

Event Registration Link: <https://www.eventbrite.com/e/summer-symposium-elevate-unite-achieve-tickets-111960342398>

Keynote Presentation: The Impact of Language Variation on Development: What Do We Know?

Language and reading assessment results are predicated upon our knowledge of child and adolescent development. Our determination of whether a child is performing within or outside of developmental expectations is based upon a large evidence base focused on acquisition and development of both language and reading skills. How much do we know about the impact of child-level differences on these expectations? This presentation will focus on our current understanding of the potential impact of linguistic differences on language and reading outcomes of African American children growing up in poverty.



Dr. Julie Washington, PhD

Dr. Julie Washington, PhD is a Professor and Chair of the Department of Communication Sciences and Disorders in the College of Education and Human Development at Georgia State University (GSU) in Atlanta, GA (USA). She is also Co-Director of the Center for Research on the Challenges of Acquiring Language and Literacy, a unique Center focused on language and literacy research in high risk urban, and impaired populations. Currently, Dr. Washington's research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on understanding the role of cultural dialect in the identification of reading disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading and early language skills for children growing up in poverty. Dr. Washington directs the Georgia Learning Disabilities Research Innovation Hub funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development.

Why the Science of Reading Needs the Science of Automaticity

Traditionally, reading assessments have been designed to evaluate the critical outcome variables associated with the five pillars. The results allow educators to focus on what students need to improve their performance on these outcome variables. The emphasis on WHAT must be learned has eclipsed HOW it must be learned to be successfully used. This phenomenon may be responsible for keeping the NAEP curve constant for many challenged readers.

Dr. Carolyn Brown will discuss her work with a team of cognitive scientists at the University of Iowa that successfully brings together the "What" and the "How" in an approach to address and assess *automaticity* of word recognition. She will discuss why the successful integration of the science of learning and the science of reading impacts readers from elementary to middle school—especially those who struggle to read. This information is particularly relevant as students return to school this fall following early COVID dismissal.



Over the past 30 years, **Carolyn Brown** has co-founded and led three companies - each focused on optimizing student learning and facilitating access to literacy for all children. Her work over the past decade, in collaboration with a team of cognitive scientists and reading researchers at the University of Iowa, has focused on developing a coherent, practical and effective approach to define and impact automaticity in word recognition, a gateway to fluency and comprehension. The work has resulted in the development and validation of the Foundations Learning System. The system integrates an online, validated diagnostic of decoding knowledge and automaticity into a personalized, online instructional curriculum that enhances automatic word recognition, fluency, and comprehension.

The development and validation of the assessment tools were funded by the Institute of Education Sciences. Brown serves as President of Foundations in Learning and is an adjunct professor in the Department of Communication Sciences and Disorders at the University of Iowa.

Conquer Dyslexia with Powerful Intervention In-person and Virtually

Our understanding of dyslexia has greatly expanded over the past decade, due in large part to the newest technologies being used by researchers to study the complex brain functions involved in reading and writing. This session will provide an overview of the newest research on dyslexia and addresses the many myths that persist in our understanding of this neurological disorder. The importance of early identification and intervention will be stressed, with a discussion of the assessments that can be used to help us identify these students and plan effective instruction. It is exciting that research has also identified specific strategies that help us successfully address the reading, writing, and spelling challenges that our students with dyslexia face. Components of this effective instruction will be discussed and how we can provide it to our students in person and virtually.



Dr. Jan Hasbrouck is an educational consultant, author, and researcher. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Dr. Hasbrouck worked as a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later became a professor at Texas A&M University. Dr. Hasbrouck has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers.

Dr. Hasbrouck earned her B.A. and M.A. from the University of Oregon, and completed her Ph.D. at Texas A&M. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books including “*Conquering Dyslexia*”, “*Reading Fluency*”, “*The Reading Coach: A How-to Manual for Success*”, and “*Educators as Physicians*”, along with several assessment tools. Dr. Hasbrouck works with the McGraw Hill publishers as an author of their “*Wonders*” and “*Wonder Works*” reading and intervention programs. She also enjoys her volunteer work at her grandson’s K-8 school in Seattle.

Resources & Materials for Planning Small-Group Instruction Online

Regardless of what "school" looks like when reopening for the 2020-21 school year, it is fair to assume teaching remotely will remain in some form for the foreseeable future. Choosing high-quality materials and resources for delivering instruction in the digital landscape is critical for teaching skills to mastery. Engaging our youngest learners is especially challenging, but the use of manipulatives for phonological awareness and phonics tasks is still possible with online tools developed specifically for this purpose. Join this curated session to learn more about some well-designed materials and resources for taking your teaching of small groups to a new level. A team from The University of Florida Literacy Institute will highlight tools from its Virtual Teaching Hub, Instructional Design Strategists from the Iowa City Community School District will share their template for online lesson planning, and TRL's Board President, Jorene Cook, will explain the objective behind her newly created "In the Loop" YouTube Channel.



