

DR. TRACY WHITE WEEDEN, ED.D.

PRESIDENT & CEO, NEUHAUS EDUCATION CENTER



@weedentracy



@Tracy-L-Weeden

Dr. Tracy White Weeden is a seasoned and passionate leader dedicated to advancing literacy and academic excellence. She has spent her career developing scalable and innovative programs, systems, and teams. In her current role as President and CEO of Neuhaus Education Center, she is expanding the reach and impact of Neuhaus within the State of Texas and on a national level.

Prior to serving at Neuhaus, Tracy was the Executive Director of Academic Planning for Scholastic Achievement Partners. She also spent five years as the Assistant Superintendent of Curriculum, Instruction and Assessment for Houston ISD. A graduate from the University of Detroit, with a B.A. in Speech Communications and English, Dr. White Weeden also received her M.Ed. and Ed.D. in Educational Leadership from the University of Houston.

RECENT WORK

Keynote Speaker

- Alaska Science of Reading Symposium
- Fox Reading Conference
- SIPPS Symposium: Enacting the Science of Reading: From Systems to Classroom Practice - A Round Table Discussion

Interviews & Podcasts

- In the Fight Over How to Teach Reading, This Guru Makes a Major Retreat - *The New York Times*
- The Reading League - [Preamble](#)
- [Pathway to Promise](#) - drdyslexiadude.com
- [Science of Reading: The Podcast](#) with Dr. Greg Driben

Blogs & Other

- [Consortium on Reaching Excellence in Education \(CORE\)](#)
- [Education Redefined](#)

BOOKING INFORMATION

For additional information on presentation topics or booking information, including pricing and availability, please contact:

Alisha Workman, Director of Marketing & Communications
aworkman@neuhaus.org

NEUHAUS EDUCATION CENTER

Teaching. Reading. Reaching

Neuhaus Education Center's mission is to promote reading success for all by providing evidence-based professional development to educators, information and resources to families, and direct services to adult learners. We equip teachers and district leaders with the latest research-based strategies and materials to teach reading, writing, and spelling to all students, including those with dyslexia. We help parents with referrals for students who need intensive, individualized reading instruction, provide phone consultations, hold parent seminars and information sessions, and provide classes to help adults with basic language skills. Learn more at www.neuhaus.org.

SPEAKER TOPICS

Transforming the Family Tree Through Literacy

Home is where literacy takes root. Engaging families as partners in a quest to prepare all scholars to be grown into skilled readers, writers are crucial for student success. This presentation will position you to make the case for a bold and compelling social contract with your families that delivers on what is promised.

Preventing Teacher and Leader Failure to Lay the Foundation for Students Who Become Skilled Readers – Rethinking Educator Preparation Programs with a Focus on the Science of Reading

*How can teachers and leaders be positioned for success role specifically by reinventing university preparation programs?
How can universities apprentice teachers and educational leaders in the work of scaling literacy responsibly so that every student learns to become a skilled reader.*

Engaging the Business Community with a Focus on The Currency of the 21st Century – Upskilling Adults While Transforming School Systems for Workforce Readiness

Did you know that in the “prophetic city” of Houston, 1 in 3 adults struggle with literacy, or are functionally illiterate? Demographically, as goes Houston, so goes the nation. How can members of the business community engage as partners? Districts cannot do this work alone or in isolation as the landscape of tomorrow's jobs constantly shifts. This presentation will focus on how skilled reading is a crucial tool to prepare for the opportunities of the future locally and nationally.

Bootstrapping is Not Reality – Prepping Systems for Sustainability to Support Reading Success for All

It is an irony that the idiom advising people to “pull themselves up by their own bootstraps” is an insult across the pond. Prepping systems so that reading as a human right becomes a reality is a heavy lift. Yet, it is also a moral imperative for stakeholders of good will who believe in access and opportunity for all. What are the key elements that make reading success sustainable and attainable, and who are the stakeholders who can make reading success for all a living reality?

Reading as a Human Right in a 21st Century Knowledge Economy

Children and adults who are taught to unlock the structure of the English language have a place at the table of plenty in a 21st century knowledge economy. The stakes are high, and the school-to-prison pipeline a potential grim reality for scholars when systems are not designed for their success. As a literacy ally, what can your part be to influence from the middle as part of a literacy movement with a focus on reading success for all?

How to Implement Systems-Change for Sustainable Literacy Transformation – A Blueprint for Success

Sustainable literacy transformation is made possible when systems are prepped for change by doing the right work. Learn to prepare your system for measurably growth in student achievement, teacher knowledge, and leadership capacity through the application of the science of reading research.



DR. KAROL ANN MOORE, Ph.D., M.Ed., LDT, CALT, SLDS
Director of Research & Associate Vice President of Curriculum & Instructional Design

Dr. Karol Ann Moore has a wealth of training in several notable educational programs and has experience as a trainer, assessor, and scorer on two sizeable grants through the U.S. Department of Education Institute of Education Sciences through Texas A&M. She received her Ph.D. in Curriculum and Instruction under the guidance of R. Malatesha Joshi from Texas A&M University.

