SUMMER LITERACY INSTITUTE
JULY 15 – 18, 2013

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 degree 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 and other nationally recognized presenters and literacy courses throughout the year.

For more information, visit us online at www.hamline.edu/literacy

Thank you to our 2013 Summer Literacy Institute Committee Members:
Jodi Baker, Third Grade Teacher, Anoka Hennepin School District
Heidi Bernal, Principal, Adams Spanish Immersion School, Saint Paul Public Schools
Terri Christenson, Associate Professor, Hamline University School of Education
Deb Cordes, Fifth Grade Humanities Teacher, Anoka Hennepin School District
Julie Doyle, Reading Licensure Advisor, Hamline University School of Education
Carol Mayer, Chair, Continuing Studies, 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
Kasia McMahon, Program Coordinator, Hamline University School of Education
Marcia Rockwood, Assistant Professor, Hamline University School of Education
Teajai Anderson Schmidt, Supervisor for Pre K-12 Literacy, Saint Paul Public Schools
INFORMATION

Building Abbreviations

GLC – Giddens Learning Center
SUNDIN – Sundin Music Hall
ANDC – Anderson Center
DSC – Drew Science Center

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 tags at all times. Your name tag is your entry ticket to all presentations and lunches.

Coffee and Water

Complimentary coffee and water will be available each day. On Monday, coffee and water will be available at 7:30 a.m. and during the morning break at 10:00 a.m. outside the lobby of Sundin Music Hall. On Tuesday, Wednesday and Thursday, coffee and water will be available at 7:30 a.m. and during the morning break at 10:00 a.m. in the Anderson Center.

Lunch

Buffet lunches in the Anderson Center will be provided Monday-Thursday for all participants, the cost of which is included in your tuition. We encourage you to stagger your arrival at the serving areas on the second floor of the Anderson Center in 10 to 15 minute intervals to avoid long entry lines. 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.

In an effort to be environmentally responsible and to make handouts accessible to all participants, session materials will be made available electronically, one week before the institute and continuing for eight weeks afterwards at hamline.blackboard.com. User login information will be available at the institute.

Daily Evaluations

You will receive daily session evaluation forms. Please complete these and return them the following morning. Submitted evaluations will be entered each day into a drawing for prizes.

Professional Resource Books

Kubitz Educational Services will provide a variety of professional resource books in the Anderson Center lobby. Publications will be available for purchase Monday-Thursday. A variety of children’s literature will also be available for purchase from The Red Balloon Bookstore in the lobby of Sundin Music Hall on Thursday.

Please Note

Building rules for Sundin Music Hall explicitly prohibits any food or beverage in the hall itself. Video or audio taping is prohibited during all sessions. Also, please turn off all cell phones before entering the hall.

Thank you for your cooperation!
# Afternoon Sessions & Symposia at a Glance

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SCHEDULE  **MONDAY  July 15**

**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.**

**Creating Cultures of Thinking, Understanding and Independence**
Debbie Miller  Sundin Music Hall
Debbie believes that all children deserve at least a year of growth in their time with us. To ensure that no child falls through the cracks, what specific actions can intentional teachers take? In this session she’ll explore her new thinking about the gradual release of responsibility instructional model, planning and assessment, and comprehension strategy instruction.


Debbie and her students are featured in the video series *Happy Reading!* and *The Joy of Conferring*, Debbie now presents workshops across the country and internationally, and works extensively with schools and districts on long-range planning and development of literacy initiatives. She worked for many years with the Denver-based Public Education and Business Coalition (PEBEC) and has been an adjunct professor at the University of Denver and Regis University.

There will be a break from 10–10:25 a.m.
Complimentary coffee and water will be available outside the lobby of Sundin Music Hall.

**11:45 A.M.–12:50 P.M.**

**Lunch**
Anderson Center
An all-you-can-eat buffet lunch is included in the cost of tuition. Please present your name tag to the cashier.

