

*WSRA 2023 Conference  
February 9th-11th, 2023  
The Wisconsin Center  
Milwaukee, WI*

*Listening to our past...*

*Embracing our present...*

*Speaking to our future...*



**Wisconsin State Reading Association**  
*WSRA...providing leadership, advocacy and expertise*

# WSRA 2023 Conference Planning Committee

## Conference Chair



**Ryanne Deschane**

## Program Committee



Jennifer Russ  
Chair



Becky Paasch



Kris Baker

## Special Events Coordinator



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## Exhibits Committee



Tom Leis  
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Mary Kenas

## Registration Committee



Stephanie Twombly  
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## Book Sales Committee



Sue Boquist  
Chair



Kerry Niemuth

## Hospitality Committee



Mandy Allman  
Chair



Barbara Johnson



# A Word From Our President and Conference Chair...

## WSRA 2022-2023 President



**Deb Zarling**

Dear Colleagues and Friends,

Welcome to the 2022 WSRA Conference, Listening to our past... Embracing our present... Speaking to our future.

We are so excited to have you join us at our annual WSRA conference for an exceptional opportunity for professional learning and growth. Ryanne's theme for the conference, Listening to our past... Embracing our present... Speaking to our future, is so appropriate for the current state of education. It is critical that we, as educators, understand the full spectrum of literacy teaching and learning, and understanding the unique history of literacy education is critical to thoughtfully moving forward. Ryanne and her team have organized an outstanding slate of presenters to help us achieve these goals and continue WSRA's long-standing tradition of a world-class conference. Please join us in Milwaukee as we welcome nationally and internationally renowned experts, as well as local experts, who will provide sessions to meet a variety of professional goals. There is sure to be something to meet your needs. Topics include racial and cultural literacy, responsive teaching, personal and professional growth, disciplinary literacy, multilingual learners, intervention, student diversity, foundational skills, and writing development, just to name a few. Please join us. You will not be disappointed.

Respectfully,

*Deb Zarling*

2022-2023 WSRA President

## WSRA 2023 Conference Chair



**Ryanne Deschane**

Dear Conference Attendees,

I am honored to be the 2023 WSRA Conference Chair and have taken great care to select speakers who have the knowledge, expertise and research to support us as we continue to grow in our endeavors to honor the unique learning needs of the diverse populations we serve.

We are living and educating in unprecedented times. As a classroom teacher, I understand and acknowledge that there have been, and continue to be, shifts in education that make our jobs all the more challenging on a daily basis. The theme of the conference, "Listening to our past, Embracing our present, Speaking to the future," was chosen with the intent of being a launching place for reflecting on the history, good and bad, of literacy practices in the education system. Acknowledging and embracing how that history has brought us to our current reality, can and should lead our thinking in ways that are an integral part of speaking to the future. The sessions presented in this program offer hope, guidance, and actionable steps toward a more just literacy experience for all.

It is my fervent hope that this conference will allow you a moment to relax, time to connect with new and old acquaintances, and fill your educator soul with fresh ideas and tools for your ever growing toolkit.

*Ryanne Deschane*

2023 Conference Chair, 1st Vice President

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# Wisconsin State Reading Association

## Mission, Beliefs and Goals

**WSRA's Mission:** The Wisconsin State Reading Association provides leadership, advocacy, and professional learning for implementing effective literacy practices, understanding the complex nature of literacy, honoring the unique needs of our diverse students, and engaging them to apply their literacies in meaningful ways in a changing world.

**WSRA's Beliefs:** *Expertise Matters! Research Grounds Us! Literacy is a complex process requiring a comprehensive approach and a mindset shift!*

### WSRA's Goals:

- ❖ **Advocacy:** Develop tools, strategies, and interest to motivate WSRA members to engage in advocacy efforts to improve literacy research, policy and practices that best serve students, families, and educators.
- ❖ **Communication:** Provide leadership in addressing issues and trends in literacy to inform educators, administrators, families, and community members.
- ❖ **Membership:** Develop and strengthen an active and diverse membership.  
Join: [www.wsra.org/membership](http://www.wsra.org/membership). WSRA members receive the WSRA Journal, WSRA Update, and reduced registration fees for institutes and conferences. (Membership is \$45 per year).
- ❖ **Partnership:** Create partnerships that foster literacy in the home, school, community, and workplace.
- ❖ **Professional Development:** Encourage professional growth opportunities for families, educators, administrators and community members.
- ❖ **Research:** Promote and disseminate research findings that will strengthen and support the best practices for instruction in literacy.  
Check out [www.wsra.org/prof-learning](http://www.wsra.org/prof-learning) and the Research Scholarship Award, and apply for the Pat Bricker Memorial Research Scholarship.

The Wisconsin State Reading Association extends its appreciation to all who contributed to the success of this annual conference. Contact WSRA via email at [wsra@wsra.org](mailto:wsra@wsra.org) or 262-514-1450.

*Thank  
you!*



# About the Milwaukee Area

**WE CONNECT  
ON NATIVE  
LAND**

*“We acknowledge in Milwaukee that we are on traditional Potawatomi, Ho-Chunk and Menominee homeland along the southwest shores of Michigami, North America’s largest system of freshwater lakes, where the Milwaukee, Menominee and Kinnickinnic rivers meet and the people of Wisconsin’s sovereign Anishinaabe, Ho-Chunk, Menominee, Oneida and Mohican nations remain present”.*

-Electa Quinney Institute UWM

Visit the website to learn more...



USDAC.US/NATIVELAND



‘Visit Milwaukee’ offers an abundance of information on places to visit, things to do, and events happening in the Milwaukee area. Check out their website for more information on how to making your time in Milwaukee even more memorable!

[www.visitmilwaukee.com](http://www.visitmilwaukee.com)

# Download the App!

Be sure to download the 'MemberClicks' app on your mobile device and search for WSRA 2023 Conference.

- Conference Schedule
- Session descriptions
- Speaker Bio
- Create your personal itinerary
- Session Locations/Venue Maps
- Access speaker handouts
- Receive updates and important reminders



## MemberClicks Conference App

Memberclicks, Inc



# Good to know...

## Session Attendance

Fire code does not permit standing in the back of the room or sitting on the floor. Please be mindful about leaving items unattended in conference rooms. WSRA is not responsible for lost or stolen items.



## Facilities and American Disabilities Act Notification

The WSRA conference will be held at the Wisconsin Center at 400 W. Wisconsin Avenue, Milwaukee, WI 53203. Please notify WSRA of ADA or other special requests via the online registration form. Questions? Please call Maria at 262-514-1450 or email at [wsra@wsra.org](mailto:wsra@wsra.org).



## Hotel Room Block and Information About Milwaukee

WSRA has hotel room blocks with conference rates at:



The Hilton Milwaukee City Center (509 W. Wisconsin Ave.)  
Call 414-271-7250 or go to  
<https://www.hilton.com/en/hotels/mkemhfh-hilton-milwaukee-city-center/>

The DoubleTree (611 West Wisconsin Avenue)  
Call 414-273-2950 or go to

<https://www.hilton.com/en/hotels/mkeccdt-doubletree-milwaukee-downtown/>



For information about parking in Milwaukee, go to <https://spothero.com/> or <https://city.milwaukee.gov/Parking>

## For FAQ's visit

<https://wsra.memberclicks.net/conference-faq>



**WSRA is dedicated to providing a professional, safe, and harassment-free environment for all.**

*All attendees must be registered and have a WSRA Conference name tag visible at all times when at the Wisconsin Center.*

## Security and Safety at the Wisconsin Center

Security has always been a high priority for the Wisconsin Center District, and remains so, now more than ever. The Wisconsin Center District's Public Safety Department has a very close working relationship with local, state and federal law enforcement, public safety and emergency management officials, and our security operations are continuously reviewed and improved. We provide 24 hour fire watch and building security. No one other than an on-duty law enforcement officer may possess a weapon on Wisconsin Center District premises. Anyone found to possess a weapon may be reported and prosecuted to the fullest extent of the law.

## Covid 19 Protocols @ Wisconsin Center



**Lost and Found** is located at the WSRA Registration Desk

**Exhibits** <https://wsra.memberclicks.net/exhibitors>

## Exhibit Hall Ballroom A/B Hours

Wednesday	6:00 pm - 8:00 pm
Thursday	7:15 am - 4:30 pm
Friday	7:15 am - 3:30 pm





# Conference Schedule

## Check-in at the Registration Desk

**Wisconsin Center ~ 400 W. Wisconsin Avenue ~ Milwaukee WI**

**Wednesday, February 8, 2023** 6:00 pm - 8:00 pm      **Friday, February 10, 2023** 7:00 am - 4:00 pm  
**Thursday, February 9, 2023** 7:00 am - 4:00 pm      **Saturday, February 11, 2023** 7:00 am - 9:00 pm

## Schedule for Thursday, February 9 at WSRA 2023

<u>Start time</u>	<u>End time</u>	<u>What's Happening</u>	<u>Location</u>
8:00 am	8:15 am	Welcome	Ballroom CD
8:15 am	9:30 am	Keynote Address	Ballroom CD
9:45 am	11:00 am	Breakout Session <b>A</b>	See At-A-Glance
11:15 am	12:30 pm	Breakout Session <b>B</b>	See At-A-Glance
12:30 pm	1:45 pm	Lunch/Networking	3rd Floor
2:00 pm	3:15 pm	Breakout Session <b>C</b>	See At-A-Glance
3:30 pm	4:00 pm	Book Signing	Exhibit Hall
4:00 pm	6:00 pm	Awards Ceremony	Ballroom CD

## Schedule for Friday, February 10 at WSRA 2023

<u>Start time</u>	<u>End time</u>	<u>What's Happening</u>	<u>Location</u>
8:00 am	8:15 am	Welcome	Ballroom CD
8:15 am	9:30 am	Keynote Address	Ballroom CD
9:45 am	11:00 am	Breakout Session <b>A</b>	See At-A-Glance
11:15 am	12:30 pm	Breakout Session <b>B</b>	See At-A-Glance
12:30 pm	1:45 pm	Lunch/Networking	3rd Floor
2:00 pm	3:15 pm	Breakout Session <b>C</b>	See At-A-Glance
3:30 pm	4:00 pm	Book Signing	Exhibit Hall

## Schedule for Saturday, February 11 at WSRA 2023

<u>Start time</u>	<u>End time</u>	<u>What's Happening</u>	<u>Location</u>
7:30 am	8:00 am	Breakfast/Networking	Ballroom CD
8:00 am	8:15 am	Welcome	Ballroom CD
8:15 am	9:30 am	Keynote Address	Ballroom CD
9:45 am	11:00 am	Breakout Session <b>A</b>	See At-A-Glance
11:15 am	12:30 pm	Breakout Session <b>B</b>	See At-A-Glance
12:30 pm	1:00 pm	Book Signing	Palm Garden

# Thursday, February 9, 2023

## Schedule

8:00-8:15

Welcome-Ballroom CD

8:15-9:30

Keynote Address

9:45-11:00

Breakout Session A

11:15-12:30

Breakout Session B

12:30-1:45

Lunch/Networking

2:00-3:15

Breakout Session C

3:30-4:00

Book Signing

4:00-6:00

Awards Ceremony-Ballroom CD

## Lunch ~ 12:30 pm

### 6TH STREET SMOKEHOUSE TABLE

#### Backyard Garden Salad

Crisp mixed greens, cucumbers, tomatoes, red onions, broccoli and white cheddar cheese with seasonal dressings

#### Mostly Corn Pudding

Charred corn, roasted green chilis, and grilled red onions tossed in white cheddar

#### Blistered Green Beans

Smoky bacon, roasted bell peppers and toasted candied almonds

#### Smoked Cheddar Macaroni

Red peppers, caramelized onions, bbq aioli and topped with crunchy Cheetos

#### Shaved BBQ Beef Brisket

18 hour smoked brisket with burnt ends, cranberry bbq glaze and tobacco onions

#### Pulled Pork

Apple cider slaw and mini pretzel rolls

#### Cracklin' Cream Puffs

Lunch is located on the 3rd Floor.

## Author Signings

In the Exhibit Hall

~ 3:30 pm

Maya Payne

John Schu

Don Vu

Louis V. Clark III

Liza Wiemer



## Award Ceremony

Ballroom CD

~ 4:00 pm

*Celebrate Literacy - Individual Award*

*Celebrate Literacy - Organization Award*

*Council Recognition*

*Exemplary Reading Award*

*Friends of Literacy Honor Roll*

*Digital Literacies Award of Distinction*

*Outstanding Administrator Award*

*Outstanding Service to WSRA Award*

*Pat Bricker Memorial Research Scholarship*

*WSRA President's Award*

*Student Scholarship Awards*



## Thursday Keynote Speaker

8:00 am

**Dr. Carol Lee**

*How the Science of Learning and Development offers a critical lens for interrogating our past and offering a vision for the possible now and into the future: The Opportunities of Reading*



Historically, our conceptions of learning to read have been constrained by a singular focus on cognition, mis-directed by deficit assumptions about how language variation and life experiences play out in learning to comprehend, what were often a very limited set of kinds of texts valued in schools. However, we are at a precipitous moment where there are converging big ideas across fields (psychology, human development, learning sciences, neurosciences) documenting how learning is multidimensional (thinking, feeling, perceptions) and deeply rooted in people's participation in cultural practices; and that diversity in pathways of development is not only the norm but essential for our species. This presentation takes up these emerging new ideas as they inform new ways of conceptualizing learning to comprehend texts, many different kinds of texts, in ways that take up how deep engagement in reading serves as a resource for wrestling with the conundrums of being human, including specific illustrations from actual teaching.

## Thursday Featured Speakers



Louis V. Clark III



Annalee Good



Dr. Lara Handsfield



Liz Kleinrock



Carol Lee



Susan O'Connell



Maya Payne Smart



Matt Renwick



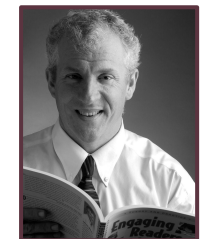
John Schu



Paul Thomas



Dr. Don Vu



Jeffrey Wilhelm



## Th-A01 Teachers as Policy Advocates

Part 1 (Part 2 will continue at 2:00)

- **WEPOP Team**

**Molly Garner Carroll, Dr. Annalee Good, Latoya Holiday, Deonte Iverson, Shahanna W McKinney, Kate Roberts**

Audience: All



It is without a doubt a difficult time to be a teacher. Teachers are juggling federal, state, district, and school level policies all while trying to keep students' well-being front-and-center. As professionals, teachers need to be influencing the policies that affect their daily decisions in the classroom and beyond, especially at the local level. Join educational policy scholars from Wisconsin Education Policy Outreach and Practice ("WEPOP") at UW-Madison in a series of dynamic "Teachers as Policy Advocates" sessions. We will engage in interactive discussions on teachers' roles as policy experts, policy makers, and policy advocates. Participants also will have the opportunity to create action plans related to a policy issue and connect with potential allies and collaborators.

## Th-A02 Metapositional Awareness for Literacy Teaching: Attending to Power, Agency, and Identity

- **Dr. Lara Handsfield**

Audience: ELL, K-8, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice



In this session, I introduce the construct of metapositional awareness (MA) for literacy teaching--an explicit awareness of discursive, material, affective, and embodied relations of power within and around moments of practice. The goal of MA is not to implement "best practices"—predetermined, strategies to boost student achievement. Rather, its goal is transforming practice towards humanizing pedagogies that involve relationship building, trust, and critical care. I explain how MA builds on and differs from related constructs (e.g., metacognitive teaching, adaptive teaching), offer examples of MA in action, and articulate the implications for literacy teacher learning in diverse classroom contexts.

## Th-A03 Scaffolding Antibias and Antiracist Practices Through an Inquiry Lens

- **Liz Kleinrock**

Audience: All



In this session, participants will learn about creating foundations for antibias and antiracism practices in their classrooms and school communities by utilizing a variety of texts, and teaching through an inquiry lens based on student prior knowledge, guiding questions, and equitable assessments.

## Th-A04 Math + Children's Literature: A Perfect Pairing (Grades K-2)

- **Susan O'Connell**

Audience: Content Area, Curriculum Director, K-2, Library Media, Literacy Coach, Special Education, Admin, Reading Teacher/Specialist/Interventionist, Title 1, Teacher Educator, Preservice



Classroom read-alouds provide a shared experience for students to discuss story characters, settings, events, and themes, but what if these stories also launched math investigations? How might introducing math concepts through stories spark students' curiosity and help them make sense of the mathematics they are learning? Join Sue O'Connell, lead author of *Math by the Book*, to explore a wealth of children's books that set a perfect context for exploring the math skills and concepts taught in grades K-2.

## Th-A05 Supporting Families As Literacy Partners

- **Maya Payne Smart**

Audience: All



The brain architecture for reading develops rapidly during infancy, and early language experiences are critical to building it. Yet parents, who are children's primary "teachers" in the pivotal first years of life, often don't know what to do, when, or how. In this presentation, Maya Payne Smart describes how reading unfolds from birth, what caregivers can do to nurture it at each stage, and how educators can support families along the path. Through case studies, historical insights, and scholarly research, Smart illustrates why any serious effort to address reading achievement disparities must begin upstream with parents of young children and the communities who uplift them.

## Thursday Featured Speakers 9:45-11:00

### Th-A06 Leading Like a COACH: Five Strategies for Achieving Schoolwide Literacy Success

- **Matt Renwick**

Audience: All

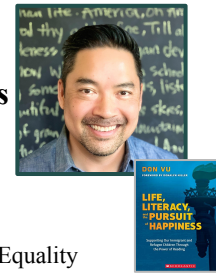


How do we achieve schoolwide literacy success? This is a question for all school leaders, in every position. While there is not a script to follow, principal and author Matt Renwick has discovered five strategies that are most likely to lead to our literacy goals for students:• Create Confidence Through Trust• Organize Around a Priority• Affirm Promising Practices• Communicate Feedback About Instruction• Help Teachers Become Leaders and Learners. Join Matt to explore resources, tools, and mindsets for leading a school, team, or even oneself toward a literacy learning experience that works for all readers and writers.

### Th-A07 Finding the Audacity of Equality in the Stories of Immigrants and Refugees

- **Dr. Don Vu**

Audience: All



When you possess the Audacity of Equality—the idea that you have equal rights as any American citizen—you don't tolerate being mistreated and you don't put your head down and ignore injustice against yourself or others. Unfortunately, for many immigrants and refugees, the Audacity of Equality has not yet been realized. Dr. Don Vu explores how we can help instill the Audacity of Equality in all students. The power of literacy can play a critical role. With skyrocketing hate crimes against immigrant groups, this is a timely conversation and one that will impact our work in schools and communities.

