

Karen Haag: coach, presenter, author at your school

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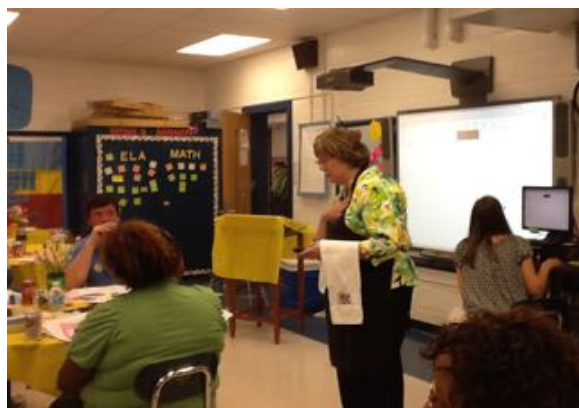
KAREN HAAG'S vast experiences in public schools include serving as a reading specialist as a District and School Transformation Coach for the NC Department of Public Instruction from 2001-2015. Before that, Karen consulted nationally for SDE and ran her own consulting business. In addition, she worked for 14 years as a K-5 literacy coach in three North Carolina schools. She taught grades 3 through college for 20 years in North Carolina, Ohio, and New York.

Interactive workshops grew out of Karen's interest in teacher research. She's collected over 200 GB of video of interviews and lessons for teachers to view. She specializes in residencies, which include professional development, demonstration lessons, teacher observations with feedback, and follow up.

In addition, Karen is a writer. Karen recently contributed to ILA's *What's New in Literacy Teaching? Weaving Together Time-Honored Practices with New Research* (2015). She co-authored *ReadyTest for Learning A-Z* (2014), "Differentiated Coaching" in *The Reading Teacher* (2011), and *Thinking Out Loud on Paper, Student Daybooks as a Tool for Learning*, published by Heinemann in 2008. She also shares her knowledge through this website and LikeToWrite.com, as well as her Facebook page, [Facebook.com/LikeToWrite](https://www.facebook.com/LikeToWrite).

-----Most Popular Presentations Include-----

INTEGRATED WORKSHOP TOPICS



Presenting

Karen's workshop on implementing interactive notebooks, "Thinking Out Loud on Paper," is popular as a result of the book Karen co-authored for Heinemann of the same name (2008). Recently, Learning A-Z began offering ReadyTest (2014) written by Karen and her colleague. Teachers download classroom-tested lessons in order to embed test prep in small doses during the day. Her workshop explains how to stop wasting valuable instructional time teaching test taking for weeks. In addition, Karen discovered that students' scores get a boost when all content-area teachers teach the thinking skills and vocabulary common to all learning projects (In Sync With Success).

Thinking Out Loud on Paper: The Student Daybook As A Tool to Foster Learning, Grades K-12 Learn how to use interactive notebooks as authors do: collect, brainstorm, create, reflect, figure out, write, and remember. Virtually eliminate worksheets and workbooks as students and teachers create personal textbooks for observing, learning, and thinking in and out of the classroom, Karen, co-author of *Thinking Out Loud on Paper: The Student Daybook as a Tool for Fostering Learning* (Heinemann 2008), shares launching-daybook ideas for coaxing children to be reflective learners, creative thinkers, and empowered writers prepared to solve problems,

even THE tests. Learn differentiated assessment tools for evaluating students' knowledge of using comprehension strategies as recorded in the daybooks. View videotapes of Karen's students reflecting on how notebooks made learning personal, organized, fun and effective.

Embed Test Prep Naturally! Grades 3-10

Focus on writing and thinking strategies that engage students as reflective learners, creative thinkers, and problem-solvers to prepare students for the 21st Century and THE tests. View videotapes of students in action. Examine (1) language that fosters this dynamic environment, (2) response strategies to encourage student reflection and goal setting, and (3) grading ideas for assessing comprehension and metacognition in any content area. The exercises I share have been classroom tested; they work! The theory to support these thinking strategies was first published in a book I co-authored, *Thinking Out Loud on Paper* (Heinemann, 2008). Leave with ideas to get you started.