**1–2 P.M.**

**Making the Most of Our Literacy Minutes, K-6**
Featured Presenter Debbie Miller  ANDC 112
Are your kids smarter about reading and themselves as readers at the end of reading time than they were at the beginning? How do you know? Come join me as we think together about intentional practices and structures that nurture engagement, ownership, and independence.

**Boost Student Learning Through Vocabulary Instruction: One Elementary School’s Journey**
Carolyn Gwinn  GLC 110W
K-5
This session is for those committed to implementing effective vocabulary instruction and meeting the English Language Arts Common Core Standards at the elementary level. The foundations for a comprehensive approach and corresponding examples—aligned to the standards—and supported with teacher engagement in a professional learning community will be described.

**Print Concepts: Paving the Way to Reading**
Sue Braithwaite  GLC 108W
Pre K-1, Reading Specialist
In this practical session, participants will see the progression of print concepts for each stage of reading development, sample assessment tools to assess students’ concepts of print, and view video clips and examples that demonstrate these through shared reading, guided reading, and independent literacy activities.

**Teaching Kindness First: Using Books as Mentors**
Ann Griffin  ANDC 111
K-2
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 Technology to Motivate Readers**
Kelly Killorn  Computer Lab DSC 305
3-6
Using technology for facilitating substantive student response is easier than one might think. Regardless of technology experience and skill level, participants will learn how to use wikis, blogs, vlogs, backchannel discussion, and other Web 2.0 tools to enhance students’ experiences with text.
Raising Student Achievement Through Guided Reading
Adriana Henderson GLC 100E K-3
Implementing the main components of an effective guided reading lesson can raise student achievement. Selecting appropriate texts and exposing students to rich literature and informational text supports the MN English Language Arts Standards regarding text complexity. Meeting regularly in guided reading can increase students' reading development with focused instructional goals.

Connecting Literacy Between Children and Adults
Marn Frank & Astrid Liden GLC 106W K-6
This session will explore the similarities and differences that exist in the literacy development of children and adults. Learn about the impact that parents' literacy skills have on children's literacy acquisition and discover how Minnesota Adult Basic Education (ABE) can provide adult literacy services for parents.

2:15–3:15 P.M.
Making the Most of Our Literacy Minutes, K-6
Featured Presenter Debbie Miller ANDC 112
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Learning and Memory for Classroom Success
Jane Lescarbeau GLC 100E 2-6
"The one who does the work, grows the dendrites!" That is the mantra of this session. Participants will walk away with strategies for lesson design guaranteed to elicit student learning. They will explore tried and true teaching methods and learning strategies that are rooted in brain research.

Using Multimedia Text Sets to Support Higher Level Thinking
Jennifer Carlson GLC 106W 6-Secondary
The presenter will introduce a contemporary, thought-provoking multimedia text set of young adult literature with visual media that supports comprehension, inquiry, response and learning in accordance with the English Language Arts Common Core Standards. This session will present young adult titles and strategies.

Academic Language: Going Beyond the Words in Bold
Ann Mabbott GLC 1S K-Middle School
Teaching children 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.
**SCHEDULE**  
**TUESDAY**  
**July 16**

**8:30–11:45 a.m.**

**Sustaining Professional Conversations About Student Work: Teachers Talking About Readers, Writers, Learners**

Kathryn Mitchell Pierce  
Sundin Music Hall

Professional Learning Communities are being used throughout the country to provide teachers with time and tools to discuss student work, to use their analysis of student work to refine their practice, and to enhance student learning. In some settings, these conversations are limited to discussions of annual achievement test data. In many settings, teachers wrestle with important questions: How do we integrate classroom observations and teacher-created assessments with other sources of data? How do we use multiple data sources to help us understand what our students are learning and how we might better support them? How do we run our meetings in such a way that we are productive and efficient? How do we use the PLC structure to grow professionally? Together we will explore these questions as we consider the potential for professional conversations.

Kathryn Mitchell Pierce has been teaching for over 30 years at the elementary, middle school and college/university levels. She also provides professional development for teachers across the country on the topics of reading, literature study, writing, and literacy curriculum.

