

Reading Recovery Policies and Procedures

What is Reading Recovery	2
Frequently Asked Questions about Reading Recovery	3
Reading Recovery Sites	5
Training Classes.....	5
Selection of Children.....	5
Reading Recovery Teachers	6
Teacher Selection.....	6
Reading Recovery Teachers in Training.....	7
Course Work and Professional Development.....	7
Teaching Children.....	7
Implementation of Reading Recovery.....	7
Trained Teachers.....	8
Teaching Children.....	8
Implementation of Reading Recovery.....	8
Continuing Contact and Professional Development.....	8
School Visits	9
Scheduling Visits.....	9
Procedure During Visits.....	10
Behind-the-Glass Teaching	12
Transportation of Reading Recovery students.....	12
Reading Recovery teachers in training.....	12
Trained Reading Recovery teachers.....	12
Visitors.....	12
BTG Expectations.....	13
Reading Recovery Teacher Leaders	14
Teaching Children.....	14
Training Teachers.....	14
Research.....	15
Implementation and Site Maintenance.....	15
Professional Development.....	15
Reading Recovery Site Coordinator	16
Implementation and Maintenance.....	16
Professional Development.....	16
Implementation of Site with Multiple Districts.....	17

A complete listing of Reading Recovery Standards and Guidelines in the United States can be found at: www.readingrecovery.org

What is Reading Recovery?

Reading Recovery provides early intervention to help the *lowest-achieving* first grade children to develop effective strategies for reading and writing and to reach average levels of classroom performance. The goal of Reading Recovery is to help children become successful readers and writers with internal, self-extending literacy learning systems. The following key elements of Reading Recovery operate within educational systems:

1. intensive daily one-to-one instruction for first-grade children most at risk of reading failure
2. a yearlong training course and continuing professional development through which educators learn and continue to explore proven, research-based theory and procedures
3. research and evaluation to monitor results and provide support for participating educators and institutions
4. a long-range plan to chart the course toward full implementation and literacy for all children.

These key elements are supported by the NATG, a network of educators that monitors Reading Recovery integrity, provides professional development, coordinates the collection of research, evaluates data, and disseminates information.

Frequently Asked Questions about Reading Recovery

How does Reading Recovery help at risk students?

Reading Recovery provides early intervention to help first grade student having extreme difficulty learning to read and write. Specially trained teachers design individualized lessons aimed at accelerating achievement so that students are able to work along side their peers in the classroom for reading and writing.

How are Reading Recovery students selected?

Reading Recovery students are selected on achievement criteria only; they are the lowest achievers in the age group for whatever reason. Children in various racial and ethnic groups, English language learners and children with low family incomes all benefit from Reading Recovery.

How long do student stay in Reading Recovery?

A full lesson series lasts between 12 and 20 weeks. During this time 75% of students reach grade-level standard. For students who do not reach grade-level standard, the lessons serve as a period of diagnostic teaching that can be the basis for long-term planning.

Does Reading Recovery impact future learning?

Reading Recovery children continue to improve their literacy performance after the intervention ends. Follow-up studies in the U.S. demonstrate that former Reading Recovery students in grades 2, 3, and 4 perform within an average range of classroom performance. An important factor that contributes to the continued success of former Reading Recovery students is good classroom instruction

What do the United States Department of Education and the Institute of Education Sciences say about Reading Recovery?

The What Works Clearinghouse (WWC), a branch of the United States Department of Education (USDE), and the Institute of Education Sciences (IES), released an updated report of research in December, 2008. WWC's authoritative and independent assessment confirmed the Reading Recovery is an effective intervention based on scientific evidence.

At the end of this second-round review, Reading Recovery is still the only beginning reading program to receive high ratings across all four domains evaluated: alphabetics, fluency, comprehension, and general reading achievement. Reading Recovery ranks number one in general reading achievement.

How does Reading Recovery fit into an RTI model?

Three ways to include Reading Recovery within the constructs of IDEA legislation are suggested below. (Lose, Schmit, Gómez-Bellengé, Jones, Hochell, Askew, 2007)

1. Reading Recovery as a Pre-Referral Intervention-EIS and RTI

Reading Recovery demonstrates the two positive outcomes envisioned by IDEA legislation specifically response to intervention:

Positive Outcome One

The child demonstrates grade-level performance as a result of the response to Intervention and is not referred and placed in LD reading or writing.

Positive Outcome Two

The child makes progress but does not reach grade-level standards. A team of educators in the school determines the next positive actions for the child, aided by information gathered during Reading Recovery lessons.

