

Our Guiding Beliefs



- As dedicated educators, we share a common belief that school change is essential in order to equalize educational opportunities for all our nation's children.
- As educational leaders, we aspire to move the conversation from a focus on high-stakes testing to effective teaching and learning.
- We believe we must possess a sense of urgency as we raise expectations and empower teachers so that all students achieve at high levels.
- We commit to learning and sharing the most effective ways to sustain positive change and create joyful learning environments.

The RRIR framework supports teachers in implementing the Common Core State Standards and enhancing their Response-to-Intervention model.

Deepen your professional development experience with the [Regie Routman in Residence](http://www.regieroutman.com) website:

www.regieroutman.com.

Regie Routman's Toolkit for Principals



- High student achievement occurs when staffs develop consistent, coherent beliefs and practices about reading and writing across grade levels, focus on specific, content based professional development goals, and have rich, ongoing professional conversations.
- An Optimal Learning Model (gradual release of responsibility) across the curriculum makes planning, teaching, and assessing reading and writing easier, more efficient and more effective.
- Research indicates that the more meaningful we make learning for students the more engaged they are.
- Lasting significant change requires application of learning.

Regie Routman in Residence delivers PD to your school. This trio of DVD-based programs helps all teachers reach new levels of expertise in their efforts to raise student achievement.

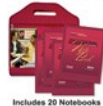
RRIR consists of three groundbreaking full-year professional development programs for raising student literacy achievement:



Transforming Our Teaching Through Reading/Writing Connections



Transforming Our Teaching Through Writing for Audience and Purpose



Transforming our Teaching Through Reading To Understand

Regie Routman

Professional
Development Services



Transforming Our Teaching

Contact us for PD Services:

regieroutman@gmail.com

We Can Help You Build Strong Professional Development Opportunities Using the RRIR Framework

Contact us to learn more about:

- Utilizing RRIR as a tool to support the implementation of Common Core State Standards and/or a Response-to-Intervention Model
- Increasing student achievement and simultaneously reducing at-risk populations
- Having an on-site residency with Regie and/or her colleagues
- Applying exemplary literacy teaching and leadership practices
- Transforming school culture by building shared beliefs, increasing professional trust, establishing literacy-based PLCs

Our Goal is to mentor, support and empower educational leaders and teachers to ensure a high level of implementation and accountability.

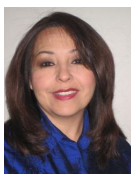
On-Site, Ongoing Professional Development To Transform Teaching Practices

Staff Developers Who Can Make a Difference in Your School



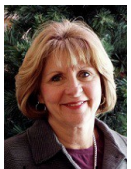
REGIE ROUTMAN is an internationally respected teacher and author whose teaching experience of more than forty years includes being a classroom teacher, LD tutor, a Reading Recovery

teacher, a language arts resource and mentor teacher, a staff developer, and a literacy coach. Her current work involves weeklong school residencies where she does daily demonstration teaching in classrooms, coaches teachers and principals, and facilitates ongoing professional conversations, all as a catalyst for whole school change.



SANDRA C. FIGUEROA brings to her role the “big picture” experience of district-level administrator, elementary school principal, classroom teacher, literacy coach, high school instructional coach and national literacy consultant. She is a

former principal of a high poverty/high percentage English Language Learner school in Arizona. Sandy is the co-writer and collaborator of *Regie Routman in Residence*. She was previously the Director of Literacy for the Bellevue School District, Washington state, where she and Regie implemented the *Regie Routman in Residence* projects.



MARILYN JERDE has extensive experience in public education and is known for her strong leadership and collaborative style. She has a 30-year record of achievement in teaching, coaching, and

school change. Her experiences working in a large Colorado school district include being an elementary classroom teacher, a professional developer, a literacy coordinator, an elementary principal, a university adjunct professor and a director of schools.



NANCY MCLEAN has been a classroom teacher, reading interventionist, literacy coach and staff developer in Colorado schools for over three decades. In recent years her focus has been school change and teacher transformation

through ongoing professional development and side-by-side literacy coaching. Recognized as an exemplary coach, Nancy’s strengths lie in building trusting and respectful professional relationships, as well as coaching in a manner that is responsive, respectful and empowering.



JUDY WALLIS has spent the past four decades as a teacher, literacy coach, staff developer, and university instructor. She served two large, diverse, Houston, Texas school districts as language arts director and provided

leadership support for literacy coaches for 21 years in that role. Her professional interests and work focus on whole-school/district change through robust literacy instruction. Judy works with schools and districts across the country to provide school-wide coaching and support.



KATHY SCHMITT has educational experiences of more than twenty years that include being a learning disabilities teacher, a Reading Recovery teacher, a reading specialist,

and staff developer for classroom teachers, intervention teachers, literacy coaches, building principals, and district level administrators. Kathy supports districts to systematically build capacity for universal instruction that increases rigor and reduces at-risk populations. Kathy’s strength lies in assisting teachers and leaders in becoming reflective, responsive practitioners.