



President's Message

It's Time to Take Action

RRCNA President Lindy Harmon

If you attended the National Conference in January (and if you didn't attend you missed one of the best professional learning opportunities in the country), you may have heard Abigail Gray, a senior researcher for the Consortium for Policy Research in Education. Abby was a coprincipal investigator of the \$55 million, 5-year i3 scale-up of Reading Recovery that involved all of our university training centers across the country. Findings in one of the most ambitious and well-documented expansions of an instructional program in U.S. history reveal the impact of Reading Recovery on early literacy learning.

Regardless of what happens with the Trump administration, one thing is certain – there will be change. Educators will need to rely on proven strategies to improve student outcomes. And evidence-based strategies have never been more important as ESSA, the Every Student Succeeds Act, turns control back to the states for testing, standards, school accountability, and more. As you know, ESSA largely restores control to states for accountability and policymaking decisions and allows them to set their own performance standards. It requires states to put into place locally designed evidence-based strategies and develop strong systems for school improvement to meet the unique needs of their students.

An Education Week analysis reveals half of the nation's state legislatures have at least one new education committee chairperson this year, and a quarter of state schools chiefs are less than a year into the job.

Advocacy at the local and state levels becomes even more critical, as control moves out of the hands of the federal government and back into the hands of state lawmakers and district decision makers — many with little or no background in education. According to an *Education Week* analysis, half of the nation's state legislatures have at least one new education committee chairperson this year; some having experience with K-12 and others who are veteran lawmakers with no specific education background. In addition, a quarter of state schools chiefs are less than a year into the job.

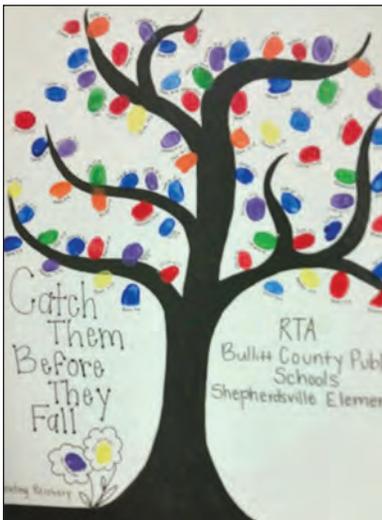
Everyone involved in Reading Recovery knows that all things begin with a child. So it was a few weeks ago when I was invited to attend a behind-the-glass session in a nearby training site.

The teachers and teacher leader had been working before I arrived to get a legislator in to see a lesson. This type of outreach is a continual focus in Kentucky and takes place throughout the year and across all sites. As legislators are changing so often, it allows us to constantly educate and update our state government representatives about the great work we are doing for Kentucky's children and the long-term impacts this can have for our state.

The legislator took part in the circle discussion as the teachers talked about their children and answered questions that arose. He watched the behind-the-glass lesson with excitement and awe. The child had been serviced in a small literacy group since the beginning of the year and had gained only two text levels. In February, he was picked up for Reading Recovery and had already gained 5 text levels in only 15 lessons. The teachers explained that many children can be reached through small-group instruction but many—our most tangled readers—require that one-to-one attention that only Reading Recovery can provide.

When the lesson was finished, he thanked us for the opportunity to see such a wonderful example of a professional learning community focused on direct services to children. He continued by sharing his own personal story about why he viewed

learning to read as so crucial for all children, and indeed, for our state. He had a family member who had never learned to read. From that one meeting came an invitation for a follow-up meeting and a request to help draft legislation for reading grants to support our work.



Kentucky teacher leaders created this canvas of thumbprint, first name, and school year of all the children served in Reading Recovery in a single elementary school over the past few years.

Every year, the university training center in Kentucky spends an entire day at the State Capitol with teacher leaders as one of our professional development days. The teacher leaders begin early in the school year requesting letters, notes, pictures, and cards from parents, teachers, and children to share with their site's local legislators in February. I am always in awe of the fresh ideas that our teachers come up with to impress upon our legislators how their youngest constituents appreciate their support in helping all of Kentucky's children learn to read. The photo at left is an example of one such fresh idea from this year's visit.

When those teachers made that invitation to watch a behind-the-glass lesson or when those teachers tracked down their past students to create the painting above, they had no idea how legislators would be touched by what they witnessed, or where it would take us, or how it might impact even their own future in Reading Recov-

ery. They did it anyway. They did it because they are passionate about teaching children to read and because they know that in times of budget cuts to education—as money gets tight at the district and school levels—Reading Recovery can often be the first to go.

