

LIAISON ADMINISTRATOR'S GUIDE TO READING RECOVERY®





CANADIAN INSTITUTE OF READING RECOVERY SUPPORTS EARLY LITERACY ACROSS CANADA

The Canadian Institute of Reading Recovery (CIRR) is a not-for-profit organization and registered charity that works collaboratively with wide-ranging and diverse educational communities across Canada.

Reading Recovery is an early literacy intervention for children who are in need of supplementary support in literacy learning. Through research-based individually designed and delivered lessons that supplement classroom instruction, individual children experience success. Over 25 years of national implementation has demonstrated that 100% of Reading Recovery/IPLÉ students make improvements in literacy, and 70% read and write at grade level by the end of their lesson series. Furthermore, they are able to work within the average band of their classroom in successive years.

VISION

The CIRR believes that all children have the right to learn to read and write by the end of Grade 1.

MISSION

The CIRR strives to ensure that all children who experience difficulty learning to read and write have access to Reading Recovery/IPLÉ.

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| Acknowledgements

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INTRODUCTION

Introduction to Reading Recovery

Liaison Administrators play a leading role in keeping Reading Recovery viable and visible in a district or a group of districts. Accessing and communicating information about Reading Recovery is an important part of this process. Liaison Administrators are asked to provide rationales for Reading Recovery to a variety of audiences and for a variety of purposes. The concept of preventing reading difficulties for our youngest learners differs from most models of remediation that school and community members know.

School superintendents may question the use of personnel needed for individual instruction. Board members may want simple answers to the question "Does it work?" Others in the school community need assistance in understanding how Reading Recovery interfaces with other student support services. Liaison Administrators may be required to provide a response to articles in print or on the internet critiquing Reading Recovery.

Whatever the call for information, Liaison Administrators need easy access to accurate

BASIC PRINCIPLES OF READING RECOVERY

The unique nature of Reading Recovery often requires careful explanations of key understandings that form the foundation of this early literacy intervention. Many school leaders may be more familiar with packaged literacy interventions than they are with Reading Recovery which is an intervention that addresses learning and literacy processing. The shift from remediation to prevention may be a new understanding for

information in order to respond in a timely and knowledgeable way. Reading Recovery's systematic framework provides comprehensive research base and rationales for practices. To locate the information needed for effective communication with each audience, Trainers and Teacher Leaders are a valuable resource. Information from a variety of sources is available to inform responses to questions from different groups regarding Reading Recovery.

This introduction addresses the following topics to guide communication with stakeholders and make the case for Reading Recovery:

- articulating some basic principles of Reading Recovery;
- investing in professional development;
- documenting the effectiveness and economic benefits of Reading Recovery;
- meeting the standards of high quality literacy instruction.

Principals who are responsible for children's learning across grade levels. Those concerned with the added cost of one-to-one instruction may need clear understandings of the value of individual instruction. This individual instruction is necessary for the lowest-achieving students before they fall into a cycle of failure. Rationales and research for building these understandings among stakeholders are included in this introduction.

A Theory of Early Literacy Processing

Most theoretical models of reading begin their description from the point at which children already have a reading and writing process under way. Little attention is given to the early formative period of becoming literate. Marie Clay's research focuses on the formative years of literacy learning. Her theory of literacy processing has made important contributions to the field for all young children and is guided by the following theoretical principles:

- Reading and writing are complex problem-solving processes.
- Children construct their own understandings.
- Children enter a literacy learning process with varying knowledge.
- Reading and writing are reciprocal processes that can be used to support each other.
- Learning to read and write requires a process of reading and writing continuous text.
- Learning to read and write is a continuous process that changes over time.
- Children take different paths to the common outcome of literacy learning.

Understandings of literacy processing and children's learning continue to be reviewed and revised as a result of quantitative and qualitative research. *Literacy Lessons Designed for Individuals* 2nd Ed. (Clay, 2016) is the latest example of the continuous attention given to new research for instructional improvement in Reading Recovery.

Preventing Literacy Failure

Reading Recovery is about preventing literacy failure, and reducing the costs of that failure to schools and systems. Strong evidence indicates that preventing reading difficulties at the onset of learning is the best course of action to take with struggling readers. Early intervention reduces academic struggles and social-psychological effects.

Adapting a notion of prevention from health and medical sciences, we can propose a comprehensive literacy framework for preventing literacy failure in schools. Primary prevention in education is accomplished when good classroom teaching is available to all children. Even in good classroom programs, however, some children are identified early as being at high risk for difficulties. For them, Reading Recovery becomes secondary prevention. When secondary (short-term) prevention is available early, the incidence and duration of the difficulties are dramatically reduced, thus preventing problems from continuing in subsequent years. For the few children who need additional support after Reading Recovery, tertiary (longer-term) prevention efforts may be needed. Reading Recovery data will provide direction to the school team and will benefit the child and the school when tertiary intervention is required.

The cost of waiting to help students who struggle with learning to read and write places a strain on middle years classrooms. Waiting will be much more costly in terms of time and resources to recover the normal trajectory of literacy achievement.

Research about the importance of intervening early is conclusive!

Allington, R. L., & Walmsley, S. A. (1995). *No quick fix: Rethinking literacy programs in America's elementary schools*. New York: Teachers College Press.

Johnston, P. H., & Allington, R. L. (1991). Remediation. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.). *Handbook of reading research volume two*, (pp. 984–1012). New York: Longman.

Juel, C. (1988) Learning to read and write: A longitudinal study of 54 children from first to fourth grades. *Journal of Educational Psychology*, 80(4), 437–447.

Pianta, R. C. (1990). Widening the debate on educational reform: Prevention as a viable alternative. *Exceptional Children*, 56(4), 306–313.

The Importance of One-to-One Teaching

The one-to-one instructional setting is not a new concept in education, yet it may be more important today than ever before Grade One children struggling with literacy learning. The higher expectations are, the greater the gap between the highest achieving and lowest achieving students. More efforts and resources will be needed to accommodate the diversity in learners. Timely, short-term, individual teaching for the lowest-achieving children in Grade One is critically important.

A body of research supports the benefits of one-to-one teaching. An experimental study (Pinnell, Lyons, DeFord, Byrk, & Seltzer, 1994), compared Reading Recovery to a group setting, another one-to-one tutorial, and Reading Recovery without the full training. They found that the combination of the content, the training, and the individual teaching made Reading Recovery the most effective intervention. Research on Reading Recovery and small groups in Arkansas (Dorn & Allen, 1995; Harrison, 2002) concluded that Reading Recovery was the most effective choice for the lowest-achieving children who must have individually tailored lessons. They found that small-group instruction was more beneficial for children who needed less supplemental help. Even then, the small group intervention was generally needed for a longer period of time.

Schwartz, Schmitt, and Lose (2012) used a randomized experimental design to examine the relationship between teacher-student ratio and literacy learning outcomes for experienced intervention teachers working with the most at-risk Grade One students. They found that one-to-one instruction yielded significantly higher outcomes than small-group conditions and that there was a reduction of literacy performance as the group size increased.

Research on the value of group interventions for children with extreme reading difficulties is not convincing. Children with literacy difficulties have already demonstrated that group instruction in classrooms is not sufficient. Primary teachers know that low achievers bring diverse needs to the learning process. Small-group instruction is a viable practice in classrooms and in many educational settings, but strong evidence indicates that for a small number of young children, one-to-one teaching is essential (Wasik & Slavin, 1993).

Consider the benefits of a short-term, one-to-one intensive intervention for the lowest-achieving first graders, their teachers, parents, schools, systems, and communities. The investment is a small price to pay for 30–50 hours of teaching time that changes the future for the most-vulnerable literacy learners at the beginning of their school years. Ask this question: If your child were struggling in grade one, what kind of support would you want for him/her?

The answer to the question, “Can we reach the same literacy outcomes when the intervention is delivered in small groups?” is NO!

Pinnell, G. S., Lyons, C. A., DeFord, D. E., Byrk, A. S., & Seltzer, M. (1994). Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly*, 29(1), 8–39.

Dorn, L., & Allen A., (1995). Helping low-achieving first-grade readers: A program combining Reading Recovery tutoring and small-group instruction. *ERS Spectrum: Journal of School Research and Information*, 13(3), 16–34.

Harrison, L. (2002). *A study on the complementary effects of Reading Recovery and small group instruction for reversing reading failure* (Research Summary No. 102–03 Research in Literacy and Teacher Development). Little Rock: University of Arkansas at Little Rock.

Schwartz, R.M., Schmitt, M.C., & Lose, M.K. (2012). Effects of teacher-student ration in repsonse to intervention approaches. *The Elementary School Journal*, 112(4), 547–567

INVESTING IN PROFESSIONAL LEARNING

Professional Learning

All school districts invest in professional learning, yet few actually evaluate this investment. **The National Staff Development Council stresses the importance of investing in schools' greatest resource, its people. In fact, the goal of the council is "All teachers in all schools will experience high-quality professional learning as part of their daily work" (www.nsd.org).**

We know of no other educational intervention that offers a more powerful investment in teachers than Reading Recovery. The extensive initial training and ongoing professional development are hallmarks of Reading Recovery and contribute to its unprecedented success across the world. After reviewing 10 promising programs, Herman and Stringfield (1997) concluded: "As schools systematize and create more opportunities for serious staff development, the thoroughness of the Reading Recovery model seems to be well worth emulating" (p. 86). The apprenticeship model of the training provides the capacity for continuous problem solving for the most challenging learners.

Capacity for Systemic Change

Liaison Administrators come to value the flexibility of offering site-based training for teachers taught by a Teacher Leader, and the continuing professional support for both the Reading Recovery Teachers and the Teacher Leader(s). During the training year, teachers participate in bi-weekly sessions while working with four children in Reading Recovery at their school. The important feature of this training model is the capacity that teachers build for problem solving and reflective practice that can be used by Reading Recovery Teachers in all aspects of their work in schools.

Characteristics of the professional learning model in Reading Recovery closely match those proposed by Darling-Hammond and McLaughlin (1995):

- Teachers engaged in concrete tasks of teaching, assessing, observing, and reflecting in order to illuminate learning;
- Participant's learning is grounded in inquiry, reflection, and experimentation;
- Learning is collaborative, involving a sharing of knowledge, connected to and derived from teachers' work with children;
- Learning is sustained, ongoing, intensive, and supported by coaching, modelling, and collaborative problem solving on specific problems of practice;
- Knowledge is connected to other aspects of school change

Research indicates there are pedagogic benefits from Reading Recovery Training. For example, a group of researchers (Wong, Groth, & O'Flahavan, 1994) concluded that "Teachers trained in Reading Recovery seem to know from moment to moment what text to focus on, when and how to prompt, when to tell, when to coach, and when to allow readers to direct their own reading" (p. 23).

Teachers consistently comment about the depth and quality of what they learn during their Reading Recovery training. The comments from Reading Recovery Teachers in Figure 0.1, represent their perceptions of their training experiences.

Collecting comments from teachers to share with stakeholders provides a powerful tool. We know that highly skilled and passionate teachers provide the best outcomes for the lowest achieving students.

Figure 0.1

QUOTES FROM READING RECOVERY TEACHERS ABOUT THEIR TRAINING

- Finally, I have been able to get a grasp on how the reading process works.
- Behind-the-glass [sessions], clinical observations, and colleague visits have all held me accountable to what I was learning and have been the catalyst for professional and personal growth.
- Reading Recovery has made me more personally accountable for each and every teaching decision I make. It has helped me to teach for strategies rather than item knowledge, even in the classroom teaching aspect of my day.
- The focus on strategies, short and intense instruction, building on the child's strengths, and teacher's responsibilities for students' progress were ideas I learned to value greatly this year. It is the most powerful program I have ever been involved with.

Documenting Effectiveness

Every intervention in schools should provide evidence of its effectiveness by using data to answer these questions:

- Is it working?
- Are children able to perform within average ranges at their grade level and continue to make gains in reading and writing?
- Do classroom teachers see the impact?
- Do parents see the results?
- Are children ultimately able to benefit from classroom experiences without the need for supplementary literacy support?

School leaders and board members will want to know if the investment in Reading Recovery as an early intervention pays off. Legislators and Superintendents want to know the impact on long-term success. While it is dangerous to overrate the impact of an intervention in grade one, it is important to be able to discuss the longitudinal effects that Reading Recovery has for students. Liaison Administrators need a way to communicate immediate and long-term effects of Reading Recovery in a district or site.

Effectiveness of the Intervention

Evaluating the outcomes of Reading Recovery was an integral part of the original design of the intervention, and it continues today. The CIRR collects and reports outcomes, accounting annually for all children served. (See Chapter 7 and 8)

The costs of Reading Recovery training pay off!

Cunningham, P. M., & Allington, R. L. (1994). *Classrooms that work*. New York: Harper Collins.

Herman, R., & Stringfield, S. (1997). *Ten promising programs for educating all children: Evidence of impact*. Arlington, VA: Educational Research Service.

Wong, S. D., Groth, L. A., & O'Flahavan, J. F. (1994). *Characterizing teacher-student interaction in Reading Recovery lessons* (National Reading Research Center Report No. 17). Universities of Georgia and Maryland.

Killion, J. (2002). *What works in the elementary school: Results-based staff development*. Oxford, OH: National Staff Development Council. (www.nsd.org)

INTRODUCTION

Long-Term Effectiveness

Educators call for information about former Reading Recovery children. Do these children continue to increase their reading and writing performance within an average range of their classroom peers? In fact, Shanahan and Barr (1995) offered this challenge:

"If it can be shown that children participating in the Reading Recovery program are not only brought up to the average of their classmates but that they then continue to progress at an average rate, these findings would have major implications for the timing of special support and the allocation of resources." (p. 978)

Assessment of effects of the intervention over a period of years presents many challenges. Mitigating factors often confound research efforts. Perhaps the most significant factor affecting a child's continuing literacy performance is the quality of subsequent classroom teaching.

Researchers argue that findings at the conclusion of the intervention must be statistically significant and be repeated across multiple studies employing different research methods. In *Changing Futures*, the authors synthesize 10 studies that show that students who have received Reading Recovery continue to make progress across the grades. These studies used widely accepted standardized measures or state assessment scores, or both, and they offer a promising response to Shanahan and Barr's challenge. Numerous studies demonstrate that Reading Recovery children continue to improve their literacy performance after the intervention has ended.

Further reading: Hurry, J. and Fridkin, L. (2018) *The impact of Reading Recovery ten years after intervention*, UCL Institute of Education.

Economy of Intervention

The fields of medical and health sciences have examined costs relative to benefits and effects. Evaluating the benefits of prevention costs in education has received less attention. A notable exception was the evaluation of the Perry Preschool

Project (Barnett, 1985; Barnett & Escobar, 1987) with the guiding question, "Can early intervention be economically efficient?" The researchers found that early intervention for disadvantaged children yielded an economic return that renders it a good investment relative to other uses of society's resources. They found benefits through reductions in the need for special education, reductions in crime and delinquency, increased employment and earnings, and decreased dependence on welfare. The researchers estimated that the public saved \$17 for every \$1 invested in the program (Lewis, 2005).

When considering how to analyze costs of interventions, Hummel-Rossi and Ashdown (2002) offer some cautions:

- When you are deciding which programs to compare, there should be evidence that all programs compared produce the desired outcomes.
- Cost analysis of education programs is more complex than it initially appears, involving numerous influencing factors such as the needs of the populations served, the duration of the intervention, and the perspectives and scope of the intervention.
- Measurements must be designed to assess the full range of costs and effects. Some important indicators are much more difficult to assess, such as student satisfaction, self-esteem, teacher satisfaction, and parent perceptions.
- Vested interests of diverse stakeholders and researchers must be acknowledged when analyzing the cost of educational strategies (e.g., administrators, teachers, boards of education, students, parents, tutoring companies, textbook publishers, taxpayers).

The cost-effectiveness of Reading Recovery is manifested in a number of outcomes, some of which can be quantified and others that are more difficult to assign a dollar amount.

continued...

Working closely with district financial officers to construct systems for evaluating interventions within the broader context of student and teacher learning is an important aspect of your role. Often, cost analysis studies omit key understandings such as the fact that Reading Recovery is only a part of a teacher's role. Most Reading Recovery teachers serve additional students in the other part of their day, making the cumulative service to students greater than just the children served in Reading

Recovery. Cost analysis efforts also may exclude the impact of accelerated progress, the reduction in retention and referral costs, as well as the collective learning that is shared with all school personnel. Liaison Administrators should ensure that cost analysis reports reflect the flexible nature of Reading Recovery and the value of early intervention that allows schools to focus attention on other academic needs.

Figure 0.2

BENEFITS OF READING RECOVERY	
<ul style="list-style-type: none"> • Desired literacy outcomes for children in both English and French • Highly qualified teachers • Short-term investment for a long-term benefit • Continuing progress after the intervention • Reduction in special education placements • Reduction in grade-level retention 	<ul style="list-style-type: none"> • Successful outcomes for children who have English or French as additional language • Reduction of the literacy achievement gap across gender and socioeconomic groups • Positive effects on a child's self-efficacy and self-esteem • Unanticipated outcomes such as the increased capacity of schools to solve literacy problems.

Research shows that Reading Recovery children continue to make progress in their classrooms after the intervention.

Askew, B. J., Kaye, E., Frasier, D. F., Mobasher, M., Anderson, N., & Rodriguez, Y. (2002). Making a case for prevention in education. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 6(2), 43–73.

Briggs, C., & Young, B. K. (2003). Does Reading Recovery work in Kansas? A retrospective longitudinal study of sustained effects. *The Journal of Reading Recovery* 3(1), 59–64.

Brown, W., Denton, E., Kelly, P. R., & Neal, J. C. (1999). Reading Recovery effectiveness: A five-year success story in San Luis Coastal Unified School District. *ERS Spectrum* 17(1), 3–12.

Escamilla, K., Loera, M., Ruiz, O., & Rodriguez, Y. (1998). An examination of sustaining effects in Descubriendo la Lectura programs. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 3(2), 59–81.

Pro Bono Economics (2018). *Assessing the impact of the Reading Recovery programme: An economic evaluation*.

KPMG Foundation (2013). *KPMG Foundation Impact Report*.

Shananhan, T., & Barr, R. (1995). Reading Recovery: An independent evaluation of effects of an early instructional intervention for at-risk learners. *Reading Research Quarterly*, 30(2), 202–210.

INTRODUCTION

Commitment to Continuous Change

Reading Recovery is unique in its research base. In addition to a solid foundation of research leading to its development, Reading Recovery has been scrutinized for its effect on

- student outcomes across a wide variety of populations,
- teacher learning and change,
- the teaching-learning process,
- factors related to literacy learning, and
- implementation factors that influence success.

Schools and teachers often become weary in their efforts to respond to the pendulum swings in education. Reading Recovery's broad research base continues to connect with emerging trends in learning. Recent research and discussion within the Reading Recovery community address current topics such as how the brain handles literacy learning (Lyons, 2003), the role of literacy coaching in instructional improvement, and schools' needs to build systems that sustain the gains for children regardless of the ever-increasing standards and diversity of communities served.

Prevention yields cost benefits!

Barnett, S. W. (1985). Benefit-cost analysis of the Perry Preschool Program and its policy implications. *Educational Evaluation and Policy Analysis*, 7, 333–342.

Barnett, S. W., & Escobar, C. (1987). The economics of early educational intervention: A review. *Review of Educational Research*, 57(4), 387–414.

Cost vs. Cost Effectiveness of Reading Recovery (2018). Canadian Institute for Reading Recovery, www.rrcanada.org

Hummel-Rossi, B., & Ashdown, J. (2002). The state of cost-benefit and cost-effectiveness analyses in education. *Review of Educational Research*, 72(1), 1–30.

Lewis, A. (2005). More than just cute kids. *Phi Delta Kappan*, 87(3), 179–180.

Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). *Changing Futures: The Influence of Reading Recovery in the United States*. [Chapter 11]. Worthington, OH: Reading Recovery Council of North America.

CLOSING COMMENTS

This introduction began by providing resources that support Liaison Administrators in responding to questions, issues, and challenges that may arise in districts and sites. The Reading Recovery community offers a network of support that continues to monitor the changes in learning, in schools, and in our society. This Liaison Administrators' Guide provides valuable information

for Liaison Administrators and other decision makers when information is needed at a given point in time. Liaison Administrators are encouraged to become familiar with available resources in order to make the case for Reading Recovery in their sites.

HELPFUL RESOURCES TO HELP MAKE THE CASE FOR READING RECOVERY

- Consultation with the Teacher Leader
- Consultation with Trainer(s)
- CIRR website: www.rrcanada.org
- *Literacy Lessons Designed for Individuals* by Marie M. Clay
- *A Principal's Guide to Reading Recovery in Canada* - available at www.rrcanada.org/resources
- *Cost vs Cost Effectiveness of Reading Recovery* - available at www.rrcanada.org/resources

Research shows that Reading Recovery narrows the literacy achievement gap for children representing racial/ethnic/economic diversity.

Ashdown, J., & Simic, O. (2000). Is early literacy intervention effective for English language learners: Evidence from Reading Recovery. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 5(1), 27–42.

Batten, P. (2004, Winter). Investing equity funding in early literacy. *ERS Spectrum*, 22(1), 40–45.

Neal, J., & Kelly, P. (1999). The success of Reading Recovery for English language learners and Descubriendo la Lectura for bilingual students in California. *Literacy Teaching and Learning: An International Journal of Early Reading and Writing*, 4(2), 81–108.