2. Reading Recovery Professionals as Part of a Comprehensive Literacy Team

Reading Recovery professionals work within a multi-tiered problem-solving approach. They work as members of a school team to solve literacy problems in the early grades. Through collegial communication, the team ensures that students' needs are quickly identified and that strategies are formulated to meet those needs.

3. Reading Recovery as Professional Development to Build Capacity

Intensive and ongoing professional development of teachers is a hallmark of Reading Recovery. A teacher trained in Reading Recovery is highly skilled and, in a one-to-one response to intervention setting, can make teaching decisions based on each child's strengths as the starting point for daily instruction.

(McEneaney, Lose, & Schwartz, 2006)

For more information about Reading Recovery and Response to Intervention, contact the Reading Recovery Council of North America (RRCNA) or visit their website at:

www.readingrecovery.org

Reading Recovery Sites

Training Classes

- Training classes must consist of at least 8 and no more than 12 teachers.
- The training class must earn graduate credit through a university or college with the teacher leader serving as instructor.
- The class must meet the contact hour requirements of the credit-granting institution.
- At least 80% of class sessions (or a minimum of 18 sessions, whichever is greater) over the academic year must each include two behind-the-glass lessons.
- Reading Recovery teachers in training will sign a confidentiality waiver giving the teacher leader permission to discuss their progress with their principal and/or administrators.

Selection of Children

Selection of children for Reading Recovery is based upon the following rationale provided by Marie Clay:

Reading Recovery is designed for children who are the lowest-achievers in the class/age group. What is used is an inclusive definition. Principals have sometimes argued to exclude this or that category of children or to save places for children who might seem to “benefit the most” but that is not using the full power of the program. It has been one of the surprises of Reading Recovery that all kinds of children with all kinds of difficulties can be included, can learn, and can reach average-band performance for their class in both reading and writing achievement. Exceptions are not made for children of lower intelligence, for second-language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures, or for children who have...been categorized by someone else as learning disabled.¹

- In all decisions, the lowest-achieving children (based upon Observation Survey tasks) must be selected for service first.
- Economy of time in selecting and serving children is critical to program efficiency. At the beginning of the year, administer Observation Survey and begin service to children within two weeks. During the year, selection of children should occur within 2 days of an available slot.
- To make accelerated progress, Reading Recovery children need to be in heterogeneously grouped classes with exposure to peer models, appropriate curriculum, and opportunity to move to average grade-level performance.

¹ From “Reading Recovery Surprises” by M. M. Clay, 1991. In D. DeFord, C.A. Lyons, & G.S. Pinnell (Eds.) *Bridges to Literacy* (pp. 55-74). Portsmouth, NH: Heinemann

Reading Recovery Teachers

Teacher Selection

The primary responsibility of Reading Recovery teachers is teaching children in their schools. The teacher also works closely with building administrators and faculty as well as the parents of Reading Recovery students.

The adoption of Reading Recovery represents an investment in the development of teacher expertise. Therefore, careful selection of appropriate teachers is critical to the effectiveness and success of Reading Recovery.

- Be employed in a school system that has a commitment to implementation.
- Hold teacher certification.
- Have a record of successful teaching experience.
- Have at least 3 years teaching experience with primary-aged children.
- Show evidence of good interpersonal skills with colleagues.
- Make application voluntarily and be screened through an interview and selection process.
- Participate in a clarification discussion with the teacher leader to make sure all expectations for training and Reading Recovery teaching are clear.

Reading Recovery Teachers in Training

Teacher training requires participation in a graduate-level Reading Recovery course taught by a registered teacher leader for a full academic year. Concurrent with the training, the teacher works with Reading Recovery children and fulfills other educational roles as prescribed by the school district. The training requirements for becoming a Reading Recovery teacher include the following components:

Course Work and Professional Development

- Attend assessment training sessions.
- Successfully complete a yearlong course in Reading Recovery for which university credit is received.
- Teach a child behind the glass at least three times during the training year.
- Participate in training class discussions in the language of lessons taught behind the glass.
- Receive at least four school visits from the teacher leader over the course of the training year.
- Attend one RRCNA-approved Reading Recovery conference.

Teaching Children

Teach at least four first-grade children per day individually for 30-minute daily lessons followed by 15 minute sessions for analysis and planning in a school setting throughout the school year.

