

## Joan Sedita

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### Education

- **Harvard University**, Cambridge, MA: M Ed Reading Education, 1980
- **Boston College**, Chestnut Hill, MA: BA – Magna Cum Laude, 1975

### Recent Experience

*1998 – present*

**Keys to Literacy**, 319 Newburyport Turnpike, Suite 205, Rowley, MA 01969 (MA office)

**Founding Partner and Director:** Keys to Literacy (KTL) is a literacy consulting and professional development provider that works with school districts throughout the country. Each year KTL works with over 250 schools, districts, and state agencies. In addition to tending to the requirements of running a business of 20 employees (e.g., hiring of trainers and office staff; account management; supervising scheduling, invoicing, product development; participating in marketing efforts, etc.), Joan has participated in the following projects:

- **Sample Regional and Statewide Activities**
  - **Massachusetts Department of Education:** One of 3 lead trainers for Reading First Initiative (2003-2007); member statewide Adolescent Literacy Planning Team (2005-2006); member statewide Striving Readers Literacy Planning Team (*current*); development of district literacy planning model and technical assistance provider (2009-*current*)
  - **New Hampshire Department of Education:** Consultant to “New Hampshire Reads” statewide middle school literacy initiative (2007-2010).
  - **The North Carolina State Improvement Project II (NC SIP II):** KTL programs designated as choice for literacy program implementation
  - **New England League of Middle Schools:** KTL and NELMS partnership to provide content literacy professional development to middle schools across New England (*current*).
  - **Rhode Island Department of Education:** member statewide Striving Literacy Planning review team (*current*)
  - **Adolescent Literacy Conferences (MA, NH, NY):** Partnered with universities and other literacy organizations to sponsor, develop and conduct one-day conferences.
- **Sample Literacy Consulting and Teacher Training Activities**
  - **MA Literacy Partnerships Grant Project:** Chosen by 22 districts in 2009-10 and 25 districts in 2010-11 to provide year-long literacy professional development
  - **Philadelphia Public Schools:** Piloting KTL Literacy Planning and comprehension program with 3 schools
  - **The Reading Institute, Williamstown, MA:** Develop and deliver state-approved graduate courses for Reading Licensure program (2006 – *current*)
  - **SERESC (Southeastern Regional Educational Service Center), NH:** Deliver professional development courses for topics including district literacy planning, writing instruction, literacy coaching, content literacy instruction.
  - **Long-term literacy professional development:** Working with over 100 districts annually to develop literacy professional development plans and deliver training to teachers. Sample districts:
    - **Lowell School District, MA:** trained all grades 6-10 teachers for comprehension and vocabulary instruction (2008 – *current*)
    - **Pawtucket School District, RI:** trained all middle school teachers for comprehension instruction (2009 – *current*)

- **Brattleboro Middle School, VT:** trained all teachers in content literacy instruction (2009 – current)
- **Lewiston Public Schools, ME:** trained teachers in comprehension and vocabulary programs
- **Kinnelon Middle and High Schools, NJ:** trained teachers in comprehension program
- **Conval Regional District (Peterborough), NH:** trained all teachers in grades 5-12 for vocabulary, comprehension and writing instruction
- **Austin, TX:** trained teachers from all Austin middle schools in comprehension program
- **Consultation for District-Wide Literacy Planning:** Assistance to districts to assemble literacy planning teams to conduct self-assessment of current literacy status and develop literacy action plans. Components covered in the model include: development of K-12 literacy assessment plans, use of data to drive instruction, Tiered instruction (RTI), literacy instruction to all students, literacy interventions, professional development planning, family/community involvement.

**Fitchburg State College, MA and Endicott College, MA:** Adjunct Instructor (2005 – current)

**Sopris West/Cambium Learning:** National LETRS (Language Essential for Teachers of Reading and Spelling) author and trainer (2004-2009)

**Kurzweil Educational Services, Bedford, MA:** Author and consultant to software development team – adaptive technologies for individuals with learning disabilities (1999-2009)

### **Past Experience**

1975 – 1998

**Landmark School, Prides Crossing, MA**

Landmark is one of the largest day and residential schools for students with learning disabilities (over 600 student per year). Landmark also sponsors the Landmark Outreach Program for professional development and the Landmark Research Institute.

Began working at Landmark 4 years after it was founded, and played a significant role in the growth and development of the institution. Participated in :

- *The design of elementary, high school, and college programs*
- *The development of reading/language arts teaching curriculums, materials and diagnostic assessment tools*
- *The supervision of hundreds of tutorials and classes, including IEP reporting and individual student case management*
- *The training of thousands of educators at Landmark and throughout the United States*
- *The hiring /management of over 300 employees, and annual program budgets exceeding \$1 million*

#### ***Positions Held at Landmark:***

- **Director**, Outreach Teacher Training Program
- **Senior Member**, Landmark Administrative Team and Long-Range Planning Board Committee
- **Director/Principal**, Landmark South Campus (high school)
- **Founder/Director**, Landmark College Program
- **Director**, Landmark Marketing and Public Relations
- **Lead Coordinator**, 10-year re-accreditation process
- **Department Chair**, Language Arts/Study Skills Department
- **Supervisor**, Language Arts Tutorials
- **Psycho-Educational Tester**
- **Tutor/Teacher/Dormitory Team Member**

## **Additional Experience**

- **Children's Hospital Medical Center**, Boston, MA. School Function Clinic – Education specialist for evaluation teams (1982)
- **Educational Testing Service, Praxis Reading National Advisory Committee.** (2005-2006)
- **AdLit.org** (National website for adolescent literacy): Member “Ask the Experts” (2008 – present)
- **Ldonline.org** (National website for learning disabilities): Member “Ask the Experts” panel (1999)
- **Learning Disabilities Network**, Hingham, MA: Conference planning member, consultant to board (1993-2002)
- **LD Worldwide:** Board of Directors (2006-2008)

## **Publications**

### ***Professional Development Programs (including trainer PowerPoints, training materials and activities, training books)***

- The Key Comprehension Routine (2003), Second Edition (2010)
- The Key Vocabulary Routine (2005, 2009)
- The ANSWER Key to Open Response (2008)
- Keys to Literacy Planning: A Model for District-Wide Literacy Planning (2008)
- The Key Writing Routine (2012)

### ***Book Chapters***

- *Adolescent Literacy: Addressing the Needs of Students in Grades 4-12* (2010). In J.R. Birsh (Ed), *Multisensory Teaching of Basic Language Skills*, 3<sup>rd</sup> Edition, Brookes
- *Learning to Write and Writing to Learn* (2013). In M.C. Hougen (Ed), *Fundamentals of Literacy Instruction & Assessment: 6-12*. Baltimore: Paul H. Brookes

### ***Books***

- *Writing: A Road to Reading Comprehension* (LETRS Module 11) co-author with Louisa Moats (2004) Sopris West
- *Guide to Effective Vocabulary Instruction* (2005) (author) Kurzweil Educational Services
- *Active Learning and Study Strategies* (2003) (author) Kurzweil Educational Services
- *Kurzweil 3000 Study Skills Guide* (1999) (author) Kurzweil Educational Services
- *The Landmark Study Skills Guide* (1989), Second Edition (2001) (author) Landmark School Publishing
- Keys to Literacy Publications:
  - *The ANSWER Key to Open Response* (2009) (author) Keys to Literacy
  - *The Key Comprehension Routine* (2003, 2<sup>nd</sup> edition 2010) (author) Keys to Literacy
  - *The Key Vocabulary Routine*, 2005 (author) Keys to Literacy

### ***Articles***

- A Primer on Adolescent Literacy. Primer, Vol 39, No. 2 2010.
- Adolescent Literacy: Addressing the Needs of Students in Grades 4-12. The VOICE, Journal of the Massachusetts Speech Language Hearing Association. Fall, 2010.
- Adolescent Literacy: A Schoolwide Approach. SEEN Magazine (SouthEast Education Network). Winter, 2009.
- Effective Vocabulary Instruction. Insights on Learning Disabilities. Vol 2, No. 1 March 2005
- What Every Educator and Parent Should Know About Reading Instruction, The Journal of the LDA of Massachusetts, 2003
- Organization and Study Skills: Tips for Parents, The Journal of the LDA of Massachusetts, 2001
- Study Skills: Crucial for the Student with LD, The Exchange, Journal of The Learning Disabilities Network, Summer 2000
- Organizational Strategies, Their World, National Center for Learning Disabilities annual journal, 1998/99 edition
- Learning Strategies and Study Skills, Perspectives, Journal of the International Dyslexia Association, Fall 1998 (contributing editor)

- Helping Your Child with Organization and Study Skills, Gazette, Journal of the LDA of Massachusetts, four-part article, 1998 & 1999 editions
- Learning to Learn: Study Skills, Exchange, Mass. Title I Dissemination Project newsletter, Spring 1996
- A Call for More Study Skills Instruction, Gazette, Journal of the LDA of Massachusetts, December 1994
- Section 504: Help for the Learning Disabled College Student, Harvard Graduate School of Education position paper, Landmark Press 1980
- A Screening Procedure for the Identification of Specific Learning Disabilities Among Dental Students, Journal of Dental Education, 1983

## **Conference Presentations Delivered**

### ***National Professional Conferences***

- Council for Exceptional Children, 2012, Denver, CO
- International Dyslexia Association National Conference, 2012, Baltimore
- International Dyslexia Association National Conference, 2011, Chicago
- Reading First, Atlanta, GA, 2009
- National LETRS Conferences: 2009 New Orleans; 2008 Nashville; 2007 Austin, TX
- Technology, Reading and Learning Diversity National, San Francisco, 2008
- International Dyslexia Association National Conferences (2005, Denver; 2004, Philadelphia; 2002 Atlanta; 1997 Minneapolis; 1996 Boston; 1994 Los Angeles; 1993 New Orleans; 1992 Cincinnati)
- Council for Exceptional Children, National Conference, 1998 Minneapolis
- Learning Disabilities Association of America, International Conferences (2003 Chicago; 2000 Reno; 1997 Chicago, 1995 Orlando; 1994 Washington, D.C.; 1993, San Francisco; 1992 Atlanta; 1986 New York; 1985 San Francisco; 1984 New Orleans; 1983 Washington, D.C.)
- Assistive Technology Industry Association National Conference, Orlando Florida, 2004

