



# Reading is for Everyone

**Eighth Annual Literacy Leaders Conference  
March 28, 2020**

**Shepherd University**



*Department of Education  
Graduate Studies,*



## Workshops Overview

	Session 1	Session 2	Session 3	Session 4
Room 102	Classroom Management for Reading Rotations: Creating the Environment for Literacy Success (Elementary)	TBD	A Reader's Notebook: Powerful Writing About Reading (Elementary)	TBD
Room 103	Using Teacher Notebooks So Students Can Do the Work (Elementary)	Writing About Reading Improves Comprehension (Elementary, Secondary)	A Picture is Worth a Thousand Words (PreK, Elementary)	Dori Hargrove (Elementary)
Room 106	TBD	TBD	Step Out of the Book and Jump into the Story: Engaging All Early Learners (PreK/K)	Bibliotherapy—Using Children's Literature to Improve Cognitive, Social and Emotional Outcomes (PreK/K)
Room 109	Reading in the Content with Intentional Strategy instruction (Secondary)	200 Years of Frankenstein: A STEAM and Literacy Monster Mash-Up (Secondary)	TBD	Avenging in the Classroom: Using the World of Marvel to Teach Democratic Principles in the Classroom (Secondary)
Room 111	Breaking Through Literacy Plateaus (PreK, Elementary, Secondary)	DeconstrACT: A new Way to Deconstruct Reading Standards (Elementary, Secondary)	TBD	TBD
Room 115	Using Children's Picture Books to Foster a Growth Mindset (Elementary)	TBD	TBD	

Shepherd University's Department of Education and the Jefferson County Literacy Council would like to thank all the presenters and volunteers who make our annual Literacy Leaders Conference possible.

**Reading is for Everyone**  
**2020 Literacy Leaders Conference**

**8:00-9:00 Registration and Poster Session** - See list of posters at the back of the program.

**9:00-10:00 Welcome and Keynote Address** - Auditorium

**Building a School-Wide Culture of Reading**  
**Laura Robb**

*An author of more than 30 books for teachers, Laura Robb has completed more than 43 years of teaching in grades 4-8, and she returns to teach striving readers each year. Robb received the Richard W. Haley Award for outstanding middle level educator from NCTE as well as the Friends of Literacy Award from the Nassau Reading Council. Robb was named one of the top 20 educators in the country by Scholastic and is a keynote and featured speaker at international conferences. She leads workshops all over the country and in Canada, coaches teachers, writes articles for education journals, and is an author.*

*Her two most recent books, "Team Makers" and "Schools Full of Readers" are available today at the publisher's price.*

**Workshops** (Choose your favorite sessions from the attached list)

**10:15-11:15 Session 1** \_\_\_\_\_

**11:30-12:30 Session 2** \_\_\_\_\_

**12:30-1:15 Poster Session and Lunch Break:** Follow signs to the ballroom for lunch.

**1:15-2:15 Session 3** \_\_\_\_\_

**2:30-3:30 Session 4** \_\_\_\_\_

**3:30-4:00 Closing Remarks and Door Prizes** in the Auditorium

**4:00 EDPD 699 Credit Option Follow-up Expectations Overview** in the Auditorium.

***Please No Food or Drinks in the Auditorium or Classrooms  
Don't forget to turn in your conference evaluation as you leave***

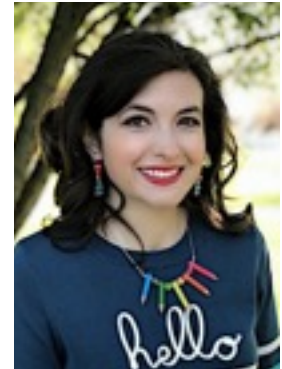
**10:15-11:15 Workshop Session 1**

**Room 102**

**Classroom Management for Reading Rotations: Creating the Environment for Literacy Success**  
Suggested Audience: Elementary

Small group reading instruction is the foundation of effective literacy environments - but how do you structure it so students are engaged, on task, and working independently? This presentation offers teachers practical solutions and management tools for reading rotations. Attendees will leave with ideas and strategies they can implement on Monday!

