Generous Donors Fund Teacher Leader Training Scholarships

Three donors have recognized the importance of the teacher leader and helped underwrite the cost of training four new teacher leaders. The $15,000 awards paid a portion of teacher leader training costs for each recipient and to attend the National Reading Recovery & K–6 Classroom Literacy Conference and the Teacher Leader Institute.

A generous donor who wishes to remain anonymous contributed to the Reading Recovery Council to fund one teacher leader scholarship. The recipient is June Proctor, Edenton-Chowan Schools, Edenton, NC, training at University of North Carolina Wilmington.

Pioneer Valley Books funded one teacher leader scholarship and will donate Pioneer Valley books ($1,000 value) to the newly trained teacher leader. Tracee Farmer, Quincy Public Schools 172, Quincy, IL, training at National Louis University, meets with Michele Dufresne (right) of Pioneer Valley Books.

Hameray Publishing Group and the Yuen Family Foundation provided funding to help train two teacher leader scholars and donated $1,000 in books to the newly trained teacher leaders. Pictured left to right are Renee Anders, School District of Pickens County, Easley, SC, training at Clemson University; Christine Yuen, Hameray Publishing Group; Kay Honish, Valley Area Reading Recovery Consortium, Menasha, WI, training at National Louis University; and Raymond Yuen of Hameray Publishing Group.
Numerous grants were awarded to help fund professional development for active Reading Recovery educators. Grant recipients assembled at the Columbus Convention Center for the 2013 National Reading Recovery & K-6 Classroom Literacy Conference.


Front row L-R: Cynthia Coldiron, Shelly Sharp, Mia Riddle, June Proctor, Lisa Silva, Lauren Buck, Batzaya Struble, Jan Barke, Christine Jojola, Shelly Casey, Kelly Shepard, Tee Fiero, Domitila Aguirre, and Esther Berndt.

**Reading Reading Books, LLC** is an educational publisher located in Reading, PA. They offer a variety of fiction and nonfiction leveled books specifically designed for beginning readers. The goal of Reading Reading Books is to provide quality, affordable books for young children. Pictured is Matt Bonnell of Reading Reading Books with the recipient, **Joanne Johnson**, Grand Island Central School District, Grand Island, NY.

**Townsend Press** is an educational publisher of an acclaimed series of reading, vocabulary, and writing textbooks. They also publish the King School Series, leveled books for kindergarten and first grade. Through their nonprofit foundation, they publish an affordable library of original and classic paperbacks. Pictured is **Tee Fiero**, Woodford County Schools, Midway, KY, with George Henry of Townsend Press.
The **Minnesota Professional Development Grant**, established in memory of Reading Recovery teacher leader Diane Holum, supports National Conference grants for Minnesota Reading Recovery professionals and others who support the implementation of Reading Recovery. The recipient is **Jan Barke**, Roseville Area Schools, ISD 623, Roseville, MN, pictured with Tonya Person, Minnesota Professional Grant representative.

**Geri Stone Memorial Fund Grants and Scholarships**

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. Pictured left to right are recipients **Sherry Sharp**, Muhlenberg County Schools, Greenville, KY; **Mia Riddle**, Charleston County School District, Johns Island, SC; and **Cynthia Coldiron**, Florence School District 1, Florence, SC. Other recipients are **Deborah Hills** and **Lori Sutter**, Rochester Community Schools, Rochester Hills, MI; **Michelle Orzel**, Linden Community Schools, Linden, MI; and **Kelsey Spratt**, Boulder Valley Schools, Boulder, CO.

**SongLake Books** offers leveled books sold in unique collections for reading programs, including Reading Recovery. Book collections include fiction and nonfiction selections with a variety of genres at each level and are culturally diverse and gender fair. Titles are handpicked to target children of all ability levels, especially at-risk readers. Pictured is **Stephanie Powers**, Grand Island Central School District, Grand Island, NY, with Carol Levine of SongLake Books.

**MaryRuth Books, Inc.** offers instructional, clever books that provide reading practice using photos and illustrations to facilitate word recognition and engage the young reader. The popular Danny books, featuring Danny the yellow lab, are reported by reading specialists to be a first choice among their students. Pictured is **Cindy Chamberlain**, Fayette County Public Schools, Lexington, KY, with Mia Coulton of MaryRuth Books.
Tenyo Family Foundation was founded by the late Sophie Tenyo to support charitable, religious, scientific, literary, and educational endeavors for the public welfare and well-being of mankind. The recipients pictured back row L-R: Kelly Shepard, Cedar Falls Community School District, Cedar Falls, IA; Domitila Aguirre, Ravenswood City, Menlo Park, CA; Donna Tibbetts, Evesham Township School District, Marlton, NJ; Kaylynn SinghDhillon, Kaw Valley USD 321, St. Mary’s, KS; Anita Babb, Alpine School District, American Fork, UT; Taryn Tulchinsky, Epping School District, Epping, NH; and Patti Maier of the Tenyo Family Foundation.

