



2012 Reading Recovery Teacher Leader Institute

Bethesda North Marriott Hotel
North Bethesda, MD (metro DC)

June 20–23, 2012

Reading Recovery: Supporting Literacy Educators for Collaboration and Leadership

Featuring Sessions on

- *Teaching Teachers*
- *Teaching Children*
- *Collaboration*
- *Advocacy and Leadership*
- *IDEC Update*



Reading Recovery®

KEYNOTE SPEAKERS

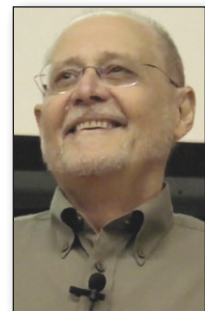
Richard Elmore

Gregory R. Anrig Professor
of Educational Leadership
at Harvard University



Ronald Gallimore

Distinguished Professor
Emeritus at UCLA





YOUR INVITATION to attend the 2012 Teacher Leader Institute & Leadership Academy

For Reading Recovery teacher leaders,* teachers, trainers, and site coordinators
school administrators, classroom and Title I teachers, literacy coaches, and reading and curriculum specialists

The 2012 Teacher Leader Institute & Leadership Academy offers ways to strengthen school and district-level early literacy intervention services, particularly the utilization of Reading Recovery professionals, across three major areas: Teaching and Learning; Advocacy and Leadership; and Collaboration. Each focus area will offer a range of stimulating sessions, providing participants with breadth and depth to explore their areas of interest. Thirty-two sessions present an exciting professional development opportunity for educators interested in accessing the latest thinking and most recent developments in early literacy education, including the use of technology in teaching. Each conference participant will have the opportunity to attend at least 10 sessions throughout the conference. Additionally Capitol Hill appointments will be made for all participants. To ensure that you have full access to the wide range of information shared at this conference, all attendees will receive online access to all conference session handouts and other resources.

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 that have recently implemented, long-standing sites, and those that are ready to expand implementation.

Individual as well as team participation is encouraged. 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, provinces or countries who collaborate in the implementation of Reading Recovery and early literacy intervention.

We look forward to seeing you there!

Janet Bufalino, Craig Dougherty, Floretta Thornton-Reid
Conference Co-Chairs

**The 2012 Teacher Leader Institute & Leadership Academy is required professional development for Reading Recovery teacher leaders.*

This conference provides in-depth professional development for individuals and teams and offers

2 Keynote Sessions

Richard Elmore and Ronald Gallimore

2 General Sessions

- Leadership, Culture, Reading Recovery, & School Improvement
- IDEC Update

28 Sessions focused on

- Advocacy and Leadership
- Collaboration
- Teaching and Learning
- Technology

Capitol Hill Appointments for Every Registrant

Exclusive Online Access to All Conference Resources

Full-Day Session for DLL Teacher Leaders

Session for New Teacher Leaders

Opening Reception

Literacy-related Exhibitors

What past attendees have said...

All the sessions worked together to give me a clear direction to build my site, not just make me feel good or hopeful. This was a well-planned, focused conference that built on what we know, helped me to reflect on what I need to do differently, and what I need to pay more attention to. This was an excellent conference.

Great conference, looking forward to implementing new learnings.

One of THE very BEST conferences I've attended! Each session built on the last, and each presenter had up to date information that extended information they have provided in the past year.

This was my first Academy and the Capitol Hill appointment with legislators experience was excellent.



KEYNOTE SPEAKERS

Richard Elmore

Gregory R. Anrig Professor of Educational Leadership and co-director of the Doctor of Education Leadership Program, Harvard University
Boston, MA



Establishing the Conditions to Successfully Implement Interventions: The Internal Coherence Project

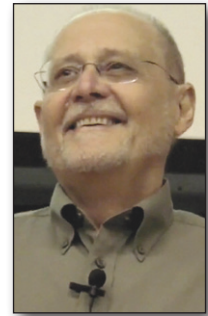
Thursday, June 21, 2012 — 8:45 am

How can educators summon the resources of their schools for the successful adoption of an instructional improvement strategy? Does the school have the level of readiness or “internal coherence” to implement and sustain an intervention? Learn about the Internal Coherence Assessment Protocol (ICAP) initiative, a project of the Strategic Education Research Partnership (SERP) being conducted in the Boston Public Schools. Internal coherence is assessed on three domains: leadership for instructional learning; organizational structures and processes; and efficacy beliefs among faculty. ICAP data provide a school profile, reflecting a specific school’s capacity to support deliberate improvements in instructional practice and student learning across classrooms. The profiles serve as a launch for a series of supports for building this capacity, tailored to the developmental needs of the school.

Dr. Elmore’s research focuses on the effects of federal, state, and local education policy on schools and classrooms. He is currently exploring how schools of different types and in different policy contexts develop a sense of accountability and a capacity to deliver high-quality instruction. Dr. Elmore has held positions with the Department of Health, Education, and Welfare and in the U.S. Office of Education (1969–1971), as well as several government advisory positions at the city, state, and national levels. He is co-author of *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* and author of *School Reform From the Inside Out: Policy, Practice, and Performance*.

