

Reading Our World(s) *Composing Our Lives* Realizing Our Humanity

2017 WSRA Convention Keynote Presentations



Keynote on Thursday, February 9, 2017

Mem Fox was born in Australia, grew up in Africa, studied drama in England, and returned to Adelaide, Australia in 1970. She is Australia's best loved picture-book author. Her first book, *Possum Magic*, has sold over four million copies and is still the best selling children's book in Australia, 29 years after its publication. She has written more than 40 books for children among which are the perennial favorites: *Time for Bed*, *Whoever You Are*, and *The Magic Hat*; as well as several books for adults, including her best-selling book for parents, *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. Her picture book: *Ten Little Fingers and Ten Little Toes*, was on the *New York Times* bestseller list for 18 weeks in 2008-2009. Her books have been translated into 19 languages. Fox was an Associate Professor of Education at Flinders University in Adelaide, Australia, where she taught teachers for 24 years until her early retirement in 1996.

Thursday Keynote, F-A9



Keynote on Friday, February 10, 2017

Michael Fullan, O.C., is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. Fullan received the Order of Canada in December 2012. Fullan is a prolific, award-winning author whose books have been published in many languages. Fullan's most recent books are: *Coherence: Putting the Right Drivers in Action* (Corwin, 2015), with Joanne Quinn, *Freedom to Change* (Jossey-Bass, 2015), and *Indelible Leadership* (Corwin, 2016). He currently serves as an Advisor to the Premier and Minister of Education in Ontario and is a co-leader of the New Pedagogies for Deep Learning global initiative.

Friday keynote, F-C9



Keynote and Workshop on Saturday, February 11, 2017

Regie Routman has more than four decades of experience as a classroom teacher, mentor teacher, literacy coach, and leader working with teachers, principals, and students in diverse classrooms and schools across the United States and Canada. Routman's many books and resources encourage teachers and leaders to take charge of their professional learning and create effective, efficient, and joyful practices where all learners thrive. Her latest book is *Read, Write, Lead: Breakthrough Strategies for Schoolwide Literacy Success* (ASCD, 2014). Her upcoming book is *Literacy Essentials: Engagement, Excellence, and Equity for All Learners* (Stenhouse, 2017). For full information on Routman's publications, professional development offerings, and blog see www.regieroutman.org. Routman lives in Seattle, WA with her husband, Frank. Saturday Keynote/Workshop

SPONSORED PRESENTERS FOR WSRA'S CONVENTION ON FEBRUARY 9 - 11, 2017



Laura Adams is currently one of two general education Literacy Consultants at the Wisconsin Department of Public Instruction. In this role, she creates and delivers professional learning resources and guidance related to reading and literacy for administrators and educators. Adams has also served as a Title I Education Consultant at Wisconsin DPI. Prior to her work at DPI, Adams taught literacy and Spanish for 13 years in the Two Rivers Public School District. Th-D1



Marjorie Agosin is a poet and human rights activist. She is also a professor of Latin American Literature at Wellesley College. Agosin has dedicated her writing life to exploring themes of social justice in the world. Agosin is an author of nearly 50 books that include poetry, memoirs, essays, and novels, including the Young Adult novel, *I Lived on Butterfly Hill*. Th-A3, Th-D2



Sara Ahmed has taught in urban, suburban, public, independent, and international schools. Ahmed is coauthor with Harvey "Smokey" Daniels of *Upstanders: How to Engage Middle School Hearts and Minds with Inquiry*. Ahmed's classrooms are designed to help her young adolescent students to consider their own identities and to take action in the world in socially responsible ways. She is a member of teacher leadership team for Facing History and Ourselves, an international organization devoted to developing critical thinking and empathy for others. Ahmed is spending the 2016-2017 school year at National Institute of Standards and Technology (NIST) School in Bangkok, Thailand as a K-8 Literacy Coach. F-B1

Kwame Alexander is a poet, educator, and New York Times Bestselling author of 21 books, including *The Crossover* (HMH Books for Young Readers, 2014). Alexander writes for children of all ages. His other works include *Surf's Up* (NorthSouth, 2016) a picture book; *Booked* (HMH Books for Young Readers, 2016), a middle-grade novel; and *He Said She Said* (Amistad, 2014), a Young Adult novel. Alexander believes that poetry can change the world, and he uses it to inspire and empower young people. A regular speaker at schools and conferences in the United States. He travels the world planting seeds of literary love. F-A2, F-D1



Kevin Anderson: Science Education Consultant, Wisconsin Department of Public Instruction Th-A4



