



COLORADO
Department of Education

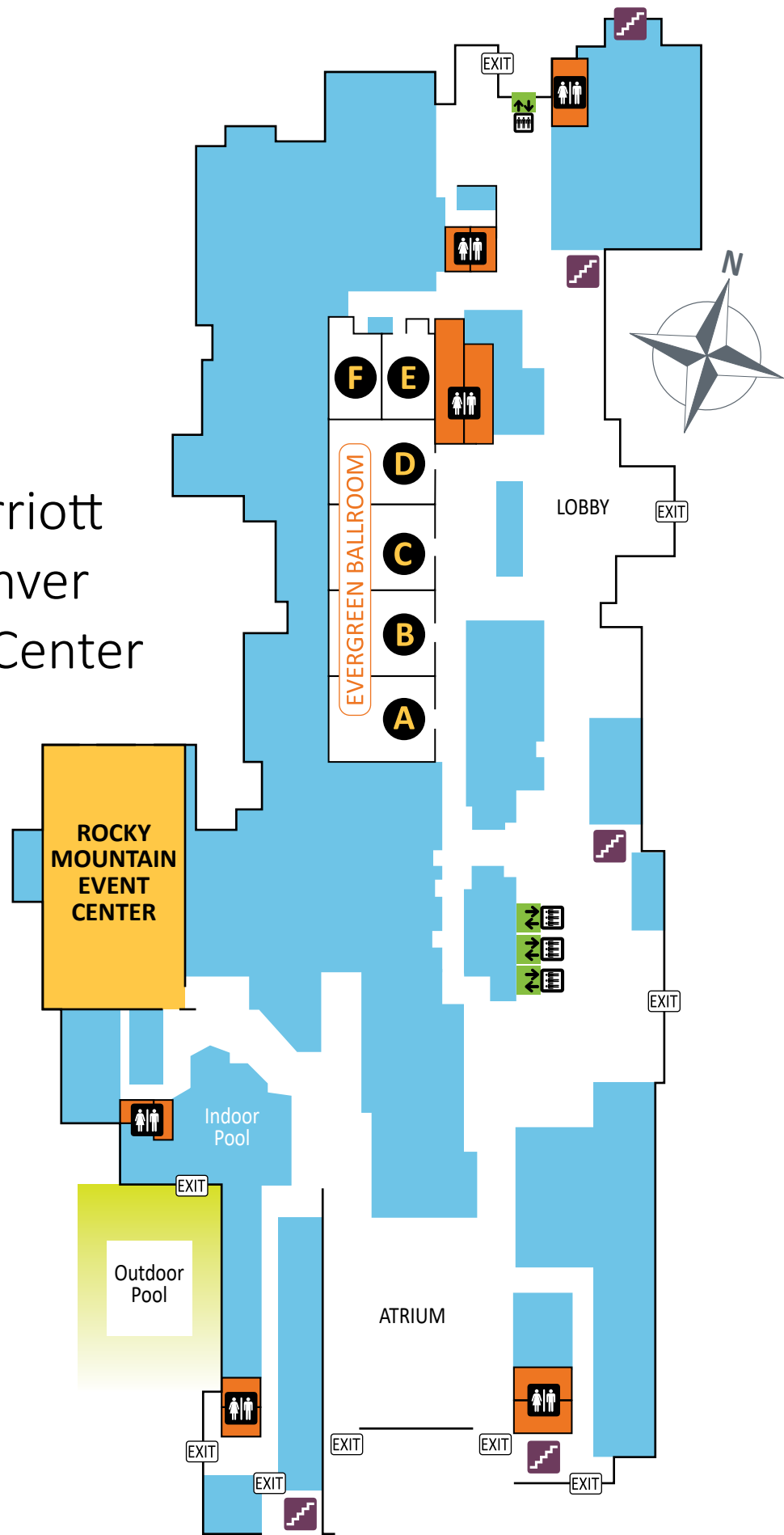
CDE READING CONFERENCE

October 10-11, 2017



Sponsored by Office of Literacy and Exceptional Student Services Unit

Marriott
Denver
Tech Center



AGENDA ITEM	TIME AND LOCATION		PRESENTER AND PRESENTATION TITLE
Registration Coffee and Tea	7:45 - 9 a.m.		
Welcome			
Keynote	9 - 10:15 a.m.	Rocky Mountain Event Center	Dr. Kenneth Pugh <i>Building a Literate Brain</i>
Break	10:15 - 10:30 a.m.		
Keynote	10:30 - 11:45 a.m.	Rocky Mountain Event Center	Dr. Kenneth Pugh <i>Building a Literate Brain</i>
Lunch	11:45 a.m. - 1:15 p.m.	Rocky Mountain Event Center	Dr. Danielle Thompson, CCC-SLP <i>A Brief Introduction to Language of Reading: Taking Science to Practice</i>
Keynote	1:15 - 2:30 p.m.	Rocky Mountain Event Center	Dr. Kenneth Pugh <i>Building a Literate Brain</i>
Breakout Session 1	2:45 - 4 p.m.		
Rocky Mountain Event Center Dr. Kenneth Pugh Neuroimaging studies of language development, reading, and reading disabilities: Current findings and new directions in gene-brain-behavior research PAGE 8	Evergreen A Dr. Bruce Pennington Controversial Therapies for Learning Disorders PAGE 8	Evergreen B Dr. Elaine Cheesman Mobile Apps and Websites to Support Reading and Spelling Instruction PAGE 5	
Evergreen C Linda Farrell Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers PAGE 6	Evergreen D Debbie Hunsaker Focused Small Groups and Work Stations PAGE 7	Evergreen E Talking Book Library Recapture the Joy of Reading PAGE 9	

AGENDA ITEM

TIME AND LOCATION

Coffee and Tea

8 - 9 a.m.

Breakout Session 2

9 - 10:15 a.m.

Evergreen A
Dr. Danielle Thompson
Language Development and How to Create for More Robust Language Development in Every Day Instruction
PAGE 10

Evergreen B
Dr. Alison Gould Boardman
Teaching Young Readers to use Reading Comprehension Strategies
