

Reading Recovery Council
of North America

Annual Report
2009–10

Expanding Expertise and Impact



Reading Recovery® Council
of North America

A Year of Expanded Expertise and Impact



Jady Johnson

What a privilege to be leading RRCNA as Reading Recovery celebrated its 25th anniversary in North America. So much to commemorate! Nearly 2 million students were taught during the past quarter century, tens of thousands of

teachers have pursued this life-changing training and practice, and most importantly—day after day—Reading Recovery proves that every child can learn!

As we reach the end of this unforgettable year, we find Reading Recovery returning to the spotlight. The U.S. Department of Education recently awarded a \$46 million Invest in Innovation (i3) grant to The Ohio State University and 14 collaborating university training centers. Reading Recovery was one of only four proposals with the research base, proven track record, and scalability to qualify. This 5-year initiative will train 3,750 Reading Recovery teachers in up to 1,500 persistently low-performing schools across the country. An estimated 495,000 first-grade students will be taught by these teachers, 90,000 of whom will receive individual instruction.

Recognition of Reading Recovery's research base also came from another organization this summer. The National Center on Response to Intervention (NCRTI) listed Reading Recovery on its intervention site and reported large gains based on a 2005 study by researcher Robert Schwartz published in the

Journal of Educational Psychology. NCRTI is funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to states and districts to help them implement proven models for response to intervention (RTI) and early intervening services. Districts implementing Reading Recovery know that it is an appropriate and effective intervention for first graders struggling with reading and writing. The new NCRTI ratings complement Reading Recovery's high marks from another independent rating agency, the U.S. Department of Education's What Works Clearinghouse (WWC). To date, Reading Recovery remains the only early reading program reviewed by WWC which received "positive" or "potentially positive" ratings in alphabetics, fluency, comprehension, and general reading achievement.

The Reading Recovery Council devoted quite a bit of effort this past year to developing web-based resources for our members and the broader early literacy community. Thanks to a federal grant, we were able to create an entirely new section of our website that includes written resources, webcasts, and videos for Reading Recovery teachers, classroom teachers, and administrators. Thousands of people have used these resources and I believe you will be impressed with the quality and depth of the content.

While you are online, check out our Facebook page. The RRCNA Facebook page provides up-to-date information on RRCNA's resources and events, and also features a YouTube tab that enables viewers to access all the new videos from RRCNA's YouTube channel. Our goal is to raise awareness about Reading Recovery and provide a place where early literacy professionals come to share news, resources, and ideas.

The Reading Recovery Council is your professional association. We help increase your expertise and impact by providing professional development opportunities and by advocating for Reading Recovery throughout North America. We look forward to continuing our work together throughout the coming year.

About this year's annual report

This year the Reading Recovery Council of North America (RRCNA) was pleased to partner with the U.S. Department of Education to create professional development resources and activities that strengthen early literacy outcomes with students nationwide. The title of this annual report, *Expanding Expertise and Impact*, reflects the goal of that project.

The title also reminds us of Marie Clay's contribution to literacy education. Her work has increased the expertise of literacy teachers and improved results for struggling students around the world. In a time when education fads come and go, Reading Recovery is a hallmark for high-quality teacher professional development. Last year's 25th anniversary celebration provided an opportunity to reflect on all we have learned and to renew our commitment. The goal of *Expanding Expertise and Impact* is a fitting tribute to the past and future.

Your Support is Key



Linda Dorn

It was an honor to be RRCNA's president in 2009–10, the 25th anniversary of Reading Recovery in North America. In that role, I talked with many Reading Recovery educators and advocates, all committed to high-quality

teacher education that creates success for struggling readers. All of us are deeply grateful to Marie Clay and understand our responsibility to carry forward her remarkable legacy.

After 25 years, Reading Recovery's excellence is broadly recognized by researchers and literacy educators, and by the recent award of the \$46 million scale-up grant from the U.S. Department of Education. This recognition has not been easily won.

It has required the collective voice of teachers, teacher leaders, trainers, site coordinators, and partners to protect Reading Recovery and what we know is best for children and schools. We make our voice heard through the RRCNA. This organization allows us to help each other with advocacy, professional development resources, and support for Reading Recovery teachers, teacher leaders, and school administrators.

