

Doing Your Part to Strengthen Reading Recovery Implementation

Elizabeth L. Kaye, Little Rock School District, Little Rock, AR

Individuals who are closely involved with Reading Recovery know the tremendous impact the intervention has on children, their families, teachers, and the school as a whole. Administrators see the achievement gap closing, recognize the high-quality professional learning experiences, and appreciate the role of Reading Recovery in RTI. In tough economic times, however, decision makers are pressed to make hard choices.

How can you ensure that stakeholders value the benefits Reading Recovery offers? Would you like to know that the intervention is viewed as irreplaceable in your district?

Ideas presented here illustrate that advocacy comes in many shapes and sizes. Some individuals took action based upon the questions being asked in their own contexts: “Are Reading Recovery children maintaining their gains?” or “Is our service keeping up with our growing need?” Others took action to deepen relationships and improve understanding, such as ensuring better communication with teachers and making parents more comfortable about being involved in their children’s education. Still others found ways to make their data more impactful and celebrate their accomplishments. The common factor in each of these ideas is that they came from the people who are closest to Reading Recovery: the teachers, teacher leaders, and administrators who best know its value. What will you do?



Reading Recovery teachers and first-grade teachers look over running records during a monthly collaboration meeting — a process that has strengthened support within each school building and across the North Little Rock district.

Deepening conversations through monthly collaboration

We know that Reading Recovery is not an intervention that stands alone. Good classroom instruction and collaboration between first-grade teachers and Reading Recovery teachers is essential to our students’ success. Our district’s Reading Recovery teachers and I wanted to be a vital part of the school environment, starting within our own school buildings. We also wanted to empower classroom teachers with more literacy knowledge and anticipated that they would be stronger advocates for Reading Recovery as they began to understand more about how we work with their students.

We had four goals:

1. Increase classroom teachers’ knowledge of specific literacy-related topics and techniques.
2. Encourage use of a shared language so that our students hear the same thing in Reading Recovery and the classroom.
3. Open a dialogue for future collaboration.
4. Create advocates for Reading Recovery within each school, thus reaching across the district.

We decided to meet with the first-grade teachers once a month for 15–20 minutes during their common planning time, literacy team meetings, or after school. The classroom

teachers chose a time that worked best for them. We considered topics for these meetings based on prior discussions with classroom teachers and knowledge of the classroom literacy program. All Reading Recovery teachers had the same information to share with classroom teachers so that all first-grade teachers would hear the same message across the district. The Reading Recovery teacher presented the information and could go a little deeper into the topic if teachers had more experience with it.

The topics chosen for study each month:

- running records — finding accuracy rate, self-correction rate, and determining if the level was easy, instructional, or hard
- running records continued — analyzing information used or neglected and choosing a teaching focus based on this analysis
- prompting/precise language — using running records to help decide how to prompt
- writing — looking at writing samples to determine one or two points to address in a writing conference or to decide upon a minilesson needed for a small group of students
- anecdotal notes — understanding how to make notes about students' reading or writing behaviors that will help guide instruction

As a team, we created a packet that included a framework and materials for each month's meeting. As the teacher leader, I met with all the principals and explained our plans and the purpose for this collabora-

tion. The principals received the packets for each month and were invited to attend the meetings. This collaboration has had a tremendous impact. Through this process, we have met many of our goals and seen more opportunities to strengthen support for Reading Recovery in our district:

1. Classroom teachers view Reading Recovery teachers as partners in working with their students and not a separate intervention.
2. Reading Recovery teachers are viewed as integral resources within their buildings to discuss how students learn to read and write and to problem solve about teaching and learning.
3. Reading Recovery teachers feel more empowered to share their knowledge, even beyond the topics outlined each month.
4. Principals are asking Reading Recovery teachers to have these meetings with additional grade levels.
5. Classroom teachers think of the Reading Recovery teachers as a vital part of the success of their struggling learners, and they also think of themselves as more competent and successful in working with their students who struggle.
6. Classroom teachers are incorporating the topics discussed each month in their teaching.

Not only are we having deeper conversations with classroom teachers based on a common understanding about our students, but we are building relationships across the district that will ensure Reading Recovery is understood and seen as essential to the success of our schools and

our district. We plan to continue the monthly collaboration but tailor sessions to meet the specific needs of the building, allowing for differentiation and honoring individual expertise.