Ronald Gallimore

Distinguished professor emeritus, UCLA
Los Angeles, CA



Why It’s So Hard to Sustain Teaching Improvements and What We Can Do About It

Friday, June 22, 2012 — 8:30 am

Even a cursory review of a century’s worth of research yields a depressing conclusion: many innovations and reforms have been tried, some worked, many didn’t, and even those that worked often did not endure. But much has been learned. There is reason for optimism that a science of performance improvement emerging in many fields is yielding lessons for educators.

Dr. Gallimore is the co-author, with Roland Tharp, of *Rousing Minds to Life: Teaching, Learning, & Schooling in Social Context*. Since 1983, he has conducted instructional improvement studies and is currently involved in researching the improvement of teaching at UCLA’s LessonLab Research Institute. His most recent publications include *You Haven’t Taught Until They Have Learned: John Wooden’s Teaching Principles and Practices* (with S. Nater); *Five Keys to Effective Teacher Learning Teams* (with B. Ermeling); *Moving the Learning of Teaching Closer to Practice: Teacher Implications of School-based Inquiry Teams* (with B. Ermeling, W. Saunders, and C. Goldenberg); and *Increasing Achievement by Focusing Grade-Level Teams on Improving Classroom Learning* (with W. Saunders and C. Goldenberg). Dr. Gallimore has received the Grawemeyer Award in Education, the IRA Albert J. Harris Award, and a University of California Presidential Award.

2012 Teacher Leader Institute & Leadership Academy Planning Committee

Committee Co-Chairs

Janet Bufalino, Reading Recovery trainer, Shippensburg University, Shippensburg, PA
Craig Dougherty, superintendent, Sheridan County School District #2, Sheridan, WY
Floretta Thornton-Reid, Reading Recovery trainer, Georgia State University, Atlanta, GA

Strand Chairs

Advocacy and Leadership

Judy Embry, Reading Recovery trainer, University of Kentucky, Lexington, KY
Jeri Mathes, Reading Recovery teacher leader, Sheridan County School District #2, Sheridan, WY

Teaching and Learning

Eva Konstantellou, Reading Recovery trainer, Lesley University, Cambridge, MA
Salli Forbes, Reading Recovery trainer, University of Northern Iowa, Cedar Falls, IA

Collaboration

Linda Dorn, Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR
Mary Ann Poparad, Reading Recovery trainer, National-Louis University, Lisle, IL

Technology Thread

Nancy Anderson, Reading Recovery trainer, Texas Woman’s University, Denton, TX

Descubriendo la Lectura (DLL) Session

Yvonne Rodríguez, Reading Recovery trainer, Texas Woman’s University, Denton, TX

New Teacher Leader Session

Clifford Johnson, Reading Recovery trainer, Georgia State University, Atlanta, GA
Garreth Zalud, Reading Recovery trainer, University of South Dakota, Vermillion, SD



Ticketed and General Sessions

All sessions will be held at the Bethesda North Marriott Hotel (metro DC)

Wednesday Ticketed Sessions

Wednesday, June 20 • 9:00 am – 5:00 pm

for Descubriendo la Lectura teacher leaders

This is a ticketed session, see page 11.

Making Maximum Use of Our Data

Chair and Presenter: Yvonne Rodríguez Reading Recovery trainer, Texas Woman's University

This interactive session will focus on the many ways data can be used to empower our teaching, professional development planning, teachers' goal setting, and advocacy efforts.

Wednesday, June 20 • 3:00 pm – 5:00 pm

For new and field-year teacher leaders who are completing their first year of training at their university training centers

This is a ticketed session, see page 11.

Co-Chairs and Facilitators: Clifford Johnson, Reading Recovery trainer, Georgia State University; Garreth Zalud, Reading Recovery trainer, University of South Dakota

New Teacher Leaders: Pertinent Issues

Leadership, Advocacy, and the Teacher Leader Role
Garreth Zalud

History and Discussion of Standards and Guidelines
Clifford Johnson

Preparing for Your First-Year Implementation: Perspectives of an Experienced Teacher Leader

Diane Stevens, teacher leader, Fremont Public Schools, NE

Overview of International Data Evaluation Center (IDEC)

Jeff Brymer-Bashore, IDEC director of IT and operations

Reading Recovery Council of North America: Support and Resources for Teacher Leaders

Jady Johnson, RRCNA executive director

General Sessions

Saturday, June 23 • 8:30 am - 10:00 am

Leadership, Culture, Reading Recovery, School Improvement: Bringing it All Together

Presenter: Jason Hillman, principal, Sheridan County School District #2, Sheridan, WY

Share in a school's journey from good to great and explore the actions, beliefs, and norms behind the success of a Professional Learning Community (PLC) school. Experience the school's culture change through leadership and the use of the PLC philosophy as an umbrella to teach Reading Recovery strategies schoolwide. Most importantly, you will learn that any school can accelerate learning and attain self-extended learners in the entire school.

Saturday, June 23 • 1:00 pm – 2:00 pm

International Data Evaluation Center Update

Presenter: Jeff Brymer-Bashore, director of IT and operations, International Data Evaluation Center

Learn about the changes to the IDEC website for the 2012–13 school year. Examine results and trends in the national data and provide Reading Recovery stakeholders updates on changes related to i3 data collection.

