

Engage2Learn: Literacy & UDL Symposium

Join us in this collaborative journey to empower every educator through the seamless integration of science-based reading approaches and the principles of Universal Design for Learning.

This professional learning event invites educators to engage in a rich exploration of evidence-based practices in literacy education, emphasizing the critical connections between the science of reading principles and the inclusive framework of UDL. This conference is a unique opportunity for educators to deepen their expertise, exchange insights, and gain practical tools that empower educators to create inclusive and effective learning environments.



Learn more
about our speakers

June 17-19
8:00 a.m. - 3:30 p.m.

LEA Staff: Course #226333
Participate only: \$300
Relicensure credit: \$335
Registration Deadline: June 3, 2024

GWAEA Staff: Course #226353
Participate only: \$0
Relicensure credit: \$35
Registration Deadline: June 3, 2024



GRANT WOOD
AREA EDUCATION AGENCY



DR. CHRISTOPHER BRONKE

KEYNOTE:

Unlearning for Equity in Literacy Across the School

Sometimes we do things in a certain way simply out of habit without considering why. But breaking habits is necessary to advance our teaching practices and to tackle the wide range of inequities in an ever-evolving educational landscape. In order to evolve so that we can support ALL students, we first need to unlearn - to truly examine current practices. This unlearning process can be uncomfortable, like getting a new phone with a new platform or trying to break old habits, but this discomfort is essential for growth. We must change our mindsets to change our practices and the system as a whole. In this highly interactive session, participants will explore inequities in education and connect those to the work of literacy in our schools. We will consider our mindsets around these inequities with the hope of unlearning them so we can challenge our existing beliefs and move forward in supporting all students in literacy development.

BREAKOUT:

Wellness Writing: Intentional Integration of Social-Emotional Learning into the Writing Classroom

Believe in social-emotional learning but frustrated by one-off programs that feel disconnected from your day-to-day classroom practices? Looking to engage in a highly interactive session filled with multiple writing-based SEL activities that you can both experience and then take back with you? Then this session is for you! Participants will be given the time and space to experience these SEL-based writing lessons and to chat with colleagues about how they might use them in specific learning spaces.



GINA ROGERS & AMBER BRIDGE & MINDY CAIRNEY

BREAKOUT:

Transformative Classroom Discussions

This session is designed to support UDL by increasing student engagement and opportunities to participate in classroom discussions. Research supports classroom discussion, self-verbalization and self-questioning as effective instructional practices to increase student learning and engagement. The UDL framework can be a helpful tool for planning for classroom discourse that is accessible to all learners. Participants will experience examples of instructional strategies and walk away with resources to elevate student voice.



JINA POIRIER

KEYNOTE:

Voice and Choice: The Transformative Power of Connection to Amplify Impact

In this keynote discussion, speaker Jina Poirier will delve into the profound influence of fostering meaningful connections in amplifying impact. This address promises to explore the dynamic dance between voice, choice, and connection, emphasizing their collective potential to drive transformative change. Jina Poirier, one of the co-authors of the recently released book “Universal Design for Learning in English Language Arts: Improving Literacy Instruction Through Inclusive Practices (Udl Now!),” will draw on her expertise to guide attendees through practical applications of the book’s principles. This latest addition to CAST’s UDL Now! series, co-authored by Dr. Katie Novak and four literacy experts, provides educators with a practical guide to integrating Universal Design for Learning (UDL) in the English language arts classroom. Jina Poirier and her co-authors illustrate how ELA classrooms offer a unique opportunity to explore the human experience through literature, writing, and communication, emphasizing strategies and practices to reach all students, including selecting texts that appeal to diverse learners, developing inclusive writing prompts, and offering authentic assessment opportunities. Attendees can expect an engaging and informative session led by Jina Poirier, bringing the book’s insights to life in the context of amplifying impact through voice, choice, and connection.

BREAKOUT:

UDL and Beyond: Proven Practices and UDL Integration Unleashed

In this breakout session, attendees will have the opportunity to delve into practical applications derived from the recently released book, “Universal Design for Learning in English Language Arts: Improving Literacy Instruction Through Inclusive Practices (Udl Now!).” inspired by the expertise of Dr. Katie Novak, one of the co-authors of the book and a renowned educator. Led by co-author, Jina Poirier, the focus will be on the power of integrating multiple frameworks, including UDL, restorative practices, social-emotional learning (SEL), and character education.



