



2023 Roster of Presenters

Dr. Natalie Wexler- Natalie Wexler is an education writer and the author of *The Knowledge Gap: The Hidden Cause of America's Broken Education System—And How to Fix It* (Avery 2019). She is also the co-author, with Judith C. Hochman, of *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subjects and Grades* (Jossey-Bass, 2017), and a senior contributor to the education channel on Forbes.com. Her newsletter, *Minding the Gap*, on Substack, is available for free. Click here to view past posts and subscribe. Natalie's articles and essays on education and other topics have appeared in *The New York Times*, *The Washington Post*, *The Atlantic*, *The Wall Street Journal*, *the MIT Technology Review*, *The American Scholar*, and other publications. She has spoken on education before a wide variety of groups and appeared on a number of TV and radio shows, including *Morning Joe* and NPR's *On Point* and *1A*. She holds a BA from Harvard University, an MA in history from the University of Sussex (UK), and a JD from the University of Pennsylvania, and she has worked as a reporter, a Supreme Court law clerk, a lawyer, and a legal historian. The author of three novels, she lives in Washington, D.C., with her husband and has two adult children.

Susan Lambert- Susan Lambert is the Chief Academic Officer, Elementary Humanities at Amplify and the host of *Science of Reading: The Podcast*. Her career, including classroom teacher, building administrator and district-level leader, has been focused on creating high quality learning environments using evidence-based practices. Susan is a mom of four, grandma of four, a world-traveler and a collector of stories. Her professional quarantine accomplishments include the production of knowledge-based learning modules for Kindergarten through Grade Two students, available through Amplify's free resources website and Wide open Schools.

Dr. Claude N. Goldenberg- Claude Goldenberg is Nomellini & Olivier Professor of Education, emeritus, in the Graduate School of Education at Stanford University. A native of Argentina, his areas of research and professional interest have centered on promoting academic achievement among language minority children and youth. Prior to his arrival at Stanford, Goldenberg was Professor of Teacher Education, Associate Dean of the College of Education, and Executive Director of the Center for Language Minority Education and Research (CLMER) at California State University, Long Beach. Goldenberg received his A.B. in history from Princeton University and M.A. and Ph.D. from Graduate School of Education, UCLA. He has taught junior high school in San Antonio, TX, and first grade in a bilingual elementary school in the Los Angeles area. Goldenberg was a National Academy of Education Spencer Fellow in 1986-88. In 1993 he received the Albert J. Harris Award (with Ronald Gallimore) from the International Reading Association for an article in *Educational Researcher* describing how beginning Spanish reading achievement improved at an elementary school where he taught first grade and conducted research on home and school influences on early literacy development. In 2004 he received the Distinguished Faculty Scholarly and Creative Activities Award from California State University, Long Beach.

Dr. Brittney Bills- Brittney Bills worked in public education for 23 years before becoming an independent literacy consultant. Her career has included many positions: classroom teacher, learning specialist, Title I teacher, vice-principal, literacy specialist for the board of education, and adjunct professor. She has presented nationally on various literacy topics including reading, dyslexia, assessment, and writing. Amy is a

member of Decoding Dyslexia Maryland, on the board of directors for The Reading League, a LETRS Professional Learning Facilitator, an Acadience Training Specialist, and a Teacher Preparation and Literacy Review Specialist for The Barksdale Reading Institute. She is determined to support national efforts in making sure teachers are equipped with deep knowledge of language systems and teaching methods to ensure all students leave second grade with proficient reading and writing skills.

Dr. Jan Hasbrouck- Dr. Jan Hasbrouck is a researcher, educational consultant, and author. She was a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later becoming a professor at Texas A&M University. She served as Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Dr. Hasbrouck has provided educational consulting to individual schools across the United States as well as in Mexico, Peru, Guatemala, Honduras, Jamaica, and Germany, helping teachers, specialists, and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers.

