

*Creating Conversations  
for Learning:  
Building Bridges*



# 2008 Teacher Leader Institute

Wednesday–Saturday  
June 11–14, 2008

Hyatt Regency Riverfront Hotel  
in Jacksonville, Florida

**NEW!**

**Registrations  
Are Accepted  
Online Only**

See details on page 8



Reading Recovery<sup>®</sup>

## Creating Conversations for Learning: Building Bridges



The conversations a teacher creates in a learning event can help build a bridge between the learner's knowledge and the teacher's knowledge. This year's Institute will be devoted to studying how we can facilitate conversations for learning as we work with children, teachers, and school systems.

On Thursday, our distinguished keynote speaker, Vivian Paley, will help us think about how to guide those conversations with the children we teach.

Friday's sessions will focus on engaging in effective conversations with school administrators. We will discuss how to effectively use our data and response to intervention (RTI) as we work toward strengthening the implementation of Reading Recovery.

Saturday will provide opportunities to study the conversations we create with teachers in our ongoing professional development, as we help trained teachers further explore theoretical concepts, rationales, and procedures presented in Clay's most-recent two-part Guidebook, *Literacy Lessons Designed for Individuals Part One and Part Two*.

Each day there will be many opportunities to dig deeper and problem solve collaboratively in breakout sessions with trainers and teacher leaders from across the country.

Our goal for you is that this year's Institute will provide you with greater understanding, support, and strength for your work ahead in building those bridges of understanding.

*Janet Behrend*

Trainer, University of Arkansas at Little Rock

*Cynthia Rodríguez*

Trainer, Texas Woman's University, Denton, TX

2008 Reading Recovery

Teacher Leader Institute Co-Chairs

### Keynote Speaker Vivian Gussin Paley

Vivian Gussin Paley writes and teaches about the world of young children. She examines their stories and play, their logic and their thinking, searching for meaning in the social and moral landscapes of classroom life. A kindergarten teacher for 37 years, Paley brings her storytelling/story acting and discussion techniques to children, teachers, and parents throughout the world.

She is the recipient of the 1987 Erikson Institute Award for Service to Children and a MacArthur Fellowship in 1989. She received the American Book Award from the Before Columbus Foundation for Lifetime Achievement in 1998. In 1997, her book, *The Girl with the Brown Crayon*, was given the Harvard University Press Virginia and Warren Stone Prize as the outstanding book about education and society. In 1999, the same book brought her the NCTE David H. Russell Award for Distinguished Research in the Teaching of English. Paley received the

John Dewey Society's Outstanding Achievement Award for the year 2000, and more recently in 2004, was named Outstanding Educator in the Language Arts by the National Council of Teachers of English.

Her books include *White Teacher*, 1979, Harvard University Press; *Wally's Stories*, 1981, Harvard University Press; *Boys and Girls*, 1984, University of Chicago Press; *Mollie is Three*, 1986, University of Chicago Press; *Bad Guys Don't Have Birthdays*, 1988, University of Chicago Press; *The Boy Who Would be a Helicopter*, 1990, Harvard University Press; *You Can't Say You Can't Play*, 1992, Harvard University Press; *Kwanzaa and Me: A Teacher's Story*, 1995, Harvard University Press; *The Kindness of Children*, 1999, Harvard University Press; *In Mrs. Tully's Room*, 2001, Harvard University Press; and *A Child's Work*, 2004, University of Chicago Press.



## Wednesday Schedule

All sessions will be held at the Hyatt Regency Riverfront Hotel in Jacksonville, Florida  
— Daily schedules may change slightly prior to the Institute —

### WEDNESDAY, JUNE 11, 2008

8:00 am–7:00 pm

Registration — Hyatt Regency Riverfront Hotel

9:00 am–5:00 pm

#### For Descubriendo la Lectura (DLL) Teacher Leaders

Strand Co-Chairs:

*Cynthia Rodriguez and Yvonne Rodriguez, trainers, Texas Woman's University*

#### Meeting the Challenge for Descubriendo la Lectura Students

This interactive session for DLL teacher leaders will focus on *Literacy Lessons* and the implication for DLL teaching, training, and implementation.

