

RRCCNA Pushes for ESEA Reauthorization in Washington

RRCCNA has been active in communicating with the majority members of Congress who serve on the House and Senate education committees to pass a reauthorization of the Elementary and Secondary Education Act (ESEA) by the end of the year. Long overdue, the bill hasn't gotten this far in the process in years.

In meeting with the offices of the most-influential senators and representatives, we have asked them to urge their colleagues who may be appointed to the joint House-Senate committee to incorporate Title II, Part D, Literacy Education for All, Results for the Nation of the Senate bill, S. 1177 into the final language.

Sen. Lamar Alexander, chairman of the Senate Health, Education, Labor and Pensions Committee, and Rep. John Kline, Chairman of the Education and Workforce Committee, just appointed members to the joint committee. Meetings were held the third week of November. It is expected that the final vote will occur in December.

During the early October conference in Washington, DC of the Committee for Education Funding, which represents more than 100 education organizations concerned with adequate federal funding for education, RRCCNA representatives met with nine congressional offices. President Craig Dougherty, Advocacy Committee Chair Amy Smith, Executive Director Jady Johnson, and Reggie Felton of Felton & Associates discussed ESEA and brought local and state information specific to each legislator.



When RRCCNA advocates met with staff of Utah Senator Orrin Hatch in Washington, they introduced Reading Recovery at Alpine School District's 29 elementary schools with a portfolio of materials. Photos of Reading Recovery students and teachers; quotes from parents, first-grade teachers, and principals; newspaper articles; and student letters added context to the Reading Recovery Executive Summary data and the results of a survey given to parents, first-grade teachers, and principals. Alpine implemented Reading Recovery just 3 years ago.

Legislative Background

Both the U.S. House and Senate have now passed legislation to reauthorize ESEA, known as the No Child Left Behind Act. The House bill, The Student Success Act, H.R. 5, was passed by a House vote of 218–213 on July 8, 2015. The Senate bill, Every Child Achieves Act, S. 1177, was passed by the Senate on July 16, 2015, with an 81-17 vote. The next step in the legislative process is that a joint committee will be appointed to resolve differences between the two bills.

Title II, Part D, Literacy Education for All, Results for the Nation

A particular provision in the Senate bill that is of great importance to RRCNA and Reading Recovery professionals is found in Title II, SEC 2004 Literacy Education, Part D, Literacy Education for All, Results for the Nation. This provision supports comprehensive literacy. Unfortunately, this provision is not included in the House bill. Therefore, the joint committee will determine whether this provision will be included in the final law.

Title II, Part D, would improve student academic achievement in reading and writing by providing federal support to states to develop, revise, or update comprehensive literacy instruction plans that ensure high-quality instruction and effective strategies in reading and writing from early education through Grade 12.

Additionally, this section of the bill would allow states to provide targeted subgrants to early childhood education programs, school districts, and their public or private partners to implement evidence-based programs that ensure high-quality comprehensive literacy instruction for students most in need. The language also provides for a national evaluation to be conducted by the director of the Institute of Education Sciences.

Make Your Voice Heard

RRCNA has encouraged hundreds of teacher leaders and other members who live in the districts and states represented on the education committees to contact their representatives and senators to make this same request. This is a perfect time to take the opportunity to provide local information and evidence about Reading Recovery.

We will keep you up-to-date on the ESEA reauthorization. If you are willing to serve as a contact for a member of Congress, contact Lou Ann Racher at lracher@readingrecovery.org. RRCNA's 30-page advocacy guide and advocacy talking points may be found online. Just log in and visit the Members Only Resource Center, then click the "I'm a Reflection of You" resources.



We Can Help You Reach Out to Your Elected Officials

You've heard the saying, "all politics is local." This is certainly true for Reading Recovery. The very best advocacy happens when Reading Recovery professionals reach out to their elected officials to share their experiences with children, the benefits to the school district and community, and why they are passionate about Reading Recovery. You can do this! RRCNA will provide resources and support. For more information, email Lou Ann Racher at lracher@readingrecovery.org.



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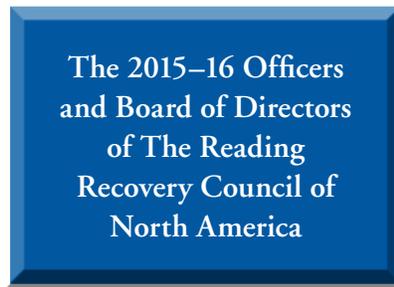
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Three Scholarships Help Fund Teacher Leader Training

Teacher Leader scholarships are granted to schools that have demonstrated a commitment to continue Reading Recovery and selected a suitable teacher leader candidate. For the first time, this year's invitation to apply for the scholarship was extended to Canadian locations.

