

LEADER

News



energize literacy acquisition across the contexts in which we live, work, and play.

In today's world, literacy is the pathway to quality of life, on both a daily basis and for future aspirations. Our literacy leaders will problem-solve our challenges today with a view toward tomorrow. McQuillan's (2007) "Seven Myths about Literacy in the United States" will launch our conversation. Panel members will each take a few minutes to share key ideas on the following topics prior to the small group conversations:

- (1) *The decline of reading achievement* – Betsy Baker
- (2) *Basic reading levels - below and beyond* – David Monti
- (3) *Dyslexia* – Kathy Headley
- (4) *Good readers: yesterday, today, and tomorrow* – Paul Haupt
- (5) *Ranking readers in the U.S. and the world* – Jill Lewis
- (6) *Where have the good readers gone?* Dee Cramer

The focus of our panel discussion and small group conversations will include the following:
(1) To highlight our challenges for literacy, using McQuillan's *Seven Myths about Literacy in the United States* to launch our conversations.

(2) To share strategies for establishing communication and creating partnerships among families, schools, and communities.

(3) To focus our energies and efforts on the most important element of literacy - the student in our classroom, the child in our home, the ageless citizen in our community.

Source: McQuillan, J. *Seven myths about literacy in the United States*. Educational Resource Information Center (U.S. Department of Education) Haycock, Kati and Sandra Huang, Are today's high school graduates ready?, *Thinking K-16*, 5(1), The Education Trust, Washington, DC, 2001.
<<http://www.education.com/reference/article/>

PARTICIPATE AT IRA LEADER SESSIONS THIS YEAR

Want to actively participate in our LEADER session during the IRA Convention in Phoenix...in Minneapolis?

LEADER needs *small group facilitators* for our session on Monday, February 23, 2009, 9:00-11:45am, Phoenix Conv. Ctr., Rm. N232A/B. To volunteer as a small group facilitator during the Phoenix session, please contact Kathy Headley at ksn1177@clermson.edu and include the word "Phoenix" in your email.

Not attending Phoenix but want to volunteer as a small group facilitator in Minneapolis? Our session is scheduled for Tuesday, May 5th from 9:00-11:45am (room location TBA). Please contact Kathy Headley at ksn1177@clermson.edu and include the word "Minneapolis" in your email.

Thanks for responding to this request. Your participation as an attendee is also highly valued! Here's more about our LEADER session at Phoenix and Minneapolis.

Our session is titled: **LEADERS Talk About Creating Literacy Leadership Where We Live, Work, and Play.**

A discussant panel will share their experiences and insights into ways that teachers, parents, administrators, and community leaders can work together to create an integrated support system for literacy learners. We'll address how to

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President's Corner

by Betsy Baker, President

LEADERS – Reach Out!

Educators are very generous people – giving of their time, expertise, and financial resources to those around them. We always find ways to help students and families in need, we volunteer, we mentor – we just make it happen. We worry about those we cannot reach or help enough. We care.

I've always thought I was pretty good at caring; I thought that I was walking the walk. Then I visited Ethiopia. My son and I traveled to Addis Ababa to bring his newly adopted son home. While we were waiting for the necessary waivers in order to secure my new grandson's visa, we had the opportunity to visit not only his orphanage, but several others as well. Always the teacher, I looked for "literacy things" – books, learning materials, trained teachers. I found some of those things, but mostly I just found extremely dedicated care givers and volunteers who struggled against incredible odds with very few resources. They had to care first about adequate nutrition and health care.

My new grandson was one of the lucky ones. An organization called World Wide Orphans provided the uniforms and transportation for the children in his orphanage (all HIV positive) to its school since these children were not accepted in "other" schools. I saw eager, happy, respectful learners in a setting that we would not tolerate in a "developed" country. Staggering numbers of children in Ethiopia and other third-world countries do not even get the chance to attend school. I saw them begging for food on the street, appealing for money at the van window, carrying huge loads on their heads and backs, caring for younger children. What will their future be like – and the future of their country - if they don't have access to even a basic education?



