A Reading Recovery Guide for Principals

This guide provides an overview of the Reading Recovery program and practical advice for its successful implementation. Reading Recovery serves two purposes. First, it accelerates the literacy learning of most at-risk first graders, narrowing the achievement gap of minority students. Second, it identifies children who may need a long-term intervention, offering systematic observation and analyses to support recommendations for further action.

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Introduction

Why Reading Recovery?

Is there research that says Reading Recovery works? Yes.

- **Who says Reading Recovery works?**
  The What Works Clearinghouse (WWC), a branch of the United States Department of Education and the Institute of Education Sciences, reviewed the research on Reading Recovery and found it to be an effective intervention.

- **What works about Reading Recovery?**
  The WWC report found that Reading Recovery has positive effects (the WWC’s highest rating) on students’ alphabets skills and general reading achievement. In addition the report found potentially positive effects (its next highest rating) on fluency and comprehension outcomes.

- **How does Reading Recovery compare to other programs?**
  In WWC latest findings Reading Recovery continues to be the only reading program that shows positive ratings in all four domains: alphabets, fluency, comprehension and general reading achievement. The improvement index scores for Reading Recovery students show large and impressive effect sizes.

Why does Reading Recovery work?

- **Focus on acceleration**
  Unlike a remedial program that slows down and simplifies instruction for struggling readers, Reading Recovery designs individual programs to accelerate student progress to reach the level of their average peers so they can profit from classroom instruction.

- **Systematic observation and assessment**
  Daily observations and records of oral reading behavior (running records) and writing work are analyzed to provide information about the child’s strategic activity on text in order to design instruction on the cutting edge of the child’s learning.

- **Individualized instruction**
  Rather than following a prescribed curriculum, the teacher works with the child’s unique repertoire of responses: using what the child knows to introduce new concepts and approaches, structuring the child’s tasks to ensure success on new material, providing immediate feedback to positively shape responses, and pacing instruction to move the child forward as quickly as possible.

- **Effective instructional practices**
  The components of a Reading Recovery lesson maximize the child’s time spent reading and writing. Children work with letter-sound relationships, word analysis, and problem-solving strategies in the actual context of reading and writing so children learn to use them purposefully and independently.

- **Teacher expertise**
  Reading Recovery teachers-in-training participate in a rigorous two-semester graduate level course to develop their theoretical understanding and practical application of literacy research and theory. Every year after their initial training, Reading Recovery teachers attend monthly professional development sessions to refine their practice. In addition, Reading Recovery teacher leaders visit all teachers regularly for on-site coaching.
How do you implement a Reading Recovery program that works?

- Hire experienced and successful primary literacy teachers for Reading Recovery.
- Fully implement the Reading Recovery program to serve approximately 20% of all first graders.
- Assure integrity of daily guided reading instruction in the classroom for Reading Recovery students.
- Schedule to ensure Reading Recovery students receive daily 30 minute lessons.
- Provide appropriate lesson space and materials.
- Facilitate close communication and collaboration between the Reading Recovery teacher and classroom teachers as well as other support staff.
- Communicate with Reading Recovery student families to ensure good attendance.
- Work with the teacher leader and site coordinator to monitor and support quality implementation of the program.
- Meet with Reading Recovery teachers to review and analyze your annual Reading Recovery school report and think about its implications concerning different subgroups of students within your school program.
- Work to construct a comprehensive literacy program that monitors and supports low-achieving student through the grades.
- Establish a staff understanding that “fairness” means providing instruction such that struggling readers receive the teacher time they need to catch up with their peers.
- Provide high quality pre-school and kindergarten instruction.

Why is one-on-one teaching necessary in Reading Recovery?

Low-achieving children need to advance more quickly than the average student. Individualized instruction makes this kind of acceleration possible. A small group intervention is able to support the progress of the lowest-achieving students, but often can not move them forward enough to ever catch up to the average level in the classroom. Changing the trajectory of a child’s achievement requires the precision teaching possible in a one-on-one intervention.

<table>
<thead>
<tr>
<th>One-on-one</th>
<th>Small group</th>
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<tbody>
<tr>
<td><strong>Supports optimal individual progress:</strong> Individualization allows the teacher to build on the child’s specific knowledge and experience to teach new concepts. No wasted time.</td>
<td><strong>Supports progress, but more slowly:</strong> Instruction follows a sequence which progresses according to an averaging of students’ readiness to move on.</td>
</tr>
<tr>
<td><strong>Targets specific needs:</strong> Instruction (selection of books, teaching points, prompts) designed around the child’s observed strengths and needs.</td>
<td><strong>Addresses some needs:</strong> For each individual some instruction is unnecessary &amp; some difficulties may never be addressed.</td>
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<tr>
<td><strong>Allows immediate appropriate feedback:</strong> Close supervision allows reinforcement of useful behavior and prevention of handicapping responses.</td>
<td><strong>Allows less precise feedback:</strong> Some confusions may go undetected and new behaviors are more difficult to establish.</td>
</tr>
<tr>
<td><strong>Develops independence:</strong> Teaching interactions set up many opportunities for the child to do the thinking and decision-making so that the child learns how to problem solve new difficulties with success.</td>
<td><strong>Develops new skills:</strong> Within a group it is harder to ensure students take an active role in thinking through problems rather than doing the procedures they are told to do.</td>
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</table>
Leadership should be born out of the understanding of the needs of those who would be affected by it. Marian Anderson

If we want children to catch up with their classmates who are racing ahead of them we cannot wait too long because it becomes increasingly difficult to bring children to effective classroom performance with their age group. The longer we leave children without supplementary help after the first year at school, the longer they will have to spend on supplementary instruction higher up in school. Marie Clay
Principals have a key role in protecting the investment in Reading Recovery and ensuring success for children and teachers. Members of the school staff share a vision for children’s learning, but principals have the power and responsibility to make Reading Recovery an integral part of that vision. The full power of Reading recovery requires teamwork, collaboration, time, and thoughtful planning. But with a principal’s skillful leadership, Reading Recovery offers substantial benefits to students, teachers, and the school system. The intervention not only offers strong results for the lowest-performing children, its intense training also creates superb early literacy experts who are available to work with other children and staff in your building. In addition, as low-achieving children progress through Reading Recovery, they begin to participate in reading and writing instruction, making classroom instruction more manageable.

Best Practices In Supporting the School Reading Recovery Program

• Become knowledgeable about Reading Recovery so that you can articulate its goals, purposes, practices, and results to your school, parents, and the wider community.

• Select teachers for Reading Recovery who have demonstrated successful primary literacy teaching and who are committed to the intensive training needed to accelerate the learning of low-achieving children in literacy.

• Combine the half-time Reading Recovery position with another half-time position to make the most of the literacy expertise of your Reading Recovery teacher. (See Staffing Models.)

• Provide the program space, time, and materials to support excellent teaching and learning.

• Problem solve to ensure that absences or tardiness do not interfere with a child’s regular participation in Reading Recovery.

• Meet with Reading Recovery teachers to reflect on the results of their beginning of the year assessments with reference to the school program.

• Check in with Reading Recovery teachers to monitor the progress of their students. Look at the graphs showing the student’s rate of progress in reading and writing.

• Support teachers in initial training and ongoing professional development so that they continually increase their skills. This may include transporting children for demonstration lessons.
• Observe a Reading Recovery lesson.

• Ask to be included when a Teacher Leader coaches a Reading Recovery teacher.

• Develop schedules and expectations that promote collaboration of Reading Recovery staff with not only first grade staff, but kindergarten, second grade, ESL, special education, Speech & Language, social work, psychologist services, and other staff members and committees.

• Facilitate a classroom teacher’s observation of her/his student during a Reading Recovery lesson.

• Meet with the Reading Recovery teacher leader to discuss the status of the Reading Recovery program at your school.

• Continuously monitor and evaluate the results of Reading Recovery, using this information to problem-solve both Reading Recovery implementation and your school literacy program to improve results. (Your Reading Recovery teacher will provide you with a comprehensive report of the progress of students in the program within your school.)

• Set aside time to go over the end of the year school report with the Reading Recovery teachers to work for a successful program as one component of a comprehensive literacy plan.

• Institutionalize Reading Recovery, making it a safety net within a comprehensive literacy program. Have a plan for continuous school improvement that incorporates the Reading Recovery program and staff within a school-wide framework.

• Work with district administrators to achieve a goal of providing Reading Recovery service to every child who needs it in your school and district.
Effective Implementation of Reading Recovery

Reading Recovery provides the early intervention component essential to a school’s comprehensive literacy plan. As an early intervention, the program helps close the achievement gap between the lowest achieving children and their peers before the gap becomes too large to bridge. The school principal plays a key role in the successful implementation of Reading Recovery.

Selection of RR Teachers:

Qualifications – Candidates for Reading Recovery must be chosen carefully. The RR Site Coordinator works with the school principal to ensure high standards by following the requirements and guidelines established nationally.

Staffing Model – Reading Recovery is a half time position but the school and the RR program benefit when the RR position is paired with another half-time position that takes advantage of the RR teacher’s expertise. Such complementary positions include: small group intervention teacher, Title I position, instructional resource teacher, ELL teacher, or part-time kindergarten, first, or second grade teacher.

Selection of Students:

Criteria – Reading Recovery serves the lowest achieving first graders or approximately 20% of the first grade population. It is difficult to reliably predict the rate and level of progress of an individual child. All children who score low on initial assessments are eligible. ELL students are eligible if they receive literacy instruction in English and they can understand the tasks on the initial assessments. Our district data shows they do as well in the RR program as any other group of students. Students with behavior issues are eligible; often the one-on-one attention reduces their anxiety and allows them to assume a successful student identity. Students with a pattern of absences are eligible, though the principal, social worker, and RR teacher should work to immediately address the problem.

Scheduling Considerations:

Lesson Time – RR is supplemental to classroom instruction. Schedules need to be organized so that children can participate in classroom reading groups and also receive daily RR lessons. The scheduling of first grade specials must take into account the RR teacher’s half-time schedule.

Lesson Frequency – Student progress depends upon daily lessons. It is helpful to plan special school programs and field trips so as not to interfere with student instructional time.

Instructional Space:

Characteristics – The RR lesson space needs to provide students with a place in which they can focus their attention on new learning with minimal distractions. The area should be well lighted and ventilated. There should be space to accommodate RR supplies and materials for easy access by teacher and student during the lesson.

Location – The RR lesson space is best located close to first grade classrooms to reduce transition time. Proximity also increases opportunities for RR and classroom teachers to confer.
**Full Implementation:**
Reading Recovery data both locally and nationally shows that all students served by Reading Recovery do better when a school’s RR program is fully implemented. Ideally RR staff would be sufficient to serve the lowest 20% of the first grade student population. (In a high poverty school, 25% coverage may be needed.)

**Ensuring High Quality RR Teaching:**
- **RR Staff Development** – RR teachers are required to receive weekly intensive training and frequent supervision by the RR teacher leader in their first year. After their training year RR teachers participate in six staff development meetings a year and on-site coaching sessions.
- **Monitoring Performance** - It is important for the principal, RR site coordinator, and RR Teacher Leader to work together to maintain program standards. Sometimes a trained RR teacher does not teach in a way that accelerates student learning and the school’s RR program consistently gets poor results. Quality evaluations, supervision, and support are essential for RR teachers’ continued high performance.

**Working with Parents:**
Communication with parents is important to create strong partnerships to be sure children’s attendance is regular, homework is completed, books returned, and reading interactions are positive. Sometimes life circumstances make home support for the program difficult. The teacher and school need to find alternative ways for the children to display and practice their developing reading and writing skills and be appreciated for their efforts.

**Collaboration:**
Students are best served when the RR teacher works closely with ESL, Social Work, Speech & Language, and first grade staff around the progress of the students by sharing observations, issues, teaching practices, and ways of transferring new skills to the classroom environment. The principal can help facilitate the RR teacher’s role as a resource for student focus teams, classroom placements, consultation, and on-going monitoring of post-program student achievement and needs.

**School-wide System for Intervention:**
The Reading Recovery program functions most successfully as an early literacy intervention in a school-wide comprehensive intervention system. Both students who make accelerated progress and students who do not, should receive ongoing monitoring and support as their life circumstances, second language issues, or other learning needs require further attention. The RR teacher may provide a leadership role in assisting staff in the assessment, design, and implementation of interventions for struggling literacy learners.