For the 2015–16 school year, three teacher leaders are in training thanks to another year of generous support from 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 contributed \$30,000 to fund the three teacher leader scholarships.



Effingham County Schools, Springfield, GA

Jenny Wilkins is training at Georgia State University. Jenny has 12 years of teaching experience, the last 5 in Reading Recovery. She received her District and School Teacher of the Year Award in 2013. Introduced 19 years ago, Reading Recovery has been fully implemented in Effingham County Schools since the 2005-06 school year. The board's commitment resulted in a move 2 years ago to fully fund the intervention with local resources. Although about 15% of county residents live below the poverty level, nearly 50% of the 7,638 student population qualifies for free or reduced-price lunch. A total of 19 Reading Recovery teachers serve 847 first-grade students in 8 elementary schools. In 2014-15, 34 first-grade students were referred for special education — only 4% of the first-grade population.

Valley Area Reading Recovery Consortium, Oshkosh Area School District, Oshkosh, WI

Alissa Roe is training at National Louis University. She previously taught first grade for 1 year and K–4 literacy for 10 years. In 2010, Alissa received the Golden Apple Distinguished Team Member Award. A Reading Recovery site for the past 22 years, Valley Area Reading Recovery Consortium serves a diverse population. In the past 2 years, the consortium has expanded with 16 new teachers and one new district. Almost 35 languages are spoken among the 31,066 students in Grades K–8. The percentage of students receiving free or reduced-priced lunch varies from 16–57%, with individual schools having over 70% of students identified as economically disadvantaged. A total 53 Reading Recovery teachers serve the 3,151 first-grade students in 52 elementary schools.

York Region District School Board, Ontario, Canada

Terri Turner is training at Canadian Institute of Reading Recovery (CIRR) Central Division. Terri's 25-year career includes teaching students from kindergarten through Grade 6. She is also a certified special education specialist and Principal Qualification 1, 2 (in process). Reading Recovery in the York Regional District School Board is funded entirely by district monies; individual districts in Ontario decide upon and pay for any early interventions. There is no local, state, federal, foundation, corporate, or other monetary source for this large district that serves nine municipalities with over 120,000 students in grades K-12. A diverse group of students in both urban and rural settings speak dozens of languages, including almost 19,000 students in 155 English-speaking elementary schools who are English language learners. Currently, 205 Reading Recovery teachers serve the district, which has implemented Reading Recovery for 20 years.

Associate Member Grants and Materials Help Train Reading Recovery Teachers

What began last February as a \$30,000 grant from Pioneer Valley Books quickly grew to \$1,000 grants for 45 new teachers-in-training plus starter sets of books and materials — a total value of \$127,328.

Michele Dufresne of Pioneer Valley donated the \$30,000 to make 30 teacher training grants available during Reading Recovery's 30th Anniversary year. And she invited other associate members to join her. Craig Urmstrom of Kaeden Books agreed to donate \$10,000, and Carol Levine of SongLake Books added another \$5,000 to fund grants.

Pioneer Valley grants are helping to train new teachers through Georgia State University and Oakland University. Kaeden grants were awarded to The Ohio State University, and National Louis University is training new teachers with grants from SongLake Books.

Now, only a few months into the school year, these teachers are already seeing the impact of these grants.

"The Reading Recovery grant allows me to serve the very neediest children with a proven program," said Charlotte Conley, a Reading Recovery teacher-in-training at Martin Luther King, Jr. Elementary School in Washington, DC. "These children would likely remain significantly behind

their peers without this intervention. The training is not only preparing me to be an excellent Reading Recovery teacher, but I'm finding that various methods and strategies are applicable to my small group instruction as well."

Each teacher-in-training received a starter set of 350 books donated by Pioneer Valley Books, Kaeden Books, Blueberry Hill Books, MaryRuth Books, Reading Reading Books, and Richard C. Owen Publishers. Resources for Reading donated teaching materials. More than \$82,000 worth of materials was donated.

"Having materials like leveled books, magnetic letters, and other supplies has made the transition in Reading Recovery so much easier," said Lydia Pakenas, a Reading Recovery teacher-in-training at Earhart Elementary–Middle School in Detroit. "I have not had to search for what I need; it is right at my fingertips."