Capitol Hill Appointments for Every Registrant — Making the Most of Your Hill Visits

This conference offers the powerful opportunity to make your voice heard at the federal level. We encourage all attendees to meet with their member of Congress on Thursday afternoon, June 21. Appointments will be made with your U.S. senators' and representative's offices. **We highly recommend attending the "Making the Most of Your Capitol Hill Appointments" session on Wednesday, June 20. For your convenience, this 1-hour session is offered twice on Wednesday, at 4:00 pm and 6:00 pm.** At this session you will receive information on Thursday's legislative meetings and review the key messages to discuss. Participants will also receive leave-behind materials to give to their legislators and get transportation tips for the Metro. If you are unable to attend, you may pick up your materials at a table near the registration desk.

Presenters:

Ellen Fern, senior vice president, Washington Partners, LLC; Jady Johnson, RRCNA executive director; Eloise Hambricht-Brown, RRCNA president; Lindy Harmon, RRCNA Advocacy Committee chair; Clifford Johnson, RRCNA Advocacy Committee member; and Lou Ann Racher, RRCNA government relations assistant

Be sure to complete the Capitol Hill Appointments section on the online registration form so we can secure your appointments. Unless you select the "opt-out" option, RRCNA will automatically make Capitol Hill appointments for you. Transportation by taxi or Metro to and from Capitol Hill is the responsibility of each participant. Access to the Metro, which will take you to Union Station without changing trains, is located next to the hotel.



Advocacy and Leadership Strand Sessions

#1 Extending Your Influence to Strengthen Reading Recovery

The leadership role of teacher leader is crucial to the quality and longevity of Reading Recovery in a district or site. The panel will focus on ways that teacher leaders can strengthen their influence through leadership and advocacy decisions.

Presenters:

From Texas Woman's University, Denton, TX:

Billie Askew, Reading Recovery trainer emerita, and

Anne Simpson, Reading Recovery trainer

Suzanne DeWeese, Reading Recovery teacher leader, Emporia State University, Emporia, KS

Cathy Duvall, Reading Recovery teacher leader, Fort Bend ISD, Missouri City, TX

Mary Beth Stevens, Reading Recovery teacher leader, Jefferson County Public Schools, Louisville, KY

#2 Designing Schools for Effective Instruction

Gain additional insight into the Internal Coherence Project specifically targeted to administrators, and explore key concepts from the book *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* by City, Elmore, Fiorman, and Teitel (2009). *Instructional Rounds* is intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Principals, teachers, union leaders, and central office personnel collaborate to look at classroom instruction in a focused, systematic, purposeful, and collective way. Growing numbers of educators are using *Instructional Rounds* to look closely at what is happening in their schools' classrooms and to work together systematically to try to provide high-quality teaching and learning for all their children.

Presenter: *Richard Elmore, Gregory R. Anrig Professor of Educational Leadership and co-director of the Doctor of Education Leadership Program, Harvard University, Boston, MA*

#3 Using Implementation Data in Advocacy

This session will challenge you to consider how you can use data to advocate for Reading Recovery. Engage in thoughts and discussions around ways that data may be used to advocate with policymakers, elected officials, and stakeholders in a challenging political and economic atmosphere.

Presenters:

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

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

LEARNER OUTCOMES

- Acquire leadership skills crucial to maintaining and strengthening Reading Recovery in your district or site.
- Strengthen your advocacy efforts with proven techniques to impact policymakers and elected officials.
- Communicate directly with your congressional offices on literacy issues.

#4 The 2012 Election and Implications for Education Policy and Funding

The 2012 election promises to be particularly interesting. With a close race for the White House and uncertainty about who will be in the majority in both the House and Senate, the stakes are high for education advocates. Experts in education finance and representatives from key education constituencies discuss the current climate and their predictions for the 113th Congress.

Presenters:

Ellin Nolan, president, Washington Partners, LLC

Joel Packer, executive director, Committee for Education Funding

Noelle Ellerson, assistant director of policy analysis and advocacy, American Association of School Administrators

Kelly Pollitt, director of advocacy, policy and special projects, National Association of Elementary School Principals

Adam Ezring, senior advocacy associate, Council of Chief State School Officers

#5 Leading the Leaders: They're a Reflection of You!

Strong leaders make a difference by doing things differently. Find out how to identify leaders and change agents, use the new marketing website and other campaign resources, and grow Reading Recovery across the nation. See examples, hear experiences from the field, and problem solve with colleagues.

Presenters:

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

Marsha Studebaker, RRCNA director of communications

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

Mary Beth Stevens, Reading Recovery teacher leader, Jefferson County Public Schools, Louisville, KY

Amy Smith, Reading Recovery teacher leader, Madison County Public Schools, Richmond, KY

Members of the Reading Recovery Council of Massachusetts



Collaboration Strand Sessions

#6 Reading Recovery's Alignment with CCSS: One State's Collaborative Approach

In support of Arkansas's move to implement CCSS, teacher leaders continue to improve one-on-one instruction while supporting small-group interventions by providing professional development, collaborating with classroom teachers and interventionists, and sharing responsibility for literacy development within the school.

