



Reading Recovery Center® for Literacy at National Louis University

Site Coordinator Newsletter

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Reading Recovery as a Component of MTSS

Multi-Tiered Systems of Support (MTSS) is a comprehensive framework emphasizing support for all learners. An effective MTSS system provides a continuum of supports that are prevention focused. The goal is to intervene early so that struggling students have the greatest opportunity to catch up to their peers. A collaborative, school wide approach to providing support and professional development are 2 important features of MTSS. Reading Recovery is an effective component of MTSS literacy initiatives in the following ways:

- Reading Recovery provides specific, individualized instruction by specially trained teachers for the lowest achieving first grade students. This early and targeted literacy instruction provides the greatest opportunity for accelerated learning.
- Reading Recovery teachers participate in high-quality and ongoing professional development. The professional knowledge gained by Reading Recovery teachers provide schools with literacy support for *all* primary grade teachers and other school personnel to provide effective literacy instruction for all students.
- Reading Recovery supplements core classroom literacy instruction, therefore, the Reading Recovery teacher and the classroom teacher (as well as other school personnel such as ESL teacher, Speech-Language pathologist, etc.) collaborate often; emphasizing a culture of shared responsibility and collective efficacy for all students.

Professional Development in Reading Recovery

Effective professional development is defined as structured professional learning that results in observable changes in practices *and* improvements in student learning outcomes (Hammond, