

Roster of Presenters



Valerie Chism, M.Ed., LED is an Educational Diagnostician at the May Center for Learning. She holds New Mexico and Texas Licenses for PreK-12 Educational Diagnostician, K-8 Elementary, and K-12 Special Education. Through the years, Valerie has taught most elementary and middle school grades. While earning her M.Ed. in Special Education at the University of North Texas, Valerie taught teacher intern seminar classes and developed coursework. As an Educational Diagnostician and tutor in Texas, she established a school-based learning lab program for 4th-12th grade students. Valerie currently conducts psychoeducational evaluations, provides

Orton-Gillingham based dyslexia therapy, and provides executive function coaching for high school students at the May Center for Learning in Santa Fe, New Mexico. With over thirty-five years in the field of education and parenting her own children with dyslexia, Valerie has a special love for helping students, parents, and teachers equip themselves for student success.



Dr. Sharon Vaughn is the Manuel J. Justiz Endowed Chair in Education and the Executive Director of The Meadows Center for Preventing Educational Risk, an organized research unit that she founded with a "make a wish" gift from the Meadows Foundation family. A Professor at The University of Texas, she is the recipient of numerous awards including the first woman in the history of The University of Texas to receive the Distinguished Faculty and Research Award, the CEC research award, the AERA SIG distinguished researcher award, and the Jeannette E. Fleischner Award for Outstanding Contributions in the Field of LD from CEC. She is the author of more than 35

books and 250 research articles. Several of these research articles have won awards: one the A.J. Harris International Literacy Association award for best article published and another the School Psychology award for best article. She is currently Principal Investigator on several Institute for Education Sciences, National Institute for Child Health and Human Development, and U.S. Department of Education research grants. She works as a senior adviser to the National Center on Intensive Interventions and has more than six articles that have met the What Works Clearing House Criteria for their intervention reports. She has conducted technical assistance in literacy to more than 10 countries, 30 State Departments of Education and has worked as a literacy consultant to more than 50 technical assistance projects.



Erin Swilling is the parent of a sixteen year old son who was diagnosed with a disability at 20 months of age. In addition to being an advocate for her son, she has also been instrumental in her work in early childhood education and intervention. Ms. Swilling has spent the last twenty-two years working with children and families with the belief that connecting them to their community and resources helps build capacity and sustainability as productive, successful citizens. As part of those efforts she has been the director and teacher at the Wheatland Early Childhood Center, and the Open School, where she spent her time fostering the growth of comprehensive development in young children through early learning, health and family well-being initiatives. This led to the opportunity for Erin to serve as the Executive Director of the Wyoming Citizen Review Panel where her commitment to supporting community and statewide initiatives continued to grow; recognizing that it takes a team to affect change in the community. This cumulative experience created the opportunity for Ms. Swilling to transition to her current role as the Executive Director of the Parent Information Center, where she has found her home.

Along with Ms. Swilling's professional commitments to children and families, she has taken an active role in the community and is currently a member of the Wyoming Early Childhood State Advisory Council (2016-present), the Wyoming Home Visitation Network (2016-present) the Wyoming Advisory Panel for Students with Disabilities (2017-present), and the State Advisory Council on Juvenile Justice (2018). In addition to her son Kade, who at sixteen years old is on his high school cross country and track team and is a 3.8 honor roll student, Ms. Swilling has two other teenage children, a daughter and a son.



Emily Hanford is an award-winning reporter who's been working in public media for more than 25 years. She's currently senior education correspondent for APM Reports, the documentary and investigative group at American Public Media. Her ground-breaking work on early reading instruction sent shockwaves across the United States and around the globe for bringing mainstream media attention to the importance of teacher knowledge about the science of reading. "Must-listen," wrote US former education secretary John King. "Some of the most important reporting on education in a generation," according to John White, former Louisiana Superintendent of Education. "Life-changing," said a veteran teacher.

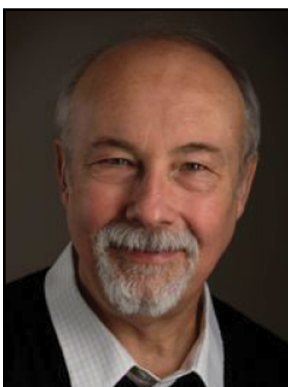
Emily's work has appeared on NPR and in The New York Times, Washington Monthly, Los Angeles Times, PBS NewsHour and many other publications. In 2017, Emily won the "Excellence in Media Reporting on Education Research Award" from the American Educational Research Association. Her work has also been honored with a duPont-Columbia Award, a Gracie Award and several awards from the Education Writers Association including a "Public Service" award for Hard Words, her 2018 audio documentary about why American kids aren't being taught how to read. Hard Words was named one of the ten pieces of education journalism that "defined the past decade" by The Grade. Her reporting on reading is collected at apmreports.org/reading. Emily is based in Washington, D.C.