### ***State and Local Professional Conferences***

- 2012, Utah State DOE – Personnel Development Center, Salt Lake City, UT
- 2013 Keynote, Indiana Department of Education, Statewide Literacy Conference, IN
- 2010, 2011, 2012 NC Department of Public Instruction – winter and summer literacy institutes
- 2011, 2010, 2008, 2007 Pennsylvania Training & Technical Assistance Network, Harrisburg and Philadelphia, PA
- 2011, 2012 AZ Dept. of Education sponsored trainings
- 2011, 2012 Response to Intervention Conference, NC
- 2011 MA Association of Approved Private Schools
- 2011 MA Reading Association State Conference
- 2011 New York IDA State Conference
- 2010 Hudson River Teacher Center, Yorktown Heights, NY (Keynote, Adolescent Lit Conf)
- 2010 Long Island Regional Center, New York Adolescent Lit Conf
- 2010, 2009, 2008 NY IDA, New York (2008 Keynote)
- 2010, 2009 Mass. Branch IDA, Boston, MA
- 2009 NY DOE – RTI Conference, Albany, NY
- 2009, 2007, 2005 Mass. Reading Association, MA
- 2009 Mass. CACE Annual Conference (Keynote), MA
- 2009 Connecticut Reading Association, CT
- 2008 Mass Title I Dissemination Annual Conference, MA
- 2008 Rocky Mountain IDA, Denver, CO
- 2008 IL IDA, Chicago, IL
- 2007 Ohio Valley Branch IDA, Cincinnati, OH
- 2007 NH Science Teachers Annual Conference, NH
- 2006, 2007 LD Worldwide Annual Conference, Waltham, MA
- 2006, 2003 Hawaii Branch of International Dyslexia Association, Honolulu
- 2006 Northern Ohio IDA Conference, Cleveland, OH
- 2005 Reading Reform Foundation, Annual Conference, NY
- 2005 Houston IDA, TX
- 2005, 2004 Mass. Title I Conference
- 2004, 2003, 2002, 2001, 2000, 1997, 1981, 1978 LDA of Massachusetts
- 2001 Maine Chapter, IDA, Portland, ME
- 2000, 1994, 1993, 1992 Learning Disabilities Network Conference, MA

- 1999 LDA Nassau County, Long Island, NY
- 1999 Jewish Educational Services, Annual Conference, keynote address, Atlanta, GA
- 1999 Massachusetts C.E.C. Conference
- 1998 Georgia LDA, Atlanta, GA
- 1998 Houston Branch International Dyslexia Association, Houston, TX
- 1998 Colorado Courage To Risk Conference, Colorado Springs, CO
- 1997,1998, 1999, 2000 Learning Disabilities Network, Summer Training Series, Hingham, MA
- 1997 & 1998 “Brownsville Reads” Symposium, Brownsville, TX
- 1997 Harvard University Principals’ Center - Inclusion Conference, Cambridge, MA
- 1997, 1993 New England Joint Conference on Learning Disabilities
- 1996 Teacher Training Consortium - Project Read Conference, Chelmsford, MA
- 1996 12th Annual Learning Disorders Conference, Harvard Graduate School of Education and Research Institute for Learning and Development, Cambridge, MA
- 1995 & 1994, Mass. Chapter I State Conference, Hyannis, MA
- 1993 Keynote, Naticote LDA Conference, Naticote, PA
- 1992 & 1990 Illinois Orton Dyslexia Conference, Chicago, IL
- 1986 Mass. Association of College Reading Educators, Boston, MA
- 1985 M.A.H.S.S.P.P.E., Boston, MA
- 1985 Monmouth County LDA, NJ
- 1984 Rhode Island LDA
- 1984 Los Angeles County Orton Dyslexia Society, Los Angeles, CA

### ***Other Conferences and Literacy Centers***

- 2012 Reading Assist Annual Literacy Conference, DE
- 2013 The Pool Center, VT
- 2013 New England League of Middle Schools – Writing Seminar
- 2011, 2010, 2009, 2008 Southeastern Regional Education Center, NH
- 2011 New England League of Middle Schools, keynote annual conference
- 2009, 2008 Infinitec, Chicago, IL Writing Seminar
- 2009, 2010 Dunn Institute
- 2009 Science 4 All Project, NH
- 2008 Mass Elementary School Principals’ Association
- 2008 Stern Center, Williston, VT
- 2008 Wilson Language Training, Annual Trainers’ Conference
- 2008, 2006 Baystate Reading Initiative, MA
- 2007 Schools Moving Up, West Ed, Webcast
- 2007 Sopris West Open LETRS Institute, Denver, CO
- 2007, 2006 Step by Step Learning, Week Long Conference, PA
- 2007, 2006 Bridges, Canada, Toronto, Canada
- 2007 North Shore Children’s Hospital, ADD Clinic, Salem, MA
- 2006 Commonwealth Learning Center, Danvers, MA
- 2006 Boys and Girls Harbor Services, Harlem, NY
- 2006 Bridges Canada, Nova Scotia, Canada
- 2006 Cooper Learning Center, Voorhees, NJ
- 2005 Educators Publishing Service, Cambridge, MA (consultant)
- 2005 Grimes Reading Institute, Beverly, MA
- 2005 Hansen Initiative for Language & Learning, Mass. Gen Hospital, IHP
- 2005 Bridges Canada, Vancouver, Canada
- 2005 Stern Center for Language and Reading, Williston, VT
- 2004 MGH Reading Unit Lecture Series, Boston, MA
- 2003 – 2004 Lexia Learning Systems, Lincoln, MA
- 1999 Crane Public Library, Quincy Adult Literacy Program, Quincy, MA
- 1998 San Marcos Civic Foundation, Austin, TX
- 1998 & 1999 Pollard Library, Adult Literacy Program, Lowell, MA
- 1995 Reading Reform Foundation, New York, NY
- 1993 Island-wide Special Educators session, San Juan, Puerto Rico
- 1991 & 1982 Mass General Hospital Institute of Health Professions Conference, Beverly, MA
- 1990 & 1984 North Shore Children’s Hospital, Salem, MA

*Massachusetts Department of Education sponsored*

- 2007, 2008 Reading First Coaches – LETRS Training
- 2007, 2005& 2006 Secondary Reading Task Force – Network Professional Dev
- 2004 Reading First Winter Teacher Reading Academies – Trainer
- 2003 Reading First Summer Teacher Reading Acaademies – Trainer
- 2003 Reading First Train the Trainers – Lead Trainer
- 2003 Secondary School Reading Grant Network Professional Dev.
- 2001 Bay State Readers Training Content - Editor

*Presentations to Parent Groups*

- 2006 Medfield PAC, Medfield, MA
- 2006 Cooper Learning Center Parent Night, Voorhees, NJ
- 2006 MA Title I Parents' Conference
- 2004 Plympton PTO, Plympton, MA
- 2004 Lowell Sped PAC, Lowell, MA
- 2002 & 2003 Silverlake Regional PAC, Pembroke, MA
- 2003 Middleton Elementary PTO, Middleton, MA
- 2001 Boxford Elementary PTO, Boxford, MA
- 1999 Scituate Education Alliance, Scituate, MA
- 1999 Greenwich Parent Advisory Committee, Greenwich, CT
- 1998 & 1999 North. Middlesex Reg. Schools, PAC, Townsend, MA
- 1999 Hopkinton Parent Advisory Committee, Hopkinton, MA
- 1998 Milburn Schools Parents' Association, Milburn, NJ
- 1998 Nantucket Parent Advisory Committee, Nantucket, MA
- 1997 Brownsville LDA Parents Workshop, Brownsville, TX
- 1997 Worcester Academy PTO, Worcester, MA
- 1996 Marblehead Community Charter School PTO, Marblehead, MA
- 1996 Concord Public Schools PTO, Concord, NH
- 1993 Winthrop Public School Sped PAC, Winthrop, MA
- 1986 Masconomet High School PTO, Boxford, MA

# ELISSA ARNDT RADER

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## EDUCATION

**The Florida State University**, Tallahassee, FL

*Doctorate of Philosophy in Education* May 2010

Major: Reading Education and Language Arts, Advisor: Dr. Barbara R. Foorman

**MGH Institute of Health Professions (an academic affiliate of Massachusetts General Hospital)**, Boston, MA

*Master of Science in Speech-Language Pathology* September 2002

**Gordon College**, Wenham, MA

*Bachelor of Arts in Psychology and Communication Disorders-Pike Scholar Contract Major* May 2000

## CERTIFICATIONS/LICENSURES

ASHA Certification of Clinical Competence

MA License as a Speech-Language Pathologist

MA Initial License as a Teacher of Speech, Language, and Hearing

MA Initial License as a Reading Specialist

MA Provisional Certification with Advanced Standing as an Early Intervention Specialist

Hanen certified Speech-Language Pathologist, trained to run parent workshop "It Takes Two to Talk"

## WORK EXPERIENCE

**Director of Literacy Planning**, Keys to Literacy, Rowley, MA

March 2010-present

Provide professional development on literacy planning components and tiered instructional model.

Facilitate and consult with districts and schools on the planning and development of comprehensive literacy plans.

**Intervention Specialist**, Florida Center for Reading Research, Florida State University, Tallahassee, FL

July 2008-February 2010

Provided professional development on the implementation and interpretation of the Florida Assessments for Instruction in Reading to teachers, reading coaches, principals, district and state personnel.

