Administrator Strand - Session Descriptions
Thursday, Nov. 21, 2013

9:15 to 10:15 a.m.
**Thursday Keynote: Gay Su Pinnell**

*Schools as Communities: A Culture of Teacher Expertise for Dynamic Literacy Education*

The presenter will discuss the need for creating learning communities in school, so that students and teachers can experience authentic literacy experiences. In a literate life, individuals do what real readers and writers do, and that is what happens in schools that are alive with literacy. The presentation focuses on descriptions of the schools we want and need in order to create literacy learning communities.

10:30 to 11:15 a.m.

**Administrator Session/Q & A**

*Creating a Literacy Program with Authenticity*

The presenter will begin with a very short presentation of some “big ideas” related to creating authentic literacy programs. Then, participants can make comments or ask questions.

Presenter: Gay Su Pinnell

11:15 a.m. to noon

**Administrator Networking**

1:15 to 2 p.m.

**Examining Long-Term Effects of Reading Recovery**

An examination of Reading Recovery’s long-term effects and the potential of *An Observation Survey of Early Literacy Achievement* (Clay, 2002; 2006) to ascertain the literacy skills of first graders that best indicate if they are at risk for not meeting state standards in third or fourth grade.

Presenters: Mary Lose and Jerome D’Agostino

2 to 2:45 p.m.

**Investing in the Future: The Case for Early Intervention**

The Institute of Education Science has recently commissioned a cost-effectiveness analysis of early literacy programs found to be effective by the What Works Clearinghouse. We will examine the results of this analysis and the implications for early interventions based in professional development.

Presenter: Robert Schwartz

3:15 to 4:45 p.m.

**Administrators to teacher sessions**
### Thursday, Nov. 21, 2013 - Teacher Sessions

#### 7 to 8:15 a.m.

**Early Bird Session - Thursday**

**Running Record Renewal**

Taking and analyzing running records should renew our focus for teaching each child, but sometimes we get into a rut and find it difficult to see beyond “MSV.” This session will challenge participants to look more deeply at students' reading behaviors and plan teaching that impacts acceleration.

**Presenter:** Betsy Kaye

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#### Breakout Sessions AM - Thursday

##### 10:30 a.m. to noon

**Teaching for Effective and Efficient Use of Visual Information: "How Words Work." (Repeat Session, Friday)**

This session will explore the purposes, goals, and procedures for the sequence of instructional procedures beginning with "Breaking Letters Out of Words" and extending into Section 13.

**Presenter:** Sharan Gibson

**Independent and Strategic Writers!**

This session explores the writing component and the ways in which teachers can support children during and across their lesson series.

**Presenter:** C.C. Bates

**Teaching for Acceleration (Repeat Session, Friday)**

The purpose of this presentation is to examine four qualities associated with fast progress children. The presenter will use writing records and videos to pinpoint moments of effective teaching for acceleration that can be applied to children making slower progress.

**Presenter:** Lea McGee
**Intentional Teaching: The Heartbeat of Instruction (Repeat Session, Thursday PM)**

Intentional teaching is inextricably linked to, and a product of, teacher knowledge. It is enacted through teacher dialogue and the specific language choices teachers use to promote powerful, self-regulated literacy learning. This presentation explores the power of teacher language in promoting accelerated literacy learning for students who struggle with reading and writing.

Presenter: Mary Rosser

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**TEACHERS IN-TRAINING ONLY!**

**New Book Introductions: A Time for Teaching and Learning**

“As the child approaches a new text he [she] is entitled to an introduction so that when he[ she] reads, the gist of the whole or partly revealed story can provide some guide for a fluent reading” (Clay, 1991). This session will focus on customizing new book introductions for individual children and will use video examples to clarify the teaching and learning interactions of powerful new book introductions.

Presenter: Mary Fried

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**Breakout Sessions PM - Thursday**

**1:15 to 2:45 p.m.**

**Refining Our Teacher Talk to Scaffold Learning (Repeat Session, Friday)**

Clay writes, “Structuring the task so the child succeeds is masterful” (2005, p.87). However, choosing the most helpful prompts and the right type of support is challenging. Learn how to keep your language precise and concise while shifting your level of support as children’s competencies grow.

