CCIRA

56th Conference on Literacy

Registration Book

February 8-10, 2024

Registration opens October 1, 2023
at ccira.org

Welcome to the 2024 CCIRA Conference on Literacy

My involvement with CCIRA, from my first conference 20 years ago, to my involvement with my local council, and now the Executive Committee, to the chairing of this 56th annual literacy conference, has very much driven my development as an educator. My roots lie in the relationships I've formed, amazing educators I've learned with, and the content I've taken away from my experiences with this organization.

Like many of you, I have been digging deep as of late, to examine my own literacy roots. What are the practices and beliefs that continue to serve me well? What do I need to let go of, reevaluate, or reexamine? And where do I need to branch out, what don't I yet know, where are my gaps, where am I struggling to meet the needs of all my learners?

In creating the theme for this conference, I wanted to grapple with those questions, and then seek to find the authors, educators, and presenters who could help guide us. In a time of both incredible transformation and pressing challenges within our world both inside and outside of education, our gathering for this conference takes on a significance that is truly profound. As we explore the theme of "**Branching Out, Staying Rooted,**" we do so with a keen awareness of the controversies that have stirred the very foundations of literacy instruction. I'm excited to have you along on this journey!

"**Branching Out**" calls us to embrace innovation and technology, urging us to move ahead into new or maybe even uncomfortable territories. The evolving and elevated science of reading, with its insights into how

minds comprehend written language, presents us with an opportunity to explore avenues for effective teaching and learning. It invites us to engage with research-backed methods that have the potential to transform the lives of learners.

Yet, even as we go out on these limbs, we are acutely conscious of the controversies that have arisen, including the debates surrounding the banning of books and the criticisms directed at local educators. These challenges remind us that even as we strive for progress, we must ensure that our educational practices are rooted in inclusivity, empathy, and a deep understanding of the diverse needs of our students.

"**Staying Rooted**" takes on added significance in this context. It reminds us to remain grounded in the fundamental principles of what it means to be literate, to be a reader and a writer in this world - the power of free expression, the importance of diverse voices, and the need for open dialogue. Just as a tree draws sustenance from its roots, our commitment to fostering critical thinking, empathy, and open-mindedness should be unwavering.

Throughout this conference, we have the privilege of engaging with speakers who bring their insights on how we might branch out, and stay rooted, workshops that provide practical tools for addressing challenges in the classroom, and discussions that encourage a multiplicity of perspectives. It is through these conversations that we can bridge the gap between new ideas and enduring traditions, finding a way to "Branch Out" without losing sight of our essential roots.

Within the framework of our theme, this conference stands on three sturdy branches: technology, diverse texts and topics, and teaching practices and pedagogy. We will unearth the ways technology can enrich literacy instruction, explore the richness of diverse narratives, and dissect innovative teaching methodologies that bridge tradition and innovation. By nurturing these branches, we ensure that our exploration is both expansive and grounded.

I am forever grateful to the amazing leaders who form CCIRA's Executive Committee, Board of Directors, and Conference Committee. This thing is a team effort, and I couldn't have done it alone. Lisa, Tanisha, Amy, Jessica, Anne, Mary Jo, Meghann, Molly, Cathy, Carina, Rebecca, Michelle, Lori, Patrick and all those I'm sure I forgot to mention - thanks so much! And special thanks to Morgan Davis - the better half of my brain who helps make everything sound better!

And so, welcome to CCIRA 2024 - Branching Out, Staying Rooted. May our time together plant the seeds of thoughtful exploration, respectful debate, and shared growth. I look forward to connecting with you all sometime during your journey.

And in a spirit of transparency and transformation, I did call on Chat GPT to help me craft this welcome. It was a great experience, and those of you who know my voice - I challenge you to find the AI in this!

Anne Folsom
2024 Conference Chair

Luncheon Speakers

Thursday Luncheon — 12:30-2:00

Kate & Maggie Roberts

Help Me:
Nurturing, Responsive Professional Development

Friday Luncheon — 12:30-2:00

Pam Muñoz Ryan

Beginnings, Belongings, and My Journey with Books

Keynote Speakers

Thursday Morning Keynote – 8:45-10:00

Meenoo Rami

Nurturing the Human Element: Creativity, Collaboration, and Critical Thinking

Thursday Afternoon Keynote – 4:30-5:45

Weston Kieschnick

Power Strategies

Friday Morning Keynote — 8:45-10:00

Jan Burkins and Kari Yates

Shifting the Balance: Head Work and Heart Work

Saturday Morning Keynote – 7:30-8:45

Jovan Mays

More Bridges, Less Walls

CCIRA2024 Questions&Answers

What to do when arriving at the conference.

The registration table is located in the lobby of the Westin Hotel. When you arrive, pick up your conference registration materials, including your name badge, there. The sessions and luncheons you have selected will be listed on your badge.

Can I register at the time of the conference?

Yes. Be aware that onsite registration will include an additional $50 processing fee. Conference goers who register onsite will be able to attend sessions that still have available seating.

ccira.org is the place to start to register for the conference and select luncheons and sessions.

Should I purchase luncheon tickets in advance?

Yes. You may purchase tickets for $47.00 per luncheon during the registration process.

Where is the hotel?

The 2023 conference is at the Westin Westminster at 10600 Westminster Boulevard in Westminster, CO 80020. The hotel is accessed from Highway 36 (the Boulder Turnpike) and Church Ranch Boulevard. The telephone number is (303) 410-5000.

Are hotel rooms available?

Yes, you may stay at the Westminster Westin Hotel. All costs are the responsibility of the participant. Look for more information in this registration book, or use the hotel registration link on ccira.org.

Where do I park?

The hotel offers ample free onsite parking.

Can I get a refund?

Refunds for the CCIRA conference will not be given due to inclement weather or scheduling conflicts. In the event of a non-weather related emergency, written documentation must accompany your request. In case of illness, a registration can be transferred to another 2023 attendee.

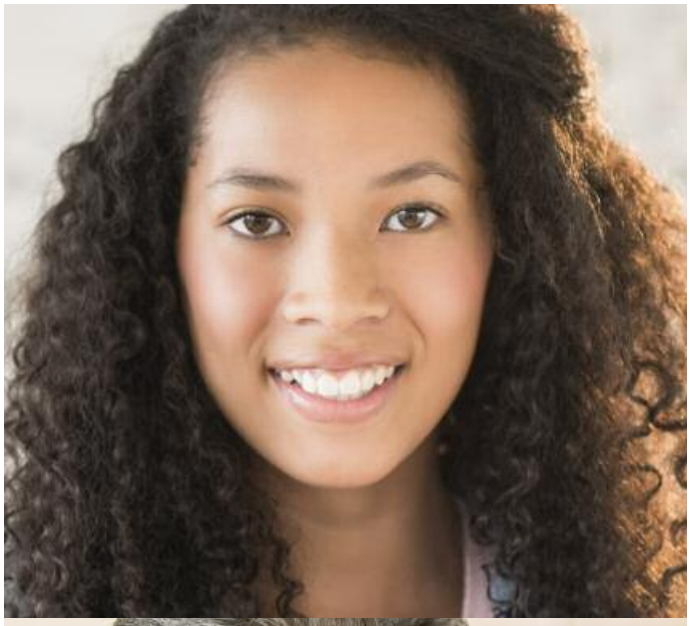
Refunds will not be issued for payments of $75.00 or less. Refunds for payments greater than $75.00 will be given minus a non-refundable processing fee: $75.00 up to the registration deadline (Thursday, February 9, 2023 - the first day of the conference), $100.00 after that date.

If a refund request is granted before the registration deadline (2/9/23), all monies for conference payment will be refunded minus the non-refundable registration fee. After that date, refund requests must be made no later than ten days after registration deadline (2/9/23). Refunds at this time, if granted, will be for registration fees only, not meals or membership dues. Each request will be considered on an individual basis. All refund decisions will be made by the CCIRA President.

Is credit available for attending the conference?

Yes. Adams State and UNC will be offering college credit for attending sessions. Keep an eye on ccira.org for the latest information. All participants will receive a certificate of participation applicable for recertification purposes.

Stay in touch with CCIRA2024
@coloradoreading



Students can qualify for special conference rates.