*Gretchen McCoy, teacher leader
North Little Rock School District
North Little Rock, AR*

Using data to illustrate needs of rapidly growing district

Nixa Public Schools are situated in Christian County, Missouri — the fastest growing county in the nation. Our population has increased each of the last several years, and classrooms are continually added to meet the demand. A large increase in the number of children receiving free and reduced-price lunch has accompanied this population boom. Traditionally our Reading Recovery and literacy support services (Title I) reach 20–25% of the students in each school. I was concerned that we might not be able to meet that goal given the district's rapid growth.

I set out to determine whether our coverage was keeping up with the need. I constructed a spreadsheet showing each building's total enrollment and the number of students who received literacy support for each of the last 3 years. Then I calculated the percentage of children served per year. I found that over the last 3 years we had actually served a declining percentage of the total population in each school, while the need in each school was actually growing. Once my district's leaders realized the trend was an increase in need and a decrease in service, they have made every effort to provide additional staff.

As Reading Recovery teachers and teacher leaders, we must reach beyond our Reading Recovery roles to advocate for struggling readers. We have to gather the important numbers and present them to district decision makers so they can make informed decisions. In these economically tough times, our district administrators are under pressure to operate in cost-effective ways. Prevention of literacy failure is a wise and responsible use of funding.

*Cynthia Owens, teacher leader
Nixa Public Schools
Nixa, MO*

Building community support through fun reading events

Reading Recovery students and teachers in Rio Rancho, New Mexico, celebrate children's progress during a Reader's Café held at the end of each school year. All students who have received Reading Recovery lessons during the year select their favorite Reading Recovery books to take along when they are bused to the hosting school. There, they enter a gymnasium decorated around a reading theme such as "Take a Ride on the Reading Railroad" where paper trains showing pictures of each student smiling out a window decorate the walls, or "Read S'More Books" where campsites complete with faux campfires provide cozy places for students to sit and read.

Each student invites parents, grandparents, cousins, and friends to attend the Reader's Café and listen to students read. Other community members—district office personnel, firemen, policemen, sheriff deputies, public librarians, the city mayor, and more—are also invited to listen to the children read and celebrate



Jesse and his handler, Theresa McKinney, are members of the Tales of Joy R.E.A.D. (Reading Education Assistance Dogs) Program within the Rio Rancho Schools and New Mexico community. Theresa, coordinator of the local program, and Jesse were first invited to participate in the Reader's Café in April 2006 and have been listening to children read ever since!

their accomplishments. The local chamber of commerce sends invitations to its members, and many local business people attend. The students love traveling from person to person, reading aloud and sharing the stories they have grown to love.

As much as the students love reading to community members, the highlight for all the children is one

special visitor they have all grown to love. Though not the actual star made famous in the series of books written by Mia Coulton, a Danny look-alike listens to children read. The role of Danny is played by Jesse, a yellow labrador retriever and reading therapy dog. Jesse brings his human friend, Theresa, and three or four of his reading therapy dog bud-

dies. These dogs are so popular that names have to be drawn to select the students who get to read to them.

After an hour of reading, students gather their books, grab a treat, and board the school bus to return to their home campus. They are beaming from their terrific experience celebrating the readers that they have become. Parents and relatives also beam as they leave. Having once been told that their children were struggling in their literacy efforts, they now are assured that their children are succeeding at becoming readers. Ask any administrator or district office personnel who attend, and they will tell you they have seen firsthand the value of the Reading Recovery intervention in the school district.

Jolene Reed, teacher leader and K-5 literacy coordinator

*Rio Rancho Public Schools
Rio Rancho, NM*

Collaborating for multi-site data collection

Most of the Arkansas teacher leaders work for either an Education Service Cooperative (ESC), a consortium, or serve several districts. This year these teacher leaders embarked on a journey of collecting data during the 2012–13 school year to study how well former Reading Recovery students performed on state assessments during and after their intervention service, with the goal of reporting these data to school administrators.

We first worked through a needs assessment or program analysis to determine our data collection process. We realized the need for longitudinal data to report student progress to stakeholders and the

Arkansas Department of Education. We developed data collection tools during our first meeting. As each teacher leader met with her Reading Recovery teachers, she shared and explained pertinent data collection tools (tracking forms, class rosters, matrix for recording student data, advocacy letter, etc.).

