

LITERACY IN MOTION

Linking Arms in New Mexico

February 21-22, 2025

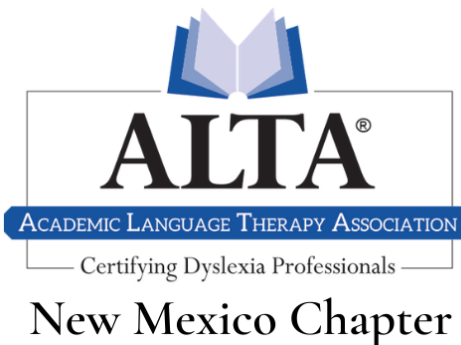
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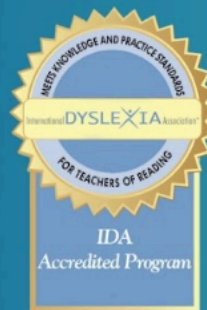


“For too long, the professionals responsible for teaching children to read have been sidelined from the knowledge of instructional practices that would result in maximally effective outcomes.”

Dr. Maria Murray

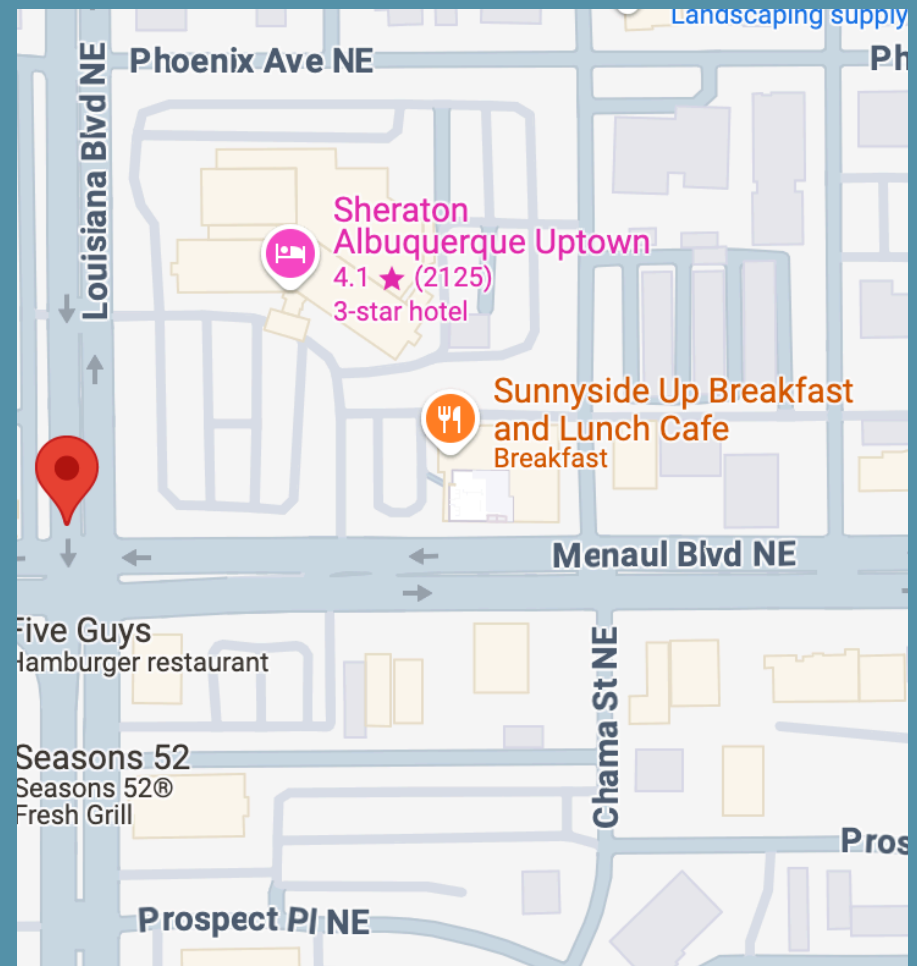
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Welcome and Schedule

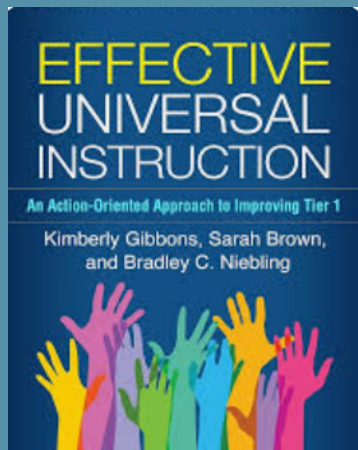
We are thrilled to have each of you join us for this exciting event that promises to be a hub of knowledge exchange, networking, and inspiration. We invite you to engage in thought-provoking discussions, gain insights from industry experts, and forge meaningful connections with fellow attendees. Your presence here contributes to the vibrancy of our collective pursuit of excellence, and we are confident that this conference will be an enriching experience for all. Thank you for being a part of Linking Arms in New Mexico!



Friday, February 21, 2024.

5:00-6:30 Registration and Networking (Cash Bar and Light Appetizers)

6:00-6:30 Dr. Sarah Brown Book Signing



6:30-7:00 Welcome and Awards

7:00-8:00 Keynote - Dr. Maria Murray

Keynote - Dr. Maria Murray



All Means All: It Takes a League

In her keynote, Dr. Maria Murray will build upon this conference's collective commitment to enhancing student literacy outcomes through meaningful collaboration and partnership.

"All means All" is at the core of The Reading League's mission, vision, and programming. The unifying, central message of building collective responsibility for every student will be delivered through a focus on multiple connections related to literacy: neural, social, and professional.

Saturday, February 22, 2024

7:15 am Registration Opens

7:30-8:30 Registration and Breakfast

8:00-8:30 Welcome*

8:30-9:30 Keynote - Stephanie Stollar, PhD*

MTSS - The Framework for Reading Improvement

9:45-11:00 Breakout Session #1

11:00-11:15 Networking Break

11:15-12:30 Breakout Session #2

12:30-1:15 Lunch

1:30-2:45 Breakout Session #3

2:45-3:15 Networking Break

3:15-4:30 Breakout Session #4

*Virtual attendance is available for these sessions only

Keynote 8:30-9:30 Stephanie Stollar, Ph.D

MTSS - The Framework for Reading Improvement



Learning about the science of reading is an important first step. Research informs what to teach, how to teach, and even how to assess students. Now that we know what to do, why is it so hard to do it?

The multi-tiered systems of support model (MTSS) provides a framework for implementing the reading research. This session will describe the essential components of MTSS as variables that can be leveraged to improve reading outcomes. The focus will be on using Tier 1 instruction to reduce the number of students who need intervention. Participants will leave with specific actions to take back to their schools that will support them to implement several key research findings.

Session #1- 9:45-11:00 am

Regal and Registry Rooms *

Honoring a Student's Linguistic Repertoire Through a Translanguaging Approach

Nicole Florez and Nereida Antunez-Gamón

Translanguaging honors the linguistic assets an individual brings with them when they join a community of learning. Whether a student is bilingual, multilingual, or bidialectal, they have language assets that should be leveraged in the classroom. In this session, we will discuss the cross-linguistic connections between English and Spanish phonemes, which will support your work with bilingual students and their families. We will place particular emphasis on enhancing and promoting the oral language development of our language-rich students, while specifically addressing the integration of evidence-based literacy practices.

“Progress Monitoring is the feedback loop for instructors.”

Dr. Stephanie Stollar

“

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Kim Piranio

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Session #2- 9:45-11:00 am

Baldwin Room

Master Minds: The Impact of Executive Function Skills on Reading and Writing

Carolee Dean, MS, CCC-SLP, CALT

Although executive function (EF) skills impact reading, it has not been clear what activities can be used to improve EF skills in a way that directly impacts reading and writing. This presentation explores the link between decoding, encoding, and EF, specifically regarding working memory, impulse control, and cognitive flexibility. A brief review of definitions along with current research provides the background for games, activities, and strategies that may be used by teachers, interventionists, and parents.

Cognitive flexibility is essential for students to be able to comprehend the meaning of a sentence while decoding the words, understand multiple word meanings, and switch between the different sounds a letter can make while recalling the different contexts in which a letter makes those various sounds. EF interventions don't typically translate to improved word reading. This session will explore cognitive flexibility tasks explicitly designed to work on word reading ability. Participants will leave with strategies and activities they can embed into their current practice.

Breakout Session #3- 9:45-11:00 am

Roxy Room

The Power of Practice

Jamey Peavler, Ed. D., OGA-FIT

Across disciplines, researchers have sought to understand the optimal conditions for facilitating the retrieval process that learners must employ to locate and then use the information to engage in performance tasks. In understanding this process, researchers question the number of repetitions learners need. These tasks elicit stronger connections and more immediate retrieval of information, and whether there is any way to ensure this information is retrievable and retained over time. Awareness of the type, time, and level of support each practice form offers is essential in supporting instructors in effectively designing instruction. Considering how to interleave old content with new, distributing practice over time, and gradually reducing our support from prompted and guided to independent practice is key to permanent knowledge. The content we teach is critical, but practice makes it powerful.

Breakout Session #4- 11:15-12:30 pm

Regal and Registry Rooms *

You Want Me to Do What? Changing Systems to Change Reading Outcomes

Stephanie A. Stollar, Ph.D.

Implementing the science of reading involves so much more than training teachers and adopting a new reading program. We can't expect schools to change their practices just because we told them to. This session will describe schools as complex systems that serve as "host environments" for research-aligned instruction. Participants will learn the key aspects of their school system to attend to when there are large numbers of at-risk or struggling readers. Success stories will be shared throughout.

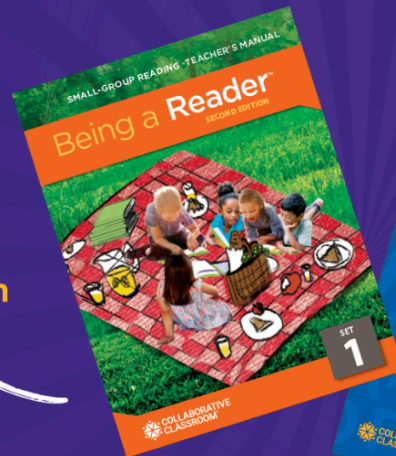
“Programs don’t teach, teachers do.”

Dr. Lousia Moats

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Breakout Session #5- 11:15-12:30 pm

Baldwin Room

Purpose over Program: How to Collaborate for Prescriptive Instruction that Targets Student Literacy Gaps

Allison Caldwell, Stefany Bragg and Colleen Congel

The session emphasizes the importance of not relying on curricular programs and instead will show the power of building educator knowledge and empowering teachers to make informed instructional decisions. The presenters will highlight they were able to use their combined knowledge and collaborate with classroom teachers and school-based personnel to shift the outcomes for a student with dyslexia. This approach is one that can be duplicated and utilized in school systems that prioritize teacher knowledge and collaboration.

Breakout Session #6- 11:15-12:30 pm

Roxy Room

Executive Functioning Skills: Building a Classroom Environment that Supports Self-Regulation

Amy Miller, MA, MFA, ICALP

This session will address the importance of supporting executive functioning/self-regulation skills for students of all ages. An explanation of executive functioning and its critical role in success in school and in life will be provided. Practical strategies for supporting EF skills in literacy development, leveraging the classroom environment to support the student, and classroom management strategies that foster an internal locus of control will be shared.

Breakout Session #7- 1:30-2:45 pm

Regal and Registry Rooms *

Building Your Scientifically Based ELA Block

Jamey Peavler, Ed. D., OGA-FIT

A scientifically-based literacy block reflects research on what and how to teach to maximize student outcomes. By examining reading science frameworks, we can begin to understand the effect of word recognition and language comprehension instruction on global reading outcomes. Because print and oral language skills are rarely equally yoked, the content and the assessment tools we use to align our instruction may need to be decoupled. Yet, the reciprocal relationship between oral language supporting word recognition and word recognition supporting meaning is strong. How can educators apply this knowledge to design instruction that effectively develops both components?



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**Breakout
Session #8-
1:30-2:45
pm**

Ambassador

Enhancing the Educator Lens: A Hands-on Simulation and Guided Discussion to Deepen Understanding and Advocacy for Students with Dyslexia

Erin Brown and Amy Stanton

In this interactive session, participants will engage in the Experience Dyslexia™ simulation, immersing themselves in language-related tasks that mirror the challenges faced by individuals with dyslexia in traditional classrooms and workplaces. Often described as "sensitivity training," this powerful experience promotes empathy and a deeper understanding of dyslexia's impact on learning and everyday tasks. Through additional reflection and guided discussion, participants will also explore the importance of early identification and gain practical strategies for classroom support and creating a more inclusive environment.

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Roxy **Breakout Session #9- 1:30-2:45 pm**

Universal Tier Assessment: Taking Action to Maximize Tier 1 Success

Dr. Sarah Brown

Join us to explore practical strategies for using existing data to target Tier 1 and create a robust foundation for student success. Participants will learn how to analyze universal data to address just-in-time needs, identify areas for improvement, and implement evidence-based practices that maximize the effectiveness of Tier 1 support.

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Regal and Registry * **Breakout Session #10- 3:15-4:30 pm**

Beyond Louder and Slower: How to Intensify Reading Intervention

Stephanie A. Stollar, Ph.D.

Intensifying reading instruction does not mean slowing the pace, meeting one-on-one, or referring for special education. This session will define the characteristics of Tier 2 and Tier 3 systems of reading intervention and delineate the characteristics of those systems of support that make them more intensive than Tier 1 instruction. Participants will learn how to evaluate the effectiveness of Tier 2 and Tier 3 intervention and the aspects of intervention that can be intensified when students aren't making sufficient progress.

Breakout Session #11- 3:15-4:30 pm

Baldwin Room

Navigating the Complexities of Identification, Instructional Support, and Social Emotional Needs for English Learners with Dyslexia

Christy Quesada, Angelica Cuevas-Duran

In this session, we will discuss the complex nature of identifying dyslexia in English Learners, what to look for during screening and when reviewing assessment data. Along with discussing how to meet the instructional needs of English Learners with dyslexia, we will also talk about the social emotional effects that having dyslexia has on students and families and what you can do to minimize the stress and anxiety in different aspects of life.

Breakout Session #12- 3:15-4:30 pm

Roxy Room

Cognitive Load Theory

Jamey Peavler, Ed. D., OGA-FIT

Working memory is not a passive observer in the learning process – it is the gatekeeper, the active participant, that determines the extent and quality of our learning. It is a critical element that impacts why the learning process can be more labor-intensive for some students than others. By understanding the limitations of working memory, we can make sense of students' challenges when transitioning from acquisition to fluency, from fluency to generalization, and from generalization to adaptation. This is a critical consideration for educators and instructional designers for guiding the development of instructional strategies and materials that foster learning.

Meet the Speakers



Dr. Stephanie Stollar

Stephanie Stollar is passionate about using MTSS as the framework for helping all students become skilled readers. She's the founder of the Reading Science Academy, an online community where over a thousand educators support each other to improve results in their schools. Dr. Stollar also advises the next generation of education policy leaders in her role as an assistant professor at Mount St. Joseph University. She served as a Vice President at Acadience Learning, provided training and consultation to hundreds of school districts, worked as an Assistant Professor of School Psychology, and as a school psychologist. Dr. Stollar believes that by supporting all educators, high achievement is possible for every student.



Dr. Maria Murry

Maria S. Murray, Ph.D., is the founder and CEO of The Reading League, a national not-for-profit organization whose mission is to advance the awareness, understanding, and use of evidence-aligned reading instruction. Prior to founding The Reading League, Dr. Murray was an associate professor at the State University of New York at Oswego, where she taught courses related to literacy assessment and intervention for ten years. She received her Ph.D. in Reading Education from Syracuse University, where she served many years as an adjunct professor and project coordinator for Dr. Benita Blachman's numerous federally funded early reading intervention grants. As a nationally recognized expert in the science of reading, Dr. Murray sits on advisory boards and committees for numerous local, state, and national literacy organizations, such as the National Joint Committee on Learning Disabilities and the Evidence Advocacy Center. Dr. Murray is passionate about the prevention and remediation of reading difficulty and consistently strives to increase educator knowledge and the connections between research and practice.

