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.”


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**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
The Reading Recovery community has inherited a rich legacy. No other literacy intervention has the strong theory base of Marie Clay and the definitive research base accepted by the What Works Clearinghouse. Our research evidence allowed Reading Recovery to earn the $45.6 million Investing in Innovation (i3) Scale-Up Grant awarded in 2010 by the U.S. Department of Education. The i3 grant paid for training more than 3,700 new Reading Recovery teachers over the past 5 years.

The i3 initiative funded training for Reading Recovery teachers at a time when teacher expertise is increasingly recognized as the key factor in student success. Additional benefits of this grant are the independent research studies published by the Consortium for Policy Research in Education (CPRE). These studies confirm and expand the knowledge we gained from earlier research. As the grant ends this spring, we can look forward to a third and final CPRE report on what is believed to be the largest educational research study ever conducted.

It's not surprising that as the i3 grant ends, many in the Reading Recovery community are asking, “What now?” There are still huge numbers of students and schools that need Reading Recovery. We still face the challenges of informing administrators and decision makers about Reading Recovery and helping them understand the value a Reading Recovery-trained teacher brings to their school. We still have critics who espouse a “phonics first” approach.

What we need to do now is to keep doing what we know is right. As we carry on, we have even more certainty of the benefits Reading Recovery brings to students, schools, and teachers. We must continue to share the evidence with funders and decision makers.

Funding for training and implementation have always included a mix of federal, state, and local dollars. Although the i3 grant infused funds for training in the past 5 years, for the 25 preceding years school districts found a way to fund training and professional development for the benefit of their students. As we celebrate Reading Recovery’s 30th anniversary, many school districts have sustained their implementation for 10, 15, and 20-plus years. Building that kind of sustained support requires constant outreach and team building.

One initiative being piloted now by the RRCNA Board—Leadership Awareness Programs—shows promise for building support. It is a strong person-to-person initiative to introduce local leaders to Reading Recovery. You can read more about this effort on page 86.

I encourage you to use the resources for outreach in the Members Only Resource Center on the RRCNA website and to call on us if there are additional resources we can create to help you in your efforts. And, if you are like many others who believe that RRCNA’s work is crucial in keeping Reading Recovery strong in the U.S. and Canada, please maintain your membership and encourage your colleagues to do the same!
When RRCNA Board members and supporters gather, talk often turns to the need to raise awareness, money, and increased support for Reading Recovery and RRCNA. This winter, RRCNA leadership in three communities turned that talk into action when they invited friends and community leaders to attend Leadership Awareness Programs and learn more about Reading Recovery. The hosts of the events believe the initial response is promising, particularly for Reading Recovery schools and districts.

While each gathering and setting was unique, all had common elements. The invitation letter instructed people to “leave their checkbooks at home” because the intent was for invitees to learn more about Reading Recovery. Each event included 12–20 people who heard a 20-minute presentation to kick off a broader discussion.

Gay Su Pinnell and Pat Scharer, OSU Reading Recovery trainers, hosted the first event at Pinnell’s home. The Worthington Arts Center was the location of the second Columbus area event organized by Kellie Ehlers, Reading Recovery teacher and Board member, and local resident Lori Overmeyer. The third event was hosted by RRCNA Development Committee Chair Cathy Duvall and Board member Mary Jackson in Houston. In all cases, a diverse group of attendees included individuals such as foundation representatives, attorneys, real estate agents, university faculty, executives of nonprofit organizations serving the needs of young people, and current and former school board members.

“These people came to the table with a deep understanding of the impact literacy has on quality of life for a community,” Jackson said. “Their ‘listening ear’ was with us as we discussed how Reading Recovery had benefitted children locally and nationally. As a result of our meeting, their positive voice for Reading Recovery is already being heard in the community.”

RRCNA Executive Director Jady Johnson also previewed the session with deans from the Reading Recovery university training centers. Their interest is in using the presentation for college of education faculty meetings and with various advisory boards the college convenes.

Please contact Johnson for additional information about the Leadership Awareness Programs.

