

WHEN A CHILD STRUGGLES TO READ, TAKE IT PERSONALLY. THEN TAKE ACTION.

Marketing Reading Recovery: Whose Job Is It?

If you've reviewed Reading Recovery's new marketing resources, you have read the urgent message to "take it personally, then take action." The headline was designed to grab the attention of busy administrators, urge them to read on, and to learn more about the difference that Reading Recovery makes in the life of a struggling beginning reader.

There is surely no more-personal intervention for struggling beginning readers than lessons taught by a Reading Recovery-trained teacher. Reading Recovery's research evidence has been evaluated by three review agencies—the What Works

Clearinghouse, the National Council on Response to Intervention, and the National Center on Intensive Intervention—and has received high ratings for effectiveness. Reading Recovery-trained teachers consistently say that they learn more about how to teach reading than in any other experience. With this evidence, why doesn't every struggling beginning reader have access to a Reading Recovery-trained teacher?

The short, easy answer is that many administrators perceive one-to-one instruction as expensive. Some say that too many children need help and Reading Recovery doesn't

"reach enough children." But behind every short, easy answer lies a deeper complexity.

The complexity of Reading Recovery implementation is its strength. No packaged program can substitute for an informed teacher's design and delivery of individual lessons for each child. In Reading Recovery, the teacher analyzes students' strengths and needs, selects procedures and makes informed teaching decisions before and during lessons, and assesses results to inform her next teaching moves. This process takes skill and ongoing study, as well as collaboration and support.

About the Resources

The online Marketing Toolkit makes it easy to communicate with decision makers. Resources are located in the Members Only section of the RRCNA website. Make time to read the resources. The messages are direct and the language is clear and easy to understand. Public resources are also available on the ReadingRecoveryWorks.org website designed for busy administrators.

An **overview brochure** with concrete examples (downloadable PDF); glossy printed pieces also available for purchase on the RRCNA website.

A series of **Fact Sheets** (downloadable PDFs)

- *Quick Answers to Common Questions* addresses questions most frequently asked by decision makers.
- *A Proven Approach to Success* reviews the What Works Clearinghouse review of Reading Recovery research.
- *When We Work Together They Win* describes how Reading Recovery works with RTI in schools.
- *Reading Recovery By the Numbers* provides national numbers from the previous year and cumulative results of Reading Recovery.

Reading Recovery is not a commercial packaged program that relies on a teacher's manual. It is a network of Reading Recovery university trainers, teacher leaders, and teachers to ensure ongoing learning and problem solving for the lowest-achieving students. The average Reading Recovery-trained teacher and teacher leader have multiple responsibilities in their schools and teach an additional 40 students beyond the 8 students served in individual instruction.

Even in the midst of budget crises, thousands of school administrators have looked closely at Reading Recovery's benefits and made it an essential part of the district offerings. They say that Reading Recovery-trained teachers and teacher leaders play an important role in their school's comprehensive literacy plan. Why do they choose and keep Reading Recovery? They say that Reading Recovery

- gets results and closes the achievement gap;
- is a short-term intervention;
- provides exceptional professional development;

- is highly rated by the What Works Clearinghouse;
- helps districts implement RTI, preventing unnecessary referrals to special education; and
- provides benefits to the whole school.

Beyond the naysayers and the supporters is a third group of administrators — those who don't have a lot of information about Reading Recovery. Some in this group even have Reading Recovery in their schools. If you are a Reading Recovery-trained teacher or teacher leader in this type of school, you are probably concerned about Reading Recovery's future for young struggling readers.

Taking It Personally and Taking Action

Across the country, many Reading Recovery educators have organized and used the new marketing resources to reach decision makers:

Boston Public Schools used the customizable PowerPoint in a principal's meeting. The presentation was adapted to include local data from

the previous year, describe the role of school teams, and illustrate different staffing models.

East Central Vermont Literacy Consortium customized marketing materials for advocacy and recruitment purposes. They used the combination of fact sheets for handouts, a tri-fold customizable brochure, and a PowerPoint presentation to recruit new schools and report on the status of existing sites.