### Th-A08 Fighting Fake News! Teaching Learners to Identify/Process Information Pollution

- **Jeffrey Wilhelm**

Audience: Content Area, Curriculum Director, Digital Technology, 3-12, Library Media, Literacy Coach, Administrator, Preservice



This interactive workshop reviews different types of information pollution and how they exploit cognitive biases, then how teaching standard literacy topics like point of view/perspective can be enhanced to support learners of all ages to be more wide-awake to information pollution and more critically read both words and the world. Review the nature and types of information pollution. Explore how information pollution exploits cognitive biases. Demonstrate how teaching traditional topics like point of view, theme, evidence and argument can prepare learners of all ages to deal with the manipulations of polluted texts, learning to critically read, resist and reconstruct them.

## Thursday Speakers 9:45-11:00

### Th-A09 Interactive Read Alouds: A Strategy Promoting Engagement and Participation, Highly Impacting Future Readers.

- **Nicole Aldworth, Janet Budney, Cindy Prendergast**

Audience: PK-2, Literacy Coach, Preservice, Administrator, Reading Teacher/Specialist, ELL, Special Education

We believe that every early childhood educator would agree that reading aloud to young children is a vital component of an early education program. We invite you to join us in diving deeper into the use of Interactive Read Alouds as an effective early literacy strategy. We hope you will leave this session with a renewed excitement and purpose for reading aloud to the students in your classroom or program. During this session participants will learn tools for planning for the most engaging and effective read aloud as well as learning strategies for engaging every student in the Interactive Read Aloud including those who may be English Language Learners or have Individualized Education Plans.

### Th-A10 Indigenous Cultural Literacy with PBS

- **Jami Collins, Michael Hartwell, David O'Connor**

Audience:Curriculum Director, PK-12, Library Media, Administrator, Reading Teacher/Specialist, Special Education, Teacher Educator

Learn more about indigenous cultures with PBS multimedia collections *Molly of Denali*, *Wisconsin First Nations*, and *The Ways*. These free, standards-aligned resources span all grade levels and readily work to fulfill Act 31, which requires all Wisconsin public schools to teach the history, culture, and tribal sovereignty of its First Peoples. These resources provide the means to "teach culturally" rather than teach about culture. Each collection includes authentic perspectives regarding historical and contemporary indigenous people and their ways of life by examining various forms of informational texts including maps, games, learning apps, and historical documents.

### Th-A11 Holocaust Education Through Literature

- **Samantha Goldberg**

Audience: Curriculum Director, ELL, 6-12, Administrator, Reading Teacher/Specialist

Holocaust education will be required in the state of Wisconsin beginning the academic year 2022-2023. While this only affects the social studies curriculum, ELA educators have a unique opportunity to bring in novels for in-depth conversations on this history. Historical fiction can be an excellent way to introduce students to the Holocaust, as it makes a difficult subject easier to digest. Students invested in fictional characters can produce a real opportunity for deep and meaningful conversations about the Holocaust. During this presentation, Samantha will guide educators through helpful tips on how to spot well researched novels, provide recommendations, and share ideas for bringing additional context into the unit.

## **Th-A12 Multimodality: Encompassing Our Past, Present and Future**

**- Amitha Gone, Jacquelyn Hansen**

Audience: ELL, PK-12

Multimodal texts are as old as the beginnings of language and representation. It is as current as the ever-evolving modes of present communication. It becomes a way to bridge the disconnect between how literacy is taught in the classrooms to what modes of communication students would need to navigate in the future. A multimodal focus therefore becomes essential to literacy development necessitating a rethinking of the current pedagogy in K-12 settings. This presentation provides strategies for teaching interpretive and expressive modes of communication, including viewing and representing as modes along with listening, speaking, reading and writing.

## **Th-A13 Children's Literature Committee Recommends**

**- Children's Literature Committee**

Audience: PK-8, Library Media, Literacy Coach, Administrator, Reading Teacher/ Specialist, Teacher Educator

With thousands of new books published each year, it can be difficult to know which ones are worthy of your budget to add to your classroom or request for your library. The WSRA Children's Literature Committee is here to help! We focus on high-quality titles with kid appeal that are diverse, authentic, and relevant in our global world to meet teacher and student needs. Join our committee members as they share text sets of the best 2021/22 books with themes, genres, and purposes that will engage students in reading and learning.

## **Th-A14 The Ninety Percent Reading Goal**

**- Jennifer Laird, Kelly Ryder,**

**Julie Jensen, Ronda Lee**

Audience: Curriculum Director  
ELL, PK-5, Literacy Coach, Administrator, Reading Recovery, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator, Title I

Meet the team from the Hayward Community School District as they reveal their three year journey to get 90% of their students reading at or above grade level. After being inspired and awed by the work of fellow educators at the WSRA Conference in 2019, they developed a Literacy Action Plan to create adult accountabilities, systems accountabilities, and results! Add in a worldwide pandemic, and now they've got a story to tell! They will share their story as well as resources to make The 90% Goal attainable to every school district in Wisconsin! Teachers, Reading Coaches, Reading Specialists, Principals, and/or Curriculum Directors should plan to attend. You'll walk out feeling empowered to guide your staff and students to reading successes.

## **Th-A15 Use Your Words: Writing Digitally to Inspire Hope for the Future**

**- Neva Moga, Celeste Ochonogor**

Audience: Curriculum Director, Digital Technology, ELL, PK-12, Library Media, Literacy Coach, Special Education, Teacher Educator

Learn ways educators can harness the power of digital tools not only for teaching writing outcomes, but to help students bring their words to life. With a blended lesson design, students are empowered to use technology to unearth their own identity and effectively express their ideas. Participants will leave with ideas for using hyperdocs, Adobe Creative Cloud, Book Creator, and Flipgrid in the classroom. Student samples will emphasize the power of digital writing.

## **Th-A16 Great New Books for Middle and High School Classrooms**

**- Megan Schliesman, Merri Lindgren**

Audience: 6-12, Library Media, Literacy Coach, Reading Teacher/ Specialist

Looking for new literature ideas for your middle and high school students? This session will highlight recently published books recommended in "CCBC Choices 2023," the most recent best-of-the-year list of the Cooperative Children's Book Center (CCBC) of the School of Education at the UW-Madison. From all-class reads to literature circle choices to classroom library options, the books recommended in the annual "Choices" list offer myriad opportunities for supporting middle and high school students' literacy and learning and offer curriculum connections across various content areas. CCBC librarians Merri Lindgren and Megan Schliesman will share their enthusiasm for selected diverse titles to consider for middle and high school.

## **Th-A17 For the Love of Reading: Teaching our Kids to Love Reading Through Relationships**

**- Megen Smith, Sarah Zychowski, Meredith Pipp**

Audience: PK-5, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator, Title I

The presenters explore the connection between agency, motivation and relationship in students who are learning to read and write. During the course of the year, they have been searching out practical strategies that increase student independence and self-esteem. Research indicates that these factors are critical in accelerating student learning, especially for the reluctant reader. But how do those lofty, abstract words really look in everyday life? They'll talk about the strategies that seem to be universal- from the classroom, to intervention, to special education. Presenters will share student work samples and video, along with intervention materials and instructional aids.



**Th-A18 Using STARI to Support EMLSS in the Adolescent Classroom**

**- Amy Wabiszewski, Tom Knutson**

Audience: 6-12, Literacy Coach, Administrator, Reading Teacher/Specialist/Interventionist, Special Education

In this session, participants will learn about a tier 2 and tier 3 open-source, evidence-based reading intervention for 6th-9th grade students and lessons the presenters learned from implementation of this program. STARI (Strategic Adolescent Reading Intervention) is a multi-component reading intervention that aims to increase middle school students fluency, comprehension, and motivation. STARI originates from a Harvard-based research team whose objective was to create a high quality intervention program that was open-source. Participants will leave this session understanding how to access this free curriculum and steps they can take towards successful implementation.

**Th-A19 Differentiated Instruction: Supporting Learner Agency**

**- Mona Zignego, Lisa Thom, Rachel Scherrer**

Audience: Consultant, Curriculum Director, 3-12, Literacy Coach, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator

In classrooms, student levels can vary leaving educators with the challenge of organizing instruction to meet the needs of a wide range of learners. This session will explore ways to analyze, refine, deepen and add to your knowledge of differentiation to address the needs of your students. Additionally, participants will receive differentiated content and resources and engage in collaborative activities to support differentiating instruction for positive student outcomes.

**Award Ceremony ~ 4:00 pm**  
**Ballroom CD**



**WSRA Awards and Honors**

**Nominations for 2023 WSRA's Awards and Honors are due November 15, 2022**

WSRA members go to [https://wsra.memberclicks.net/awards\\_2024](https://wsra.memberclicks.net/awards_2024) to submit a nomination for 2024.

- |  |  |
|--|--|
| ★ <i>Celebrate Literacy - Individual Award</i>   | ★ <i>Digital Literacies Award of Distinction</i>   |
| ★ <i>Celebrate Literacy - Organization Award</i> | ★ <i>Outstanding Administrator Award</i>           |
| ★ <i>Council Recognition</i>                     | ★ <i>Outstanding Service to WSRA Award</i>         |
| ★ <i>Exemplary Reading Award</i>                 | ★ <i>Pat Bricker Memorial Research Scholarship</i> |
| ★ <i>Friends of Literacy Honor Roll</i>          | ★ <i>WSRA President's Award</i>                    |
|  | ★ <i>Student Scholarship Awards</i>                |

**Th-B01**

## Creating Worlds of Possibility:

### Closing Our Opportunity Gaps Through Recognizing the Sciences of Literacy and Learning

*-Expert Panel Discussion with Dr. Annalee Good, Dr. Lara Handsfield, Dr. Carol Lee, Dr. Paul Thomas, Dr. Don Vu*

Have you closed your opportunity gap? Do we understand the inequality of educational outcomes and what that inequality really means and why it exists, let alone how to confront and address it? Accelerating and elevating learning for all, with a focus on literacy, has been both a historical and contemporary elusive endeavor. The complexity of literacy learning for our diverse students challenges all of us. WSRA is pleased to gather a team of renowned national educators whose breadth of knowledge, experience, and expertise will address not only why learning gaps persist, but the complexity of literacy learning, and the sciences of literacy and learning that keep us moving forward. Our panelists will also identify the nonnegotiable actions and mindsets necessary to make a significant difference for all of our students, no matter their race, culture, socio-economic status, gender, and backgrounds, creating new worlds of possibility. Please join us for this critical conversation that will leave us with much to think about and DO to make a difference in our schools and classrooms for today and tomorrow! This session will be facilitated by Kathryn Champeau, WSRA Legislative Committee Chair.



**Dr. Annalee Good's** work is based on the simple premise that policy matters in education and teachers' voices are essential at every level of instructional policymaking. She is an educational researcher and evaluator with the Wisconsin Center for Education Research at the University of Wisconsin-Madison, where she directs the WCER Clinical Program and co-directs the Wisconsin Evaluation Collaborative.



**Dr. Lara Handsfield**, Professor of bilingual, literacy, elementary education in the School of Teaching and Learning at Illinois State University, researches identities, literacy instruction, and critical issues in diverse classrooms. Importantly, her work sheds light on the often unarticulated theories and the resulting methodologies teachers adopt in their classrooms and how these theories impact students and their literacy learning.



**Dr. Carol Lee**, president of the National Academy of Education and professor emerita in the School of Education and Social Policy and in African-American Studies at Northwestern University, is best known for her five decades of work helping students from minority backgrounds excel in an environment of low expectations, poverty, negative stereotypes, and other barriers. She was among the early scholars to scaffold children's everyday experiences as a resource for learning in school.



**Dr. Paul Thomas**, Professor of Education from Furman University and former series editor for Critical Literacy Teaching Series: Challenging Authors and Genres, champions viewing education through an equity lens as well as the need to focus on critical media literacy. Serving on many major NCTE committees, his professional writings develop a depth of knowledge regarding the many dimensions of literacy learning and the political and policy decisions which often sidetrack us.



**Dr. Don Vu**, an award-winning principal, is heralded as a literacy advocate for creating compassionate schools and classrooms where refugees, immigrants, and other vulnerable groups of students thrive as literacy learners. His first-hand experiences illuminate how educators can reimagine what is possible so that reading can be transformative and life-changing. His stories are a profound call to action.

## Thursday Featured Speakers 11:15-12:30

### **Th-B02 Scaffolding Antibias and Antiracist Practices Through an Inquiry Lens** - **Liz Kleinrock**

Audience: All



In this session, participants will learn about creating foundations for antibias and antiracism practices in their classrooms and school communities by utilizing a variety of texts, and teaching through an inquiry lens based on student prior knowledge, guiding questions, and equitable assessments.

### **Th-B03 Supporting Families As Literacy Partners** - **Maya Payne Smart**

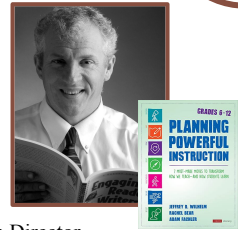
Audience: All



The brain architecture for reading develops rapidly during infancy, and early language experiences are critical to building it. Yet parents, who are children's primary "teachers" in the pivotal first years of life, often don't know what to do, when, or how. In this presentation, Maya Payne Smart describes how reading unfolds from birth, what caregivers can do to nurture it at each stage, and how educators can support families along the path. Through case studies, historical insights, and scholarly research, Smart illustrates why any serious effort to address reading achievement disparities must begin upstream with parents of young children and the communities who uplift them.

### **Th-B04 EMPOWER YOUR TEACHING!** **Inquiry to motivate and deepen student learning!** - **Jeffrey Wilhelm**

Audience: Content Area, Curriculum Director, Digital Technology, 3-12, Library Media, Administrator, Literacy Coach, Teacher Educator, Preservice



This highly interactive workshop will explore how guided inquiry is uniquely suited to motivate and assist students to meet next generation standards and assessments, and will demonstrate how to plan guided inquiry by using the mental model of EMPOWER from the book *Planning Powerful Instruction: 7 Must-Make Moves of Effective Instruction*. Review seminal findings from motivation research. Review major findings on effective instruction. Operationalize the findings through the mental model of EMPOWER - a template for planning, implementing and reflecting on instruction that captures major research findings from across the learning sciences.

### **Th-B05 Structuring Multi-Age Reading Buddies to Support English Language Learners** - **Jami Collins, Michael Hartwell**

Audience: Curriculum Director, ELL, PK-8, Library Media, Literacy Coach, Admin, Reading Recovery, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator

Expand early learners' oral language, increase older students' fluency and improve the academic performance and confidence of English Language Learners by utilizing the multi-age PBS KIDS' Martha Speaks Reading Buddies program. Connect big and little buddies in the spirit of community while deepening children's knowledge, comprehension and joy of vocabulary. Activate creative and collaborative learning with playful cross-age literacy experiences integrating this concise, organized framework into classroom instruction throughout the school year.

Specific PBS activity plans, supporting printable, bilingual materials and links to digital media are included.

## Thursday Speakers 11:15-12:30

### **Th-B06 Didn't I Just Teach That?** - **Megan Graetz, Vanessa Lecy**

Audience: PK-5, Preservice, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator

In this session, the presenters will go through the science of learning, with a focus on retrieval practices to help you go from "Didn't I just teach that?" to "Great connection! Let's dig deeper!" We know that the student's brain is functioning differently now than even 5 years ago. Oftentimes, students will read something and can not recall what they read. The presenters will share what they have learned in their classrooms to increase student's working memory across all curricular areas with kinesthetic movement to support brain development. You will leave this session with practical, easy-to-implement whole-brain retrieval strategies that increase student engagement and previous learning recall.

### **Th-B07 Differentiating Instruction Using TeachingBooks** - **Mary Ellen Graf**

Audience: PK-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Use the Text Complexity Toolkit to help match books to readers. Explore titles on TeachingBooks that have lessons designed to scaffold instruction, guide reflection, and build connections to text in your differentiated classroom. Flexible enough to use for whole-class reads, read-aloud, book groups, or independent reading. Access provided through BadgerLink so that all Wisconsin students have equitable opportunities.

## **Th-B08 Developing Meaningful Text Sets to Advance Comprehension**

**- Dr. Stacy Gray and Dr. Amber Garbe**

Audience: PK-12, Library Media, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

Enrich your content area instruction and deepen the comprehension of your students through the implementation of text sets. The Construction Integration Model of Comprehension (Kintsch, 1988) suggests that to comprehend, readers must integrate information gained from the text with their background knowledge. Therefore, text sets aid students to acquire interconnected ideas and vocabulary about a specific topic thus enhancing their comprehension of related content area texts (Cervetti et al., 2016; Florit et al., 2020). This session engages participants in a process to critically analyze texts for the development of meaningful text sets to advance comprehension.

## **Th-B09 Write Now and Write On**

**- Rebecca Harper**

Audience: Content Area, Curriculum Director, 3-12, Literacy Coach, Teacher Educator

Is writing something you love to teach or dread? Love it or hate it, writing is a necessity in education, regardless of the subject area. This workshop will explore how writing can be taught effectively through a number of venues including rap music, post it notes, commercials, peacock feathers, props, sports programming and social media. Learn how to effectively teach writing and have fun too! During the workshop setting, participants will see a number of quick strategies demonstrated and explained. In addition to these demonstrations, participants will actively take part in a series of literacy tasks including text mapping, rap music translations, critical analyses of music, and utilizing multiple sources for multi-paragraph compositions.

## **Th-B10 Building Students' Cultural Competence through Writing**

**- Elizabeth Jorgensen**

Audience: Content Area, ELL, 6-12, Literacy Coach

Build cultural competence through creative writing exercises with authentic purposes! In this presentation, teachers will learn about how students can use poetry to connect global issues to their local and personal context, and as a response to under-reported stories and current events.

## **Th-B11 Our World, Our Wonders, Our Words**

**- Teresa Kamps, Kristina Dempsey**

Audience: Content Area, Curriculum Director, ELL, 6-8, Literacy Coach, Principal/Administrator, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator

In our unpredictable world, students and teachers have had to adjust how they learn at a moment's notice. The level of anxiety issues and social deficits resulting from "pandemic education" has heightened challenges related to student engagement and learning. How can we help students recover when our world brings trouble? How do we make our students' wonders into tomorrow's innovations? In this session, you will collect and practice strategies that teach the power of our words. The presenters will share how to build vocabulary capacity and confidence through wordplay, hexagonal thinking, and modeling imitation poetry with middle school students. This is how we do it. Feeding voices, one word at a time.