Through my conversations with members, it is clear that the most important priorities for RRCNA are to deliver membership benefits effectively and efficiently, to create new opportunities for professional development and networking, to provide new resources to support high-quality Reading Recovery implementations, and to advocate on behalf of Reading Recovery wherever and whenever the opportunity arises.

Each year, our RRCNA members tell us they appreciate this work. Here's what a few said in last year's member survey.

“*Each time I renew my RRCNA membership, I'm reminded of the importance of providing support for Reading Recovery at the state and federal level... I appreciate the support I get from being a member of RRCNA.*

—Reading Recovery teacher, Zanesville, OH

Love the program. It has given me the most rewarding experience I've ever had as a teacher.

—Reading Recovery teacher, Haverhill, MA

The journals and publications offer both practical and theoretical information that can be applied to various educational situations and grade levels. Also helps to “stretch” our understandings of Reading Recovery's personal interventions.

—Teacher leader, Grapevine, TX

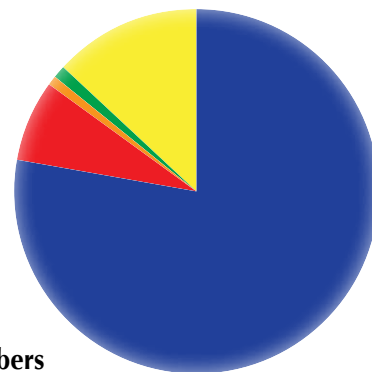
Together we have the strength and power of a shared vision and a documented trail of success stories — one child, one teacher, one year at a time. Our collective wisdom is awesome! Our accomplishments are amazing and our dedication to children is the spark that fuels our hearts. No one can doubt us because no one is like us!

—Reading Recovery teacher leader, Gadsden, AL

Best professional affiliation on the planet!

—Anonymous member

As we begin our second 25-year journey together, please support RRCNA by encouraging others to join us! Thank you for all you have done and will do to support children's literacy learning.



RRCNA Members by Job Title

- 78% — Reading Recovery teacher
- 7% — Reading Recovery teacher leader
- 1% — Reading Recovery trainer
- 1% — Reading Recovery site coordinator
- 13% — Partner (non-Reading Recovery)

Early Literacy Intervention: Expanding Expertise and Impact

In 2009–10, the Reading Recovery Council of North America was pleased to partner with the U.S. Department of Education to offer professional development resources and activities designed to strengthen early literacy outcomes with students nationwide. A special website allows easy and free access to webinars and webcasts, reports, and videos. Funding for this initiative was provided through the U.S. Department of Education, under award number U215K090094, for the Fund for Improvement of Education (FIE) Program.

Effective Literacy Practices Video Library

Six video modules with reference guides are now available to demonstrate effective literacy practices for classroom, small group, and specialist teachers. In the first 3 months, these videos were viewed more than 4,000 times.

- Making it Easy to Learn
- Assessing Through Close Observation
- Selecting Texts That Are Just Right
- Phrasing in Fluent Reading
- Teaching for Transfer: Strategic Activity
- Learning About Phonology and Orthography

Webinars and Webcasts

Five live webinars were conducted and are now available online as on-demand webcasts.

- Reading Recovery as an Effective Component of Response to Intervention
- English Language Learners: The Importance of Language to True Literacy
- Making Decisions for Individual Learners Within a Small-Group Setting
- Coaching Teachers Working in Intervention Settings: Supporting Effective Processing in Readers
- Estudio de Palabras – Word Study in Spanish

Response to Intervention Resources

A variety of resources provide practical examples and explanations of how schools are implementing RTI and using Reading Recovery as the intervention for first graders.

- Eight crucial features of RTI based on principles of the National Research Center on Learning Disabilities and the International Reading Association Commission on RTI (webpages)
- Response to Intervention: The Role of Reading Recovery (streaming video)
- Response to Intervention in Grade One: Reading Recovery (10-page report and executive summary of findings on RTI and Reading Recovery based on administrator interviews at 18 schools and districts)
- Highlights of RTI plans from 18 schools and districts (webpages)



The web-based Effective Literacy Practices video library offers extensive examples to help educators strengthen early literacy outcomes for K–3 students.