Dr. Stacey Kern- Stacey Kern is the Director of Special Services for Carbon County School District #1. She received her B.A. in Psychology from Tabor College, her M.S. in Clinical Psychology from Emporia State University, her Ed.S. in School Psychology from Emporia State University, and her Ph.D. in Educational Leadership from the University of Wyoming. Dr. Kern is a nationally certified school psychologist who has practiced in the state of Wyoming for fifteen years. Prior to becoming an educator, she was a licensed master's level psychologist working with incarcerated males in the state of Kansas. She advocates for the children of Wyoming through her work at the local, state, and national levels. She has served on the board for the Wyoming School Psychology Association and the Wyoming Association of Special Education Administrators, served as the Wyoming state delegate for the National Association of School Psychologists, and is a member of the Council of Administrators of Special Education. Her passion is early identification and intervention for children at-risk for reading difficulties, and building school systems that support the growth of all learners.

Chuck Kern- For the last decade Chuck Kern has served as a building and district-level administrator. Prior to administration, he spent thirteen years as a high school social studies teacher and two years as a higher education instructor. Throughout his career, Chuck has been dedicated to non-traditional learners, which is one area he gets to focus on in his current role as Curriculum Director for Carbon County School District #1. He earned his Educational Leadership degree from Emporia State University and is in his second year of the University of Wyoming's Doctor of Education program. Chuck wrote the WY-BILT for Carbon #1 and teams with Danielle McKee to utilize the grant to bring evidence-based literacy initiatives to their district.

Tanya Wall- Tanya Wall is a human resource director and school administrator with over twenty-one years of experience in education. She has worked with Carbon County School District #1 for the past two years, where she has developed a deep understanding of human resources management, employee relations, and school administration. As a human resource director, Ms. Wall is responsible for recruiting, hiring, and retaining top talent for Carbon #1. She is particularly proud of the successful recruitment campaigns she has led, which have resulted in a diverse, highly qualified workforce. As a school administrator, she works closely with teachers, staff, and parents to ensure that Carbon #1 schools provide a safe and supportive learning environment for all students. Ms. Wall received her Bachelor's degree in Elementary Education from the University of Northern Colorado, her Master's degree in Educational Leadership from the University of Phoenix, and her Master's degree in Curriculum and Instruction from Grand Canyon University. In her free time, she enjoys reading and playing with her dogs. She currently lives in Laramie, Wyoming. Ms. Wall's ultimate goal is to help create a positive and inclusive school culture that supports the academic and personal growth of all students.

Amy Bentsen—Amy Bentsen is an experienced educator who has spent the last 18 years of her career working for Carbon County School District 1 in Rawlins, Wyoming. She began her teaching career in 2005, where she taught first grade for eight years. During this time, she gained valuable experience working with young children and developing effective teaching strategies to help them succeed. After eight years in the classroom, Amy was ready for a new challenge and transitioned into a leadership role. For the next three years, she served as an instructional facilitator and curriculum coordinator, working closely with teachers to develop and implement effective instructional strategies and curriculum. She also provided professional development to teachers on a range of instructional topics. In 2016, Amy started working as an assistant principal, a role she has held for the past seven years. As an assistant principal, she has been responsible for managing day-to-day operations, overseeing student discipline, and working with teachers to improve instructional practices. She has also served on the professional development team, helping to develop and deliver training to teachers and staff. Throughout her career, Amy has been committed to promoting student success and providing high-quality education for all students. She is passionate about education and is always looking for new ways to support teachers and students in their learning journeys.

Danielle McKee—Danielle McKee is Little Snake River Valley School's Assistant Principal and Curriculum Coordinator. She began her education career over 19 years ago as a Social Studies teacher, and has worked as a Library Media Specialist, Special Education teacher, and Instructional Facilitator over the course of her career. Her passion for education led Danielle to obtain a Master's in Library Science and an Education Specialist degree in school leadership. Core to her educational philosophy is the belief that all students can learn when given a positive learning environment that fosters a growth mindset through a collaborative team effort. Her professional passion is working with staff to build authentic disciplinary literacy experiences through curriculum development, data collection, and professional development.