Parents of former Reading Recovery students shared their children’s experiences and progress during and after lessons with attendees at the Leadership Awareness Program in Worthington, OH. Pictured here left-to-right are Susan Hilbert, Reading Recovery teacher Kellie Ehlers, Jody Schomaker, Frederica Stupka, and Larry Stupka.
Pioneer Valley Rallies Colleagues to Create Expansion Grants for UTCs

What happens when you retire from Reading Recovery? For many former Reading Recovery-trained teachers and teacher leaders, leaving their school-based positions means continuing to use knowledge and skills on behalf of children and teachers. Consider Michele Dufresne, former Massachusetts teacher leader and the publisher of Pioneer Valley Books. She not only writes and publishes books for Reading Recovery and classroom use; she still makes time to volunteer in Florida schools 2 days a week.

“Unfortunately, these are schools without Reading Recovery,” Michele said. “It’s frustrating to see children that need Reading Recovery and don’t have that help available. I do what I can in the time available and have donated books for their classrooms, too.”

In this second career, Michele has also contributed time and dollars to RRCNA to fund teacher leader scholarships and make funds available to help support and expand Reading Recovery. This past fall, she approached RRCNA with another expansion idea. In honor of Reading Recovery’s 30th Anniversary in North America, Michele decided to donate $30,000 to make 30 teacher training scholarships available for university training centers to support schools training new (not replacement) Reading Recovery teachers.

Michele contacted other RRCNA associate members who supply Reading Recovery’s little books and other teaching products, and two quickly agreed to also fund expansion grants. Kaeden Books headed by Craig Urmston and his wife, Kathleen, a former Reading Recovery teacher, agreed to donate $10,000 for 10 teacher training scholarships. SongLake Books, owned by former Reading Recovery teacher Carol Levine, donated $5,000 for 5 teacher training scholarships.

Five other publishers also agreed to donate books and teaching resources to create starter sets for the 45 new teachers-in-training. In addition to Pioneer Valley and Kaeden, publishers providing starter sets are Blueberry Hill Books, MaryRuth Books, Reading Reading Books, Resources for Reading, and Richard C. Owen Publishers.

Congratulations to the 2015–2016 Expansion Grant Recipients

Georgia State University
Gwinnett County Public Schools

Oakland University
Detroit Public Schools
Grand Blanc Community Schools
Walton Charter Academy

The Ohio State University
Washington DC Public Schools

National Louis University
School District of Waukesha
North Pekin Marquette Heights District 102
Scholarship and Grant Recipients Attend National Conference

Five teacher leaders in five states are in training thanks to generous donors whose contributions totaled $60,000. Teacher Leader Scholarships are granted to schools that have demonstrated a commitment to continue Reading Recovery and have selected an excellent teacher leader candidate.

Pioneer Valley Books Scholarship

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 $15,000 teacher leader scholarship. Pictured with Michele Dufresne (left) of Pioneer Valley Books is Andrea Overton, Anderson School District Five, Anderson, SC, training at Clemson University.

Reading Recovery Teacher Leaders Scholarship

Reading Recovery teacher leaders raised $10,000 during a 2-year campaign to fund a 30th Anniversary teacher leader scholarship. Nichole Kuhn, Topeka Public Schools USD 501, Topeka, KS, training at Emporia State University, is pictured here with RRCNA Development Committee Chair Cathleen Duvall (left).

Hameray Publishing Group and the Yuen Family Foundation Scholarships

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 contributed $35,000 to fund three teacher leader scholarships in three states. Pictured are (standing left-to-right) Laura Juarez Codicetti, San Francisco Unified School District, San Francisco, CA, training at Saint Mary’s College; Jennifer Batchelor, Anderson County Schools, Clinton, TN, training at Georgia State University; and Carla Bauers-Gonzalez, School District of Waukesha, Waukesha, WI, training at National Louis University; with Ray and Christine Yuen of Hameray Publishing Group.
The 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. Recipient Kelly Seibert, Maple Lake #881, Maple Lake, MN is pictured with Tonya Person (left) representing the fund.

Tenyo Family Foundation provided 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. Recipients are (left to right, standing) Cynthia Craft, San Diego Unified School District, San Diego, CA; Angela Hobson, Hanover County Public Schools, Ashland, VA; Syndie Haaland, Kingston City Schools, Kingston, NY; Mary Collins, Papillion-La Vista School District, La Vista, NE; Lisa Silva, Beaufort County School District, Chocowinity, NC; (seated) Molly Sutherland, San Juan Unified School District, Sacramento, CA; Sharon Brown, Jefferson County Public Schools, Louisville, KY; Patti Maier, representing the Tenyo Family Foundation; Jamie Nelson, North Mahaska Consolidated School District, New Sharon, IA; Kathryn Moll-McAllister, Brainerd Public Schools ISD 181, Brainerd, MN; and (not pictured) Paula du Vair, DC Everest School District, Mosinee, WI.
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 are grant recipients Stephanie Crowe, Jefferson County Public Schools, Louisville, KY; and Mary Foster, Topeka Unified School District 501, Topeka, KS; with Patricia Scharer (seated) representing KEEP BOOKS.

