2022 FOX READING CONFERENCE

Research to Practice: Uniting Knowledge and Instruction

March 26, 2022

presented by
The Tennessee Center for the Study and Treatment of Dyslexia

with the generous support of
The Tom and Elizabeth Fox Endowment for Reading

Welcome to the 2022 Fox Reading Conference!

The staff of the Tennessee Center for the Study and Treatment of Dyslexia enthusiastically welcomes the educators, administrators, school psychologists, and support professionals who are attending. We extend our deep appreciation to our presenters for sharing their knowledge, experience, and passion for literacy with us today. Thank you, Dr. Weeden, Dr. Al Otaiba, and Ms. Wilson.

TENNESSEE CENTER FOR THE STUDY AND TREATMENT OF DYSLEXIA STAFF

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and School Outreach

Timothy Odegard, Ph.D.
Katherine Davis Murfree Chair of
Excellence in Dyslexic Studies

AGENDA

8:30 - 8:45	Welcoming Remarks
8:45 - 10:15	Houston, We Have a Literacy Crisis. Analyzing Outcomes of Adults to Inform the Implementation of Dynamic Systems Change that Fulfills the Promise of Reading Success for All Dr. Tracy Weeden
10:15 - 10:30	Break
10:30 - 12:00	Supporting Effective Interventions within Response to Intervention and Multi-tiered Systems of Support Dr. Stephanie Al Otaiba
12:00 - 12:30	Break
12:30 - 2:00	Advanced Orthographic Mapping: How the Science of Reading Informs Foundational Reading Instruction Beyond Phonemic Awareness and Phonics Barbara A. Wilson, M.Ed.
2:00 - 2:10	Closing Remarks

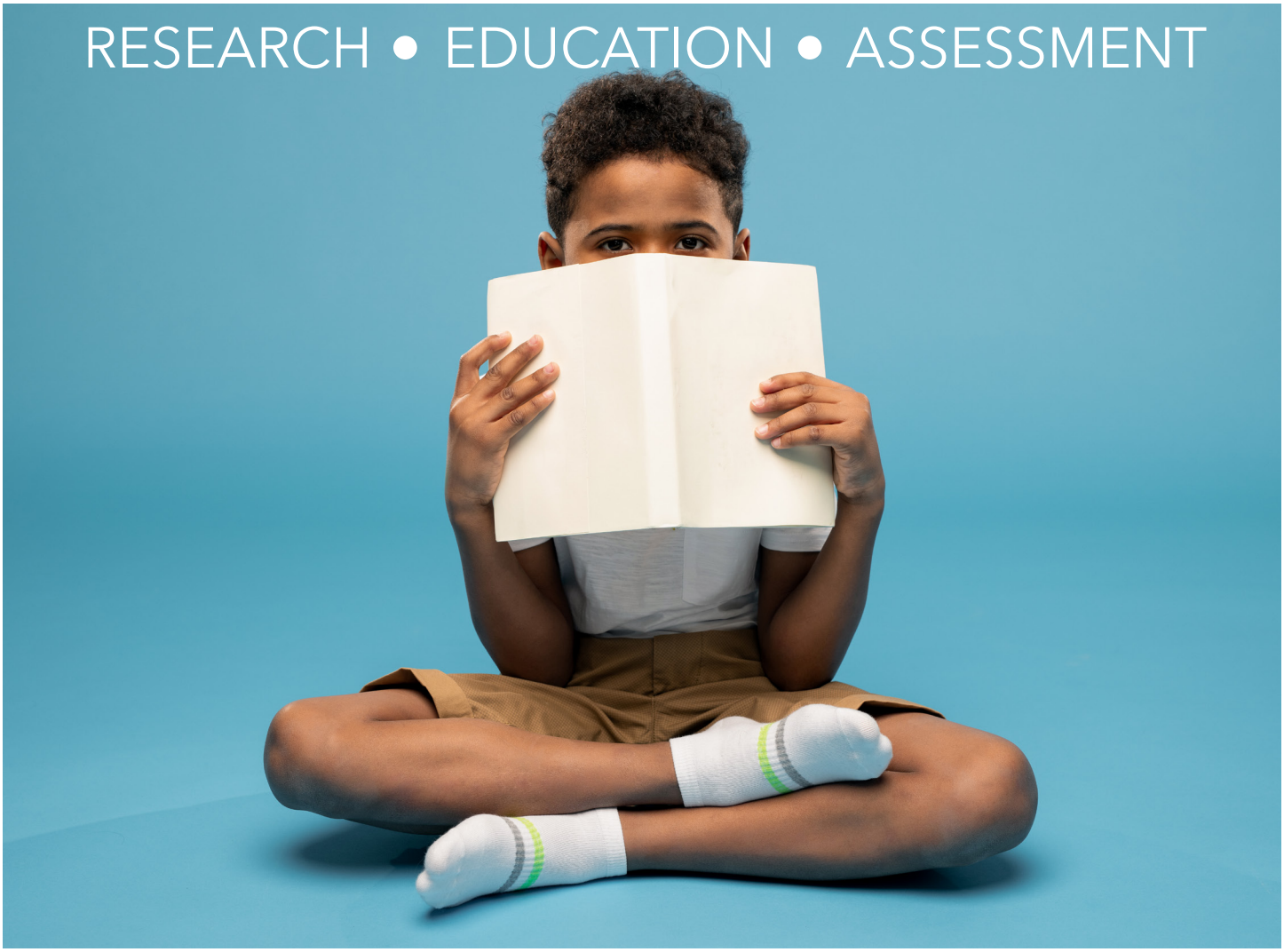
Note: Times listed are in Central Daylight Time (CDT)