Rodgers, E., Wang, C., & Gómez-Bellengé, F. X. (2004, April). *Closing the literacy achievement gap with early literacy intervention*. Paper presented at the American Educational Research Association meeting in San Diego, CA.

Reading Recovery's ongoing development is based on a sound theoretical and research foundation.

Clay, M. M. (2005a). *Literacy lessons designed for individuals part one: Why? when? and how?* Portsmouth, NH: Heinemann.

Clay, M. M. (2005b). *Literacy lessons designed for individuals part two: Teaching procedures*. Portsmouth, NH: Heinemann.

Lyon, C. A. (2003). *Teaching struggling readers: How to use brain-based research to maximize learning*. Portsmouth, NH: Heinemann.

Fullan, M. (1999). *Change forces: The sequel*. Philadelphia, PA: Falmer Press.



CHAPTER ONE

What is Reading Recovery[®] / Intervention préventive en lecture-écriture (IPLÉ)[®]?

It is critically important when children leave Grade One that they know how to read and write! A carefully constructed comprehensive literacy plan for a school system sets forth the components of rich learning experiences in the first years of school. Good classroom instruction is the first step in helping children become readers and writers. Yet for some children, good classroom instruction is not enough. Reading Recovery serves as a supplementary support for students in addition to classroom instruction in Grade One. Reading Recovery provides comprehensive literacy assessments, individually designed and delivered lessons, and immediate intervention. How does Reading Recovery work to bring children into the average band of the class in order to benefit from classroom instruction and experiences?

Reading Recovery is a Grade One early literacy intervention that supplements classroom

READING RECOVERY STUDENT GOALS

The goal for both Reading Recovery and IPLÉ is for children to develop effective reading and writing processing systems that support students to make faster than average progress, catch up with their peers, and work without the need for supplementary support in their regular classroom. Both Reading Recovery and IPLÉ supplement good classroom instruction. This model differs significantly from traditional remediation programs that typically continue for longer periods of time.

Reading Recovery, as an early intervention, is best described using four essential components: a

instruction. Reading Recovery is a short term early intervention that supports classroom instruction for the lowest-achieving children in Grade One. Children meet individually with a specially trained teacher for 30-minute daily lessons for about 12 to 20 weeks. The purpose of these intensive tutoring lessons is to support rapid acceleration of each child's literacy learning.

Intervention préventive en lecture-écriture (IPLÉ)[®] is Reading Recovery in French. ^{a)} IPLÉ is available to children whose initial reading instruction is in French. IPLÉ is delivered to students in French first-language and to students in French Immersion settings.

^{a)} *Implementing IPLÉ involves additional requirements, which may have budget implications. For full details about offering IPLÉ, consult: www.rrcanada.org and the **Standards and Guidelines of Reading Recovery in Canada, 5th Ed, 2018***

research-based instructional component, a continuous professional development component, a multi-level intervention evaluation component, and a systems implementation component.

This chapter provides a brief overview of these four components which are more fully explained in the chapters that follow:

- Instructional Component
- Professional Development Component
- Evaluation Component
- Implementation Component

INSTRUCTIONAL COMPONENT

As Liaison Administrators, you and your Teacher Leader will schedule the Observation Survey training for Reading Recovery Teachers in training. Becoming familiar with the tasks of the survey and how to use the data will help you improve administrators' understandings of this assessment and why it is integral to Reading Recovery. Additionally, your commitment to the value of the intensive nature of individually designed lessons based on systematic observation to achieve accelerated progress is necessary to support Reading Recovery's unique instruction.

Systematic Observation and Assessment

Reading Recovery uses standard tasks and systematic observation to assess students in the fall, on entry and exit from lessons, and in the spring. An Observation Survey of Early Literacy Achievement (Clay, 2013) and the French Le sondage d'observation en lecture-écriture (Clay, Masny, and Bourque, 2002) are measures that can be used by classroom teachers and Reading

Recovery/IPLÉ Teachers to assess young children's literacy knowledge in reading and writing. By using standard tasks and standard administration procedures, teachers are able to make reliable and informed decisions about selection and instruction based on an individual student's instructional needs. Tasks are designed to assess components of essential early reading and writing knowledge. The purpose of each task is summarized in Figure 1.1.

Systematic observation continues in daily lessons. Daily records of oral reading behaviours (running records) are taken as the child reads orally from a text. This tool provides information regarding the child's oral reading accuracy, fluency, self-correction, and strategic activity while reading. Teachers can see what details of print and knowledge of letter-sound relationships, meanings, and structures of language the child can use flexibly. Lesson records provide a record of ongoing observation during lessons.

Figure 1.1

SIX TASKS OF THE OBSERVATION SURVEY	
<p>CONCEPTS ABOUT PRINT reveals what child has learned about the way spoken language is represented in print</p>	<p>TEXT READING reveals an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text</p>
<p>LETTER IDENTIFICATION reveals which letters the child knows and the preferred mode of identification</p>	<p>WRITING VOCABULARY reveals if the child is building a personal resource of writing vocabulary (words that are known and can be written in every detail)</p>
<p>WORD READING reveals if the child is building a personal resource of reading vocabulary</p>	<p>HEARING & RECORDING SOUNDS IN WORDS assesses phonemic awareness by determining how well the child represents the sounds within words in letters and clusters of letters in graphic form</p>

CHAPTER 1: What is Reading Recovery/IPLÉ?

Intensive Instructional Practices

Reading Recovery differs from most interventions by using highly effective intensive instructional practices. Rather than following a prescribed sequence of content, Reading Recovery Teachers identify what the child knows and can use to guide the course of the lesson series. Using the powerful relationship between reading and writing, children actively read and write stories while working on the details of letters and sounds in context. Expert teachers focus their attention on what the child is attending to and using, to problem solve new learning. No time is wasted on teaching what a child already knows!

Individual Instruction and Acceleration

Individual one-to-one instruction is essential to acceleration in Reading Recovery/IPLÉ. Reading Recovery enables children who are the lowest literacy achievers in their class to accelerate their progress in order to catch up with their peers. Individualized Reading Recovery lessons are the

most efficient, and often the only way, to give these lowest-achieving children the skills and knowledge they need to succeed.

Rather than use a commercially prescribed instructional program, highly trained Reading Recovery teachers diagnose, analyze, and construct daily lessons that are specifically designed to follow the child's unique learning process and thus accelerate his or her literacy development.

Each 30-minute lesson includes:

- reading two or more familiar books,
- re-reading yesterday's new book and taking a running record,
- working with letter identification,
- breaking words into parts,
- writing a story,
- hearing and recording sounds,
- reconstructing the cut-up story,
- listening to the new book introduction, and attempting to read the new book.

PROFESSIONAL DEVELOPMENT COMPONENT

Liaison Administrators value the intensive and comprehensive nature of professional development in Reading Recovery. The model employs intensive district/school embedded training and on-going professional learning. This model meets the highest standards outlined for professional development.⁽²⁾

Teacher Professional Development

Reading Recovery employs continuous professional development. Reading Recovery training centres within school districts to provide initial and ongoing professional development for Reading Recovery Teacher Leaders and Teachers. The two-level process for professional development begins with the selection and training of a Teacher Leader for

the training centre, referred to as the Teacher Leader's training year.

Teacher Leader training is available at one of four Reading Recovery Training Institutes in Canada. These are located in Vancouver, Winnipeg, Toronto, and Halifax. In some cases this training will require re-locating to the Training Institute for a period of one school year.

(2) See article *Beyond PD: Teacher Professional Learning in High-Performing Systems*. <http://ncee.org/beyondpd/>

Teacher Leader Training Year

School districts invest in the training of a Teacher Leader to provide continuous teacher training and to monitor the implementation of Reading Recovery in the district. Teacher Leaders participate in an intensive course of study over one school year taught at a Regional Reading Recovery Training Institute. The modules are taught by a Reading Recovery Trainer. The Teacher Leader training involves study of the teaching procedures and applications in practice by working with students across a full academic year. Additionally, Teacher Leaders participate in a comprehensive study of current theories and research focusing on reading and writing processes, with special emphasis on early literacy development and intervention. They

also take part in practical experiences focused on leadership, intervention management, and strategies for working with adult learners. Following successful completion of the training year, Teacher Leaders return to their home districts to train teachers who will work with the lowest-achieving Grade One readers and writers. Figure 1.2, below, highlights features of the Teacher Leader training.

Becoming a Teacher Leader in Intervention préventive en lecture-écriture involves extended training with a Trainer qualified to work with IPLÉ Teacher Leaders. In order to implement IPLÉ, the district must have classes in Grade One whose daily literacy instruction is in French, and any candidate for IPLÉ Teacher Leader must be experienced French and English Immersion literacy teachers.

Figure 1.2

REQUIREMENTS DURING THE TEACHER LEADER TRAINING YEAR	
<p style="text-align: center;">CANADIAN INSTITUTE OF READING RECOVERY</p> <p>Provides one full-time year of:</p> <ul style="list-style-type: none"> • academic course work, • learning about teaching Reading Recovery students, • working with training groups of Reading Recovery Teachers, • methods for teaching adult learners, and • implementation and leadership. <p>Followed by a field year where extra support is provided by the Trainer.</p>	<p style="text-align: center;">TEACHER LEADER-IN-TRAINING</p> <p>Completes full-time module work (sometimes requiring relocation for the year) that includes:</p> <ul style="list-style-type: none"> • teaching four Reading Recovery students daily, • studying theories and research in literacy, • observing students as they read texts and write messages, • observing and discussing/articulating teacher-student interactions, • working with trained Teacher Leaders in established Training Centres, and • collecting and analyzing data to guide the effectiveness of the intervention.

Teacher Leader Field Year: Second Year of Teacher Leader Training

The second year of Teacher Leader Training is referred to as the Field Year. This year involves training teachers in the school district. Teachers at the Training Centre level are selected by their district(s). This year-long training experience is like an apprenticeship. The Reading Recovery Teachers-in-training work with students in daily lessons and attend a formal in-service session for a half day every other week for a full academic year. In these sessions, Teachers have the opportunity to observe live lessons, study teaching procedures and rationales, and learn to implement Reading Recovery in the school setting. Teachers also learn

to observe and describe student behaviours, reflect on teaching interactions, and develop skills in making moment-to-moment decisions that inform instruction. The role of the Teacher Leaders and the Teachers-in-training in the field year are described in Figure 1.3.

Training teachers in IPLÉ requires the services of an IPLÉ Teacher Leader to provide initial training and ongoing professional development. Schools offering IPLÉ must have daily literacy instruction in French. Contact the IPLÉ Trainer to discuss the training and ongoing support in subsequent years for IPLÉ Teachers.

Figure 1.3

REQUIREMENTS DURING THE FIELD YEAR: WORKING WITH A GROUP OF TEACHERS-IN-TRAINING	
<p style="text-align: center;">TEACHER LEADER</p> <ul style="list-style-type: none"> • Continues to teach a minimum of 4 Reading Recovery students, • Receives two in-person visits from a Reading Recovery Trainer, • Establishes a Reading Recovery training class <ul style="list-style-type: none"> - delivers in-service sessions for Teacher training group, - supports schools in identifying children for Reading Recovery/IPLÉ - supports Teachers in the schools working with Reading Recovery children, • Supports school literacy teams, • Monitors, collects, analyses, and reports data, • Participates in professional development with other Teacher Leaders, both at the local and national level. 	<p style="text-align: center;">READING RECOVERY TEACHER-IN-TRAINING</p> <ul style="list-style-type: none"> • Completes a full year of participation in the In-service Sessions for Teachers led by a qualified Teacher Leader. (approximately 40 hours over the course of a school year), • Teaches a minimum of four Reading Recovery students daily (approximately 300 hours of teaching time), • Becomes a skilled observer of children's literacy behaviours, • Selects and uses the most effective teaching procedures, • Keeps records on each child to inform teaching, • Reflects on teaching decisions, • Monitors student progress, • Participates in on-going professional learning with other trained Teachers.

Continuous Learning Model for Teacher Leaders and Teachers

Reading Recovery is based on a continuous learning model. Practices and theories are studied to update and incorporate understandings from current research. Trainers partner with Teacher Leaders to support this continuous learning model. Reading Recovery Teachers and Teacher Leaders working in Reading Recovery participate in ongoing professional development.

Teacher Leaders participate in ongoing professional development provided by the regional Trainer(s). They attend the annual National Teacher Leader Professional Development Forum provided by the Canadian Reading Recovery Trainers. They are also encouraged to attend a regional or national Reading Recovery conference every year. Ongoing professional development at the Teacher Leader level targets both teaching children and coaching Teachers. Sessions provided by Trainers usually include: teaching sessions; analysis of teaching moves; applications of theory; discussion of implementation issues; and analysis of data. These required sessions and the use of different types of colleague visits ensure a system for continuous improvement. In addition, Teacher Leaders continue to work with children to improve their literacy

processing. This provides Teacher Leaders with real examples to apply to their groups as well as helping them to refine their own teaching of children.⁽³⁾

Teacher Leaders share their ongoing learning with the trained teachers on a regular basis through Continuing Contact sessions.⁽³⁾ Teachers observe live lessons delivered at the Training Centre, analyse Teacher-student interactions, and study theories and research related to literacy instruction. In Continuing Contact sessions, Teachers learn to refine their observations, tailor their lessons to individuals, and use language that will support each child's accelerated progress in learning to read and write. Figure 1.4 provides a brief overview of the continuous learning requirements for Reading Recovery Teacher Leaders and Teachers.

Liaison Administrators ensure that Teacher Leaders and Teachers have both the time and the resources to participate in the continuous learning opportunities provided. The results of this continuous learning model are visible in student achievement data.

⁽³⁾See **Standards and Guidelines 5th Edition** found on www.rrcanada.org/resources

Figure 1.4

TEACHER LEADER & TEACHER: CONTINUOUS LEARNING	
<p style="text-align: center;">TEACHER LEADER</p> <ul style="list-style-type: none"> • Attends professional development hosted by the Regional Trainer • Attends the annual Teacher Leader Forum with Teacher Leaders throughout Canada • Is encouraged to attend a regional or national Reading Recovery conference • Teaches a minimum of two children, depending on other responsibilities 	<p style="text-align: center;">READING RECOVERY TEACHER</p> <ul style="list-style-type: none"> • Attends a minimum of eight continuing contact sessions, which include teaching sessions • Teaches a minimum of two children in daily lessons • Receives school visits from the Teacher Leader • Participates in colleague visits • Is encouraged to attend a regional or national Reading Recovery conference

EVALUATION COMPONENT

Unlike most interventions, Reading Recovery offers Liaison Administrators and Teacher Leaders both process and product data. To achieve outstanding student outcomes, everyone involved in Reading Recovery must be vigilant and use the available data that are collected. Chapter 7 provides more detailed information about Reading Recovery's system of evaluation. Chapter 8 offers ways to use the data to strengthen local implementations.

Two Positive Outcomes

Each child profits from the opportunity to receive a carefully planned series of lessons. Children benefit from Reading Recovery in two important ways. Both result in positive growth for students and reduce the expense of further services from the school district.

⁽⁴⁾

Positive Outcome #1—Lesson series is discontinued and the student has made accelerated progress. With skillful teaching, students will successfully complete lessons in 12 to 20 weeks. Discontinuing lessons is a systematic process by which a child is determined to no longer need the one-to-one support of Reading Recovery. A student must be able to demonstrate robust processing systems in reading and writing as independently as possible. Text difficulty at this point includes the following features:

- lengthy stretches of print with moderate support from pictures,
- increasingly complex story structures,
- complex ideas that require background knowledge to understand and interpret, multi-syllable words, and,
- new, multisyllabic words to decode without help from illustrations.

Positive Outcome #2 - Further Assessment and Recommendations for Support

Reading Recovery students who have made progress but do not meet the rigorous criteria to benefit from classroom experiences alone, by the end of 20 weeks, will need additional support. This outcome is an important benchmark indicating the

need for a progress review. These students are recommended for further assessment and possibly for additional support. At this point the school team is able to use the diagnostic information gathered during the Reading Recovery intervention to determine subsequent actions that will be needed for the child to continue to make progress. If a child needs further specialist help in addition to classroom teaching, Reading Recovery has provided a period of excellent, diagnostic teaching to inform the school team early in their decision-making process.

⁽⁴⁾ See *Literacy Lessons Designed for Individuals* (Clay, 2016)

Systematic Evaluation and Accountability

Reading Recovery Teachers enter data for each child they teach. Teacher Leaders submit student, school, and district data to the Canadian Institute of Reading Recovery in June of each year. A Training Centre report is generated by the Teacher Leader and submitted to the Board of Directors of the Canadian Institute of Reading Recovery. The Training Centre report provides a wealth of information regarding student performance and implementation factors that may influence the effectiveness and efficiency of the intervention. Liaison Administrators will find it useful to work with Teacher Leaders to access information about student achievement, performance among student groups, and many aspects of Reading Recovery implementation. These reports are useful in providing school improvement information for principals and district administrators. (Chapter 7 provides more information about data collection and reporting.)

Figure 1.5 details information that will be useful for analysis at the district and school level. Data can also be used to monitor how the implementation is working. Scheduling regular times to meet with your Teacher Leader for data review gives the opportunity to develop solid recommendations and implementation plans for continuous improvement in Reading Recovery.

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As Liaison Administrator it is exciting to report the success of students who move into the average of the class with independence in such a short period of time. It is important to highlight the second positive outcome that acknowledges the literacy progress of each child. Evaluation data are helpful in

identifying areas of success for each child. In addition, Liaison Administrators can use the vast amount of data that Reading Recovery reports to consider both the successes and needs of regular classroom instruction, as well as the success of Reading Recovery as an early intervention.

Figure 1.5

A SNAPSHOT OF DATA COLLECTED FOR ANALYSIS AND EVALUATION	
<p>TRAINING CENTRE REPORTS PROVIDE:</p> <ul style="list-style-type: none"> • Demographic data, • Outcomes categories for children (e.g., accelerated, recommended, etc.) <i>(Figure 8.1 in Chapter 8 defines these status categories),</i> • Average number of lessons and weeks for children, • Average attendance for students and teachers • Numbers of students requiring longer term or specialist support, • Change in reading and writing processing, • Responsibilities of Reading Recovery Teachers in the other half of the day, • Achievements of trained and in-training teachers, • Perceptions of parents, teachers, and administrators 	<p>SCHOOL REPORTS PROVIDE:</p> <ul style="list-style-type: none"> • Intervention status categories for children (e.g., discontinued, recommended, etc.), • Average number of lessons and weeks for individual children, • Number of days of instruction and missed lessons for teachers and children, • Description of how needs were or were not met in the school, • Highlights and recommendations for implementation.

IMPLEMENTATION COMPONENT

Liaison Administrators are the key to the implementation component of Reading Recovery. Developing long-range plans, scheduling to ensure efficiency, working to train enough Reading Recovery Teachers to realize the full potential of the intervention, and networking with other Reading Recovery professionals are some of the factors in obtaining a good return on the district's investment

A Plan for Implementation

School districts create a variety of short- and long-term plans to guide Reading Recovery implementation. These plans serve to make the

work to be done visible, the funds needed for the intervention, a time frame for accomplishing the work, the people needed to complete the tasks, and the desired outcomes. Most districts develop strategic plans and comprehensive literacy plans. The visibility of Reading Recovery in the district's comprehensive literacy plan institutionalizes the intervention as a safety net available for Grade One students who are struggling to learn to read and write.

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CHAPTER 1: What is Reading Recovery/IPLE?

The need for short- and long-term planning for Reading Recovery is no less important. A careful plan shows how the intervention fits within the district's comprehensive literacy plan. In this guide, reference is made to a plan for adopting Reading Recovery and a plan for implementing Reading Recovery.

- Chapter 3 outlines a plan for establishing Reading Recovery within a system. This 'start-up' plan provides guidance for decision makers when establishing a Reading Recovery Teacher Training Centre.
- A Reading Recovery implementation plan can be created by considering the Training Centre's function and district and school needs. These dynamic plans are crucial to the continued support of the intervention as districts and schools grow and change. Plans ensure that goals have been identified, actions for accomplishing the goals are stated, and a way of monitoring progress to achieve the desired outcome is clear: the early prevention of reading difficulty.

Scheduling for Efficient Implementation

Efficient implementation determines the success of Reading Recovery. Liaison and school Administrators protect their investment by assuring a high-quality implementation. Although the length of time that children require in Reading Recovery varies, setting a yearly schedule of school events and activities helps ensure that children receive daily instruction with a minimal loss of teaching time. (Figure 5.3 in Chapter 5)

An implementation plan that stresses assessment, placement of children in Reading Recovery within the first few days of school, and placement of new children as teaching slots become available, protects teaching time. Children with the greatest needs in literacy, as indicated by the scores on *An Observation Survey of Early Literacy Achievement* are selected and supported first. Within 12–20 weeks,

most of these children are able to read independently with the average of the class allowing other children to be identified for the intervention. After their training year, Teachers (working with four students daily) are expected to teach at least 8–10 Grade One students each year, with most of these students achieving the first positive outcome of the intervention.

The Relationship Between the Rate of Implementation and Positive Student Outcomes

Liaison Administrators' leadership ensures that Reading Recovery is implemented in ways that promote student success. Conversations with senior administration will be needed to convey the importance of training enough Reading Recovery Teachers to meet student needs (i.e., full coverage). Striving to achieve full coverage at the school, district, and provincial or territorial level leads to the highest return on investment.