PAGE 5

Evergreen C
Linda Farrell
Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers
PAGE 6

Evergreen D
Debbie Hunsaker
Focused Coaching and Improved Instruction Part 1
PAGE 7

Evergreen E
Dr. Elaine Cheesman
Mobile Apps and Websites to Support Reading and Spelling Instruction
PAGE 5

Evergreen F **BY INVITATION ONLY**
Higher Education Convening
Special Note: This session will begin at 8:30 a.m.
Dr. Bruce Pennington and Dr. Mark Seidenberg

Breakout Session 3

10:30 - 11:45 a.m.

Evergreen A
Dr. Danielle Thompson
An Introduction and Overview of Language of Reading: Taking Science to Practice
PAGE 10

Evergreen B
Dr. Alison Gould Boardman
Let's Talk about Text: Facilitating Student-Led Discussion Groups
PAGE 5

Evergreen C
Linda Farrell
A New Phonics-Based Approach to Teaching High Frequency Words
PAGE 6

Evergreen D
Debbie Hunsaker
Focused Coaching and Improved Instruction Part 2
PAGE 7

Evergreen E
Dr. Mark Siedenisberg
How Differences in Language Background Contribute to Reading Difficulties
PAGE 9

Evergreen F **BY INVITATION ONLY**
Higher Education Convening
Dr. Bruce Pennington and Dr. Elaine Chessman

Lunch

11:45 a.m. - 1:15 p.m.
Rocky Mountain Event Center

Dr. Bruce Pennington
Comorbidity Among Learning Disorders



Breakout Session 4

1:30 - 2:45 p.m.

Evergreen A
Dr. Bruce Pennington
Controversial Therapies for Learning Disorders
PAGE 8

Evergreen B
Dr. Elaine Cheesman
Mobile Apps and Websites to Support Vocabulary, Comprehension and Writing Instruction
PAGE 5

Evergreen C
Linda Farrell
Lose the Rules: Multi-Syllable Words Made Easy
PAGE 6

Evergreen D
Debbie Hunsaker
Focused Small Groups and Work Stations
PAGE 7

Evergreen E **BY INVITATION ONLY**
Early Literacy Grant

Evergreen F **BY INVITATION ONLY**
Higher Education Convening
Dr. Mark Seidenberg and Dr. Alison Gould Boardman

