“We value Teachers and teaching...”
April 1, 2011

Dear Literacy Symposium Participant,

Thank you for participating in the University of Central Florida College of Education’s 13th Annual Literacy Symposium. We enjoyed having you here at UCF and hope that you benefited from our keynote speakers and our concurrent session presenters.

The purpose of this event is to provide a vehicle for preservice and inservice educators in Florida to share and learn about proven and promising literacy practices and network with other educators. Thank you for contributing to this effort. We hope that you gained knowledge about Response to Instruction/Intervention and how to best support the needs of all students.

The literacy symposium was co-sponsored by the UCF College of Education, the Toni Jennings Exceptional Education Institute, the Morgridge International Reading Center at UCF, and Brake Media (our corporate sponsor). All of us (faculty, administration, and staff) are dedicated to excellence in our teaching, research, and professional service. The UCF College of Education values teachers, teaching practices, literacy, and professional development and we continue to look for ways to better serve Florida’s preK-12 teachers and students.

Thank you for participating in this year’s literacy symposium. We look forward to providing you with invaluable tools for your learning environments. We hope to see you again next year!

Vicky Zygouris-Coe, Ph.D.
Associate Professor of Education
UCF College of Education/Literacy Symposium Committee Chair
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**13TH ANNUAL LITERACY SYMPOSIUM**

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**Agenda**

8:00-8:30AM  
*Registration*  
UCF College of Education Complex

8:30-9:00AM  
*Welcome*  
UCF College of Education Complex

9:00-10:15AM  
**Keynote: John Hoover**  
UCF College of Education Gymnasium  
Curriculum Essentials in RtI: What Practitioners and School Teams Should Know

10:15-10:30AM  
Transition

10:30-11:15AM  
**Concurrent Sessions**  
UCF Teaching and Learning Academy Building  
Featured Follow-up Presentation—John Hoover  
Empowering Practitioners in RtI Curriculum Implementation

11:15-11:30AM  
Transition

11:30-12:15PM  
**Concurrent Sessions**  
UCF Teaching and Learning Academy Building  
**Keynote Presentation**—Susan Ebbers (Education Gymnasium)  
Engaging, Brisk, and Multidimensional Word Study (K-5)

12:15-1:15PM  
Lunch on your own  
-Book signing by keynote speakers

1:15-2:15PM  
**Concurrent Sessions**  
UCF Teaching and Learning Academy Building  
**Keynote Presentation**—Susan Ebbers (Education Gymnasium)  
Illuminating Language and Creating Word Consciousness: Priming the Pump for Vocabulary and Comprehension Growth (6-12)

2:15-2:30PM  
Transition

2:30-3:30PM  
**RtI Panel Presentation and Town Hall Celebration**  
UCF College of Education Complex
Dr. John J. Hoover is part of the Research Faculty in the Graduate School of Education at the University of Colorado at Boulder. He holds a Ph.D in Curriculum, Administration and Supervision (CADS) with an emphasis in Special Education and a MA degree in Learning Disabilities/Emotional Disorders with an emphasis in Reading. He is a former special education teacher and supervisor meeting the needs of K-12 students with learning disabilities and emotional disorders in multicultural settings. He has an active research agenda on Response to Intervention models with several published articles and books. In addition to research conducted in schools, Dr. Hoover directs several graduate level teacher preparation OSERs and OELA funded multicultural special education grant projects at CU-Boulder.
Susan M. Ebbers, is a nationally known author and expert on vocabulary growth and a doctoral candidate at UC Berkeley. In the past, she taught primary and secondary grades and was awarded by the district for her contributions to literacy. Browse her edublog, Vocabulogic, and visit her website, www.readingway.com. She has served on several WASC accreditation teams, and has played a key role in the authorship of a beginning phonics curriculum for kindergarten and first grade. Susan is on the advisory board for the Washington, D.C. Literacy Council, has provided staff development to numerous schools, and serves as an educational consultant for various school districts. She has published the following programs with Sopris West: Vocabulary Through Morphemes: Grade: 4-6 and Intervention 6-8; Power Readers: Grade: K-1 and Intervention K-4; Supercharged Readers: Grades 1-2 and Intervention 3-5; Daily Oral Vocabulary Exercises (DOVE): Grades 4-6 and Intervention 6-12.
Session Information

Concurrent Session
10:30AM-11:15AM

Special Keynote Presentation: John Hoover
Room ED Gym
Empowering Practitioners in RtI Curriculum Implementation
Audience: All
This presentation contains the further breakdown of selected topics presented in the keynote presentation. It will also include a specific focus on his site-based RtI research project.