Wendy Daniels—Wendy Daniels, a 20-year educator who has been an early childhood through secondary classroom teacher, technology coach, literacy and math facilitator and intervention expert. She specializes in supporting teachers and administrators in the areas of Science of Reading, PLCs, RTI, school culture, curriculum design, and the highly engaged classroom. Wendy is rooted in the PLC process and understands that collaborative teams are the foundation for high levels of learning for all students. She has invested her work in coaching teachers through the transition into a structured literacy world, while maintaining the integrity and passion of their previous literacy backgrounds. She is passionate about empowering teachers and administrators to support the development of the next generation of students both in school and beyond.

Tami BeBee-Schwartz—Tami BeBee-Schwartz earned both her Elementary Education and Special Education degrees via dual major at Montana State University-Billings and her Masters in Education-Curriculum and Instruction from Grand Canyon University. An educator for 20 years, she spent 14 years as instructional implementer and consultant before opening Instructional Intensity, Inc. She takes pride in building professional relationships to support educators and students. She imbues these relationships with her passion and energy, deeply committed to trust, honesty and being willing to go above and beyond to enable growth and success. Tami sees herself as a mom, a wife, an educator and a life-long learner. "I am married to an educator, so the 'real world' for teachers, filled with expectations, wins and speed bumps, comes home to my living room and dining table every evening."

Dr. Emily Hayden—Emily Hayden is a Literacy Specialist for the Strategic Education Research Partnership, where she develops curriculum and supports implementation and evaluation of projects including the Strategic Adolescent Reading Intervention. Prior to earning her PhD in Educational Studies from

the University of Nebraska-Lincoln Emily was a K-12 teacher, literacy specialist, and special education administrator in public Title 1 schools in Nebraska, where she worked with diverse students in high poverty/high mobility settings. Her teaching experience spans K-12 as well as undergraduate and graduate students at the university level. She has worked with teachers, researchers, community leaders, and policymakers to design curriculum and professional development. She has served as a faculty member at SUNY University at Buffalo, New York and at the Iowa State University of Science and Technology, where she focused on teacher expertise and equitable, socially just access to literacy learning across disciplines.

Dr. Cynthia Brock- Cynthia Brock is a professor at the University of Wyoming where she holds the Wyoming Excellence in Higher Education Endowed Chair in Literacy Education. Her scholarly research agenda centers on the study of opportunities for learning. She explores the literacy learning opportunities of elementary children from diverse cultural, linguistic and economic backgrounds; she also explores ways to work with pre- and in-service teachers and administrators to foster children's literacy learning opportunities. She has conducted qualitative research in cross-cultural contexts including the United States, Australia, England, Fiji, Thailand, Laos, Spain, Chile and Costa Rica.

Cami Kostreva- Camiel Kostreva currently teaches reading at Lander Valley High School where she became a 2023 Wyoming Teacher of the Year finalist for her work in building a reading intervention program that helps secondary students close persistent reading gaps that have inhibited their academic success and confidence. Kostreva is a National Board Certified Teacher and holds a Bachelor of Art degree in English education from Valley City State University and a Master of Art degree in curriculum and instruction with an emphasis in literacy from the University of Wyoming.

Faith Howard- Faith Howard is a Literacy Specialist at Sublette County School District #1 and serves students at both Pinedale High School and Skyline Academy. This is her 14th year in education and her first in this new role. She has taught high school English in Missouri, Colorado, and Wyoming, and has also been a Director of Curriculum and Instruction and instructional coach throughout her career. She received her Bachelor's degree in Secondary Education and English from William Jewell College, earned her Masters in Curriculum and Instruction with an emphasis in English from the University of Wyoming, and is a National Board Certified Teacher (NBCT). Faith currently lives in Pinedale, Wyoming with her husband and two young children.