KEYNOTE SPEAKERS

Dr. Kenneth Pugh



Kenneth R. Pugh, Ph.D., is the President and Director of Research at Haskins Laboratories, a Yale University and University of Connecticut affiliated inter-disciplinary institute, dedicated to the investigation of the biological bases of language. He also holds academic appointments as a Professor in the Department of Psychology at the University of Connecticut, and as an Associate Professor in the Department of Linguistics at Yale University, and as an Associate Professor, Department of Diagnostic Radiology at Yale University School of Medicine. Dr. Pugh also directs the Yale Reading Center. He is a member of the Scientific Advisory Board for the International Dyslexia Association, the Scientific Advisory Panel for Dyslexia International in Paris, a corresponding member of the Rodin Remediation Academy in Stockholm, a member of the Board of Visitors for the Learning Research and Development Center at the University of Pittsburgh, and the Scientific Advisory Council for the Child Mind Institute in New York. Dr. Pugh served as a Member of the Language and Communications Study Section at the National Institutes of Health (NIH), and also served as a member of the Committee on the Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy at the National Research Council of the National Academies. In 2017, Dr. Pugh received a National Institutes of Health MERIT Award from the National Child Health and Human Development Council Award. This award recognizes outstanding contributions to science with sustained NIH funding. His research program falls primarily in two broad domains: cognitive neuroscience and psycholinguistics. A fundamental interest continues to be research into the neurobiology of typical and atypical language and reading development in children.

Opening Keynote (Tuesday): Building a Literate Brain

We present an overview and update of ongoing research examining the cognitive and brain bases of spoken and written language development. We begin with a consideration of the evolution of the neural machinery for language, then discuss recent advances in our understanding of the brain systems supporting speech perception and production and the ways in which learning to read both depends upon and also modifies spoken language systems. The implications of all of this for how to teach reading is discussed at length in this presentation. We then describe comparative studies from our team that examine the neural systems that support spoken and written language across contrastive languages. Finally, we provide a brief update of ongoing work on the neurobiology of language and learning disorders.

Session Location: Rocky Mountain Event Center

Dr. Bruce Pennington



Bruce. F. Pennington, Ph.D., is a Distinguished University Professor Emeritus in the Psychology Department at the University of Denver. He earned his BA degree from Harvard University in 1968 and his Ph.D. in Clinical Psychology from Duke University in 1977. He has an international reputation for his research on learning disorders, including dyslexia, ADHD, autism, and intellectual disability. He has published over 200 scientific papers, and the third edition of his well-known book, *Diagnosing Learning Disorders*, will soon be published. He has mentored over 40 Ph.D. students, some of whom have earned international reputations for their research on learning disorders. He has also been involved in clinical practice throughout his career and was a public school teacher before becoming a psychologist.

Lunch Keynote (Wednesday): Comorbidity Among Learning Disorders

In our research and practice, we frequently think of each learning disorder as separate from other learning disorders. In fact learning disorders like dyslexia, mathematics disorder, and ADHD co-occur with each other more often than they exist in isolation. This talk will explain how shared genetic and cognitive risk factors produce comorbidity among learning disorders and discuss the implications of comorbidity for research and practice.

Session Location: Rocky Mountain Event Center

BREAKOUT SESSIONS AND SPEAKERS

Dr. Alison Gould Boardman

Alison Gould Boardman, Ph.D., is an associate professor in the Educational Equity and Cultural Diversity program in the School of Education at the University of Colorado Boulder. She works closely with educators to study and innovate reading comprehension instruction in classrooms that include emergent bilingual learners and student with disabilities. She provides professional development across the country on Collaborative Strategic Reading and facilitating student-led discussions about text.

Presentation Title:

Teaching Young Readers to Use Reading Comprehension Strategies

Reading comprehension strategies increase metacognitive awareness and reading comprehension outcomes. Participants will learn how to teach young students to become more strategic and engaged readers by generating main ideas, identifying and repairing misunderstandings and asking and answering questions about what they read.

Session 2
Wednesday, 9 - 10:15 a.m., Evergreen B

Presentation Title:

Let’s Talk About Text: Facilitating Student-Led Discussion Groups

Participants will learn how to facilitate text-based discussion groups in which young readers at different reading levels read, discuss, and apply comprehension strategies. Student and teacher tools to facilitate text-based discussion groups will be provided.