Presenters:

From University of Arkansas at Little Rock, Little Rock, AR:

Janet Behrend, Reading Recovery trainer

Patsy Conner, Reading Recovery teacher leader

Stephanie Copes, Reading Recovery teacher leader/literacy specialist

Sharon Gates, Reading Recovery teacher leader, literacy specialist, Arkansas Department of Education Walnut Ridge Education Cooperative

Gaynell Jamison, Reading Recovery teacher leader, Southeast Reading Recovery Consortium

Rhonda Taylor, Reading Recovery teacher leader, Northcentral Educational Service Cooperative

#7 Comprehensive Literacy: Creating a Learning Environment That Makes Sense for the Child

Learn how to create the environment for a comprehensive literacy approach. Video clips will be shared showing the work Kentucky schools are doing to develop a team approach that keeps the child at the center of the literacy conversation.

Presenters:

Karen Birdwhistell, Reading Recovery teacher leader and literacy coach, University of Kentucky, Lexington, KY

Mary Beth Stevens, Reading Recovery teacher leader and literacy coach, Jefferson County Public Schools, Louisville, KY

#8 Utilizing Intervention as a Professional Development Model

Research has found that teacher collaboration around student learning is central to school improvement. Explore how collaborative assessment, planning, and delivery of intervention can serve as a powerful model for professional learning. Details will be provided on how one large school district implemented a comprehensive layered approach, including training for special education teachers and a districtwide plan for increasing the literacy achievement of all children.

Presenters:

From Spokane Public Schools, Spokane, WA:

Molly Bozo, Reading Recovery teacher leader and literacy district and intervention coach

Linda Wert, special programs coordinator and literacy district and intervention coach

#9 Using Technology for Teacher Collaboration Across Multiple Sites

This session will describe how trainers and teacher leaders are using technology for professional development and collaboration across multiple sites. Specific details will be shared on how they are integrating a variety of technological tools for training teachers.

Presenters:

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

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

Floretta Thornton-Reid, Reading Recovery trainer, Georgia State University, Atlanta, GA

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

#10 School Reform That Actually Works: Professional Learning Communities and Reading Recovery

This session will demonstrate how a Reading Recovery teacher became an integral part of a Professional Learning Community school to create a comprehensive literacy program. This program elevated all teachers, paraprofessionals, and the principal into a collaborative team of educators intensely focused on student learning.

Presenters:

From Sheridan Schools, Sheridan, WY:

Martha Eberhart, Reading Recovery teacher

Molly Kinsey, literacy specialist

Jason Hillman, principal

#11 Implementing RTI and Staffing Reading Recovery in Difficult Economic Times

School administrators, site coordinators, and teacher leaders who have successfully implemented Reading Recovery as part of their RTI approach describe how their schools flexibly allocate time and staff for Reading Recovery instruction without the cost of adding full-time teaching staff.

Presenters:

Mary Lose, Reading Recovery trainer, Oakland University, Rochester, MI

From Fort Bend ISD, Sugar Land, TX:

Cathleen Duvall, Reading Recovery teacher leader

Mary Jackson, Title I director/Reading Recovery site coordinator

From Cambridge Public Schools, Cambridge, MA:

Janice Tingle, coordinator of English language arts

Mary Grassi, Title I Director/Reading Recovery site coordinator

Michael Buonaiuto, Reading Recovery teacher leader

#12 Coaching Conversations: What Do They Look and Sound Like?

Examine a cognitive apprenticeship model of literacy coaching. Video clips of pre- and post-conferences with two literacy coaches, and a Grade 3 teacher during the writing workshop will be shared.

Presenter:

Marcia Nye Boody, director, Maine Partnerships in Comprehensive Literacy and literacy coach trainer, University of Maine, Orono, ME

#13 Collaboration, Professional Development and Planning: Maximizing Your Funding and Resources for Literacy Improvement

Collaboration, professional development, and a comprehensive literacy plan with Reading Recovery as a foundation are the cornerstones of the Ozark Missouri School District improvement plan. The Ozark Schools leadership team will share the district's RTI plan with a focus on Reading Recovery, small groups, and special education.

Presenters:

From Ozark Schools, Ozark, MO:

Karen Scott, director of federal programs

Phyllis Wolfram, director of special services

Linda Fugate, Reading Recovery teacher leader

#14 Combatting "Reading Recovery is Too Expensive to Sustain!"

Learn how one Midwestern district sustained and strengthened their Reading Recovery and Comprehensive Literacy Model (CLM) framework in spite of consecutive years of significant budget cuts. The information and collaborative efforts that will be shared will inspire and inform anyone who is working to sustain a Reading Recovery and CLM model.

Presenters:

From Quincy Public Schools, Quincy, IL:

Patricia Sullivan-Viniard, assistant superintendent

Mickey Elliott, Reading Recovery teacher leader

LEARNER OUTCOMES

- Develop productive relationships with key stakeholders throughout the network.
- Learn how technology can support professional learning communities across multiple sites.
- Learn how to sustain effective school improvement initiatives.
- Maintain high academic standards for all students and educators through collaborative planning processes.

#15 Using Reading Recovery as the Foundation to Collaboratively Launch Literacy Initiatives

Participants will learn about a school district's use of Reading Recovery practices and professionals to expand interventions and enhance professional development opportunities for non-Reading Recovery professionals in order to increase student literacy achievement.

Presenters:

Journey Swafford, Reading Recovery teacher leader, Anderson County School District, TN

Floretta Thornton-Reid, Reading Recovery trainer, Georgia State University, Atlanta, GA

Teacher Leader Scholarship Recipients

Two generous donors have recognized the importance of the teacher leader and helped underwrite the cost of training for three new teacher leaders. The awards of \$15,000 each were paid to districts and training sites to assist with the cost of training.



