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**Thursday, May 13, 2010**  
**Hyatt Regency**

**8:30 – 9:15 AM**      **Registration and Continental Breakfast**

**9:15 – 9:30 AM**      **Welcome and Introductory Remarks**  
*Janice F. Almasi, Carol Lee Robertson Endowed Professor of Literacy,  
University of Kentucky College of Education*

***Keynote Address***

*Time:*            9:30 – 10:00 AM  
*Issue:*           *Response to Intervention: Multicultural Considerations*  
*Title:*            “RTI: Reconsidering ‘What Works’ with Culturally and  
Linguistically Diverse Students”  
*Speaker:*      **Patricia Edwards, Ph.D.**, Michigan State University



***Abstract:*** *This session suggests that cultural considerations should be made in implementing RTI with students from culturally and linguistically diverse backgrounds. Variations that could and should be made to the RTI framework when working with families and children will be discussed.*

**Patricia A. Edwards, Ph.D.**, is Distinguished Professor of Language and Literacy in the Department of Teacher Education and a Senior University Outreach Fellow at Michigan State University. She is a nationally recognized expert in parent involvement, home, school, community partnerships, multicultural literacy, early literacy, and family/intergenerational literacy, especially among poor and minority.

She received her B.S. in Elementary Education from Albany State University (Albany, Georgia); M.S. in Elementary Education from North Carolina A&T University; Ed. Specialist in Reading Education from Duke University; and Ph.D. in Reading Education from the University of Wisconsin-Madison.

She served as a member of the International Reading Association (IRA) Board of Directors from 1998–2001, and as the first African American President of the National Reading Conference, the

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world's premier reading research organization, for the 2006-2007 term. Dr. Edwards served as Vice President of the IRA in 2008-2009, currently serving as President-Elect in 2009-2010. At the closing ceremony of the Association's 55<sup>th</sup> Annual Convention in Chicago, Illinois on April 28, 2010, she became the 56<sup>th</sup> President in 2010-2011 and the only the fourth African American President in the association's history.

Her publications are rich with evidence and insights into issues of culture, identity, equity, and power that affects families and schools. As an African American researcher and educator herself, she has done much to build bridges and cross boundaries that have traditionally constrained African American children and youth. In the second decade of the new millennium, we now face tremendous problems of educating the diverse society in our country, and we have great need for educational reform and leadership that will address these problems. Through her leadership, research, and service, Dr. Edwards has contributed significantly to moving us forward in addressing the problems that face our diverse society.

It is not the quantity of scholarly output that gives Dr. Edwards' work a peerless sense, but also its theoretical and applied significance. Few scholars can claim that their research has had the force of shaping an entire field of study as only theoretically significant work can do. Perhaps this is so because giant strides in science are partly the product of timing and the state of knowledge in a discipline. Even so, it takes a keen mind and creative insight to seize the moment to break new ground, as Dr. Edwards was able to do.

Professor Edwards embodies Ghandi's counsel that "science without humanity" is one of the seven sins of the world. As a pioneer in her field of study, she bridged the worlds of families and schools, applying her knowledge of the lives and cultures of these people so that they could have the potential to discover, restructure, and transform education for low-income children.

She is the author of two nationally acclaimed family literacy programs—*Parents as Partners in Reading: A Family Literacy Training Program* and *Talking Your Way to Literacy: A Program to Help Nonreading Parents Prepare Their Children for Reading*. She is the co-author of *A Path to Follow: Learning to Listen to Parents*, co-author of *Change is Gonna Come: Transforming Literacy Education for African American Students*, author of *Tapping the Potential of Parents: A Strategic Guide to Boosting Student Achievement Through Family Involvement*, co-editor of *Best Practices in ELL Instruction*, author of the forthcoming book *Its Time for Straight Talk: Stories from the Field and Commentary About Successes and Failures in Reaching and Teaching Children of Color*, and co-author of the forthcoming book *Reaching Nontraditional School Families in Nontraditional Ways*.