- Demonstrate effective teaching of Reading Recovery.
- Keep complete records on each child as a basis for instruction (Observation survey and summary, predictions of progress, lesson records, record or writing vocabulary, and record of book level.)
- Serve a minimum of eight children per year.
- Exceed more than four Reading Recovery teaching slots during the training year only with the concurrence of the teacher leader and teacher-in-training. (Reading Recovery teaching and training are very demanding.)
- Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.

Implementation of Reading Recovery

- Administer Observation Survey as appropriate throughout the year.
- Submit data to the teacher leader as required.
- Monitor progress of children whose lessons have been discontinued.
- Use letters and/or forms provided by the Fremont Reading Recovery Training Site for communications with parents.
- Prepare an annual report of the school Reading Recovery program for the school principal and teacher leader.
- Contribute to the development and operation of a school team to monitor program progress.

Trained Teachers

Reading Recovery teachers maintain current registered status through continued employment as a Reading Recovery teacher in compliance with *Standards and Guidelines of Reading Recovery*© in the United States. (RRCNA) Registered status is lapsed if a teacher is absent from Reading Recovery for more than 1 year and may be re-established by completing training activities specified by the teacher leader in collaboration with the university training center.

Teaching Children

- Teach at least four first-grade children per day individually for 30 minute daily sessions followed by 15 minute sessions for analysis and planning in a school setting throughout the school year.
- Keep complete records on each child as a basis for instruction (Observation Survey and summary, predictions of progress, lesson records, running records, records of writing vocabulary, and record of book level.)
- Demonstrate effective teaching of Reading Recovery children.
- Serve a minimum of eight children per year.
- Any decision to teach as many as six Reading Recovery children per day should be made with the concurrence of both the teacher leader and the teacher.

Implementation

- Administer Observation Survey as appropriate throughout the year.
- Communicate with parents, first-grade teachers, and other appropriate school personnel throughout the year.
- Submit data to the teacher leader as required.
- Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery”
- Contribute to the development an operation of a school team to monitor program progress.
- Monitor the progress of children whose programs have been discontinued.
- Use letters and/or forms provided by the Fremont Reading Recovery Training Site for communications with parents.
- Prepare an annual report of the school Reading Recovery program for the school principal and teacher leader.
- Work toward full coverage at the school level.

Continuing Contact

- Consult with the teacher leader about children not making satisfactory progress and other issues.
- Attend a minimum of six continuing contact sessions each year, including a minimum of four behind the glass sessions with two lessons each session.
- Teach a Reading Recovery lesson with one of your students behind the glass for colleagues.
- Receive at least one school visit from a teacher leader annually.
- Make and receive school visits from colleagues annually.
- Attend an RRCNA-approved Reading Recovery conference each year.

School Visits

Fremont Reading Recovery Teacher Training Site - Guidelines to Govern School Visits

The pattern of progress made by children will be different from child to child. Before scheduling a school visit re-read ‘Children who are finding it hard to accelerate’ in section 21 of LLDI 2 keeping in mind that Marie Clay says, “ Ideally consultation would occur after ‘Roaming Around the Known’ and not more that 10-15 lessons later.”

These guidelines are designed to create efficiency in the way in which Teacher Leaders interact with teachers during school visits. These serve as operational guidelines starting with the second school visit. The first visit is less formal and designed to acquaint the Teacher Leader with the teacher and the teacher’s work space.

Scheduling Visits:

- Reading Recovery teachers/in training (RRT’s) are required to be flexible in responding to the scheduled visit. This means that they will arrange to teach at a time that the Teacher Leader/in training (TL) can reasonably be there to observe. The RRT may have to rearrange their entire schedule the day the TL visits.
- Visits must account for time before the lesson(s), time to teach lesson(s), and debriefing time. The entire session could take more than two hours to complete. Usually, the TL will observe the RRT teaching two lessons and debriefing will take place across both of the lessons.
- Communicating the schedule and its changes with classroom teachers is the responsibility of the RRT.
- Visits may be scheduled by the TL, at the RRT’s request, or on rare occasions unannounced. Once scheduled, it is important that changes to the scheduled times, etc. are communicated to the TL in advance.

Procedure During Visits:

In general the following description reflects what will happen during visits. However, the TL may change the protocol based on observations or need.

1. RRT's must have all records available for all children

After reviewing records, the next 5-10 minutes of the visit will focus on gathering information about the RR students in order to develop a framework for observing the lessons. Key things TL may examine include:

- The number of lessons/weeks in the program
- The observation survey summary
- The updated prediction of progress
- Weekly records including the writing vocabulary chart and the running record book graph

The RRT receiving the visit should be prepared to talk to the TL about the children's progress in reading and writing AND to discuss any concerns about their teaching. This discussion should be relatively brief -- 5-15 minutes total.