Stephanie Jacobson, a reading interventionist at Walton Charter Academy in Pontiac, MI, also sees the value for the entire school. "This grant has been a very valuable resource as it has furnished my school with wonderful leveled books for my students and supported my school with the funding of my training. The publishers that have contributed to the grant have made a direct impact on many of my

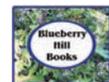
students and their reading endeavors," Jacobson said.

And she is already seeing results with her students. "Although I am still early in my Reading Recovery training, I am already seeing the incredible benefits the program has brought to my students. My training has taught me to shift my approach in teaching struggling young readers and support their specific needs. In turn, I am seeing my students' confidence soar and their ability to read and write grow," Jacobson said.

Walton Charter Academy is a large, K-8 school serving a diverse student population. Pamela Haines is the ELL coordinator at Walton. "The Reading Recovery expansion grant has given me a wonderful opportunity to better myself as an educator and create strong partnerships with families," Haines said. "Reading Recovery allows me to give one-on-one support to those who need it most."

At Maury Elementary School in Washington, DC, MaryEllen Macek is already seeing positive effects. "Many are making tremendous progress and should exit from Reading Recovery, allowing more students to benefit from this reading program's unique model."

The students at Maury Elementary are not the only ones benefitting



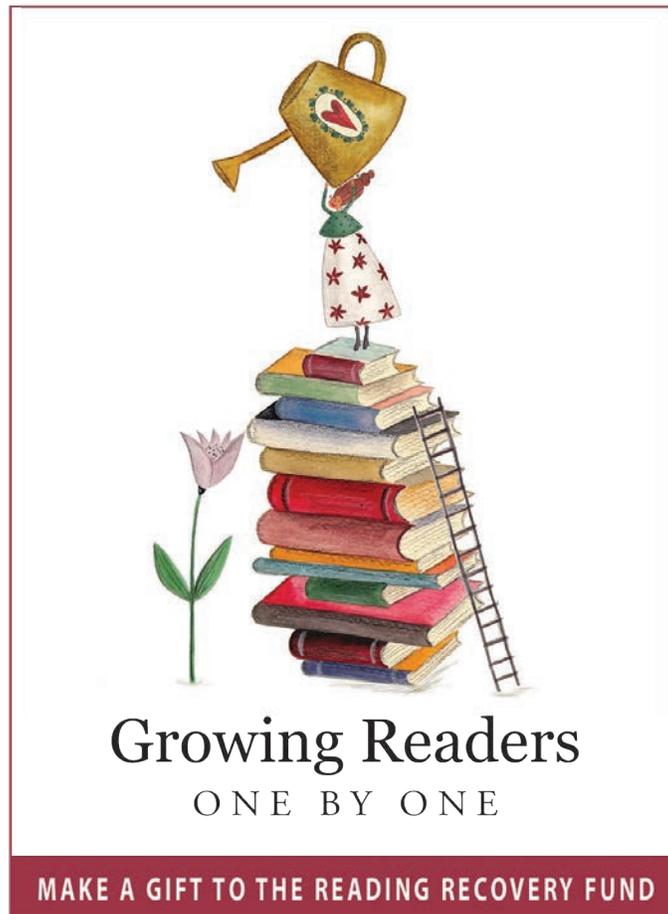
from the grant. Macek believes this program has helped her grow as an educator. “As a teacher, the grant has provided me with intensive professional development with colleagues in my training class; it has allowed me to receive constructive feedback about my instructional practices,” she said.

Erin Garnett, reading interventionist at Grand Blanc, MI, is grateful for the training and the materials that allowed Reading Recovery to be re-introduced to the district. “Because it is ‘new’ to our district, and especially the building that I work in, I walked out of a classroom that was completely full of supplies and materials and into a Reading Recovery space that was empty. The district has very few options for funding anything for Reading Recovery outside of my actual position. The expansion grant has been truly a blessing,” Garnett said.

And she believes the benefits of Reading Recovery are just starting for Grand Blanc schools. “Not only am I able to teach my Reading Recovery children, but the training and knowledge is transferring into my intervention groups. I am learning and applying the teaching of reading and writing to ALL children,” she said. “This experience is just the beginning for me; however, I already can’t imagine my career without Reading Recovery.”

Detroit teacher Marla Nenninger witnessed the impact almost right away. “In a few short weeks, I’ve seen incredible growth in my kids, in reading and writing, and, as a result, in their confidence,” she said.

