

Lyn Sharratt & Michael Fullan
Putting Faces on the Data
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National Reading Recovery® and Early Literacy Conference 2012



CHANGING DESTINIES

Thursday, February 23, 2012
Friday, February 24, 2012

**Sheraton Parkway Toronto North
Hotel, Suites & Conference Centre
600 Highway 7 East,
Richmond Hill, ON L4B 1B2**

Conference Overview

Changing the destinies of our youngest early literacy learners captures the theme of this year's conference. Reading Recovery sessions will address various aspects of reading and writing development as well as the important connections between Reading Recovery and classroom learning. Early literacy sessions will connect literacy learning with art, mathematics, technology, and contexts outside of the school setting. Administrator sessions will take a broader perspective on literacy teaching and learning with sessions on achieving change at the system, school, and individual level.

In addition to keynote, featured and breakout sessions, delegates will have access to products and publications for purchase or order with representation from major publishers and those offering unique literacy-related products.

Conference Speakers

Keynote Speakers

Richard Allington Professor of Education, University of Tennessee; Author

Every child, Every day

There are six literacy activities that should be provided to every student, every day. Unfortunately, in too many classrooms struggling readers participate in none of these activities and achieving readers in but one or two. We can do better, and when we do, our students will do better as well.

David Booth Professor Emeritus, OISE; Author

Wired and Wireless Children

How will we adapt our strategies, our resources, our goals, and our structures to support the literacy lives of the children we will meet in our technologically-infused schools in the future?

Gay Su Pinnell Reading Recovery Trainer Emeritus; Professor Emeritus, Ohio State University; Author

Changing Destinies: Achieving Literate Lives

We must create a common vision to make schools places where students become readers and writers for a lifetime. Examine the meaning of excellence in literacy education and the challenges that face educators and citizens today. What are the roles of classroom teachers, administrators, and intervention teachers?

SPECIAL EVENT – BOOK LAUNCH

FEBRUARY 23rd

Putting Faces on the Data: Build the bridge from data collection to improved instruction

Lyn Sharratt and Michael Fullan

Students are people – not data. Assessment data can bury you or give you focused attention on how to reach every student. This book shows how to develop a common language for sharing all students' progress with all teachers and leaders, and how to use ongoing assessment to inform instruction. Based on worldwide research of 500 educators, the book presents solutions organized by: assessment, instruction, leadership and ownership.

Featured Speakers

Allyson Matczuk Trainer/Coordinator, Canadian Institute Reading Recovery Western Division

Between the Covers: An exploration of the gifts that stories offer

Every day in the Reading Recovery lesson, children have the opportunity to read a new story. As the children are oriented to the story and as they read, do teachers make use of all that the text has to offer? This session will explore the structure of the story, language, and features of a book that are sometimes overlooked by those who are familiar with text materials. Samples of texts will be used to discover and re-discover the gifts that are available.

Evaluating Texts for Use with Young Children

This will be an interactive session designed to clarify a process to examine books and weigh up their suitability for use with children who find learning to read challenging.

Janice Van Dyke Trainer/Coordinator, Canadian Institute of Reading Recovery Central Division

Searching for Information in Language Structure

If teachers are responsible for supporting children to improve their skills in using English language structure as a source of information in text reading, then knowing something about the structure of the English language, and how young children acquire this structure, is helpful knowledge. Drawing from case studies of Reading Recovery students, this session will focus on language structure as a source of information children need to learn how to search for and use with growing competency while reading texts.

Reading Recovery Breakout Speakers

Sandy Bornstein Reading Recovery Teacher Leader, York Region District School Board

Linda Hirsch Reading Recovery Teacher Leader, York Region District School Board

“Third Wave” Longer Term Support For Students “Progressing” in Literacy

Third Wave trains teachers to provide longer term individualized lessons to students recommended/progressing following Reading Recovery lessons. Professional development focuses on: the impact of emotion in learning, the role of oral language interactions, and the use of technology. Data demonstrates increased student achievement, self-esteem and improved teacher efficacy.

Mary Campbell Literacy Support Teacher, Bruce Grey Catholic District School Board

More information to follow

Jennifer Flight Reading Recovery Teacher Leader, River East Transcona School Division

An English Language Learner’s Oral Language Development – What might be possible in three weeks of Reading Recovery lessons?

Roaming Around the Known is an essential time in a lesson series for English language learners. A case study of one child will be shared to illustrate the power of storytelling and conversation to support oral language development. Lessons in Roaming Around the Known were designed to increase opportunities for talking and listening, alongside reading and writing. Pre- and post-test highlights, including audio samples, will be shared. Much is possible in just three weeks of lessons!

Linda Kwan Reading Recovery Teacher Leader, Toronto District School Board

Randi Walker Reading Recovery Teacher Leader, Toronto District School Board

Record of Oral Language

The power behind reading and writing process – the child’s oral language. How can we analyze and use the child’s oral language to drive the child’s program?

