Maximize Resources: Utilize Reading Recovery Teachers to Build Professional Capital
From Gwinnett County Public Schools, Lawrenceville, GA:
Angie Bennett, Reading Recovery teacher leader
Wanda Mangum, language arts instructional coach
Collaboratively analyze data to identify and discuss early literacy needs linked to Reading Recovery principles and then explore customized literacy sessions and powerful teacher feedback connected to the same data.

Partnerships in Comprehensive Literacy: Building a Collaborative System for Reflection and Growth
From North Scott Community School District, Eldridge, IA:
Kelsey Bower, comprehensive literacy model coach
Sue Kane, curriculum director
Make instructional changes using a cognitive apprenticeship approach that builds trust, communication, and capacity within a school.

PLC Squared: Professional Learning Communities and Positive Literacy Culture
From Highland Park Elementary School, Sheridan, WY:
Scott Cleland, principal
Kellie Boedecker, literacy coordinator
Combine professional learning communities with a positive literacy culture to intentionally improve student learning. Create meaningful conversations to guide teachers toward best practices in literature.

Reading Recovery and Literacy Lessons Teachers Respond to and Work with Dyslexic Children
Mary Anne Doyle, Reading Recovery trainer,
University of Connecticut, Storrs, CT
From the University of Kentucky, Lexington, KY:
Judy Embry, director of Reading Recovery & Comprehensive Intervention Model (CIM)
Lindy Harmon, Reading Recovery trainer
Schools must comply with legislative initiatives to identify and instruct children with dyslexia or related learning difficulties. The contributions Reading Recovery and Literacy Lessons teachers make to a district’s efforts to comply with these state laws are explored. Case studies demonstrate instruction that is responsive to learners’ needs and comprehensive in scope.

The Reading Recovery Teacher: Part of the Team
Heather Good, Reading Recovery teacher leader,
Wright State University, Dayton, OH
Explore methods for Reading Recovery teachers to collaborate with school personnel as a way to be more integrated within the school community, to ensure student success, and improve or sustain implementation.

Systems Change for Success: Promising Literacy for Every Child
Karen Scott, director of elementary learning and federal programs & Reading Recovery site coordinator, Ozark R-VI School District, Ozark, MO
Jeffery Williams, Reading Recovery teacher leader, site coordinator, & K-12 coach, Solon City Schools, Solon, OH
All administrators want to raise student literacy achievement. Explore a proven framework for a comprehensive literacy approach that results in systemic change and lifts literacy learning throughout the school or district. Participants receive a copy of the guide, Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System.

Thinking Differently…the Change, the Challenge, the Choice
Barbara Schubert, Reading Recovery trainer & comprehensive literacy coach, University of Arkansas at Little Rock, Little Rock, AR
Explore current research on reading/writing and discuss innovative and possible controversial thinking about the many paths to literacy. Concrete examples of practice-based evidence are shared.

Being a Literacy Principal: How to Support Your School’s Literacy Experts
Jen Schwanke, principal, Dublin City Schools, Dublin, OH
Discuss ways the principal fosters expertise and refocuses support for literacy and Reading Recovery programs at school.

The Importance of Noticing Biases in State Standards and How to Create a New Narrative
Jarret Smith, executive director,
Center for African American Literacies, Saint Louis, MO
Identify biases in state standards’ assessments, particularly related to the diversity of texts, experiences, and knowledge base of the learner. How to create counter narratives.

Leveraging Reading Recovery Expertise to Support All Learners
K. Journey Swafford, Reading Recovery trainer,
Georgia State University, Atlanta, GA
Kimberly Lipe, Reading Recovery site coordinator & K-12 director of language arts, Gwinnett County Schools, Suwanee, GA
Learn how a large, diverse, and high-achieving district utilizes the expertise of Reading Recovery professionals to improve the literacy achievement of all students.

See page 9 for details on Saturday’s Leadership Institute for administrators and school teams.