The second phase included training Reading Recovery teachers about the steps of the data collection process. Our teachers learned how to fill in and periodically update the class roster and how to access student performance records on state assessments. Teacher leaders and teachers had to access data from either the National Office for Research on Measurement and Evaluation Systems (NORMES) or The Learning Institute (TLI) to obtain state assessment scores. We provided professional development sessions to

- inform teachers on the overall data collection process,
- individually assist teachers to navigate the NORMES or TLI websites,
- demonstrate how to access school data,
- help teachers develop codes to track students over an extended period of time (Grades 1, 2, 3, 4, 8, 11, and 12),
- provide time for teachers to transpose their student data onto spreadsheets created by the teacher leaders, and
- analyze former Reading Recovery student data for trends, such as academic achievement and additional educational placements.

Some teacher leaders held their sessions in computer labs, while others asked teachers to bring laptops or iPads.

We plan to aggregate these data to show that Reading Recovery students can perform well on the state assessments and to report these data to administrators and other stakeholders. The Winthrop Rockefeller Foundation, a long-time supporter of Reading Recovery in the state, has offered to feature the report as a Bright Spot on their website.

Arkansas teacher leaders

Deb Boerner, Northwest Arkansas ESC, Farmington; Melissa Braswell, Crowley's Ridge ESC, Harrisburg; Patsy Conner and Stephanie Copes, University of Arkansas at Little Rock; Sharon Gates, Northeast Arkansas ESC, Walnut Ridge; Gaynell Jamison, Southeast Arkansas Reading Recovery Consortium, Monticello; Jackie Long, Dawson ESC, Arkadelphia; Susan Perry, Arkansas River ESC, Pine Bluff; and Rhonda Taylor, Northcentral Arkansas ESC, Melbourne.

Collecting data to assess impact on former students

My administrators frequently ask two questions: “Are Reading Recovery students maintaining their gains?” and “How are Reading Recovery students doing on the statewide reading assessments?” So I set about enlisting my teachers in collecting longitudinal achievement data on the former Reading Recovery students in the Metropolitan School District of Perry Township in Indiana. During our September professional development I went over the data the teachers needed to collect. I sent them a template to follow and also a

direction page on how to input data and save it. I asked them to have the data to me by the end of November.

We collected data for students who were served in Reading Recovery during 2010–11, 2011–12, and 2012–13. We entered their end-of-program status and end-of-year text level. Teachers indicated if students moved, were placed in special education, or were retained. We plan to enter the results of the statewide tests (IREAD & ISTEP) given in Grades 3–5 for each student as well. In addition, we will identify the ELL population, which is high in both schools.

We are just at the beginning of this task, but we’ve found that a large number of children move from our schools after they receive Reading Recovery. I plan to try to find out how many of these children may have gone to another Perry Township school and how they are performing.

*Monica Guthrie, teacher leader
MSD of Perry Township
Indianapolis, IN*

Using RRCNA marketing resources to share information

When I was asked to present information about Reading Recovery to my school board, I knew immediately where to go — The “I’m A Reflection of You” campaign resources in the Members Only section of the RRCNA website (www.readingrecovery.org). The campaign provides useful tools for both marketing and advocacy. I chose to use the PowerPoint presentation focusing on retention. This customizable presentation provides a powerful narrative of Reading Recovery’s benefits for struggling