Currently Kathryn serves as a District Literacy Curriculum Coordinator for PreK-12 and as a middle school writing specialist, working with students and teachers to support writing across the curriculum. Kathryn’s work in literacy has been featured in an Annenberg Foundation/CPB videotape series for middle school teachers and in several professional books and journals. She enjoys reading books, writing professionally and for her family, and talking with students about books and writing. She feels it is important for students to use books to imagine new possibilities for themselves and others, and to use writing to spread these ideas to others.

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

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**11:45 a.m.–12:50 p.m.**

**Lunch**

Anderson Center

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**1–2 p.m.**

**Learning Floats on a Sea of Talk: Exploring the Potential of Talk to Support and Assess Student Learning**

Featured Presenter Kathryn Mitchell Pierce  
ANDC 112

Listening closely to small group talk provides a window on learning. This interactive workshop provides opportunities to look closely at student talk, to experience strategies for sustaining and analyzing talk, and to explore ways of maximizing the generative potential of classroom conversations. While our primary focus will be supporting talk about literature and about student writing, cross-curricular implications will also be addressed.

**Close Reading in the ELA Standards**

Patti Greene  
ANDC 111

1-6

Let’s examine the features of close reading. Discuss how you can fine tune your instructional practice. Caution and Relief: Not every text is intended for close reading.

**Tweens Writers: Guiding Writers As They Discover and Create Strong Voice**

Karen Moroz  
GLC 110W

4-Secondary

For many tween-aged students, topic selection is an elusive art, one that leaves them feeling “there is nothing to write about.” Participants in this session will leave with several activities that allow tween writers to find their voices through topic selection and then share their voices with others.

**Examining Student Writing to Notice, Reflect, and Plan**

Debbie Bell & Sue Braithwaite  
GLC 100E

K-6, SpEd, ELL, Literacy Coach

In this interactive session participants will learn to analyze students' writing in order to inform and scaffold lesson planning, to keep track of skills, to understand students' need to learn, and to document individual growth. Techniques and tools for collecting and evaluating student writing and identifying evidence of student learning and growth will be shared.

**The Cream of the Crop: Current Award Winning Titles for Children and Young Adults**

Joan M. Arndt  
GLC 106W

Pre K-8

Every year or two, major literary prizes are awarded for children and young adult book titles. Become acquainted with the awards, their criteria, and the current crop of winners. Gain new knowledge about books to increase student engagement and motivation for reading.
Inspiring Your Writers: Texts (and Other Experiences) to Get Your Students Writing

Jodi Baker GLC 1S K-6
“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 as they develop writing fluency.

Storytelling Through Yoga: Guiding Children Toward a Joyful Calm

Ann Griffin GLC Art Gallery K-2
Yoga is a great way for children to find stillness and calm in our busy classrooms. It can also help children make connections between their bodies and minds. This session will share simple and engaging ways to tell familiar stories such as Mushroom in the Rain, The Mitten, A Walk in the Jungle, while children use their bodies to create the animals in the story.

2:15–3:15 P.M.

Learning Floats on a Sea of Talk: Exploring the Potential of Talk to Support and Assess Student Learning

Featured Presenter Kathryn Mitchell Pierce ANDC 112
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Small Group Instruction – Beyond Guided Reading!

Vincent Ventura GLC 108W K-2
During this interactive session, literacy participants will learn, observe, and practice small group instructional strategies beyond guided reading. The following strategies will be examined: oral language, read to, and shared reading. Shared writing and interactive writing will be investigated.

Tween Writers: Guiding Writers As They Discover and Create Strong Voice

Karen Moroz GLC 110W 4-Secondary
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The Cream of the Crop: Current Award Winning Titles for Children and Young Adults

Joan M. Arndt GLC 106W Pre K-8
Every year or two, major literary prizes are awarded for children and young adult book titles. Become acquainted with the awards, their criteria, and the current crop of winners. Gain new knowledge about books to increase student engagement and motivation for reading.

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

Jodi Baker GLC 1S K-6
“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 as they develop writing fluency.