Response to Intervention Forum

The RTI Forum was held on Feb. 8, 2010, during the National Reading Recovery & K-6 Classroom Literacy Conference. The forum explored the components of a comprehensive literacy model as an RTI approach, including Reading Recovery and K-6 interventions. Keynote speakers Drs. Marjorie Lipson and Karen Wixson (above left) addressed RTI guiding principles developed by the International Reading Association. The 200-plus attendees (above right) included school administrators and psychologists, early literacy educators, special education teachers, and Reading Recovery professionals.

Research Report: Cost-Effectiveness Analysis as a Decision Tool

Scholars Jane Ashdown and Barbara Hummel-Rossi conducted a broad investigation of research literature on the economic analyses of instructional interventions in literacy. The report, available on the RRCNA website, reviews their findings and includes a checklist and formula that administrators can use to calculate the cost-effectiveness of interventions they are currently using as compared to other interventions.

Training Initiative Package

Two universities training new faculty to oversee the implementation of Reading Recovery in their geographic region were assisted. This training, which requires a full year of graduate study at a Reading Recovery university training center, prepared faculty for Clemson University in South Carolina and Emporia State University in Kansas.



Professional Development Assistance to Teachers

Grants were provided to 25 Reading Recovery teachers to attend the 2010 National Reading Recovery and K-6 Classroom Literacy Conference. This premiere professional development conference offers more than 120 sessions in Reading Recovery, literacy coaching, response to intervention, English language learners, and classroom teaching. Recipients were **Kristie Beyer**, Cedar Falls, IA; **Corinna Black**, Oak Bluffs, MA; **Katrina Bubolz**, Shawano, WI; **Ginny Carr**, San Luis Obispo, CA; **Deb Cook**, Tipton, IA; **Christine Degnan**, Holt, MI; **Danielle Donica**, Reno, NV; **Staci Friest**, Cedar Falls, IA; **Melinda Gibson**, Clover, SC; **Dale Kimmel**, Smyrna, GA; **Arleen Kingsbury**, Middleburgh, NY; **Denise Meyer**, Boonville, IN; **Marjorie Rowe**, Hudson, MA; **Kent Rychener**, Hesston, KS; **Ann Smelser**, Plainfield, IL; **Shelly Smith**, North Little Rock, AR; **Nancy Sneller**, Sheboygan, WI; **Karen Sproul**, Warsaw, IN; **Lora Stogsdill**, North Little Rock, AR; **Susan Thomas**, Marietta, GA; **Pam Trussell**, Hesston, KS; **Jane Weiland**, Gages Lake, IL; **Shelly Wiemann**, Brookings, SD; **Melinda Galbraith Witting**, Sheboygan, WI; and **Rhonda Wooldridge**, Brighton, IL.

More Teaching and Learning Resources

One of the premiere benefits of RRCNA membership is the **Reading Recovery Leveled Book List**. During the 2009–10 school year, members accessed the online version over 70,000 times, making it the most-utilized of all the Council’s web-based resources.

The Journal of Reading Recovery (JRR) is a peer-reviewed, members-only practitioner’s journal offering up-to-date information about Reading Recovery theory, implementation, research, and RRCNA activities and programs. In 2009–10, invited submissions from Anthony Bryk, Dorsey Hammond, Darrell Morris, Billie Askew, Barbara Watson, Carol Lyons, and Gay Su Pinnell examined Reading Recovery’s impact and influence. Now in its ninth year, JRR continues to be one of the highest-rated member benefits.

Literacy Teaching and Learning: An International Journal of Early Reading and Writing (LTL) is an online peer-reviewed and refereed scholarly research journal. During 2009–10, LTL articles published research on graphics in informational text, student-led vs. teacher-led discussion groups in guided reading, vocabulary development, and phonological awareness. EBSCO and ProQuest make LTL articles available through libraries and schools worldwide.