Nancy Anderson serves as a Professor and Reading Recovery® University Trainer in the Department of Reading at Texas Woman's University. Anderson's work centers on the assumption that children become literate when engaged in relevant literacy experiences with an analytical and reflective teacher. Her scholarly work is published in professional journals, book chapters, and her co-authored book *Linking Assessment to Reading Comprehension Instruction: A Framework for Actively Engaging Literacy Learners, K-8* (Pearson, 2008). As an internationally-recognized presenter, Anderson engages professional learning with teachers and leaders around the world; however, she most values her work in classrooms, reading, writing, and talking with children and teachers. Th-B1, F-A3, F-C1



Dorothy Barnhouse is a literacy consultant with decades of experience in elementary, middle, and high schools. She started teaching through a fellowship at the Teachers College Reading and Writing Project while studying writing at Columbia University. Barnhouse is the author of *Readers Front and Center: Helping All Students Engage with Complex Texts* (Stenhouse, 2014) and co-author with Vicki Vinton of *What Readers Really Do: Teaching the Process of Meaning Making* (Heinemann, 2012). She currently divides her time between New York City and Mumbai, where she provides instructional support in reading and writing at the American School of Bombay. **Sessions sponsored by Stenhouse** F-A4, F-C2



Robyn Bindrich is a former middle school English Language Arts teacher and current K-12 Literacy Coach with the Kewaskum School District. She is a member of the Fox Valley Writing Project leadership team, providing professional development focused on the teaching of writing each summer. Th-C1, F-A5

Katherine Bomer In 28 years of classroom teaching and consulting, Bomer has used her writer's eye to focus on how craft isn't just an instructional goal, but a tool that allows writers to grow well beyond the range of most publicly available assessments. An international consultant and frequent keynote speaker, Bomer began her career at the Teachers College Reading and Writing Project with Lucy Calkins. She teaches courses in the Graduate School of Education at the University of Texas. Th-A1 panel, Th-D3, F-C3, F-D3



Jan Burkins is the co-author with Kim Yaris of *Who's Doing the Work?* (Stenhouse, 2016) and *Reading Wellness: Lessons in Independence and Proficiency* (Stenhouse, 2014), both of which provide practical ideas for teaching students to become increasingly independent and proficient. Burkins is a full-time staff developer, working closely with schools and districts, facilitating professional learning, conducting in-class demonstrations, and developing curriculum. Th-A6, F-C4

Brian Cambourne is currently Principal Fellow at the University of Wollongong, NSW, Australia. He began teaching for NSW Department of Education in 1956. He has been conducting naturalistic inquiry into how literacy is learned and taught in schools for about five decades. He has many publications in the field and has been accorded national and international recognition for this work. Th-D4, F-C5



Kathy Champeau is a Reading Specialist, Consultant, and Adjunct Instructor at the University of Wisconsin-Milwaukee where she teaches literacy courses. Her current work focuses on creating responsive, meaningful teaching and learning environments that support literacy learning, early literacy/intervention, and productive assessment practices. Champeau is a WSRA Past President and currently serves on their Board of Directors as the Legislative Committee Chair. As a co-chair of WSRA's ESEA/RtI/Assessment Task Force, she is co-editor of the WSRA Monograph, *Response to Intervention AT THE CROSSROADS*. Th-A7, Th-C2, F-A1 panel

Linda Christensen is the Instructor and Director of the Oregon Writing Project at Lewis & Clark College, and an editor of *Rethinking Schools* magazine. She taught high school language arts in Portland Public Schools for 30 years. Her books include, *Teaching for Joy and Justice: Re-Imagining the Language Arts Classroom* (Rethinking Schools, 2009) and *Reading, Writing, and Rising Up: Teaching about Social Justice and The Power of the Written Word* (Rethinking Schools, 2000), and *Rhythm and Resistance: Teaching Poetry for Social Justice* (Rethinking Schools, 2015). Th-A8, Th-D5



Lisa Cleaveland is the co-author with Katie Wood Ray of *About The Authors, Writing Workshop with Our Youngest Writers* (Heinemann, 2004), and the author of her new book *More About The Authors, Authors and Illustrators Mentor Our Youngest Writers* (Heinemann, 2016). Cleaveland has been a teacher for 25 years. Cleaveland and Ray have worked together for 15 years, with Cleaveland's classroom being a place of research for Ray. Many teachers from all over the United States have come to visit writing workshop in her kindergarten and first grade classrooms. Currently a kindergarten teacher, she understands the demands of a classroom teacher and the common core standards. F-B2

