

## 2016 Presenters

**Anita Archer Ph.D.**, serves as an educational consultant to school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous instruction materials with Dr. Mary Gleason including the REWARDS literacy programs and, most recently, wrote a textbook on explicit instruction with Dr. Charles Hughes.

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**Sharon Azar Ph.D.**, is a nationally known teacher, trainer, systems change consultant, and inclusive education advocate. Sharon has been a teacher, both general education and special education. She has served in many leadership roles including campus administrator, Director of Special Education, and Director of Curriculum and Instruction. She also has worked with the Juvenile Justice Education System, serving as the Executive Director of the 4<sup>th</sup> largest Juvenile Justice Education System in the U.S. She has trained at the state level, national level, and internationally in areas related to: inclusive schooling, organizational change strategies, differentiated instruction and universal design, building a master schedule to support all learners, collaborative teaming and teaching, creative problem solving, and positive behavioral supports. Sharon's unique style of training allows her to mentor administrators and teachers alike. Conference participants enjoy her practical and humorous approach in tackling difficult conversations that guide change.

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**Kathy Barclay, Ph.D.**, is Professor Emeritus of Reading and Early Childhood and former department chair at Western Illinois University (WIU). She currently serves as the Manager of Professional Development Content for Reading for Zaner-Bloser's Pre-K-grade 2 reading program. Kathy is a former classroom teacher, reading specialist, and supervisor of reading for the Louisiana Department of Education. While at WIU, she worked closely with the Illinois State Board of Education (ISBE) serving as co-author of the Illinois Reading First Professional Development Academies, as the "ISBE Kindergarten Literacy Expert," and as the lead consultant for the Language and Literacy section of the 2013 Illinois Early Learning and Development Standards. A frequent presenter at professional conferences, she has authored over 75 professional publications, including Together We Can! Uniting Families, Schools and Communities to Help ALL Children Learn, (2nd ed. 2010, Kendall-Hunt). For the past ten years Kathy served as editor of the Illinois Reading Council Journal and in October of 2015 she was inducted into the Illinois Reading Council's Hall of Fame for her contributions to Reading and Reading Education. Her most recent book, co-authored with Laura Stewart, is The Everything Guide to Informational Literature, K-2: Best Texts, Best Practices (Corwin Press, 2014).

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**Gerry Briscoe** serves as Director of Professional Learning of SERRC, Southeast Regional Resource Center in Juneau/Anchorage, and Director of PASSAGES, an Alaska Native Equity Program grant, whose purpose is to implement professional learning that provides teachers with access to resources for building culturally responsive classrooms and instruction. Mr. Briscoe recently served as the Director of Project CREATE, which developed a document called: Culture in the Classroom, consisting of observable and non-observable indicators and evidences for Alaska's Cultural Standards for Educators to assist in measuring teacher effectiveness. This document is downloadable at [www.culturallyproficientschools.org](http://www.culturallyproficientschools.org). Mr. Briscoe served as a school/district improvement specialist with the Alaska Comprehensive Center. He was also the Alaska liaison to the National Comprehensive Center on Innovation and Improvement and the National Comprehensive

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Center on Teacher Quality. He held positions as an elementary teacher, a literacy coordinator, and an elementary school principal in Colorado. The school where he last served as principal received the Colorado Governor's Distinguished Improvement Award. Mr. Briscoe is also a fellow of The Art and Craft of the Principalship program at Harvard University and of the Principal Leadership Academy at the Tointon Institute for Educational Change at the University of Northern Colorado. He holds a Master's degree in remedial reading and received administrative certification from Western Washington University and the University of Denver.

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**Ann McKay Bryson** serves as a Collaborative for Academic, Social and Emotional Learning (CASEL) consultant in the Anchorage, Oakland and Washoe County (NV) school districts, supporting their work in districtwide SEL implementation. She is the co-author of the Devereux Student Strengths Assessment (DESSA) Strategy Guide and works as an SEL consultant to youth-serving out-of-school time agencies in Anchorage and across the country. As an SEL professional learning specialist, her particular areas of focus include building and supporting Trauma-Informed educational communities, expanding adult SEL development, and leveraging formative and summative assessments for developing student capacity. In her 32 years with the Anchorage School District, Ann taught for two decades in at the elementary and secondary levels, followed by 12 years of providing SEL-related professional development for teachers, leaders and school staffs

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**Marianne Shealy Dobbs** serves as an education specialist to school districts across the state of Alaska on teacher evaluation, cultural proficiency, and technology integration for Southeast Regional Resource Center. She has recently finished the work from Project CREATE, an Alaska Native Education Program grant to develop cultural indicators for the AK Cultural Standards for Educators for teacher evaluation and is starting the work of a new ANEP grant that will scale up the previous work into professional learning for teachers throughout Southeast Alaska and Kodiak Island Borough School District. Ms. Dobbs came to Alaska from Bay District School in Florida where she spent 10 years teaching in the model kindergarten classroom, an open-concept mentoring and modeling classroom for new teachers and veteran teachers and 2 years of extensive work developing Bay Districts "Bring Your Own Device" technology initiative and technology integration trainings.

