Do you have a vision of teaching? What guides your approach? In their book, Growing as a Teacher: Goals and Pathways of Ongoing Teacher Learning, authors Clive Beck and Clare Kosnik suggest that your vision of teaching reflects the teacher you want to be and guides your initiatives within the ever-changing world of education. Confronted with distorted concepts of teaching, such as the simple transmission of a package of academic material, teachers need to develop a strong alternative vision so they can confidently teach in a complex, effective, and relevant way (Beck & Kosnik, 2014).

Reflecting back over my years in education, I am not the teacher I was 36 years ago; my vision is honed over many years and a variety of experiences. It guides my approach to academic instruction and other elements such as helping my students develop a viable way of life, building safe and inclusive learning communities, and establishing strong teacher-student relationships (Beck & Kosnik, 2014). My vision has also been strongly influenced by membership in Reading Recovery professional learning communities and by the exchange of ideas with other members of those communities.

During my training year as a Reading Recovery teacher, my teacher leader introduced me to the benefits of Reading Recovery Council of North America membership. That was 22 years ago, and I am continually grateful to RRCNA for the breadth of its offerings. Perhaps its greatest contribution to supporting my vision of teaching is the variety of choices for self-directed learning, and in particular, the annual National Reading Recovery & K-6 Literacy Conference. This outstanding opportunity to learn with colleagues can help you be the teacher you want to be in classrooms, early intervention, coaching, leadership, with English language learners, or as a specialist. The 2018 Conference will be held February 17–20 in Columbus, OH.

Keynote speakers Mary Fried, Ellin Keene, and Pat Cummings promise to inspire and challenge us. Featured speakers Jeff Anderson, Gravity Goldberg and Renee Houser, Jennifer Serravallo, Connie Briggs and Salli Forbes, Sue Duncan, and Lea McGee will explore some of the many complexities of literacy learning.

There are also options for how you want to learn. Study sessions encour-
age interaction with other educators in an in-depth investigation of a topic, and concurrent sessions take a more lecture-like format.

Saturday Preconference Institutes complement the Conference and provide full-day sessions in leadership, Reading Recovery, and classroom literacy.

If you are in leadership, imagine a full day learning and talking about the latest research on leadership actions and student achievement with Dr. Douglas Reeves at the Leadership Institute. Also, imagine how conversations with the speaker and fellow attendees can begin even before and carry on after the Institute via Twitter, Facebook, and by email using the Conference Mobile App.

For Reading Recovery educators who always crave more time for discussions, two full-day Institutes provide that opportunity. James Schnug, Lisa Patrick Pinkerton, and Maryann McBride bring together the challenge of acceleration and the crucial early lessons during Roaming Around the Known. Or, Elizabeth (Betsy) Kaye will lead you through a day-long exploration into the idea of reciprocal gains from linked reading and writing processes.

Two additional full-day Institutes that are open to all attendees address current and unique topics that promise to take your learning into new territory. Drawing on their book, *Disrupting Thinking*, Kylene Beers and Robert Probst will pursue questions such as how to encourage responsive and responsible reading of texts, especially nonfiction, and how to help even our youngest students identify fake news. Or, you can join Tanny McGregor to explore what it means to make your thinking visible and learn more about her approach to weaving visual literacy practices into instruction.

High-quality professional learning inspires us and drives our vision forward. As a 2017 Conference attendee shared,

“The conference validated my vision for my school and fueled me to move forward as a new administrator with a reading and literacy focus.”

Whatever path you are on, I encourage you to actively pursue the professional learning that will hone your vision of teaching and expand your network.

Reference

Learn more at rrcna.org/conferences
Executive Director’s Message

Responding with the Truth

RRCNA Executive Director Jady Johnson

One of RRCNA’s key functions is to assure that the educational context in which you work is well-informed about Reading Recovery and the important work you do. We know that Reading Recovery is specialized, complex, and not easily communicated in our soundbite culture. Under the best of circumstances, it is challenging to explain Reading Recovery to school decision makers, teacher colleagues, community leaders, and parents. When erroneous and misleading charges against Reading Recovery are publicized, our jobs—as well as your jobs—become more difficult.