For struggling students, the best investment is knowledgeable teachers. Thanks to the generosity of these publishers, teachers are receiving the training and materials they need to help the lowest-achieving students in their schools and districts.



Reading Recovery helps children grow into successful readers and writers. The impact has been felt in millions of families across North America and around the globe.

Reading Recovery teachers assess children’s individual needs, designing lessons to build on their strengths. One by one, these children become engaged and successful readers. This is why Reading Recovery is recognized as the leading early literacy intervention. There is no program that matches its effectiveness and return on investment.

RRCNA is the only professional organization devoted to serving the priorities of Reading Recovery professionals like you. Through our new Growing Readers One by One campaign, we will again call attention to your valuable work through member solicitations, visibility at regional conferences, the National Conference donation challenge, and other initiatives and events.

Your gift to the Reading Recovery Fund plants a seed to advance the mission of RRCNA to expand Reading Recovery to more children. All gifts are tax deductible and support programs such as advocacy for federal reading policy and adequate school funding, teacher professional development, and literacy research.

Meet This Year's Cohort of Trainers-in-Training

Funds set aside by RRCNA are helping support trainers-in-training during 2015-16. They are training under an alternative training model proposed by trainers at The Ohio State University (OSU) and Texas Woman's University (TWU) and approved by the North American Trainers Group (NATG) for this training year. The plan establishes a cohort of trainer candidates and provides them the opportunity to teach children in their home site while participating in site visits and coursework guided by trainers at OSU and TWU.

Funding for the expansion of existing training centers is designated as a priority by NATG. RRCNA set aside \$100,000 to support training grants of up to \$20,000 each to qualified recipients for the 2015-16 year. Among requirements of the grant was a 3-year commitment beyond the training year from both the candidate and the training center. Grants in the amount of \$20,000 were awarded to the University of Maine, Georgia State University, and TWU, with \$27,200 awarded to the Canadian Institute of Reading Recovery. OSU also has a trainer-in-training but did not apply for a grant.

Jennifer Flight Canadian Institute of Reading Recovery

I am currently training in Winnipeg, Canada, with the support of the Canadian Institute of Reading Recovery, Manitoba Education and Advanced Learning, and the River East Transcona School Division.

This year presents many opportunities to observe and gain insights into the workings of Reading Recovery.

Not only am I following a teacher leader training group in Winnipeg, I will also have an opportunity to observe teacher leaders in training in Toronto, Ontario. I began my teaching career in remote communities in northern Manitoba, teaching young learners in Grades 1-3. After several years, I returned to Winnipeg, my home, where I took on different teaching positions including junior



high science and high school math. Finally, I found my way into the lives of young learners again and trained as a Reading Recovery teacher and after 7 years, as a teacher leader. While working in the role, I supported Reading Recovery teachers in Winnipeg and southeastern Manitoba. I am currently in my 12th year as a Reading Recovery professional. My recent research interest has focused on investigating how to better support English language learners in Reading Recovery lessons. Always at the forefront of my thinking is Marie Clay's question 'What is possible?' The community of Reading Recovery has changed the way I teach, think, and wonder.

Christine Fraser Canadian Institute of Reading Recovery

I always wanted to have a t-shirt that read, "All I ever needed to learn, I learned from Marie Clay." I trained as a Reading Recovery teacher in Edmonton, Alberta, Canada in 2002. I can honestly say that it changed my life. Until that year, I thought that I knew a lot about teaching struggling students to read and write. But that year, I learned that there was much more to be learned, about everything really. It opened me up in a way that made me 'hungry' for more learning. The opportunity to train as a teacher leader came in 2006, one of the most-challenging years of my life. I went back to Edmonton a changed educator and spent the next few years working very hard to expand the implementation of Reading Recovery within that district. In 2012, I moved to Vancouver, British Columbia, to work as a teacher leader with the Vancouver School Board. This year I am back on the prairies in Winnipeg, Manitoba, training to be the trainer for the Mountain Pacific Division of Canada. So far this year has also been a wonderful learning experience. It has helped me realize how very important Reading Recovery is for so many children and for so many teachers who are 'hungry' to learn.