Amanda McCabe Reading Recovery Teacher Leader, Huron Superior, Ontario

More information to follow

Joe Stouffer Literacy Support Teacher, Brandon, Manitoba

Why is reading aloud so critical to beginning readers?

Why is reading aloud so critical to beginning readers? Auditory input provided by the sound of the reader's voice as he reads aloud is a multi-faceted asset to the reader in the formation of a literacy processing system. The reader can utilize this auditory contribution to self-monitor using one or several sources of information, develop letter/sound relationships, solve words both in isolation and in continuous text, monitor the fluency of one's own reading and possibly engage in self-directing talk as one forms the early foundations of inner, regulatory speech. The author points to suggested teachers' prompts from Clay, which ask children to listen to themselves as they read.

Dee Dee Verlinde Reading Recovery Teacher Leader, York Region District School Board

Straining at the leash when Roaming Around the Known.

Clay advises that, "Confidence, ease, flexibility and with luck, discovery are the keynotes of this period..." Explore why Roaming Around the Known is a 'good starting point for the child's early literacy learning" through student samples, video examples and group discussions.

Shari Worsfold Reading Recovery Teacher Leader, Yukon Department of Education

Glenda Eberlein Reading Recovery Teacher Leader, Yukon Department of Education

Book Introductions – Taking the Bugs Out

Marie Clay tells us that a book introduction is different than a picture walk. In this session we will explore the complexity inherent in decisions that teachers make when developing book introductions for individual children that help increase the competencies of children at the acquisition stage of learning to read.

Shari Worsfold Reading Recovery Teacher Leader, Yukon Department of Education

Supporting Acceleration Through Conversation

Conversation offers teachers the opportunity to use language and vocabulary that is slightly more complex than what the child uses on a daily basis. We will explore how this not only helps enrich the child's language overall, it gives teachers the added opportunity of helping children solve these words in the transcribing process and then reciprocally, taking words apart in reading.

Early Literacy Breakout Speakers

Brian Aruda Program Resource Teacher, York Catholic District School Board

Literacy and Technology

This session will provide a live demonstration of several websites available that help with literacy, and many of which will work well with Interactive white board technology. The websites will range from eBook style websites like tumblebooks.com which read books to children, to phonics style websites like starfall.com with drag and drop interactivity.

Denise Cave Early Years Consultant, York Catholic District School Board

Grand Conversation and Open-ended Learning Opportunities

More information to follow

Paul Cousineau Reading Recovery Teacher Leader, Toronto District School Board

Jennifer Gillingham Reading Recovery Teacher Leader, Toronto District School Board

What is Reading Recovery?

Thirty years after its development in New Zealand, Reading Recovery continues every year to help thousands of children learn to read and write. This presentation offers an introduction into the design and delivery of Reading Recovery and into the theory and research behind this powerful early literacy intervention.

Gina Micomonaco Program Resource Teacher, York Catholic District School Board

K-3 Opening the Door to Mathematical Reasoning

What does algebraic reasoning look like, sound like, and feel like when young children engage? We will try to understand how the mathematics we do with children helps them develop thinking, generalizing, and showing multiple representations so they learn to express their mathematical thinking through oral language.

Joanne Sleightholm Kindergarten consultant currently teaching Kindergarten AQ course at York University

LMNOP – More Than Just the Alphabet!

It is important to know the curriculum but just as important to know how to administer it in an artistic, creative and engaging manner that will captivate young students and bring life to all of your lessons. The LMNOP workshop has been motivating teachers for over 10 years across Canada and USA. Be inspired, get rewired and say goodbye to tired!!! Joanne has been called the Martha Stewart of Kindergarten!

Heather Miller Course Director, York University

Artful Language (Thursday only)

In this practical, hands-on session explore ways to encourage literacy through art. Learn how to extend the use of crayons and markers to create language-rich art projects, and go home with a variety of fun ways to spark the interest of even your most reluctant learners.

Nadia Russiello Curriculum Consultant, York Region District School Board

Deborah Sinyard Curriculum Coordinator, Early Years/Kindergarten, York Region District School Board

Step Up, Step Back, Step In: The Dance of Playful, Intentional Literacy Instruction in Kindergarten

How do teachers provide planned and purposeful literacy that is also playful and engaging? Participants in this session will have an opportunity to explore instructional approaches and strategies within the flow of the day that support differentiated literacy instruction in Kindergarten. Documentation using video footage and digital photographs will provide concrete examples of how play based learning and balanced literacy instruction can fit beautifully together on behalf of student learning.

Alison Villanueva Adjunct Instructor & Supervisor of Curriculum & Teaching, Columbia University

21st Century Storytelling is Multimodal! (Friday only)

Our 21st century learners need multi literate opportunities to express themselves and their worlds. In this highly interactive and participatory session explore multimodal forms of storytelling; aural, gestural, visual, digital and artifactual. Please bring a personal object or picture that represents something about you.