The Tom and Elizabeth Fox Endowment for Reading

Mr. Tom Fox was an alumnus of MTSU and served with the U.S. Marine Corps in WWII, retiring as a lieutenant colonel. He continued his education at the University of Tennessee College of Law and went on to a career as an educator and lawyer. Mr. Fox served two terms as a senator in the Tennessee state legislature. Mrs. Elizabeth Fox served as a secretary with the Tennessee state legislature, the Tennessee Department of Education, and the Tennessee State Attorney General's office, and she assisted Mr. Fox in his law practice.

Mr. and Mrs. Fox established the Tom and Elizabeth Fox Endowment for Reading at Middle Tennessee State University for the purpose of developing professional education experiences for educators. For nearly 30 years a reading conference has been offered by MTSU, bringing to campus outstanding and nationally known educators in the field of reading, reading research, and learning disabilities. The gift of learning provided by the Tom and Elizabeth Fox Endowment for Reading continues to add personal enrichment and professional development opportunities for practicing educators in Tennessee and beyond, as well as for students who are pursuing a career in education.

We are very grateful for their generosity.



Tennessee Center for the Study and Treatment of Dyslexia

Translating research to practice for over 25 years

The center provides high-quality professional development for educators, resources, and tools to support evidence-based reading instruction and intervention for all students.

Visit mtsu.edu/dyslexia to learn more.

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Currey Ingram's Center for OutReach Education (CORE) provides free early reading screenings to K-2 students in the Nashville community and beyond. A trained staff member will administer the assessment (virtually or in-person on Currey Ingram's campus) and evaluate phonics, fluency, vocabulary, comprehension and more. Contact for more info.

SUMMER CAMPS

Our summer camp programs provide fun, individualized and meaningful experiences for kids. Our camps include the ADHD Summer Treatment Program, the ASD Summer Treatment Program, the Reading Intensive Program, the Writing Intensive Program, and more. Currey Ingram has a range of programs available to all ages.

PATHWAYS PROGRAM

Currey Ingram has partnered with AIM Academy to launch the Pathways to Proficient Reading professional development initiative and implement it in our classrooms. This course is designed to help educators understand and apply the science of reading instruction. The program is accredited by the International Dyslexia Association.

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Educator Knowledge of Reading Research Opportunity

WHAT IS THE PROJECT ABOUT?

We are researching what educators across North America know about reading and reading instruction. To help us do so, we are developing a test that measures educators' knowledge of reading and reading instruction! And we need your help because we need educators who serve in different roles to complete our measure. So, we are reaching out to schools and districts to collaborate and to serve as sites for norming the test.

WHAT WILL YOUR SCHOOL/DISTRICT NEED TO DO?

