion of Reading Recovery, it is particularly important to publicly acknowledge individuals who have had a positive impact on the implementation and success of Reading Recovery. Individuals who are not Reading Recovery-trained are eligible for the Teacher Leader Award. **Please consider making a nomination this year. Awards will be presented on Friday during the Teacher Leader Institute.**

Nominees are judged based on the documentation supporting that

- the nominee is committed to expanding Reading Recovery and maintaining its high standards, and
- the nominee has made significant contributions to Reading Recovery implementation **beyond the local level.**

The nomination packet should contain a letter detailing the contributions of your nominee and signed by a teacher leader, and a collection of support letters from a range of people familiar with your nominee's contributions. Also include contact information for the primary nominator so that we can acknowledge receipt of your packet.

Complete nomination packets must be submitted by April 15, 2009 to:

Teacher Leader Awards Committee, RRCNA, 400 W. Wilson Bridge Rd., Suite 250, Worthington, OH 43085



Master Schedule and Planning Guide

2009 Teacher Leader Institute & North American Leadership Academy • June 10–13, 2009

All sessions will take place at the Crystal Gateway Marriott Hotel in Arlington, VA

Preliminary Schedule

Wednesday, June 10, 2009

8:00 am – 7:00 pm	Registration
9:00 am – 5:00 pm	Descubriendo la Lecture Teacher Leader Ticketed Session
3:00 pm – 5:00 pm	New Teacher Leader Ticketed Session
5:30 pm – 6:30 pm	Welcome Reception

Thursday June 11, 2009

7:30 am – 5:00 pm	Registration
8:00 am – 9:30 am	Conference Opening Session and Keynote Address by Alba Ortiz <i>Language, Literacy, Prevention, and Early Intervention: Connecting the Dots in Literacy Instruction for Linguistically Diverse Learners</i>
9:30 am – 10:00 am	Break
10:00 am – 11:30 am	Concurrent Sessions <i>(Choose one: #4, 10, 13, 16, 25, or 26)</i>
11:45 am	Depart for Capitol Hill and House Visits (use DC Metro system—lunch on your own) For those not making Capitol Hill visits, see session on implementation planning on page 4.

Friday, June 12, 2009

7:30 am – 4:30 pm	Exhibits Open
8:30 am – 9:30 am	Keynote Address by Gene Wilhoit <i>Reading in a Time of Accountability and Opportunity</i>
9:30 am – 10:00 am	Break
10:00 am – 11:30 am	Concurrent Sessions <i>(Choose one: #1, 7, 15, 17, 18, or 23)</i>
11:30 am – 1:30 pm	Lunch and Teacher Leader Awards
1:30 pm – 3:00 pm	Concurrent Sessions <i>(Choose one: #2, 6, 12, 16, 20, or 27)</i>
3:00 pm – 3:30 pm	Break
3:30 pm – 4:30 pm	General Session: Linda Dorn <i>Sustaining Focus in Challenging Times: Learning from Schools That Work</i>

Saturday, June 13, 2009

7:30 am – 12:30 pm	Exhibits Open
8:30 am – 10:00 am	Concurrent Sessions <i>(Choose one: #5, 9, 14, 19, 21, or 24)</i>
10:00 am – 10:30 am	Break
10:30 am – Noon	Concurrent Sessions <i>(Choose one: #3, 8, 11, 22, 26, or 28)</i>
Noon – 12:45 pm	Lunch and Wrap-Up Session
12:45 pm – 2:00 pm	General Session: Sandra Ortega <i>National Data Evaluation Center Update</i>
2:00 pm	Conference Adjourns

Select one concurrent session of your choice from each group (descriptions on page 5–8), then use this guide for quick and easy online registration at www.rrcna.org/conferences.

Thursday, June 11, 10:00 am–11:30 am

- # 4–Preparation for Capitol Hill: The Nuts & Bolts of Meeting with Elected Officials
- #10–Carefully Aligning Coaching Across the Response to Intervention Tiers
- #13–Teacher-Student Ratio: What’s the Right Balance?
- #16–Learning to Look: Looking to Solve (offered twice)
- #25–Efficient Processing in Reading: What Does it Mean?
- #26–Effective Teaching and Learning Contexts for Reading Recovery Teachers (offered twice)

Friday, June 12, 10:00 am–11:30 am

- # 1–The New Administration: What’s Ahead for Education and Literacy Initiatives?
- # 7–A Building Team Approach to Collaboration for Sustaining a District Vision
- #15–Teacher Leaders as Researchers
- #17–Serving African American Students: Considerations and Concerns
- #18–The Importance of Spatial and Sequential Order in Taking Words Apart
- #23–Teaching Decisions: Does Understanding Theory Make a Difference?

Friday, June 12, 1:30 pm–3:00 pm

- # 2–Case Studies in Effective Advocacy I
- # 6–Every Child, Every Day, Whatever it Takes
- #12–How Teacher Language Scaffolds the Development of Strategic Planning
- #16–Learning to Look: Looking to Solve (offered twice)
- #20–Linking Research & Practice: Accelerative Teaching Results in Accelerative Achievement
- #27–Processing System in Action: Under Construction or Available?

Saturday, June 13, 8:30 am–10:00 am

- # 5–Communications Tool Kit: Best Practices & Resources to Build Support
- # 9–Leadership From Within: Teachers as Agents of School Improvement
- #14–Qualitative Methods & Reading Recovery Research
- #19–Helping Teachers Make Good Decisions Based on Observation and Analysis
- #21–Revitalizing Vintage Sites
- #24–The Importance of Sequence: The Order in Which the Brain Attends to Information

Saturday, June 13, 10:30 am–Noon

- # 3–Case Studies in Effective Advocacy II
- # 8–Using Running Records as an RTI Progress Monitoring Tool
- #11–What Study of Correlations Between the OS and DIBELS Tells Us
- #22–Teaching English Language Learners in Reading Recovery: A Team Approach
- #26–Effective Teaching and Learning Contexts for Reading Recovery Teachers (offered twice)
- #28–Implementing a Comprehensive Literacy Model: Two Uniquely Different Approaches

June 10–13, 2009
Crystal Gateway Marriott Hotel • Arlington, VA
(metro DC)

2009 Teacher Leader Institute & North American Leadership Academy

Professional Development
for Individuals and
School Teams



Reading Recovery® Council
of North America

400 W. Wilson Bridge Road, Suite 250
Worthington, OH 43085

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PLEASE SHARE THIS INFORMATION WITH

- Reading Recovery teacher leaders
- Reading Recovery teachers, trainers, and site coordinators
- School administrators including principals, superintendents, and board members
- Classroom and Title I teachers
- Literacy coaches
- Curriculum and reading specialists
- Special education educators
- School teams

REGISTER ONLINE TODAY — www.rrcna.org/conferences