Each school or district must determine the number of children who need Reading Recovery. Generally, this is 20% or more of the Grade One students in each school. A school or district has reached *full coverage* or *full implementation* when sufficient time and teacher support is available to serve all identified children. Most schools and districts move to full coverage over several years. The success of Reading Recovery increases as full implementation is achieved and maintained.

In the process of working to achieve full coverage, the Liaison Administrator, Teacher Leader, and Principal must develop a plan that ensures the quality of Reading Recovery implementation for students and teachers. Spreading support thinly or attempting to provide coverage equally (e.g., one Reading Recovery Teacher per school regardless of size or need) for a school or district can reduce the percentage of students who are successful in Reading Recovery.

Network of Support

Liaison Administrators have access to a large network of Reading Recovery professionals dedicated to early literacy achievement and who support Reading Recovery's consistent, reliable results for students. The Canadian Institute of Reading Recovery (CIRR), The Canadian Reading Recovery Trainers (CRRT), Reading Recovery Council of North America (RRCNA), the North American Trainers Group (NATG), and the International Reading Recovery Trainers Organization (IRRTO) all support Reading Recovery with important information that is easily accessible. Each year CIRR hosts the National Reading Recovery & Early Literacy Conference that supports

ongoing research and improved teaching practice in Canada.

In addition, Trainers host annual meetings specifically designed for a region's Liaison Administrators. Regional meetings of Liaison Administrators are helpful in addressing implementation issues in the area (e.g., sharing training needs, making a plan to support an IPLÉ training class for the area, etc.). Trainers welcome the opportunity to meet with Liaison Administrators individually to discuss particular needs for the school district. The partnership between Training Centres and the Trainer(s) means consistent access to the latest information and a unique resource for collaborative problem solving.

SUMMARY

Reading Recovery is part of a comprehensive plan for preventing literacy failure among young children. Four essential components support the success of this prevention effort: the instructional component, a continuous professional development component, a multi-level evaluation component, and a system-based implementation component. Liaison

Administrators, in collaboration with Reading Recovery Trainers, Teacher Leaders, and Teachers, are part of an established network to ensure that each component is working as designed in order to achieve optimal outcomes and benefits to children learning to read and write.

ORGANIZATIONS AND WEBSITES

CANADIAN INSTITUTE OF READING RECOVERY

www.rrcanada.org

READING RECOVERY COUNCIL OF NORTH AMERICA

www.readingrecovery.org



CHAPTER TWO

Roles & Responsibilities of the Reading Recovery Liaison Administrator

Reading Recovery has an unparalleled record of success in preventing reading failure. That success is directly tied to the work of a team of professional educators. The Liaison Administrator plays a key role in providing leadership for this team to ensure a high quality Reading Recovery implementation in your school district. The team's vision will build a shared understanding of Reading Recovery at the district and school level, as well as in the community or region. In locations where Reading Recovery is implemented as a consortium of school districts, each school district involved has a designated administrator responsible for the implementation in that district.

While the Liaison Administrator may not be directly responsible for the instruction of children or teachers, both will benefit from their guidance. Familiarity with all aspects of Reading Recovery teaching, professional development, and implementation and the understanding of the rationales for development will sustain and strengthen the intervention.⁽¹⁾ Expertise in leading, communicating, and problem solving will be essential to the success of Reading Recovery and lasting systemic change in school-based literacy learning.

The team is not alone in this task - the knowledge of administration and the Teacher Leader's knowledge of Reading Recovery create an unbeatable collaboration that ensures the success of children and teachers. Partnership with the Trainer adds additional technical and research support to the implementation and connects the team to an international network of Reading Recovery professionals. This chapter focuses on the roles and responsibilities of Reading Recovery Liaison Administrators.

⁽¹⁾ One of the best descriptions of Reading Recovery and the rationale for all aspects of the intervention can be found in **Literacy Lessons Designed for Individuals - Second Edition** (Clay, 2016), available from Heinemann Educational Books. The CIRR website at www.rrcanada.org and the RRCNA website at www.readingrecovery.org also provide a wealth of information about Reading Recovery.

RESPONSIBILITIES OF THE LIAISON ADMINISTRATOR

The Liaison Administrator works collaboratively with the Teacher Leader(s) in the Training Centre and provides key leadership in advocating and implementing Reading Recovery at the school, district, and school district levels. Although the roles of the Teacher Leader and Liaison Administrator often overlap, the responsibilities of the two roles differ. As noted in the CIRR Standards & Guidelines, Liaison Administrators must be in a senior management position because of the leadership roles they must fulfill. Teacher Leaders and Liaison Administrators work together to ensure an effective implementation.

At each Reading Recovery Training Centre, an individual who desires to actively support the implementation of Reading Recovery/IPLÉ serves in the role of Liaison Administrator. The Liaison Administrator should be operating at senior management level. As stated, the Liaison Administrator should have some expertise in the fields of literacy acquisition or special educational needs. In addition to the dedication, skill and expertise of the Teacher Leader, a successful implementation of a Reading Recovery/IPLÉ Teacher training program depends greatly on the efforts of the Liaison Administrator.

The Liaison Administrator has the primary responsibility for overseeing and facilitating Reading Recovery/IPLÉ implementation. They support the Teacher Leader and act as an advocate for whatever cannot be compromised in the interest of effective results (Clay, 1987).

The nature and intensity of the Reading Recovery/IPLÉ Teacher training itself presents unique administrative challenges. Reading Recovery/IPLÉ requires that Teacher Leaders have the authority to ensure the integrity of the services delivered to children. Teacher Leaders require an advocate in administration who will support the Teacher Leaders' decisions. If several districts join together to establish or to receive services from a Training Centre, each district must designate a contact person. Strong leadership qualities along

with communication and problem-solving skills will enable the provision of effective administrative support for Teacher Leaders.

The primary responsibilities of the Liaison Administrator include, but are not limited to:

- Providing general administrative support for the Teacher Leaders associated with implementing Reading Recovery at the Training Centre which includes regular communication and monitoring of Teacher Leader workload;
- Preparing, reviewing and revising a site implementation plan and working to embed Reading Recovery/IPLÉ within the School District's comprehensive literacy plan;
- Assisting with the recruitment of new Teachers and Teacher Leaders to be trained;
- Providing information about Reading Recovery/IPLÉ, including speaking to groups and responding to telephone and written inquiries;
- Ensuring the availability of appropriate training facilities, equipment, and office space;
- Preparing or reviewing the Reading Recovery/IPLÉ budget;
- Working with the district, building administrators and Teacher Leader to ensure understanding training and implementation requirements;
- Serving as the contact person between the Teacher Leader and participating districts and CIRR;
- Assisting the Teacher Leader in the collection, organization and analysis of student progress data.

ADVOCACY RESPONSIBILITIES

The first responsibility of a Liaison Administrator is to become knowledgeable about Reading Recovery and to be able to articulate its mission, goals, and practices to different audiences. The Standards and Guidelines of Reading Recovery in Canada, 5th Edition (2018) is an essential document for Liaison Administrators to ensure the quality of local implementations. It is available from the Canadian Institute of Reading Recovery or online at www.rrcanada.org.

The Liaison Administrator is the spokesperson for the high-quality early intervention provided by Reading Recovery. Arranging for visits, publications, study groups, training, and implementation integrate Reading Recovery into the total school program for student success.

Liaison Administrators lead a team in developing a long-range implementation plan across schools in the district. A long-range plan for Reading Recovery/IPLÉ must fit within a district's strategic

plan and ultimately become part of a district's support system for student learning. District teams and school teams function to provide an integrated and effective system of support for students. Teams at both levels advocate for Reading Recovery and the important role that early intervention plays as part of a district's comprehensive literacy plan. They provide important input to enhance effectiveness of the intervention.

When districts are small, the best way to keep costs down is to join other districts to form a consortium that shares one or more Teacher Leaders. Each participating district in a consortium appoints a Reading Recovery contact from the district office (e.g., a literacy, early childhood, bilingual/ESL) or a highly respected principal who has access to the superintendent for funding discussions. Each functions as a Liaison Administrator within his or her district, supporting the Teacher Leader(s) whenever they work within the district.

IN CLOSING

Liaison Administrators play an important role in protecting the school district's investment. Thousands of school districts in five countries have found the investment in Reading Recovery pays off by reducing both the number of children with difficulties in literacy learning and the cost of those

children to their systems. The investment has also yielded highly qualified teachers for working with some of the most vulnerable learners. To achieve these results, skilled leadership is essential and will influence policymakers and demonstrate benefits for your implementation.



CHAPTER THREE

Planning a New Reading Recovery Training Centre

Establishing a Reading Recovery Training Centre can be a three-year process: (a) the planning year, (b) the Teacher Leader training and Training Centre preparation year, and (c) the field year when the first class of Reading Recovery Teachers is trained. In subsequent years new considerations arise as the implementation matures. Although this chapter is written for Liaison Administrators involved in the planning year, it may also serve as a check-up those who want to ensure that all aspects of their implementation are operating efficiently and effectively at their established training centres.

During the first year, the following six steps create a foundation for successful implementation.

Step 1: Establish a fact-finding committee.

Step 2: Decide on organizational factors to establish a Training Centre.

Step 3: Create a budget.

Step 4: Articulate a plan of action to establish the Training Centre.

Step 5: Complete a Reading Recovery Training Centre application and submit it to the Canadian Institute of Reading Recovery via the Regional Trainer.

Step 6: Advertise for and nominate a Teacher Leader(s) for training.

STEP ONE: ESTABLISH A FACT-FINDING COMMITTEE

The purpose of a fact-finding committee is to gather information about the structure of Reading Recovery. This includes the instruction, research base, professional development, implementation, and costs. The committee can make a recommendation to the superintendent or chief fiscal officer about adoption of the intervention. This critical step will affect the health and success of implementation it builds understanding and support. The planning group includes representatives from several constituencies involved in your district's literacy education. Figure 3.1 shows committee membership Training Centres have found helpful.

If the district is not large enough to support a Teacher Leader to train Teachers, perhaps consider joining an existing Training Centre nearby or form a new consortium training centre. When a new consortium is being formed, having one central administrator from each of the participating districts on the fact-finding committee ensures optimal communication. The person who is likely to be the Liaison Administrator usually provides leadership for the planning group and has knowledge regarding district budgets and staffing.

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CHAPTER 3: Planning a New Reading Recovery Training Centre

The fact-finding committee reviews research, contacts the closest Reading Recovery Training Centre for information, plans visits to an existing Training Centre, and requests a needs assessment from each participating district. Questions for the committee to consider could include:

- What is Reading Recovery? How does it fit within the district's comprehensive literacy plan?
- How successful is Reading Recovery? What does research say about its effectiveness and long-term gains?
- What are the essential components of Reading Recovery and how do these reflect research-based effective practice?
- What are the initial investment and subsequent costs for districts and schools?

- What initial and long-term training is needed to implement Reading Recovery? What are the implications for assigning or hiring personnel?
- What will it take to implement Intervention Préventive en lecture-écriture (IPLÉ) in the Training Centre? Is there a need to serve Grade One students whose classroom language arts instruction is in French?

When these questions are answered, the fact-finding committee prepares a report for decision makers and key stakeholders. Studying the intervention and preparing a report may take several months. Figure 3.2 suggests an approximate timeline for the planning group.

Figure 3.1

POSSIBLE REPRESENTATIVES ON THE FACT-FINDING COMMITTEE
<ul style="list-style-type: none">• Superintendent or District Administrators• Reading Recovery Trainer if possible• Curriculum Coordinators (e.g., language arts, early childhood, bilingual/EN)• School Trustee• Principal• Literacy Specialist• Grade One Teacher• Resource Teacher

Figure 3.2

TIMELINE FOR THE FACT-FINDING COMMITTEE
<p>FALL/WINTER: Collect and assimilate information.</p> <p>EARLY SPRING: Make the decision to adopt Reading Recovery and propose a plan to local decision makers.</p> <p>MARCH -APRIL: Notify the Reading Recovery Trainer and CIRR of your decision to implement Reading Recovery and to train a Teacher Leader.</p> <p>APRIL-JUNE: Complete a Training Centre application; conduct Teacher Leader interviews; nominate a Teacher Leader(s); have the candidate(s) complete a Teacher Leader application; submit the training centre application and Teacher application(s) to the CIRR.</p>

Sources of Information

The nearest Regional Reading Recovery Trainer is a valuable source of information and can provide guidance when considering implementing Reading Recovery. An up-to-date list of regional institutes with trainer contact information is found on the Canadian Institute of Reading Recovery (CIRR) Website at www.rrcanada.org. The regional institutes can arrange a visit to observe a Reading Recovery lesson and see the teacher professional development in action. During the visit, the fact-finding committee will get a first-hand look at a facility. This will inform the committee regarding physical requirements needed to construct the Teacher Training Centre.

In addition to the general questions regarding Reading Recovery, members will want to discuss the following considerations with a trainer:

- Is the district large enough to make it cost effective to train a Teacher Leader?
- If the district is large, is more than one Teacher Leader needed?
- If the district is small, is there a nearby Training Centre that can provide Reading Recovery services?
- What is the organizational structure of this Training Centre?

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- If the district is small and there is no nearby Training Centre available, are there neighbouring districts that would consider forming a consortium to make the operation cost effective?
- What is the application process to become a Training Centre?
- What is involved in Teacher Leader training? What is the timeline for the Teacher Leader training? What are the costs?

In addition to the visit to an established Reading Recovery Training Centre, a wealth of information about Reading Recovery is available on the CCIR website. Figure 3.3 offers a list of information sources, including publications to help the fact-finding process.

Figure 3.3

INFORMATION SERVICES FOR THE FACT-FINDING COMMITTEE
<ul style="list-style-type: none"> • Closest Reading Recovery District - see www.rrcanada.org/implementing-reading-recovery for a map of sites • CIRR website - www.rrcanada.org for information about implementation research and much more. • Books on Reading Recovery (available from CIRR): <ul style="list-style-type: none"> - <i>A Canadian Principal's Guide to Reading Recovery</i> - <i>Canadian Institute of Reading Recovery Standards and Guidelines of Reading Recovery and Intervention préventive en lecture-écriture</i>

STEP TWO: ORGANIZATIONAL FACTORS TO ESTABLISH A TRAINING CENTRE

Single-District Training Centres

A large district can become a Training Centre on its own. The district needs to estimate how many Teacher Leaders and Teachers it anticipates training in order to establish full implementation in all schools. Full implementation means that each school has enough teacher time available to reach all grade one students who need Reading Recovery support - approximately 20% or more of the Grade One students in the school. Consult with the Trainer about how to determine the percentage of children who need Reading Recovery in each school. This number helps to estimate the number of Reading Recovery Teachers needed per school for full implementation.

Multiple-District Training Centres

Smaller districts may work together to form a consortium with one Training Centre. These

consortiums have many different structures depending on educational and political contexts. Figure 3.4 lists organizational models often used in consortiums.

Regardless of the organizational model selected, each participating district must investigate Reading Recovery. This ensures the commitment of each district to Reading Recovery as the Grade One safety net within its comprehensive literacy plan. A key administrator in each district often orchestrates this process by involving central office staff, principals, teachers, specialists, and parents in the same fact-finding, funding, and decision-making process that a large district undertakes. That administrator may later assume responsibilities as the district contact for Reading Recovery.

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CHAPTER 3: Planning a New Reading Recovery Training Centre

The Liaison Administrator may be elected from amongst the districts. The position might be appointed, if large education authority, or single district, is hosting the Training Centre. The Liaison Administrator should maintain regular communication with other district contacts, possibly forming a management team comprised of all district contacts and the Teacher Leader(s). As in a single district Training Centre, the management team initially must estimate how many Teacher Leaders and Teachers are needed. Plans for training across districts will also be necessary.

Meeting regularly, the management team ensures the quality and success of the Reading Recovery implementation. The agenda of these meetings may:

- develop operating policies and procedures,
- ensure adequate Teacher Leader time and resources for an effective implementation,
- problem solve issues for the Training Centre,
- review and share annual data,
- monitor and evaluate Training Centre results and operations,
- plan for recruitment of next year's training class and continuing contact,

- budget for operations in the following years,
- enlist support from superintendents to provide and/or seek funding, and
- advocate for Reading Recovery regionally.

Each year the management team invites superintendents to one or two of its meetings to disseminate data, share information, review the budget, and request financial support for the Training Centre.

Figure 3.4

ORGANIZATIONAL MODEL FOR CONSORTIUMS
<ul style="list-style-type: none">• One district assumes leadership and contracts to train Teachers for other districts.• Several districts form a consortium with a written agreement specifying how the operation will be organized and funded.• An education authority assumes the leadership for districts/schools within its service area and establishes the training centre.

STEP THREE: CREATE A PRELIMINARY BUDGET DURING THE PLANNING YEAR AND PROJECT A BUDGET FOR SUBSEQUENT YEARS

Once the fact-finding committee has conducted needs assessments, reviewed information about the intervention, studied cost factors and application details, the group may decide to develop a preliminary budget. This budget would include the Teacher Leader training year costs as well as the costs associated with subsequent years of training Reading Recovery Teachers at the Training Centre.

Long-term budgeting is crucial, and the funding for each year must be secured one year in advance. Each district will revisit this budget annually as part of its own budgeting process.

continued...

Secure Funding

Reading Recovery and IPLÉ are long-term investments in children's educational futures, so it is wise to examine costs carefully.

An ongoing priority for an implementation plan must be to support Reading Recovery and IPLÉ with stable, long-term funding. For some training centres, 100% funding through local funds is necessary. Other training centres select a combination of local, provincial, and/or federal funds for the ongoing operation of Reading Recovery. It may be possible to access scholarships for the Teacher Leader training through the Reading Recovery Council of North America. Temporary funding sources are best used for one-time or short-term needs such as capital investment to build or remodel a training facility, or in materials such as children's books and supplies.

Many districts have successfully shared resources to make Reading Recovery available to their students. In developing a funding plan, the Liaison Administrator and Teacher Leader must take into account how each district makes funding and allocation decisions. Sometimes decisions are controlled by a central office, and in other districts by Training Centre-based management teams. The district contact is a key information source to learn how funding decisions are made in each district and to secure funding from the district.

Training Centres may choose to develop longer-term funding plans which use different sources over time to reach long-term, stable funding. A 3-year funding source worksheet can provide a strong base for Reading Recovery in the Training Centre or district.

STEP FOUR: ARTICULATE THE PLAN TO IMPLEMENT READING RECOVERY

When the fact-finding committee has completed its investigation and budget work, members of the group will meet with administrators and stakeholders to review what has been learned. The decision to implement Reading Recovery is usually made at the district level. After the decision is made, an official Liaison Administrator is identified to oversee the development of the Training Centre and to ensure quality implementation of Reading Recovery.

Selection of the Liaison Administrator plays an important role in the long-term success of Reading Recovery. The *CIRR Standards and Guidelines of Reading Recovery and IPLE (2018)* require that the Liaison Administrator be willing to become knowledgeable about Reading Recovery. The guidelines suggest other qualities that are helpful to the role - experience with budgeting, experience in early literacy, and access to budget decision-makers. Figure 3.5 outlines criteria for the identification of a Liaison Administrator.

As Liaison Administrator, one of the first tasks is to integrate a plan for introducing/adopting Reading

Recovery (Figure 3.6) with its curricular and budgetary implications into the district's strategic plan. This integration is one way to protect the future of Reading Recovery from changing financial and curricular perspectives. The Reading Recovery Trainer, in the Region where the Teacher Leader will be trained, can provide assistance in this effort.

If a trained Teacher Leader is available for the position, check with the Trainers in the region to determine whether this individual will need supplementary professional support.

The newly appointed Liaison Administrator will contact the Trainers at the Regional Institute to inform them of the commitment to train a Teacher Leader. The Regional Institute will then provide a Teacher Leader Nomination application, a schedule and description of Teacher Leader training, guidelines for constructing a training facility, and a list of professional resources that will be required for the training year.

Figure 3.5

CRITERIA FOR THE SELECTION OF A LIAISON ADMINISTRATOR
<p>STANDARDS (required)</p> <ul style="list-style-type: none">• Must be an administrator in the school district• Must be willing to become knowledgeable about Reading Recovery (or IPLÉ when appropriate)
<p>GUIDELINES (highly recommended)</p> <ul style="list-style-type: none">• Have language arts or early literacy experience in the primary grades• Have experience in budget management• Have experience in securing funding from diverse funding sources• Have experience with research and evaluation• Have experience with advocacy• Have experience with Reading Recovery/IPLÉ implementation• Have a written job description that reflects the responsibility of Liaison Administrator• Have access to decision makers of educational policy and budget allocation in the district

Figure 3.6

DEVELOPING A PLAN FOR ADOPTING READING RECOVERY
<ul style="list-style-type: none">• Designate a Liaison Administrator.• Submit the training centre application to the Regional Trainer and the CIRR. Allocate funds for the position and training of one or more Teacher Leaders over time.• Alternatively, employ a registered trained Teacher Leader.• Prepare a long-term budget.• Obtain a long-term commitment to train enough Reading Recovery Teachers to reach full coverage implementation at the school and system levels.• Prepare an appropriate training facility.

STEP FIVE: COMPLETE AN APPLICATION TO ESTABLISH A TRAINING CENTRE

A Training Centre application is the formal agreement between the CIRR and the district to train the Teacher Leader(s) and implement Reading Recovery. When a Training Centre application has been completed, signed, and accepted by a the CIRR, the training centre becomes part of the Reading Recovery network in Canada that abides by the *Standards and Guidelines*.