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learn to read,
and all
teachers can
learn to teach
them.

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Meet the Speakers



**Nicole Florez, M. Ed.,
C-SLDI**

Nicole is a Literacy Specialist at the Institute for Multi-Sensory Education (IMSE). She has 25+ years of experience in the elementary school setting, including teaching internationally in Spain and Argentina. Nicole has been a K-3 classroom teacher, a Kindergarten Dual-Language Teacher, a K-5 Spanish as a Second Language teacher, a Pre-K-5 Gifted Teacher, a K-5 Reading Interventionist, and a site-level Administrator. Nicole co-founded the Bridge Literacy New Mexico program, a structured literacy summer intensive serving children in grades 1-5. She is also a founding board member of The Reading League New Mexico Chapter and a current doctoral student in Mount St. Joseph University's Reading Science program.



**Nereida Antunez-
Gamón, M. Ed.**

Nereida is a Literacy Specialist for the Gadsden Independent School District. She is also a consultant for 95 Percent Group. She has fifteen years of experience working in the public school setting as a bilingual teacher, Instructional Coach, and literacy specialist. Nereida is a National Board Certified teacher with a certificate in English as a New Language: Early Middle Childhood. Nereida is currently a doctoral student at Mount St. Joseph University where she is pursuing a deeper understanding of the Science of Reading and the English Learner.

Meet the Speakers



**Erin Brown, M.Ed,
CALT-ICALP, SLDS**

Erin Brown, a Certified Academic Language Therapist and Structured Literacy Dyslexia Specialist, has over 20 years of experience in education. She specializes in dyslexia therapy, with a focus on structured literacy implementation and supporting students with learning differences. Erin holds a Master's degree in Special Education. She operates a private dyslexia therapy practice in Albuquerque and serves as a literacy coach for the May Center for Learning, supporting teachers across New Mexico. Erin co-founded the Bridge Literacy program, a structured literacy summer intensive, and is the recipient of IMSLEC's Innovator Award for Outstanding MSLE Therapist, recognizing her excellence in multisensory structured language education. As a Certified Instructor of Academic Language Practitioners, Erin provides therapy-level educator training through the Multisensory Language Training Institute of New Mexico. She holds leadership roles in the advocacy and literacy community, serving on the advisory council for the Southwest Branch of the International Dyslexia Association, as a board member of the New Mexico Chapter of The Reading League, and as the founding past president of the Academic Language Therapy Association's New Mexico Chapter. Erin's work reflects her dedication to empowering educators and elevating students, including shining a light on the needs of those with learning differences.

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Meet the Speakers



***Jamey Peavler, Ed. D.,
OGA-FIT***

Jamey Peavler is a Co-Director and Assistant Professor in the Reading Science Graduate Program at Mount St. Joseph University. Before joining The Mount, Jamey served as the Director of Training for the M.A. Rooney Foundation, providing Orton-Gillingham training for teachers across Indiana. She was an Instructional Coach and classroom teacher for Indianapolis Public Schools for 20 years. Jamey reviews higher-education textbooks and teacher licensure exams for the National Council for Teacher Quality. She is a Certified Fellow-in-Training with the Orton-Gillingham Academy and an International Dyslexia Association Structured Literacy Dyslexia Specialist. She serves on the board for The Reading League Indiana Chapter.



***Carolee Dean, MS,
CCC-SLP, CALT***

Carolee Dean, MS, CCC-SLP, CALT is a board-certified speech-language pathologist, a dyslexia interventionist, and a member of ALTA. She is a former president of the Southwest Branch of the International Dyslexia Association, the current representative for the Western Region of IDA, and a frequent speaker at educational conferences. Dean is also an adjunct instructor in the graduate school of education at Providence College and the author of Story Frames for Teaching Literacy: Enhancing Student Learning Through the Power of Storytelling (Brookes Publishing, 2021). Dean has spent over 20 years working in the public schools with students from K-12 and is now in private practice. She is the founder of Word Travel Press LLC where she creates decodable books for struggling readers. She is also the author of award-winning young adult fiction and is a member of the Society of Children's Book Writers and Illustrators.