RRCNA continues to offer live online presentations on timely topics with opportunity for questions and answers. **Webinars are recorded and offered as on-demand webcasts** available to

extend professional knowledge at a time convenient for users. Information about topic areas and how to use these resources is available online.

RRCNA members can keep up on Reading Recovery and classroom literacy topics by downloading **audio recordings of popular speakers** from past years of the National Reading Recovery & K–6 Classroom Literacy Conferences. Nearly 50 recordings are available.

Part Three of the Sensitive Observation of Reading Behavior: Running Record Professional Learning Package was introduced in February 2010. This interactive leader-directed professional development series provides extensive insight on the use of running records for educators including classroom, specialist, pre-service, and Reading Recovery teachers. Part Three focuses on using running records to guide teaching decisions. It builds on learning to take running records and basic scoring procedures in Part One, and on learning to analyze running records in Part Two.

The RRCNA website is the crucial information hub for RRCNA members and visitors who want to learn more about Reading Recovery. During 2009–10, two new sections were added — one devoted to the 25th Anniversary celebration, and a second devoted to new resources developed through the Early Literacy Intervention: Expanding Expertise and Impact initiative, <http://fdf.readingrecovery.org>.

In 2009–10, the Reading Recovery community in North America used its 25th anniversary to celebrate, reflect, and recognize the thousands of educators who have improved early literacy teaching and learning. Information about the celebration and Reading Recovery’s U.S. history was available in a special website section.

Exemplary Training Sites Recognized

Since 1984, tens of thousands of Reading Recovery teachers have received professional development at training sites affiliated with university training centers in North America. To celebrate the 25th anniversary, 31 teacher training sites are recognized in the professional development section of the RRCNA website. All sites have been in operation more than

10 years and have implemented Reading Recovery as a cornerstone of their school and district literacy plans.

In Her Own Words: A Look Back at Marie Clay

Though Marie Clay published many books and articles, she seldom permitted recording of her many speeches and interviews. Last year, RRCNA produced a 26-minute DVD that includes four video clips of Marie Clay. Content includes a 1976 Ohio State University visit to discuss how she developed Concepts About Print, an interview at the University of Illinois in 1991, a short RRCNA interview in 2002, and a 2003 interview by the International Reading Association.



Professional Development for Educators

A Time to Reflect, Celebrate, and Challenge! **The 2010 National Reading Recovery & K-6 Classroom Literacy Conference** was infused with energy as more than 2,700 educators took advantage of exceptional learning opportunities and celebrated 25 years of Reading Recovery in North America. Marie Clay's influence on literacy was the common thread throughout the Feb. 6-9, 2010, conference in Columbus. Keynote speakers Carol Lyons, Candy Dawson Boyd, and Brod Bagert challenged the audience to develop new partnerships and build new bridges to literacy. In addition to the keynote speakers, literacy leaders from around the world led sessions on classroom literacy instruction, children's literature, literacy coaching, education for English learners, special education, response to intervention, and Reading Recovery.

The Teacher Leader Institute was held concurrently with the National Conference. The theme, "A Standard of Excellence for Professional Development," was represented in all sessions, beginning with the opening keynote session by Victoria Bernhardt on "Using Data to Achieve Excellence Throughout the School." In addition to concurrent sessions on data and teaching, teacher leaders heard Carol Lyons translate present-day brain research into the practical implications for teaching and learning, especially for struggling readers. The program also offered a special session entitled "Reading Recovery: Past, Perspective, and Promise" led by Gay Su Pinnell, Billie Askew, Pat Scharer, and Jenny Clay, daughter of Marie Clay.



What attendees said about the National Conference

Every year I am amazed at the caliber of speakers, presenters, authors, and research available.

— K-2 classroom teacher

It has the best and latest literacy information.

— School administrator

This is consistently the best conference offering the most applicable material and information for my teaching practice.

— Reading Recovery teacher

The conference was wonderful. I have taken knowledge from each session I attended and have started to implement it in my teaching.