Taren Hendricks- Taren is currently serving as the Kindergarten-5th grade Literacy Coach with Goshen County School District in Wyoming. She has a Master of Arts in Education: K-12 Literacy from the University of Nebraska-Kearney and is an IMSE Orton-Gillingham Certified Teacher. She is a lifelong learner continually striving to help all children enjoy the gift of literacy. Prior to being a literacy coach, Taren was in the classroom for 9 years. The majority of those years were spent in a kindergarten classroom. She also served a short term at the third and fourth grade levels. When Taren doesn't have her nose in a book, she enjoys spending time with her family, traveling, and cheering on her three children and the Nebraska Cornhuskers in all sports and activities.

Nikki Baldwin- Nikki Baldwin has spent the last 20 years working in early childhood education in Wyoming. She has had a wide range of experiences as a kindergarten teacher, early childhood special educator, Head Start curriculum coordinator, preschool center director, pedagogical leader, private consultant, and member of the University of Wyoming early childhood faculty. Nikki's current role in the UW College of Education includes coordinating the Early Childhood Special Education program and directing the Wyoming

Early Childhood Outreach Network (WYECON). Nikki leads the Wyoming Early Childhood Professional Learning Collaborative (WYECPLC) and is a co-lead of the Federal Preschool Development Grant. Nikki teaches the Early Literacy Credential at the University of Wyoming and is an appointed member of the Wyoming Early Childhood State Advisory Council.

Dr. Norene A. Bunt- Norene A. Bunt is an author and former teacher, principal, curriculum coordinator, and superintendent. She is an expert on best practices in literacy instruction and integrating the science of reading to support high levels of learning for all students. Norene has more than 15 years of teaching experience and 17 years serving in school leadership roles. Her expertise has been developed through these professional experiences, as well as through action research, classroom observations, and extensive reviews of current research. She has published several journal articles on literacy topics and is the author of a book called Comprehensive Reading Instruction. Dr. Bunt earned a Master of Arts degree in Elementary Education from Northwestern College and a Doctor of Education degree in Educational Administration, with an emphasis in Curriculum and Instruction, from the University of South Dakota. She continues to serve as an adjunct professor, student teaching supervisor, and author.

Marine Freibrun, MEd- Marine Freibrun, MEd, began her career as an elementary school teacher in Southern California. She supported teachers as an instructional coach, English Language Development (ELD) coach, and Positive Behavior Interventions and Supports (PBIS) coach. Marine served as the ELA/ Literacy Assessment Coordinator for the Idaho State Department of Education. She supported teachers and district leaders in the implementation of the Idaho Literacy Achievement and Accountability Act. Together they evaluated assessment data from the state's literacy assessment and defined next steps for effective instructional practices. Marine is also a published author. Her two books include Getting Started with Teacher Clarity and Leading with Administrator Clarity. Marine received her bachelor's degree in Elementary Education from the University of California, Irvine and her master's degree in Educational Leadership and Policy Studies from California State University, Northridge. She lives in the Boise area with her husband and two sons.

Andreia Simon, MEd- Andreia Simon, MEd, began her career teaching first grade in the Austin, Texas area and quickly developed a passion for the intersection of social-emotional learning and literacy development. Over her 18 years in education, she has been fortunate to serve in multiple districts as a classroom teacher, district reading specialist, literacy leader, and instructional coach. She also served as Senior Literacy Consultant and READ Act Field Support Manager in the Preschool through Third Grade (P-3) Office at the Colorado Department of Education. In this role, she trained educators in the Science of Reading and supported school and district leadership in implementation of the Colorado READ Act, seminal legislation designed to ensure that all students in Colorado receive equitable access to scientifically and evidence-based reading instruction. Andreia now splits her time between Colorado and Santa Fe, New Mexico with her husband Ben and two four-legged, furry soul mates, Bear and Sadie.