## **Th-B12 Putting Students in the Driver Seat of Discovery: Inquiry in ELA**

**- Jennifer McCarty Plucker**

Audience: Curriculum Director, 3-12, Literacy Coach, Reading Teacher/Specialist

Approaching learning with inquiry, choice, and student voice can increase the joy students (and teachers) experience in our ELA classrooms. We can let curiosity drive learning by opening up opportunities for questions, discovery, critical thinking, and a nonlinear approach to standards mastery. Special attention will be given to the role that leadership plays in ensuring this shift from a more traditional approach to ELA instruction toward an inclusive inquiry one. Participants will walk away with concrete tools and strategies to support the development of inquiry units of study centered on essential questions and steeped in rich resource libraries to support student growth and revelation.

## **Th-B13 Even High Schoolers Like to Hear a Story: How a Couple of Capes and a Plastic Sword Can Help with Engagement**

**- Amy Pelle**

Audience: Content Area, ELL, 6-12, Special Education, Teacher Educator

Teachers are always searching for the best way to "hook" students, to help them retain critical elements of a text, to maintain their engagement. Storytelling - even in a high school classroom - is a viable tool. This session will help you consider or reconsider in a whole new context. Examples will encompass stories for anticipatory sets, pre-teaching of a novel, providing background knowledge, and even as an alternate route into literature. Given the presenter's background of 28 years in high school English, Speech, and Theatre, stories will come from English 9, Mythology, British Literature, and AP Literature & Composition. Yes, there will be stories told in this session, and yes, perhaps even a costume or prop will make an appearance.



## **Th-B14 Love and Logic 101: Taking the Stress out of Teaching**

**- Chris Peterson**

Audience: All

Who should be tired at the end of the day? The kids! How can we alter our classrooms in a way that limits the stress for educators? Let's start with the basics. Love allows children to grow through their mistakes. Logic allows children to live with the consequences of their choices. Love and Logic is a way of working with children that puts teachers back in control, teaches children to be responsible, and prepares young people to live in the real world, with its many choices and consequences. We will take teachers through an interactive high energy thrill ride teaching about the techniques and importance of being an empathetic and effective teacher.

## **Th-B15 Great New Books for PreK-Grade 5 Classrooms**

**- Megan Schliesman, Merri Lindgren**

Audience: PK-5, Library Media, Literacy Coach, Reading Teacher/Specialist

Looking for new literature ideas for your PreK to Grade 5 classroom? This session will highlight recently published trade books recommended in "CCBC Choices 2023," the most recent best-of-the-year list created by staff of the Cooperative Children's Book Center (CCBC) of the School of Education at the University of Wisconsin-Madison. From read-alouds to literature circle choices to classroom library options, the books recommended in the annual "Choices" list offer myriad opportunities for supporting PreK-Grade 5 literacy and learning and making curriculum connections across various content areas. CCBC librarians Merri Lindgren and Megan Schliesman will share their enthusiasm for diverse K-5 titles to consider for PreK-Grade 5.

## **Th-B16 Language Flexibility and Sustaining Identity: Rethinking the Role of Standardized English in the Literacy and ELA Classroom**

**- Kim Stieber-White, Latricia Johnson**

Audience: Consultant, PK-12, Library Media, Literacy Coach, Preservice, Reading Teacher/Specialist/Interventionist

This session highlights the new WI ELA standards shift that now overtly lifts up flexible language use in texts students experience and create. Come explore foundational concepts of this shift, including standardized English vs. dialects such as Black Language and translanguaging through the lens of power, and reflect on the importance of recognizing and sustaining students' linguistic identities through the promotion of code-meshing and fostering of communicative competence. Learn how to select authentic texts that center flexible language use and where to find them, plus experience exemplar published text excerpts and multimodal student creation ideas. Join us to consider the how and why of flexible language use in your context!

## **Th-B17 Engaging Secondary Readers**

**- Lauren Ulatowski, Angie Grisius**

Audience: 6-12, Literacy Coach, Admin, Reading Teacher/Specialist/Interventionist, Special Education, Title I

It is our mission at the secondary level to plan and execute thematic, high interest units that students will fully immerse themselves into as a way to truly demonstrate their reading abilities. This session will focus on how to create both fiction and non-fiction skills based, high interest units using an approach that we have found successful in our classrooms. Attendees will receive detailed examples, including leveled activities, and unit materials. Planning engaging activities for secondary students is a continuous process that we have wholeheartedly dedicated ourselves to. Through research and willingness to try new approaches to learning in our classrooms, we have found a way that works for our students.

## **Lunch**

**12:30 pm - 1:45 pm**

*Please go to the 3rd floor for networking and a fabulous lunch served by the Wisconsin Center.*

### **6TH STREET SMOKEHOUSE TABLE**

Backyard Garden Salad

Mostly Corn Pudding

Blistered Green Beans

Smoked Cheddar Macaroni

Shaved BBQ Beef Brisket

Pulled Pork

Cracklin Cream Puffs

**ENJOY!**



## Th-C01 How to be An Indian in the 21st Century

- **Louis V. Clark III**

Audience: all



In deceptively simple prose and verse, Louis V. “Two Shoes” Clark III shares his life story, from childhood on the Rez, through school and into the working world, and ultimately as an elder, grandfather, and published poet. *How to Be an Indian in the 21st Century* explores Clark’s deeply personal and profound take on a wide range of subjects, from schoolyard bullying to workplace racism to falling in love. Warm, plainspoken, and wryly funny, Clark’s is a unique voice talking frankly about a culture’s struggle to maintain its heritage. His poetic storytelling style matches the rhythm of the life he recounts, what he calls “the heartbeat of my nation.”

## Th-C02 Teachers as Policy Advocates

**Part 2 (Continued from Session 1)**

- **WEPOP team;**

**Molly Garner Carroll, Dr. Annalee Good, Latoya Holiday, Deonte Iverson, Shahanna W McKinney, Kate Roberts**

Audience: All

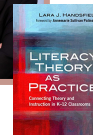


It is without a doubt a difficult time to be a teacher. Teachers are juggling federal, state, district, and school level policies all while trying to keep students’ well-being front-and-center. As professionals, teachers need to be influencing the policies that affect their daily decisions in the classroom and beyond, especially at the local level. Join educational policy scholars from Wisconsin Education Policy Outreach and Practice (“WEPOP”) at UW-Madison in a series of dynamic “Teachers as Policy Advocates” sessions. We will engage in interactive discussions on teachers’ roles as policy experts, policy makers, and policy advocates. Participants also will have the opportunity to create action plans related to a policy issue and connect with potential allies and collaborators.

## Th-C03 Metapositional Awareness for Literacy Teaching: Attending to Power, Agency, and Identity

- **Dr. Lara Handsfield**

Audience: ELL, K-8, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice



In this session, I introduce the construct of metapositional awareness (MA) for literacy teaching--an explicit awareness of discursive, material, affective, and embodied relations of power within and around moments of practice. The goal of MA is not to implement “best practices”—predetermined, strategies to boost student achievement. Rather, its goal is transforming practice towards humanizing pedagogies that involve relationship building, trust, and critical care. I explain how MA builds on and differs from related constructs (e.g., metacognitive teaching, adaptive teaching), offer examples of MA in action, and articulate the implications for literacy teacher learning in diverse classroom contexts.

## Th-C04 Math + Children’s Literature: A Perfect Pairing (Grades 3-5)

- **Susan O’Connell**

Audience: Content Area, Curriculum Director, 3-5, Library Media, Literacy Coach, Special Education, Admin, Reading Teacher/Specialist/Interventionist, Teacher Educator, Preservice



Classroom read-alouds provide a shared experience for students to discuss story characters, settings, events, and themes, but what if these stories also launched math investigations? How might introducing math concepts through stories spark students’ curiosity and help them make sense of the mathematics they are learning? Join Sue O’Connell, lead author of *Math by the Book*, to explore a wealth of children’s books that set a perfect context for exploring the math skills and concepts taught in grades 3-5.

## Th-C05 Supporting Families As Literacy Partners

- **Maya Payne Smart**

Audience: All



The brain architecture for reading develops rapidly during infancy, and early language experiences are critical to building it. Yet parents, who are children’s primary “teachers” in the pivotal first years of life, often don’t know what to do, when, or how. In this presentation, Maya Payne Smart describes how reading unfolds from birth, what caregivers can do to nurture it at each stage, and how educators can support families along the path. Through case studies, historical insights, and scholarly research, Smart illustrates why any serious effort to address reading achievement disparities must begin upstream with parents of young children and the communities who uplift them.

## Th-C06 Leading Like a C.O.A.C.H.: Five Strategies for Achieving Schoolwide Literacy Success - Matt Renwick

Audience: All



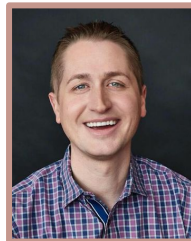
How do we achieve schoolwide literacy success? This is a question for all school leaders, in every position. While there is not a script to follow, principal and author Matt Renwick has discovered five strategies that are most likely to lead to our literacy goals for students.

- Create Confidence Through Trust
- Organize Around a Priority
- Affirm Promising Practices
- Communicate Feedback About Instruction
- Help Teachers Become Leaders and Learners

Join Matt to explore resources, tools, and mindsets for leading a school, team, or even oneself toward a literacy learning experience that works for all readers and writers.

## Th-C07 John Schu's Best-Loved Books of 2022 and 2023 (K-6) - John Schu

Audience: K-6



Join in a conversation with John Schu as he presents some of the best new books of 2021 and 2022. In typical John fashion, he will share book trailers, websites, activities, and interviews you can easily incorporate into book talks and programs to get everyone in your library hurrying to your bookshelves to find the perfect book.

## Th-C08 Banning Books Is Un-American - Dr. Paul Thomas

Audience: All

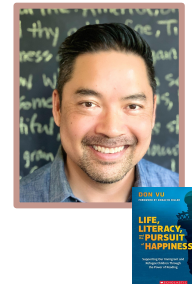


The U.S. is experiencing a wave of book censorship and educational gag orders. This session examines the historical context of censorship as it impacts the teaching of literacy and literature by focusing on writer Kurt Vonnegut's response to censors. The session will include powerful policy and position statements supporting the rights of teachers to teach and students to learn, including The Students' Right to Read (NCTE), Freedom to Teach: Statement against Banning Books (NCTE), and Educators' Right and Responsibilities to Engage in Antiracist Teaching (NCTE). Participants will have an opportunity to discuss and explore how and why educators must and can seek ways to defend academic freedom and the right to teach and learn.

## Th-C09 Life, Literacy, and the Pursuit of Happiness: Creating a Culture of Reading for All

- Dr. Don Vu

Audience: All

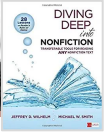
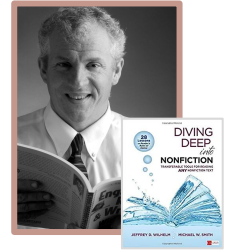


Based on Don Vu's book, *Life, Literacy, and the Pursuit of Happiness* (Scholastic, April 2021), this session explores how a school's reading culture can be developed and nurtured with a focus on the needs of immigrant and refugee students and families. Dr. Vu presents six conditions of culture (Commitment, Collection, Clock, Conversation, Connection, and Celebration) that must be addressed in order to create a school reading environment where all students can thrive. Each condition, backed by research and practical strategies, is presented so that any educator can begin to make a difference in their classroom or school.

## Th-C10 Diving Deep Into Non-Fiction and Non-Fiction Texts With Readers Rule of Notice

- Jeffrey Wilhelm

Audience: Content Area, Curriculum Director, Digital Technology, 3-12, Library Media, Literacy Coach, Admin, Teacher Educator, Preservice



This interactive workshop explores how to motivate and assist students to more expertly read both fiction and non-fiction texts using "readers rules of notice". Learn how to use visual texts, thinking aloud, questioning, practicing in miniature, and micro writing to help students notice textual topics, key details, genre and text structure. Provide a mental model of expert reading. Introduce how readers rules of notice can assist readers to notice all aspects of the model (topic, key details, genre, text structure, main idea/topic-comments). Provide various ways to assist students in using readers rules of notice to develop the stances/strategies of expert readers.



### **Th-C11 Independent Readers and Writers: How to Shift the Balance so Students are Working (Happily) as Hard as You Are**

**- Berit Gordon**

Audience: 3-12, Literacy Coach

Readers and writers get better, in part, by simply doing both a lot. But turning over the reins and giving them time to read and write isn't always enough. We might encounter reluctance, co-dependency, or outright resistance. Despite our best efforts, then, we're exhausted trying to build their stamina as readers and writers. Let's look at practical ways so students are working (happily) as hard as we are. This workshop will share ten innovative strategies to help you shift the balance toward true independence, and watch your readers and writers thrive.

### **Th-C12 Pardon the Interruption: We're Using ESPN to Teach Writing** **- Rebecca Harper**

Audience: Content Area, Curriculum Director, 6-12, Literacy Coach, Preservice, Teacher Educator

Motivating students to write is often difficult for many teachers, but what if teachers and students knew that ESPN could be used to teach writing? From using the Top Ten Plays to teach transition sentences, to sports programming that teaches argumentative writing, this session will provide participants with unique and new ways to engage students in the writing classroom. Using sports programming as a framework, this session will focus on the inclusion of sports related texts to plan, design, and implement writing engagements for the classroom. Participants will take part in an interactive, multimedia presentation including sports programming clips, photos, sports-related novels, etc. to craft authentic writing lessons with sports in mind.

### **Th-C13 Engaging Students With Local & Culturally Relevant Non-Fiction: An Introduction to PBS Wisconsin Education's Newly Updated Wisconsin Biographies**

**- Michael Hartwell, Katie Van Haren**

Audience: Curriculum Director, 3-8, Library Media, Literacy Coach, Reading Teacher/Specialist

When students see themselves represented in media and history, it validates their identity. When students study people from historically underrepresented or marginalized groups, it broadens their perspective of the world and builds empathy. With the newly revitalized Wisconsin Biographies collection, 3rd-6th grade educators can leverage intentionally designed digital media to make non-fiction reading more engaging through a diverse, Wisconsin-based lens. Please join PBS Wisconsin Education and Kate Van Haren, 2021 Wisconsin State History Teacher of the Year, for an in-depth look at this incredible non-fiction collection. This session is intended for lower and middle grade educators and providers, however, everyone is welcome to attend.

### **Th-C14 Sketchnoting: Using Listening & Drawing to Honor the Past & Dream the Future** **- Sherrill Knezel**

Audience: Content Area, Curriculum Director, 3-12, Literacy Coach, Preservice, Reading Teacher/Specialist/Interventionist Special Education, Teacher Educator

Listening and drawing are powerful ways to create connections and help our students feel seen and heard in a whole new way. This session will explore the ways we can use sketchnoting (aka visual note-taking) in the classroom to empower our students to practice deep listening, be present in order to hear and hold others' lived experiences, and dream big for a more just future. Participants will learn about current brain research that supports the benefits of sketchnoting to increase literacy, listening, and comprehension, take part in hands-on practice to shift their own thinking around drawing and leave with resources and concrete ways to curate listening and drawing practices across all grade levels/content areas.

### **Th-C15 Modeling the Masters: Using Mentor Texts to Encourage, Engage and Inspire Middle and High School Writers**

**- Jane McMahon, Rita Ehlert, Teresa Kamps**

Audience: Content Area, Curriculum Director, 6-12, Literacy Coach, Preservice, Principal/Administrator, Reading Recovery, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator, Title I

Sylvia Plath once quipped, "Let me live, love, and say it well in good sentences." How can we equip our young writers with the confidence to tell their stories in good sentences, or in good lines of poetry? One way is by helping to develop their confidence through modeling their own writing after the writing of others through the use of mentor texts. Join these presenters as they share over 20 favorite texts and the step by step scaffolding necessary to help inspire students to find their voice mirrored in the voices of masters.

### **Th-C16 Literacy is Life... Be a Game Changer!**

**- Takisha Moncrief, Sidney Moncrief**

Audience: All

"Ball is life" is a phrase used by basketball devotees to show extreme passion for the sport. The ball is short for basketball and life refers to the all-consuming passion players and fans have for the game. Former Milwaukee Bucks player and Hall of Famer Sidney Moncrief and Dr. Takisha Moncrief, a former teacher turned consultant and coach, unapologetically believe that Literacy is Life! The ability to read, write, speak, listen, and discover changes the entire trajectory of a child's life. Educators have the unique challenge to influence generations by building skills and building confidence. Join this energetic, dynamic duo as they explore how developing a literacy and leadership identity in students changes the game for all involved.



## **Th-C17 Landing Your Dream Education Position: You've Got Questions, We've Got Experts to Answer**

### **- New and Pre-service Committee Panel**

Audience: New and Pre-service Teachers, anyone looking to land their dream job

Applying for your first ever teaching job? Want to move out of the classroom and into administration? Looking to be an instructional coach? The New and Pre-service Teacher Committee has put together a panel of experts to help you get hired for your perfect education pairing. This discussion panel session is meant for any and all educators looking to get hired for any job in the education sector, whether it's a first job or moving into your last on your way up the ladder. We'll have experts on hand ready to answer questions and give advice. Our experts include college professors, principals, an instructional coach, curriculum director, gifted and talented coordinators, reading specialists, and classroom teachers. Our panel consists of the people who have been in, are currently in, or are licensed for the following:

*Linda Bruun:* Retired Curriculum, Instruction, and Assessment Director, Title Coordinator, District reading specialist, Gifted and Talented Coordinator, adjunct professor, licensed principal, and special education teacher/ *Dr. Clair Fedderly:* District reading specialist, Gifted and Talented Coordinator, virtual school coordinator, licensed in all administrative roles (superintendent, principal, school business administrator, director of instruction, reading specialist, and director of pupil services), adjunct graduate program professor, instructional coach, and high school English teacher/ *Missy Herek:* Retired elementary principal, educational consultant, licensed reading specialist, licensed curriculum and instruction director, and elementary teacher/ *Rita Chen:* Professor of Reading at UW-LaCrosse and licensed in TESOL/ *Deanna Maynard:* Professor of Reading at UW-LaCrosse and licensed reading specialist/ *Brittany Thew:* Elementary teacher and licensed reading interventionist

## **Th-C18 Accelerating Learning Through Visual Thinking Strategy and Non-Fiction Poetry**

### **- Randi Wagner, Deb Bowling, Steve Vande Zande**

Audience: 3-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator

In this session participants will learn how to use culturally relevant visual images to inspire artful thinking routines and enhance the analysis and creation of non-fiction poetry. Acting as a scaffold for acceleration, visual thinking strategy and creative writing strategies engage student interest by activating background knowledge. As indicated by research, the activation of prior knowledge is paramount to student growth and seeing themselves in the learning. In this workshop, participants will practice engaging strategies to front load content through using artful thinking routines.