Storytelling Through Yoga: Guiding Children Toward a Joyful Calm

Ann Griffin GLC Art Gallery K-2
Yoga is a great way for children to find stillness and calm in our busy classrooms. It can also help children make connections between their bodies and minds. This session will share simple and engaging ways to tell familiar stories such as Mushroom in the Rain, The Mitten, A Walk in the Jungle while children use their bodies to create the animals in the story.
8:30–11:45 A.M.

Integrating Fitness and Reading: the How and Why
Featured Presenter Michael Opitz Sundin Music Hall
A key objective of a Comprehensive School Physical Activity Program, highlighted by the Let’s Move in Schools initiative, is to increase activity across the whole school day. Integrating fitness and reading is one way to help children achieve this and to achieve the recommended 60+ minutes of daily physical activity during school. In this morning session, Michael Opitz provides a rationale for integrating fitness and reading. He then suggests, explains, and demonstrates how using fitness literature, or FitLit, as one component of a fitness literacy lesson is a practical, do-able way to achieve this integration within existing classroom literacy routines.

In the follow-up morning session, Michael will discuss how to create and use Fitness Text Sets and provide fitting texts.

Michael F. Opitz is the author and coauthor of numerous books on literacy education including Good-bye Round Robin, Updated Edition; Do-able Differentiation; Books and Beyond; Listen Hear!; Reaching Readers; Rhymes and Reasons; Comprehension and English Language Learners; and Accessible Assessment. A former elementary school teacher and reading specialist, he is a professor of reading at the University of Northern Colorado, and consults and presents nationally and internationally.

There will be a break from 10–10:25 a.m.
Complimentary coffee and water will be available in the Anderson Center.

11:45 A.M.–12:50 P.M.

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

1–2 P.M.

Smart and Sensible Fluency Assessment
Featured Presenter Michael Opitz ANDC 112
How do you know if you’re really assessing reading fluency? Get the answer to this important question in this session. After examining assessment guidelines to ensure that what you count counts, Michael will demonstrate one smart and sensible way to assess meaningful fluency.

Mud, Straw, Snow, Paper, and a Riot: The Essentials for Making a Picture Book
Featured Author Lauren Stringer GLC 100E K-6
Lauren Stringer will share her process of creating picture books from the first scribbled words and sketches to the final art and edited manuscript. Slides, music, art, and dance will be used to convey the hustle and bustle of her studio and the publishing world.

Lauren Stringer is an artist, author, and theatrical designer living in Minneapolis. Her first picture book, Mud, by Mary Lyn Ray, won a Minnesota Book Award, IRA Children’s Choice, and Crayola Kids Best Book of the Year. She has illustrated many award-winning picture books, including Scarecrow and Snow, by Cynthia Rylant, Fold Me A Poem, by Kristine O’Connell George, and Tell Me About Your Day Today, by Mem Fox. Her book, Winter is the Warmest Season, was a Booklist Editor’s Choice. Her newest book—When Stravinsky Met Nijinsky, Two Artists, Their Ballet, and One Extraordinary Riot—was awarded the McKnight Fellowship and was released this spring to much acclaim and many starred reviews.

2:15–3:15 P.M.

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Teaching Critical Literacy: Transforming the World One Student at at Time

Stephanie Reid & Terri Christenson  GLC 110W  3-Middle School
Deepen your understanding of critical literacy and take away instructional strategies for helping students actively question the stance found within, behind, and among texts. Learn to view texts from multiple perspectives, analyze authors’ messages, and guide students to ask questions about representation, marginalization, power and benefit.

Challenging Your Talented Readers

Eileen McElrath  GLC 106W  K-8
“What about inappropriate content?” “Where’s the curriculum map and learning objectives?” and “How do grades impact motivation and learning when students always get As?” These are frequently asked questions about our talented readers. Tested classroom practices will be available to support creating frameworks you can use in your classroom.

The Reading Protocol: A Guide to Effective Comprehension

Jane Lescarbeau  GLC 108W  4-6, Administrators
Have you ever been frustrated with overused and less than effective comprehension tools and organizers? This breakout session is designed to introduce participants to The Reading Protocol. This protocol guides students’ thought processes as they attack fiction and nonfiction texts. It provides an effective approach to interaction, organization, and articulation of student thought.