LYNN KLEINMEYER & BRIDGET CASTELLUCCIO

BREAKOUT:

What the heck is UDL?!

UDL?! What does that even mean?! Unravel the mystery behind Universal Design for Learning (UDL) as we introduce you to its fundamental guidelines. Gain clarity on how UDL empowers educators to create diverse and accessible learning experiences for all. Join us in demystifying UDL and shaping a future where every learner thrives!



WRITING REVOLUTION
Alexandria Chalonec and Samantha O'Brien

BREAKOUT:

Explicit Writing Instruction in Service of Learning

With the focus intensifying on evidence-based reading practices, it’s crucial that writing instruction is not excluded from the conversation. When students write about what they are learning, it improves their understanding of texts, deepens their thinking about content, and builds background knowledge and vocabulary. During our session, we will provide an overview and practice with the Hochman Method, an approach to explicit writing instruction that teachers can use in every grade and in all subjects.



KARI YATES

KEYNOTE:

Navigating the Tricky Waters of Change by Building Bridges, Not Walls

No matter how committed you are, the work of shifting to more science-aligned practices can feel uncertain, vulnerable, and just plain overwhelming at times. In this humorous, engaging, and science-filled session, Kari will share strategies that can help you build bridges - not walls - as you work to evaluate and revise classroom practices on behalf of students. We definitely have work to do. She'll also take you inside the first of the Six Shifts: Rethinking How Comprehension Begins. We definitely have work to do. But bravely embracing science and balance will ensure that more children learn to read with less struggle. Kari will leave you with both clarity and energy for the journey ahead.

BREAKOUT:

Brains Weren't Built for Reading

Human beings aren't born with the mechanisms needed to become readers. So, what does it take to get brains wired for reading? In this session, we'll untangle common misunderstandings about phonemic awareness, phonics, and word learning. Then, we'll explore high-leverage instructional practices that make wiring brains for reading (and orthographic mapping) a whole lot easier. Come prepared to have some fun. Leave with powerful and practical tools you can use tomorrow.



DYAN SUNDERMEYER

BREAKOUT:

UDL Practices in Literacy

We will talk about a holistic approach aimed at fostering inclusive and effective learning experiences. By incorporating Universal Design for Learning (UDL) principles, we ensure that literacy instruction accommodates diverse learner needs. The discussion includes effective instructional practices, emphasizing varied teaching methods, multimedia resources, and engagement strategies to cater to different learning styles. Scaffolding techniques are explored to provide necessary support and guidance, promoting gradual skill development and releasing the learning to students. By embracing UDL, we aim to empower educators with the tools and insights needed to create engaging, accessible, and impactful literacy instruction for all students.



KRISTI ORANGE

BREAKOUT:

Assessing Your Tier 1: Using Student Success to Strengthen Core Instruction

In this session, participants will learn how to leverage Panorama Student Success to assess the health of their Tier 1 for literacy instruction. Participants will learn the core functionality of the platform, including understanding the current state of student needs. Participants will also learn how the platform can be leveraged to build groups, plan interventions, and track progress monitoring. Explicit instruction and scaffolded opportunities to practice and process in a collaborative setting support leaders and educators to leverage Student Success in their day-to-day work in support of students.



KIONNA SQUIRES

KEYNOTE:

Empowering the Genius Inside: Going From Assignments to Active Teaching

The speech highlights the crucial gap between curriculum lesson design and classroom realities, emphasizing this as a shared challenge requiring collaboration and support between teachers and administrators. It underscores the need for a joint effort in addressing the complexities of aligning teaching with curricula while catering to varied student needs. The speech also touches on the concept of awakening the genius within each student, drawing inspiration from Gholdy Muhammad's "Cultivating Genius." The speech argues that moving beyond mere task assignments to actively engage students in learning can uncover and nurture their inherent brilliance. Lastly, the speech calls for a partnership of grace and understanding between educators and administrators, recognizing the pressures and responsibilities on both sides.

BREAKOUT:

Navigating ELA Standards & Designing Success Goals

In this dynamic and interactive breakout session, "Navigating ELA Standards & Designing Success Goals," reading teachers from grades 3-12 will embark on a journey to revolutionize their approach to reading instruction. This workshop is tailored to empower educators with the skills to dissect and understand their reading standards deeply and effectively. This session will guide educators through the intricacies of the reading standards and aid them in creating a clear, successful path for student learning.