1:30–5:00 pm

#### For New Teacher Leaders And Field Year Teacher Leaders

Strand Co-Chairs:

*Betsy Kaye, trainer, Texas Woman's University;*

*Gayla Kolb, trainer, Southeast Missouri State University*

#### New Teacher Leader Session

Introductions

Reading Recovery Council of North America (RRCNA)

National Data Evaluation Center (NDEC)

International Perspectives (IRRTO)

Reading Recovery and Descubriendo la Lectura

Site Coordinator Perspectives

History of TLI and Professional Charge

Teacher Leader Panel: Leadership, Organization, and Support

5:30–6:30 pm

#### Evening Event For All Teacher Leaders And Trainers

This year's welcome reception will be held on Wednesday at the Hyatt Regency Riverfront Hotel in Jacksonville. In addition to the Institute kick-off and overview, all newly trained Reading Recovery teacher leaders and trainers will be introduced.

## PLEASE NOTE

All teacher leaders are required to bring  
*Literacy Lessons Designed for Individuals Part One and Part Two,*  
to the Institute.

This Institute is for currently certified and in-training Reading Recovery teacher leaders  
and trainers only.

# Schedules & Strand Sessions



## THURSDAY, JUNE 12, 2008

### Teaching Children Strand

#### The Power of Language in Shaping Children's Thinking Strand Co-Chairs:

Salli Forbes, trainer, Emporia State University  
Eva Konstantellou, trainer, Lesley University

7:15–8:15 am	Continental Breakfast
8:15–8:30 am	Introduction <i>TLI Co-Chairs Cynthia Rodríguez, trainer, Texas Woman's University; and Janet Behrend, trainer, University of Arkansas at Little Rock</i>
8:30–10:15 am	<b>Keynote Session: Vivian Paley</b> <b>The Art of Conversation: The Power of Story and Play to Help Children Become Creative Communicators</b>  When children see themselves as storytellers and story players, they recreate mankind's original learning tools. The need to express their ideas in matters of fantasy, friendship, and fairness leads children into the lively discussions that ignite and intensify every reading experience.
10:45–11:45 am	Small Group Discussions
Noon–1:15 pm	Lunch and Teacher Leader Scholar Recognition
1:30–3:30 pm	Concurrent Sessions: Teaching Children (see selections below — choose one and enter session number on your registration form)
4:00–5:00 pm	UTC Caucus Meetings

### Teaching Children Strand Concurrent Sessions

#### **T1** Language Variation and Learning to Read: Do Differences Really Matter?

Cathy Compton-Lilly, trainer, University of Wisconsin at Madison; and Flo Thornton-Reid, trainer, Georgia State University

This session defines language variation and explores its effect on learning to read. Vocabulary, syntax, pronunciation, and interactional differences will be discussed. Connections will be made to *Literacy Lessons* and implications for practice will be shared.

#### **T2** Language and Literacy Learning During Reading

Mary Fried, trainer, The Ohio State University

When is too much not enough? During a new book introduction, some teachers flood the child with language but do not actively engage the child in 'creating a set for the task' (Clay, 1998). Analyze videotapes of introductions to increase critical understandings and skills.

#### **T3** Supporting Children's Writing Development

Sharan Gibson, trainer, San Diego State University

Address the development of strong teaching decisions that improve children's ability to construct language for composition of texts and to solve words for writing.

#### **T4** Oral Language: Resource and Beneficiary

Betsy Kaye, trainer, Texas Woman's University

Explore the idea of oral language as a resource for and beneficiary of literacy learning (Clay, 2001) by examining Reading Recovery records, lesson videos, and Clay's writings.

#### **T5** Beyond the Words: Considering Nonverbal Communication in Reading Recovery Teaching

Mary Lose, trainer, Oakland University

Examine nonverbal communication, its relevance for the particular child's learning, and recommendations for teachers' interactions with children with reference to Clay's work in *Literacy Lessons*.

#### **T6** From Basic Communication to Academic Language

Yvonne Rodríguez, trainer, Texas Woman's University

Explore teacher/child interactions that assist children from reading texts that are highly supportive to more-complex texts that encompass "longer stretches of meaning, less familiar language, and less predictable texts."