Poetry: Immersion to Construction

Patti Greene  ANDC 111  K-6
Tap into your student’s inner poet. Experiment with Georgia Heard’s three layers of poetry instruction. Become confident with this genre as an option for the creative writing portion of the MN English Language Arts Standards.

Using Inquiry Learning to Motivate Readers

Molly Klane  GLC 1S  1-5
Research around inquiry learning shows its tremendous benefits in students’ comprehension and motivation. Yet with so much to teach and so little time, many teachers struggle to meaningfully incorporate student-led inquiry into daily lessons. Many student samples and ready-to-use materials will guide this practical exploration of inquiry learning.
8:30–10 A.M.

**Educating Trainman—A Mother and Son Story**
Barb Kavan and Stefan Kavan  GLC 100E Pre K-6
The gift of Stefan and his story resulted in a mother-son coauthored book called *Trainman: Gaining Acceptance… and Friends…Through Special Interests*. Stefan’s personal elementary experiences, published by the Autism Asperger’s Publishing Company, focused on acceptance and developing friendships through special interests. Evidence-based practices will be highlighted for an inclusive classroom environment. Barb and Stefan’s continuing journey is a sharing of their lives—a message of hope and promise.

**Nonfiction in a Reader’s Diet**
Patti Greene, Jodi Baker and Lori Schouvieller  ANDC 111 K-6
Informational text is a way to make people, places, and ideas accessible to students without leaving the classroom. Presenting informational texts feed children’s natural curiosities about the world. In this symposium, ways to increase students’ understanding of nonfiction content and to how to bridge from reading to writing this genre will be investigated.

**Innovative Approaches to Intervention**
Teajai Anderson Schmidt and Kari Ross  ANDC 112 K-6
As reading educators, we strive to support literacy development in all students. Attention to aligned instructional practices that increase student achievement and strengthen core instruction throughout the school day is essential. This symposium session will explore the relationships between differentiation and intervention, and the role of learning environments and student engagement. Proven practices that support accelerating reading achievement and promoting life-long literacy development will be shared.

**Responding to the Standards: Speaking, Viewing, Listening, and Media Literacy in Action**
Debra Peterson, Pam Solvie, Carolyn Gwinn and Christopher Johnson  GLC 110W K-6
In this symposium we will briefly set the context for the MN English Language Arts (ELA) Standards in Speaking, Viewing, Listening, and Media Literacy in elementary literacy instruction. We will present several ideas of how to develop meaningful, purposeful, challenging, and differentiated learning opportunities to help students meet the requirements of these standards. Participants will learn how to better support students in speaking and listening as they engage in student-led discussions about narrative and informational texts. They will also become empowered to become change agents for the infusion of the internet and new technologies into literacy learning and beyond.

**Embracing the Technology Tools of Today**
Stephanie Reid, Holly Brunson, Gretchen Kleinsasser and Melissa Trampel  Computer Lab DSC 305 3-Middle School
It is undeniable: We are teaching and learning in exciting times. Technology is everywhere embedded in our daily lives and rightfully deserves a place in our classrooms, too. Technology has the power to enhance literacy education and engage students in reading, writing, speaking, listening, and thinking on deeper levels. Our goal is to demonstrate how technology has helped transform our teaching practices and students’ learning experiences. Gain ideas and resources that will help you embrace the technology tools of today in your own classroom setting.

There will be a break from 10–10:25 a.m.
Complimentary coffee and water will be available in the Anderson Center.
Breathe, Stretch, Write!
Featured Presenter Sheree Fitch Sundin Music Hall
Is this writing as an extreme sport? Not exactly but let’s get physical! Getting the seat of the pants out of the seat of the chair can create new spaces in thinking and dreaming. This session is designed to inspire as we get creative juices flowing, stretch bodies and minds, rediscover imagination. Working through the senses and body, ideas circulate in new ways for even the most timid writer. Writing is fresh, alive and authentic. With exercises to take back to any classroom or writing group, Fitch will draw from her book *Breathe, Stretch, Write*. Come prepared to move, write, share and laugh. This a great time to begin or deepen your own writing practices.

