



The main graphic features the word "Ohio" in a large, dark red, lowercase font. The "o" is replaced by the rocket and book illustration. Below "Ohio" is the word "Literacy" in a large, dark blue, sans-serif font, followed by "Academy" in a smaller, dark blue, sans-serif font. At the bottom right, the word "LIVE" is written in white, uppercase letters inside a red rectangular box. The background is a blurred image of a library or bookstore with bookshelves and warm lighting.

SCHEDULE

Date	Event	Focus	Time
Monday, Nov. 16	Literacy Academy Live Kickoff	Keynote & Overview of Literacy Academy Live	1-2:30 p.m.
Monday, Jan. 25	Literacy Academy Live Series	Keynote and Learning Strands	Noon-3:30 p.m.
Monday, March 15	Literacy Academy Live Series	Keynote and Learning Strands	Noon-3:30 p.m.
Monday, May 10	Literacy Academy Live Series	Keynote and Learning Strands	Noon-3:30 p.m.

LITERACY ACADEMY **LIVE** DAILY AGENDA

Time	Activity
11:30 a.m.-noon	Ensure personal technology is working and log in to keynote session
Noon-12:45 p.m.	Welcome and Keynote Livestreaming on Vimeo
12:45-1 p.m.	Break
1-2 p.m.	Learning Strand Breakout Session A (separate link)
2-2:30 p.m.	Break
2:30-3:30 p.m.	Learning Strand Breakout Session B (separate link)

LITERACY ACADEMY **LIVE**

KEYNOTE SPEAKERS



KICKOFF:
MARYANNE WOLF

**The Science
(and Poetry) of Reading**



SERIES DAY 1:
PETER DEWITT

**The Power of
Teacher Efficacy and
Collaboration**



SERIES DAY 2:
ALFRED TATUM

**All Texts Belong to
All Students**



SERIES DAY 3:
JACK FLETCHER

Overcoming Dyslexia

LITERACY ACADEMY **LIVE**

LEARNING STRANDS

Birth-Kindergarten Entry (Emergent Literacy)

Strand Title	Presenter	Breakout Session Time	January Topic	March Topic	May Topic
Preparing Children to Become Readers and Writers	Lucy Hart Paulson	Session A (1-2 p.m.)	Oral Language	Phonological Processing	Print Awareness
Early Prevention of Language, Reading and Writing Difficulties	Julie Washington	Session B (2:30-3:30 p.m.)	Early signs of speech and language differences	Working with young learners with speech and language differences	Transitioning young learners with speech and language differences or linguistically diverse backgrounds to preschool and kindergarten

Kindergarten-Grade 5 (Early/Conventional Literacy)

Strand Title	Presenter	Breakout Session Time	January Topic	March Topic	May Topic
Shifting to Structured Literacy: Word Recognition	Jan Hasbrouck	Session A (1-2 p.m.)	Phonemic Awareness	Systematic Phonics	Sight Word Recognition
Shifting to Structured Literacy: Language Comprehension	Nancy Hennessy	Session B (2:30-3:30 p.m.)	An Informed Framework for Comprehension Instruction	The Critical Role of Vocabulary	The Critical Role of Background Knowledge
Intervention for Elementary Students	Tim Odegard	Session B (2:30-3:30 p.m.)	Screening	Designing Instruction and Using Decision Rules	Progress Monitoring

Grades 6-12 (Adolescent Literacy)

Strand Title	Presenter	Breakout Session Time	January Topic	March Topic	May Topic
Building a Literacy Culture	Josh Lawrence	Session A (1-2 p.m.)	Role of the Administrator	Cross Content Principles and Disciplinary Literacy	Intervention
Supporting ALL Learners to Build Literacy Skills in the Content Area Classroom	Dianna Townsend	Session A (1-2 p.m.)	Morphology	Academic Language	Scaffolding Texts
Reading Intervention for Older Students	Joan Sedita	Session B (2:30-3:30 p.m.)	Identifying Student Needs	Matching Students to Intervention	Progress Monitoring

Multi-Age (K-12)

Strand Title	Presenter	Breakout Session Time	January Topic	March Topic	May Topic
Writing Development	William Van Cleave	Session A (1-2 p.m.)	Transcription Skills	Syntax: The Link Between Sentence Writing & Sentence Comprehending	Building Foundational Paragraph Skills: The Intersection of Executive Function & Text Generation
Culturally Responsive Practices and Text Sets	Gholdy Muhammad	Session B (2:30-3:30 p.m.)	Cultural Considerations for Building Text Sets	Selecting Culturally Responsive Text Sets	Employing Text Sets in Lessons