Dr. Holly Lane is the Director of the University of Florida Literacy Institute and a professor of special education. She is also the Director of the James Patterson Literacy Challenge, a statewide professional development initiative in Florida. Over her career, she has provided professional learning experiences for more than 100,000 teachers. Her research focuses on effective reading instruction and intervention and helping teachers develop the knowledge and skills they need to teach reading effectively. Dr. Lane has directed more than \$17 million in grants to support reading research and the development of teachers and researchers, and she is the author of numerous publications related to literacy.

Valentina Contesse is a doctoral candidate in special education. She received her bachelor's degree in elementary education and master's degree in special education from the University of Florida. Valentina has teaching experience as both a special education and general education teacher in K-4 inclusive classrooms. Her research interests include early literacy intervention, preservice teacher preparation in reading, and the effects of performance feedback for preservice and practicing teachers. Valentina coordinates University of Florida Literacy Institute (UFLI) trainings and supports literacy intervention implementation in local schools.



Beth Madden is a K-6 Instructional Design Strategist in the Iowa City Community School District in Iowa City, Iowa. She earned her bachelor's degree in elementary education from the University of Iowa and her master's degree in curriculum and instruction from Olivet Nazarene University. Beth began her career in education twenty-five years ago and has served students in general education and intervention settings. She has been a literacy instructional coach since 2011. Beth is a certified L.E.T.R.S. trainer and partners with teachers as they implement the science of reading across all tiers of instruction.

Laura Walthart is a K-6 Instructional Design Strategist in the Iowa City Community School District in Iowa City, Iowa. She earned her bachelor's and master's degree in elementary education, specializing in language arts, from the University of Iowa. Laura has served as a classroom teacher, reading interventionist, language arts consultant, and instructional coach. She is an Iowa Certified Blueprint Trainer and has supported implementation of the Small Group Reading Module in her school district. Laura is dedicated to partnering with teachers in understanding and implementing the science of reading.





Jorene Cook, Ed.D is an Early Literacy Coach in the Syracuse City School District and part-time Instructor at Utica College. She has worked in the public school system for 23 years, her earlier years working as an elementary school teacher. Dr. Cook is a founding member and Board Chair of The Reading League. She will become a national LETRS trainer this summer. On a personal note, Dr. Cook is happily married to her best friend. They have two teens-Evan (16) and Brody (14). Her journey as an educator has been shaped tremendously through their son Evan's learning journey. He has dyslexia. Dr. Cook's entire purview has been altered as a result of their experiences. Her doctoral research investigated how schools and school systems in Central New York support students with dyslexia and their families. Her interest in advocacy, systems thinking, and policy work led her to become a Partner in Policymaking in 2015.

Community Partnerships: Working with Public Broadcast Systems

When schools closed quickly, and with little time to prepare for remote instruction, children without internet access were suddenly at risk of little to no instruction. In an effort to meet this need, WCNY, Central New York's community-owned public broadcaster, partnered with the Syracuse City School District to create the TV Classroom network.

The TV Classroom network aired from 8 a.m. to 5 p.m. weekdays on WCNY's GLOBAL CONNECT channel and was simulcast from wcnny.org and via a live stream on YouTube throughout the school closures. The classes were also published on demand at wcnny.org/tvclassroom. WCNY'S "TV Classroom" allowed children to continue to connect with real teachers and have the continuity of a classroom experience at home in Syracuse and across the 19 counties in Central New York.

The Reading League provided lessons geared to the skills Kindergarten students would have been taught during the Spring semester. This overview of the partnership will present some of the planning that went into teaching for a television audience and some of the challenges to delivery using this medium.

Kelli Johnson is the Reading Coach Director at The Reading League. She began her career as an elementary school teacher and, after nine years, began teaching (under)graduate courses and supervising student teachers at Syracuse University. Kelli also served as an Elementary Literacy Specialist for a federally-funded research project and as an independent consultant for public and private schools in Central and Northern New York. Kelli received her degree in Elementary Education from SUNY Geneseo and graduated from Syracuse University with a M.S. in Learning Disabilities, where she studied under Dr. Benita Blachman. She lives in the Syracuse area with her husband and four children.

Instructional Leaders as Agents of Change



Embracing the science of reading led an educational leader to pivot and alter the literacy landscape in his building. What does it take to disrupt the "way it has always been done"? What does it look like to make informed literacy decisions during these unprecedented times? This session will share that journey and the lessons learned which can be applied in this time where the ability to pivot and respond is the norm.

Ernesto Ortiz, Jr. is the proud principal of McDonald Elementary School in the Centennial School District (Warminster, PA). During his 19 years in education, Ernesto taught for 13 years as a K-5 teacher, served as an assistant principal for 3 years in the Allentown School District, and has served as principal of McDonald Elementary for 3 years. Ernesto has a passion for literacy and believes if educators learn about and rely on the reading research, they can better support their children's path to reading proficiency.