Catherine Compton-Lilly serves as a Professor in Curriculum and Instruction at the University of Wisconsin-Madison. She was an elementary teacher for 18 years. Compton-Lilly is the author of *Reading Families: The Literate Lives of Urban Children* (Teachers College Press, 2002), *Confronting Racism, Poverty and Power* (Heinemann, 2004), *Rereading Families* (Teachers College Press, 2007), the editor of *Breaking the Silence* (ILA, 2009), and co-editor of *Bedtime Stories and Book Reports: Complexities, Concerns, and Considerations in Fostering Parent Involvement in Family Literacy* (Teachers College Press, 2010). Th-A1 panel, Th-D6, F-D5



Harvey "Smokey" Daniels has been a city and suburban classroom teacher and a college professor, and now works as a national consultant and author on literacy education. In language arts, Daniels is known for his pioneering work on student book clubs and inquiry. His latest books on content-area literacy are *Upstanders* (Heinemann, 2014), *Subjects Matter* (Heinemann, 2014), Second Edition; *Texts and Lessons for Teaching Literature; Texts and Lessons for Content-Area Reading; and Comprehension & Collaboration* (Heinemann, 2015). Th-B2, F-B1

Kenneth Davis is currently the Mathematics Coordinator for the Madison Metropolitan School District. Prior to coming to MMSD, Davis served for nearly four year as the Mathematics Consultant at the Wisconsin Department of Public Instruction. Prior to his work at MMSD and DPI, he taught high school mathematics and was a mathematics coach in the Beloit School District for over 20 years. As a teacher and coach, he was able to work with teachers on improving mathematics instruction and student understanding throughout the district. That work of improving student understanding of mathematics continues at MMSD. Th-C4





Peter Dewitz is a Professor at Mary Baldwin College, a researcher at the Harvard Graduate School of Education, and a consultant to school districts around the country directing school- and district-wide reading reform efforts. His research efforts focus on reading comprehension and the affect commercial reading programs have on reading instruction. He is equally concerned about the rising dominance of commercial assessment programs and how they influence the thinking of educators and the direction of instruction. He has written books, which include: *The Essential Guide to Selecting and Using Core Reading Programs* (IRA, 2010), *Making the Most of your Core Reading Program* (Heinemann, 2012), and *Building Comprehension in Every Classroom* (Guilford Press, 2012). He has also published in many of the major research journals in the country. F-A7, F-C7

Curt Dudley-Marling, Professor Emeritus at Boston College and former classroom teacher, has published extensively in the areas of literacy, disability studies, and classroom talk. His scholarship stands as a critique of deficit perspectives that implicate the families, culture, and language of students living in poverty in their school failures. Dudley-Marling has worked extensively in schools helping teachers improve their practice with young readers and writers. He served as the co-editor of *Language Arts* and former chair of NCTE's Elementary Section. Th-A1 panel, Th-C5, F-D6



Mike Ford recently retired as Professor of Reading in the College of Education and Human Services at the University of Wisconsin-Oshkosh. Ford has been involved with literacy education for more than 30 years as a First Grade and Title I Teacher as well as a researcher and teacher educator. His work with the international school associations has taken him to Africa, Europe, Central America, South America, and the Middle East. He is the co-author of the book *Engaging Minds in Classrooms: The Surprising Power of Joy* (ASDC, 2014), and a most recent book release, *Guided Reading: What's New and What's Next* (Capstone, 2016). Th-C2

Peter Freebody is an Honorary Professor at the University of Sydney, Australia. He has contributed to research publications in the areas of literacy education, educational disadvantage, classroom interaction, and research methodology. He has been on the editorial and review boards of many journals including *Reading Research Quarterly*, *Reading Psychology*, and the *Journal of Literacy Research*. He has served on Australian state and national advisory groups in the areas of literacy education and curriculum design. He is 2015-16 Chair of ILA's Literacy Research Panel. He is an elected Fellow of the Academy of the Social Sciences in Australia. Th-C7, F-A1 panel, F-C8



Marci Glaus is the English Language Arts Education consultant for the Wisconsin Department of Public Instruction. She is a former high school English teacher and middle school reading teacher. She completed her Ph.D. at the University of Wisconsin-Madison in Curriculum and Instruction focusing on literacy studies, composition and rhetoric, and education policy analysis. Her work has been published in *The Journal of Adolescent and Adult Literacy*, *The English Journal*, the Wisconsin State Reading Association *Journal*, and the *Wisconsin English Journal*. She serves as the Department of Public Instruction liaison to the Wisconsin Council of Teachers of English and the Wisconsin High School Forensics Association. F-D8