Hameray Publishing Group and the Yuen Family Foundation

The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today's educators. Combining a sound research-based approach with cutting-edge classroom solutions, Hameray has developed literacy materials for struggling readers as well as those reading at grade level. The Yuen Family Foundation—a private charitable organization—in conjunction with Hameray Publishing Group funded two \$15,000 teacher leader scholarships and will donate books (\$1,000 value) to the newly trained teacher leaders for use in their teaching. The recipients are **Catherine Champon**, Lewisville Independent School District, Flower Mound, TX, training at Texas Woman's University; and **Jeff Williams**, Solon City Schools, Solon, OH, training at The Ohio State University.

Pioneer Valley Books

Based in Amherst, MA, Pioneer Valley Books is an educational publishing company dedicated to producing the highest-quality books for early literacy learners. Pioneer Valley Books funded one \$15,000 teacher leader scholarship and will donate Pioneer Valley books (\$1,000 value) to the newly trained teacher leader for use in teaching or training. The recipient is **Shari Hansen**, Northwest Area Education Agency, Sioux City, IA, training at the University of Northern Iowa.



Teaching and Learning Strand Sessions

#16 Continuing the Conversation: Professional Development and Support for Trained Teachers

Trained Reading Recovery teachers strive to refine their teaching expertise, improve student outcomes, advocate for the intervention in their school and community, and impact the school learning environment more generally. How can we best support them to achieve these goals?

Presenters:

From New York University, New York, NY:

Ann Ballantyne, Reading Recovery trainer

Paula Bennet, Reading Recovery trainer

#17 Roaming Around the Known: A Foundation for Accelerated Learning

Learn how to maximize interaction during Roaming Around the Known to provide opportunities for the child's accelerated learning throughout the series of lessons. Presenters will focus on close observation and collaborative interaction between teacher and student.

Presenters:

Connie Briggs, Reading Recovery trainer, Texas Woman's University, Denton, TX

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

#18 Teaching Reading Recovery Students Using Technology: What Are the Possibilities?

During this working session, we will investigate the possibilities of using technology to support children receiving Reading Recovery lessons. Our investigation will take us into LLI, LLII, and OS to find support for alternative modalities with procedures that call for movement and touch. Also ideas on using iPads with students in some areas of a Reading Recovery lesson will be shared.

Presenters:

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

Julie Konjoian, Reading Recovery teacher leader, Allentown Area School District, Allentown, PA

#19 'Checkpoints' on Teaching and Learning

The learning and understandings of literacy processing of each Reading Recovery teacher impacts student progress. 'Checkpoints' will be presented as an efficient and effective process for teacher leaders to use as a tool when analyzing teachers' understandings that impact teaching decisions and student progress.

Presenter:

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

#20 A Frustrating Search for a Scalable Alternative to Conventional Forms of Classroom Discourse

Beginning with the Kamehameha Elementary Education Project (KEEP) lab school, this session describes and analyzes a five-decade search for a form of classroom discourse that blends instructional and conversational features. Video and transcript excerpts will be used to ground discussion of issues.

Presenter:

Ron Gallimore, distinguished professor emeritus, UCLA, Los Angeles, CA

#21 Predictions of Progress: Making This Process Work!

This session will discuss the processes involved in an engaged, lively use of predictions of progress used to improve teaching, with a focus on how teacher leaders can work with Reading Recovery teachers for improved understanding and application.

Presenter:

Sharan Gibson, Reading Recovery trainer, San Diego State University, San Diego, CA

#22 Capitalizing on Your Investment: Boosting Teacher Effectiveness

Supporting teachers' growing understanding of literacy learning and helping them refine their teaching can be a pleasure and a challenge. Sometimes our work with long-time Reading Recovery teachers requires more intensive effort and specially designed experiences. We will share ways we have worked with less-effective teachers to get positive shifts in learning.

Presenters:

From North Little Rock School District, Little Rock, AR:

Betsy Kaye, Reading Recovery teacher leader

Gretchen McCoy, Reading Recovery teacher leader

#23 Oral Language Development: Theory Into Practice

Vygotsky discussed the concept that language reflects thought. This session will provide an overview of the research on the foundational and instructional importance of oral language, identify participation structures that foster oral language development and equity, and support teachers in understanding the reciprocity between oral language, reading and writing.

Presenter:

Adria Klein, Reading Recovery trainer, Saint Mary's College of California, Yucaipa, CA

#24 Contingent Responding in Early Lessons: Support for the Development of an Effective Literacy Processing System

"Teaching the lowest-performing learners is difficult. Because no two children ever respond quite the same, teachers of the lowest-performing children must be the most tentative, skilled, and responsive in their interactions with children" (Lose, 2007). We will explore contingent responding on the part of the teacher in early Reading Recovery lessons, in particular the teacher's arrangement of opportunities for the child's learning and her use of language. Lessons transcripts and video examples will help us reflect on the decisions we make in support of the development of a literacy processing system for children.

Presenters:

From Oakland University, Rochester, MI:

Mary Lose, associate professor

Kathy Fleet, Reading Recovery teacher leader

Maeghan McCormick, Reading Recovery teacher leader, Jackson County Intermediate School District, Jackson, MI

LEARNER OUTCOMES

- Enhance and refine the skills of Reading Recovery professionals by increasing their understanding of literacy processing and working with the struggling reader.
- Assist teacher leaders in designing and implementing high-quality ongoing professional development for trained and in-training Reading Recovery teachers.
- Enhance the skills of developing and sustaining effective teacher learning teams.