In a single-district training centre, the superintendent signs the application. In multiple-

district training centres, the organizational structure will determine who signs the application for the participating districts. Securing a written commitment from the superintendent in each of the participating districts also can provide some stability, both administratively and financially. Other districts can join in the future if there is enough Teacher Leader time available. (Appendix B)

STEP SIX: RECRUIT AND SELECT A TEACHER LEADER(S) FOR TRAINING

Your training centre is now ready to recruit one or more Teacher Leaders. During the training year Teacher Leader candidates remain full-time employees of the district, but their duties are different. Teacher Leaders are full-time students and participate in year-long courses in theories and research related to literacy, developmental psychology, current issues in literacy difficulties, learning, and leadership, as well as practical experiences in teaching children and training teachers. The candidate must devote full-time attention to this demanding year of intensive training as they learn how to:

- teach (or improve their teaching) of children in Reading Recovery,
- teach Teachers to work with Reading Recovery children,
- collect and analyse data, and
- ensure a strong, high-quality, and successful implementation.

According to the *Standards and Guidelines*, becoming a Teacher Leader requires full-time participation for an academic year at Reading Recovery Institute located in one of the 4 Reading Recovery Regions in Canada. Full time participation, similar to a doctor's year of internship, frees the candidate to concentrate on the course of study without the demands of old roles. The Trainer arranges with local schools for the Teacher Leaders-in-training to teach children.

In situations approved by Trainers, Teacher Leaders who live within a 1-hour radius of the Institute teach four children in their home districts and commute to the training centre for classes and to participate in field experiences. In these cases the home district assumes responsibility for transporting children to the training class at the Institute for teaching sessions during the year.

When weighing the decision to support relocation of Teacher Leaders in training, it is important to consider that travel time is not productive and often creates unnecessary stress and pressure, especially if the Teacher Leader-in-training has no previous

experience as a trained Reading Recovery Teacher. In addition, changing roles but staying in the same school situation sometimes puts the candidate in an awkward position. In this case, the Liaison Administrator must protect the candidate's time from old duties and allow full concentration on becoming an excellent Teacher Leader.

Qualifications of Teacher Leader Candidates

Reading Recovery/IPLÉ Teacher Leaders are key people in the implementation of Reading Recovery/IPLÉ, with a complex role demanding expertise in several areas. Teacher Leaders have an important leadership and advocacy role in the districts in which they work. They are responsible for training groups of Teachers for local schools every year, supporting the work of previously trained Reading Recovery/IPLÉ Teachers, and providing advice at all levels of the local education system and community regarding the operation of Reading Recovery/IPLÉ.

In addition, the *Standards and Guidelines* strongly recommend that candidates for Teacher Leader be interviewed by the Trainer at the Institute where they will attend courses. Since training involves a financial investment by school districts, Teacher Leader candidates are often asked to commit to a minimum of 3 years' service to the training centre.

Selection of a Teacher Leader Candidate

Follow existing district policies for posting the position announcement and recruiting a Teacher Leader. A formal interview process by a training centre committee includes key district personnel (e.g., the Liaison Administrator, another central office administrator, a Principal, and a Human Resources representative (if applicable)). (See Appendix E for a sample set of interview questions.) If districts are under union contract, it may be helpful to involve a union representative in developing the posting and the interview process to ensure compliance with the union contract.

Figure 3.7

CRITERIA FOR SELECTING TEACHER LEADERS	
<p>The responsibilities of Reading Recovery/IPLÉ Teacher Leaders are to:</p> <ul style="list-style-type: none"> • Teach children in Reading Recovery/IPLÉ, individually for daily, 30- minute lessons; • Provide the In-Service Course for Teachers; • Provide continuing professional development and support for trained teachers; • Monitor the progress of children; • Support the development of school teams; • Disseminate information and participate in the Reading Recovery/IPLÉ network to maintain their own professional development; • Work closely with district administrators to achieve effective program implementation, operation, and evaluation; • Advocate for Reading Recovery/IPLÉ. 	<p>Teacher Leaders selected for training must:</p> <ul style="list-style-type: none"> • Hold a recognized university degree, preferably at a Masters level; • Be nominated and supported by a school district; • Have an employment commitment to serve as a Reading Recovery/IPLÉ • Hold appropriate teacher certification according to Provincial or Territorial requirements; • Show evidence of successful teaching and knowledge of early literacy learning, preferably at the primary level for a minimum of 3 years; • Demonstrate leadership and competence working collaboratively with colleagues and administrators; • Have experience in a leadership role; • Have successful bilingual teaching experience in a French/French Immersion setting if applying for IPLÉ.

Submitting the Application and Nomination Forms

After the candidate(s) has been selected for by the training centre and has completed the Teacher Leader nomination form, the completed training centre application and Teacher Leader nomination form are submitted to the CIRRR. Some training

centres request that more than one candidate apply for each position. In this case there usually is an interview (in person, by video conference, or by phone) with the candidates by the Trainers. Although Trainers provide guidance to the Liaison Administrator about the candidate(s), the final selection decision is left to the training centre.

IN CONCLUSION

The first year in Reading Recovery requires intense planning, budgeting, and involvement of key stakeholders. This year's work will build a strong support base for your investment. The good news at the end of this year is that your training centre will be in a strong position to create success for low-

achieving grade one students who might otherwise be retained or referred for further testing and possible long-term, costly remedial support. You also will begin a process that will train knowledgeable teachers and create broader literacy expertise for your schools.



CHAPTER FOUR

Year Two: The Teacher Leader Training Year

Liaison Administrators work very closely with the Teacher Leader(s)-in-training and CIRR Trainer(s) during this busy year. This work includes collaboration to develop the facility, the staffing models, and the organization and structures needed for successful implementation. To help

organize the year, this chapter is divided chronologically into four sections:

- Within these sections you will find information needed for funding, budgeting, staffing, and other leadership responsibilities.

1: PREPARING FOR TEACHER LEADER TRAINING

Summer is the time to finalize both the budget and the expectations that make the year's work proceed more smoothly. During this time, talk with your Teacher Leader to develop common understandings of the training requirements, travel, and (if necessary) housing arrangements for the year of training. Work with other senior administrators to finalize the Teacher Leader training budget and ensure that procedures are developed for timely reimbursement of expenses. Figure 4.1, reviews the key items to consider for the upcoming Teacher Leader training year.

The CIRR Trainer provides a training schedule and other requirements of the training. If the Teacher Leader is planning to remain in the district during the training year, it is helpful to explain the training schedule to other administrators - particularly the principal of the school where the Teacher Leader teaches children. Understanding why the Teacher Leader will not be available to help with regular school responsibilities and how the Teacher Leader's role will change after training is an important step.

A CIRR Trainer is able to provide information for ordering books, materials, and supplies. For Teacher Leaders-in-training who live too far from the training site to commute, the CIRR Trainer can provide information about relocating to the area.

Additional funds for specific requirements for the Teacher Leader position, such as conference attendance, the annual Teacher Leader Professional Development Forum, and additional professional books may be required. During the year, you and others in the district may wish to attend events like the National Reading Recovery Conference, meetings hosted by CIRR Trainers, or other meetings to learn more about the implementation of Reading Recovery. It is helpful to attend a conference with the Teacher Leader(s) which supports collaborative efforts for planning and implementing Reading Recovery.

The Liaison Administrator may need to continue recruiting a few more districts to share the costs of the Teacher Leader position.

Figure 4.1

TASKS BEFORE THE TEACHER LEADER TRAINING YEAR	
<ul style="list-style-type: none">• Finalize budget for Teacher Leader training.• Assist in arranging travel and housing (if necessary).• Establish procedures for timely reimbursement for expenses.• Ensure the Teacher Leader understands the requirements of the training year and the training schedule for the year.	<ul style="list-style-type: none">• After consultation with the CIRR Trainer, order professional books, a "starter" set of children's books, supplies, and materials for the Teacher Leader.• Communicate with key administrators regarding dates and funding needs for conference attendance.

2: PLANS AND EVENTS

Early in the training year you will be planning, budgeting, and overseeing construction of the Reading Recovery Training Centre while continuing to work closely with the Teacher Leader-in-training to support their learning. Figure 4.2 outlines the major tasks for Liaison Administrators.

Figure 4.2

TRAINING YEAR TASKS	
<ul style="list-style-type: none">• Protect the Teacher Leader's time for teaching four children and for course work throughout the training year.• Support transportation of the Teacher Leader's children to teaching sessions (if local).• Schedule regular times with the Teacher Leader	<p>to discuss implementation issues raised during training.</p> <ul style="list-style-type: none">• Select a school or other building as the location for the Training Centre.• Plan and oversee the construction of the Training Centre (Appendix C).

Support for the Teacher Leader

After Teacher Leader training has begun and the academic schedule is under way, establish a regular time to communicate with the Teacher Leader. These conversations are valuable times for planning and for supporting your Teacher Leader's participation in an important and challenging year. Many Teacher Leaders need assurances to assume

the new leadership role they will be taking on. This support may be especially needed if the Teacher Leader has relocated to another city or province and is away from family and colleagues. Protecting the Teacher Leader's time for teaching children and for all aspects of course work and field experiences during the training year is appreciated and necessary.

Figure 4.3

TEACHER LEADERS TALK ABOUT THEIR CHANGING VIEWS DURING THE TRAINING YEAR	
<ul style="list-style-type: none"> • “The concept of observing children, while not entirely new to me, proved to be fascinating when I went about it in a systematic way. I will never teach the same way again.” • “I think I understand the process . . . a lot better. My ideas on teaching reading had already been changing . . . and now I understand why! I have a better understanding of how it [learning to read] happens and where we have gone astray with past instruction.” 	<ul style="list-style-type: none"> • “I now start with the child’s strengths . . . and work towards independence through a strategic problem solving approach.” • “My view [of how children learn to read and write] continues to evolve and I have more confidence in each child’s ability to learn.” • “It [the training] has given me a very thorough working knowledge of the latest research and helped me to apply it to instruction.”

Construction of the Training Centre

It is the responsibility of the Liaison Administrator to confirm the budget for the construction of the Training Centre. Allow adequate time for the construction. The Centre must be ready for the assessment/observation training days during the summer break. In many districts, regular school district maintenance personnel construct the Centre according to the specifications in Appendix C. If the implementation expands, it may be necessary to consider building more than one Training Centre over time.

Selecting a location for the Training Centre must take into consideration the need for: optimal room for the teaching and observation area; close proximity of the Centre to schools in the district or in participating districts; accessibility both during

school and after school hours; parking and/or one-stop public transportation to the Centre; and Principal interest and leadership if Centre is located in a school.

If the Training Centre is in a school, the Principal provides leadership by learning about Reading Recovery, fostering communication and collaboration among the staff, and serving as a spokesperson for Reading Recovery. If the Training Centre is not in a school, leadership and commitment of an on-site administrator can make a difference when local school board members, elected officials, journalists, and parents visit the Centre.

Figure 4.4, provides a list of items to be included in the Training Centre budget. A detailed discussion of site selection and plans for the Training Centre construction is located in Appendix C.

Figure 4.4

REQUIREMENTS FOR CONSTRUCTION OF THE TRAINING CENTRE	
<ul style="list-style-type: none"> • Construction of Centre, including storage space (Appendix C) • Adequate ventilation and heating in both rooms • Furniture • Black-out curtains or shades if needed 	<ul style="list-style-type: none"> • Sound system • A set of books, materials, and supplies • Computer, printer, and Internet access • Telephone and voicemail • A-V equipment and storage

3: MID-YEAR TASKS

Mid-year tasks include conducting information sessions for school administrators, organizing for district literacy teams, developing a process for schools to indicate their interest in implementing Reading Recovery, and planning for Reading Recovery Teacher selection. Figure 4.5 outlines the tasks.

Figure 4.5

MID-YEAR TASKS	
<ul style="list-style-type: none">• Hold information sessions for Principals and District Administrators.• Work with district-level literacy team(s) to design or review comprehensive literacy plans which include Reading Recovery.• Develop a district plan to reach full coverage across all schools over time.• Prepare a school application for participation in Reading Recovery.	<ul style="list-style-type: none">• Assist Principals in assessing the need for Reading Recovery and making it part of their comprehensive school plans, including the selection of an appropriate staffing model for Reading Recovery Teachers.• Assist Principals in developing a long-range school plan to reach full coverage in Reading Recovery over time.• Present possible alternative staffing allocation to Principals.

Information Sessions

Although the commitment has been made to implement Reading Recovery, it is important not to assume that everyone understands how this early intervention fits within the district's existing comprehensive literacy plan. Information sessions, board updates, and school selection are important parts of the implementation process during the Teacher Leader's training year. As Liaison Administrator, you may consider inviting the CIRR Trainer to hold information sessions for administrators, principals, and teachers to learn about Reading Recovery. Ongoing problem-solving sessions for principals that include a presentation of staffing and funding models will help to create successful comprehensive school literacy plans.

District Literacy Teams

Many districts have an established district-level literacy team to oversee their comprehensive

literacy plan. If the district does not have one, it may be useful to establish one. This team is typically composed of a variety of stakeholders who have a shared interest in children's literacy success. Committee members may include senior administrators, principals, program directors, specialists, teachers, parents, and community members. Figure 4.6 provides an overview of literacy team membership and functions.

The district literacy team can be very instrumental in developing support for Reading Recovery, monitoring the success of students during and after the intervention, and making recommendations to improve the delivery of services to students. In the start-up phase for Reading Recovery, this team can review the applications for schools who want to train Reading Recovery Teachers and select schools to be included in the initial implementation. Use of a district literacy team builds ownership in the implementation of Reading Recovery.

Figure 4.6

DISTRICT LITERACY TEAM	
<p>RECOMMENDED MEMBERSHIP:</p> <ul style="list-style-type: none"> • Senior Administrator for curriculum/instruction, key personnel in language arts, special education, early childhood, and/or bilingual/ELL, the Reading Recovery Liaison Administrator, Teacher Leader, and Reading Recovery Teacher • Other possible members: a key principal and vice principal, a lead librarian, a classroom teacher, a reading specialist, a technology specialist, a parent, a leading community member <p>PURPOSES:</p> <ul style="list-style-type: none"> • to contribute to the development or refinement of a comprehensive literacy plan for the district • to ensure ongoing professional development in literacy instruction • to identify and support student success initiatives • to keep Reading Recovery's goal at the forefront 	<ul style="list-style-type: none"> • to ensure that every child has the appropriate support to become a competent reader and writer • to develop effective reading and writing processing systems that support students to make faster than average progress, catch up with their peers, and work without the need for supplementary support in their regular classroom <p>DUTIES:</p> <ul style="list-style-type: none"> • to communicate the district comprehensive literacy plan, including Reading Recovery, to all stakeholders • to review research related to effective literacy instruction • to assist with the selection of schools who want Reading Recovery • to make recommendations related to professional development, budget, and district literacy initiatives

Full Implementation

For best results, principals need to plan for training enough Reading Recovery Teachers to reach full implementation as soon as possible. This means that every child who needs the support of Reading Recovery has access to it. The Liaison Administrator or Teacher Leader can help Principals learn how to estimate the number of Teachers needed in each school. The combination of good classroom literacy instruction that reaches about 80% of the Grade One cohort and full coverage in Reading Recovery (about 20% of Grade One students) has the potential to lift the literacy achievement level in a school over time.

School Applications

The Liaison Administrator, in consultation with the Teacher Leader-in-training, may create a school application for teacher training - a tool that has proved useful. Recommendations for the application include evidence of a plan for:

- Reading Recovery's role within the school's comprehensive literacy plan;
- a school literacy team;
- space for Reading Recovery Teacher(s);
- selected staffing model(s) for the other half of the Reading Recovery Teacher's day;
- funding sources for Reading Recovery training, books, and supplies, and ongoing professional development in subsequent years;
- a long-range plan to reach full implementation;
- parent education about the school literacy plan and Reading Recovery's role in the plan; and
- a communication strategy about Reading Recovery to reach key stakeholders in the school and the community.

Information sessions can be coordinated with the school application process so that principals and other administrators are informed of the purpose of Reading Recovery, and how to incorporate it into a school comprehensive literacy plan.

Staffing Models for Reading Recovery

Principals may need help determining the best assignment for the other part of the Reading Recovery Teacher's day. Since Reading Recovery is only part of a teacher's instructional day, the other role can be adapted to fit funding, school needs, and teacher qualifications. The expertise of potential candidates, and the selected staffing model interact and require careful consideration by the Principal. (Figure 4.7 outlines staffing models.)

If funding is available, multiple staffing models might be employed throughout the school year depending on services needed. The key is that staffing models need to be used flexibly, fit the needs of the individual school, and may need to be adjusted over the years due to changes in funding sources, personnel, school demographics, or curriculum.

Figure 4.7

READING RECOVERY STAFFING MODELS	
GRADE 1 SHARED CLASSROOM MODEL Reading Recovery Teachers share a Grade One classroom. One teacher works with Reading Recovery students for part of the day while the other teacher teaches in the classroom. Their roles reverse for the other portion of the day.	Recovery part of the day and works with English as an Additional Language Learners for the remainder of the school day.
KINDERGARTEN MODEL (OR SHARED KINDERGARTEN MODEL) A Reading Recovery Teacher works a half-day as a Reading Recovery Teacher and a half-day as a kindergarten teacher.	SPECIAL EDUCATION MODEL The Reading Recovery Teacher works in Reading Recovery for part of the day and in a special education role part of the day.
GRADE 2 SHARED CLASSROOM MODEL This model operates in the same way as the grade one shared classroom model.	SMALL-GROUP MODEL IN THE PRIMARY GRADE The Reading Recovery Teacher works with Reading Recovery students for part of the day and works with several small groups of students focusing on literacy skills during the other part of the day. This model works best when the Reading Recovery Teacher and classroom teacher work alongside each other.
ENGLISH LANGUAGE LEARNERS MODEL The Reading Recovery Teacher teaches Reading	

4. IMPLEMENTATION PLANNING

By spring, the Teacher Leader-in-training will have a working knowledge of all aspects of the implementation process. Spring plans involve the identification of schools implementing Reading Recovery the following year, as well as the careful

selection of Reading Recovery Teacher candidates. The importance of these selections cannot be underestimated! Figure 4.8 outlines tasks to be accomplished in the spring.

Figure 4.8

SPRING TASKS	
<ul style="list-style-type: none"> • Create the budget for Teacher training during the next school year according to the budget cycle in the district. • Review school applications and identify schools to participate in Reading Recovery. • Conduct information sessions for potential Reading Recovery Teacher candidates. • Write and post a job description for the Reading Recovery Teacher position. 	<ul style="list-style-type: none"> • Develop an application and procedures for recruiting and selecting Reading Recovery Teachers. • Schedule Teacher interviews and complete the selection process. • Order books, materials, and supplies for Reading Recovery Teachers (or provide lists to participating districts or schools to purchase them).

Preparing the Budget

This is the time to prepare the Reading Recovery Teacher training class budget for the upcoming school year. (Budget cycles differ across districts; follow the cycle in your district.) In consortiums, work with district coordinators to meet the cycles in their districts. Work with the Teacher Leader to make decisions about ordering and budget needs.

Identifying the Schools

Using criteria that have been developed for implementing Reading Recovery as part of a comprehensive school plan, you and the Teacher Leader will review school applications and select participating schools. In a consortium, each district will select its own participating schools.

Selecting the Reading Recovery Teachers

The key to excellent student outcomes is in selecting outstanding candidates who are superb teachers of children in the early years of school, have excellent interpersonal skills with adults and children, love new learning and problem solving, and are committed to working with a very diverse group of lowest-achieving grade one students. Reading Recovery training and teaching is a challenging assignment that demands strong teachers. Principals must be counselled not to use Reading Recovery training as a means of strengthening inexperienced teachers. Wise administrators protect their financial investment by selecting highly qualified teachers for this important assignment.

The Liaison Administrator and Teacher Leader write and post a job description for Reading Recovery Teachers and conduct information sessions to recruit applicants in the spring. Multiple-district sites write their own job description and conduct their own selection process within the district.

Scheduling information sessions in the spring across districts will save time for the busy Teacher Leader. Recruiting both self-selected Teacher applicants and individuals recommended by principals, provides the greatest opportunities for strong candidates in a district. For example, a principal who does not have a qualified person may need someone from outside their school to implement Reading Recovery.

In late spring, the Liaison Administrator will convene a representative interview committee to read the applications, interview the applicants, and select the best candidates for training. The committee should include the Liaison Administrator and the Teacher Leader. The committee may expand committee membership as appropriate: a central office administrator, a principal, a primary grade teacher, a union representative, a parent council representative, etc. Multiple-district sites will decide whether each participating district will create a separate committee or whether a centralized committee with representatives from across sites will make these decisions. Maintaining the interview process ensures that the selected candidates have the required qualifications for the intensive training.

Preparation for Fall Teacher Training

By now the Training Centre should be nearing completion. All books, materials, and supplies can be ordered for the teacher training class – either by the Liaison Administrator, by individual schools, or by the district. The Teacher Leader will have specific information from the CIRR Trainer about what to

order. The Trainer can provide a list of professional books, children's books, materials, and supplies required for training. Schools or districts that purchase these items must receive this list as soon as possible. Work with the Teacher Leader-in-training to finalize plans for ordering these items in a timely fashion.