SPEAKER TOPICS

- Dyslexia / Dyslexia Therapy / Dysgraphia
- Teacher Knowledge related to Foundational Literacy Skills
- Reading Comprehension – Text Structure Instruction
- Written Composition – Self-Regulated Strategy Development (SRSD)
- Culturally Responsive Structured Literacy Instruction
- Models of Reading that Inform Instruction



DR. ALLISON PECK, Ph.D., LDT, CALT-QI, SLDS
Chief Academic Officer

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Dr. Allison Peck has an 18-year career with experience as a Special Education, General Education, and Reading Specialist teacher. Peck has a Ph.D. in Literacy from St. John's University in New York, and also received her B.A. in Political Science, MLA in History, and an M.Ed. in Curriculum and Instruction.

SPEAKER TOPICS

If They Cannot Say It, They Cannot Write It: The Connection Between Oral Language and Student Writing Ability

To become successful writers, students need to be exposed to oral language and build their background knowledge in an explicit and intentional way. My dissertation research looks at teachers that implemented a daily 5-10 oral language curriculum in the classroom and the impact it had on third-grade student writing ability.

The Importance of Oral Language in Literacy

Research has shown that oral language holds importance in the ladder of reading acquisition, but what does that look like in the classroom? In this presentation, we will look at what the research says and how that can be translated into classroom practice for any and all ages of students.

Real Talk about Dyslexia: 10 Things I Learned as a Parent & Educator

In this presentation, I'll share what I've learned from being a parent of a child with dyslexia, as well as a special education case manager, resource teacher, and reading specialist for students with dyslexia, and information that I wish someone had shared with me and my family as my own child was making this journey through school.

Middle School Comprehension Strategies for Expository Text

We want to help middle school students be successful in working their way through expository text, so we will discuss strategies and ideas to take them through the text in an intentional way and then be able summarize and utilize the information they have learned.



DR. CATHERINE SCOTT, Ed.D., CALT, Reading Specialist
Vice President of Curriculum & Instructional Design

Dr. Catherine Scott is a former classroom teacher and Reading Interventionist, received her Ph.D. and M.Ed. from the University of St. Thomas, and a B.A. in psychology from Hendrix College in Conway, Arkansas.

SPEAKER TOPICS

- Dyslexia
- Foundations of Literacy
- Phonology and Phonics
- Importance of Morphemes
- Science of Reading and Structured Literacy
- Rethinking Spelling Instruction



LARA SPEIGHTS, M.Ed., LDT, CALT
Vice President of Family Support & Adult Literacy

Lara Speights is a former classroom teacher, dyslexia therapist, and instructional coach working in public charter schools in the Rio Grande Valley and Houston area. She has widespread experience collaborating with and advocating for parents of students in special populations such as English language learners and students with learning disabilities. Speights earned an M.Ed. in Language and Literacy from Harvard's Graduate School of Education and a B.A. in Spanish and English from Texas A&M University.

SPEAKER TOPICS

Family Engagement

Family engagement is a key piece of any school strategy. This presentation includes research regarding effective family engagement with information and discussion school staff need to support family engagement, and how families can be empowered to promote literacy.

Teaching Reading in Adult Literacy

Many adult education programs offer literacy classes, but they're often using a variety of approaches or programs with varying degrees of success. In this presentation, we look at which approaches to literacy are effective for most learners, and we consider practical strategies that adult instructors can bring into their classrooms.



DR. REBECCA TOLSON, Ph.D., CALT-QI
Vice President of Literacy Initiatives

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[@Rebecca Tolson](#)

Dr. Rebecca Tolson is a former fifth-grade teacher with experience teaching both children and adults with learning disabilities. Tolson specializes in using structured literacy techniques as intervention for dyslexia and dysgraphia. She has a Ph.D. in Elementary Education from the University of Akron also teaches as an adjunct professor for Walsh University specializing in literacy with a concentration in specific learning disabilities in reading.

SPEAKER TOPICS

Policy to Practice

When a policy is unclear, it can affect how a child is identified and treated for dyslexia. Federal law IDEA includes dyslexia in the category of specific learning disabilities (SLD), but does not specify how services should be provided in K-12 public schools. Many states have proposed or passed dyslexia laws for additional rights and protections. This presentation will include a case study with findings and recommendations that provided data to inform policy makers and educators at the national, state, and local level regarding identification of dyslexia.

Science + Knowledge = Crushing the Core: Teaching the Tier I Classroom

Empowering, educating, and excelling educators in the Tier I classroom through the Science of Reading. As a first line of defense, core teachers raise achievement for all students including those with high-risk factors such as environmental and special education. This session provides a clear description of the science of reading, the reading brain, Structured Literacy and the MTSS delivery model. The presenter uses demonstrations, activities, and data seeking to empower core teachers with the will to do the work.

Dyslexia

Provides an overview of dyslexia, the definition, identification, and instruction. Resources and current research updates will be presented to ensure participants have a basic understanding of this common reading disability.

Purposeful Reading Practice

Reading words accurately and fluently matters for both novice and skilled readers. This presentation focuses on strategies for accuracy, word details, and automaticity that lead to the goal of reading comprehension, and captures the essence of planning and executing reading practice that create independent readers through a structured process that only takes ten minutes a day!