IN SYNC with Success! Discover how special-area and content-area teachers can reinforce school-wide literacy instruction, Grades K-12

Special-area and content-area teachers have moments every day where they could help students build crucial reading skills without sacrificing their content area goals. These moments arise naturally out of the day's instruction. Reinforcement could take place just as naturally and with little effort, if teachers were prepared. The impact on learning could be big! In Sync with Success, a seminar with N.C. educator and author Karen Haag, will help teachers recognize and seize those valuable moments. Teachers will:

1. Learn the proficient-reader/thinking strategies.
2. Learn how these strategies work across subject areas from music to math.
3. Discover how small changes in delivery will reinforce students' literacy instruction.

Live a Literate Life: The Importance of Working Side-By-Side with Students

If teachers are to teach students how to read and write, teachers must read and write along with their students. Teachers learn the most about instruction of reading and writing from reflecting on their own learning processes. To that end, in this workshop participants read, write, talk, and struggle with difficult texts and writing work similar to their students. In the end, they construct an understanding of their own reading and writing processes while learning how different the process is for their colleagues. From there, teachers learn how to draw Mini Lessons by drawing on the work they did. By talking with others, they draw conclusions about how best to differentiate. Teachers leave with specific lessons to try immediately along with a new appreciation (and joy) for writing and reading. Bibliography of resources to support teachers will be provided.

Replace "Seatwork" with Differentiated "Think Work," Grades 3-12

What are the other children doing when I teach small groups? Involve students in meaningful tasks that maximize their time in school, even when they are not the ones working with the teacher. Karen, co-author of *Thinking Out Loud on Paper: The Student Daybook as a Tool for Fostering Learning*, offers engaging activities that also challenge students to an independent brain workout. Suggestions require little if any photocopying and are not difficult to create or maintain. Implement these ideas your next teaching day.

- See activities students can do during school, which are meaningful for students but not time-consuming for teachers to create or maintain. In addition, these activities do not require photocopying.
- View my research videos showing students working to get a visual of what is possible.

- Get access to my website www.liketowrite.com for handouts that explain each activity so that teachers can put the ideas to work right away.

Creating Reading-Writing Project Units, Grades, K-12

In this workshop, Karen models authentic projects that entice students to read and write more than they ever thought possible. Through investigating, thinking, talking, recording and writing, comprehension and writing skills improve. Get prepared to use consensus boards, mentor texts, text innovations, retelling projects, nonfiction pages, and main-idea books. See examples and videos of student work. Leave with step-by-step directions.

You Can Teach Anything Better in a Conference

Anything you take the time to teach a child one-on-one will more likely be stored in long-term memory whether it's reading, writing, spelling, math or any content. Learning to confer effectively takes 3-5+ years, so you better get started. It's your best tool to have ready. In this workshop, learn how to:

1. Determine the most important teaching point.
2. Establish a schedule that works for your students and you.
3. Choose a method of maintaining records – either by pencil and paper or by going digital.
4. Learn about “Fluid Conference Circles (Haag)” in order to teach students how to confer with one another effectively.

Leave with ideas and resources to support you immediately.

COACHING WORKSHOPS

Karen was one of the first coaches in Charlotte Mecklenburg Schools, NC, when “literacy coach” was just an idea. Her tenure as a CMS coach spanned 14 years. The district hired coaching giants like Drs. Mary Catherine Moran and Mary Howard to teach Karen and her colleagues to be coaches in monthly 6-hour workshops. From the start, Karen believed in embedding differentiated coaching. At her schools, she begins with a needs assessment, meets with teachers to set goals, demonstrates lessons, observes teachers, gives oral and written feedback, and then reassesses and resets goals with teachers. One of her schools won North Carolina's Title I Distinguished School for Closing the Gap in 2005.