Developed content for the Florida Assessments for Instruction in Reading.

Provided professional development on Response to Instruction/Intervention to schools and district staff.

Co-developed intervention professional development modules for teachers of students who struggle with reading.

Conducted site visits to Reading First schools throughout Florida and provide feedback for effective implementation of reading instruction and intervention.

**Curriculum Specialist**, Florida Center for Reading Research, Florida State University, Tallahassee, FL

October 2005-July 2008

Reviewed educational reading programs to determine alignment with scientifically based reading research.

Provided assistance to other teams at the Center in need of content expertise.

Delivered professional development to teachers, coaches, and specialists focused on the components of scientifically based reading research and curriculum characteristics.

Consulted with the Florida Department of Education to review reading grants and revise teacher certification examinations.

Conducted site visits to Reading First schools throughout Florida and provide feedback for effective implementation of reading instruction and intervention.

**Adjunct Faculty in Graduate Education Program**, Gordon College, Wenham, MA

January 2004-Present

Teach graduate courses

ED533 Foundations of Reading

ED633 Principles of Reading and Literacy

ED634 Language Acquisition, Learning Disabilities and the ELL

ED639 Assessment and Diagnosis of Reading/Language Difficulties

ED640 Differentiation and Remediation

ED683 Advanced Theory and Practice for Reading Specialists

Revised the reading program in the graduate education department to align with current reading research.

**Speech-Language Pathologist/Reading Specialist, North Shore Children's Hospital, Salem, MA**

October 2004-September 2005

Evaluated speech, language and reading skills of children ages 2-16 years and reported findings to parents, school systems and doctors.

Department language-based learning disabilities specialist

Treated articulation, language or reading disabilities at the hospital and the Salem Public Schools.

Consulted and worked with doctors and other rehabilitation specialists to provide best treatment to children with disabilities.

**Speech-Language Pathologist, Hannah Elementary School, Beverly, MA**

September 2002-September 2004

Evaluated speech, language, and phonemic awareness skills of children ages 3-12 years and report findings to team of parents and professionals.

Designed and implemented treatment sessions to meet individualized needs.

Collaborated with other professionals to provide comprehensive service to children across the curriculum.

Supported and consulted in the district's language-based substantially separate program.

Provided social skills training to students with diagnoses.

**Reading First Content Developer, MA Department of Education, Partnership for Achievement in Reading, Lincoln, MA**

November-December 2003

Redesigned portion of Kindergarten and Grade 1 content curriculum for Reading First Teacher Reading Academies.

**Reading First Trainer, MA Department of Education, Partnership for Achievement in Reading, Lincoln, MA**

Summer 2003

Co-led professional development seminars for Reading First schools.

Instructed Kindergarten teachers in the components of reading and best practices for teaching reading to typical and at risk students.

**Speech-Language Pathology Assistant, Georgetown Public School System, Georgetown, MA**

Summers 1999, 2000

Served as speech therapist for the preschool summer program under supervision of ASHA certified clinician.

Prepared individual and group language activities for children with articulation and language problems.

**CLINICAL PRACTICUM EXPERIENCE**

**Speech-Language Pathology, Adult Acquired Disorders Clinic, Boston, MA**

Summer 2002

Assessed adults with acquired communication disorders.

Planned and implemented therapy designed to facilitate functional rehabilitation.

Met weekly to discuss client progress with team of other professionals.

**Speech-Language Pathology, Riverside Elementary School, Danvers, MA**

Spring 2002



Member of the preschool interdisciplinary evaluation team that evaluates the need for speech-language services.

Participant in report writing and presenting results to guardians and other professionals.

Assessed school age children with speech-language difficulties.

Planned and implemented therapy sessions that met special needs.

**Aural Rehabilitation**, Hoover Elementary School, Melrose, MA

Fall 2001

Provided therapy for children with hearing impairment using the Auditory-verbal approach.

**Reading (Written Language)**, Great Oak Elementary School, Danvers, MA

Fall 2001

Assessed students to determine eligibility and placement in appropriate reading groups.

Designed and implemented small group guided reading sessions for school age children.

Partnered with classroom teachers to instruct and assist groups of students during the literacy block.

**Speech-Language Pathology Practicum in Early Intervention**, Pentucket Area Early Intervention, W. Newbury, MA

Summer 2001

Participated on the interdisciplinary team to assess children with developmental disabilities from birth to three years.

Provided home therapy and group language therapy for children with phonological and language comprehension disabilities, including family education and counseling.

**MGH Institute of Health Professions Language Laboratory**, Boston, MA

Fall 2000- Spring 2001

Evaluated oral and written language skills of school age children and provided treatment.

Came together weekly with fellow graduate students to problem solve difficult client situations.

Designed and implemented multi-sensory structured, phonics-based therapy to explicitly instruct students in the rules of the English language.

**PROFESSIONAL COMPETENCIES**

**Trained in DIBELS (Dynamic Indicators of Early Literacy Skills) Basic and Mentor by Drs. Kaminski and Good**

April 18-21, 2005

**Trained in Lively Letters, Reading with TLC Program by Nancy Telian M.S. CCC-SLP**

February 2005

**Trained in the Lindamood Phoneme Sequencing Program (LiPS)**

July 2003

**SERVICE**

**Reading Expert Member of the Florida Homeless Education Program Needs Assessment Meeting**

September 24-25, 2007

Brainstormed solutions to the reading achievement gap for Florida's homeless students with a panel of five other professionals.

Proposed ideas will implemented by the Department of Education as funds and personnel allow.

**Member of the Content, Marker Selection, and Key Validation Committees for the FL Reading Certification Tests**

October 2005-May 2007

Met with reading specialists, teachers, professors, and principals from across FL to determine appropriate knowledge base to be required of all certification candidates as measured by the Educator certification test items.

Aligned test items to be reflective of FL standards for certification in reading related educator positions.

**Member of the Content and Marker Selection Committees for the MA Educator Licensure Reading Specialist Test**  
March 6, 7 and July 3, 2003

Met with reading specialists from across MA to determine appropriate knowledge base to be required of all licensure candidates as measured by the Educator license test items.

Aligned test items to be reflective of MA standards for licensure in reading.

**PRESENTATIONS**

Arndt, E. J. & Foorman, B. R. (2009, November). *Students as spellers: What types of errors are they making?* Presentation to the annual conference of the International Dyslexia Association, Orlando, FL.

Arndt, E. J., Petscher, Y., & Foorman, B. (2009, June). *The relationship between 2<sup>nd</sup> grade spelling and reading comprehension.* Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Boston.

Arndt, E. J., Wahl, M., Weinstein, C., VanSciver, M., & Kosanovich, M. (June, 2008). *Using Empowering Teachers instructional routines with student center activities to differentiate instruction.* Presented at the Just Read, Florida! Leadership Conference. Orlando, FL.

Crawford, E. C., & Arndt, E. J. (2007, November). *Current reading research and practical treatment ideas for Monday morning.* Presented at the annual meeting of the American Speech-Language-Hearing Association, Boston, MA.

Arndt, E.J., & Crawford, E.C. (2007, April). *Effective reading interventions: Characteristics, resources, and implications for educators.* Presentation to the annual conference of the Council for Exceptional Children, Louisville, KY.

Crawford, E.C., & Arndt, E.J. (2006, November). *Effective reading interventions: Characteristics, resources, and implications for SLPs.* Presentation to annual meetings of the American Speech-Language-Hearing Association, Miami, FL.

Matteson, J., Rissman, L., & Arndt, E.J., (2006, July). *Increasing reading diagnostic and pedagogical skills on teacher certification examinations.* Presentation to the annual Just Read Florida! K-12 Leadership Conference. Orlando, FL.

Arndt, E.J., & Rissman, L. (2006, March). *Scientifically-based reading programs.* Presentation to the 21<sup>st</sup> Century Community Learning Centers' Conference. Orlando, FL.

Arndt, E.J. (2006, February). *Scientifically-based reading programs.* Presentation to the speech-language pathology regional academies. Orlando and Fort Lauderdale, FL.

Arndt, E.J. (2005, April). DIBELS inservice training for Harborlight Montessori School faculty. Beverly, MA.

Arndt, E.J. (2005, April). Presented workshop entitled "What Comes Before Phonics?" and "Progress Monitoring" at Early Childhood Educators Conference, Sturbridge, MA

Arndt, E.J. (2004, April) Presented workshop entitled "What Comes Before Phonics?" at Early Childhood Educators Conference, Sturbridge, MA

Arndt, E.J. (2001, November). Member of the panel for a professional program presentation "Teaching with the Case Method: Practical strategies for Supervisors, Educators, and Clinicians." Presentation to annual meetings of the American Speech-Language-Hearing Association. New Orleans, LA.