— 3-6 classroom teacher

I have been to previous conferences and know that I always learn so much from the Reading Recovery conference. I believe that Reading Recovery is one of the most effective programs I have ever witnessed and am passionate about it. I love Reading Recovery and the conference!

— Title I teacher

It's such an incredible professional educational opportunity.

— Literacy coach



During the National Conference, a **special anniversary reception** celebrated Reading Recovery's past, present, and future. Several guests who attended played a key role in Reading Recovery's introduction to the U.S. in 1984. They included (L-R) Barbara Watson, Gay Su Pinnell, Dr. Evelyn Luckey, Mary Fried, and Diane Dunn.

2010 National Conference Sponsors

We express our sincere appreciation to the companies that provided special support. Revenue from sponsors helps to maintain registration fees at the lowest level possible.

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Short Tales Press
Seedling Publications

Advocacy Initiatives

RRCNA continued to connect Reading Recovery educators with Washington, DC policymakers. In 2009–10, RRCNA monitored activity, provided input for policymakers, and developed information for members on these important initiatives:

- The Literacy Education for All, Results for the Nation (LEARN) Act that proposed funding for comprehensive literacy programs
- Reauthorization of the Elementary and Secondary Education Act which provides ongoing education funding
- The American Reinvestment and Recovery Act funding streams which included the Race to the Top Fund and the Invest in Innovation (i3) Fund
- Common Core State Standards developed by the Council of Chief State School Officers and the National Governors Association

Preparing for Capitol Hill visits in September (right) are RRCNA Advocacy Chair Lindy Harmon and RRCNA Executive Director Judy Johnson. Among the meetings was one with Representative Brett Guthrie of Kentucky (second from left below), who met with Lindy Harmon, RRCNA President Judy Embry, and Randy Embry.



Associate Members 2009-10

RRCNA wishes to thank the following companies for generously supporting the Council through associate membership.

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Generous Donors

Financial support from foundations, private donors, and businesses helped expand the number of expert teachers and assure that struggling readers meet grade-level standards.

During the 2009–10 year, donors

- helped 7 local school districts train new Reading Recovery teacher leaders,
- allowed 11 Reading Recovery teachers to attend Reading Recovery conferences for professional development,
- helped fund RRCNA efforts to educate federal and state legislators who determine education funding priorities, and
- enhanced resources that help Reading Recovery teachers be effective.

2009–10 Teacher Leader Scholarships

Deluxe Corporation Foundation

The Deluxe Corporation Foundation is a grant-giving institution that has partnered with educational, cultural, and human service nonprofit organizations for more than 50 years to enrich the communities of Deluxe Corporation employees. An independent 501(c)(3) organization, the Deluxe Corporation Foundation receives funding from Deluxe Corporation to support its mission of giving back to the communities it serves. The Foundation's support for Reading Recovery professional development has benefited children, teachers, and schools in many communities where Deluxe Corporation employees live and work. Recipients were **Esther Bergman**, Ontario, Canada; **Carole Girdler**, Ontario, Canada; **Nicki McGowan**, Nashville, TN; and **Shanna Robinson**, Bettendorf, IA.

Over the past decade, the Reading Recovery community has been fortunate to receive support from the Morgridge family. Support began with Tashia Morgridge, an education advocate who understands the multiplier effect that comes from training teacher leaders, the power of Reading Recovery's professional development, and the remarkable results for children and schools. Tashia's husband John, son John and his wife Carrie, contributed through their **TOSA Foundation and the Morgridge Family Fund**.

This long-term support has trained 15 teacher leaders, funded scholarships for Reading Recovery teachers at the National Conference, and supported Reading Recovery's advocacy work in Washington, DC. In addition to their contributions to RRCNA, the Morgridge family has funded Reading Recovery school and university implementations in California, Colorado, and Wisconsin. In fall 2010, two new teacher leaders are in training at the University of Wisconsin. The long-term impact of Morgridge family generosity will resonate through the years as it reaches thousands of teachers and students.

Hameray/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 Publishing Group 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 the Hameray Publishing Group, funded two \$15,000 teacher leader scholarships and donated books (\$1,000 value) to the newly trained teacher leaders for use in their teaching. Recipients were **Jacqueline Grenier**, Lewiston, ME; and **Michelle O'Shea**, Plainfield, IL.