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Thursday, May 13, 2010 (continued)



### **Keynote Address**

**Time:** 10:00 – 10:30 AM  
**Issue:** *Response to Intervention: Comprehension*  
**Title:** “Effective and Powerful Tier I Writing Instruction: The Self-Regulated Strategy Development (SRSD) Model”  
**Speaker:** **Janice Dole, Ph.D.**, University of Utah

**Abstract:** *RTI is based on solid, high-quality first instruction. The Self-Regulated Strategy Development Model (SRSD), developed by Steve Graham and Karen Harris, has been shown through a robust set of research studies to be an effective and powerful way to teach writing to students of all ages. This session will inform participants about the SRSD model, how it can be used with middle and high school students, and what research has demonstrated about the effectiveness of this instructional model.*

**Janice Dole, Ph.D.**, is Professor of Education in the Department of Educational Psychology at the University of Utah. She has published widely in the areas of comprehension and conceptual change learning and more recently in professional development and school reform. Her publications include articles in journals such as *Reading Research Quarterly*, *Review of Educational Research*, *The Elementary School Journal*, and *Reading and Writing Quarterly*. She is also co-author of the book, *Adolescent Literacy: Research to practice*. Dr. Dole has served as a member of the reading development panel for the National Assessment for Educational Progress (NAEP). She also was a panel member of the RAND Reading Study Group on reading comprehension. She has served on review panels for the Institute of Educational Services (IES) and the National Institute of Child and Human Development. She is currently a member of the *Committee on the Study of Teacher Preparation Programs in the United States* spearheaded by the National Research Council (NRC) of the National Academy of Sciences. In addition, Dr. Dole is currently a National Reading First consultant on comprehension instruction. In 1996, Dr. Dole began her current interest in school reform in reading and professional development in high-poverty schools. She co-authored Utah’s Reading Excellence Act (REA) for the Utah State Office of Education and was project co-coordinator as well as state technical assistant for the grant from 1999 - 2001. Thereafter, along with two colleagues in special education at the University of Utah, Dr. Dole received the evaluation grant for Utah’s Reading First. Currently, she is working on a grant related to writing strategies for at-risk adolescents.

**10:30 – 10:45 AM**

**Break**

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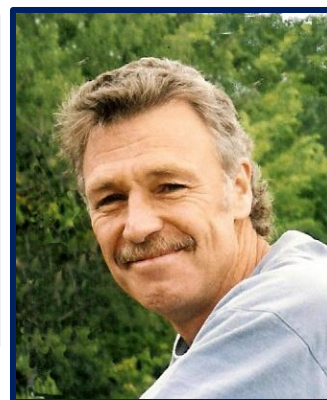
***Keynote Address***

*Time:* 10:45 – 11:15 AM

*Issue:* *Response to Intervention: Assessment*

*Title:* “IDEA, RTI, and the Prevention of Learning Disabilities”

*Speaker:* **Peter Johnston, Ph.D.**, State University of New York at Albany



***Abstract:*** *This session describes the logic of RTI and the kinds of school practices that follow from that logic, particularly the relationship between assessment and instruction. It shows the critical decisions we need to make, why some RTI structures and practices are more useful than others. This session will also address the question of “scientific, research-based” instruction as it relates to RTI.*

**Peter Johnston, Ph.D.**, is a Professor at the University at Albany-SUNY. He researches the consequences of the language practices in teaching and assessment for the literate lives of children and teachers. His recent books are; *RTI in Literacy: Responsive and Comprehensive* (2010), *Choice Words: How our language affects children’s learning* (2004), and *Critical literacy/critical teaching: Tools for preparing responsive teachers* (2005). He chairs the International Reading Association (IRA) and National Council of Teachers of English Task Force on Assessment Standards, and is a member of IRA’s RTI Commission. IRA awarded him the Albert J Harris Award for contributions to research on reading disability, and in 2006 he was elected to IRA’s Reading Hall of Fame.

