Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for lowest-achieving first graders. Reading Recovery’s student results are rooted in a three-tiered professional development model for teachers, teacher leaders, and university trainers. Since Reading Recovery began in North America in 1984, it has reached nearly 2.3 million first graders and trained tens of thousands of teachers.

On the cover
Reading Recovery helps children grow into successful readers and writers, accelerating the achievement of the lowest-performing first graders and forever changing their lives. Reading Recovery teachers assess children’s individual needs, carefully designing lessons to build on their strengths. One by one, these children become engaged and successful readers.

Annual Results
2014–2015 Reading Recovery and Descubriendo la Lectura*
U.S. Student Results

- Students Taught: 47,418
- Complete Interventions: 35,920
- Children Who Successfully Discontinued Lessons**: 25,984

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


Long-Term Results
1984–2015 Reading Recovery and Descubriendo la Lectura U.S. Student Results

2,258,270 Students Taught

Over the past 31 years, about 75% of students who completed the full 12- to 20-week series of lessons met grade-level expectations in reading and writing.
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 is the only professional organization devoted to serving the priorities of the Reading Recovery community. Governed by a volunteer board of directors, membership and participation are open to anyone interested in Reading Recovery and early literacy. The Council develops resources, advocates for Reading Recovery, supports research, and provides professional development opportunities to support nearly 5,000 members.

RRCNA Members: Advocates and Supporters of Reading Recovery

With thanks to our Associate Members for their generous support
Many of you know that last year marked 3 decades of Reading Recovery success in North America. As with any milestone, it gives us reason to pause and consider where we will go in the coming years.

Largely all Reading Recovery teacher training in the U.S. through the last 5 years was supported with funds from the federal “Investing in Innovation” grant awarded to The Ohio State University and shared with all U.S. university training centers (UTCs). This resulted in more than 3,700 new Reading Recovery-trained teachers who deepened previous implementations or extended Reading Recovery to new schools and districts.

We know that Reading Recovery achieves unparalleled success with lowest-performing first graders because of its excellent teacher professional development model. The expertise of Reading Recovery teachers has prompted many school administrators to also invest in Literacy Lessons™, Reading Recovery training for other specialist teachers who hold special education or ESL certifications and endorsements. We know that no scripted program can substitute for a knowledgeable teacher who knows how to design individual lessons based on learner strengths. The result is that these specialist teachers become skilled at adapting instruction to meet the unique needs of their students — typically up to age 9 — struggling with beginning reading and writing.

Our efforts to shift our view to comprehensive literacy instruction meet the growing demand from school decision makers to explore schoolwide approaches. Utilizing Reading Recovery teachers’ and teacher leaders’ expertise to help school teams is the reason we published Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System. And, RRCNA is assembling professional development toolkits to help these educators learn together while creating a shared vision and goals for literacy instruction.

Several comprehensive literacy approaches exist that require or prefer that Reading Recovery be the first-grade reading intervention. We’ve known that Reading Recovery professionals use their specialized skills as they work with small groups and classrooms in the other part of their day. Now, with the ability to offer Literacy Lessons training and expand specialist teacher expertise for use with their caseloads, we see the broad impact we can have on the whole school.

So — where do we go from here? I hope you will open your minds to the possibilities. It’s going to be an exciting journey!

— Jady Johnson, RRCNA executive director

Here’s to the beginning of the next decade of Reading Recovery!
This past year was very special as we celebrated 30 years of Reading Recovery in North America—30 years of powerful teacher training and professional development focused on student achievement. I am honored to have been a part of the celebrations and thank you for helping make my term as president so memorable!

Thirty years ago, I was a Title I basic skills teacher. A little company called Apple introduced the first Macintosh computer. Windows 1.0 was released and the first dot-com company was registered. We went *Back to the Future* in a DeLorean. And a successful company decided to update itself and change what had worked for 99 years — they introduced New Coke. (Change is not always good!)

Now I’m about to retire after 37 years in education and 13 years at the University of Arkansas at Little Rock. Much has changed in the last 30 years, but our commitment to Reading Recovery remains strong. Attendance at the 2015 National Conference was beyond our expectations. New Zealand children’s author Joy Cowley penned a commemorative children’s book, and conference attendees sported a specially created anniversary pin. You joined in the yearlong celebration by sharing your stories and photos with RRCNA.

As we reflect on our achievements, we must also reflect on the remarkable contributions of Marie Clay, one of the most-influential literacy scholars of the 20th century. She demonstrated that children’s lives could be changed in profound ways. As a result, ours is a story of keeping the promise of literacy success and leading the way toward new possibilities.