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**Lexie Domaradzki** started as an elementary school teacher more than 20 years ago and has since dedicated her professional life to high quality education for all. She provides consultation and professional development services to the Alaska, Oregon, Montana and Idaho Departments of Education, and the Alaska Staff Development Network. Areas of focus include K-12 literacy, support with school improvement facilitators, Response to Intervention, and the comprehensive assessment system. She has served as a Research Associate at RMC Research in Portland, Oregon, where she provided technical assistance on the implementation of Reading First grants for the National Reading Technical Assistance Center. Prior to RMC Research, Lexie served as the Assistant Superintendent of Teaching and Learning for the Washington State Office of Superintendent of Public Instruction. From 2004 to 2007 she was the Washington Reading First Director, directing the implementation of the Washington Reading First grant.

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**Bobbi Jo Erb** is a self-proclaimed "Math Geek". She is currently the Executive Director of Curriculum and Instruction for the Anchorage School District where she is responsible for math, science, PE, Health, & RTI for Kindergarten through twelfth grade. Previously, she served as the STEM: Math Curriculum Coordinator for the Anchorage School District. Ms. Erb has 20 years of classroom teaching experience ranging from 6th grade through middle school, high school and the university level. While in the classroom, Ms. Erb received a Milken

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Educator Award from the Milken Family Foundation and the American Star of Teaching Award from the U.S. Department of Education. She firmly believes in the inherent beauty of mathematics and the right and ability of all students to enjoy that beauty.

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**Nicole Frazier** is an educator, author, presenter, and consultant with Engaging Schools. For the past six years she has supported middle and high school teachers and leadership teams around the country in a variety of areas including: professional development, instructional best practices, secondary school re-design, schoolwide discipline and student supports, advisory, postsecondary planning and support models, and freshmen transition programs. Nicole has wide-ranging experiences having worked with urban at-risk youth, English language learners, high performing large comprehensive high schools, independent schools, rural schools, small charter schools, and turnaround schools. Nicole's fourteen years in the classroom affords her a wealth of knowledge and credibility with teachers.

Nicole is the co-author of *Activators: Classroom Strategies for Engaging Middle and High School Students* (2013) and the co-producer, director, and co-author of *Getting Advisory Right: Tools for Supporting Effective Advisories*, a four-disc DVD set (2011). She received her Master of Arts in Teaching from Johns Hopkins University and a Bachelor of Arts in Political Science from Washington State University. Nicole lives with her family in Denver, Colorado where she is currently working on co-authoring her third publication: *Shifting Gears: Recalibrating Schoolwide Discipline and Student Supports*.

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**Tom Hierck** has been an educator since 1983 in a career that has spanned all grade levels and many roles in public education. His experiences as a teacher, an administrator, a district leader, a department of education project leader, and an executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools and districts across North America with a message of celebration for educators seeking to make a difference in the lives of students. His dynamic presentations explore the importance of positive learning environments and the role of assessment to improve student learning. His belief that “every student is a success story waiting to be told” has led him to work with teachers and administrators to create positive school cultures and build effective relationships that facilitate learning for all students.

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**Dr. Karen Karp** is a visiting professor at Johns Hopkins University’s School of Education. For twenty-one years she was a mathematics teacher educator at the University of Louisville in Kentucky, where she is now professor emeritus. She is a former member of the NCTM Board of Directors and a former president of the Association of Mathematics Teacher Educators. In addition to Karen’s background as a certified mathematics teacher, she is a certified special education teacher. While on the NCTM Board, Karen was Co-PI on a grant to bring together teams of mathematics educators and special educators to develop research and professional development projects to support the teaching of mathematics to students with disabilities. She continues to work in classrooms to support teachers of students with disabilities in their mathematics instruction. Karen is co-author of *Elementary and Middle School Mathematics: Teaching Developmentally; Growing Professionally: Readings from NCTM Publications for Grades K-8; Developing Essential Understanding of Addition and Subtraction for Teaching Mathematics in Pre-K-Grade 2* and numerous book chapters and articles.