Current undergraduate students can receive special conference rates by contacting the State Membership Coordinator Lori Conrad at ***lorilconrad23@gmail.com***.

Include your first and last name, email address, home address, phone number, and a copy of your current undergraduate class schedule. She will then provide you with a code and directions to register for the conference.

Administrators can do CCIRA free.

Administrators—did you know that when six teachers from your school register for the full conference, YOUR registration is FREE?*

Email the names of those teachers to Lori Conrad at lorilconrad23@gmail.com for verification. If you qualify, we will send you a complimentary code for a free full conference registration!

*This offer is only valid for principals and administrators and not any other school personnel.

If you love CCIRA, branch out as a volunteer.

Be a part of CCIRA at the local or conference level.

Sign up when you register by checking 'YES' where it says "Would you like to volunteer as a Session Monitor or Session Chair?"

We'll schedule your time so it aligns with your conference schedule.

See you here.

Book your room NOW,
and get the special CCIRA rate.

WESTIN

10600 Westminster Blvd. · Westminster, CO 80020
(303) 410-5000

Take advantage of the Westin's special CCIRA rate of $179 per night.
The last day to book is January 19, 2024, but don't wait until the last minute!
Rooms are based on availability.
Click or copy the link below, or scan the QR code to access the CCIRA2024 Group Rate at the Westin.

https://www.marriott.com/event-reservations/reservation-link.mi?id=1693351373462&key=GRP&app=resvlink

How do you want to grow at CCIRA2024?

Looking for a place to start when planning your conference schedule? These topical branches can help your experience take root.

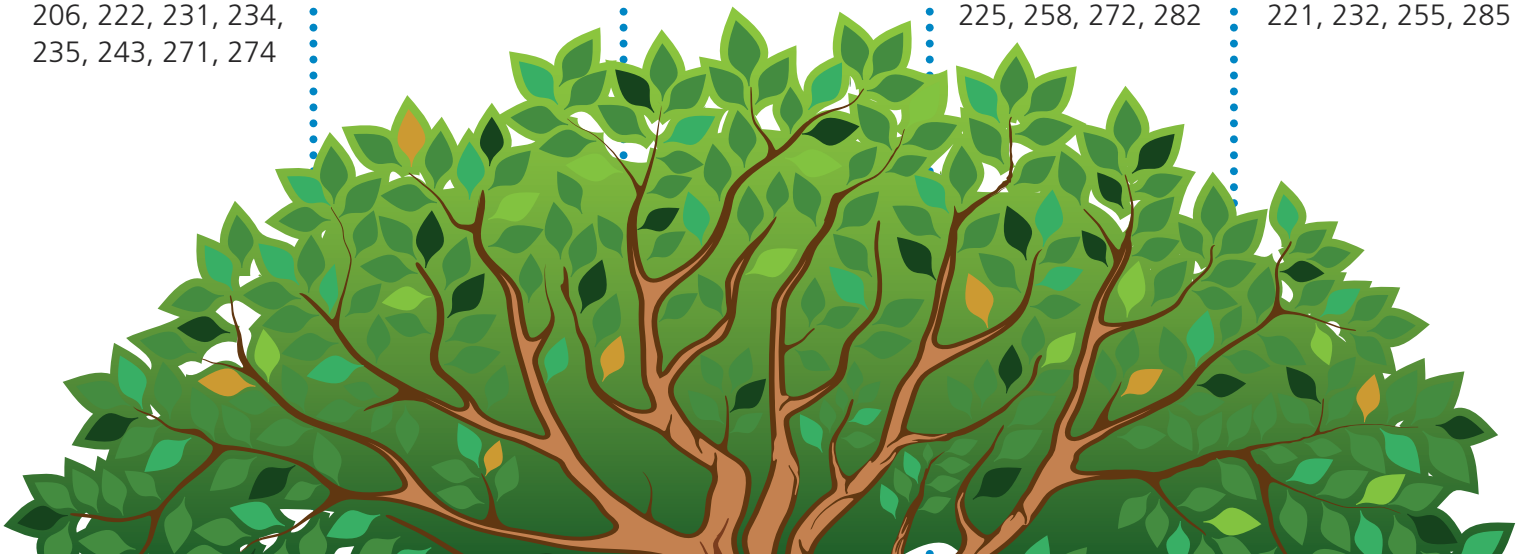
Early Literacy and the Science of Reading
Sessions 100, 121, 131, 181, 186, 206, 222, 231, 234, 235, 243, 271, 274

Writing Focused
Sessions 105, 123, 132, 143, 153, 202, 241, 242, 275, 283

Technology
Sessions 107, 124, 144, 159, 174, 201, 207, 224, 236, 244, 253, 259, 286

Middle and High School teachers
Sessions 102, 108, 133, 134, 135, 173, 182, 183, 223, 225, 258, 272, 282

Interested in authors and books
Sessions 101, 122, 141, 155, 171, 172, 184, 185, 203, 221, 232, 255, 285



CCIRA LEADERSHIP

Executive Committee

President
Michele Warner

Secretary
Rebecca Hoover

Treasurer
Molly Rauh

Council Development Chairperson
Lori L. Conrad

Marketing Chairperson
Amy Vermeulen

Partnership Chairperson
Stevi Quate

Conference Chairperson 2024
Anne Folsom

Members-At-Large
Tanisha Lee and
Corina Strickland

2023 Conference Committee

2024 Conference Chair
Anne Folsom

Administrative Assistant
Lisa Kahn

Art/Graphic Design
Scott Johnson

Bookstores and Author Ambassadors
Anne Cook
Susan McIver
Dana Berg

Site: Signs/Hospitality/ Onsite Registration
Jessica Rickert
Anne Folsom
Shareen Lalum-Cartwright

Exhibits
Anne Cook
Mary Jo Ziegman

ADA
Lisa Kahn

Bookstores and Author Ambassador
Anne Cook
Susan McIver
Dana Berg

Evaluations
Meghan Evans

Treasurer
Molly Rauh

Marketing
Amy Vermeulen

State Committee Chairs

Budget
Molly Rauh

CCIRA Advisory
Jessica Rickert

CCIRA Futures Award – in memory of CCIRA Past Presidents
Barb Kruse

Colorado Children's Book Award
Marcie Haloin

Conference
Anne Folsom

Early Career Network
Krista Griffin

Fannie Stabenow Award
Anne Cook

Historical Perspective
Jessica Rickert

Legislative
Roland Schendel

Local Activity Grand
Jessica Endres

Marketing
Amy Vermeulen

Model Literacy Award
Kendra Carpenter

Nancy Fox Family Literacy Grant
Eddie Ellington

Nominating
Executive Committee

Professional Development
Hollyanna Bates

Rules and Bylaws
Becky Nelsen
Beth Whaley

STAR Grant
Sarah Iverson

Teacher as Literacy Learner Grant
Michelle Tillotson

CCIRA Past Presidents

Robert Cheuvront
1966-67

Edna Licht
1967-68

Donald Carline
1968-69

Mildred Sanville
1969-70

Amos Claybaugh
1970-71

William Liddle
1971-72

Ladessa Yuthas
1972-73

Beulah Hutcheson
1973-74

Leon Flancher
1974-75

Robert Williams
1975-76

Norma Livo
1976-77

Judith Girard
1977-78

Phylliss Adams
1978-79

Joan Swing
1979-80

Elaine Childs
1980-81

Douglas Cawley
1981-82

Merrillyn Kloefkorn
1982-83

Betty Fannin
1983-84

Linda Jones
1984-85

Colleen Rickert
1985-86

Jim Page
1986-87

Diane Lewis-Farrell
1987-88

Nancy Fox
1988-89

Don L. Anderson
1989-91

Bonnie Brown
1991-92

Joan Ripple
1992-93

Peggy Isakson
1993-94

Barbara Kruse
1994-95

Kim Sutherland
1995-96

Paul Coleman
1996-97

Judy Marcantel
1997-98

Mary Fanyo
1998-99

Karen Brauer
1999-00

Sandy Redman
2000-01

Susan Dalton
2001-02

Lloyd Hardesty
2002-03

Eddie Ellington
2003-04

Judith Casey
2004-05

Stevi Quate
2005-2006

Carol Wilcox
2006-2007

Pat Hagerty
2007-2008

Vicki Collet
2008-2009

Ruth Larson
2009-2010

Kristen Melsen
2010-2011

Cindi Bryant
2011-2012

Hollyanna Bates
2012-2013

Mary Jo Ziegman
2013-2014

Susan Hutchens
2014-2015

Jan Killick
2015-2016

Amy Nicholl
2016-2017

Anne Cook
2017-2018

Amy Ellerman
2018-2019

Jessica Rickert
2019-2022

CCIRA Conference Chairs

Sharon Miller
2020

Pam Minard
2022

Lori L. Conrad
Patrick A. Allen
2023

ThursdayBranches

7:30-8:30 One-Hour Sessions

100 *The Morning Buzz*

Come join your colleagues and conference presenters for casual conversations about the day's events, current topics in our literacy world, and your job as an educator.

