President’s Message

Sustaining and Growing Our Work Requires A New Lens

RRCNA President Jeffery Williams

As the Reading Recovery and Literacy Lessons teacher leader of a large site in northeastern Ohio, I have had the privilege and honor to see the important work of a variety of Reading Recovery teachers — urban, suburban, and rural teachers in high- and low-socioeconomic districts; teachers with years of experience and brand-new teachers in their first year. Teachers who only teach Reading Recovery during their day and others who serve children as special education teachers, small-group instructors, ELL teachers, literacy coaches, and even classroom teachers. Across these settings, the work I see is transformative: for children, for teachers, for schools. It is profound and meaningful work. The work I see is going on in settings all across Canada and the United States. This humbles and energizes me.

But this work also troubles me. I wonder why some districts or schools choose to function without Reading Recovery. I wonder why state departments of education choose to showcase and support programs other than Reading Recovery. I wonder why critics choose to spend time writing articles or producing websites to attack our work. I wonder why we are in fewer schools today than at any time in the last 20 years. And, if truth be told, I sometimes even wonder if we can survive the problems before us.

As with many puzzles, I turn to reflection on the work of Marie Clay. Clay always said that you cannot bring a simple theory to that which is complex. Reading Recovery is complex. We work in complex settings, have complex relationships, engage in complex thinking and do complex work with children and teachers and schools and universities. These complexities need to be lifted up, examined, refined, and made more elegant, less expensive, more far-reaching, less variable. To accomplish this, we need the help of a new network, a new way of thinking.

For some, this might feel uncomfortable and that’s expected. Clay also felt unsure when she set out to solve the problems she saw before her. At first, she was puzzled by why some children have difficulty learning to read and write and challenged herself to look “with an unusual lens.” This led her to create the Observation Survey and ultimately, Reading Recovery. Once Reading Recovery was established in New Zealand, she puzzled over how to take this beyond her native setting to scale-up across other countries like Australia, Britain, the United States, and Canada. She then puzzled over how to help children learning other languages and developed versions of Reading Recovery for Spanish and French. Later, she looked again at contemporary problems for children with learning disabilities and those learning English as a second language which set Literacy Lessons in motion. Each puzzle was different. Each puzzle required a new lens. Each took resolve, time, resources. And lots of problem solving. Marie Clay showed us the way, and now it is our turn to create a new lens to solve the puzzles we face today.

The puzzle of how to sustain and grow our work is before us and requires yet another, unusual lens. Together WE can do this. WE know Reading Recovery is transformative. WE have had impact on schools, districts, systems. On universities, research, and on society. WE have more data—and better data—than any early literacy intervention on the planet. WE get replicability in research results. Educational studies don’t usually work that way. The collective 2.4 million children taught in the last 30 years who come largely from marginalized groups—economically challenged or who represent racial and linguistic diversity—have been transformed. WE brought them to literacy. To opportunity. To freedom. WE must not let our work end. Thank you for the time and resources I know you will commit to help improve what we know and love — our transformative model of teaching and learning.
As you are aware, the Every Student Succeeds Act (ESSA), passed in December 2015, moves substantial parts of decision making and implementation of the federal law to the state level. It calls for state departments of education to develop initiatives and provide technical support to schools and districts that is quite different from the “compliance and assurance” work they did during the No Child Left Behind era.

Since 2016, RRCNA has participated in meetings with state education agency staff tasked with implementing ESSA’s requirements. We share best practices, lessons learned, and strategies to address specific issue areas including evidence-based practices and interventions.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head state departments of elementary and secondary education in the states.

CCSSO provides opportunities three times a year for states and partner organizations to collaborate and focus on specific topic areas. Currently, RRCNA sends representatives to four special interest groups during these 2-day meetings: English Language Arts, English Learners, Assessing Special Education Students, and School and District Improvement. As partner representatives, we participate in the learning, join in discussions and problem solving, and help facilitate and lead the work. We have the opportunity to share information about literacy processing theory, effective strategies with English learners, comprehensive literacy instruction, high-quality teacher professional development, and data-based instruction, as well as information about Reading Recovery, Descubriendo la Lectura, and Literacy Lessons. When misinformation supporting simple theories of assessment and reading instruction are put forth, we are able to counter with current research and our deeper understandings of literacy instruction.