**PROFESSIONAL AFFILIATIONS**

Council for Exceptional Children (2006-Present)

International Reading Association (2004-Present)

Alumni Board Member, MGH Institute of Health Professions (2003-2005)

International Dyslexia Association (2003-Present)

American Speech-Language-Hearing Association (2002-Present)

National Student Speech-Language-Hearing Association (1997-2002)

**REFERENCES AVAILABLE UPON REQUEST**

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# Stephanie Brady

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## Licensure

- 2005-Present **Massachusetts Professional Multiple Subject, 1-6** - Highly Qualified NCLB  
2001-Present **California Professional Clear Multiple Subject, K-6** - California Teacher of English Learners  
CLAD (Cross-cultural, Language, and Academic Development) emphasis, Highly Qualified NCLB

## Education

- 2007-09 **Lesley University, MA** - M.Ed. Curriculum and Instruction, Literacy specialization  
2001-02 **Mills College, CA** - Professional Clear Multiple Subject Teaching License, CLAD emphasis  
1991-95 **University of California, Santa Barbara, CA** - BA Psychology
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## Professional Development Instructor

- 2011-Present *Keys to Literacy* Teacher Trainer; teaching educators highly effective research-based strategies to improve content literacy skills of all students K-12 - *Rowley, MA*  
2011 Differentiating Instruction in the Support and Enrichment Class - *Foxborough Regional Charter School, MA*  
2011 DESE Elementary Training of Trainers Content-Based ESL Curriculum Development and Instruction - ESL Category 4b Trainer; conducted ESL Category 4b staff training - *FRCS, Foxborough, MA*  
2008-10 Project-based Learning Differentiation, Designing Critical Thinking Open Response Questions, Reading Comprehension Instruction, Readers' and Writers' Workshops, Implementing Bloom's Taxonomy, Textbook Literacy, Poetry Composition Instruction - *FRCS, Foxborough, MA*  
2008 Brain-based research on literacy best-practices - *Lesley University, Mansfield & Remington MS, Franklin, MA*

## Curriculum and Program Developer

- 2011 FRCS Support and Enrichment period Trainer; structured differentiated program to help middle school students master core concepts in literacy and math; trained teachers, modeled and observed  
2009-11 Lead and developed *Smart Start*; a program to increase critical thinking and academic involvement  
2009-10 Revised and spiraled K-5 and 6-8 literacy curriculum for Foxborough Regional Charter School  
2009-10 Founded *New Student Ambassador Program*; trained student Ambassadors to matriculate ~100 new students  
2008 Initiated and designed school-wide leveled K-12 *FRCS Open Response* and *Power Vocabulary* tools  
2006-08 Committee member designing Franklin Public School District's K-12 writing curriculum and assessments

## Current Professional Development

- 2010 *The Reading Institute*, Applying Reading Research in the Classroom - *Hingham, MA*  
2009 Joan Sedita *Keys to Literacy* Essential Adolescent Literacy Conference, - *Southbridge, MA*  
2009 MSSAA, Improving Textbook Literacy for Secondary Students - *Franklin, MA*  
2009 *The Reading Institute*, *Keys to Literacy* School-Wide Literacy Planning, Assessment and Intervention – *Southbridge*  
2008 Joan Sedita *Keys to Literacy* Training, Content Literacy Essentials - *Southbridge, MA*  
2008 Improving Academic Vocabulary and Content Comprehension of ELLs - *Franklin, MA*
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## Reading Specialist

- 2008-11 **Foxborough Regional Charter School**, Foxborough, MA – Reading Specialist, grades 3-9  
- Conducted diagnostic, progress-monitoring, and summative reading assessments  
- Provided intensive individualized reading instruction: whole class, Tier 3, small group, and one-on-one  
- Modeled literacy instruction for teachers. Coached teachers in highly effective lesson planning  
- Generated whole-school reading events: Literacy Month, *Barnes & Noble* Book Fair, *The Grinning Reader*

## Classroom Teacher

- 2005-08 **Remington Middle School**, Franklin, MA - ELA and SS Teacher, sixth grade inclusion classroom  
Designed targeted individualized instruction for all students, including ELLs and students with IEPs, resulting in increased academic achievement and consistently high MCAS Reading scores  
2002-05 **Corvallis Elementary**, San Leandro, CA - Teacher, 5th grade sheltered immersion & inclusion  
Integrated daily student technology use, including assessing, research, and core instruction  
2000-01 **St. Joseph the Worker School**, Berkeley, CA - Teacher, fifth, sixth, seventh, and eighth grades  
Founded St. Joseph School's peer tutoring program. Recruited, trained and supervised tutors



- Chosen by building administration to design and lead a series of staff development workshops on the five components of reading, reading assessment and implementing research-based practices
- Designed and facilitated a year-long study group comprised of eighteen teachers attending weekly meetings in order to provide further training in reading assessment, the five components and designing interventions
- Collaborated with the district language arts coordinator and building administration to develop and purchase materials for a school literacy center comprised of leveled books, professional resources and curriculum materials needed to implement research-based practices

*Wilson Middle School* *Natick, MA* *Aug. 2003 – June 2005*

**Language and Literacy Teacher, Grade 5**

- Utilized a variety of formal and informal literacy assessments to flexibly group and deliver services to grade level and struggling readers
- Collaborated with team members to develop a comprehensive and consistent plan for teaching study skills throughout all curricula areas
- Established and advised *The Wilson Watchers*, an online news publication created by students to inform the larger school community about events

**U.S. History Teacher, Grade 8**

- Created standards-based lesson plans focused on mapping, categorizing, identifying various perspectives and analyzing primary sources in order to foster higher level thinking skills
- Incorporated direct instruction of reading comprehension strategies and study skills providing opportunities for application

**Literacy Facilitator/Curriculum Developer, Grades 5 - 8**

- Developed and lead in-service workshops for teachers across the district to provide training on how to include fluency instruction and the explicit instruction of reading comprehension strategies as part of the curriculum
- Authored and awarded a grant for the creation of an interdisciplinary unit on teaching nonfiction reading strategies in the content areas
- Chosen by department head as a writing leader to assist in the production and implementation of a school-wide writing initiative

*Angier School* *Newton, MA* *Sept. 2002 – June 2002*

**Literacy Assistant (K-6)**

- Collaborated with classroom teachers across grade levels to provide inclusion support to struggling readers
- Conducted a variety of literacy assessments to help teachers identify individual student needs and design instructional plans based on data collected
- Designed and implemented reading pullout sessions for struggling readers and writers in need of more intensive remedial interventions

**RELATED  
EXPERIENCE:**

*Private Tutoring* *June 2002 - present*  
Remedial Reading and Writing, Grades 3-12

*Big Brothers/Big Sisters of South Middlesex* *June 2000 – June 2005*  
Mentor

151 River Road  
West Newbury, Ma 01985  
[Becky.desmith@gmail.com](mailto:Becky.desmith@gmail.com)

978-363-5430

## **Rebecca S. DeSmith**

Objective Provide professional development inservice to schools in New England

Experience October, 2007 – present Consultant, Keys to Literacy, Danvers, MA  
Senior associate in consulting firm presenting professional development workshops in literacy to teachers in grades 4-12

2004-2007 Stony Hill Elementary School, Wilbraham, MA  
Principal  
Responsible for all administrative duties in a 338-pupil, grade two-six building. School improvement plan included goals in writing instruction, technology and differentiated instruction. Provided four-day course for all district new hires in techniques of effective teaching. Course content included theory and application in brain research, motivation, classroom management, discipline, upper level thinking.

2001-04 Hampden-Wilbraham Regional Schools, Wilbraham, MA  
Language Arts Specialist  
Facilitated coordination of language arts instruction and staff development workshops for grades two-eight. Provided demonstration lessons in all areas of language arts and worked with the Assistant Superintendent in language arts curriculum management and MCAS preparation.

1991-2001 Hampden-Wilbraham Regional Schools, Wilbraham, MA  
Teacher, grade six  
Responsible for process reading and writing instruction on three and four-member teams. Member of school council. Chair of district staff development committee (1992-94). Head teacher responsible for building decisions in the absence of the principal. Member, building literacy committee and district writing committee.

2002-present Teachers 21, Wellesley, MA  
Consultant  
Member of the literacy team of the Teachers 21 consulting firm, providing workshops and graduate courses in literacy throughout New England.

1996-2001  
Educational advisor for the commonwealth of Massachusetts to the D.A.R.E. program. Member, executive board, Massachusetts D.A.R.E. Officers' Association.

1987-1990 Clifton Springs Elementary School, Clifton Springs, NY  
Teacher, grade four in a self-contained classroom utilizing a process approach to all core subjects. Member of building peer coaching team, providing monthly workshops in teaching/learning research and methodology.

1988-present  
Independent consultant. Provide workshops, follow-up sessions and curriculum advice in guided reading, writing and effective teaching techniques.

1984-1987 Phelps-Clifton Springs Central Schools, Clifton Springs, NY  
Director of Staff Development/Writing Coordinator.  
Responsible for development, maintenance and evaluation of district writing program: teacher training, student assessment folders, state test administration and resultant documentation.

1978-84 Phelps-Clifton Springs Central Schools, Clifton Springs, NY  
Remedial reading teacher, grades K-6

1973-78 Phelps-Clifton Central Schools, Clifton Springs, NY  
Teacher of English, grades 7, 9, 11.