#### **T7** Teachers' Language Can Impact How Children Learn

Maribeth Schmitt, trainer, Purdue University

The way teachers use language to interact with children during a lesson can determine whether or not the children become strategic and independent in their processing.



## Schedules & Strand Sessions

### **T8** Reading Books and Talking About Stories: Constructing Knowledge through Talk *Janice Van Dyke, trainer, Canadian Institute of Reading Recovery*

Engaging a child in a conversation about a story after reading provides greater scope for learning to occur than asking a child to retell a story. You will be challenged to think about how teacher and child conversation about a story supports the child's construction of meaning and language development.

**FRIDAY, JUNE 13, 2008**

### Implementation Strand

#### Conversations About Reading Recovery within a Comprehensive Literacy Plan

*Strand Co-Chairs:*

*Barbara Honchell, trainer, University of North Carolina-Wilmington*

*Barbara Schubert, trainer, Saint Mary's College*

8:00–9:00 am Teacher Leader Business Meeting and Breakfast

9:00–11:00 am **General Session:  
Reading Recovery and  
Response to Intervention:  
Challenges and Responses**  
*Linda Dorn, trainer, University of Arkansas at Little Rock; and Mary Lose, trainer, Oakland University*

A discussion of the key elements of response to intervention as a general education initiative and how Reading Recovery, classroom, and special educators can work together to support students having great difficulty learning to read and write.

11:30 am–1:00 pm Teacher Leader Awards and Lunch

1:15–2:45 pm Concurrent Sessions: Talking Together About Implementation (see selections below — choose one and enter session number on your registration form)

3:15–4:30 pm NDEC Update

### Implementation Strand Concurrent Sessions

**F1** Designing a Comprehensive Intervention Plan for RTI  
*Janet Behrend, trainer, University of Arkansas at Little Rock*

Explore ways of supporting school systems in designing a comprehensive intervention model that incorporates Reading Recovery and meets the requirements for RTI.

**F2** Opening Up New Avenues for Collaboration  
*Diane DeFord, trainer emeritus, University of South Carolina; Pam Huxford, Office of Instructional Promising Practices, Intervention/Reading First, South Carolina Department of Education; Maryann McBride, teacher leader, Clemson University; and Neely Kelly, teacher leader, Union County, SC*

Learn the results of initial efforts in South Carolina to form collaborations for RTI with Reading Recovery/Literacy Lessons for Individuals professionals, and other school programs and personnel.

**F3** Sifting and Sorting Implementation Issues for Different Stages of Implementation  
*Clifford Johnson, trainer, Georgia State University*

Study the issues related to the various challenges that emerge at different levels of implementation: beginning, sustaining, expanding, problems of size, and challenges for vintage sites. Response to intervention and Literacy Lessons designed for special groups will be included in the discussion.

**F4** Working with Vintage Sites: Focusing on Powerful Teaching  
*Lea McGee and Mary Fried, trainers, The Ohio State University; and Valerie Griesheimer, teacher leader, Upper Arlington/South Western City Schools, OH*

Explore the process used in a vintage site to improve student outcomes through a variety of learning opportunities for experienced Reading Recovery students.

**F5** Problem Solving: Progress Monitoring  
*Anne Simpson, trainer, Texas Woman's University*

Teacher leaders are invited to share how progress monitoring is being defined in their areas. As a group, examine essential understandings related to progress monitoring and effective ways to implement the practice.

# Schedules & Strand Sessions



## **F6** Response to Intervention *Judy Embry, trainer, University of Kentucky; and Vickie Slone, teacher leader, Kentucky Valley Education Cooperative*

Examine a working plan from three teacher leaders in eastern Kentucky working with a consortium of 22 school districts. The plan reflects 2 years of laying a foundation for RTI and the expansion of Reading Recovery in the next couple of years.

## **F7** The Myths and Realities of Literacy Instruction *Linda Dorn, trainer, University of Arkansas at Little Rock; and Barbara Schubert, trainer, Saint Mary's College*

Examine the myths and realities of literacy improvement, including early intervention, comprehensive literacy, internal experts, strategy-based instruction, seamless curriculum, administrative support, and literacy-enriched classrooms. Identify 10 research-based practices for increasing student achievement and engage in problem-solving discussions.

