



## TEACHING EVIDENCE-BASED READING PRACTICES AT THE SECONDARY LEVEL

Houston • June 20–21, 2024

### HUMANITIES TEXAS TEACHER PROFESSIONAL DEVELOPMENT WORKSHOP

The KBC Houston • Room 2130 • 6011 W. Orem Drive • Houston, Texas

#### THURSDAY, JUNE 20

7:30–8:15 am	Check-in and Breakfast
8:15–8:45 am	Welcome and Workshop Overview
8:45–9:45 am	Word Study and Recognition
9:45–10:00 am	Break
10:00–11:00 am	Word Study and Recognition
11:00–11:30 am	Vocabulary and Oral Language Development
11:30 am–12:15 pm	Lunch
12:15–1:45 pm	Vocabulary and Oral Language Development
1:45–2:00 pm	Break
2:00–3:00 pm	Reading Comprehension
3:00–3:15 pm	Closing Announcements

#### FRIDAY, JUNE 21

7:30–8:15 am	Check-in and Breakfast
8:15–8:45 am	Review of Day 1
8:45–9:45 am	Reading Comprehension
9:45–10:00 am	Break
10:00–11:30 am	Writing
11:30 am–12:15 pm	Lunch
12:15–1:45 pm	Writing
1:45–2:00 pm	Break
2:00–3:15 pm	Culminating Activity
3:15–3:30 pm	Closing Announcements



Humanities Texas



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## FACULTY

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**DIANE HAAGER, PhD**, is a researcher and teacher educator in reading and learning disabilities, with an emphasis on English language learners. She is professor emeritus at California State University, Los Angeles, and now does educational consulting and professional development. Dr. Haager has worked in urban schools as a reading specialist and special educator. Her research interests include issues related to effective reading instruction for English language learners, students with learning disabilities, and students at risk for reading failure.

**JENNIFER B. SCHNAKENBERG, PhD**, has a background in educational psychology with an emphasis on learning, cognition, instruction, and motivation. She has provided high-quality professional development and technical assistance at the national, state, district, and campus levels to build capacity and implementation of evidence-based and sustainable literacy practices. As chief operating officer for The Meadows Center for Preventing Educational Risk (MCPER) at The University of Texas at Austin, Schnakenberg supervises and conducts all day-to-day operations across all funded projects, including planning, budgeting, and implementation. She has directed highly regarded, large-scale research projects related to secondary reading intervention, dropout prevention intervention, elementary reading intervention, and elementary behavior interventions. She has been the principal investigator of several state and federal initiatives related to reading and literacy and has worked to improve how schools use data-based individualization to make instructional decisions. Currently, Schnakenberg is the principal investigator for MCPER's work on Tiered Interventions using Evidence-based Research (TIER) and as an authorized provider of the Texas Reading Academies and Strong Foundations through the Texas Education Agency