Sheree Fitch, is a storyteller, educator, literacy activist and the author of award winning poetry, picture books, nonfiction, plays and novels for all ages. Her first publication was the 1987 children’s book *Toes in my Nose*. Her second children’s book *Sleeping Dragons All Around* won the Atlantic Bookseller’s Choice Award in 1990. Subsequent awards include the Mr. Christie Book Award, *(There Were Monkeys in my Kitchen)*, The Young Canada Reads award *(The Gravesavers)* and the 1998 Vicky Metcalf award for Children’s Literature for a body of work inspirational to Canadian children.

Fitch holds a B.A. from St. Thomas University, an M.A. from Acadia University, and honorary doctorates from St. Mary’s, Acadia and Saint Thomas for her contribution to Canadian literature and issues affecting women and children. She’s taught writing workshops around the globe and has been a goodwill ambassador for Unicef.

Her work as a poet and literacy educator has taken her to the Arctic, Bhutan, Uganda, Tanzania, Kenya, Belize, China, Thailand, Vietnam, and Mexico. Fitch is currently the Honorary Spokesperson for the New-Brunswick Coalition for Literacy, and each year she sponsors a writing competition for New Brunswick Youth. In addition, she is Honorary Spokesperson for the Nova Scotia Read to Me Program. Her ventures in literacy education include completing a three-year summer writer in residency for *Somebody’s Daughter* in Nunavut. Fitch and her husband, Gilles Plante, currently live in River John Nova Scotia.

10:25 A.M.–11:45 A.M.

11:45 A.M.–12:50 P.M.

Lunch
Anderson Center
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1–2:30 P.M.

The Oral Tradition of Storytelling, Poetry and Teaching
Featured Presenter Sheree Fitch Sundin Music Hall K-6
Weaving poetry and story throughout her presentation, author and poet Sheree Fitch will take us on a lipslippery journey with words; sharing wisdom she’s gathered from the teachers who have used her books in the classroom. Reinforcing the role of teacher as storyteller, Fitch asks us to think about the never-ending-hopeful-ever-after stories we are living. She will “show and tell” how sharing stories gives us faith in our own voices and helps us as we seek to instill that faith in our students.

2:30 P.M.

Book Signing by Sheree Fitch
Sundin Music Hall Lobby
**PRESENTER BIOS**

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

Jodi Baker provides professional development with an emphasis on writing and inquiry. Jodi has taught kindergarten through fifth grade, and is currently teaching in Anoka Hennepin Schools. She has taught graduate courses at Hamline University and serves on the Summer Literacy Institute committee.

Debbie Bell has been a classroom teacher, literacy coach and reading specialist. She currently serves as a PreK-12 Literacy Specialist with St. Paul Public Schools, and as adjunct faculty in Hamline’s K-12 Reading License program.

Sue Braithwaite is a district literacy specialist for St. Paul Public Schools. As an experienced K-2 classroom teacher, Sue directly works with teachers and school building coaches to provide professional development.

Holly Brunson teaches fifth grade in Osseo Area Schools. Her goal is to use technology as a tool to aid her struggling readers and writers. She will be completing her Master of Arts in Literacy Education through Hamline University.

Jennifer Carlson is an associate professor at Hamline University teaching elementary and secondary literacy courses in the Master of Arts in Teaching and Master of Arts in Literacy Education. She recently co-authored the book, Multimedia Text Sets: Changing the Shape of Engagement and Learning.

Terri Christenson is an associate professor in the School of Education at Hamline University. She coordinates the K-12 Reading License program, Summer Literacy Institute and teaches in the Master of Arts in Literacy Education degree program.

Margaret (Marn) Frank coordinates and delivers professional development related to evidence-based reading instruction for Adult Basic Education (ABE) Teaching and Learning Advancement System (ATLAS). She is also an adjunct instructor for Hamline University and national Student Achievement in Reading (STAR) trainer.

