



**HAMLIN  
UNIVERSITY**

School of Education

HAMLIN UNIVERSITY  
**SUMMER  
LITERACY  
INSTITUTE**

OPENING MINDS,  
**OPENING  
HEARTS**  
**JULY 14-17, 2014**



#HUSLI14

# SUMMER LITERACY INSTITUTE

JULY 14-17, 2014

Hamline University's School of Education provides educators with the latest research and perspectives on classroom literacy and instruction. Practitioner-focused graduate courses encourage and empower teachers to increase students' literacy achievement, regardless of ethnic or socioeconomic backgrounds.

Hamline University offers the master of arts in literacy education, the K-12 reading license, and graduate certificates in children's literature, book arts, and literacy. Hamline also offers the annual Summer Literacy Institute, nationally recognized presenters, and literacy courses throughout the year.

For more information, visit [www.hamline.edu/literacy](http://www.hamline.edu/literacy).

#### Thank you to our 2014 Summer Literacy Institute committee members:

Jodi Baker, educational consultant and adjunct instructor, Bethel University and Hamline University

Heidi Bernal, principal, Adams Spanish Immersion School, Saint Paul Public Schools

Terri Christenson, adjunct professor, Hamline University School of Education

Deb Cordes, fifth grade teacher, Anoka Hennepin School District

Julie Doyle, reading licensure advisor, Hamline University School of Education

Patti Greene, K-12 reading coordinator, Prior Lake-Savage Area Schools

Ann Griffin, first grade teacher, Saint Paul Public Schools

Carol Mayer, chair, Continuing Studies, Hamline University, School of Education

Tammie Shepherd Pate, program coordinator, Hamline University, School of Education

Marcia Rockwood, assistant professor, Hamline University, School of Education

#### Minnesota Reading Association Executive Council members:

Debra Peterson, president

Sue Paasch, president elect

Mary Lillestol, vice president

Stephanie Brondani, membership

Emily Hoeschen, secretary

Linda Snowberg, treasurer



**HAMLIN**  
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# OPENING MINDS, OPENING HEARTS

## INFORMATION

### Building Abbreviations

GLC—Giddens Learning Center  
SUNDIN—Sundin Music Hall  
ANDC—Anderson Center  
EH—East Hall  
KLAS—Klas Center  
DRH—Drew Residence Hall

### Information Table

A staff member will be available each day in Sundin Music Hall lobby to answer questions, process one-day registrations, and provide technology or network login information.

### Name Tags

Please wear your name tag at all times. It's your entry ticket to all presentations and lunches.

### Coffee, Tea, and Water

Complimentary coffee, tea, and water will be available each day. Beverages will be available at 7:30 a.m. and during the morning break outside the lobby of Sundin Music Hall.

### Lunch

Buffet lunches at the Bishop's Bistro in the Anderson Center will be provided Monday and Tuesday for all participants. The cost is included in your tuition. Participants will be issued tickets for lunch. These tickets must be presented to receive lunch each day. We encourage you to stagger your arrival at the cafeteria in 10- to 15-minute intervals to avoid long entry lines. On Wednesday and Thursday, box lunches will be provided in Klas Center (sandwich and salad options will be available). You may take advantage of the time before lunch to visit with fellow participants, work on journaling, or enjoy the campus.

### Afternoon Session Handouts

Available Online.

Session materials will be made available electronically one week before the institute and eight weeks afterwards at [hamline.blackboard.com](http://hamline.blackboard.com). User login information will be available at the institute.

### Daily Evaluations

Daily evaluations will be submitted electronically. Please refer to the insert in your conference tote for details and directions. Submitted evaluations will be entered each day into a drawing for prizes.

### Professional Resource Books

Kubitz Educational Services will have a variety of professional resource books available for purchase in the Klas Center Café/lobby area Monday through Thursday. A variety of children's literature will also be available for purchase from The Red Balloon Bookstore in the Sundin Hall Music lobby area on Thursday. Mackin Educational Resources will have materials available for teachers in the Klas Center Café lobby on Thursday.

### Please Note

Food and beverages are prohibited in Sundin Music Hall. Video or audio recording is prohibited during all sessions. Please turn off cell phones before entering the hall. Thank you for your cooperation!

# BREAKOUT & SYMPOSIUM SESSIONS **AT A GLANCE**

<i>Session Title</i>	<i>Presenter</i>	<i>Grades</i>	<i>Room</i>
<b>MONDAY, July 14, 1-2 P.M.</b>			
Developing Persistent, Strategic Literacy Learners	Featured Presenter Peter Johnston	K-8	KLAS Kay Fredericks Room
Close Reading—Sophisticated Text Is Not So Scary Any More!	Deb Cordes	3-5	KLAS 206
Top Drawer Titles: Overlooked Books 2013-2014	Joan Arndt	K-8	KLAS 208
Literacy Through the Arts: Engaging Multiple Perspectives, Prompting Courageous Conversations, and Building Cultural Competencies in Middle School Learners	Nicole Ramos, Eliza Rasheed, Rebecca McCammon	5-8	KLAS 205
Implementing Effective Vocabulary Instruction: Making it Quick, Easy, and Effective	Julianna Scheumann	1-8	EH 106
Teaching Mindfulness: Growing Happy Brains	Ann Griffin	K-2	EH 04
Using Oral Language Assessments to Improve Instruction	Lori Erickson	K-2	EH 05
<b>2:15-3:15 P.M.</b>			
Developing Persistent, Strategic Literacy Learners	Featured Presenter Peter Johnston	K-8	KLAS Kay Fredericks Room
Pathways to Talk and Argument	Lori Schouvieller, Jen Schwartz	3-8	KLAS 206
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Using Oral Language Assessments to Improve Instruction	Lori Erickson	K-2	EH 05

<i>Session Title</i>	<i>Presenter</i>	<i>Grades</i>	<i>Room</i>
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**TUESDAY, July 15, 1-2 P.M.**

Exploring Picture Books from Two Perspectives: Author/Illustrator and Children’s Literature Professor	Featured Presenter Frank Serafini	K-8	KLAS Kay Fredericks Room
Reading Like a Writer	Patti Greene	3-8	EH 106
Engaging Students in Academic Vocabulary	Kelly Killorn	1-12	EH 04
Banned and Challenged Books from 2013-2014	Joan Arndt	K-8	KLAS 208
Values.com: Books and Billboards	Patricia Bauer	3-8	KLAS 206
Storytelling Through Yoga: Guiding Children Towards a Joyful Calm	Ann Griffin	K-2	DRH 65
Inspiring Your Writers: Texts (and Other Experiences) to Get Students Writing	Jodi Baker	3-8	EH 05