101 Making More: "The Talk" Made Easy with Story and Science

Katherine Roy – Author

Where do babies come from? is one of science author/illustrator Katherine Roy's favorite questions. Discover a brand new way to look at nature, identity, and how life begins through the lens of story and science in her essential kids book, *Making More.* D **[PK-6]**

102 Stop and Think about that for a Moment

Stacy Bailey – University of Northern Colorado

Rooting instruction in metacognition has a large effect on learning outcomes for both reading and writing. Come learn about the value of metacognition and metacognitive strategies that teachers can use in the classroom. P **[Middle, High School]**

103 Cultivating Curiosity, Questions, and Empathy Building

Maria Nichols – Author

Children are naturally curious, filled with questions. Rethinking our use of time, talk, and texts ignites and nurtures this natural curiosity and encourages questions, situating them as invitations for responsive meaning making and empathy building. P **[PK-6]**

104 Lesson Study: Rooted in PD Best Practices

Vicki Collet – University of Arkansas

Does your PLC need to branch out? Lesson Study is job-embedded professional learning. It's like PD on steroids! Learn about this research-rooted form of collaboration where teams jointly plan, teach and observe one another, and refine lessons together. P **[All Grades]**

105 Revision Tools to Improve Student Writing

Megan E. Freeman – Author

This workshop introduces easy-to-use classroom tools to improve word choice, sentence fluency, ideas/content, and readability, as well as increase accountability and raise engagement. You will leave with tools you can use in your classroom tomorrow. P **[3-12]**

106 Teaching Science Through Stories

Jenny Goebel – Author

An exploration of how narrative non-fiction books that can be used in the classroom to deepen students' scientific understanding, improve literacy skills, and foster a greater interest in science. P **[PK-6]**

107 Vendor Session

Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

SESSION BRANCHES:
- D DIVERSE TEXTS AND TOPICS
- P TEACHING PRACTICES AND PEDAGOGY
- T TECHNOLOGY

108 Thinking Deeper in Intermediate Reading

Nivan Khosravi – Denver Public Schools

We'll dive into structures for deepening learning for intermediate grade readers. We'll explore repeatable strategies for increasing student thinking, while keeping engagement high - targeted collaborative opportunities, paired with writing about reading. P **[3-6]**

8:45-10:00

Thursday Morning Keynote: Meenoo Rami

Nurturing the Human Element: Creativity, Collaboration, and Critical Thinking

The awe-inspiring advancements of AI have shown us that the core skills that are essential for our students' growth and success have not changed: creativity, collaboration, and critical thinking are now more important than ever. Together, we'll discover the ways educators are leveraging AI as a tool, experimenting with the possibilities, and co-creating its role in the classroom with students. T

10:15-11:15 One-Hour Sessions

121 Evaluating Decodable Texts

Wiley Blevins

invited speaker

In addition to providing essential decoding and fluency practice, the session will introduce ways to focus on vocabulary, comprehension, writing, syntax, and developing early reading behaviors. P **[PK-2]**

122 Learning Through Laughter

Alan Katz

invited speaker

As the author of 50+ books, Alan uses humor to attract and engage young readers and writers. The creative insights, poems, picture books, Silly Dilly songs, and video clips he shares make for a motivational and enjoyable presentation. Get ready to laugh! P **[PK-6]**

123 Teacher Writers Branching Out Toward Publication

Jennifer Gottschalk – Douglas County School District

Do the things you write daily during class feel like they could become something MORE? Maybe it's a secret novel or a "this is the book I wish I'd had in my first ten years of teaching" idea. Bring your questions. The next teacher author could be you! D **[All Grades]**

124 Vendor Session

Flocabulary: Literacy Across the Curriculum with Music

Can you get your students to sing about fractions, plant cells, presidents, and hyperboles AND retain the key terms and content you're teaching them? Flocabulary can! Literacy is not just for the ELA classroom - learn how Flocabulary's Hip Hop videos and activities can bring literacy and vocabulary development into any classroom and bring joy and engagement into every student's learning.

10:30-12:00 Ninety-Minute Workshops

131 Experience Dyslexia Simulation

Diane Mayer – President of IDA-RMB

Participants are guided through 6 stations, experiencing some of the challenges and frustrations faced by people with language-based learning differences. A group discussion with classroom tips will follow. D **[All Grades]**

132 A Crash Course in the Neuropsychology of Written Language Disorders: Helping All Writers with Effective Writing Interventions

Maggie Roberts

invited speaker

This solution-orientated workshop offers participants accessible ways to learn about the neuropsychology of written language disorders. You'll walk away with an overall sense of the many cognitive functions required to pull off those writing assignments, as well as an understanding of the three main subtypes of dysgraphia. The workshop also makes the intervention connection and provides participants with effective interventions and assessments of written language disorders that can be used with all students in whole group classroom settings, as well as smaller groups of students and one-to-one sessions. P **[All Grades]**

133 Student-Centric Learning with AI

Meenoo Rami

invited speaker

In this session, we will review best practices from a variety of classrooms that leverage AI not just as a tool, but also as your co-pilot in crafting student-centered learning experiences. T **[6-12]**

134 Trusting Readers: Affirm, Shift & Expand Reader Identity

Trusting Readers:
Hannah Schneewind and Jen Scoggin

invited speaker

How are reader identity, motivation, engagement and achievement related? We provide three distinct moves for centering students and for expanding or changing how they see themselves. We highlight the role of the teacher as expert and decision maker. P **[3-6]**

135 Essential Literacy Skills to Support All Students

Peg Grafwallner

invited speaker

All learning is based on the mastery of essential literary skills, and in this impactful session, educators will discover the essential skills they need to embed literacy into all content areas. P **[3-12]**

136 Building Relationships Through Assessment

Danny Burleigh – Douglas County School District

Positive relationships with students are essential for learning and growth in the classroom. Learn how to utilize a variety of formative and summative assessments to foster deep relationships and rich conversations with students. P **[3-6]**

11:30-12:30 One-Hour Sessions

141 Reaching the "Unreachable": How to Make EVERY Kid a Reader

Jarrett Lerner

invited speaker

In this session, award-winning author-illustrator Jarrett Lerner shares how creativity and joy can be used to help turn EVERY kid into a lifelong reader. Attendees will leave with immediately implementable tools, techniques, exercises, and more. P **[All Grades]**

142 Shake Up Shared Reading: Grow Foundational Skills

Maria Walther – Author

Discover practical ways to elevate the evidence-based practice of shared reading. Learn how short bursts of shared reading boost learners' phonics knowledge, expand vocabulary, and support comprehension. Leave with a list of books and actionable ideas. P **[PK-2]**

143 Colorado's Framework for Writing Instruction: From Leadership to Classroom Practice

Olivia Gillespie – CDE

The Framework for Writing Instruction is intended to support district- and school-level leaders in facilitating conversations with their literacy leaders, instructional coaches, and teachers to develop a research-based framework toward the teaching of writing. The framework connects the instructional practices to the professional development necessary to move districts and schools toward their vision. P **[All Grades]**

144 Vendor Session

Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

1:00-2:00 Thursday Luncheon: Kate & Maggie Roberts

Help Me: Nurturing, Responsive Professional Development

As educators offering professional development for decades, Kate & Maggie have seen the good and the bad of PD. This luncheon outlines ways that Kate & Maggie are crafting more responsive forms of professional development to meet the challenges we face. We'll explore ways that we can all get back our teaching souls.

