Andy Hargreaves, researcher, scholar, and presenter at several Reading Recovery conferences, co-authored *Uplifting Leadership: How Organizations, Teams, and Communities Raise Performance*. The term “uplifting” was chosen because it distilled the leadership quality that authors identified after a 7-year study of diverse organizations across the world. They define uplift as “the force that raises our performance, our spirits, and our communities to attain higher purposes and reach unexpected levels of achievement” among people and organizations.

While Reading Recovery educators are widely recognized for reaching unexpected achievement levels with individual hard-to-teach students, fewer people understand how Reading Recovery-trained teachers can lift literacy achievement throughout a school or district. Yet each of us can name multiple examples of uplifting leadership sparked by Reading Recovery educators. A few follow.

**2015 National Reading Recovery & K-6 Literacy Conference** This year’s School Administrators Institute held during the conference had record attendance! Among the sessions were presenters from Ohio, Wisconsin, and Minnesota where Reading Recovery educators played leadership roles in strengthening schoolwide comprehensive literacy. Special congratulations go to Minnesota presenters from Brainerd ISD #181; each of their six elementary schools received 2014 National Blue Ribbon Awards!

Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System

This 2014 guide, available from RRCNA, details how Reading Recovery educators can play an important role in building schoolwide professional learning communities. The self-assessment tools in the guide, and the new toolkits with organized professional development resources, are being used in many school districts this year. A third toolkit on text reading and comprehension is under development and we expect its release by the end of this school year.

**New emphasis on leadership training for Reading Recovery teachers**

At many Reading Recovery training sites, teacher leaders are working with Reading Recovery teachers to strengthen leadership skills.

For example, in North Little Rock School District, teacher leader Gretchen McCoy works with the Reading Recovery teachers to build professional development sessions that they can then present to the classroom teachers in their building.

Michelle Dorsey, Reading Recovery teacher at Seventh Street Elementary, said, “Last year, we met weekly with teachers in Grades K–3 and once a month I presented a PD topic that was selected by Gretchen using Reading Recovery teacher and classroom teacher input. Some of those included analyzing running records, fluency, working with words, helpful ways to prompt, change over time, and others,” Michelle said.

“Gretchen was an integral part of the literacy learning process at Seventh Street Elementary. Her presence and participation at our collaboration meetings bridged the gap between Reading Recovery, coaching, and classroom teaching. The staff became one team working towards the same goal. Teachers had a new trust in the team idea and apprehensiveness...
dissipated as we all learned and implemented new ideas. Gretchen’s role was multifaceted as she served as a teacher leader, mentor, colleague, and peer. Teachers began asking more questions, making reflections, and asking for suggestions to help struggling learners. Everyone gained valuable knowledge that enriched student learning throughout this series of collaborations!”

2015 Teacher Leader Institute & Leadership Academy This year’s conference, June 23–26 in Kansas City, MO, offers examples of how several training sites have worked with Reading Recovery teachers to expand outreach and increase collaboration to support schoolwide comprehensive literacy. Reading Recovery teacher leaders, trainers, and literacy team members including administrators, coaches, and language arts directors will attend. Richard Allington, keynote speaker, will address this question: We could teach every child to read, but will we?

All of these events and initiatives illustrate an expanded focus on leadership. We can move forward with confidence because we are supported by Reading Recovery’s sound theoretical and scientific base. And for those of us who knew Marie Clay, she was THE shining example of uplifting leadership.

Hargreaves and his colleagues close their study with these words: “When we eventually step aside and complete our final journey, the good works and the good work should still go on. Our life’s work is to help raise others up — our children, our colleagues, and our communities. This becomes our legacy.”


Join us in Kansas City for the 2015 Teacher Leader Institute & Leadership Academy
June 23-26 at the Westin Kansas City at Crown Center, Missouri

Leadership That Supports Collaboration and Leadership
• Sessions focused on teaching and learning, leadership and outreach, and collaboration
• IDEC and i3 updates • Session for new teacher leaders • Session for DLL teacher leaders

WHO SHOULD ATTEND
• Required professional development for Reading Recovery teacher leaders
• Reading Recovery trainers
• School literacy teams – Reading Recovery site coordinators and teachers
  Administrators – principals, superintendents and board members
  Grades K–6 classroom, Title I, and intervention teachers
  Literacy coaches, reading specialists, and special education professionals
  Curriculum and language arts specialists

Keynote Speaker
Richard Allington
Professor of literacy studies at the University of Tennessee and past president of the International Reading Association and the Literacy Research Association

Register online now at www.rrcna.org/conferences