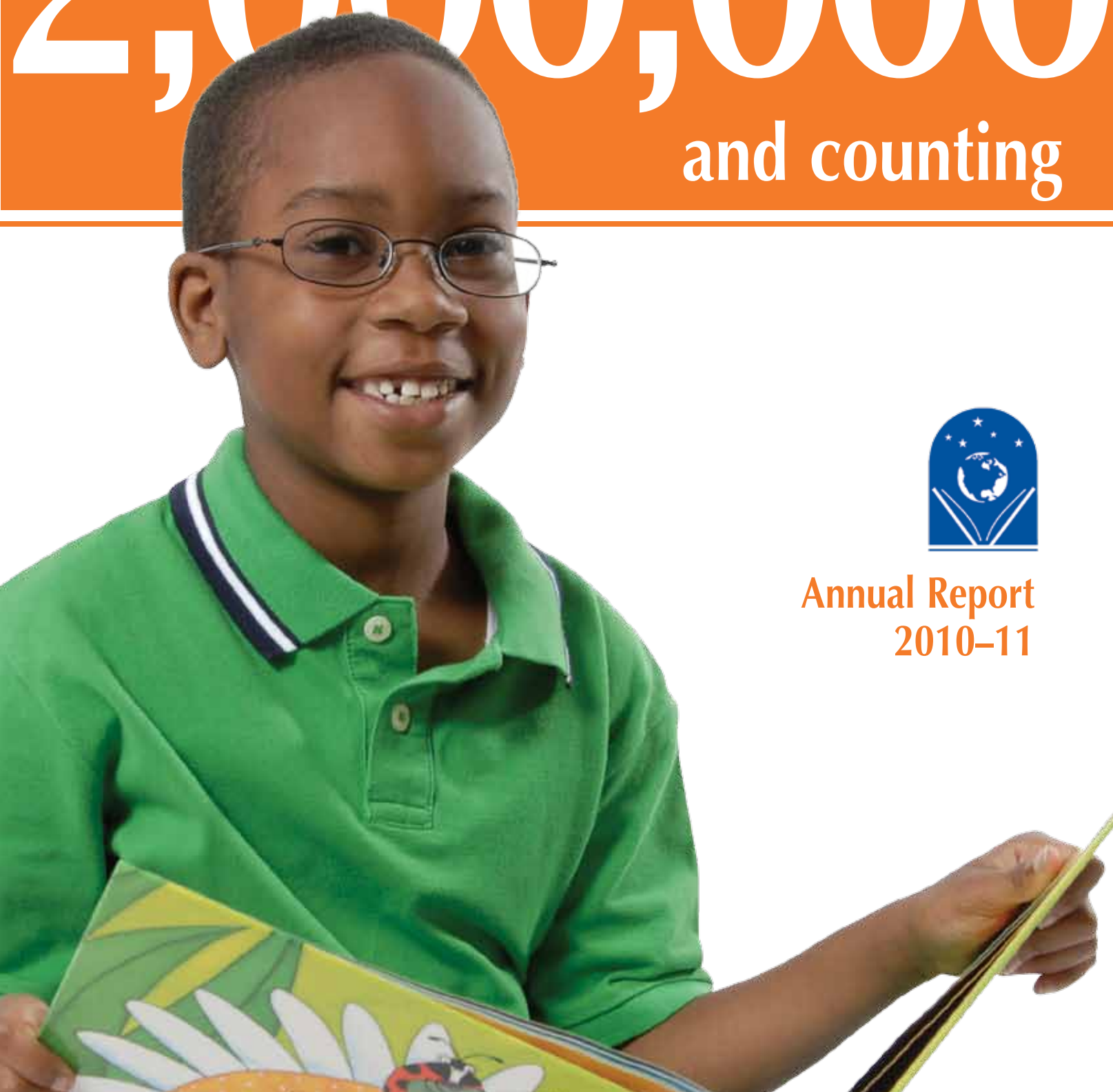


2,000,000

and counting



Annual Report
2010-11

Reading Recovery Council of North America

2 Million and Counting



Jady Johnson

The Thanksgiving season is a good time to reflect and be grateful for the life-changing opportunity that Reading Recovery has created for so many. At the top of the 2010–11 list of highlights is the fact that the 2 millionth U.S. child had Reading Recovery lessons last year.