Dr. Anita Archer serves as an educational consultant to state departments and school districts on explicit instruction and literacy. She has presented in all 50 states and many countries including Australia and is the recipient of ten awards honoring her contributions to education. Dr. Archer has served on the faculties of three universities including University of Washington, University of Oregon, and San Diego State University. She has co-authored numerous curriculum materials including Phonics for Reading (Curriculum Associates), a three-level intervention program, REWARDS (Voyager/Sopris), a five component literacy intervention program, and a best-selling textbook titled *Explicit Instruction: Effective and Efficient Teaching* (Guilford Publications).



Timothy Shanahan is Distinguished Professor Emeritus at the University of Illinois at Chicago. Previously, he was director of reading for the Chicago Public Schools. He is author or editor of more than 300 publications on literacy education. Professor Shanahan is past president of the International Literacy Association. He served on the Advisory Board of the National Institute for Literacy under Presidents George W. Bush and Barack Obama. He took a leadership role on the National Reading Panel and chaired two other federal research review panels: National Literacy Panel for Language Minority Children and Youth, and the National Early Literacy Panel, and helped author the Common Core State Standards. Shanahan received the William S. Gray Citation for Lifetime Achievement and the Albert J. Harris Award for outstanding research on reading disability from the International Literacy Association, and the P. David Pearson Award for Scholarly Influence from the Literacy Research Association. He was inducted to the Reading Hall of Fame in 2007 and is a former first-grade teacher. For more information, visit his blog: www.shanahanonliteracy.com



Timothy Rasinski, Ph.D., is a professor of literacy education at Kent State University and director of its award winning reading clinic. He also holds the Rebecca Tolle and Burton W. Gorman Endowed Chair in Educational Leadership. Tim has written over 200 articles and has authored, co-authored or edited over 50 books or curriculum programs on reading education. He is author of the best selling books on reading fluency *The Fluent Reader* and *The Megabook of Fluency*. Tim's scholarly interests include reading fluency and word study, reading in the elementary and middle grades, and readers who struggle. His research on reading has been cited by the National Reading Panel and has been published in journals such as *Reading Research Quarterly*, *The Reading Teacher*, *Reading Psychology*, and the *Journal of Educational Research*. Tim is the first author of the fluency chapter for the *Handbook of Reading Research, Volume IV*.

Tim served a three year term on the Board of Directors of the International Reading Association and was co-editor of *The Reading Teacher*, the world's most widely read journal of literacy education. He has also served as co-editor of the *Journal of Literacy Research*. Rasinski is past-president of the College Reading Association and he has won the A. B. Herr and Laureate Awards from the College Reading Association for his scholarly contributions to literacy education. In 2010 Tim was elected to the International Reading Hall of Fame.

Prior to coming to Kent State Tim taught literacy education at the University of Georgia. He taught for several years as an elementary and middle school classroom and Title I reading intervention teacher in Omaha, Nebraska. Tim is a veteran of the United States Armed Forces.

Professional Development Areas of Expertise:

- Working with Struggling Readers

- Developing Foundational Reading Skills in Young Readers

- Effective Teaching of Phonics and Word Study

Teaching Fluency:

- The Neglected but Critical Goal of the Reading Curriculum

- Parental Involvement in Reading



Louisa Moats, Ed.D., has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. She served as a board member and officer of the International Dyslexia Association for many years. As such, she led the committee that developed IDA's Knowledge and Practice Standards for Teachers of Reading and has written many articles for IDA's publications. Her text, *Speech to Print*, is in its third edition, and her professional development program, LETRS, is used nationally and internationally to help teachers learn about the science of effective literacy instruction.

Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association for outstanding contributions to the field; the Eminent Researcher Award from Learning Disabilities Australia; and the Benita Blachman award from the Reading League.



Dr. Stephanie Stollar is the former Vice President for Professional Learning at Acadience Learning Inc. She is an adjunct professor in the online Reading Science Program at Mount St. Joseph University, and a founding member of a national alliance for supporting reading science in higher education. Dr. Stollar recently formed her own company, Stephanie Stollar Consulting. You can follow her work on Facebook, Twitter and LinkedIn.