- Provide us a list with emails and roles for a cross-section of educators (e.g., teachers, instructional coaches, school psychologists or diagnosticians, administrators, etc.). All information is kept confidential!
- The entire survey takes approximately 60-90 minutes to complete. It can be taken all at once or over multiple sessions.
- We will work with you to customize some of the background items to best fit your group. Then, each educator will be sent a personal link to the reading knowledge survey via email.

WHAT ARE THE BENEFITS?

Individuals: Each individual receives an email summary of personal results on the knowledge measure.

Sites (i.e., schools or districts): Each site receives a report with an overall snapshot of their group's prior training, perceptions of knowledge and practice, and performance on the knowledge test. Sites can use this report to guide staff development.

TO FIND OUT HOW YOUR SCHOOL OR DISTRICT CAN BECOME A NORMING SITE CONTACT THE PRINCIPAL INVESTIGATORS

Dr. Tim Odegard
tim.odegard@mtsu.edu

Dr. Emily Farris
emily.farris@mtsu.edu

Protocol ID = 21-2052 7q
Approved: 10-21-20
Expires: 10-31-22

Tennessee Center for the Study and Treatment of Dyslexia
MIDDLE TENNESSEE STATE UNIVERSITY

TRACY WEEDEN, Ed.D.

Dr. Tracy Weeden is a seasoned leader dedicated to advancing literacy success for all and academic excellence for children regardless of ZIP code. Dr. Weeden has spent her career developing innovative academic programs while scaling transformational systems change.

While serving for the past five years as president and CEO of Neuhaus Education Center (NEC), Dr. Weeden has expanded the reach and impact of the Neuhaus Education Center from a local nonprofit to having a broader impact across the state of Texas and on a national and international level. The NEC mission provides evidence-based professional learning to educators, information and resources to families, and adult literacy services.

Prior to serving at NEC, Dr. Weeden was the executive director of academic planning for Scholastic Achievement Partners. Dr. Weeden also spent five years as the assistant superintendent of curriculum, instruction, and assessment for the Houston Independent School District. In the Katy ISD, Dr. Weeden served as a high school English teacher, a recruiter, and then as the coordinator of personnel development in its central office. Dr. Weeden also served as a middle school dean of instruction in Katy ISD. Her roots are in her beloved city of Detroit, where she served as a high school English and Theatre Arts Teacher. Dr. Weeden professes to always remaining a teacher at heart.

A graduate from the University of Detroit with a B.A. in Speech Communications and English, Dr. Weeden also received her M.Ed. and Ed.D. in Educational Leadership from the University of Houston and is a loyal Cougar.

Session 1

Houston, We Have a Literacy Crisis. Analyzing Outcomes of Adults to Inform the Implementation of Dynamic Systems Change that Fulfills the Promise of Reading Success for All

Reading success for all should be a human right, regardless of where we come from or how our brain is uniquely wired. The stakes are incredibly high for children with dyslexia. We will back track from what happens to adults who leave school systems as functionally illiterate to understand what awaits children who do not receive dyslexia intervention or therapy. What should the new social contract offer parents who need their children prepared for a knowledge economy, regardless of learning disability, ZIP code, or cultural experiences?

CULTIVATING A LITERACY CULTURE

A comprehensive literacy initiative involves the community and all levels of a school or district–teachers, instructional coaches, and leadership.

TEACHERS

***Teachers** are responsible for directly engaging students with high impact evidence-based instruction*

Teachers use evidence-based practices to provide comprehensive literacy instruction in a thoughtful, integrated manner (i.e., phonemic awareness, phonics, vocabulary, syntax, and reading comprehension).