As part of the National Writing Project research project, Karen worked as a coach in a middle school for 3 years to study the effects of embedded coaching. She co-wrote “Differentiated Coaching” for The Reading Teacher to explain the concept. Karen was then selected as one of 18 elementary coaches hired by the NC Public Department of Instruction, District and School Transformation division. The complete team worked with the 118 lowest performing schools to study how to transform school culture. Graduation rate for all of NC grew from 60% to over 80% in 3 years. Karen also worked with some of the richest private and public schools as well as Title I schools in her own consulting business, encouraging on 3-year residencies.

Introduction to Differentiated Coaching: Fostering Reflection with Teachers

“Coaching is an essential component of an effective professional development program” (Edutopia, Mar 2013). In differentiated coaching, coaches develop relationships that encourage each teacher to work on what they need to know without fear of repercussion. If teachers trust the feedback cycle, teachers are willing to try strategies, set goals, and reflect on their practices. This workshop is for coaches who will:

- Examine the role of literacy coach.
- Explain the steps of differentiated coaching of teachers.
- Demonstrate how to use reflection as a cornerstone of professional development.
- Using a variety of strategies to communicate with teachers
- Learn 3 practical strategies that coaches could try right away.
- Explore the value of celebrating successes.

Next Steps of Differentiated Coaching: Fostering Reflection with Teachers

In this next step workshop, the coach participants will

- Explore the difference between groups and teams
- Examine how to foster teams in schools
- Reflect on delivering effective presentations
- Learn tips for demonstrating in classrooms
- Determine how to work with resistant teachers

READING EMPHASIS

In the late 1990s, Karen began studying the proficient reader research by traveling to conferences, attending workshops to study with the leading experts, and completing independent studies. Some of her teachers are Ellin Keene, Anne Goudvis, Debbie Miller, Stephanie Harvey, Cris Tovani, and Lucy Calkins. As a result of that work, she added “reading specialist” to her N.C. teaching license. She also started offering workshops and coaching residencies to share with others the successes she had by teaching students how to use these strategies. She posts free lessons and articles on her website, www.LikeToRead.com to support others struggling with teaching comprehension. Up to 50,000 people visit her sites monthly.



Interactive workshops

Introduction: Launch Reading Workshop in Your Classroom, Grades K-10

In day one of this workshop, participants clearly define a rationale for using reader’s workshop. In addition, teachers learn to develop Mini Lessons using an effective plan. Teachers will be introduced to Robert Marzano's tips for setting up independent reading time the right way – as proven by research. Another important component of Reading Workshop is conferring. Teachers will explore the criteria for conducting effective reading conferences and view examples via videotape. Finally, participants will learn the first steps of planning a lesson using the Guided Reading format.

Next Steps: Tweak Reading Workshop to Boost Achievement, Grades K-10

In this next steps workshop, teachers will extend their basic knowledge of setting up a Reading Workshop. Teachers will

- Learn to plan for daily fluency, word work and comprehension Mini Lessons.

- Carefully consider how to conduct the last 10-minute closure of Reading Workshop – an often overlooked, important step
- Study how to add small reflective writing and thinking exercises to boost achievement
- Learn how to use reading notebooks and reader response sparingly yet appropriately
- Explore how to judge the progress students make through suggestions Karen shares: carefully selected assessments and systematic anecdotal notes

Differentiated Guided Reading, Grades K-6

By differentiating small-group reading instruction, a teacher meets the wide span of instructional needs within one classroom. To be successful, the teacher intentionally creates a differentiated lesson plan specific for the students grouped together on the basis of recent data. In this introductory workshop, teachers

- Explore the rationale for moving children to different leveled groups all year based on data.
- Learn how to form groups and write a Guided Reading lesson plan.
- View a guided lesson on video.
- Examine assignments students not working with the teacher can do independently.

As a result of implementation, students become more confident as readers, love reading, and make greater gains.



Demonstration lessons

Three Small-Group Reading Instruction Structures, Grades K-10

By differentiating small-group reading instruction, a teacher meets the wide span of needs within one classroom. To be successful, the teacher intentionally selects the appropriate reading-group structure for each child while considering the demands of the curriculum. In this introductory workshop, teachers explore the rationale for moving children to different groups all year. Karen introduces three different reading-group lesson plans to participants:

- Skill-based **Guided Reading**.
- Strategy-based **Close Reading**.
- Question-based **Inquiry Circles**.