Grant opportunities for the 2015–2016 year and for the 2016 National Conference will be posted on the Scholarships & Grants page of the RRCNA website later this summer.

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 and are culturally diverse and gender fair. The grant recipient is Karen Maruoka, San Francisco Unified School District, San Francisco, CA pictured with Carol Levine (left) of SongLake Books.

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. Pictured with Matt Bonnell of Reading Reading Books is grant recipient Tara Kachelriess, Scotch Plains-Fanwood Public Schools, Scotch Plains, NJ.
Hameray and Authors Donate Royalties from Kaleidoscope Collection Sales

Some gifts keep on giving! For the fourth year since publication, the Hameray Publishing Group and 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 $9,694.44 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. Children’s author Joy Cowley provides editorial guidance for the series that has now generated more than $35,000 in royalties! Thanks go to Kaleidoscope authors and to the Yuen family who have a history of generous support for Reading Recovery!

Gay Su Pinnell Matches Contributions in Reading Recovery Fund Challenge

Although spring seemed far away at the 2015 National Reading Recovery & K-6 Literacy Conference, butterflies landed on nametags for many attendees who contributed to the Reading Recovery Fund. The butterfly, a symbol of transformation, has become the recognized symbol of the change that occurs in children, families, schools, and teachers through Reading Recovery’s power. The Reading Recovery Fund allows RRCNA to continue its work supporting education policy, adequate school funding, meaningful professional development, ongoing research, and outreach to school decision makers.

This year, Gay Su Pinnell issued a challenge to donors, matching each dollar contributed. In all, donors contributed nearly $15,000. That’s nearly $30,000 for the 30th Anniversary! Thank you, Gay, and thank you to all generous donors who allow us to continue to support the transformation that occurs through Reading Recovery.

Hameray Publishing Group/Yuen Family Foundation is funding two $15,000 teacher leader training scholarships for the 2015–2016 training year. The scholarship provides support for the initial training of teacher leaders at one of the Reading Recovery training centers. School districts located in the United States and in Canada are eligible to apply for the scholarship. Teacher leader candidates must be members of RRCNA. Deadline to apply is May 30. Application is online at the link below.

http://readingrecovery.org/rrcna/philanthropy/scholarships
Looking for Donation Opportunities?

Shop Amazon and Help Support RRCNA
AmazonSmile is a simple and automatic way you can support RRCNA every time you shop, at no cost to you. When you shop at AmazonSmile, you’ll find the exact same low prices and selection with the added bonus that Amazon will donate a portion of the purchase price to your favorite charitable organization.

You use the same account on Amazon.com and AmazonSmile. Your shopping cart, Wish List, wedding or baby registry, and other account settings are also the same. On your first visit to AmazonSmile you will select a charitable organization to receive donations from eligible purchases before you begin shopping. Then, every eligible purchase you make will result in a donation.

The AmazonSmile Foundation will donate 0.5% of the purchase price from your eligible AmazonSmile purchases. The purchase price is the amount paid for the item minus any rebates and excluding shipping and handling, gift-wrapping fees, taxes, or service charges. If you shop Amazon, go to [www.smile.amazon.com](http://www.smile.amazon.com) for additional information.

Thrivent Clients Can Recommend Grants to RRCNA
Thrivent is a financial services organization that helps its 2.4 million clients be wise with money and live generously. In addition, Thrivent provides opportunities for members to be even more generous with organizations they value. The company maintains a member-advised charitable grant program, Thrivent Choice,® that gives eligible members the power to recommend where some of Thrivent’s charitable outreach funds are distributed. RRCNA is a participating organization. If you are a Thrivent client and would like to learn more, visit their website at the link below.

[https://www.thrivent.com/making-a-difference/living-generously/thrivent-choice/](https://www.thrivent.com/making-a-difference/living-generously/thrivent-choice/)

Everybody Wins at 2015 Annual Membership Meeting
One of the many high points of the national Conference is RRCNA’s Annual Membership Meeting. This event offers an opportunity for hundreds of members to gather to hear updates on the work of RRCNA’s committees, meet their elected representatives, and offer their feedback on RRCNA’s membership benefits.