Adapted from *A Principal’s Guide to Reading Recovery*
Role of the Reading Recovery Site Coordinator -
MMSD Reading/Language Arts Coordinator

The Madison Reading Recovery site includes Reading Recovery staff in the Madison, Edgerton, Columbus, Milton, and Cambridge school districts. The position of site coordinator is an administrative position held by the MMSD Reading/Language Arts Coordinator. The site coordinator’s role is to:

- Provide leadership for Reading Recovery implementation in the site
- Ensure the availability of appropriate personnel, training facilities, equipment, and office space.
- Work with district administrators and principals to ensure understanding of, and compliance with, training and implementation requirements and different ways to fund Reading Recovery.
- Prepare the Reading Recovery budget in collaboration with teacher leaders.
- Arrange for the collection and disbursement of monies related to the operation of the Reading Recovery site.
- Provide general administrative support for the teacher leaders in implementing the program.
- Assist with the recruitment and hiring of new Reading Recovery teachers and teacher leaders to be trained.
- Serve as the contact person between the training site and participating districts and universities.
- Assist the teacher leader in the collection, organization, analysis, and reporting of student progress data.
- Ensure transportation of first-grade children to the site for training sessions.
- Coordinate visitor activities.
- Provide information to people wanting to know about Reading Recovery, including speaking to groups and responding to telephone and written inquiries.
- Keep the superintendent informed of student outcomes and funding issues.

Role of Reading Recovery Teacher Leader

- Work with a minimum of two Reading Recovery students daily.
- Teach a training class of 8-12 new Reading Recovery teachers as needs dictate within the site (which includes Madison, Edgerton, Columbus and Cambridge school districts).
- Serve as adjunct faculty member in the university granting credit; develop and follow a course syllabus which includes content and up-to-date training material to comply with Reading Recovery and university guidelines.
- Ensure that teachers teach behind-the-glass or through video at least three times during the year and that 80% of class sessions over the academic year (or a minimum of 18 sessions, whichever is greater) include two behind-the-glass lessons.
- Visit teachers-in-training at least four to six times during the year to provide guidance and instructional assistance. Provide principal with summary of progress.
- Provide trained teachers with at least six continuing contact sessions each year, including a minimum of four behind-the-glass sessions, or video sessions.
- Visit trained Reading Recovery teachers at least once each year to ensure quality control of the program, with additional visits based on need or request.
- Monitor the selection and progress of children using teachers’ records.
- Collect entry, exit, discontinuing, and end-of-year data on Reading Recovery children using NDEC approved format, procedures, and materials.
- Prepare an annual district report and submit it to the affiliated university training center and assist teachers and principals in preparing annual school reports.
- Maintain the standards for establishment and operation of a district, including the selection of the lowest-achieving child at each selection decision.
- Work with the district coordinator and administrators to assure quality implementation at the site and school levels with the goal of full coverage.
- Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery”.
- Disseminate information about the Reading Recovery program to principals and district administrators annually.
- Participate in the Reading Recovery network to maintain professional development.
- Participate in professional development opportunities for Reading Recovery sponsored by the university training center.
- Attend the annual Teacher Leader Institute and attend an approved RRCNA Reading Recovery conference each year.

Adapted from Standards and Guidelines of Reading Recovery in the United States
If a teacher becomes a highly sensitive observer of slow-to-learn pupils, she can design instruction in ways that engage the children who are already confused...It is not only that these children are moving at different rates; some of them need more help with some aspects of the tasks than others. We need to think more about children taking different paths to reach similar outcomes.  Marie Clay
Description of Reading Recovery

Developed by New Zealand educator, Dr. Marie M. Clay, Reading Recovery® is a short-term intervention for children who have the lowest achievement in literacy learning in the first grade. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance. Reading Recovery is also available to children whose initial reading instruction is in Spanish; Descubriendo La Lectura (DLL) is well established in a number of sites across the United States.

Reading Recovery is an early intervention. Proficient readers and writers develop early. There is strong evidence in the research literature that grade level retention and long-term remediation programs which simplify and slow the pace of instruction do not enable low-progress children to catch up with grade-level peers so that they can profit from classroom teaching. There is also evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. It is, therefore, necessary to redirect educational policy and funding to the prevention of reading failure. Reading Recovery has a strong track record of preventing literacy failure for many first graders through early intervention.

The key to the successful implementation of Reading Recovery resides in the training model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

Initial teacher training is for one academic year with no loss of service to children. As teachers are trained, they simultaneously implement the program with children. Extensive use is made of a one-way glass window for observing and talking about lessons with children. Teachers become sensitive observers of students’ reading and writing behaviors and develop skill in making moment-by-moment analyses that inform teaching decisions.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions called ‘continuing contact’. They continue to teach for their colleagues and to discuss their programs. Continuing contact sessions provide collaborative opportunities for teachers to remain responsive to individual children, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may influence their practice.

Reading Recovery is not an isolated phenomenon in schools. Reading Recovery has a carefully designed plan for implementation into existing systems. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made about implementation.

Replication studies document outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children served in English and in Spanish. A large majority of children with full programs have been successful in reaching average range literacy performance. There is also evidence across several countries that the effects of Reading Recovery are long lasting.

Adapted from Reading Recovery National Data Evaluation Center site report document
Fundamental Principles of Reading Recovery

- Good teaching arises from understandings teachers have of their craft and not out of prescriptive programs.
- Effective instruction is based upon on-going assessment and observation of children, and requires an understanding of literacy learning to make teaching decisions that quickly shift children’s literacy achievement to higher levels.
- The goal of Reading Recovery instruction is to develop strategic approaches to literacy that can expand learning and the capacity to learn, not just to teach item knowledge.
- The intention of Reading Recovery teaching is to accelerate the velocity of low achievers’ learning so that they move up to an average level and benefit from classroom instruction, not to limit or slow instruction for them.
- Reading Recovery training provides a balance between demonstrations of specific teaching approaches and opportunities to develop processes of reflection, analysis, and hypothesis formation.
- The professional development of Reading Recovery teachers stresses the importance of collaboration with peers to examine the effectiveness of teaching practices and construct understanding of literacy theory and research.
- Reading Recovery training emphasizes the importance of self-reflection so that teachers learn to examine assumptions about teaching and learning, and to change assumptions based upon clearly observed data.
### Why One-on-One Teaching?

<table>
<thead>
<tr>
<th>Benefits for the child</th>
<th>Benefits for the teacher</th>
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<tr>
<td>• Instruction that considers the child’s</td>
<td>Ability to…</td>
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<tr>
<td>➢ level</td>
<td>• Closely observe and monitor the child’s</td>
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<td>➢ pace</td>
<td>behaviors</td>
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<td>➢ strengths</td>
<td>• Build on the child’s existing knowledge</td>
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<td>➢ challenges</td>
<td>• Select appropriate tasks, texts, and</td>
</tr>
<tr>
<td>➢ attitude</td>
<td>level of teacher support</td>
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<tr>
<td>• Active participation (sustained focus on</td>
<td>• Vary time, difficulty, content, and</td>
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<td>literacy tasks)</td>
<td>teaching decisions</td>
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<td>• No time wasted on what is known</td>
<td>• Foster the child’s active problem-solving</td>
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<td>• Skilled teacher guidance with</td>
<td>• Attend to confusions and intervene</td>
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<td>appropriate feedback</td>
<td>appropriately</td>
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<td>• Multiple opportunities for language</td>
<td>• Hold the child accountable for what he</td>
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<tr>
<td>development</td>
<td>knows</td>
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<td>• Emotional support that fosters learning</td>
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<td>• Self-esteem and self-efficacy</td>
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Adapted from Askew & Doyle, “Reflecting, Refreshing, and Resolving!”

### Research on Interventions that Accelerate Reading Growth

Research has found that smaller size intervention groups produce better achievement growth (Elbaum, Vaughn, Hughes, and Moody, 2002). Richard Allington sums up research on the most effective group size with the following table. He explains, “These research teams used either tutorials or very small group intervention designs. Although each was successful in producing accelerated reading growth, on average, not every struggling reader in these studies was caught up to peers nor did everyone make accelerated progress.” (Allington, 2009, p. 79). He adds that tutorial [1 to 1] interventions “accelerate the development of a larger proportion of students.”

<table>
<thead>
<tr>
<th>Effective Intervention Research</th>
<th>Teacher/Student Ratio</th>
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<tbody>
<tr>
<td>Ehri et al., 2007</td>
<td>1 to 1</td>
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<tr>
<td>Lyons &amp; Beaver et al., 1995</td>
<td>1 to 1</td>
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<tr>
<td>Pinnell et al., 1994</td>
<td>1 to 1</td>
</tr>
<tr>
<td>Scanlon et al., 2005</td>
<td>1 to 1</td>
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<tr>
<td>Torgeson et al., 2001</td>
<td>1 to 1</td>
</tr>
<tr>
<td>Vellutino et al., 1996</td>
<td>1 to 1</td>
</tr>
<tr>
<td>Hiebert et al., 1992</td>
<td>1 to 3</td>
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<tr>
<td>Mathes et al., 2005</td>
<td>1 to 3</td>
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Research

*Research indicates that intervention lessons that are well-coordinated with classroom instruction are more likely to produce accelerated progress.*

An extensive analysis of Title I program data led Borman and his colleagues to conclude that what matters most is that the intervention teachers and the classroom teachers both use “the same curriculum and assessments for all students” (Borman, Wong, Hedges, and D’Agostino, 2003). Allington explains, “Curricular coordination occurs when the two curricula appear to support similar philosophies of reading and similar strategy use” (Allington, 2009, p.90).

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Reading Recovery Program</th>
<th>Balanced Literacy Classroom (primary grades)</th>
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<tbody>
<tr>
<td>Assessment Tools</td>
<td>Running records</td>
<td>Running records (1-5)</td>
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<td></td>
<td>High frequency word list</td>
<td>High frequency word list (1-2)</td>
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<td></td>
<td>Dictation task</td>
<td>Dictation task (1-2)</td>
</tr>
<tr>
<td></td>
<td>Concepts about print</td>
<td>Concepts about print (K)</td>
</tr>
<tr>
<td></td>
<td>Letter identification</td>
<td>Letter identification (K)</td>
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<tr>
<td>Theory of Reading</td>
<td>Reading is a “message-getting, problem-solving activity which increases in power and flexibility the more it is practiced.” (Clay, <em>Becoming Literate</em>)</td>
<td>MMSD’s <em>Primary Literacy Notebook</em> explains the reading process by using the quote from Clay’s work given in the box to the left.</td>
</tr>
<tr>
<td>Instructional Focus</td>
<td>Developing strategic readers and writers</td>
<td>Developing strategic readers and writers</td>
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<tr>
<td>Texts</td>
<td>Leveled texts such as Rigby PM readers</td>
<td>Leveled texts such as Rigby PM readers</td>
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<td>Program Components</td>
<td>Familiar reading</td>
<td>Independent reading</td>
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<td>Guided reading of new book</td>
<td>Guided reading</td>
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<td>Word work</td>
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<td>Shared-Independent writing</td>
<td>Modeled writing</td>
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<td>Shared writing</td>
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<td>Interactive writing</td>
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<td>Independent writing</td>
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Fully Implementing the Reading Recovery Program

What is full implementation?

The standards and guidelines of Reading Recovery state, “Full coverage at the building level… means sufficient staffing and teaching time to service the most at-risk children in the first-grade cohort, which might range from 15% to over 20% in most schools and a higher percentage in some schools where risk factors for failure are greater” (Standards and Guidelines of Reading Recovery in the United States p.6).

Reasons for full implementation

- Research on reading programs has shown Reading Recovery to be the most effective program at increasing the overall reading achievement of struggling readers. Replication of these results depends upon the fidelity of program implementation.

- MMSD data suggest that the fully implemented schools (those that are able to serve 75-100% of the children who need this literacy intervention) generally have a higher success rate for all students who participate in an individualized series of lessons.

- In years of a dramatic shift in allocation at individual schools, we witness a corresponding shift in the outcomes for students participating in Reading Recovery.

<table>
<thead>
<tr>
<th>School</th>
<th>2005-2006 Coverage</th>
<th># Discontinued</th>
<th>% Discontinued</th>
<th>2006-2007 Coverage</th>
<th># Discontinued</th>
<th>% Discontinued</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>100 %</td>
<td>20 / 24</td>
<td>83%</td>
<td>75%</td>
<td>10 /20</td>
<td>50%</td>
</tr>
<tr>
<td>Y</td>
<td>90 %</td>
<td>15 / 24</td>
<td>63%</td>
<td>50%</td>
<td>3 / 16</td>
<td>19%</td>
</tr>
<tr>
<td>Z</td>
<td>50 %</td>
<td>1 / 8</td>
<td>13%</td>
<td>100%</td>
<td>10 /15</td>
<td>67%</td>
</tr>
</tbody>
</table>
CENTRAL HIRING PROCESS
FOR READING RECOVERY
TEACHER POSITIONS

If we want to accelerate struggling readers’ reading development, then we must plan our interventions so that teachers who are experts on reading instruction deliver the intervention lessons.
Richard Allington
Candidate Qualifications

Teachers selected must:

- possess teacher certification to include grades 1-5, ESL, Bilingual, and/or Special Education.
- have successful Reading Recovery training or teaching experience.