**2:15-3:15 P.M.**

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Banned and Challenged Books from 2013-2014	Joan Arndt	K-8	KLAS 208
Challenging Your Talented Readers	Eileen McElrath	3-8	KLAS 206
Storytelling Through Yoga: Guiding Children Towards a Joyful Calm	Ann Griffin	K-2	DRH 65
Teaching Strategies that Encourage Inquiry and Active Engagement	Jodi Baker	K-12	EH 05

# BREAKOUT & SYMPOSIUM SESSIONS **AT A GLANCE**

<i>Session Title</i>	<i>Presenter</i>	<i>Grades</i>	<i>Room</i>
<b>WEDNESDAY, July 16, 1-3 P.M.</b>			
Teaching Reading in Small Groups	Featured Presenter Jennifer Serravallo	K-8	SUNDIN
From Student to Teacher	Kao Kalia Yang	K-8	KLAS Kay Fredericks Room

## **THURSDAY, July 17, 8-8:50 A.M.**

Welcome MRA and Introductions			Drew Fine Arts Theatre
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## **9-10:15 A.M. SYMPOSIUMS**

Confessions of a Reading Arsonist	Featured Presenter Steven Layne	K-12	SUNDIN
Educating Trainman—A Mother and Son Story	Barb Kavan and Stefan Kavan	K-12	EH 106
Learning Together: An RTI Model for Collaborative Professional Development	Jen McCarty Plucker and Lindsay Engberg	K-12	KLAS Kay Fredericks Room
The Wonderful World of Nonfiction: Using Nonfiction Read-Alouds to Teach Close Reading	Kate Kelly, Emily Hoeschen	K-5	EH 04
More Than a Data Point: Making Plans, Teaching Powerfully to Really, Really Make a Difference	Debbie Bell, Susan Braithwaite, Patti Busta, Jennifer Lance	K-5	ANDC 304
Teaching Technology Tools of Today	Stephanie Reid, Gretchen Kleinsasser, Holly Brunson, Melissa Trampel	K-12	EH 05

*Session Title*

*Presenter*

*Grades Room*

## 10:45-11:45 A.M. BREAKOUT SESSIONS

Successful Strategies for Building Lifetime Readers: Great Ideas You Can Put in Place Tomorrow!	Featured Presenter Steven Layne	K-12	SUNDIN
There's No Place Like Nonfiction: Embracing Informational Texts as Readers	Patti Greene	K-5	KLAS Kay Fredericks Room
A Simple Method for Teaching the Structure of Language	Scott Williams	K-5	ANDC 304
Inspiring Young Writers	Tammy Green, Laurie Schlossmacher	K-2	EH 04
Integrating Content Area Vocabulary in the Language Arts Block	Jennifer Peters	3-5	EH 05
A Youth Participatory Action Research, Theatrical High School Inquiry into Whiteness	Samuel Jaye Tanner	9-12	ANDC 305
Academic Language in the Secondary School: Going Beyond the Words in Bold	Ann Mabbott	6-12	GLC 106W
Linking Literacy to the Brain	Jean Strait	K-12	EH106

## 12:45-2 P.M. SYMPOSIUMS

Confessions of a Reading Arsonist	Featured Presenter Steven Layne	K-12	SUNDIN
The Impact of School and Family on Students' Literacy Achievement	Jean Strait, Patty Murphy, Robert Rivera, Joyce Jones	K-12	EH 106
Go Slow to Go Fast: Empowering Teacher Leadership in the Implementation of the ELA Standards	Jennifer Plucker, Jessica Frie, Kate Stanley, Amanda Sass-Henke	6-12	ANDC 304
Optimizing Student Talk: Accessing Content to Strengthen Literacy Skills	Marcia Rockwood, Leah Hood, Regina Scheuring	3-12	EH 05
Considering Academic Language when Differentiating Instruction	Debra Peterson, Pam Solvie, Chris Johnson, Kate Kelly	K-12	EH 04
The Stories Behind the Stories: Three Picture Book Authors Tell All	Jackie Briggs Martin, Phyllis Root, Marsha Wilson Chall, Jodi Baker	K-5	KLAS Kay Fredericks Room

# BREAKOUT & SYMPOSIUM SESSIONS **AT A GLANCE**

<i>Session Title</i>	<i>Presenter</i>	<i>Grades</i>	<i>Room</i>
<b>2:15-3:15 P.M. BREAKOUT SESSIONS</b>			
Successful Strategies for Building Lifetime Readers: Great Ideas You Can Put in Place Tomorrow!	Featured Presenter Steven Layne	K-12	SUNDIN
Close Reading Instruction: Teaching Students to Read Like Detectives	Adrianna Henderson	3-5	EH 106
A Simple Method for Teaching the Structure of Language	Scott Williams	K-5	ANDC 304
Opening the Minnesota ELA Standards: Going Beyond Close Reading	Joletta Falknor, April Buchanan	6-12	ANDC 305
Inspiring Young Writers	Tammy Green, Laurie Schlossmacher	K-2	EH 04
Code Orange: Using Literature in the Science Classroom	Jennifer Malecha, Juli Peterson	5-8	KLAS Kay Fredericks Room
Integrating Content Area Vocabulary in the Language Arts Block	Jennifer Peters	3-5	EH 05
A Year in Review: Young Adult Books	Julie Benolken	9-12	KLAS 205

# SCHEDULE **MONDAY**, July 14

**8–8:30 A.M.**

## **Check-in and Registration**

Sundin Music Hall Lobby

**8:30–8:40 A.M.**

## **Introductions and Announcements**

**8:40–11:45 A.M.**

## **Opening Minds and Hearts**

**Peter Johnston**  
Sundin Music Hall

The classroom choices we make, particularly our language choices, influence the qualities of classroom learning communities, students' comprehension, their social relationships, their intelligence, their self-regulation, and how they handle uncertainty and difference. This presentation demonstrates how small changes in classroom talk open children's minds and hearts and change their academic and social futures.

Peter Johnston is a professor at the University at Albany-SUNY. He researches the consequences of teaching and assessment practices for the literate lives of children and teachers. He is particularly interested in factors that influence classroom talk and student engagement, and the consequences of teachers' classroom talk for the ways children learn and experience themselves and each other. His current research explores links among engaged reading, teachers' talk, and students' social, emotional, moral, and literate development.

His publications include 11 books, some in multiple languages, the most recent of which are: *Choice Words: How our Language Affects Children's Learning*, *Critical Literacy/Critical Teaching: Tools for Preparing Responsive Teachers*, *RTI in Literacy—Responsive and Comprehensive*, and *Opening Minds: Using Language to Change Lives*.