Matt Glover has a deep interest in nurturing the thinking and decision-making of teachers and students. Glover has been an educator for over 25 years, as a teacher, a principal, author, and consultant. He is the author and co-author of several books on teaching writing and reading including *Engaging Young Writers* (Heinemann, 2009), *I Am Reading* (Heinemann, 2015) with Kathy Collins, *Projecting Possibilities for Writers* (Heinemann, 2012) with Mary Alice Berry, and *Already Ready and Sit Down and Teach Up* (Heinemann, 2009) with Katie Wood Ray. Along with Ellin Keene, Glover is the editor of a collection of essays titled *The Teacher You Want to Be: Essays on Children, Learning, and Teaching*. Th-C8, Th-D8



Gravity Goldberg is author of *Mindsets and Moves: Strategies that Help Readers Take Charge* (Corwin, 2016) and co-author of *Conferring with Readers* (Heinemann, 2007). She leads a team of literacy consultants in the New York/New Jersey area and presents to teachers across the country. Goldberg's passion is partnering with school leaders and teachers to help make their vision a reality. At the heart of her teaching is the belief that everyone deserves to be admired and supported. Th-C9, Th-D9, F-C10, F-D9

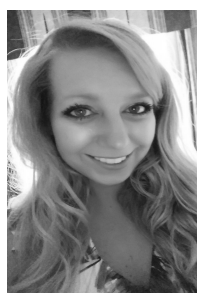
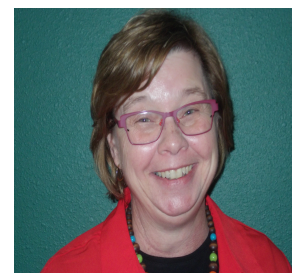
Stephanie Harvey currently serves as a private consultant to schools and school districts around the world. Her company, Stephanie Harvey Consulting, works on district-wide literacy initiatives across the country. Insatiably curious about student thinking, she is a teacher first and foremost, and she continues to work in schools on a regular basis, savoring any time spent with kids. In her spare time, she loves to hike in the mountains, travel to exotic places, read by the fire and, most of all, gaze endlessly at and play with her precious granddaughter.

Friday Session sponsored by Scholastic Th-B2, F-C11



Shirley Brice Heath has led groundbreaking research on the longitudinal impact of voluntary learning or the everyday ways in which learners both read in and through the world. She has taught at several levels of education—from Head Start to graduate education. She is the author of several books, including the classic *Ways with Words: Language, Life, and Work in Communities and Classrooms* (Cambridge University Press, 1984/1996) and the follow-up volume, *Words at Work and Play: Three Decades in Family and Community Life* (Cambridge University Press, 2012) and more than 100 articles and book chapters on topics that range from children's literature to what children learn through participation in ensemble music. She has taught at universities throughout the world, most notably Stanford and Brown. Th-A1 panel, Th-C10, F-D10

Deb Adrian Heiss is the Consultant for Specific Learning Disabilities (SLD) at the Department of Public Instruction (DPI). Heiss has been actively involved in the field of learning disabilities her entire professional career. Initially, Heiss was a teacher of students with SLD at the elementary and middle school levels. After graduate school, Heiss was a university faculty member and helped to prepare future special educators, teaching courses in assessment, curriculum and instruction, and collaboration. These background experiences provide a foundation for her work at DPI. Th-D1



Sarah Helmer: Literacy Consultant, Milwaukee Th-A7

Decoteau J. Irby is an Assistant Professor of Educational Policy Studies at University of Illinois at Chicago where he teaches in the Urban Education Leadership program. He is also a member of Derute Consulting Cooperative, a collective of professionals who identify their life work as improving educational experiences and outcomes for students of color across the K-20 pipeline. Irby's research, advocacy, and policy work centers on race and culture in schools. His research is published in journals such as *Educational Administration Quarterly*, *English Journal*, *Equity and Excellence in Education*, *Preventing School Failure*, *Urban Education*, and *The Urban Review* amongst others. F- A1 panel, F-B3



Gay Ivey is Professor and Tashia F. Morgridge Chair in Reading at the University of Wisconsin-Madison. She is interested in how engagement in reading and writing shapes and is shaped by children and young adults. Her publications related to this work can be found in such journals as *Reading Research Quarterly*, *Journal of Literacy Research*, *The Reading Teacher*, and *Language Arts*. Ivey will serve as President Elect of the Literacy Research Association. She is a member of the ILA Literacy Research Panel and a 2016 inductee into the Reading Hall of Fame. Th-B3