OR

- commit to Reading Recovery training which includes one week in August and two semester courses that meet three hours per week over the course of the training year.
- demonstrate three to five years of exemplary primary literacy instruction.
- show evidence of ability to rapidly accelerate reading achievement of struggling and emergent readers.
- demonstrate competence in administering and analyzing reading strategy assessments including running records.
- possess excellent record-keeping and data collection/analysis skills.
- demonstrate excellent communication skills for collaboration with classroom teachers, instructional teams, and principals.
- meet defined standards of Reading Recovery instructional excellence.

MMSD will pay for the six credit UW training class. A five-year commitment to a Reading Recovery teaching position is expected in return.

District Reading Recovery Job Posting:

Applicant must possess certification to include Grades 1-5, ESL, Bilingual, and/or Special Education. Current Reading Recovery teaching experience or the above named certification and commitment to Reading Recovery training required (The training commitment includes one week in August and two semester courses that meet three hours per week over the course of the training year. Teachers will earn six UW Madison credits at no cost for the successful completion of the Reading Recovery training. A five-year commitment to a Reading Recovery teaching position is expected in return). Successful Reading Recovery training and/or three to five years of recent exemplary primary literacy instruction required. Demonstrated ability to rapidly accelerate reading progress with struggling emergent readers. Must have competency in administering and analyzing reading strategy assessments including running records. Excellent record-keeping and data collection/analysis skills necessary. Evidence of excellent communication skills for collaboration with classroom teachers, instructional teams, and principals expected. Applicant must meet defined standards of Reading Recovery instructional excellence in order to retain a Reading Recovery teaching position.
Hiring Process

The following process will guide the district-level hiring of Reading Recovery teachers in the Madison Metropolitan School District. All RR placements will be interviewed by a district committee prior to assignment. When a RR position opens in your building:

1. Contact the district Reading Recovery Coordinator to begin the posting process.
2. District Coordinator contacts Human Resources and initiates the position posting.
3. If no internal applicants exist, external process will begin with names from Human Resources forwarded to Language Arts Coordinator.
4. Coordinator contacts principal to arrange interview scheduling and location.
5. Coordinator organizes an interview team to include district and building -level primary literacy experts.
6. Coordinator contacts candidates to schedule interviews.
7. Coordinator forwards interview schedule to interview team.
8. After interviewing, the interview team works toward consensus in selecting the most highly qualified candidate.
9. The building principal will contact the selected candidate and offer the position.
10. Once the position is filled, the district Reading Recovery Coordinator will contact unsuccessful candidates to explain the outcome.

Full Coverage

Full coverage in Reading Recovery within a school is attained when there are sufficient numbers of trained teachers available to instruct all children defined as needing the service. Generally, this is 20 percent of the first-grade cohort. Schools usually move to full coverage over time. Only at the point of full coverage will a dramatic decrease in the number of children with difficulties be realized. If a school identifies about 25 students as needing Reading Recovery, three Reading Recovery teachers are needed since each teacher serves approximately eight students a year. Numbers vary because of student mobility, number of lessons needed by each child, and the effectiveness and efficiency of the teaching.

Partial coverage involves difficult decision-making. For example, if there are 100 first graders in four classrooms the Reading Recovery teacher may take the lowest-progress child from each classroom; or the Reading Recovery teacher may be assigned to one or two classrooms, working with the classroom teacher to remove the tail-end or low group in those classrooms. In this situation, the Reading Recovery teacher and classroom teacher will have more time for collaboration, increasing the effectiveness of instruction for all of the students in the classroom.
<table>
<thead>
<tr>
<th>Model</th>
<th>Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5 Reading Recovery .5 Instructional Resource Teacher (IRT)</td>
<td>The Reading Recovery teacher works half-time with RR students and coaches teachers half-time.</td>
<td>The teacher’s RR training provides a depth of understanding that supports work with staff. The positions can be flexibly scheduled through the day.</td>
<td></td>
</tr>
<tr>
<td>.5 Reading Recovery .5 Intervention-group</td>
<td>The Reading Recovery teacher has a half-time position teaching RR students and a half-time position doing small-group interventions.</td>
<td>The teacher’s training in RR is applied to work with more students at different grade levels. The positions allow for flexibility in the daily schedule.</td>
<td></td>
</tr>
<tr>
<td>.5 Reading Recovery .5 Special Education</td>
<td>The Reading Recovery teacher teaches RR students half-day and teaches a special education program the other half of the day.</td>
<td>The Reading Recovery teacher can positively influence the special education curriculum and work with other special education staff in literacy.</td>
<td></td>
</tr>
<tr>
<td>.5 Reading Recovery .5 ESL teacher</td>
<td>The Reading Recovery teacher teaches Reading Recovery students half-day and ELL students the other half of the day.</td>
<td>The Reading Recovery teacher can positively influence the ELL curriculum and ELL students can be successfully served in Reading Recovery.</td>
<td></td>
</tr>
<tr>
<td>.5 Reading Recovery .1 Literacy Resource</td>
<td>The Reading Recovery teacher teaches Reading Recovery students half-day and has additional time to serve as a literacy resource for the staff.</td>
<td>This model provides time for the RR teacher to attend team meetings, do staff development, and consult with staff.</td>
<td>This model does not use the RR teacher’s training to positively impact the school program.</td>
</tr>
<tr>
<td>.5 Reading Recovery</td>
<td>The Reading Recovery teacher teaches Reading Recovery students half-day allowing for some flexibility in scheduling.</td>
<td></td>
<td>This model does not use the RR teacher’s training to positively impact the school program.</td>
</tr>
<tr>
<td>.5 Reading Recovery .5 Sage teacher</td>
<td>The Reading Recovery teacher teaches Reading Recovery students half-day and a Sage literacy class.</td>
<td></td>
<td>This model is not recommended. The short day on Monday does not provide time or flexibility for both programs and it allows limited flexibility.</td>
</tr>
</tbody>
</table>
We have in the past made assumptions about children that have closed the door on further opportunities to learn. Whenever our predictions for particular children are wrong, teaching practices tend to deprive those children of learning opportunities. We exclude them from certain opportunities or challenges... We hold them back to repeat the same class with the same curriculum. Or we give them less to learn. Or we give them radically simplified tasks. Marie Clay
Process of Selecting Reading Recovery Students

Students are eligible for Reading Recovery services if they are in first grade and are assessed to be the lowest achieving students. Children are not excluded because of potential special education diagnosis, limited English proficiency (as long as they can understand tasks on initial assessments), or high absence patterns.

Process of Selecting the Lowest Achieving Students:
Every spring kindergarten teachers place their students in rank order of reading achievement. In the fall the first graders who ranked low in their kindergarten class are assessed using the Observation Survey of Early Literacy Achievement. New students are also assessed. Reading Recovery teachers list the results of this testing on a Student Selection form and compare the students’ performance on the literacy tasks both in terms of raw data and stanines. The Reading Recovery teacher shares the assessment results with the principal and selects the four lowest achieving students for service. These students make up the first round of the Reading Recovery program. A Reading Recovery program usually takes 16-20 weeks.

When a first round student completes the program, a second round student is selected. The students who scored low in the fall, but were not selected for first round, are reassessed with the Observation Survey, as well as other low achieving students identified by classroom teachers, and new students. The lowest scoring students are selected to receive service in the second round. Sometimes a Reading Recovery teacher is able to serve several students in a third round as well.
There are good reasons for selecting the lowest-achieving students first.

- There is no reliable way to predict which students will accelerate and which will not. Reading Recovery experience indicates that there is no guarantee that those who score slightly higher actually take less time in the program.
- Pre-selecting children for special education based on predictions (and withholding Reading Recovery) makes the prediction come true as it denies the opportunity to accelerate the child’s progress.
- Students who score very low need the most skilled teaching. Left without individual help these students will become increasingly confused and their chances of catching up will be greatly decreased. These are the children least likely to benefit from classroom instruction.

**Serving ELL Children:**
Regardless of their native language, children who are the lowest achievers in their classroom are eligible for Reading Recovery in English if they are receiving literacy instruction in English and if they can understand the tasks on the Observation Survey. Children who show by their behavior that they do not understand the Observation Survey tasks may be provided a rich language program and then be re-assessed after a period of time to determine their eligibility for Reading Recovery.

**Including Children with High Patterns of Absence:**
Attendance history should not prevent any child from receiving Reading Recovery. Although a child may be often absent in kindergarten, his attendance may improve because participation in first grade, unlike kindergarten, is mandatory. When a child with high absenteeism is admitted to the Reading Recovery program, the principal may facilitate bringing parents and other caregivers into a problem-solving process with the school. Many teachers make regular calls to parents when students are absent and even make home visits to increase understanding of the program’s importance. Close contact with homes can make a great difference in getting these children off to a good start in school.

**Serving Special Education Students:**
Educators should be very cautious about determining whether children will need special education of any kind. Measures are unreliable when applied to very young children. Children who are already enrolled in Special Education and receiving services such as mathematics, speech and language, or behavior management support, may be served in Reading Recovery, provided they are the lowest achievers in the class. Administrators should consider how the pedagogy of literacy programs outside the regular classroom complement or detract from each other as they place students in interventions.

Adapted from *A Principal’s Guide to Reading Recovery*
# READING RECOVERY SELECTION SHEET

<table>
<thead>
<tr>
<th>Name</th>
<th>Tcher</th>
<th>Notes</th>
<th>Attendance</th>
<th>Text level</th>
<th>ACC %</th>
<th>SC Rate</th>
<th>Tx Sta</th>
<th>LID* (54)</th>
<th>LID Sta</th>
<th>Word Test*</th>
<th>WT Sta</th>
<th>CAP* (24)</th>
<th>CAP Sta</th>
<th>Writing Vocab*</th>
<th>WV Sta</th>
<th>HRSW* (37)</th>
<th>HRSW Sta</th>
</tr>
</thead>
</table>

ACC = accuracy  
SC = self-correction  
Tx = text  
LID = Letter Identification  
WT = Word Test  
CAP = Concepts about Print  
WV = Writing Vocabulary  
HRSW = Hearing and Recording Sounds in Words  
*Raw Score  
Sta = Stanine
Adopting a prevention program such as Reading Recovery is an investment for school systems. That investment is protected only to the extent to which the system adheres to high-quality implementation standards. Billie Askew & Janet Gaffney
Reading Recovery Operational Requirements

Space Considerations
With careful planning Reading Recovery teachers can share space with each other but they should have their own table and other supplies and equipment so that lessons can remain highly organized. Characteristics of good space include:

- Proximity to first grade classrooms
- Well-lit and ventilated space
- Minimum visual and auditory distraction
- Sufficient room to permit comfortable movement and use of both table and magnetic chalk board
- Space to store materials, student records, and the book collection

Scheduling Considerations
RR is supplemental to classroom instruction. Student progress depends upon daily lessons. To ensure this:

- Create schedules so that children may participate in classroom reading groups and also daily 30-minute RR lessons.
- Schedule specials such that half-time Reading Recovery teachers may meet with their four students daily.
- Schedule assemblies and field trips when possible to prevent missed Reading Recovery lessons.
- Place Reading Recovery teachers in close proximity to first-grade classrooms so that no time is wasted in children’s moving to and from lessons.
- Allow 10 to 15 minutes between Reading Recovery lessons to permit the RR teacher to write notes, analyze records, and select the new book while the lesson is fresh in mind.
- Get Reading Recovery testing underway in the first week of school so that lessons begin the second week.
- Design efficient ways to start children in Reading Recovery during the year so that places are filled within two days.
- Continue instruction to the end of the school year, as long as children are available.
- Avoid using the Reading Recovery teacher for other duties that interfere with lesson time.
- Create schedules so that Reading Recovery teachers can attend primary grade-level meetings.
Required Materials
Most Reading Recovery equipment and materials are purchased directly by the school. The Reading Recovery Teacher Leader will contact the building level principal when any of the following items are needed for the program:

Furniture for Workplace
- Rectangular table large enough for student and teacher to sit side by side. Table needs to be at a height (24” is good) where the child can sit comfortably with both feet on the floor and arms can rest comfortably for writing. A child sized chair that fits comfortably with the table.
- An easel with magnetic white board on one side and chalkboard on the other. The slanted surface of an easel is preferable to wall mounted boards, but wall mounted boards at a child’s height are acceptable.
- Space/shelving to store materials, student records, and the leveled book collection.