This information is not new to any of us. We know the deplorable conditions that exist around the world. Experiencing it puts a very personal face on the problem that you can't turn away from. Many members of LEADER have spent time in other countries working alongside the educators there to provide appropriate professional development. Many members of LEADER contribute to international projects such as the LIFE project in Eleuthera that is sponsored by LEADER. Many local councils partner with councils in developing countries for professional development. Good work is being done!

I don't have to tell you that these are hard economic times for us all. We might be tempted to "circle the wagons" and just take care of ourselves and our families for a while. But we are LEADERS. We take our responsibility to others seriously. We will nourish our professional selves at the IRA conventions; but we will also nourish others by finding ways to reach out.

Pick SOMETHING to support and be passionate about- especially something that supports literacy. Even a little makes a difference. It did for my new grandson.

I'll see you in Phoenix and/or Minneapolis!
Thanks for being LEADERS,

Betsy



Executive Director's Viewpoint

by Paul Haupt, Executive Director

Eight Keys to Leadership Greatness

In his book *The stuff of heroes: The eight universal laws of leadership*, William A. Cohen identifies eight laws for reaching one's full potential as a leader. Cohen, now a professor of leadership at California State University, is a retired Air Force Reserve Major General.

Cohen's first law is **maintain absolute integrity**. He illustrates this law through the example of Leonard Roberts who became the CEO of *Arby's* when the fast-food chain was struggling. Roberts turned it around by promising more service, support, and money to his franchisees. When *Arby's* owner disagreed and refused to pay staff bonuses, Roberts resigned from the board in protest and was eventually fired. He survived that firing, and a subsequent firing as CEO of *Shoney's* for a similar stand, to take the reins of *Tandy Corporation*, largely because of Roberts' renown in the franchise world. "You cannot maintain your integrity 90 percent and be a leader," Roberts states. "It's got to be 100 percent."

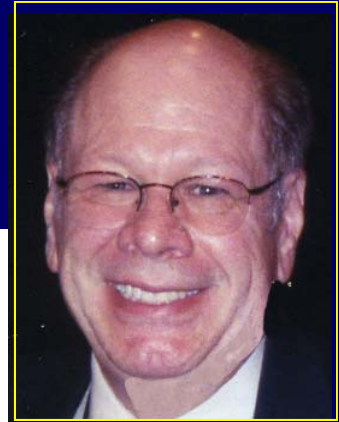
Know your stuff is the second key strength. Not yet 30 by the time he directed *Jaws*, Steven Spielberg already was a self-made man. Rejected twice by the University of Southern California's film school, Spielberg simply took over an abandoned trailer at Universal Studios, started making contracts, and cranked out a short film. The studio president signed him to a seven-year contract because Spielberg proved that he knew his business in the film world.

Declare your vision is the third trait Cohen suggests for successful leadership. In fewer than 25 words, can you recite to yourself how your organization makes money and where you plan to be in five years? "Most companies fail in their growth because they do not have a vision," says former Southwest Airlines CEO Howard Putnam.

"When you have a vision and someone comes to you with some convoluted idea, you can hold it up to the vision and ask, "Does it fit? Does it fly? If not, do not bother me."

The fourth key to greatness is to **show uncommon commitment**. *Dell Computer Corporation* rose from nowhere to being first in its field within six months because of Michael Dell's commitment to speed. He also saved money through assembly and

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Eight Keys to Leadership Greatness by Paul Haupt (continued)

distribution deals that saved even more time. Is Michael Dell uncommonly focused on faster, smarter, better? According to former *Intel* CEO Andrew Grove, “I have bruises on my back from Mr. Dell where we can’t keep up with them.”

Effective leaders also **expect positive results**. They turn disadvantages into advantages. In the early 1900s, steel magnate Andrew Carnegie commissioned a reporter named Napoleon Hill to research success. Hill discovered that hidden within every disadvantage or obstacle lay an equally powerful opportunity. Successful leaders look for those opportunities.

The sixth key, **take care of your people**, is a no-brainer but is often overlooked. Mark Peters worked as director of operations at a Florida fire alarm company, overseeing five managers, four of whom held college degrees. The one who did not have a degree became Peters’ go-to man, but he earned far less than the other four because of the company’s bias toward degreed employees. Peters pleaded the case to the company president. Ultimately, Peters won both the raise and the employee’s loyalty.