There can be no equity,
no social
justice, without literacy”
Kareem Weaver



Christine Quesada

Christine Quesada lives in Rio Rancho, New Mexico and is a former Rio Rancho Public Schools teacher and instructional coach/coordinator. She has been in education for over 22 years, of which thirteen were in the classroom. She was a site-based instructional coach for one year and then a district coordinator for six years supporting teachers in reading foundational skills. Christine is currently the Assistant Director of the Literacy and Humanities Bureau with the New Mexico Public Education Department. She holds a Master of Arts degree in Language, Literacy and Sociocultural Studies from the University of New Mexico, a Bachelor of Arts degree in Economics and International Studies from Texas A&M University, and is currently a Reading Science Doctoral Student at Mount St. Joseph University. Christine is married and has three children including a son with dyslexia. She is a passionate advocate of evidence-based instructional practices and professional learning for teachers so all students can have equitable and effective instruction in reading.



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Meet the Speakers



Stefany Bragg
M. Ed CERI
Dyslexia Specialist

Stefany Bragg is a professional development specialist and virtual coach for The Reading League. She also works for Marian University supporting literacy coaches through the Indiana Literacy Cadre. She has been teaching for over 14 years with a master's degree in Reading Science from Mount Saint Joseph and an additional certification in dyslexia. Her passion is bringing knowledge of evidence aligned instruction to educators across the country. Her first person experience of aligning instruction and seeing the results of this instruction is her reason behind her passion. Stefany is currently serving as the president of The Reading League Indiana..



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Meet the Speakers



Allison Caldwell
M. Ed CERI
Dyslexia Specialist



Colleen Congel
MAT Dyslexia Specialist

Allison Caldwell has spent 18 years in public education, serving in roles such as speech and language therapist, literacy interventionist, instructional coach, and school administrator. Her dedication to ensuring all children learn to read led her to earn a Master's in Curriculum and Instruction with an emphasis in Elementary Reading, certification as a special education teacher (PreK-12), and licensure as a school administrator. She also holds a Structured Literacy Dyslexia Specialist certification from the Center for Effective Reading Instruction. With experience as a classroom teacher, reading specialist, administrator, and structured literacy coach, Allison supports teachers and students through collaborative conversations and evidence-based literacy practices. She began with IMSE as an Orton-Gillingham instructor and practicum supervisor, and now serves as the Instruction Team Lead. She is also the founding president of The Reading League New Mexico and works with The Reading League as a professional development specialist.

Colleen Congel, M.A.T., has over 20 years experience in special education. Her career has included many positions including special education teacher, interventionist, learning specialist, coach, director of academic support, dyslexia practitioner and adjunct professor. Colleen is passionate about supporting national efforts to provide structured literacy for all students. Her keen understanding of adult learning is predicated on her current role as a member of the Wilson Language Training Literacy Specialists team and her experience as a National LETRS trainer. She is a ground-level member of The Reading League's efforts to bring an understanding and knowledge building of reaching research to educators. She hopes to leave participants feeling empowered and excited to improve their teaching practices and supporting their students with disabilities. When Colleen is not ardently spreading the word about Purpose Over Program, she can be found walking her pups, spending time with her family, and/or planning her next big adventure from her hometown of Syracuse, New York.

Meet the Speakers



Angelica Cuevas-Duran

Angelica Cuevas-Duran has been employed with Rio Rancho Public Schools for nineteen years. Prior to becoming a Director for Rio Rancho's Special Services Department, she served as the Child Find Coordinator, Bilingual Educational Diagnostician, Bilingual Coordinator, and Classroom Teacher. Before coming to RRPS she was a bilingual teacher in Albuquerque, NM, and Houston, TX.