*Erin Sponaugle has taught for 17 years. She has taught 5th grade for 15 of those years at Tomahawk Intermediate School in Hedgesville, West Virginia. Erin is a graduate of Shepherd University, West Virginia University, and is a National Board Certified teacher. She is currently pursuing a doctorate in education. Her teaching practices have been recognized by Horace Mann, PBS Digital Innovators, and The Arch Coal Foundation. In 2014, Erin was named the West Virginia Teacher of the Year. She wrote and illustrated her first children's book in 2017 and will publish her second book in the spring of 2020.*



**Room 103**

**Using Teacher Notebooks So Students Can Do the Work**  
Suggested Audience: Grades 4 to 8

Experience the power of teacher's notebooks as a teaching tool to model how to apply reading strategies, how to determine characters' personality traits, identify themes, main ideas, and cite text evidence. Learn how to plan notebook lessons, why they benefit you and students, and suggestions for assessing students' work.

*Wanda Waters is a graduate of Shepherd University with a master's degree from West Virginia University. She has been teaching for thirty years in both urban and rural schools with the past fifteen years focused on working with struggling readers, ELL students, and inclusion classes. Her experiences as a co-teacher and as the lead language arts teacher means that she has a wealth of expertise to share. In addition, she has served for many years on the Virginia State SOL Review Committee for both reading and writing.*

*In her 31 year career, Stacey Yost has taught, second, third, and fifth grade students and has also co-taught in an inclusion classroom. She has served on the Virginia State SOL Writing Review Committee and as a lead English teacher for grades K to 5. In addition to her position in Winchester City Schools, she is a Teacher Consultant for the Shenandoah Valley Writing Project. She is a graduate of Shepherd University with a master's degree from Shenandoah University.*



*Bridget Wilson is a nineteen year fifth grade veteran where she has spent fifteen years focusing on meeting the needs of struggling readers, ELL students and students with disabilities in co-taught inclusion classrooms. She has served as a lead language arts teacher for fifth grade and has served for several years on the Virginia State SOL Committee for social studies. She is a graduate of Radford University with a master's degree from Shenandoah University.*

**Room 109 -  
Reading in the Content with Intentional Strategy Instruction**

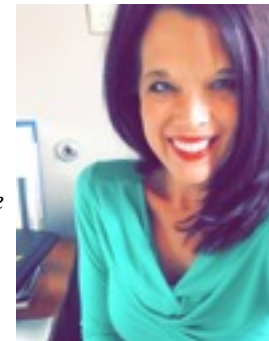
Suggested Audience: Secondary

This session examines how to create a literacy-rich environment within content courses with reading strategy integration. Participants will examine the practical applications of integrating reading strategies to increase students' content knowledge with a specific focus placed on informational text structure and close reading.



*Dr. Nicole Ennis resides in West Liberty and has been a teacher and teacher leader in public education for 16 years. She has worked as a preschool and special education teacher, reading specialist, principal, and assistant superintendent. She is 2003 Graduate of West Liberty University with a B.A. in Elementary Education and Special Educations. She earned her M.A. in Reading Education from Marshall University and Principal and Superintendent Certification from Salem International University. She is a 2017 graduate of Robert Morris University with a Ph.D. in Instructional Management and Leadership. Her research interest includes reading education, special education, and school leadership.*

*With a combination of 20 years experience in the elementary and higher education environment, Angela Curfman has worked as a elementary educator and a full time faculty member in a teacher education program. Currently employed as an Assistant Professor of Teacher Education at West Liberty University, Wheeling WV, Angela's primary responsibilities include design and delivery of the undergraduate teacher education literacy courses. A doctoral candidate at West Virginia University, Angela has earned a master's degree in literacy and an undergraduate degree in elementary education. Her current areas of research is developmental bibliotherapy and diversity in literacy instruction.*



**Room 111  
Breaking Through Literacy Plateaus**

Suggested Audience: Early Ed, Elementary, Middle, High

Every educator knows there's no shortage of conversations about literacy. Yet data suggests most US students read less than 15 minutes a day and reading growth drops as grade levels progress. Literacy scores on International, National and State Assessments have hit a plateau, even though we are investing time, money and effort -we just do not seem to be getting the literacy returns equal to the effort. In this engaging and eye-opening "product-agnostic"\* seminar, attendees will learn new tools, research and techniques to help reach every student, instill a love of reading and accelerate growth in their classrooms and schools. Focusing on the most effective practices, with an honest view of what is, and is not, happening in our schools from the thought-leaders and researchers most trusted by K-12 Leaders and Educators, attendees will leave with ideas, hands-on activities to try, and a better understanding of the latest in research that shows the pathway forward for every child to become a reader. \*You do not have to have Renaissance products to attend: This Renaissance Seminar Series is a part of our 30+ Year Mission to "Accelerate Growth for All", and is not product specific in its content. See resources list below for details.