RRCNA will continue to seek opportunities to connect and engage with state leaders and education officials.
One of RRCNA’s key advocacy efforts is to support federal budget and appropriations legislation which will benefit public education, teacher professional development, and comprehensive literacy efforts. In October, Congress passed the FY 2019 federal budget totaling $4.407 trillion. With estimated revenue of $3.422 trillion, the resulting deficit is $985 billion. Mandatory spending accounts for $2.739 trillion devoted to Social Security, Medicare, and Medicaid (62%). Discretionary spending (which includes education) is $1.305 trillion.

Funds targeted for education total $71.5 billion, which reflects an increase of $581 million. Both Title I and IDEA received small increases. The only funding specifically for literacy instruction is the Comprehensive Literacy State Development Grants, previously called Striving Readers Comprehensive Literacy Grants. We were pleasantly surprised that this initiative is level-funded at $190 million, because it had been eliminated from the President’s budget and the House budget. These competitive grants are made to states, which then fund districts’ efforts to improve literacy instruction in high-need schools and early education programs for children from birth through Grade 12.

In 2017, RRCNA provided written resources for members to use in communicating with state education agencies and their districts to assist in the development of comprehensive literacy plan language that would include Reading Recovery. When the U.S. Department of Education announces the next state competitive grant cycle, we will update and share similar information with you.
The 2018–19 Officers and Board of Directors of The Reading Recovery Council of North America