LITERACY COACHES

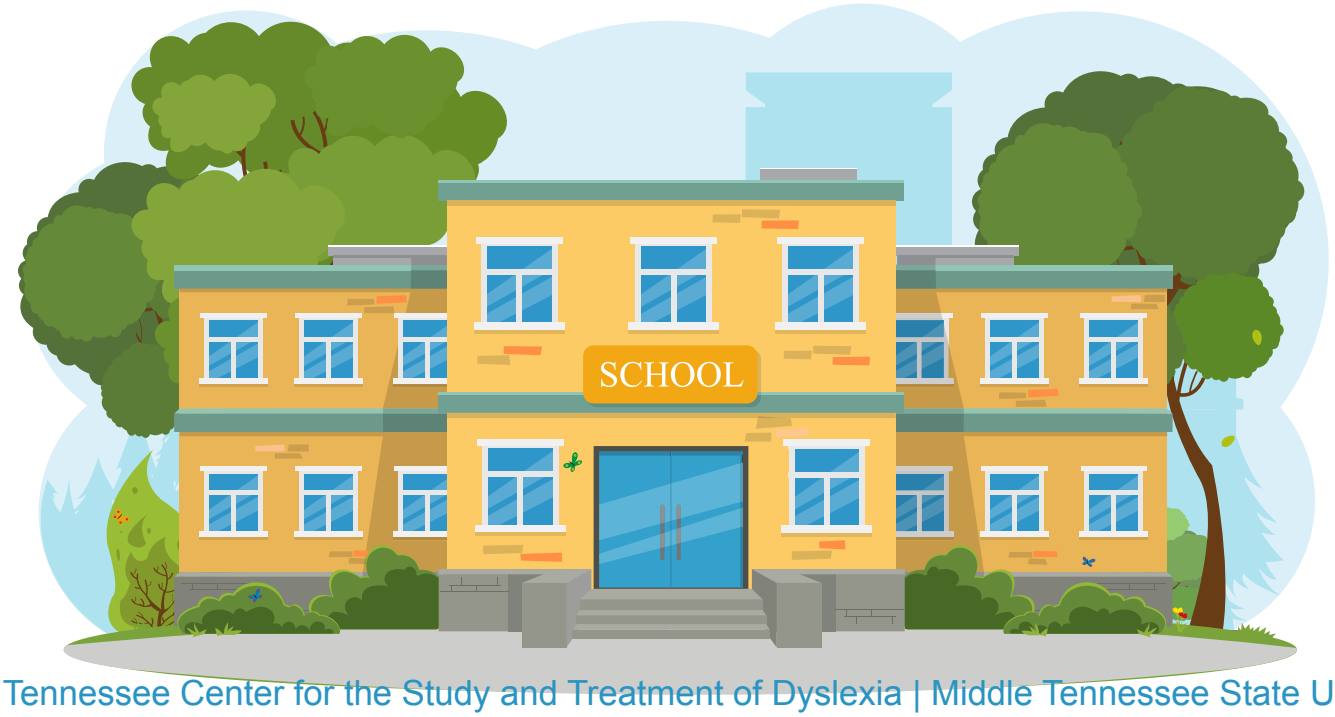
***Literacy coaches** are responsible for directly supporting teachers in their delivery of reading instruction*

Literacy coaches support teachers in their use of evidence-based practices for each domain of comprehensive literacy.

LEADERSHIP

***Building leadership** is responsible for supervising building staff and setting the literacy culture of a school*

School leaders provide systems of support to aid teachers with using evidence-based practices for comprehensive literacy.



DOs & DON'Ts
OF EDUCATOR PRACTICES
LITERACY CULTURE

DOs	DON'Ts
TEACHERS	
• Provide explicit instruction in all aspects of comprehensive literacy • Provide high levels of student-teacher interaction, thoughtful text selection, and corrective feedback • Use timely sources of student data to differentiate instruction	• Only focus on leveled texts and embedded word reading instruction • Only have students practice by reading silently and then answering comprehension questions • Only focus on state reading tests and benchmark testing data
LITERACY COACHES	
• Support teachers with providing instruction in all aspects of literacy • Regularly observe teachers, co-teach and model evidence-based instructional practices in all aspects of comprehensive literacy instruction	• Only support teachers with using guided reading • Infrequently observe teachers to provide coaching support • Only observe teachers and their practices
LEADERSHIP	
• Regularly observe teachers and literacy coaches • Focus on instructional practices • Follow up observations with feedback • Be mindful of universal screening data and other indicators of student learning outcomes	• Infrequently observe literacy coaches and teachers • Only focus on student behavior • Fail to give feedback to teachers and coaches about their instruction • Only focus on high-stakes student data, such as state reading tests

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The best way to get to know Gow is to visit! Call 716.687.2001 or visit gow.org/summer-programs to learn about the admissions process and schedule your visit!

Morning Academics | Afternoon Activities | Weekend Adventures

STEPHANIE AL OTAIBA, Ph.D.