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Thursday, May 13, 2010 (continued)



### *Keynote Address*

*Time:* 11:15 – 11:45 AM  
*Issue:* *Response to Intervention: Adolescence*  
*Title:* “Building a Collaborative Program for Strategy Learning: The Memphis Literacy Corps”  
*Speaker:* **Mark Conley, Ph.D.**, University of Memphis

**Abstract:** *In the fall of 2008, the largest tutoring effort for struggling readers was developed and implemented in Memphis. Across the school system, nearly thirty thousand children had been held back or retained in grade. The district data showed that these students continued in the system only to perform increasingly worse on literacy assessments. It was decided to implement a tutoring program for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> graders who had been retained with the idea that these students were most at risk of dropping out of school as they progressed through middle school. Drawing from research on effective literacy tutoring programs and strategy instruction, the Memphis Literacy Corps was conceived and implemented. Dr. Conley will talk about the team effort responsible for Memphis Literacy Corps as well as the design of the lessons implemented by the college age tutors. He will also discuss the evaluation of the program as well as the results of the first year's implementation.*

**Mark Conley, Ph.D.** After 21 years at Michigan State University, working in adolescent literacy and teacher education, Dr. Conley is at the University of Memphis working with strategy instruction with Memphis City Schools. His most recent project is the Memphis Literacy Corps, a tutoring program for children in grades 3, 4, and 5. The program uses college tutors to build literacy understanding and learning strategies as an alternative to retention.

**11:45 AM – 12:30 PM      Lunch**  
**(provided by the Kentucky Literacy Research Symposium)**

*Lunch will be served in the Thoroughbred 1 Suite of the  
Lexington Convention Center.*

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**Thursday, May 13, 2010 (continued)**

**Keynote Address**

**Time:** 12:30 – 1:15 PM  
**Issue:** *Response to Intervention: Multicultural Considerations*  
**Title:** “Engaging Invisible Voices: Increasing Cultural and Linguistic Knowledge to Improve RTI”  
**Speaker:** **Patricia Edwards, Ph.D.**, Michigan State University



**Abstract:** *This session discusses different strategies that teachers, literacy coaches, and other school personnel can adapt to get to know students and families as a way to improve RTI. Suggestions will be provided on how RTI can be implemented differently with children who come from culturally and linguistically diverse families. Ways in which educators can access information about children and families to broaden their cultural knowledge and apply it in RTI implementation will be highlighted.*



**Keynote Address**

**Time:** 1:15 – 2:00 PM  
**Issue:** *Response to Intervention: Comprehension*  
**Title:** “How the Self-Regulated Strategy Development Model Works in Tier I Settings”  
**Speaker:** **Janice Dole, Ph.D.**, University of Utah

**Abstract:** *This session will provide participants with concrete examples of how the SRSD model works in Tier I settings. Based on a summer institute with high school writers and a half-year long study with middle school writers, the session will present instructional examples, graphic organizers, and tips on how to use the model effectively with middle and high school students.*

**2:00 – 2:15 PM**

**Break**

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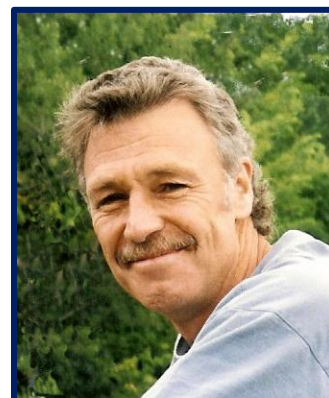
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***Keynote Address***

*Time:* 2:15 – 3:00 PM  
*Issue:* *Response to Intervention: Assessment*  
*Title:* “RTI and Assessment”  
*Speaker:* **Peter Johnston, Ph.D.**, State University of New York at Albany



***Abstract:*** *This session describes the pros, the cons, and the logic of a range of research-based assessment practices, in RTI, and how it fits into a systemic approach to RTI.*



***Keynote Address***

*Time:* 3:00 – 3:45 PM  
*Issue:* *Response to Intervention: Adolescence*  
*Title:* “When Is A Strategy?”  
*Speaker:* **Mark Conley, Ph.D.**, University of Memphis

***Abstract:*** *Building on work in teacher education and with schools in adolescent literacy, Dr. Conley will discuss misconceptions about strategy instruction as well as the potential for strategy development in young children, with adolescents, in college, and in the workplace.*

**3:30 – 5:00 PM**      **Reception**  
**(provided by the Kentucky Literacy Research Symposium,**  
**in the Hyatt Regency Foyer and Ballroom 3)**

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