2. The lesson is observed by the TL.

During the lesson the TL will take careful notes and formulate specific questions or points to discuss after the lesson. A key feature is to prioritize concerns or points that will be used to discuss and plan next steps.

The TL may make coaching points during and after the lesson. Coaching points are intended to help improve the RRT's understanding of theory and practice. The list below offers some of the options that may be employed for demonstrating.

- During the lesson
- At the end of a component
- At the end of the lesson
- After debriefing -- bringing a child back and teaching
- On a subsequent visit

During the de-briefing the TL and RRT will select a few points that the RRT feels will be most helpful based on the TL's lesson observations and the de-briefing discussion. The RRT will record these points and follow-up with the TL via e-mail within the following week. These will be noted and checked in subsequent visits.

RRT's are expected to be reflective and describe their new learning in a summary format. It is usual for a TL to ask them to respond to their new understanding in some format.

3. The lesson is debriefed.

There is no standardized way to do this. However a few things will likely occur. The TL and the RRT are expected to go to Literacy Lessons Designed for Individuals, the Observation Survey, and other references, in order to:

- Ask and answer questions; clarify procedures and rationales; problem-solve the issues.
- Analyze observed teaching actions in relation to the student's strengths and current understandings.
- Summarize learning – the RRT's, and each student's.
- Individual RRT assignments for self improvement are common outcomes of these visits.

THE OUTCOME DESIRED IS A HIGHER, MORE INDEPENDENT LEVEL OF UNDERSTANDING WHICH RESULTS IN ACCELERATED LEARNING FOR THE STUDENTS BEING TAUGHT.

Behind-the-Glass Teaching

Reading Recovery teachers are required to teach, observe and discuss behind-the-glass lessons. These sessions provide an opportunity for teachers to be more aware of their own teaching decisions and to strengthen understanding of their students' behaviors and early literacy learning. They also provide opportunities to sharpen the application of procedures in order to maximize effectiveness. Reading Recovery uses a co-constructive process of learning, not a transmission model of learning. TL's do not have all the answers. Teacher responsibility for learning parallels student learning. Teachers need to talk on the dark side of the glass to 'try-out' understandings.

Transportation of Reading Recovery students

- Reading Recovery teachers are not to transport children to behind-the-glass lessons. Prior arrangements must be made with a parent, guardian, counselor, administrator, etc... concerning transportation.
- It is the Reading Recovery teacher's responsibility to make sure arrangements for transportation are confirmed.
- The Reading Recovery teacher will share information about the behind-the-glass lesson and directions to the BTG facility that is provided by the Fremont Reading Recovery Training Site.

Reading Recovery teachers in training:

RR teachers in training will meet individually with the TL prior to teaching each BTG lesson. Bring the students lesson records. You need to arrive 45 minutes before class if you are teaching BTG. Bring the supplies you will need to teach the lesson.

Trained Reading Recovery teachers

Come prepared to discuss your student's current reading and writing behaviors in relation to 'Changes teachers might observe during lessons' LLDI1 p. 48-49. Bring the supplies you will need to teach the lesson.

Visitors:

It is at the Teacher Leader's discretion as to whether visitors will sit on the lesson-side or the group-side during behind the glass lessons. Those who are allowed to be on the group side of the glass can observe, but questions should wait until after the lesson.

During the lesson, parents sit in the room with the child, unless there is a special circumstance and prior arrangements have been made with the teacher leader.

BTG Expectations

Collaboration

- Ask questions
- Share in a risk-free environment
- What happens in class stays in class

Sidebars

- No one is the expert
- Speak to the entire group with comments/questions
- Respect the speaker and other listeners

Giving constructive feedback before, during, after class

- Limit comments to literacy behaviors
- State comments in a positive way
- Ask questions in a non-judgmental way
- Have someone brief the glass teacher on new 'dark side' learning
- Give a genuine praise point that will extend learning

When you are behind the glass

- The starting signal will be a TAP on the glass
- Set timers away from the microphone
- Keep viewing area in front of the glass clear of book boxes, jars of markers, etc...
- Have all of your own supplies ready
- Bring child's records and books from the BTG to the class discussion group
- Keep lessons to 30 minutes.