Lisa Patrick

The Ohio State University

I work as a K–2 university trainer at The Ohio State University’s Literacy Collaborative. I trained as a Reading Recovery teacher last year as part of my Literacy Collaborative training, and earned my PhD in literature for children and young adults from Ohio State in 2013. I’ve taught at the preschool and elementary school levels, as well as a variety of literacy and literature courses at Ohio State, Ohio Wesleyan University, and Ashland University. I present on a range of literacy topics at national and state conferences, and serve on a number of literacy projects, including The International Literacy Association’s Teachers’ Choices Project, The United States Board on Books for Young People’s Publicity Committee, The Buckeye Children’s and Teen Book Award Council, and Reading Recovery’s National Conference Marketing and Children’s Literature Strand committees.



Lori Taylor

University of Maine

I currently work as a university-based teacher leader at University of Maine in Orono, working alongside UTC director and trainer Mary Rosser. I have worked in education for 30 years, with experience working with children as a special education teacher, classroom teacher for kindergarten, Grades 1, 2 and 2-3, literacy coach for Grades K–6, and Reading Recovery teacher. For the past 11 years, I have been an instructor of graduate courses and provided professional development for teachers through my roles as literacy coach and then teacher leader. Areas of interest and expertise include observation of children and learning, teacher language and nonverbal actions, teacher reflective practices and professional development around literacy teaching and learning. I currently serve on the RRCNA Membership Committee.



Journey Swafford

Georgia State University

I currently serve as the associate project director and clinical assistant professor for the Reading Recovery Center in the Early Childhood and Elementary Education Department at Georgia State University, and recently finished my PhD at the University of Tennessee, Knoxville. My areas of interest include literacy coaching, reading education, teacher professional development, discourse analysis, and reading interventions. I have worked as a district literacy coordinator, an intermediate literacy coach, a Reading Recovery teacher leader, and a classroom teacher. Additionally, I am a volunteer for the Clinch Valley Literacy Council, an adult education program, in Anderson County, Tennessee.



Annette Torres

Texas Woman’s University

I am an associate professor in the Department of Reading at Texas Woman’s University, where I teach undergraduate and graduate courses in literacy education, supervise practicum experiences and graduate student research, and conduct an active research agenda. Prior to working as a university professor, I served bilingual students, teachers, and administrators as a bilingual teacher, Reading Recovery/Descubriendo la Lectura teacher, bilingual/ESL program district coordinator, and Reading Recovery/Descubriendo la Lectura teacher leader. I am a passionate advocate for bilingual education and serve on professional organizations at the local, state, and national level. I recognize the importance of forging mentoring relationships with undergraduate and graduate students and enjoy facilitating their participation in professional and service activities that motivate them and extend their professional growth. I also enjoy supporting the work of teachers through professional development activities and collaborations with school districts.



Donors Fund 20 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, generous donors have contributed 20 grants of \$1,000 each to help offset the cost of registration, travel, meals, and hotel. Grants will be awarded to member Reading Recovery teachers, teacher leaders, university trainers, or administrators who support the implementation of Reading Recovery.

This funding is available through the generosity of Tenyo Foundation (10 grants), KEEP BOOKS (2 grants), MaryRuth Books (2 grants), Song Lake Books, Reading Reading Books, Minnesota Literacy grants, and Dr. Julie Olson Professional Development Grants (2 grants).

Geri Stone Professional Development grants were also awarded to help offset the cost of attendance at other professional development conferences, books, and more.

Clooney Helps Raise \$3,631 for Reading Recovery Fund



Tammy Robinson, a teacher leader from Dumas, TX, walked away with nearly \$1,000 in gift cards and a life-size cardboard cutout of George Clooney after winning the Teacher Leader Institute raffle in June.

Attendees were invited in advance to donate a gift card for the shopping spree, and Clooney attracted them to the registration desk to purchase tickets for the drawing. All proceeds from the ticket sales benefit the Reading Recovery Fund.

Congratulations to Tammy. We hope George didn't cause too much excitement at airport security.

Members-Only Benefits Spotlight

Resources Help Communicate with Parents and Families

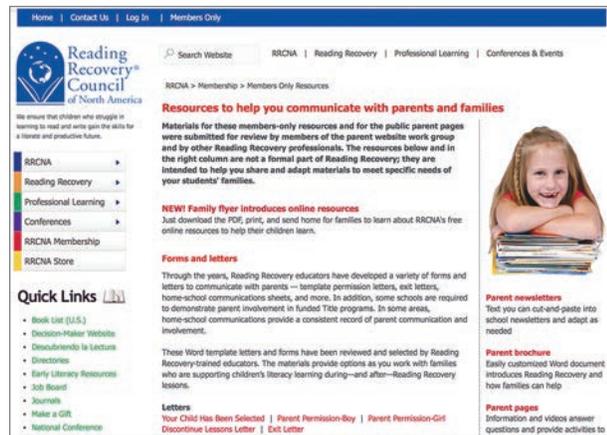
Each week, hundreds of RRCNA members log in on the Council's website to take advantage of their members-only resources. Some come to find book levels or print off running record forms, others log in to use the searchable index to find and print specific journal articles or to listen to a recorded audio conference session.