Certifications Secondary Education English (New York)  
Reading K-12 (Massachusetts)  
Elementary Education 1-6 (Massachusetts)  
Elementary Principal (Massachusetts)

Degrees M.Ed. Reading, Nazareth College, Rochester, New York  
M.A. Educational Administration, SUNY Brockport, New York  
B.S. Secondary Education English, SUNY Potsdam, New York

Awards 2001, 2003 nominee for the Disney Teaching Award  
1989 recipient of the Literacy Education Award, International Reading Association  
1985 inclusion in Outstanding Young Women of America  
1988 inclusion in Who's Who Among Young American Educators

## **Karen Eades:**

**Address:** 1034 W. Chilton Dr., Tempe, AZ 85283

**Phone#:** 480-332-5376

**E-mail:** Karen@keystoliteracy.com

**Current Position:** Keys To Literacy Trainer

### **Education:**

**Masters in Elementary Education, *December 1992***

**Bachelors in Elementary Education, *May 1974***

### **Endorsements:**

**Reading Specialist, K-12**

**English Second Language, K-12**

**Early Childhood**

### **Highlights:**

- **38 years teaching experience**
- **Arizona Common Core State Standards Trainer**
- **5 years ADE State Reading Specialist**
- **15 years University Level teaching**
- **Language Essentials for Teachers of Reading and Spelling (LETRS) Regional Trainer (12 Modules)**
- **Foundations of Learning Trainer of Trainers (The Five Essential Big Ideas in Reading)**
- **DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Trainer of Trainers**
- **Reading First Assessment Coordinator**
- **Six Trait Trainer**
- **Facilitative Leadership Trained**
- **Cognitive Coaching Trained**
- **Teach For Success Walkthrough Observation Trained**
- **Ruby Payne Generational Poverty Trained**
- **Reading Coach Trainer of Trainers**
- **State Template Routine Trainer**

### **Work Experience:**

**Keys to Literacy Trainer: (March, 2012-Present)**

***Professional Development/Consulting for:***

***Key Comprehension Routine, 4-12<sup>th</sup> Grade,***

***The Primary Routine***

***Key Vocabulary Routine***



**Arizona Department of Education State Common Core Standards Trainer of Trainers: (Dec. 2010-Present)**

*Charged with providing professional development to districts, schools, administrators and teachers regarding implementation of the new Arizona Common Core Standards.*

**State Reading Specialist, Arizona Department of Education (Present – 2006)**

*Professional Development provider for K-12 Schools in the area of school improvement, adolescent literacy, DIBELS Training, and literacy in the early grades. Monitor and provide support to schools receiving Reading First funding.*

**Adjunct Professor, Arizona State University (Present – 1990)**

*Teaching graduate and undergraduate courses in Reading, Language Arts and Phonics*

**Adjunct Professor, Northern Arizona University (2000 - 1990)**

*Teaching graduate and undergraduate courses in Reading, Language Arts and Phonics*

**Reading First Assessment Coordinator, Tempe Elementary District #3, Aguilar School (2006-2004)**

*Responsible for all DIBELS Data Management, Tier Two Interventions, Reading Leadership agendas, intervention and assessment training.*

**K-5 Reading Specialist/Literacy Coach, TD#3, Carminati and Frank School (2004 – 1994)**

**Reading Curriculum Coordinator, TD#3 District Staff, (1999)**

*Coordinate professional development and collaboration for district reading specialists.*

**District CLIP (Collaborative Literacy Intervention Project) Trainer, TD#3 (1994 – 1992)**

*Trained teachers in Tempe, Colorado and California*

**K-5 Reading Specialist, TD#3, Frank School (1992 – 1990)**

**First Grade Teacher, TD#3, Scales School (1990-1988)**

**Second Grade Teacher, St. John Fisher School, Portland, Oregon (1988 – 1976)**

**Title One Reading, Tempe Unified High School District (1976 – 1975)**

**Substitute Teacher Grades K-5, Scottsdale Unified School District (1975-1974)**

**Achievements:**

- Tempe Elementary District IMPACT Award 2001-2002
- Tempe Diablo's Excellence in Education Award 1996-97, 2002-2003, 2003-2004

**References**

Kathy Hrabluk  
Associate Superintendent  
Arizona Department of Education  
602-364-2336  
[kathy.hrabluk@azed.gov](mailto:kathy.hrabluk@azed.gov)

Lois Williams,  
Language Arts Specialist  
Tempe District #3  
P.O. Box 27708  
Tempe, AZ 85285  
Phone: 730-7205

Judy Campbell  
Program Specialist - K-12 Literacy  
Arizona Department of Education  
602-364-1362  
[judy.campbell@azed.gov](mailto:judy.campbell@azed.gov)

# Noel Foy

255 West Main St. Westborough, MA 01581

(508) 614-8653

email: noelpf1@yahoo.com

## SUMMARY

- Content Literacy Professional Development Trainer
- Learning Specialist at Top Ten rated US Private Boys' School
- Educational Software Designer for award winning, reading software company
- Presenter of *Helping Boys Ask for Help* at International Boys' School Conference
- Contributing Author to *New England Journal of Middle Schools*
- Outstanding communication, leadership, executive functioning, and presentation skills

## Experience

**Keys to Literacy Professional Development Trainer Rowley, MA 2008-present**

Train K-12 teachers in highly effective and practical research based, content literacy trainings: *Key Comprehension*, *Key Comprehension Primary*, *Key Vocabulary*, and *ANSWER Routine for Open Response*

**Roxbury Latin School Learning Specialist West Roxbury, MA 1983-present**

Provide academic support to students in grades 7-12 in the areas of: Reading, Writing, Executive Functioning, and Study Skills; Provide Professional Development to faculty; Evaluate diagnostic testing; Communicate student progress updates and remedial strategies to teachers and parents

**Lexia Learning Systems Software Designer Lincoln, MA 2004-present**

Design software for research based reading program.

**Landmark School Teacher, Tutor, Supervisor Beverly, MA 1981-1985**

Taught and supervised high school and post graduate students in ELA and Math; Evaluated testing; Wrote and edited student progress reports; Led Professional Development trainings; Communicated student progress updates and remedial strategies to teachers and parents

## Education

**Boston College Chestnut Hill, MA MA, American Studies, 1983-1990**

*Major:* American Literature *Minor:* American History

Master's Project: Designed and developed an interdisciplinary unit on American Victorianism which embedded Comprehension, Vocabulary, and Writing Skills and Strategies

**Boston College Chestnut Hill, MA BA, School of Education**

*Major:* Special Education *Minor:* Elementary Education

Magna Cum Laude Honor

**James R. Gutstadt**  
(978) 546-9551

12 Caleb's Lane

Rockport, MA 01966  
jimgutstadt@yahoo.com

**Highlights of  
Qualifications**

- 20+ years experience as an elementary school principal
- Experience in leading workshops, meetings, discussion groups

**Degrees /  
Education**

Elementary Principal Certification – **Salem State College**, 1981  
M.Ed. in Moderate Special Needs (Generic Consulting Teacher) – **Boston College**, 1979.  
Elementary Teaching Certification – **Salem State College**, 1977  
B.A. in Growth and Development, *cum laude honors* – **University of Wisconsin**, 1973.

**Professional  
Experience**

**Keys To Literacy** Danvers, MA  
Teacher Trainer/Workshop Presenter  
2009-present

Provide professional development for teachers, grades 3-12, in the areas of reading comprehension, writing and study skills strategies.

- Lead workshops in the Key3 Comprehension and ANSWER Key programs.
- Facilitate follow-up small group sharing and guided practice sessions.
- Work with school and district administrators to implement Key3 programs effectively and efficiently.

**West Parish School** Gloucester, MA

1993-2009

*Principal*

Oversee a staff of 75 in a K-5 public elementary school serving 420 students;

Responsible for:

- Supervision and evaluation,
- Staff and curriculum development,
- Budget development and management,
- Site-Based Management Council, Child Study Team and Staff Leadership Team,
- Minor copy machine repair and occasional custodial duties.

**Achievements**

- Earned “Top 25 ‘over-performing’ Schools” in Massachusetts, based on 2004 MCAS scores.
- Oversaw construction of the West Parish Community Science Park and four new classrooms, all built entirely by parent and community volunteers.
- Initiated a variety of programs including the Staff Leadership Team, the “Friendly Face” student support program, before and after-school enrichment programs (drama, chess, Homework Club, Juggling Club, Spanish enrichment classes).
- Developed, as chair of the Teacher Evaluation Committee, a new supervision/evaluation program for teachers (Gloucester Schools Professional Growth Cycle).
- Created teacher and principal evaluation rubrics for the Gloucester Public Schools.
- President, Gloucester Administrators Association, 2007-2009

**Salisbury Elementary School** Salisbury, MA

*Principal*

January 1989-July 1993

*Assistant Principal*

*September 1987-Jan.1989*

**Achievements**

- Wrote and managed a variety of state and federal grants.
- Fostered shared-decision making through the creation of a Staff Leadership Team.
- Created a special staff recognition program, the P.A.T. (Principal's Assist Ticket).
- Instituted a peer mediation/conflict resolution program for students, grades 4-6

**Gloucester Public Schools** Gloucester, MA

*Special Needs Case Manager / Special Needs Teacher*

*1980-1987*

**Achievements**

- Developed the "Resource Room Prevention Model."
- Ensured implementation of all Chapter 766 services, chaired all TEAM meetings, and provided direct services to special education students in grades K-3.

**Burlington Public Schools, K-8**

*1979-1980*

**Lynnfield High School, 9-12**

*Special Needs Teacher*

**Landmark School, North Campus**

*1974-1977*

*Teacher/tutor of learning disabled students, ages 6-12*

**Continuing Education**

- Unleashing the Power of Collaborative Inquiry: A Program for Data Coaches (Research for Better Teaching)
- Responsive Classroom 1 (Northeast Foundation for Children)
- Classroom Walkthroughs (Massachusetts ASCD)
- Comprehensive Coaching for Mathematics (Gloucester Public Schools)
- Translating Assessment Data into Action (Mass Insight Education)
- *Investigations Math Program* Implementation Institute (TERC)
- Creating a Standards-Based Classroom (Mass Insight Education)
- Leadership For Results: Data-driven School Improvement (Quality Leadership by Design and Gloucester School District)
- Observing and Analyzing Teaching (Research for Better Teaching)
- Understanding Teaching 1 (Research for Better Teaching)
- Master Supervision with Madeline Hunter
- Commonwealth Leadership Academy (Louise Thompson, instructor)
- Workshops: data analysis, school climate, literacy, curriculum development and mapping, leadership, inclusion practices, phonological awareness, reading, technology, Professional Learning Communities
- Attendance at annual Massachusetts Elementary School Principals' Association (MESPA) spring conferences (15 years)

**Speaker & Presenter Experience**

- Speaker to senior education students re: effective interviews (Gordon College)
- Presenter: West Parish Community Science Park (Annual conference of the National Science Teachers Association, Boston, March 2008)
- Facilitator/presenter at annual orientation induction for new teachers (Gloucester Public Schools) 2000-present
- Panelist on effective school practices and MCAS achievement (MESPA)

conference)

- Presenter: “Resource Room Prevention Model” (Council for Exceptional Children state conference)

## Lisa Toomey Klein

20 Bedford Street Nashua, NH 03063

561-312-1182

lisatklein@yahoo.com

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### Education

*M.Ed. Reading*, Rivier College, Nashua, NH December, 2011

*B.A. Elementary & Special Education*, Rivier College, Nashua, NH May, 1995

### Certification & Selected Academic Preparation

- *New Hampshire Reading Specialist, January 2012*
- *New Hampshire Elementary Education*
- *Florida Elementary Education & ESOL certification*
- *Project CHILD Specialist, Intermediate Reading, Institute for School Innovation, University of Florida, Tallahassee, FL*
- *Literacy First, certification*

### Educational Experience

***Literacy Teacher Trainer, Keys to Literacy, Rowley, MA 11/2011-present***

Providing literacy training to teachers in schools and districts through professional development for content literacy instruction programs: *The Key Comprehension Routine, The Key Vocabulary Routine, and The ANSWER Key to Open Response.*

***Writing Consultant, St. Mark's Episcopal School, Palm Beach Gardens, FL, 8/2008-present***

Developing ongoing in-service workshops for teachers of grades two through eight, focused on improving the school-wide writing program.