So my message today is this; the federal education budget is facing cuts, many state education budgets will in turn be forced to cut, and so on down to the district and school level budgets. There is no better time for those of us who are passionate about teaching our most-vulnerable students to take action than now. Focus your attention on the state and local levels. Remember, everything in Reading Recovery begins with a child. Invite your legislators, superintendents, principals, teachers, parents, and community leaders in to see a lesson. Explain to them what we do and why it is so important to the children we teach and the communities in which we all live.

RRCNA Board of Directors Election Results

We are pleased to share results of the recent election for terms beginning July 1, 2017.



**Vice President
Karen Scott**

Director of Elementary Learning and Federal Programs
Ozark Public Schools
Ozark, MO



**Secretary
Maryann McBride**

Teacher Leader
Clemson University
Clemson, SC



**Teacher Representative
Shari Butcher**

Licking Heights West
Pataskala, OH



**Teacher Leader Representative
Leslie McBane**

South-Western City Schools
Columbus, OH



**Trainer Representative
Sue Duncan**

Georgia State University
Atlanta, GA



**Site Coordinator Representative
Tammy Lipsey**

Metro Nashville Public Schools
Nashville, TN

Executive Director's Message

Reaching Out to Principals

RRCNA Executive Director *Jady Johnson*



As a new political agenda shifts the direction of national education policy, outreach continues to be one of RRCNA's key activities. Throughout 2017, we are partnering with the National Association of Elementary School Principals (NAESP), giving us new opportunities to reach critical decision makers. NAESP has endorsed Reading Recovery and is enabling RRCNA to share information on early literacy and intervention in a variety of forums.

We have a year-long calendar of articles, advertorials, webcasts, and Twitter chats geared for principals. RRCNA was an education partner at the NAESP Leaders Conference in March and we will present a concurrent session and exhibit at the National Principals Conference in Philadelphia this July. We'll post our resources and webcasts in the Member Resources Center on the website.

Principal Magazine

- March/April issue advertorial on early literacy learning
- May/June issue article on systems change for success
- May/June issue 4-page promotional insert on Reading Recovery
- September/October issue article on English learners
- November/December issue advertorial



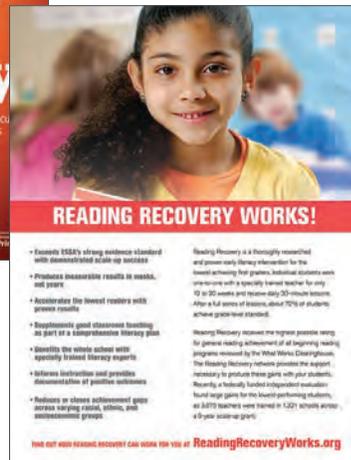
On-Demand Webcasts

We are producing two on-demand webcasts to expand on the articles published in the May/June and September/October magazine, with the first focusing on professional learning communities. Written by Billie Askew and narrated by Nayal Maktari, the webcast features video and audio of Reading Recovery principals and schools teams, with cameos by Gay Su Pinnell and Peter Johnston.

Twitter Chats

We are hosting two chats geared to principals. The successful March 19 chat focused on effectively using job-embedded PD and featured Gerry Brooks and Karen Scott. An October chat will focus on English learners.

Many thanks to the following individuals who are serving as the steering committee for this effort: Lindy Harmon, Craig Dougherty, Janice Van Dyke, Bob Schwartz, Jeff Williams, Maryann McBride, Karen Scott, Gerry Brooks, and Nayal Maktari.



This partnership is also a great chance for teachers, teacher leaders, and trainers to reach out to principals to reinforce the effort, so please share the news! Thanks for your help in supporting this national initiative!

Fund Challenge Exceeds Goal

Laughter and lattes helped the Reading Recovery Fund Challenge climb even higher than goal at this year's National Conference. Attendees grew the total to \$16,584, and the M. Trika Smith-Burke Fund once again provided a match, bringing the total contribution to \$33,168.

Kentucky Reading Recovery Principal (and renowned Internet sensation) Gerry Brooks and RRCNA Development Chair Cathy Duvall challenged the crowd to support Reading Recovery and purchase one less \$8 coffee during their time in Columbus. The Reading Recovery-trained principal also visited the general session crowd for updates via video.