1:00-2:00 One-Hour Sessions

151 Gender and Sexually Diverse Representation in Classroom Literature

Gina Francalancia-Cancienne – Prairie View High School

Including positive gender and sexually diverse representation in classroom literature is more important than ever. Let's talk about how to manage this necessity in a book banning climate. D **[6-12]**

152 Staying Rooted in Precise Feedback

Dana Sorensen – PEBC

It is not enough to teach the standards. What does effective feedback sound like? How do we decide what to give feedback on? How do we help students receive this important feedback? Join this hands-on session to explore impactful feedback. P **[All Grades]**

153 Leverage the Power of AI for Writing Instruction

Sarah Valter and Melanie Meehan – Lindbergh Schools

At breakneck speed, technology provides ways to complete tasks faster than ever. It creates learning targets, demonstration texts, and feedback suggestions. Join us to see how intentional use of AI benefits the writing lives of teachers and students. T **[PK-8]**

154 Readers and Writers Ask Questions and Revise Like Scientists

Jane Kurtz and Jennifer Richard Jacobson – Vermont College of Fine Arts

How Did Dinosaurs Become Birds? Using their newest nonfiction picture books, award-winning authors Jane Kurtz and Jennifer Richard Jacobson demonstrate how questions and revision drive learning in reading and writing, as with the scientific process. P **[PK-6]**

155 Best New Children's Literature of the Year for Grades K-4

Jennifer McIntyre – Once Upon a Mind

Explore the best of this year's recently published books. Discover books that support learning in all areas of the curriculum and stories that you will be eager to share with your students. Attendees will receive an annotated list of books discussed. P **[PK-6]**

156 The Unique Literacies of Career and Tech Ed

Jennifer Gottschalk – Douglas County School District

Recipes, welding safety rules, and triage plans are all things that need to be written and read. Let's practice and explore the critical access points literacy teachers can provide to support students in engaging and relevant career pathways work. P **[6-12]**

157 Sugarcoated History: Expanding the Narrative with Woke Books

Katrena Leininger, Marguerite Penick and Chelsea Faase – University of Wisconsin Oshkosh

Texts from diverse historical perspectives can enhance curriculum, spark inquiry, and encourage discussion and critical thought. But what happens when access to books that challenge the status quo are not available? D **[3-12]**

158 Building Sustained Attention in Readers with ADHD

Jenny Nordman – Regis University

This session will provide practical classroom strategies for increasing sustained attention in readers who have ADHD or weak executive functioning skills. Related research will also be discussed. D **[PK-8]**

159 Vendor Session
Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

160 Cultivating Student Engagement through Diverse Text Sets
Kile Clabaugh and Keith Patterson – Library of Congress
Teaching with Primary Sources Western Region

This session will engage participants in hands-on activities using primary sources as seeds to nurture student engagement, literacy skills, and content knowledge. Participants will take home classroom activities that can be implemented immediately. P **[PK-8]**

2:15-3:45 Ninety-Minute Workshops

171 Local Authors and Illustrators - Middle Grade and Young Adult
RMC - SCBWI

Join the Rocky Mountain Chapter of the Society of Children's Book Writers and Illustrators and their member authors for a roundtable discussion. Learn about the organization, hear about the process of book publication, meet amazing local authors, get tips and tricks for using their books, and make connections for authors to visit your classroom! P **[3-12]**

172 Let's Discover New Diverse Texts
Wiley Blevins

invited speaker

Participants will be introduced to award-winning books by authors and illustrators from under-represented communities (published by Reycraft Books). They will learn the stories behind the books' creation and how to use them in classrooms. D **[PK-6]**

173 Connecting Reader Identity, Read Alouds & Independent Reading
Trusting Readers: Hannah Schneewind and Jen Scoggin

invited speaker

During the read aloud, teachers can affirm students' positive reader identities and shift their negative reader identities. We provide a new look at giving feedback about readers during the read aloud and how that feedback transfers to independence. D **[3-6]**

174 Supercharged Literacy
Weston Kieschnick
Teaching Practices and Pedagogy – All

invited speaker

Supporting literacy in all contents, at all grades, all the time is a mission statement that should be shared in every school. Weston will model how innovative technology tools can be combined with the most effective reading strategies to promote literacy. P **[All Grades]**

175 Perspectives through Time: Analyzing Diverse Text Sets
Keith Patterson, Roland Schendel – Library of Congress
Teaching with Primary Sources Western Region

Using primary sources and diverse texts help engage students with relevant content while nurturing their analysis and inquiry skills. This session will discuss how to use these resources to create a more inclusive and equitable learning environment. P **[6-12]**

2:30-3:30 One-Hour Sessions

181 Literacy Block Systems & Structures
Bri Luna, Carla Hewitt – Poudre School District

Feeling overwhelmed implementing Structured Literacy while meeting the needs of your diverse learners? Learn to cohesively merge systematic instruction & differentiation. Learn tricks and tools to make your literacy block manageable and effective. P

182 Making Thinking Visible: Writing to Learn
Megan E. Freeman – Author

If you're reading everything your students are writing, they aren't writing enough. Come to this session to learn how writing to learn increases engagement with critical thought while protecting your time and preserving your sanity. P **[3-12]**

183 Strengthening the Heart of Fiction Reading: The Conditions and Strategies for True Independence in Reading 5 - 12
Kate Roberts

invited speaker

Do you notice that while your students do the work you set up for them, you are not seeing a ton of growth when they go to read on their own? Does it seem like kids are waiting for the graphic organizer or text dependent question before they offer a thought? This workshop will take you through the structures and routine you can set up in your class now to help support true growth and independence in reading, while offering concrete strategies to help coach your kids to greater sophistication and transfer. P **[5-12]**

184 Punk Rock Poetry: Using Verse to Get Kids Writing

Jarrett Lerner

invited speaker

In this session, award-winning author-illustrator Jarrett Lerner shares how poetry can be introduced, discussed, and used in order to encourage and motivate kids to write. Attendees will leave with immediately implementable tools and exercises.
P **[All Grades]**

185 Finding the Funny

Alan Katz

invited speaker

A humorous presentation on using the power of creativity to inspire, innovate, and help connect with students. Of course, not everything is funny; but learning how to take a lighthearted approach to things can make a big difference for all. P **[PK-6]**

186 Myths and Misconceptions about the Science of Reading

Elementary Literacy and School Readiness Office, The Colorado Department of Education

There are many myths and misconceptions surrounding learning to read and the use of curricula that align with the science of reading. This session will discuss some of the most prevalent and most damaging as we shift to more effective and equitable practices. P **[PK-6]**

187 Vendor Session

Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

3:45-4:30 Visit with our exhibitors, learn about great education products, and share a snack and drink with your colleagues before the Evening Keynote!

4:30-5:45

Thursday Afternoon Keynote: Weston Kieschnick

Power Strategies

Discover the 5 strategies every teacher should have to accelerate growth and create engaging and meaningful learning experiences for kids. When we use innovative tools to support these strategies, we can make them both more effective and efficient.

7:30-8:30 One-Hour Sessions

200 *The Morning Buzz*

Come join your colleagues and conference presenters for casual conversations about the day's events, current topics in our literacy world, and your job as an educator.