The title of this annual report—*2 Million and Counting*—recognizes this accomplishment. Both parts of the title are essential — the “2 million” part and the “counting” part. The emphasis on evaluation, reporting, and research is part of Reading Recovery’s DNA, and many have said that accountability is why Reading Recovery has lasted and adapted to educational changes through the years.

This past year, the emphasis on counting and accountability brought continued recognition and rewards. Reading Recovery’s strong research base and its well-documented ability to “scale up” resulted in the award of a \$46 million, 5-year grant from the U.S. Department of Education. The grant, awarded to The Ohio State University and 19 partner universities, is already helping to train new Reading Recovery teachers. Also this year, the National Center on Response to Intervention posted high ratings for both the Reading Recovery intervention and The Observation Survey of Early Literacy Achievement. From the private foundation sector, the Campaign for Grade-Level Reading led by the Annie E. Casey Foundation, recognized Reading Recovery as a “Bright Spot” in quality teaching.

All this is good news, yet we know that Reading Recovery serves only a fraction of the children who need the expertise that our trained teachers offer. For this reason, RRCNA has recently kicked off our first North American marketing and advocacy campaign. ReadingRecoveryWorks.org—a new website—includes materials designed especially for school administrators, elected officials and other decision makers. We look forward to working with our U.S. and Canadian trainers, teacher leaders, site coordinators, and all Council members on this effort.

2,059,819 Students Taught

Over the past 27 years, about 75% of students who completed the full 12- to 20-week series of lessons met grade-level expectations in reading and writing.

As a professional association of Reading Recovery educators and advocates, RRCNA has worked with many of you this year on other outreach efforts and professional development resources.

- The Reading Recovery Book List was updated with 209 new titles, and best of all, the online list is now being updated annually.
- *The Journal of Reading Recovery* published spring and fall issues with timely articles on teaching, implementation, research, and RRCNA news.
- Reading Recovery advocates went to Washington, DC, to meet with elected officials and their aides and to conduct a briefing focused on Reading Recovery’s whole-school benefits.
- The RRCNA website continued to provide substantive information and resources for educators.
- Four new webcasts were added to the list of webinars, webcasts, and MP3 recordings available for professional development.
- A monthly *Connections* newsletter kept you informed of new resources and news.
- We launched our first social media initiatives — two new Facebook pages (a general page and a National Conference page) and an RRCNA YouTube channel.
- The National Conference drew 2,800 educators for sessions on Reading Recovery, classroom literacy instruction, children’s literature, literacy coaching, education for English language learners, RTI, and more.
- The Teacher Leader Institute featured a study of brain theory with Dr. James Zull, as well as concurrent sessions on leadership and teaching children.

As we wrap up this milestone year, I’d like to personally thank all of you who have been part of this important work. We count on your continued wisdom and support.

In Celebration of One



Judy Embry

It was my good fortune to be president of the RRCNA Board of Directors in the year that our 2 millionth U.S. child had the opportunity for Reading Recovery lessons — a remarkable accomplishment by any measure. Many of us were amazed in 2000–01 when Reading

Recovery had reached the 1 million mark after 17 years in the U.S., and a decade later, we've doubled that number!

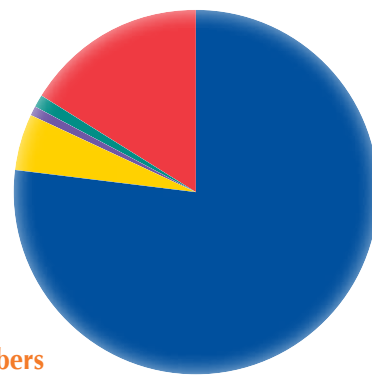
Yet even as we celebrate 2 million children, Reading Recovery remains the story of one:

- One child who knows that others in her class are learning to read, yet she is struggling
- One Reading Recovery-trained teacher to closely observe, monitor, and teach this child individually
- One short-term series of lessons specially designed to help the child catch up so that she can continue to learn with her peers

Behind the success of Reading Recovery is a worldwide community of educators who continue to study literacy teaching and learning. This scholarship is grounded in the theoretical and highly practical work of Marie Clay. We are fortunate to be part of this extraordinary community of educators.