*Mindy Brinson, Field Executive Team Member for Renaissance in Virginia, has over 25 years of experience in K12 Education, from the Classroom to Administration and over 13 years of experience with Virginia educational data, systems, procedures, procurement and curriculum development.*



## Room 115

### Using Children's Picture Books to Foster a Growth Mindset

#### Suggested Audience: Elementary

Discover how read-alouds can foster such different aspects of a growth mindset as perseverance, critical thinking, and problem-solving. When children realize the power of YET and making mistakes is OKAY, they accept challenges willingly. Walk-away with a bibliography of children's picture books that inspire. (Even win a door prize!)

*Judith Van Tol Wilson is a National Board Certified Shepherd Alum with a degree in Elementary Education. She was named Teacher of the Year in St. Mary's County, MD and spent twenty years in the classroom. She also has a Masters in Curriculum & Instruction with Leadership from McDaniel College and worked nine years in MCPS central office and fifteen years as a staff developer. She retired from a 2017 National Blue Ribbon School after being honored with Maryland's Learning Forward's Professional Development Advocacy Award. With over 45 years of presenting at state, national and international conferences and serving as an adjunct instructor for St. Mary's College of Maryland and College of Notre Dame of Maryland this award was well-deserved..*



## Session 2 11:30 - 12:30

## Room 103

### Writing about Reading Improves Comprehension

#### Suggested Audience: Intermediate and Middle School

Robb shares research that links writing about reading and comprehension. Participants experience concept mapping to increase an understanding of *discrimination* and how talk prior to writing clarifies ideas. Then, Robb uses a folktale to model how to connect discrimination and inferring to poems. She'll stress the importance of choice, discussing texts, and notebook writing to engagement.

*An author of more than 30 books for teachers, Laura Robb has completed more than 43 years of teaching in grades 4-8, and she returns to teach striving readers each year. Robb received the Richard W. Haley Award for outstanding middle level educator from NCTE as well as the Friends of Literacy Award from the Nassau Reading Council. Robb was named one of the top 20 educators in the country by Scholastic and is a keynote and featured speaker at international conferences. She leads workshops all over the country and in Canada, coaches teachers, writes articles for education journals, and is an author.*



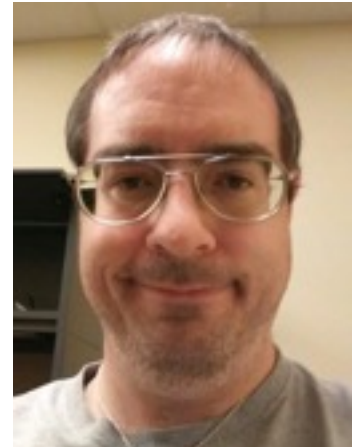
## Room 109

### **200 Years of Frankenstein: A STEAM and Literacy Monster Mash-Up**

Suggested Audience: Elementary, Middle, High

An overview of a successful children's literacy program celebrating the 2018 bicentennial of Mary Shelley's *Frankenstein*. This workshop will include instructions for program replication, suggestions for seeking program funding, and examples of hands-on, low-cost STEAM activities. All attendees will also receive a free copy of the novel (while supplies last).

*Stephen Hill is a lifelong bookworm. For over five years, he worked as an assistant at the Kanawha County Public Library. From 2016 to 2018, Stephen served as an AmeriCorps VISTA placed with Step by Step, a Charleston-based nonprofit organization. In his position as Step by Step's Family Literacy Coordinator, Stephen took a lead role in organizing the 2018 Frankenstein program, including seeking out funding opportunities, writing grant applications, and purchasing and distributing project materials. Stephen is currently enrolled as a graduate student at West Virginia University, where he is pursuing his master's degree in Professional Writing and Editing.*



## Room 111

### **DeconstrACT: A New Way to Deconstruct Reading Standards**

Suggested Audience: Elementary, Middle, High School

Are your ELA standards truly guiding your classroom instruction and assessment? Unfortunately, many efforts to deconstruct and understand our standards fall short and can be futile. In this session, educators will dig into the commonly assessed standard related to determining main idea by learning how to DeconstrACT.