Stephanie Al Otaiba is the Patsy and Ray Caldwell Centennial Chair in Teaching and Learning at Southern Methodist University. She is also a faculty affiliate of the Florida Center for Reading Research, where she previously taught at Florida State University. She received her doctorate in special education from Vanderbilt University. A former special education teacher, her research focuses on early literacy interventions for students with or at-risk for disabilities, response to intervention (RTI), multi-tiered systems of support (MTSS), and teacher training. She is the author or coauthor of over 140 journal articles and book chapters. She is the editor of the Journal of Learning Disabilities, serves on review boards for many journals in education and psychology, and was an associate editor for Education Researcher and Elementary School Journal. She serves on the board of directors for the International Dyslexia Association.

Session 2

Supporting Effective Interventions within Response to Intervention and Multi-tiered Systems of Support

This presentation will describe ways to support effective interventions from both a school system and a classroom level. Response to Intervention (RTI) approaches focus specifically on academics, such as reading, whereas Multi-tiered Systems of Support (MTSS) are broader and include supports not only for academics, but for behavior and social emotional learning as well. There are several shared core components for RTI and MTSS including evidence-based core instruction, universal screening for risk, evidence-based interventions that increase in intensity, and more frequent formative progress monitoring. At the school level, it is important that data-based decision making has consistent procedures for identifying risk, that explicit and systematic core reading and intervention programs are available, and that teachers receive professional development and coaching to support their use of data to guide instruction within their classrooms.

Neuhaus Education Center

WE HELP DISTRICTS

WE HELP EDUCATORS

WE HELP FAMILIES

WE HELP ADULT LEARNERS

WE KNOW READING

Founded in 1980, Neuhaus Education Center is a 501(c)(3) educational organization dedicated to promoting reading success for all. Neuhaus provides evidence-based training and support to teachers, supplies information and resources to families, and offers direct literacy services to adult learners.

Neuhaus has more than 40 years of experience in research, instruction and teacher training in the areas of dyslexia and related reading disabilities. We also have evidence-based, independently verified professional learning programs designed specifically for teachers of children from economically disadvantaged families.

Neuhaus meets the standards of the International Dyslexia Association and is accredited by the International Multisensory Structured Language Education Council. Our professional staff members are certified by the Academic Language Therapy Association.

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What We Offer Educators

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- Information about dyslexia and related disorders
- Free, online information sessions

What We Offer Adult Learners

- Reading and spelling classes for adults
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BARBARA WILSON, M.Ed.

Barbara Wilson is the co-founder and president of Wilson Language Training, which provides materials and professional learning throughout the country. She has worked to improve the lives of individuals with dyslexia for over 30 years. She is the author of three programs: Wilson Reading System® for students with dyslexia, now in its 4th edition; Wilson Just Words® an intervention for older students with a word-level deficit; and Fundations® for students learning to read in K-3. She developed and oversees graduate courses and clinical practicums that lead to Wilson® Dyslexia Practitioner and Therapist certifications, which are accredited by the International Dyslexia Association (IDA). This certification is also an integral component for several university programs.

She is a founding member of the Global Implementation Society as she is dedicated to implementation and recently co-edited an International Dyslexia Association publication on this subject with an emphasis on how to bridge the gap between research, educational legislation, and classroom instruction. At Wilson Language Training, she assures that the principles of implementation science are incorporated into their literacy work with districts throughout the country.

She provides professional expertise for several organizations and efforts dedicated to reading and dyslexia. She is also a reviewer and contributor to the International Dyslexia Association's fact sheets for parents and educators.

In 2015, she testified in front of the U.S. House of Representatives Committee in support of H.R. 3033, the Research Excellence and Advancements for Dyslexia (READ) Act, which was later signed into law. She has been awarded honorary doctorates from two Massachusetts institutions: Becker College and Fitchburg State University.

Session 3

Advanced Orthographic Mapping: How the Science of Reading Informs Foundational Reading Instruction Beyond Phonemic Awareness and Phonics

Skilled readers must establish sufficient word-level proficiency so that words are recognized automatically. In this session, Barbara Wilson will draw on the science of reading that forms the underlying basis for all reading instruction to discuss the key elements necessary to firmly establish phoneme/grapheme correspondence and beginning decoding skills. Additionally, she will describe the critical importance of going well beyond that to help students establish orthographic memory of words at more advanced levels. Lastly, she will describe how building knowledge, from the beginning, is a key component of foundational reading instruction.