## **F8** Reading Recovery Training + Early Literacy Interventionist Training = Strong Response to Intervention *Mary Rosser, trainer, University of Maine; and Anne Jordan, teacher leader, Dexter Primary School, ME*

Explore the RTI concept and how one school district used teacher training in Reading Recovery to design, implement, and measure an intervention model to meet the needs of their most-struggling students.

## **F9** A Vision for Literacy: Instruction for All Children *Barbara Honchell, trainer, University of North Carolina-Wilmington*

Share a PowerPoint presentation, created by a group of teacher leaders and a trainer, developed to help schools and administrators understand the importance of a cohesive literacy plan to address the needs of all children in an elementary school.

## SATURDAY, JUNE 14, 2008

### Teaching Teachers Strand

#### Language that Shapes and Deepens Teacher Understandings

##### Strand Co-Chairs:

*Yvonne Rodríguez and Nancy Anderson, trainers, Texas Woman's University*

7:30–8:30 am Continental Breakfast

8:30–10:00 am **General Session:  
Creating Conversations for Learning:  
Teaching Teachers**  
*Nancy Anderson, trainer, Texas Woman's University*

A large body of transdisciplinary research and theory on teacher thinking, constructivist leadership, and dialogic communication point to shared understandings in purposeful conversations as central to sustainable growth in teaching practice. Explore frames for planning, reflecting, and shifting how leaders converse with teachers, as teacher leaders construct personal plans of action.

10:30–11:45 am Small Group Discussion Sessions

Noon–1:00 pm Lunch and Final Remarks

1:15–3:00 pm Concurrent Sessions:  
Teaching Teachers  
*(see selections below — choose one and enter session number on your registration form)*

3:00 pm TLI Adjourns

### Teaching Teachers Strand Concurrent Sessions

#### **S1** Teaching for Processing: Changing “Routine Experts” to “Skilled Experts”

*Janet Bufalino, trainer, Shippensburg University; Linda Randall, Reading Recovery teacher leader, Montgomery County School District, MD; and Todd Brown, Reading Recovery teacher leader, Conewago Valley School District, PA*

Focus on teaching decisions that will increase each of your student's processing. Take a new look at running records to evaluate children's processing and effective processing prompts to use throughout the lesson.



## Schedules & Strand Sessions

### **S2** Constructive and Effective Ongoing Professional Development

*Janet Behrend, trainer, University of Arkansas at Little Rock; and Karen James, Reading Recovery teacher leader, University of Arkansas at Little Rock*

Effective ongoing professional development requires observation, reflection, a listening ear, carefully planned and structured activities, and responsive interactions. Consider the constructive learner as it applies to ongoing professional development, group interactions, and how recent plans with Reading Recovery teachers have promoted independence, development of theoretical foundations, shifts from procedural to conceptual knowledge, and resulting success with learners.

### **S3** Planning for Change: Needs-Based Professional Development at Vintage Sites

*Ohio teacher leaders: Barb Collins, Ashland University/Mansfield City Schools; Paula Connor, Gahanna/Southeast; Rosemary Floccari, Akron Area; Julie Iannantuono, Wood County ESC; Phoebe Ingraham and Amy Shilt, Wright State University; Leslie McBane, Warren City Schools; Cheri Slinger, Upper Arlington/South Western City Schools; and Mary Fried, trainer, The Ohio State University*

Explore the development and results of focused continuing professional development designed to increase the number of first-cohort students discontinuing the series of lessons before 20 weeks.

### **S4** Shaping a Tight Six-Pack

*Floretta Thornton-Reid and Clifford Johnson, trainers, Georgia State University; and Maryann McBride, teacher leader, Clemson University*

Continuing professional development is integral to maintaining a quality Reading Recovery implementation. This trainer-teacher leader team will explore the nuances of planning strong ongoing professional development sessions.

### **S5** Teacher Retraining (Updating)

*Mary Ann Poparad, trainer, National-Louis University; Judy Liss and Joelle Schlesinger, teacher leaders, Plainfield Consortium, IL*

Discuss issues related to updating experienced Reading Recovery teachers after an extended absence. A professional development plan for updating Reading Recovery teachers returning to active status will be shared.