## **Th-C19 Holocaust Education: Connecting the Past to the Present through Literature**

### **- Liza Wiemer**

Audience: Content Area, Curriculum Director, ELL, 6-12, Library Media, Literacy Coach, Admin, Reading Teacher/Specialist, Special Education, Teacher Educator

Liza Wiemer, educator and multi-award-winning author of *The Assignment*, will discuss how the Holocaust relates to students' lives today and how it can impact their future, especially by empowering students to be allies and upstanders. In conjunction with the Holocaust Education and Resource Center (HERC), Liza will talk about how her novel can be utilized in the classroom to help fulfill the Holocaust education mandate. Sign-up for free sets of the book (10-120 copies per school, best for 7th-12th grade) will be fulfilled based on availability. Free curriculum guide as well as access to an educator Google.doc for creative assignment ideas included. Liza will also share outstanding Holocaust literature for this session's theme.

## **Th-C20 New to Coaching? We've Got You Covered!**

### **- Mona Zignego, Lisa Thom, Rachel Scherrer**

Audience: Consultant, Curriculum Director, Literacy Coach, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator

Being a coach is a valuable part of a school community. As someone new to coaching, building trust is paramount in successful coaching sessions. During this session, we will explore practical ways to build trusting relationships with those that you will coach. This session will also outline ways to engage with coaches through speaking and listening techniques while providing some practical information on asking questions and exploring detours that we may make as listeners in coaching sessions.

**Stop by the Exhibit Hall on the 1st floor for Author Book Signings ~ 3:30 pm**



**Maya Payne  
John Schu  
Don Vu**

**Louis V. Clark III  
Liza Wiemer**

# Friday, February 10, 2023

## Schedule

8:00-8:15

Welcome-Ballroom CD

8:15-9:30

Keynote Address

9:45-11:00

Breakout Session A

11:15-12:30

Breakout Session B

12:30-1:45

Lunch/Networking

2:00-3:15

Breakout Session C

3:30-4:00

Book Signing

## Friday - Lunch - 12:30 pm

### 3RD WARD ITALIAN TABLE

#### Saffron Orzo Pasta Salad

basil vinaigrette, grilled italian vegetables  
and fresh mozzarella

#### Baby Kale Caesar

crisp romaine, parmesan, and garlic  
croutons with classic caesar dressing

#### Antipasti Assorti

wood-roasted mushrooms with crumbled  
blue cheese, fire-roasted peppers with  
balsamic reduction, oven-dried tomatoes  
with roasted garlic oil, white beans with  
basil pesto, focaccia croutons, and grissini  
breadsticks

#### Chianti Braised Beef Tips

red pepper risotto

#### Pan-seared Tuscan Chicken

preserved tomato jus with oregano &  
lemon

#### Vesuvio Potato Wedges

#### Italian Pastries

Lunch is located on the 3rd Floor.

## Author Signings

In the Exhibit Hall

~ 3:30 pm



Phil Bildner  
Ralph Fletcher  
Decoteau Irby  
Janet Wong

## Exhibit Hall

7:15 am ~ 3:30 pm

Be sure to visit the exhibit hall  
between sessions!

It is located on the 1st floor in  
Ballroom A/B



## Friday Keynote Speaker

8:00 am

**Dr. Decoteau Irby**

*Reading and Writing Toward a  
More Racially Just Future*



"Reading and Writing Toward a More Racially Just Future" weaves together research and personal experiences to examine how reading and writing allows educators and learners the opportunity to investigate their pasts and acknowledge present experiences with race and racism while also crafting stories of more racially just futures.

Author of:

- Stuck Improving: Racial Equity and School Leadership
- Magical Black Tears: A Protest Story
- Black Participatory Research
- Dignity-affirming Education: Cultivating the Somebodiness of Students and Educators

## Friday Featured Speakers



Sara K. Ahmed



Dr. Nancy Anderson



Phil Bildner



Katherine Bomer



Trevor Bryan



Louis V Clark III



Dr. Carla Espana



Dr. Luz Herrera



Brian Kissel



Lindsey Moses



Donalyn Miller



Colby Sharp



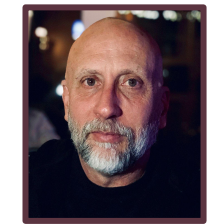
John Schu



Dr. Frank Serafini



Dr. Antony Smith



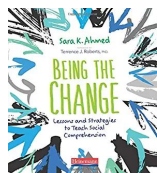
Dr. Paul Thomas



Jeffery  
Williams



Janet  
Wong



## **Fr-A01 Being the Change: Leveraging Identity and Social Comprehension in The Classroom** - **Sara K. Ahmed**

Audience: All

Drawing from Sara's books, *Being the Change: Lessons and Strategies to Teach Social Comprehension* and *Upstanders: How to Engage Middle School Hearts and Minds with Inquiry* (co-authored with Harvey "Smokey" Daniels), participants will learn to center identity, and leverage the social skills and habits necessary to examine real issues by participating in relevant, transparent conversations. In this session, we will focus specifically on social identities and how they impact the way we see our students. Sara will lead participants through literacy workshop style exercises that can be taken back into the classroom or professional growth meeting. We will also discuss how being candid with students and inquiring into biases and perspectives help us consider the ways we respond to our respective worlds-- the classroom or playing field, social media, or our own dinner tables. Come prepared to consider your own identities, your students' identities and how social comprehension has a direct impact on all that we do as educators and human beings.

## **Fr-A02 Developing Literacy Learning Expertise: It's About People Not Programs** - **Dr. Nancy Anderson**

Audience: Curriculum Director, K-2, Literacy Coach, Admin, Reading Recovery, Reading Teacher, Specialist/Interventionist, Title I, Teacher Educator



Teacher expertise is a key factor in student literacy achievement. Too often simple answers are sought in published programs rather than investing in the professional knowledge and expertise of educators. This session will focus on how to build the key areas of professional knowledge needed to be an adaptive and responsive teacher for children who are most at risk and the professional conversations that must occur for our learning to continue to grow.

## **Fr-A03 Revision = Play + Purpose: Teaching Young Writers the Joys of Re-seeing Writing to Make it Even Better.**

- **Katherine Bomer**

Audience: Grades K -6



Our young writers are learning a million things about language and the technology of writing, so revision might seem beside the point or too unwieldy for them. But if we treat revision as PLAY, as a joyful, satisfying, natural, and immensely important part of every writer's process, then our students will want to join the parade! This session offers practical and fun strategies for teaching students the joy and power of Revision to make any writing and drawing even better.

## **Fr-A04 How to be An Indian in the 21st Century** - **Louis V Clark III**

Audience: all



In *Rebel Poet: More Stories from a 21st Century Indian*, author Louis Clark examines the effects of his mother's alcoholism and his young sister's death, offers an intimate recounting of the backlash he faced as an Indian on the job, and celebrates the hard-fought sense of home he and his wife have created. *Rebel Poet* continues the author's tradition of seamlessly mixing poetry and prose, and is at turns darker and more nuanced than its predecessor. This session will feature *Rebel Poet*, and how Louis V. Clark III came to writing success.

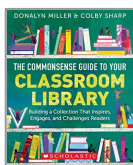
## **Fr-A05 Reading, Writing, and Talking about Banned Books: Grades K-2** (This workshop session will continue at 11:15)

- **Brian Kissell**

Audience: Curriculum Director, K-2, Literacy Coach, Teacher Educator, Preservice



Across the country, children's books are being challenged and banned based on content focused on race, racism, gender, and humor deemed inappropriate by parents and political groups. In this session we will read a collection of picture books that are currently being challenged or banned around the country, write/draw about them in a variety of ways, and then engage in rich discussions about them as a collective group. A variety of resources will be shared to support teachers as they navigate these topics in their classrooms.



## Fr-A06 Building, Cultivating, and Managing a Classroom Library

- **Donalyn Miller, Colby Sharp**

Audience: All

A classroom library needs to be the constantly evolving heart of a classroom. In this session Donalyn and Colby will share ins and outs of a classroom library, and how to use the library as a tool to help kids become habitual readers.

## Fr-A07 Effective Literacy Scaffolds for Multilingual Learners

- **Lindsey Moses**

Audience: Consultant, Curriculum Director, ELL, K-5, Literacy Coach, Special Education, Admin, Reading Recovery, Teacher Educator, Reading Teacher/Specialist/Interventionist



This session will introduce research-based scaffolds to support multilingual learners' language and literacy development. This session is grounded in three core principles: Assets-based approaches to teaching and learning; language-oriented planning, instruction, and assessment; and meaningful interactive opportunities for authentic language use. Throughout the sessions, each research-based scaffold will be introduced with easy-to-implement instructional strategies. All scaffolds and strategies will be accompanied by classroom examples with images and/or videos and opportunities for interaction and conversations with peers about possibilities for applying these ideas in your context.

## Fr-A08 The Gift of Story: Exploring the Affective Side of the Reading Life (K-6)

- **John Schu**

Audience: All

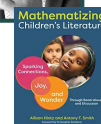


When we share our hearts through story, we inspire others to think more deeply about their own hearts and how stories connect us all. In this presentation of the heart, teacher, librarian, book lover, and story ambassador John Schu invites readers to consider literacy beyond its academic benefits, highlighting the ways story speaks to our hearts and brings us together. Presented through a study of five affective elements of story --- healer, inspiration, clarifier, compassion, and connector --- participants will explore how the universal truths found in stories can change us, inspire us, connect us to others, answer our deepest questions, and help us heal.

## Fr-A09 Mathematizing in Children's Literature: Sparking Connections, Joy, and Wonder Through Read-Alouds and Discussion

- **Dr. Antony Smith**

Audience: Content Area, ELL, K-5, Library Media, Literacy Coach, Special Education, Reading Teacher/Specialist, Title I



Children's literature provides vibrant opportunities for student and educator learning. In this session we explore how mathematizing, approaching read-alouds with a mathematical lens, allows literacy educators to collaboratively deepen cross-curricular knowledge while studying complex aspects of teaching such as asking open-ended questions and engaging in productive struggle through discussion.



## Fr-A10 The "Science of Reading" Multiverse

- **Dr. Paul Thomas**

Audience: All

Since early 2018, the phrase "science of reading" has entered and often dominated media, public/parental, and political discourse around the teaching and learning of reading in the U.S. Before anyone can, or should, answer "Do you support/reject the 'science of reading'?" we must first clarify exactly what the term means; therefore, in this session, Paul Thomas will detail the three ways the phrase currently exists since it entered mainstream use in the media during 2018. The session will cover the research base around the SoR movement for context. Participants will be invited to discuss their experiences with these three versions as well.

## Fr-A11 Prompting: Responsive Teaching in Action

- **Jeffery Williams**

Audience: Consultant, Curriculum Director, ELL, K-5, Literacy Coach, Special Education, Admin, Reading Recovery, Reading Teacher, Specialist/Interventionist, Title I, Teacher Educator, Preservice



Identifying the most facilitative response for a child's actions (and when and how to deliver that response) is an art that is refined and studied by teachers because every learner is unique. This session studies that art with examples and opportunities for practice.



## **Fr-A12 Using Text for Authentic Purposes: Literacy Learning in Phenomenon-Based Science**

**- Kevin Anderson, Ryan King**

Audience: Consultant, Content Area, Curriculum Director, PK-5, Literacy Coach, Admin, Reading Teacher/Specialist, Special Education, Teacher Educator, Title I

In this session, we will engage participants in meaningful and local science where we'll use a variety of texts and dialogue as key parts of our learning. We'll then step back and discuss some overarching principles for effective phenomenon-based science, which includes the use of various text types, student creation of texts, and student dialogue. This type of instruction better engages and builds the scientific identity of all students, especially when texts are used that represent diverse voices.

## **Fr-A13 Engaging Students in Teacher Read Alouds**

**- Amy Davis**

Audience: ELL, 3-8, Reading Teacher/Specialist

Studies have shown that adhering to a "one size fits all" and discouraging creative, divergent thinking ultimately fails students (Geist & Hohn, 2009; Thorne, 2007). Interactive read alouds offer students a unique opportunity to connect with texts and allow them to sharpen their literacy skills through fostering student engagement and active listening. During such activities, students use visuals provided in the text to make predictions before reading, explore themes during reading, and summarize the plot. Instead of providing students with visuals, students can strengthen their ability to visualize linguistic cues by creating their own using a six-grid organizer. While a section of text is read aloud by the teacher, students listen attentively and draw what they have visualized in a grid organizer and add their summary of the text.

## **Fr-A14 The Global Vybe: Tying Together Literacy, Neuroplasticity and Humanity - Rachel C DeRosa, Teresa Azoff**

Audience: All

Welcome to: the Global Vybe, and the book, *Coaching Humans Back to Humanity*, by Rachel Callaray. This session will explain the organization, the scientific research behind it and the tools within the book. In a time of relentless comparison to others, societal unrest, increasing virtual interaction, a global pandemic, mass shootings and skyrocketing mental health issues in kids, adults require evolving strategies to coach our youth how to be genuine, self-assured, calm, able to cope with stress and united. The mission of the Global Vybe is to unite people based on intrinsic, peace-building traits of humanity and provide children with the means to wire themselves out of fight-or-flight and into self-perceived happiness.

## **Fr-A15 Say Yes to Joy, No to Burnout - Berit Gordon**

Audience: 3-12, Literacy Coach

We love our students and we care deeply about our jobs. And we are stressed, exhausted, and overwhelmed. There is another way. We can prioritize our professional well-being with an approach and practical strategies that go beyond self-care. Access fresh, user-friendly strategies to avoid burnout and reignite teaching joy. Our readers and writers deserve thriving adults in their lives. When we access strategies that help us stay happy and healthy in a demanding job, they will experience our best teaching selves. Through an overall approach that involves teacher choice, as well as innovative and user-friendly strategies for literacy teachers, this workshop will show you the way to avoid burnout and find more teaching joy.

## **Fr-A16 Gamers and Non-Gamers Unite!: Experience The Educational Adventure of Award-Winning PBS Wisconsin Video Games**

**- Michael Hartwell, Mike Scoville**

Audience: Curriculum Director, Digital Technology, ELL, 3-8, Library Media, Literacy Coach, Reading Teacher/Specialist/Interventionist

Teachers are constantly bombarded with resources and digital content for the classroom, making it tough to discern what is high-quality and authentically incorporates literacy development. In this hands-on workshop, you will learn about two standards-aligned, locally relevant historical inquiry games from PBS *Wisconsin: The Legend of the Lost Emerald* and *Jo Wilder and the Capitol Case*. These games feature all the fun and adventure of classic video games combined with a text-dependent format that will get students reading and thinking to move the action along. Not only will participants leave this workshop with multimedia resources to build meaningful literacy experiences, they should bring their personal devices and be ready to play!

## **Fr-A17 The Book in Question: Why reading Is in Crisis ... and How We Can Turn This Around**

**- Carol Jago**

Audience: All

According to the most recent Common Sense Media survey, screen time for students ages 8 through 18 is up by 17%. By many accounts, young people's mental health is deteriorating. Could reading provide an alternative to TikTok and a balm for their pain? As James Baldwin explained, "You think your pain and heartbreak are unprecedented in the history of the world, but then you read." In this session Carol Jago will offer texts and tasks that engage students in an exploration of books that can help them thrive. She will demonstrate methods for accelerating the acquisition of essential comprehension skills and help students become bi-literate: capable of reading proficiently in both digital and traditional media.

### **Fr-A18 Adventures in Bookland: Building a Community of Readers** - *Darla Schroeder, Rhonda Wemette, Patricia Meurer, Renee Conroy*

Audience: PK-5, Library Media, Literacy Coach, Admin,  
Reading Teacher/Specialist/Interventionist, Teacher Educator,  
Title I

In this session, you will get ideas to help your entire school develop a strong reading culture. We will move beyond the old ways to motivate students to read and focus on current and even future ways to motivate. Join the staff from Westby Elementary School as they share the tips and tricks that they have successfully implemented to make every student in the school.. a reader. From advertising in the bathroom to holding a book garage sale, we have many tried and true activities that work to get students motivated to read. You are guaranteed to leave with at least one idea to implement in your classroom, library or school!

### **Fr-A19 Play-Based Writing: A Case for Reintegrating Play into the Primary Classroom**

- *Molly J Thielen*

Audience: Content Area, PK-2, Preservice, Teacher Educator

As elementary classrooms continue to eliminate play from the curriculum in order to teach more core content, this session proposes a creative solution to bring play back. Learn how to integrate play with writing workshop and mentor texts, while aligning with the ELA State Standards.

### **Fr-A20 SMART: Stress Management and Resiliency Training**

- *Dr. Pam Whitfield*

Audience: All

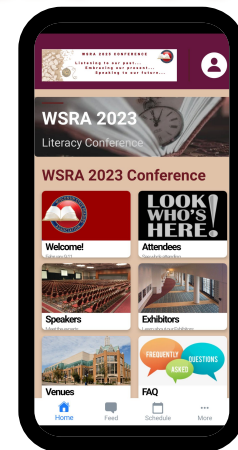
Professional and personal burnout is real. Self-care and mental health should inform our work as educators. Let's learn five simple steps to manage stress and improve resilience at work and at home. We'll apply neuroscience and mindfulness research from Dr. Amit Sood and the Mayo Clinic. Each core practice is simple, replicable, and designed to take only 2 to 3 minutes of your time. Your mind is your most valuable real estate, so let's learn how to spend more time in the penthouse and less time in the basement.

# Don't forget to download the conference app!



## MemberClicks Conference App

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## Fr-B01 When the World Hands you a Curriculum - Sara K Ahmed

Audience:



How do we teach students to comprehend the news, while holding what they know about their own identities and their classmates in mind? In what ways does the news affect us? We will explore strategies for bringing current events into the classroom. We will then engage in conversations about what to do when current events affect our classroom and co-create an understanding of how to be proactive with norms for discussions that can arise at any time. Come prepared to engage in a thoughtful examination of identity and what's in your news (a phrase coined by one of Sara's former students) through writing, reading, and discussion.

## Fr-B02 Systematic Teaching: Letters, Sounds, and Words - Dr. Nancy Anderson

Audience: All



Systematic teaching around letters, sounds, and words means much more than following a list of skills. Meeting the unique needs of children means observing students' literacy learning and responding through micro and macro teaching decisions. This session will help teachers and leaders with explicit teaching tools that can help frame the way we plan and consider our teaching around letters, sounds, and words.