French Immersion Early Literacy Breakout Speakers

(Le 24 février seulement)

Mesdames Vinet et Malette

Le mur des mots

Mesdames Vinet et Malette, auteures du livre “Le mur de mots” présenteront un atelier à ce sujet.

Monia Gaudrault

L’écriture

Madame Monia Gaudrault démontrera comment utiliser la nouvelle trousse d’écriture « GB+ J’écris ».

Francine Martineau

Activités pédagogiques à l’aide du tableau interactif

Madame Francine Martineau représentera le Centre franco ontarien des ressources pédagogiques. Madame Martineau animera un atelier au sujet des activités pédagogiques à l’aide du tableau interactif.

CONFERENCE SCHEDULE

Thursday February 23, 2012	Friday February 24, 2012
7:30 am Registration/Continental Breakfast Publisher's Display	7:30 am Registration/Continental Breakfast Publisher's Display
8:45 am Conference Opening	8:45 am Conference Opening
9:00 am Keynote Speaker: <i>Gay Su Pinnell</i>	9:00 am Keynote Speaker: <i>Richard Allington</i>
10:15 am Break and Publishers Display	10:15 am Break and Publishers Display
10:45 am Breakout Sessions	10:45 am Breakout Sessions
12:00 pm Buffet Lunch and Publishers Display	Featured Speaker: <i>Gay Su Pinnell</i> French Immersion/Early Literacy Breakout Sessions
Book Launch Putting Faces on the Data by Lyn Sharratt & Michael Fullan	Administrator Strand Featured Speaker: <i>Richard Allington</i>
1:15 pm Breakout Sessions Featured Speaker: <i>Allyson Matczuk</i>	12:00 pm Buffet Lunch and Publishers Display
2:30 pm Break and Publishers Display	1:15 pm Breakout sessions Featured Speaker: <i>Janice Van Dyke</i> French Immersion/Early Literacy Breakout Sessions
2:45 pm Breakout Sessions	Administrator Strand
4:00 pm Adjournment	2:30 pm Break and Publishers Display
	2:45 pm Keynote Speaker: <i>David Booth</i>
	4:00 pm Conference Closure

REGISTRATION DESK WILL BE OPEN WEDNESDAY, FEBRUARY 22, FROM 6:00-9:00 pm

Registration Information

All Registration forms by mail with

Payment by cheque - payable to: Canadian Institute of Reading Recovery

or via PayPal www.paypal.ca – to account CIRR@rogers.com NOTE you must have a PayPal account to pay this way

REGISTRATION RECEIVED BY THURSDAY, FEBRUARY 16, 2012.

Refunds, less a service charge of \$50, will be made with a written cancellation before

Thursday, February 2, 2012. Substitutions are welcome.

Accommodation

Accommodation can be arranged directly with the *Sheraton Parkway Toronto North (905)- 881-2121*.

Information about the hotel and online booking can be found at www.sheratonparkway.com .

When making reservations, indicate you are attending the *National Reading Recovery Early Literacy Conference* to receive a conference rate of \$139 per room at the Sheraton or \$109 per room at the Best Western.

Parking is complimentary to all conference guests.

FOR INFORMATION CONTACT THE CANADIAN INSTITUTE OF READING RECOVERY cirr@rrcanada.org

REGISTRATION FORM

QUESTIONS? Email CIRR@rrcanada.org

NAME _____

SCHOOL BOARD or DISTRICT _____

SCHOOL _____

Mailing Address

Street _____

City/Province _____

Postal Code _____

Phone (H) _____ (W) _____ Fax _____

E-mail _____

(Necessary for acknowledgement of payment)

Please check

Reading Recovery® Educator Classroom Teacher Consultant Other _____

French Immersion Teacher Administrator Full Time University/College Student

___\$350 **FULL READING RECOVERY® and EARLY LITERACY CONFERENCE** (Thurs. & Fri.)
Includes 2 Continental Breakfasts and 2 Lunches

___\$200 **ONE DAY ONLY** (either day) ___THURSDAY ___FRIDAY
Includes 1 Continental Breakfast and 1 Lunch

FULL TIME UNIVERSITY/COLLEGE STUDENT RATE:

(Please include a copy of student card with registration)

___\$200 **FULL READING RECOVERY® and EARLY LITERACY CONFERENCE** (Thurs. & Fri.)
Includes 2 Continental Breakfasts and 2 Lunches

___\$100 **ONE DAY ONLY** (either day) ___THURSDAY ___FRIDAY
Includes 1 Continental Breakfast and 1 Lunch

All cheques made payable to:

Canadian Institute of Reading Recovery®

MAIL REGISTRATIONS WITH CHEQUE INCLUDED TO:

Attention: Jeanette Clements
Kettle Lakes Public School, 62 Kingshill Road
Richmond Hill, Ontario L4E 4X5
Phone: 905-313-8406 Fax: 905-313-8412