Presenter: Betsy Kaye

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**Teaching for Accelerated Learning in the Reading and Writing Activities of the Daily Reading Recovery Lesson (Repeat Session, Friday)**

The 30-minute daily Reading Recovery lesson provides the framework within which accelerated learning triggers vast changes in the child’s processing from the beginning of a child’s lesson series. In this session we will explore how our expert teaching can foster and support accelerated learning in both the reading and writing activities of the daily lesson. We will review videotaped lessons, running records and lesson transcripts for evidence of powerful teaching and learning interactions that support the child’s strategic processing and make accelerated learning possible.

We will refer to Clay’s work in *Literacy Lessons, Part One and Part Two*, so please bring the texts to the session with you.

Presenter: Eva Konstantellou
Expanding High Frequency Word Knowledge at Higher Levels (Repeat Session, Friday)
Known words aid fluency and allow children to make generative connections that encourage flexibility and provide support in higher-level texts. This session explores the expansion of children’s high frequency word knowledge in later lessons.

Presenter: C.C. Bates

Particular Problems = Intentional Teaching (Repeat Session, Friday)
When children are making slow progress and seem to have multiple difficulties, what does this mean to you as an early intervention teacher? This session will focus on some possible problems, but more importantly, on how teachers might adjust their teaching and respond more effectively to opportunities for a particular learner to move forward in his/her learning.

Presenter: Mary Fried

TEACHERS IN-TRAINING ONLY!
When Learning to Look at Print is Difficult
Reading Recovery children must learn strategic actions for looking at print throughout their lessons but especially during early- and mid-learning. The participants will examine running records in order to detect children who have difficulty attending to visual information along with other sources of information and view videos to consider the effects of teaching.

Presenter: Lea McGee

Breakout Sessions PM - Thursday
3:15 to 4:45 p.m.

Reading Recovery Gains in Grade One and Beyond
Reading Recovery has extensive evidence that documents its effectiveness as a powerful intervention to provide struggling first graders the opportunity to read; yet little is known about its longer-term effectiveness, especially into third and fourth grades. The presentation will include a recent study of Reading Recovery and discussion of the factors under the control of schools and teachers that influence outcomes in grade one and beyond.

Presenter: Mary Lose and Jerome D’Agostino

Self-extending and Self-teaching (Repeat Session, Friday)
These two concepts come from very different perspectives on early literacy learning. We will examine the goal of developing readers who are self-extending, some transitions in early literacy learning that contribute to this goal, and how we can support this learning in Reading Recovery lessons.

Presenter: Robert Schwartz
### Intentional Teaching: The Heartbeat of Instruction (Repeat Session Thursday AM)
Intentional teaching is inextricably linked to, and a product of, teacher knowledge. It is enacted through teacher dialogue and the specific language choices teachers use to promote powerful, self-regulated literacy learning. This presentation explores the power of teacher language in promoting accelerated literacy learning for students who struggle with reading and writing.

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### Using Predictions of Progress for Effective Teaching
This session will provide specific information on using Predictions of Progress as a process ensuring that most Reading Recovery children are able to successfully discontinue.

Presenter: Sharan Gibson

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### Friday, Nov. 22, 2013 - Teacher Sessions

#### 7 to 8:15 a.m.
Early Bird Session - Friday

**What’s Different About Introducing Books at Higher Text Levels?**
In this presentation participants will explore a range of texts at higher levels and analyze the textual features that impact book introductions and the ways in which teachers support students in orientating themselves to new texts.

Presenter: Mary Rosser

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#### 8:30 to 10 a.m.

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Presenter: Betsy Kaye

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**11:00 a.m. to noon
Friday Keynote: Salli Forbes**

**Reading Recovery’s Professional Capital**

The expertise of the teacher is the greatest predictor of student achievement. Professional capital refers to the systemic approach to developing a high level of expertise in all teachers. The methods of developing professional capital have been features of Reading Recovery since the beginning, more than three decades ago. This session takes a close look at those features and the expertise of Reading Recovery teachers.

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**Breakout Sessions PM - Friday
1 to 2:30 p.m.**

**Reading Complex Texts: Preparation Through Reading Recovery**

Common Core State Standard 10 calls for students to, “Read and comprehend complex literary and informational texts independently and proficiently.” In this session we explore the key features of complex texts and how Reading Recovery instruction prepares students to effectively read them.

Presenter: Salli Forbes
### Analyzing and Introducing Texts at Higher Levels: Considering Domain Knowledge

Reading Recovery teachers must preview and analyze texts to prepare a particular child for correct responding, and ultimately, to advance his literacy processing system. In this session we focus on the work of Kintsch (Domain knowledge) and Clay as we consider how best to support a child in orienting himself to reading texts at higher levels.

Presenter: Mary Lose

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