## Fr-B03 Writing Workshop Essentials: Are We Truly Giving Our Students What All Writers Need: Time, Choice, and Response? - Katherine Bomer

Audience: All



"Children will write, if we let them." (Donald Graves) Students fall in love with writing, when we provide the secrets to success, the simple keys of the Writing Workshop—Time, Choice, and Response. Children learn to see themselves as writers, with multitudes of topics to share, in books, poems, informational and opinion texts, and personal stories, and with real audiences and reasons to write. Writing Workshop is a structure that works, and if we immerse our students in the joys and rituals of writing from the earliest ages, and maintain the structures as children grow, they will have deep understandings of writing and processes that help them draft, revise, and edit as they move through elementary school and into more sophisticated forms in middle and high school.

## Fr-B04 The Art of Comprehension - Trevor Bryan

Audience: K-8, Literacy Coach, Special Education, Admin, Reading Teacher/Specialist/Interventionist, Title I



Help all students to become active readers! This interactive session will provide accessible, actionable strategies and simple tools that can help all readers of all levels to engage meaningfully with the comprehension skills they need such as noticing key details, making inferences, making predictions, identifying themes, and making meaningful text-to-connections.

## Fr-B05 Reading, Writing, and Talking about Banned Books: Grades K-2 (This workshop session is continued from 9:45) - Brian Kissell

Audience: Curriculum Director, K-2, Literacy Coach, Teacher Educator, Preservice



Across the country, children's books are being challenged and banned based on content focused on race, racism, gender, and humor deemed inappropriate by parents and political groups. In this session we will read a collection of picture books that are currently being challenged or banned around the country, write/draw about them in a variety of ways, and then engage in rich discussions about them as a collective group. A variety of resources will be shared to support teachers as they navigate these topics in their classrooms

## Fr-B06 Navigating Slumps in Reading Motivation - Donalyn Miller

Audience: All



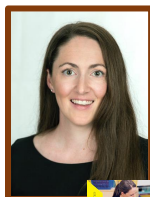
While some readers increased their reading volume and interest during the global pandemic and isolation, others reported they didn't have the emotional or intellectual energy to read or have lost their joy in it. The demands of school and home responsibilities may consume their time. Others report that they're too distracted and worried to read. Throughout our lives, readers encounter slumps in reading motivation and interest. How can readers find their way back to reading when we don't feel like reading much? In this session, Donalyn Miller will share suggestions from hundreds of readers of all ages for navigating reading slumps during the pandemic and beyond. The session includes numerous book recommendations and resources.

## **Fr-B07 Strategies for Using Translanguaging Practices to Support Authentic Multilingual Language and Literacy Experiences: Building Bilingual Identities con Nuevos Amigos**

**- Lindsey Moses**

Audience: Consultant, Curriculum Director, ELL, K-5, Literacy Coach, Special Education, Principal/Administrator, Reading Recovery, Reading Teacher/Specialist/Interventionist, Title I, Teacher Educator, Preservice

This presentation for bilingual and monolingual educators includes practical steps for implementing instruction that supports bilingual identities and literacy development through translanguaging practices. Examples will be shared from a project pairing international classrooms with a purpose of learning about their cultures and communities through speaking, listening, reading, and writing. Easy-to-implement instructional ideas for selecting and reading translingual texts, building contextualized vocabulary, developing oral language, supporting writing and video creations and interactions will be presented. This presentation includes opportunities for translanguaging mentor texts exploration, discussion, and application of concepts.

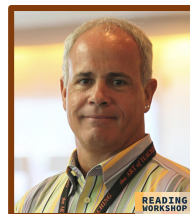


## **Fr-B08 What Still Matters? Looking Back to Move Forward**

**- Dr. Frank Serafini**

Audience: Consultant, Curriculum Director, K-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice

In this session, Frank Serafini will share some of his foundational beliefs about reading workshop approaches to reading instruction by highlighting a concept or two from each of his twelve professional development books. This presentation will focus on the pillars of a reading workshop instructional framework and offer teachers and literacy educators some insights into effective instructional practices.



## **Fr-B09 Awesometastic New Books**

**- Colby Sharp**

Audience: All

In this session, Colby will book talk his favorite picture books, chapter books, middle grade novels, and young adult novels from 2022 and 2023. Be prepared to make a list as you find new titles that will help all of your students fall in love with reading.



## **Fr-B10 Mathematizing Children's Literature: Sparking Connections, Joy, and Wonder Through Read-Alouds and Discussion**

**- Dr. Antony Smith**

Audience: Content Area, ELL, K-5, Library Media, Literacy Coach, Special Education, Reading Teacher/Specialist, Title I

Children's literature provides vibrant opportunities for student and educator learning. In this session we explore how mathematizing, approaching read-alouds with a mathematical lens, allows literacy educators to collaboratively deepen cross-curricular knowledge while studying complex aspects of teaching such as asking open-ended questions and engaging in productive struggle through discussion.



## **Fr-B11 The Important Role of Executive Functions in Becoming Literate**

**- Jeffery Williams**

Audience: All

Knowing about executive function (EF) skills is pertinent to the work of literacy teachers across intervention and classroom settings because EF skills directly impact literacy development. This session will define EF skills broadly and focus on a few specific skills and explore how they are fostered in Reading Recovery and classrooms.



## **Fr-B12 Science of Reading: Sorting Fact from Fiction**

**- Kathryn Champeau, Debra Zarling**

Audience: All

The term “Science of Reading” has grabbed national/local attention and purports to be THE authority on how to teach reading. Bloggers, journalists, and for-profit companies have expounded on this topic and usurped literacy professionals’ expertise and knowledge, as well as research about the best way to teach reading to all students. Learn to sort facts from myths, facts from disinformation, facts from misinformation, and to recognize incomplete information regarding research, professional wisdom, and experience surrounding learning to read. Learn to analyze current information and research, arm yourself with critical information, and be confident in asserting yourself around making expert decisions to help students thrive as readers.

## **Fr-B13 Get to a Well-Managed Classroom While Avoiding “Management”**

**- Berit Gordon**

Audience: 3-12, Literacy Coach

Maybe you have tried things like behavior charts, rewards, consequences, or calls home to “manage” unwanted behavior. These tactics may work for a bit. But it’s likely that behavior soon unravels all over again. This workshop proposes an entirely different way to think about classroom management. In fact, while we refer to the commonly used term management, it is exactly what this workshop helps us avoid. Through an overall approach and practical strategies, see how to establish student (and teacher) friendly routines, build relationships and mutual respect, and create a culture where everyone has a voice and thrives.

## **Fr-B14 Learning from Objects: Incorporating Objects into Your Literacy Block**

**- Kurt Griesemer,**

**Jordan Ciesielczyk-Gibson**

Audience: 3-5, Library Media, Preservice

Literacy is when “...the processes of reading, writing, speaking, listening, viewing, and representing happen in a connected way...”—ELA Standards, 2020. Combining the best practices of object study with literary selections from the WHS Press, educators Kurt Griesemer and Jordan Ciesielczyk-Gibson of the Wisconsin Historical Society show teachers how objects can be used to connect social studies and literacy. Students study objects using the skills of visual literacy: observation, deduction, investigation, inference, and more. By exploring historic artifacts, students experience cultures and worldviews both different from and similar to their own. Learn how using objects in the classroom can enhance your students’ love of reading and history.

## **Fr-B15 Advancing Literacy through Self-Guided Professional Growth: Using EE to Improve Practice, Student Outcomes, and School Culture**

**- Jacob L Hollnagel**

Audience: 3-5, Library Media, Preservice

The Wisconsin Educator Effectiveness (EE) System is a learning-centered, continuous improvement system designed to improve the education of all students by supporting guided, individualized, self-determined professional growth and development of educators. A growing body of evidence supports the use of the Wisconsin EE System as an evidence based improvement strategy for improving student outcomes, educator practice, and school climate. This session will present the essential elements of the system and describe how district and school administrators and educators can effectively implement the system to create a positive school climate and improve equitable outcomes for not only students, but also staff.

## **Fr-B16 Building Community - Integrating Google Meet Sessions with Reading, Writing and Watercolors**

**- Laurie B Kopp, Stacy Ristau**

Audience: Curriculum Director, PK-5, Library Media, Literacy Coach, Reading Teacher/Specialist/Interventionist, Teacher Educator, Title I

A first grade teacher and a retired teacher collaborated to foster a learning environment where students could embrace literacy and art. These opportunities built upon their conversation skills and social/emotional well-being through google meet sessions. These sessions included teaching of reading, writing and watercolor painting. For over three years this relationship has grown and evolved into a unique learning experience that encompasses the dialogic approach of learning. Students feel brave enough to have unique conversations through their sharing of work, seeking constructive feedback, and accepting the challenge to give one of the suggestions a try.

## **Fr-B17 Beyond the Books: Using Children's Literature to Teach the Whole Child**

**- Kristy Piebenga**

Audience: Content Area, Curriculum Director, PK-5, Literacy Coach, Teacher Educator

Today’s students are in need of much more than academic learning. Each year, the need becomes more apparent: students need social and emotional learning (SEL) and support as well. Implementing the SEL standards goes beyond “one more thing” in our day. In this session, we will explore how SEL standards can blend with academic standards through the use of children’s literature. We will work through sample lesson ideas to discover powerful texts that will engage students in reading, writing, and content-area learning while developing SEL connections and growth. You will leave the session with several strategies in hand and resources to aid you in creating a powerful social-emotional AND academic environment in your own classroom.

## Fr-B18 A Kaleidoscope of Time and Story

- *Gayle A Rosengren, Amy Laundrie*

Audience: Curriculum Director, ELL, 6-8, Library Media, Literacy Coach, Reading Recovery, Reading Teacher/Specialist, Special Education, Teacher Educator

To celebrate the Past, provide perspective on the Present, and better imagine the Future, we have compiled lists of historical novels as well as contemporary ones reflecting various identities. We've also provided a list of titles that imagine the future. By comparing and contrasting texts from the different lists—a core curriculum goal for 6th-8th grades--readers will see how views have changed (or not)—for better or for worse—and get a sense of what we might expect in the future. At the same time, their empathy will be strengthened--a quality that has never been more vital to the future of our world. Examples and handouts provided; exciting discussions anticipated!



## Fr-B19 Literacy and Mathematics Intertwined

- *Stephanie M Twombly, Denise Engstrom*

Audience: K-5

Math is a journey. Math is much more than the application of rules! In this session you will explore this expedition through the process of intertwining reading and writing into your math lessons.. Together we will unpack the strategies, resources, and practical tips related to performance-based instruction and assessment. In both literacy and mathematics, students need to make inferences, synthesize, and reflect on their thinking in order to build conceptual and procedural knowledge. In this session, participants will examine strategies for developing conceptual understanding and procedural knowledge in mathematics: comprehension strategies, vocabulary instruction, and self-monitoring strategies. Workshop participants will actively engage in and reflect on rich mathematics activities that can be used with students. We have seen this approach evoke curiosity and engagement, as our students grew their confidence immensely while improving their ability to express themselves throughout the problem solving process. Along the way, students began to understand that math is so much more than finding the correct answer. Attendees will walk away with ideas and strategies they can use the very next day and they themselves may begin a journey of transformation intertwining literacy with math! This will enable students to grow as readers, writers, and mathematicians.

## Fr-B20 Coaching Tips and Tricks

- *Mona Zignego, Lisa Thom,*

*Rachel Scherrer*

Audience: Consultant, Curriculum Director, Literacy Coach, Reading Teacher/Specialist/Interventionist, Special Education, Teacher Educator

This session based on Diane Sweeney and Elena Aguilar's work will dig into some elements that allow the coach to be part of the action in the classroom as they coach: Coaching the Overwhelmed Teacher, Noticing and Naming, and Micromodeling. These strategies are a collaborative way to look for evidence of learning and act on it to improve outcomes for students. This session will provide content knowledge as well as troubleshooting to support coaches in their practice.

## Lunch

**12:30 pm - 1:45 pm**

*Please go to the 3rd floor for networking and a fabulous lunch served by the Wisconsin Center.*

### 3RD WARD ITALIAN TABLE

Saffron Orzo Pasta Salad

Baby Kale Caesar

Antipasti Assorti

Chianti Braised Beef Tips

Pan-seared Tuscan Chicken

Vesuvio Potato Wedges

Italian Pastries

**ENJOY!**



Fr-C01

## The Essentials of Equity: Becoming Equity Literate Educators

**Expert Panel Discussion with Sara K Ahmed, Dr. Nancy Anderson, Dr. Decoteau Irby, Nawal Qarooni**

What is equity and what is it not? What does equity look, sound, and feel like in our schools through our students' eyes? How do we create learning spaces where deep learning happens for all students and builds upon their existing strengths? What instructional practices promote and support equity? How do we do the heavy lifting that is required to make substantive change? What is essential to establishing equitable learning opportunities for all of our students? WSRA welcomes these renowned panelists as they help us as educators meet the challenge of examining our attitudes, beliefs, and behaviors toward our diverse students to create more robust and equitable learning environments that are better aligned with what we now know about the complexity of how our students learn. By confronting myths, misconceptions, and popular educational practices that undercut rather than enhance equitable learning opportunities, we are invited to conceptualize education, particularly literacy education, and learning anew. This session will be facilitated by Kathryn Champeau, WSRA Legislative Committee Chair.



**Sara K Ahmed**, a Literacy Coach in Bangkok, Thailand, served on the teacher leadership team for Facing History and Ourselves, an international organization devoted to developing critical thinking and empathy for others. Her unique voice challenges us to develop our students' skills and habits to serve them in the comprehension of social issues. She reminds us that doing the work of social comprehension erodes the boundaries between "us" and "them" to see the humanity in others.



**Dr. Nancy Anderson**, Professor of Literacy at Texas Woman's University, focuses her work on equity through developing expert decision-making to meet the unique literacy needs of those students we find most difficult to teach. She is engaged in school-based research projects helping teachers and school leaders meet the literacy needs of their students through a joyful journey of developing a deep understanding of the complex connections between language, literacy, and learning.



**Dr. Decoteau Irby**, a former Associate Professor at the University of Wisconsin-Milwaukee and now Associate Professor of Educational Policy Studies at the University of Illinois Chicago, researches equity-focused school leadership as a lever to improve Black children's academic and socio-emotional experiences and outcomes. His focus on the simple concept of *dignity-affirming* education, cultivating the *somebodiness* of teachers and students, is transformative in theory and practice with the goal of creating a more just world.



**Nawal Qarooni** is a former middle school teacher and presently a Chicago-based educator/coach and writer who advocates for a holistic model of literacy instruction. Recognizing the need to grow a love of reading and composition in ways that exalt the whole child, she foregrounds students' cultural capital and their intrinsic curiosities as central to their literacy learning and being in the world, celebrating her own identity as the proud daughter of immigrants and mother of multi-ethnic children.

## Fr-C02 We Are Not Controversial, We Are Not Inappropriate - Phil Bildner

Audience: 3-5, Middle School



Every young reader deserves to see themselves and their families positively represented in the books in their schools and libraries. This is especially the case for books with LGBTQIA+ characters, the books that have been vehemently targeted and frequently misrepresented during this current wave of book banning and censorship. In this moment when equal access to knowledge and ideas are under attack, Phil Bildner will share why is it more important than ever to support young readers, teachers, and librarians.

## Fr-C03 No More Food Formulas For Writing! Reading and Writing Real Essays (Not a Hamburger or Oreo in Sight)

- Katherine Bomer

Audience: Grades 4 -12



Formulaic writing sounds formulaic. It does not feel energizing to write, and it's even less fun to read! Instead, we can help students take a journey of thinking around sophisticated ideas about the world and to write stunning essays by embedding story, multiple perspectives, questions, and writing to think. This rich material can be organized into various shapes and structures that grow organically from content. Reading beautiful, published essays teaches students how to notice the craft of this literature. Essay helps students write fluently and with emboldened voices, qualities that translate to any assigned task in school, in their future workspaces, and in most experiences in life.

## Fr-C04 Story Groove: Help Students Comprehend and Craft Totally Gnarly Narratives

- Trevor Bryan

Audience: Curriculum Director, 3-8, Literacy Coach, Principal/Administrator, Reading Teacher/Specialist, Title I



In this session, author Trevor Bryan shares five simple, accessible and actionable concepts that will change how you think about, talk about and teach narrative reading and writing. The takeaways from this workshop will help you help your students to make meaning of the stories they read and make meaningful the stories they craft. Reading and writing have always been related. This workshop will make the relationship clearer and more cohesive than ever before. If you are looking to strengthen your students' comprehension and narrative craft skills, then this workshop is for you.



## Fr-C05 Growing Critical Bilingual Literacies En Comunidad

- Dr. Carla Espana, Dr. Luz Herrera

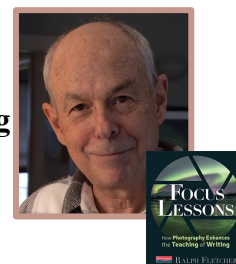
Audience: Curriculum Director, ELL, K-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice

This session introduces participants to the Critical Bilingual Literacies framework. Participants will engage with examples of lesson sequences that consider culturally and linguistically sustaining topics, texts, and translanguaging across K-12. This session will also equip participants to support bilingual and multilingual children's literacy development through planning Reading-in-Community (RIC). Participants will learn the purpose of a RIC and see examples of reading in community plans with a language study component. Participants will also have an opportunity to brainstorm their own RIC plan.

## Fr-C06 How Photography Can Enhance the Teaching of Writing

- Ralph Fletcher

Audience: All



The world is becoming more visual. Students record important moments in their lives not via notebooks and pens but through the photos they take on their cellphones. Photographers, like writers, are image-makers. Photography (angle, focus, background, zoom) provides a concrete language that is familiar to students, and one that makes it easier to teach the craft of writing. Ralph's newest professional book is *Focus Lessons: How Photography Can Illuminate the Teaching of Writing* (Heinemann).

## Fr-C07 -Reading, Writing, and Talking about Banned Books: Grades 3-5

- Brian Kissell

Audience: Curriculum Director, 3-5, Literacy Coach, Teacher Educator, Preservice



Across the country, children's books are being challenged and banned based on content focused on race, racism, gender, and humor deemed inappropriate by parents and political groups. In this session we will read a collection of picture books that are currently being challenged or banned around the country, write/draw about them in a variety of ways, and then engage in rich discussions about them as a collective group. A variety of resources will be shared to support teachers as they navigate these topics in their classrooms.

## Fr-C08 Books for a Better World - Donalyn Miller

Audience: All



Reading offers validation for our experiences and fosters empathy and awareness of others who have different experiences than ours. In this session, Donalyn Miller will booktalk new(ish) children's and young adult books offering a wide variety of perspectives, voices, and formats, and provide resources and suggestions for sharing these books with young readers.