Illinois Reading Recovery Center for Literacy – National Louis University attached Fact Sheet PDFs to emails when recruiting new schools and sites. Often used are "Reading Recovery Works" and "Reading Recovery by the Numbers." The center maintains an email list used for outreach to new and existing Reading Recovery schools.

Edenton-Chowan Schools – North Carolina adapted the customizable PowerPoint presentation to present local information. For the last slide they changed the headline to read: "When Children Struggle to Read, Edenton-Chowan Schools Takes it Personally."

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Case Studies with concrete examples of how Reading Recovery works in large and small school districts (downloadable PDFs)

- Suburban Chicago – Crystal Lake School District 47
- East Central Vermont Literacy Consortium
- Metro Atlanta – Gwinnett County Public Schools
- Sheridan, WY – Sheridan County School District #2

Streaming videos allow viewers to hear administrators from Indiana, Minnesota, Kentucky, and Ohio describe student achievement, costs, and benefits. A "before and after" lesson video shows student literacy growth from October, January, and May. Other videos demonstrate Reading Recovery professional development and RTI.

Additional Members Only resources

Enewsletters for administrators can be downloaded and attached as PDFs to your emails. Subjects include Outcomes, Theory, Observation Survey, and Return on Investment.

A **PowerPoint and script** can be customized for "awareness sessions." Two versions are available —one for outreach to new schools and another aimed at retention in schools that already have Reading Recovery.

Customizable **tri-fold brochure** can be adapted by schools or training sites and mailed in a #10 envelope.

Personalized **note cards** can be printed locally.

Advocacy resources can be downloaded and used for visits to elected officials (see page 68 in this issue).

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Dumas Independent School District – Texas used a customizable PowerPoint presentation to reach out to surrounding districts and describe Reading Recovery implementation.

University of Kentucky Reading Recovery Center took copies of the Overview Brochure to their annual teacher visits with Kentucky State legislators.

It's Our Job!

Whatever your situation, if you are a Reading Recovery educator, it's your job to take it personally, then take action. That means communicating regularly with administrative leadership in your school or district. It also means staying in touch with leadership who influence decisions — boards of education, state policy-makers, and other elected officials.

The new marketing resources are designed to help Reading Recovery educators do just that! Though these resources have been the subject of several newsletters and articles from RRCNA, many Reading Recovery-trained teachers have not yet used them. If there is no organized outreach team in your area, talk with your teacher leader about how you can get started. Think about the decision makers in your school or area, and make a plan to communicate regularly with them. Consider surrounding school districts that do not have Reading Recovery.

Reading Recovery is not a commercial program and has no paid sales force, only the dedicated professionals who have had the opportunity to learn how to help struggling readers.



RRCNA's New Learning Center: *Another great reason to renew your membership this year!*

The RRCNA Learning Center is an online gathering place where all members can share ideas and learn from one another. Members can watch videos, start up a discussion or live chat, share documents, post events, create their own groups and even try their hand at blogging.

You will find the link to the Learning Center from the Members Only page of RRCNA's website. Simply click on the link, create a password, and you're in! Don't forget to bookmark the page for easy access. If you have any questions, contact us at membership@readingrecovery.org.

Join Us for the Annual Membership Meeting

The annual membership meeting is a great opportunity for you to meet RRCNA's staff, committee chairs, and elected representatives. It's also a time for you to learn more about RRCNA committees and to offer feedback on member benefits and services. Dozens of door prizes will be awarded, and everyone leaves with a free gift. If you plan to be in Columbus for the National Conference, we hope to see you there!

Monday, February 4, 2013

4:30 – 5:30 pm

during the 2013 National Reading Recovery & K-6 Classroom Literacy Conference in Columbus

Update Your Email Address and You Could Win!