SUMMARY

The Teacher Leader training year is a busy one for both the Teacher Leader and the Liaison Administrator. The Liaison Administrator supports the Teacher Leader during this rigorous training year while making specific plans for implementation within the site. Liaison Administrators' tasks during this year are in collaboration with the Teacher Leader-in-training and include;

- building understanding and ownership for Reading Recovery at the school and district level;
- ensuring participation and financial commitments of districts in a multiple-district consortium;
- working with a district team(s) to create a plan for Reading Recovery implementation reaching full implementation over time, within a comprehensive literacy plan;
- constructing the training facility, acquiring furniture and supplies, and ordering books and materials;

- preparing the budget for the Teacher Leader's field year (first year for training teachers) and initiating orders in a timely fashion;
- initiating a plan for selecting schools and teachers for first-year implementation;
- securing necessary agreements for transporting children to teaching sessions; and
- communicating with other administrators to ensure a smooth operation of Reading Recovery as it is implemented.

The multiple, varied tasks discussed in this section are integral to a successful implementation. Liaison Administrators have important resources to help them in accomplishing these tasks. CIRR Trainers are readily available to offer information and support in this important preparatory work.



CHAPTER FIVE

Year Three: Training Teachers and the Field Year of the Teacher Leader

Teacher Leader training brings with it the excitement of implementing Reading Recovery and the challenges of introducing and/or continuing an innovation.

The field year is the second year of Reading Recovery Teacher Leader's training when the Teacher Leader delivers the in-service course for teachers-in-training for the first time. During this year, a strong collaboration with mutual sharing of expertise among the Liaison Administrator, the Teacher Leader(s), and the CIRR Trainer(s) is an important goal.

The Liaison Administrator has the role of supporting the Teacher Leader in their work with teachers and principals. Principals will need to learn more about Reading Recovery in order to address issues that arise and to support their teachers-in-training. Well-informed and committed principals are crucial to implementation.

In multi-district implementations, this collaboration is more complex. Working together, Liaison Administrators and District Coordinators will learn more about the *rationales* for each aspect of the Reading Recovery design ⁽¹⁾, Teacher Leaders will gain contextual understandings of each district, their goals, and procedures. As with any innovation, creative problem solving is to be expected. This chapter focuses on three key areas:

1. establishing a Reading Recovery Teacher training class,
2. providing support for the Teacher Leader, and
3. integrating Reading Recovery into the comprehensive literacy plans at the school level.

⁽¹⁾ See *Literacy Lessons Designed for Individuals* (Clay, 2016) for the rationales.

ESTABLISHING A READING RECOVERY TEACHER TRAINING CLASS

Planning for the Reading Recovery Teacher training class, the assignment of the teacher and scheduling of both assessment training and in-service sessions requires the careful planning of the Teacher Leader and Liaison Administrator.

Assessment/Observation Survey Training

The Observation Survey training (usually 4 half-day sessions) will occur in the first weeks of school. It is important that the training is scheduled as close to the commencement of the school year possible so that teachers will begin teaching Reading Recovery students within the third week of the school year.

In-Service Sessions

In-Service sessions are held every other week for 2 ½ hours. Each in-service session includes the observation of lessons by two teachers through a one-way screen. When the session calendar is set and the first in-service session begins, the Teacher Leaders and Reading Recovery Teachers schedule who will be teaching at each session.

Teachers are responsible for informing their principals when they will be teaching for their colleagues. Transportation of children to the session can be an opportunity for a principal, classroom teacher, and/or parent to see Reading Recovery at its best. If parents attend, they should be greeted and invited by the Teacher Leader to sit near the teacher and child in the teaching space without interrupting the lesson. If principals, classroom teachers, or other visitors come to watch a session, they, too, may need guidance for observing the teaching sessions. If present, the Liaison

Administrator can work productively with guests, thus freeing the Teacher Leader who is working with the Teachers.

Course Completion Card

To obtain a Reading Recovery/IPLÉ Course Completion Card, individual teachers must successfully complete the year-long in-service course. Successful completion includes teaching children daily (approximately 300 teaching hours) and attendance at all in-service sessions. When a teacher is unable to meet the training requirements of individual teaching and 40 hours of in-service training during the training year, a Course Completion Card will be issued at the end of the next school year after the requirements are met. Each situation must be discussed with the Teacher Leader and may require an exemption request if the Reading Recovery Standards and Guidelines cannot be met.

PROVIDING SUPPORT FOR THE TEACHER LEADER

Providing support to the Teacher Leader during the field year requires a clear understanding of the role. The minimum requirements for the Teacher Leader role are listed in the *CIRR Standards and Guidelines*: Section 12, "Teacher Leaders" and Section 15, "Experienced Teacher Leaders". These standards support the need for the Liaison Administrator to protect the Teacher Leader's time to teach children and carry out work with Reading Recovery Teachers.

In the field year, Teacher Leaders generally train one group of teachers and teach a minimum of four children in Reading Recovery/IPLÉ daily. In subsequent years, Teacher Leaders may train one or two groups of teachers, depending upon the number of continuing teachers and their work with

children. Workloads may vary according to the size of the implementation and travel within the training region. The following factors should be carefully weighed:

- The number of In-Service and Continuing Contact professional learning sessions the Teacher Leader must plan and deliver;
- The number of school visits required;
- The distances and geography of the region that must be travelled.

In a survey of Teacher Leaders, the one factor for which they most needed the support of the Liaison Administrator was having enough time to do their job!

Supporting Teacher Leaders

All Teacher Leaders and Teacher Training Centres are connected to a Regional Training Institute. Regional Trainers provide on-going training and support for Teacher Leaders. As Liaison Administrator, you will want to schedule a conversation with both the Teacher Leader(s) and the Trainer(s) in your region about the CIRR requirements related to Reading Recovery. If you have hired a previously trained Teacher Leader, a re-entry plan may need to be developed - especially if the Teacher Leader has been out of the role for one year or more.

Some Reading Recovery activities have budgetary implications. Support from the Reading Recovery Trainer includes two visits in the Teacher Leader's field year and an annual visit in subsequent years. During these visits the Regional Trainer observes the Teacher Leader working with children and with teachers in an In-Service or Continuing Contact session. The Trainer may also meet with the Teacher Leader, Liaison Administrator, and other administrators as appropriate. Planning with the Teacher Leader and Trainer for the Trainer's two visits - usually one in the fall and one in the spring - can make the visits more productive for the site. Arranging for the Trainer to be introduced to the key administrators in the district also is helpful for understanding the partnership that is unique in Reading Recovery.

A Trainer is always available to answer questions. Getting to know the Trainer(s) in your region provides access not only to the Trainer's expertise, but also provides access to an international network of professionals.

Supporting Teacher Leader Professional Development ⁽²⁾

On-going professional development is a hallmark of Reading Recovery at all levels. One type of professional development essential to the growth of the Teacher Leader is the continued teaching of children. The Teacher Leader's teaching time to

work with four of the lowest-achieving Grade One students daily in the field year and a minimum of two students in subsequent years must be protected.

Since Teacher Leaders assist teachers to adapt lessons for children who are particularly hard to teach, increasing the Teacher Leader's teaching experiences will enhance the quality of support provided. This experience continues to deepen understandings of procedures for teaching the hardest-to-teach children and to strengthen ability to match theory to practice. Additionally, the Teacher Leader is provided powerful examples to support work with the teachers-in-training. Flexibility in scheduling times when Teacher Leaders teach children is important because they must be able to make five school visits to each teacher-in-training and one visit to each continuing teacher.

Teacher Leaders continue to attend professional development sessions in subsequent years as well. Travel costs may be required for this regional professional development. As Liaison Administrator, scheduling these important events on your yearly calendar is important. You may want the Teacher Leader to share the focus of the professional development with you.

Teacher Leaders are required to attend the Annual Teacher Leader Professional Development Forum which provides an opportunity to network with others in the same role, update Teacher Leader practice, and deepen understanding about the intervention. Additional professional development days may be required for IPLÉ Teacher Leaders.

⁽²⁾ Teacher Leaders trained in (IPLÉ) have additional professional development designed for IPLÉ. These sessions may involve budget considerations for travel and registration.

Supporting the Teacher Leader in Evaluating Reading Recovery

Reading Recovery is a data-driven intervention. The Teacher Leader is responsible for overseeing the process of teachers collecting and entering Reading Recovery data.

Data is collected for every child on entry to and exit from the intervention, and at the end of the Grade One year. Monitoring data is also collected for former Reading Recovery students who are in Grade Two and Three.

Teacher Leaders also assist Reading Recovery Teachers in preparing annual school reports. Teacher Leaders review these reports, and write analysis reports for school districts.

The Teacher Leader must review and approve each teacher's data and then submit it to the CIRR.

In addition to the annual data collection, Reading Recovery teachers are required to complete daily attendance, running records, lesson records, change over time in text level graphs, and reading and writing vocabulary charts on every child. ⁽³⁾

These records help teachers make effective teaching decisions. The records also help principals understand both teacher responsibility and children's progress in Reading Recovery. Many Teacher Leaders find it useful to conduct meetings with principals to help them understand the information gathered. Additional information on collecting, analyzing, and interpreting data is available in Chapter 7.

The culmination of the year is for the Teacher Leader to write an Annual Training Centre Report. As the Liaison Administrator and Teacher Leader look at the data, they can outline recommendations for the following year to improve the implementation of Reading Recovery. The Liaison Administrator may want to write a District Report with the support of the Teacher Leader. In a multiple-district site, District Reports with recommendations with are shared with district contacts.

⁽³⁾ *The Teacher Leader will have copies of all necessary forms used by teachers during the sessions and lessons. These forms are also available in **An Observation Survey of Early Literacy Achievement** (Clay, 2019) and **Literacy Lessons Designed for Individuals Part Two** (Clay, 201605b).*

Communication Across the District

Teacher Leaders appreciate the support of Liaison Administrators in communicating with Reading Recovery stakeholders. Good communication begins with regular meeting times and sharing information. It is helpful to establish an annual calendar of Reading Recovery events and disseminate it to key players. Scheduling requires coordination of events across schools and sometimes across district(s).

Figure 5.1 highlights items to include on an annual Reading Recovery calendar. When calendars are shared, overlapping deadlines become visible. A calendar also directs the Teacher Leader and Liaison Administrator to formalize and publish dates to be shared with principals and central office administrators. With the published calendar, all stakeholders become aware of the Teacher Leader's professional development activities,

information sessions, and future recruitment activities.

A monthly calendar prepared by the Teacher Leader is also helpful to for the Liaison Administrator. These calendars may include times the Teacher Leader is teaching children, making school/teacher visits, holding in-service/continuing sessions, attending professional development sessions, district meetings, and special events. The Teacher Leader's monthly calendar provides the schedule at a glance and documents the Teacher Leader's active involvement with teaching children, working with teachers, and implementation work .

Scheduling meetings with key stakeholders also supports the Teacher Leader. These meetings are intended to build understandings and ownership of Reading Recovery, strengthening the implementation at all levels. Possibilities for scheduled meetings are offered in Figure 5.2.

Figure 5.1

SAMPLE ENTRIES FOR AN ANNUAL READING RECOVERY CALENDAR	
<ul style="list-style-type: none"> • Assessment training (Observation Survey training) • In-service session dates for training teachers • Data collection timeline • Liaison Administrator (or district coordinator) meetings <ul style="list-style-type: none"> - with the Teacher Leader - with Principals - with other central office personnel - with the advisory council (in multiple-district sites) • Teacher Leader professional development sessions at the regional Reading Recovery office • Teacher Leader site visits from a regional trainer 	<ul style="list-style-type: none"> • Continuing contact sessions for trained Reading Recovery Teachers (for established sites) • Regional Liaison Administrator meetings • Reading Recovery conference • Information sessions • Recruitment for the next school year: timelines and scheduled meetings • Scheduled meetings for Liaison Administrator and Teacher Leader to review student data, Teacher progress, and implementation • Training Centre data analysis and completion of District Report • Presentations to school board and other key stakeholders

Figure 5.2

COMMUNICATING THROUGH SCHEDULED MEETINGS	
DISTRICT TEAM	Communicating the goals of Reading Recovery and how it fits in the district's comprehensive literacy plan is the Liaison Administrator's role and the district coordinators' role in a consortium. First on the agenda is organizing a district-level literacy team, making sure that team members have the opportunity to observe a Reading Recovery lesson and a chance to have their questions answered. The Teacher Leader, in collaboration with the Liaison Administrator or a district coordinator, can hold information sessions for district leaders focusing on administrative issues and the need for integration into the district's or schools' comprehensive plans. An important part of your role, with the support of the Teacher Leader, is keeping Reading Recovery's progress and successes visible to this group.
ADVISORY COUNCIL FOR MULTI-DISTRICT CONSORTIUM	In a multiple-district site, the Liaison Administrator takes on added responsibilities. An immediate responsibility is to organize the advisory council of district coordinators and establish a schedule of meetings. After assessing the level of understanding, the Liaison Administrator and the Teacher Leader may need to conduct information sessions and schedule a lesson behind the one-way glass for district coordinators. Scheduling individual meetings with each district coordinator enables you and the Teacher Leader to learn about their district policies and current issues. District coordinators learn about district-level activities carried out by a Liaison Administrator in a single district, since they will fulfill these same functions as advocates for Reading Recovery in their own districts. In addition, scheduling one or two meetings per year with the participating superintendents to share data, make recommendations for the following year, and secure funding commitments strengthen the implementation for the future.
PRINCIPALS	Because Reading Recovery is quite unlike commercial programs, the principal's understanding of the structure of Reading Recovery is important. In meetings with principals, information can be shared that directly affects their schools as they implement Reading Recovery. <i>A Principal's Guide to Reading Recovery in Canada</i> (2018) provides important information for principals (copies for your school district can be ordered or downloaded at: www.rrcanada.org). Principals may ask practical questions based on their experiences, such as: what to look for in a Reading Recovery lesson; how to interpret student records Teachers keep; how to analyze and interpret the data in school reports; and ways to be sure they are implementing Reading Recovery as designed. Asking principals of strong implementations to talk to the others at these meetings facilitates the dissemination of plans, procedures, and possibilities for strengthening school implementations.

Figure 5.2

COMMUNICATING THROUGH SCHEDULED MEETINGS <i>continued</i>	
TEACHER LEADERS	<p>Formal meetings with Teacher Leaders are designed to discuss topics such as:</p> <ul style="list-style-type: none"> • children's progress • teachers' progress • implementation and communication issues • budget needs • personnel projections • recruitment plans • preparation of reports and presentations • plans for meeting and communicating with stakeholders • analysis of data and completion of annual site report • plans for celebrating successes <p>In sites with more than one Teacher Leader, the Liaison Administrator can use these meetings to coordinate responsibilities. Monthly meetings for Teacher Leaders and Liaison Administrators are recommended. In a multiple-district site, Teacher Leader/Liaison Administrator meetings also address issues that surface in each of the participating districts, and monitor data as a indicator of progress. Whenever possible, scheduling meetings across districts to share this information.</p>
INFORMATION AND RECRUITMENT	<p>Throughout the year, information sessions for different audiences to disseminate the goals of Reading Recovery and its place within a district's comprehensive literacy plan are held. In the spring, the focus of these sessions turns once again to recruiting Reading Recovery Teachers for next year's training group. If necessary, Reading Recovery Teacher Leader(s) positions may also be considered. Reading Recovery positions are posted in compliance with district procedures, and the process of Teacher/Teacher Leader recruitment and selection begins again. This process is connected to a needs assessment in schools. Information sessions about the power of full implementation for principals and superintendents will assist the process of adding Reading Recovery Teachers and moving into new Reading Recovery schools.</p>

INTEGRATING READING RECOVERY INTO COMPREHENSIVE LITERACY PLANS AT THE SCHOOL LEVEL

During the teacher training year, the Liaison Administrator helps principals and schools integrate Reading Recovery into the school's comprehensive literacy program. Liaison Administrators assist the Teacher Leader in ensuring that principals fully understand how Reading Recovery works. For example, principals must know the rationales for selecting the lowest-achieving children, the necessity for daily individual instruction, the importance of transporting a child to a session at the training centre, and the process of starting up a school Reading Recovery team. Work closely with your Teacher Leader to determine how you can assist in helping principals create conditions that will support Reading Recovery Teachers. Reading Recovery Teachers-in-training:

- attend assessment training (Observation Survey training),
- assess children for selection purposes
- select the lowest-achieving Grade One students for lessons,
- teach a minimum of four individual children daily,
- assess and provide lessons to a new child as soon as a child's lessons are discontinued,
- attend and participate fully in the in-service sessions held every two weeks,
- teach live lessons several times throughout the year behind the one-way screen at in-service sessions;
- receive a minimum of five school visits from the Teacher Leader,
- participate in the school Reading Recovery team,
- fulfill their assigned roles for the other part of the school day.

School Reading Recovery Team

The school's Reading Recovery team is a critical component of school-level implementation. Coordinating Reading Recovery with the classroom literacy program takes place in school team meetings. Setting up a new team is not necessary if an existing team can take on these functions,

although a separate Reading Recovery team will ensure attention to the lowest-performing Grade One students. The Reading Recovery Teacher with the support of the Teacher Leader works with each principal to initiate team meetings and develops a schedule and agenda until the team becomes independent. After the team learns about its functions (Figure 5.3), the Teacher Leader's attendance may not be necessary. Sometimes this start-up process requires additional support from the site or district Liaison Administrator.

Membership on the Reading Recovery team needs to be adapted to the culture of each school, but minimally the team will include the principal, Grade One teachers, Reading Recovery Teacher(s), and the Teacher Leader in the beginning. (See Figure 5.4) Without continuing principal leadership and participation, the Reading Recovery team is less likely to succeed. Other specialists and/or other teachers may be added as former Reading Recovery students move up the grades.

Topics for agendas shift across the year. Initially, members of the team learn about the purpose of Reading Recovery and how it works. Observing a lesson behind the one-way screen helps the team understand and appreciate Reading Recovery as an important part of the comprehensive literacy plan. At every team meeting, the members talk about how each Reading Recovery child is doing. Discussion may also include topics such as student selection, the importance of daily lessons, and transfer of progress of Reading Recovery students to the classroom. The team may monitor data of children from preceding years, plan for classroom teachers to see a lesson, or assess the need for an additional Reading Recovery Teacher. Helpful information regarding teams is available in *A Principal's Guide to Reading Recovery in Canada*, pages 51- 52, and in "Building Ownership for Reading Recovery/Descubriendo la Lectura With School Teams" an article by Mary Jackson and her team in *The Journal of Reading Recovery* spring 2004 issue (Jackson et al., 2004).

Figure 5.3

FUNCTIONS OF THE SCHOOL READING RECOVERY TEAM	
<ul style="list-style-type: none"> • Creating/revising a school implementation plan for Reading Recovery • Communicating the purposes and design of Reading Recovery • Ensuring fidelity to the standards and guidelines • Discussing selection of children • Monitoring progress of children during Reading Recovery • Discussing specific children and establishing common focus for teachers who work with these children • Monitoring former Reading Recovery children • Interfacing with student services personnel • Establishing a means of communicating and problem solving • Making the success of Reading Recovery visible 	<p style="text-align: right;">to the school, district, and community</p> <ul style="list-style-type: none"> • Offering professional development opportunities for school staff and community • Examining data and preparing a school report at year-end • Developing future directions and making recommendations for improving Reading Recovery results • Developing a plan to reach and maintain full coverage • Assessing the need for training additional Reading Recovery teachers • Calling on the expertise of the Teacher Leader as needed • Having the Liaison Administrator or Teacher Leader contact the regional Trainer when needed

Figure 5.4

MEMBERS OF A SCHOOL READING RECOVERY TEAM
<ul style="list-style-type: none"> • Principal • Grade One teachers • Reading Recovery Teachers • Teacher Leader (consultant) <p>Optional Possibilities</p> <ul style="list-style-type: none"> • Representatives from kindergarten and Grade Two, Grade Three • Resource teacher • Reading specialist • Special education teacher • ESL teacher • Bilingual teacher • Speech and language teacher • School social worker • Guidance counsellor

Student Selection and Progress

Teacher Leader training has prepared the Leader to oversee the selection of Reading Recovery children in collaboration with the school team. As Liaison Administrator, you may be asked to give the rationale for taking the lowest first graders in Reading Recovery. The following quote from Marie Clay may assist in sharing this rationale:

“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 intervention. 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.

continued...

CHAPTER 5: Year Three

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." (Clay, 1991, p. 60)

Teacher Leaders also work with training and continuing teachers to monitor the progress of Reading Recovery children. Procedures are available for the Teacher Leader to intervene when teachers need assistance with particularly puzzling children. A sense of urgency in moving children through their lessons can positively impact results. The emphasis is on completion of lessons within 12–20 weeks.

Working with Principals to Ensure Appropriate Teaching Conditions

The Teacher Leader will work with principals to ensure that Teachers-in-training have a negotiated schedule with classroom teachers for teaching their four children; an assignment for the other half of their day; an appropriate teaching space free from interruptions; adequate storage space for books, materials, and supplies; and access to a computer to enter data. In addition, the Teacher Leader helps administrators understand the importance of time - that time cannot be wasted in Reading Recovery. Every minute counts!

Initial assessment and selection of children, start-up of teaching, timely assessment to discontinue lessons and the start of the next child's lesson series must occur as quickly and efficiently as possible. If records show a large number of missed lessons, the principal will undoubtedly want to investigate the underlying causes and design solutions. The Teacher Leader may need the support of the Liaison Administrator in working with the principals to address these issues.