He is on the editorial board of *Reading Research Quarterly* and the *Elementary School Journal*, and he is a member of the International Reading Association's Literacy Research Panel. He has won numerous awards, including the International Reading Association's Albert J. Harris Award for contributions to research on reading disability, the SUNY Chancellor's Award for Excellence in Research and Creative Activities, and the P. David Pearson Scholarly Influence Award from the Literacy Research Association. He also was elected to the Reading Hall of Fame.

There will be a break from 10–10:25 a.m.

Complimentary coffee, tea, and water will be available outside the lobby of Sundin Music Hall.

**11:45 A.M.–12:50 P.M.**

## **Lunch**

**Bishop's Bistro at the Anderson Center**

An all-you-can-eat buffet lunch is included in the cost of tuition. Please present your name tag and ticket to the cashier.

**1–2 P.M.**

## **Developing Persistent, Strategic Literacy Learners**

**Featured Presenter Peter Johnston**  
K-8

**KLAS Kay Fredericks Room**

We want our children to become flexible, persistent, and collaborative problem solvers, particularly in literacy, but also in other areas of their lives. We want them to take on the challenge of learning rather than avoid it, and when they are unsuccessful to become more strategic. This presentation will show how to accomplish these goals.

## **Close Reading—Sophisticated Text Is Not So Scary Any More!**

**Deb Cordes**  
3-5

**KLAS 206**

The Common Core tells us that our students need to read more challenging texts, but how do we achieve that? After researching what the experts say about close reading and using it with my fifth-graders this past year, I have seen the benefits. My readers are not afraid to face sophisticated text; they know how to break a passage apart to help them to comprehend it; and overall their MAP scores improved significantly. I'll share my journey and lessons learned during a year of using close reading to develop strong readers.

## **Top Drawer Titles: Overlooked Books 2013–2014**

**Joan Arndt**  
K-8

**KLAS 208**

Thousands of new books for children and young adults are published over the course of a year. Many of these titles are "top drawer"; many are not. Arm yourself with titles that will prove to be worthy additions to your public/school library and/or classroom.

# SCHEDULE **MONDAY**, *July 14*

## **Literacy Through the Arts: Engaging Multiple Perspectives, Prompting Courageous Conversations, and Building Cultural Competencies in Middle School Learners**

Nicole Ramos, Eliza Rasheed, Rebecca McCammon  
5-8  
KLAS 205

All three presenters are teachers in Linwood Monroe Arts Plus's arts-infused program who are deeply committed to culturally responsive teaching and equity in education. Each teacher will present specific ideas that middle school educators can use. They will also talk about the successes and difficulties that come with working for equity and social change through culturally relevant teaching practices.

## **Implementing Effective Vocabulary Instruction: Making it Quick, Easy and Effective**

Julianna Scheumann  
1-8  
EH 106

In this session, we will explore some of the research behind vocabulary development. We'll look at Robert Marzano's six-step process of vocabulary acquisition and participate in activities that can be done in classrooms to facilitate vocabulary acquisition. Participants will leave with quick and easy activities that can be implemented in any classroom.

## **Teaching Mindfulness: Growing Happy Brains**

Ann Griffin  
K-2  
EH 04

The presenter will share a beginning step into teaching mindfulness to young children. This session will incorporate active engagement for students, brain research clarified for young children, and possible curriculum connections for further study and extensions.

## **Using Oral Language Assessments to Improve Instruction**

Lori Erickson  
K-2  
EH 05

There are numerous oral language assessment tools. The goal of each tool is to gather and analyze the oral language structures children use when speaking. The structures provide the basis for a child's ability to listen, speak, read, and write effectively. In this breakout session, participants will acquire an understanding of how to informally assess oral language acquisition throughout their day. Participants will become familiar with various formal oral language screeners and the role they play for future instruction. Participants will learn how to use formal and informal data to strengthen the language structures for literacy success.

**2:15–3:15 P.M.**

## **Developing Persistent, Strategic Literacy Learners**

Featured Presenter Peter Johnston  
K-8  
KLAS Kay Fredericks Room

We want our children to become flexible, persistent, and collaborative problem solvers, particularly in literacy, but also in other areas of their lives. We want them to take on the challenge of learning rather than avoid it, and when they are unsuccessful to become more strategic. This presentation will show how to accomplish these goals.

## **Pathways to Talk and Argument**

Lori Schouvieller, Jen Schwartz  
3-8  
KLAS 206

Participants will learn how to set up argument/debate around a text (information or literature) and be actively engaged in experiencing the process. Argument is woven across the CCSS and can be woven across the curriculum. Protocol will be shared for how students might take positions and debate about literature and informational text, and support their arguments with reasons and evidence from the texts. Students can be told an argument about the text before it starts, then be asked to take a position as they listen. Students are introduced to protocol for debating that is similar to the structure of formal debates.

## **Top Drawer Titles: Overlooked Books 2013–2014**

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### **Teaching Kindness: Using Books as Mentors**

**Ann Griffin**

**K-2**

**EH 04**

The presenter will share children's books that have helped begin discussions about kindness with her class. How do we build empathy in our students? How can children take responsibility for their own behaviors? How can children problem solve independently? The presenter will share her successes and failures -- please bring your ideas to share! A book list will be provided.

### **Using Oral Language Assessments to Improve Instruction**

**Lori Erickson**

**K-2**

**EH 05**

There are numerous oral language assessment tools. The goal of each tool is to gather and analyze the oral language structures children use when speaking. The structures provide the basis for a child's ability to listen, speak, read, and write effectively. In this breakout session, participants will acquire an understanding of how to informally assess oral language acquisition throughout their day. Participants will become familiar with formal oral language screeners and the role they play in future instruction. Participants will learn how to use both formal and informal data to strengthen the language structures for literacy success.

# SCHEDULE **TUESDAY, July 15**

## **8:30–11:45 A.M.**

### **Reading Workshop 2.0: Teaching Reading in the Digital Age**

**Featured Presenter Frank Serafini**

**K-8**

**Sundin Music Hall**

This presentation will focus on the changes happening in reading instruction in light of the Common Core Standards and the Digital Revolution. In this workshop, we'll look at the features of new texts being used in contemporary classrooms, the lessons necessary for comprehending digital and multimodal texts, and the digital resources available for reading, sharing, discussing, and analyzing print-based, digital, and multimodal texts. A framework will be shared that demonstrates how the reading workshop structure provides instructional opportunities and reading strategies to help students comprehend and interrogate digital and multimodal texts. Online resources and student examples will be shared.