In August this year, an article appeared in Learning Disabilities: A Multidisciplinary Journal by authors Cook, Rodes, and Lipsitz titled, “The Reading Wars and Reading Recovery: What Educators, Families, and Taxpayers Should Know.” The sole purpose of the article was to attack Reading Recovery. The Learning Disabilities Association of America chose to publish the article, which contains half-truths, misinformation, and gross inaccuracies. It is an affront to researchers, scholars, educators, and others who know the facts and a disservice to parents of children with reading difficulties.

While attacks like this are not new for us, the claims in this article are so numerous and egregious that we were compelled to act to protect the integrity of Reading Recovery. Our response, “The Truth About Reading Recovery,” provides accurate, current, and evidence-based information about Reading Recovery. This response and other related resources were posted on a new webpage in September, and I encourage you to share them with colleagues and school decision makers.

I’d like to share a portion of the introduction:

“The rhetoric of the Cook, Rodes, & Lipsitz article continues to conflate ideology with student outcomes. The truth is that the authors’ notions that Reading Recovery does not use contemporary scientific research or that contemporary scientific research does not show Reading Recovery as successful are false on both counts. The challenges aimed at Reading Recovery in this article have been repeated over several decades in similar fashion—always lacking detail and data to support such claims and always with misconceptions. Ironically, what is actually dated and out of sync are the authors’ own arguments. Until these and other critics put their ideology into practice and validate their instructional theory through rigorous methodology under scientifically controlled conditions, it is time to stop criticizing an intervention that has demonstrated effectiveness in multiple countries, and thousands of districts and schools under the conditions required to address the literacy concerns of parents, taxpayers, educators, and the children who need this early intervention support.”

“The Truth About Reading Recovery” addresses the most-damaging claims made by the authors:

- Misrepresentations of decision-making evidence
- Attempt to reject The Observation Survey
- Misleading conclusions about sustained gains and the i3 report
- Confusions about the selection of students for Reading Recovery
• Failure to recognize distinctions of Reading Recovery, Literacy Lessons, and the Literacy Lessons Designed for Individuals text
• Erroneous challenges to the focus of Reading Recovery instruction

We know that Reading Recovery professionals are devoted to struggling students, sensitive to the concerns of their parents, and deliberate in their advocacy for truly effective literacy instruction. RRCNA is here to assist you with your work.

Just click What’s New in the menu bar on the RRCNA website to find this page and other updates.

https://readingrecovery.org/news/

Shop Amazon? Use Smile and Help Support the Council!

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 of your eligible AmazonSmile purchases.

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Donors Help Fund Training for Three New Teacher Leaders

Three new teacher leaders are in training thanks to generous Reading Recovery donors and advocates whose contributions totaled $45,000. Teacher Leader Scholarships are granted to school districts that have demonstrated a commitment to Reading Recovery and selected a suitable teacher leader candidate. Hameray Publishing Group/Yuen Family Foundation, Pioneer Valley Books, and MaryRuth Books each donated $15,000 this year for the scholarships. In addition to the funding to support their training, each publisher will provide $1,000 worth of books to their recipient.

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.

MaryRuth Books
MaryRuth Books, Inc., is a publishing company committed to helping children become happy, successful readers. Leveled titles help teachers and parents choose books that offer the right amount of support and challenge to enable young readers to continually progress. Loved by children and endorsed by educators worldwide, the titles are staples in reading libraries, used by Reading Recovery programs, and favorites of elementary school classroom teachers.

Kentucky Valley Educational Cooperative, Hazard, KY
Pamela Slone is training at the University of Kentucky. Pamela brings 25 years of teaching experience to her training and is a member of the Kentucky Reading Association. She is ready to share her learned knowledge and build a network of strong, driven, and motivated Reading Recovery teachers. She plans to advocate for Reading Recovery by inviting school leadership to behind-the-glass lessons, as well as keeping testimonials throughout the year from parents, students, and teachers to share with leaders in the state capital.

Kentucky Valley Education Cooperative has implemented Reading Recovery for 20 years, currently serving 22 school districts in the Appalachian Mountains in Eastern Kentucky.

Farmington Public Schools, Farmington, MI
Erin Nock is training at the University of Connecticut. Her 17-year teaching career includes 11 years in Reading Recovery. Erin is an active advocate for Reading Recovery and plans to be an accessible teacher leader who will train new teachers and support and expand the program.

