

Leadership in Literacy



What a great way to champion literacy at our school! The keynote speakers did outstanding presentations. This recharged my batteries for the rest of the school year.

— School Administrator, 2019 Conference Attendee

Time, Time, Time — The #1 Challenge for Teachers and Administrators

Douglas Reeves, founder, Creative Leadership Solutions, Boston, MA
Dr. Reeves challenges the notion that “We don’t have the time!” In fact, he responds, we all have the same amount of time — the question is how we use it. Learn practical time-saving strategies for busy teachers and leaders.

Breaking the Silo: Actionable Strategies for Spreading Reading Recovery Influence

From Sheridan County School District #2, Sheridan, WY: Mitch Craft, assistant superintendent; Judith Dougherty, teacher leader; Krista Garriffa, literacy coordinator; Paige Sanders, principal

When Reading Recovery theory and practice permeate a school, great things happen for students. Learn strategies for pushing Reading Recovery out of its silo in your district.

Reading Recovery Teachers Build Literacy Expertise: Every Teacher Every School

From Sarasota County Schools, Sarasota, FL: Lisa Fisher, Reading Recovery teacher leader; Laura Kingsley, assistant superintendent for academics

Positioning Reading Recovery teachers as literacy experts, collaborating and training EVERY primary teacher in EVERY school, has had successful results. Learn about the steps taken and lessons learned.

Get in the Game! Be a Literacy Championship School!

Ellen Sanford, Reading Recovery teacher leader, Oconee County Schools, Seneca, SC

From school organization to literacy practices. What are the non-negotiables for literacy success? Be a champion for literacy success...every day, every class, every child!

Re-informing Perceptions of Dyslexia: The Necessity of Inclusive Policy Implementation

George Hruby, executive director, Collaborative Center for Literacy Development and associate research professor, University of Kentucky, Lexington, KY

Rachael Gabriel, associate professor of literacy education, University of Connecticut, Storrs, CT

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

Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

K. Journey Swafford, Reading Recovery trainer, Georgia State University, Atlanta, GA

Jo Worthy, professor of curriculum & instruction, The University of Texas at Austin, Austin, TX

The literate well-being of students, their families, and our communities is our common goal. Public debates about literacy education are about more than dyslexia, decoding skills, or even reading instruction in schools. Explore a comprehensive view of reading development and instruction based on full engagement with available research on reading development, instruction, and intervention.

Using Literacy as Leverage for Transformation

From Fayette County Public Schools, Lexington, KY: LeeAnn Lewellen, instructional coach & Reading Recovery teacher; Meredith Ramage, principal; Michelle Tudor, assistant principal

Transform your high poverty schools by instilling a love of literacy among staff and students. Professional development, team planning, and data serve as the catalyst for continued change, higher student outcomes, and staff retention.

Creating a Comprehensive Approach to Literacy

From Troy School District, Troy, MI: Kris Piotrowski, Reading Recovery teacher leader; Natalie Haezebrouck, literacy curriculum & instruction specialist; Kristine Griffor, assistant superintendent for elementary; Rich Machesky, superintendent; Jo O’Brien, literacy curriculum & instruction specialist; Lisa McDonald, teacher

Leverage your university partnerships to systematically incorporate Clay’s complex theory of the literacy processing system to all elements of your comprehensive literacy plan.

The Leadership Team: Steering the Course for Sustaining Reading Recovery and Comprehensive Literacy Implementation

From Ozark RVI School District, Ozark, MO: Craig Carson, assistant superintendent of schools; Karen Scott, retired executive director of elementary learning; Linda Fugate, Reading Recovery teacher leader

Comprehensive literacy/Reading Recovery has been implemented for over 13 years in the Ozark School District. The leadership team shares how they have developed and sustained the implementation.

Strong District Leadership + Strategic Structural Support = Reading Recovery Success

From Cleveland Metropolitan School District, Cleveland, OH: Nicole Vitale, executive director of early childhood and literacy; Greg Adkins, principal, Hannah Gibbons Elementary

Learn how to build a strong, district-wide Reading Recovery program that incorporates comprehensive primary frameworks, tiered supports, data collection, targeted professional development, teacher supports, and collaboration on all leadership levels.

Dyslexia: Critical Perspectives, Policy, Advocacy, Research, and Instruction

Debra Zarling, PK-5 literacy coordinator/Reading Recovery site coordinator, Valley Area Reading Recovery Consortium, Oshkosh Area School District, Oshkosh, WI

Kathryn Champeau, reading specialist & adjunct instructor, University of Wisconsin-Milwaukee, Waukesha, WI

Explore how to change the narrative by examining what educators need to know and do: critically analyze dyslexia research, identify misleading information, explore reasons children struggle to read, and examine how expert, responsive instruction helps children overcome obstacles. Implications and action steps are offered for literacy professionals.

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