Key seven is **put duty before self** is evidenced in Homer Laughlin’s story. His *China Company* survived the Great Depression but, by the late 1970s, cheap imports almost sunk it. Laughlin’s owners were well positioned to call it quits, but they knew that liquidating the firm would destroy their community. So they stuck it out for the good of their fourth and fifth generation workers. They invested in a new kiln and revised an old design called *Fiesta. Bloomington’s* launched the revived brand, and Homer Laughlin is now the largest U.S. pottery company.

The final key is to **stand out in front**. When Peter Ueberroth agreed to run the 1984 Olympic Games in Los Angeles, he promised they would make \$15 million in profit. That seemed impossible, but Ueberroth plunged in and personally negotiated sponsorship contracts worth millions. During the Games, Ueberroth led the way by wearing the uniform of a different Olympic worker each day. By the time the Games ended, they had generated \$215 million in profit.

LEADER has been examining the eight keys to leadership greatness. Under Betsy Baker’s direction, the board is currently reviewing the current organizational structure to determine if this design is now what is necessary to move LEADER into the future. This was discussed in May at the annual Board Meeting and continues to be studied. In our October conference call, it was decided that Kathy Headley, first vice-president, and Jill Lewis, second vice-president, would take the first draft of a revised design we had examined and modify it based on the conversations and concerns expressed in the conference call. Their revision will come forward for discussion during the Board’s January conference call. LEADER will make sure all facets are examined prior to adopting a new organizational structure for moving LEADER forward as an even stronger special interest group of IRA.

MEMBERSHIP DEVELOPMENT: THE “GLUE” THAT HOLDS US TOGETHER

by Michele Paine

We all know cute and interesting ways to encourage membership in the various organizations in which we hold membership. These are fun and help us build excitement about our organization. However, there must be more to building membership than these activities. Upon closer examination, it is evident that the foundational relationship among members of the organization holds it together and encourages others to join. This relationship, in a sense, is the “glue” that holds membership together. We might become members of an organization through an effective membership recruitment strategy, but we will only stay members if we build relationships and make a personal connection to the organization.

Consider my own example. I joined the Montana State Reading Council ten years ago because I was lured into being a committee chair and participating in the summer leadership training. Because I developed a rapport with other members and built relationships with people who shared my passion, I have stayed with the organization over the years. I formed not only friendships but professional collegial relationships that directly improved my own skills in the field. I had instant sounding boards for ideas, sympathetic ears for arising issues that those in my own work place might not be able to help fix. As I look back over the last ten years, I see not only my passion for literacy and willingness to be an active member, I also see friendships and professional networks weave their way through and become the “glue” that holds me in.

How can we encourage this interpersonal connection in our own organizations? How can we create the “glue” that holds membership together? Unlike membership campaigns that are tangible and easy to implement, building interpersonal connections and relationships is mostly an invisible process. Furthermore, we are often pre-occupied with the tasks and projects of the organization itself. In our busy professional and personal lives, we tend to let those tasks and projects consume all of our energy for the organization. Fortunately, there are several easy ways to focus on building relationships in our organization.

A Personal Touch Do you know your members’ names, faces, organization affiliations, or places of residence? In larger organizations, it isn’t always possible to get to know everyone on a personal basis. However, at meetings or social events within your organization, it is easy to sit next to someone you don’t know and begin a conversation. Find out why this person joined your organization and learn a little about his or her life. Don’t use this as an opportunity to ask for help with a committee, task, or project. Use it as an opportunity to make someone feel valued for their membership. Over time, these new relationships deepen, and members will naturally find themselves willing to participate more in the organization.

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Membership Development: The “Glue” That Holds us Together (continued)

by Michele Paine

Regular Communication As busy as organizations are, there needs to be time for regular communication. Meetings and social events contain built-in communication opportunities, but consider other avenues as well. Many organizations have regular print or internet based journals or newsletters, and these serve as good means of communication. During the time between these regular fixtures of communication, think of ways to connect with members. Email is the perfect venue for regular communication. Let your membership know that you value their membership in the organization. Sometimes members feel that they are merely a name on the membership list and a source for dues revenue. Even if you cannot provide opportunities for personal communication with members, regular updates, reminders, and relevant ideas sent on a regular basis provides that connection. Creating a master email list, although somewhat time-consuming initially, is worth the investment as it can be used and updated from year to year.