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.

We thank all our generous donors for supporting Reading Recovery as we near the end of our "Growing Readers One by One" campaign.



RRCNA Development Chair Cathy Duvall and Kentucky Principal Gerry Brooks challenged attendees with humor.

**Shop Amazon?
Use Smile and
Help Support
the Council!**

amazonsmile
You shop. Amazon gives.

Visit smile.amazon.com, sign in to your regular Amazon account, and designate RRCNA as the charitable organization you'd like to support. Every time you shop, The Amazon Smile Foundation will donate 0.5% of the purchase price from your eligible AmazonSmile purchases.

Go to www.smile.amazon.com and start shopping!

New Toolkits offer more resources for professional learning and literacy teams



RRCNA's Professional Learning Toolkits organize videos, journal articles, audio files, and other resources by literacy topic areas.

Each interactive toolkit suggests ways to involve teaching staff and administrators in enhancing the comprehensive literacy system and can be adapted to meet the particular needs and interests in your school.

- **Introduction** describes the resources and guides leaders on how to use them
- **Toolkit #1** — Assessing and Monitoring Children's Literacy Behavior
- **Toolkit #2** — Literacy Teaching and Learning
- **Toolkit #3** — Text Reading and Comprehension

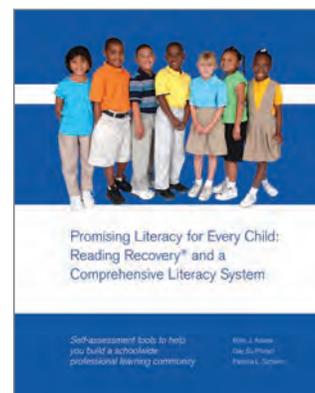
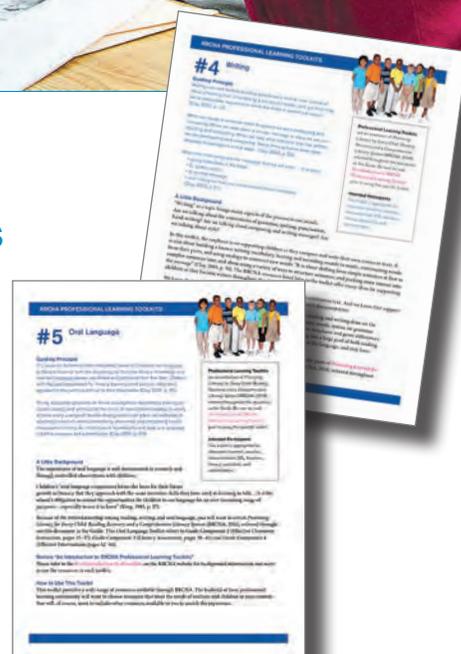
NEW TOOLKITS

- **Toolkit #4** — Writing
- **Toolkit #5** — Oral Language

The toolkits are designed as an extension of *Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System*. The guide connects self-evaluation tools with current strengths and the essential components of a comprehensive literacy approach to promote high-quality literacy instruction for all children.

Self assessment and planning forms to guide literacy teams or school staff in-service training (interactive forms also online)

Promises in Practice case studies and insights from successful implementations across the U.S.



Reading Recovery[®] Council
of North America

Get the Free Interactive Toolkits and Guide Information Online

<https://readingrecovery.org/professional-learning/professional-learning-toolkits>

2017–2018
Teacher Leader
Scholarship Applications
Accepted Until May 31

There's still time to apply for one of three \$15,000 teacher leader training scholarships for the 2017–2018 training year. Funds are provided by the Hameray Publishing Group/Yuen Family Foundation, MaryRuth Books, and Pioneer Valley Books — all generous supporters and associate members of RRCNA.

The scholarship provides support for the initial training of teacher leaders, which consists of a full time, one-year postgraduate course conducted by one of the Reading Recovery university training centers. School districts located in the U.S. and Canada are eligible to apply. Candidates must be members of RRCNA.



Download the application
and get details on the
Scholarships & Grants
webpage.