Farmington Public Schools has implemented Reading Recovery for 24 years. In 2017–18, 2,874 students were enrolled in K-8, with 440 students qualifying for free and reduced lunch.
Pioneer Valley Books

Pioneer Valley Books is dedicated to producing the highest-quality books for early literacy learners. Their books have been carefully written to support students in gaining control over early reading behaviors and in becoming strategic in their approach to print. Books have highly supportive pictures, carefully selected reading vocabulary, and easy sentence structure, and they are specifically designed to help children gain fluency and independence in their reading.

Bricolage Academy, New Orleans, LA

Allison Cummins is training at Texas Woman’s University. Allison brings 5 years of teaching experience to her training and has a master’s degree in early childhood education from the University of New Orleans. She is eager to share her learning experiences with colleagues and students and describes herself as both a child-first educator and a creative problem solver.

Founded in 2013, Bricolage Academy is its own Local Education Agency within the Orleans Parish School Board. Their student population is intentionally diverse and created to reflect the rich diversity of New Orleans. Plans for a newly renovated facility include a behind-the-glass room to facilitate Bricolage as a new Reading Recovery site.

21 Grants Defray Conference Costs

Generous donors have contributed 21 grants of $1,000 each to help offset the cost of registration, travel, meals, and hotel for the National Conference in Columbus. This funding is available through the generosity of the Tenyo Foundation (12 grants), KEEP BOOKS (2 grants), Teacher Leader Professional Development Grants (2 grants), RR Books, SongLake Books, Blueberry Hill Books, Debby Wood Professional Development Grant, and the Rose Mary Estice Memorial Fund. Watch the website for recipients.

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

United in Literacy Success

The impact of the Reading Recovery community has been felt across North America, with more than 2.5 million children in the United States and Canada receiving daily one-to-one lessons since 1984. No other intervention matches the effectiveness of Reading Recovery for students, and the ongoing professional development unites teachers, teacher leaders, and trainers as they strive to meet the individual needs of struggling first graders.

Your gift to the Reading Recovery Fund supports RRCNA’s mission, including advocacy for federal reading policy and adequate school funding, teacher professional development, and early literacy resources.

Don’t miss the donation challenge for the annual fund at the 2018 National Reading Recovery & K-6 Literacy Conference. Pioneer Valley Books has generously provided matching funds up to $15,000 for the 2018 Conference donation challenge. Hear an update on funds raised before each keynote address and then stop by the fund booth to make your donation.
RRCNA members have an opportunity to offer ideas for new and improved benefits and services in the Membership Survey each spring. In recent years, the most frequently requested member benefit has been “more video recordings.” In response, RRCNA has created the Learning Library. Now, in addition to the nearly 90 audio recordings offered in the Members Only Resource Center, you’ll find video recordings on dozens of topics pertaining to Reading Recovery, early literacy, and leadership. New recordings are added each month, so check back frequently to see what’s new!

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.

Join the Twitter Conversation!
If you haven’t joined one of RRCNA’s monthly Twitter chats, you’re missing out on a great PD opportunity! Dozens of literacy and education professionals come together one Sunday a month at 7 pm Eastern for a lively 1-hour conversation on a variety of topics. If you’re new to Twitter chats, it’s easy to jump into the conversation stream. Or if you’d rather “lurk and learn” by just observing that’s fine, too!

Earlier chats have focused on leadership decisions to improve student reading, reciprocity in reading and writing, roaming around the known, teaching reading and writing vocabulary, and effectively using job-embedded PD. All of our Twitter chat conversations are archived and can be found in the Members Only Resource Center.

#RRCHAT
Sundays
7pm, EST  | @rcna_org

Develop Truly Independent Readers
December 17 with Gravity Goldberg

Visual Literacy
January 21 with Tanny McGregor

Featuring Two of Our 2018 National Conference Speakers
‘Dear Principal’ Letters Address i3 Report Findings

The first of a series of letters that address implementation topics are now available in the Members Only Resource Center.

Written by trainers, the letters cover these topics:

- *The Importance of Teacher Selection* by Lindy Harmon
- *Beginning and Transitioning Lessons* by Connie Briggs
- *The Importance of Daily Lessons* by Lori Taylor
- *Utilizing Literacy Expertise* by Lisa Patrick Pinkerton
- *Beyond One Year–Cost Effectiveness* by Garreth Zalud

The PDF format makes it easy to share information with your local administrators and other decision makers; allowing you to attach messages of interest to email, or to print the PDF and hand-deliver a message along with a personal note.