Session 3
Wednesday, 10:30 - 11:45 a.m., Evergreen B

Dr. Elaine Cheesman

Elaine Cheesman, Ph.D., is an associate professor emerita at the University of Colorado in Colorado Springs. Her primary research, teaching, and service interests are teacher-preparation in evidence-based reading instruction and the use of technology in literacy education. Her articles have been published in numerous academic journals and text books, including the “*Technology Recommendations*” chapter in *Woodcock Johnson IV: Recommendations and Strategies* (Mather and Jaffe, 2015), and the forthcoming texts *Multisensory Teaching of Basic Language Skills*, 4th Ed. (Birsh), *Teaching English Language Learners: The Foundation of Literacy* (Hagan) and *Literacy Instruction and Assessments*, 2nd Ed. (Hougen and Smartt). Dr. Cheesman has presented lectures and workshops for educators and parents throughout the United States, Canada, and Kuwait. Her topics include dyslexia, specialized instruction, mobile apps and instructional technology.

Presentation Title:

Mobile Apps and Websites to Support Reading and Spelling Instruction

Do you have students who need extra independent practice to master reading and spelling skills you’ve taught? This session provides research-based information plus live demonstrations of some of the best tablet apps and websites on the market. These programs / apps give your students individualized practice in letter identification, handwriting, phonemic awareness, decoding, spelling and high frequency (sight) words.

Session 1
Tuesday, 2:45 - 4 p.m., Evergreen B

Session 2
Wednesday, 9 - 10:15 a.m., Evergreen E

Presentation Title:

Mobile Apps and Websites to Support Vocabulary, Comprehension and Writing Instruction

Comprehensive literacy instruction includes foundational decoding and spelling skills, text comprehension, and writing skills. The presenter will demonstrate instructional strategies using mobile apps and websites that support research-based practices in vocabulary, text comprehension and writing.

Session 4
Wednesday, 1:30 - 2:45 p.m., Evergreen B

BREAKOUT SESSIONS AND SPEAKERS

Linda Farrell

Linda Farrell, is a founding partner at *Readsters*. She presents workshops around the country about effective instruction for beginning and struggling readers. Linda also helps schools design and implement effective reading instruction in all grades. Recently, she has worked in Africa to help developing countries learn to teach beginning reading to students in their native languages. Linda is coauthor of several publications on teaching and assessing phonics, and she was a National LETRS Trainer for seven years. Linda keeps her skills fresh and innovative by working with struggling readers of all ages whenever she has time.

Presentation Title:

Decodable and Leveled Readers: Using Them Appropriately with Beginning Readers

Presentation Description: Teachers use both leveled and decodable readers for beginning reading instruction. The two types of readers are based on different instructional philosophies, sometimes at cross-purposes. Learn the specific differences between the two types of readers and how to use each effectively with beginning readers. Linda will examine and compare examples of leveled readers and decodable readers. She will also demonstrate how to use each type of reader so beginning readers develop accurate, fluent decoding while building vocabulary and background knowledge necessary for reading comprehension.

Session 1

Tuesday, 2:45 - 4 p.m., Evergreen C

Session 2

Wednesday, 9 - 10:15 a.m., Evergreen C

Presentation Title:

A New, Phonics-Based Approach to Teaching High Frequency Words

Presentation Description: Use this approach and you can stop the frustration that struggling readers have with learning high frequency words. High frequency words – often called ‘sight words’ – are traditionally taught separately from phonics. They are introduced to students in the order of their frequency, or sometimes grouped by subject (colors, numbers, etc.) While this approach may work for many students, struggling readers often have difficulty reading and spelling high frequency words. In this interactive session participants learn to organize and teach the words in any high frequency list (Dolch, Fry, etc.) using a phonics-based instructional sequence. Participants also learn techniques for teaching students to read and spell the 50 or so high frequency words that don’t fit into phonics instruction because of their irregular spellings. Finally, participants learn how to fix confusions student have with confusing pairs of words such as saw/was, where/were, etc.

Session 3

Wednesday, 10:30 - 11:45 a.m., Evergreen C

Presentation Title:

Lose the Rules: Multi-Syllable Words Made Easy

Presentation Description: Learn how to teach students to easily and accurately read and spell long words without memorizing any rules! The secret for reading is to focus on vowels, not on rules. The secret for spelling is to think about syllables before thinking about letters. Best of all, teachers and students avoid memorizing and applying cumbersome rules. The technique is explicit, systematic, and multi-sensory. It is also easy! You can use these strategies in first grade to help students read words such as subject, explode, fantastic, and Montana, and in upper grades to help students read much more complex words such as excursion, tranquilize, indignantly, and Madagascar.