Serafini earned his Ph.D. in reading education at Arizona State University, where he is currently associate professor of literacy education and children's literature. He is the recipient of the 2003 Distinguished New Faculty Award, the 2007 Outstanding Teacher Award from the University of Nevada, Las Vegas, and the 2009 Foundation Award at ASU for Excellence in Teaching. Serafini has authored several books, including: *The Reading Workshop*, *Lessons in Comprehension*, *Classroom Reading Assessments*, and *Interactive Comprehension Strategies: Fostering Meaningful Talk About Texts*. His book *Looking Closely Along the Shore* won an International Reading Association's Teachers' Choice Award and honorable mention from the Society of School Librarians International. Serafini is also the CEO of Southwest Educational Consultants, Inc.

**There will be a break from 10–10:25 a.m.**

Complimentary coffee, tea, and water will be available in the Sundin Music Hall lobby.

## **11:45 A.M.–12:50 P.M.**

### **Lunch**

**Bishop's Bistro at the Anderson Center**

An all-you-can-eat buffet lunch is included in the cost of tuition. Please present your name tag and ticket to the cashier.

## **1–2 P.M.**

### **Exploring Picture Books from Two Perspectives: Author/Illustrator and Children's Literature Professor**

**Featured Presenter Frank Serafini**

**K-8**

**KLAS Kay Fredericks Room**

This session will blend the creative processes of an expository picture book author and illustrator with the theoretical and pedagogical lens of a literacy educator. Drawing on his own creative processes, Serafini will share how he designs and creates expository picture books to enhance young readers' appreciation and understanding of the natural world and various environmental biomes. In addition, he will discuss the relationship between creating picture books and using them to help readers develop effective comprehension strategies.

### **Reading Like a Writer**

**Patti Greene**

**3-8**

**EH 106**

When you read something, do you notice the effective use of punctuation or vivid language? The writer crafted the piece with intention. When we guide students to develop a habit of mind to read like a writer, we open doors of possibilities.

### **Engaging Students in Academic Vocabulary**

**Kelly Killorn**

**1-12**

**EH 04**

Did you know that background and concept knowledge are more important than IQ to the understanding of reading? Instruction and practice with academic vocabulary builds a student's background and concept knowledge. Marzano's six steps for teaching academic vocabulary will be highlighted during this fun, hands-on, interactive session where participants will learn about the importance of teaching academic vocabulary and practice a variety of methods for teaching, practicing, and reinforcing word meanings to support content-area reading comprehension.

### **Banned and Challenged Books from 2013–2014**

**Joan Arndt**

**K-8**

**KLAS 208**

Thousands of books are published each year for children and young adults. Some are challenged by library patrons. Which titles are on the current list? What are the issues? Who challenges this ban? What is the outcome?

## Values.com: Books and Billboards

Patricia Bauer

3-8

KLAS 206

Ever noticed the “Pass it On” billboards that show everyone from Nelson Mandela to Helen Keller? Middle school teacher and author Pat Bauer will share picture books and activities she developed to illustrate values such as courage and perseverance. These books and activities are great catalysts for conversations that may lead to improved class and school climate and encourage students. American history, reading, and English teachers will discover books and ideas that will fit into their curriculum areas.

## Storytelling Through Yoga: Guiding Children Toward a Joyful Calm

Ann Griffin

K-2

DRH 65

Yoga is a great way for children to find stillness and calm in busy classrooms. It also helps them make connections between their body and mind. This session will demonstrate short, simple ways to incorporate yoga into classrooms as well as longer sessions into a typical physical education class experience. Participants will learn simple and engaging ways to tell familiar stories (*Mushroom in the Rain*, *The Mitten*, *The Umbrella*) while children use their bodies to create the animals in the stories. Come prepared to move.

## Inspiring Your Writers: Texts (and Other Experiences) to Get Students Writing

Jodi Baker

3-8

EH 05

“I don’t know what to write.” Ever hear this from your student writers? Learn about springboard texts and pay-attention-to-the-world experiences that can help eliminate this issue. Creating predictable environments and essential structures will also be discussed as ways to support reluctant writers. How can we encourage students to lead writerly lives through classroom environments and structures? What texts and experiences are effective springboards for student writing?

**2:15–3:15 P.M.**

## Exploring Picture Books from Two Perspectives: Author/Illustrator and Children’s Literature Professor

Featured Presenter Frank Serafini

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# SCHEDULE **TUESDAY, July 15**

## **Teaching Strategies that Encourage Inquiry and Active Engagement**

**Jodi Baker**  
K-12  
EH 05

Teachers can't "make" students learn; learners construct their own meaning. But as thoughtful facilitators, teachers can intentionally engage students more deeply in the learning process. In this session, we'll learn and practice teaching strategies to encourage students to think, inquire, process, and reflect. These strategies can be used with students of any age and can be applied in diverse settings to any discipline.

## **Storytelling Through Yoga: Guiding Children Towards a Joyful Calm**

**Ann Griffin**  
K-2  
DRH 65

Yoga is a great way for children to find stillness and calm in our busy classrooms, as well as helping children make connections between their body and mind. This session will demonstrate both short and simple ways to incorporate yoga daily into classrooms, as well as longer sessions into a typical physical education class experience. This session will share simple and engaging ways to tell familiar stories (*Mushroom in the Rain, The Mitten, The Umbrella*) while children use their bodies to create the animals in the story. Come prepared to move.

## **Challenging Your Talented Readers**

**Eileen McElrath**  
3-8  
KLAS 206

"What about inappropriate content?" "Where's the curriculum map and learning objectives?" and "How do grades impact motivation and learning when students always get an A?" These are frequently asked questions about our talented readers. Tested classroom practices will be presented to support creating frameworks you can use in your classroom for challenging talented readers.

# SCHEDULE **WEDNESDAY, July 16**

## **8:30–11:45 A.M.**

### **When Texts Get Complex: Assessment, Goal-Setting, and Getting to the Next Level**

**Featured Presenter Jennifer Serravallo**  
K-8

#### **Sundin Music Hall**

What does it take to support a reader moving from one level to the next? How quickly should students progress? What are some ways to help students get “un-stuck” when they seem to stall out at a level? In this session, the presenter will provide practical and manageable ways to look at data, and will present practical solutions to these questions.

A literacy consultant, researcher, and author, Serravallo is the best-selling author or coauthor of the Heinemann titles *Teaching Reading in Small Groups* and *Conferring With Readers*. Her latest book, *The Literacy Teacher’s Playbook, Grade K-2 and Grades 3-6*, helps teachers assess confidently and teach powerfully.