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

Ann Griffin teaches first graders at Linwood A+ with St. Paul Public Schools. She is also an adjunct instructor in emergent literacy at Hamline University and is a member of the Hamline Summer Literacy Institute committee.

Carolyn Gwinn draws on her experiences as a Reading Recovery teacher, state literacy team member, and district level literacy specialist with Anoka Hennepin Schools. She is also an adjunct professor and has co-authored in *Best Practices of Literacy Leaders: Keys to School Improvement* (2011), with Jill Castek.

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

Christopher W. Johnson is an assistant professor at the University of Minnesota-Duluth. He teaches in literacy education and teacher preparation, and works in the Master of Education and the Master of Environmental Education programs.

Barb Kavan serves as a special education administrator in Prior Lake-Savage Area Schools. She has been working in education for over thirty years. *Trainman* is her first published book and was awarded the 2012 Teachers’ Choice Award.

Stefan Kavan is twenty-four years old and lives in Minnetonka. He recently began working at the Williston Fitness Center. Stefan loves to read, research on the computer, and travel—especially by train! Stefan and Barb have been presenting together since 2004.

Kelly Killorn teaches reading/writing methods and assessment courses in the Elementary and Early Childhood Education Department at Minnesota State University, Mankato. Prior to this, Kelly taught reading at the elementary and middle school level and has been honored by the International Reading Association for the ways she incorporates the use of technology into the reading classroom.
Molly Klane has taught reading in a variety of settings, from intervention to gifted and talented classes. She is a graduate of the Master of Arts in Literacy Education and received her K-12 Reading License through Hamline University.

Gretchen Kleinsasser is a Spanish immersion teacher who uses technology integration to enhance, engage, and differentiate instruction for all students. She has 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.

Jane Lescarbeau is a sixth grade reading teacher and also serves as a building literacy leader at Olson Middle School in Bloomington.

Astrid Liden coordinates statewide professional development for Adult Basic Education (ABE), a program within the Minnesota Department of Education. She is involved with educational policy, planning, and delivery and has been an adjunct instructor for Hamline University.

Ann Mabbott’s specialty area in literacy is teaching language to English learners. She started her schooling as an English learner herself, and now is a professor in the School of Education at Hamline University.

Eileen McElrath is a gifted education specialist at Woodbury Middle School with South Washington County Schools. She develops and implements curriculum and instructional strategies for high-ability readers in order to support teachers and their talented readers.

Karen Moroz currently serves as an assistant professor at Hamline University. Prior to her work in higher education, she taught seventh grade language arts and served as a literacy coach for secondary schools in Anoka Hennepin Schools.

Debra Peterson has been a preschool and elementary teacher for over 30 years. She is a faculty member of the Minnesota Center for Reading Research at the University of Minnesota.

Stephanie Reid teaches middle school language arts in River Falls, Wisconsin. She also is an adjunct professor in Hamline’s K-12 Reading License program and the Master of Arts in Literacy Education degree program.

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

Teajai Anderson Schmidt is the supervisor for PreK-12 Literacy with Saint Paul Public Schools. She shares her love of literacy and teaching as a national consultant and adjunct instructor at Hamline University.

Lori Schouvieller serves as a district literacy coach and staff developer in North St. Paul-Maplewood-Oakdale School District 622. Her experiences include teaching Reading Recovery and grades 1, 3, 4, and 6. She has trained with the Reading and Writing Project directed by Lucy Calkins.

Pam Solvie is an associate professor of education and the coordinator of the early childhood education program at Northwestern College.

Melissa Trampel serves as a middle school literacy specialist and has a passion for literacy and technology. Melissa earned her Master of Arts in Literacy Education from Hamline University, and she was honored as a TIES Exceptional Teacher in 2012.

Vincent Ventura is the assistant principal of literacy for nursery to second grade at the American Foundation School in Monterrey, Mexico. He is also an international literacy consultant, works closely with Pam Allyn’s LitLife, and was a literacy coach in New York City.