Angelica holds a Bachelor's degree in General Education with a focus on Bilingual Education from the University of Houston along with a Master's degree in Educational Leadership from New Mexico Highlands University. Her Educational Diagnostician Licensure coursework was completed at the University of New Mexico. Angelica was awarded the First Year Teacher of the Year Golden Apple Award and most recently served on the team that developed the NM TEAM Identification of Dyslexia Supplemental Narrative and Worksheet for the New Mexico Public Education Department, Special Education Division.



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Meet the Speakers



Sarah Brown, PhD

Dr. Sarah Brown is the President of System Impact Consulting, partnering with districts across the country to implement MTSS practices and improve outcomes for all learners. During her career, Dr. Brown served in roles including as Bureau Chief leading Special Education and MTSS implementation for the state of Iowa, District Special Education Director, Professional Learning Administrator, and School Psychologist. She is co-author of the book, “Effective Universal Instruction: An Action Oriented Approach to Improving Tier 1”. Sarah splits her time living in New Mexico and the midwest.



Amy Miller, MA, MFA, ICALP

Amy Miller, MA, MFA, ICALP is founder and Executive Director of May Center for Learning(www.maycenter.org). Amy is a nationally Certified Instructor of Academic Language Practitioners (ICALP) for Dyslexia Intervention. She has provided professional development for thousands of teachers across New Mexico through reading science modules she designed for the New Mexico Public Education Department. She also works closely with school districts, schools, and non-profit organizations across the state, focusing on best practices for students with learning differences, the science of teaching structured reading and writing, and the importance of structuring the learning environment to improve executive functioning skills. Amy is currently President of the International Dyslexia Association—Southwest Branch. Amy also founded Dyslexia Justice League, a community that connects students with dyslexia with adult mentors through superhero stories and artistic expression as a vehicle for learning about self-advocacy and their own personal strengths. Where I Come From, a book that Amy co-authored with May Center students, won the 2014 New Mexico/Arizona Young Adult Book of the Year.

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Dr. Kymyona Burk

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Meet the Speakers

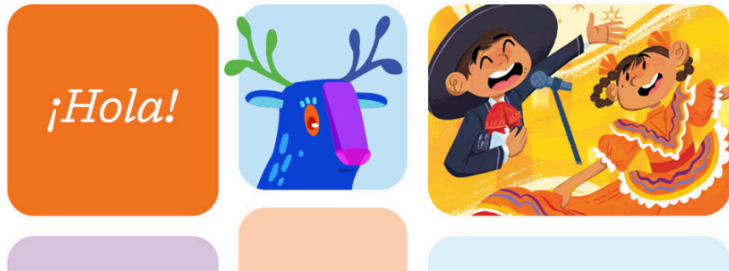
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- **mCLASS®** and **mCLASS® Lectura**: K–6 assessment with dual language reporting
- **Amplify CKLA** and **AmplifyCaminos K–5**: Comprehensive literacy curriculum built with the Science of Reading
- **Boost Reading K–8/Boost Lectura K–2**: Supplemental digital literacy program
- **Amplify Tutoring**: Tutoring program grounded in mCLASS and research-backed mCLASS Intervention

amplify.com/literacy



**Amy Stanton, MA,
ICALP**



While earning her Master's Degree in Recreational Therapy, Amy worked with children, teens and adults with mental health disorders. After eight years working in mental health, she earned a teaching certificate and taught first grade. An opportunity to attend a Dyslexia Specialist training showed Amy that children with dyslexia needed a different instruction model to help them learn at their greatest potential. While working at the May Center for Learning in Santa Fe, Amy has become a nationally certified multi-sensory language teacher and trainer through the Sequential English Education Program at Shelton School in Dallas. Currently, Amy is the Director of the Teacher Institute at the May Center for Learning.

