President’s Message

Reading Recovery Works:
30 Years of Excellence

RRCNA President Patricia L. Scharer

It’s time to party! It is exciting to be planning for the 30th anniversary of Reading Recovery in North America. We hope that everyone will be part of this celebration through local events and also nationally at the National Reading Recovery & K–6 Classroom Literacy Conference in February 2015.

Two years ago, I decided to capture the thoughts and reflections of key individuals who were part of the early history of Reading Recovery in the U.S. I traveled across the country with my video camera learning everything I could about the people who have made Reading Recovery possible for the past 30 years.

Rose Mary Estice was in the first teacher training class held at The Ohio State University in 1984. During her interview, she noted that she had always thought she was a pretty good teacher but then reflected, “I didn’t really know how to teach until Reading Recovery.” Just last week, a teacher just finishing her initial training year in Reading Recovery told me the very same thing!

My interviews are full of other amazing quotes like these:

• It’s the greatest professional learning experience I’ve ever had. (Cliff Johnson, Georgia State University)

• When Romeo got to “Along came…” he said, “ain’t no tiger afraid of a crocodile!” My God! (Noel Jones, University of North Carolina Wilmington)

• Clay read widely in related fields which gave her the greater vision to be able to be a strong “rudder” — to offer “innovative lenses” to maintain quality but also evolve. (Diane DeFord, University of South Carolina)

• When I first became acquainted with Reading Recovery in the 1980s, I didn’t even have words to express it. Reading Recovery was a genuine professional community. (Anthony Bryk, president, Carnegie Foundation for the Advancement of Teaching)

• Marie Clay always made you feel comfortable. She never was an authority figure; she was always humble. She listened and she watched. She knew what to ask to pull you along. (Carol Lyons, The Ohio State University)

Whether you are among the handful of people who remember our beginnings in 1984 or are new to the Reading Recovery community, each of us has reason to be grateful to Marie Clay and to appreciate her legacy.

That’s what that story was all about! He was focused on the meaning and the story! (Noel Jones, University of North Carolina Wilmington)

RRCNA Plans and Resources to Help You Celebrate Your Success

We are getting ready to celebrate at all levels! As you think about your own celebrations, it will be helpful for you to know the larger plans and resources you will have available.

First, the theme:

RRCNA Plans and Resources to Help You Celebrate Your Success

Reading Recovery Works: 30 Years of Excellence

This theme allows us to describe how and why Reading Recovery works for students, teachers, and schools. RRCNA will feature examples that include student success stories, teacher professional development, and how Reading Recovery is an integral part
of whole school success. RRCNA will also seek stories for *The Journal of Reading Recovery* and for a special anniversary section on the RRCNA website.

**Resources for schools, training sites, and UTCs**
RRCNA will create resources to help local schools, training sites, and universities celebrate and raise community awareness. By the end of summer the member section of the RRCNA website will offer:

- 30th anniversary graphics for print and online use,
- template press releases and website copy to be adapted for local use,
- 30th anniversary fact sheets,
- template certificates and press releases to recognize training sites for 15, 20, or 25 years of operation,
- and more!

**Anniversary websites**
The RRCNA website will host a special anniversary section with selected success stories about students, teachers, schools, and photos of anniversary celebrations across the country. In addition, the site will link to schools, training sites, and university websites with local anniversary stories and events.

**National Conference**
This is the place where Reading Recovery professionals and others will gather to learn and to celebrate our history. Plans for a special anniversary reception are underway during the Conference, February 7–10, 2015, in Columbus, OH.

Wherever you are, you can find a way to celebrate and to reach out to let others know about Reading Recovery’s rich history and continued success. I can’t wait to watch these exciting events as they spread across the U.S. and Canada!

During one of my interviews with Gay Su Pinnell, she described a lesson as “like a beautiful dance” between the teacher and reader. There have been over 2 million dances since Reading Recovery came to North America. Now, it’s time for us to get on our party shoes and dance in celebration of 30 years of excellence!