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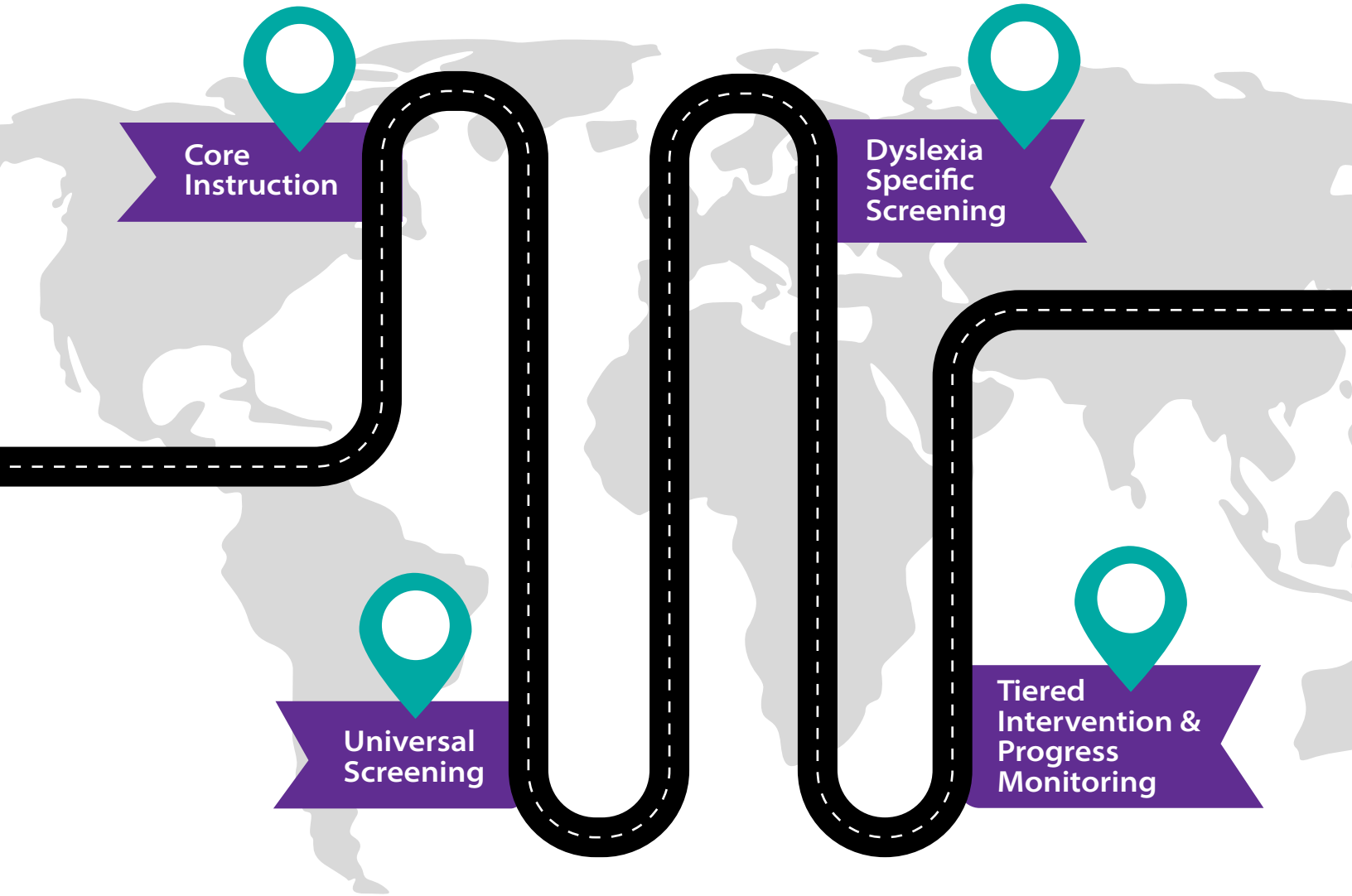
FROM THE DISTRICT TO THE READING TEACHER: A ROADMAP FOR USING SCREENERS TO IDENTIFY STUDENTS WITH CHARACTERISTICS OF DYSLEXIA

JUNE 14, 2022 | 8:15 AM – 2:00 PM (Central Time)



Live webinar with demonstrations and moderated Q&A

Tennessee Center for the Study and Treatment of Dyslexia

MIDDLE TENNESSEE STATE UNIVERSITY

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The mission of The Erika Center at Bodine School is to provide individuals with dyslexia in the Mid-South community with practical resources to transform and empower.