## Fr-C09 Developing a Critical Multimodal Literacies Framework - Dr. Frank Serafini

Audience: Consultant, Curriculum Director, K-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator



It is of vital importance that educators continue to question and explore the various ways critical literacy, theories of multimodality, and new literacies frameworks are brought together to inform classroom instruction. Educational theories and instructional approaches need to acknowledge the shifts from critical thinking to critical literacies, from autonomous to ideological models of literacy, and from text-dominant to multimodal conceptions of representation and communication to rethink the types of experiences offered in today's schools. This presentation will explore the components of a Critical Multimodal Literacies Pedagogical Framework to envision a way forward in literacy education.

## Fr-C10 The Important Role of Executive Functions in Becoming Literate - Jeffery Williams

Audience: All



Knowing about executive function (EF) skills is pertinent to the work of literacy teachers across intervention and classroom settings because EF skills directly impact literacy development. This session will define EF skills broadly and focus on a few specific skills and explore how they are fostered in Reading Recovery and classrooms.

## Fr-C11 Hop to It! Take a Brain Break with Poetry:

~ Janet Wong  
Audience: All



Our emphasis on digital learning makes it extra important to take regular brain breaks—and to keep our bodies moving. How can we help our students manage stress and still meet our curricular requirements? Poetry! Poems bring us joy, give us hope, and energize us — while fitting seamlessly into a regular school day as mini-lessons in language arts, arts, social studies, STEM, and SEL, too.

## Fr-C12 Cultivating Collaboration-Home Visits for Culturally Responsive Teaching - Sara Cruz, Liznette Ortiz

Audience: PK-5

Are you looking for a way to form positive relationships with your students and their families? Are you looking for ways to increase your cultural responsiveness and awareness about your students and their culture? Are you wondering what you can do to improve student behavior, attendance, and literacy skills? Have you ever wanted to try home visits but don't know how to get started? If you answered yes to any of these questions this session is for you. Sara and Liznette will discuss first hand experiences on how effective home visits in the fall can positively impact students in multiple areas of their education including their literacy skills. They will discuss common challenges with home visits and how to overcome them.

## Fr-C13 Expanding Student Success: A Secondary / Post-Secondary Reading Collaboration

- Kari Jaeckel-Rodriguez,  
Nicole Hochholzer

Audience: PK-12, Literacy Coach, Preservice, Principal/Administrator, Reading Teacher/Specialist, Special Education, Teacher Educator

Post-secondary academic success depends largely on students' abilities to effectively read complex academic texts across a variety of disciplines. In this session, participants will learn about a secondary/post-secondary partnership that aims to prepare and equip high school students with specifics and frameworks to comprehend and engage with college-level texts across academic disciplines. An overview of our secondary/post-secondary partnership will be provided, and several strategies developed through our collaborative work will be shared.

## **Fr-C14 Raising Student Voices: Provoking student thought and action in the classroom**

**- Kara Pranikoff**

Audience: Curriculum Director, PK-8, Literacy Coach,  
Principal/Administrator

Students want to talk about the big philosophical ideas that adults often argue about: What is fairness? Who has power? How is change made? These questions arise on the playground and in response to literacy content. They overhear the news, and adults talking. They want to join the discourse. We just have to create the space. Our classrooms are fertile ground to make societal change. We can help students develop skills to consider other perspectives, juggle conflicting thoughts, practice critical listening, and develop their voices. Participants in this session will engage with classroom examples that shift student expectation to share the “right answer”, to the intention that they develop their own ideas.

## **Fr-C15 Expert Teacher, Not Technician - Brittany K Thew, Rita Chen**

Audience: PK-12, Literacy Coach, Preservice, Reading  
Teacher/Specialist/Interventionist, Special Education, Title I

Are you questioning best practice for the mandated curriculum in your district? Feeling stuck in following a script? In this session, the WSRA New & Preservice Teacher Committee members will share how to ignite the expertise fire in you. They will help you discover and learn from the work of experts that delve into the past, present, and future ideals of using your expertise in literacy. Break free from the scripted curricula chains! Examples and models for literacy expertise will be shared and discussed. When we know better, we do better.

## **Fr-C16 Mirror Mirror: Identity - Affirming Literature in the K-8 Classroom**

**- Mallory A Umar, Kim Stieber-White**

Audience: ELL, PK-8, Library Media, Literacy Coach,  
Preservice, Teacher Educator

Representation matters. There is a growing understanding of the importance that “mirrors” have on reading development. A recent body of research links representation in text to reading attainment and comprehension. In this interactive session, participants will engage with recently published children’s literature (last five years) that centers on race, class, ability, language, gender identity, and sexual orientation. The new Wisconsin ELA State Standards, includes key shifts centered around identity and language. Participants will discuss how these texts can be used to lift up identity while meeting grade level standards. Session attendees will leave with resources that they can take and use in their district!

## **Fr-C17 Empowering Students as Literacy Leaders: Forming a Student Book Budget Team**

**- Micki Uppena**

Audience: Consultant, PK-12, Library Media, Literacy Coach,  
Principal/Administrator, Reading Teacher/Specialist, Teacher  
Educator, Title I

Have you ever looked at your students as your school’s literacy leaders? How would it impact the reading culture in your school? Our students were given an opportunity to join our school’s student book budget team. Follow our student inquiry project in which students were given \$5000 to purchase books for our school library. Students analyzed our collection, read book reviews, surveyed students, and established goals for the project. They met with vendors and visited our local independent bookstore. When the new books arrived, students prepared the books for readers which concluded with a major marketing campaign. In this session, I will share the process of our inquiry project from student application to student literacy leader.

## **Fr-C18 What does it mean to be an anti-racist reading teacher?**

**- Emily C Zoeller, Tamara Mouw**

Audience: All

PK-12 students of color in Wisconsin schools deserve access to equitable reading instruction, yet teachers are not adequately prepared to provide it. This action research asks, how can teacher preparation shape the development of antiracist ideology and pedagogy among literacy educators? We study our own innovative approach to reading teacher preparation and specifically, how participants integrate evidence-based reading practices with the development of intellect, knowledge, criticality, and joy in themselves and in their students. This interactive session will present a framework, share findings, and facilitate discussion. We recommend action steps for how teacher preparation can grow antiracist literacy educators, so all may ascend.





# Saturday, February 11, 2023

## Schedule

7:30-8:00  
Breakfast

8:00-8:15  
Welcome- Ballroom CD

8:15-9:30  
Keynote Address

9:45-11:00  
Breakout Session A

11:15-12:30  
Breakout Session B

12:30 -1:00  
Book Signing

## Saturday - Breakfast - 7:30 am

### EASTERN RIDGE

Racine Kringle

Fruit Salad  
with ginger mint syrup

Smashed Potato Breakfast Hash

Scrambled Cage-free Egg Bar  
roasted mushrooms, fire- roasted  
peppers, red salsa, shredded  
Wisconsin cheddar

Applewood Smoked Bacon

All-Natural Squeezed  
Orange & Cranberry Juices

Signature Reserve Coffee and Teas

Breakfast is located in Ballroom CD.

## Author Signings ~ 12:30 pm

Phil Bildner  
Ralph Fletcher  
Juana Martinez-Neal  
Mitali Perkins  
Janet Wong

In the Palm Gardens



## Saturday Keynote Speaker

8:00 am

**Nawal Qarooni**

*Exalting Families:  
Elevating Authentic Traditions to Collectively  
Grow Our Children*



Families and caregivers have been raising their children into powerful, multiliterate beings forever. As educators, we must recognize they are our most powerful partners. Incorporating already-existing, dynamic family practices by centering the pillars of joy, choice and process in everyday communication and instructional design for our kids is of utmost importance. Our children's rich legacies and authentic caregiver behaviors are among the most critical to our understanding the whole child -- supporting a cultivation of love, curiosity and growth. Seeking for understanding of ALL families, not just some, helps us collectively nourish ALL children.



## Saturday Featured Speakers



Dr. Nancy Anderson



Phil Bildner



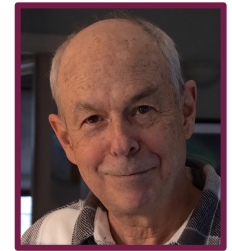
Trevor Bryan



Dr. Carla Espana



Dr. Luz Herrera



Ralph Fletcher



Juana Martinez-Neal



Mitali Perkins



Janet Wong



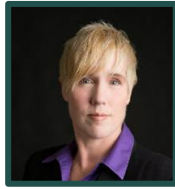
Nawal Qarooni



Cornelius Minor

## Sat-A01 Systematic Teaching: Letters, Sounds, and Words - Dr. Nancy Anderson

Audience: All



Systematic teaching around letters, sounds, and words means much more than following a list of skills. Meeting the unique needs of children means observing students' literacy learning and responding through micro and macro teaching decisions. This session will help teachers and leaders with explicit teaching tools that can help frame the way we plan and consider our teaching around letters, sounds, and words.

## Sat-A02 The Power of Our Words - Phil Bildner

Audience: 3-5, Middle School



Our words have meaning. Our words have power. Our words can leave indelible impressions. Sometimes they do in the most beautiful ways. Sometimes we don't even realize it when they do. In this session, Phil Bildner will illustrate the various ways our words make a difference. He'll share ways in which -- through the words we choose and use -- we all can create impactful and substantive moments and opportunities for young people.



## Sat-A03 Story Groove: Help Students Comprehend and Craft Totally Gnarly Narratives - Trevor Bryan

Audience: Curriculum Director, 3-8, Literacy Coach, Admin, Reading Teacher/Specialist, Title 1



In this session, author Trevor Bryan shares five simple, accessible and actionable concepts that will change how you think about, talk about and teach narrative reading and writing. The takeaways from this workshop will help you help your students to make meaning of the stories they read and make meaningful the stories they craft. Reading and writing have always been related, this workshop will make the relationship clearer and more cohesive than ever before. If you are looking to strengthen your students' comprehension and narrative craft skills, then this workshop is for you.



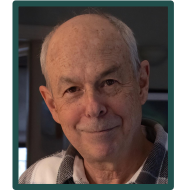
## Sat-A04 Growing Critical Bilingual Literacies En Comunidad - Dr. Carla Espana, Dr. Luz Herrera

Audience: Curriculum Director, ELL, K-12, Literacy Coach, Reading Teacher/Specialist, Teacher Educator, Preservice

This session introduces participants to the Critical Bilingual Literacies framework. Participants will engage with examples of lesson sequences that consider culturally and linguistically sustaining topics, texts, and translanguaging across K-12. This session will also equip participants to support bilingual and multilingual children's literacy development through planning Reading-in-Community (RIC). Participants will learn the purpose of a RIC and see examples of reading in community plans with a language study component. Participants will also have an opportunity to brainstorm their own RIC plan.

## Sat-A05 Vision & Author - Ralph Fletcher

Audience: All



All writers go through a process. It turns out that editors work with authors in a way that is parallel to the way teachers work with young writers. We'll look at this dynamic. What conditions do my editors provide that allow me to revise and strengthen my work. And how might we, as writing teachers, provide the same conditions for our young writers?

## Sat-A06 Let's Look Closer at "Fry Bread", "Tomatoes for Neela" and "La Princesa and the Pea"

- Juana Martinez-Neal  
Audience: All



Juana digs deep into the research and ideas behind three of her award-winning picture books.



"Fry Bread: A Native American Family Story" (written by Kevin Noble, awarded the 2020 Sibert Medal)



"Tomatoes for Neela" (written by Padma Lakshmi, a 2021 NYT Bestseller)



"La Princesa and the Pea" (written by Susan Middleton Elya, awarded the 2018 Pura Belpré Medal)

Each title portrays a glimpse of the richness of cultures, traditions and languages which live within us.



## Saturday Featured Speaker Sessions 9:45-11:00

### Sat-A07 Steeped in Stories: The Power of a Multi-Storied Child - Mitali Perkins

Audience: All



All books are flawed, whether written today or in the past. Children who read widely are shaped by stories that moderate each other. To widen the narrow vision of our own perspectives, with children in tow we cross borders in contemporary fiction and learn from a wide range of storytellers. But to widen the narrow, limited vision of our own era, we may—dare I say, must—also cross borders into the past with children to receive stories created there as well. As they revisit old books and cross borders in contemporary fiction, multi-storied children learn to discern—and if needed, resist—subversive messages as well as be inculcated by virtuous, beautiful ones.

### Sat-A08 Kitchen Stories: Carving Spaces for Student Choice and Voice - Nawal Qarooni, Cornelius Minor

Audience: All



Learning happens in the kitchen. Explore the classroom connection between food and story, expressed organically via multimodal mentors: poetry, picture book, art and song. By weaving home literacy practices into our schools, we further nourish our kids and honor their rich and unique diversity, simultaneously engaging them more readily. Together we will honor multicultural backgrounds via text and composition that includes translanguaging with hybrid genre texts like picture books about food that elucidates recipes and background on the communities of origin. At the core: consistently weaving pillars of choice, voice and agency throughout daily instruction and the fabric of our classrooms.

### Sat-A09 More JOY! Infusing Your Daily Teaching with Happiness through Poetry - Janet Wong

Audience: All



Our kids are stressed and depressed; we need more moments of joy all throughout the day. How? With poetry, made extra fun with Poetry Suitcases. When a student chooses something out of your suitcase of props, share a poem that goes with it. No analysis, no picking the poem apart—just take a minute to read aloud. Why a suitcase? Think about what we put in our suitcases: things we need, even for just a few days; things that help us on our journeys. Poetry helps us in our journeys, too.

## Saturday Featured Speaker Sessions 11:15-12:30

### Sat-B01 We Are Not Controversial, We Are Not Inappropriate - Phil Bildner

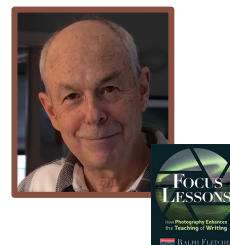
Audience: 3-5, Middle School



Every young reader deserves to see themselves and their families positively represented in the books in their schools and libraries. This is especially the case for books with LGBTQIA+ characters, the books that have been vehemently targeted and frequently misrepresented during this current wave of book banning and censorship. In this moment when equal access to knowledge and ideas are under attack, Phil Bildner will share why it is more important than ever to support young readers, teachers, and librarians.

### Sat-B02 How Photography Can Enhance the Teaching of Writing - Ralph Fletcher

Audience: All



The world is becoming more visual. Students record important moments in their lives not via notebooks and pens but through the photos they take on their cellphones. Photographers, like writers, are image-makers. Photography (angle, focus, background, zoom) provides a concrete language that is familiar to students, and one that makes it easier to teach the craft of writing.

### Sat-B03 Portraits of Families and Friends From: Alma, Zonia, A Perfect Fit and I Don't Care - Juana Martinez-Neal

Audience: All



The session will focus on portraits of families and Friends in Juana's two author-illustrators picture Books and two most recent titles. Join Juana as she looks closer at:  
- *Alma and How She Got Her Name* (2019 Caldecott Honor)  
- *Zonia's Rain Forest*  
- *A Perfect Fit: How Lena 'Lane' Bryant Changed the Shape of Fashion* (written by Mara Rockliff)  
- *I Don't Care* (written by Julie Fogliano and co-illustrated with her best friend Molly Idle).



## Saturday Featured Speaker Sessions 11:15-12:30

### **Sat-B04 Steeped in Stories: The Power of a Multi-Storied Child** - *Mitali Perkins*

Audience: All



All books are flawed, whether written today or in the past. Children who read widely are shaped by stories that moderate each other. To widen the narrow vision of our own perspectives, with children in tow we cross borders in contemporary fiction and learn from a wide range of storytellers. But to widen the narrow, limited vision of our own era, we may—dare I say, must—also cross borders into the past with children to receive stories created there as well. As they revisit old books and cross borders in contemporary fiction, multi-storied children learn to discern—and if needed, resist—subversive messages as well as be inculcated by virtuous, beautiful ones.



### **Sat-B05 Developing Our Tools to Reimagine Classrooms, Sustain and Thrive** - *Nawal Qarooni, Cornelius Minor*

Audience: All



It has been two years since the pandemic began, and we continue to grapple with so much. We are built for hardship, but we aren't built for relentless hardship. As educators, we know we must develop tools to face it all: making specific and intentional changes to ensure our own survival. And beyond that, we must redefine what it means to thrive. So how do we operate in the face of incessant challenge? In order to make our work more sustainable, and to cultivate joyful, safe learning spaces for our students, we must reimagine classroom methodologies, how we make decisions, and the experiences of our kids.

### **Sat-B06 Five Tips for Becoming the Best Writer You Can Be** - *Janet Wong*

Audience: All



Author Janet Wong (janetwong.com) believes that the best writers enjoy playing with words. In this session, she will share tips and inspiration with you as she talks about the importance of writing multiple drafts, sharing writing with friends and family, finding personally-meaningful topics, and more. Come ready to join in a very short writing exercise and to learn about publishing, too!

## Saturday Speaker Sessions 11:15-12:30

### **Sat-B07 Using Children's Literature to Explore Counter Narratives Over Time** - *Katie Kelly*

Audience: All

Based in critical literacy, this interactive session will introduce participants to a variety of children's literature to explore multiple perspectives, challenge stereotypes, and provide more complete and accurate stories of our past and present. The presenter will share ways to help students move beyond passive acceptance of information to critical comprehension of texts and the world. Students learn to question texts to explore whose voices are included and whose are omitted and how those positions some in power while marginalizing others. Supporting students as agentive learners who seek counter narratives will empower them to excavate hidden truths, advocate for justice, and make a difference today and tomorrow.

### **Sat-B08 Evaluate, Create, ACT! Building Media Literacy Skills in the Classroom**

- *Kate Van Haren, Michael Hartwell*

Audience: Digital Technology, 3-12, Teacher Educator

Media Literacy builds upon traditional literacy skills like reading and writing and prepares students to think critically about all sources of communication. It empowers young people to be critical thinkers and makers, effective communicators, and active citizens. In this workshop, participants will investigate tools that allow them to integrate media literacy analysis and student-created media into their instruction. They will also explore resources that can enhance their own media literacy expertise from a trusted educational media organization. With guidance from presenters, participants will create their own media literacy-focused lessons that could earn credentials, leading to PBS Wisconsin Media Literacy Certification.

# WSRA 2023 Featured Speakers Biographies



**Sara K Ahmed** ~ Sara K. Ahmed currently serves as the Director of Curriculum Integration and 5th-grade advisor at Catherine Cook School in Chicago. She has taught and coached in city, suburban, public, independent, and international schools, where her classrooms were designed to help students consider their own identities and see the humanity in others. When she is not in the classroom or meeting with teachers, you can find her coaching cross country, soccer, or basketball. Sara is the author of *Being the Change: Lessons and Strategies to Teach Social Comprehension* and coauthor with Harvey "Smokey" Daniels of *Upstanders: How to Engage Middle School Hearts and Minds with Inquiry*. She is an international speaker and staff developer in schools around the world-- bridging literacy, inquiry, and social identity work through curriculum development, professional growth meetings, and lab classrooms. Sara has also served on the Teacher Leadership Team for Facing History and Ourselves, an international organization devoted to examining and confronting the choices we've made in history—individual and society. Sara has just returned from Bangkok, Thailand where she served as a literacy coach and consultant-in-residence at NIST international school. These days you can find her playing tennis, reading, or writing her way through her sweet-home Chicago, and rediscovering the restaurant and pastry scene with her family. You can find her on Twitter or Instagram @SaraKAhmed.