Room ED 190
Biology Bob: Plants, Bugs, and Frogs
Audience: grades K-5
Dr. Robert Everett, “Biology Bob”, has been using original concept-specific songs in the teaching of life science to children for over twenty years. His research has shown that his songs increase positive attitudes towards science and increases achievement. This musical presentation will focus on “Plants, Bugs and Frogs”. Highlighted songs will be: “Falling (Little Leaf), “Photosynthesis”, “He Was a Good Bug”, “Spider”, “I’m a Frog”, and “Germs”. Children love music and show a natural affinity for remembering song lyrics. By meeting the needs of diverse learners, songs can better prepare students who are struggling to learn difficult scientific concepts.

Robert Everett, Ph.D.
University of Central Florida
Room ED 305  **Mastering Content Area Vocabulary**  
Audience: grades 6-12  
After a brief introduction to syllable types, participants will explore strategies and robust vocabulary instruction for the decoding and acquisition of unknown words. The session will include various games such as Vocabulary War, Snowball Fight, Algebraic Addition, and the Pyramid Game, that can be immediately applied in classrooms to help students actively engage in constructing meaning in content areas.

Lauren Pantoja & Lin Carver, Ph.D.  
University of Central Florida

Room TA 110  **Vocabulary Strategies for the Vulnerable: Addressing the 20%**  
Audience: grades K-5  
This session will share activities and strategies to enhance vocabulary instruction at the RtI Tier I level that align with how the brain processes novel words to reach those students who come to school behind their same-age peers.

Ruth Sylvester, Ph.D., & Sherry Kragler, Ph.D.  
University of South Florida Polytechnic

Room TA 116  **Reaching the Unreachable: Making Behavioral and Academic Progress with the Lower Quartile**  
Audience: grades 9-12  
Reaching the lower quartile population continues to be a relevant struggle. School grades, teacher turnover, and basic sanity are at risk through the at-risk, but there are ways to successfully navigate through the lower quartile minefield. The presenters will discuss the implementation of classroom management, assignment creativity, and increased tolerance to assist these at-risk students.

Marc Drucker & Luetta Marchant  
Language Arts Teachers, Seminole High School
Room TA 117  

**A County by County Perspective of RtI through the Central Florida Region**  
Audience: All  
This presentation will share differing methodologies and perspectives of RtI implementation across the Central Florida region in order to isolate the most successful strategies. The session will include roles of professionals, measures of student achievement, the process of data meetings, the use of data walls, methods of intensifying instruction, and requisite knowledge and skills future educators should possess as they enter into the workforce in Central Florida School Districts. The districts that will be represented are Brevard, Osceola, Orange, Seminole, and Volusia.  

Danielle Alchin, Jordan Rodriguez, Carrie Chancellor, Dana Jacobson, & Paul Nehrig.  
Orange County; Seminole County; Brevard County; Osceola County; & Volusia County.

Room TA 130  

**The Role of Disciplinary Literacy in a Response to Instruction/Intervention (Rti2) Model**  
Audience: All  
This session will describe the role that core content area teachers (science, social studies/history, math, English, and reading) play in the overall success of Response to Instruction/Intervention (Rti2) model. Only after schools are assured that high quality instruction is taking place in all classrooms can they begin to assess the need for more intensive interventions. Rti2 will be addressed through the lens of the discipline specific literacy practices (reading, writing, and conversation) that are required to be successful in core content subject areas.  