Last spring as I attended a graduation ceremony for Reading Recovery teachers training in a Kentucky school, I heard about a little girl who came to Reading Recovery lessons with very little language experience. She had literally been locked up for most of her life, but had been rescued and had attended kindergarten. Her behavior was difficult to manage, and it seemed unlikely that this child could succeed. She was referred to Reading Recovery, and with the help of her Reading Recovery teacher, expanded her limited oral vocabulary, learned to read, and fell in love with books. Due to the hard work of her skilled Reading Recovery-trained teacher, she is now a successful second-grade literacy learner.

Each of you has your own example of extraordinary achievement thanks to Reading Recovery. As we begin our journey toward the next million, be sure to tell those stories to local, state, and national decision makers. This fall, we are fortunate to have new marketing and advocacy materials — a website and online materials that will help. But, each voice is unique and important. Only our joint efforts and our support of the Reading Recovery Council of North America will allow us to reach the next million.



RRCNA Members by Job Title

- 77% — Reading Recovery teacher
- 5% — Reading Recovery teacher leader
- 1% — Reading Recovery trainer
- 1% — Reading Recovery site coordinator
- 16% — Partner (non-Reading Recovery)

Recognition for Reading Recovery

National Center on Response to Intervention Awards High Marks — TWICE!

In 2010–11, RRCNA worked with a team of Reading Recovery researchers and the International Data Evaluation Center to submit information to the National Center on Response to Intervention (NCRTI).

NCRTI is a federally funded agency offering online information and technical assistance to help states and school districts select and implement proven models for response to intervention (RTI) and early intervening services.

1. The Reading Recovery intervention received high ratings based on a 2005 study by researcher Robert Schwartz published in the *Journal of Education Psychology*. The study reported large gains for Reading Recovery students.
2. The Observation Survey of Early Literacy Achievement, the screening tool central to Reading Recovery's evaluation and instruction, received highest possible ratings for scientific rigor. NCRTI publishes ratings of screening tools as a way to inform and assist educators as they select tools that are valid, reliable, and evidence-based.

Reading Recovery Recognized as a “Bright Spot” in Education

The Campaign for Grade-Level Reading, a collaborative effort of the Annie E. Casey Foundation and dozens of funders nationwide, highlighted Reading Recovery as a “Bright Spot” that increases the odds that low-income children will read proficiently by the end of third grade. Reading Recovery's strong research evidence, its proven ability to close the gap for low-income students, and outstanding professional development are a perfect match for the campaign's goals.

Recognition and New Funding

The recognition from NCRTI and independent foundations adds to the growing acknowledgement of Reading Recovery's effectiveness and stellar research reviewed by the What Works Clearinghouse in 2007 and 2008. One of last year's proudest moments came in October 2010, when the U.S. Department of Education awarded \$46 million to The Ohio State University and 19 university partners to expand Reading Recovery across the nation. The 5-year grant is expected to help train an additional 3,750 Reading Recovery teachers, serve 90,000 more Reading Recovery students, and reach an additional 405,000 students in small-group instruction.

Associate Members 2010–11

RRCNA wishes to thank the following companies for generously supporting the Council through associate membership.

AKJ Books
www.akjbooks.com

Blueberry Hill Books
www.blueberryhillbooks.com

Buddy Books Publishing LLC
www.buddybookspublishing.com

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www.eaglecrestbooks.com

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www.redrocketreaders.com

Hameray Publishing Group, Inc.
www.hameraypublishing.com

Heinemann
www.heinemann.com

Kaeden Books
www.kaeden.com

MaryRuth Books
www.maryruthbooks.com

Pioneer Valley Books
www.pvpep.com/online

Reading Reading Books
www.readingreadingbooks.com

Resources for Reading, Inc.
www.abcstuff.com

Richard C. Owen Publishers, Inc.
www.rcowen.com

Seedling/Continental Press
www.seedlingpub.com

SongLake Books
www.songlakebooks.com

Townsend Press, Inc.
www.townsendpress.com

Resources for Outreach

Member Newsletter

Connections, a monthly newsletter, keeps RRCNA members up to date on the latest Council news, professional development resources, advocacy initiatives, legislative developments, and more.

Facebook and YouTube

In August of 2010, RRCNA launched into social media with two Facebook pages and a YouTube channel, all of which are growing in popularity. More than 1,200 Facebook users have joined the RRCNA community, and many have contributed comments and feedback. The Council's Facebook pages provide up-to-date information on RRCNA's resources and events. A separate Facebook page is dedicated exclusively to the National Reading Recovery & K-6 Classroom Literacy Conference.