Pioneer Valley Educational Press

Pioneer Valley Educational Press, based in Amherst, MA, is an educational publishing company offering quality books to help children gain fluency in their reading. Pioneer Valley Educational Press funded one \$15,000 teacher leader scholarship and donated Pioneer Valley books (\$1,000 value) to the newly trained teacher leader for use in teaching. The recipient was **Alice Ruth Bennett**, Jersey City, NJ.

Generous Donors

2009–10 Professional Development Grants

Geri Stone Memorial Fund Grants and Scholarships

Family members and friends established this fund in memory of Geri Stone’s leadership and work as a Michigan Reading Recovery teacher leader. Grants and scholarships are awarded to Reading Recovery teachers to help offset the cost of training, professional development, or other literacy efforts. Recipients were **Tiffani Keene**, Grand Blanc, MI; **Michaela Moore**, Hillsdale, MI; **Julia Wolfe**, Hillsdale, MI; and **Greta Zaring**, Loveland, CO.

Kaeden Books Professional Development Grant

Kaeden Books was founded in Rocky River, OH, to provide quality reading materials for primary teachers to use with children in their first years of the reading experience. Kaeden Books sponsored a \$1,000 grant for attendance to the 2010 National Conference. The recipient was **Laura Harrington**, Churchville, PA.

The Minnesota Literacy Scholarship Fund

In memory of Reading Recovery teacher leader Diane Holum, the fund provides scholarships for Minnesota Reading Recovery teachers, teacher leaders, university trainers, and others who support the implementation of Reading Recovery to attend the National Conference. The recipient was **Kathleen Sloan**, Bagley, MN.

Townsend Press Professional Development Scholarship

Townsend Press is an educational publisher of an acclaimed series of reading, vocabulary, and writing textbooks for the school and college markets. They also publish, through their nonprofit foundation, an affordable library of original and classic paperbacks. Recipients were **Sharon Bounds**, Boaz, AL; **George Holland**, Dubuque, IA; **Bridget Kelly**, Brooklyn, NY; **Laura Takata**, Manassas, VA; and **Debby Wood**, Capitol Heights, MD.

Zaner-Bloser Professional Development Grant

The mission of Zaner-Bloser, the Language Arts and Reading Company, is to make a significant contribution to the education of children in prekindergarten through eighth grade by publishing materials of the highest quality. The recipient was **Dena True**, Kirksville, MO.

A National Conference Grant Winner Writes...

The following email from teacher leader Beth Swenson recounts the value of a professional development grant that allowed her to attend the National Conference early in her career.

I was overjoyed when I received the Nancy Pollock Fellrath Scholarship and had the chance to learn from some of the greatest teachers internationally. Not only did I have the time of my life learning about teaching and learning that year, I had the special opportunity to sit on the stage next to Marie Clay while listening to Irene Fountas read my application essay. I had never met either of them before. When they called me up to receive the beautiful framed award that still hangs in my office, I couldn’t help but hug Marie Clay. She had changed my life forever...as well as the lives of the children I teach. I felt like I was hugging her for every learner in that room.

My life changed forever at that conference. The message Marie passed forward in her return squeeze was a “pay it forward” message. That day began my quest to learn how to teach adults and pay forward this wonderful learning theory made possible by that beautiful humble heart who braved a radical departure from traditional research in 1966.



With Appreciation to Our Reading Recovery Fund Donors

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National Conference Challenge Grant Raises \$50,000 for the Reading Recovery Fund

Barbara Schubert, chair of the RRCNA Development Committee (left), challenged National Conference attendees to raise \$30,000 for the Reading Recovery Fund. As incentive, M. Trika Smith-Burke (right inset) agreed to match every \$1.50 contributed with \$1 of her own money, up to \$20,000! Everyone pitched in including Gay Su Pinnell, founding director of the RRCNA Board and Ohio State University professor emerita who donated \$10,000. "Where would we be without RRCNA — our professional organization?" Trika asked.