Supplies
- Cover-up tape (Post-it 1”x70” roll)
- Adult scissors
- 2 pkgs. fine line water based markers
- Dry erase markers & eraser
- White letter envelopes (500)
- 8 small glue sticks
- Quercetti magnetic letters with ridged sides (2 sets lowercase & 1 uppercase from www.ABCstuff.com)
- 9”x12” dry erase board (a magnetic one is best)
- Tube style envelope moistener (to use as a water pen)
- Digital timer (West Bend makes a good one)
- A small hand held mirror
- Cookie sheet (Jelly roll pan) for storing magnetic letters (optional)
- Plastic tackle box for magnetic letters
- Burner covers to preplan letter work
- Tubs or organizational system to store each of 4 students’ materials
- Gallon freezer zip-lock bags or other book bag for sending books home with students
- Calculator
- Chalk & chalkboard eraser
- White index cards, 5X8
- 8 - Duo-Tang 8 pocket (multi-colored) portfolios
- 1 hole punch
- Tape recorder and blank tapes (could be borrowed from librarian)
- Access to a video camera
- Paper clips

Adapted from A Principal's Guide to Reading Recovery
# Reading Recovery Workspace Checklist

<table>
<thead>
<tr>
<th>Check-off</th>
<th><strong>Expectations for Reading Recovery Work Area:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Close to first-grade classrooms</td>
<td></td>
</tr>
<tr>
<td>√ Acceptable noise level</td>
<td></td>
</tr>
<tr>
<td>√ Good ventilation and lighting</td>
<td></td>
</tr>
<tr>
<td>√ Storage space for books and materials (bookcase, filing cabinet)</td>
<td></td>
</tr>
<tr>
<td>√ Rectangular table adjusted to the height of the child and wide enough for the teacher to sit beside student</td>
<td></td>
</tr>
<tr>
<td>√ Walls and surrounding area free of distractions</td>
<td></td>
</tr>
<tr>
<td>√ Large magnetic board positioned near teaching table with whiteboard and chalkboard surfaces available</td>
<td></td>
</tr>
<tr>
<td>√ Computer access available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Check-off</th>
<th><strong>Organization of Materials:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Books are sorted into leveled boxes</td>
<td></td>
</tr>
<tr>
<td>√ Books are coded by level and word count</td>
<td></td>
</tr>
<tr>
<td>√ Magnetic letters are sorted, organized, and accessible</td>
<td></td>
</tr>
<tr>
<td>√ Digital timer is on the table</td>
<td></td>
</tr>
<tr>
<td>√ Envelopes, sentence strips, markers, tape, counters, and scissors are organized and accessible</td>
<td></td>
</tr>
<tr>
<td>√ Small whiteboard is accessible for quick retrieval</td>
<td></td>
</tr>
<tr>
<td>√ Student materials (notebook, journal) are organized by individual</td>
<td></td>
</tr>
<tr>
<td>√ Assessment materials organized in binder or file box</td>
<td></td>
</tr>
<tr>
<td>√ Records of past students are filed</td>
<td></td>
</tr>
<tr>
<td>√ Yearly school reports are filed</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from “Workspace Management Self-Reflective Activity,” Reading Recovery/Early Literacy Training Center at University of Arkansas.
INSTRUCTIONAL COMPONENT

The sensitive and observant teacher learns to analyze the child’s performance, develop hypotheses about how he is functioning, and then attempt to match her teaching carefully to the child’s processing. In effect, she extends the interface between theory, research, and teaching to her daily interactions with children, and to the collaborative conversations with colleagues about teaching and learning. so she gains new understandings each day, not only about particular children, but also about literacy processing and teaching in general. Noel Jones
The 30 Minute Daily Lesson

Rather than depend upon a commercially prescribed instructional program, highly trained Reading Recovery teachers design a unique series of lessons for each student based on their daily assessment and analysis of students’ responses to literacy tasks. This individualization allows the teacher to build on student strengths, develop areas of need, and accelerate student literacy learning. Each thirty-minute lesson includes:

- reading two or more familiar books
- rereading yesterday’s new book and taking a running record
- working with letter identification
- breaking words into parts
- writing a story
- problem-solving new words by hearing and recording sounds or noting analogous features
- reconstructing the cut-up story
- participating in the new book introduction
- a guided first reading of the new book

Adapted from A Site Coordinator’s Guide to the Effective Implementation of Reading Recovery.
Reading Recovery Lesson Overview

Each Reading Recovery lesson is an individual, one-on-one lesson for 30 minutes and includes the following components:

**Familiar rereading**
The lesson begins with something easy—reading known books. It is a time to enjoy stories and celebrate what the student already knows how to do. The student reads 2 or more familiar books. This gives the student an opportunity to practice reading fluently. Beginning readers sometimes read word-by-word; however, children need to make their reading sound natural like talking, or they will not be able to understand what they read. Also, it is a time for the student to practice using some new reading strategies. The teacher does not jump in quickly to correct the child, but allows the child to use what he/she knows to be an independent reader.

**Running record**
The student will read a book which was introduced and read once at the end of the previous day’s lesson. The teacher will be observing and recording the child’s reading, noting errors and self-corrections. The teacher will watch to see how the child solves the tricky parts of the text and will only tell words if the child is really struggling.

At the end of the reading the teacher will make 1 or 2 teaching points based on what she saw the child do. The teacher and child will go back to a page to look at how a problem was solved or to find a hard part to work out together.

You may notice that the teacher ignores some of the student’s errors. It is most effective to limit the number of teaching points so the child does not feel overwhelmed and unsuccessful. Students will have other opportunities to read the text and work out more of the tricky parts in other lessons.

**Magnetic letter work**
The purpose of this part of the lesson is to help the student understand how letters and words work. The focus will change over time. Initially the child may search for specific letters within a jumble of letters. (“Find all the ‘b’s!’ or “Put the uppercase and lowercase letter pairs together.”) The child will work to control a consistent left-to-right orientation to letters and across words. Later the student will use the magnetic letters to break known words into familiar parts. Understanding how words can be taken apart and how the parts in one word look and sound like parts in other words, helps students use what they know to solve new words in reading and writing.

**Writing**
The student will compose a sentence or two, often using the running record book as a springboard. The teacher and student work on writing together. There may be opportunities for any of the following:

- Work on letter formation.
- Fast writing of high frequency words.
- Use of sound or letter boxes to work out the spelling of new words.
- Use of known words to help write new ones by analogy (e.g. can/man).
- Work on concepts about print such as punctuation, capitalization, and spacing between words.

The teacher will encourage the child to check on his/her work and develop independence in the different aspects of the writing process.
**Cut-up sentence**
After the child has written a short story, the teacher will copy a sentence on to a strip of paper and cut it up for the child to put back together. This activity helps a child pay attention to the order of words, sequence of letters, and the way language is recorded in print. It also develops the child’s ability to construct, monitor, and self-correct a printed message, linking what he does in writing to what he does in reading.

**New book**
Each day a new book is introduced to the student. Together, the teacher and student look through the book to construct the meaning of the story, try out new language structures and vocabulary, and sometimes locate a few words.

After the introduction, the student does a first reading of the new book. During this reading, the teacher offers support as needed. This support will look different in different lessons based on the student’s reading behavior. If the student gets stuck, the teacher may prompt the student to try a strategy. The teacher encourages the child to search print and pictures, reread, discover how words look, problem solve, check his/her reading, self correct, and enjoy the story.

You may notice that some errors are ignored. This leaves some reading work for the child to try to solve independently on the next day’s running record.
<table>
<thead>
<tr>
<th>FAMILIAR READING</th>
<th>NEW TEXT</th>
<th>OBSERVED</th>
<th>PROMPTED</th>
<th>LETTER WORK, BREAKING, WORD/WORK AND ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Big Kick  Lv 4</td>
<td>Father Bear Goes Fishing  Lv 5</td>
<td>Early behaviors secure</td>
<td>look-ed kick-ed</td>
<td>Letter sort: n h r</td>
</tr>
<tr>
<td>Dan the Flying Man  Lv 4</td>
<td>One day father bear went down to the river to go fishing. I wonder if he will catch a fish for his family? What do you think?</td>
<td>Reread to check structure</td>
<td>Prompt TTA</td>
<td>► Talk about similarities and differences</td>
</tr>
<tr>
<td>Ben’s Teddy Bear  Lv 5</td>
<td>Phrases: Mother bear Baby bear Where are the fish? Here I come!</td>
<td>Prompt to check final inflections</td>
<td>Prompt TTA and look to the end of the word</td>
<td>► Write h</td>
</tr>
<tr>
<td>Baby Panda  Lv 5</td>
<td>Focus - monitor final visual information</td>
<td>Cross-checking MS with V</td>
<td>Looking going looked kicked</td>
<td>Breaking</td>
</tr>
<tr>
<td>Running Record</td>
<td></td>
<td>Self-correctly using V (known words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy 96% SC 1:3</td>
<td></td>
<td>Monitoring M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Andrew  
RR Teacher:  
DATE:  
WEEK/SESSION:  
DATE:  
1:3  

PL: home  

Looking going looked kicked
<table>
<thead>
<tr>
<th>MESSAGE COMPOSED</th>
<th>WRITING</th>
<th>CONSTRUCTING WORDS, GAINING FLUENCY</th>
<th>CUT-UP STORY, SPACE, CONCEPTS, SEQUENCE, AND PHRASING</th>
<th>COMMENTS ON ANY PART OF THE LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>To day my dog had a puppy.</td>
<td>play</td>
<td>d x 5</td>
<td>✅ ✅ ✅ hope/sc ✅ had</td>
<td>Andrew is beginning to notice final inflections. He rereads to phrase and search structure.</td>
</tr>
<tr>
<td>I hope it’s a girl.</td>
<td>day</td>
<td></td>
<td>✅ ✅ ✅</td>
<td>He is learning sounds in words in sequence.</td>
</tr>
<tr>
<td>play</td>
<td>d x 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H (a) d</td>
<td></td>
<td></td>
<td></td>
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<td>1 T 2</td>
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<td>a w</td>
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<td>1 2</td>
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<tr>
<td>hop E</td>
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<td>1 2 3</td>
<td></td>
<td></td>
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<tr>
<td>it x 6</td>
<td></td>
<td></td>
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<tr>
<td>prompt Baby</td>
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<td></td>
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</tr>
</tbody>
</table>
ASSESSMENT & ANALYSIS

COMPONENT

Systematic observation allows teachers to go to where the child is and begin teaching from there... The teacher must monitor the changes that are occurring in the individual learner if she is going to fine tune her program... The teacher needs assessments that tell her about the child’s existing repertoire and how he is getting to those responses, and whether he is relating information from one area of competency to another. Marie Clay
A hallmark of Reading Recovery is accountability for student outcomes. The goal of Reading Recovery is to reduce both the number of first-grade children who are at risk of literacy failure and the cost of these learners to the system. Achieving this goal requires a deliberate, systematic, on-going process to evaluate outcomes and monitor the progress of all students served.

**National Data Evaluation Center (NDEC)**

Since the implementation of Reading Recovery in New Zealand in 1978, data have been collected on every child served. In the United States data are sent to NDEC located at the Ohio State University in Columbus, OH. The NDEC has processed data on more than 1.6 million children since the inception of Reading Recovery implementation in the United States in 1984. Data are also collected on a national random sample of children from Reading Recovery schools (two children per school) in order to provide a comparison group. National norms are available for the six tasks of the Observation Survey allowing local schools and districts to evaluate their local implementations using a national comparison.

The NDEC provides outcome data and process data reports at multiple levels and for multiple purposes. Outcome data provide the results of an intervention, such as the number of students served and their academic outcomes. Process data help explain why a given set of results were achieved and how they can be improved; these include absence data, students served per teacher, and so on. At the end of the year site reports and school reports are prepared that include disaggregated data tables showing achievement by race/ethnicity, gender, school lunch cost, English proficiency, and other categories.

**Summative Evaluation**

Reading Recovery provides summative or outcome evaluation data that measures intervention results to determine if objectives have been met. The assessment of children’s reading and writing achievement is measured with Clay’s *An Observation Survey of Early Literacy Achievement*. All tasks of the survey have high reliability and validity. Unlike many other measures of early literacy, the Observation Survey is designed to detect differences among low-achieving children and to provide detailed information about what these children know and understand. It is administered to Reading Recovery children in the fall, at entry to and exit from the intervention, and at the end of the school year.

**Formative Evaluation**

The Observation Survey provides not only outcome data, but also formative data. At the beginning of an intervention, the data provides Reading Recovery teachers with the detailed information they need to design effective individualized instruction. In addition to using the Observation Survey, Reading Recovery teachers monitor daily and weekly progress of children using running records, book graphs, vocabulary charts, and writing samples. (See the examples that follow.) These data provide the foundation for day-to-day instructional decision making. They allow teachers to monitor and analyze changes that occur over time across children’s Reading Recovery lessons.
Understanding Reading Recovery Student Outcome Categories
Every child served by Reading Recovery is accounted for in the outcome data, even if a child had only one session. As a principal it is important to understand the definitions of the five possible outcome categories in order to interpret your school results. Reading Recovery children are assigned to one of the following intervention status categories:

- **Successfully Discontinued Series of Lessons**: A child who successfully met the rigorous criteria to successfully discontinue their series of lessons during the school year or at the time of year-end testing. (At mid-year a child must read at text level 12 or 14 to be considered successful, even though MMSD considers text levels 8-14 to be the average range. At the end of the year a successful Reading Recovery student must read at text level 16 or above to be considered successful.)