201 Digital Portfolios: Amplify Student Growth and Achievement

Dawn Smith and Jaque Coleman – Atchison USD 409

Learn how to implement digital portfolios to empower student voices and promote success. We will explore the benefits of using digital portfolios, including increased student engagement, personalized learning, and authentic assessment. P **[High School]**

202 Thoughtfully Choosing Mentor Texts for Every Writer

Melanie Meehan and Leah Koch – Simsbury Public Schools

A powerful mentor text for one student may not meet the needs of other students. How can teachers provide choices that respond to and prioritize students' interests and identities? We have practices, ideas, and resources to share. P **[PK-6]**

203 A Friend with Eight Legs: Teaching Empathy Instead of Fear

Jessica Lanan – Author

Meet your new best friend: the furry, friendly, backyard… spider?! Use story and science to challenge the bias against arachnids and foster respect for one of the world's most misunderstood animals. Includes hands-on activities for your classroom. D **[PK-2]**

204 Real Research. Real Thinking. Real Learning.

Julie Danneberg, Laura Perdew and Chris Perkins – Author

The presentation "Real Research. Real Thinking. Real Learning," given by three nonfiction authors, two of whom were middle school LA teachers, will describe and model their real-life research process, and also share the thinking skills that support it. P **[3-8]**

205 Data Tells A Story

Rhonda Finding – Arizona Department of Education

Data tells a story! Data can show the strengths and weaknesses of instruction happening in the classroom along with the strengths and weakness of students. As educators we need to continually ask ourselves, "What do I want my students to learn?" P **[PK-2]**

206 The Goldilocks Effect: Finding "Just Right" Decodable Books

Carolee Dean – Author

Discover which books are the best match for students by understanding the benefits and limitations of various types of texts, including decodable stories. Find out how to expose students to complex syntax and vocabulary while developing decoding skills. P **[PK-6]**

Session Branches:
- D Diverse Texts and Topics
- P Teaching Practices and Pedagogy
- T Technology

207 Vendor Session

Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

208 Making Words Real: Build a Language-Rich Classroom

Joanne Billingsley – Billingsley Education LLC

Tap into the power of imagery, conversation, collaboration, and play to help students master key academic terms and high-frequency words. The process is fun, fast-paced and develops essential literacy skills in a game-like environment. P **[PK-6]**

8:45-10:00 Friday Morning Keynote: Jan Burkins and Kari Yates

Shifting the Balance: Head Work and Heart Work

Teaching Practices and Pedagogy

Based on their groundbreaking book, Jan and Kari tell the story of their journey into the research often referred to as the science of reading.They acknowledge that rethinking practices is not only technical work, but is definitely emotional work as well.

10:15-11:15 One-Hour Sessions

221 Queer, Quirky, and Inquisitive: Writing LGBTQIAP+ Stories

Alex Gino

invited speaker

With wit and sincerity, Alex speaks to the importance and joy of LGBTQIAP+ literature for young people, and how stories written from within community translate to a better future for all of us. Time will be reserved for audience Q&A. D **[3-8]**

222 Using the Orton-Gillingham Approach with Intervention Groups

Kim Naiman – Chula Vista Elementary School District

In this session you will learn how to use the Science of Reading and Structured Literacy to instruct elementary intervention groups rooted in the Orton-Gillingham Approach including analyzing assessment data and using it to drive instruction. P **[PK-6]**

223 Tradition to Innovation: High School ELA Transformed!

Dawn Smith and Jaque Coleman – Atchinson High School/USD 409

Learn how we reimagined our ELA Department. We will share our challenges, strategies and positive outcomes! Join us to learn about our transformation journey and the impact it has had on our students' learning. P **[High School]**

224 Vendor Session

Elevate Student Engagement & Achievement with Nearpod

Join us for this fast-paced, action-packed Nearpod session and discover strategies to take student engagement to the next level. You'll learn ways to help students have fun while understanding key concepts at the same time. Explore the world with virtual reality, take part in friendly competitions through gamification, and experience personalized learning for every student. *Bring your device to participate!*

10:30-12:00 Ninety-Minute Workshops

231 Phonics? Of Course. But What about Meaning-Making?

Jan Burkins

invited speaker

Worried that the "science of reading" diminishes meaning-making? Dig into the science that actually explains how meaning-making happens in the brain and leave with instructional routines and insight you can share to defend interactions with great books. P **[PK-6]**

232 Local Authors and Illustrators - Picture Books

RMC - SCBWI

Join the Rocky Mountain Chapter of the Society of Children's Book Writers and Illustrators and their member authors for a roundtable discussion. Learn about the organization, hear about the process of book publication, meet amazing local authors, get tips and tricks for using their books, and make connections for authors to visit your classroom! P **[K-3]**

233 Leading Powerful Discussions in the Age of AI

Matthew Kay

invited speaker

In this interactive session, we will discuss how classroom discussion facilitators can lead meaningful conversations about race (and other tough issues) in this current age of generative AI. T **[3-12]**

234 Vocabulary Development and Word Knowledge: K-5

Shane Templeton

invited speaker

We demonstrate how teachers can realistically apply the most effective research-driven practices for developing native speakers' and multilingual learners' knowledge of individual words as well as morphology. P **[PK-6]**

235 Where Does Comprehension Fit Into the Science of Reading?

Natalie Wexler

invited speaker

Just as with decoding, standard reading comprehension instruction conflicts with science. Instead of drilling on skills like "finding the main idea," schools need to systematically build the knowledge and vocabulary that actually fuels comprehension. P **[PK-8]**

236 Redesigning Lessons and Units for Student Agency

Scott McLeod

invited speaker

This hands-on session will lean into students' voice, choice, and ownership of their learning. We will redesign an elementary and a secondary lesson together, and learn how to use the free 4 Shifts Protocol for instructional redesign. T **[All Grades]**

11:30-12:30 One-Hour Sessions

241 Writers Notebooks: Writers Rooted in Best Practices

Stevi Quate and Annie Patterson – PEBC

pebc

A panel of teachers from diverse settings will share stories about their journey to authentically integrate WNBs into their instruction as well as provide a peek into their students' notebooks. P **[3-12]**

242 Close Study: Texts as Sources. Texts as Mentors

Morgan Davis

invited speaker

Grounded in a desire to build students' content AND craft knowledge, this session explores different processes we engage in when we write ABOUT a text vs. when we write LIKE a text. It's important that we know (and can teach) the difference! P **[PK-6]**

243 Text Types: Decodable, Leveled, Authentic

Elementary Literacy and School Readiness Office, The Colorado Department of Education – CDE

The goal of evidence-based reading instruction is for students to be able to read any book of their choice successfully. Science of reading-aligned practice promotes the use of different texts for different uses. This presentation will cover the differences between decodable, leveled, and authentic text and their uses for instruction and for pleasure reading. P **[PK-3]**

244 Vendor Session

Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

12:30-2:00

Friday Luncheon: Pam Muñoz Ryan

Beginnings, Belongings, and My Journey with Books

Newbery Honor Recipient and New York Times Bestselling Author, Pam Muñoz Ryan, will discuss her diverse childhood in the San Joaquin Valley of California, her path to publishing, and the influence of teachers and librarians on her journey to writing *Esperanza Rising, Becoming Naomi León, Riding Freedom, Paint the Wind, The Dreamer, Echo, Mañanaland,* and *Solimar.*

1:00-2:00 One-Hour Sessions

251 Connecting Diverse Books With Trauma Informed Teaching

Krista Griffin and Kathy Whitmore – MSU Denver

Come to this session to learn about Trauma Informed Practices for your literacy classroom. We'll explore diverse, quality picturebooks and artistic responses to support students where they are, and support their growth as empathetic readers and learners. D **[All Grades]**

252 Achieving Literacy Success with MTSS

Judie Caroleo – 95 Percent Group

In this session, we'll share a list of MTSS success factors, including structures and instructional practices, observed in schools that are achieving significant gains. Gain insights to improve implementation, sustain processes and strengthen plans. P **[PK-6]**

253 Leveraging AI to Differentiate and Diversify Literacy Curriculum

Taryn Wood, Maria Magallanes – MSU Denver

In today's rapidly evolving educational landscape, artificial intelligence (AI) offers immense potential to transform literacy instruction. This session explores the possibilities of utilizing AI to differentiate and diversify your literacy curriculum. T **[PK-6]**

254 Metacognition and the Science of Reading

Dana Sorensen and Andrea Mikulin – PEBC

pebc

Now that we have learned the specifics of evidenced-based reading practices, how do we ensure students get the most from this instruction? Join us as we connect the reader to the reading.
P **[PK-2]**

255 Best New Children's Literature of the Year for Grades 4-8

Jennifer McIntyre – Once Upon a Mind

Explore the best of this year's recently published books. Discover books that support learning in all areas of the curriculum and stories that you will be eager to share with your students. Attendees will receive an annotated list of books discussed. P **[3-8]**

256 Rooted in Relationships: Mindsets for Instructional Coaching

Vicki Collet

What personal qualities separate great coaches from good ones? How does your abiding presence with teachers impact your ability to support them? We'll explore how being open, humble, curious, courageous and consistent creates relationships that thrive. P **[All Grades]**

257 Seeding Creativity with Picture Books

Kim Haines – Bixby School

Picture books provide a rich foundation where you find diverse authors, characters, and changemakers, as well as robust nonfiction topics that integrate with your curriculum. Explore how books also provide fertile ground for developing creative thinkers. P **[PK-6]**

258 Full Standards Based Grading in the Secondary ELA Classroom

Rachel Medina – Boulder Valley School District

What does full standards-based grading look like in a secondary ELA classroom? How can teachers use their rubrics to communicate clear expectations? How might an ELA teacher provide feedback in a sustainable way? Learn all this and more about FSBG. P **[6-12]**

259 Vendor Session

Technology Tools

Learn about the authentic and fun ways to use technology in your classroom! Vendors of products you may already have access to, or will want to soon, will share the best ways to use these tech tools with your students.