Evan Lefsky, Ph.D.  
District Administrator, Lake County
Room TA 201  **The Evolving Role of the Literacy Coach**  
Audience: All  
The presentation will be an interactive session capitalizing on the intellectual and experiential funds within the group. Reading, writing, and talking will be encouraged throughout the session guided by three essential Vygotskian principals: 1. Knowledge is socially constructed; 2. Language is a tool for thinking; and 3. Writing makes our thinking explicit.

Enrique Puig & Karen Ladinsky  
University of Central Florida; Cracker Trail Elementary  
Literacy Coach

Room TA 202A  **Brain Based Research as it Related to Literacy and the RtI Process**  
Audience: All  
The presentation will cover how the brain works when students are learning and brain based techniques are utilized to ensure that knowledge is being retained. The implementation of the RtI Process and brain based researched practices that can be utilized to assist students both educationally and behaviorally will be discussed.

Nina Kuhn  
East Ridge Middle School, Lake County
Room TA 202B  **The Four C’s of Highly Engaged Students**  
**Audience:** grades 6-12  
This presentation, geared toward literacy in science classrooms and adaptable for any core subject, includes ideas for cross-curricular units and community service projects. The focus is on promoting literacy using **COLLABORATION** and real world **CONNECTIONS** incorporated into the content of the **CURRICULUM**.

Rhonda Brown & Jackie Davenport  
East Ridge High School; Tavares High School

Room TA 203  **ELLs Reading in the Content Area: Real Strategies, Easy Implementation**  
**Audience:** grades 6-12  
The purpose of this workshop, centered on the research-based **SHOW & TELL** approach, is to provide hands-on practice in lesson planning for mainstream classroom teachers working with ELLs at various proficiency levels. Content area teachers will learn about common linguistic barriers in academic text for ELLs and will practice the modification of such texts that facilitate the understanding of concepts and the development of academic language skills.

Carine Strebel, Ph.D., & Joyce Nutta, Ph.D.  
University of Central Florida

Room TA 222  **Response to Instruction Math-U-See Produces 100% Improvement**  
**Audience:** All  
This presentation will focus on What Works Clearinghouse recommendations related to explicit, systematic instruction. The session will also focus on demonstrating mathematical concepts and processes concretely, with demonstrations of place value, regrouping, addition, subtraction, multiplication, and division. All material covered will be shown in a concrete, hands-on manner.

Gary Sinclair  
Director, Math-U-See
Room TA 322  
**RTI at the Secondary Level: Options for Intensive Interventions**  
*Audience: grades 6-12*

Implementing RTI at the secondary level poses unique challenges, one of which is providing appropriate intervention to students who need more than high quality core instruction. For adolescents who struggle with language and literacy, support must be available in a variety of configurations with a number of professionals contributing to the array of options, including special education teachers, reading teachers and reading specialists, speech language pathologists and ELL teachers. Participants will use the findings of Kamil et al.,(2008) to discuss ways to design and implement interventions for students who need intensive options.

Barbara Ehren, Ph.D.  
University of Central Florida

Room TA 420B  
**Let There Be Light; Digital Texts’ Role in Reading**  
*This session has limited seating (approximately 20 people)*  
*Audience: grades 6-12*

The presentation will include a personal story of a non-reader in the 7th grade who happened to have a learning disability. The story will be followed by a brief selection of tech-tools enabling any person to engage print and will include discussion of applications of reading enabled tech-tools in today’s classrooms.

Kelly Grillo  
University of Central Florida
Concurrent Session
11:30am-12:15pm

Special Keynote Presentation: Susan Ebbers

Room ED Gym
Engaging, Brisk, and Multidimensional Word Study
Audience: K-5
In this participatory session, we will examine and enact several models for teaching vocabulary briskly and with a strong emphasis on spoken language. We will make explicit the connections between phonemes, graphemes, morphemes and semantics.

Room ED 190
Making the RtI Process Work FOR Students and Teachers
Audience: grades K-5
The presenter will show how she created a 30 minute daily “Stroll to Success” activity for Tier 2 students. The presentation will also include other alternatives for Tier 3 students.