New Marketing and Advocacy Resources

More than a year of research and planning laid the foundation for our first coordinated marketing and advocacy campaign in North America. As this annual report is published, over 20 new resources are available to help Reading Recovery educators communicate with school administrators and elected officials.

These online resources will be used to support outreach from university training centers and from training sites across the U.S. and Canada. The theme, "I'm a Reflection of You," reminds decision makers that children reflect the opportunities that key adults make available to them. Outreach materials are housed in a new microsite which targets education decision makers. In addition, these and other support resources are available in the Members Only section of the RRCNA website.



ABOVE — Online resources for members include downloadable PDFs, customizable brochures, PowerPoint presentations for recruitment and retention, new advocacy outreach materials, and more.

LEFT — The new microsite features videos, case studies, and fact sheets targeted to education decision makers. ReadingRecoveryWorks.org was launched in November 2011.





Advocacy Initiatives

RRCNA continues to connect Reading Recovery educators with Washington, DC, policy-makers. Joining with other literacy and education associations, RRCNA is part of the Advocates for Literacy Coalition dedicated to supporting adequate funding for literacy education. In addition, RRCNA attends quarterly meetings of the National Board of Education Sciences to stay current on USDE research activities.

ABOVE — Advocating for comprehensive literacy legislation and education funding in Washington, DC, RRCNA President Eloise Hambright-Brown (left) and Past President Judy Embry were joined by Jady Johnson, executive director in October 2011.

BELOW — In summer 2011, Reading Recovery advocates conducted a policy briefing for legislative staff. Discussing the whole-school benefits of Reading Recovery were (left to right) Phoebe Ingraham, Reading Recovery teacher leader, Wright State University, Dayton, OH; Ron Marostica, assistant superintendent, RE-1 Valley School District, Sterling, CO; Salli Forbes, RRCNA president-elect and associate professor of literacy education, University of Northern Iowa, Cedar Falls, IA; and Craig Dougherty, RRCNA Board member and superintendent, Sheridan County School District #2, Sheridan, WY.



Resources for Literacy Educators

Website

The RRCNA website is the information hub for Council members and visitors who want to learn more about Reading Recovery.

Webinars and Webcasts On Demand

In 2010–11, RRCNA offered 15 prerecorded webcasts for convenient, online learning. These 60- to 90-minute webcasts allow literacy educators to view sessions at their convenience.

New Webcasts in 2010–11

- *Oral Language Development: Theory Into Practice*
Adria Klein, Allison Briceño, Susan Wray, and Deb Nemecek
- *The Fundamentals of Literacy Coaching*
Enrique Puig
- *Inferring: The Heartbeat of Comprehension*
Pat Johnson and Katie Keier
- *How Understanding the Learner’s Brain Can Improve Our Teaching*
Janet Bufalino and Elaine Stine

Sensitive Observation of Reading Behavior Part One—University Edition

Created especially for use in higher education, this edition adapts Part One of the Running Record Professional Learning Package for undergraduate and graduate-level reading assessment and instruction courses. In addition to the interactive Faculty Package CD, a separate Student Practice Packet includes worksheets for in-class and independent student practice with an audio-only CD of text readings.



Outstanding Professional Development

2011 National Reading Recovery & K-6 Classroom Literacy Conference

The 2011 National Conference, held February 5-8 in Columbus, OH, offered research-based instructional strategies to expand the reading and writing capabilities of young learners. The Conference theme, “Building a Literacy Future,” represented the building process necessary for literacy success; the process begins with teacher education and results in effective literacy learning for children. Distinguished keynote speakers included Linda Dorn, Lucy Calkins, and Joy Cowley. Their sessions on understanding how the brain works and the teacher’s ability to mediate new learning, instilling a “learning spirit” within young readers, and the inspiration of an effective story, set the tone for each day.

Over 120 sessions provided professional development on Reading Recovery, classroom literacy instruction, children’s literature, literacy coaching, education for English language learners, special education, RTI, and administrative topics. A special session for parents, “Help Your Child Learn to Love Reading: Fun with Books,” was offered as a new community outreach effort.