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**Join us in Chicago for the 2014 Teacher Leader Institute**

**June 11–14 at the DoubleTree Hotel Oak Brook**
(west of downtown)

**CONTENT HIGHLIGHTS**
- Going Deeper into Teaching for Strategic Activity
- Planning Effective Professional Development Around Teaching for Strategic Action
- i3 and the Remarkable Success of Reading Recovery
- Comprehensive Literacy • Leadership and Outreach • Technology
- Optional Sessions on Wednesday, June 11

**Audience — Currently certified teacher leaders and trainers**

**Register online at Conferences & Events on the RRCNA website**

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**Keynote Speaker Julia Douëtil**
University of London
Executive Director’s Message

Guide Promotes Whole School Benefits of Reading Recovery

RRCNA Executive Director Jady Johnson

Spring has officially arrived after a long and snowy winter! The familiar seasonal change is particularly welcome this year. In your schools and districts, spring means that your seasonal planning cycle is also in process. As you collaborate with administrators to consider your work in 2014–2015, please introduce them to our newest publication, *Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System*.

This publication offers practical guidance on how Reading Recovery-trained teachers can build and strengthen professional learning communities in their schools. We know administrators will value the guide because it offers a range of planning tools that can be adapted to the needs of your school. You can read more about this guide on page 32 of this issue, “Tools Help Guide Journey to Comprehensive Literacy System.”

The authors of this guide are well known in the Reading Recovery and literacy community — Billie J. Askew, Gay Su Pinnell, and Patricia Scharer. Interviewers and writers for the case studies added rich detail about how a comprehensive literacy system evolved in four different sites across the country. Thanks also go to Peter Johnston, Linda Dorn, Salli Forbes, Jason Hillman, and Janice Van Dyke who interviewed administrators and Reading Recovery teacher leaders at South-Western City Schools in Ohio, Ozark R-VI School District in Missouri, Fort Bend ISD in Texas, and Meadowlark Elementary in Wyoming.

Although the guide may seem to break new ground, it is more evolutionary than revolutionary. Many successful schools have extended the knowledge and skills of their Reading Recovery teachers to work with classroom teachers and others in their school. In our 2010 interviews with school superintendents, many said their Reading Recovery-trained teachers’ deep knowledge had a direct impact on improved classroom instruction. RRCNA captured this idea in the “whole school benefits” content on the Reading Recovery Works website. In a video there, Kentucky Principal Gerry Brooks discusses his belief in Reading Recovery’s broader school impact.

We all need to promote understanding of this broader potential among school curriculum decision makers. That is why this new guide is so important. When Reading Recovery’s foundational principles are applied throughout the school, the success of students, teachers, and the whole school increases.

“I would love to have had this guide back in 2005 – well, earlier actually,” said Jason Hillman (left) as he and Patricia Scharer prepared for shooting a brief video describing RRCNA’s newest publication. Meadowlark Elementary, where Hillman was principal, had a dramatic turnaround from a failing school in 2005 to Blue Ribbon School Award winner in 2012. “Although they called us the ‘Meadowlark Miracle,’ we knew it wasn’t a miracle, but a lot of hard work,” Hillman said. You can see the video and order the new guide on the RRCNA website.
VISION STATEMENT
We ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.

MISSION STATEMENT
We achieve reading and writing success for children through partnerships that foster:

- Reading Recovery in English, Spanish, or French as an essential intervention within a comprehensive literacy system.
- Teaching of children that is expert and responsive
- Professional development for teachers that is specialized and continuous
- Ongoing development of knowledge and practice based on research, data, and the theoretical framework that has underpinned Reading Recovery since its founding

A new vision and mission statement reflects the significance of partnerships in our work and the explicit recognition that Reading Recovery is an essential intervention “within a comprehensive literacy system.” As you read the new vision statement, you will find it familiar, but stated in a more-positive and straightforward manner. Ensuring a literate and productive future is what we are all working for as we look forward to celebrating our 30th anniversary year in 2014–2015.

RRCNA Board of Directors Election Results
We are pleased to share results of the recent election for terms beginning July 1, 2014.

Vice President
Lindy Harmon
Trainer, University of Kentucky, Lexington, KY

Secretary
Suzanne DeWeese
Teacher Leader, Emporia State University, Emporia, KS

Teacher Leader Representative
Jeffery Williams
Solon City Schools, Solon, OH

Teacher Representative
Tee Fiero
Northside Elementary, Midway, KY

Site Coordinator Representative
Karen James
Little Rock School District, Little Rock, AR

Site Coordinator Representative
Karen Scott
Ozark School District, Ozark, MO

Trainer Representative
Anne Simpson
Texas Woman’s University, Denton, TX
Generous Donors Continue to Fund Teacher Leader Training Scholarships

Two generous donors have recognized the importance of the teacher leader and helped underwrite the cost of training two new teacher leaders in 2013–14. The awards of $15,000 each fund a portion of teacher leader training costs and attending the National Conference and the Teacher Leader Institute.