Liaison Administrators have access to the valuable resource, *A Principal's Guide to Reading Recovery in Canada*, available from Canadian Institute of Reading Recovery (<http://rrcanada.org/a-principals-guide-to-reading-recovery-in-canada/>). Providing each principal with a copy of this guide is a worthwhile investment. The guide is useful in planning sessions for principals and discussing rationales for Reading Recovery implementation decisions such as scheduling lessons, taking the lowest Grade One students, providing daily, individual teaching, not pulling teachers from lessons for other duties, facilitating transportation of children to sessions, and many other issues faced by school administrators. Meetings with principals of Reading Recovery schools will support school implementation, as will personal calls and/or visits from the Liaison Administrator and Teacher Leader.

School Visits

The primary emphasis on Reading Recovery teaching occurs during the Teacher In-Service sessions. However, the Teacher Leader also makes a minimum of five school visits to observe and support each Teacher-in-training. More visits may be necessary if a teacher is having difficulty learning the procedures or is working with a particularly puzzling child. A visit is also an opportunity to connect with the principal, answer implementation questions that may arise, and work with the school Reading Recovery team. Keeping the principal and site/district coordinator informed about the progress of the teacher(s) in each school is a good idea so that success can be fostered and challenges can be dealt with promptly and proactively. In some cases, the Liaison Administrator's or district coordinator's participation in the conversation is needed to support the Teacher Leader.

SUMMARY

The Teacher Leader's field year is another full, fast-paced and exciting one. Working together, the Liaison Administrator and Teacher Leader place Reading Recovery into the district and individual schools with a system for supporting all stakeholders. When a number of districts are involved, the assistance of district coordinators is also key. It is a year to celebrate accomplishments,

with particular attention to the success stories of individual children. It is a year to build understandings and ownership while planning for strengthening and expanding the implementation. Communication is the key to the Liaison Administrator's success in this crucial implementation year.



CHAPTER SIX

Long-Term Benefits

Liaison Administrators, in collaboration with Teacher Leaders, play an important role in building capacity and vitality of Reading Recovery in a school district. The years that follow the initial implementation provide opportunities to integrate Reading Recovery into the dynamics of a school system. Experience from effective implementations indicate that Liaison Administrators play a crucial role in articulating the vision and structure of a system framework, allowing Reading Recovery to become part of the fabric of continuous school improvement. Foundational principles of Reading

Recovery provide a framework for sustaining the commitment to preventing reading failure.

Foundational Principles

1. Build and Share Ownership
2. Use Data to Inform Decisions
3. Sustain the Quality of Teaching and Training
4. Employ Networks of Support
5. Anticipate and Value Change

PRINCIPLE 1: BUILD AND SHARE OWNERSHIP

Ownership among stakeholders exists at many levels. Teachers, principals, district leaders, board members, parents, and the community as a whole must take an active part in the implementation of Reading Recovery. Comprehensive district literacy plans and school teams provide two important vehicles to sustain the implementation of Reading Recovery.

Comprehensive District Literacy Plans

High-quality classroom instruction is always the first component of any viable comprehensive literacy plan. Effective safety nets such as Reading Recovery work to support children who struggle even with good first teaching. The idea of early intervention may be new to some teachers and leaders in a district. Explaining how Reading

Recovery works in relation to other support services may be necessary.

Reading Recovery does not take the place of good classroom instruction. Effective classroom instruction is broad-based in nature and provides opportunities for whole-group, small-group, and independent reading and writing, using a wide range of reading and writing experiences. Reading Recovery serves as a safety net for children who struggle with classroom literacy instruction. Effective implementation of Reading Recovery reduces the number of referrals to long-term support programs, saving both time and resources and allowing these services to be used more effectively.

continued...

An important role of the Liaison Administrator is to monitor the effective implementation of Reading Recovery. Assessment data is used to observe the strength of classroom instruction and the number of referrals to long-term support services. A review of Reading Recovery data in collaboration with district curriculum leaders, special services leaders, and school principals can provide valuable information for comprehensive school improvement. Chapters 7 and 8 provide more information concerning data.

Ownership of School Teams

Each school is unique. Effective implementation of Reading Recovery is enhanced when each school participates fully in a school team process. The Liaison Administrator and the Teacher Leader will assist principals in developing individual school plans that bring all members of the school team together to support children's learning. Teachers and administrators who understand the rationales for selecting the lowest achieving children, teaching daily lessons, serving all children in need of support, and who value the role of early intervention prior to referral are essential for success. School teams engage discussions about children during the intervention and the monitoring of Reading Recovery children in subsequent years. A school team functions in much the same way a team of doctors and nurses come together to coordinate a patient's plan for medical care and recovery. More detailed information about school teams is available in Chapter 5 and in *A Principal's Guide to Reading Recovery* (2018).

The Reading Recovery Teacher's active role on school teams and in the implementation of school literacy programs is important. They possess a high degree of expertise in literacy instruction. The ways in which Reading Recovery fits into the system of student support services and into the comprehensive literacy instructional plan is critically important. Depending on the staffing model used to implement Reading Recovery, the Reading Recovery Teacher may contribute to the school literacy program in a variety of ways (See Figure 6.1). While Reading Recovery Teachers make many contributions, the Liaison Administrator ensures there is a quality implementation.

Considering the needs of the school across the year in flexible ways, the Reading Recovery Teachers take on different roles in the other half of the day. Liaison Administrators, in collaboration with the Teacher Leader and school principal, need to make sure that Reading Recovery Teachers have the professional support to effectively fulfill their other roles and responsibilities. For example, if a Reading Recovery Teacher, skilled in classroom practice, is to provide demonstration lessons on guided and shared reading, the teacher may need additional support on how to work effectively with adult learners. The flexibility of working within a comprehensive literacy plan and using the Reading Recovery Teacher as a literacy leader in the school can contribute to the literacy performance of all student groups. If the expertise of the Reading Recovery Teacher is used wisely and with support, it can benefit all students.

Figure 6.1

OPPORTUNITIES FOR READING RECOVERY TEACHERS TO CONTRIBUTE TO THE SCHOOL LITERACY PLAN	
<ul style="list-style-type: none"> • Collaborate with Grade One teachers on the progress of struggling readers. • Work in a classroom setting for part of the day, contributing to the literacy achievement of all children in the class. • Provide parent workshops. • Provide additional literacy group instruction. 	<ul style="list-style-type: none"> • Provide demonstration lessons for teachers new to Grade One. • Support English as an Additional Language Learners. • Collaborate with special education teachers. • Assist with ongoing data collection and analysis across grade levels.

PRINCIPLE 2: USE DATA TO INFORM DECISIONS

Reading Recovery provides a systematic way to collect and report data. The CIRR compiles data on each child, teacher, school, and Training Centre across Canada and the Cayman Islands (See Chapter 7). Data Collection and reporting must be followed by thoughtful analysis in order to achieve meaningful and ongoing school improvement (See Chapter 8).

Data Analysis at the Training Centre Level

Liaison Administrators and Teacher Leaders work together in planning for and implementing data collection and analysis. A good first step is to develop a calendar for data collection, reporting, and analysis. Liaison Administrators and Teacher Leader(s) will set regular times to meet and examine the data. Particular attention should be paid to the data with regard to the entry scores of Reading Recovery students, children making substantial progress, children making limited progress, and those who were progressing but unable to continue. Possible questions are posed in Figure 6.2.

Data analysis requires a close look at individual student profiles and patterns of progress among student groups. The Liaison Administrator and the Teacher Leader(s) can make specific recommendations to principals about full implementation, the effectiveness of staffing models, the use of instructional time, the specific

needs for professional development, and the instructional needs to support specific student groups. This process supports continuous improvement in the implementation of Reading Recovery and in the outcomes of the intervention.

Coordinate Classroom and Reading Recovery Data

When Reading Recovery data are coordinated with other assessments, Liaison Administrators are able to gather information related to curriculum and are able to compare student outcomes using different measures. To coordinate data-gathering procedures, both content and time are important. Classroom data and Reading Recovery data address similar sets of knowledge and applications in reading and writing continuous text.

For example, how do teachers in kindergarten classrooms encourage and assess writing vocabulary, recognition of high frequency vocabulary, and reading of continuous texts? Data from the Observation Survey, coupled with classroom assessments, can provide insight into the need for additional instruction in writing, phonemic awareness, or instructional text reading in kindergarten through grade two. Coordinating classroom data and Reading Recovery data can inform classroom instruction. This will provide valuable information about the comprehensive literacy plan.

Figure 6.2

POSSIBLE QUESTIONS TO POSE AT THE TRAINING CENTRE OR DISTRICT LEVEL

- Did we serve all Grade One students who needed the intervention?
- What factors contributed to successful rates of children having made accelerated progress?
- How did the intervention differ for children who successfully completed the series of lessons and children recommended for further support?
- How effective was the *process* for those children recommended for further support? What additional support is available for these children?
- What similarities and differences exist in the entry scores for children served early in the year and later in the year?

Data Analysis at the School Level

After facilitating review of classroom data and Reading Recovery data, Liaison Administrators work with Teacher Leaders to plan training sessions for principals to examine data. Reading Recovery school reports are useful tools when principals take an active role in analyzing them. Working with principals to design a process of data analysis with school teams can identify issues that contribute to

children's success in Reading Recovery. Regular meetings of school teams to monitor student progress are important. The questions as seen in Figure 6.3 may help the school team as they work to increase the number of Reading Recovery students who make accelerated progress.

Thoughtful analysis of district and school data informs the continuous process of comprehensive literacy planning.

Figure 6.3

SOME POSSIBLE QUESTIONS FOR SCHOOL TEAMS	
<ul style="list-style-type: none"> • Are the lowest achieving children selected? • How quickly are lessons in the fall getting under way? Throughout the year? • Are all children receiving daily lessons? • How are children progressing/accelerating from week to week? 	<ul style="list-style-type: none"> • What actions need to be taken if children are not making adequate progress? • Is the child using what is learned in Reading Recovery in the classroom? • How is children's progress monitored following the Reading Recovery intervention? • Are all student continuing to progress well?

PRINCIPLE 3: SUSTAINING THE QUALITY OF TEACHING AND TRAINING

Teaching children and ongoing professional learning are unique features of Reading Recovery. The value that Liaison Administrators place on continuous learning ensures the sustained quality of the implementation. Teacher Leaders count on the Liaison Administrator to protect time for their continued professional growth as they teach children and support teachers.

Teacher Leaders - Ongoing Professional Learning

Teacher Leaders continue to learn in four very important ways. First, they are required to teach at least two children daily after their field year as a part of their ongoing professional learning. By teaching children, they broaden their observation and problem-solving skills that can then be used to support the continued learning of Teachers.

Second, Teacher Leaders make colleague visits to refine their own teaching. They may also have cluster visits with other Teacher Leaders to solve

particular teaching challenges they are seeing.

Third, Teacher Leaders are required to attend the annual Teacher Leader Professional Development Forum. The Forum brings Teacher Leaders from across Canada together to learn with the Canadian Trainers. This is an important venue for addressing changes in Reading Recovery and for strengthening the Teacher Leader role. When Liaison Administrators and Teacher Leaders set aside time to debrief following the professional learning experiences, full benefit is realized from the experience. This reflective process can provide insights into teaching and implementation issues that promote continuous improvement.

Fourth, Teacher Leaders are encouraged to attend a national or regional Reading Recovery conference each year. They select sessions to further their own learning and have opportunities to interact with Reading Recovery professionals from across the world. Often, special sessions for Teacher Leaders are offered as part of the conference or institute.

CHAPTER 6: Long-Term Benefits

Reading Recovery Teachers — Ongoing Professional Learning or Continuing Contact Sessions

Teaching at least four children daily is part of the Reading Recovery Teacher's continuous professional learning. Daily work with children helps the teacher follow each child individually, preventing them from developing lock-step procedures for teaching, and move the children through their lesson series as quickly as possible. Teacher Leaders regularly monitor lesson records, reading and writing vocabulary charts, and book graphs to monitor the individual and accelerated nature of Reading Recovery teaching. Teacher Leaders follow up with a phone call or school visit to assist the Teacher in problem-solving instruction for students who are puzzling them. Teachers who are experiencing teaching challenges with a child's lesson series, are expected to request assistance from the Teacher Leader.

In addition, trained Reading Recovery Teachers meet eight times a year to continue their learning. These sessions are often referred to as Continuing Contact. During these teaching sessions, Teacher Leaders and Teachers work together to expand their understanding of children's literacy processing and refine their teaching to closely meet the needs of individual children.

Teachers and the Teacher Leader may need assistance from the Liaison Administrator or school principal in arranging for the transportation of the children and for their quick return to class. In rare cases pre-recorded teaching sessions can also be used in continuing contact sessions when an unexpected student transport problem occurs.

Reading Recovery Teachers may participate in colleague visits and cluster visits. These visits are usually organized by the Teacher Leader. Pairs of Teachers are assigned to give each other feedback on their teaching. Particular teaching issues, jointly identified by the Teacher Leader and Teachers, may be the emphasis for a cluster visit. These visits allow Teachers to develop independence in their teaching, problem-solving skills, and strengthen the

quality of the individual teaching needed for struggling readers.

Classroom Teachers' Knowledge of Literacy Learning

Reading Recovery Teachers and Teacher Leaders can provide excellent leadership in planning and supporting classroom teachers' expanded learning. Many districts find early literacy professional learning sessions for early years teachers very helpful in linking good classroom instruction to quality intervention. Early years teachers value the opportunity to deepen their understanding of literacy development and effective instructional practices for all children. Demonstration lessons, analysis of student literacy behaviours, work samples, and shared professional readings can provide a context for continuous learning.

Support for Teachers' Expanded Knowledge of Literacy Learning

When a district implements a comprehensive literacy plan and school teams, Teachers in support positions (e.g., special education, ELL) often request to deepen understanding about early literacy development and effective literacy practices. The opportunity for Reading Recovery Teachers and special area teachers to exchange expertise, builds shared understandings about how to support children who struggle with reading and writing. This thinking is particularly useful when considering the best literacy instruction for children who may be recommended for further support at the end of their formal Reading Recovery lessons. Liaison Administrators can make significant contributions to the design of these learning opportunities in collaboration with other program directors.

The capacity of Reading Recovery's continuous learning model provides a wealth of opportunities for growth and depth of understanding. Under the guidance of an informed Liaison Administrator, in collaboration with the Teacher Leader, Reading Recovery provides a context for systemic change across schools in a district or multiple-district site.

PRINCIPLE 4: NETWORKS OF SUPPORT

Reading Recovery is a collaborative partnership among Trainers, Teacher Leaders, teachers, principals, District Leaders, and parents. This partnership is also part of a national and international community of support. The potential for rallying the support of so many in the effort to prevent reading failure for our vulnerable learners is one of the greatest joys for all. The Liaison Administrator's ability to activate and coordinate understanding and support among all of these groups contributes to the sustained effectiveness of Reading Recovery.

Recognize the Contributions of Everyone

Teachers, principals, district officials, board members, and parents need to be recognized for their contributions to the success of the children at greatest risk of literacy difficulty. The Liaison Administrator and Teacher Leaders plan numerous ways to communicate the efforts and results of Reading Recovery. Liaison Administrators share the progress of students with other groups in the district, site, or community. An executive summary of Reading Recovery implementation and literacy growth within the site is a useful tool. Board members appreciate being recognized for their leadership and support in funding programs that result in student success.

Sometimes it helps to "show" the journey the teachers and children have made by providing samples of a child's writing and reading texts when they began lessons and when they completed the intervention. Video clips of parents, classroom and Reading Recovery Teachers, and Reading Recovery children powerfully demonstrate the impact of the intervention.

Just as coaches invite the community to recognize the accomplishments of various athletes and teams, Liaison Administrators can facilitate contacts with the media to celebrate the success of students' reading achievement. Elected officials, especially school trustees and provincial MLAs and MPPs enjoy the opportunity to see the youngest readers share their newly learned reading and writing ability. Principals and their school teams can also share

success stories with the community through local newspapers, school websites, YouTube and social media posts.

The Collaborative Network of Reading Recovery

Reading Recovery has a strong infrastructure that can support the Liaison Administrator's responsibilities. Reading Recovery Trainers look forward to supporting implementation beyond the initial Teacher Leader-training year. (See Figure 6.4) Trainers can help Teacher Leaders and Liaison Administrators problem-solve issues related to training classes, data analysis, and implementation. All Canadian Reading Recovery Regions offer regular meetings for Liaison Administrators. These meetings provide new information about research in reading, problem-solve opportunities related to implementation, and in-depth data analysis and implementation review. In addition to Liaison Administrator meetings, many Reading Recovery Trainers offer meetings for administrators that can be useful in building school and district understanding about Reading Recovery.

The Canadian Institute of Reading Recovery (CIRR) has a wealth of information and resources online at www.rrcanada.org. In addition to online resources the CIRR provides annual regional and national conferences. The Reading Recovery and Early Literacy conferences are designed to provide professional learning for Reading Recovery educators, classroom teachers, and others..

A critical part of the network support is the *Canadian Institute of Reading Recovery Standards and Guidelines of Reading Recovery* (5th ed., 2018). This publication is available from CIRR and can be found on the CIRR website, www.rrcanada.org. This document provides a framework for ensuring the integrity and fidelity of Reading Recovery. The standards (requirements) as well as guidelines (recommendations), for training and implementation are clearly laid out to ensure the trademarks of Reading Recovery and IPLÉ are protected..

continued...

Figure 6.4

ROLES OF THE READING RECOVERY TRAINER	
<ul style="list-style-type: none">• Support for a regional network of affiliated school districts. CIRR has 4 Regions: Mountain Pacific (BC, AB and Yukon); Western (MB); Central (ON); Atlantic (NS, PEI)• Train Teacher Leaders.• Provide on-going professional development for Teacher Leaders.	<ul style="list-style-type: none">• Provide assistance to sites with regard to implementation issues.• Implement and expand Reading Recovery within a region.• Conduct research and evaluate annual intervention outcomes.• Provide leadership at the provincial, national and international levels.

Liaison Administrators understand and communicate rationales related to the *Standards and Guidelines*. In the beginning, following the recommended standards is possible without fully understanding “why.” As implementation gets under way, questions such as, “Can the Reading Recovery Teacher work with more or fewer than four children?” or “Why do we have to take the lowest children first?” may be posed by school teams. Liaison Administrators and Teacher Leaders must work together to ensure that teachers and administrators understand what is negotiable and what is non-negotiable.

From time to time, a school or district may find it necessary to request an exemption when a “Standard” cannot be met. For example, if a training class is needed but does not have the recommended 8–12 teachers, the Liaison Administrator and Teacher Leader can submit an exemption request that outlines plans for ensuring the quality of the training for that academic year. Exemptions from Standards are submitted in writing to the CIRR to cirr@rrcanada.org by email. If the exemption request is granted, it is for one year only to accommodate a specific need. This documentation assists the Trainers with information about the Standards and any changes or refinements needed. Liaison Administrators can support Teacher Leaders in requesting an exemption in writing to the CIRR.

The Reading Recovery network is protected by a trademark granted annually to school districts pending a review of their compliance with the *Standards and Guidelines*. School districts who meet the standards are granted a royalty-free license to use the name Reading Recovery on district publications. The trademark contributes to the quality assurance of Reading Recovery and prevents individuals and commercial organizations from using the name Reading Recovery to promote programs or products. Approval for the use of the trademark is granted annually when site fees are paid in full to the Canadian Institute of Reading Recovery.

Outreach Beyond the School District

Building a consortium of school districts offers flexible ways to operate more economically. Liaison Administrators find it helpful to invite neighbouring districts to attend information sessions about Reading Recovery. When schools and districts have Reading Recovery, neighbouring districts can combine teachers for training classes. This makes it possible to have enough teachers for a full class or for professional development and continuing contact.

PRINCIPLE 5: ANTICIPATE AND VALUE CHANGE

School leaders have come to anticipate and value change at all levels of the school organization. Working systematically to implement Reading Recovery over a 3-year period, and engaging in ongoing short- and long-term planning important for a successful Reading Recovery implementation.

Working Toward Full Implementation in Schools

Liaison Administrators have the responsibility to plan for full implementation at the school and district levels. Being attentive to shifts in demographics, changes in curricular outcomes, and shifts in personnel is necessary in order to plan for effective and consistent implementation. Placing one Reading Recovery Teacher per school may give the appearance of equal service but may fail to support the school in serving the number of students who need early intervention. Planning for the appropriate level of support requires thoughtful planning for teacher training in each school in order to attain full implementation across schools in a district.

Reading Recovery training classes work best with 8–12 teachers. Hosting a teacher training class annually may not be efficient. Thus, the Liaison Administrator, Teacher Leader, and school principals must anticipate the need for Reading Recovery support over a 3-year period. Liaison Administrators work together to develop a plan for teacher training. The plan also must include financial support for the Teacher Leader role when there is no training class.

Planning for Adequate Teacher Leader Support Across the District

In addition to assisting principals determine the number of Reading Recovery Teachers needed for each school, the Liaison Administrator assesses the

number of Teacher Leaders needed to support teacher training and implementation. Since Teacher Leaders must be able to provide immediate and intensive support to teachers, knowing how many Teacher Leaders are needed in a school district is critical. This decision is not clear-cut.