Tiffany Stolte- Tiffany started Peak Reading in 2021 after teaching reading for the past 12 years. I am a certified teacher in Wyoming, have a Teaching Certificate (K-6), a Masters in Curriculum and Instruction, and an ESL endorsement through the University of Wyoming. I have over 20 years of teaching experience; I have taught at Red Top Meadows, Jackson Elementary, Journeys School, Colter Elementary, Axis Kids Academy, and privately tutored reading. My work experiences have allowed me to work with preschool to high school students. I have derived much of my expertise through books, Orton-Gillingham trainings and practicums, LETRS training, and many conferences and lectures. I am currently running Peak Reading. This business includes literacy assessments, tutoring, parent advocacy, teacher training/coaching, and consulting with schools to improve literacy outcomes.

Dr. Julie Klingerman- Julie Klingerman, LoudonClear Literacy Consulting LLC, has worked in public education for more than 36 years. In that time, she has been a classroom teacher, literacy coach, and reading specialist for primary and secondary students. After becoming a LETRS® trainer in 2011, she earned her doctorate in reading and literacy in 2016 and is an adjunct instructor of literacy for graduate students at Liberty University. Dr. Klingerman is currently a national LETRS professional learning facilitator and instructor of graduate-level LETRS courses at Wilson College, where she realizes her true passion for educating teachers in the science of reading.

Dr. Todd Reynolds- Todd Reynolds is an Assistant Professor of secondary English education at the University of Wyoming. After teaching high school English for 10 years and working in elementary schools as a literacy coach and fifth-grade teacher, he earned a doctorate in literacy education, focusing on dialogic teaching in the English classroom. His current research focuses on dialogic teaching and disciplinary literacy in ELA.

Dr. Leslie Rush- Leslie S. Rush is a Professor in the School of Teacher Education at the University of Wyoming, where she has also served as an English and literacy teacher educator and an administrator. Her research includes the study of disciplinary literacy in English/language arts classrooms, as well as the roles played by instructional coaches in secondary school settings.

Debbie Hunsaker- Debbie Hunsaker, M.Ed., is the Owner and Lead Implementation Consultant of STRIVE, Inc. STRIVE provides national consulting and professional development services focusing on improving literacy achievement. She has dedicated her career to improving teaching and learning by supporting state and federal literacy initiatives, providing curriculum development and comprehensive literacy planning support, and providing on-site school support of teachers, coaches, principals, and district leaders. Debbie and the STRIVE team have developed evidence-based training and professional development in the Science of Reading/Elementary Literacy Model, Disciplinary Literacy/Adolescent Literacy Model, Data Based Decision Making, Effective Coaching, and Effective Teams. Earlier in her career, Debbie was the Division Administrator for Educational Opportunity and Equity for the Montana Office of Public Instruction, which is responsible for implementing programs and resources focused on supporting schools in improving achievement, especially for disadvantaged students. Some of the programs Debbie has directed include Reading First, Early Reading First, Title I School Support, and the Montana Comprehensive Literacy Project. Debbie is an author of the professional resource book; STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups and a children's book, We Made Do.

Justine Alberts- Justine Alberts, M. Ed. and current doctoral candidate, has been positively impacting the educational world for the past two decades. Serving as a classroom teacher, an instructional coach, a building principal, and now a professor at Carroll College, she has worked with a variety of educational stakeholders in effort to better inform educational practices for the purpose of student success. Through research and professional development on research-based strategies, Justine has a proven history of effectiveness in creating and implementing systems at both the school- and district-level. Justine's extensive training in education has helped influence her direction and efforts and is now involved in the development of STRIVE systems; all which support educators, instructional coaches, and education leaders. Her work with "Striving Writers- A how-to on planning, teaching, and assessing writing" will inform and prepare classroom teachers to explicitly teach students the writing process and respond to their needs through targeted instruction. Not only is Justine an educational advocate, she is a devoted wife and mother of two beautiful children. They spend their family time outdoors as much as they can and enjoy a good movie!