### **S6** New Teacher Leader in a Vintage Site

*Salli Forbes, trainer, Emporia State University and Iowa teacher leaders: Betty Gitz, Keystone Area Education Agency; Sue Fett and Carla Coleman, Iowa City School District/Grant Wood Area Education Agency*

Guidance is given to teacher leaders who are new to an established site in order to develop a trusting and productive relationship with the experienced teachers and administrators.

### **S7** Cognitive Flexibility, Oversimplification and Reading Recovery Professional Development

*Robert Schwartz, trainer, Oakland University; and Lynn Mangold, teacher leader, Walled Lake Reading Recovery Site, MI*

Rand Spiro's cognitive flexibility model identifies oversimplification as a characteristic of learning in complex and ill-structured domains. Using video clips of teaching interactions, explore the implications of this learning model for supporting teachers' professional development over time in Reading Recovery.

### **S8** Using Data as a Catalyst for Improved Teaching Efficiency and Effectiveness

*Mary K. Lose, trainer, Oakland University and Michigan teacher leaders: Mary Howell and Joanne LeBlanc, Genesee Intermediate School District; Ruth Beyerlein, Oakland University; Kathi Dean, Traverse City Area Public Schools; Mary Ann Marks, Dearborn Public Schools; Amanda McCabe, Eastern Upper Peninsula Intermediate School District; and Sandy Pennington, Dearborn Public Schools*

Through analyses of our data, we worked collaboratively with our teachers and administrators to improve outcomes for children. Case examples with links to *Literacy Lessons* will be presented for discussion.

### **S9** Continuing the Conversation: The Power of Collaborative Cluster Visits

*Shannon Henderson, trainer, Purdue University and Indiana teacher leaders: Monica Guthrie and Judith Mullinix, MSD Perry Township Reading Recovery Program*

Explore the outcome of early cluster visits in facilitating student acceleration from the beginning of the lesson series. Engage in video analysis and discussion of an onsite cluster visit in this interactive session.

# Registration Information



## REGISTRATION FEES

	Early Registration before May 1, 2008	Regular Registration after May 1, 2008
<b>Teacher Leader Registration</b>		
	\$ 410*	\$ 435*
*includes \$25 for the Teacher Leader Registry		
<b>Descubriendo la Lectura Session Registration</b>		
	\$ 75	\$ 85
<b>New Teacher Leader Session Registration</b>		
	\$ 50	\$ 60
<b>Trainer Registration</b>		
	\$ 300	\$ 325

## HOTEL RESERVATIONS

Rate: Single/Double Occupancy: \$134 for a single or double room plus state and local taxes (currently 14.13%). All sessions will be held at the Hyatt Regency Riverfront Hotel in Jacksonville, Florida. To make hotel reservations call 904-588-1234 or 800-233-1234 and identify yourself as attending the **Reading Recovery Teacher Leader Institute** to receive the discounted room rate. Or go online to [www.hyatt.com](http://www.hyatt.com) and enter the **Group/Corporate code G-READ**. Discount rates are subject to room availability and cannot be guaranteed if the room block runs out before May 15, 2008. Reservation requests received after the cutoff date will be based on availability at the hotel's prevailing rates. You can receive this discounted room rate for 3 days before or 3 days after the official Institute days, if rooms are available. When making a room reservation, inquire about the hotel's cancellation policy. Contact the hotel directly for tax exemption questions and procedures. Check in time is 3:00 pm and check out time is 11:00 am.

## CANCELLATIONS/REFUNDS

Refunds will be given if written notice is postmarked by May 1, 2008. There will be a \$50 accounting charge for all refunds. Please note that submission of this registration form is a commitment to pay the Institute fee, regardless of weather conditions. No-shows will be invoiced and subject to collection for the full amount if written notice is not postmarked by May 1, 2008. Unpaid registrations (including no-shows) will necessitate barring registration for future Reading Recovery conferences, academies, and institutes sponsored by RRCNA. **Refunds will not be given after May 1, 2008.** Request for a change in payee can be accommodated only if the new responsible party's payment has been received (purchase order does not constitute a payment).