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. 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. Pictured is Hollyanna Bates, Summit School District, Frisco, CO, training at Texas Woman’s University (right), with Michele Dufresne of Pioneer Valley Books.

Hameray Publishing Group and the Yuen Family Foundation
The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today’s educators. The Yuen Family Foundation—a private charitable organization—in conjunction with Hameray Publishing Group funded one teacher leader scholarship and will donate books ($1,000 value) to the newly trained teacher leader for use in her teaching. The recipient is Judith Dougherty, Sheridan County School District No. 2, Sheridan, WY, training at the University of Arkansas at Little Rock, pictured here with Ray Yuen (left) and Kevin Yuen.
Grants Help Fund Professional Development

Numerous grants were awarded to help fund professional development for active Reading Recovery educators. These recipients and donors gathered at the 2014 National Conference.

**Rea & Associates** is a certified public accounting (CPA) firm with 11 locations in Ohio. The team of CPAs and business consultants relies on knowledge and experience from more than 70 years of success. The recipient is Laurel Crimm, Oldham County Schools, Pewee Valley, KY.

**KEEP BOOKS** are designed as a school/home book program that addresses the need for inexpensive but interesting books for young children to read at home. Pictured here (left to right) are Halli Pedersen, Manzanita Charter School, Lompoc, CA; Patricia Scharer representing KEEP BOOKS; and Jodi McGowen, Paoli Community Schools, Paoli, IN.

**Blueberry Hill Books** offers laugh out loud fun from levels 1 to 20. Children love Fluffy and Charlie, as well as other recurring characters. These fiction and nonfiction books were carefully designed to foster reading strategies and comprehension. The recipient is Nancy Sulkowski, (left) Warren Woods Public Schools, Warren, MI, pictured here with Pat Hamilton of Blueberry Hill Books.

**SongLake Books** hand selects the best books from the best companies and organizes them into leveled book sets for guided reading and Reading Recovery. Book collections include fiction and nonfiction selections with a variety of genres at each level. The recipient is Alexandra Kanacznet, (left) Warwick School District, Warwick, RI, pictured here with Carol Levine of SongLake.
Tenyo Family Foundation offered 10 National Conference grants. The 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 are (standing left to right): Parralee Powell, Edenton-Chowan School District, Edenton, NC; Tanya Lange, Appleton Area School District, Appleton, WI; Nichole Kuhn, Topeka Public Schools USD 501, Topeka, KS; Analese Cravens, Jefferson County Public Schools, Louisville, KY; (seated left to right): Carla Reissman, Arlington County School District, Arlington, VA; Barbara Rice, Broken Arrow Public Schools, Broken Arrow, OK; Tessa Abrahamson, Forest Lake School District ISD 831, Forest Lake, MN; Tracy Hagan, Monroe County School District, Tompkinsville, KY; Christy Gamble, South Sioux City Community Schools, South Sioux City, NE; and Jinna Collins-Jwacu, Anoka-Hennepin School District, Minneapolis, MN.

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. Richelle Barkley, Detroit Public Schools, Detroit, MI (right) is pictured with Mia Coulton of MaryRuth Books.

Minnesota Professional Development Grant was established in memory of Reading Recovery teacher leader, Diane Holum. This award honors her commitment and passion for literacy and learning. The recipient is Siri Peterson, (right) Roseville Area Schools 623, Shoreville, MN, pictured with Tonya Person, representing the fund.
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 above are (standing) Rebecca Broughton, University of Kentucky, LaGrange, KY; Karen Allmen and Lori Dupuis, Lapeer Community Schools, Lapeer, MI. Not pictured are Christal Black, York School District One, York, SC; Donna Brisse, International Community School, Decatur, GA; and Tiffani Keene and Jillian Beccia, Goodrich Area Schools, Goodrich, MI.

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. Deborah Farrar, Maine School Administrative District 61, Naples, ME, is pictured with Matt Bonnell of Reading Reading Books.

Grant opportunities for the 2014–2015 year will be posted on the Scholarships & Grants page of the RRCNA website later this summer.