Front row L-R: Batzaya Struble, Denver Public Schools, Denver, CO; Lauren Buck, Beaufort County Schools, Chocowinity, NC; Christine Jojola, Douglas County School District, Castle Rock, CO; and Shelly Casey, Tomahawk School District, Tomahawk, WI.

RRCNA Professional Development Grants are made available from donations to the Reading Recovery Fund. The recipients pictured back row L-R: Lisa Silva, Beaufort County Schools, Chocowinity, NC; Annette Sipe, Beaufort County Schools, Washington, NC; Jeanne Snyder, Roseville Area Schools, ISD 623, Roseville, MN; and Kathleen Wirth Mills, York School District One, York, SC. Front row: Esther Berndt, Redwood City School District, Redwood City, CA; and Dorothy Portalla, Epping School District, Epping, NH.

Heinemann is a leading publisher of books, multimedia programs, and professional development resources for K-college educators as well as classroom materials. Heinemann publishes many of the foremost educators in Reading Recovery. The recipient is Karen Page, Epping School District, Epping, NH.
Hameray Authors Share Royalties from Kaleidoscope Series

During the National Conference, a royalty check for $7,710 was presented to RRCNA—a contribution made on behalf of Hameray Publishing Group and the authors of their latest book series, the Kaleidoscope Collection. It was the second annual donation of royalties pledged to RRCNA from this book series. The first 40 titles were published in November 2010, 50 additional titles in February 2012, and the remaining 60 titles in February 2013.

A generous supporter of Reading Recovery, Hameray Publishing Group partnered with authors in the publication of this series of leveled readers written by a team of experienced Reading Recovery teachers, teacher leaders, literacy coaches, and reading specialists—all members of RRCNA. Under the editorial guidance of Joy Cowley, one of the most well-loved and respected children’s authors in the world, the series includes fiction and nonfiction titles.

Every Gift Helps!
The Reading Recovery community is deeply grateful for your support. Your tax-deductible gift will help to bring one of the most-successful international reading and writing interventions to struggling readers across North America. To contribute, visit www.readingrecovery.org and click on the ‘Make a Gift’ link.

Sharing the Love: Attendees Raise $14,118 for Reading Recovery Fund

The month of February brings Valentine’s Day and thoughts of love. Attendees at the February 2013 National Reading Recovery & K–6 Classroom Literacy Conference shared their love—for the children they inspire and the work that RRCNA does to support their efforts—with donations to the Reading Recovery Fund.

“Romance aside, you are who you are because you choose to work with children,” RRCNA Development Committee Chair Cathy Duvall told attendees. “Young minds come to us with big dreams, varied hopes, and divergent aspirations. Some struggle in learning to read and write, and you are there to support them. Once a child experiences literacy, their lives and ours are forever changed.”

The RRCNA Development Committee seeks external support for grants, scholarships and Reading Recovery projects, and support from individual donors to support RRCNA’s mission. This conference challenge raised $14,118 to support those efforts!

Gifts of $25 or more were acknowledged with a DVD webcast of either “Learning to Read is Not a Race: Exploring Teaching Opportunities with Chapter Books for Transitional Readers by Jeff Williams or “Prompting for Strategic Activity” by Shannon Henderson and Janet Bufalino.
Annual Membership Meeting Draws Record Attendance

After a day of intensive learning and networking, over 300 Council members attended this year’s Annual Membership Meeting. Held on February 4 during the National Reading Recovery & K–6 Classroom Literacy Conference, the meeting offered a chance to relax and enjoy an afternoon snack and learn more about the work of the Council.

This year’s meeting agenda included presentations by each of the RRCNA standing committee chairpersons, a mini-reception for members to meet and talk with Board representatives and RRCNA staff, and door prizes galore! By the size of this year’s crowd, word is getting around that is a festive event not to be missed! If we didn’t see you at this year’s meeting, we hope to see you next year.


