<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:00-8:30 am</td>
<td>Registration - Alumni Lounge</td>
<td>Preston Family Room</td>
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<tr>
<td>8:30-8:40 am</td>
<td>General Opening Session &amp; Welcome - Preston</td>
<td>Preston Family Room</td>
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<td>Family Room</td>
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<tr>
<td>8:40-9:50 am</td>
<td>Keynote Address - “I’ve Taken the Running</td>
<td>Preston Family Room</td>
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<td>Record, Now What?”</td>
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<tr>
<td>9:50-10:05 am</td>
<td>Break - transition to concurrent sessions</td>
<td>Preston Family Room</td>
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<td>Greek Room</td>
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<td>Blue Key Room</td>
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<td>Webb Hall 2</td>
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<tr>
<td>10:05-11:20 am</td>
<td>Mary Lose - “Hearing and Recording Sounds</td>
<td>Preston Family Room</td>
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<td>in Words: Teaching Procedures for Powerful</td>
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<td></td>
<td>Gains”</td>
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<td>11:20 am-12:45 pm</td>
<td>Lunch - “Teach Reading Like a Jazz</td>
<td>Webb Hall 1</td>
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<td>Musician,” Matthew Gollub</td>
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<tr>
<td>12:45-2:00 pm</td>
<td>Barbara Honchell - “More about Running Records”</td>
<td>Preston Family Room</td>
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<td>Mary Lose - “Exploring City’s Teaching Plan</td>
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<td>Melissa Reed - “Shake, Rattle, and Roll:</td>
<td>Webb Hall 2</td>
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<td>Using Creative Movement and the Arts to Build</td>
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<td>Literacy Skills of ELLs”</td>
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<tr>
<td>2:00-2:15 pm</td>
<td>Break - transition to concurrent sessions</td>
<td>Webb Hall 1</td>
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<tr>
<td>2:15-3:30 pm</td>
<td>Suzanne DeWeese - “Observation Survey:</td>
<td>Blue Key Room</td>
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<td>Observing Ways of Knowing”</td>
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<tr>
<td>3:35 pm</td>
<td>Drawing for Door Prizes – Alumni Lounge</td>
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**Conference At-A-Glance**

**Celebrating 30 Years of Success!**

**30 Years of Excellence**

Hosted by the Jones Institute for Educational Excellence

November 17, 2014

Memorial Union
Emporia State University
Betsy Bunnel is a Reading Recovery Teacher Leader for USD 365, Garnett, KS. She has a Master of Science in Elementary Reading from ESU and a Master of Science in Educational Leadership from Pittsburg State University. Her instructional focus is on primary reading, emphasizing moving the struggling reader to an average or above reader.

Heather Caswell, Ph.D., a National Board Certified Teacher in Early and Middle Childhood Literacy: Reading-Language Arts, is currently an assistant professor in the Department of Elementary Education/Early Childhood/Special Education at ESU. Caswell is ESOL endorsed and has seven years of teaching experience in early childhood education (pK-2nd grade). As a National Writing Project Teacher Consultant, she has presented at the international, state, and district levels focusing on literacy and developmentally appropriate and authentic assessments.

Suzanne DeWeese, Ph.D., is a Reading Recovery Teacher Leader and Literacy Resource Specialist at the Jones Institute for Educational Excellence at Emporia State University. Suzanne has 28 years of elementary classroom experience. She taught first grade in the Neodesha Public Schools and Oklahoma City Public Schools. She received her Ph.D. in Curriculum and Instruction from Kansas State University.

Annie Opat, Ph.D., is a trainer and director of Reading Recovery at Emporia State University. Prior to her involvement with Reading Recovery, she was a Title I Reading teacher for 12 years. Reading Recovery trained at Texas Woman's University, Dr. Opat continues to enjoy the journey of learning, speaking, and writing. She is vice-chair of the NATG Teaching and Professional Development Committee and a member of the Development Committee. She is also co-chair of the 2013 and 2014 Reading Recovery Teacher Leader Institute.

Melissa Reed, Ph.D., is an associate professor in The Teachers College at Emporia State University, Emporia, Kansas. She has 20 years’ teaching experience in K-9 classrooms. The past nine years have been spent teaching literacy courses at Emporia State University to prepare teacher candidates to enter the teaching field, including the course Literacy in the Multicultural Classroom.

Rita Vonada is the Teacher Leader for western Kansas. She is starting her 20th year in that position. Rita has certification in Special Education, Counseling, Vocal Music, Elementary Education, ESL, and Reading. She has taught pre-school through college levels.
Barbara Honchell, Ph.D., has been involved in Reading Recovery since 1991 when she trained as a Teacher Leader at the University of North Carolina Wilmington in the first Reading Recovery training class offered at UNCW. She served as a Teacher Leader in Moore County North Carolina for 12 years while completing her PhD at the University of North Carolina in Special Education and Literacy. She returned to the University of North Carolina Wilmington as a professor of Literacy Education and Director of Reading Recovery in 2003. Dr. Honchell has been actively involved in issues related to the implementation of Reading Recovery and the Southeastern Regional Reading Recovery Association. In 2006 she published the edited book entitled Literacy for Diverse Learners: Finding Common Ground in Today’s Classrooms along with numerous literacy articles in state, regional, national and international journals. In addition she has presented at IRA, NAEYC, The American Reading Forum, and various Reading Recovery sponsored conferences.

Matthew Gollub is a musical, multilingual children’s author. He speaks English, Spanish, Japanese, and jazz! He has created 15 picture books which together have garnered 25 national awards and distinctions. His best-loved books and books with audio include The Jazz Fly; Gobble, Quack, Moon; and The Moon Was at a Fiesta. A dynamic speaker and literacy advocate, he has performed at over 1,000 schools, providing language arts enrichment to over half a million students, and inspiration to countless English and Spanish speaking parents. He draws on his experiences as a storyteller, drummer, publisher and parent to help audiences find renewed pleasure in reading. For more information and free bilingual, literacy resources, please visit www.matthewgollub.com.