If you see *No Email* on the top line of this journal's mailing label, that indicates that we do not have a current email address on file for you. But more importantly, it means that you are not receiving all the special offers and announcements in RRCNA's Connections newsletters! To update your email address, simply log in at the website, and from the Members Only page, click Update Profile.

All members who update their email addresses before December 31, 2012, will be entered into a drawing for a \$50 gift certificate from any RRCNA Associate Member of your choice (see below).

Log in now!



Guests on Lifetime Television

Floretta Thornton-Reid (right), executive director of the Reading Recovery Center at Georgia State University, appeared in November as a guest on *The Balancing Act*, a 1-hour morning show on Lifetime Television Network. The segment was one of a four-part Parent-Teacher Corner series that included Michele Dufresne (center) of Pioneer Valley Books. A former Reading Recovery teacher leader, Michele suggested to producers that they invite a Reading Recovery professional for the Solutions for Struggling Readers segment.



Partners in Excellence

Partners play a vital role in advancing the vision of any organization. RRCNA is pleased to call these companies our partners. Through their Associate Membership, they generously support the work of the Council to meet the needs of struggling readers. Our thanks to these companies who supply the books, assessment materials, and resources you need for your lessons and classroom instruction.

Click Suppliers Guide at www.readingrecovery.org



Reading Recovery® Council
of North America

Generous Donors Support Training

Three generous donors have recognized the importance of the teacher leader and have helped underwrite the cost of training for four new teacher leaders for the 2012–2013 training year. The awards of \$15,000 each were awarded to districts to assist with the cost of training.

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 Hameray Publishing Group, funded two teacher leader scholarships and will donate books (\$1,000 value) to the newly trained teacher leaders for use in their teaching. Training these teacher leaders will benefit communities in South Carolina and Wisconsin.

School District of Pickens County, Easley, SC

Renee G. Anders is training this year at Clemson University. She brings 15 years of teaching experience (4 as a Reading Recovery teacher), and National Board certification. Her training is part of a renewed district-wide commitment to Reading Recovery. The district has had Reading Recovery since 1993, and is now scaling up implementation to include all 16 elementary schools. About half of students are eligible for free and reduced lunches. The School District of Pickens County is located in the foothills of South Carolina and includes mostly rural and small-town communities.

Valley Area Reading Recovery Consortium, Menasha, WI

Kay M. Honish is training at National Louis University. Her 20 years in education include learning disabilities teaching, classroom teaching, and work as a Reading Recovery/literacy resource teacher. When trained, she will be a second teacher leader for the Consortium that includes 10 school districts: Appleton, Chilton, Columbus, DePere, Hortonville, Menasha, Oshkosh, Pembine, Shwano, and Beaver Dam. The Consortium supports about 50 Reading Recovery teachers and is beginning its 20th year of implementation serving a diverse population with 60% free and reduced-price lunch status students.

Pioneer Valley Books



Pioneer Valley Books offers a wide variety of fiction and nonfiction books and other resources at affordable prices for Reading Recovery, primary classroom, and literacy teachers. Their mission is to provide engaging stories and teaching materials that help children develop strong literacy skills and love of reading. Dynamic photographs and appealing illustrations provide the reader with support and extension of the text. Pioneer Valley Books funded one teacher leader scholarship and will donate Pioneer Valley books (\$1,000 value) to the newly trained teacher leader for use in teaching or training.

Quincy Public Schools 172, Quincy, IL

Tracee Farmer is training at National Louis University. Her 20 years of teaching encompass a variety of roles including primary classroom, Reading Recovery, interventionist, and literacy coach. In her new role, she will work with 16 Reading Recovery teachers from Quincy Public Schools 172, as well as 11 Reading Recovery teachers in six neighboring districts. In recent years, economic need in the Quincy district has increased from 39% to 54%. Quincy Public Schools has been a Reading Recovery site for more than 20 years and recently built and equipped a new behind-the-glass training center.

Reading Recovery Council

An anonymous donor to the Reading Recovery Council contributed to fund one teacher leader scholarship.