LITERACY ACADEMY **LIVE**

2021 PRESENTERS

Peter DeWitt (January Keynote)

Peter DeWitt, Ed.D., is a former K-5 teacher and principal. He is an independent consultant who runs competency-based workshops and provides keynotes nationally and internationally focusing on school leadership (collaborative cultures and instructional leadership), as well as fostering inclusive school climates. His work has been adopted at both the state and university levels, and he works with numerous school districts, school boards, regional networks and ministries of education around North America, Australia, Europe and the U.K. Additionally, DeWitt is a Visible Learning Trainer working with John Hattie. He partners with Hattie on many workshops, keynotes and writing projects. DeWitt writes the Finding Common Ground column for Education Week, which has been in circulation since 2011. In 2020, DeWitt co-created Education Week's A Seat At the Table, where he moderates conversations with experts around race, gender, sexual orientation, research, trauma and many other educational topics. Additionally, DeWitt is the series editor for the Connected Educator Series (Corwin Press) and the Impact Series (Corwin Press) that include books by Viviane Robinson, Andy Hargreaves, Pasi Sahlberg, Yong Zhao and Michael Fullan. He is the 2013 School Administrators Association of New York State's Outstanding Educator of the Year and the 2015 Education Blogger of the Year (Academy of Education Arts & Sciences). DeWitt also sits on the panel of experts for NBC Universal's Education Nation.

Jack Fletcher (May Keynote)

Jack M. Fletcher, Ph.D., is a Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Psychology at the University of Houston. He received a BA degree from Davidson College in 1973 and a Ph.D. in clinical psychology from the University of Florida in 1978. For the past 30 years, Fletcher, a board-certified child neuropsychologist, has worked on issues related to child neuropsychology, including studies of children with spina bifida, traumatic brain injury and other acquired disorders. In the area of developmental learning and attention disorders, Fletcher has addressed issues related to definition and classification, neurobiological correlates and, most recently, intervention. Fletcher directs a Learning Disability Research Center grant and a long-term study involving genetic, neuroimaging and neuropsychological factors in spina bifida, both funded by the National Institute of Child Health and Human Development (NICHD). He served on the NICHD National Advisory Council, Rand Reading Study Group, National Research Council Committee on Scientific Principles in Education Research and President's Commission on Excellence in Special Education. The author of three books and more than 350 papers, Fletcher was the recipient of the Samuel T. Orton award from the International Dyslexia Association in 2003 and a co-recipient of the Albert J. Harris award from the International Reading Association in 2006.

Lucy Hart Paulson

Lucy Hart Paulson, Ed.D., CCC-SLP, is a literacy specialist with years of experience working with young children and their families in public school, Head Start, private and university settings. She is on the faculty of the Department of Communicative Sciences and Disorders at the University of Montana, sharing responsibilities for teaching, supervising, research and service. Hart Paulson is the lead author of Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood Educators; Building Early Literacy and Language Skills (BELLS), a resource and activity guide for young children; and Good Talking Words, a social communication skills program for preschool and kindergarten classes.

Jan Hasbrouck

Dr. Jan Hasbrouck is an educational consultant, author and researcher. She served as executive consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Hasbrouck worked as a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later became a professor at Texas A&M University. Hasbrouck has provided educational consulting to individual schools across the globe, helping teachers, specialists and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Her research in areas of reading fluency, reading assessment, coaching and second language learners has been published in numerous professional books and journals. She is the author and coauthor of several books, including *Conquering Dyslexia*, *Reading Fluency*, *The Reading Coach: A How-to Manual for Success*, and *Educators as Physicians*, along with some assessment tools. She also enjoys her volunteer work at her grandson's K-8 school in Seattle.



Nancy Hennessy

Nancy Hennessy is an experienced teacher, diagnostician and administrator who currently works as a literacy consultant. Nancy has worked across grade levels K-12 with both general and special educators. While in public schools, she provided leadership in the development of innovative curriculum for special needs students and a statewide revision of special education code, and she led a state-of-the-art professional development program for all teachers. She is a former Wilson Language Lead Trainer and National Trainer for Language Essentials for Teachers of Reading and Spelling (LETRS; Sopris-West). Hennessy has delivered keynote addresses, workshops and training to educators nationally and internationally on topics including professional development, strategic planning, and components of skilled reading and writing and dyslexia. She also has developed professional development offerings on reading instruction for the AIM Institute of Learning & Research and dyslexia for the North Carolina Department of Public Instruction. Most recently, Hennessy has focused on delivering virtual and in-person professional learning opportunities focused on reading comprehension. Hennessy has held various positions for the International Dyslexia Association, including president, branch council chair and national conference chair. She also served on the National Joint Committee for Learning Disabilities. She is an honorary member of the Delta Kappa Gamma Society, 2011 recipient of IDA's Margaret Rawson Lifetime Achievement Award, and recipient of the 2012 June Lyday Orton Award from the North Carolina Branch of IDA.