***Palm Beach County Public Schools, Palm Beach County, FL, 1998-2008***

Held various district-wide classroom and reading specialist positions, including:

- ***Reading Resource Teacher, Verde Elementary School, 11/2007-6/2008***  
Designed and piloted an integrated reading curriculum targeting skills for kindergarten through fifth grade students.
- ***Project CHILD Intermediate Reading Teacher & Third Grade Chairperson, Golden Grove Elementary School, 8/2000-4/2004***  
Served as Project CHILD intermediate reading specialist for 3<sup>rd</sup>-5<sup>th</sup> grades.
- ***Fourth Grade Teacher, Drop-Out Prevention Program, Fourth Grade Chairperson, West Riviera Magnet Elementary School, 8/1998-6/2000***  
Lead teacher in full-day, self-contained 4<sup>th</sup> grade classroom for students identified as at-risk for dropping out of school. *Secretary, School Advisory Council Board.*

***Teacher, Landmark School, Lower School, Prides Crossing, MA 8/1995-6/1997***

Middle School Language Arts teacher and tutor for students with language-based learning disabilities. Provided supervision to boarding students during off-school hours.

### Awards

*William T. Dwyer Award for Excellence in Education Nominee*, Golden Grove Elementary School 2004, School District of Palm Beach County.



## **Additional Professional Experience**

### ***Transitional Employment Coordinator, Milford Public Schools, Milford, NH 1997-1998***

Served as liaison between local businesses and the Milford Public Schools to place ESE high school students in appropriate employment opportunities.

### ***Consultant, Great Source Education Group, subsidiary of Houghton Mifflin Harcourt, Boston, MA 5/2005-7/2008***

Provide faculty in-service training on new curriculum programs. Correlated curriculum materials for Write Traits (K-12) to the Sunshine State Standards to meet State of Florida benchmarks.

### ***Owner & Professional Organizer, Inspired Organization, Nashua, NH, 8/2005 – present***

Develop home and office solutions by creating individual organization and filing systems. Clients have included residential spaces, academic offices, and small businesses seeking to organize and optimize their time, money, and space.

**Lorraine K. Lentini, Ed.D**

20 New Ocean Street  
Lynn, MA 01902  
(781) 599-9941  
lklentini@aol.com

**OBJECTIVE**

To help teachers discover and appreciate the many ways students learn to read and to help them to develop practical ways of implementing this knowledge in their classrooms.

**LITERACY PROFESSOR**

I am currently a full time Director of Reading and Professor at American International College. In this role I am responsible for teaching graduate courses in literacy, coaching and supporting adjunct professors, and re-writing course syllabi. I am also an experienced trainer for Keys to Literacy in comprehension, vocabulary, and open response.

**EARLY LITERACY COORDINATOR/COACH**

I have recently retired from the role of Read First Literacy Coach at the James Otis School in East Boston, MA. This position required me to plan and oversee the Read First program as well model lessons, coach teachers, and offer ongoing professional development. I also offered professional development at the district level in all aspects of reading.

**PRESENTATION EXPERIENCE**

I have presented courses and workshops on developmental Reading and oral language development in many schools across the state. These workshops address the five components of reading (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension) as well as shared reading, guided reading, process writing, story props, developing thematic curriculum, implementing “literacy” learning centers across the curriculum, classroom management, interactive writing across the curriculum, guided writing, word study, developmental math, running records/DRA, DIBELS, and parental involvement.

***Massachusetts Department of Education  
Bay State Readers’ Grant  
Read First Grant  
Trainer of Trainers***

- DEVELOPMENTAL READING ASSESSMENT(DRA)
- COMPREHENSION
- THE READING /WRITING CONNECTION
- READING FIRST TEACHER READING ACADEMY  
(GRADUATE COURSE)

***Presented At The Following Conferences:***

- FOUR COLLEGE CONFERENCE
- TITLE 1 - EARLY CHILDHOOD
- TITLE 1 - CASE
- MASSACHUSETTS READING ASSOCIATION
- MASSACHUSETTS FAMILY LITERACY
- TITLE 1 DISSEMINATION PROJECT
- MASS. DOE BAYSTATE READERS’  
MONTHLY PROFESSIONAL DEVELOPMENT

**ON-LINE COURSE FACILITATOR**

I have successfully completed an extensive training course (5 graduate credits/Antioc College) which included an on-line practicum. After completing this course, I then facilitated two on-line literacy courses for teachers in Boston Public Schools.

**TEACHING EXPERIENCE**

***Public School Experience***

***Boston Public Schools, 2006-2009***

- DISTRICT READING ASSESSMENT TRAINER
- ON-LINE COURSE FACILITATOR
- EARLY LITERACY TRAINER
- READ FIRST/LITERACY COACH (KINDERGARTEN – GRADE 3)
- PART-TIME NEW TEACHER DEVELOPER

***Lynn Public Schools, 1971-2006***

- READ FIRST/LITERACY COACH (PRE-K –GRADE 3)
- DISTRICT LITERACY COACH
- KINDERGARTEN CURRICULUM COACH
- PARTICIPATED IN WRITING LITERACY GRANTS AND FULL DAY KINDERGARTEN GRANTS
- READING EXCELLENCE LITERACY COACH
- CURRICULUM FACILITATOR (PRE-K-GRADE 5)
- SYSTEM WIDE CURRICULUM DEVELOPMENT
- COMMUNITY PARTNERSHIP MENTOR TEACHER/TRAINER
- EVEN START FAMILY LITERACY TEACHER
- EARLY CHILDHOOD TEACHING EXPERIENCE (PRE-K-GRADE 2) 21 YEARS

***American International College-Assistant Professor***

- DIRECTOR OF READING/PROFESSOR

***Language Essentials for Teachers of Reading and Spelling (LETRS)***

- DISTRICT TRAINER FOR LETRS-FOUNDATIONS

***Massachusetts Department of Education***

- STATE-WIDE PROFESSIONAL DEVELOPMENT PROVIDER –READ FIRST (2003-2004)
- TEACHING ELL LEARNERS TO READ AND WRITE

***Boston Plan for Excellence (Graduate Level)***

- MTEL TEACHER PREP COURSES
- ELEMENTARY LITERACY COURSE

***Massachusetts General Hospital Institute of Health Professionals (Graduate School)***

- READING AND WRITING IN THE SCHOOLS (Graduate Level)

***Endicott College (Graduate School)***

- EMERGENCE OF LITERACY
- CHILDREN’S LITERATURE K-5

***North Shore Community College***

- “PARENTS AS PARTNERS IN EDUCATION”

**EDUCATION**

- Ed.D American International College (Reading) 2012
- M.S.Ed. Salem State College 1975 (E.C.) +75 credits
- B.S.Ed. Boston State College 1971 (E.C.)

**WORKSHOPS AND SEMINARS ATTENDED**

- BRAIN-BASED LEARNING (ERIC JENSON)
- JOHN COLLINS WRITING PROCESS
- MEISELS’ WORK SAMPLING SYSTEM
- EARLY LITERACY BY THE WRIGHT GROUP PROFESSIONAL DEVELOPMENT DEPARTMENT
- STEPPING INTO LITERACY PROGRAM (RIGBY)
- PROJECT READ (ALL COMPONENTS)
- MARIE CLAY’S OBSERVATION SURVEY
- GUIDED READING- K-5
- **CATEGORY #1:**INTRODUCTION TO SECOND LANGUAGE LEARNING
- **CATEGORY #2:** SHELTERED INSTRUCTION OBSERVATION PROTOCOL (SIOP)
- **CATEGORY #3:** MELA-O
- SONDAY SYSTEMS READING PROGRAM
- EARLY READING INTERVENTION (ERI)
- THE DEVELOPMENTAL READING ASSESSMENT (DRA)

**CERTIFICATIONS**

Reading K-12  
Elementary K-8  
Art K-12

Supervisor/Director of Reading and Language Arts-*Pending*



# Donna Mastrovito

**Professional Objective:** To expand teachers' knowledge and application of *Keys to Literacy* for improved decision making and instruction.