President
Jeffery Williams
Solon, OH

Vice President
Amy Smith
Richmond, KY

Past President
Janice Van Dyke
Thornhill, Ontario, Canada

Past President
Emmanuel Caulk
Lexington, KY

Partner Representative
Yvette Heffernan
Lower Sackville, NS, Canada

Trainer Representative
Shari Worsfold
Saanichton, BC, Canada

Canadian Institute of Reading Recovery Representative
Debra Zarling
Oshkosh, WI

Site Coordinator Representative
Robert Muller
Chicago, IL

Deans Representative
Gay Su Pinnell
Columbus, OH

Founding Director
Kathryne Salinas
Rosenberg, TX

Desubriendo la Lectura Representative
Salli Forbes
Cedar Falls, IA

North American Trainers Group Past President

Sue Duncan
Atlanta, GA

Teacher Representative

Leslie McBane
Columbus, OH

Teacher Leader Representative

Allyson Matczuk
Winnipeg, MB, Canada

North American Trainers Group Vice President

Judy Embry
Lexington, KY

North American Trainers Group President

Sallie McCormick
Jackson, MI

Teacher Leader Representative

Robert Muller
Chicago, IL

Susan Steines
Pepper Pike, OH

Teacher Representative

Shari Worsfold
Saanichton, BC, Canada

Canadian Institute of Reading Recovery Representative

Allison Henry
Louisville, KY

Presidential Appointee

Treasurer
Lindy Harmon
Lexington, KY

Secretary
Maryann McBride
Clemson, SC

President-Elect
Karen Scott
Ozark, MO

Gay Su Pinnell
Columbus, OH

North American Trainers Group President

Judy Embry
Lexington, KY

North American Trainers Group Past President

Steven Foreman
Zanesville, OH

Site Coordinator Representative

Felicia Cummings Smith
Louisville, KY

Partner Representative

Kathy Henry
Louisville, KY

Presidential Appointee

Debra Zarling
Oshkosh, WI

Site Coordinator Representative

Robert Muller
Chicago, IL

Deans Representative
Gay Su Pinnell
Columbus, OH

Founding Director
Kathryne Salinas
Rosenberg, TX

Desubriendo la Lectura Representative
Salli Forbes
Cedar Falls, IA

North American Trainers Group Past President

Sue Duncan
Atlanta, GA

Teacher Representative

Leslie McBane
Columbus, OH

Teacher Leader Representative

Allyson Matczuk
Winnipeg, MB, Canada

North American Trainers Group Vice President

Judy Embry
Lexington, KY

North American Trainers Group President

Sallie McCormick
Jackson, MI

Teacher Leader Representative

Robert Muller
Chicago, IL

Susan Steines
Pepper Pike, OH

Teacher Representative

Shari Worsfold
Saanichton, BC, Canada

Canadian Institute of Reading Recovery Representative

Allison Henry
Louisville, KY

Presidential Appointee

Debra Zarling
Oshkosh, WI

Site Coordinator Representative
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. Our 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!”
Scholarships Help Train Six New Teacher Leaders

Generous Reading Recovery donors and advocates contributed a total of $90,000 to help train new teacher leaders for the 2018-2019 school year. 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 and a Private Donor each contributed $30,000. Pioneer Valley Books and MaryRuth Books each donated $15,000.

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.

MaryRuth Books
MaryRuth Books, Inc. is a publishing company committed to helping children become happy, successful readers. Every element in their “not as simple as they look” books is designed to maximize success for beginning readers and encourage their emerging reading skills. 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, and favorites of elementary school classroom teachers.

Hillsborough County Public Schools, Tampa, FL
Mary Vreeman is training at National Louis University. Mary brings 26 years of teaching experience to her training and earned a master’s degree in educational leadership from National Louis University. She has collaborated with both colleagues and administrators and makes communication and professional development the cornerstone of her career. Her approach for advocating and capturing stakeholder attention is to share real results. Hillsborough County is economically, ethnically, and linguistically diverse, with 27.5% of families speaking a language other than English and 64% of students receiving free and reduced lunch.

Effingham County Schools, Springfield, GA
Mallory Turner is training at Georgia State University. Mallory brings 9 years of teaching experience to her training and received her master’s in special education from Georgia Southern University. She looks forward to sharing her learned knowledge and building 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. Effingham County Schools has served over 5,000 students in Reading Recovery over the past 21 years. Free or reduced lunch is served to 37% of the student population.
Hameray Publishing Group and the Yuen Family Foundation

The Hameray Publishing Group/Yuen Family Foundation has supported the training of 20 Reading Recovery teacher leaders through this scholarship program. 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 is a private charitable organization.

Sarasota County Schools, Sarasota, FL

Rachel Chappell is training at National Louis University. Rachel brings 19 years of teaching experience to her training along with a master’s degree in K-12 reading from the University of South Florida. She will strive to maintain the fidelity of Reading Recovery and will have an open-door policy for teachers, principals, district personnel, and media to see the program in action. Sarasota County Schools has been a site for 3 years and has 34 Reading Recovery teachers in 24 elementary schools. Currently 50% of the students in the district receive free and reduced lunch.

Private Donor

Peggy Phillips is training at Clemson University. Peggy brings 23 years of teaching experience to her training along with a master’s degree in early childhood special education from The University of South Carolina. She is an active advocate for Reading Recovery and believes the best way to empower students is to build a strong literacy foundation early in their education. Lexington School District One will be expanding Reading Recovery after 3 years of implementation. The district has 1,850 English language learners who speak 44 different languages.

Lexington School District One, Lexington, SC

Katherine Herring is training at Clemson University. Katherine brings 14 years of teaching experience to her training and has a bachelor’s degree in early childhood education from Francis Marion University. She will strive to spread the culture and beliefs of Reading Recovery to all stakeholders in the county and embrace collaboration and feedback to teachers to help students develop to their greatest potential. Chesterfield County School District has a poverty rate above 80% and provides free breakfast and lunch for all students.

Chesterfield County School District, Chesterfield, SC

Michelle Brown is training at the University of Arkansas at Little Rock. Michelle brings 17 years of teaching experience to her training and has a master’s degree in elementary education from Southwest Baptist University. She is eager to share her learning experiences with colleagues and students and would like the district to reach full implementation of Reading Recovery. Branson School District has implemented Reading Recovery for 16 years. The district has two elementary schools in Taney County, which has a poverty rate of 22%; and 66% of the students receive free and reduced lunch.
A new platform designed to offer you customized professional development online is now available exclusively for Council members — and it’s free! Here’s what the new RRCNA e-Learning Center video library offers you:

- **Free webcasts and videos.** Most of the webcasts previously offered for sale are now free to members.