## REGISTRATION QUESTIONS

Call the RRCNA Conference Department at 614-310-7340 or email [conferenceinfo@readingrecovery.org](mailto:conferenceinfo@readingrecovery.org).

## REGISTRATIONS ARE ACCEPTED ONLINE ONLY

The TLI registration process is now paperless. For your convenience we accept all payment types online, including purchase orders, checks, and credit cards.

To register, go to

[https://www.dpmregistration.com/rr2/rr\\_register.htm](https://www.dpmregistration.com/rr2/rr_register.htm)

You will receive an emailed confirmation.

## TRAVEL/TRANSPORTATION

The Jacksonville International Airport is approximately 15 miles from the Hyatt Regency Riverfront Hotel with a drive time of 20 minutes. Once you arrive in Jacksonville, you may use Express Shuttle, an airport shuttle service that goes to/from the Jacksonville Airport and the Jacksonville Hyatt Regency. To make a reservation, call 904-353-8880 or 800-394-0116. From the airport to the hotel, the cost is \$32.50 for 1 person (or \$30.00 with 24-hour advance notice); \$15.00 each for 2 people; or \$11.00 each for 3-4 or more guests with the same group. Express Shuttle is located on the lower level of the terminal adjacent to the baggage claim. Should you arrive after business hours, please proceed to the Visitor Information Desk at the bottom of the escalator for directions, or go directly to the shuttle kiosk outside. Taxi service is also available. The approximate one-way cost is \$35-\$40 from Jacksonville International Airport to the hotel. Call Gator City Taxi at 904-741-0008 or 904-355-8294.

All ground transportation services—including rental car agencies, taxi, and shuttle services—are located on the lower level of the airport terminal building adjacent to baggage claim. The Hyatt Regency Hotel does not offer a shuttle to and from the airport.

## CAR RENTAL

Teacher Leader Institute attendees receive a special rate. To make a reservation online go to [www.hertz.com](http://www.hertz.com) or call Hertz directly at 1-800-654-2240. **Use promotional code CV#04700001** to get the exclusive rate.

## ONSITE HERTZ RENTAL COUNTER

Hertz is conveniently located in the hotel lobby, across from the concierge desk. Stop by or call from your hotel room and have immediate access to a selection of rental cars. Call 904-634-4596 to make a reservation. Hours are Monday-Friday, 8:00 am-6:00 pm; Saturday and Sunday, 9:00 am-1:00 pm.

## OPTIONAL EVENING ACTIVITIES

Jacksonville offers a variety of activities in the evenings. For more information go to [www.visitjacksonville.com](http://www.visitjacksonville.com).



## Scholarships & Awards

### TLI SCHOLARSHIP AVAILABLE

The Sue Hundley Professional Development Scholarship was established by Lesley University to honor the memory of Sue Hundley. One scholarship is available to a Reading Recovery teacher leader from Ohio, North Carolina, Massachusetts, New Hampshire, Vermont, or Rhode Island. The total value of the scholarship is \$1,000. The scholarship will be awarded on a competitive basis. Scholarship applicants will be required to submit brief essays describing what they hope to achieve by attending this Institute, how they will share the information upon returning to their district, and demonstrating financial need.

For more detailed information, please visit our website at [www.readingrecovery.org/scholarships](http://www.readingrecovery.org/scholarships). For questions, please contact RRCNA at 614-310-7340.

**All applications must be received in the RRCNA office by April 1, 2008.**

### Teacher Leader Scholarships Awarded by RRCNA During the 2007–08 School Year

The Deluxe Corporation Foundation's association with Reading Recovery began in 2004. Thanks to the positive history Deluxe Corporation Foundation had in funding Reading Recovery in four local schools, their Contributions Committee decided to expand its support to a national level by funding five \$15,000 scholarships for training these Reading Recovery teacher leaders:

- Lee Busnarda-DiFeo**, Hamilton-Wentworth Catholic District School Board, Stoney Creek, Ontario, Canada
- Lynn Connery-Orcutt**, Souderton Area School District, Green Lake, PA
- Haley Cruse**, Simcoe Muskoka Catholic District School Board, Minesing, Ontario, Canada
- Christine Jenkins**, Simcoe Muskoka Catholic District School Board, Midland, Ontario, Canada
- Nancy Mills**, Cook County School District 130, Chicago, IL

### Reading Recovery Teacher Leader Award Nominations

The Reading Recovery Teacher Leader Awards recognize people who are committed to expanding Reading Recovery and maintaining its high standards. Because we rely on a broad constituency for continued support and expansion of Reading Recovery, it is particularly important to publicly acknowledge individuals who have had a positive impact on the implementation and success of Reading Recovery.

Please consider making a nomination this year. Reading Recovery supporters deserve public recognition of their significant contributions. Thank you!

#### Eligibility

Individuals who are not Reading Recovery-trained are eligible to be nominated for the Teacher Leader Award. Nominees are judged based on the documentation supporting that

- the nominee is committed to expanding Reading Recovery and maintaining its high standards, and
- the nominee has made significant contributions to Reading Recovery implementation **beyond the local level**.

#### Nomination process

- Write a nomination letter detailing the contributions of your nominee.
- Solicit letters of support from a range of people familiar with your nominee's contributions (school superintendents, principals, site coordinators, classroom teachers, legislators, school board members, Reading Recovery professionals, administrators, and others).
- The nomination packet should contain the nomination letter signed by a teacher leader and the collection of support letters.

#### Forward the nomination packet before April 15, 2008 to

Teacher Leader Awards Committee, RRCNA, 400 W. Wilson Bridge Road, Suite 250,  
Worthington, OH 43085

The Teacher Leader Awards Committee reviews the documentation and determines the candidates who will receive the award. The Committee will acknowledge receipt of your nomination packet, review each nomination, and notify the award recipients. The awards will be presented at the Teacher Leader Institute on Friday, June 13, 2008.



## 2008 Reading Recovery Teacher Leader Institute

Hyatt Regency Riverfront Hotel in Jacksonville, Florida • June 11–14, 2008

### LOCATION

The 2008 Teacher Leader Institute will be held at the Hyatt Regency Hotel, 225 East Coast Line Drive, Jacksonville, FL 32202. The hotel is located in downtown Jacksonville on the St. Johns River and houses two restaurants and two lounges. It is within walking distance to restaurants and Jacksonville Landing, a small mall with a variety of retail shops. Take a water taxi across the St. Johns River to enjoy a variety of restaurants and shops on the South Bank River Walk. Visit the Hyatt's website at <http://www.jacksonville.hyatt.com>. The Jacksonville Visitors Bureau's website is <http://www.visitjacksonville.com>.

### MEALS

Continental breakfast and lunch will be provided Thursday–Saturday.

### RECEPTION

A welcome reception will be held for all registrants on Wednesday evening from 5:30–6:30 pm. A short program will include an overview of the Institute and introductions of new teacher leaders and trainers. A nametag is required for this event. Guests of registrants may register to attend the reception for \$20, payable in advance with this registration or on site.

### EVENINGS

To facilitate further networking of those attending the Institute, no evening sessions will be scheduled Thursday–Saturday. For more information on local attractions, visit <http://www.visitjacksonville.com>.

### ATTIRE

Casual and comfortable attire with layers to suit air conditioned room temperatures is suggested.

### RRCNA MEMBERSHIP

To join the Council or renew your membership, complete the membership portion of the registration form and return with your registration and payment. To quickly find your RRCNA membership ID number, go to [http://www.rrcna.org/sections/membership/member\\_search.asp](http://www.rrcna.org/sections/membership/member_search.asp)

### EXHIBITORS AND SPONSORS

The Council has invited a number of leading educational publishers to exhibit at the Institute. They will be eager to greet attendees and showcase their latest books and services. Revenue from exhibitors and sponsors is included in the overall Institute budget and helps to maintain registration fees at the lowest level possible.

### QUESTIONS ABOUT THE INSTITUTE

Call the RRCNA Conference Department at 614-310-7340 or email [conferenceinfo@readingrecovery.org](mailto:conferenceinfo@readingrecovery.org).