Chances are, most of you are familiar with the members-only resources that are used in daily lessons or needed for professional development, but did you know that your membership also provides you with access to dozens of other valuable resources, including materials to help you communicate with your students' parents and families?

The Parent and Family materials include template permission and exit letters, home-school communications forms, customizable text for newsletters, parent brochure, videos, and more.

These Word template letters and forms have been reviewed and selected by Reading Recovery-trained educators. The materials provide options as you work with families who are supporting children's literacy learning during—and after—Reading Recovery lessons.

To check out these and the many other online benefits of RRCNA membership, log in at www.readingrecovery.org today. You'll be glad you did!



Letter Templates

- Your Child Has Been Selected
- Parent Permission-Boy
- Parent Permission-Girl
- Discontinue Lessons Letter
- Exit Letter

Literacy Information

- Reading and Writing in Lesson
- Reading With Your Child
- Letter to Accompany Take Home Books

Home-School Communications

- Home-School Communications Sheet
- Parent Information Sheet



You're invited!

2016 Annual Membership Meeting

Monday, February 8 from 4:45–5:45 PM

During the National Reading Recovery & K-6 Literacy Conference
in Columbus, OH

Reception with opportunity to meet RRCNA elected representatives
and a chance to win door prizes!

Colleagues Say Thanks to Marsha Studebaker



Vicki Fox, Director of Communications

Many of you know that Marsha Studebaker retired at the end of June. This is the first issue of *The Journal of Reading Recovery* (JRR) ever published without her careful guidance — and my first since stepping into the position she stewarded for 15 years.

Marsha and I worked very closely for the 10 years I have worked at the Council. Her knowledge of and passion for education—especially for early literacy—guided every step of her journey at RRCNA. I am thankful for her support and encouragement and for the opportunity to have learned so much from her as both a mentor and a friend.

In a former life, Marsha was a kindergarten and first-grade teacher in Bexley Public Schools, a suburban Columbus community; a public relations account executive; an adjunct marketing faculty member at Franklin University in Columbus; and vice president of community relations for the Franklin County Mental Health Board.

As owner and president of her own communications firm, Marsha developed and maintained multiyear consulting relationships with a variety of Ohio businesses, nonprofits, and government entities, including Nationwide Insurance, Action for Children, Harding Hospital, the Ohio Student Loan Commission, and Ohio Psychological Association.

But in 2000, Marsha ran into her friend Jean Bussell (then RRCNA's executive director) in the hallway of a building on The Ohio State University campus, and for the next 15 years she directed the Council's communications work. All along the way she created content and oversaw the massive website; played a leading role in writing or rewriting virtually every press release, promotional message, advocacy and outreach appeal, product, and publication; logged hundreds of hours in video reviews and editing; responded to countless emails and telephone calls; and guided the work of several committees — all with thoughtfulness, sensitivity, and a collaborative spirit.

You'll read more about her remarkable contributions during her 15 years at the Council in the Teacher Leader Awards article in this issue. But I wanted to share a little more about the "other" Marsha. Did you know that she

was an accomplished ballroom dancer (loves watching *Dancing with the Stars*); built parade floats in her Bexley back yard; is a long-time friend/neighbor of former Ohio Governor Ted Strickland and wife Frances (Marsha's former walking partner); grew up on a farm and had pet chickens; loves old rock-n-roll music; escapes to a cabin at Hocking Hills for every wedding anniversary with husband Terry, the "love of her life;" spent nearly every Friday for the last several years on adventures with two of her grandkids; makes a killer fruit salad... I could go on, but let me share messages from just a few of the many people she touched in the last 15 years.

I have had the pleasure of working with Marsha and learning from her since 2003. ... Our leadership and staff have truly valued Marsha's deep knowledge of Reading Recovery, her insight and communications expertise, and her devotion to RRCNA and Reading Recovery.

— *Jady Johnson*

During my 12 years working on *The Journal of Reading Recovery*, I was continually impressed with the contributions Marsha made, the special support she gave us. Not only did she have a great sense of what to do in response to multiple challenges (including adversity), she always demonstrated such grace: special wisdom, integrity, and the ability to communicate in effective and measured ways. We are all very fortunate to have had her on our team.