260 A Family Shared Book Reading Program for Elementary Students

Anna Handy and Garrett Roberts – University of Denver

Learn about a home-based shared book reading program for families to use with children in the early grades. This program integrates evidence-based practices for parents to use to enhance their child's understanding of narrative texts during story reading. P **[PK-2]**

2:15-3:45 Ninety-Minute Workshops

271 The Glue That Makes Sight Words Stick

Kari Yates

invited speaker

Tired of teaching "sight words" one day, only to have kids stare at them blankly the next? In this session we'll debunk common misunderstandings about how the brain learns words. You'll leave ready to leverage the secret sauce for sight word success. P **[PK-3]**

272 I am not a K-3 Teacher! What Supports Exist for Secondary ELA/Literacy Educators and Leaders?

Olivia Gillespie – CDE

The study of reading, writing, and communicating beyond the third grade is essential to the academic success of students in all disciplines. Participants will look at case studies derived from problems of practice from the field to collaboratively analyze existing gaps in current practices and gather evidence-based strategies that can be immediately applied to their instruction. P

273 Leading Powerful Race Conversations in Elementary Classrooms

Matthew Kay and Jennifer Orr

invited speaker

This session encourages teachers to examine the pedagogical choices that we all make when discussing race in the elementary classroom. D **[PK-6]**

274 Vocabulary Development and Word Knowledge: Effective and Engaging Instruction

Shane Templeton

invited speaker

We demonstrate how teachers can realistically apply the most effective research-driven practices for developing native speakers' and multilingual learners' general academic and domain-specific vocabulary in generative vocabulary learning. P **[6-12]**

275 How Writing Can Revolutionize Education

Natalie Wexler

invited speaker

When students write about what they learn, their learning is boosted. But writing can also be overwhelmingly difficult. This presentation will provide examples of activities that unlock the power of writing by modulating the cognitive load it imposes. P **[All Grades]**

276 Redesigning Lessons and Units for Authentic, Real-World Work

Scott McLeod

invited speaker

This hands-on session will help us connect students' learning to outside, relevant communities and contexts. We will redesign an elementary and a secondary lesson together, and learn how to use the free 4 Shifts Protocol for instructional redesign. T **[All Grades]**

2:30-3:00 One-Hour Sessions

281 Reach for the Books: Reenergize Reading Routines

Katie Walther and Maria Walther – Cherry Creek Public Schools

Looking for practical ideas to refresh your students' reading routines while staying rooted in evidence-based practices? In this session, you'll learn innovative ideas to elevate read-aloud experiences, small group work, independent reading, and more! P **[PK-8]**

282 Going Digital: Anti-Test-Prep Approaches to the New SAT/PSAT

Georgia Scurletis – College Board

Participants will get a sneak peek into how reading is assessed on the new PSAT/SAT digital exams (coming to CO spring of 2024!). Get down and dirty with fun activities that you can use NOW to hone your students' close reading and vocabulary skills. P **[6-12]**

283 Writing Workshop: Writing Characters You Disagree With

Alex Gino

invited speaker

Join Alex Gino for a guided workshop on developing and writing characters who are unlike you. The concepts from this worskshop can be used with writers and learners of all ages. Bring your brain and a way to write! P **[3-8]**

284 Researcher's Workshop: Inquiry Across the Curriculum

Anne Goudvis and Jeanette Scotti – Author

To infuse energy and excitement into language arts, science and social studies, an inquiry approach can transform humdrum curricular topics into compelling experiences for kids. We love reading and writing workshop, so why not researcher's workshop? P **[PK-6]**

285 Q & A: Up Close and Personal with Pam Muñoz Ryan

Pam Munoz Ryan

invited speaker

The author will discuss research, publishing issues, and her writing and editorial process. P **[All Grades]**

286 Vendor Session

Education Leadership Executive at Apple: Bridging the Literacy Gap: A Prescriptive Approach

Casey Veatch – Apple

Explore a prescriptive approach to supplementing your literacy instruction. Utilize technology to support oral language, phonemic awareness, phonics, vocabulary, comprehension, and writing.

& Tech Playground Trivia Happy Hour

3:45-5:15

Join our friends from InnEdCO for a fun evening of trivia, snacks, and technology demonstrations. Colleagues from across the state will share the amazing things they are doing to use technology in meaningful ways in their classroom. Win prizes, have fun, and share your excitement about the day!

InnEdCO
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INSPIRING DIGITAL AGE TEACHING AND LEARNING

stay tuned.

What better place to meet an author and get their book signed than ccira2024?

Stay in tune with the schedule at ccira.org

7:30-8:45

Saturday Morning Keynote: Jovan Mays

More Bridges, Less Walls

Building community has long plagued the small enclaves of our greater writing networks. Often we find ourselves at odds rather than in support of one another. Academies push against Folk movements, genres push against each other, ism's are given priority, and frankly, we have done a better job building walls instead of bridges.

Branching Out on Saturday Morning

7:00-7:30	Breakfast and mingle
7:30-8:45	Keynote and Launch
8:45-9:00	Transition and Break
9:00-10:15	Session 1
10:15-10:30	Transition and Break
10:30-11:45	Session 2

The Saturday sessions will be presented twice. Pick your choice of times, and attend them both!

9:00-10:15 Saturday Session 1

301 Next Practices with the Notice and Note Signposts

Kylene Beers and Bob Probst

invited speaker

This session is designed to help teachers with their pedagogy and practices. The Notice and Note Signposts, a next practice in creating independent readers, helps teachers develop close reading practices with students for fiction and nonfiction texts.

302 Branching Into a New Conceptualization of Literacy Workshop

Ellin Oliver Keene

invited speaker

We long for more time to create space for independent reading and writing. Facility in reading and writing requires lots of practice and depth in instruction, but there is never enough time. Explore the possibilities when integrating reading and writing. **[PK-8]**

10:30-11:45 Saturday Session 2

303 Next Practices with the Notice and Note Signposts

Kylene Beers and Bob Probst

invited speaker

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Meet Our Speakers

Kylene Beers

Kylene Beers, Ed.D., is a former middle school teacher who has turned her commitment to adolescent literacy and struggling readers into the major focus of her research, writing, speaking, and teaching. She is author of the best-selling *When Kids Can't Read/What Teachers Can Do,* co-editor (with Bob Probst and Linda Rief) of *Adolescent Literacy: Turning Promise into Practice*, and co-author (with Bob Probst) of *Notice and Note: Strategies for Close Reading* and *Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies* all published by Heinemann. She taught in the College of Education at the University of Houston, served as Senior Reading Researcher at the Comer School Development Program at Yale University, and most recently acted as the Senior Reading Advisor to Secondary Schools for the Reading and Writing Project at Teachers College.

Kylene has published numerous articles in state and national journals, served as editor of the national literacy journal, Voices from the Middle, and was the 2008-2009 President of the National Council of Teachers of English. She is an invited speaker at state, national, and international conferences and works with teachers in elementary, middle, and high schools across the US. Kylene has served as a consultant to the National Governor's Association and was the 2011 recipient of the Conference on English Leadership outstanding leader award.

Kylene is now a consultant to schools, nationally and internationally, focusing on literacy improvement with her colleague and co-author, Bob Probst.

Wiley Blevins

Wiley Blevins has a Doctorate in Education. He studied at the Harvard Graduate School of Education and Bowling Green State University. He is an author, educational consultant, and researcher and has taught both in the United States and South America. Wiley has written over 16 books for teachers, including *A FRESH LOOK AT PHONICS, PHONICS FROM A TO Z, DIFFERENTIATING PHONICS INSTRUCTION FOR MAXIMUM IMPACT, and MEANINGFUL PHONICS AND WORD STUDY.* He has authored several phonics and reading programs and wrote the phonics brief by the International Literacy Association *(Meeting the Challenges of Early Literacy Phonics Instruction)*. Wiley's current focus is on adaptive technology, differentiated professional development, and children's literature. Wiley has written over 100 children's books and is Associate Publisher at Reycraft Books, a new imprint focused on publishing books by authors and illustrators from under-represented groups.