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READING RECOVERY FUND DONORS

Southeastern Regional Reading Recovery Association

Each year, the Southeastern Regional Reading Recovery Association (SERRRA) provides outstanding professional development at a conference serving literacy educators in its geographic area. The SERRRA conference generates funds to support university training centers at Clemson University, Georgia State University, and University of North Carolina-Wilmington. Conference organizers contributed \$5,000 for the RRCNA general fund with thanks to “all the RRCNA staff who work so tirelessly to support and advocate for Reading Recovery and the theories and ideas of Marie Clay.”

Karen Scott
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Phoebe Ingraham Remembers Her Dad

I was fortunate to have the best Dad in the world. His name was Richard H. Bell, and more than anything, he believed in the power of education and literacy. He struggled with reading as a young boy, but grew to be an avid reader as an adult. I have fond memories of both my mother and him reading to my three sisters, my brother, and me. Although Dad wasn't actually involved in Reading Recovery, his connections were many — from teaching in Wisconsin, to attending graduate school at Ohio State where he became friends with Martha King and Leland Jacobs, to helping organize The Writer's Conference at Chautauqua, NY, an annual week-long workshop for budding children's authors where he worked with such notable authors as Joy Cowley, Jerry and Eileen Spinelli, Patricia Lee Gauch, and Bernice Cullinan. This photo of my father and me was taken at Chautauqua in 2007.



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Memorial Contributors Thank Marie Clay

My professional life has two parts — before Marie Clay and after Marie Clay. Thank you for the gift, Marie!

— Geniel Huntington

In honor of you, Marie. Thank you so much for the gift of learning how to really teach reading, and the gift to children of learning how to read. You made a positive difference in this world!

— Linda Stevens Weddle

Though we may have never met Marie Clay, she inspired many of us, influencing who we are and what we do. I think she would agree with Confucius who said, "When it seems that the goals cannot be reached, don't adjust the goals, adjust the action steps."

— Denise Owens

Marie Clay was the most influential educator of our time. She showed us how to observe and then teach those children who had been slipping through the literacy cracks for years. What an honor it was to learn from her.

— Patricia A. Kelly



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1984-85 — 2009-10
Reading Recovery and DLL Students Taught
1,996,820

Reading Recovery 2009-10

Professional Network

University training centers	21
Teacher leaders (Reading Recovery)	411
Teachers (Reading Recovery)	8,785
Teacher training sites	328
Districts	1,721
Schools	5,412

Students Served

Reading Recovery students	73,248
DLL* students	803
Total Students	74,051

75% of students who completed the full 12- to 20-week series of lessons met grade-level expectations in reading and writing.

As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual lessons.

**DLL is Descubriendo la Lectura, the reconstruction of Reading Recovery in Spanish, and is used with children whose classroom literacy instruction is in Spanish.*

READING RECOVERY COUNCIL OF NORTH AMERICA OPERATIONAL OVERVIEW

INCOME OVERVIEW

Income	\$2,367,112
Program services	53.0%
Contributions and grants	25.3%
Membership dues	15.0%
Net product sales	4.4%
Other	1.7%
Interest	0.6%



EXPENSE OVERVIEW

Expense	\$1,991,181
Program services	77.2%
Management/general	20.2%
Fundraising	2.6%



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Our Vision:

We open doors to a literate future for children who initially struggle in learning to read and write.

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for the lowest-achieving first graders. Since Reading Recovery began in North America, it has reached nearly 2 million first graders.

The Reading Recovery Council of North America, Inc. (RRCNA) is a not-for-profit association of Reading Recovery professionals, advocates, and partners. Established in 1996, the Council provides a wide variety of programs and services including advocacy, publications, conferences, online learning, and resources to support Reading Recovery. These activities strengthen Reading Recovery implementation and provide opportunities for professional development and leadership.

Today, RRCNA has nearly 6,000 members including Reading Recovery professionals and partners who are classroom teachers, early literacy educators, Title I teachers, school principals and other administrators, scholars, parents, and community members. Governed by a volunteer board of directors, membership is open to anyone interested in Reading Recovery and early literacy.

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