Serravallo worked for eight years as a staff developer and national consultant at the Teachers College Reading and Writing Project at Columbia University. In this capacity, she helped urban, suburban, and rural schools implement exceptional literacy instruction through reading and writing workshops. While working toward her master’s degree at Teachers College, she taught grades 3-5 in two Title I schools with large class sizes, high numbers of English language learners, and an enormous range of learners. These experiences galvanized her to write her Heinemann professional books as well as other professional resources for teachers, including *Independent Reading Assessment for Fiction and Nonfiction*.

#### **There will be a break from 10–10:25 a.m.**

Complimentary coffee, tea, and water will be available in the Sundin Music Hall lobby.

## **11:45 A.M.–12:50 P.M.**

### **Lunch**

#### **Drew Fine Arts lobby**

Box lunches will be provided. A variety of options, including sandwiches and salads, will be available on a first-come, first-served basis. Please present your name tag and ticket to obtain your lunch.

## **1–3 P.M.**

### **Teaching Reading in Small Groups**

**Featured Presenter Jennifer Serravallo**  
K-8

#### **Sundin Music Hall**

Strategy lessons can be a powerful way to maintain the individualized feel of a conference while being more efficient with your instruction. An alternative to guided reading where students work on skills at their instructional level, these small-group lessons can help teachers to shore up skills and strategies as students read independently. Through lecture, activities, and video, this workshop will engage participants in developing an understanding of the valuable methods surrounding small-group strategy lessons.

### **From Student to Teacher**

**Kao Kalia Yang**  
K-8

#### **Klas Kay Fredericks Room**

Kao Kalia Yang will share stories from her journey as a student in the Saint Paul Public Schools into the classrooms of Carleton College and Columbia University. She will talk about her experiences and insights as a young teacher of writing. Yang will speak to the Hmong American experience and the necessary work of incorporating culture into teaching. She will read from her award-winning book *The Latehomecomer: A Hmong Family Memoir* and her new manuscript, *Still, Fluttering Heart: The Second Album*, winner of a 2013 McKnight Fellowship. A book signing will follow the session.

Yang is the author of *The Latehomecomer: A Hmong Family Memoir* (Coffee House Press, 2008). The book garnered the Minnesota 2009 book awards in Creative Nonfiction Memoir and Book of the Year. It is the first full-length memoir to be published by a Hmong American writer with national distribution. Yang is a graduate of Carleton College and Columbia University’s MFA program. She just finished her second manuscript, *Still, Fluttering Heart: The Second Album*. It is the winner of the 2012 Literary Death Match Twin Cities and a 2013 McKnight Artist Fellowship. Yang is a sought after teacher, writer, and public speaker.

# SCHEDULE **THURSDAY, July 17**

**7:30–8 A.M.**

## **Registration for Minnesota Reading Association Attendees**

Drew Fine Arts Theatre Lobby

**8–8:40 A.M.**

## **Welcome Minnesota Reading Association and Introductions**

Drew Fine Arts Theatre

**9–10:15 A.M.**

## **Confessions of a Reading Arsonist**

Featured Presenter Steven Layne

K-12

Sundin Music Hall

With his trademark combination of humor and heart, Steven Layne tackles one of the most significant issues in reading instruction today: how to engage reluctant readers. Teaching the skill of reading is viewed by many educators as a major objective; teaching the will of reading is too often an afterthought. Layne's charismatic blend of anecdotes and practical suggestions for the classroom are sure to fan the flame of literacy into a raging inferno, inspiring teachers as well as their students to keep the bedside lamp on just a little bit later into the night.

Layne is a professor of literacy education at Judson University in Elgin, Illinois. He is a recipient of the 2001 Milken Foundation's National Award for Teaching Excellence, a 2001 Edwin A. Hoey Award for U.S. Outstanding Teacher, and a 1999 Reading Teacher of the Year Award in Illinois. His vast experience working at multiple grade levels in public schools allows him a unique camaraderie with teachers and librarians, and his award-winning books for children and young adults add another appealing element to his dynamic presentations. He's a frequent keynote speaker at conferences of literacy educators and librarians.

## **Educating Trainman—A Mother and Son Story**

Barb Kavan & Stefan Kavan

K-12

EH 106

The gift of Stefan and story resulted in a mother-son coauthored book called *Trainman*. Stefan's school experiences, published by the Autism Asperger's Publishing Company, focus on acceptance and developing friendships through special interests. *Trainman* has been honored by the New England Book Festival and the Teachers' Choice Award. Barb and Stefan's journey is a message of hope and promise.

## **Learning Together: An RTI Model for Collaborative Professional Development**

Jen McCarty Plucker, Lindsay Engberg

K-12

KLAS Kay Fredericks Room

As a district, we have developed high quality professional development opportunities to support learning for all students in the core. The teaching and learning and special education departments have worked together to develop professional development to meet the needs of all students and provide opportunities for them to achieve at high levels. Through the use of a Capacity Building model for RTL, we are beginning to bring together the expertise of many educators to determine our strengths and move forward addressing the needs of students and educators alike.

## **The Wonderful World of Nonfiction: Using Nonfiction Read-Alouds to Teach Close Reading**

Kate Kelly, Emily Hoeschen

K-5

EH 04

Participants will learn ways to bring the text and reader close together, using nonfiction read-alouds to teach close reading. We will focus on understanding the MN ELA Standards for Reading: Informational Text.

## **More Than a Data Point: Making Plans, Teaching Powerfully to Really, Really Make a Difference**

Debbie Bell, Susan Braithwaite, Patti Busta, Jennifer Lance

K-5

ANDC 304

In this interactive session, we'll explore strategies, systems, and resources for "working the data" to move our students along the continuum of literacy learning. This session will offer ways to help literacy teachers personalize the process—not add something more, but use the literacy assessments and reading frameworks to personalize the process of collecting data, looking for trends, establishing a goal, making a plan, and using ongoing assessments to track progress over time. Participants will be able to use student data to teach with confidence and make a difference.

## **Teaching Technology Tools of Today**

Stephanie Reid, Gretchen Kleinsasser, Holly Brunson,

Melissa Trampel

K-12

EH 05

It's undeniable: We're teaching and learning in exciting times. Technology is embedded in our daily lives and deserves a place in our classrooms too. Attend this session for ideas and resources that will help you embrace the technology tools of today in your own classroom setting. If possible, please bring your own device (i.e. smartphone, iPad, computer).

There will be a break from 10:15–10:45 a.m.