Build in Relationship Opportunities As you get to know your members, always consider ways to make connections. If you know a member is moving to another state or area, find a way to connect them to another member in the new area. When someone asks you a question about a topic you might not know a lot about, think of someone else you know who might be able to help out. Always introduce people to others. Starting meetings or social events with a quick activity that thoughtfully allows members to share something about themselves that might provoke a connection to someone else is the perfect way to build in a relationship opportunity. Sometimes “ice breaker” activities are too contrived, but if they are purposefully designed, they can be very effective. In a literacy organization, ice breakers that ask members to name their favorite children’s book, favorite place to read, or

have them compare themselves to a book character are good avenues for making connections. Or, give participants the opportunity to think about their membership by having them finish the statement: This organization is like *Green Eggs and Ham* (or some other well known children’s book) because _____. Have them share with a partner, and instantly you have a discussion about the organization itself and members’ impressions and experiences. These types of opportunities for relationship building cannot be forced or gimmicky. They need to allow for thoughtful discussion and sharing of ideas. Some of my best insights into other members come from these types of activities. They truly go beyond “Tell us your name, professional position/affiliation, and why you are here” introductions.

The invisible process of building the “glue” of relationships and camaraderie among members is not easy to do, and indeed we often forget about it in the rush to accomplish tasks and goals. If we neglect this process, though, we will ultimately find ourselves without members because our existing members, lacking any personal connection to the organization, will check out and move on. Our focus in membership should not only be in finding more people, it should focus on holding together those members we have and making them feel valued enough to continue membership.





An Article of Interest for LEADERS

Jill Lewis, Editor

School leaders have some tough decisions ahead as they grapple with fewer resources and greater needs. Their decision-making abilities will be challenged as never before. Below, Pete Hammett offers suggestions to leaders for making decisions effectively with consideration for those who will be affected by them.

Unbalanced Influence: How Myths and Paradoxes Shape Leaders

A love affair with decision making can be a dangerous thing. The belief that a decision made at the top level will resolve a problem, crisis or opportunity has lured many leaders astray. "Most problems or crises are not really solved. Most are temporarily settled," says Pete Hammett, author of *Unbalanced Influence*. "But many executives place so much value in their ability to make decisions that they build a false sense of self-confidence. This can grow into a lack of confidence in the work and decisions of others."

Of course, executives do make numerous decisions, and rightly so. The imbalance comes when a leader's strength - making things happen - begins to restrict decision making in the organization. "For example, executives usually surround themselves with highly talented people," says Hammett. "But often they all think alike and have the same experiences, so odds are good that they will all come to the same conclusion. This creates the illusion that the decision is unquestionably the right one." Executives holding the decision-making function too close are likely to

- Be fickle about a team approach. They value teamwork when it suits them, but then go solo when they want to make a decision.
- Be more focused on time and "making" a decision than the decision-making process.
- Limit input. They shut down group discussion too quickly or set rules about what may or may not be considered.
- Impose undue pressure to act.

Call to Action: Step away from the decision

To counteract executive mandates or micromanaging of decisions, you'll want to step back from your decision-making routine and take a broad view. The effectiveness of decision making is equal parts your approach to problem solving and how the organization is structured to facilitate making decisions.