Board members Maryann McBride and Pat Scharer “emceed” the door prize drawing, providing lots of laughs and entertainment. Before the meeting was over, 30 lucky attendees like the one shown here won a variety of prizes including books, gift baskets, plush toys, jewelry, classroom resources, and more. As is the case every year, no attendee left empty-handed, thanks to the generosity of our Conference exhibitors.

Free Digital Resources: Take Advantage of All the Benefits of Your RRCNA Membership

Haven’t had a chance to check out the Members Only Resource Center? Log in today and discover all the digital benefits of RRCNA membership, including these:

• Reading Recovery Book List
  with searchable title, level, and publisher;
  includes Descubriendo la Lectura titles.
  Print your own custom-sorted list or the entire Book List in PDF format.

• Searchable Journal Archive
  of full text articles from The Journal of Reading Recovery, Literacy Teaching and Learning, Running Record, Network News, and Council Connections

• Listening Library
  of over 75 audio recordings on topics of interest to Reading Recovery and early literacy professionals (downloadable mp3 files)

• Copymaster Forms
  for Observation Survey (English and Spanish) and Literacy Lessons Designed for Individuals

• Speaker Handouts
  for many National Conference sessions over the past 5 years

• Decision-Maker Resources
  to help administrators understand the power of Reading Recovery

• Parent and Family Materials
  including template permission and exit letters, homeschool communications forms, customizable text for newsletters, parent brochure, and more

• Reading Recovery Photos
  including professional images to use on your website, in presentations, and in print materials

• New Learning Modules coming soon!

• New for Canadian Members!
  Print book labels directly from RRCNA’s website! Just download the PDF files, pop your blank labels into your printer, and click “print.” Labels are sorted by book title or by level and will print 80 labels per page.

Visit members.readingrecovery.org to access these and other resources. If you’re new to the site, take a few seconds to set up your user account and profile. All you need is your member ID number, located on the address label on this journal.

Don’t forget the 30th Anniversary resources!

Logo, banner, poster, press release template, and more to help you celebrate our anniversary year. And please keep sending your stories and photos for the 30th Anniversary website!
Celebrating the 30th Anniversary of Reading Recovery in North America
2015 National Reading Recovery & K-6 Literacy Conference

This year’s Conference joined literacy leaders and educators from around the world in a quest to better serve the literacy needs of kindergarten through sixth-grade students. Dedicated to improving literacy, attendees were abuzz with new understandings and the impact this would make on their teaching and their students’ learning.

Our keynote speakers, who have made a significant impact on literacy in their lifetimes, ignited each day with their knowledge and inspiration.

ABOVE — Mary Fried (center) opened the conference with her keynote that demonstrated powerful teaching is grounded in research, theory, and history. She is pictured with Janet Behrend, RRCNA president and chair of the 2015 National Conference (left), and Jady Johnson, RRCNA executive director.

ABOVE RIGHT — Lucy Calkins affirmed Reading Recovery’s contributions across the world during her keynote and challenged all educators to re-set their thinking to lift student achievement.

RIGHT — Joy Cowley, delighted us with the commemorative book she wrote in honor of our 30th anniversary. During her keynote, she shared her insights as an author and reminded us that pleasurable learning leads to pleasurable recall.

We can, therefore we must! This memorable toast to the next 30 years was offered by Gay Su Pinnell and Patricia Scherer during the special anniversary reception that celebrated Reading Recovery’s past, present, and future. Former student Graham Bowling, now a student at Miami (Ohio) University and Sharon Gilbert, teacher leader, shared the impact of Reading Recovery on Graham’s life. His story deeply touched and inspired us.
The School Administrators Institute had the highest attendance ever! It provided administrators from around the country the opportunity to share issues and ideas for solutions. The Institute opened with a session on core values led by Gay Su Pinnell and Patrick Callaghan and his district’s leadership team, shown above.

The 2015 National Conference offered 115 sessions that balanced theory with practice, the newest books and educational tools in the exhibit hall, and a wealth of sharing.

What attendees are saying …

I attend the conference every year, not only to learn new approaches and strategies, but also to re-center. I always leave with renewed resolve to stay true to best practice in the face of increasing testing demands.

Every year I come away with a challenge to evaluate my teaching, and every year I do. I am amazed at how this one conference can change my teaching.