When he launched My Brother’s Keeper in February 2014, President Obama charged the initiative with “building on what works — when it works, in those critical life-changing moments.”

I think this statement describes what we do with children across this country every day in Reading Recovery. We do what works, when it works and we, as teachers, get to glimpse critical, life-changing moments each and every day with the children we teach. Actually, the child I am teaching had one yesterday and it literally brought tears to my eyes when he looked up at me from his book and said, “I always wanted to read this book but I couldn’t, and now I am doing this!”

As I’m sure you know, Reading Recovery was invited to participate in the MBK What Works Showcase at the White House in October. You can read more about the visit in Executive Director Jady Johnson’s message in this issue. Only four other reading programs and interventions were selected under the goal of “Reading on Grade Level by Third Grade,” and only Reading Recovery was ranked with strong evidence. Our strong evidence is cited on the What Works Clearinghouse website, where we received high marks across the board, and in the Investing in Innovation (i3) final research report.

Highlights of the findings and lessons learned from the final Consortium for Policy Research in Education (CPRE) report are shared in articles written by Robert Schwartz and by Connie Briggs and Barbara Honchell in this issue.

Along with all the professional learning articles you will find in this issue of the journal, I want to remind you of the upcoming 2017 National Conference.

The 4-day 2017 National Conference promises to change the way you think about the children you teach and the lives you touch.

Reading Recovery & K–6 Literacy Conference where we have planned even more professional learning experiences for you. The 4-day conference is January 28–31 in Columbus, Ohio, with over 100 sessions and 150 speakers. Keynote speakers Peter Johnston, Jan Richardson, and Mike Artell promise to deliver both inspirational and motivational messages in addition to practical concurrent sessions focused on literacy learning and teaching.

New this year is a full-day Leadership Institute on Saturday led by Dr. Anthony Muhammad. The remaining sessions focused on leadership and typically held on Monday will instead be embedded within the conference program from Sunday through Tuesday, with a special school administrator’s luncheon still taking place on Monday. Our goal is to meet the needs of school administrators as they learn alongside their teachers.

There are four additional full-day Preconference Institutes on Saturday led by Janice Almasi, Nancy Anderson, Adria Klein and Allison Briceño, and Jan Burkins and Kim Yaris. With topics ranging from comprehension to oral language to independence, there truly is something for everyone. Our featured speakers include Mary Fried, C.C. Bates, and Betsy Kaye for the Reading Recovery strand, and Lucy Caulkins, Sharroky Hollie, and Kylene Beers and Bob Probst for the classroom strand. These speakers will focus on topics important to all of us in our work with children, from self-monitoring to vocabulary development to cultural responsiveness.

Please join us for a professional learning experience that promises to change the way you think about the children you teach and the lives you touch.
Executive Director’s Message

Showcasing Our Success

RRCNA Executive Director Jady Johnson

Increasing the visibility of Reading Recovery and our members’ work is an important role for RRCNA. We are conducting outreach to organizations that share similar values and priorities — building bridges with school principals and administrators, state education agencies, and organizations focused on getting children reading on grade level.

It was thrilling, then, to receive an invitation from the White House to participate in President Obama’s My Brother’s Keeper (MBK) event in mid-October, hosted along with the White House Office of Social Innovation, U.S. Department of Education, Campaign for Black Male Achievement, Laura and John Arnold Foundation, and Results for America.

Dante Marshall, one of the first children in the U.S. to receive Reading Recovery lessons, accompanied me and RRCNA President Lindy Harmon to the event. Mr. Marshall was chosen to participate in a morning panel discussion, livestreamed from the White House, titled “What Works in Action.” Our interactive exhibit featured behind-the-glass and advocacy videos, Where Are They Now success stories, children’s artwork, What Works Clearinghouse fact sheets, and more.

White House officials, federal agency representatives, foundations, nonprofits, private sector, and members of the media attended and interacted with program representatives from across the country, learning of their positive impact across MBK’s cradle-to-college-and-career-goals.