Edenton-Chowan Schools, Edenton, NC

June Proctor is training at the University of North Carolina-Wilmington. Her 29 years in education include experience teaching PreK, kindergarten, primary grades, Reading Recovery, and literacy coaching. Her training will allow her to support the Edenton-Chowan Public Schools, plus schools in seven other rural counties across a 200-mile radius. She will replace a retiring teacher leader. Edenton-Chowan Schools have implemented Reading Recovery for the past 13 years and maintained a teacher training site for the past 8 years.

Donors Fund 22 National Conference Professional Development Grants

Each year the National Conference provides rich opportunities for educators to hear literacy experts speak, network with colleagues, and increase their professional knowledge and skills. This year, \$1,000 grants will be awarded to 22 active Reading Recovery professionals to help with National Conference attendance costs. This funding is available through these generous sponsors: Heinemann, MaryRuth Books, Minnesota Professional Development Grant, Reading Reading Books LLC, SongLake Books, Tenyo Family Foundation, Townsend Press, and an anonymous donor. Additionally, seven Geri Stone Professional Development Grants were awarded to help offset the cost of attendance at other professional development conferences.



Bling Brings in Bucks

Knowing the need for continued fund raising to support Reading Recovery, the RRCNA Development Committee, chaired by Cathy Duvall, planned two successful fundraising opportunities as part of the 2012 Teacher Leader Institute and Leadership Academy.

A silent auction included jewelry donated by teacher leaders from across the nation. Many brought in unique pieces that represented their local area. Bidding continued over 24 hours with some people returning multiple times to bid on the 40 items. A hand-painted scarf was also prized by many.

The second effort was a webcast DVD for those who contributed \$25 or more to the RRCNA Fund campaign during the conference. The DVDs are suitable for individual use or professional development sessions.

The efforts raised more than \$2,600 in funds designated to support three professional development grants for attendance at the 2013 National Conference. RRCNA's Development Committee is already considering ways to continue these gift-giving opportunities so that even more people will receive support in the future.

Reading Recovery: Supporting Literacy Educators for Collaboration and Leadership

The 2012 Teacher Leader Institute & Leadership Academy offered 30 diverse sessions and was attended by 373 school administrators and Reading Recovery teacher leaders, teachers, trainers, and site coordinators. Held June 20–23 in Bethesda, MD, the conference focused on ways to strengthen early literacy intervention — particularly the utilization of Reading Recovery professionals to enhance school- and district-level coalitions. Three major areas were addressed: teaching and learning, advocacy and leadership, and collaboration.

Dr. Richard Elmore, an expert on education policy and administration, opened the conference with his keynote session on establishing the conditions to successfully implement interventions. Dr. Ronald Gallimore, a distinguished scholar and educator on teaching principles and practices, presented his keynote session on how to sustain teaching improvements (see page 41).



Richard Elmore



Ronald Gallimore

On the final day of the conference, Wyoming Principal Jason Hillman discussed the remarkable, measurable impact Reading Recovery has made on his entire school.

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Teacher Leader Award Winners Tell Their Stories About Reading Recovery

Note: Teacher Leader Awards are presented annually to individuals who have displayed a strong commitment to expand Reading Recovery and maintain its high standards, and who have made significant contributions to implementation beyond the local level. Congratulations to the 2012 winners who were recognized at the 2012 Teacher Leader Institute & Leadership Academy in June. Excerpts from their remarks are featured below.

Thomas G. “Tommy” Floyd

Superintendent, Madison County Schools, Madison, KY

On behalf of the Madison County Board of Education, I bring you greetings from the Bluegrass State. This award was and is a surprise to me. The award brings proper attention to an effort in our district that deserves the spotlight — the dedication of our Reading Recovery teachers and leaders. I am honored to represent them. I have watched them at work and have seen first hand the compassion and concern they demonstrate for their students. I have read their exit surveys, inquiring about how to further improve the program and of course how to incorporate more students that do not get into the program each year.