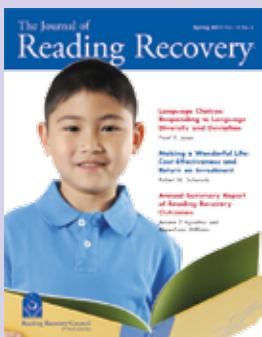
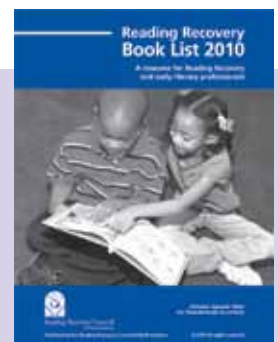


ABOVE — The synergy of 2,800 educators learning together was exhilarating as attendees made their way to more than 120 sessions and the popular Exhibit Hall.

LEFT— Presenters like Debbie Miller (left) enjoyed interactions with attendees both during and after their sessions.

Resources for Members Only

The online **Reading Recovery Book List** remains one of the most-valuable member benefits, receiving over 90,000 page views last year. Aside from the 209 new books added, the 2010 Book List saw several additional changes. Rather than the previous 3-year revision schedule, new titles are now added annually. So that the new editions can be easily incorporated into the Book List, the 2010 edition was repackaged in a user-friendly binder allowing easy updating of new titles. The new format will continue to include separate quick reference sections sorted by title, level, and publisher. New in the 2010 edition is a separate section listing over 1,200 Spanish titles.



The Journal of Reading Recovery is a peer-reviewed, members-only practitioner’s journal offering information about Reading Recovery theory, implementation, research, and RRCNA activities and programs. Now in its 11th year of publication, JRR has become an important resource for Reading Recovery professional development. Past issues and a searchable index are available in the Members Only section of the RRCNA website.



What attendees said about the National Conference

I have not been this excited about a conference (of any kind) in several years. I feel very re-invigorated and will encourage more teachers in my district to attend next year, thank you.
 — K-2 classroom teacher

I had heard a lot of good things about the conference from teachers that have gone before, so I wanted to check it out myself and see if it was true. They were right!
 — Curriculum specialist

I feel like I learn more from this conference than any other training I ever attend. I am a literacy specialist for K-12 and I am able to get great materials for K-6!
 — Reading specialist

I truly enjoyed attending all the sessions. What I have learned will allow me to better help the teachers in our education department as well as our students. Thank you for a great conference.
 — School administrator

In my 47 years of experience teaching, Reading Recovery conferences are by far the very best conferences I have had the privilege of attending. You offer so much each year.
 — Title I teacher

It was great to be encouraged and inspired to continue being the best teacher I can be. It is definitely a worthwhile profession that can make a difference.
 — 3-6 classroom teacher

2011 Teacher Leader Institute

Three days of intensive study in the areas of theory, teaching children, and leadership began with Dr. James Zull, eminent researcher and scholar. He helped Reading Recovery teacher leaders and trainers develop their theoretical understandings of how, from a neuropsychology perspective, learning changes the brain. The 2011 Teacher Leader Institute, held June 16-18 in Dallas, TX, included small-group discussions focused on brain theory, 12 concurrent sessions on teaching children and leadership, and university training center caucus meetings. Additionally, three general sessions were presented by Billie Askew, “Teacher Leaders-Reading Recovery’s Redirecting System;” Ann Ballantyne, “Five Foundational Ideas-Still on the Cutting Edge;” and Janice Van Dyke, Betsy Kaye, Leslie McBane, and Cheri Slinger, “Interpreting Running Records: Retooling for Reliability.”



Dr. James Zull

Thanks to Our Sponsors

We express our sincere appreciation to the companies that provided special support. Revenue from sponsors helps to maintain registration fees at the lowest level possible.

2011 National Conference

Gold Level	Heinemann Townsend Press
Bronze Level	Booksource Commerce National Bank
Friend Level	SongLake Books Seedling Publications

2011 Teacher Leader Institute

Gold Level	Townsend Press
Silver Level	Heinemann
Bronze Level	SongLake Books

Generous Donors

2010–11 Teacher Leader Scholarships

Five generous donors have provided eight Reading Recovery teacher leader scholarships that are especially needed during this time of declining school funding. The awards of \$15,000 each paid a portion of teacher leader training costs in seven school districts and attendance to the National Conference.

Deluxe Corporation Foundation

The Deluxe Corporation Foundation is a grant-giving institution that has partnered with educational, cultural, and human service nonprofit organizations for more than 50 years to enrich the communities of Deluxe Corporation employees. An independent 501(c)(3) organization, the Deluxe Corporation Foundation receives funding from Deluxe Corporation to support its mission of giving back to the communities it serves. The Foundation's support for Reading Recovery professional development has benefited children, teachers, and schools in many communities where Deluxe Corporation employees live and work. The teacher leader scholar was **Shirley DeSouza**, Dufferin-Peel Catholic District School Board, Mississauga, Ontario, Canada, training at the Canadian Institute of Reading Recovery Central Division in Thornhill, Ontario.