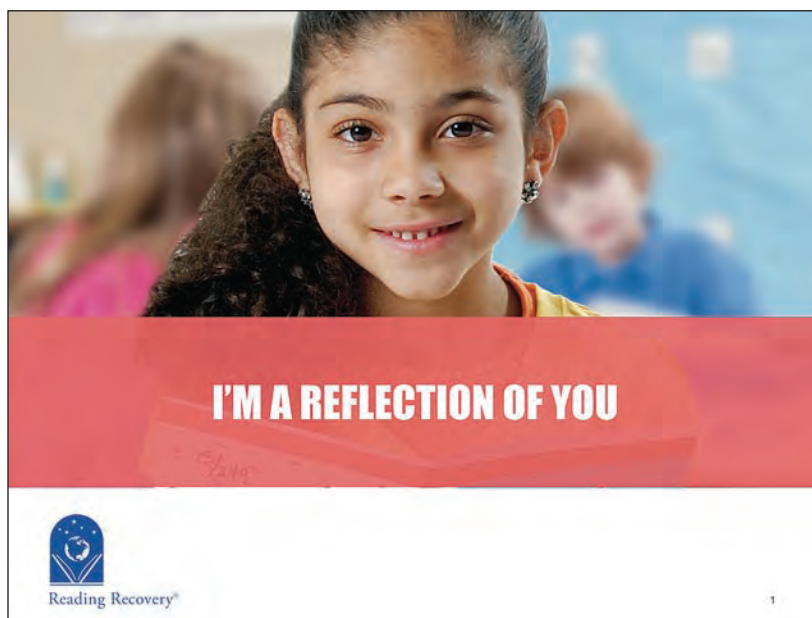
learners by focusing on learning from the child’s perspective. It highlights key information important to school stakeholders including What Works Clearinghouse results, examples of texts and writing before and after lessons, a description of our unique professional development approach, and the role of Reading Recovery in RTI models. The presentation is concise—less than 10 minutes—which provided the opportunity for school board members to ask questions and engage in discussion. I was extremely happy with all components of the PowerPoint presentation and would encourage others to use it. It is a wonderful way to share information and advocate for Reading Recovery!

*Susan Blackburn, teacher leader
Columbia Public Schools
Columbia, MO*

Strengthening awareness with a website scavenger hunt

Advocacy plays a significant role at the Lebanon R–3 Site in Lebanon, Missouri, which serves both large and rural schools. A main goal of our site is to make certain that schools have information needed to strengthen and expand existing Reading Recovery services or to begin new implementation. We strive for excellence in promoting awareness, sharpening communication skills, and in developing expertise.

Advocacy begins with awareness. This is especially critical during Reading Recovery teacher training. The wealth of information and resources available through the RRCNA website can be overwhelming without some structured guidance. A fun way to familiarize teachers with RRCNA’s tools and resources is to put a new spin on the old scavenger hunt game. As teachers



Among the many marketing campaign resources available to help your advocacy efforts is a customizable PowerPoint presentation. It includes notes to help you easily personalize the narrative with your own local information.

follow a series of clues, they begin to find their way around the website with many discoveries and ‘ah-ha’ moments. They start to create personal mental road maps of the website design and learn how different links unlock information related to areas such as training, working with children, implementation, research, and networking with others.

Preparation for the scavenger hunt requires a teacher leader to ‘map out’ a journey of exploration with two goals: Educate teachers and assist with advocacy efforts. Typically, the exploration occurs in class with teachers using computers and the Internet to access the RRCNA website. After teachers receive a ‘road map’ of directions (handed face down), a timer marks the start of the hunt. Teachers begin their search, following clues to find information needed to answer questions related to different topics. As teachers make their journey, they bullet key points under each question and record answers to share later in class. Further information about using a scavenger hunt to promote awareness of RRCNA resources and their application to advocacy can be found in an article entitled “Let the Games Begin” on pages 74–75 of *The Journal of Reading Recovery*, fall 2008 issue.

Once teachers are familiar with the RRCNA website, awareness must move beyond structured guidance to independence. This can easily be done by crafting a learning experience to take place during a week when class is not held at the training facility. Rather than missing a week of learning, teachers might self-select a broad topic from the website that they will be responsible for research-

ing, such as networking with administrators. Then they explore various links and resources across the website to design a graphic organizer to synthesize findings and share with class members. The use of a graphic organizer promotes efficient access to web information.

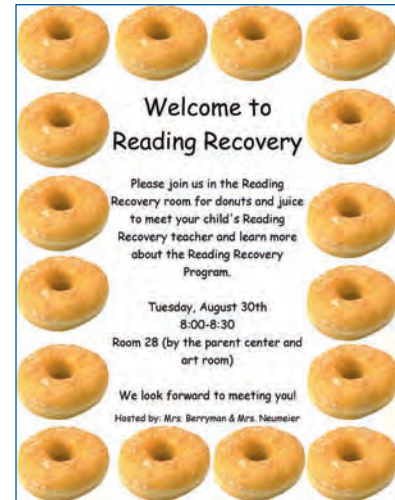
The value of providing structured class and independent learning opportunities to help teachers become expert users of the RRCNA website cannot be underestimated. To become a strong advocate for Reading Recovery, one must move from awareness to expertise.