Session 4

Wednesday, 1:30 - 2:45 p.m., Evergreen C

Debbie Hunsaker, M.Ed.

Debbie Hunsaker, M.Ed., is the Instructional Innovations Unit Director for the Montana Office of Public Instruction, which is responsible for implementing Reading First, Early Reading First, School Improvement, and the Montana Striving Readers Project. Before being employed by the state of Montana, Debbie taught first, third, fourth, and fifth grades. She received her undergraduate degree from Southern Utah University where she minored in reading and language arts. She holds a master’s degree in literacy and curriculum with an emphasis in diversity. Debbie also provides consulting services across the nation in the areas of literacy, data-based decision making, leadership, and coaching. Debbie has written two children’s books and two professional resource books.

Presentation Title:

Focused Small Groups and Work Stations

How do I plan and teach small groups and work stations?

Debbie’s session will focus on 4 steps to ensure small groups and workstations are student focused, differentiate, and purposeful for students and formative yet simple to implement for teachers.

Step 1: classroom environment

Step 2: routines and procedures

Step 3: small groups

Step 4: workstations

Participants will receive ready to go resources and examples to use right away, and a bonus link to download the complete step by step FREE guide for Small Groups and Workstations.

Session 1

Tuesday, 2:45 - 4 p.m., Evergreen D

Session 4

Wednesday, 1:30 - 2:45 p.m., Evergreen D

Presentation Title:

Focused Coaching and Improved Instruction Parts 1 & 2

- Do you want simple ways to demonstrate that your instructional support is making a difference in the lives of students AND teachers?
- Are you an instructional coach or leader that works with schools to improve instruction and student achievement?
- Do you want to be able to provide support for all teachers based on group and individual needs?
- Do you want coaching tools that are tried and true and that you can manipulate to meet your needs including lots of examples of coaching plans and step by step ideas for creating your own coaching plans?
- This session will help you! Debbie is a real educator who assists real coaches and instructional leaders everyday— with proven success in helping districts, schools, coaches and teachers improve instruction and raise student achievement. Proven practices from the “Coach’s Handbook” will be shared. Six steps to coaching success will be shared across the two sessions.

Session 2 will focus on Steps 1 and 2

Session 3 will focus on Steps 3 and 4 with an introduction to step 5 and 6.

Session 2

Wednesday, 9 - 10:15 a.m., Evergreen D

Session 3

Wednesday, 10:30 - 11:45 p.m., Evergreen D



BREAKOUT SESSIONS AND SPEAKERS

Dr. Bruce F. Pennington

Bruce Pennington, Ph.D., is a Distinguished University Professor Emeritus in the Psychology Department at the University of Denver. He earned his BA degree from Harvard University in 1968 and his Ph.D. in Clinical Psychology from Duke University in 1977. He has an international reputation for his research on learning disorders, including dyslexia, ADHD, autism, and intellectual disability. He has published over 200 scientific papers, and the third edition of his well-known book, *Diagnosing Learning Disorders*, will soon be published. He has mentored over 40 Ph.D. students, some of whom have earned international reputations for their research on learning disorders. He has also been involved in clinical practice throughout his career and was a public school teacher before becoming a psychologist.

Presentation Title:

Controversial Therapies for Learning Disorders

Despite considerable scientific progress in our scientific understanding of learning disorders, therapies without scientific support (controversial therapies) are still quite common and lure many unsuspecting parents and educators into wasting valuable time and money. This talk will explain what makes a therapy scientifically valid and will provide examples of the many controversial therapies still being marketed.