Reading Recovery Teacher Leaders

The primary responsibilities of Reading Recovery teacher leaders are to work with students, train teachers, provide for continuing professional development and support for teachers, monitor progress of children, support the development of school teams, disseminate information, and participate in the Reading Recovery network to maintain their own professional development. The teacher leader also works closely with district administrators to achieve effective implementation, operation, and evaluation.

Teacher Leaders

Reading Recovery teacher leaders maintain registered status through affiliation with a university training center and continued employment in the role of teacher leader in a registered site, including at a minimum: teaching at least two children, monitoring teacher and student progress, conducting continuing contact sessions for teachers, and participating in professional development activities. Registered status is considered lapsed if a person is absent from employment as a Reading Recovery teacher leader for more than 1 year. Re-registration can be established by completing training activities developed by the university training center after consultation with the site and the individual.

Teaching Children

- Teach four Reading Recovery children daily during the field year.
- Continue to teach children in subsequent years. Depending upon advice of the university training center, a teacher leader may gradually reduce teaching during subsequent years to a minimum of two children daily.

Training Teachers

- Teach a training class of 8-12 Reading Recovery teachers during the field year.
- Teach a training class of 8-12 Reading Recovery teachers in subsequent years as needs dictate within the site.
- Conduct assessment training (including practice with children) for a minimum of 24 hours.
- 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 at least three times during the year.
- Ensure that 80% of class sessions over the academic year (or a minimum of 18 sessions, whichever is greater) each includes two behind-the-glass lessons.
- Visit teachers-in-training at least four to six times during the year to provide guidance and instructional assistance.
- Monitor the selection and progress of children using teachers' records.
- Provide trained teachers with a least six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with two lessons per session.
- Teach only one training class during the field year.

Research

- Collect entry, exit, discontinuing, and end-of-year date on Reading Recovery children using NDEC-approved format, procedures, and materials.
- Prepare an annual site report and submit it to the affiliated university training center.
- Assist teachers in preparing annual school reports.

Implementation and Site Maintenance

- Maintain the standards for establishment and operation of the site.
- Maintain affiliation with a university training center.
- Serve as a specialist to support Reading Recovery teacher in their work with challenging children.
- Work with the site coordinator and administrators to assure a quality implementation at the site and school levels with the goal of full implementation.
- Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery.”
- Order materials for teacher training.
- Inform appropriate groups about Reading Recovery.
- Assist in recruiting and identifying appropriate teacher for the training class.

Professional Development

- Participate in professional development opportunities for Reading Recovery teacher leaders sponsored by the university training center.
- Receive a minimum of two site visits from a trainer during the first year(s) in the field.
- Attend the annual Teacher Leader Institute.
- Attend an approved RRCNA Reading Recovery conference each year.

Reading Recovery Site Coordinators

The site coordinator is responsible for overseeing and managing the implementation of Reading Recovery at the district level, or in the case of more than one district, at the consortium level. The site coordinator works collaboratively with the teacher leader in the site and provides key leadership in advocating and implementing Reading Recovery at the school, district, and site levels.

Implementation and Maintenance

- Prepare for site implementation.
- Collaborate with the teacher leader at the training site to:
 - Develop a budget.
 - Secure an appropriate facility for teacher training.
 - Assist with the recruitment of program personnel.
 - Secure necessary supplies, material, and technology to facilitate the operation.
 - Arrange for university credit for Reading Recovery courses taught at the site.
 - Secure and assist with other related elements relevant to site implementation.
- Collaborate with the university training center on issues related to training and implementation.
- Communicate and collaborate with school and district personnel, university trainers, the community, and other interested parties on issues related to the implementation and dissemination of information regarding Reading Recovery.
- Create and manage an annual budget in consultation with the teacher leader.
- Monitor the caseload of the teacher leader to protect and ensure adequate support for site implementation.
- Monitor and assure site compliance with the criteria published in *Standards and Guidelines of Reading Recovery in the United States*.
- Develop an effective plan of communication with the teacher leader including meeting regularly to oversee implementation.
- Develop, implement, and oversee the long-range site plan for Reading Recovery.
- Facilitate widespread support for Reading Recovery within the local educational agency and community.
- Observe a teacher training session annually.

Professional Development

- Attend the site coordinator's meeting at the affiliated university training center.
- Join RRCNA to receive the latest information and publications about Reading Recovery.

Implementation of Site with Multiple Districts

- Maintain standards outlined in *Standards and Guidelines of Reading Recovery in the United States*.
- Be selected or affirmed by the managing agency of the multiple district site.
- Establish an advisory team with a district Reading Recovery coordinator from each participating district to serve as a link between the school district and the Reading Recovery training site.