*Sara Hutchinson currently acts as both a curriculum specialist and an academic coach specializing in elementary reading and writing instruction in Fayette County Schools in WV. She has worked extensively with facilitating professional development primarily related to ELA for teachers during the three years she has held this position. Prior to this position, Sara worked as a first and second grade teacher. In 2016, she earned a master's degree in Administration and Supervision through Concord University. Sara has begun an educational blog ([www.sarahutchinson.school.blog](http://www.sarahutchinson.school.blog)) and podcast ("Redefining Education") to begin connecting with teachers outside of her county.*

## Session 3 1:15-2:15

### Room 102

#### **A Reader's Notebook: Powerful Writing about Reading**

Suggested Audience: Elementary

During this interactive workshop, Two Literacy Coaches will show you how to launch reader's notebooks in your classroom as both an instructional tool and way to encourage students to authentically respond to their reading. Leave with a sample reader's notebook page to use during conferences, small groups, and read alouds.

*Jessica Michael Bowman and Sarah Lewis are K-8 instructional literacy coaches. When they're not coaching teachers and teaching in the classroom, they provide professional development and consulting, host PL events, and blog as Two Literacy Coaches. They are driven by the strong belief that "what we value defines us and the work that we do" and they value empowering teachers while creating lifelong readers.*

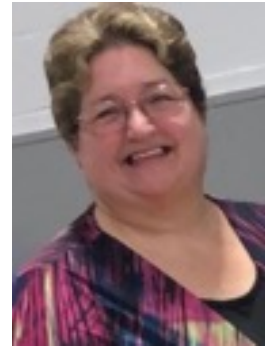
### Room 103

#### **A Picture is Worth a Thousand Words**

Suggested Audience: PreK/Elementary

Come explore the value in using illustrations to build reading skill. Students can enhance their reading skills by learning to study illustrations before and after reading. The illustrations can be used to predict story elements and with sequencing in Fiction text. In Nonfiction text the illustrations can be used to observe, infer, and inquire. Join us as we utilize amazing strategies to get powerful results, no matter the age!

*Pamela Nichols has been an Educator for 33 years and still loves every minute of it. Her passion is to teach teachers and give them as many tools for their toolboxes as she can with the time she is given. She is a WV girl but spent most of her career in SC. She has served at every level of education and in many positions to include Title I School Improvement Curriculum Facilitator, Curriculum Coach, School Liaison, Media Specialist and Art Educator. She received her BS of Education from Concord College, Athens, WV and her Master of Education from Charleston Southern University in Charleston, SC. She has been formally trained in Professional Learning Communities, Frameworks for Understanding Poverty and the Yale Child Development Program. Currently, she is working on a Certificate on Advanced Studies in Violence, Trauma & Loss.*



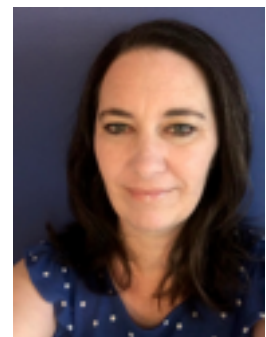
### Room 106

#### **Step Out of the Book and Jump into the Story: Engaging All Early Learners**

Suggested Audience: PreK/K

Explore universal design for learning concepts as a basis to bring stories alive for young children. Discuss a wide variety of ideas to use art, dance, dramatic play, and other hands-on, whole-body experiences to engage children and facilitate learning. Leave with practical suggestions and resources for your classroom or home.