As a result, students work in many reading groups with different children for different purposes all year. They become more confident as readers, love reading, and make greater gains.

Stop & Think: Teach Comprehension Strategies in Small Groups, Grades K-10

In this reading-group format, students learn to wrestle with the text to comprehend. However, the teacher is squarely in the circle. Learn an intermediary step between guided reading and book clubs that moves students to independent reading.

- Identify places to stop and think so that students take action to fix up reading or comprehend more deeply.
- Learn the language of facilitating so that students talk more with one another than the teacher.
- Explore planning lessons and gradually releasing responsibility.
- Study how to write a query – an open-ended question that encourages students to discuss the literal and inferential meanings of texts.

An Overview of Comprehension Strategies Students Must Apply, Grades K-12

The ideas presented in this workshop move teachers from "teaching books" to teaching children to use comprehension strategies. Learn to show children how to deepen their understanding of text as real readers. The workshop provides an overview of the proficient reader research that serves as the foundation for improving comprehension instruction.

- We begin with a conversation about how to teach reading strategies to improve reading for students of all levels and abilities.
- View students in the classroom via videotapes to see students in action learning how to use the strategies.
- Take home a bibliography for further study in professional learning communities or personal use.

Next Step Comprehension Strategy Workshops K-12

1. **Fix-Up Strategies, Grades K-12:** When most students come across a word they don't know, they sound it out. But, what if sounding it out doesn't work? In this session, teachers will learn 8 fix-up strategies to teach students to use. Lessons to introduce the strategies will be provided. Teachers will also be introduced to spelling investigations --- an effective lesson design to help the 40% of students not learning to spell in their daily writing by memorizing lists. In addition, examine fluency and vocabulary development strategies.



Demonstration lessons

2. **Connections: The Most Misunderstood Proficient Reader Strategy, Grades K-12**

Redefine connections in light of new research and writing by Ellin Keene. Teach students how to overview a selection to open their brains to learning. Teach students how to stop when they get confused and then use connections to clarify meaning. Explore lessons that help students use connections to find literary elements – like metaphors – to deepen their comprehension further.

3. **Sensory Imaging (Visualization), Grades K-12:** "The more we use both systems of representation --- linguistic and nonlinguistic --- the better we are able to think about and recall knowledge...When teachers help students in this kind of work, the effects on achievement are strong (Marzano)." In this session, learn to nurture visualization skills to help students boost comprehension and writing skills in all academic disciplines. Construct memory and vocabulary recall using the power of mental imagery. Use visualization to improve writing and to boost comprehension in the content areas. Put all the senses to work to improve reading ability.
4. **Your Ticket; Your Question, Grades K-12**
No special books. No expensive programs. Just improved reading skills and joyful readers. Make small instructional changes centered on students' questions. Teach students how to recognize their questions. Learn ways students prepare for discussion to match different learning styles. Learn to manage *Question-the-Author* circles as a stepping-stone to independent book clubs. Learn 10 discussion-group moves that will help you facilitate conversations more effectively. Leave with Mini Lesson ideas to get started.
5. **Inference or Assumption? Students Should Know the Difference, Grades K-12**
Move children from literal to interpretive thinking with the lessons shared in this seminar.

Take home comprehension frameworks for planning lessons. Add activities to your repertoire to enhance student's ability to think logically: solving puzzles, predicting outcomes, interpreting idioms and metaphors, inferring themes, and playing reference-the-text games. Learn to teach the difference between inferences, opinions, facts, and assumptions. Explore teacher language and a lesson plan structure that invites students to take risks - infer. Study how to embed test preparation into daily instruction without worksheets or test books.

6. **Determine Importance and Synthesis, Grades K-12:** The definition of reading is the ability to separate what's important from what isn't. Learn how to coach students to determine what details are important. Explore how to teach students to infer main ideas and themes with strategies provided in this seminar. Examine lessons created for you to teach children to discuss theme and other literary elements in reading groups. Practice integrating knowledge of all strategies by running reciprocal teaching groups, the number one comprehension strategy recommended by ASCD. Walk away with lessons to guide students to create their own nonfiction texts as a way of understanding the genre.