When Marie and Barbara Watson began training the first Reading Recovery educators in North America, no one could have imagined the impact that Reading Recovery would have on children, teachers, and schools. What began with 1 trainer, 3 teacher leaders, and 13 teachers training at The Ohio State University has grown into a program unsurpassed in its success rate, strong research base, and 30 years of data on every student taught.

For nearly 20 of those 30 years, RRCNA has been the backbone of Reading Recovery — the professional association where Reading Recovery educators and advocates come together to “ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.”

One of the Council’s most-important roles is to partner with our members to advocate for adequate funding and sound education policy. We keep the critical issue of literacy front and center with policymakers, advocating for federal education policy that supports comprehensive literacy and for the funding required to assure that every child reads and writes on grade level. We’ve also developed resources to inform federal, state, and local officials about how their actions will affect local schools, children, and teachers.

This year’s annual report cover features artwork from our new development campaign, “Growing Readers One by One.” The power of Reading Recovery is in the one-to-one attention that helps struggling children grow into confident and successful readers and writers. And beyond that, teachers grow to become more expert in their teaching.

Education fads come and go, but Reading Recovery has endured because of its excellent results for students and sound research base. While we update our thinking to take advantage of new learning, we will never change our focus on the individualized approach — because it works with the lowest children. We will continue to build on that foundation as we expand the power of Reading Recovery to special populations through Literacy Lessons, explore technology opportunities, and broaden the leadership role for Reading Recovery-trained teachers in professional learning communities. Your membership in RRCNA allows us to continue this work on your behalf and advance Marie Clay’s mission to help struggling readers.

— Janet Behrend, 2014–2015 RRCNA president
Professional Development Toolkits

Toolkit #3 Text Reading and Comprehension, introduced in 2015, is an extensive collection of resources covering six topic areas: determining an instructional reading level, selecting the right texts, introducing texts, building understanding, phrasing in fluent reading, and general instructional support.

The three online toolkits organize RRCNA’s videos, journal articles, audio files, and other resources to help educators learn together while creating a shared vision and goals for literacy learning. The toolkits support the RRCNA-published guide, *Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System*, and offer expanded learning opportunities.

Reading Recovery Book List

Under the leadership of Janet Bufalino, trainer at Shippenburg University in Pennsylvania, and the North American Trainers Group, Reading Recovery teacher leaders and teachers volunteer to review new English titles for addition each year. Spanish titles are leveled and recommended by the Descubriendo la Lectura Book List Committee. This year, 62 new titles were added, bringing the total listing to 4,484 English titles and 1,317 Spanish titles.
Websites

RRCNA websites provide teaching and professional development resources, conference details, and a wealth of information about Reading Recovery teaching, training, implementation, and research. Busy educators, policymakers, families, and Council members were among the site visitors who tallied nearly 1.3 million page views last year, with the Book List and free early literacy resources developed jointly with the USDE at the top of the list.

As part of the 30th Anniversary celebration in 2014-15, RRCNA launched a special website featuring a 30-year timeline of Reading Recovery history and milestones in text, photos, and captions. The site is being re-branded Celebrating Literacy Success, and RRCNA will continue to add stories and photos that recognize the achievements of students, schools, and educators.

On-demand Webcasts

These affordable tools for individuals and groups address content vital for Reading Recovery professionals and K–6 educators. This year, two Reading Recovery topics were added. The playlist includes 25 webcasts, with six available to RRCNA members at no charge.

The Journal of Reading Recovery

Published in spring and fall of each year since 2000, The Journal of Reading Recovery (JRR) is the only journal devoted to Reading Recovery teaching, implementation, research, and RRCNA news. Issues this year celebrated the 30th Anniversary of Reading Recovery in North America and included a foldout insert of highlights and milestones.

Listening Library

Several new titles were added during the year, bringing the total to 74 selections on Reading Recovery and K–6 literacy topics. Presenters for the new titles are Mary Fried, Lea McGee, C.C. Bates, Jan Richardson, and the Dublin Schools Literacy Team.
2015 National Reading Recovery & K–6 Literacy Conference

More than 2,800 educators helped celebrate Reading Recovery’s 30th Anniversary with special events during the February 7-10 conference in Columbus, OH. Our three outstanding keynote speakers, Joy Cowley, Mary Fried, and Lucy Calkins, each underscored the role of Reading Recovery and its impact on successful early readers. Content for the 110 sessions addressed comprehensive literacy, coaching, children’s literature, literacy interventions, leadership and administration, and more.

The benefit of being around so many teachers with the same language, background, and knowledge is amazing. Reading Recovery teachers, no matter what state, come with the same intentions in mind—to help our struggling readers. Every time I attend this conference, I feel I grow as an educator as well as an individual.