Louise Spear-Swerling, Ph.D., is Professor Emerita in the Department of Special Education at Southern Connecticut State University in New Haven CT. Her research interests focus on children's reading development and literacy difficulties, as well as teacher knowledge for reading instruction; she has presented and published widely on these topics. Dr. Spear-Swerling's most recent book is *The power of RTI and reading profiles: A blueprint for solving reading problems*, published by Brookes. She also is a member of several journal editorial boards, including those for *Annals of Dyslexia*, *Teaching Exceptional Children*, and *Reading Psychology*. In 2009 and 2010 she served on the working group for the International Dyslexia Association that produced national IDA professional standards for teachers of reading. Dr. Spear-Swerling has prepared both general and special educators to teach reading using Structured Literacy approaches for many years.



David A. Kilpatrick, Ph.D., is a professor of psychology for the State University of New York College at Cortland. He is a New York State certified school psychologist with 28 years experience in schools. He has been teaching courses in learning disabilities and educational psychology since 1994. David is a reading researcher and the author of two books on reading, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, and *Equipped for Reading Success*, and is a co-editor of a third, *Reading Development and Difficulties: Bridging the Gap Between Research and Practice*. David is also the managing editor of *The Reading League Journal*.



Dr. Julie Washington, Ph.D., is a Professor and Chair of the Department of Communication Sciences and Disorders in the College of Education and Human Development at Georgia State University (GSU) in Atlanta, GA (USA). She is also Co-Director of the Center for Research on the Challenges of Acquiring Language and Literacy, a unique Center focused on language and literacy research in high risk urban, and impaired populations. Currently, Dr. Washington's research is focused on the intersection of literacy, language variation, and poverty. In particular, her work focuses on

understanding the role of cultural dialect in the identification of reading disabilities in school-aged African American children and on disentangling the relationship between language production and comprehension on development of reading and early language skills for children growing up in poverty. Dr. Washington directs the Georgia Learning Disabilities Research Innovation Hub funded by the National Institutes of Health, Eunice Kennedy Shriver National Institute on Child Health and Human Development.



William Van Cleave is an internationally recognized consultant in structured literacy, William Van Cleave is the Founder and President of W.V.C.ED, a company that provides professional development and effective teaching materials for instructors. He consults with districts and both private and public schools, providing trainings and workshops, curriculum development and alignment, and model teaching, particularly in the areas of written expression and vocabulary instruction. With his interactive, hands-on style, William has presented on effective teaching practices at conferences and schools both in the United States and abroad for over twenty years.

Recent projects include consulting with three schools as part of a literacy grant in Montana; participating on the MTSS Writing Standards Committee for the State of Pennsylvania; implementing several Trainer of Trainers projects using his sentence structure approach; implementing a multi-year writing intensive for teachers in Franklin, TN; and writing a series of workbooks and a companion book on developing composition skills to complement his sentence approach. The author of three books, including *Writing Matters* and *Everything You Want To Know & Exactly Where to Find It*, as well as a number of educational tools and activities, William has served as a classroom teacher, tutor, and administrator at various points in his career.



Lynn Kuhn, M.A. - CCC-SLP, a Certified Dyslexia Practitioner, has a double master's in Educationally Handicapped (LD and ED) and Speech Language Pathology. She worked 23 years as a speech language therapist and language-literacy specialist serving students with literacy challenges. She trained and coached teachers using multisensory structured language techniques. Her Colorado Department of Education projects included serving as Colorado Reading First's Professional Development Coordinator and creating and training content for the CO Multisensory Structured Language Cadre. Lynn consulted and provided professional development for a Federal Early Reading First Grant. Lynn consults with schools, districts, and state departments on issues related to change, teacher knowledge, data analysis, and literacy achievement. Lynn is a National LETRS and Early Childhood LETRS trainer. She has been instrumental in the design and content for Reading in the Rockies and Reading in the City conferences. She presently serves as one of three chairpersons for the November 2020 National IDA conference.



Jason Yeatman, Ph.D., is an Assistant Professor in the Graduate School of Education and Division of Developmental and Behavioral Pediatrics at Stanford University. Dr. Yeatman completed his PhD in Psychology at Stanford where he studied the neurobiology of literacy and developed new brain imaging methods for studying the relationship between brain plasticity and learning. After finishing his PhD, he took a faculty position at the University of Washington's Institute for Learning and Brain Sciences before returning to Stanford.

As the director of the Brain Development and Education Lab, the overarching goal of his research is to understand the mechanisms that underlie the process of learning to read, how these mechanisms differ in children with dyslexia, and to design literacy intervention programs that are effective across the wide spectrum of learning differences. His lab employs a collection of structural and functional neuroimaging measurements to study how a child's experience with reading instruction shapes the development of brain circuits that are specialized for this unique cognitive function.