The idea for the letters grew from NATG discussions about the i3 scale-up report that made clear the importance of fidelity in Reading Recovery implementation. While anyone trained in Reading Recovery already understands the importance of fidelity, administrators may not.

These ‘Dear Principal’ letters are the newest online resource for outreach to decision makers. They join the enewsletter PDFs for administrators on a range of topics, the updated Reading Recovery Works Overview brochure, fact sheets, case studies, templates for customizable intro letters, personalized note cards, and more.

Watch for new PowerPoints, administrator videos, and more in the upcoming months as we continue to update these very helpful resources. And, as always, we welcome your suggestions and comments.

Calling All Bloggers!

Want to share your ideas with the Reading Recovery/early literacy community? RRCNA’s new blog might be the perfect opportunity!

RRCNA’s new blog will provide a platform for writers to pool their collective knowledge, share best practices, offer advice, anecdotes, reflections, or commentary on any topic relating to Reading Recovery, early literacy, or education in general.

So, if you enjoy writing and are passionate about Reading Recovery and early literacy, consider submitting a post. All posts are subject to review and approval; 500–800 word length is ideal. Visit the website for details and submission form.
RRCNA’s Annual Membership Meeting is an opportunity to meet your representatives to the Board of Directors, standing committee chairs, and RRCNA staff. This year’s meeting will also include a presentation on all of RRCNA’s social media channels as well as a live Twitter chat demo, plus snacks and tons of door prizes. Be sure to join us on Monday during the February 18-21 Conference.

And while you’re browsing the Exhibit Hall at the Conference, don’t forget to thank our earlier Associate Members for supporting Reading Recovery through their memberships, scholarships, sponsorships, and generous contributions to RRCNA, as well as exhibiting and support at numerous regional conferences. Learn more about them online in our Associate Member Guide.

Special Offer for Retired Members
On Sunday only, all current retired members (who have joined or renewed at the retired member level) may attend sessions, browse the Exhibit Hall, and enjoy a boxed lunch — all for only $50. If you didn’t receive the email invitation in late October one and would like more information, please contact membership@readingrecovery.org.

2018 Annual Membership Meeting
Monday, February 19 at 4:45 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!

Don’t miss the fun!

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!”

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Reading Recovery® Council of North America
Teacher leaders prepared for the upcoming school year during the 2017 Teacher Leader Institute held June 20–23 in Orange, CA. It provided an intensive study of Marie Clay’s theory in literacy processing and visual processing in early literacy, leadership, implementation, teaching and learning, and technology. The content also focused on the second edition of *Literacy Lessons Designed for Individuals* and the new resource to accompany it. Teacher leaders shared their enthusiasm for applying the new learning in professional development sessions with their teachers.

**Highlights**
- Sessions focused on the many facets of the teacher leader’s coaching role, the second edition of *Literacy Lessons Designed for Individuals* and the TL resource, leadership, data, technology, 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

**Questions? Email** conferenceinfo@readingrecovery.org
National Reading Recovery & K-6 Literacy Conference
February 17-20, 2018 in Columbus, Ohio

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

Learn with these and other outstanding speakers

**KEYNOTE SPEAKERS**

**SUNDAY**
Mary Fried
Reading Recovery trainer,
The Ohio State University,
Columbus, OH
Opening Doors to Early Literacy Teaching and Learning

**MONDAY**
Ellin Keene
Author, educator & director of research and development,
Public Education and Business Coalition, Denver, CO
ALL IN: The Role of Engagement in Comprehension

**TUESDAY**
Pat Cummings
Author & illustrator,
Brooklyn, NY
Growing Curious Readers

**FEATURED AND INSTITUTE SPEAKERS**

Kylene Beers  Robert Probst  Jennifer Serravallo  Jeff Anderson  Gravity Goldberg  Renee Houser  Tanny McGregor  Douglas Reeves

Elizabeth Kaye  Connie Briggs  Salli Forbes  Sue Duncan  Lea McGee  James Schnug  Maryann McBride  Lisa Patrick