- **Professional development credit.** Most completed sessions earn 1.5 “RRCNA Contact Hours” (subject to your local professional development committees).

- **Printable certificates.** After viewing a video and completing a brief quiz, you can print a certificate of completion.

- **Keep track of all the sessions you complete.** Your personal Learning Profile is always available.

Future additions will include short 20–30 minute “mini sessions” on various Reading Recovery and classroom literacy topics. We’re excited to offer this new service for our members and hope you’ll find it useful. Let us know!
Resources for Reading Owners Closing Doors

Diane Zingale and Eric Black, owners of Resources for Reading, have announced their retirement and plan to close the business after serving the Reading Recovery and early literacy community for nearly 25 years.

Resources for Reading began as a garage operation in 1994 when Eric—then a software engineer—learned of the difficulty that Reading Recovery teachers had in finding the unique supplies used in their lessons, such as sentence strips and lowercase magnetic letters with straight tails and curved “D’Nealian” tails. In response to the demand, Eric worked with manufacturers across the globe to custom-design and produce dozens of highly specialized educational materials, and the company quickly became a primary source for many of the supplies that teachers used in lessons and classrooms.

Several years later, Diane joined Eric in the business, and for many years they traveled the Reading Recovery and literacy conference circuits together. As their business grew to 10 employees, that garage warehouse was replaced with a 20,000-foot facility stocked with hundreds of products that Reading Recovery and classroom teachers have depended on for over two decades.

Beyond filling a much-needed retail niche, however, Diane and Eric have generously given back to the Reading Recovery community and RRCNA through donations, conference sponsorships, teacher training scholarships, and Associate Membership since the program’s inception in 2005. RRCNA thanks Diane and Eric for their dedication and service, and we wish them the best in all their future adventures.

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 from your eligible AmazonSmile purchases.

Go to www.smile.amazon.com and start shopping!
2018 Teacher Leader Institute

Polishing Facets of the Role

Teacher leaders and trainers gathered for deep learning at the June 12–15, 2018 Teacher Leader Institute held in Louisville, KY. Polishing the Diamond: Refining the Tools in Your Teacher Leader Toolkit was the theme chosen by co-chairs Janet Bufalino, Lisa Pinkerton, and Lori Taylor.

Gay Su Pinnell led the opening general session, “Cultivating Self-Extending Teachers: Coaching for Agency and Independence.” Working sessions with videos followed, strengthening understanding as teacher leaders collaborated with colleagues on the coaching of teachers.

The coaching emphasis continued with Nancy Anderson’s Thursday morning general session, “Co-constructing Expertise Through Purposeful Coaching Conversations.” Billie Askew and a panel of teacher leaders explored teacher leadership in Thursday’s afternoon general session.

Linda Dorn, Adria Klein, and Deb Rich shared the new Reading Recovery technology standards during Friday’s general session, with teacher leaders demonstrating ways to incorporate the new standards.

The Institute provided a valuable learning experience through collaboration with colleagues, examining theoretical understandings, and polishing the many and various facets of the teacher leader role.

Special thanks to our sponsors
SongLake Books, lead
Hameray Publishing Group, bronze
Blueberry Hill Books, friend
Pioneer Valley Books, in-kind

Above: Small-group sessions provided opportunities to delve more deeply into topics and share what’s working around the country.

Below: New trainers and teacher leaders, including those shown here, were introduced at the welcome reception Tuesday evening.
Get Ready for February in Columbus!

Annual Membership Meeting
The annual RRCNA membership meeting is a great opportunity for you to meet RRCNA staff, committee chairs, and elected representatives and offer feedback on member benefits and services. Dozens of door prizes will be awarded, and everyone leaves with a free gift. If you plan to be in Columbus for the National Conference, we hope to see you there on Monday, February 11, at 4:45 pm in the Hyatt Regency Hotel.