*Gayla Kolb, teacher leader
Lebanon R–3 Site
Lebanon, MO*

Increasing parent involvement with juice and donuts

We wanted to meet with parents of our Reading Recovery students in an informal setting where they could get to know us, learn more about the Reading Recovery intervention, and get an idea of what their children would be doing every day. We decided they would most likely visit when they dropped their children off at school. So we invited our Reading Recovery students’ parents to join us in the Reading Recovery room at 8:00 am for juice and doughnuts.

As a result of this effort, parents have become more willing to share about their children and more receptive to our communication with them. We have seen an increase in the number of parents that come watch a Reading Recovery lesson as well. Parents understand the invaluable opportunity their children have in this one-to-one setting, and they have become



A flyer invites parents to join teachers for breakfast, where they learn more about how Reading Recovery helps their struggling readers.

advocates for Reading Recovery in our school. This has become an annual event at Romine Elementary due to the overwhelming positive response we have experienced.

*Sara Berryman and Cindy Neumeier,
Reading Recovery teachers
Romine Elementary School
Little Rock School District
Little Rock, AR*

Brainstorming to generate even more ideas and action

At our back-to-school professional development session last year, Little Rock School District Reading Recovery teachers were somewhat discouraged that one of our short-term funding sources had ended and several Reading Recovery positions would not be renewed. This led to a discussion of things we could do to keep Reading Recovery visible in the district, misconceptions we wanted to clear up, and ways we could share

our successes. After a short brainstorming session, teachers had come up with more than 50 ideas. These ranged from keeping parents and faculty better informed of the positive impact that Reading Recovery makes in children's lives to inviting district administrators, school board members, parents, and other community members to see Reading Recovery lessons in their rooms. Some teachers said they would volunteer to take on the responsibility for changing the bulletin board just inside the school entrance so they could spotlight the tremendous progress children made with the intervention. Still others wanted to share their success stories — spreading the news of former Reading Recovery students who were enjoying tremendous academic success in subsequent years. Two additional ideas from teachers in Little Rock School District are presented in this article.

Our discussion was a vivid reminder that when individuals are passionate about their work, they take action. As a community of Reading Recovery educators, we all took responsibility for advocacy that day, and the results were much more powerful than if any of us had been working alone.

*Betsy Kaye, teacher leader
Little Rock School District
Little Rock, AR*

Creating awareness with simple school reports

In our school district, elementary school principals found themselves faced with tough decisions when their funding decreased. We wanted to be as clear as possible about the positive impact of the Reading Recovery intervention. In an effort to increase understanding about the

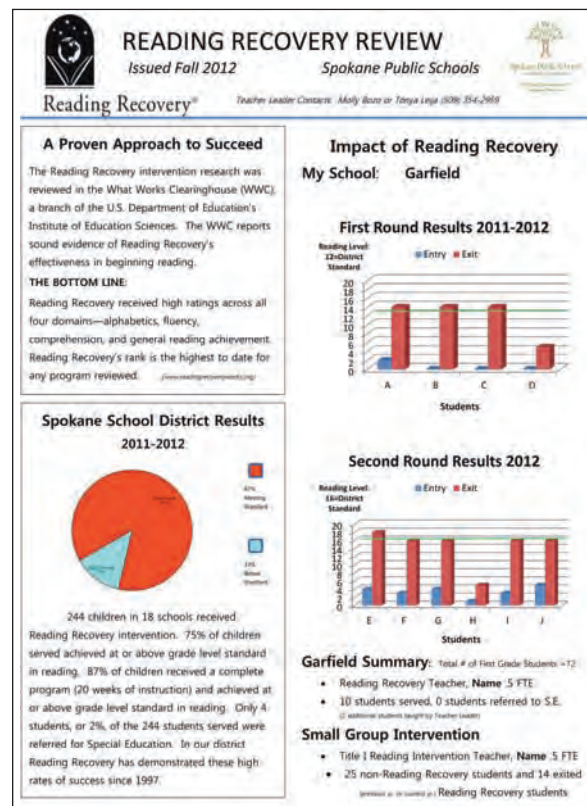
influence of Reading Recovery, we created one-page school reports. Our goal was to ensure that each principal and school team was aware of students' progress throughout the year.