- **Try again.** One of the greatest inhibitors in an organization is the assertion, "We already tried it and it didn't work." Experience can be a double-edged sword.
- **Slow it down.** A quick decision isn't always the best decision. Get in the habit of asking, "Why do I (or we) have to make this decision now?" Who or what is influencing or pressuring you to make a decision?
- **Operate at the edge of chaos.** Create an environment where looking at multiple scenarios and alternative solutions is routine. Recognize that new circumstances and complexity change the operating reality. Allow freedom to discover both good and not-so-good ideas. Create a culture where the only bad decision is the one not made (as opposed to the one not made by you).
- **Ask questions. Listen to answers.** Seek advice from people who don't behave or think the way you do. Get the ideas of people who have different expertise and perspectives - and listen.
- **Let go of your ego.** This may be extremely difficult, since self-confidence and a strong ego are often factors in executive success. But releasing the need to be in control, to be right or to have all the answers will foster better decisions and build organizational capacity.
- **Get support.** Find a coach, colleague or friend who can relate to your world and help you make changes. Ask yourself, "Who is able to fully comprehend the issues and stress I face? Who can help me see how my influencers are coming into play? Who can help me see myself more clearly?"

Adapted from Hammett, P. (2007). Unbalanced influence. Mountain View, CA: Davies-Black Publishing. Reprinted with permission. . Retrieved from <http://www.ccl.org/leadership/enewsletter/2007/NOVdecision.aspx>

Create an environment where looking at multiple scenarios and alternative solutions is routine.

LEADER SIG

International Reading Association Nomination for Distinguished Service Award

REQUIREMENTS:

- Candidate must be a member of LEADER SIG and IRA.
- Candidate must have made an outstanding contribution to the special interest group and have been an active member at the local, state, provincial, or national levels.
- Candidate must be recognized for service which is highly valued and a long-term contribution or a significant one-time contribution.
- No person or group may receive the Distinguished Service Award more than once in a five-year period.
- Submit four (4) copies of the completed application and information.

Information on the Nominee	Information on the Nominator
NAME	NAME
IRA MEMBERSHIP #	IRA MEMBERSHIP #
STREET ADDRESS	STREET ADDRESS
CITY, STATE, ZIP	CITY, STATE, ZIP
PHONE (H)	PHONE (H)
E-MAIL	E-MAIL
LOCAL COUNCIL	LOCAL COUNCIL
STATE COUNCIL	STATE COUNCIL

I, THE NOMINEE NAMED ABOVE, HEREBY GIVE MY PERMISSION FOR MY NAME TO BE PLACED IN NOMINATION FOR THIS AWARD

I WILL____, I WILL NOT____ BE IN ATTENDANCE AT THE NATIONAL CONFERENCE IN MINNEAPOLIS, MN 2008.

Signed_____Date_____

NOMINATION POSTMARK DEADLINE: JANUARY 31, 2009
SEND FOUR (4) COMPLETED COPIES OF THE NOMINATION FORM TO:

Dr. Jack Cassidy, Jr., Chair
IRA Leader SIG Awards Committee
322 Santa Monica
Corpus Christi, TX 78411
jcassidy@falcon.tamucc.edu

LEADER SIG

International Reading Association Nomination for Literacy Award

REQUIREMENTS:

- Candidate must be a member of LEADER SIG and IRA.
- A description of the contribution, not to exceed two pages, must be attached to the documentation form.
- No person or group may receive Literacy Award more than once in a five-year period.
- Submit four (4) copies of the completed application and information.
- A candidate may be nominated for the Literacy Award for any of the following reasons:
 - Direct teaching at any level.
 - Organizing local, regional, state, or provincial literacy programs or projects.
 - Promoting support from the public.
 - Producing teaching materials or special media for literacy programs.
 - Carrying out research in fields related to literacy.
 - Providing young people the opportunity to help in literacy activities.
 - Carrying out informal education activities of social, cultural, economic, or political nature in which literacy and related literacy activities are included.

CRITERIA FOR JUDGING:

- Impact/scope of the contribution
- Lasting effect of the contribution
- Uniqueness of the nomination

Information on the Nominee	Information on the Nominator
NAME	NAME
IRA MEMBERSHIP #	IRA MEMBERSHIP #
STREET ADDRESS	STREET ADDRESS
CITY, STATE, ZIP	CITY, STATE, ZIP
PHONE (H)	PHONE (H)
E-MAIL	E-MAIL
LOCAL COUNCIL	LOCAL COUNCIL
STATE COUNCIL	STATE COUNCIL

I, THE NOMINEE NAMED ABOVE, HEREBY GIVE MY PERMISSION FOR MY NAME TO BE PLACED IN NOMINATION FOR THIS AWARD

I WILL____, I WILL NOT____ BE IN ATTENDANCE AT THE NATIONAL CONFERENCE IN MINNEAPOLIS, MN 2008.