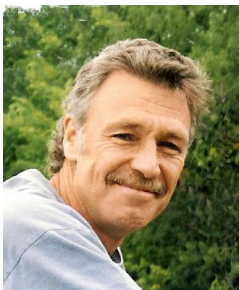
Hilary Janks is the 2015 American Education Research Association Fellow with post retirement special responsibilities for research in Early Childhood Education. Janks is a retired Professor at the University of the Witwatersand School of Education, Division of Languages, Literacies, and Literatures in Johannesburg, South Africa. Her academic career has been in pre- and in-service teacher education where she has been responsible for both teacher preparation and research supervision in the area of English education. Th-D10, F-A1 panel, F-C12



Courtney Reed Jenkins has worked to eliminate institutional barriers to the success of underserved students. She has worked at the district, state, and national levels on access, equity, and diversity in education, with a focus on improving outcomes for students with Individual Education Plans (IEPs) and students of color. She started her career in education as a paraprofessional in a segregated school for students with disabilities. Jenkins focuses on justice in education in honor of her mother, who grew up white in the segregated south, and her daughters, to whom she wants to leave a fairer world. F-D16



Sara Johnson: Early Reading Empowerment Team, Kimberly Area School District F-D11



Peter Johnston is Professor Emeritus at the University at Albany, State University of New York. His current research explores links among classroom talk, reading engagement, and children's social, emotional, and literate development. Johnston's book *Choice Words* (Stenhouse, 2004), has "demonstrably and positively influenced literacy teaching in classrooms and districts nationally." Johnston is the author of *Choice Words* and *Opening Minds*. He is a member of the Reading Hall of Fame. Th B-3, F-A1 panel, F-C13



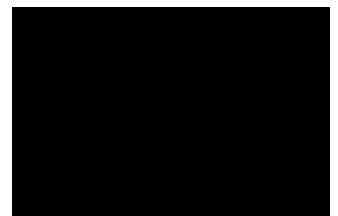
Sarah Kampf: Early Reading Empowerment Team, Kimberly Area School District F-D11

Barbara Kapinus is presently a consultant in education and a life/leadership coach. She served as the Director of English Language Arts for the Smarter Balanced Assessment Consortium (SBAC). Prior to that, she worked at The National Education Association for over thirteen years on policy and programs in literacy, standards, assessment and curriculum. At the Council of Chief State School Officers, she worked on state collaborations related to standards implementation, assessment, reading, workplace readiness, early learning, and Title I. Her experience also includes eight years at the Maryland State Department of Education and 16 years in Prince George's County Public Schools in the roles of classroom teacher, reading specialist, and curriculum specialist. Kapinus' taught reading courses at several colleges and universities. She worked on the National Assessment of Education Progress (NAEP) in Reading, NAEP in Writing, the Programme for Reading Literacy Survey (PIRLS), and on state reading assessments, standards development projects, curriculum efforts, and staff development programs. She has published in the areas of reading research, research applications, assessment, education policy, and instruction. F-A11, F-D12



Betsy Kaye is an Assistant Professor in the Department of Reading at Texas Woman's University where she teaches courses related to literacy learning, intervention, theory, and leadership, and serves as a Reading Recovery® trainer. Early in her career, Kaye worked as a reading teacher, a fifth grade classroom teacher, and a special education teacher. Kaye has published several articles about assessment and teaching young children who initially struggle with literacy learning. She currently serves as section editor for the *Journal of Reading Recovery*, and is pursuing research in the development of self-monitoring in reading and writing. Th-A12, Th-D11

Dasha Kelly is a nationally respected writer, artist, and social entrepreneur. She travels extensively leading experiential workshops on creativity, team building, and writing. Kelly has released four audio compilations and a poetry chapbook called *Hither*. She has written for *Upscale*, *Black Enterprise*, and *Milwaukee* magazines, and her narrative essays appear regularly online. Her first novel, *All Fall Down* (Syntax, 2003), earned her a place in *The Written Word Magazine* as one of the Top Ten Up and Coming Writers of the Midwest. *Hershey Eats Peanuts* (Penmanship Books, 2009) is her collection of poems, essays, and short stories. Her second collection, *Call It Forth* (Mpact Communications, 2014), was released in summer 2014. Kelly's second novel, *Almost Crimson*, was released through Curbside Splendor in spring 2015. F-D13