#25 "Let's Talk:" Deepening Teacher Understanding of ELL Learners

This interactive session will examine student records to identify critical elements in second language acquisition and how they might manifest themselves in children's processing. To assist Reading Recovery/DLL teachers on what and how to support the ELL student's next leap forward in their literacy processing, running records and writing samples will be used as glimpses into what aspects of language individual students are using. What and how to support student's next leap forward in their literacy processing will be explored.

Presenter:

Yvonne Rodriguez, Reading Recovery/Descubriendo la Lectura trainer, Texas Woman's University, Denton, TX

2012 Teacher Leader Award Nominations

What is the Teacher Leader Award?

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. Awards will be presented on Friday, June 22, 2012, in North Bethesda, MD, during the Teacher Leader Institute.

Eligibility

Nominees are judged based on the documentation supporting that the nominee

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

Nomination Process — Follow These Steps

The nomination packet must contain a letter, signed by a teacher leader, detailing the contributions of your nominee with specific examples based on the above criteria. Each nomination must also include a collection of no more than six support letters. These letters, from a range of people familiar with your nominee's contributions, must also demonstrate with specific examples, the nominee's work based on the above criteria. Each packet should include contact information for the primary nominator so that we can acknowledge receipt of your packet. **Read and follow the award guidelines at right.**

Award Guidelines

The award will be based on advocacy and/or impact. As such, how has the landscape of the state or field changed because of this nominee's influence? Letters supporting the nominee must show evidence of the following criteria and examples:

Commitment to High Standards of Reading Recovery

- Maintaining and advocating for standards and guidelines
- Upholding rigor in data collecting
- Reiterating the centrality and unique nature of professional development as the reason Reading Recovery is the best intervention

Expansion of Reading Recovery

- Capacity to reach increasing numbers of students—working toward full implementation
- Increased numbers of Reading Recovery teachers
- Increased numbers of teacher leaders
- Increased numbers of training centers
- Advocacy efforts (such as "open door policy" model for other sites in the region, state, etc.)

Significant Contributions to Reading Recovery Beyond the Local Level

Significant Contributions

- Expansion, advocacy, publicity, financial contributions and/or securing funding sources

Beyond the Local Level

- In addition to the expectations of one's job description
- Beyond the confines of one's job level (i.e., if a building principal, must expand beyond the building level; if a superintendent, must expand Reading Recovery capacity beyond district level; if a state commissioner, beyond state level)

Complete nomination packets must be submitted by March 15, 2012 to:

Teacher Leader Awards Committee, RRCNA, 500 W. Wilson Bridge Rd., Suite 250, Worthington, OH 43085

OR email the entire packet to conferenceinfo@readingrecovery.org



CONFERENCE FACTS

Hotel and Location

The Institute will be held at Bethesda North Marriott Hotel, 5701 Marinelli Rd., North Bethesda, MD 20852. Located in the metropolitan Washington, DC area, it is 23 miles from Ronald Reagan Washington National Airport, 25 miles from Washington Dulles International Airport, and 36 miles from Baltimore/Washington International Thurgood Marshall Airport. The closest Metro Station (subway) is the White Flint Station located at 5500 Marinelli Rd., about one block from the hotel. Hotel phone number is 1-800-266-9432. The hotel does not have a shuttle service.

Travel/Transportation

Ronald Reagan Washington National Airport (DCA)

Metro fee: \$5 (one way)

Metro directions: Take Blue Line towards Largo Town Center Metro Station and get off at Metro Center. Then take Red Line towards Shady Grove Metro Station and get off at White Flint Metro stop. Proceed to exit and take the underpass under road 355. Hotel is straight ahead.

Taxi estimated fare: \$55 (one way)

Alternate transportation: Martin's Sedan and Limo Service; fee \$60 (one way) reservation required. Phone 888-848-9393.

Washington Dulles International Airport (IAD)

Shuttle coach and Metro: There is no direct Metro service at Dulles Airport; you must be transported to the Metro by shuttle coach. Shuttle coach fee is \$10 one way (\$18 round trip) and Metro fee \$5 one way. The Washington Flyer Coach Service operates between Dulles Airport and the West Falls Church Metro Station. Take the Metro Orange line toward New Carrollton Metro Station. Exit at the Metro Center Station. Then take the Red Line towards Shady Grove Metro and exit at the White Flint Metro Stop. Travel time between Washington Dulles International Airport and the Metro West Falls Church Station averages 30 minutes.

Taxi: Estimated fare \$60 (one way)

Alternate transportation: Martin's Sedan and Limo Service fee \$70 (one way) reservation required. Phone 888-848-9393.

Baltimore/Washington International Thurgood Marshall Airport (BWI)

Train: Amtrak or MARC. Amtrak and MARC trains provide service to and from the BWI Marshall Rail Station to Metro Union Station. Estimated fare Amtrak \$11; MARC \$6 (runs less often than Amtrak). Estimated travel time 30 minutes. Take the free shuttle bus from the airport terminal to either train station. Exit at Metro Union Station and take the Red Line towards Shady Grove Metro. Get off at White Flint Metro Stop. MARC train only operates Monday-Friday.

