

featuring

# FIRST annual Intervention Summit

Learn from the experts on how to effectively support your students in reaching their full learning potential.

## Elementary and Secondary Sessions Focusing on:

- ▶ Response to Intervention
- ▶ Supporting English Language Learners
- ▶ Effective Science Intervention
- ▶ Effective Reading Intervention
- ▶ Effective Math Intervention
- ▶ Differentiating Instruction
- ▶ Data Analysis
- ▶ Small Group Instruction

**Dr. Mark R. Shinn** is Professor of School Psychology and Program Director at National Louis University. He also serves as Project Director of the Northern Region of IASPIRE, an OSEP and Illinois State Board of Education project supporting implementation of RTI and EIS. He's a member of the CORE national advisory board and a consultant for the assessment elements for two remedial intervention programs.



**Douglas H. Clements** is Associate Dean for Educational Technology and Professor of Learning and Instruction at the University at Buffalo. Dr. Clements is a co-author of the Building Blocks curriculum. He has published over 100 refereed research studies, eight books, 50 chapters, and 200 additional publications in the areas of mathematics education, educational technology, and early childhood education.



**Jan Hasbrouck, Ph.D.**, is a leading educational consultant, trainer, and researcher. Dr. Hasbrouck consults with schools, districts, and state education departments, with a focus on improving instruction for students who struggle with reading. She works with educators worldwide, helping teachers and administrators design and implement effective assessment and instructional programs. She is co-author of *The Reading Coach and Differentiated Instruction: Grouping for Success*.



**Wayne Callender** has been a Response to Intervention Regional Coordinator and Trainer/Consultant for the University of Oregon and worked with more than 250 schools during the past 17 years. He has authored RTI articles and a RTI training manual, contributed to a handbook on the subject, and created a web-based group for precision monitoring for instructional decision making.



**Vicki Gibson, Ph.D.**, is a national consultant, speaker, and trainer. She authored the following programs: *We Can Early Childhood Curriculum*; *I Can Draw Pre-Writing Program*; *Letter, Sounds, and Strokes Phonics Program*; and *We Can Manage the Early Childhood Classroom*. These programs provide core curricula for Head Start Centers and programs funded by Early Reading First grants. Her latest book is *Differentiated Instruction: Grouping for Success*.

**Lawrence W. Lezotte, Ph.D.**, is the preeminent spokesperson for Effective Schools research and implementation. He has written numerous books based on the Seven Correlates of Effective Schools. As an education consultant, he presents workshops and conferences across North America. In 2003 he received the Council of Chief State School Officers' Distinguished Service Award and, in 2009, was awarded the Brock International Prize in Education.



**Dr. Nancy Marchand-Martella** is Professor of Counseling, Educational, and Developmental Psychology at Eastern Washington University. With more than 25 years of experience working with at-risk populations, she provides technical assistance to numerous states as part of Reading First and Basic Tutorial Credentialing initiatives. She serves as a consultant and classroom trainer on effective reading programs for students in Grades K-12.

**Almitra Berry** is a nationally recognized speaker and literacy consultant specializing in culturally and linguistically diverse learners at-risk in America's urban education systems. She has taught, trained, and supervised reading/language arts implementations—both regular and special education—throughout the United States and presented at numerous state, national, and international conferences on the topics of curriculum reform and meeting the needs of students at-risk.



**Marcy Stein, Ph.D.**, is a professor at the University of Washington, Tacoma, where she is a founding faculty member of the Education program. She specializes in teaching graduate classes that focus on the instructional needs of both at-risk and special education students. She has published extensively on topics including mathematics instruction, beginning reading and adolescent literacy instruction, vocabulary acquisition, and curriculum analysis and textbook adoption.



**Alan Coulter** is the Co-Director of the Data Accountability Center in New Orleans. He is involved in the design and implementation of early intervening services and response to intervention. He is also engaged in the study of accountability for EIS and RTI related to non-discriminatory identification of disabilities. Alan provides training and keynote presentations at state, regional, and national conferences.

**Kathleen P. King, Ed.D.**, is Professor of Adult Education at Fordham University in New York City. King's major areas of research include transformative learning, professional development, distance learning, instructional technology, new media, and diversity issues. She is an award-winning author (17 books), popular keynote and conference speaker, mentor, and private consultant. She has been widely recognized for her research and contributions to adult learning.



**Margarita Calderón, Ph.D.**, is a Professor Emeritus, Johns Hopkins University. She serves on panels including: National Research Council, ETS, WIDA, and National Center for Learning Disabilities. Focusing on teacher preparation and literacy development of English language learners, she was principal investigator in a study funded by the Carnegie Corporation and Co-PI on evaluation of English immersion, transitional, and two-way programs. She is an author, international speaker, and trainer.

**Wayne Green** is a middle school principal for Orange County Public Schools in Orlando, Florida. He has worked with many elementary and middle schools throughout Florida implementing effective reading programs meeting the needs of at-risk readers. He had three middle schools in two districts rank among the highest performing in Florida with learning gains for the lowest quartile. He led an elementary school with 80% Free and Reduced Lunch to 100% AYP in one school year.



# Registration

*Register Now, Limited Space Available!*

*Please include an email address so we may confirm your reservation.*

Name(s):

School:

Address:

Phone:

Email:

City, State, Zip:

Check Number:

Purchase Order:

**YES! I would like to attend**

*Please indicate the session you will be attending:*

**Dallas, Texas**  
**Thursday, April 8 through**  
**Friday, April 9, 2010**

**Orlando, Florida**  
**Thursday, April 15 through**  
**Friday, April 16, 2010**

**Chicago, Illinois**  
**Monday, May 17 through**  
**Tuesday, May 18, 2010**

# Information

## **FIRST annual** Intervention Summit

**\$249 with Hotel or \$49 without Hotel**

**Dallas, Texas**  
**Thursday, April 8 through**  
**Friday, April 9, 2010**

Omni Hotel: Dallas Park West  
1590 Lyndon B. Johnson Freeway  
Dallas, Texas 75234  
972-869-4300

**Featuring:**

- Alan Coulter
- Almitra Berry
- Doug Clements
- Jan Hasbrouck
- Larry Lezotte
- Marcy Stein
- Margarita Calderón
- Mark Shinn
- Vicki Gibson
- Wayne Green

**Orlando, Florida**  
**Thursday, April 15 through**  
**Friday, April 16, 2010**

Omni Hotel  
1500 Masters Boulevard  
Champions Gate, Florida 33896  
407-390-6664

**Featuring:**

- Alan Coulter
- Almitra Berry
- Jan Hasbrouck
- Kathy King
- Larry Lezotte
- Marcy Stein
- Margarita Calderón
- Mark Shinn
- Vicki Gibson
- Wayne Green

**Chicago, Illinois**  
**Monday, May 17 through**  
**Tuesday, May 18, 2010**

Avenues Hotel  
160 East Huron Street  
Chicago, Illinois 60611  
877-283-5110

**Featuring:**

- Alan Coulter
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- Doug Clements
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- Kathy King
- Larry Lezotte
- Linda Wiltz
- Marcy Stein
- Margarita Calderón
- Nancy Marchand-Martella
- Vicki Gibson
- Wayne Callender
- Wayne Green

- ▶ Special Education Directors
- ▶ Response to Intervention Coordinators
- ▶ Curriculum Coordinators
  - ▶ Title 1 Directors
- ▶ Assistant Superintendents
  - ▶ Superintendents
  - ▶ Building Principals

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