**Dr. Nancy Anderson** ~ Nancy Anderson, Ph.D., is a professor of Literacy at Texas Woman's University. Complex connections between language, literacy, and learning focus her research and work with children, teachers, and leaders. Her work has been published in national journals, including *The Reading Teacher*, and she has contributed chapters to multiple books. She co-authored a book for novice teachers, *Linking Assessment to Reading Comprehension Instruction: A Framework for Actively Engaging Literacy Learners, K-8*, and is engaged in multiple school-based research projects. She may be found most often joyfully laughing and learning with teachers and children in schools.



**Phil Bildner** ~ Phil Bildner is a former New York City public school teacher who lives in Newburgh, New York. He spends much of his year visiting schools and libraries around the country and world. He is the author of over twenty books including the middle grade novel *A Whole New Ballgame* and picture books *Marvelous Cornelius*, *The Soccer Fence*, *The Hallelujah Flight*, and *Twenty-One Elephants*. Along with Loren Long, he is the coauthor of the New York Times bestselling *Sluggers* series.



**Katherine Bomer**~Katherine Bomer is Professor of Practice in the College of Education at the University of North Texas. Awarded the National Council of Teachers of English (NCTE) "Outstanding Educator of 2017," she is the author most recently of *Writing Workshop Essentials: Time, Choice, Response*, co-authored with Corinne Arens (2020). Earlier books include *The Journey is Everything: Teaching Essays that Students Want to Write for People Who Want to Read Them* (2016), *Hidden Gems: Naming and Teaching from the Brilliance in Every Student's Writing* (2010), and *For a Better World: Reading and Writing for Social Action*, with Randy Bomer. She continues to consult nationally and internationally, presenting workshops, demonstrating, and coaching inside K-12 classrooms about approaches to teaching reading and writing across the curriculum. As a frequent and popular keynote speaker, she combines a teacher's practical advice, a writer's love of language, and a powerful plea for social justice.



**Trevor Bryan** ~ Trevor Bryan has been an art teacher in New Jersey for over 20 years. Trevor's first book, *The Art of Comprehension: Exploring Visual Texts to Foster Comprehension, Conversation, and Confidence*, was published in 2019 by Stenhouse Publishers. Since 2012, Trevor has presented his work which focuses on reading comprehension, writer's craft (story-sharing) and arts integration to a wide range of school districts and at numerous national and state art and literacy conferences.

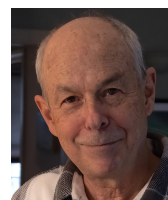
# WSRA 2023 Featured Speakers Biographies



**Louis V Clark III** - Louis V Clark III was born on the Oneida reservation of Wisconsin. Raised during the often troubled, often wonderful decade of the 1960's, Clark learned to stand up for what he thought was right, aided by the guiding hand of many influential people. He joined forces with his beautiful wife during their high school years and together they ran away to build their own life aided by the Oneida principle of "looking ahead seven generations." Encountering many obstacles along the way including a poetry professor who said that what he wrote wasn't poetry and a theater professor who said that if what he wrote was any good that it was already being done. Clark continued to write. In Clark's fifth decade the University of Arkansas along with the Sequoyah National Research Center published his chapbook *Two Shoes*. This work received an Oneida Fellowship Award and a Wisconsin Arts Board Award. In 2016 the Wisconsin Historical Society Press published his Memoir in Poetry and prose *How to be an Indian in the 21st Century*. This book received the 2017 Midwest Booksellers Choice Award as well as Oneida/Wisconsin Arts Board Award. WHSP published his follow up book, *Rebel Poet* in 2018 and this work received a Midwest Independent Publishers Book award. Clark currently has a play *Little Boy Lost/Stupid Indian* scheduled for airing on public radio.



**Dr. Carla España** ~ Carla España, Ph.D. is a New York-based educator from Chile, researcher, writer, and co-founder of the En Comunidad Collective. Dr. España partners with K-12 schools and teacher preparation programs to support teachers, librarians, coaches, and administrators. Her teaching, writing, research, and workshops live at the intersection of critical literacies, bilingual/ multilingual education, children's literature, language ideologies, curriculum development, and teacher education. Dr. España is the incoming Assistant Professor of Bilingual Education and Puerto Rican/Latinx and Latin American Studies in the Department of Puerto Rican and Latino Studies at Brooklyn College, City University of New York.



**Ralph Fletcher** ~ Ralph Fletcher has written over fifty books for writing teachers and young readers. His books include *Fig Pudding*, *Flying Solo*, *Joy Write*, *Craft Lessons*, *What a Writer Needs*, *Focus Lessons: How Photography Enhances the Teaching of Writing*, and *Writing Workshop: The Essential Guide*. Heinemann released his video series, "Get Focused," in April 2022. His forthcoming picture book, *The World's Loneliest Elephant*, illustrated by Naoko Stoop, will be published by Little, Brown this summer. Ralph visits schools and frequently speaks at educational conferences around the world, helping teachers find wiser ways of teaching writing. He has a passion for nature photography. Find his Instagram posts at [ralphoto17](#). Check out his website: [www.ralphfletcher.com](#)



**Dr. Annalee Good** ~ Annalee Good serves as Director of the WCER Clinical Program, as well as the co-director of the Wisconsin Evaluation Collaborative. She has published and presented numerous papers on topics including the role of K-12 teachers in the creation of public policy, the integration of digital instructional tools, and the nature and role of tutoring in school reform. She was an 8th grade social studies teacher before earning her master's and doctoral degrees in Educational Policy Studies from UW-Madison.



**Dr. Lara Handsfield** ~ Lara J. Handsfield is a Professor of Bilingual and Elementary Literacy Education at Illinois State University, where she teaches courses in language and literacy theory and practice. A former fourth grade teacher, her research critically examines comprehension instruction in multilingual classrooms, discursive and embodied positioning and identities, and how teachers negotiate multiple political and pedagogical demands in their work. Her scholarship has been funded by the Spencer Foundation and has appeared in a variety of academic and professional journals, including *Reading Research Quarterly*, the *Journal of Literacy Research*, *Research in the Teaching of English*, *Language Arts*, and *The Reading Teacher*. She is author of *Literacy Theory as Practice: Connecting Theory and Instruction in K-12 Classrooms* (2016), and in 2021 she was named Outstanding University Researcher at Illinois State.



# WSRA 2023 Featured Speakers Biographies



**Dr. Luz Yadira Herrera** ~ Luz Yadira Herrera, Ph.D. is a teacher, researcher, author, and co-founder of the En Comunidad Collective. Dr. Herrera has over sixteen years of experience in the education of emergent bilinguals in both mainstream and bilingual settings. She is currently an Assistant Professor of Bilingual Education in the School of Education at California State University, Channel Islands. Dr. Herrera's teaching and research are in culturally and linguistically sustaining pedagogy, translanguaging, critical pedagogies, and bilingual education policy. She is the co-author of *En Comunidad: Lessons for Centering the Voices and Experiences of Bilingual Latinx Students* with Dr. Carla España.



**Dr. Decoteau Irby** ~ Decoteau Irby is an associate professor in the Department of Educational Policy Studies where he teaches and advises in the College's Urban Education Leadership program area. He researches equity-focused school leadership as a lever to improve Black children's academic and socio-emotional experiences and outcomes.



**Brian Kissel** ~ Brian Kissel is a writer, reader, and teacher. An educator for 25 years, he is a professor of literacy and director of Elementary Education at Vanderbilt University. He holds a PhD in education from the University of Virginia. A former elementary school teacher and literacy coach, Brian teaches courses, conducts research, and provides professional development in writing instruction, digital literacy, and literacy development and instruction. He is the author of *When Writers Drive the Workshop* and co-author of *The Literacy Coach's Companion*, *What's New in Literacy Teaching*, and *Perspectives and Provocations in Early Childhood Education*. Brian lives in Franklin, Tennessee with his wife Hattie and three children: Charlie, Ben, and Harriet.



**Liz Kleinrock** ~ Liz Kleinrock (she/her) is a Korean-American, queer, Jewish, antibias and antiracist educator of both children and adults, and creates curriculum for K-12 students, specializing in designing inquiry based units of study. In addition to her work as a classroom teacher, Liz also works with schools and companies to facilitate learning for adults that supports antibias and antiracist practices. In 2018, Liz received the Teaching Tolerance Award for Excellence in Teaching, and in 2019 delivered her TED Talk, "How to teach kids to talk about taboo topics." In the spring of 2021, Liz released her first book, *Start Here, Start Now: A Guide to Antibias and Antiracist Work in Your School Community* with Heinemann Publishing, and is excited to announce the publication of four upcoming children's books with HarperCollins. She currently teaches and resides in Washington DC with her partner and two bunnies.



**Carol Lee** ~ Carol D. Lee is Professor Emeritus from the School of Education and Social Policy in the Learning Sciences Program at Northwestern University. Her research focuses on ecological supports for learning, specifically in terms of the teaching and learning of disciplinary literacies, with particular emphasis on the role of culture and identity processes. She is the President of the National Academy of Education, a former President of the American Educational Research Association (AERA), a member of the American Academy of Arts and Sciences, of the National Academy of Education, and of the Reading Hall of Fame. She is a fellow of AERA and the National Council on Language and Literacy. She is a recipient of numerous awards including most recently the Distinguished Contributions to Research in Education from AERA, the Squire Award from National Council of Teachers of English and the McGraw Prize in Education. She has taught at all levels of education – high school, primary school, community college and university. She and her husband, poet, Dr. Haki R. Madhubuti have founded and led independent Black institutions in Chicago for over 50 years: Third World Press (est. 1967), Institute of Positive Education (est. 1969), New Concept School (est. 1972), and the Betty Shabazz International Charter Schools (est. 1998), all still operating.



# WSRA 2023 Featured Speakers Biographies



**Juana Martinez-Neal** ~ Juana Martinez-Neal is the daughter and granddaughter of painters. *Alma and How She Got Her Name* was her first book as author-illustrator. She is the *New York Times* bestselling illustrator recipient of a Caldecott Honor, a Sibert Medal and a Pura Belpré Medal for Illustration. Juana was born in Peru, and lives in Connecticut with her family.



**Donalyn Miller** ~ A teacher of upper elementary and middle school students in the Dallas-Fort Worth area and was a finalist for 2011 Texas Elementary Teacher of the Year. In her popular book, *The Book Whisperer*, Donalyn reflects on her journey to become a reading teacher and describes how she inspires and motivates her middle school students to read 40 or more books a year. In her latest book, *Reading in the Wild*, Donalyn collects responses from 900 adult readers and uses this information to teach lifelong reading habits to her students. Donalyn co-founded the community blog, The Nerdy Book Club and co-hosts the monthly Twitter chat #titletalk. Her articles about teaching and reading have appeared in publications such as Education Week Teacher, The Reading Teacher, Educational Leadership, and The Washington Post. Donalyn serves as Scholastic Book Fairs' Manager of Independent Reading and Outreach.



**Cornelius Minor** ~ Cornelius Minor is a Brooklyn-based educator and part-time Pokemon trainer. He works with teachers, school leaders, and leaders of community-based organizations to support equitable literacy reform in cities (and sometimes villages) across the globe. His latest book, *We Got This*, explores how the work of creating more equitable school spaces is embedded in our everyday choices — specifically in the choice to really listen to kids. Cornelius has been featured in Education Week, Brooklyn Magazine, and Teaching Tolerance Magazine. He has partnered with The Teachers College Reading and Writing Project, The New York City Department of Education, The International Literacy Association, Scholastic, and Lesley University's Center for Reading Recovery and Literacy Collaborative. Out of Print, a documentary featuring Cornelius, made its way around the film festival circuit, and he has been a featured speaker at conferences all over the world. He is a dedicated Hip hop fan, and on some evenings, you can find him online saving the universe with his PlayStation or on paper saving the realm in Dungeons & Dragons.



**Lindsey Moses** is an associate professor of literacy education at Arizona State University and a Heinemann author and consultant. A former elementary teacher, Lindsey works with classroom teachers across the country and internationally supporting the implementation of effective literacy instruction. She conducts ongoing classroom-based research on elementary literacy instruction in diverse classroom settings. Lindsey brings her classroom and research experience together to provide practical, research-based instructional ideas for teachers in her books and presentations. Her latest books include *What Are the REST of My Kids Doing? Fostering Independence in the K-2 Reading Workshop* and *Supporting English Learners in the Reading Workshop*.



**Sue O'Connell** has years of experience as an elementary classroom teacher, reading specialist, math coach, district school improvement specialist, and math speaker/ consultant. She is the author of numerous books that support the teaching of K-5 mathematics including *Putting the Practices Into Action* (Heinemann, 2013) and *Mastering the Basic Math Facts* (Heinemann, 2011). Sue is the lead author of Heinemann's Math in Practice series (2016), as well as their newly-released Math by the Book series (2021), and is particularly focused on instructional practices that support the development of mathematical thinking. She is a frequent speaker at state and national conferences and is Director of Quality Teacher Development, providing on-site professional learning opportunities for teachers in school districts across the country.



**Maya Payne Smart** helps parents and educators nurture, teach, and advocate for children on the road to reading with support from her book *Reading for Our Lives: A Literacy Action Plan from Birth to Six*. Her website, MayaSmart.com, publishes new book lists, literacy activities, and other free family resources weekly to help parents play their dual roles as first teachers and educational advocates. She holds a master's degree in journalism from the Medill School at Northwestern University and a bachelor's in social studies with honors from Harvard University. She serves as affiliated faculty in Educational Policy and Leadership in the College of Education at Marquette University.

# WSRA 2023 Featured Speakers Biographies



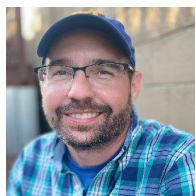
**Mitali Perkins** ~ (mitaliperkins.com) has written many books for young readers, including *You Bring the Distant Near* (nominated for a National Book Award) and *Rickshaw Girl* (adapted into a film by Sleeperwave Productions), all of which explore crossing different kinds of borders. Her goal is to make readers laugh or cry, preferably both, as long as their hearts are

Widening. She lives and writes in the San Francisco Bay Area.



**Nawal Qarooni** ~ Nawal is an educator and writer who works in education spaces to support a holistic model of literacy instruction. She and her team of coaches at NQC Literacy work with teachers and school leaders to grow a love of reading and composition in ways that exalt the whole child, their cultural capital and their intrinsic curiosities. She is the proud daughter of

immigrants, and mothering her four young kids shapes her understanding of teaching and learning. Nawal's first book about family literacy is forthcoming in 2023. She is a graduate of University of Michigan and attended Syracuse University for her first master's degree in journalism, and transitioned from newspaper reporting to education as a New York City Teaching Fellow.



**Matt Renwick** ~ Matt is a PK-5 principal for the Mineral Point Unified School District in Wisconsin. He has served in public education for over 20 years – as a 5th and 6th grade teacher in a country school outside of Wisconsin Rapids; a junior high dean of students; and an assistant principal with athletic director duties. Matt's

latest book, with a foreword by Regie Routman, is *Leading Like a C.O.A.C.H. 5 Strategies for Supporting Teaching and Learning* (Corwin, 2022). You can subscribe to his popular free Read by Example newsletter (and explore the archives) at his website. Follow him on Twitter @ReadByExample.



**John Schu** ~ John Schu has made a career out of advocating for the people and things he cares about most: kids, books, and the people who connect them. He is the children's librarian for Bookelicious and the author of *This Is a School* (Candlewick, 2022)

illustrated by Veronica Miller Jamison, *This Is a Story* (Candlewick, 2023) illustrated by Caldecott Honor artist Lauren Castillo, and *The Gift of Story: Exploring the Affective Side of the Reading Life* (Stenhouse, 2022). He's currently revising *Louder Than Hunger*, a novel-in-verse for middle school readers. John Schu lives in Naperville, Illinois



**Frank Serafini** ~ Frank is currently a Professor of Literacy Education and Children's Literature in the Mary Lou Fulton Teachers College at Arizona State University. Frank has published eleven professional development textbooks with Heinemann, Scholastic, and Teachers College Press. His newest book entitled *Beyond the Visual: An Introduction to Researching*

*Multimodal Phenomena* will be available in early 2022 from Teachers College Press. Frank has garnered numerous awards for his teaching and research including the Distinguished Professor of Children's Literature from the International Literacy Association and the Distinguished Educator Award from the International Visual Literacy Association. Frank's current research projects include materiality and interactivity in movable picture books, the semiotic resources of wine labels, young children's multimodal compositions, and the roles of monsters in children's literature. Frank's interests include traveling, playing guitar, cooking, photographing nature, wine tasting, visiting museums, and listening to music.



**Colby Sharp** ~ I am a fifth grade teacher in Parma, Michigan. My wife and I have five children (Breslin, Dharia, Adelai, Hobbes, and Harvey). Helping kids find the books that help them fall in love with reading brings me tremendous joy. I have been a classroom teacher since 2006. In 2011, I started the Nerdy Book Club blog with my friend Donalyn Miller. I co-host

The Yarn podcast with Teacher Librarian Travis Jonker. I also serve on the Nerd Camp Michigan team. Nerd Camp is a free literacy event that takes place in Parma, Michigan each summer.

# WSRA 2023 Featured Speakers Biographies



**Dr. Anthony Smith** ~ Dr. Antony Smith is an associate professor in the School of Educational Studies at the University of Washington, Bothell, where he teaches courses in teacher education, research methods, and literacy assessment and instruction. His current research projects focus on the intersection of reading and mathematics and how exploring children's literature can

help deepen comprehension, develop vocabulary knowledge, and increase motivation and engagement for children to become lifelong readers.



**Paul Thomas** ~ P. L. Thomas, Professor of Education (Furman University), taught high school English for 18 years in South Carolina before moving to teacher education and teaching first-year writing. He is author of *How to End the Reading War and Serve the Literacy Needs of All Students: A Primer for Parents, Policy Makers, and People Who Care* (IAP). Follow him at

<http://radicalscholarship.wordpress.com/> and @plthomasEdD.