DR. JAN HASBROUCK

KEYNOTE:

Literacy for ALL:

An Essential and Challenging Goal

Everyone knows the importance of teaching students to read and write. It is considered the fundamental purpose of schools. Literacy is understood to be necessary for access to the benefits of general society; being literate is crucial for personal growth, social engagement, and economic development. Literacy empowers and liberates people. Unfortunately, many of us are becoming aware of how far we are from the goal of a fully literate society. And the more we learn about how complex the process of learning to read and write and spell is, achieving that goal seems unlikely. This session will review the research that educators should be using to inform their work in teaching reading and writing that includes the information from Universal Design for Learning to provide equitable instruction for every student. We can help all students achieve and succeed.

BREAKOUT:

Reading Fluency:

It's All About Comprehension—and Motivation!

Helping students read fluently is a focus of the efforts of many teachers and specialists. And that's a good thing, because we know from the National Reading Panel Report that fluency is a "critical component of skilled reading", and fluency standards have also been included in an essential foundation skill in most states. But...do we really understand what fluency is? Do we understand how to determine which students are sufficiently fluent and which need more help? And what kind of support do our students need to become fluent? Let's revisit this topic with an emphasis on the purpose of fluent reading: Comprehension and motivation!



STEPHANIE EDGREN (IRRC)

BREAKOUT:

Understanding the Reading Brain to Optimize Reading Instruction

How reading is taught matters. In this interactive session, participants will gain valuable insights into the reading brain to optimize reading instruction for all students. Topics to be explored include the brain regions associated with reading, why learning to read is far more challenging than acquiring language, what happens in the brain as we read, the role of memory in learning to read, and the implications brain research has on reading instruction.



LINDSAY SEYDEL (IRRC)

BREAKOUT:

The Why and the How of Literacy Instruction and How the IRRC Can Help

Attendees will learn about the "what" and the "why" behind the science of reading as well as how it translates to structured literacy practices. In addition, attendees will learn more about the priorities, goals and services of the Iowa Reading Research Center and how we support students, educators and families.



BRIDGET CASTELLUCCIO & STEPHANIE ROBERTS & LYNN KLEINMEYER

BREAKOUT:

Packing a Powerful Punch: How Pear Deck Supports UDL & Literacy

Level-up your literacy instruction with intentional integration of Pear Deck's interactive magic! Pear Deck is a heavy hitter! We'll pull out all the punches in this session as we explore how Pear Deck's features support literacy through a UDL lens! We'll move theory into action to build a community of readers and writers! It'll be good to have in your corner!



SHALYN HUBER & GINA ROGERS & LYNN KLEINMEYER

BREAKOUT:

UDL Tools for Success

Explore the power of Universal Design for Learning (UDL) tools in this session, discovering how they can pave the way for success in diverse learning environments. Uncover practical strategies and applications to enhance accessibility, engagement, and achievement for all learners.



DR. NANCY YOUNG

KEYNOTE:

Climbing the LADDER OF READING & WRITING: Meeting the Needs of ALL Learners

The Ladder of Reading & Writing©(2023) is an infographic being used across North America and beyond, helping countless educators, parents, and community members build understanding of the wide range of literacy learning needs and instructional implications. In this keynote, Nancy will share the story of where and why she created her infographic. As she explains some revisions that have taken place over the years, both in features and wording, she will connect her use of certain terminology to issues currently receiving a great deal of attention in the field as the "science of reading" evolves. Throughout the keynote, as Nancy delivers the message of differentiation so central to her infographic (and to the recently released book co-edited with Dr. Jan Hasbrouck), Nancy will share examples from her own journey relating to exceptional learning needs, from children with learning difficulties to those with advanced abilities.

BREAKOUT:

Common Literacy Challenges for Students With ADHD

Students with attention deficit/hyperactivity disorder are at risk for both academic and social-emotional struggles if their learning needs are not adequately met. In this session, Dr. Young will summarize the instructional needs of students with ADHD who are experiencing challenges in learning to read. Recognizing that those students with ADHD who are advanced in reading (AIR) at an early age are still likely to experience challenges in writing, she will describe two approaches to developing writing skills that may be particularly effective for students who have ADHD. During this session, Dr. Young will suggest classroom management suggestions and teaching strategies that may be especially valuable for students who are ADHD who are also intellectually gifted. The importance of small-group instruction for students with ADHD will be emphasized throughout the presentation.