Josh Lawrence

Josh Lawrence is an expert on applied educational research and adolescent literacy. Lawrence completed a three-year post-doctorate program at the Harvard Graduate School of Education. During his time there, he led a randomized trial of the Word Generation program with Dr. Catherine Snow. One lesson from that work was that how a school chooses to implement instructional change is just as important as the quality of the program or strategy a school chooses to adopt. He was subsequently hired and tenured at the University of California, Irvine where he published extensively on how middle schools adopt cross-content area reading programs and how these initiatives can improve vocabulary and reading scores. He currently is a professor at the University of Oslo.

Gholdy Muhammed

Dr. Gholnecsar “Gholdy” Muhammad earned her Ph.D. in literacy, language and culture at the University of Illinois at Chicago (UIC). Her research has focused on the social and historical foundations of literacy in Black communities and how literacy development can be reconceptualized in classrooms today. She also is the recipient of multiple research awards from the National Council of Teachers of English, Georgia State University and UIC. She’s an associate professor at Georgia State University, where she also serves as the director of the Urban Literacy Collaborative and Clinic. Muhammed is the author of the book *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*.

Tim Odegard

Tim Odegard, Ph.D., is a professor of psychology and holds the Katherine Davis Murfree Chair of Excellence in Dyslexic Studies at Middle Tennessee State University, leading the efforts of the Tennessee Center for the Study and Treatment of Dyslexia. As a developmental cognitive psychologist, his research focuses on memory and language. His research in reading strives to identify factors that predict the response of individuals with dyslexia and related specific reading disabilities to intensive interventions and leverage this information to improve intervention efforts.

Joan Sedita

Joan Sedita, M.Ed., has been an educator and nationally recognized teacher trainer for more than 35 years. She is the founding partner of Keys to Literacy, a literacy professional development organization based in Massachusetts. Sedita is the author of four content literacy professional development programs (Key Comprehension Routine, Key Vocabulary Routine, Keys to Writing, The ANSWER Key Routine to for Extended Response) and a K-12 district literacy planning model (Keys to Literacy Planning). Beginning in 1975, she worked for 23 years at the Landmark School, a pioneer in the development of literacy intervention programs. As a teacher, principal and director of the Outreach Teacher Training Program at Landmark, Sedita developed expertise, methods and instructional programs that address the literacy needs of students in grades K-12. Sedita was one of the three lead trainers in Massachusetts for the Reading First Program. She was a national LETRS trainer and co-authored LETRS Module 11, Writing, A Road to Reading Comprehension with Louisa Moats. She also wrote the adolescent literacy chapter in Multisensory Teaching of Basic Language Skills and the writing chapter in The Fundamentals of Literacy Instruction and Assessment, 6-12. Sedita is an adjunct instructor at Endicott College and Fitchburg State University. She received her M.Ed. in Reading from Harvard University and her B.A. from Boston College.

Alfred Tatum (March Keynote)

Dr. Alfred Tatum has authored or co-authored close to 70 academic papers and publications, including three books on the topics of adolescent literacy, texts, and identity and the literacy development of African American boys. He is the author of the award-winning book, *Teaching Reading to Black Adolescent Males: Closing the Achievement Gap*. He also wrote the books, *Reading for Their Life: (Re) building the Textual Lineages of African American Males* and *Fearless Voices: Engaging a New Generation of African American Adolescent Male Writers*. He is the author on four major reading and writing programs used with millions of students throughout the U.S. Tatum is a literacy theorist and pragmatist who regularly leads community engagement and literacy initiatives involving African American boys in schools and juvenile detention centers. While serving as dean of UIC College of Education, Tatum continues to direct the UIC Reading Clinic, where he hosted the African American Adolescent Male Summer Literacy Institute from 2008-2012 to nurture the next generation of African American male writers. This institute was featured on a PBS documentary titled, *Too Important to Fail*. He also hosted *Boys College* for three years to advance the literacy development of African American boys in the elementary grades. He has led two Post-Release Education Projects for young men on intensive probation with Cook County probation after convincing the juvenile court judges to assign the young males to the UIC Reading Clinic instead of jail. He also volunteers to advance the literacy development of young men who will be transferred to adult prisons or jails. This work aligns with his moral compass to put his body in front of his work to advance humanity through literacy that he affectionately refers to as a tool of protection.