*Laura McCarty, M. Ed. has a diverse educational background beginning with a B.A. in English Literature and Psychology from the UNM, a Juris Doctorate from Capital University Law School, and a M.Ed. in Special Education in 2014. She has been working with early learners for 10 years and specifically in early childhood special education for 7 years. She believes that children learn best when presented with whole body, engaging, and*





*developmentally appropriate experiences. It is not enough to simply read a story, we as educators must bring the story alive for the children to engage with it using art, dance, dramatic play, multifaceted hands on experience that encourage learning. It is through these embedded, fully sensory activities that children can begin to understand and incorporate their knowledge.*

***Karin H. Spencer**, EdD has 25 years of experience in the field of early childhood education and care as a teacher, teacher coach, administrator and teacher educator. She is dedicated to fostering high quality environments and interactions for infants, toddlers and young children with or at-risk for disabilities or special needs. She is a frequent local, regional and national presenter on early intervention and early childhood education and care topics including resilience, mentally healthy environments, challenging behavior, physical activity, inclusion, culturally responsive practice, and universal design for learning.*

## Session 4 2:30-3:30

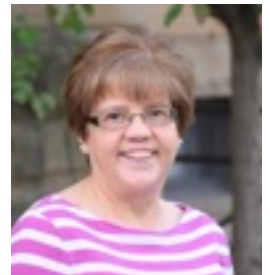
### Room 103

#### Everybody can Read Math

Suggested Audience: Elementary

Learning math is like learning a new language. In mathematics, *vocabulary* may be confusing because the words mean different things in mathematics and nonmathematics contexts, because two different words sound the same, or because more than one word is used to describe the same concept. Effectively teaching mathematics vocabulary is essential to the everyday math instruction for teachers. Barnett-Clarke and Ramirez (2004) note “As teachers, we must learn to carefully choose the language pathways that support mathematical understanding, and simultaneously, we must be alert for language pitfalls that contribute to misunderstandings of mathematical ideas. More specifically, we must learn how to invite, support, and model thoughtful explanation, evaluation, and revision of mathematical ideas using correct mathematical terms and symbols” (p. 56). In this session you will learn about the mathematical language pitfalls and how to effectively teach math vocabulary.

*Dori Hargrove is an Assistant Professor at Shepherd University. She earned her doctorate in Mathematics Education Leadership at George Mason University. Prior to teaching at Shepherd, she was an elementary school teacher in Fairfax County, VA. She was a classroom teacher and mathematics specialist over an eleven year period. Her research interests include professional development, teacher mathematical and pedagogical content knowledge and the use of integrated interdisciplinary topics to promote 21<sup>st</sup> century skills.*

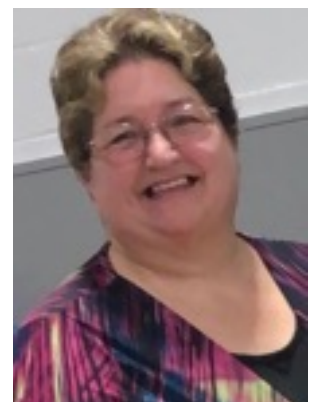


### Room 106

**Bibliotherapy - Using Children’s Literature to Improve Cognitive, Social, and Emotional Outcomes**  
**Suggested Audience PreK, Elementary**

Participants will be immersed in ways to use literature as a therapeutic approach to support good mental health and healing. The participants will experience a model lesson and related activities. Following the session, the participants will be provided with an electronic copy of what was experienced and more related to the featured text.

*Pamela Nichols has been an Educator for 33 years and still loves every minute of it. Her passion is to teach teachers and give them as many tools for their toolboxes as she can with the time she is given. She is a WV girl but spent most of her career in SC. She has served at every level of education and in many positions to include Title I School Improvement Curriculum Facilitator, Curriculum Coach, School Liaison, Media Specialist and Art Educator. She received her BS of Education from*



*Concord College, Athens, WV and her Master of Education from Charleston Southern University in Charleston, SC. She has been formally trained in Professional Learning Communities, Frameworks for Understanding Poverty and the Yale Child Development Program. Currently, she is working on a Certificate on Advanced Studies in Violence, Trauma & Loss.*

## **Room 109**

### **Avenging in the Classroom: Using the World of Marvel to Teach Democratic Principals in the Classroom**

#### **Suggested Audience: Middle and High School**

This session will highlight ways that Marvel comics can be used to connect students to democratic debate and civics curriculum. The primary content within this presentation will connect to the world of the Avengers and their recent story lines.

*Jason Allen taught in the secondary levels 6-12 for over 15 years. He holds a BA from Shepherd College in History, a MA in Secondary Education (Social Studies) from WVU, and an Ed.D. in Curriculum & Instruction from WVU. Dr. Allen has presented at numerous national conferences including such organizations as the National Council of Social Studies and Association for Middle Level Education. He currently serves as an Assistant Professor at Shepherd University.*