Teacher Leader Training Scholarships Application Deadline is May 30

Funding for the 2014–2015 training year is made possible by generous donations from Hameray Publishing Group/Yuen Family Foundation and Pioneer Valley Books. The scholarship provides support for the initial training of teacher leaders, which consists of a full time, 1-year postgraduate course at one of the Reading Recovery university training centers. Application materials must be emailed as one combined PDF file no later than May 30.

Get details and download the application at http://readingrecovery.org/rrcna/philanthropy/scholarships
If you’ve worked with Cathy Duvall (above), teacher leader at Fort Bend ISD in Texas, you know she is firmly committed to Reading Recovery because she has seen how Reading Recovery has transformed the lives of teachers and students in the 45 elementary schools of her school district. For the past few years, Cathy has also served as chair of the RRCNA Development Committee, which developed the theme of this year’s annual fund campaign, “Invest in Your Profession, Transform Lives.”

The campaign’s graphic, a bright Monarch butterfly, symbolizes the transformation that occurs in schools, teachers, and children as they experience the power of Reading Recovery. Cathy and Julie Francis (above right), teacher leader at Warwick Public Schools in Rhode Island, were among those encouraging National Conference attendees to support the Reading Recovery Fund. Nearly $12,000 was contributed! The fund supports RRCNA priorities such as advocacy for education policy on comprehensive literacy instruction, adequate school funding, meaningful professional development, ongoing research, and outreach to school decision makers. RRCNA is the only professional organization devoted to serving the priorities of Reading Recovery professionals.

Thank you Cathy and Julie, and thanks to all of you who donated at the National Conference and to this year’s annual campaign.

For the third year in a row, Hameray Publishing Group and the authors of its Kaleidoscope Collection contributed a portion of their sales revenue and royalties to RRCNA. Hameray President Kevin Yuen and his parents, Ray and Christine Yuen, presented a check for $7,524 to RRCNA Executive Director Jady Johnson during the National Conference. The Kaleidoscope Collection is comprised of 150 titles—leveled readers written by a team of experienced Reading Recovery teachers, teacher leaders, literacy coaches, and reading specialists—all members of RRCNA. The series contains both fiction and nonfiction books. Joy Cowley, one of the most well-loved and respected children’s authors in the world, provides editorial guidance for the series.
California teacher leaders met in March with U.S. Senator Dianne Feinstein’s education aide, Katie Gross, at her office in San Francisco. The goal was to advocate for Reading Recovery at the federal level and share the extensive data and research that resulted in federal i3 funding to scale up Reading Recovery nationally. Meeting with the senator’s aide in San Francisco were Susan Wray and Esther Augustin Perez from Ravenswood in East Palo Alto; Suzanne Landuyt from San Juan Unified in Sacramento; and Lisa Blanc from Santa Clara Unified.

Gross then traveled to Santa Clara that evening to observe two behind-the-glass lessons taught by teachers-in-training. Sharing the professional development experience were Dr. Adria Klein, university trainer from Saint Mary’s College in Moraga; teacher leaders-in-training Joal Arvanigian from Berkeley, Kathy Franson from Lompic, and Alicia Heneghan from San Mateo; and the entire Santa Clara teachers-in-training class. The day’s events illustrated the three-tiered professional development network of university training centers, training sites, and individual schools, as well as the network of teacher leaders across the state. Most importantly, Gross was able to observe the power of one-to-one intervention and the level of professional development Reading Recovery teachers experience.
Minnesota Teacher Leaders Meet with Congressman

Letters and pictures from students and a JRR article featuring a child from his district helped Minnesota teacher leaders tell the Reading Recovery story to Congressman John Kline (R–2) at his district office in Burnsville. In addition, they shared state-level Reading Recovery data in a fact sheet compiled by Kendra Tlusty, teacher leader in Roseville Public Schools, and linked Reading Recovery to the “Read Well by Grade Three” state initiative. They also put the RRCNA outreach and advocacy materials to great use by leaving behind the “I’m a Reflection of You” brochure and the “Their Success is Our Success” and What Works Clearinghouse fact sheets. And of course, they invited the congressman to attend a behind-the-glass session to get a personal look at the power of Reading Recovery. Stay tuned...

Meeting with Congressman John Kline at his district office in January are teacher leaders Teresa Douglas (left), Independent School District #196, Rosemount-Apple Valley-Eagan; and Maren Wallenberg, Saint Paul Public Schools.