Jan Burkins

Dr. Jan Burkins is a full-time consultant and author of five books for literacy educators. Her latest book, *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*, (Stenhouse, 2021)is co-authored with Kari Yates. With more than 30 years of experience in education, Jan's favorite work is conducting literacy audits for schools, where she works with schools and district leaders to determine their next steps for making learning to read easier for the children they support.

Morgan Davis

Morgan Davis has been an elementary classroom teacher, district-level literacy specialist, adjunct professor, and consultant. In her current role as a K-5 instructional coach, she is a teacher's teacher and a coach's coach, designing learning experiences for teachers, coaches, and leaders that parallel classroom practices. Morgan is working on a professional manuscript supporting the integration of content and strategy in literacy instruction. She has been piloting these ideas as well as a framework for whole-group reading and writing-to-learn strategies at Denver's annual CCIRA conference and local council meetings since 2016.

Alex Gino:

Alex Gino writes queer and progressive middle grade novels, including the Stonewall and Lambda Award-winning *Melissa*. They love glitter, ice cream, gardening, wordplay, and stories that reflect the complexity of being alive, and they would take a quiet coffee date with a friend over a loud and crowded party any day. Alex grew up on Staten Island, NY, where they started telling stories before they could hold a pencil. After thirteen years in Oakland, California, they now live in Western Massachusetts with Thunder the Wonder Cat. They are excited to continue to write stories for and about young LGBTQIA+ people. At least, that's the plan. Writing is hard.

Peg Grafwallner:

Peg Grafwallner, M.Ed., is an instructional coach and reading specialist with nearly thirty years of educational experience, supporting teachers in seamlessly embedding literacy in all content areas.

She began her career as an English teacher at a private school, eventually becoming an alternative education teacher in a suburban district. She has taught graduate level courses on reading and writing in the content areas, with an emphasis on differentiation and interventions.

As the parent of a gifted and talented son and a daughter who received special education services, Peg offers a unique educational lens that

focuses on supporting students of all abilities in realizing their potential in the classroom and beyond. She is a blogger, author, and national presenter whose topics include coaching, engagement and inclusion. Peg is the author of *Lessons Learned from the Special Education Classroom: Creating Opportunities for All Students to Listen, Learn and Lead; Ready to Learn: The FRAME Model for Optimizing Student Success, Not Yet … And That's Ok: How Productive Struggle Fosters Student Learning* and *Clearing the Path for Developing Learners: Essential Literacy Skills to Support Achievement in Every Content Area.*

You can reach Peg at peggrafwallner@gmail.com or follow her on Facebook at PGrafwallner and Twitter @PGrafwallner. Finally, check out Peg's website at www.peggrafwallner.com.

Alan Katz

As a print and television writer, I've majored in silliness for more than 30 years. During that time, I've written for a whole bunch of Emmy-nominated TV shows (five years worth of parody songs and other funny stuff for *The Rosie O'Donnell Show*), animated series like *Pinkalicious, Taz-Mania, Disney's Raw Toonage* and *Goof Troop*, several editions of the Grammy Awards and Tony Awards, *Kids Are People Too,* a slew of Nickelodeon projects including *Whoopi's Littleburg,* network specials, game shows, articles for publications including the *New York Times* and the *New York Daily News*, and I've created hundreds of comic books, trading cards, web videos, and other special projects for kids and their parents.

But my proudest achievement is the brilliance of Simone, Andrew, Nathan, and David, the children my wonderful wife Rose and I "co-authored." They have taken me to new heights of silliness, and they are the reason I'm a happy man.

Matthew Kay

Matthew R. Kay is a proud product of Philadelphia's public schools and a founding teacher at Science Leadership Academy (SLA). He is a graduate of West Chester University and holds a Masters in Educational Leadership with a Principals' Certificate from California University of Pennsylvania.

At SLA, he teaches an innovative inquiry-driven, project-based curriculum. He is also the Founder and Executive Director of Philly Slam League (PSL), a non-profit organization that shows young people the power of their voices through weekly spoken word competitions. The PSL is the only season-long, school-based slam poetry league in the United States.

He deeply believes in the importance of earnest and mindful classroom conversations about race. Furthermore, he believes that any teacher who is willing to put in the hard work of reflection can, through the practice of discrete skills, become a better discussion leader. Driven by these convictions, he is passionate about designing professional development that teachers find valuable.

Matthew lives in Philadelphia with his wife, Cait, and his daughter, Adia Sherrill & Bennu Jane.

Ellin Oliver Keene

Ellin Oliver Keene has been a classroom teacher, staff developer, non-profit director and adjunct professor of reading and writing. For sixteen years she directed staff development initiatives at the Denver-based Public Education & Business Coalition. She served as Deputy Director and Director of Literacy and Staff Development for the Cornerstone Project at the University of Pennsylvania for 4 years. Ellin works with schools and districts throughout the country and abroad. Her emphasis is long-term, school-based professional development and strategic planning for literacy learning. She serves as senior advisor at Heinemann, overseeing the Heinemann Fellows initiative and is the editor of the Heinemann Catalogue/Journal.

Ellin is the author of *The Literacy Studio* focused on an up-to-date conceptualization of Readers/Writers' workshop. She is the author of *Engaging Children: Igniting the Drive for Deeper Learning* (2018), is co-editor and co-author of *The Teacher You Want to Be: Essays about Children, Learning, and Teaching* (Heinemann, 2015); co-editor of the *Not This, but That* series (Heinemann, 2013 - 2015); author of *Talk About Understanding: Rethinking Classroom Talk to Enhance Understanding* (Heinemann, 2012), *To Understand: New Horizons in Reading Comprehension* (Heinemann, 2008), co-author of *Comprehension Going Forward* (Heinemann, 2011), co-author of *Mosaic of Thought: The Power of Comprehension Strategy Instruction*, 2nd edition (Heinemann, 2007, 1st edition, 1997) and author of *Assessing Comprehension Thinking Strategies* (Shell Educational Books, 2006) as well as numerous chapters for professional books and journals on the teaching of reading as well as education policy journals.

Weston Kieschnick

Weston Kieschnick is considered one of the world's most recognizable and sought-after speakers and educational leaders. He is an award-winning teacher, best-selling author, TEDx speaker, coach, husband, and father. He is the author of *Bold School, Breaking Bold,* co-author of *The Learning Transformation: A Guide to Blended Learning for Administrators* and the creator and host of Teaching Keating, one of the most downloaded podcasts in the United States for educators and parents. Weston has worked in collaboration with innovative tech and publishing companies (Google, Houghton Mifflin Harcourt, Apple) to redefine teaching and learning in schools. As such, he's advised educators from every state in the US and more than 30 countries around the world. Districts where Mr. Kieschnick has designed content, implemented initiatives, and trained educational leaders have been recognized by the Learning Counsel as being among the top ten in the nation for their work in blended learning. You can find Weston's work published in EdWeek, EdTech Magazine, The Spark, and featured on TED, the 10-Minute Teacher, Teaching Tales, Kids Deserve It, and LeadUp Teach. Connect with Weston on Twitter, Instagram, LinkedIn, or at WestonKieschnick.com.

Jarrett Lerner

Author-illustrator **Jarrett Lerner** is the award-winning creator of the *EngiNerds* series of Middle Grade novels, the *Geeger the Robot* series of early chapter books, the activity books *Give This Book a Title* and *Give This Book a Cover, The Hunger Heroes* series of graphic novel chapter books, and the *Nat the Cat* series of early readers. Jarrett is also the creator of the illustrated novel in verse *A Work in Progress,* as well as several as-yet-unannounced projects. All of Jarrett's books are published by Simon & Schuster. In addition to writing, drawing, and visiting schools and libraries across the country, Jarrett co-founded and co-organizes the #KidsNeedBooks and #KidsNeedMentors projects, and regularly spearheads fundraisers for various reading- and book-related causes. He is also the founder and operator of Jarrett Lerner's Creator Club. He can be found at jarrettlerner.com and on Twitter and Instagram at @Jarrett_Lerner. He lives with his wife and daughters in Massachusetts.