Penny Kittle teaches high school English and is a K-12 Literacy Coach in North Conway, NH. She has authored six books, including *Book Love* (Heinemann, 2012) and *Write Beside Them* (Heinemann, 2008). She co-edited (with Tom Newkirk) *Children Want to Write: Donald Graves and the Revolution in Children's Writing* (Heinemann, 2013). Kittle speaks throughout the United States and internationally on empowering all students to embrace independent thinking through workshop teaching. She is the founder and President of the *Book Love Foundation*, which grants classroom libraries to teachers committed to building the independent reading lives of students. Th-A13, Th-C11

Merry Komar: Multi-Age Second/Third Grade Teacher, School District of Waukesha Th-A7



Lester L. Laminack is Professor Emeritus, Western Carolina University in Cullowhee, North Carolina. Laminack is now a full-time writer and consultant working with schools throughout the United States. Laminack is the author of six children's books: *The Sunsets of Miss Olivia Wiggins*, *Trevor's Wiggly-Wobbly Tooth*, *Saturdays and Teacakes*, *Jake's 100th Day of School*, *Snow Day!* and, *Three Hens and a Peacock*. He has two forthcoming titles, *Voices for Civil Rights* (Fall 2017) and *The King of Bees* (Spring 2018) all from Peachtree Publishers. His newest books for teachers, *Writers ARE Readers: Flipping Reading Strategies into Writing Instruction* (Heinemann, 2015), *The Ultimate Read-Aloud Resource: Making Every Moment Intentional and Instructional with Best Friend Books* (Scholastic, 2016) and *The Best Friend Fiction Collection* (Scholastic) are now available. Th-A14, Th-D12

Laura Lang serves as an instructional leadership coach at the University of Wisconsin-Madison. For the past 20 years, she has worked as a high school English teacher, reading specialist, and literacy/instructional coach in both urban and suburban settings. Since 2013, Lang has also developed curriculum and consulted for the Newberry Library and for the Terra Foundation of American Art's recently released American Art at the Core of Learning, a free, CCSS-aligned online resource aimed at helping students and teachers interact with artworks in Chicago-area museums. Lang is on the board of the Madison Area Reading Council and recently participated as a fellow with the Greater Madison Writing Project. She currently serves as a reviewer for the *Journal of Adolescent Literacy* and *Teaching and Teacher Education* and recently co-authored *Academic Vocabulary in Middle and High School: Effective Practices across the Disciplines* (Guilford Press, 2015). Th-C12, F-A13



Carol D. Lee is the Edwina S. Tarry Professor of Education in the School of Education and Social Policy and in African-American Studies at Northwestern University in Evanston, Illinois. She received her Ph.D. from the University of Chicago. She is a past president of the American Educational Research Association (AERA), AERA's past representative to the World Educational Research Association, past vice-president of Division G (Social Contexts of Education) of the American Educational Research Association, past president of the National Conference on Research in Language and Literacy, and past co-chair of the Research Assembly of the National Council of Teachers of English. She is a member of the National Academy of Education in the United States, a fellow of the American Educational Research Association, a fellow of the National Conference on Research in Language and Literacy, and a former fellow at the Center for Advanced Studies in the Behavioral Sciences. F-A14, F-C14



Merri Lindgren serves as Librarian at the Cooperative Children's Book Center at the University of Wisconsin-Madison. Th-C20, Th-D16

Laurie McCarthy serves as a Multi-Age Second/Third Grade Teacher, Muskego-Norway School District Th-A7



Jamie McKenzie is an international speaker with a focus on questioning, thinking skills, and smart uses of technologies. He is the editor of *From Now On: The Educational Technology Journal*, a publication with some 4,000 subscribers. McKenzie also publishes *The Question Mark*, a journal devoted to effective questioning and thinking. McKenzie was educated at Yale (BA), Columbia (MA), and Rutgers (Ed.D.). He has been a middle school teacher of English and social studies, an assistant principal, an elementary principal, an assistant superintendent in Princeton, and a superintendent of two districts. Th-

A16, Th-B4, F-A15, F-C15, F-D14

Teaira McMurtry, a Ph.D. candidate in field of language and literacy and serves as a high school literacy leader for Milwaukee Public Schools. She designs and implements professional development for middle and high school teachers in the areas of critical literacy as well as culturally relevant and responsive teaching practices. McMurtry's scholarship aims to transform the way English Language Arts is traditionally taught to disenfranchised, historically-marginalized adolescents via sociolinguistic informed pedagogies. An inner-city English teacher at heart, McMurtry most enjoys empowering her high school scholars to become cognizant of the rules that govern their rich and robust cultural language and to use it with pride, while adding standardized English to their linguistic repertoires. F-A16



