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
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!

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 Goff, assistant superintendent for elementary; Rich Machesy, 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 early childhood and literacy; 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 Zalting, 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.