Complimentary coffee, tea, and water will be available in the Sundin Music Hall lobby.

## **10:45–11:45 A.M.**

### **Successful Strategies for Building Lifetime Readers: Great Ideas You Can Put in Place Tomorrow!**

**Featured Presenter Steven Layne**

**K-12**

**Sundin Music Hall**

Energetic author and educator Steven L. Layne promises a presentation to delight, empower, and motivate every teacher of literacy in grades K-12. How do teachers ignite a passion for reading in kids who live in a world that offers them a hundred ways to spend their time? This fast-paced workshop offers practical ideas for the classroom that will keep kids reading and loving books. Great titles—old and new—will be highlighted.

### **There's No Place Like Nonfiction: Embracing Informational Texts as Readers**

**Patti Greene**

**K-5**

**Klas Kay Fredericks Room**

What better way to honor students' natural curiosity than to be immersed in informational texts? Publishers are making this genre readily available for students. Now it's our job to make those texts accessible in ways students understand them as readers. This is evident in the MN ELA Standards.

### **A Simple Method for Teaching the Structure of Language**

**Scott Williams**

**K-5**

**ANDC 304**

"Innovative!" "Fresh." "Connected to standards." "Enlightening!" These are all words that past participants have used to describe the ideas that will be outlined in this interactive presentation. The instructional methods and scaffolding tools that will be shown can be used to teach primary students, English learners, and older, struggling writers to quickly plan, orally rehearse, and write cohesive paragraphs with complex sentence structures. As one participant put it, this presentation "made a complex topic concrete, tangible, and easy to implement!"

### **Inspiring Young Writers**

**Tammy Green, Laurie Schlossmacher**

**K-2**

**EH 04**

Children need a powerful foundation in writing in a rigorous and responsive setting. Teaching routines and conferring methods inspired by Lucy Calkins will guide participants to help young authors share experiences in writing. Add to your toolbox of strategies for teaching writing through modeling of techniques, sample lessons, and clear, simple structure of writer's workshop.

### **Integrating Content Area Vocabulary in the Language Arts Block**

**Jennifer Peters**

**3-5**

**EH 05**

It seems that educators are continually searching for efficient ways to integrate content area vocabulary into various parts of students' days. So many words to teach and so little time, right? This session will show you ways in which you can incorporate content area vocabulary (science, math, social studies) into the language arts block. Strategies will include nonfiction reading and writing while focusing on content-area specific words and concepts. Immersion educators will be interested to see how this approach can be used during students' English language arts block.

### **Linking Literacy to the Brain**

**Jean Strait**

**K-12**

**EH 106**

What do you know about how the brain works? What if you could increase your students' learning by 30 percent in just eight weeks? Come and learn about cost-free ways to improve your literacy teaching and increase your students' academic achievement.

### **A Youth Participatory Action Research, Theatrical High School Inquiry into Whiteness**

**Samuel Jaye Tanner**

**9-12**

**ANDC 305**

This workshop presents a Youth Participatory Action Research theatrical investigation into whiteness. Using theatrical techniques reflective of oppressed populations, high school students wrote and produced a play experimenting with the concept of whiteness in multicultural settings.

# SCHEDULE **THURSDAY, July 17**

## **Academic Language in the Secondary School: Going Beyond the Words in Bold**

**Ann Mabbott**  
6-12  
GLC 106W

Teaching secondary students academic language linked to higher order thinking skills is necessary if we are to close the achievement gap. Academic language includes both key content words as well as language structure. In this session, we will look at examples of what needs to be taught from current Minnesota school curricula and classes.

**11:45 A.M.–12:45 P.M.**

### **Lunch**

#### **Drew Fine Arts lobby**

Box lunches will be provided. A variety of options, including sandwiches and salads, will be available on a first-come, first-served basis. Please present your name tag and ticket to obtain your lunch.

**12:45–2 P.M. SYMPOSIUMS**

### **Confessions of a Reading Arsonist**

**Featured Presenter Steven Layne**  
K-12  
Sundin Music Hall

With his trademark combination of humor and heart, Steven Layne tackles one of the most significant issues in reading instruction today: how to engage reluctant readers. Teaching the skill of reading is viewed by many educators as a major objective; teaching the will of reading is too often an afterthought. Layne's charismatic blend of anecdotes and practical suggestions for the classroom are sure to fan the flame of literacy into a raging inferno, inspiring teachers as well as students to keep the bedside lamp on just a little bit later into the night.

Layne is a professor of literacy education at Judson University in Elgin, Illinois. He is a recipient of the 2001 Milken Foundation's National Award for Teaching Excellence, a 2001 Edwin A. Hoey Award for U.S. Outstanding Teacher, and a 1999 Reading Teacher of the Year Award in Illinois. His vast experience working at multiple grade levels in public schools allows him a unique camaraderie with teachers and librarians, and his award-winning books for children and young adults add another appealing element to his dynamic presentations. He's a frequent keynote speaker at conferences of literacy educators and librarians.

## **The Impact of School and Family on Students' Literacy Achievement**

**Jean Strait, Patty Murphy, Robert Rivera, Joyce Jones**  
K-12  
EH 106

Families face barriers to literacy education, including: language and cultural barriers, survival issues, and poor literacy skills. Additional family and student support is needed to ensure that families have access to schools and understand information provided to navigate the school system. In particular, urban families are often marginalized from school life by poverty, racism, language, and cultural differences. Many urban parents perceive that public education is designed for children from middle class, white families at the expense of others. The panel will discuss these issues within the context of literacy education and empowerment.

## **Go Slow to Go Fast: Empowering Teacher Leadership in the Implementation of the ELA Standards**

**Jennifer Plucker, Jessica Frie, Kate Stanley, Amanda Sass-Henke**  
6-12  
ANDC 304

The Minnesota Academic Standards for ELA (Common Core) are asking educators to make paradigm shifts in how they integrate reading, writing, speaking, viewing, listening, and language to promote critical thinking and college and career readiness. This session will illustrate how the Orono School District chose to go slow so teams could consider how to create and implement standards based on integrated units. These units used inquiry as the vehicle for instruction, choice and multiple texts for differentiation, and formative assessment in order to focus on learners and learning. Teachers had an opportunity to "try on" new ways of instructing and were given time and autonomy to develop their curriculum, instruction, and assessment one inspired unit at a time.

## **Optimizing Student Talk: Accessing Content to Strengthen Literacy Skills**

**Marcia Rockwood, Leah Hood, Regina Scheuring**  
3-12  
EH 05

This session will provide research-based reasons for using student talk in the classroom. It will also highlight best practices and strategies for using talk to create an environment of collaboration that supports students in reaching academic goals. Additionally, the session will discuss ways to engage ELL students in productive talk to access content and strengthen academic language.