Mary K. Lose, Ed.D. is Associate Professor in the Department of Reading and Language Arts and Director of the Reading Recovery Center of Michigan at Oakland University (OU). Dr. Lose’s research interests focus on dissemination and implementation of early literacy intervention policies, teachers’ professional development, and contingent teaching. Dr. Lose is the principal investigator at OU on the Investing in Innovation (i3) federal grant to scale up Reading Recovery in the United States in collaboration with Ohio State University and 19 partner universities. In 2002, Dr. Lose was a Fellow of the Marie Clay Literacy Trust, observing teaching and learning in New Zealand Schools. Of all of her professional experiences, she finds working with teachers and their students the most interesting and rewarding of all.

Mary Lose Preston Family Room
“Hearing and Recording Sounds in Words: Teaching Procedures for Powerful Gains”
Revisit Marie Clay’s detailed and precisely sequenced teaching procedures used to support learning more about the reciprocal relationship between words written and words read leading to independent strategic readers and writers.

Melissa Reed Greek Room
“Shake, Rattle, and Roll: Using Creative Movement and the Arts to Build Literacy Skills of ELLs”
How can K-2 teachers foster the language development of students who have limited English backgrounds? This presentation explores use of creative movement and activities from the arts to boost the oral language skills of English learners. This session will provide ideas to use in your classroom tomorrow to get your students up and moving!

Annie Opat Blue Key Room
“Current Success of Reading Recovery”
This awareness session captures the current success of Reading Recovery. Details about the i3 grant, current university center training data (Emporia State University), ongoing research and how Reading Recovery is positively impacting children who struggle in learning to read and write are explored.

Heather Caswell Webb Hall 2
“The Visual Culture of Reading Instruction through a Semiotic Lens”
Participants will engage in the process of reflecting upon the visual culture of a learning environment and what the visual cues within the learning environment communicate about the learning of reading. Participants will actively engage in dialogue as well as gain strategies to reflect upon how an educator’s awareness and understanding of the important role the learning environment plays in developmentally addressing literacy needs.

Matthew Gollub, “Teach Reading Like a Jazz Musician!”
Like jazz musicians, reading teachers draw heavily on abilities that begin with the letter i: improvisation, ingenuity and interpretation. From call and response blends, to alphabetized rhymes, Mr. Gollub will explore practical ways to help struggling readers succeed.
**Concurrent Session 2 12:45-2:00 pm**

**Barbara Honchell  Preston Family Room**

**“More About Running Records”**

This session will take the keynote session information on running records to practical application. The three step process will be applied to sample running records and guidance for follow up teaching decisions will be presented.

**Mary Lose  Greek Room**

**“Exploring Clay’s Teaching Procedures for Assembling Cut-up Stories”**

Explore interactions between children and their teachers during the cut-up story activity in early and later lessons with the rationales for the teacher’s responses to the child, followed by discussions of the implications for children's learning and how it changes over time.

**Rita Vonada  Blue Key Room**

**“Teaching for Strategic Activity”**

Teacher’s language can help or hinder the development of a student’s strategic processing. In this presentation, videos of session interactions between teachers and students will be viewed and discussed to increase effective teaching.

**Matthew Gollub  Webb Hall 2**

**“Drumming Up Readers at School and at Home”**

Find your most dynamic story time voice while inspiring a love for stories in young children. Then let that enthusiasm radiate outward from the classroom. The speaker, who has visited over 1,000 elementary schools, shares top ideas for school wide reading campaigns, Family Nights, and author visits. Next, he will go even one step further and provide strategies to cultivate literacy in students’ homes. This is a fast-paced, high energy workshop for the afternoon. Look for intermittent use of storytelling and puppetry as necessary to keep audience members engaged!

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**Break 2:00-2:15 pm**

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**Concurrent Session 3 2:15-3:30 pm**

**Betsy Bunnell  Preston Family Room**

**“Movin’ on Up!”**

A student must make accelerated progress to higher levels of reading and writing during a series of Reading Recovery lessons. Dr. Clay gives many examples of changes teachers might observe during lessons from early, to middle, to late stages. This session will focus on Clay’s books (*Literacy Lessons Designed for Individuals, Part One and Part Two*) to see how Reading Recovery teachers can support the progress of our students.

**Melissa Reed  Greek Room**

**“Shake, Rattle, and Roll: Using Creative Movement and the Arts to Build Literacy Skills of ELLs” (repeated session)**

How can K-2 teachers foster the language development of students who have limited English backgrounds? This presentation explores use of creative movement and activities from the arts to boost the oral language skills of English learners. This session will provide ideas to use in your classroom tomorrow to get your students up and moving!

**Suzanne DeWeese  Blue Key Room**

**“Observation Survey: Observing Ways of Knowing”**

Students respond to items on each task of the Observation Survey. Evaluating these responses guides the writing of a summary, informs our predictions of progress and informs beginning instruction.

**Heather Caswell  Webb Hall 2**

**“The Visual Culture of Writing Instruction through a Semiotic Lens”**

Participants will engage in the process of reflecting upon the visual culture of a learning environment and what the visual cues within the learning environment communicate about the learning of writing. Participants will actively engage in dialogue as well as gain strategies to reflect upon how an educator’s awareness and understanding of the important role the learning environment plays in developmentally addressing literacy needs.

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**Drawings 3:35 pm  Alumni Lounge**

Books and gifts for primary teachers! You must be present to win.