Scholarship and Grant Recipients Attend National Conference



Hameray Publishing Group and the Yuen Family Foundation

Hameray Publishing Group is dedicated to publishing innovative literacy materials for today's educators by combining a sound research-based approach with cutting edge classroom solutions. The Yuen Family Foundation—a private charitable organization—in conjunction with Hameray Publishing Group contributed \$30,000 to fund two teacher leader scholarships. The recipients are (left) **Susanne Elvington**, Marion County School District, Marion, SC, training at Clemson University, and (right) **Elva Maldonado-Gonzales**, Deer Park ISD, Deer Park, TX, training at Texas Woman's University, pictured with donor Ray Yuen.

Kaleidoscope Series Donations Top \$50,000



Over the last 6 years, **Hameray Publishing Group** and the authors of its Kaleidoscope Collection have donated sales revenue and royalties totaling \$54,250 to RRCNA. These leveled readers were written by a group of experienced Reading Recovery teachers, teacher leaders, literacy coaches, and reading specialists — all members of RRCNA. Each year at the National Conference, Hameray President Kevin Yuen and his parents, Ray and Christine Yuen, have presented a generous check to RRCNA Executive Director Jady Johnson. Many thanks are extended to all of the authors and the Yuens!



Kaeden Books

Kaeden Books provides quality reading materials for schools, teachers, and parents to use with children in the first years of their reading experience. 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 Books provided one \$15,000 teacher leader scholarship. The recipient is **Leigh Turmel**, Spartanburg District 7, Spartanburg, SC, training at Clemson University, pictured with donor Craig Urmston.



MaryRuth Books

MaryRuth Books offers instructional, clever books that provide reading practice using photos and illustrations to facilitate word recognition and engage the young reader. The proud publisher of the Danny series of children's books that provide reading practice and support the development of a lifelong love of reading, MaryRuth Books provided one \$15,000 teacher leader scholarship. The recipient is (left) **Melissa Wilde**, York Region District School Board, Newmarket, Ontario, Canada, training at the Canadian Institute of Reading Recovery Central Division, pictured with donor Mia Coulton.



Tenyo Family Foundation offered 10 National Conference grants. The Foundation was founded by the late Sophie Tenyo to support charitable, religious, scientific, literacy, and educational endeavors for the public welfare and well-being of mankind. Recipients are (left to right) **Julie Sardo**, Sarasota County Schools, North Port, FL; **Debbie Baker**, Woodford County School District, Versailles, KY; **Jenny Leroux**, Rosemount-Apple Valley-Eagan ISD 196, Apple Valley, MN; **Karen Barbour**, Evanston/Skokie School District #65, Evanston, IL; (seated) **Molly Hollister**, Jefferson County Public Schools, Louisville, KY; **Kelly Vangel**, Lapeer Community Schools, Lapeer, MI; **Laura Hutchinson**, Metro Nashville Public Schools, Madison, TN; **Regina Sudderth**, Metro Nashville Public Schools, Nashville, TN; and **Pamela Slone**, Johnson County Schools, Paintsville, KY. Not pictured, **Lauren Johnson**, Beaufort County Schools, Chocowinity, NC.

Debby Wood Professional Development Grant

was established in memory of Debby Wood, who served as a teacher leader in Prince George’s County, MD. Debby was a past recipient of an RRCNA grant to attend the National Conference and always looked forward to the excellent professional development. The recipient is **Tiffany Garner**, Prince George’s County, Capitol Heights, MD.



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. Their goal is to provide quality, affordable books for young children. The recipient is **Terri Lawlis**, Deer Park ISD, Deer Park, TX, pictured with donor Matt Bonnell.

Geri Stone Memorial Fund Grants and Scholarships

were established by family members and friends in memory of Geri Stone’s leadership and work as a Michigan Reading Recovery teacher leader. Grants and scholarships are awarded to Reading Recovery professionals to help offset the cost of training, professional development, or other literacy efforts. The recipients include **Molly Larkin**, Cook County School District 130, Blue Island, IL; **Joanne LeBlanc**, Genesee ISD, Flint, MI; **Christine Miller** (pictured), Walled Lake CSD, Walled Lake, MI; and **Melissa Wood** and **Holly Karram**, Genesee School District, Genesee, MI.



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. Titles are hand-picked to target children of all ability levels, especially at-risk readers. The recipient is **Elizabeth Scully**, Niagara Wheatfield School District, Sanborn, NY, pictured with donor Sarah English.