Taxi: Estimated fare \$70 (one way)

Alternate transportation: Martin's Sedan and Limo Service fee \$80 (one way) reservation required. Phone 888-848-9393.

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

Bagels and coffee will be offered Thursday-Saturday mornings. Lunch will be provided on Friday and Saturday. Dinners are on your own. The Bethesda North Marriott offers two restaurants and is located near other area restaurants. The Meritage, open 6:00 am-10:00 pm weekdays and 7:00 am-10:00 pm weekends, serves breakfast, lunch, and dinner. On The Rocks is open daily at 2:00 pm.

Exhibitors

The Council has invited a number of leading educational publishers to exhibit at the Institute. They will be eager to greet attendees and showcase their latest books and services. The exhibits will be open from 7:30 am-4:00 pm Friday and 7:30 am-1:00 pm Saturday.

Optional Activities

Area Attractions

Many U.S. historic sites, monuments, and museums located in Washington, DC, such as the Smithsonian, Arlington National Cemetery, Washington Monument, and other landmarks are easily accessed from White Flint Metro Station. For information about sightseeing tours and attractions, visit Washington's official tourism website, www.washington.org.

Shopping

White Flint Mall, located 1.5 blocks south of the White Flint Metro Station, is an upscale shopping mall anchored by Bloomingdale's, Lord & Taylor, Borders Books and Music, H&M, Banana Republic, and Pottery Barn. The mall also has a movie theater and several restaurants including Dave and Busters, Cheesecake Factory, Bertucci's, and P.F. Chang's.

Evenings

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

Questions

About the Conference and Online Registration Process

Call RRCNA at 614-310-7340

or email conferenceinfo@readingrecovery.org

About Hotel Reservations

Call the Bethesda North Marriott Hotel at 1-800-266-9432

Welcome Reception — An Evening Event for All Conference Registrants

This is the official kick-off to the conference. A short program will include a conference overview and introductions of new teacher leaders and trainers. The reception will be held on Wednesday, June 20, from 5:00 pm – 6:00 pm at the Bethesda North Marriott. A nametag is required for this event. Guests of registrants may register to attend the reception for \$20, payable in advance with this registration or on site. Refreshments will be served.





REGISTRATION AND HOTEL INFORMATION

| If postmarked | By May 10, 2012 | After May 10, 2012 |
|---|-----------------|--------------------|
| Teacher Leaders <i>(This includes your \$25 Teacher Leader Registry fee)</i> | \$460 | \$485 |
| Trainers | \$330 | \$355 |
| RRCNA Members and teams of two or more* | \$435 | \$460 |
| Non-Members | \$475 | \$500 |
| 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 cutoff date is May 10, 2012. Be sure to keep a copy of your registration for your records.

Online-Only Conference Registration

Registration is online only at <http://www.readingrecovery.org/conferences/TLI/index.asp>. 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 submit it to the RRCNA registration office within 15 days of registering. Your registration will not be processed until your purchase order or check has been received. Credit card payments are confirmed immediately. 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, 2012, to obtain the early rate. After the purchase order 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: RRCNA TLI/LA, 500 W. Wilson Bridge Rd., Suite 250, Worthington, OH 43085; Fax 614-310-7342; Email conferenceinfo@readingrecovery.org

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.**

Cancellations/Refunds

Refunds will be given if written notice is postmarked by May 10, 2012. There will be a \$50 accounting fee for all refunds. Please note that submission of the registration form is a commitment to pay the Institute fee, regardless of weather conditions. No-shows will be invoiced and subject to collection for the full amount if written notice is not postmarked by May 10, 2012. 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, 2012.** Request for a change in registrant can be accommodated only if the new responsible party's payment has been received.

Hotel Reservations

Bethesda North Marriott Hotel room rates are \$179 single or double, plus 13% tax. To make a reservation online, go to: <http://www.readingrecovery.org/conferences/TLI/index.asp> and click on RESERVE A ROOM then select "Attendee" in the guest type box. Or make a reservation by phone, dial 1-800-266-9432 and mention that you are attending the 2012 Teacher Leader Institute & Leadership Academy, June 20–23 to receive the discounted rate.

Discount rates are subject to room availability and cannot be guaranteed if the room block runs out before May 31, 2012. Reservation requests received after the cutoff date will be based on availability at the hotel's prevailing rates. When making a room reservation, inquire about the hotel's cancellation policy. Contact the hotel directly for tax exemption questions and procedures. Check in time is 4:00 pm and check out time is 12:00 pm.

Team Participation is Encouraged!