Deonne Arrington- Deonne is Assistant Director of Professional Development Personnel at Keys to Literacy. She is passionate about literacy education and has over 20 years of experience in the areas of teaching, coaching, teacher evaluation and professional development. Before joining Keys to Literacy, Deonne worked as a teacher, literacy coach, and elementary school principal. She earned her M. Ed in Educational Leadership from Duquesne University School of Education and a B.S in Elementary Education from Indiana University of Pennsylvania. Deonne credits her deep understanding of literacy education to her studies at the University of Pittsburgh under renowned scholars Rita Bean, Isabel Beck, and Margaret McKeown. She continued to share her knowledge of literacy to teachers and leaders in her school district by facilitating Science of Reading and writing courses. Deonne's philosophy on education is "Learning should be active" and she allows that motto to guide her work. As a principal, Deonne brought her philosophy to action by providing her students with hands and minds-on activities. Her students were active members of the teaching and learning community and were often engaged in impactful learning opportunities that challenged them to be "thinkers". Deonne also created a mentoring program for aspiring teachers and was highlighted in a documentary produced by the PA School Boards Association. In her free time, she enjoys international travel, reading, gardening, and spending time with her family.

Kelly Storebo- Kelly Storebo currently works for Lexia Learning as the LETRS State Success Manager for the West Region, working with Wyoming Department of Education and Arizona Department of Education. She has worked directly with WDE and district partners to bring the LETRS professional development to educators across the state of Wyoming. Before this, Kelly was at Laramie County School District #1 from 2000-2021. In that time she served as an elementary classroom teacher, Title 1 teacher, Special Services Reading Facilitator and Instructional Facilitator. During her time as an Instructional Facilitator she completed LETRS training, served as a LETRS local facilitator, and coordinated the LETRS implementation for the district. Kelly is a Wyoming native, born and raised in Wheatland and completed her undergraduate and masters degree in Curriculum & Instruction and Leadership at the University of Wyoming. Ensuring that every educator is armed with the knowledge of the science of reading and the belief that every student deserves a teacher with this knowledge is why Kelly loves what she does every day!

Kathi Tiefenthaler- Kathi Tiefenthaler is an independent educational consultant with nearly 30 years of experience as a classroom teacher, interventionist, literacy specialist, state-level implementation specialist, and local, district, state, and national professional development provider. Her passion is in supporting administrators, teachers, and support staff in implementation of a continuous improvement cycle to improve teaching and learning by using data to inform instruction. Kathi's collaborative style has shown how identifying goals and using a system for data-based decision-making can lead to stronger implementation of evidence-based strategies and practices. She is also a co-author of STRIVE's Data System: A how-to on planning, teaching, and assessing reading groups book that supports schools and districts across the country in supporting all students with confidence.

Marge Pesch- Margaret Pesch is a current 9th grade ELA teacher researching how to support individual students in building foundational reading skills within a content area secondary classroom.

Danielle Parker & Jana Otte- Danielle Parker is a 3rd Grade teacher at West Elementary. She has taught for 12 years in 1st, 3rd, and 5th grade. Jana Otte is a Title 1 Teacher at West Elementary. She has worked in education for 14 years, with 11 of those in Title 1. Over the past four years, Danielle and Jana have actively been learning about the Science of Reading through attending conferences such as Embracing Literacy and Plain Talk, taking LETRS and IMSE OG training, and reading countless books on the topic. They are both passionate about literacy and sharing what they have learned through their experiences.

Crystal Lenhart- Crystal Lenhart is a Reading Specialist/Literacy Coach at Big Horn Elementary in Big Horn, Wyoming. Crystal has led her school in a transformative change from balanced literacy into structured literacy. Big Horn Elementary has served as an example for schools around the nation wanting to align their practices to the Science of Reading and realize improved student outcomes.