Jovan Mays

Jovan Mays is the inaugural and emeritus Poet Laureate of Aurora, Colorado, a National Poetry Slam Champion, TED speaker and the Youth Voice Coordinator of Aurora Public Schools. Mays has worked with well over one million students through poetry outreach in his program, Your Writing Counts. He is the author of 3 books: *Pride, The Great Box Escape,* and *This Is Your Song*. The Pilgrimage, Button Poetry, and Write About Now have published his work. He is a graduate of Chadron State College, where he played football, wrestled, and earned a degree in Secondary History Education.

Scott McLeod

A Professor of Educational Leadership at the University of Colorado Denver, **Scott McLeod, J.D., Ph.D**., is widely recognized as one of the nation's leading experts on P-12 school leadership, deeper learning, technology, and innovation. He is on a mission to make students' day-to-day learning less boring and more meaningful and relevant. He is the Founding Director of the UCEA Center for the Advanced Study of Technology Leadership in Education (CASTLE), the only university center in the U.S. dedicated to the technology needs of school administrators, and is the co-creator of the wildly popular video series, *Did You Know? (Shift Happens)*. He also is the co-creator of the 4 Shifts Protocol for lesson/unit redesign and the founder of both the annual Iowa 1:1 Institute and EdCampIowa.

Scott has worked with hundreds of schools, districts, universities, and other organizations and has received numerous awards for his technology leadership work, including the 2016 Award for Outstanding Leadership from the International Society for Technology in Education (ISTE). Scott blogs about leadership and innovation at Dangerously Irrelevant and is a frequent keynote speaker and workshop facilitator at regional, state, national, and international conferences. Scott also hosts two podcasts, *LeaderTalk* and *Redesigning for Deeper Learning*.

Scott currently serves as a Getting Smart New Pathways Fellow, ISTE Community Leader, InnEdCO Ambassador, and on NAESP's Professional Learning Advisory Council. He has written or edited 4 books and 170 articles and other publications, and is one of the most visible education professors in the United States. In Spring 2023 he is road tripping while on sabbatical to explore what deeper learning looks like in elementary and middle schools.

Bob Probst

Bob Probst is the author of *Response and Analysis*, he is coeditor (with Kylene Beers and Linda Rief) of *Adolescent Literacy: Turning Promise into Practice*, and coauthor (with Kylene Beers) of *Notice and Note: Strategies for Close Reading* and *Reading Nonfiction, Notice & Note Stances, Signposts, and Strategies* all published by Heinemann. Bob has also published numerous articles, chapters, and monographs in national and international publications.

Bob began his teaching career as high school English teacher and then became a supervisor of English for a large district in Maryland. He spent most of his academic career at Georgia State University where he is now Professor Emeritus of English Education. After retiring from Georgia State University, he served as a research fellow for Florida International University. Bob is now a consultant to schools, nationally and internationally, focusing on literacy improvement. He works in schools with his colleague and co-author, Kylene Beers.

Bob has served as a member on the Conference on English Board of Directors, an NCTE journal columnist, a member of the national advisory board to American Reading Company, and a member of the NCTE Commission on Reading. In 2004 he was awarded the NCTE's Exemplary Leadership Award, presented by the Conference on English Leadership.

Meenoo Rami:

I'm the author of *Thrive*, a national board-certified teacher who taught at public schools in Philadelphia for 10 years and I've also worked as a teaching fellow with the Bill and Melinda Gates Foundation, leading the portfolio to help teachers refine their practice through collaboration.

Currently, I'm a Principal Product Manager focused on building welcoming experiences for the youngest players and their families on Xbox at Microsoft.

Kate Roberts and Maggie Beattie Roberts

Kate and Maggie are literacy consultants known for their practical approach to reaching ideals in education. They are problem solvers and coaches, ready to work with you, helping your students become the readers and writers they can and want to be.

Kate and Maggie began their teaching careers as middle school

teachers in city centers — Kate in Brooklyn, Maggie in Chicago. They both felt a natural fit in the energy, intensity and humor of early adolescence. After their graduate education at Columbia University's Teachers College, Kate and Maggie became literacy consultants and worked with teachers in classrooms all over the country.

For the last fifteen years, Kate and Maggie have worked across elementary, middle school, and high school grades, focusing on skill and strategy-based literacy instruction, literacy across the content areas, differentiated teaching methods, and optimizing teaching schedules and structures.

Over time, Kate and Maggie have become known for their concrete solutions to tough situations, their humor, and their strong curricular, pedagogical and personal support of teachers, administrators, and students. These strengths shine through during their presentations and social media presence, such as on their blog, Instagram and TikTok accounts, and their video series for their latest book together, DIY Literacy.

Pam Muñoz Ryan

Pam Muñoz Ryan is an American author and the 2018 U.S. nominee for the international Hans Christian Andersen Award. She is the author of ECHO, a Newbery Honor book and the recipient of the Kirkus Prize. She has written over forty books, including the novels *ESPERANZA RISING, BECOMING NAOMI LEÓN, RIDING FREEDOM, PAINT THE WIND, THE DREAMER, ECHO*, and *Mañanaland*. She is the author recipient of the National Education Association's Civil and Human Rights Award, the Virginia Hamilton Literary Award for Multicultural Literature, and is twice the recipient of the Pura Belpré Medal and the Willa Cather Award.

Her novel, *Esperanza Rising*, was commissioned as a play by the Minneapolis Children's Theatre and has been performed in many venues around the U.S. including The Goodman in Chicago, and the Majestic Cutler Theater, in Boston.

Other selected honors include the PEN USA Award, the Américas Award, the Boston Globe-Horn Book Honor, and the Orbis Pictus Award. She was born and raised in Bakersfield, California, (formerly Pam Bell) holds a bachelor's and master's degree from San Diego State University and lives near San Diego with her family. Many of her stories reflect her half-Mexican heritage.

Shane Templeton

Dr. Templeton is a leading consultant and thinker in the area of vocabulary development and word knowledge, authoring several texts on the subject. He sits on the Usage Panel of The American Heritage Dictionary, and serves as an educational consultant to The American Heritage Children's Dictionary.

Trusting Readers: Hannah Schneewind and Jennifer Scoggin

Hannah Schneewind began her career as a first and second grade teacher at P.S. 321 in Brooklyn, New York. She has been a teacher, staff developer, curriculum writer, keynote speaker, and national and international literacy consultant. She brings with her 30 years of experience to the education world. She is the mother of three avid readers.

Dr. Jennifer Scoggin began her career teaching first and second grades in Harlem, New York. In her current role as a literacy consultant, Jennifer collaborates with teachers to create engaging literacy opportunities for all children. She holds a doctorate in curriculum and instruction from Teachers College, Columbia University and has previously published two books about literacy instruction and life in the classroom. She is the mother of two avid readers.

Jen and Hannah are the authors of *Trusting Readers: Powerful Practices for Independent Reading*. They are the co-creators of Trusting Readers LLC, a group dedicated to collaborating with teachers to design literacy opportunities that invite all students to be engaged and to thrive as readers and writers.

Natalie Wexler:

Natalie Wexler is an education writer and the author of *The Knowledge Gap: The Hidden Cause of America's Broken Education System—And How to Fix It* (Avery 2019). She is also the co-author, with Judith C. Hochman, of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Jossey-Bass 2017), and a senior contributor at Forbes.com. She has spoken and written widely on issues relating to literacy, cognitive science, and fairness. Her articles and essays have appeared in *The New York Times, The Washington Post, The Atlantic, The American Scholar*, and other publications, as well as on her free Substack newsletter, *Minding the Gap*. She lives in Washington, D.C.

Kari Yates

Kari Yates is an author, speaker, consultant and staff developer with a passion for helping busy literacy educators thrive. Her experiences include classroom teacher, special education, Reading Recovery teacher, elementary principal and district administrator. Kari is also the author of *Simple Starts: Making the Move to a Reader-Centered Classroom* (Heinemann, 2015) and co-author of *To Know and Nurture a Reader* (Stenhouse Publishing, 2018) and the groundbreaking new text, *Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom* (Stenhouse, 2021).

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