Minnesota Professional Development Grant was established in memory of Reading Recovery teacher leader, Diane Holum. This award honors her commitment and passion for literacy and learning. The recipient is **Lizabeth Kyser**, Roseville Area Schools ISD 623, Maplewood, MN, pictured with donor representative Teresa Douglas.



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. Books include a wide variety of high interest titles at reading levels appropriate for pre-kindergarten through Grade 2 and are developed to help children learn effective reading strategies. KEEP BOOKS provided two \$1,000 grants for National Conference expenses. The recipients are (left) **Jaime Dawson**, Spartanburg School District Three, Spartanburg, SC, and (right) **Lisa Silva**, Beaufort County Schools, Chocowinity, NC, pictured with donor representative Marsha Levering.



Dr. Julie Olson Literacy Professional Development Grant was established in honor of Dr. Julie Olson, retired director of Independent School District 196 elementary education and Reading Recovery site coordinator, to honor her commitment and passion for Reading Recovery, literacy, and learning. The grant supports Reading Recovery professionals from ISD 196 in Minnesota to attend the National Conference. Two \$1,000 grants were awarded to (left) **Michelle Fiedler**, Eagan, MN, and (right) **Anne Reed**, Rosemount, MN, pictured with donor representative Teresa Douglas.

Remembering Marie...

Ten years ago, educators from around the globe shared their memories of and admiration for



Marie M. Clay upon her death in April. This year, RRCNA celebrated her life with a special social media invitation during the week of April 13. Colleagues were invited to remember Marie and her impact on not only their lives and teaching, but on the lives of the millions of children who have benefitted from her research. Donations were made in her memory to the Marie M. Clay Memorial Fund, which is dedicated to continuing her legacy by supporting work that reflects her research and efforts to enhance Reading Recovery. The tributes, like the one here, voiced admiration of Marie, who continues to be an inspiration to us all.

"I have a hero. Her writings informed my teaching, stretched my thinking, and changed the conversation about what was possible. Dame Marie Clay left us ten years ago, but she will forever be a part of this educator's head and heart."

— Cathy Duvall

Twitter Chat Popularity Taking Off

RRCCNA is in the social media mix with shares, likes, and followers on Twitter and Facebook continuing to increase daily. In November, RRCNA hosted its first ever Twitter Chat — a great opportunity for networking and professional learning. The now-monthly chats are hosted by Hollyanna Bates, teacher leader from Colorado, with support from the Membership and Communications committees and staff.

Participation in #rrchat continues to grow with each featured topic — more than doubled since our first Sunday chat in November when 38 Twitter users engaged in the Q&A platform discussion with special

guest Maryann McBride. The chat on “Selecting and Sequencing Texts” is archived in a Storify and posted at a Twitter Chat link in the Member Resource Center, where new links are added monthly.