Allison Sisco
Pinellas Literacy Coach

Room ED 305
Mapping Your Way to Success in Content Area
Audience: grades 6-12
This presentation is going to focus on hands-on strategies to use semantic mapping in content area classes. Some of the content area classes discussed are going to be mathematics, English, social studies and science. Participants will walk away with ways to reinforce content area knowledge and literacy skills through the inclusion of the discussed strategies.

Paloma Ferreira
University of Central Florida
Room TA 110  
**Stop the Complaints! Help Students Get the GIST!**
Audience: grades 3-12
In this presentation, attendees will be shown how to use the GIST strategy while keeping their students engaged. The premise is to get a reluctant reader to engage with the text. The attendees will look at poetry and informational text while working in groups. This presentation will focus on gradual release to meet the needs of all students.

Barbara Wright  
Jones High School Intensive Reading Teacher, Orange County

Room TA 116  
**Coaching Within the RtI2 Process**
Audience: grades 6-12
The focus is for participants to explore the role of the literacy coach in collaborating with teachers to meet the needs of RtI through differentiated instruction and to gain a better understanding of the role RtI will play in secondary schools. The content will cover the role of the literacy coach, administrators, and classroom teacher as they use a data based decision making process to implement RtI in the secondary schools.

Brian Dorman & Stacy Weaver  
Sanford Middle School Literacy Coach; Teague Middle School Literacy Coach

Room TA 117  
**Comprehension Instructional Sequence**
Audience: All
The objective of the presentation will be to introduce educators to the use of the Socratic Circle in the reading classroom. Educators will be instructed on a suggested process of implementation and the need for rigor in a reading setting. Additionally, educators will view video segments of Socratic Circles in use.

Kevin Smith & Laurie Lee  
Educational Policy Analyst for Just Read, Florida!; Middle School Reading Specialist Just Read, Florida!
Room TA 130  Problem Solving, RtI and Mathematics Education
Audience: grades K-8
The presenter will discuss and give examples of how the four-step Problem Solving and Response to Instruction/Intervention (RtI) ideas may be used as decision-making tools in the elementary and middle school mathematics classrooms. The session will give participants a better understanding of how to use Response to Instruction/Intervention and Problem Solving ideas to attend to students’ mathematics related learning needs, and discuss how to implement these ideas in their classrooms by discussing specific cases.

Enrique Ortiz , Ph.D.,
University of Central Florida

Room TA 201  RtI: A Florida School Psychology Perspective
Audience: All
Teachers will learn what type of support to expect from the school psychologist. The presentation will also address how to most effectively use data to make instructional decisions and meet the needs of all students.

Oliver Edwards, Ph.D.,
University of Central Florida

Room TA 202A  Meaningful Interventions with Intermediate Literacy Stations
Audience: 3-8
This interactive workshop includes ideas and strategies to implement meaningful literacy stations for differentiated instruction and intervention in the reading block. A student-developed Literacy Learning Plan and a station rotation cycle will be presented. Samples will be displayed.

Susan Nations & Sandy Waite
Gocio Elementary School, Sarasota County
Room TA 202B  **Relationships, RIGOR and Relevance**  
Audience: grades 6-12  
This session will show participants how to use picture books to build connections with students at the secondary level. The presenter will share the techniques used for including picture books in the curriculum for her 9th and 10th grade reading classes.

Sunny Royal-Boyd  
Brandon High School Reading Teacher, Hillsborough County

Room TA 203  **Digital Data Wall: Connecting Assessment and Instruction for RtI**  
Audience: grades 6-12  
The presentation will focus on the effective use of the Digital Data Wall. The participants will see how the Digital Data Wall works at two high schools, and then go through the data analysis process with mock student data to experience how easy it is to implement.

Jocelyn Downs & Maureen Tinsley  
Merritt Island High School Literacy Coach; Eau Gallie High School Literacy Coach

Room TA 222  **Content Area Literacy Circles for the Secondary Classroom**  
Audience: grades 8-12  
Content area literacy is a hot topic in high schools, and this presentation will further investigate this topic with demonstration on how teachers can take their secondary students to the next level of comprehension through literature circles.