### Considering Academic Language When Differentiating Instruction

Debra Peterson, Pam Solvie, Chris Johnson, Kate Kelly  
K-12  
EH 04

In this interactive symposium, academic language will be defined, research on the language demands of school and testing will be summarized, and instructional strategies for supporting diverse students will be shared. Participants will discuss their instructional practices in grade level and content specific small groups.

### The Stories Behind the Stories: Three Picture Book Authors Tell All

Jackie Briggs Martin, Phyllis Root, Marsha Wilson Chall, Jodi Baker  
K-5

Klas Kay Fredericks Room

Join three children's book authors as they share the stories behind their recent picture books. Does the writer choose the story or does the story find the writer? What makes a great picture book? Why picture books? We'll save time for your questions and a book signing too!

There will be a break from 2-2:15 p.m.

## 2:15-3:15 P.M. BREAKOUT SESSIONS

### Successful Strategies for Building Lifetime Readers: Great Ideas You Can Put in Place Tomorrow!

Featured Presenter Steven Layne  
K-12

Sundin Music Hall

How do teachers ignite a passion for reading in kids who live in a world that offers them a hundred choices and ways to spend their time? This fast-paced workshop offers practical ideas for the classroom that will keep kids reading and loving books. Great titles—old and new—will be highlighted.

### Close Reading Instruction: Teaching Students to Read Like Detectives

Adrianna Henderson  
3-5  
EH 106

Why teach close reading? Students can learn to read and comprehend texts deeply with explicit instruction and practice. Shifts in instruction in the Common Core State Standards support close reading strategies. Twenty-first century skills require students to comprehend, analyze, critique, and evaluate texts at higher levels. Students need critical literacy when reading technical and informational texts while preparing for College and Career Readiness. Learn applicable ways to implement and teach close reading using short passages, interactive read-alouds, and poetry.

### A Simple Method for Teaching the Structure of Language

Scott Williams  
K-5  
ANDC 304

"Innovative!" "Fresh." "Connected to standards." "Enlightening!" These are all words that past participants have used to describe the ideas that will be outlined in this interactive presentation. The instructional methods and scaffolding tools that will be shown can be used to teach primary students, English learners, and older, struggling writers to quickly plan, orally rehearse, and write cohesive paragraphs with complex sentence structures. As one participant put it, this presentation "made a complex topic concrete, tangible, and easy to implement!"

### Opening the Minnesota ELA Standards: Going Beyond Close Reading

Joletta Falknor, April Buchanan  
6-12  
ANDC 305

Now that we have the ELA Common Core Standards, how do we implement the informational text reading and writing standards in the classroom? The presenters share classroom assignments, worksheets, anchor charts, and rubrics.

### Inspiring Young Writers

Tammy Green, Laurie Schlossmacher  
K-2  
EH 04

Children need a powerful foundation in writing in a rigorous and responsive setting. Teaching routines and conferring methods inspired by Lucy Calkins will guide participants to help young authors share experiences in writing. Add to your toolbox of strategies for teaching writing through modeling of techniques, sample lessons, and clear, simple structure of writer's workshop.

### Code Orange: Using Literature in the Science Classroom

Jennifer Malecha, Juli Peterson  
5-8  
Klas Kay Fredericks Room

Learn how to use the novel *Code Orange* to enhance the understanding and practical application of the seventh-grade immunology state standards. Students document reading progress and comprehension in their "case file" throughout the unit using strategies being taught in their reading class. We will also show how to differentiate this unit to accommodate a variety of reading levels.

# SCHEDULE **THURSDAY, July 17**

## **Integrating Content Area Vocabulary in the Language Arts Block**

Jennifer Peters

3-5

EH 05

It seems that educators are continually searching for efficient ways to integrate content area vocabulary into various parts of students' days. This session will show you ways to incorporate content area vocabulary (science, math, social studies) into the language arts block. Strategies will include nonfiction reading and writing while focusing on content-area specific words and concepts. Immersion educators will be interested to see how this approach can be used during students' English language arts block.

## **A Year in Review: Young Adult Books**

Julie Benolken

9-12

KLAS 205

Young adult books have become one of the fastest growing segments of the publishing industry. Come hear book talks for young adult books published this past year and more.

**3:15-3:45 P.M.**

## **Book Signing**

Steven Layne

Sundin Music Hall

# PRESENTER BIOS

**Joan Arndt** has been an adjunct instructor at Hamline University specializing in the area of children and young adult literature for more than 30 years. She was a media specialist at both the elementary and middle school levels for Roseville Public Schools for 40 years.

**Jodi Baker** provides professional development with an emphasis on writing and inquiry. She has taught kindergarten through fifth grade as well as graduate courses at Hamline. She also serves on the Summer Literacy Institute committee.

**Pat Bauer** has a passion for teaching history and literacy, especially through the use of picture books. She is also the author of *B is for Battle Cry: A Civil War Alphabet*. Bauer is the only educator on the Minnesota Civil War Commemoration Task Force.

**Debbie Bell** is the lead literacy specialist, PreK-12, for Saint Paul Public Schools. She also serves as an adjunct faculty member for Hamline's K-12 Reading License program.

**Julie Benolken** has been a librarian at Inver Hills Community College since 1999. During the past two years, she has served on three young adult award or book selection committees.

**Sue Braithwaite** is a district literacy specialist, K-5, for Saint Paul Public Schools.

**Holly Brunson** has worked as an elementary school teacher for the past five years. Next year she plans to serve as an intervention specialist at Zanewood Community School in the Osseo Area School District. She earned her Master's in Literacy Education at Hamline.

**April Buchanan** has been a middle and high school English language arts teacher for more than 19 years.

**Patti Busta**

**Marsha Chall** is a children's book author and adjunct instructor in Hamline's Master of Fine Arts in Writing for Children and Young Adults program.

**Deb Cordes** is a fifth grade humanities teacher in the Anoka-Hennepin School District. She is a member of the Hamline Summer Literacy Institute committee.

**Lindsay Engberg**

**Lori Erickson** is a preK-3 content coach for Saint Paul Public Schools. She has facilitated numerous literacy professional development sessions on early literacy skills, such as concepts about print, guided reading, and oral language development.

**Joletta Falknor** is an adjunct professor in literacy at Hamline. She has taught middle and high school English language arts and reading for more than three decades.