Dr. Stephany Anderson- First and foremost, Stephany is a teacher committed to the profession of teaching. After teaching Language Arts and Social Studies in Cody for 22 years, she became their secondary literacy coach. A National Board Certified teacher and Certified Support Provider, she has a Master's Certification in Literacy and a Doctorate in Education that culminated with a dissertation on viewing as a literacy strategy in Social Studies.

Michelle Ottoes- I am in my first year of supervising 27 elementary libraries in Cheyenne, WY as a TOSA. In my former life, I have been a secondary English/U.S. History/U.S. Government teacher, a stay-at-home mom to two daughters, and most recently a teacher-librarian at Dildine Elementary for the last 6 years.

Carrie Cole, MEd- Carrie Cole is an educational consultant with Side-by-Side Educational Consulting, specializing in the training and delivery of evidence-based literacy practices. She leads the Side-by-Side team, working in schools and districts, supporting consultants, and ensuring that clients receive the highest quality support possible. Ms. Cole holds a master's degree in literacy and is known for her ability to not only effectively communicate the latest research on effective literacy practices, but also demonstrate how to implement latest research into the "real world" classroom. She is especially passionate about serving children living in poverty. She has worked with and advised state officials, district leaders, school administrators, instructional coaches, and teachers across the country, as well as written and delivered on-site professional development and coaching at state, district, and school levels centered on effective instruction and evidence-based literacy practices. She is a contributing author for CORE's Teaching Reading Sourcebook (2nd-3rd Editions). Prior to consulting, Ms. Cole was a professional development specialist for the Idaho State Department of Education, a regional educational consultant for a major publishing company, and a classroom teacher at the elementary level (all subjects) and secondary level (English Language Arts and literacy interventions).

Tanya Peshovich- Tanya Peshovich is passionate about working with educators to successfully implement evidence-based literacy practices and tiered systems of support based on the Science of Reading--all to ensure children receive a high-quality, rigorous education. She holds a Master's degree in curriculum, instruction, and innovation and is known for providing professional development that arms teachers with the what, why, and how of evidence-based literacy practices. As a former classroom teacher and literacy coach, she is able to help teachers bridge the research-to-practice gap, allowing them to successfully apply new practices in their classrooms. She is Orton--Gillingham trained and tutors children diagnosed with dyslexia, while also supporting various school districts in Montana in the work of building systems of support for students at the district, school, and classroom levels to ultimately increase student outcomes. She currently resides in Colorado with her husband and two daughters.

Dr. Kris Frey- Dr. Kris Frey has taught deaf and hard of hearing students at every grade level (K-12) throughout the Cheyenne school district since 2004. Her commitment to lifelong learning guided her toward the completion of a PhD in Curriculum and Instruction, with a focus on literacy, at the University of Wyoming. The focus of Frey's dissertation was teaching deaf students how to communicate their stories in sign language and translate their stories into written English. A passion for identifying innovative ways to teach students to read and write has filled her life as a mother, teacher, and a mentor.



Jill Felbeck-Jones- Jill Felbeck-Jones is a veteran Natrona County teacher with a special interest in literacy for all students. After teaching special education and low achieving students for years, she moved to virtual learning eight years ago. Her goal is to engage students in innovative projects by using technology and the computer science standards. Reading and writing are focal points for learning, and when students can engage in real world projects like the Young Authors Contest, they learn the purpose of writing through a real world experience!

Amanda Karaffa- Amanda Karaffa has worked in Education for over 12 years. She is a Literacy Consultant for Blast Intermediate Unit 17, and prides herself on creating and providing high quality educational solutions to transform lives and communities. She lives in Montoursville, Pennsylvania with her three children.

Kelsey Walker- Kelsey Walker is a secondary literacy coach at Goshen County School District in Torrington, Wyoming and a former middle school Language Arts teacher. She has a Curriculum and Instruction master's degree with an emphasis in Secondary English from University of Nebraska at Kearney. She is currently pursuing an education doctorate degree at the University of Nebraska at Lincoln. She is interested in secondary literacy strategies, SEL, and teacher professional development.