Tammy Stafford, Izzy Sanabria, & Renee Mills  
Seminole High School Reading Coaches
Room TA 303  

**Teacher Technology Tool Box: Using Tech to Bridge the Gap**  
**Audience:** grades 6-12  
The presenters will highlight how to collaboratively use free technology to provide all students with ample opportunities to succeed and reach their full learning potential while accessing grade level material for the “struggling” reader. The presentation will include a demonstration of collaborative lesson plans, project examples to challenge and engage at-risk students, and a brief overview of grant opportunities.

Twila Haeser, Christina Ebey, & James Haeser  
10th Grade Reading Teacher; 9th Grade Science Teacher; 9th Grade Reading ESE Teacher

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Room TA 322  

**The Language of Collaboration in RtI**  
**Audience:** All  
The IRA Commission on RtI has published a set of six principles to guide the planning and implementation of RtI initiatives as they relate to language and literacy (IRA Commission on RtI, 2009); one of these principles is collaboration. Those involved in RtI must have a common framework within which to work and communicate as well as a common language to discuss RtI. Participants will explore collaboration as a linchpin of RtI and language as a linchpin of collaboration with the use of tool for practitioners developed by Ehren and Watts-Taffe (2009) “Determining Our Language of Collaboration.”

Barbara Ehren, Ph.D.  
University of Central Florida
**Room TA 420B**

**Irilen Syndrome and the RtI Process**

*Audience: All*

*This session has limited seating (approximately 20 people)*

Irilen Syndrome, or Scotopic Sensitivity Syndrome, is a visual processing disorder. Individuals with SSS have visual distortions that often create havoc with learning both in and out of school. As part of the Problem Solving/Response to Intervention process, screening for SSS has helped to provide students with appropriate low-tech learning devices. Through something as simple as a colored filter, learning gains can be dramatically increased. In this session learn how a simple 14 question test and screening can increase success in school through RtI.

Lisa Baker & Leeta Witherspoon
Madison Middle School RtI Coaches, Brevard County
Concurrent Session
1:15pm-2:15pm

Special Keynote Presentation: Susan Ebbers
Room ED Gym
Illuminating Language and Creating Word Consciousness: Priming the Pump for Vocabulary and Comprehension Growth
Audience: 6-12
This session will focus on helping students become aware and appreciative of the power and majesty of language, both spoken and written. Kindle interest in words, phrases, sentences, and literary devices. Build knowledge of “how words work” through affixes and roots. This will facilitate vocabulary and comprehension. These ideas align with Nagy (2007) and with Graves’ (2006).

Room ED 174
Intensifying the Problem Solving Process: A Past to Present Perspective
Audience: All
Presenters will discuss Florida’s next steps for RtI Implementation, with conversations providing an overview of the Problem Solving/Response to Intervention Project. Highlights will be the new Secondary Team and the merging of the PS/RtI and PBS Projects.

Rebecca Sarlo, Ph.D., Shelby Robertson, Ph.D., & Pamela Sudduth
University of South Florida

Room ED 190
Using Arts Integration to Reach and Teach Literacy
Audience: K-5
The presentation will show attendees ways to increase student motivation and comprehension through the arts. Examples, video clips, lesson plans and a hands on activity to demonstrate the arts integration way of teaching will also be included.

Paige Politte & Jeanette Shorey
Keene’s Crossing Elementary, Orange County
Room TA 102  

**Good Books for Teens: What’s New and What’s Special!**  
**Audience:** grades 6-12  
Popularized by media and technology, books for young people – fiction and non-fiction – have emerged more and more into our public arena. This session will share the latest in young adult books, imagined and true stories, and how teachers can incorporate them in their own teaching – no matter what the subject matter. Participants will share their knowledge and use of young adult books for teens of all interests and reading levels. Sample teaching activities will be presented and shared. Class appropriateness and reading level will be discussed. Participants will review popular websites, journals, and associations devoted to the study and sharing of good teen books.

