



PATRICIA L. SCHARER is a Professor in the College of Education and Human Ecology at The Ohio State University. Her research interests include early literacy development, phonics and word study, and the role of children's literature to foster both literary development and literacy achievement. Her research has been published in *Reading Research Quarterly*, *Research in the Teaching of English*, *Educational Leadership*, *Language Arts*, *The Reading Teacher*, *Reading Research and Instruction* and the yearbooks of the National Reading Conference and the College Reading Association. Professor Scharer is co-editor of *Extending Our Reach: Teaching for Comprehension in Reading, Grades K-2* and co-author of *Rethinking Phonics: Making the Best Teaching Decisions*.



EMILY RODGERS is an Associate Professor in the College of Education and Human Ecology at The Ohio State University. She has worked in schools as a reading specialist and special education teacher and now teaches graduate courses in early literacy and reading development at OSU. Her research focuses on the professional development of teachers and scaffolding literacy learning particularly for young children having great difficulty learning to read and write. She is co-author of *The Effective Literacy Coach*.



JUSTINA HENRY is a literacy expert in the College of Education and Human Ecology at The Ohio State University. After several years experience as a public school kindergarten and first-grade teacher, she became a Reading Recovery Teacher Leader. Dr. Henry has previously served as the associate editor for *The Reading Teacher*, and presently is a Primary Literacy Collaborative Trainer.



GAY SU PINNELL is Professor Emeritus at The Ohio State University. She has extensive experience in classroom teaching and field-based research, and has developed and implemented comprehensive approaches to literacy education. With Irene Fountas, she is co-author of many professional texts such as *Guided Reading: Good First Teaching for All Children* (1996), *Matching Books to Readers: Using Leveled Books in Guided Reading, K-3* (1999), *Word Matters: Teaching Phonics and Spelling in the Reading/Writing classroom* (1998), *Interactive Writing: How Language & Literacy come Together, K-2* (2000); and *Guiding Readers & Writers, Grades 3-6* (2000), and *Teaching for Comprehending and Fluency, Grades K-8: Thinking, Talking, and Writing about Reading* (2006).

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- Role of the Literacy Coach
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- Effective Coach-Teacher Interactions
- Helping Teachers use Student Data
- Working with Adults as Learners
- Using Coaching Tools to Document Teacher Change

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April 21-23, 2010

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