Teacher Leaders typically support 35–45 Teachers. Distance among schools, numbers of students, teacher experience, and additional leadership responsibilities factor into determining the number of teachers a Teacher Leader can serve effectively. In addition, districts that need literacy intervention in French may need a second Teacher Leader trained in IPLÉ.

Building Capacity

Liaison Administrators, in collaboration with principals and the Teacher Leader, may elect to develop a policy for rotating Reading Recovery Teachers back into a classroom or other position after a period of four to five years. This rotation provides opportunities for the Reading Recovery Teacher to maintain a broader perspective of student performance. This process also provides opportunities for extending the Reading Recovery training to other teachers. Capacity is built for full implementation of Reading Recovery and for establishing a cadre of highly trained Teachers. An important consideration is the intensity of Reading Recovery training. The training requires a willingness to engage in intensive observation, problem solving, and reflective practice. Teachers should give the opportunity careful consideration before applying for training. Having three years experiences in early years literacy instruction and a record of successful classroom teaching provide the prerequisite experience that will lead to success.

Changes in Reading Recovery Personnel

Administrators know that changes in personnel are inevitable. Liaison Administrators often must construct a plan for changes in the Teacher Leader role. Some times, changes in the Teacher Leader position can be planned for; other times they cannot.

Teacher Leaders may have long-range goals to move into district or school leadership positions or some may be planning for retirement. Often these types of changes can be anticipated and plans can be made in advance to train a new Teacher Leader. Teacher Leader training is one full year so identification of a Teacher Leader candidate as soon as possible and contact with the CIRRR at least one full year prior to an anticipated change is advised.

A Teacher Leader may need to leave the position with limited notice. Liaison Administrators should speak with the Regional Trainer(s) to find solutions while training a new Teacher Leader. Trainers are able to suggest a network of support for finding qualified people to monitor students, provide continuing contact, and compile data for the Training Centre report. A retired teacher leader working part-time can provide support in emergency situations. The important consideration is that this kind of support is temporary. Over time, short-term solutions affect outcomes and do not move the implementation forward.

Working with New Administrators

Changes in leadership occur annually at all levels of the school organization. Liaison Administrators plan for communicating the importance of early intervention and the role that Reading Recovery plays in a comprehensive literacy plan to all new administrators. They provide annual reports to central office administrators and elected officials. The old saying "one picture is worth a thousand words" is particularly applicable. Providing opportunities to show rather than tell new leadership about Reading Recovery often is more effective. In this communication process, first

seeking to understand the priorities and needs of each person new to an administrative role is most effective. Putting people first and developing relationships contributes to a feeling of trust.

Liaison Administrators assist Reading Recovery Teacher Leaders and Teachers as they plan information materials and sessions that support and welcome new principals, assistant principals, literacy specialists, and teachers. Since Reading Recovery operates as a network of support, making the process visible often is helpful. Calendars, data reports, and objectives for ongoing professional development that is a part of Reading Recovery can be very useful to new personnel in Reading Recovery schools.

Economic Challenges

Thinking that school systems will not face funding challenges is unrealistic. Changing patterns in district growth and shifting priorities in school board and provincial funding are constants in school systems. In order to ensure the continuous implementation of Reading Recovery, identification of multiple funding sources may be necessary. Collaborative efforts to share local, provincial, and federal funds can provide flexibility for funding Reading Recovery. Funds from foundations, community organizations, or corporate sponsors provide supplemental resources for training costs, books, and/or materials. (Chapter 3 provides funding information.)

Liaison Administrators are adept in articulating the cost-effectiveness and value-added contribution Reading Recovery Teachers make to schools in the other half of their day.

Maintaining a working knowledge of the alternative costs of referral to the district and to students gives Liaison Administrators an edge when explaining the value of Reading Recovery. People talk about the cost of Reading Recovery, and are often only considering the initial investment rather than the lasting investment that produces dividends in the lives of children and their sustained academic performance in schools.⁴¹

Political Changes

Political change is a constant at the board, provincial and national level. Liaison Administrators respond to shifts in politics by remaining open to a variety of positions. Maintaining a listening and responsive ear to the public and to elected officials enables them to highlight the benefits of preventing reading failure early. A positive and consistent voice is a powerful asset in nurturing the support needed in the face of political change. Experiencing the power of a live lesson provides a powerful image!

Responding to Trends in Education

Individuals in education for any length of time know what is meant by the "pendulum swing". Certainly, we want to move forward with new learning and deeper understandings from research and practice, but educational fads and promises of quick fixes, while tempting, offer little long-term effect. Liaison Administrators who read widely and participate in a variety of learning communities with leaders from other disciplines have a larger base of information to use when meeting and evaluating new trends in education.

A Final Challenge

Sustaining the effectiveness of Reading Recovery over the long term, so that early literacy intervention becomes internalized into the culture, schools and districts, requires an ongoing process of responsive action. Thoughtful analysis of data, used to inform decisions, continuous efforts to build shared ownership, and using a network of support require the dedicated leadership of a Liaison Administrator. Liaison Administrators who value the benefits of preventing early reading failure lead with energy. They promote the vitality of Reading Recovery through their ability to respond openly to change, while maintaining an unwavering commitment to the principles and practices of effective implementation of Reading Recovery.

⁽¹⁾ For more information about the economy of Reading Recovery, see **Cost vs. Cost-Effectiveness** under resources at www.rccanada.org



CHAPTER SEVEN

Data Collection and Analysis

Another hallmark of Reading Recovery is accountability for student outcomes. The goal of Reading Recovery is to reduce both the number of Grade One children who are at risk of literacy failure and the cost of these learners to the system. Achieving this goal requires a deliberate, systematic, ongoing process to evaluate outcomes and monitor progress of all Reading Recovery children. Monitoring all aspects of the implementation leads to productive planning and continuous improvement of results.

Chapters 7 and 8 are closely interrelated. In Chapter 7, Data Collection and Analysis is highlighted. Chapter 8 focuses on ways school districts use their data to strengthen Reading Recovery implementation. A better understanding of the relationship between data provided to sites and ways the data can be used to ask questions and solve problems is possible when these two chapters are explored together.

Marie Clay's *An Observation Survey of Early Literacy Achievement* (Clay, 2019) is used to assess children in Reading Recovery. The Observation Survey provides important information on early reading and writing behaviours. It is used regularly by classroom teachers and researchers. All Reading Recovery Teachers are trained in administration, scoring and analysis. Even if a school does not implement Reading Recovery, the Observation Survey can be a valuable assessment tool. CIRR Trainers and Teacher Leaders can provide training to teachers in the school to utilize this early literacy assessment tool.

The *Observation Survey* is an assessment with a standard administration and includes six literacy tasks: letter identification, word test, concepts about print, writing vocabulary, hearing and recording sounds in words, and text reading.

Children receiving Reading Recovery support are assessed on the tasks of the Observation Survey before entering Reading Recovery, upon completion of their series of lessons and at the end of the school year.

Reading Recovery Teachers use several other instruments to observe students' progress over time. Teachers keep daily lesson records to record each child's emerging competencies in reading and writing. Teachers collect and study running records of text, writing books, and weekly records of reading and writing vocabulary. This information is critical as teachers make careful decisions about their teaching and the needs of the children in Reading Recovery.

The *Observation Survey* was redeveloped into French and has been published as *Le sondage d'observation en lecture-écriture*. It is used in Canada in French first language and French Immersion schools where Intervention préventive en lecture-écriture (IPLÉ) is implemented.

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Data has been collected on every child served by Reading Recovery since the implementation of Reading Recovery began in New Zealand in 1978. In Canada, data is sent from each school district annually to the CIRR. The CIRR has processed data on more than a 200,000 children since the second year of National Reading Recovery implementation in Canada in 1994. National norms (2019) are available for the five tasks of the Observation Survey allowing local schools and districts to evaluate their local implementations of Reading Recovery using a national comparison. Reading Recovery is not solely concerned with improving students' reading and writing skills. The term 'recovery' implies a clear objective: to have students develop efficient patterns of learning. These patterns enable them, by the end of their Reading Recovery lessons, to work at average grade levels or above and continue to progress within their school's instructional program.

On-going data collection, research, and analysis show that most students maintain these early literacy gains beyond the end of grade three. The CIRR, in cooperation with an independent statistical analyst, collects data on every child included in Reading Recovery/IPLÉ in Canada on an annual basis.

This data collection system provides direct accountability for each child's early literacy progress and provides a record of strengths and continuing needs for each child. The CIRR analysis also includes implementation data to guide intervention decisions. A National Data Summary Report is published each year and can be found on the CIRR website: www.rrcanada.org

CANADIAN INSTITUTE FOR READING RECOVERY: MEASURING OUTCOMES

Reading Recovery has two positive outcomes

Reading Recovery serves the children who are not catching on to the complex set of concepts and processes that make reading and writing possible. Two outcomes are possible for children included in Reading Recovery or IPLÉ. Both are positive for the child and for the school.

1. The child has made exceptional progress and accelerated gains, reaching the average band of the Grade One class in both reading and writing. The child demonstrates a strong literacy processing system and will be able to benefit from the classroom program without supplementary one-to-one support.
2. The child has made progress and has been identified as requiring some longer-term or specialist support in order to continue to develop an effective literacy processing system.

What are the criteria for discontinuing a child's lesson series?

Multiple criteria are considered before determining if a child is ready for individual lessons to end.

Consideration is given to a child's ability to:

- read increasingly more difficult texts at an instructional level (with 90 to 94% accuracy), learning from their own efforts to solve problems as they read;
- compose increasingly complex messages using their own resources to get to new words, monitoring and editing work, and knowing when and how to get help; and
- continue to learn in the classroom.

Reading Recovery's data analysis

The Canadian Institute of Reading Recovery (CIRR) in cooperation with an independent statistical analyst collects data on every child included in Reading Recovery or IPLÉ in Canada annually. As previously mentioned, each child is assessed before entering Reading Recovery, again upon leaving Reading Recovery, and at the end of the school year. Each child leaves Reading Recovery with one of the following documented intervention outcomes:

Accelerated Progress

The lesson series is discontinued when a child is able to benefit from the classroom program without the need for supplementary individual support.

Recommended: Substantial Progress

It is recognized early in the child's school career that some extra support will be required and it is recommended the child receive longer-term support.

Recommended: Limited Progress

It has been recognized early in the child's school career that some extra literacy support will be required and thus the recommendation for longer term specialist support is made.

Incomplete Lesson Series: Moved

Children who have moved away from the school during their lesson series.

Progressing but Unable to Continue

Children who are making progress but are unable to continue their lesson series due to circumstances outside of the school's control. (e.g. no teacher available, extended medical situations)

Documented outcomes of Reading Recovery as an early intervention

Data on more than 200,000 children included in Reading Recovery in Canada has been gathered, analysed, and reported by the CIRR.

- Since 1994, when data reporting began in Canada, it has been shown that children have made progress. Most made accelerated progress and were able to participate fully in classroom literacy instruction without the need for supplementary support.
- Follow-up studies indicate that most Reading Recovery children do well on provincial and local assessments in subsequent years.

In addition to CIRR analysis of data nationally, Reading Recovery school districts across Canada analyze and publish outcomes. Reporting frequently includes qualitative data about stakeholders' perspectives on Reading Recovery: parents, classroom teachers, administrators, and Reading Recovery professionals.

The CIRR National Data Summary

The CIRR provides outcome data and reports at multiple levels and for multiple purposes. Outcome data provide the results of the intervention, such as number of children included and the outcomes of the intervention. Data analysis also helps explain why a given set of results were achieved and how they can be improved. These include attendance data, students served per teacher, the number of lessons per week, etc.

Electronic data collection is making data submission more timely and efficient. Computer access to the Internet should be available for every Reading Recovery Teacher and Teacher Leader to permit timely entry of data into the system.

Protecting Individual Privacy

The Freedom of Information and Personal Privacy Act (FIPPA/FOIPPA), has strict individual privacy requirements for the distribution of data to the CIRR. In order to protect the privacy of individuals, only the Liaison Administrator, Teacher Leader(s), and Trainer(s) overseeing the school district view site data directly.

GENERAL PROCEDURES FOR DATA COLLECTION

Procedures for data collection are standardized nationally and are required for every school implementing Reading Recovery in Canada.

Steps for Collecting and Reporting Data for CIRR

1. In consultation with classroom teachers, Reading Recovery Teachers identify individual children having the most difficulty with literacy learning. The six assessment tasks of the Observation Survey and The Burt Word Reading Test (New Zealand, 1981) are administered. In consultation with the school team, and confirmed by the Teacher Leader, the Reading Recovery Teacher identifies the lowest-achieving grade one students to begin lessons first. This same process occurs each time a teaching slot becomes available.
2. Student data entry is ongoing throughout the school year. Reading Recovery Teachers fill out the following data; Observation Survey scores at entry, exit, and end-of-year; intervention status; information on referral to other programs, etc. Information on implementation factors is also collected (e.g. number of Grade One students in the school, number of teaching hours weekly, etc.).
3. At the end of the year, all children who have been served by Reading Recovery are assessed as the first step in longitudinal monitoring of progress.
4. The Liaison Administrator and Teacher Leader(s) decide how to report and disseminate information to stakeholders at the school and district levels. The data for each child served are analysed, aggregated, and reported by the CIRR to Teacher Leaders after approval by the CIRR Board of Directors. The Teacher Leader and Liaison

Administrator prepare Training Centre reports which are submitted to the CIRR via the Regional Trainer. In multiple-district sites, a district report is also prepared for each district.

5. Trainers review data and produce provincial or regional reports, depending on need. Trainers are available to help Liaison Administrators and Teacher Leaders continue to analyse their data in order to strengthen the operation of the intervention. The annual national report is available on the CIRR website. It provides useful comparative data for a Training Centre or district. The Teacher Leaders work to establish the procedures for Reading Recovery data collection. Organizing the administration of the Observation Survey and/or other district tests in an efficient manner is critical to the success of Reading Recovery. It is important to remember that assessment time is time away from teaching! Team collaboration will ensure the process is efficient.

Permission to Use the Reading Recovery or IPLÉ Trademark

Use of the Reading Recovery trademark requires designation as a "Reading Recovery Training Centre." Status as a site and use of the term "Reading Recovery" or "IPLÉ" is dependent on annual submission of data by a deadline set by CIRR and the Canadian Reading Recovery Trainers (CRRT). Upon submission of data to CIRR and evidence of compliance with the *Standards and Guidelines* the Training Centre is granted permission to use the Reading Recovery trademark. This ensures the integrity and commitment to implement the intervention according to the highest standards.

Research Questions in Reading Recovery Evaluation

Question 1: How many children were served and who was served in Reading Recovery?

Annual national reports detail the number of students who carried their lesson series into Grade Two for completion, the number who entered as Grade One students, and the number of students who transferred from another school.

Question 2: What was the intervention status of children served by Reading Recovery?

How many made accelerated progress and were able to make further progress within the regular classroom program? Reports generally include a chart and tables that shows the numbers and percentages of children in each intervention status category. Usually a graphic display is also provided showing the percentages of children in each status category: accelerated progress, substantial progress, limited progress, moved, or progressing but unable to continue.

A second way to examine the effectiveness of your Reading Recovery implementation is to look at the number of children who made accelerated progress

as a percentage of the children who had an opportunity for a complete intervention. A pie chart graphically depicts the two positive outcomes of Reading Recovery - those who no longer needed instruction and those who were identified for further assessment and a plan for future support.

Question 3: What percentage of Reading Recovery children were referred for and provided with longer term or specialist support?

An issue related to cost benefits is the potential reduction of referrals for specialist support. The answer to this question is discussed in the report and presented in both graphic and narrative form.

Question 4: What informal responses to Reading Recovery do teachers, administrators, and parents make?

Many Training Centres collect informal responses (via surveys) about Reading Recovery intervention from parents, teachers, and administrators. Likert-scale responses are accompanied by open-ended responses. The Liaison Administrator, Trainer or Teacher Leader may wish to add targeted questions to gain site/district-specific insights to inform the implementation.

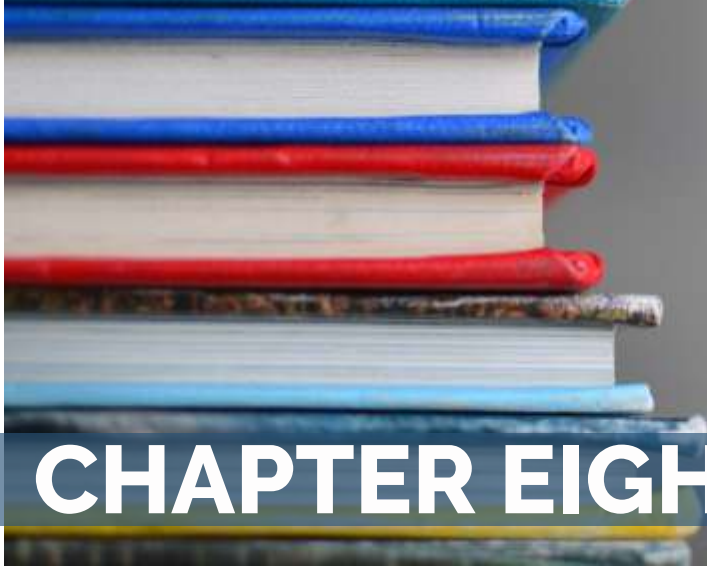
SUMMARY

Reading Recovery is a data-based and data-driven intervention. Outcomes are reported for all children served, and data are collected on Reading Recovery Teachers and schools.

Learning to interpret data from Reading Recovery is critical to the implementation. Reading Recovery Regional Institutes hold professional development sessions to help Liaison Administrators and Teacher Leaders analyse and interpret data. Scheduling sessions early in the year for principals and district

administrators to discuss and interpret data is necessary and powerful! When these sessions continue, they lead to discussions of how to celebrate successes and to improve the implementation in schools.

Chapter 8 emphasizes the use of the data to make implementation decisions and to strengthen Reading Recovery in order to provide the best possible literacy support for children at all levels across the site.



CHAPTER EIGHT

Using Data to Strengthen Reading Recovery Implementation

The Canadian Institute of Reading Recovery gathers data about the size and growth of the implementation of Reading Recovery in Canada. Locally, Teacher Leaders and Teachers gather data about individual students on a daily, weekly and yearly basis to monitor growth from entry to exit, as well as at the end of Grades One, Two, and Three. The responsibility of the Liaison Administrator, Teacher Leader, and other key stakeholders at the district, and school levels is to use the data to celebrate success, to detect potential concerns, to improve student outcomes, and to plan productively for the future of the intervention.

This chapter provides support for Liaison Administrators in this important role. Specific attention is given to:

- the importance of formative assessment,
- the measures used in Reading Recovery for assessing literacy learning,
- the intervention (outcomes) and the implications of those outcomes,
- the use of data to monitor the implementation of Reading Recovery, and
- the ways of reporting outcomes to a variety of audiences.

THE IMPORTANCE OF FORMATIVE ASSESSMENT

The research questions summarized in the previous chapter focus on Reading Recovery outcomes. They represent what happens in terms of student achievement. These data are critical, but additional data focus on factors that may have influenced the outcomes - factors that may influence implementation decisions. Unlike other interventions, Reading Recovery provides both summative and formative assessment data. District research departments are primarily interested in summative or outcome assessments that measure intervention results to determine if particular objectives have been met. Reading Recovery provides extensive outcome data, but also offers other ways to examine data.

Equally important for Liaison Administrators is the formative assessment. This data helps monitor how day-to-day actions and teaching practices affect the quality of outcomes. Formative data answer questions about how and why the implementation is proceeding as it is, and provide opportunity for problem solving to improve results.⁽²⁾ The detailed data reports compiled by the CIRR and Teacher Leaders allow for both formative and summative assessment that support continuous improvement in instruction and implementation of Reading Recovery. Program evaluation uses both formative and outcome data, analyzes these, and generates a plan for improvement with quantifiable objectives and specific milestones.

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CHAPTER 8: Using Data to Strengthen Implementation

Teacher Leaders can help you learn to analyze and interpret Reading Recovery ongoing data collection. Trainers also are available to discuss the implications of data for the effective implementation. Often Liaison Administrators attend sessions designed to assist in the interpretation of data. Trainers are sometimes invited to present with the Teacher Leader and Liaison Administrator at an advisory council meeting when a multiple-district site is just starting.

You may wish to design a process to collect follow-up data that will help monitor progress of Reading Recovery children in subsequent years to ensure their gains have been maintained.

^(a) *A useful resource for considering implementation issues is Marie Clay's **Literacy Lessons Designed for Individuals** (Clay, 2016).*

MEASURES USED IN READING RECOVERY FOR ASSESSING LITERACY LEARNING

The assessment of children's reading and writing achievement is measured with using the tasks of *An Observation Survey of Early Literacy Achievement* 4th Edition (Clay, 2019). Chapter 3 provides a detailed description of the Observation Survey.

The Observation Survey was developed through rigorous research studies. It is widely used because of its sound measurement qualities; all tasks 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 do know and understand. It is administered to Grade One children in the fall, at entry to and exit from the intervention, and at the end of the school year. At the beginning

of the intervention, data provide Reading Recovery Teachers with the detailed information they need to design individualized instruction.

In addition to the Observation Survey, Reading Recovery Teachers monitor the daily and weekly progress of children using Running Records of Reading Continuous Text, lesson records, book graphs, vocabulary charts, and writing samples. These data create the foundation for day-to-day instructional decision making. They allow teachers to monitor and analyse changes that occur over time across children's Reading Recovery lessons. Teacher Leaders check on these data in order to support Teachers who are encountering specific children, thus ensuring that all children continue to learn.