Hameray Publishing Group and the Yuen Family Foundation

The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today's educators. Combining a sound research based approach with cutting-edge classroom solutions, Hameray has developed literacy materials for struggling readers as well as those reading at grade level. The Yuen Family Foundation—a private charitable organization—in conjunction with the Hameray Publishing Group, funded two \$15,000 teacher leader scholarships and donated books (\$1,000 value) to the newly trained teacher leaders for use in their teaching. The recipients were **Carolynne Stein**, Dennis-Yarmouth Regional School District, South Yarmouth, MA, training at Lesley University; and **Marlene Stilwell**, Sumter School District 17, Sumter, SC, training at Clemson University.

Pioneer Valley Books

Based in Amherst, MA, Pioneer Valley Books is an educational publishing company dedicated to producing the highest-quality books for early literacy learners. Pioneer Valley Books funded one \$15,000 teacher leader scholarship and donated

Financial support from foundations, private donors, and businesses helped expand the number of expert teachers and assure that struggling readers meet grade-level standards.

During the 2010-11 year, donors

- helped 7 local school districts train new Reading Recovery teacher leaders,
- allowed 6 Reading Recovery teachers to attend Reading Recovery conferences for professional development, and
- enhanced resources that help Reading Recovery teachers be effective.

Pioneer Valley books (\$1,000 value) to the newly trained teacher leader for use in teaching or training. The recipient was **Marjorie Rowe**, East Central Vermont Literacy Consortium, Lyndonville, VT, training at Lesley University.

RRCNA Professional Development Scholarships

Funding for these scholarships was provided by a generous donor who prefers to remain anonymous. The recipients were **Lisa Hall**, Dyersburg City Schools, Dyersburg, TN, training at the University of Arkansas at Little Rock; and **Terry MacIntyre**, Boulder Valley Public Schools, Boulder, CO, training at San Diego State University.

TOSA Foundation

TOSA Foundation and Morgridge Family funding has supported many Reading Recovery children, teachers, and schools through the years. The family, including John and Tashia Morgridge, their son John and his wife Carrie, have provided both financial contributions and leadership with several initiatives at the local, state, and national level. Their contributions helped to fund 15 teacher leader scholarships over the past 9 years and support RRCNA's Washington, DC-based advocacy. They also provided leadership and funding for a university training center at the University of Wisconsin-Madison. The recipients were **Amy Treuter** and **Emily Zoeller** from the Madison Metropolitan School District, Madison, WI, training at the University of Wisconsin-Madison

2010–11 Professional Development Grants

Grants of \$1,000 each were awarded to active Reading Recovery professionals to help with National Conference attendance costs.

Minnesota Literacy Scholarship Fund

In memory of Reading Recovery teacher leader Diane Holum, the fund provides grants for Minnesota Reading Recovery teachers, teacher leaders, university trainers, and others who support the implementation of Reading Recovery to attend the National Conference. The recipient was **Lois Williams**, South Washington County Schools, Woodbury, MN.

Townsend Press

Townsend Press is an educational publisher of an acclaimed series of reading, vocabulary, and writing textbooks for the school and college markets. They also publish, through their nonprofit foundation, an affordable library of original and classic paperbacks. The recipient was **Kimberly Robertson**, Elizabeth City Pasquotank Public Schools, Elizabeth City, NC.

Zaner-Bloser Professional Development Grant

The mission of Zaner-Bloser, the Language Arts and Reading Company, is to make a significant contribution to the education of children in prekindergarten through eighth grade by publishing materials of the highest quality. The recipient was **Lisa Mount**, San Lorenzo Valley, Santa Cruz, CA.

Geri Stone Memorial Fund Grants and Scholarship Program

Family members and friends established this fund in memory of Geri Stone's leadership and work as a Michigan Reading Recovery teacher leader. Grants and scholarships are awarded to Reading Recovery professionals to help offset the cost of training, professional development, or other literacy efforts. Recipients included **Angela Rowell**, Brimley Area Schools, Brimley, MI; **Mary Jo Eid**, Rudyard Area Schools, Sault Ste. Marie, MI; **Beth Ann Thompson**, Merrill Community Schools, Merrill, MI; and **Karen Mitchell** and **Beth Vasich**, Southgate Community School District, Southgate, MI.