SPECIAL THANKS TO OUR SPONSORS

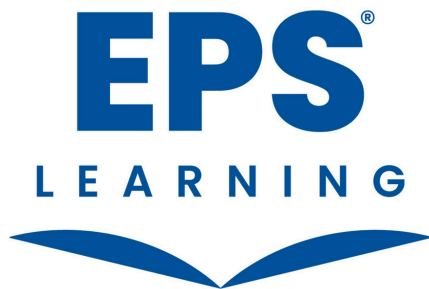
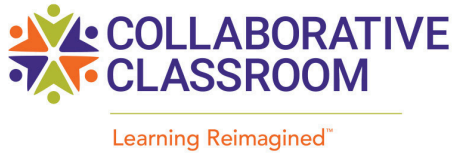
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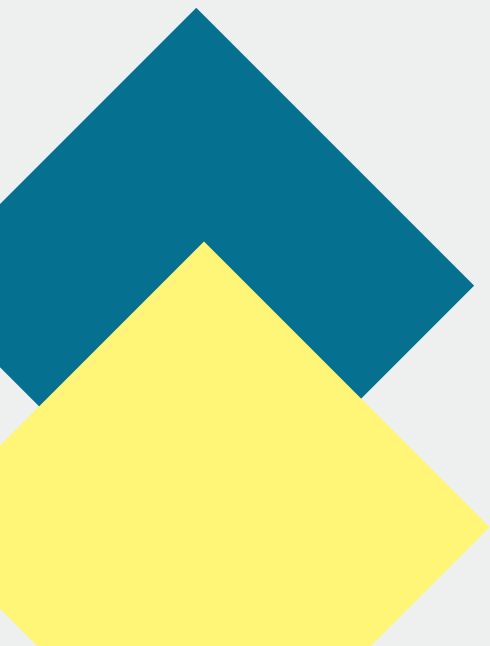
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OUR MISSION

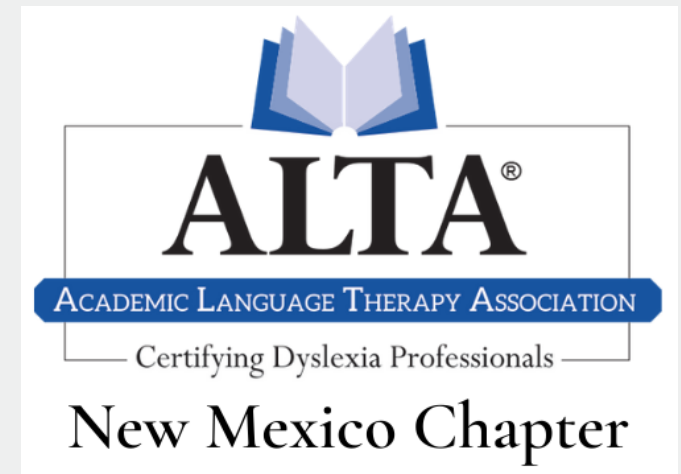
The mission of The Reading League New Mexico is to advance the awareness, understanding, and use of evidence-aligned reading instruction.



Meet your Host Organizations

OUR MISSION

The Academic Language Therapy Association's mission is to provide its members with a distinction of excellence by setting high standards through an international certification for individuals who complete rigorous evidence-based multisensory structured language coursework and supervised practicum. ALTA verifies that certified members follow a professional code of ethics and complete continuing education to broaden and strengthen their expertise in the field of dyslexia and related disorders. ALTA provides our communities-at-large with leadership and resources to promote quality practices and guidance in the field of dyslexia.



Meet your Host Organizations

OUR MISSION

We empower parents, educators, and individuals with dyslexia and provide comprehensive resources and guidance to help navigate and overcome the challenges of dyslexia.



INTERNATIONAL DYSLEXIA ASSOCIATION
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We extend our heartfelt gratitude to our conference sponsors for their generous support and commitment to advancing student outcomes in New Mexico.

A special thank you to IDA-SW, ALTA-NM, and TRL-NM, for this incredible partnership and commitment to serving all students and educators in New Mexico. This collaboration is vital to the cause we collectively serve. Together, we are making a meaningful impact!

We also want to express our sincere appreciation to all the dedicated volunteers who selflessly contributed their time and effort to ensure the smooth running of this conference. Your invaluable support and enthusiasm have created a vibrant and collaborative atmosphere.

LITERACY IN MOTION

Linking Arms in New Mexico

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