— *Mary Anne Doyle*

It is difficult to put into words all the many ways that I respect and admire her expertise, excellent work, and extensive support of the Reading Recovery network. ... I am aware that so much of the outstanding communications, advocacy, and highlighting of Reading Recovery has been possible due to her efforts. Thank you, Marsha, for all you have done to advance the work of the Reading Recovery network.

— *Salli Forbes*

What a legacy she leaves! Reading Recovery has profited greatly from her excellent gifts!

— *Mary Jackson*

Marsha is a remarkable professional and most importantly, a beautiful one-of-a-kind person. She has been a wonderful colleague to me and to all of us in Reading Recovery. I'm grateful to have known her and appreciate all she has done to support our work. Wishing her all the very best and many joyful adventures in the years ahead!

— *Mary Lose*

Marsha represents such a strong work ethic and commitment to Reading Recovery. She truly has been a person who has supported our work and made a difference for us. This has translated into a difference for our children. I wish her well in retirement — knowing we will still have a strong advocate.

— *Karen Scott*

Marsha has been a truly gifted colleague to me and I believe to all of us in the Reading Recovery community. ... Her ability to listen, seek out information, and respond in ways that build support are treasures. For Marsha, retirement will simply provide new opportunities for contribution to our work. Thank you, Marsha! You have made our work enjoyable.

— *Anne Simpson*

RRCNA has indeed been fortunate to have the expertise and professionalism of Marsha. I have had the privilege as board president to get to know her even better and have appreciated so much her help and support. I wish her all the best in her new chapter in life.

— *Janet Behrend*

I am happy for Marsha and wish her the best in her retirement ... yet I am saddened by her decision. Marsha has been a joy to work with and a treasure to RRCNA. She has helped us navigate the shark-filled waters of detractors over the years in a professional but spirited manner of which we can all be proud. Her knowledge and expertise will be missed.

— *Connie Briggs*

Congratulations Marsha! Thank you for your work that has made a difference in the lives of many, many teachers and children; and in the lives of all who worked with you over the past 15 years at RRCNA.



Current and former editors of the journal celebrated Marsha with a surprise barbecue dinner in Kansas City last June during the Teacher Leader Institute & Leadership Academy.

Leadership That Supports Collaboration and Learning

2015 Teacher Leader Institute & Leadership Academy

The June 23–26 Institute in Kansas City, MO, provided intensive study in the areas of leadership and outreach, teaching children, and collaboration. Richard Allington, professor of literacy studies at the University of Tennessee and a former elementary teacher and Title I director, challenged us to action in his keynote, “We Could Teach Every Child to Read, But Will We?”

“We now have several studies dem-
onstrating that every child could be

reading on grade level by the end of first grade What it all comes down to is that some kids need early access to substantially more-intensive and more-expert reading instruction than is available generally,” he said.

General sessions addressed Literacy Lessons, IDEC and i3 updates, change over time in the strategic use of information at point of difficulty, and utilizing Reading Recovery professionals’ expertise to strengthen comprehensive literacy in schools.

Concurrent sessions and study sessions on coding completed the program.

Celebration filled the air as the 30th Anniversary of Reading Recovery in North America was recognized and the new teacher leaders were introduced. Attendees included Reading Recovery trainers, teacher leaders, teachers, site coordinators, school administrators, literacy coaches, classroom teachers, and other literacy team members.



Above — Newly trained teacher leaders and their trainers gathered for a photo.



Right — Keynote speaker Richard Allington with Institute co-chairs Barbara Honchell, Annie Opat, and Karen Scott.



Program content supported collaboration through discussions on leadership and strengthening implementation. Multiple study sessions challenged participants to think more deeply.



Teacher Leader Awards

are presented 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 this year's recipients!

Jane K. Berenz, Superintendent Independent School District 196, Rosemount, MN

Jane K. Berenz has been connected with the Rosemount-Apple Valley-Eagan Public Schools (District 196)—the fourth largest district in Minnesota—since she was a kindergarten student. Her path to superintendent included positions of high school special education teacher, elementary school teacher, elementary principal, and district director.