From the moment RRCNA announced the visit on social media our Facebook and Twitter pages were flooded with excitement. On Facebook we reached over 47,500 users in one day along with over 100 retweets and 2,200 Twitter impressions. During the livestream, we kept followers updated with to-the-minute posts and tweets.

The MBK What Works Showcase featured 33 evidence-based program models and interventions — Reading Recovery was one of just six with strong evidence of effectiveness— that address the seven core tenets of the MBK initiative:

1. Getting a healthy start and entering school ready to learn
2. Reading at grade level by third grade
3. Graduating from high school ready for college and career
4. Completing postsecondary education or training
5. Successfully entering the workforce
6. Keeping kids on track and giving them second chances
7. Empowering parents and engaging caring adults and mentors

This special opportunity to showcase Reading Recovery was a team effort. Our thanks to all of you who helped make it happen and spread the word!

Photo highlights of the visit

top — White House Cabinet Secretary Broderick Johnson shakes hands with RRCNA President Lindy Harmon. Joining the conversation are Dante Marshall, Dave Wilkinson, director of the White House Office of Social Innovation, and Michael Smith, special assistant to the President, My Brother’s Keeper.

middle — The What Works in Action panel presentation featured Dante and other beneficiaries of evidence-based programs across the country.

bottom — Videos and printed examples were on display during the afternoon exhibit. Reading Recovery was one of only five reading interventions featured, and the only one rated with “strong” evidence.
Remembering Rose Mary

When Dante Marshall shared his story on the MBK panel, he fondly remembered his Reading Recovery teacher, Rose Mary Estice, as the person in his corner who made the difference on his pathway to success. It was bittersweet to acknowledge her recent passing. Rose Mary died October 2, following a 5-year battle with cancer. Dante was among the speakers at her memorial service. The two had stayed in touch for more than 30 years.

Rose Mary was one of the original Reading Recovery teachers trained by Marie Clay and Barbara Watson in 1984–85 at The Ohio State University, and she taught Dante during the pilot year in Columbus Public Schools. She was most proud of that pioneering work in Reading Recovery.

An ardent supporter of RRCNA, Rose Mary provided leadership during the organization’s early days and continued that support throughout her career — serving on Development and National Conference committees, writing articles for Council publications, and most recently narrating the running record professional learning modules.

It was Rose Mary’s wish that donations be made to RRCNA, and more than $4,000 has already been donated. You can honor her devotion and commitment to children by making a gift to the Reading Recovery Fund in her memory.
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 Growing Readers One by One campaign, we 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.
Generous Donors Help Fund Training of Four Teacher Leaders

Four new teacher leaders are in training thanks to generous Reading Recovery donors and advocates whose contributions totaled $60,000. Teacher leader scholarships are granted to school districts that have demonstrated a commitment to Reading Recovery and selected a suitable teacher leader candidate. Funds for the 2016–17 training year were provided by Hameray Publishing Group/Yuen Family Foundation, Kaeden Books, and MaryRuth Books to train three teacher leaders in the United States and one in Canada.

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 two teacher leader scholarships in two states.

Marion County School District, Marion, SC
Susanne Elvington is training at Clemson University. Her 17-year teaching career includes 6 years with first graders. Susanne has not only provided professional development to her peers, but has mentored several young teachers and served on the district literacy team. The recipient of school, district, and regional awards, Susanne represented Easterling Primary School as Teacher of the Year for the 2015–16 school year.

Marion County School District has 3,588 students enrolled in K-8, with 411 first graders in five elementary schools. In addition to the $15,000 awarded to the district, Susanne will be able to select $1,000 worth of Hameray little books as part of the scholarship. A Reading Recovery teacher is also being trained at a nearby site for this new implementation.

Deer Park ISD, Deer Park, TX
Elva Maldonado-Gonzalez is training at Texas Woman’s University. She has been teaching for 12 years, including teaching Descubriendo la Lectura lessons, and was named Teacher of the Year in 2012–13. She has presented workshops at the district level and, as an assistant principal, modeled and recorded a sequence of guided reading lessons.