The leadership and training provided by our teacher leader, Dr. Amy Smith, is simply phenomenal, and she and her team have trained teachers in many other districts to provide Reading Recovery to students that we will probably never meet. Their goal is clearly not earmarked for only Madison County students. Because of their hard work, our data is very positive. Perhaps one of the most exciting illustrations of the positive impact that Reading Recovery is having on our district is the total — 35% of proficient students are former Reading Recovery students.

The role of today’s superintendent in this time of ever-reduced resources and ever-increasing demands is to recognize and promote those things which most benefit students; Reading Recovery does just that.

I am reminded of the fact of each child that was a struggling reader who is now able to

- experience more confidence and feel an improved self-esteem through new skills,
- speak out accurately in a group discussion about what was just read aloud,
- read to their parents at home,
- discover a world through reading that was previously closed to them, and
- live a life where reading is a basic acquired skill.

I am a believer in what Reading Recovery is doing in Madison County and elsewhere for our children.

Julie Olson

Director of elementary education & Reading Recovery site coordinator, Independent School District 196, Rosemount, MN



Thank you so much for the privilege of being here and accepting this award on behalf of the many individuals in District 196 that have made this possible.

Our discovery of Reading Recovery began more than 20 years ago. As an elementary principal in December 1990, I read an article in *Education Week* about the implementation of Reading Recovery in Upper Arlington, OH, and the phenomenal results they were seeing. Before becoming a principal, I had been a Title I and first-grade teacher, so I knew the challenges. When I saw my first behind-the-glass session, I was so excited I could hardly stand it! Summarizing what I saw, we presented the case that our school board needed to understand the most-important elements in Reading Recovery. They included

- astute observation of a student,
- working from a child’s strengths,
- acceleration of learning,

- focused professional development for teachers (the best investment), and
- structure/rigor/accountability.

These are things that were important to use to advocate for Reading Recovery 20 years ago, and they still are.

Shortly afterwards, I met with the late Dr. John Manning from the University of Minnesota to get their sponsorship since we were the first district to train in Minnesota. He, who had worked with Marie Clay at the Institute for Child Development at the University of Minnesota, said, “Marie took the best of what is known about emerging literacy and put it with the best of what is known about professional development.” And then he added, “I wish I had thought of it.”

ISD 196 is a second ring suburban district of Minneapolis/St. Paul with 28,000 students and 18 elementary schools. This year we are proudly celebrating full implementation status for 20 years. Over 152 Reading Recovery teachers have trained in our district and nine others, and we have served 7,210 Reading Recovery students over the years.

In the past 20 years, we have had three talented, passionate teacher leaders: Kathy Holmdahl Bendelin, who established our site; Regina Stenski, a trained TL from CA whose husband transferred to Minnesota for 3 years; and our current teacher leader, Teresa Douglas. We’ve had dedicated Reading Recovery teachers and more than 50 trained advocates including classroom teach-

ers in K–middle school, special ed, Title I, and ELL, as well as awareness sessions with principals and district office administrators, classroom teachers, and school board members.

Robert Williams

*Director of special project services,
Long Beach Unified School District,
Long Beach, CA*



Thank you so much for this great honor. I share this award with many folks on the Long Beach team.

From Kathy Brown, our teacher leader, who works closely with each of our Reading Recovery teachers that are working with their Reading Recovery students, and also with the teachers that they are coaching. Our superintendent, Chris Stienhauser, is a superintendent who was supportive of the model, even while we are in such tough economic times.

I have always felt that until we address the classroom teaching, the progress of Reading Recovery students could be marginalized. Two years ago we proposed a change in our current Reading Recovery implementation. Our plan included fully implementing Reading Recovery along with classroom coaching initially in first-grade classrooms and then in second grade and kindergarten classrooms. These teachers spend one hour 5 days a week in their assigned teacher’s classroom. There,

they model and coach the teachers utilizing proven guided reading strategies. They also provide a very comprehensive professional development model for all of the K–2 teachers. We have found that most teachers will do their best with what they know — but when they know more, they will do better.