The Erika Center
at BODINE SCHOOL

For more information, contact:
Gay Landaiche, Director
glandaiche@bodineschool.org
901-203-3884
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Professional Development

The Fox Reading Conference has been approved for 4.5 continuing education hours by ALTA and CERI. Certificates of attendance will be issued to preregistered attendees. Hours of attendance will be calculated by the meeting platform's software. Attendees are responsible for submitting certificates of attendance to their respective organizations for professional learning credit.

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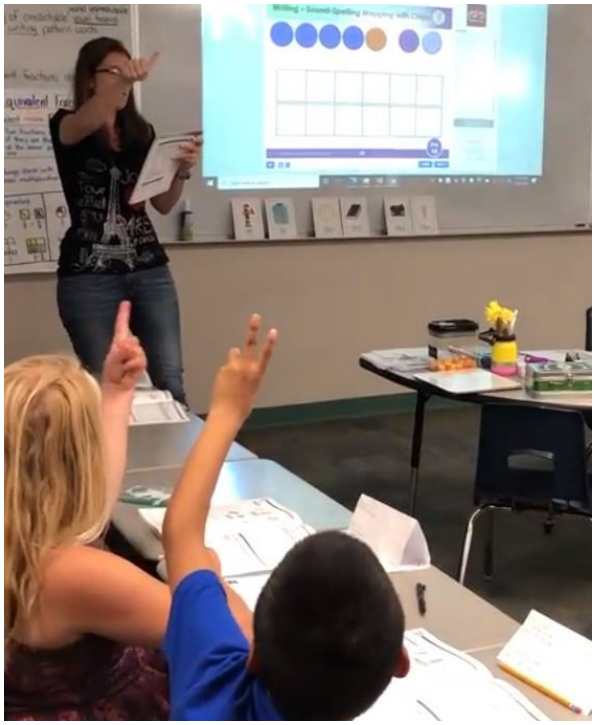

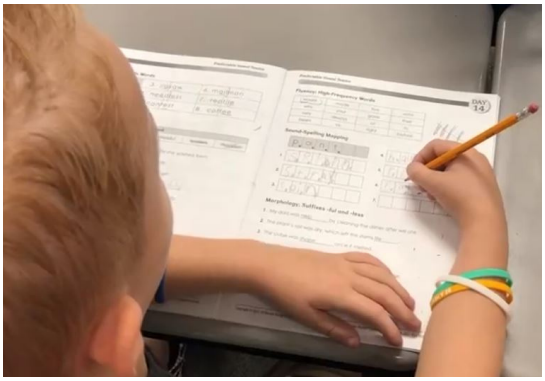

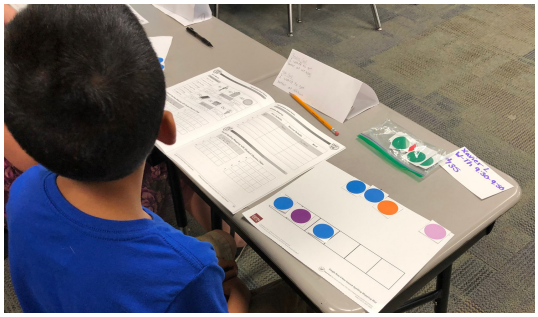

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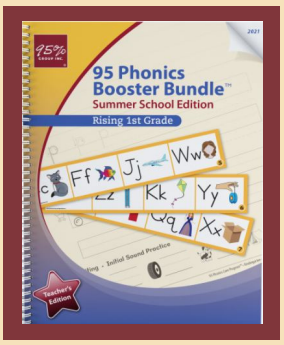

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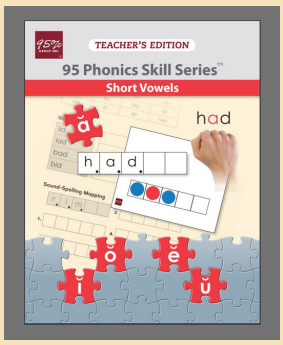

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