An approved Reading Recovery site for 20 years, Deer Park currently has 17 Reading Recovery teachers. The district’s seven elementary schools serve 939 first-grade students and a total student population of 5,575. In addition to the $15,000 awarded to the district, Elva will be able to select $1,000 worth of Hameray little books as part of the scholarship.

Kaeden Books
Kaeden is the publisher and distributor of quality educational content used to teach children in Grades K–6 to become lifelong readers. For 26 years, Kaeden has worked with educators to improve literacy and encourage confidence of children in the reading process. With roots in the early years of Reading Recovery, Kaeden has grown with educators’ needs and now provides classroom libraries and bookrooms as well as leveled books. Kaeden contributed $15,000 to fund one teacher leader scholarship in an urban district this year.

Spartanburg District 7, Spartanburg, SC
Leigh Turmel is training at Clemson University. She brings 26 years of teaching experience to her training in elementary, early childhood, and special education. As the
Expansion Grants Continue to Fund New Implementations

Thanks to an initiative undertaken last year by a number of RRCNA’s associate members, teachers are once again being trained for a new implementation of Reading Recovery. The University of Arkansas at Little Rock was awarded a $7,000 grant to assist with the training of six new Reading Recovery teachers for the Normandy Schools Collaborative. This district is located in urban St. Louis, MO, with a population that is 100% free and reduced-price lunch and 4% ELL.

This is the first Reading Recovery implementation for Normandy Schools Collaborative, and the six teachers will bring the district close to full implementation. The school district has a plan for implementing a comprehensive literacy system, training not only the six new Reading Recovery teachers, but all of the first grade teachers in literacy processing.

The hope is that the implementation of this comprehensive literacy plan will improve not only the outcomes for the children of the district but will contribute substantially to the removal of the district from the list of academically distressed schools.


PD Grants Defray Conference Costs

This year, generous donors have contributed 17 grants of $1,000 each to help offset the cost of registration, travel, meals, and hotel for the National Conference in Columbus. 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), Reading Reading Books, SongLake Books, Debby Wood Memorial Fund, Dr. Julie Olson Professional Development Grant, and Minnesota Literacy Grants.

Geri Stone Professional Development grants were also awarded to help offset the cost of attendance at other professional development conferences, books, and more.
Meet Our New Trainers-in-Training

In keeping with the North American Trainers Group (NATG) priority of expanding existing training centers, RRCNA sets aside funding to assist university training centers in preparing new Reading Recovery trainers. This year, one grant in the amount of $20,000 was awarded to National Louis University.

In addition, the University of Northern Iowa is training two trainers this year. All three are training at Texas Woman’s University.

JaNiece Elzy
National Louis University
I currently serve as an assistant professor and co-director of the Reading Recovery Center for Literacy at National Louis University, where I recently completed my Ed.D. in reading and language development. Prior to accepting this role at the university, I served for 10 years in a variety of roles for various school districts in the surrounding suburbs of Chicago. These included district level support as a literacy curriculum coordinator, literacy support coach (Grades 3–5), reading specialist (K–5), Reading Recovery teacher, and classroom teacher. I have also worked as an instructor of graduate and undergraduate courses in early literacy methods and instruction. My areas of interest include establishing and cultivating partnerships between schools and families, family literacy, schoolwide comprehensive literacy models, and teacher professional development.

Tami Dean
University of Northern Iowa
I am currently an assistant professor of literacy in the Jacobson Center at the University of Northern Iowa (UNI). Prior to coming to UNI, I was a literacy specialist and director of the literacy center for University High School, as well as a clinical assistant professor for Illinois State University. In addition to teaching university courses, I have had the opportunity to work with students of all ages from PreK–12th grade as a middle school reading and language arts teacher, a district assessment coordinator as a part of a curriculum coordinator leadership team, and a K–12 literacy consultant for a regional office of education in Illinois. My research interests focus on literacy, literacy instruction, and literacy methods instruction for pre-service and in-service teachers; specifically in issues of social justice and cultural relevancy as it pertains to classroom instruction and literacy learning. My literacy work has been published in journals such as the Journal of Adolescent & Adult Literacy and Reading Research Quarterly, and I regularly present at national literacy conferences.

