

**Virginia's Early Reading Interventions Symposium**  
**Early Intervention Reading Initiative, PALS, Reading First**  
**Omni Charlottesville Hotel**  
**March 25 and 26, 2009**  
**Tentative Overview**

**Session Descriptions**

- Session A**     **Time: Alternative Schedules for Maximizing Instruction** – Examine alternative scheduling models and learn about one division's journey in implementing change.
- Session B**     **Time: Grouping to Increase Students' Time Reading on Instructional Levels** – Use PALS data and the online grouping feature to create within-class, between-class, and pull-out groups for targeted instruction.
- Session C**     **Materials: Using the Basal to Meet Students' Instructional Levels** – Learn how to address small-group instruction for struggling readers using common basal series.
- Session D**     **Materials: Making the Most of Shared Resources** – Examine the role of school libraries, classroom libraries, multiple copy book rooms, and text sets in providing students access to a variety of texts.
- Session E**     **People: Creative Staffing Solutions to Improve Literacy Instruction** – Learn how a variety of school personnel can be used to provide differentiated reading instruction and hear from one principal about his efforts to use staff creatively.
- Session F**     **People: Quality Instructional Leadership that Promotes Literacy Achievement** – Discuss the essentials of strong instructional leadership at the school level and learn how one school has created a climate that supports strong instruction.
- Session G**     **People: Providing Professional Development to Support Literacy Professionals** – Discover essential components of effective professional development and hear how one district is using innovative ways of training teachers.
- Session H**     **Instruction: The Components of Effective Literacy Instruction** – Learn the essential components of effective literacy instruction and receive sample lesson plans for both classroom and supplemental instruction.
- Session I**     **Instruction: Ensuring Appropriate Intervention for Children (Are we doing the best we can?)** – Through the case study of a struggling reader, learn how to use the *PALS Quick Check Guidance Document* to plan comprehensive intervention for all students.
- Session J**     **Early Reading Intervention and the Title I Teacher: A Case Study** – Examine the evolution of an exemplary reading program in a rural elementary school. Learn how a knowledgeable teacher worked directly with children, guided the tutoring efforts of paraprofessionals, and consulted with classroom teachers while implementing a successful intervention program.