Yastrows Honor Family and Friends With the Gift of Reading

As regional superintendent of schools in Lake County, IL, Sybil Yastrow saw firsthand the power of Reading Recovery to create strong teachers and to change the future for struggling young readers. She also understood the importance of a strong professional association and served on the RRCNA Board of

Directors and as chair of the Development Committee. Now retired, her support for Reading Recovery continues. Each December, she and her husband, Shelby, contribute to the Reading Recovery Fund in honor of friends and family members. We appreciate the Yastrows' ongoing support as they honor these individuals.

Roger & Deane Ackerman
 Marilee & Bill Attea
 Susie & Bobby Bank
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With Appreciation to Our Reading Recovery Fund Donors

\$30,000 - \$35,000

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Pioneer Valley Books

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Pioneer Valley Books Challenge Helps Raise \$42,000 for Fund

Pioneer Valley provided \$20,000 in matching funds for contributions to the Reading Recovery Fund made at the 2011 National Conference. Thanks to the generous Pioneer Valley Books match, attendees raised \$42,000 to support advocacy, implementation, professional development, research, and educational resources.

Pioneer Valley Books is owned by Michele and Bob Dufresne. A former Reading Recovery teacher, Michele (pictured at right) says she is committed to Reading Recovery because she has “seen children go from passive and tangled, to enthusiastic and confident readers in 20 weeks or less.”

Lending a hand at the Fund booth (above) were Michael Rosser, Reading Recovery advocate; Shari Worsfold, a teacher leader from the Yukon; and Heather Janes Pederson, a trainer from Nova Scotia.



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Zanesville Teachers Honor Tony Reese

The Zanesville City School District in Zanesville, OH, has had Reading Recovery since 1986. Teacher Leader Allison Karling and a group of teachers contributed to honor Site Coordinator Tony Reese.



“Tony has taken the leading role in keeping Reading Recovery a priority at the Zanesville site for many years. He has supported Reading Recovery teachers by providing the funding, supplies, and encouragement needed for their initial training, as well as extending provisions for their continuing professional development. He has been instrumental, as well, in extending opportunities for classroom teachers and principals to attend the National Reading Recovery Conferences. He constantly strives to foster collaboration and promote better instructional practices for all of us who teach!”

— Allison Karling

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1984–85 — 2010–11 Reading Recovery & Descubriendo la Lectura* U.S. Student Results

2,059,819 Students Taught

Over the past 27 years, about 75% of students who completed the full 12- to 20-week series of lessons met grade-level expectations in reading and writing.

Reading Recovery & Descubriendo la Lectura U.S. Student Results 2010–11

Students Taught	69,998
Complete Interventions	50,020
Children Who Successfully Discontinued Lessons**	37,168

**Descubriendo la Lectura, the reconstruction of Reading Recovery in Spanish, is used with children whose classroom literacy instruction is in Spanish.*

**As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual lessons.

READING RECOVERY COUNCIL OF NORTH AMERICA OPERATIONAL OVERVIEW

INCOME OVERVIEW

Income	\$2,090,412
Program services	68.7%
Membership dues	15.6%
Contributions & grants	10.7%
Net product sales	3.4%
Other	1.2%
Interest	0.4%



EXPENSE OVERVIEW

Expense	\$1,967,270
Program services	78.2%
Management/general	19.0%
Fundraising	2.8%



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Our Vision:

We open doors to a literate future for children who initially struggle in learning to read and write.

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for the lowest-achieving first graders. Since Reading Recovery began in North America in 1984, it has reached more than 2 million first graders and trained tens of thousands of teachers.

The Reading Recovery Council of North America, Inc. (RRCNA) is a not-for-profit association of Reading Recovery professionals, advocates, and partners. Established in 1996, the Council provides a wide variety of programs and services including advocacy, publications, conferences, online learning, and resources to support Reading Recovery. These activities strengthen Reading Recovery implementation and provide opportunities for professional development and leadership.

Today, RRCNA has over 5,000 members including Reading Recovery professionals and partners who are classroom teachers, early literacy educators, Title I teachers, school principals and other administrators, scholars, parents, and community members. Governed by a volunteer board of directors, membership is open to anyone interested in Reading Recovery and early literacy.

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