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
Recently, the RRCNA Communications Committee invited you to tell us what you think about the ways we routinely share information with you, including The Journal of Reading Recovery, the RRCNA website, the ReadingRecoveryWorks decision-maker website and marketing resources, and our email communications. In all, 625 people (about 14% of those we contacted) answered multiple-choice questions and many took the time to write comments about their experiences. We have read every single comment and categorized them so they can be discussed at upcoming meetings of the communications committee, the RRCNA Board, and RRCNA staff.

### The Journal of Reading Recovery
This practitioner’s publication is well-read and appreciated. About 7 of 10 respondents said they read the Teaching and Implementation sections “always” or “most of the time.” For the Research and RRCNA News sections, that number is about 6 in 10. A whopping 9 of 10 said JRR is “always” or “most of the time” informative, has something of interest, is a valuable professional publication, and contains information not readily available elsewhere.

A related question about JRR content asked about interest in reading articles about the “other part” of a Reading Recovery teacher’s day. The answer was a resounding “yes” for articles about small-group teaching and literacy coaching. These responses will be closely read by communications committee members and editors as they consider how to maintain the journal’s Reading Recovery focus and respond to this interest.

### RRCNA website
About 95% of you who answered the survey said you are using the website. The percentages break down roughly in thirds for those reporting weekly, monthly, and occasional use. Members report using all web resources, though some received higher use than others. More than 8 of 10 members said they “often” or “occasionally” used the Reading Recovery and Members Only sections of the website. Nearly 7 in 10 members report that they read JRR articles online, and 40% have used webcasts often or occasionally.

### ReadingRecoveryWorks.org decision-maker website and resources
More than a year ago, RRCNA launched the “I’m a Reflection of You” campaign to help Reading Recovery advocates reach out to administrators, curriculum decision makers, and elected officials. After many presentations, JRR articles, and enewsletters calling attention to these resources, the survey revealed that just slightly more than half of those responding have reviewed the resources and used them! Those who know about the resources (again about half of the total who responded) rate their quality as “excellent” or “good.” Despite these encouraging numbers, from 20–40% reported that they didn’t know about the Works website or the availability of the videos and handouts. We’ll be discussing these findings and how we can encourage wider use both for retention of present sites and recruitment of new sites.

### RRCNA Connections and other email messages
To keep members informed about recent events and professional learning resources, RRCNA sends emails to members with registered email addresses. Connections, a monthly members-only enewsletter, provides a summary of the latest news. In addition, members receive periodic emails about conferences and events, webcasts, teaching and learning products, and marketing resources. Members were asked how often they read RRCNA Connections and other email messages.

A full survey report is available online in the Members Only section of the RRCNA website. Thanks to those of you who gave your time to help improve RRCNA communications.
Exceptional Keynote Speakers and Sessions Focused on Creating a Literate Future Together

Highlights from the 2013 National Reading Recovery & K–6 Classroom Literacy Conference — February 2–5 in Columbus, OH —

Peter Johnston kicked off the conference on Sunday with his keynote presentation, “Capitalizing on the Promise of RTI,” which emphasized teacher expertise and classroom communities. Grounded in research, his remarks reminded educators to think about where they invest their time and effort. He encouraged us to have more focus on helping children help each other.

He has a wealth of experiences ... he truly wants us to be better teachers and be mindful that we treat our students with the respect they deserve in order to help them develop inquiring minds.

— 2013 conference attendee

Patricia Scharer (second from the right), provided our keynote session on Monday with “Texts as Teachers.” Focusing on the marriage of literature and learning theory, her mission is to see children reading widely, deeply, and often! She is pictured with (left to right) RRCNA leadership Salli Forbes, president and conference chair; Jady Johnson, executive director; and Janet Behrend, vice president. Pat is also RRCNA’s president-elect.

Dr. Scharer was amazing and my teachers are still talking about her presentation.

— 2013 conference attendee

With humor and a deep commitment to improving children’s literacy, Brian P. Cleary’s keynote session on Tuesday reminded us that learning facts doesn’t have to be dull. His books encourage children to have fun while they learn how to use punctuation, the Dewey decimal system, and so much more.

A wonderful speaker, he really gave me a boost and inspired me to use my humor as a source of engagement for my students.

— 2013 conference attendee
Thoughts from conference attendees

It was truly life-changing professionally. It invigorated me and gave me new knowledge to take back and use immediately in my teaching. Some of the sessions changed the way I look at my teaching and my students.

I had such a wonderful time! I learned A LOT and I have already started implementing some of the strategies in my classroom! Thank you for a fantastic conference.

This is by far the most influential conference on my teaching. Every year I am challenged to stretch my personal goals and reading further.