- **Recommended Action after a Complete Intervention**: A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a complete intervention of at least 20 weeks. (The Reading Recovery teacher’s intensive observation of the child’s learning behavior provides an informed basis for recommending appropriate action. The knowledge gained benefits the child and the school.)

- **Incomplete Intervention at Year-End**: A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.

- **Moved while Being Served**: A child who moved out of the school while being served before specific intervention outcome could be determined. (Reading Recovery teachers communicate within the district to ensure that children receive further service after they move if possible.)

- **None of the Above**: A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (e.g. removed after the child was moved to kindergarten).

Reading Recovery data are frequently analyzed for those children who had an opportunity for a “complete intervention.” Complete intervention Reading Recovery children are those children who successfully discontinued their series of lessons plus those who were recommended for further action upon the completion of their interventions.

Chart of Reading Recovery Assessments & Reports

The Reading Recovery program is able to accelerate student achievement in literacy because of its use of assessment to inform the design of individualized intervention programs. The Reading Recovery teacher gives assessments to select students, analyzes and summarizes student literacy behavior, makes monthly individual predictions of progress, designs daily lessons and completes final reports on students and the school program. The following assessments, reports and records are integral to the program.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Assessment</th>
<th>Who Is Assessed</th>
<th>Purpose</th>
<th>Reports</th>
<th>Copies To</th>
</tr>
</thead>
<tbody>
<tr>
<td>First weeks of School</td>
<td>The Observation Survey</td>
<td>• Low achieving first graders in literacy</td>
<td>• To select students</td>
<td>• Student Selection Form</td>
<td>Principal X</td>
</tr>
<tr>
<td></td>
<td>This assessment includes:</td>
<td>• First grade Random Sample students</td>
<td>• To analyze RR students' initial literacy behavior</td>
<td>• Observation Summary on each program student</td>
<td>Classroom Teacher X X</td>
</tr>
<tr>
<td></td>
<td>Leveled text reading</td>
<td></td>
<td>• To provide data for school and national program evaluation</td>
<td></td>
<td>Student File X</td>
</tr>
<tr>
<td></td>
<td>Letter identification</td>
<td></td>
<td>• To collect random sample data</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word list</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concepts about print</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dictated sentence</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Daily in the RR program</td>
<td>Running records on leveled texts</td>
<td>• Reading Recovery Program students</td>
<td>• To monitor and analyze student progress in reading</td>
<td>• Book Summary Chart of Text Reading Level</td>
<td>Principal X</td>
</tr>
<tr>
<td></td>
<td>Observational records of writing</td>
<td></td>
<td>• To monitor and analyze student progress in writing</td>
<td>• Graph of change over time in book level</td>
<td>Classroom Teacher X X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Weekly writing vocabulary</td>
<td>Student File X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Monthly predictions of progress</td>
<td></td>
</tr>
<tr>
<td>When Children Enter &amp; Exit the Program</td>
<td>The Observation Survey</td>
<td>• Reading Recovery Program students</td>
<td>• To measure progress &amp; analyze current behavior</td>
<td>• End of Program report on each RR student</td>
<td>Principal X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• To provide data for school and national program evaluation</td>
<td></td>
<td>Classroom Teacher X X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student File X</td>
</tr>
<tr>
<td>Mid-Year</td>
<td>The Observation Survey</td>
<td>• Random sample students</td>
<td>• To collect random sample data</td>
<td>• End of Program report on each RR student</td>
<td>Principal X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Classroom Teacher X X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student File X</td>
</tr>
<tr>
<td>End of the Year</td>
<td>The Observation Survey</td>
<td>• Reading Recovery Program students</td>
<td>• To measure progress &amp; analyze current behavior</td>
<td>• End of Program report on each RR student</td>
<td>Principal X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Random sample students</td>
<td>• To provide data for school and national program evaluation</td>
<td></td>
<td>Classroom Teacher X X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student File X</td>
</tr>
</tbody>
</table>
The six tasks in Clay's (2002) *An Observation of Early Literacy Achievement* are used as pretest and post-test measures. The Survey tasks have the qualities of sound assessment instruments with established reliabilities and validities.

1. **Text Reading**
   - Scoring: text levels 00-02 = readiness; 3-8 = pre primer; 9-12 = primer; 14-16 = end of grade 1; 18-20 = grade 2; 22-24 = grade 3; 26-30 = grades 4-6.
   - Purpose: to determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text.
   - Task: to read texts representing a gradient of difficulty until the highest text level with 90% accuracy or better is determined. Teacher records text reading behaviors during the oral reading task. Texts are drawn from established basal systems and have, over the years, proven to be a stable measure of reading performance.

2. **Letter Identification**
   - Scoring: maximum score = 54.
   - Purpose: to find out what letters the child knows and the preferred mode of identification.
   - Task: to identify upper and lower case letters and conventional print forms of ‘a’ and ‘g’.

3. **Ohio Word Test**
   - Scoring: maximum score = 20.
   - Purpose: to find out whether the child is building up a personal resource of reading sight words.
   - Task: to read a list of 20 high-frequency words.

4. **Concepts About Print**
   - Scoring: maximum score = 24.
   - Purpose: to find out what the child has learned about the way spoken language is put into print.
   - Task: to perform a variety of tasks during book reading by the teacher.

5. **Writing Vocabulary**
   - Scoring: count of words written in a 10 minute time limit.
   - Purpose: to find out whether the child is building a personal resource of words that are known and that can be written in every detail.
   - Task: to write all known words in 10 minutes.

6. **Hearing and Recording Sounds in Words**
   - Scoring: maximum score = 37.
   - Purpose: to assess phonemic awareness by determining how well the child represents the sounds of letters and clusters of letters in graphic form.
   - Task: to write a dictated sentence, with credit for every sound correctly represented.

All six tasks of the *Observation Survey* are administered to Reading Recovery students in the fall (start of the school year) and/or at entry to the intervention. They are also administered to Reading Recovery students upon discontinuing or exiting from the intervention. In the spring (end of school year), the six tasks are again administered to all students who received Reading Recovery during the year. Year-end scores served as the post-test measures in comparing the progress made by Reading Recovery children in the various intervention status groups.

Adapted from *A Principal’s Guide to Reading Recovery*. 
### OBSERVATION SURVEY SUMMARY SHEET

**Name:** Chris  
**Student Number:**  
**Date:** 8.6.02  
**DOB:** 5.5.96  
**Age:** 6  
**Years:** 1  
**Months:**  
**School:** Ferndale  
**Recorder:** MM

<table>
<thead>
<tr>
<th></th>
<th>Easy</th>
<th>Instructional</th>
<th>Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Errors</strong></td>
<td><strong>Running Words</strong></td>
<td><strong>Error Ratio</strong></td>
<td><strong>Accuracy Rate</strong></td>
</tr>
<tr>
<td>Easy Sam’s Mask (RTR) (S)</td>
<td>0/41</td>
<td>1:--</td>
<td>100%</td>
</tr>
<tr>
<td>Instructional Baby Lamb’s First Drink (PM) (S)</td>
<td>6/64</td>
<td>1:10.7</td>
<td>90%</td>
</tr>
<tr>
<td>Hard Blackberries (PM) (S)</td>
<td>21/108</td>
<td>1:5.1</td>
<td>80%</td>
</tr>
</tbody>
</table>

**Directional Movement:** Pointing on only 3 pages across all texts.

### Analysis of Errors and Self-Corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

<table>
<thead>
<tr>
<th></th>
<th>Easy</th>
<th>Instructional</th>
<th>Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td>Appears to be led by meaning and structure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>Errors show use of meaning and structure with visual information overlooked in most instances.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td>Used meaning and structure consistently, with some use of visual information. Self-corrected by using visual information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cross-checking on information (Note that this behavior changes over time)

One clear example of the use of visual information to cross-check with meaning and structure on the hard text.

### How the reading sounds

<table>
<thead>
<tr>
<th>How the reading sounds</th>
<th>Easy</th>
<th>Instructional</th>
<th>Hard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td>Read slowly and carefully word by word.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>Careful reading with a little intonation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td>Slow reading with some intonation but little phrasing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Letter identification

<table>
<thead>
<tr>
<th>Letter identification</th>
<th>Mainly alphabet name response. Some confusions with letters that look similar: q/p p/b n/h i/l P/q Other confusions: x/z Q/y 8/g Letter unknown: y</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Concepts about Print

<table>
<thead>
<tr>
<th>Concepts about Print</th>
<th><em>Sand</em> Stones</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td>Knows print contains a message, controls directional movement, first and last concepts and meaning of a full stop (period). Identifies letters appropriately.</td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Word Reading

<table>
<thead>
<tr>
<th>Word Reading</th>
<th><em>List A</em> B Responses were slow and deliberate. Did not attempt unknown words.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Writing Vocabulary

<table>
<thead>
<tr>
<th>Writing Vocabulary</th>
<th>Able to write a few two and three letter high frequency words. Attempts show close visual similarity: lik kool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Hearing and Recording Sounds in Words

<table>
<thead>
<tr>
<th>Hearing and Recording Sounds in Words</th>
<th><em>A B</em> Articulated slowly and made a good sound analysis of most words. Heard and recorded accurately some initial and final consonants.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Easy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hard</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Other Tasks

| Other Tasks |  |
|-------------| |
An Analysis of the Child’s Strategic Activity

Useful Strategic Activity on Text: Chris controls early reading behaviors. He appears to be gaining meaning from text, using his current control of language structures, words he knows and some visual information. At errors he uses information form both meaning and structure well and is just beginning to attend to some visual information. Some cross-checking on information is emerging.

Problem Strategic Activity on Text: Chris mostly ignores errors and seems to be neglecting visual information. He waits for help and is unable to use any kind of information to attempt the more difficult words in text. Slow word reading, with just a few bursts of phrasing or intonation, probably limits his ability to hear language structures and group words together.

Useful Strategic Activity with Words: He can recognize some known high-frequency words in reading. Occasionally he responds to the initial letters of unknown words in text. Chris knows how to write a few words in every detail and is very close to knowing some others. He can articulate words slowly, and knows how to hear and record a number of consonants and easy-to-hear vowels in simple words.

Problem Strategic Activity with Words: Chris does not usually notice a mismatch between what he says and the visual information in the printed words. He is unable to use letter detail to assist him in solving novel words. In writing Chris controls a small core of words and produces these rather slowly. He is not always hearing or recording appropriate consonants or vowels in words.

Useful Strategic Activity with Letters: While Chris sometimes seems to be led by an initial letter in his attempts, he is also using some visual information beyond the first letter. He is consistent in writing most letters reasonable clearly and usually puts letters in the correct order within words.

Problem Strategic Activity with Letters: Chris is only just beginning to use letters as a kind of information to assist in solving words. When writing he reverses the odd letter and has a little difficulty with letter formation.

Summary Statement: Chris is reading at a low level of beginning reading instruction. He is reading for meaning, drawing on his knowledge of language structure and his known reading vocabulary. At errors Chris is led by meaning and structure most of the time, and occasionally attends to some visual information. He is starting to cross-check on information. Chris’s reading is slow and somewhat stilted with some intonation, but little expression and occasional phrasing. In writing, Chris knows how to write a limited number of high-frequency words with which he is secure. He is able to make quite a good sound analysis of small words recording dominant consonants and some vowels.