Dianna Townsend

Dr. Dianna Townsend's research centers on the academic language development of adolescent students, with specific attention to vocabulary, comprehension and disciplinary literacy. She examines both the unique academic language demands of the disciplines and effective instructional strategies to help students understand and use academic language in and across academic disciplines. Her current project, funded by the Spencer Foundation, is an intervention comparing how different types of background knowledge and academic language scaffolding impact the reading comprehension of multilingual adolescents. Townsend's work has been published in Reading Research Quarterly, The Elementary School Journal, The Journal of Adolescent and Adult Literacy, Reading and Writing: An Interdisciplinary Journal, and Topics in Language Disorders, as well as other journals and multiple books. Townsend is a Tibbetts Distinguished Teacher Award Winner. She created the innovative Virtual Reading Clinic in the online M.Ed. Program in Reading Curriculum & Instruction to support remote and rural teachers in a graduate-level practicum experience. Nationally, she serves as a principal member of the Education Research Scientific Review Panel with the Institute of Education Sciences in the U.S. Department of Education. She also is a member of the Reading Standing Committee for the National Assessment of Education Progress.

William Van Cleave

William Van Cleave is in private practice as an educational consultant whose specialties include morphology and written expression. An internationally recognized speaker with an interactive, hands-on presentation style, Van Cleave has presented on effective teaching practices at conferences and schools both in the U.S. and abroad since 1995. Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several Trainer of Trainers projects using his sentence structure approach; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. The author of three books, including Writing Matters and Everything You Want To Know & Exactly Where to Find It, as well as a number of educational tools and activities, Van Cleave has served as a classroom teacher, tutor and administrator in the private school arena at various points in his career.

Julie Washington

Dr. Julie Washington will join the University of California, Irvine School of Education in January 2021 from Georgia State University's College of Education and Human Development. At Georgia State University, she was chair and professor of the college's Department of Communication Sciences and Disorders. She also is co-director of the Center for Research on the Challenges of Acquiring Language and Literacy — a unique center focused on language and literacy research in high-risk, urban and impaired populations. Washington's work focuses on understanding cultural dialect use in African American children, with a specific emphasis on the impact of dialect on language assessment, literacy attainment and academic performance. Her work with preschoolers has focused on understanding and improving the emergent literacy skills to support later proficiency in high-risk groups, with a special focus on the needs of children growing up in poverty in urban contexts. Washington also directs a Learning Disabilities Research Innovation Hub, funded by the National Institutes of Health-Eunice Shriver National Institute on Child Health and Development. The research hub is focused on improving early identification of reading disabilities in elementary school-age African American children and includes a focus on children, their families, teachers and communities.

Maryanne Wolf (November Keynote)

Dr. Maryanne Wolf completed her doctorate at Harvard University, where she began her work in cognitive neuroscience and psycholinguistics on the reading brain, language and dyslexia. The author of more than 160 scientific articles, she designed the RAVE-O reading intervention for children with dyslexia. Along with Martha Denckla, she co-authored the RAN/RAS naming speed tests, a major predictor of dyslexia across all languages. Among her awards are the Fulbright Fellowship, Chapman University Presidential Fellow, Norman Geschwind and Samuel Orton Awards (the highest honors from the International Dyslexia Association), Distinguished Teacher of the Year awards from the state and national American Psychological Association, Eminent Researcher of the Year Award for Learning Disabilities (Australia), and both the Alice Ansara and Windward Researcher of the Year awards for her research on dyslexia. With Maureen Lovett and Robin Morris, she received the NICHD Shannon Award for Innovative Research. She received the Christopher Columbus award for Intellectual Innovation for her work as co-founder of Curious Learning, a global literacy initiative with deployments in Africa, India, Australia and rural United States and the Einstein Award from The Dyslexia Foundation for her work in dyslexia. She was a fellow (2014-2015) and research affiliate (2016-2017) at the Center for Advanced Study in the Behavioral Sciences at Stanford University. She currently is working with members of the Dyslexia Center in the UCSF School of Medicine and faculty at Chapman University on issues related to dyslexia. Wolf is an external advisor to the International Monetary Fund, a research advisor to the Canadian Children's Literacy Foundation and a frequent speaker at the Pontifical Academy of Sciences.