Special Emeritus Registration
All retired members are invited to attend a special day of learning and networking on Sunday, February 10, during the conference. For only $50, retired members may attend the morning keynote session, enjoy a boxed lunch, attend two afternoon sessions, and browse the exhibit hall. Registration for this special event is separate from regular conference registration, and materials will be emailed to all current retired members in early December. For more information, email jreeves@readingrecovery.org.

Grants Help Offset Costs
This year, generous donors have contributed 34 grants of $1,000 each to help offset the cost of registration, travel, meals, and hotel for the National Conference. Grants will be awarded to Reading Recovery teachers, teachers-in-training, teacher leaders, university trainers, or administrators who support the implementation of Reading Recovery. Applicants must be current members of RRCNA to qualify. This funding is available through the generosity of Tenyo Foundation (10 grants), Private Donor (10 grants), Pioneer Valley Books (4 grants), Private Donor (2 grants), Teacher Leader Scholarship Fund, Minnesota Literacy Scholarship Fund, Debby Wood Professional Development Grant, RR Books, SongLake Books, Blueberry Hill Books, Rose Mary Estice Memorial Fund, and KEEP BOOKS. Award announcements will be posted on the website.

Six Geri Stone Memorial Fund grants will also be awarded to help offset the cost of attendance at other professional development conferences, books, and more.

Don’t miss the donation challenge for the annual fund at the 2019 National Reading Recovery & K–6 Literacy Conference. Hear an update on funds raised before each keynote address, and stop by the fund booth to make your donation.

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.

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.

Annual Fund Challenge
Your generosity will be matched up to $15,000 from the Trika Smith-Burke bequest fund.
National Reading Recovery & K-6 Literacy Conference
February 9-12, 2019 in Columbus, Ohio

Powerful Professional Development for Reading Recovery-Trained 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
C.C. Bates
Reading Recovery trainer,
Clemson University
Clemson, SC
Intentional Teaching and Learning

MONDAY
Lucy Calkins
Author, educator & founding director,
Teachers College Reading and Writing Project,
Columbia University,
New York, NY
Holding Fast to What Matters Most

TUESDAY
Gail Carson Levine
Children’s author,
New York, NY
Dragons and Fairies and Elves, Oh My!

FEATURED AND INSTITUTE SPEAKERS

Gay Su Pinnell
Irene Fountas
Jan Richardson
Nell Duke
Maria Nichols
Cathy Toll
Adria Klein
Mary Fried
James Schnug
Mary Lose
Sue Duncan
Lisa Pinkerton
Jennifer Layne
Kim Reynolds
FEATURED SESSIONS

READING RECOVERY
Mary Fried
Promoting Flexibility and Independence in Writing

Mary Lose
What to Teach? Focusing on Domain Contingency During Text Reading

James Schnug
He Who Hesitates Might Be Noticing

CLASSROOM LITERACY
Nell Duke
Project-Based Instruction for Literacy and Social Studies

Jan Richardson
Making Decisions in a Guided Reading Lesson

Maria Nichols
Talk Matters! Supporting English Learners in the Dialogic Classroom

INSTITUTES

READING RECOVERY
Mary Fried, Lisa Pinkerton, Kim Reynolds, & Jennifer Layne
Problem Solving Together: Learning from Children Who Challenge Our Teaching

Sue Duncan
Becoming an Efficient User of Visual Information Before Discontinuing: What Does It Take?

CLASSROOM LITERACY
Gay Su Pinnell & Irene Fountas
Guided Reading: Responsive Teaching Across the Grades K–5

Adria Klein
Oral Language, Reading, and Writing: Scaffolding Connections for All Learners Including a Focus on English Language Learners

LEADERSHIP - Bring your team
Cathy Toll
Administrators and Coaches: Partnerships for Effective Literacy Instruction

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

Your Administrator Could Attend For FREE!

Building and district administrators qualify.
All you need is 5 or more paid Sunday–Tuesday Full Conference registrations from the same district.
(limit one free administrator per district)

— SEE WEBSITE FOR DETAILS —