Strategies for Struggling Readers in the Content-Areas, Grades K-12

Help students make sense of content reading.

- Learn 7 proficient reading strategies and 10 principles to help students succeed.
- Be prepared to implement 5 strategies immediately.
- Practice teacher Think Alouds.
- Learn how to teach students to stop and think while reading.
- Leave with plans and a list of resources for support.

Assessing Readers, Grades 3-5, 6-10

Expect deeper understanding from book conversations and reflective writing (daybooks).

Participants will be introduced to daybooks, or response journals, that streamline teaching and coax children to be reflective learners. Leave with evaluation strategies that engage children in self-assessment and goal setting. Email questions ahead of time (www.liketoread.com).

WRITING EMPHASIS

Karen began her writing journey when accepted as an NC Fellow in the Writing Project's Summer Institute at UNC Charlotte. She applied because she didn't have a clue as to how to teach writing. She learned. She went on to co-direct the Writing Project for 6 summers. She and her colleague launched a Teacher Research Summer Institute, which continues to this day. She helped organize conferences and always presented on her classroom research. From there she turned to authoring a book, magazine articles, and local school newsletters to reach larger audiences. Since 2001, she has posted articles and lessons on her site, www.LikeToWrite.com and www.Facebook.com/LikeToWrite to help her colleagues learn to teach writing to their students.

Launching Writing Workshop, Grades K-5

Most teachers I meet see the value of providing writing time into their daily schedule. Many ask questions about how to get started. In this workshop,

- Learn how to manage and structure workshop time.
- Plan Mini Lessons.
- Incorporate writing notebooks into workshop time.
- Explore the role of partners for maximizing feedback.
- Determine ideas for sharing (publishing) work.

Watch videotaped interviews of students. By listening to students, examine what is working and

what needs work.

Next Steps: Sustaining Writing Workshop, Grades K-5

Topics we'll explore include (1) management tips (How can I keep writing time meaningful and manage the paper load?), (2) using mentor texts (How can I use the authors in the room effectively?), (3) conferring (What do I do when I see THIS piece?), (4) editing workshop (How can I teach students to spell and use grammar correctly WHEN they write?) and (5) self-reflection and goal setting (How can I structure assignments to make students more metacognitive about and take more responsibility for writing?). Please come ready to write.

Interventions for Writing Across the Content-Areas, 3-12

Come prepared to write!

- Analyze your writing process so you can generalize what support students require.
- Learn 5 interventions to use right away.
- Learn how to give students feedback on their writing using manageable writing circles. Gradually release the responsibility to the students to help their peers.
- Leave ready to get started with lesson plans and resources.

Formative Assessment for Improving Memory and Recall, Grades K-12

Central to the theory of reader response is the belief that students read better when they are shown how to interpret texts by discussing their opinions with others including the teacher. They read more and are better able to analyze the works of others, regardless of the content area. In this workshop,

- Learn a simple list of criteria that when followed engages students in high-level reader response.
- Begin by teaching students the steps for over-viewing to set a purpose for reading.
- Try out easy-to-implement activities that you can take back to the classroom and use right away.
- Explore double-entry journals and partner-journaling, both which improve a student's ability to retell, summarize, paraphrase and synthesize.
- Finally, study reader responses like mind mapping and graphic organizers in-depth that appeal to different learning styles.
- Leave with ideas to implement immediately.

Thinking Exercises That Motivate Learners of All Ages, Grades K-12

"The research base on classroom instruction indicates selected practices that have consistently produced achievement advantages: tailoring instruction to meet the needs of individual students, engaging students in setting goals and making learning decisions, and participating in group learning activities (Wang, Haertel, and Walberg)." In this workshop, participants will

- Try quick, thinking exercises that engage learners of any grade level in this mindset
- Explore more complex, more structured strategies that require students to assess what works and what needs work for personal success.
- Learn long-term Thinking Exercises that build on learning from the earlier tasks.