Heidi Mills is an endowed professor at the University of South Carolina and Curriculum, Research and Development Specialist at the Center for Inquiry (CFI), a university-public school partnership in Columbia, SC. Mill's collaborative research with CFI teachers is featured in professional journals and books by leading publishers in education. Most recently, Mills captured the joyfully rigorous ways the current CFI faculty unite content and literacy instruction in her book *Learning for Real: Teaching Content and Literacy Across the Curriculum* and chapter in *The Teacher You Want to Be*, both published by Heinemann, (2014, 2015). Mills consults with schools across South Carolina and the country to help them envision and implement content literacy and inquiry-based curriculum and assessment strategies. Th-A17, Th-C13, F-B4



Lindsey Moses serves as an Assistant Professor of Literacy Education at Arizona State University and is a Heinemann author and consultant. A former elementary teacher, Moses works with classroom teachers across the country supporting the implementation of effective literacy instruction. She conducts ongoing classroom-based research on elementary literacy instruction in diverse classroom settings. Moses brings her classroom and research experience together to provide practical, research-based instructional ideas for teachers in her books and presentations. Th-A18, Th-D13, F-A17, F-D15



Barb Novak is the current President of WSRA and is one of two general education literacy consultant at the Wisconsin Department of Public Instruction (DPI), where she works collaboratively around standards, instruction, and assessment of reading, writing, speaking, listening, and language. Novak is a proud believer in and product of Wisconsin's public schools. She attended public schools from 5K through graduate programs in Hales Corners, Eau Claire, Stevens Point, Oshkosh, and Madison. Before beginning her employment at DPI in 2012, Novak served for ten years as a classroom teacher, interventionist, and literacy coach in public schools in Chilton, Oshkosh, and Menasha. F-D16



David O'Connor (Bad River Ojibwe) serves as the American Indian Studies Consultant at the Wisconsin Department of Public Instruction. In O'Connor's role, he supports school districts' efforts to provide instruction on Wisconsin American Indian history, culture, and tribal sovereignty, also known as American Indian Studies, Wisconsin Act 31, and the education of American Indian students. F-A18

Suzanne Porath is a former K-12 classroom teacher and reading teacher. Porath earned her Ph.D. at the University of Wisconsin-Madison and taught at Edgewood College in Madison before accepting her current position as Assistant Professor of Curriculum and Instruction at Kansas State University. Her research interests include teacher learning, collaborative reflection, literacy, and tool use. You may contact Porath at LitProfSuz@gmail.com. Th-C17, Th-D14



Debbie Reese is tribally enrolled with Nambe Pueblo, a federally recognized tribal nation in New Mexico. Her research on depictions of Native peoples is published in books and journals used in Education, Library Science, and English classrooms in the US and Canada. As a scholar activist, she publishes the online site, *American Indians in Children's Literature*, as a means to share her research-at no cost-with teachers, parents, and librarians. Th-A19, Th-C18

Matt Renwick serves as an elementary school principal in Mineral Point, Wisconsin. Prior to becoming an administrator, Matt was a fifth and sixth grade teacher. He blogs at Reading by Example, tweets @ReadByExample, and writes for *EdTech magazine*, ASCD, and other publications. F-A20



Pasi Sahlberg is a Finnish educator, author, and scholar. He has worked as school teacher, teacher educator, researcher, and policy advisor in Finland and has studied education systems and reforms around the world. His expertise includes school improvement, international education issues, classroom teaching and learning, and school leadership. His best-seller book, *Finnish Lessons 2.0: What can the world learn from educational change in Finland*, (Teachers College Press, 2014) won the 2013 Grawemeyer Award. He is a former Director General of CIMO (Centre for International Mobility and Cooperation) at Finland's Ministry of Education and Culture in Helsinki and is currently a visiting professor at Mary Lou Fulton Teachers College, Arizona State University. More on his website: pasisahlberg.com and Twitter: @pasi_sahlberg. Th-D15, F-C19, F-D17

Donna Scanlon is affiliated with the University's Child Research and Study Center (CRSC) at University at Albany, State University of New York. Scanlon and her colleagues developed an approach to early literacy instruction and intervention, the Interactive Strategies Approach (ISA), which has been found to be effective in helping teachers to reduce the incidence of reading difficulties in the early primary grades. Scanlon's current research focuses on extending the ISA for use with older struggling readers and on evaluating the utility of providing teacher educators with ISA-based instructional resources for use in their undergraduate and graduate literacy methods courses with the goal of enhancing new and in-service teachers' ability to understand and address the needs of beginning and struggling literacy learners. Th-A20, Th-C19





Megan Schliesman serves as Librarian at the Cooperative Children's Book Center at the University of Wisconsin-Madison. Th-C20, Th-D16