Signed_____ Date_____

NOMINATION POSTMARK DEADLINE: JANUARY 31, 2009
SEND FOUR (4) COMPLETED COPIES OF THE NOMINATION FORM TO:

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News for
Administrators and Coaches
by
Jennifer Berne

In the midst of leadership changes in Washington and in many states, it is easy to frame educational policy as purely political. Policy talk shapes practice, for certain. Every teacher in every classroom must respond to local, state and national policies whether by choice or by edict. However, the frustration that bubbles up in the neediest buildings seems to be that this continues to be a one-way street. Policy shapes practice but practice does not, with any haste, shape policy. We don't currently have an efficient vehicle to isolate and name excellence in classroom practice so that it might be efficiently shared. Our professional organizations and publications do what they can by facilitating forums for expression, yet when teachers only talk to themselves they can only move so far.

There are hundreds of sessions at local and national conferences and dozens of articles on best practice written by and for teachers. How these opportunities to share professional activities affect teacher practice is not wholly known. Anecdotally, teachers report that conferences and professional reading richly enhance their work by introducing them to new ideas and practices. Yet, the literature on teacher change via professional development activities of this sort suggests that individual teachers bringing new practices into old environments rarely sticks. Certainly a teacher can tweak his or her practice through learning in sessions at conferences and reading the professional literature, but deep systemic change involves time and support, and that is difficult when a teacher is going it alone.

Teaming is one way to lessen the loneliness that comes from learning of the new. Sending sets of teachers to do professional development together may seem like redundancy, but it is actually supportive of deep change. As administrators and literacy coaches it is ideal for us to read along with the teachers with whom we work. It is also effective to join them at conferences and hear what they hear. Short of this, though, we can support their own efforts by asking them—what have you learned? What new are you doing? How can I help? This proactivity is satisfying for all parties and helps everyone feel that administrators and coaches are there to share in classroom success not just to tackle classroom problems or enforce external policies.

Policies that teachers now live with will no doubt shift in the changing political climate. Yet, helping teachers use what they learn from professional development opportunities is a stable activity that is worth a real focus.



BOOK REVIEW

*Overcoming The FIVE Dysfunctions of a Team:
A Field Guide for Leaders, Managers, and Facilitators*
by Patrick Lencioni

If you read *The Five Dysfunctions of a Team* (previously reviewed in this publication by Dolores B. Malcolm, LEADER Resources Committee Chair), completed the diagnostic tool, and wanted to know how to move from a dysfunctional to an effective team, this follow-up book provides practical team-building ideas. Lencioni defines a team as 3-12 people. He starts with building trust, the foundation of his model, with a personal histories exercise. Since the rest of the model is based on trust among members of the team, building trust is the first thing to overcome. Each dysfunction is covered in one of the chapters, providing an activity for the team to complete, and concluding with short, bulleted lists of Key Points. The mastering conflict activity is Depth-Frequency Conflict Model; achieving commitment provides two exercises - Commitment Clarification and Cascading Communication; the embracing accountability tool is Team Effectiveness; and Scoreboard is the activity for focusing on results.

Common questions are answered in section 3. Since Lencioni defines a team as 3-12 people, one of the questions he answers relates to his reasons for his range (one reason relates to communication). He also suggests you don't need an outside facilitator, in another response to a question, unless you want to participate in the process.

A framework for comprehensive team-building over a six-month period is provided in team-building road map, the fourth section of the book, but Lencioni points out it is a suggestion and not designed to be followed exactly as described. Tools and exercises are provided in the book with a follow-up section giving additional instructions for using them. The book is scattered with additional fable-type anecdotes that help clarify points delineated by Lencioni. This book is ideal to help guide IRA councils and affiliates, Special Interest Groups, and all functioning bodies on a course of effective team-building that will help your group become the team it needs to become.