Debra Rich
University of Northern Iowa
I am the assistant director of the Richard O. Jacobson Center for Comprehensive Literacy at the University of Northern Iowa. I am also a Partnerships in Comprehensive Literacy university trainer and teach graduate courses for the literacy coach preparation program. My previous experience in education includes serving as an elementary principal, Area Education Agency K–12 literacy consultant, K–12 district curriculum coordinator, K–6 district language arts coordinator, building reading specialist, Reading Recovery and classroom teacher. I wrote curriculum for the Iowa Department of Education and taught university courses in assessment and evaluation of literacy, leadership in literacy, curriculum development, reading methods, emergent literacy, and language development. My research interests include classroom discourse, vocabulary development (including academic language), and the integration of literacy and mathematics. I currently serve on the RRCNA National Conference Committee. I am president of the (Iowa) AEA 267 Board of Directors and also serve on the executive board of directors for the Iowa Association for Area Education Agencies.
Members-Only Online Resource Spotlight

Digital Issues of The Journal of Reading Recovery

Have you ever needed to reference a JRR but didn’t have a printed copy handy? Not a problem!

Beginning with the fall 2014 issue, The Journal of Reading Recovery can now be found in a digital format in the Members Only Resource Center. The digital version comes with all the bells and whistles you’d expect from an e-reader, including the ability to search on a keyword or quickly scan the interactive table of contents, then click on an article title and go directly to that article.

You can also adjust font size, save and print a PDF of a single article or entire journal, and if you don’t have time to read the whole journal cover-to-cover in one sitting, it will remember where you left off when you return to it!

Log in today and see these and other benefits you’ve been missing!

- Reading Recovery Book List
- Audio and video recordings on a variety of teaching topics
- Lesson forms
- Parent and family resources
- Searchable archive and PDFs of all journals and newsletters
- National Conference session handouts
- Research articles
- Reading Recovery implementation resources

If you haven’t yet set up a username and password, just follow these three easy steps.

1. From the readingrecovery.org homepage, click the top right column LOGIN button.
2. Enter your email address, then click the Reset my Password button.
3. You will receive an email with a temporary username and password that you can change anytime.

Don’t miss the fun!

2017 Annual Membership Meeting
Monday, January 30 at 4:30 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!
If you’ve received an email from RRCNA lately you may have noticed the new look via Emma, our e-marketing service. Our goal is to keep content concise and easy to view on your phone or tablet. Your feedback has been great and we look forward to learning about even more fun ways to make sure you receive the Council news that keeps you connected. You’ll continue to see the monthly member Connections, product, and conference news coming to your inbox, so stay tuned!

Are you connecting?
Has anyone noticed we now have an Instagram page? Do you use LinkedIn? It is vital that we take advantage of these resources as a not-for-profit organization. Our tweets are reaching more followers than ever, and our Facebook page reached over 94,555 people from September 21–October 18 alone. The Facebook post announcing our visit to the White House reached over 15,000 people. These numbers are huge for positive outreach. What can you do to help? Share our Facebook and Instagram posts and re-tweet our tweets. Placing Reading Recovery in your LinkedIn profile is also a quick and easy way to network with other literacy professionals.

Help us share your stories
Social media is a fun and quick way to spread the word about the amazing work of Reading Recovery. Every single day you are making a difference in the lives of children. Back in July we sent an email requesting details on your accomplishments to share with the public. Our goal is to share one success story per week on social media, but we can’t do it without your help. Email your stories to chershey@readingrecovery.org.

We’re Virtually Going Places!