___________________________________________________________
Signature
Adapted from *A Principal’s Guide to Reading Recovery.*
**WRITING VOCABULARY WEEKLY RECORD SHEET**

<table>
<thead>
<tr>
<th>Name: Andrew</th>
<th>Date of Birth: 5/28/95</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Initial Testing: Date: 9/16</th>
<th>Week: 1 RAK Date: 10/4</th>
<th>Week:: 2 RAK Date: 10/11</th>
<th>Week: 3 Date: 10/18</th>
<th>Week: 4 Date: 10/25</th>
<th>Week: 5 Date: 11/1</th>
<th>Week: 6 Date: 11/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew on no the</td>
<td>my</td>
<td>me a and</td>
<td>I do today want play is and in</td>
<td>to for love</td>
<td>up if</td>
<td>am going went</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>8</td>
<td>16</td>
<td>27</td>
<td>29</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week: 7 Date: 11/15</th>
<th>Week: 8 Date: 11/22</th>
<th>Week: 9 Date: 11/29</th>
<th>Week: 10 Date: 12/6</th>
<th>Week: 11 Date: 12/13</th>
<th>Week: 12 Date: 12/20</th>
<th>Week: 13 Date: 1/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby happy day</td>
<td>because</td>
<td>said not will of are eat can't all</td>
<td>new have when bed</td>
<td>Santa bike we had stop gave her don't her but</td>
<td>gave dog</td>
<td>zoo I’ll be with head came out</td>
</tr>
<tr>
<td>35</td>
<td>36</td>
<td>44</td>
<td>48</td>
<td>58</td>
<td>60</td>
<td>67</td>
</tr>
<tr>
<td>Child</td>
<td>Week</td>
<td>Lesson</td>
<td>Level</td>
<td>COMMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td>--------</td>
<td>-------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vickie</td>
<td>2</td>
<td>7</td>
<td>7-8</td>
<td>Vickie needs to know how to stay focused on text rather than interrupt her reading with conversation in order to read with fluency and meaning. Vickie needs to know how to control her looking across lines of text in order to prevent omissions and confusions and coordinate accurate reading. Vickie needs to know how to control her impulsive meaning predictions and attend to visual information before reading in order to read more fluently without multiple repetitions to fix up errors. When writing Vickie needs to know how to coordinate her articulation of sound sequences with her motor production of letter sequences in order to write fluently and accurately. Vickie needs to know how to cross check her visual memory of words with her letter sound knowledge in order to write with accuracy. Vickie needs to know how to space between her words in order to be able to read back her writing and monitor her work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ana</td>
<td>8</td>
<td>30</td>
<td>10</td>
<td>Ana needs to know how to maintain meaning and structure and coordinate this information with her visual search in order to problem solve successfully. At difficulty Ana needs to know how to initiate searching visual beyond first letter rather than first guessing words that start the same way in order to problem solve efficiently. Ana needs to know how to control looking across to the ends of words in order to detect error and read accurately. Ana needs to know how to initiate saying new words slowly as she looks left to right across them, making connections about how sounds map onto letters, in order to be able to make discoveries, recognize them again in reading, and have some visual memory of them for writing. Ana needs to know how to slowdown and initiate articulating new words smoothly to their end in order to problem solve spellings of unfamiliar words. Ana needs to know how to begin taking responsibility for editing her use of capitals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ida</td>
<td>6</td>
<td>24</td>
<td>9</td>
<td>Ida needs to know how to stop and initiate more problem solving or appeal when meaning is lost in order to read with understanding. Ida needs to know how to look ahead at text and read in phrases in order to read fluently and accurately. Ida needs to know how to look across all of a word and incorporate visual information beyond first letter in order to read more accurately on her first attempts and so improve fluency. Ida needs to know how to control blending sounds together in order to work out new words by analogy in reading. Ida needs to know how to listen for known parts of words in order to problem solve spellings more efficiently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carl</td>
<td>3</td>
<td>17</td>
<td>6</td>
<td>Carl needs to know how to construct story predictions from pictures in order to become more independent at preparing himself to read a new text. Carl needs to know how to maintain his attention to text and read at a good pace in order to access story meaning. Carl needs to know how to read in phrases and reread when phrasing is lost in order to access, monitor and predict the meaning and structure of text. Carl needs to know how to initiate cross checking his meaning predictions visually (at the beginning and end of the word) in order to detect error. Carl needs to know how to take pride in his expression of ideas in order to become engaged in composing stories. Carl needs to know how to control a slow articulation of words in order to link sound with letter sequence in reading and writing. Carl needs to know how to write known words quickly in order to write with less effort and more fluency. Carl needs to share a HSIW activity with the teacher using sound boxes in order to gain confidence in this strategy and his ability to use it.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Current Reading Behaviors:
Ann is a responsive reader who laughs with delight as a story about her favorite characters unfolds. During the 19 weeks of her Reading Recovery Program she has made accelerated progress; though she began as a non-reader, she now reads average to above average first grade material (levels 12-14 texts). Ann has become flexible and strategic in the way she problem solves new books. She searches pictures well and makes good predictions to support her reading. Ann also monitors story meaning, language structure, and the print detail. She usually achieves a high self correction rate. When Ann detects an error, she either quickly corrects her mistake by searching the letters and letter clusters of the problem word, or rereads, using the flow and meaning of the story to help her self-correct. Ann has begun to notice interesting features of words: for example, she asked, “Why is there a b in climb?” She is learning familiar parts in words and is flexible trying out a different vowel sound if her first analysis doesn’t work. After problem solving Ann often rereads to regain meaning and appropriate phrasing. Ann enjoys reading expressively. Though her first read often contains many self-corrections, her second read sounds very good. Ann has worked hard this semester to control her impulsive language predictions and her distracted eye movements. She occasionally starts to look at a word from right to left, but then catches herself and self-corrects. It has also been hard for her to learn irregular high frequency words since she does not have a strong visual memory. Yet, with systematic study and many encounters, she continues to expand her reading vocabulary.
**Current Writing Behaviors:**
Ann enjoys writing accounts of family experiences, letters, advice, and book endings. She composes easily, incorporating adjectives and clauses, but does not retain her wording, so she does best composing as she writes and rereading to hold on to her idea. Ann writes quite fluently because she has some high frequency words under control. She attempts new words by saying them slowly to record their sounds in sequence. She is able to analyze short new words quickly as she writes. Ann uses her knowledge of word endings (ing, er) and word parts (br, sh, oo, all) to problem solve. With prompting, Ann is starting to use the strategy of trying out different spellings to see which looks right. She sometimes makes impulsive motor movements and miswrites a letter or word and then immediately self-corrects. She continues to have difficulty with the orientation of “b” and “d.” Her writing is legible and she generally writes using upper and lowercase letters appropriately. However, Ann has trouble sustaining her attention on writing in the classroom and does not check her work as well as she is able. She is easily distracted and does not have much patience for editing.

**Recommendations:**
Because of Ann’s distractibility in the classroom, she will receive support outside of the classroom in a small Title I literacy group for a limited period of time. In this setting the Title I teacher will help Ann develop strategies to maintain her focus despite other students nearby. The RR teacher will work with the Title I teacher to help facilitate this transitional program. Most importantly, the RR teacher will monitor the transfer of strategies from the small group setting to the classroom through quick, daily check-ins with the classroom teacher. In addition, once a week the RR teacher will have lunch with Ann to reinforce her good work habits and share some literacy activity. Ann is a very social child who engages best with reading and writing activities when a social purpose is involved. She writes better when she knows there is an opportunity to share, and reads better in a context of story discussion. Ann also enjoys being challenged to meet a goal and then having her efforts acknowledged. Ann’s teachers will involve Ann in setting goals for her classroom achievement to empower her to take charge of her learning.
The challenges in teacher training relate to uncovering hidden assumptions that are antagonistic to the progress of the hardest-to-teach children. During demonstration lessons, teachers articulate their ideas and open up their assumptions about literacy learning and teaching interactions for public consideration by the other trainees. They also learn to check on their own assumptions about teaching and to change their assumptions based on clearly observed data. Billie Askew & Janet Gaffney
The Three-Tiered Model

The Reading Recovery model meets the highest standards for professional development. The model employs university-district partnerships, intensive district/school-embedded training, and ongoing professional learning. Practices and theories are continuously studied at every level to update and incorporate understandings from research.

University Partnership
University Reading Recovery training centers partner with school districts to provide initial and ongoing professional development for Reading Recovery teacher leaders and teachers. The training center for Reading Recovery in Wisconsin is at the University of Wisconsin-Madison. The Reading Recovery trainer, a UW professor, manages the university training center; provides professional development for teacher leaders; conducts research and evaluates programs; and provides leadership for Reading Recovery at local, state, national, and international levels.

Teacher Leader Training
The teacher-leader-in-training attends the University Training Center for a full-time academic year of graduate level coursework which includes clinical practice teaching children; a field-based practicum working with Reading Recovery teachers; methods courses for teaching adult learners; and courses in literacy learning theory, program development, and leadership. After completing the first year of university coursework, the teacher leader works at the district site level for a field year of on-the-job training. During this year the teacher leader teaches Reading Recovery students, leads a training class for new Reading Recovery teachers, coaches their work with students, and monitors, collects, analyzes and reports site data.

Continuous Professional Development for Teacher Leaders
Following their training years, Reading Recovery teacher leaders are required to participate in ongoing professional development. Each year they attend the annual Teacher Leader Institute and a regional or national Reading Recovery conference. In addition they meet twice a year for two days of professional development with the university trainer affiliated with their district. Sessions provided by the university trainer include actual teaching sessions, analysis of teaching moves, applications of theory, critiques of teacher leading, discussion of implementation issues and analysis of data.

Reading Recovery Teacher Training
New Reading Recovery teachers are required to successfully complete a week of assessment training (usually before the school year starts), and two semesters of master’s level coursework taught by the Reading Recovery teacher leader. In these classes teachers participate in clinical teaching sessions, study teaching procedures and rationales, develop understandings of literacy theory, become skilled observers of children’s literacy behaviors, analyze children’s patterns of response, reflect and evaluate the effectiveness of their teaching decisions, keep careful records, and assess student progress. One of the most effective tools for learning to make good teaching decisions is observing behind-the-glass lessons at the district training site. Three times a year each teacher must teach a behind-the-glass lesson with a student for other teachers to watch and discuss. The teacher leader makes at least four school visits over the course of the training year to coach the teacher’s work with students. At the end of this training the teacher is certified in Reading Recovery.
Continuous Professional Development for Reading Recovery Teachers

After their training year Reading Recovery teachers continue to receive professional development. They must meet at least six times a year to continue their learning in sessions called “continuing contact.” During these sessions, the teacher leaders and teachers work together to expand their understanding of children’s literacy learning and refine their teaching moves by observing and analyzing behind-the-glass lessons. For these sessions to be effective, teachers may need assistance from the school principal in arranging transportation of the children to the site and back to class.

In addition, teacher leaders make school visits to assist teachers in problem-solving instruction for low-achieving students. Teachers who are facing challenges with a child are expected to request assistance from a teacher leader. Also, Reading Recovery teachers may participate in colleague visits and cluster visits. These visits are usually arranged by the teacher leader so that teachers may give each other feedback on their teaching or problem-solve a teaching issue together.

Adapted from A Site Coordinator’s Guide to the Effective Implementation of Reading Recovery.
1. **Develop skill in observing student behavior; administering, scoring, and interpreting assessment data.**
   1. Demonstrate standardization in test administration and scoring.
   2. Summarize behavioral data that reflect learning patterns across subtests.
   3. Write predictions of progress based on student’s strengths and needs.
   4. Document student’s known information on a data card and provide opportunities for student to use it.
   5. Record observations that reveal how a student applies known information during ‘roaming’ sessions.

2. **Demonstrate knowledge of Reading Recovery lesson components and specialized procedures.**
   1. Teach all lesson components in order.
   2. Teach lesson within thirty-minute framework.
   3. Show skillful use of teaching procedures.
   4. Use *Literacy Lessons Designed for Individuals* as a teaching resource.

3. **Maintain accurate and current records that reflect student’s learning.**
   1. Keep daily lesson records with all sections complete and summary section analyzed.
   2. Keep daily running records with MSV coded, analysis completed, and teaching points documented.
   4. Keep attendance records.
   5. Keep all testing data.

4. **Observe and respond to student’s learning behaviors.**
   1. Use comment section to make predictions of progress.
   2. Select books that are based on the student’s strengths and needs.
   3. Use writing procedures at appropriate times in the program.
   4. Plan letter and word work to match student needs.
   5. Use running record to observe and respond to patterns of behavior.

5. **Demonstrate an understanding of how a processing system develops.**
   1. Record information on lesson records that indicates links between reading, writing and word building.
   2. Use accurate terminology to describe behaviors, cues, strategies, and prompts.
   3. Demonstrate skill with providing appropriate and changing levels of support, use demonstrations and prompts at appropriate times, to promote student’s problem solving and independent strategic activity.
   4. Articulate student progress in terms of observable behaviors that reflect change over time in cognitive control.
   5. Discuss learning patterns versus isolated behaviors, and strategic activity versus item knowledge.
6. Make good decisions that promote student’s accelerated learning.
   1. Select memorable examples to teach a process.
   3. Keep the learning easy for the child. Work from the known.
   4. Teach only one or two new things.
   5. Keep verbal and nonverbal communication clear, brief, and focused.

7. Participate in problem-solving discussions.
   1. Engage in Behind-the-Glass discussions, respectfully and constructively.
   2. Read and complete assignments to participate fully in class discussions.
   3. Be organized, prepared, and ready to learn from teacher leader conferences.
   4. Seek help from colleagues when a child is not progressing.
   5. Refer to Literacy Lessons to clarify and extend an understanding of literacy learning.

8. Self-reflect on teaching as it relates to student performance.
   1. Analyze student records to check on teaching decisions.
   2. Articulate teaching decisions in relation to student learning.
   3. Tape record or videotape lessons or lesson parts and analyze interactions.
   4. Keep all notes from all school visits and assignments for self-reflection.