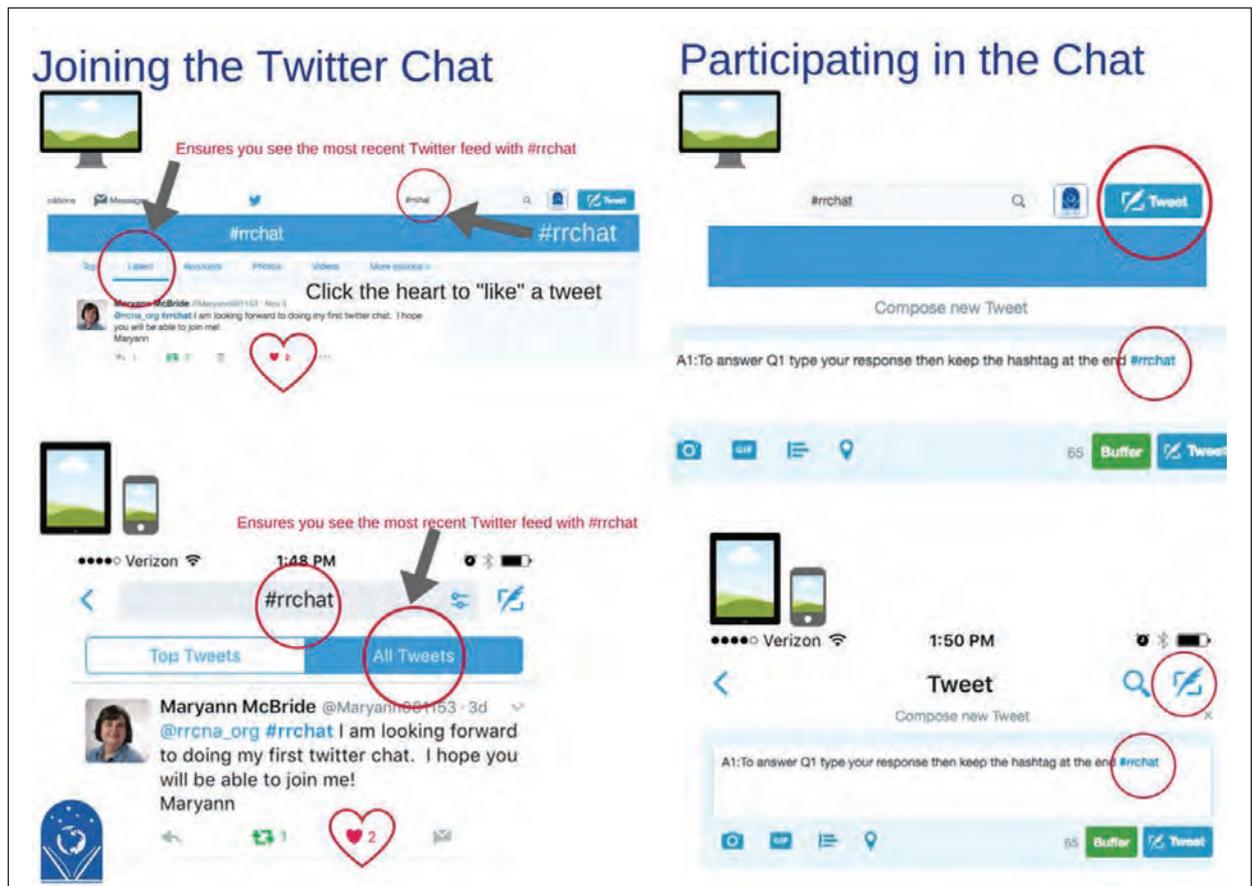
Even if you’re new to Twitter, it’s easy to participate in the chats (see graphic below). If you have questions, just call or email Communications Manager Carissa Hershey. And send us your ideas for future chat topics!

In the archive...

- Jan Burkins and Kim Yaris — “Creating Independence”
- Jan Richardson — “Differentiation in Small Group Reading”
- Gerry Brooks and Karen Scott — “Effectively Using Job-Embedded PD”
- Jen Serravallo — “Teaching Writing Helps Readers: Exploring Hows and Whys”

On the calendar...

- May 21 — Allison Briceño and Adria Klein on oral language development
- June 25 — Professional books for summer reading
- July 16 — Janet Bufalino on teaching reading and writing vocabulary
- August 20 — Betsy Kaye on Roaming Around the Known
- September 17 — Nancy Anderson
- October 15 — NAESP co-sponsored chat for principals on English learners



Home Log In My Profile Join/Renew Shop Donate Contact

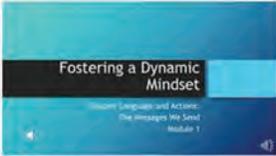
Reading Recovery Council of North America

RRCNA | Reading Recovery | Professional Learning | TL Institute | National Conference

We ensure that children who struggle in learning to read and write gain the skills for a literate and productive future    

Teacher Language and Actions: The Messages We Send

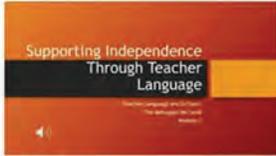
Each module in this four-part professional development series includes video and a facilitator script with notes. Suggestions for group discussion about how the teacher language fostered independent problem solving by the child are included after each video example. Designed to help educators learn together through discussion and observation, the modules can also be helpful for individuals.



Module 1
Fostering a Dynamic Mindset
[Download Script and Notes](#)



Module 2
Contingent Teaching
[Download Script and Notes](#)



Module 3
Supporting Independence Through Teacher Language
[Download Script and Notes](#)



Module 4
Supporting Learners with Intentional Action
[Download Script and Notes](#)

New Series Focuses on Teacher Language

Created and narrated by Lori Taylor, Reading Recovery trainer from Bangor, ME, this four-part professional development series features four interactive modules that feature video clips and photos. Each module includes a downloadable facilitator script with notes to help teachers learn together through discussion and observation. The modules can also be helpful for individual learning.