Frank Serafini serves as a Professor of Literacy Education and Children's Literature in the Mary Lou Fulton Teachers College at Arizona State University. In addition, Serafini is an award-winning children's picture book author and illustrator. F-A21, F-D18



Kathy Short serves as Professor in Language, Reading, and Culture at the University of Arizona with a focus on global children's and adolescent literature, literature circles, intercultural understanding, and critical content analysis. She has co-authored many books, including *Teaching Globally: Reading the World through Literature* (Stenhouse, 2016), *Essentials of Children's Literature* (Pearson, 2010), *Creating Classrooms for Authors and Inquirers*, and *Stories Matter: The Complexity of Cultural Authenticity in Children's Literature* (NCTE, 2003). She is director of *Worlds of Words*, an initiative to build bridges across global cultures through children's literature. Short is Past President of the National Council of Teachers of English. F-A1 panel, F-C20

Vicki Vinton is a literacy consultant and award-winning writer who has worked with teachers, schools, and districts across the country and around the world. She's the co-author of *What Readers Really Do: Teaching the Process of Meaning Making* (Heinemann, 2012), and *The Power of Grammar: Unconventional Approaches to the Conventions of Language* (Heinemann, 2005). Her new book, tentatively titled *Teaching Reading in a Complex World: Shifting to a Meaning Based Approach*, will be published by Heinemann in 2017. Additionally, she's the voice behind the literacy blog, "To Make a Prairie" <http://tomakeaprairie.wordpress.com>, where she regularly shares resources, new ideas, and work that she has done in schools around the country. F-A23, F-D19



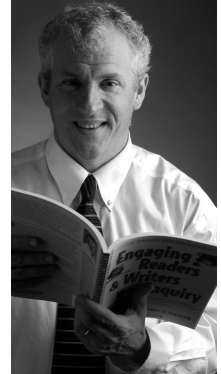
Doris Walker-Dalhouse serves as Professor of Literacy at Marquette University. She has extensive experience teaching and working with undergraduate and graduate students and children who struggle with reading. A former elementary teacher, she organized and directed a community-based, after-school reading clinic for Sudanese refugee children in Moorhead, MN/Fargo, ND. Her research conducted in after-school reading programs with preservice teachers and struggling readers and their families focuses on sociocultural factors in the literacy development of racially, ethnically, and culturally diverse learners. She co-authored *Be That Teacher!: Breaking the Cycle for Struggling Readers* (Teachers College Press, 2012) with Victoria J. Risko. F-D20

Heidi Walter has worked at the local, regional, and state level in education over the past 15 years supporting students and educators with increasing student achievement. Her experience has centered around literacy, Response to Intervention, Professional Learning Communities, data inquiry, and school improvement practices. Her various roles include classroom teacher, interventionist, reading specialist, instructional coach, curriculum specialist, and consultant. Walter is currently an education consultant on the Title I team at the Department of Public Instruction and a doctoral student at the University of Wisconsin-Madison studying Educational Leadership and Policy Analysis. Th-D1

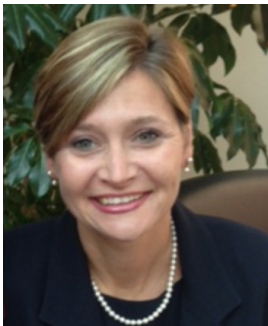




Paul Walter is a middle school ELA teacher in the Slinger School District. He is a member of the Fox Valley Writing Project leadership team, providing professional development focused on the teaching of writing each summer. Th-C1, F-A5



Jeffrey Wilhelm has served as a full time classroom teacher for 13 years, is currently Distinguished Professor of English Education at Boise State, Director of the Boise State Writing Project, and a teacher of middle or high schoolers each spring. Wilhelm has authored 37 texts about literacy teaching, which include these three most recent: *You Gotta BE the Book* (Teachers College Press, 2007), *Reading Unbound* (Scholastic, 2013) on the power of pleasure reading, and *Diving Deep Into Nonfiction* (Corwin, 2016) on teaching complex nonfiction through Rabinowitz's Rules of Notice. Th-A22, Th-D18



Kim Yaris is the co-author with Jan Burkins of *Who's Doing the Work?* (Stenhouse, 2016) and *Reading Wellness: Lessons in Independence and Proficiency* (Stenhouse, 2014), both of which provide practical ideas for teaching students to become increasingly independent and proficient. Yaris is a full-time staff developer, working closely with schools and districts, facilitating professional learning, conducting in-class demonstrations, and developing curriculum. Th-A6, F-C4