Jane's vision is to ensure all students have the opportunity to be lifelong learners. She recognizes Reading Recovery as the strongest intervention available to develop sturdy neural network systems for emergent readers. She also recognizes the unique nature of Reading Recovery professional development as the cornerstone for developing solid instructional decision making in teachers. This comes from her belief that Reading Recovery is the foundation to literacy development. Under her direction, the district is working to have all areas of instruction aligned with the philosophies of Marie Clay. One example of this is her work to change the school calendar to allow for assessing students using the Observation Survey. As a member of the RRCNA Superintendent's Council, Jane is proud to be an ambassador for Reading Recovery.

Dr. Peter Stiepleman, Superintendent Columbia Public Schools, Columbia, MO

When Peter Stiepleman briefly worked at the U.S. Embassy in Madrid, Spain, he saw firsthand how deftly Foreign Service professionals worked to resolve issues and build coalitions. He took that learning to Oakland, CA, where he served as a Spanish bilingual teacher, a language acquisition coach, and an assistant principal. Those experiences led him to Columbia, MO, where he has served the rapidly urbanizing community as a teacher, an elementary school principal, an assistant superintendent, and now as the community's superintendent.

Dr. Stiepleman sought answers for the countless struggling readers he met while working in Oakland. He found that answer in Columbia when he met Susan Blackburn, a Reading Recovery teacher leader. Inspired by her commitment to unlocking literacy for children, he was determined



Marsha Studebaker, Peter Stiepleman, and Jane Berenz

to resurrect the only literacy intervention that works immediately, and more importantly, sustains permanently. He has dedicated the last 7 years to building coalitions to support the teachers who save lives through Reading Recovery. Peter Stiepleman always wanted to be a diplomat. He is pleased to consider himself an ambassador for Reading Recovery.

Dr. Marsha Studebaker, Director of Communications Reading Recovery Council of North America Worthington, OH

For 15 years, Marsha Studebaker steered the Reading Recovery community through turmoil and triumph, retiring at the end of June 2015. Her insight, communications expertise, and devotion have all contributed to making a difference for teachers and for children.

Marsha's vision helped launch *The Journal of Reading Recovery* in 2001. She gave RRCNA a "face" by insisting on standards that continue to represent our professionalism in print and on the Council's massive website. She has tackled Reading Recovery's detractors, from the 2002 Internet Letter to current and ongoing issues with dyslexia and phonics-only proponents. She teamed up with our leadership to manage the huge communications initiative around our 2005 complaint to the USDE Inspector General about the biased Reading First program. She helped carry us forward and modeled how to respond to our critics — with wisdom, integrity, and measured indignation. Although not formally trained in Reading Recovery, the former kindergarten and primary grades teacher with a masters degree in elementary education and a PhD in educational media is among our most-knowledgeable and passionate advocates.



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KEYNOTE SPEAKERS

SUNDAY



Linda Dorn

Reading Recovery trainer, University of Arkansas at Little Rock, Little Rock, AR

Engaging Children in Meaning-Making

MONDAY



Anthony Muhammad

Author, educational consultant, and CEO, New Frontier 21, Novi, MI

All Means All! Building a School Culture to Assure Student Achievement

TUESDAY



Steve Jenkins

Children's author and illustrator Boulder, CO

Children's Nonfiction: Making Sense of the World

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Adjusting the Visual Working System: What Does this Mean as Children Learn to Read?

Mary Fried

The Process of Visual Information: Looking, Sounding, Integrating

Mary Lose

Contingent Teaching and the Scale of Help

K-6 Classroom Literacy**Nell Duke**

Project-Based Informational Text Author Studies

Peter Johnston

What "Developing Literate Minds" Means in the Classroom

Stuart McNaughton

After Well-Intended Instruction Fails, What's Next?

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C.C. Bates & Maryann McBride

WOW! How Constructive Readers Work On Writing

Mary Fried, James Schnug, Leslie McBane

It Takes a Village: Teaching and Learning that Make a Difference

Jan Richardson & Michele Dufresne

Next Steps for Struggling Readers: Guided Reading and Beyond

Lindy Harmon, Cheri Slinger, Jeffery Williams

Literacy Lessons and Collaboration: Different Paths to Common Outcomes

Susan Kempton

Creating the Literate Kindergarten: A Place of Wonder, Discover, and Feel

School Administrators Institute Monday, February 8

Learn from today's top K-6 literacy leaders who have a proven track record of creating collaborative school cultures that utilize all available resources including data, assessments, interventions and human capital. Dr. Anthony Muhammad, a former school administrator and best-selling author, will open the Institute addressing how to motivate, develop and build a consensus at your school. Join your colleagues to discuss healthy school cultures, equitable learning environments, leadership, and more.

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