Just log in and link from the Members Only Resource Center webpage.

Module 1 — Fostering a Dynamic Mindset Teachers can engage learners and motivate active problem solving by teaching with intention.

Module 2 — Contingent Teaching Teachers can foster independence, self-regulation and transfer by carefully observing and responding.

Module 3 — Supporting Independence Through Teacher Language Teacher instructional language impacts student learning.

Module 4 — Supporting Learners with Intentional Action Teacher non-verbal actions can support or hinder learning outcomes.

A special thank you to Lori Taylor and to Billie Askew, Pam Grayson, and RRCNA's Membership Committee for their assistance in developing this new member resource.



Online Book List Grows by 185 Titles

This winter, 185 new books were added to the Reading Recovery Book List, totaling 5,987 books in English and Spanish. Publishers represented in this latest update are Blueberry Hill Books, Buddy Books, Capstone Classroom, MaryRuth Books, Pioneer Valley Books, Richard C. Owen Publishers, Inc., and RR Books.

A special thank you to Book List Chairperson Dr. Janet Bufalino, NATG's Teaching and Professional Development Committee, and the dozens of teacher leaders across the U.S. who field-tested books last year. The process starts up again this summer as publishers will be invited to submit titles for the next round of leveling. If you have a favorite new publisher you would like to see represented on the Book List, please call or email Membership Director Julie Reeves.

More Perks of Membership

Door prizes

What could be better after a long day of learning than food, fun, and freebies! Thanks to all who attended this year's annual Membership Meeting in Columbus.

A special thank you to these National Conference exhibitors for donating over 40 door prizes: Abrams Learning Trends, Apples in the Seeds Publications, Blueberry Hill Books, Inc.,* Booksource, Capstone, Cover One Inc., Hameray Publishing Group, Inc.,* KEEP BOOKS,* Lakeshore Learning Materials, Mark Enterprises, Inc., Mary Ruth Books, Inc.,* National Geographic Learning/Cengage Learning, Pioneer Valley Books,* Primary Concepts, Reading Matters, Inc., RR Books,* Resources for Reading,* Richard C. Owen Publishers, Inc.,* The Silver Lady II, SongLake Books,* Stenhouse Publishers, and Townsend Press.

*RRCNA Associate Members



Barbara Schubert (standing left) and Maryann McBride provided entertainment during the door prize drawing — the highlight of the annual meeting that offers members a chance to meet the RRCNA staff and hear updates on the work of each standing committee.

Mailing labels

Other National Conference perks for Council members include discounts and first notice for hotel and session registrations, and free personalized mailing labels provided by RRCNA and available for pickup during the conference (photo).

Registration drawing

All new and renewing members in attendance are also entered into a drawing to receive a free conference registration and lodging for the following year. Congratulations to this year's winner was **Cruz Herrera**, a Reading Recovery teacher from Tucson, Arizona.



Teacher Leader Award Honors Gwinnett Schools Superintendent

J. Alvin Wilbanks, chief executive officer and superintendent of Gwinnett County Public Schools (GCPS) in Georgia, is the recipient of the inaugural Excellence in Literacy Leadership Award Presented by the Reading Recovery Teacher Leaders.

The award is given to individuals not trained in Reading Recovery who have displayed a strong commitment to expand and maintain its high standards, and who have made significant contributions to implementation beyond the local level.

Gwinnett County Public Schools and its 139 schools and other educational facilities serve more than 178,000 students in metro Atlanta. More than 12,000 students have received Reading Recovery Lessons since the program was introduced in Gwinnett in 1994. Today, Reading Recovery is implemented in all 80 elementary schools. The district has trained more than 300 Reading Recovery teachers, many of whom have gone on to serve in state, county, and local school leadership roles. Besides their Reading Recovery students, trained teachers also work as literacy coaches and



Hope Griffin and Cora Baker, two of Gwinnett's four teacher leaders, join Mr. Wilbanks prior to the award presentation during the 2017 National Conference in Columbus.

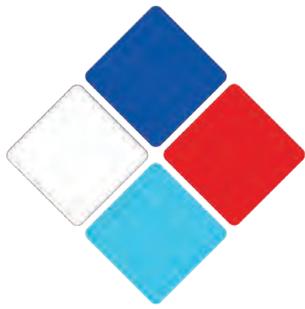
Title I small-group teachers. A significant number of Reading Recovery students are English language learners; 46% spoke a language other than English in 2015–2016 and more than 20 native languages are represented.