**Dr. Don Vu** ~ Dr. Don Vu has been an elementary school teacher and principal for 24 years. Don and his former school staff chartered a literacy campaign in 2013 to foster the love of reading in all students. In 2017, he received the Celebrate Literacy Award from the California Reading Association (CRA) for his outstanding leadership in literacy. In 2018, his school

Was one of five schools nationally to receive the Exemplary Reading Program Award from the International Literacy Association (ILA). In 2020, the school received the California Distinguished School Award for its work in closing the opportunity gap for all kids. Most recently in 2022, he received a 2nd Celebrate Literacy Award from the California Reading Association for his book and his continual advocacy of underrepresented students and families. He understands the challenges children face when learning a new language and culture, having fled Vietnam with his family in 1975. He also knows that reading can be transformative and life-changing. Don continues to spread the message that literacy can change the world through his work with state and national literacy organizations as well as his writing in publications such as Edutopia and Scholastic. He currently serves on the national advisory boards of Scholastic Book Fairs and the Library of Congress Literacy Awards Program. His book, *Life, Literacy, and the Pursuit of Happiness*, is a call to action for all educators who want to build a school culture of literacy to empower all students as they pursue their American Dream.



**Jeffrey Wilhelm** ~ A full time classroom teacher for 15 years, Jeff Wilhelm is currently Distinguished Professor of English Education at Boise State, director of the Boise State Writing Project and a teacher of middle and high schoolers each spring. He has authored 42 texts, mostly about literacy teaching, including: the NCTE Promising Research Award

winner, *You Gotta BE the Book* and the Russell Awards for Distinguished Research for both *Reading Don't Fix No Chevys* and for *Reading Unbound: Promoting the Power of Pleasure Reading*. His last two books, *Planning Powerful Instruction: 7 Must Make Moves of Effective Teaching* (grades 2-5 and 6-11) summarize how research from across the learning sciences can be operationalized through the mental model of EMPOWER. His latest project is on how to prepare learners to notice and deal with information pollution and fake news in all its forms.



**Jeffery Williams** ~ Jeff is the RR Teacher Leader-in-Residence at The Ohio State University and an active RR Teacher Leader in Solon, Ohio. He served RRCNA as President and on the Board from 2013-present. Jeff presents at international and national conferences and consults in districts across the country. He has co-authored and contributed to

Professional books, been published in numerous professional journals, and authored 120 books for Hameray.



**Janet Wong** ~ Janet Wong is a graduate of Yale Law School and a former lawyer. She has written more than 35 books for children on a wide variety of subjects, including chess (*Alex and the Wednesday Chess Club*) and yoga (*TWIST: Yoga Poems*). She is the 2021 winner of the NCTE Excellence in Poetry for Children Award, a lifetime achievement award that is

one of the highest honors a children's poet can receive. Janet is also the co-founder of Pomelo Books, an indie publishing company whose last several books have donated 100% of the profits to charity. Learn more about her at [JanetWong.com](http://JanetWong.com) & [PomeloBooks.com](http://PomeloBooks.com).



# President's Hall of Fame

1955-1956	Sr. M. Julitta Fisch, OSF	1980-1981	Melvin Yanow	2005-2006	Dr. Brenda Shearer
1956-1957	Dr. Arthur Schoeller	1981-1982	Doug Vance	2006-2007	Katherine Liddell
1957-1958	Mildred Brady	1982-1983	Dr. Sandra Dahl	2007-2008	Gail Halmstad
1958-1959	Lorena Scherkenbach	1983-1984	Laura (Holmgren) Maas	2008-2009	Norm Andrews
1959-1960	Dr. Arthur S. McDonald	1984-1985	Dr. Donna Thomas	2009-2010	Norm Andrews
1960-1961	Dorothy Gardner	1985-1986	Judith Casey	2010-2011	Dr. Tom Lueschow
1961-1962	Dr. Lester Van Gilder	1986-1987	Paul Majerle	2011-2012	Sandy Benton
1962-1963	Myrtle Nyberg	1987-1988	Dr. Mary Regina Jett	2012-2013	Jan Weinhold
1963-1964	Dr. Anthony Ingrelli	1988-1989	Suzanne Jund	2013-2014	Joyce Uglow
1964-1965	Dr. Lou Burmeister	1989-1990	Doug Buehl	2014-2015	Kathy Galvin
1965-1966	Dr. Norman Frenzel	1990-1991	Lorraine Gerhart	2015-2016	Sue Boquist
1966-1967	Dr. Theodore Harris	1991-1992	Barbara Gaulke	2016-2017	Barb Novak
1967-1968	Dr. Lura Carrithers	1992-1993	Dr. Richard Telfer	2017-2018	Gale Gerharz
1968-1969	Dr. James Kerfoot	1993-1994	Patricia Sowls	2018-2019	Deborah Cromer
1969-1970	Dr. Matthew Valitchka	1994-1995	Lucy Keuntjes	2019-2020	Deborah Cromer
1970-1971	Dr. Donald Benz	1995-1996	Kristine Michell	2020-2021	La Tasha Fields
1971-1972	Dr. Jean Caudle	1996-1997	Bonnie Corcoran	2021-2022	Debra Zarling
1972-1973	Dr. Roger Quealy	1997-1998	Dr. Michael P. Ford	2022-2023	Debra Zarling
1973-1974	E. Jane Sauer	1998-1999	Dr. Carmen Coballes-Vega		
1974-1975	E. Jane Sauer	1999-2000	Dr. Delores Heiden		
1975-1976	Sr. Marie Colette Roy	2000-2001	Luann Dreifuerst		
1976-1977	Dr. M. Hope Underwood	2001-2002	Kathy Champeau		
1977-1978	John Kinnett	2002-2003	Beverly Bell		
1978-1979	Dr. Russell Burgett	2003-2004	Sharon Tilton		
1979-1980	Dr. David Gustafson	2004-2005	Debra Zarling		





# Get Involved in the Wisconsin State Reading Association!

## WSRA Committee Chairs 2022– 2023

Committee	Chair(s)
Advocacy	Tania Habeck
Children's Literature	Open
Digital Literacies	Keith Schroeder
Early Childhood Literacy	Open
Early Intervention	Sean Fitzgerald
Elementary Reading	Nichole Ponzer
Families & Literacy	Kelsey Guenther
High School Literacy	Penny Absteter & Karen Cassel
Intellectual Freedom	Open
International Partnership	Joanne Weiler
Legislative	Kathy Champeau
Membership	Open
Middle Level Literacy	Open
Preservice Teachers	Rita Chen & Brittany Thew
Publications	Judy Hartl
Reading Specialists	Heidi Welch-Craemer
Research	Open
Research:Pat Bricker Title I	Kristy Lize Nancy Papa-Ruppert & Diane Salazar
Young Authors Workshops	Sue Bradley & Lynn Graening

## WSRA Council Presidents 2022– 2023

Council	President/Co-presidents
Ashland Bayfield Counties Literacy Council	Jocelyn Lightner & Melissa Fiamoncini
Central Wisconsin Reading Council	Amber Garbe
Eau Claire Area Reading Council	Cheri Bresina
Fox Valley Reading Council	Jennifer Klemp
Greater Bayland Literacy Council	Heather White
Headwaters Literacy Council	Krystle Eichman
Interlake Reading Council	Jamie Utecht
Lake Superior Literacy Council	Julie Tersteeg
Madison Area Reading Council	Tracy Frame & Lauren Wuchte
Mid-East Reading Council	Amy Roggenbauer
Milwaukee Area Reading Council	Tania Mertzman-Habeck & Kathy Champeau
Muirland Literacy Council	Amy Treptow & Linda Bruun
Midwest Wisconsin Reading Council	Amber Tewes
Northeast Reading Council	Jennifer Russ
Northwest Reading Council	Georgia Madsen
Racine Kenosha Reading Council	Samantha Bradshaw
South Kettle Moraine Reading Council	Kerry Niemuth
Southern Lakes Reading Council	Jen Grossen & Brenda Scheff
St. Croix Valley Reading Council	Jessica D'Ambrosia
Waukesha County Reading Council	Misi Kandel
Washington Ozaukee Reading Council	Wendy Gall-Kannenber



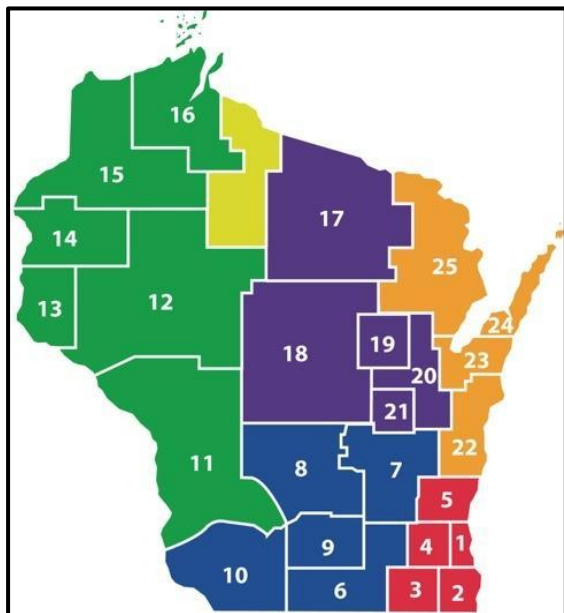
**Wisconsin State Reading Association**  
WSRA...providing leadership, advocacy and expertise

# Get Involved!

## Join a Local Reading Council in Wisconsin!

To get on a reading council mailing list go to:

[www.wsra.org/council-mailing-lists](http://www.wsra.org/council-mailing-lists)



**16 ~Ashland Bayfield Literacy Council**

**12 ~Eau Claire Area Reading Council**

**15~ Lake Superior Reading Council**  
lakesuperiorlitcouncil@gmail.com

**11 ~Midwest Wisconsin Reading Council**  
mwrc.wsra@gmail.com

**14~ Northwest Wisconsin Reading Council**

**13~ St. Croix Valley Reading Council**

**17~ Headwaters Literacy Council**  
headwatersreading@gmail.com

**18~ Central Wisconsin Reading Council**

**19~ Wolf River Reading Council**  
wolfriverreadingcouncil@gmail.com

**20 ~Mid-East Reading Council**  
mideastreadingcouncil@gmail.com

**21~ Fox Valley Reading Council**  
foxvalleyreadingcouncil@gmail.com

**25 ~Northeast Reading Council**  
nereadingcouncil@gmail.com

**24~ Door County Reading Council**

**23~ Greater Bayland Literacy Council**  
greaterbaylandreadingcouncil@gmail.com

**22~ Interlake Reading Council**  
interlakereadingcouncil@gmail.com

**10~ Hidden Valley Reading Council**

**9 ~Madison Area Reading Council**  
marc.reading.council@gmail.com

**8 ~Muirland Literacy Council**  
muirlandlitcouncil@gmail.com

**7 ~Rock River Reading Council**

**6 ~South Kettle Moraine Reading Council**

**5~ Washington Ozaukee Reading Council**  
WORCteam@gmail.com

**4~ Waukesha County Reading Council**  
werc.contact@gmail.com

**3~ Southern Lakes Reading Council**

**2~ Racine Kenosha Reading Council**

**1~ Milwaukee Area Reading Council**  
milwareareadingcouncil@gmail.com

*Join us for the WSRA 2024 Conference  
February 8-10, 2024  
At the Wisconsin Center in Milwaukee, Wisconsin*



*Engage. Explore. Enjoy.  
Elevating the Teaching of Literacy to Meet  
the Diverse Needs of Our Students*

**Dates to Remember!**

**Registration for WSRA 2023 closes February 5, 2023**

**41st Annual Wisconsin Literacy Research Symposium**

hosted by The University of Wisconsin-Stevens Point

See [www.wsra.org/research](http://www.wsra.org/research)

**2024 WSRA Conference: February 8-10th, 2024**

**The window to submit a WSRA 2024 proposal is February 1, 2023 to June 15, 2023.**

[www.wsra.org/submit](http://www.wsra.org/submit)

## Become a WSRA Member

Benefits include: WSRA Update, WSRA Journals,

Free access to the archived webinar recordings.

**Reduced rates for WSRA conferences and institutes.**

6a

### WSRA MEMBERSHIP APPLICATION/RENEWAL

Today's Date \_\_\_\_\_

First Name \_\_\_\_\_ Initial \_\_\_\_\_ Last Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip +4 \_\_\_\_\_

Place of Employment \_\_\_\_\_

Duties, Title & Level/Dept. \_\_\_\_\_

Cell Phone (\_\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_\_) \_\_\_\_\_

Home E-mail \_\_\_\_\_

Are you a member of International Literacy Association? ☐ Yes \_\_\_\_\_ ☐ No  
Membership Number

Are you a member of a local reading council? ☐ Yes ☐ No If yes, check name(s) →

Access information about local reading councils at <http://www.wsra.org/councils>

Submit your self-nomination to join a committee at <http://www.wsra.org/committees-task-forces>

☐ Renewal \_\_\_\_\_ WSRA Membership Number ☐ New

Membership is for one year from the date of joining. Dues may be tax deductible. Some of the information provided will be in the WSRA Membership Directory.



Visit [www.wsra.org/membership-application](http://www.wsra.org/membership-application) to join or renew and pay by credit card to expedite your membership benefits or mail your **\$45** check with this form payable to WSRA at

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- ☐ Central Wisconsin
- ☐ Door County
- ☐ Eau Claire
- ☐ Fox Valley
- ☐ Greater Bayland
- ☐ Headwaters
- ☐ Hidden Valley
- ☐ Interlake
- ☐ Lake Superior
- ☐ Madison Area
- ☐ Mid-East Area
- ☐ Midwest Wisconsin
- ☐ Milwaukee Area
- ☐ Muirland
- ☐ Northeast Wisconsin
- ☐ Northwest Wisconsin
- ☐ Racine-Kenosha
- ☐ Rock River
- ☐ St. Croix Valley
- ☐ South Kettle Moraine
- ☐ Southern Lakes
- ☐ Washington Ozaukee
- ☐ Waukesha County
- ☐ Wis. Professors of Literacy
- ☐ Wolf River

#### WSRA OFFICE USE

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\_\_\_\_\_ Date received by WSRA



## Registration

To register for the 2023 Conference go to  
[https://wsra.memberclicks.net/wsra\\_2023\\_conference](https://wsra.memberclicks.net/wsra_2023_conference).

See the website for *Early Bird* and *Full-Time Undergraduate* discounts.

<https://wsra.memberclicks.net/conferences>

Registration closes on  
**February 5, 2023**



Download  
the App!



<b>Early Bird Rates!!</b> (Register by January 13th)	<b>WSRA Member</b>	<b>Non- Member</b>
Thursday, Friday, Saturday	\$375	\$475
Thursday and Friday	\$330	\$430
Thursday and Saturday	\$210	\$310
Friday and Saturday	\$210	\$310
Thursday	\$165	\$265
Friday	\$165	\$265
Saturday	\$45	\$50

<b>Standard Fees</b> (Register after January 13th, 2023)	<b>WSRA Member</b>	<b>Non- Member</b>
Thursday, Friday, Saturday	\$475	\$575
Thursday and Friday	\$430	\$530
Thursday and Saturday	\$310	\$410
Friday and Saturday	\$310	\$410
Thursday	\$265	\$365
Friday	\$265	\$365
Saturday	\$45	\$50

**Full-Time, Undergraduate Students find SPECIAL prices at [wsra.org](http://wsra.org)!**

**WSRA Policies:** The Wisconsin State Reading Association sponsors conferences and institutes focused on the improvement of literacy instruction. Institutes are held throughout the state of Wisconsin. WSRA's policy is to conduct its own conferences and institutes. Periodically, these may be coordinated or sponsored in conjunction with WSRA's local reading councils or WSRA committees, accredited universities, DPI, CESAs, and other organizations in Wisconsin.

- ❖ WSRA policy states that "Presenters at WSRA events may not promote products. A product is defined as a published program, scripted material or kit designed to be used in a school. This does not include published professional books."
- ❖ The WSRA conference will not be canceled due to weather conditions. (Refunds are not granted for no-shows).
- ❖ All attendees must be registered and have a WSRA Conference name tag visible at all times when at the Wisconsin Center.
- ❖ Attendance at the WSRA conference constitutes consent to be photographed and video/audio recorded for use in publicity for WSRA.
- ❖ WSRA is dedicated to providing a professional, safe, and harassment-free environment for attendees.
- ❖ If you are in need of a lactation room at the conference, please stop at the Help Desk for the key.

# WSRA 2022-2023 Board of Directors



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WSRA Phone: 262-514-1450  
website: [www.wsra.org](http://www.wsra.org)



**Denise Engstrom**  
Special Events Coordinator  
[wsraspeceventcoord@gmail.com](mailto:wsraspeceventcoord@gmail.com)



**WSRA**  
W260 N6653 Mary Hill Road  
Sussex, WI 53089

*Postage*

**ATTENTION**

- |                            |                     |
|----------------------------|---------------------|
| Classroom Teachers         | Reading Teachers    |
| Reading Interventionists   | Reading Specialists |
| Literacy Coaches           | ELL Teachers        |
| Special Education Teachers | Library Media       |
| Specialists                | Administrators      |
| Curriculum Director        | Authors             |
| Preservice Teachers        | Consultants         |
| Title I                    |                     |

*Address label*

# WSRA 2023 CONFERENCE

February 9-11, 2023 \* Wisconsin Center \* Milwaukee, Wisconsin



- Existing users, please enter your username and password. New users, please enter your preferred email address.
- REGISTER ONLINE BY FEBRUARY 5, 2023** at [https://wsra.memberclicks.net/wsra\\_2023\\_conference](https://wsra.memberclicks.net/wsra_2023_conference)  
**Preferred payment is by Visa, MasterCard, or Discover credit card.**
  - ❖ You or your organization may choose to pay later, however, payment in full must be paid prior to attending the conference. You will receive an invoice showing the balance due. **Forward the invoice to the accounts payable contact in your district/agency immediately.** You will continue to receive payment reminder notifications until the invoice is marked paid by WSRA.
  - ❖ **Key Contacts for Organizational Profiles only:** Please contact the Administrative Assistant to be sure that the staff members who will attend the WSRA 2023 conference are linked to your school/district/agency. When registering the team for your Organizational Profile, complete all of the staff registrations before clicking the submit button.
- SCHOLARSHIPS:** WSRA offers the potential of five scholarships to full-time undergraduate students as well as five graduate scholarships. Submit to [wsra@wsra.org](mailto:wsra@wsra.org). The deadline is Nov. 15, 2022.
- WSRA CANCELLATION POLICY:** The WSRA conference is not cancelled due to weather conditions.  
(Refunds are not granted for no-shows).



**Wisconsin State Reading Association**  
*WSRA...providing leadership, advocacy, and expertise*