## Experience

2012–Present Literacy Teacher Trainer  
Keys to Literacy

- Deliver initial and follow up professional development in content literacy strategies using Keys to Comprehension and Keys to Vocabulary Routine

1999–Present Literacy Coach/Focused Instructional Coach Grades K-6  
Worcester Public Schools, Worcester, MA

- Collaborate with administration and the Instructional Leadership Team (ILT) to identify best practices, plan professional development, and support implementation of research based instructional strategies
- Examine school wide data to create and monitor School Improvement Plan and develop SMARTe goals in collaboration with administration
- Implement Response to Intervention Model through analysis of school wide data to support student achievement
- Support interventionist with strategies for struggling readers , data analysis and progress monitoring
- Design and deliver job embedded professional development for teachers, student teachers and instructional assistants at school and district level
- Serve as a leader on District Literacy Team to plan and deliver professional development to Instructional Leadership Teams
- Evaluate impact of professional development to increase student achievement and to design future professional development needs
- Facilitate data team meetings designed to gather and analyze formative and summative assessment data to inform instruction
- Facilitate common planning time with teachers to develop differentiated lessons and assessments that strengthen core instruction and align with the Massachusetts Frameworks
- Organize Professional Learning Communities to engage in collaborative inquiry and learning for school change and improvement
- Coordinate and administer the Benchmark Assessment System, Developmental Reading Assessment, Observation Survey, DIBELS, MELA-O, MAP, and ESI literacy assessment
- Mentor teachers through coaching, modeling, observing and conferencing
- Plan and host Family Literacy Workshops

2008–Present Adjunct Professor for Reading – Master of Education Program  
**American International College**

- Facilitate adjunct professors of graduate reading courses
- Develop syllabi for graduate level courses: Administration and Supervision of a Reading Program, Language Arts and the Writing Process, and Specialized Reading and Writing
- Instruct graduate level courses: Administration and Supervision of a Reading Program, Language Arts and the Writing Process, and Specialized Reading and Writing, Advanced Analysis of Reading and Language Arts and Advanced Developmental Reading

2003–2009 **Literacy Tutor**

- Completed 100 Orton Gillingham tutorial hours as required in the Orton Gillingham Certification Program
- Assessed, planned and delivered literacy instruction twice a week for four students in a private setting that resulted in significant literacy growth

2003–2000 **Title 1 English Language Arts Intervention Teacher Grades K-6**  
Columbus Park Preparatory Academy, Worcester Public Schools, Worcester, MA

- Conducted small group literacy intervention instruction
- Coordinated and implemented Tier 2 intervention programs: Foundations, Early Reading Inventory, Soar to Success, and Early Success
- Planned and facilitated leveled guided-reading groups
- Collaborated with classroom teachers and administration to gather and analyze MAP, MCAS, DRA, and DIBELS assessment data by grade level and school-wide to inform instructional planning decisions and to develop and monitor the School Improvement Plan

1999–2007 Accelerated Schools Plus Internal Coach  
Columbus Park Preparatory Academy, Worcester Public Schools, Worcester, MA

- Facilitated Steering Committee
- Co-facilitated Literacy Cadre: Utilized inquiry model of school improvement
- Provided professional development workshops for staff on Accelerated Schools principles and values, differentiated instruction, powerful learning, and inquiry

Positions at Columbus Park Preparatory Academy, Worcester Public Schools, Worcester, MA

1999–2002 Coordinator of Elementary Literacy Grant

1995–2003 Reading Recovery Teacher

1984–1995 Title 1 Kindergarten Teacher

1982–1984 Classroom Teacher Grade 4

1976–1981 Title 1 Math Teacher

## Education

2006 **Masonic Learning Center for Children**

- Orton Gillingham Certification Program

1995 **Lesley College**

- Reading Recovery Certification Program

1982 **Worcester State College**

- M.Ed. Early Childhood Education

1976 **University of Massachusetts, Amherst**

- B.A. Elementary Education

## Certifications

1991 Reading K-12  
1990 Principal/Assistant Principal K-8  
1990 Supervisor/Director  
1976 Elementary K-8

## Professional Development

2011 Nonfiction Reading and Writing – DESE  
2011 Oral Language Development - DESE  
2011 Trained in Benchmark Assessment System  
2011 Certification in ELL Category 2 and 4 to complete all Category Trainings  
2010 Recertification in Category 3, MELA-O  
2010 Teaching American History Training  
2007-2012 Literacy/Instructional coach training  
2008 Differentiated Instruction Workshop, ASCD  
2008 Six Trait Writing Training  
2007 LETRS Foundation Training  
2005 Houghton Mifflin Implementation Training  
2005 MAP Facilitator Training  
2003-2004 Houghton Mifflin workshops: Soar to Success and Early Success  
1999-2003 Accelerated Schools Leadership Team Workshops  
2002 Young Children as Writers, Clark University  
2001 Developmental Reading Assessment  
2001 Certification in Category 1, TELL  
2000 John Collins Writing workshop

## Awards, Recognitions and Leadership

2012 Finalist for Worcester Public Schools Teacher of the Year Award  
2012 Presenter of Effective Literacy Instruction for District Instructional leadership Team meeting  
2011 Presenter of Six Traits Writing Workshop for Focused Instructional Coaches  
2010 Presenter of Effective Leadership Teams for Focus on Results Summer Institute  
2010 Presenter of Oral Language Development for Massachusetts Reading Association and Title 1 Conference  
2009 Presenter of Comprehension Strategies for Worcester Public Schools Summer Comprehension Institute  
2009 Presenter of Differentiated Instruction for Massachusetts Reading Association Conference and Reading First Conference  
2005 Presenter of Evolution of the Literacy Cadre for Accelerated Schools National Conference  
2003 Co-presenter of Amplifying Positive Deviance for NSDC Conference  
2003 Thomas Jefferson Award Recipient-recognition of commitment to educational excellence and equity for young children  
2002 Collaborator on Unpopular Animals Song Book

# MAUREEN MURGO

47 Morgen Drive, Auburn, New Hampshire 03032 603.490-0419 (C) maureen.murgo@gmail.com

## SUMMARY PROFILE

Student-focused education leader with more than twenty years of curriculum and instruction, educational policy, and professional development expertise. Recognized for creating a collaborative educational environment, increasing student performance scores, and improving the quality of classroom instruction.

## EDUCATION, CERTIFICATION AND SPECIALIZED TRAINING

### EDUCATION

<b>Ed. M., School Leadership</b>	<i>Harvard University, Cambridge, MA</i>	2003
<b>Ed.M., Special Education</b>	<i>Lesley University, Cambridge, MA</i>	1996
<b>B.A., English</b>	<i>University of New Hampshire, Durham, NH</i>	1989

### CERTIFICATIONS

#### Massachusetts State Certification #336351

*Principal/Assistant Principal (9-12)*

*Principal/Assistant Principal (5-9)*

*Special Needs (5-12)*

#### New Hampshire Certification #78854

*Principal*

*General Special Education*

### SPECIALIZED TRAINING

Research for Better Teaching, Differentiated Instruction, Teaching Content to All Students, Developing Effective Alternative Education Programs, Section 504 in New Hampshire, Title IV Training, MCAS Alt. Portfolios, Wilson Reading, Project Read: Written Expression, Crisis Intervention Restraint Training, Woodcock Johnson III, Crisis Intervention Restraint Training.

## LEADERSHIP EXPERIENCE

### TEACHER TRAINER

2010-Present

#### *Keys to Literacy; Rowley, MA*

- Deliver professional development training in the Key Comprehension, Primary Key Comprehension, Key Vocabulary, and ANSWER Key routines to diverse groups of educational leaders and instructors.
- Deliver professional development training in Content Area Literacy and the Common Core, KTL Coach Training, KTL Administrator training, and the MA Model System for Educator Evaluation.
- Consult with schools in literacy planning and the implementation of professional development initiatives.
- Lead follow-up training sessions including guided practice, small group shares, and co-teach sessions.
- Conduct teacher observations and debrief sessions to improve effective comprehension instruction.

### ASSISTANT PRINCIPAL

2004-2006

#### *Londonderry High School; Londonderry, NH*

##### **Student management and discipline:**

- Implemented school policy in allegiance to the student handbook and student due process rights at a diverse high school.
- Received and assigned discipline write-ups, conducted informal student investigations on conduct reports, and made counselor referrals when appropriate.
- Lead academic planning team meetings for at risk students.

##### **Instructional leadership:**

- Conducted classroom observations and wrote teacher evaluations. Provided specific and measurable feedback to increase student engagement and performance. Supervised professional growth plans.
- Developed a pre-referral process to ensure reasonable accommodations/modifications were made prior to a special education referral.

##### **Program management and coordination:**

- 504 Building Coordinator; case managed approximately 55 students identified under Section 504. Conducted initial referrals, lead team meetings, wrote and managed 504 plans.
- Organized and supervised freshmen orientation and freshmen open house.
- Revised and edited the student handbook.

# MAUREEN MURGO

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## Dean of Students

2003-2004

*Lexington High School; Lexington, MA*

### **Student management and discipline:**

- Supervised the academic and behavior management of 485 students at a diverse suburban high school.
- Implemented crisis intervention protocols and risk assessment procedures for students demonstrating at-risk behaviors.

### **Instructional leadership:**

- Conducted classroom observations and wrote teacher evaluations. Supervised professional growth plans.
- Provided specific strategies on classroom management, differentiated instruction, and reading comprehension.
- Participated in the hiring and recruitment process of new faculty. Developed teacher improvement plans. Participated in the termination of teachers who did not meet district proficiency standards.

### **Program management and coordination:**

- Organized and supervised senior scholarship night and junior awards ceremony.
- Supervised bus transportation and responded to incident reports, parent concerns and transportation logistics.

## Principal Intern/English Teacher

2002-2003

*Newton South High School; Newton, MA*

- Organized parent/teacher conferences. Designed schedules and collaborated with parents and faculty.
- Developed and presented school wide evacuation plan including shelter-in-place and lock down procedures.
- Trained teachers on researched based comprehension strategies to improve student engagement with text.

## TEACHING EXPERIENCE

### ***Special Education Teacher, Vining Elementary School; Billerica, MA***

- Supervised and developed a therapeutic program for emotionally handicapped students designed to meet academic goals through a highly structured, incentive based environment.
- Acted as the Educational Chairperson during outside and in-district placement meetings.
- Conducted annual and three-year evaluations, wrote Individual Education Plans.
- Supervised three paraprofessionals.
- Created MCAS alternative portfolio assessments.