A longtime educator whose career has bridged from K-12 to postsecondary, Mr. Wilbanks was named to his current position in 1996. He is the longest serving school superintendent in the United States, and under his leadership the Gwinnett district has earned a reputation as one of the most successful in the country. The Broad Foundation selected GCPS as a finalist for the prestigious Broad Prize for Urban Education three times—in 2009, 2010, and 2014—and awarded Gwinnett the Broad Prize in 2010 and 2014.

As superintendent, Mr. Wilbanks has been selected by three Georgia governors and two United States secretaries of education to help craft significant education-reform legislation at the state and federal levels. He has won numerous honors for his professional accomplishments and civic contributions, including being named “2005 Georgia Superintendent of the Year” and one of four finalists for the national title, and Gwinnett Chamber of Commerce “2005 Citizen of the Year.” He is the recipient of the Boy Scouts of America’s 2008 “Distinguished Citizen Award;” Gwinnett Clean & Beautiful’s 2012 “Environmental Legacy Award;” and the University of Georgia College of Education’s “Lifetime Achievement Award” in 2016. Most recently he was chosen by the Professional Association of Georgia Educators as its honoree for the annual “A PAGE Turning Event” that recognizes outstanding business and civic leaders for their contributions to public education in Georgia. Mr. Wilbanks earned his bachelor’s and master’s degrees in education from the University of Georgia, and his education specialist degree from Georgia State University.

Unlike some literacy programs that do not live up to their advance billing, Reading Recovery delivers the promised results. The research-based strategies have proven to be effective not only in teaching struggling youngsters to read, but in equipping them with reading skills that last over the years. That means the dollars invested for Reading Recovery are a beneficial investment of our instructional resources.

— Superintendent J. Alvin Wilbanks



National Reading Recovery & K-6 Literacy Conference

Deep learning, collaboration, and laughter combined to make this year's conference a tremendous success! More than 2,300 Reading Recovery professionals and other educators from 45 states and 5 countries gathered to learn together and improve literacy learning for their students.

The evaluations are in and show the impact on attendees —

- 99.86% say the ideas and information they learned have value for their work
- 99.36% will integrate the ideas they learned into their teaching



Above left – RRCNA President and 2017 National Conference Chair Lindy Harmon, Executive Director Jady Johnson, Keynote Speaker Peter Johnston, and Special Guest Abigail Gray were part of the opening session. Dr. Johnston's keynote challenged us to view the way we think about our students and their behaviors as it changes how we interact with them. Dr. Gray discussed key findings from the i3 evaluation and insights on strong Reading Recovery instruction.

Above right – Jan Richardson's keynote session focused on progressive steps for teaching comprehension to strengthen each reader's ability to construct meaning during targeted guided reading lessons.

Left – In the final keynote, author Mike Artell energetically shared his passion for children's learning using his own unique humor.



More than 160 speakers and 100 professional development sessions offered the rich experience the National Conference is known for in the education community. Sessions provided research-based literacy instruction that balanced theory with practice.



What they're saying...

"This year the district allowed us to bring a team of eight educators and the conversations since the conference have been outstanding! It's the excellent combination of keynote speakers and sessions that makes it such an appealing event."

"It's great to hear from the actual authors, researchers, leaders, but this conference is also rich in a range of highly applicable topic sessions facilitated by people doing the work in their schools."

"This was professional development on a grand scale."

"Having so many of the greatest minds in literacy research in one place is invaluable to teachers!"

"I love that there's a common theme threaded through the topics. It really connects the dots and increases the learning!"



The first Leadership Institute, led by Anthony Muhammad, was attended by 86 school administrators and explored the connection between personal and institutional mindsets and academic achievement gaps.

Special Thanks to Our Sponsors

Gold Sponsors



DEDICATED TO TEACHERS™
A DIVISION OF HOUGHTON MIFFLIN HARCOURT



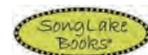
Silver Sponsors



Bronze Sponsors



Friend Sponsors



In-Kind Sponsors

Bindery & Specialties Pressworks
Innovative Displays • Experience Columbus
Stenhouse Publishers • The Book Loft