The fresh and simple look made the reports easy to understand and use. Each school report focused specifically on students' progress at that school. The Reading Recovery teachers in each school shared the fall, midyear, and end-of-year reports. As teacher leaders, we continued to meet with principals to clarify questions that arose. We found that the school teams could look at the reports and immediately see the large growth that every student made in Reading Recovery.

*Tonya Leija and Molly Bozo,
teacher leaders
Spokane Public Schools
Spokane, WA*

Celebrating a milestone and making it personal

As a vintage site, St. Charles Parish Public Schools in Luling, Louisiana, strives to keep Reading Recovery in the forefront. The Reading Recovery staff hosted a 20th anniversary celebration focused on the "Power of One." Reading Recovery student pictures were enlarged, cut out, and lined the entrance of the Professional Learning Center to put a face to Reading Recovery for the teachers and invited guests who included our superintendent, principals, executive staff members, board members and former Reading Recovery teachers and supervisors. The large student headshots made an immediate personal connection for all who attended the session that focused on the history of Reading Recovery, our successes, and our plans for the future.



Simple one-page reports share student progress with each elementary school principal and school team throughout the year. Teacher leaders in the Spokane, Washington, public schools also meet with principals to clarify questions.

In addition to the big Power of One celebration, we drew attention to our 20th anniversary across the year. We sent the RRCNA “I’m A Reflection of You” documents to principals throughout the school year, and we provided behind-the-glass lessons for principals and curriculum and instruction staff members. Articles in local newspapers and school newsletters were published about Reading Recovery as well. The first Camp Reading Recovery was held for students who participated in Reading Recovery during the year, and school board member Melinda Bernard joined in by reading to the students.

At the end of the year, a “Reading Recovery At a Glance” report was provided to the executive staff and board members which highlighted key successes of the year’s implementation — the district discontinuing rate, end-of-year average text level, teacher list by school, and additional events supporting Reading Recovery across the district.

Terry Matherne, director of federal programs and Reading Recovery site coordinator

*St. Charles Parish Public Schools
Luling, LA*

Broadening understanding through behind-the-glass

At Chicot Primary School, we usually invite our staff and parents to see their children in Reading Recovery lessons at the school or come to professional development sessions when we are teaching their children behind-the-glass. At the beginning of this year, however, we had many changes to our staff across the grade levels, which brought numerous questions pertaining to

the role of Reading Recovery. Our principal, Ms. Richardson, saw the potential for educating parents and teachers about Reading Recovery in a new way.

Our school is not considered a traditional elementary school. We have an Early Childhood Center attached to our building, housed in a separate wing. Two of the classrooms on that wing are “model” classes and have an observation room attached. The observation room is very similar to what is used when we have behind-the-glass lessons during ongoing professional development. Ms. Richardson suggested that we utilize the prekindergarten observation room to teach a lesson for kindergarten, first-, and second-grade teachers, a total of approximately 30 teachers. We decided to teach three lessons in a row. Our principal arranged a suitable location for the PreK class during the time we would be using that classroom and arranged for substitutes in 30-minute increments to

provide coverage for each teachers’ classroom during one of the lessons. We also extended the invitation to our students’ parents.

During the lesson, our teacher leader explained the teaching interactions, highlighted the students’ strategic activity, and addressed the varied questions that stemmed from the observation. Teachers asked how to help children learn letters and how to build their knowledge of high-frequency words, and about the purpose of the sound and letter boxes in writing. They also had opportunities to see how we teach children to search and self-monitor and to understand more about prompts that help children problem solve independently.

Following this experience, teachers understood more about how we analyze students’ reading. They also acquired some strategies for keeping students engaged and for fostering their independence. We already had strong collaboration within our building, but after this behind-the-



Observing a behind-the-glass lesson, like this one in Vermont, gives classroom teachers an opportunity to ask questions and gain a greater understanding of how to analyze students’ readings and scaffold them to new learning.

glass experience at our school, the conversations with our teachers have centered around what our students are able to do and how to scaffold them towards new learning.

Brandy Cimino, LaShana Flowers, and Nikki Swanigan, Reading Recovery teachers

*Chicot Primary School
Little Rock School District
Little Rock, AR*

Tailoring the message to fit the audience

We all must advocate for Reading Recovery, and we already do! We already work with classroom teachers and other Reading Recovery teachers. I find that we can use the same tools and techniques advocating to principals, district administrators, and even state and federal lawmakers. If we wait until we are able to make large quantum changes, nothing may ever get done. However, we can make great strides through a series of logical, incremental changes. These changes almost always begin with one-to-one personal contact.