### ***Special Education Teacher, Bedford High School; Bedford, NH***

- Facilitated the opening of a comprehensive suburban high school. Participated in the development of curriculum frameworks, academic competencies, and school policies.
- Case managed 28 students, wrote Individual Education Plans, progress reports, and participated in team meetings.
- Trained and supervised paraprofessionals.

### ***Special Education/English Teacher, Newton North High School; Newton, MA***

- Designed and implemented a skills based ELA tutorial program that decreased student failure rate on the Massachusetts Comprehensive Assessment System (MCAS): wrote curriculum, trained teachers, identified students, organized schedule, communicated with parents and staff.
- Supervised a district peer-tutoring program using high school students as mentors to junior high school students.
- Presented workshops on special education, learning disabilities, and study skills to faculty.
- Developed and co-taught a pilot English program to help at-risk students meet proficient levels on the MCAS exam.
- Taught in a self-contained therapeutic program for emotionally disturbed adolescents.
- Served on the Student Faculty Committee and the Human Rights Boards.
- Chaperoned students on overnight trips through Eastern Europe, Washington D.C., and New York City



# Jade A. Reitman

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Email: [boxfordjade@gmail.com](mailto:boxfordjade@gmail.com)

**Objective:** Educational consultant; Professional development trainer

## **Experience:**

Professional development trainer, 2012-  
Principal, 2007-2010

Curriculum Coordinator, 2001-2007  
Principal, 1992-2001  
1985-1992

Coordinator of Communicative Arts, 1982-1985  
Teacher, 1974-1982

Keys to Literacy, Rowley, MA  
Bridge Elementary School, Lexington, MA  
Middleton Public Schools, Middleton, MA  
Henry T. Sanborn Elementary School, Andover, MA  
South School, Andover, MA  
Dennis- Yarmouth Regional School District  
Marguerite E. Small School, Yarmouth, MA

## **Education:**

### **Ed.D, Professional School Administration**

Boston College, Chestnut Hill, MA 1996

Concentration: Administration/Curriculum & Instruction

Dissertation: A Study of the Relationship between Style of Social Interaction and Empowerment  
Behavior in School Principals

### **Ed.M, Reading Education**

Harvard Graduate School of Education, Cambridge, MA 1980

### **B.A., Elementary Education**

University of Massachusetts, Amherst, MA 1974

Concentration: Elementary Education, Psychology

## **Sample Presentations/Courses Taught:**

Salem State University: Reading & Writing in the Classroom, 2007

Middleton Public Schools: LINKS Metacognitive Strategies, Writing Open Response Questions; Priority  
FCAs (Focus Correction Areas), Teaching Deep Comprehension, 2003-2004

Middleton & Lexington Public Schools: The Interactive Notebook, 2002-2010

Wheelock College: Developing Literacy for Diverse Learners, 2002

Greater Lawrence Educational Collaborative: The Paideia Experience, 1997

Dennis- Yarmouth Regional, Andover & Middleton Public Schools: Process Writing, 1985-2007

## **Certifications:**

MA Licensure: Administrator, Special Subject Supervisor: Reading K-12, Principal/Assistant Principal,  
K-8, Supervisor/Director: All Levels, Specialist Teacher: Reading, 2014

NAESSP New Principal Mentor, 2010

Kathleen Porcaro's LINKS: Metacognitive Reading & Writing Strategies Facilitator, 2002

### **Sample Trainings:**

Larry Ainsworth: Unwrapping the Standards; Common Formative Assessments, 2010

Robert Marzano: The Art & Science of Teaching, 2009

Jay McTighe & Grant Wiggins: Understanding by Design, 2008

William Ribas: Observing, Developing, Documenting, Conferencing Classroom Teaching, 2007

Richard & Rebecca DuFour: Professional Learning Communities at Work, 2007

Kim Marshall: Use of Interim Assessments, 2007

Open Circle Social Literacy: Principal Training; Sustainability Program, 2007

Irene Fountas: Essentials of Guided Reading, 2006

Ilda King: Observational Tools to Guide Reading & Writing Instruction, 2006

Lucy Calkins: Intermediate Writing Units of Study, 2004

John Collins: Collins Writing Program, 2000

Eric Jensen: Facilitator Training, 1999

Jon Saphier & Mary Ann Haley: Observing & Analyzing Teaching, 1997

### **Awards:**

Bridge and Sanborn Schools awarded National Blue Ribbon for Excellence

## Colleen M. Yasenchock

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(home) 603.330.3492 (cell) 603.781.1429  
[Cmy1000@aol.com](mailto:Cmy1000@aol.com)

*"...a reading leader who continues to bring about many positive changes in her school community. She is a visionary who not only puts the needs of students first but also supports the professional development needs of teachers with whom she works."*

Dr. Kathe Simons

*"...organized, knowledgeable, and extremely effective while working and planning with groups...she has an incredible way of making people feel comfortable while coaching, teaching, and presenting...."*

Heidi Zollman  
Reading Specialist  
William Allen

### ***PROFESSIONAL PROFILE***

A seasoned instructional leader; dedicated to cultivating and sustaining positive change at all levels of the educational system.

- Experienced in school improvement and the change process.
- Well versed in current reading research and instructional practices.
- Effective communicator; proficient coordinator, consultant, and coach.
- Skillful presenter with national, state, and local level experience.

### ***EDUCATION, HONORS, & CERTIFICATIONS***

#### **M Ed Curriculum and Instruction: Reading**

Grand Canyon University, Phoenix, AZ. Fall 2007 *4.0 GPA*

#### **Bachelor of Arts in Elementary Education**

Notre Dame College, Manchester, NH. 1998

*Valedictorian • Phi Delta Kappa Honor Society Member*

#### **NH Experienced Educator Certifications**

Elementary Education K-8 / General Special Education K-12

Certified Reading Specialist

### ***EMPLOYMENT***

**Trainer for Keys to Literacy** March 2010 to Present

**Reading Consultant** SAU 54 and SAU 64 Aug 2009 to June 2010

- Assist in the analysis and use of NECAP, NWEA, Dibels and other data to identify and respond to student needs and overall trends.
- Collaborate with building and district leaders to identify needs, develop action plans, and create timelines for support.

**Faculty Member** Granite State College 2008 to 2011

- Pre / Post Baccalaureate courses and new course development

**Reading First Coordinator/Coach** William Allen School 2004-2009

- Monitored reading progress for 225 K-3 students, through ongoing assessment, and the coordination of three Tiers of instruction.
- Delivered ongoing professional development and coaching support to K-3 classroom teachers, and K-5 reading interventionists, and support staff.
- Provided leadership and service to school based teams and district level committees; served as a liaison between state and local entities.

**Kindergarten Teacher** William Allen School 2000-2004

**Special Education Teacher, Grades PreK and 1-3** SAU 54 1998-2000

*"...an efficient and effective natural leader. She has been an integral part of our learning community during a time of systemic change. Colleen is flexible, organized, dedicated and therefore very well respected ...."*

Mrs. Meghan Gadway  
Grade 2 Teacher - William Allen

*"I continue to seize every opportunity to grow as a professional, and to learn from those around me. I am determined to make a difference in the lives of others and believe that great things are possible when leadership, knowledge, and a clear vision are in place."*

Colleen Yasenchock

## ***PRESENTATIONS***

### **National and State Level**

"Literacy 2009: NH Reading First Program from the DOE," SPDC, Exeter, NH. SWnhESC, Keene, NH. May 2009.

"Collaborative Data Teams: Multiple Approaches to Diving in and Digging Deeper," 4<sup>th</sup> Annual National Reading First Conference, St. Louis, MO. July 2007. NH Department of Education's Follow the Child Conference, Nashua, NH. July 2007.

"Moving Forward with Comprehensive Reading Reform: Time to Put the Pedal to the Metal," Panelist-Facilitator. NH Association of School Psychologists Conference, Concord, NH. May 2007.

"Data Driven Decision Making: Helping Children of All Abilities Learn to Read," 9<sup>th</sup> Annual Best Practices Conference on Education for All Children, Concord, NH. November 2006.

"Coordinate, Collaborate, and Communicate: Bringing Data to Life in Powerful Team Meetings," 3<sup>rd</sup> Annual National Reading First Conference, Reno, NV. July 2006. NH Reading First Summer Reading Academy, Bartlett, NH. June 2006.

### **Local (partial list)**

LETRS Modules 1, 3, 4, 5 & 6. Attended by K-5 teachers and support staff, School and district level leaders. Rochester, NH. Fall 06-Winter 10.

Reading Mastery training. Rochester School District, NH. Jan and Feb 2009.

"The Dibels Assessment: Training in Foundation, Administration, Scoring and Interpretation," A workshop series for K-5 administrators, teachers and support staff from 5 schools in 3 districts. Rochester, NH. Winter '06, '07, '10, '11.

### ***PROFESSIONAL DEVELOPMENT (partial list)***

- National Plain Talk About Reading Institute. Spring '06, '07, '08, '09.
- National Reading First Conference. July '04, '05, '06, '07, '08, '09.
- Cognitive Coaching<sup>SM</sup> training- Fall 2007-Spring 2008.
- Language Essentials for Teachers of Reading and Spelling. Modules 1- 7, 10.
- National Dibels Institute for Trainers and Mentors. April 2005 & March 2011.

### **Among others, have attended workshops and presentations by:**

Michael Fullan ■ Robert Brooks ■ Jack Fletcher ■ Roland Good ■ Susan Hall ■ Jan Hasbrouck ■ Reid Lyon ■ Patricia Mathes ■ Louisa Moats ■ Tim Rasinski ■ Sally & Bennett Shaywitz ■ Joe Torgesen ■ Maryanne Wolf ■ Isabel Beck