This was some of the very best professional development I have experienced in years. The keynotes and all the sessions were outstanding. This is a wonderful opportunity to bring a team of teachers so that we could reflect, learn, and evaluate our K-2 literacy program, and plan for our next steps.

I found the conference not only enlightening, but attending reawakened my passion and philosophy for helping students to become lifelong readers. It reaffirmed many of my beliefs, as well as gave me an exciting way to help our students engage in literacy activities to guide them in mastering the Common Core Standards.

We express our sincere appreciation to the companies that provided special support of the 2015 National Conference.
Each attendee of the 2015 National Conference received a 30th Anniversary commemorative book written by children’s author Joy Cowley (left), and a special commemorative pin.

“We can, therefore we must!”

Attendees also gathered for a 30th Anniversary reception to celebrate Reading Recovery’s past, present, and future. A memorable toast to Reading Recovery’s next 30 years was offered by Gay Su Pinnell and Patricia Sharer (below, right).

Former Reading Recovery student Graham Bowling, and Sharon Gilbert, teacher leader, shared an inspirational story of the impact of Reading Recovery on Graham’s life (below, left).
The anniversary celebration continued June 23–26 in Kansas City, MO, where newly trained teacher leaders joined their Reading Recovery colleagues, classroom teachers, literacy coaches, school administrators, and other literacy team members. The program provided an intensive study of leadership and outreach, teaching children, and collaboration. Richard Allington, professor of literacy studies at the University of Tennessee, delivered the keynote address, “We Could Teach Every Child to Read, But Will We?” General sessions addressed Literacy Lessons, IDEC and i3 updates, change over time in the strategic use of information at point of difficulty, and strengthening comprehensive literacy in schools.

Trainers gathered with newly trained teacher leaders who were recognized for their hard work.

Program content supported collaboration around discussions on leadership and strengthening the implementation of Reading Recovery.

Our sincere appreciation for the special support of our sponsor

Keynote Speaker Richard Allington pictured with Institute Co-Chairs Barbara Honchell, Annie Opat, and Karen Scott.
Leadership Awareness Programs

When RRCNA Board members and supporters gather, talk often turns to the need to raise awareness, money, and increased support for Reading Recovery and RRCNA. This winter, RRCNA leadership in three communities turned that talk into action when they invited friends and community leaders to attend Leadership Awareness Programs. While each gathering and setting was unique, all had common elements. Each event included 12–20 people who heard a 20-minute PowerPoint presentation to kick off a broader discussion of Reading Recovery and early literacy.

Advocacy for Reading Recovery

Parents of former Reading Recovery students shared their children’s experiences and progress during and after lessons with attendees at the Leadership Awareness Program in Worthington, OH. Pictured here (left-to-right) are Susan Hilbert, Reading Recovery teacher Kellie Ehlers, Jody Schomaker, Frederica Stupka, and Larry Stupka.

Slides from the PowerPoint presentation to introduce Reading Recovery and the work of the Council.
Philanthropy: Scholarship and Grants

Associate Members Rally to Create Expansion Grants

What began as a $30,000 grant from Pioneer Valley Books quickly grew to $1,000 grants for 45 new teachers-in-training plus starter sets of books and materials—a total value of $127,328.

Michele Dufresne of Pioneer Valley donated the $30,000 to make 30 teacher training grants available during Reading Recovery’s 30th Anniversary year. And she invited other associate members to join her. Craig Urmstrom of Kaeden Books agreed to donate $10,000, and Carol Levine of SongLake Books added another $5,000 to fund grants.

Pioneer Valley grants are helping to train new teachers through Georgia State University and Oakland University. Kaeden grants were awarded to The Ohio State University, and National Louis University is training new teachers with grants from SongLake Books.

Teacher Leader Scholarships

Contributions from generous donors helped train five teacher leaders in five states. Teacher Leader Scholarships are granted to schools that have demonstrated a commitment to continue Reading Recovery and have selected an excellent teacher leader candidate.

Hameray Publishing Group and the Yuen Family Foundation

The Hameray Publishing Group is dedicated to publishing innovative literacy materials for today’s educators. The Yuen Family Foundation—a private charitable organization—in conjunction with Hameray Publishing Group contributed $35,000 to fund three teacher leader scholarships in three states. Pictured are (standing left-to-right) Laura Juarez Codicetti, San Francisco Unified School District, San Francisco, CA, training at Saint Mary’s College; Jennifer Batchellor, Anderson County Schools, Clinton, TN, training at Georgia State University; and Carla Bauer-Gonzalez, School District of Waukesha, Waukesha, WI, training at National Louis University; with Ray and Christine Yuen of Hameray Publishing Group.