9. Communicate with learning community.
   1. Build a collaborative relationship with the classroom teacher and other staff such as the social worker, ESL and S&L teachers.
   2. Participate in team meetings.
   3. Communicate positive results of program to others.
   4. Share students’ progress with parents.

10. Collect and analyze student data for reporting program effectiveness.
    1. Keep data on all Reading Recovery students.
    2. Prepare a brief annual report on progress of all students served by Reading Recovery.
    3. Monitor and document the progress of students beyond the intervention year.

11. Exhibit professional behavior as a Reading Recovery teacher.
    1. Select lowest achieving students for Reading Recovery.
    2. Teach children on a daily basis.
    3. Begin Reading Recovery program the first week of school.
    4. Monitor the students’ progress after the intervention ceases.
    5. Serve as an advocate for children’s literacy rights.
    6. Talk respectfully of students and their families, and safeguard confidential information.

Adapted from “Expectations for Reading Recovery Teachers-in-Training,” Reading Recovery/Early Literacy Training Center, University of Arkansas
The Behind-the-Glass Lesson

Theory:
The constructivist theory of education (see Steffe and Gale, 1995) holds that our past experiences and beliefs influence how we interact with others, learn new ideas, and discard or refine old ones. Our personal perspectives are shaped and changed as we engage in cooperative social activity, conversation, and debate with others around common purposes, concerns, and interests. In the process, we build new knowledge and extend our understanding. (Lyons and Pinnell, 2001, p.4)

Purpose:
The behind-the-glass lesson provides an opportunity for teachers to learn to observe children closely and dialogue about their observations. As Forbes and Briggs explain, “Through conversations focused on shared practice and collaborative problem-solving, teachers…internalize theory and become aware of how teaching behaviors may change, displayed as refined practice over time. It is through conversation that teachers have opportunities to question, hypothesize, clarify, rethink, affirm, and acquire more complex understanding of how children learn to read and write.”

Procedure:
- **Before the lesson-**
  - Each of the teachers who will teach a lesson shares information about the child and the current focus of instruction.
  - Colleagues ask pertinent questions that will help them observe the lesson.
- **During the lesson-**
  - Observers explore the issues that surround teaching and learning, offering multiple interpretations of each observation.
  - The teacher leader supports the inquiry process by focusing attention, making links to theory, clarifying procedures, and modeling precise language with which to talk about processing.
  - In order to attend to interesting current lesson interactions, the teacher leader may need to curtail a conversation, but make a note to revisit it after the lesson.
  - Over time teachers assume more responsibility for engaging in conversation that contributes to the group learning.
- **After the lesson-**
  - Teachers have the opportunity to explore issues in greater depth.
  - Teachers will refer to Literacy Lessons Designed for Individuals by Clay to inform, clarify, and expand the conversation about topics elicited by the lesson observation.
COLLABORATION BETWEEN
READING RECOVERY TEACHERS
AND STAFF

For too long we have labeled struggling readers and focused on their weaknesses as the root of the problem. Until we recognize that appropriate instruction has to be available to struggling readers all day long, it is unlikely we will meet the challenges of the new legislation and the moral obligation to end the struggles of our struggling readers. Richard Allington
Collaboration between Reading Recovery Teachers and Staff

The Reading Recovery program has the greatest impact when there is effective collaboration between the Reading Recovery teacher and the other staff members working with the same students.

Reading Recovery Teacher and Classroom Teachers

Student Selection
At the end of the school year Reading Recovery teachers ask Kindergarten teachers to rank the students in their class in order of literacy achievement. Then Reading Recovery teachers and Kindergarten teachers meet to discuss more fully the lowest achieving students who may be Reading Recovery candidates in the fall. At the start of the school year Reading Recovery teachers quickly assess these students and confer with first grade teachers to find out about students new to the school who also may be eligible for literacy intervention services.

Collaboration Concerning RR Students
The partnership between the Reading Recovery teacher and the classroom teacher is critical to fostering the accelerated progress of a Reading Recovery student. From the start the teachers establish a system of communication which involves a combination of scheduled meetings, talks, and notes to share information and concerns. At the beginning of the program the Reading Recovery teacher shares an analysis of initial assessment information with the classroom teacher and through out the program provides updates on progress. The Reading Recovery teacher’s goal is to develop the student’s independence on literacy tasks so he/she can function successfully in the classroom. To facilitate the transfer of new learning from the Reading Recovery program to the classroom, the Reading Recovery teacher confers regularly with the classroom teacher about targeted literacy behaviors and sets up times to observe the student in the classroom. If arrangements can be made, the classroom teacher observes the student in a RR lesson and discusses teaching interactions and decisions. Towards the end of the Reading Recovery program the RR teacher and classroom teacher meet to design a transition plan to support the student’s continued achievement in the classroom without additional intervention. In cases in which the student continues to need additional support, a Student Profile conference is convened to work out a follow-up course of action.

Continued Monitoring of RR Students
Reading Recovery teachers follow-up on previous Reading Recovery students after they leave the program. Reading Recovery teachers share their knowledge of students and understanding of intervention programming at Student Profile conferences. They meet with second grade teachers to monitor student adjustment and progress after summer break. They also review standardized testing to report how Reading Recovery students perform in later grades.

Literacy Resource
Reading Recovery teachers may serve as valuable literacy resource people in grade level team meetings and staff meetings. They may work with groups of teachers to analyze running records or to teach reading more strategically. However, a half-time Reading Recovery teacher will need to make special accommodations to take on additional responsibilities.
Reading Recovery Teacher and Support Staff

The daily contact of the Reading Recovery teacher with Reading Recovery students provides opportunities to notice many aspects of student functioning. The Reading Recovery teacher’s observations of student language, motor control, or speech issues lead to consultations with relevant staff members and sometimes to screening for further analysis. If a Reading Recovery student is already participating in other programs such as, Speech & Language, OT/PT, or ESL, the Reading Recovery teacher will meet to share information and collaborate with the program teachers. Often the Reading Recovery teacher works closely with the school social worker to ensure the student attends school regularly. If the child’s behavior shows stress or the child discloses family problems, the Reading Recovery teacher alerts the social worker and classroom teacher to explore and determine appropriate responses. Sometimes the Reading Recovery teacher works with the school psychologist and classroom teacher on a behavior plan to help the student participate in academic learning more successfully. A student who continues to need intensive literacy support may be referred for special education testing after the completion of the Reading Recovery program. The Reading Recovery teacher has assessments, analyses of student literacy behaviors, and teaching practices to offer in collaboration with the special education staff.
MONITORING AND EVALUATING

With problem readers it is not enough for the teacher to have rapport, to generate interesting tasks, and generally to be a good teacher. The teacher must be able to design a superbly sequenced series of lessons determined by the particular child’s competencies and make highly skilled decisions moment by moment during the lesson. Marie Clay
The effectiveness of the Reading Recovery program at the district level depends upon the fidelity of the implementation at each school site. The principal, RR site coordinator, and RR teacher leader need to work together to maintain program standards. Quality evaluations, supervision, and support are essential to maintain a RR teacher’s good program results. Program results are also positively affected by the seamless integration of the Reading Recovery program with a comprehensive school literacy program. Reading Recovery data may be used to evaluate program effectiveness at the district and school level.

**Using Data to Assess Effectiveness With First-Grade Students**

Comparison of local data to national data (from the National Data Evaluation Center) yields initial indications of effectiveness with first-grade children. Site and school data should also be examined annually, comparing results to previous years, to determine year-to-year gains and to set goals for further improvement. The teacher leader has expertise in analyzing and communicating the annual results.

**Look for evidence from the following groups:**

a. children whose series of lessons were successfully discontinued (i.e., children who are now able to continue their learning in classroom situations)
b. complete intervention children (children who have had ample opportunity to learn)
c. incomplete intervention children (children for whom time ran out at the end of the year)
d. children recommended for action (children who have had a complete intervention but whose lessons were not discontinued)
e. all Reading Recovery children (every child who received any service at all)

**Look for evidence on the following points:**

a. relative size of each group (percentage of all children served)
b. entrance- and exit-level performance on all tests, but especially on text reading
c. comparison of each group to a random sample control group identified by the National Data Evaluation Center
d. change in reading group placement for children in each group

**For evidence of program efficiency check:**

a. the number of children served per teacher
b. the number of weeks and progress of children with an incomplete intervention
c. the number of lessons per week for teachers (evidence of daily consistent lessons), and
d. the number of weeks in the intervention for children whose lessons were discontinued

**Assessing the Effect of the Intervention on the Educational System**

a. Assess the percent of coverage — the degree to which this intervention is available to all the children in each first-grade cohort that need this intervention. Entry-level data from Observation Survey testing will help determine the extent of need for this intervention.
b. Examine how Reading Recovery has changed the paths of progress for Reading Recovery children within the system. Look for evidence of reduction in the numbers of children retained as well as reductions in the numbers referred for testing and classified as qualifying for other services.

c. Examine longitudinal data on Reading Recovery children beyond the first-grade year using tests given to all children in Grades 3 and 4. Examine this in three groups: (1) Reading Recovery children whose lessons were discontinued, (2) children who had a complete intervention, and (3) all Reading Recovery children. It is best to collect data from a number of sources (standardized tests, informal reading inventories, teacher perception, and letter grades), since no one assessment provides a full depiction of the child's competencies.

d. Disaggregate data to compare various student groups and determine the degree to which Reading Recovery closes the achievement gap.

e. Watch for signs of improvement over time in the entering scores of first-grade children (evidence that kindergarten programs build early literacy skills).

f. Look for change over time in average reading levels of grade-level cohorts.

g. Collect data on classroom teachers' perceptions of the performance of Reading Recovery children.

**Evaluating Two Positive Outcomes**

The first positive outcome of Reading Recovery is that most children accelerate their learning so that they are able to learn in the classroom and meet grade-level expectations. These are the children whose series of lessons are successfully discontinued.

The second positive outcome of Reading Recovery is that the children who need long-term learning support are identified and referred for further evaluation. These children are referred to as “recommended for further action.” Some of these children have made good learning progress and with some supplementary small-group assistance will be able to make adequate progress in the future. Others may need the long-term intensive support of special education services. Reading Recovery intervention reduces the number of students who receive special education services avoiding the stigma that labels cause, as well as saving district time and expense.

*Even though the children whose lessons are not successfully discontinued may be viewed positively, the continuing goals of the system and of Reading Recovery teaching should include:*

a. reducing the percentage of children recommended for further action
b. providing efficient and timely evaluation of those who need referral and
c. providing additional support for the children whose lessons were not discontinued who can learn in small-group contexts or with other additional tutoring

**Assessing the Quality of Reading Recovery Implementation**

*Implementation is of high quality if:*

a. the program is implemented according to Standards and Guidelines for Reading Recovery in the United States, published by the Reading Recovery Council of North America
b. resources are committed to achieve full implementation (Reading Recovery teaching time is available to all children who need it)
c. principals lead, encourage, and develop strong classroom teaching and close collaboration and communication among Reading Recovery and classroom teachers, and
d. coordination and collaboration are established among all basic and support educational services
Assessing Perceptions of the Reading Recovery Program

Barriers to the acceptance of Reading Recovery are almost inevitable. These include:

- low expectations about what is possible for low-achieving children
- expectations for children with variant social and behavioral characteristics
- traditional curriculum expectations and
- conflicting ideas about how children learn to read and write

Beliefs and values can change as people perceive a need to change and as they confront strong, contradictory evidence. To facilitate this change administrators and the teacher leader will:

- share entrance data and progress data with classroom teachers
- establish mutual interest (with classroom teachers) in children's performance
- arrange to have classroom teachers observe Reading Recovery lessons
- invite teachers to bring children to the training class and to come as observers
- arrange for children to read books to their teachers and to their class
- work with the teacher leader and principals to establish school teams and
- share data and arrange for direct contact to help upper-grade teachers to see how an early intervention can make a significant contribution to their work

Positive social and intellectual interactions also contribute to belief and value changes. These can be fostered in the following ways:

- Reading Recovery teachers must take responsibility for establishing relationships
- principals must arrange positive contexts and opportunities for sharing expertise
- Reading Recovery teachers must exchange helpful suggestions with classroom teachers
- Reading Recovery teachers must ask specialist educators for information or advice
- Reading Recovery teachers must enlist parent participation and visitation from families that have not previously engaged with school staff

Adapted from The Reading Recovery Council of North America website: www.rrcna.org
Monitoring and Evaluating Reading Recovery: The Reading Recovery Teacher

Review of Records
Ask to see:

<table>
<thead>
<tr>
<th>Records</th>
<th>What to look for</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Program</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Student Observation Summaries: These are summaries of initial assessments which include an analysis of the student’s useful and problematic literacy behaviors. | • Are they complete?  
• Is there a depth of analysis? |
| **Monthly** | |
| Monthly Monitoring of Progress Reports: The teacher states what needs to be the next teaching points for each child in order for them to develop independent use of particular strategies. | • Are they complete?  
• Are they adapted to each student?  
• Is there a depth of analysis?  
• Do they change each month? |
| **Weekly** | |
| Record of Book Level Graphs: The teacher charts the child’s progress up text levels each week. | • Are the records up-to-date?  
• Do they show progress? |
| Writing Vocabulary Charts: The teacher lists new words the child has learned each week. | |
| **Daily** | |
| Daily Lesson Records: The teacher notes texts, word work, and teaching points in reading and writing. The teacher records during and after the lesson the child’s strategic activity, teacher prompts, and the child’s responses. | • Do they show evidence of planning?  
• Are running records analyzed?  
• Are there notes on strategic activity? |
| **End of Program** | |
| End of Program Reports: The teacher writes a report summarizing the child’s progress and current reading and writing behaviors with recommendations to ensure continuing progress. | • Are they thorough?  
• Are they well-written?  
• Have they been filed in the student’s office folder? |
| **Anytime** | |
| Program Calendar: The teacher keeps a calendar for each student on which is recorded lessons missed and the reasons. | • Are there many missed lessons?  
• Have child absences been addressed?  
• Has there been an effort to make-up missed lessons? |
Review of Student Progress:
• What were the children’s text levels at the beginning of lessons and what are the current text levels? (Look at the Record of Book Level graph and note the rate of progress.)
• How many words could the children write at the beginning of the program and how many words can they write now? (Look at the writing vocabulary chart.)
• How has the children’s daily writing changed over time? (Look at the children’s writing books over several weeks of lessons to note an increase in message complexity and student independence.)