Advocates must tailor a unique approach that addresses the specific needs of their audience. A classroom teacher's needs are different from those of a school administrator. Approaching a state or federal administrator is no different from a school administrator, except that their needs are different (and usually more people are involved). Rather than using a sales approach such as "Reading Recovery is really good, and it does these things really well, therefore you should use it," we should consider a marketing approach: "Here's what you say you want to achieve, and here's how Reading Recovery can help you achieve your goals." The latter



Building relationships through one-to-one personal contacts is one key to creating positive changes. Kellie Ehlers (left), with the help of fellow Reading Recovery teacher Abby Miller, has found great success in Ohio by tailoring her messages.

approach involves perceiving the customer's needs and fitting the product or service to those needs. Marketing always trumps sales, because every listener is most interested in his or her own needs.

I want to share three personal examples of advocacy efforts in which I took a very structured approach and considered the needs and interests of my audience:

1. advocating for Reading Recovery by sharing findings with district administrators
2. advocating for a behind-the-glass learning lab in our district
3. advocating to state senators and the governor

Sharing findings with district administrators. A few years ago we faced possible budget cuts threatening Reading Recovery's future, and Reading Recovery was not yet fully

implemented in our district. Because I regularly shared my data and success stories with our teachers and my principal, I knew I had their support. As a result, my principal had been advocating for Reading Recovery at her administrative meetings. Still, I wanted to establish interpersonal connections by developing a network of collaborators who support Reading Recovery, including fellow Reading Recovery teacher, Abby Miller. I wanted to use data to show that Reading Recovery success was not isolated to particular teachers or buildings, but that it was uniform across the district. I discussed ideas with my teacher leader, then set the plan in motion.

I made an appointment at our district office where Abby and I met with our assistant superintendent, language arts coordinator, and elementary curriculum director.

They warmly welcomed us with open minds and ears. We shared several years of Reading Recovery data to illustrate Reading Recovery's powerful, long-term success. We pored over growth data and related the benefits: Reading Recovery changed our children, the way instruction is approached in our buildings, and how we instruct the hardest to teach.

Even if I fail, at least I can try to make a difference. ... Reading Recovery's future depends in part on our shared efforts. That's the magic of advocacy; we can all make a difference!

Soon, heads were nodding and faces were smiling. Next, we took it a step further by inviting them to observe Reading Recovery lessons and follow change over time.

Advocating for a glass. The second step of advocacy involved calling on our elementary curriculum director again. I invited him to attend a Reading Recovery ongoing professional development session with

me so that he could experience the power of teaching behind-the-glass. I talked with him about the usefulness of having a learning glass in our district. (Up to that point, we had to travel to neighboring sites and use their glass.) I explained that it could be used in multiple ways to promote and enhance teaching methodologies and improve practice. He was convinced. Soon afterward, the district found an available space, and Abby and I helped identify needed equipment and furniture. Our new learning lab quickly became a reality. What a thrilling experience to know that our district listens to us, trusts us, and wants to work as a team!

State-level advocacy. More recently, my third step of advocacy was to contact my governor and several state senators. They are very busy people, but I already have scheduled a meeting with two senators, and the governor's office called me back the other day. I intend to show how Reading Recovery fits with Ohio's Third Grade Reading Guarantee.

I am an example of the power of collaborative advocacy. I may not always have a clearly defined path, but I have passion. I cannot sit on the sideline hoping that others will secure Reading Recovery's future. Even if I fail, at least I can try to make a difference. And sometimes,

About the Author



Elizabeth (Betsy) Kaye is a Reading Recovery teacher leader in Little Rock School District and a trainer emeritus from Texas Woman's University. She has been involved in Reading Recovery since she trained as a teacher in 1988–89, and has also worked as a special education teacher and a classroom teacher.

what initially seems like a failure leads to eventual success. Merely by spreading the word, I plant the seed that later bears fruit when the right opportunity arises. Reading Recovery's future depends in part on our shared efforts. That's the magic of advocacy; we can all make a difference!

*Kellie Ehlers, Reading Recovery teacher
Evening Street Elementary School
Worthington, OH*