Ohio Senator’s Staffers View Behind-the-Glass Lesson

In early March, the South-Western/Dublin Reading Recovery Site in Central Ohio hosted two representatives from the office of U.S. Senator Sherrod Brown (D-OH): Michaela Hahn-Lawson, staff assistant, and Chadd A. Smith, regional representative. Both were pleased to observe a behind-the-glass lesson as well as listen to the discussion by the teachers-in-training during the lesson.

Senator Brown has a strong history of support for education initiatives that impact the most-vulnerable students. Both Hahn-Lawson and Smith found the experience enlightening.

“It was great to witness the class, and we loved seeing how Reading Recovery is benefiting teachers and students here in Ohio,” Hahn-Lawson said. Smith added, “It was our pleasure to observe the training. It was really insightful to learn about the process of teaching and the work that goes into it.” The site was appreciative that Senator Brown sent his staff to observe training.
Everyone’s a Winner at RRCNA’s Annual Membership Meeting

Nearly 200 attended this year’s annual membership meeting during the National Conference. Attendees enjoyed an afternoon snack while catching the latest scoop from RRCNA’s committee chairs, then dozens of lucky members ended their day as door prize winners. Thanks to RRCNA’s Associate Member companies, all attendees left with a “little book” and a smile! We hope to see you at next year’s meeting on February 9 in Columbus!


Partners in Excellence — Our Associate Members

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. 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
Online Resources For Parents Can Help Children Keep Learning in Summer

As the school year winds down, RRCNA’s online resources can help parents sustain their children’s literacy learning during the summer months. These new resources have been well used since their introduction last fall, with more than 9,000 pageviews by the end of March. With this year’s students and families in mind, take a few minutes to check out the website pages and match resources with the needs you see.

Choosing Books with Your Child
reminds parents that they can encourage their child’s interest in reading by visiting the library, allowing the child to choose her own books, and sharing books with others.

Reading and Writing with Your Child
offers information about how families can support their children in daily talking, listening, and reading. The page also encourages parents to help their child write messages and explore the sounds of language.

After Your Child Has Completed Reading Recovery Lessons
reviews what happens when a child’s Reading Recovery lessons are completed. Engagement with family in word games, library visits, and writing notes will reinforce and expand what the child has learned.

Single-Page Resources for Parents to Download and Print

Book Review—Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever provides an engaging and easy-to-read explanation of how children learn to read and the key role that reading aloud plays in children’s literacy development. Reviewer Laurel Dickey wrote that the book “provides an entirely user-friendly explanation of the perspective from which Reading Recovery teachers work!”

Waiting Games engages children’s knowledge and imagination in word games to make waiting time pass quickly and easily. Six easy games can be adapted to fit different ages and abilities.

What Can You Say Besides Sound It Out? gives families suggestions about how to help their child develop flexible problem solving when he can’t figure out a word. The language is clear and simple, and at the same time, it illustrates the complexity of literacy processing.

Other Helpful Links for Parents
The ReadWriteThink Website is sponsored by the International Reading Association and the National Council of Teachers of English and has many activities, games, and ideas for families in the Parent and After School Resources section.

Encourage parents to explore the resources available at http://readingrecovery.org/reading-recovery/resources-for-parents
Highlights from the 2014 National Reading Recovery & K–6 Classroom Literacy Conference  
February 1–4 in Columbus, Ohio

RRCNA Executive Director Jady Johnson (left) and RRCNA President and Chair of the 2014 National Conference Patricia Scharer greeted attendees during the opening session. Keynote speaker Mary Anne Doyle (right) illustrated Marie Clay’s theoretical perspective that has enhanced our understandings of literacy, young learners, and early intervention.

Enthusiastic participants deepened their literacy knowledge in preconference, general, and concurrent sessions.

LEFT — Keynote speaker Brian Pinkney, distinguished children’s book author, illustrator, and musician, shared experiences that inspired his books and captivated us with the rhythm of his art.

Sharon Taberski encouraged her keynote session audience to use opportunities within the reading workshop to engage and empower students to make them strategic learners and critical thinkers.
Over 115 research-based literacy sessions balanced theory with practice

deep learning … interaction
educational tools … engagement
inspiration … achievement
literacy expertise … inspiration
creating lifelong readers