Pioneer Valley Books

Pioneer Valley Books offers a wide variety of fiction and nonfiction books and other resources at affordable prices for Reading Recovery, primary classroom, and literacy teachers. Pioneer Valley Books funded one $15,000 teacher leader scholarship. Pictured with Michele Dufresne of Pioneer Valley Books is Andrea Overton (right), Anderson School District Five, Anderson, SC, training at Clemson University.
National Conference Professional Grants

Grants of $1,000 were awarded by the following donors to help Reading Recovery professionals attend the National Conference.

Tenyo Family Foundation provided 10 National Conference grants. The Foundation was founded by the late Sophie Tenyo to support charitable, religious, scientific, literary, and educational endeavors for the public welfare and well-being of mankind. Recipients were Sharon Brown, Jefferson County Public Schools, Louisville, KY; Mary Collins, Papillion-La Vista School District, La Vista, NE; Cynthia Craft, San Diego Unified School District, San Diego, CA; Paula du Vair, DC Everest School District, Mosinee, WI; Syndie Haaland, Kingston City Schools, Kingston, NY; Angela Hobson, Hanover County Public Schools, Ashland, VA; Kathryn Moll-McAllister, Brainerd Public Schools ISD 181, Brainerd, MN; Jamie Nelson, North Mahaska Consolidated School District, New Sharon, IA; Lisa Silva, Beaufort County School District, Chocowinity, NC; and Molly Sutherland, San Juan Unified School District, Sacramento, CA.

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. The recipient was Karen Maruoka, San Francisco Unified School District, San Francisco, CA.

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. The recipient was Tara Kachelriess, Scotch Plains-Fanwood Public Schools, Scotch Plains, NJ.

The 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 was Kelly Seibert, Maple Lake #881, Maple Lake, MN.

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. Recipients were Stephanie Crowe, Jefferson County Public Schools, Louisville, KY; and Mary Foster, Topeka Unified School District 501, Topeka, KS.

Grant and scholarship recipients gathered following the Scholars and Partners Luncheon at the 2015 National Conference in Columbus.
Geri Stone Memorial Fund Grants and Scholarships

Family member 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 professionals to help offset the cost of training, professional development, or other literacy efforts. Recipients were Kasie Allen, Lapeer Community Schools, Lapeer, MI; Julie Alley, Port Huron Area School District, Port Huron, MI; Jaime Dawson, Spartanburg District 3, Cowpens, SC; and Sarah Pubal, Columbus City Schools, Columbus, OH.

Hameray and Authors Donate Royalties from Kaleidoscope Collection Sales

Some gifts keep on giving! For the fourth year since publication, the Hameray Publishing Group and authors of its Kaleidoscope Collection contributed a portion of their sales revenue and royalties to RRCNA. Hameray President Kevin Yuen and his parents, Ray and Christine Yuen, presented a check for $9,694.44 to RRCNA Executive Director Jady Johnson during the 2015 National Conference.

The Kaleidoscope Collection is comprised of 150 titles — leveled readers written by a team of experienced Reading Recovery teachers, teacher leaders, literacy coaches, and reading specialists — all members of RRCNA. The series contains both fiction and nonfiction books. Children’s author Joy Cowley provides editorial guidance for the series that has now generated more than $35,000 in royalties! Thanks go to Kaleidoscope authors and to the Yuen family who have a history of generous support for Reading Recovery!
The Reading Recovery community is deeply grateful for your support. Your tax-deductible gift will help to bring one of the most-successful international reading and writing interventions to struggling readers across North America.

To contribute online, visit [http://readingrecovery.org/rrcna/philanthropy/make-a-gift](http://readingrecovery.org/rrcna/philanthropy/make-a-gift)

Ronda White, a Reading Recovery teacher from East Palo Alto, California, encouraged National Conference attendees to support the Reading Recovery Fund.
Gay Su Pinnell Matches Contributions in Reading Recovery Challenge

Although spring seemed far away at the February 2015 National Conference, butterflies landed on nametags for the many attendees who contributed to the Reading Recovery Fund. The butterfly, a symbol of transformation, symbolizes the change that occurs in children, families, schools, and teachers through the power of Reading Recovery. 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.

This year, Gay Su Pinnell issued a challenge to donors, matching each dollar contributed. In all, donors contributed nearly $15,000 — and with Gay’s match we reached nearly $30,000 for the 30th Anniversary! Thank you, Gay, for this generous match and for all your acts of support for Reading Recovery and the Council. Thank you, also, to all the generous donors who allow us to continue to support the transformation that occurs through Reading Recovery.
With Appreciation to All Our Generous Donors

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RRCNA Development Committee Chair Cathy Duvall tracked donations during the National Conference.
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      Richelle Barkley

Memorial Gifts
The following are people who are recognized in memory and the people who donated in their names.