Jeffrey Kaplan, Ph.D.  
University of Central Florida

Room TA 110  

**Teach It With Poetry! Strategies for Developing Skills Across the Curriculum**  
**Audience:** grades K-5  
Poetry is often the forgotten component of a rich language arts curriculum. The joyful sounds of language, the discerning use of words, and the variation in content make it a perfect vehicle to utilize in teaching literacy skills. Yet, did you know that poetry can also be used to teach content across the curriculum? Using Power Point and audience participation, strategies for incorporating poetry in a variety of subject areas will be explored. The goal of the session is to get attendees excited about the countless learning opportunities that can occur by sprinkling poetry across the curriculum.

Rita Buchoff, Ph.D.  
University of Central Florida
Room TA 116  Virtual Response to Students: Meeting Individual Needs and Responding Creatively!  
Audience: All  
This session will engage participants in learning multimedia tools that will be integrated into literacy practices and respond to students' needs. Participants will leave with applications they can use immediately to meet diverse learners, assist student’s motivation to learn, and enhance methods to support instruction.  
Christine Harris & Cate Diletto  
Florida Virtual School Literacy Team

Room TA 117  The Science of Differentiation  
Audience: grades K-8  
This presentation will focus on reaching students of all levels by spotlighting a variety of differentiated instruction strategies and provide participants with a multitude of hands-on projects and classroom activities. The presentation will be fast moving and fun for teachers of all subject areas and grade levels.  
Cheryl Conley  
2011 Florida Teacher of the Year

Room TA 130  Instructional Demands: Teaching, Coaching and Learning Through RtI  
Audience: All  
This presentation will cultivate thinking for teachers and instructional coaches to problem solve to meet the instructional demands of students throughout the RtI process. The session will include a focus on the impact that teachers and instructional coaches can have on student learning in Tier 1, and the inquiry conversations that support the forward shifts in instruction by exploring how the intensive demands of Tier 2 and 3 impact teaching, coaching and learning.  
Gina Zugelder  
National Education Consultant, Development Studies Center
Room TA 201  **Mathematics Education, USFP TIES and STEM Literacy**  
Audience: grades K-8  
Drawing on literacy research, findings from cognitive science, and common sense, the presenter will show how reading comprehension and overall academic achievement can be greatly improved, and learning gaps closed, by systematically increasing the amount of academic background knowledge students learn beginning in the elementary grades. Participants will experience an interactive presentation that includes quick content literacy assessments.

Vanessa Pitts Bannister, Ph.D., & Roderic Brame, Ph.D.  
University of South Florida Polytechnic

Room TA 202A  **Developing Curriculum-Based Language Interventions for the Classroom**  
Audience: All  
Participants will be introduced to basic language intervention strategies to target curriculum areas. Discussion will include methods to develop and maintain an inventory that can benefit students throughout the year. Demonstration of materials used for a variety of strategies is the focus of this session.

Peg Marshall  
Lake Asbury Elementary School, Clay County

Room TA 202B  **Disciplinary Literacy and RtI: Looking Through a Language Lens**  
Audience: grades 6-12  
A construct for understanding the foundational role of language in literacy will be presented during this session. Participants will be briefed on the evaluation of discipline specific texts for language underpinnings and will be provided with sample texts and a decision-making tree. A discussion of these language underpinnings and how they relate to supporting students within the RtI framework will be discussed.

Melissa Malani, Janet Proly, Karen Davis, & Cheran Zadroga  
University of Central Florida
Room TA 203  
**Comprehension of Digital-Based Text: Exploring Transference of Effective Strategies**  
Audience: grades 5-12  
This presentation will explore the increased use of online text which has propelled reading strategies to move beyond decoding, word recognition and comprehension. Participants will learn about these metacognitive strategies to assist students with reading online texts.

Vicky Cardullo  
University of Central Florida

Room TA 222  
**Don’t Call in the SWAT Team! Respond Right Every Time!**  
Audience: All  
Participants will learn how to respond correctly by establishing rapport with students and how to diffuse low level behavior with non-judgmental, calming statements. You will understand how to explicitly teach routines and expectations - so students behave the first time you ask them to do something. This humorous session is jam-packed with practical activities and research-based, effective classroom management strategies that really work for all K-12 classrooms and schools.