I especially appreciated Lencioni linking profiling to each of his dysfunctions. He suggests the team complete a profile, like the Myers-Briggs Type Indicator (MBTI), and keep that information in mind as the team works through each of the dysfunctions to become an effective team. Taking each profile activity and charting it for the team graphically portrays quadrant membership for the team and offers a visual reminder for ongoing teamwork.

**Book Review by
Patricia A. Sowls
Resources Committee Member, LEADER**



LEADER Website Info

Logging on to the Website

The website continues to be upgraded and kept current with IRA and LEADER news. Our "face lift" receives new "tweaks" thanks to our webmaster, Kevin Wimberly. Members have protected access whereas guests will have limited access areas. This means that LEADER members will have full access to all areas of the website while being protected from unwanted contacts from outside sources.

As a member, how do I log onto the website?

In an effort to streamline the website and keep access relatively simple, the LEADER website, www.readingleaders.org, will be accessed in the same manner you access your IRA website now. Since all IRA LEADER SIG members must also be current members of IRA, we are implementing the following:

Username: IRA membership number

Password: *password*

You will want to safeguard your IRA membership number. If your IRA membership number changes for some reason, please notify LEADER and we will update our files. The word "password" will be your temporary password to enter the restricted "members only" section of the website. If you would like to change your password—go to YOUR ACCOUNT and enter a permanent password. Please enter a password that you will remember easily as no one else will have the authority to enter or change your password.

Should you have difficulties entering the website or would like to submit comments, please address your e-mail to info@readingleader.com. We will reply to your posting promptly. Thank you.

For additional information, comments, or concerns, please contact info@readingleaders.org or Paul Haupt, IRA LEADER SIG Executive Director, 10813 Vista Lomas Dr., El Paso, TX 79935-3703, (915)592-0583.

Newsletter On Line Delivery

Members receive e-mail notices when LEADER NEWS has been posted on the website and have a direct link from that e-mail to the newsletter. Newsletters are placed in the download section of the website and are provided in PDF format for easy download and duplication using your printer.

Don't have internet access?

If you do not have internet access we encourage you to enlist a LEADER friend to download and print a copy of the newsletter for you. If you wish to enlist a friend to join LEADER or to help a technically challenged member, please download a copy of LEADER NEWS and pass it on to them.



Contributing to the Website

With LEADER's stellar website in dynamic motion, our officers and members hold the responsibility of representing our organization's professionalism. We have a knowledgeable webmaster, Kevin Wimberly, as well as website leadership with Sheree Bryant.

We are all potential contributors and website authors. To that end, guidelines for submissions require our attention if we want to uphold our Internet vision. Here are initial guidelines for potential website contributions. Please review these and send Kathy Headley (ksn1177@clermson.edu) additional ideas and suggestions.

LEADER will post information on www.readingleaders.org that

- (a) supports the vision and goals of LEADER;
- (b) interests our members and potential members;
- (c) strengthens literacy and leadership expertise;
- (d) does not endorse commercial products;
- (e) is accurate and current;
- (f) is objective;
- (g) provides appropriate content coverage;
- (h) is written by a knowledgeable author; and
- (e) meets standards of editorial quality.



2008— 2009

LEADER Organization

Contact any of the following officers and committee chairmen through:
info@readingleaders.org

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srbryant@charter.net

Past President—David Monti

Reception, Ambassadors & Hospitality Committee

Past Presidents

Awards Committee

Jack Cassidy, Chair

Communications Committee: Internal & External (Newsletter & Website)

Jill Lewis, Chair

Finance Committee

Dee Cramer, Chair

Paul Haupt

Long Range Strategic Planning Committee

Betsy Baker, CoChair

Kathy Headley, Co-Chair

Dee Cramer

Paul Haupt

Jill Lewis

David Monti

Judy True

Marketing Plan Task Force

Betsy Baker

Dee Cramer

Kathy Headley

Jill Lewis

David Monti

Judy True

Membership Committee

Michele Paine

Nominating Committee

David Monti, CoChair

MaryEllen Vogt, Co-Chair

Outreach Committee

Lou Sears, Chair

Project LIFE International Project Task Force

Lisa Medina, Chair

Program Committee

Kathy Headley, Chair

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