Attendance will benefit school systems in varying stages of Reading Recovery implementation. This includes those in an information gathering stage, school systems that have recently implemented Reading Recovery, established school systems, and those ready to expand implementation. If you are attending with a team, each member may attend a different session and gain perspectives to share with the whole group. **Teams of two or more from the same school receive the discounted member registration fee.**



CONFERENCE SCHEDULE AND PLANNING GUIDE

All sessions take place at the Bethesda North Marriott Hotel in Maryland

PRELIMINARY SCHEDULE SUBJECT TO CHANGE

Wednesday, June 20, 2012

- 8:00 am – 7:00 pm Registration
- 9:00 am – 5:00 pm Descubriendo la Lectura Teacher Leader Ticketed Session
- 3:00 pm – 5:00 pm New Teacher Leader Ticketed Session
- 4:00 pm – 5:00 pm Recommended Optional Advocacy & Leadership Session on the Nuts and Bolts of Meeting with Elected Officials
- 5:00 pm – 6:00 pm Welcome Reception
- 6:00 pm – 7:00 pm Recommended Optional Session Repeated

Thursday, June 21, 2012

- 7:30 am – 5:00 pm Registration Open
- 7:30 am – 8:30 am Breakfast Break
- 8:30 am – 8:45 am Welcome and Overview
- 8:45 am – 10:00 am **Keynote Address by Richard Elmore**
Establishing the Conditions to Successfully Implement Interventions: The Internal Coherence Project
- 10:00 am – 10:30 am Break
- 10:30 am – Noon **Concurrent Sessions on Advocacy & Leadership**
(Choose one: #1, #2, #3, #4, #5)
- Noon – 1:30 pm Depart for Capitol Hill Senate and House Appointments
- 1:30 pm – 4:30 pm Capitol Hill Appointments

Friday, June 22, 2012

- 7:30 am – 8:30 am Breakfast Break
- 7:30 am – 4:30 pm Exhibits Open
- 8:30 am – 9:45 am **Keynote Address by Ronald Gallimore**
Why It's So Hard to Sustain Teaching Improvements and What We Can Do About It
- 9:45 am – 10:15 am Break
- 10:15 am – 11:45 am **Concurrent Sessions from Teaching & Learning and Collaboration Strands**
(Choose one: #12, #15, #17, #20, #22)
- Noon – 1:30 pm Lunch and Teacher Leader Awards
- 1:30 pm – 3:00 pm **Concurrent Sessions from Teaching & Learning and Collaboration Strands**
(Choose one: #7, #8, #13, #16, #24)
- 3:00 pm – 3:30 pm Break
- 3:30 pm – 5:00 pm **Concurrent Sessions from Teaching & Learning and Collaboration Strands**
(Choose one: #6, #14, #18, #19, #23)
- 5:00 pm – 6:00 pm UTC Caucuses

Saturday, June 23, 2012

- 7:30 am – 8:30 am Breakfast Break
- 7:30 am – 1:00 pm Exhibits Open
- 8:30 am – 10:00 am **General Session: Jason Hilman**
Leadership, Culture, Reading Recovery, School Improvement: Bringing It All Together
- 10:00 am – 10:30 am Break
- 10:30 am – Noon **Concurrent Sessions from Teaching & Learning and Collaboration Strands**
(Choose one: #9, #10, #11, #21, #25)
- Noon – 1:00 pm Lunch and Wrap-Up Session
- 1:00 pm – 2:00 pm **General Session: Jeff Brymer-Bashore**
International Data Evaluation Center Update
- 2:00 pm Conference Adjourns

Select one session of your choice from each group (descriptions on pages 4–9), then use this guide for quick and easy online registration at <http://www.readingrecovery.org/conferences/TLL/index.asp>

Wednesday, June 20, Recommended Optional Session

- Making the Most of Your Capitol Hill Appointments
- 4:00 pm OR 6:00 pm

Thursday, June 21, 10:30 am – Noon

- # 1 Extending Your Influence to Strengthen Reading Recovery
- # 2 Designing Schools for Effective Instruction
- # 3 Using Implementation Data in Advocacy
- # 4 The 2012 Election and Implications for Education Policy and Funding
- # 5 Leading the Leaders: They're a Reflection of You!

Friday, June 22, 10:15 am – 11:45 am

- #12 Coaching Conversations: What Do They Look and Sound Like?
- #15 Using Reading Recovery as the Foundation to Collaboratively Launch Literacy Initiatives
- #17 Roaming Around the Known: A Foundation for Accelerated Learning
- #20 A Frustrating Search for a Scalable Alternative to Conventional Forms of Classroom Discourse
- #22 Capitalizing on Your Investment: Boosting Teacher Effectiveness

Friday, June 22, 1:30 pm – 3:00 pm

- # 7 Comprehensive Literacy: Creating a Learning Environment That Makes Sense for the Child
- # 8 Utilizing Intervention as a Professional Development Model
- #13 Collaboration, Professional Development, and Planning: Maximizing Your Funding and Resources for Literacy Improvement
- #16 Continuing the Conversation: Professional Development and Support for Trained Teachers
- #24 Contingent Responding in Early Lessons: Support for the Development of an Effective Literacy Processing System

Friday, June 22, 3:30 pm – 5:00 pm

- # 6 Reading Recovery's Alignment With CCSS: One State's Collaborative Approach
- #14 Combatting "Reading Recovery is Too Expensive to Sustain"
- #18 Teaching Reading Recovery Students Using Technology: What Are the Possibilities?
- #19 'Checkpoints' on Teaching and Learning
- #23 Oral Language Development: Theory Into Practice

Saturday, June 23, 10:30 am – Noon

- # 9 Using Technology for Teacher Collaboration Across Multiple Sites
- #10 School Reform That Actually Works: Professional Learning Communities and Reading Recovery
- #11 Implementing RTI and Staffing Reading Recovery in Difficult Economic Times
- #21 Predictions of Progress: Making the Process Work!
- #25 "Let's Talk:" Deepening Teacher Understanding of ELL Learners