The model has not only worked at improving the teaching strategies but also changing the expectations of teachers. We have seen teachers change their perceptions of what students can accomplish. This above all was one of the most gratifying accomplishments of the program. We also have seen two of the schools have a possibility of moving out of Program Improvement. While this may not be the only reason, it is certainly a variable that has attributed to their success.

Since these times can be very fiscally challenging in California, we have persevered and held onto a program that not only addresses the needs of our most-challenging students but widens the Reading Recovery net to all of our kindergarten through second-grade students in selected schools. I can’t tell you how much this recognition will validate the work we have been doing in Long Beach.

JOIN US FOR THE
**2013 Teacher Leader Institute
& Leadership Academy**
June 12–15
in Bethesda, MD (metro DC)

See page 66 for information!

2013 National Reading Recovery & K-6 Classroom Literacy Conference

February 2-5, 2013 • Columbus, Ohio

Four days of outstanding professional development in Reading Recovery and K-6 literacy



Keynote Speakers

Peter Johnston

Author and literacy researcher, University of Albany-SUNY

Capitalizing on the Promise of RTI



Patricia Scharer

Reading Recovery trainer and professor, The Ohio State University

Texts as Teachers



Brian P. Cleary

American humorist, writer, and poet

A Funny Thing Happened



Featured Speakers

Reading Recovery

Nancy Anderson

Reciprocity Between Reading and Writing: Strategic Processing as Common Ground

Mary Fried

Activating Teaching: Using Running Records to Inform Teaching Decisions

Barbara Schubert

Sharing Our Practice: The Discipline of Noticing

K-6 Classroom Literacy

Linda Dorn

The Construction Zone: Building, Expanding, and Transferring Knowledge Through Teacher Scaffolding

Maria Nichols

The Power of Purposeful Talk

Jan Richardson

Accelerating Struggling Readers in Grades 2-6

Your Principal or Superintendent Could Receive a FREE REGISTRATION

All you need is 5 or more Full Conference paid registrations—from the same district for superintendents or from the same school building for principals. See the website for details.



115 sessions with emphasis on research-based instruction in reading and writing for

- Reading Recovery Professionals • K–6 and ELL Teachers
- School Administrators, Principals, and Superintendents • Reading Specialists
- Literacy Coaches & Coordinators • Interventionists • Intervention Specialists
- Title I Teachers & Coordinators • Curriculum & Language Arts Specialists
- School Librarians • School Psychologists • University Faculty



Flexible Registration Options give you the ability to register for a Preconference Institute, the entire Conference, and/or a partial Conference, on a weekday or weekend.



Register by December 15 and SAVE \$50!

Preconference Institutes on Saturday, February 2

Institutes provide in-depth explorations of topics with interactive discussions and audience participation. Immerse yourself in a focused 1-day comprehensive session before the Conference begins!

Assessing Individual Learning Progressions with An Observation Survey
Betsy Kaye and Janice Van Dyke

BOOK STUDY INSTITUTES
Teaching Strategic Processes in Reading (book included)
Susan Fullerton and Janice Almasi

An In-Depth Study Session: Particular Problems
Mary Fried, Leslie McBane, Cheri Slinger

Opening Minds: Using Language to Change Lives (book included)
Peter Johnston

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School Administrators Institute on Monday, February 4

With shrinking budgets and increasing federal and state mandates, schools are challenged to find ways to ensure all of their students are reading at grade level. Find answers at this day-long Institute.

Content includes:

- Literacy as Access: Exploring Concepts of Cultural Competency presented by Dwight Watson, dean of the College of Education, University of Northern Iowa
- Using Data to Enhance Literacy Practices and the Implementation of Reading Recovery at Your Campus
- Resources, Planning Considerations, and Ideas to Successfully Start Your Implementation
- Scaling Up Quality Professional Development and Funding Opportunities



www.readingrecovery.org/conferences
FOR SPEAKER AND SESSION INFORMATION