READING RECOVERY INTERVENTION STATUS CATEGORIES (STUDENTS OUTCOMES) AND THE IMPLICATIONS OF THESE OUTCOMES

Every child in Reading Recovery is accounted for regardless of the number of lessons. As Liaison Administrator, Principal, or District Administrator,

understanding the definitions of the five possible outcome categories is necessary in order to interpret and improve results.

INTERVENTION CATEGORIES (OUTCOMES) IN READING RECOVERY		
<p>ACCELERATED PROGRESS</p>	<p>First Successful Outcome</p> <p>The lesson series is discontinued when a student is able to benefit from the classroom program without the need for supplementary individual support.</p>	<p>Recommendations for Discontinuing Prior to Final Assessment suggest (and results from the Final Assessment confirm) the child has made accelerated progress and will be able to benefit from classroom instruction without the need for additional individual support.</p> <p>The lesson series is discontinued if:</p> <ul style="list-style-type: none"> • Instructional Text Level: level 16 or higher • Writing Vocabulary: stanine 5 or better • Most other scores: are stanine 5 or higher
<p>RECOMMENDED: SUBSTANTIAL PROGRESS</p>	<p>Second Successful Outcome</p> <p>It is recognized early in the child's school career that some extra support will be required and it is recommended the child receive longer term support.</p>	<p>Teacher observation and records suggest the child has made substantial progress and will be able to benefit from classroom instruction with some extra attention from the classroom teacher and opportunities for a high volume of daily reading and writing (time on task). It is recommended the child receive longer term support.</p> <ul style="list-style-type: none"> • Instructional Text Level: level 11 to 15 • Writing Vocabulary: stanine 3 or 4 • Other stanine scores: most are stanine 3 or 4
<p>RECOMMENDED: LIMITED PROGRESS</p>	<p>Second Successful Outcome</p> <p>It has been recognized early in the child's school career that some extra literacy support will be required and thus the recommendation for longer term specialist support is made.</p>	<p>Records of progress suggest the child will require more time and additional specialist support. It is recommended the child receive specialist and longer term support.</p> <ul style="list-style-type: none"> • Instructional Text Level: level 10 or lower • Writing Vocabulary: stanine 1 - 3 • Other stanine scores: most are stanine 1 or 2
<p>INCOMPLETE LESSON SERIES: MOVED</p>	<p>Children who have moved away from the school during their lesson series.</p>	<p>Children who register in a new school that implements Reading Recovery in the midst of their lesson series will continue in lessons.</p>
<p>INCOMPLETE LESSON SERIES: PROGRESSING BUT UNABLE TO CONTINUE</p>	<p>Children who are making progress but are unable to continue in their lesson series due to circumstances outside of the school's control. (e.g. no teacher available, attendance, etc.)</p>	

CHAPTER 8: Using Data to Strengthen Implementation

Liaison Administrators and Teacher Leaders need to function like data detectives. The goal of instruction is to:

- maximize the number of children who has made accelerated progress, and
- minimize those who fall in the recommended, moved (and are not picked up in their new school), or progressing but unable to continue.

By digging into the data to examine the number of children in each category, you will find that even when children do not meet Reading Recovery criteria for making accelerated progress, they have increased their knowledge of reading and writing. The story of Mikey illustrates the results of the second positive outcome.

MIKEY, A CHILD RECOMMENDED FOR LONGER TERM SUPPORT: SUBSTANTIAL PROGRESS

Mikey began Reading Recovery lessons in January and exited at the end of year with an intervention status of *Recommended Substantial Progress*. The entry and exit/end-of-year Observation Survey scores for Mikey are shown below. Possible scores

are provided for tasks that have a fixed number of possibilities. Mikey's scores are then compared with the average achievement group in the Canadian norms (Clay, 2013).

OBSERVATION SURVEY TASK	ENTRY SCORE	EXIT SCORE	POSSIBLE SCORE	CANADIAN AVERAGE BAND NORMS
Letter Identification	47	54	54	Fall 50 - 51 Mid-Year 54 Year-End 54
Clay Word Test	1	15	15	Fall 4 - 6 Mid-Year 13 Year End 15
Concepts About Print	8	17	24	Fall 14-15 Mid-Year 19 Year End 21
Writing Vocabulary	6	35	NO CEILING	Fall 9-13 Mid-Year 30-38 Year-End 44-51
Hearing and Recording Sounds in Words	16	34	37	Fall 20-27 Mid-Year 36 Year-End 37
Instructional Text Level	1	12	NO CEILING	

While Mikey did not reach the expectations for average in his class, he made important gains. At the end of his series of Reading Recovery lessons, he knew all letters, many letter-sound correspondences, a core of known words in his

reading and writing vocabulary, and he had gained 11 text levels. Look at the progress in Mikey's writing from the beginning to the ending of his series of lessons.

Entry Student Example:

I like my
home.

Exit Student Example:

I get to
have a pizza
hot party
with my team.

As Liaison Administrator it is important to note the substantial progress of students like Mikey, and to communicate this positive outcome to others. Even though he didn't reach the rigorous criteria to be considered average band within his classroom, with consideration for appropriate future instruction he will continue to improve his reading and writing. Liaison Administrators need to consider why children end up in this category, and discuss the following questions with the Teacher Leaders:

efficient as possible. Make sure that children begin lessons early in the school year and as quickly as possible after a teaching slot becomes available during the school year. Efforts must be made to minimize lesson cancellations. An area of concern may be that there are many children in the Grade One classroom who have low scores on the Observation Survey at mid-year or later. The school literacy team should investigate ways in which classroom instruction can be strengthened in order to ensure that all children make progress.

- With a greater sense of urgency by the teacher, would the result be different?
- Are Running Records of Continuous Text Reading being thoroughly analysed?
- Was the teacher using daily records to guide instruction?
- Does the classroom literacy curriculum or teaching play a role?
- Are lessons being delivered daily?

In addition, other educational professionals such as school psychologists, guidance counsellors, and remedial specialists must understand that most children need a full series of lessons before considering withdrawal from Reading Recovery (Clay & Tuck, 1991). This understanding may significantly decrease the number of students in the *progressing but unable to continue* category.

This is where the problem solving begins!

When children move, monitoring their progress is helpful if they have moved within the district or to a neighbouring district, especially if the new school offers Reading Recovery. Speaking with the principal of the new school is particularly helpful. If the new school has Reading Recovery, the child would complete his series of lessons. Working collaboratively with districts regionally strengthens results.

For some children who enter Reading Recovery lessons later in the school year, time often runs out at year-end before a child has completed the intervention. In this case, the lesson series is carried over to the next school year. Liaison Administrators and Teacher Leaders need to work to decrease the number in this group by making the intervention as

USING DATA TO MONITOR READING RECOVERY IMPLEMENTATION

The CIRR provides data that assists Teacher Leaders and Liaison Administrators to examine implementation issues. Data are provided in the following areas:

- Teacher data: number of teaching hours per week, other roles, average number of children taught per year, and whether the teacher was in training or trained.
- Time factors: average number of weeks and Reading Recovery lessons, average number of lessons missed for each student outcome status with reasons for missed lessons, dates when students entered the intervention.
- Implementation rate: level of coverage for each school by comparing the number of Reading Recovery students with the total number of Grade One students.

Teacher Leaders can discuss individual school outcomes with the Liaison Administrators. Beware of simple explanations! The reason a school is facing challenges may be due to implementation factors such as: Reading Recovery Teachers being pulled to cover classrooms, lunch duty, bus duty, or being required to attend various meetings. Careful data analysis can pinpoint these issues. Talking with a principal can uncover a wealth of explanatory data.

Local data also can be compared to national data; how well is the district doing as compared to national norms? Comparisons can be made to norms of the measures of the Observation Survey and also to other data found in the National Data Summary (e.g., average number of missed lessons). These publications are all available on the Resources page of the CIRR website at www.rrcanada.org.

Questions to Ask About Data - Questions About Children

- Are the lowest achieving children being served?
- Are all children receiving daily lessons?
- Are children missing lessons? What are the reasons for missed lessons?
- How efficiently are children being assessed so that entry into lessons occurs in a timely manner?
- What is the average number of weeks for children in each exit category (i.e. accelerated progress, substantial progress, or limited progress)? How does the average compare to the national average as indicated in the most recent national report?
- What progress have children who made substantial and limited progress in Reading Recovery made beyond the intervention?
- Are there many children left needing Reading Recovery and unable to be included in the intervention by the end of the year?
- Are children classified as progressing but unable to continue this year? What were the reasons (attendance, social-emotional factors)?
- How many children has a teacher served? Are implementation factors affecting these results? How does local success compare to the national average?
- What plans are there to look at the kindergarten literacy curriculum, if there are many Grade One students with very low scores?
- How do student scores compare to national norms in fall and at year-end?

Questions About Teachers

- Are students receiving 30-minute lessons?
- What are the teachers' responsibilities in the other part of the day? Do particular roles impact their availability to teach Reading Recovery children?
- Has the Teacher Leader provided adequate support? (high-quality training, record of school visits, etc.)
- Have teachers received adequate support from the Teacher Leader to address needs of children they are finding it challenging to teach? (ongoing professional development, school visits, etc.)
- Are teachers rotating out of Reading Recovery after 3 to 5 years to build capacity and expertise in early literacy in school/district?

Questions About General Implementation at School/District Levels

- Are the Liaison Administrator and Teacher Leader reviewing and discussing ongoing data regularly?
- Is there full implementation at the school level? At the district level? Is there a plan in place to reach full implementation?

- Are outcomes influenced by level of implementation at the school/district level?
- Is an improving trend in outcomes apparent over time? (comparing successive years' data)
- Are principals able to find time to discuss data and solve problems when needed?
- Are regular team meetings being held regularly at the school level to discuss the progress of children in lessons and to monitor former Reading Recovery students?
- Have the demographics of the district changed? Does instruction need to be revisited to better accommodate new learners?
- Is the early years literacy curriculum in need of support? How can Reading Recovery Teachers collaborate with classroom Teachers?

During their training year and ongoing professional development, Teacher Leaders learn about using Reading Recovery data to meet challenges in their sites. Trainers are also available to discuss implementation issues that arise. Trainers are available to make implementation visits to work with the Teacher Leader, Liaison Administrators, and District Administrators to seek solutions to problems.

REPORTING OUTCOMES TO STAKEHOLDERS

As Liaison Administrators and your Teacher Leader(s) analyze site, district, and school data, the type of report needed for particular audiences and purposes should be considered. Some possible report formats include:

- Training Centre (required by the CIRB Board of Directors)
- Executive summaries
- Comprehensive literacy newsletters (district or school)
- Reading Recovery newsletters (district or school)
- Case studies of Reading Recovery children (especially during the first year of implementation when aggregated data are not yet available)

- Oral reports to school boards, parent groups, or community groups
- Letters to the editor of local newspapers

When preparing reports, Liaison Administrators have access to information from many sources. Existing district data (district tests, provincial or territorial assessments, local assessments, etc.) can be used to show the impact of Reading Recovery in conjunction with classroom teaching. Collecting additional data to monitor subsequent progress after Grade One is an important consideration, always weighing the cost of testing versus teaching time.

continued...

CHAPTER 8: Using Data to Strengthen Implementation

Keep in mind that linking outcomes in Reading Recovery beyond Grade Three is not reliable. It would be difficult to correlate student outcomes more than three years beyond the intervention. Emphasis can be placed on student outcomes in concert with local literacy improvement initiatives.

Within a multiple-district site, a full Training Centre report aggregating data across districts may not be as meaningful as separate district reports. As data is analyzed and reports are prepared, it is beneficial to view the data in terms of identified issues facing your schools or district(s).

- What key issues are you facing?
- What tables or figures could you use to illustrate these issues?
- How might you write reports that address these issues using data?

As you learn more about Reading Recovery and continue to examine the data, new questions will arise. Beware of single-cause explanations. The setting is complex; the intervention is complex; the interpretation of the data is also complex!

Another rich source of information is available when preparing reports. In many Training Centres, annual surveys about reading Recovery are completed to get feedback from Administrators, classroom

teachers, parents, and Reading Recovery Teachers. Teacher Leaders collect these surveys and can select meaningful quotes to use in written reports. Quotes can effectively illustrate the power of the intervention in a very different way from tables and charts. A content analysis of responses will determine how different stakeholders perceive various aspects of the intervention. These responses are helpful in presenting outcomes of Reading Recovery to policymakers and stakeholders.

Written reports also are prepared at the school level. Reading Recovery Teachers, in collaboration with their school teams, produce a short year-end report summarizing Reading Recovery accomplishments during the year and making recommendations for the following year.

Understanding how to analyze and report Reading Recovery data, Liaison Administrators will have the knowledge and flexibility to use the information for their own reporting purposes. Presenting Reading Recovery results using everyday language facilitates sharing positive news about children's literacy development and makes the case for continuing Reading Recovery with school boards, administrators, teachers, parents, and the community at large.

SUMMARY AND COMMENTS

Research tells us that successful implementation of an innovation takes 3 to 5 years and sometimes longer. In the Mosenthal, Lipson, Sortino, Russ, and Mekkelsen (2002) study of two small Vermont schools with few resources, it took 8 years! Michael Fullan (1999) contends that the only constant is change! Consequently, using data to monitor program improvement and delivery of services supports the ongoing development of the intervention. Marie Clay has stated that implementation factors impact the quality of Reading Recovery services and ultimately influence its success in accomplishing its goal.

The Liaison Administrator plays an important role in interpreting Reading Recovery data in order to

analyze implementation factors related to student outcomes. Successful implementations use data to identify strengths and challenges and make plans for continuous improvement in their efforts to support the literacy achievement of children.

The Liaison Administrator and Teacher Leader will find ways to celebrate the many successes of Reading Recovery—success related to children, teachers, schools, and the community. In order to generate and sustain support for Reading Recovery, it is valuable to have ways to highlight successful accomplishments and acknowledge those who have made them possible. Celebrate the efforts of the team working on behalf of the children, as well as the success of the children.

Appendix A [The Standards and Guidelines - 5th edition](#)

Appendix B [Application for license as RR/IPLÉ Training Centre](#)

Appendix C [Suggested Layout and Equipment Specifications for a Training Centre](#)

Appendix D [Sample Letters requesting an Exemption to the Standards and Guidelines](#)

Appendix E [Teacher Leader Nomination Form](#)

For these appendices and additional helpful resources, visit: <http://rrcanada.org/resources/>

PERSONNEL

Break In Service - A period of time when a trained Reading Recovery/ IPLÉ Teacher, Teacher Leader, or Trainer is not working in the role as described in the Standards and Guidelines.

Bridging - The process of connecting a Reading Recovery/IPLÉ professionals' understandings from one linguistic context to another.

Classroom Teachers - Classroom teachers are partners with Reading Recovery/IPLÉ Teachers. Instruction in both the classroom and in Reading Recovery/IPLÉ complements each other. They reinforce and extend the child's learning.

Colleagues - Reading Recovery/IPLÉ trained personnel.

Field Year - The second year of Reading Recovery/IPLÉ Teacher Leader training when an

individual delivers the Reading Recovery/IPLÉ In-service course for the first time.

Reading Recovery Teacher /IPLÉ Enseignant(e) - An experienced teacher who has completed the year long training delivered by a registered Teacher Leader.

Reading Recovery Teacher Leader/IPLÉ Enseignant(e) formatrice - An experienced teacher who has completed a year of full time study at a recognized Training Institute in preparation for training Reading Recovery/IPLÉ Teachers.

Reading Recovery Trainer/IPLÉ Directrice à la formation - A Reading Recovery/IPLÉ Trainer has primary responsibility for the training and continued professional support of Teacher Leaders.

IMPLEMENTATION

Accelerated Progress - Accelerated progress is the first successful outcome of a Reading Recovery/IPLÉ series of lessons. The Recommendations for Discontinuing Prior to Final Assessment suggest (and results from the Final Assessment confirm) the child has made accelerated progress and will be able to benefit from classroom instruction without the need for additional individual support.

Annual Training Centre Report - A report prepared annually for the CIRR by each Training Centre describing implementation, results and future planning.

Carryover - A child in Reading Recovery/IPLÉ who has not had the opportunity to complete their individual series of lessons due to the end of the school year, will complete his/her program at the beginning of the next school year.

Continuing Contact Session - 2 ½ hour Professional Learning or On-going professional development

sessions held 8 times a year for trained Reading Recovery/IPLÉ Teachers conducted by Teacher Leaders.

Discontinued - A Reading Recovery/IPLÉ series of lessons is discontinued when a child has made accelerated progress, has developed an effective processing system in reading and writing, and participates with average or above students in the classroom (See definition of Accelerated Progress).

Discussion - Discussion provides for a more in-depth study of theory and practice following the teaching section at both In-Service and Continuing Contact sessions.

End of Year Data - National data collection is required annually by the CIRR to describe the Reading Recovery/IPLÉ implementation and to document the growth of Reading Recovery/IPLÉ nationally.

Full Coverage - Every child who needs Reading Recovery/IPLÉ has access to it at a school, district, provincial or national level.

In-service sessions - Reading Recovery/IPLÉ Teachers-in-Training meet with a Teacher Leader every other week for 2 ½ hours. This always includes observation of 2 lessons through a one-way screen.

Limited Progress - Limited progress is one of the other successful outcomes for a Reading Recovery/IPLÉ series of lessons. It has been recognized early in the child's school career that some extra literacy support will be required, and thus the recommendation is made for longer term, specialist support. Records of literacy progress suggest the child will require more time and additional specialist support.

Screen - A one-way mirror, termed a screen, is designed to allow Reading Recovery/IPLÉ Teachers to observe a Reading Recovery/IPLÉ lesson taking place "behind the screen". At the same time, the Reading Recovery/IPLÉ Teacher Leader is facilitating the learning of the Reading Recovery/IPLÉ teachers viewing the lesson.

Recommended or Referred - A Reading Recovery/IPLÉ student who has made substantial or limited progress but has not developed a sufficiently effective literacy processing system after being in Reading Recovery/IPLÉ for a sufficient period of time and needs longer-term or specialist support (See definitions of Limited Progress and Substantial Progress).

Substantial Progress - Substantial progress is a successful outcome for a Reading Recovery/IPLÉ series of lessons. It is recognized early in the child's school career some extra support will be required, and it is recommended the child receive longer term support. Teacher observation and records suggest the child has made substantial progress and will be able to benefit from classroom instruction with some extra attention from the classroom teacher and opportunities for a high volume of daily reading and writing.

Visits - Reading Recovery/IPLÉ colleagues at all levels visit each other for professional development and to provide support in problem solving difficult issues.

LOCATIONS

Reading Recovery/IPLÉ Training Institute - Teacher Leader training location.

Reading Recovery/IPLÉ Site - A system providing Reading Recovery/IPLÉ although not necessarily employing a Teacher Leader.

Reading Recovery/IPLÉ Teacher Training Centre - A system that has implemented Reading Recovery/IPLÉ, employs at least one Teacher Leader and is the location of In-service sessions.

School - School which implements Reading Recovery/IPLÉ.

ROLE OF LIAISON ADMINISTRATOR

At each Teacher Training Centre, an Administrator who desires to actively support the implementation of Reading Recovery/IPLÉ serves in the role of Liaison Administrator. The Liaison Administrator should be operating at senior management level. The Liaison Administrator should have some expertise in the fields of literacy acquisition or special educational needs. In addition to the dedication, skill and expertise of the Teacher Leader, a successful implementation of a Reading Recovery/IPLÉ Teacher training program depends greatly on the efforts of the Liaison Administrator.

The Liaison Administrator has the primary responsibility for overseeing and facilitating Reading Recovery/IPLÉ implementation in support of the Teacher Leader and for acting as an advocate for whatever cannot be compromised in the interest of effective results (Clay, 1987). The nature and intensity of the Reading Recovery/IPLÉ Teacher training itself presents unique administrative challenges. Reading Recovery/IPLÉ requires that Teacher Leaders have the authority to ensure the integrity of the services delivered to children. Teacher Leaders require an advocate in administration who will support the Teacher Leaders' decisions.

If several districts join together to establish a Training Centre, each district must designate a contact person and that group designates one person to be the Liaison Administrator. This person must be willing to become thoroughly acquainted with all aspects of Reading Recovery/IPLÉ. Strong leadership qualities along with communication and problem-solving skills will enable the provision of effective administrative support for Teacher Leaders.

The primary responsibilities of the Liaison Administrator include, but are not limited to: Providing general administrative support for the Teacher Leaders associated with implementing the program at the Training Centre which includes regular communication and monitoring of Teacher Leader workload;

- Preparing, reviewing and revising a site implementation plan and working to embed Reading Recovery/IPLÉ within the system's comprehensive literacy plan;
- Assisting with the recruitment of new Teachers and Teacher Leaders to be trained;
- Providing information about Reading Recovery/IPLÉ, including speaking to groups and responding to telephone and written inquiries;
- Ensuring the availability of appropriate training facilities, equipment, and office space;
- Preparing the Reading Recovery/IPLÉ budget and arranging for the collections and disbursement of monies related to the operation of the Reading Recovery/IPLÉ Training Centre;
- Working with the district, building administrators and Teacher Leader to ensure understanding of, and compliance with, training and implementation requirements;
- Serving as the contact person between the Teacher Leader and participating districts and CIRR;
- Assisting the Teacher Leader in the collection, organization and analysis of student progress data.

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