Monitoring Work in the Classroom
• How has the children’s work in Reading Recovery directly impacted work in the classroom?
• Have the children accelerated in learning and been placed appropriately in classroom reading groups?
• How have the classroom teachers and the Reading Recovery teacher collaborated over the children’s gains and current needs?

Accountability for Success
• How have issues related to the children’s progress been addressed?
• How has the teaching changed over time to be more effective?
• When will the students be discontinued from Reading Recovery?

Professional Responsibility
• Have 30-minute lessons been provided on a daily basis?
• Has there been systematic communication with parents?
• Has there been collaboration with other staff members around student progress and needs?
• Has there been systematic monitoring and conferencing around previous Reading Recovery students' achievement and needs?
• Has the teacher participated in all professional development sessions?

Adapted from A Site Coordinator’s Guide to the Effective Implementation of Reading Recovery.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Lesson Requirement</th>
<th>Look for evidence of…</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rereading Familiar Books</strong></td>
<td>Child reads familiar books that still provide some processing challenges.</td>
<td>o  Fluent reading</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>o  Quick solving at difficulty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o  Some quick conversation around story meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o  Enjoyment</td>
<td></td>
</tr>
</tbody>
</table>
| **Rereading Yesterday’s New Book** | A running record is taken on yesterday’s new book.  
The teacher does not instruct the child, but instead observes the child’s independent, strategic activity and makes one or two teaching point(s) after the reading. | o  Student’s independent problem-solving                                               |                                                                           |
|                                |                                                                                   | o  No teaching during reading                                                         |                                                                           |
|                                |                                                                                   | o  Afterwards teaching on both successful reading and errors                          |                                                                           |
|                                |                                                                                   | o  Teaching for independence in the problem-solving work                               |                                                                           |
| **Letter Identification**       | The child extends his range of known letters in compare and contrast tasks which require attention to letter features and orientation.  
The child works for speeded recognition. | o  Fast recognition                                                                   |                                                                           |
|                                |                                                                                   | o  Prevention of confusions                                                           |                                                                           |
| **Breaking Words into Parts**   | The child breaks apart known words (from reading or writing) into single letters at first, then clusters, onset & rimes, and larger chunks, maintaining L-R movement.  
This work relates to the current challenges the child faces in reading and/or writing. | o  Prompting to detail of letter order, direction, & sequence                         |                                                                           |
<p>|                                |                                                                                   | o  Developing fast recognition of letters, letter clusters &amp; words with fast links to sounds |                                                                           |
|                                |                                                                                   | o  Drawing attention to same letters or clusters in different words so can begin to use analogy |                                                                           |
|                                |                                                                                   | o  Linking to reading or writing                                                      |                                                                           |</p>
<table>
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| Writing a Story or Message       | The child composes a story and the teacher and child share in its production. Over time the teacher supports the child in writing longer and more complex texts and the child develops increasing independence in carrying out the writing process. The child learns to: hear & record sounds in words, write high frequency and known words quickly, and solve new words by analogy to known words. The child learns to initiate and monitor all aspects of the task. | o Working from child’s interests  
  o Composing by child  
  o Child engagement with the process  
  o Child controlling the message meaning while working on letter and word detail  
  o Child controlling directional and spatial rules  
  o Child articulating new words and recording sounds  
  o Child learning to write words & letters quickly  
  o Teacher linking new learning to what the child already knows well  
  o Child checking own work  
  o Teacher facilitating the above                                                                 |                                                                                                                                                                                                                       |
| Reconstruct the Cut-Up Story     | The child reconstructs the teacher’s copy of the child’s story that has been cut up.                                                                                                                                 | o Child saying the sentence as searches for words to reconstruct it  
  o Child self- monitoring & self-correcting  
  o Child developing faster perception problem-solving, and flexibility in story construction, and phrasing  
  o Teacher prompting the above                                                                 |                                                                                                                                                                                                                       |
| Sharing the Introduction to the New Book | The teacher and child share the introduction to the new book. The text is not read. Teacher and child discuss plot and vocabulary, and rehearse language structures. | o Child engagement  
  o Teacher introducing gist of story  
  o Teacher inviting child to construct how the story goes, use picture information, link to personal experience, & draw on knowledge of genre  
  o Teacher introducing tricky language structures  
  o Lots of child participation                                                                 |                                                                                                                                                                                                                       |
| Attempting the New Book          | This is the first reading of a new book that was carefully selected to challenge the child. The teacher prompts and models as some new challenges arise. The reading should not be interrupted by too much teaching. The child maintains focus on meaning with some analysis at sub-word level as needed. There should be mainly successful solving. | o Child engagement  
  o Fluent reading in sections, generally not labored and slow  
  o Child’s taking quick action at difficulty  
  o Child’s persistence & flexibility in problem solving  
  o Child’s retaining sense of story meaning  
  o Teacher’s facilitating the above  
  o Quick and effective teaching                                                                 |                                                                                                                                                                                                                       |
Individual versus group instruction presents administrators with a dilemma. Formal education procedures are, of necessity, group procedures, but the best progress for a particular child will result from the kind of individual instruction that works with the child’s strengths to overcome his weaknesses. Marie Clay
# Reading Recovery Program: Year at a Glance

<table>
<thead>
<tr>
<th>Month</th>
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| August      | - RR teachers in training: One week of assessment training.  
- Trained RR teachers: One half day of voluntary professional development. | First week:  
- Low achieving 1st graders are identified.  
- The Observation Survey is administered to them.  
Second week:  
- Two randomly selected first grade students in each school are given the Observation Survey. | First week:  
- Student data reviewed and students selected for the program.  
- Parents notified.  
- Schedules arranged with classroom teachers.  
Second week:  
- Student program begins. | RR student reports:  
- An Observation Summary is written analyzing their current literacy behavior.  
- Predictions of Progress are written based on summary analysis. |
| September   | - RR teachers in training: Graduate level class every Tuesday (4-7 PM).  
- Trained RR teachers: Group observation and discussion of RR lesson at a school for 11/2 hours. | Daily progress monitoring:  
- Running record on a second read.  
- Shared writing sample.  
Weekly progress monitoring:  
- Record of change in text reading level.  
- Record of change in writing vocabulary. | Each student receives a 30 minute lesson daily. The goal of instruction is for the child to reach an average level in literacy achievement. The program lasts until the student meets this goal or completes 20 weeks of instruction. | RR student reports:  
At least once a month new Monthly Monitoring reports are written. |
| October--December | - RR teachers in training: Graduate level class every Tuesday (4-7 PM). Teach a student BTG three times a year.  
- Trained RR teachers: One morning of required professional development each month. Teach BTG once a year. | | | |
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| January-February | RR teachers in training: Graduate level class every Tuesday (4-7 PM). Teach a student BTG three times a year.  
Trained RR teachers: One morning of required professional development each month. | Observation Survey given students exiting the program.  
Observation Survey given students entering the program.  
Observation Survey is administered midyear to Random Sample students. | RR teachers observe students in regular classrooms & confer with classroom teachers to transition students out of the program and make recommendations to meet educational needs.  
Student data reviewed and new students selected for the program.  
Parents notified.  
Schedules arranged with classroom teachers. | RR student reports:  
End-of-Program reports are written on exiting students.  
An Observation Summary is written about each new student.  
Predictions of Progress for new students are written based on summary analysis. |
| March-May      | RR teachers in training: Graduate level class every Tuesday (4-7 PM).  
Trained RR teachers: One morning of required professional development each month. | Daily progress monitoring:  
Running record on a second read.  
Shared writing sample.  
Weekly progress monitoring:  
Record of change in text reading level.  
Record of change in writing vocabulary. | Each student receives a 30 minute lesson daily. The goal of instruction is for the child to reach an average level in literacy achievement. The program lasts until the student meets this goal or completes 20 weeks of instruction. | RR student reports:  
At least once a month new Predictions of Progress are written. |
| End of May-June | All RR teachers meet individually with a RR teacher leader for 30 minutes to enter and review the year’s data on the National Data Evaluation Center website. | Observation Survey administered to students exiting the program.  
Observation Survey administered to students who completed the program earlier in the year.  
Observation Survey administered to Random Sample students. | RR teachers observe students in regular classrooms & confer with classroom teachers to transition students out of the program and make recommendations to meet educational needs.  
RR teachers meet with K teachers concerning low achieving students. | RR student reports:  
End-of-Program reports are written on exiting students and put in their cumulative file.  
RR school report:  
A school report is written analyzing program results to be shared with the school principal. |
As MMSD begins to formulate a Response to Intervention plan as part of the implementation of the 2004 Individuals with Disabilities Education Improvement Act, Reading Recovery is poised to play a key role in the design of a comprehensive intervention system by:

- ensuring early identification of first grade students who are struggling with literacy learning
- providing an effective, intensive, short term, evidence-based literacy intervention
- ensuring monitoring of student progress and data-based documentation for all students served
- providing the highest quality of continuous professional development for teachers who work with the hardest to teach students
- having its highly trained teachers serve as members of problem solving teams supporting comprehensive literacy programming for all students

Reading Recovery is an early intervention program that serves to limit LD referrals based on inadequate instruction or limited English proficiency and to reduce the number of children identified for LD services. The Reading Recovery program has successfully raised the achievement of ELL and minority students in MMSD. Under IDEA, school districts may use as much as 15% of special education monies to pay for qualifying early intervention programs, including professional development for teachers.

The Reading Recovery program offers not only intensive intervention services to students but also professional development in designing effective, student-centered instruction. During the last two years, MMSD Reading Recovery teacher leaders have invited a diverse group of Instructional Resource Teachers, ESL teachers, Special Education teachers, classroom teachers, and support staff to participate in a year long course. The course was enthusiastically received and the participants reported that it developed their ability to observe and interpret literacy behaviors, design lessons informed by their analyses, and implement individualized literacy interventions. The students these teachers worked with made significant learning gains.

For information about how Reading Recovery fits into an RTI model, see the briefing paper, “Reading Recovery and IDEA Legislation: Early Intervening Services (EIS) and Response to Intervention (RTI)” at www.rrcna.org
APPENDIX
A Sampling of Reading Recovery Resources

Websites:

www.rrcna.org

The Reading Recovery Council of North America
This website provides extensive information about the Reading Recovery program including: basic facts, standards and guidelines, research, implementation issues, costs, federal policy alignment, conference information, and web-based learning opportunities. Short videos available on the website include: What is Reading Recovery? The Cost Benefits of Reading Recovery, and Professional Development in Reading Recovery.

http://ndec.reading-recovery.org

The National Data Evaluation Center
The extensive NDEC database has made Reading Recovery accountable to schools and funding sources, and informed teaching and management decisions. An annual technical report of Reading Recovery results is available each year and is posted on the NDEC website.

Manuals:

Copies are available at the Reading Recovery Center, Room 20, Glendale School


Books:

These texts are required for Reading Recovery teachers:


Standards and Guidelines of Reading Recovery in the United States*

Published by The Reading Recovery Council of North America

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* The full document is available at www.rrcna.org