Session 1
Tuesday, 2:45 - 4 p.m., Evergreen A

Session 4
Wednesday, 1:30 -2:45 p.m., Evergreen A

Dr. Kenneth R. Pugh

Kenneth R. Pugh, Ph.D., is the President and Director of Research at Haskins Laboratories, a Yale University and University of Connecticut affiliated inter-disciplinary institute, dedicated to the investigation of the biological bases of language. He also holds academic appointments as a Professor in the Department of Psychology at the University of Connecticut, and as an Associate Professor in the Department of Linguistics at Yale University, and as an Associate Professor, Department of Diagnostic Radiology at Yale University School of Medicine. Dr. Pugh also directs the Yale Reading Center. He is a member of the Scientific Advisory Board for the International Dyslexia Association, the Scientific Advisory Panel for Dyslexia International in Paris, a corresponding member of the Rodin Remediation Academy in Stockholm, a member of the Board of Visitors for the Learning Research and Development Center at the University of Pittsburgh, and the Scientific Advisory Council for the Child Mind Institute in New York. Dr. Pugh served as a Member of the Language and Communications Study Section at the National Institutes of Health (NIH), and also served as a member of the “Committee on the Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy” at the National Research Council of the National Academies. In 2017, Dr. Pugh received a National Institutes of Health MERIT Award from the National Child Health and Human Development Council Award. This award recognizes outstanding contributions to science with sustained NIH funding. His research program falls primarily in two broad domains: cognitive neuroscience and psycholinguistics. A fundamental interest continues to be research into the neurobiology of typical and atypical language and reading development in children.

Presentation Title:

Neuroimaging Studies of Language Development, Reading, and Reading Disabilities: Current findings and New Directions in Gene-Brain-Behavior Research

Good reading skills are crucial for success in the modern world. Reading disability (RD) is characterized as a brain-based difficulty in acquiring fluent decoding skill, usually associated with problems in operating on the phonological structures of language. I will briefly review recent findings from our lab and others which indicate that atypically developing children fail to organize a coherent attention and reading “circuits” that in typically developing (TD) readers comes online to support skilled processing. New discoveries on how gene-brain-behavior pathways in young children interact with environment and how all this impacts language development attention and reading outcomes. I will also provide a brief overview of the latest research from our lab and others on the brain basis of treatment and remediation of language, attention and literacy challenges. The impact of early environment and prevention will be discussed and implications for second language learners will be noted.

Session 1
Tuesday, 2:45 - 4 p.m., Rocky Mountain Event Center

Dr. Mark S. Seidenberg

Mark S. Seidenberg, Ph.D., is Vilas Professor in the Department of Psychology at the University of Wisconsin-Madison (USA), and author of *Language at the Speed of Sight: How We Read, Why So Many Can’t, and What Can Be Done About It* (Basic Books, 2017). Seidenberg is a cognitive neuroscientist who has studied reading and dyslexia since the disco era. His research focuses on how children learn to read and the bases of skilled reading and reading impairments, and on language structure, acquisition, and processing. His book provides an overview of advances in understanding the behavioral, computational and neural bases of reading, and examines the disconnection between this research and educational practice, and how it might be overcome.

Presentation Title:

How Differences in Language Background Contribute to Reading Difficulties

Presentation Description: Children’s progress in learning to read is affected by many factors. Characteristics of the child, home, community, and school all matter. One major factor is their experience with spoken language. Much attention is now focused on variability in the amount and complexity of language used in the home, and whether gaps in areas such as vocabulary can be ameliorated. However, we also need to look closely at linguistic differences between the language used in the home and in school. Children who speak a non-mainstream dialect of English (such as African American English) have to accommodate the mainstream dialect used in school—in the books they are learning to read, for example. This additional linguistic demand does not arise for speakers of the mainstream (“standard”) dialect. Children are nonetheless given the same amount of time to reach achievement goals. Achievement gaps are hard to eliminate because they are due—in part—to these sociolinguistic circumstances. Like inequalities in educational opportunity, inequalities in educational demands place children at high risk for failure, and need to be addressed.

Session 3
Wednesday, 10:30 - 11:45 a.m., Evergreen E

Talking Book Library

Colorado Talking Book Library is part of a national network of libraries that partner with The Library of Congress to deliver services to the print-disabled. NLS, the National Library Service for the Blind and Physically Handicapped, is the Library of Congress unit that provides overall direction for the program.

Presentation Title:

Recapture the Joy of Reading

Presentation Description: How do you stay connected to reading, stories and adventure if you can’t read standard print? Lean about the Colorado Talking Book Library and how this service changes a student’s learning experience from one of struggle to one of triumph. Participant will understand patron eligibility, who can sign the application, what services are provided and why this service is important to people who are eligible.