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We have made every effort to provide a complete list of donors making contributions within the fiscal year July 2014-June 2015 and sincerely regret any errors or omissions. Please call us at 614-310-7330 with any corrections.
In Memory of Trika Smith-Burke

In October 2015, the Reading Recovery community and early literacy professionals around the world lost a great advocate for children with the passing of Dr. Trika Smith-Burke, philanthropist, researcher, and friend.

A former president of the National Reading Conference (now Literacy Research Association), Trika was active in that organization and many others for nearly 40 years. She was inducted into the Reading Hall of Fame in 2015. But it is her commitment to Reading Recovery—through her role as a trainer, leader, and advocate, and through her generous financial support—that we are most grateful.

Trika was one of the first Reading Recovery educators who understood the need for a professional membership association. She loved telling the story about the time a handful of trainers tossed money into a basket — the first step on a journey to establish RRCNA. She chaired the Development Committee for many years, and her regular and big-hearted contributions were designated for RRCNA priorities. Trika generously donated matching funds to strengthen the National Conference fundraising challenges and, upon her death, she continued that generosity with funding that the Council will use to continue her challenge.

Trika's dedication to the Reading Recovery university training center she cofounded at New York University in 1999 continued for 25 years, and nearly 119,000 struggling readers were served through the NYU network. Her generosity helped fund a state-of-the-art research suite for teacher leader training. Even in her final months, she devoted many hours to help organize a RefWorks library resource of more than 1,000 research articles, archival reports, and historical items related to Reading Recovery.

"We could express our appreciation no better than by sharing a remembrance from one of her long-time colleagues and friends..."

"I’ll remember Trika as the consummate professional she was in everything she did—teaching at NYU, directing the Reading Recovery site, making sure that NRC was both financially and collegially viable, and mentoring new scholars, especially young women, into the field of literacy research. I’ll also remember her as the consummate friend ... I’ll remember her humanity as a professional, her serenity in the face of chaos, her outrage at professional injustice, her warmth as a friend, and, more than anything else, the radiant smile that invited all of us into her personal space. We shall not soon see the likes of Trika Smith-Burke. Even so, we are blessed to have such fond memories and vivid images to keep her spirit alive in our minds and hearts.

""
P. David Pearson
Professor, University of California, Berkeley

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<th>Institution</th>
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<td>Vice President</td>
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<td>The Ohio State University</td>
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<td>Suzanne DeWeese</td>
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<td>Robert Schwartz</td>
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<td>The Ohio State University</td>
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<td>Green Bay Area Public School District</td>
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<td>Hazel Dick</td>
<td>Canadian Institute of Reading Recovery</td>
<td>Toronto, Ontario, Canada</td>
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<td>Kellie Ehlers</td>
<td>Evening Street Elementary</td>
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<td>Northside Elementary</td>
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<td>Canadian Institute of Reading Recovery</td>
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<td></td>
<td>Jeffery Williams</td>
<td>Solon City Schools</td>
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## 2014–2015 Staff and Associates

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<tr>
<th>Department</th>
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<th>Role</th>
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<tbody>
<tr>
<td>Administration</td>
<td>Jady Johnson, executive director</td>
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<tr>
<td></td>
<td>Mike Lemaster, senior accountant</td>
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<tr>
<td></td>
<td>Linda Wilson, executive assistant</td>
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<tr>
<td>Advocacy &amp; Government Relations</td>
<td>Lou Ann Racher, government relations associate</td>
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<td>Communications</td>
<td>Marsha Studebaker, director</td>
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<td>Vicki Fox, manager</td>
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<td>Conferences &amp; Events</td>
<td>Anita Gibson, director</td>
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<tr>
<td></td>
<td>Ted Phillips, coordinator</td>
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<td></td>
<td>Valerie Shaw, program specialist</td>
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<tr>
<td>Member Services</td>
<td>Julie Reeves, director</td>
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<td></td>
<td>Carol Lang, office assistant</td>
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Our Vision
We ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.

Our Mission
We achieve reading and writing success for children through partnerships that foster:

- Reading Recovery in English, Spanish, or French as an essential intervention within a comprehensive literacy system
- Teaching of children that is expert and responsive
- Professional development for teachers that is specialized and continuous
- Ongoing development of knowledge and practice based on research, data, and the theoretical framework that has underpinned Reading Recovery since its founding

www.readingrecovery.org