When implemented, students focus on setting, assessing and resetting personal goals as well as evaluating bodies of work: units, quarters, and semesters. Participants will be supported with structures and resources for designing their own Thinking Exercises.

Students Will Revise and Love It! Grades 3-10

Learn how to entice students to revise. Explore using manageable writing circles to model how students give effective feedback to one another. Learn to teach to support students' efforts. Analyze the reluctant writer and find ways to motivate her as well. View videos and student work

so you can envision what's possible.

Conventions: Create Interactive Grammar Lessons Using Technology, Grades 3-12

The grammar lessons of old were dull, and the concepts didn't transfer to student writing. Use your technology software to liven up the study of grammar.

- Learn to choose one learning target to emphasize all the way through the lesson
- Participate in interactive lessons
- Read the testimonies of students who believe the strategies worked.
- Learn how to download the Grammar Power Points for free and mentor texts that enable you to write your own lessons.

Teach Students to Spell, Really! Grades 3-12

Create an environment that entices students to spell correctly and specifically, control 85% of words in first drafts by 4th grade. Learn to manage this approach without working yourself too hard by turning much of the work over to students.

- Learn to create spelling lessons not spelling assignments for students who can't spell
- Implement individual spelling lists and personal word walls – along with your district spelling lists if need be
- Create editing cycles to match writing units
- Teach students to set, assess and reset personal goals
- Learn what supports to add to the classroom

----- Here's what our colleagues say about Karen -----

“Karen designed a school-wide program to improve reading scores for W.M. Irvin Elementary. Close to 90% of our children scored on grade level in reading in 2 years. Our school was named North Carolina's Title I Distinguished School of the Year for Closing the Gap in 2005. Karen loves to help teachers learn a process of teaching reading that gets results.”

Dr. Katherine Propst, Assistant Supt. for Organizational Development and Accountability, Cabarrus County Schools, N.C.

“We are so very appreciative for the enlightening three days you spent at Cape Henry. The consensus is that you provided the best professional development we have ever had. Your ability to create a workshop to meet our specific needs was remarkable. Your availability after the workshop helped to guide us to our goals.”

Cape Henry Lower School, Virginia Beach, Virginia

“Karen's instruction was much deeper than anything I've had in the past that was usually just an introduction. With Karen, I learned more. She gave us the opportunity to take it beyond that first-day usage.”

Jason Juszcak, 3rd-Grade Teacher

----- Presenter Highlights-----

- Co-author of “ReadyTest A-Z,” grades 3-5 online lessons, Learning A-Z, Sept. 2014.
- Co-author of “What Happens After Self Development? A Model for Self-Coaching in Literacy,” | DOI:10.1598/e-ssentials.8067, International Reading Association, Oct. 2014.
- Co-author of “Differentiated Coaching: Fostering Reflection With Teachers,” *The Reading Teacher*, NCTE, Vol. 64 No. 7, Apr. 2011.
- Co-author of *Thinking Out Loud On Paper* (Heinemann, 2008).

- Maintains two websites where she shares her extensive library of teaching tips: www.liketowrite.com and www.liketoread.com 2001-present
- Author of Facebook LikeToWrite: <http://www.facebook.com/LikeToWrite> 2010-present
- Presenter and consultant since 1990 for schools, districts, and national conferences.
- Karen's been working with children since 1974 at all levels from kindergarten to college as a teacher, researcher, and a teacher of teachers.
- Co-director of the National Writing Project Teacher Research Institute at the University of North Carolina at Charlotte, 1999-2010.
- Co-director of the Summer Institute of the National Writing Project at the University of North Carolina at Charlotte, 1996-2000, 2002, 2005-07.
- Awarded Teacher of the Year at six schools; Ben Craig Award for Outstanding Educator CMS, NC; and Harris Teacher of the Year Award Finalist for Charlotte Mecklenburg County Schools, NC.