Adam Palmese  
National Director, Center for Teacher Effectiveness

Room TA 322  
**RtI in My Classroom: What Does It Mean to Me?**  
Audience: grades 6-12  
This presentation is designed to assist teachers and instructional coaches build background knowledge of the problem solving process that occurs through RtI in order to be a knowledgeable participant in the problem solving process. Using case studies and resources, participants will engage in discussions related to instruction and interventions in reading through the tiers of RtI.

Mary Little, Ph.D, Taylar Clements, & Ms. Caitlin Etherton  
University of Central Florida
Simple Solutions for Data Collection

* This session has limited seating (approximately 20 people)

Audience: All

Love data, but hate graphing? Spending too much time taking data and not enough time using it to make important decisions? This presentation will discuss an easy to use method for collection, storing, sharing and graphing data that you can use anywhere! A Deeper View is an internet “cloud” based service which allows for quick and easy data collection. This system, being piloted at several Brevard schools, works through any hand-held device with internet connection to collect a student’s behavioral and academic behavior and display it on 13 different levels.

Lisa Baker
Madison Middle School RtI Coach, Brevard County

Closing Session
2:30pm-3:30pm

Special Panel Presentation

Room ED Gym  RtI Panel Presentation and Town Hall Celebration
Audience: All Welcome
Please join us for an open discussion with a question and answering session regarding RtI.
UCF Summer Enrichment
Programs in Literacy

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<tr>
<th>Program</th>
<th>Dates</th>
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<tr>
<td><strong>Reading Clinic:</strong></td>
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<tr>
<td>One on one assessment and intervention for struggling readers</td>
<td>5/24-6/28</td>
<td>Tuesdays and/or Wednesdays</td>
<td>4:00 pm-5:30 pm</td>
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<td>(6 week session: options for 1 and 2 days/week)</td>
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<td><strong>Reading Clinic:</strong></td>
<td>6/13-7/1</td>
<td>Mondays through Fridays</td>
<td>1:00 pm-3:00 pm</td>
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<tr>
<td>One on one assessment and intervention for struggling readers</td>
<td>(3-week session)</td>
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<td><strong>Digital Storytelling Camp:</strong></td>
<td>6/13-6/17 or 6/20- 6/24 or 6/28-7/1</td>
<td>Mondays through Fridays</td>
<td>9:00 am-12:00 pm</td>
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<tr>
<td>Reading &amp; Writing Development through Adventures with Digital Storytelling</td>
<td>(1-week sessions)</td>
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For more information, visit our website:
http://education.ucf.edu/litinitiative
or contact our faculty coordinators:
Dr. Michelle Kelley (mkelley@mail.ucf.edu) and Taylar Clements (tbclemen@mail.ucf.edu)
The University of Central Florida's College of Education is pleased to present this certificate to

for having participated in the 13th Annual Literacy Symposium

RESPONSE TO INSTRUCTION/INTERVENTION (K-12)
APRIL 1, 2011
ORLANDO, FLORIDA

Vicky Zygouris-Coe, Ph.D.
Notes
Notes
The 13th Annual Literacy Symposium could not have happened without the help, time, effort, and support of the following collaborators:

**Keynote Speakers**
Dr. John Hoover
Ms. Susan Ebbers

**Invited Speakers**
Ms. Cheryl Conley

**UCF College of Education Literacy Symposium Committee Members**
Dr. Nance Wilson, Assistant Professor, Reading Education
Dr. Timothy Blair, Professor, Reading Education
Dr. Michelle Kelley, Assistant Professor, Reading Education
Ms. Paige Venturino, Research Associate, School of Teaching, Learning, and Leadership
Ms. Shena Parks, Coordinator of Administrative Services, Morgridge International Reading Center
Mr. Benie Harris, Operations Manager
Ms. Lyndsay Worden, Technology Facilities
Ms. Donna Leinsing, Director of the UCF Teaching & Learning Academy
Mr. Enrique Puig, Project Director, Morgridge International Reading Center
Thank you

Dr. Michael Hynes, Co-Director, School of Teaching, Learning, and Leadership
Mr. Richard Sloane, Director, Community and College Relations
Dr. Mary Little, Associate Professor, University of Central Florida

College of Education Faculty & Staff
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