**Jessica Frie** is an English and language arts teacher at Orono High School.

**Tammy Green**

**Patti Greene** is the K-12 reading coordinator for Prior Lake-Savage Area Schools, an adjunct instructor for Hamline, a literacy consultant, and a member of the Summer Literacy Institute committee.

**Ann Griffin** teaches first grade at Linwood Monroe Arts Plus, a Saint Paul public school. She is also a member of the Summer Literacy Institute committee.

**Adriana Henderson** is the elementary literacy coordinator for West Saint Paul-Mendota Heights-Eagan Area Schools. As a reading specialist and former classroom teacher, she supports literacy professional development at the elementary level.

**Emily Hoeschen** teaches reading pedagogy and children's literature courses at the College of St. Benedict/St. John's University. She also provides professional development in literacy practices and the Minnesota English language arts standards to school districts.

# PRESENTER BIOS

**Leah Hood** is a seventh and eighth grade middle school social studies teacher at Paideia Academy Charter School in Apple Valley. This fall Hood will begin teaching at Lakeville South High School. She is a 2013 graduate of the Master of Arts in Teaching degree program at Hamline University and has researched and implemented the use of collaborative talk in her classroom.

**Christopher W. Johnson, Ph.D.** is an assistant professor at the University of Minnesota, Duluth. He teaches in literacy education and teacher preparation, and works with the graduate faculty, Master of Education program, and Master of Environmental Education program.

**Joyce Jones**

**Barb Kavan** serves as a special education administrator in Prior Lake-Savage Area Schools. She has been working in education for more than 30 years. Her book *Trainman* was awarded the 2012 Teachers' Choice Award.

**Stefan Kavan** recently began working at the Williston Fitness Center. He has been a presenter since 2004.

**Kate Kelly** teaches literacy, assessment, and research courses with elementary and secondary pre-service and in-service teachers at St. Catherine University. She also works as a K-12 literacy specialist in a local school district and provides professional development for multiple school districts.

**Kelly Killorn** has taught reading at elementary through undergraduate levels. She is a past recipient of an award from the International Reading Association for a program she developed to help content area teachers incorporate research supported literacy strategies into classes.

**Gretchen Kleinsasser** is a Spanish immersion teacher who uses technology integration to enhance, engage, and differentiate instruction for all students. She served on the digital recourse strategic planning team for her school district and was awarded the TIES Exceptional Teacher award in 2012 for exceptional use of Google apps for education.

**Jennifer Lance**

**Ann Mabbott** is an English as a second language professor at Hamline University.

**Jennifer Malecha** has taught reading at Valley View Middle School in Bloomington for 14 years and served as the building literacy leader for six years. Currently, she is working as a secondary curriculum coordinator focusing on literacy across the district.

**Jackie Briggs Martin** is a children's book author and adjunct instructor in Hamline's Master of Fine Arts in Writing for Children and Young Adults program.

**Rebecca McCammon** is a seventh-grade English language arts teacher and Equity team member at Linwood Monroe Arts Plus.

**Jennifer McCarty Plucker, Ed.D.** is the K-12 intervention specialist for Rosemount-Apple Valley-Eagan Schools. She supports literacy efforts in Minnesota through her work as an independent consultant, past president-elect of Minnesota Reading Association, and adjunct instructor at Hamline.

**Eileen McElrath** is a gifted education specialist at Woodbury Middle School and South Washington County Schools, where she is developing and implementing curriculum and instructional strategies for high-ability readers. She has taught social studies and reading and worked as a literacy specialist at schools in the Twin Cities, El Salvador, and South Korea.

**Patty Murphy**

**Jennifer Peters** has taught grades 3-5 in the Minnetonka Public School District for the past seven years. In 2012, she completed her Master of Arts in Literacy Education as well as K-12 Reading License through Hamline.

**Debra Peterson, Ph.D.** has been a pre-school and elementary teacher for more than 30 years. She is a faculty member of the Minnesota Center for Reading Research at the University of Minnesota.

**Juli Peterson** has taught seventh-grade life science at Valley View Middle School in Bloomington for 15 years. She incorporates reading into her instruction to help her students read like scientists.

**Nicole Ramos** is an eighth-grade English language arts teacher at Linwood Monroe Arts Plus. She's working on her Master of Arts in Education and Urban Teaching Certificate at Hamline.

**Eliza Rasheed** is a fourth- through eighth-grade theater teacher and Equity team member at Linwood Monroe Arts Plus.

**Stephanie Reid** earned bachelor's and master's degrees in English literature from Cambridge University and a postgraduate degree from Oxford University. She is a middle school teacher and graduate of Hamline's K-12 Reading License and Master of Arts in Literacy Education programs.

**Robert Rivera** is assistant director of the Center for Excellence in Urban Teaching at Hamline.

**Marcia Rockwood** is an assistant professor and curriculum development specialist in the School of Education at Hamline University. She also teaches graduate literacy courses, oversees the Office of Clinical Experiences, and co-coordinates the Summer Literacy Institute.

**Phyllis Root** is a children's book author and adjunct instructor in Hamline's Master of Fine Arts in Writing for Children and Young Adults program.

**Kari Ross** is the reading specialist for the Minnesota Department of Education and an adjunct instructor at Hamline. She works with Minnesota educators in a variety of ways to support best practice instruction and quality learning experiences for all students.

**Amanda Sass-Henke, Ed.D.** works at Orono Middle School as an English and language arts teacher.

**Julianna Scheumann**

**Regina Scheuring** is a second grade ELL teacher in the Saint Paul Public Schools, and she teaches ELL at the second grade level at Wellstone Elementary. She is a 2013 graduate of the Master of Arts in Teaching degree program at Hamline University and has researched and implemented the use of collaborative talk in her classroom.

**Laurie Schlossmacher**

**Lori Schouvieller** serves as a literacy coach and staff developer in the North Saint Paul-Maplewood-Oakdale School District 622. Her experiences also include teaching Reading Recovery, classroom teaching for several years, and training from the Reading and Writing Project directed by Lucy Calkins.

**Jen Schwartz** is an instructional coach in the North Saint Paul-Maplewood-Oakdale School District.

**Pam Solvie, Ph.D.** is an associate professor of education and Coordinator of the Early Childhood Education program at the University of Northwestern.

**Katie Stanley** works at Orono Middle School as an English and language arts teacher.

**Jean Strait, Ph.D.** has taught literacy and educational psychology for 27 years.

**Samuel Tanner, Ph.D.** is a high school drama teacher who holds a Ph.D. in critical literacy.

**Melissa Trampel** is a middle school literacy specialist.

**Scott Williams**

# HAMLIN UNIVERSITY **CAMPUS**