-----Educational Background -----

2003 Reading Specialist K-12 add on to teaching certificate
 1979 Ohio State University, Columbus, OH, Master of Arts, Early and Middle Childhood Education, Suma Cum Laude
 1974 State College of New York at Buffalo, Bachelor of Science, Suma Cum Laude
 1972 State College of New York at Buffalo, Diploma in Creative Leadership
 1970 Eastman School of Music, University of Rochester, Preparatory Degree

-----Professional Experience-----

2010-2014 Coach and Reading Specialist for District and School Transformation, NC
 Department of Public Instruction
 2007-2010 Literacy Coach/Consultant, self-employed
 2002-2007 Title I, Literacy Facilitator, Irvin Elementary School, NC
 1999-2014 Adjunct Reading Instructor; NC National Writing Project Co-Director; and Teacher as a Researcher Co-Director, UNC Charlotte
 1994-2002 Literacy Facilitator, Charlotte-Mecklenburg Schools, Charlotte, NC
 1979-1994 Teacher, Charlotte-Mecklenburg Schools, Charlotte, NC
 1976-1979 Teacher, South-Western City Schools, Columbus, OH
 1974-1976 Teacher, West Seneca Central Schools, Buffalo, NY

----- Presentation Experience -----

- Presented hundreds of workshops for thousands of educators at schools, districts, service centers, and educational conferences all across the country and in Taiwan
- National conference presenter for NCTE Literacies for All Institute and Carol Tomlinson's Best Practices Institute
- Regional conference presenter for Southeast IRA, WRESA, and NC Southwest Alliance
- State conference presenter for North Carolina Association of Elementary Educators, NCETA, NCASCD, NCTE, NCAIS, and SCIRA

----- Publications and Media -----

- Co-author of "ReadyTest A-Z," Grades 3-5 online lessons, Learning A-Z, Sept. 2014.
- Co-author of "What Happens After Self Development? A Model for Self-Coaching in Literacy," | DOI:10.1598/e-ssentials.8067, International Reading Association, Oct. 2014.

- Co-author of “Differentiated Coaching: Fostering Reflection With Teachers,” *The Reading Teacher*, NCTE, Vol. 64 No. 7, Apr. 2011.
- Co-author of *Thinking Out Loud On Paper: Student Daybooks as a Tool to Foster Learning*, Heinemann, Jan. 2008.
- Author of website, www.liketoread.com 2004-present.
- Author of website, www.liketowrite.com 2000-present.
- Co-author of Literacy Leads, 1996-2013.
- Author of LikeToWrite Facebook, 2010 – present: <http://on.fb.me/1Lw2ErA>
- Author of winning National Title I Distinguished School application, Irwin Elementary School, Cabarrus County, NC, 2005.
- Facilitated and published a historical fiction novel with fourth and fifth graders, *Two Ways to Freedom*, Nathaniel Alexander Elementary, Nancy Hicks, principal, 1996.
- Author, Extension Ideas for SCIS 3, Communities Grade 5, Delta Publications, Inc.1992.

----- Awards and Achievements -----

- Keynote Speaker, NCETA, May 2015.
- Director of the Presenters Collaborative, UNC Charlotte, 2005-2007.
- Featured Presenter, NCAEE, Raleigh, NC, 2008.
- Ben Craig Award for Outstanding Educator, Literacy Specialist, 1996.
- Harris Teacher of the Year Award Finalist for Charlotte Mecklenburg Schools, 1994.
- Outstanding Math and Science Teacher Award, Charlotte-Mecklenburg, Joint Engineering Societies, 1991.
- Teacher of the Year, W.M. Irvin Elementary, 2004-2005.
- Teacher of the Year, Nathaniel Elementary School, 1995-96.
- Teacher of the Year, Hornet’s Nest Elementary School, 1993-94.
- Teacher of the Year, Dilworth Elementary School, 1991.
- Frameworks Demonstrated Literacy Facilitator, Charlotte Mecklenburg Schools, 1996.
- Influential Educator, Myers Park A.P. English Class, 1996.
- Excellence in Education, Charlotte Chamber of Commerce, 1994.