Partners in Excellence – Our Associate Members
RRCNA offers a special associate membership level to companies that provide top-quality goods and services to the Reading Recovery community. Associate members support Reading Recovery through generous sponsorships, grants, donations, and by exhibiting at Reading Recovery conferences throughout North America. When you visit their booths at the next conference, be sure to say “thank you for all you do for Reading Recovery!”
More than 370 Reading Recovery professionals shared knowledge and learning at the 9th International Reading Recovery Institute, held July 20-22, 2016, in Vancouver, British Columbia, Canada. *Widening Circles: Literacy Learning for All*, the theme of the Institute, and the Inuksuk logo silhouetted against the Northern Lights represented guidance and unity towards common goals. The event provided deep professional development that incorporated perspectives from each Reading Recovery country. A team of Reading Recovery trainers from Canada, led by Institute Chair Allyson Matczuk, planned 35 sessions focused on improved instruction and student success. Keynote speakers were Jeremy Burman, Canada; Stuart McNaughton, New Zealand; Gay Su Pinnell, United States; Bridie Raban, Australia; and Iram Siraj, United Kingdom. The next International Institute will be in New Zealand in 2019.

**Highlights**
- Sessions on the new *Literacy Lessons Designed for Individuals* book,
- TL guide, teaching and learning, i3 results, leadership, and more
- IDEC update
- Session for new teacher leaders
- Session for DLL teacher leaders

**Who Should Attend**
- Required professional development for Reading Recovery teacher leaders
- Reading Recovery trainers

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**International Institute: A Unique Gathering of Reading Recovery Professionals**

**Watch the website for details**
2017 National Reading Recovery & K-6 Literacy Conference

January 28-31
in Columbus, Ohio

Outstanding Professional Development for Classroom & ELL Teachers | Building & District Administrators | Interventionists
Literacy Coaches & Specialists | Title I Teachers & Coordinators | Curriculum & Language Arts Specialists | Reading Recovery Professionals

4 days 100+ sessions 150 speakers

KEYNOTE SPEAKERS

SUNDAY
Peter Johnston
Author & professor emeritus, State University of New York at Albany, Albany, NY
What Do We Think We’re Doing—And Why?

MONDAY
Jan Richardson
Author & education consultant, Richland Center, WI
Uncomplicating Comprehension

TUESDAY
Mike Artell
Children’s author & illustrator, Covington, LA
Hooked on Humor

Your Administrator Could Attend for FREE!
Open to building- and district-level administrators. All you need is 5 or more paid Full Conference (Sunday–Tuesday) registrations from the same district. (limit one free administrator per district)
See website for details.

Flexible Registration Options
give you the ability to register for a Saturday Institute, the entire Conference, and/or a partial Conference, on a weekday or weekend.

Register by December 15 and SAVE!

www.rrcna.org/conferences
TO REGISTER AND FOR MORE INFORMATION
Featured Sessions

**Reading Recovery**

*C. C. Bates*
- Creating Synergy: Word Work Across the Lesson

*Mary Fried*
- Reading Recovery and Classroom Practice: Does Collaboration Make a Difference?

*Elizabeth Kaye*
- Self-Monitoring in Writing: Have You Noticed?

**K–6 Classroom Literacy**

*Kylene Beers & Robert Probst*
- Getting Our Least-Engaged Readers Engaged With Fiction and Nonfiction
- Vocabulary: Helping Kids Learn Words
- Reading Nonfiction: What Matters Most

*Lucy Calkins*
- Critical Work: Help Your Students Write Well About Their Reading

*Sharroky Hollie*
- Culturally Responsive Academic Vocabulary Development

Preconference Institutes

**Janice Almasi**
- Interventions for Students Who Struggle: Designing Narrative Comprehension

**Jan Burkins & Kim Yaris**
- Who’s Doing the Work: Reading Instruction That Transfers to Independence

**Nancy Anderson**
- Sound Systems: Helping Children Construct Visual Processing Systems

**Adria Klein & Allison Briceño**

NEW! Leadership Institute

**Dr. Anthony Muhammad**
- Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change
- Attendees receive a copy of Dr. Muhammad's most-recent book.

OUR THANKS TO THESE CONFERENCE SPONSORS