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**Louisa Moats, Ed.D** Dr. Moats has been a teacher, psychologist, researcher, graduate school faculty member, and author of many influential scientific journal articles, books, and policy papers on the topics of reading, spelling, language, and teacher preparation. After a first job as a neuropsychology technician, she became a teacher of students with learning and reading difficulties, earning her Master's degree at Peabody College of Vanderbilt. Later, after realizing how much more she needed to know about teaching, she earned a doctorate in Reading and Human Development from the Harvard Graduate School of Education. Dr. Moats spent the next fifteen years in private practice as a licensed psychologist in Vermont, specializing in evaluation and consultation with individuals of all ages and walks of life who experienced reading, writing, and language difficulties. At that time, she trained psychology interns in the Dartmouth Medical School Department of Psychiatry. Dr. Moats spent one year as resident expert for the California Reading Initiative, and four years as site director of the NICHD Early Interventions Project in Washington, DC, where she was invited to testify to Congress three times on issues of teacher preparation and reading instruction in high poverty schools. Recently, she concluded ten years as research advisor and consultant with Sopris Learning, serving as Principle Investigator on two small business innovation research (SBIR) grants from the National Institutes of Health. Dr. Moats was a contributing writer of the Common Core State Standards, Foundational Reading Skills for grades K-5. In addition to the LETRS professional development series, Dr. Moats' books include *Speech to Print: Language Essentials for Teachers (Brookes Publishing)*; *Spelling: Development, Disability, and Instruction (Pro-Ed)*; *Straight Talk About Reading (with Susan Hall, Contemporary Books)*, and *Basic Facts about Dyslexia*. Dr. Moats' awards include the prestigious Samuel T. and June L. Orton award from the International Dyslexia Association, for outstanding contributions to the field.

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**Dean Richards** is a coach with the Oregon RTIi Project. He works with districts creating RTIi structures across the state of Oregon and beyond. When Dean is not traveling Oregon by bike, boots, boats, or car, he shares his specialties in high quality instruction and assessment through the lens of a classroom teacher and instructional coach.

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**Shelby Skaanes** is passionate about providing data-driven consultation, from the establishment of an assessment system, to determining the best intervention approach so that each student has access to optimal improvement. Shelby has been an educator for twenty years, ten years as a consultant, and has a proven ability to develop school cultures that support continuous improvement for teachers and students. For the past three years she has been on the Development Team and a Facilitator for the Technical Assistance Academy, which is an 18-month Academy that provides comprehensive professional development for educators who support schools in the change process. Currently, a cohort of 20 Alaskan educators are Academy participants. Additionally, Shelby has presented at EED's Summer Literacy Institute for the past three years and is an external consultant for Lower Kuskokwim School District.

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**Tricia McKale Skyles** began her career in education as a middle school teacher in Delphos, Kansas. After several years in the classroom, she began working as an instructional coach with Pathways to Success, a GEAR UP project that partnered the University of Kansas Center for Research on Learning and Topeka Public Schools. In this role, Tricia provided on-site one-to-one professional development for teachers, coaching them in best teaching practices for instruction and behavior management. Tricia co-authored *Coaching Classroom Management: A Toolkit for Administrators and Coaches* with Randy Sprick, Jim Knight, and Wendy Reinke. In her role as a Safe & Civil Schools consultant, Tricia has provided training in: CHAMPS: A Proactive and Positive Approach to Classroom Management, Coaching Classroom Management for Coaches, Coaching Classroom Management for Administrators, Foundations: Establishing Positive Discipline Policies, and ParaPro:

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Supporting the Instructional Process. She consults with many schools in all areas of behavior management, school-wide interventions, and best instructional practices.

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**Carol Ann Tomlinson** career as an educator includes 21 years as a public school teacher, 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy. Also at UVa., she is Co-Director of the University's Institutes on Academic Diversity. She was named Outstanding Professor at Curry School of Education in 2004 and received an All University Teaching Award in 2008. Special interests throughout her career have included curriculum and instruction for struggling and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Carol is a reviewer for eight journals and is author of over 200 articles, book chapters, books, and other professional development materials. For ASCD, she has authored several books including *How to Differentiate Instruction in Mixed-ability Classrooms* and *The Differentiated Classroom: Responding to the Needs of all Learners* and professional inquiry kit on differentiation. Recently, she co-authored a book with Jay McTighe titled *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids* and with Kay Brimijoin and Lane Narvaez co-authored *The Differentiated School: Making Revolutionary Change for Teaching and Learning*. For Corwin Press, she is co-author of *The Parallel Curriculum Model: A Design to Develop High Potential and Challenge High Ability Learners*. Carol's books on differentiation have been translated into 12 languages. She works throughout the U. S. and abroad with teachers whose goal is to develop more responsive heterogeneous classrooms.