Session 1
Tuesday, 2:45 - 4 p.m., Evergreen E

Dr. Danielle M. Thompson, CCC-SLP

Dr. Danielle M. Thompson, CCC-SLP, obtained her masters in Speech Language Pathology and her doctorate in Literacy Studies with an emphasis in Reading Disabilities and Dyslexia. Dr. Thompson has worked as a Speech Language Pathologist, teacher, coach, and language and literacy consultant in both rural and urban settings. She spent a majority of her professional career in rural Alaska, where she was a Speech Language Pathologist, diagnostician, and teacher of students (birth-21) and parents in at-risk environments. At present, Dr. Thompson lives in Montana and works on various initiatives across the country as an inspired and passionate educational consultant, coach, author, speaker, and national trainer for Language Essentials for Teachers of Reading and Spelling (LETRS). When Dr. Thompson isn't working with teachers, children, and their parents, she can be found on a trail, or even on a mountain top, appreciating the experiences that keep teaching and inspiring her.

Presentation Title:

Language Development and How to Create for More Robust Language Development in Every Day Instruction

In this session, you will briefly learn about language development, some early language indicators, language prevention vs. intervention, and how you can support language development through daily instructional practices.

Session 2
Wednesday, 9 - 10:15 a.m., Evergreen A

Presentation Title:

An Introduction and Overview of the Language of Reading: Taking Science to Practice

In this session, you will be introduced to the new and exciting professional development series, Language of Reading: Taking Science to Practice!! This is an online PD series authored by Dr.'s Danielle Thompson, Mary Dahlgren, and Antonio Fierro and offered through the Office of Literacy. In this short time there will be fantastic energy, eagerness to share the content, and clear examples of how you can use it as teachers, teams, coaches, literacy teams, leadership teams, or as an entire staff.

Session 3
Wednesday, 10:30 - 11:45 a.m., Evergreen A



NOTES

CONTACT US

Exceptional Student Services Unit SiMR Literacy Project



COLORADO
Department of Education

Colorado Department of Education Contacts

Ellen Hunter

Literacy Specialist
hunter_e@cde.state.co.us
303-866-6244

Barbara Johnson

Literacy Specialist
Johnson_b@cde.state.co.us
303-866-6925

CEEDAR (Higher Education Literacy Initiative)

Faye Gibson

Director, Professional Learning
and Strategic Partnerships
Higher Ed Literacy Initiative
(CEEDAR Project)
Gibson_F@cde.state.co.us
303-866-6887

Wendy Sawtell

State Systemic Improvement
Plan Coordinator
Higher Ed Literacy Initiative
(CEEDAR Project)
Sawtell_W@cde.state.co.us
303-866-6749

In-School Literacy Coaches

*Westminster - Pilot Project***Val Rolph**

Rolph_v@cde.state.co.us

*Metro - Phase III Schools***Alida Carri**

carri_a@cde.state.co.us

*Metro - Phase III Schools***Sara Zaleski**

zaleski_s@cde.state.co.us

*Elizabeth/Colo. Springs - Phase III Schools***Tamara Viehl**

Viehl_T@cde.state.co.us

*Pueblo - Phase III Schools***Lynnette Bonfiglio**

bonfiglio_l@cde.state.co.us

*Pueblo/Colo. Springs - Phase III Schools***Kim Leon**

leon_k@cde.state.co.us

Literacy Office

Colorado Department of Education Staff Contacts

Donna Bright

Principal Consultant
ELAT Project Manager
303-866-6002
bright_d@cde.state.co.us

Rachel Anderberg, Ph.D.

Early Literacy Grant Manager
303-866-6150
Anderberg_R@cde.state.co.us

Whitney Westgaard

Literacy Data Analyst
303-866-6421
Westgaard_W@cde.state.co.us

Marisa Calzadillas

Literacy Projects Coordinator
303-866-6189
calzadillas_m@cde.state.co.us

Colorado Department of Education Staff Contacts

*Metro Region***Alex Frazier**

Frazier_A@cde.state.co.us
303-908-1096

*Northwest Region***Tracy Handy**

Handy_T@cde.state.co.us
720-460-8319

*Northeast Regions***Tammy Yetter**

Yetter_T@cde.state.co.us
720-955-8055

*Pikes Peak Region***Kathy Martin**

martin_k@cde.state.co.us
720-556-5089

*Southeast Region***Carlen Tooley**

Tooley_C@cde.state.co.us
720-724-0786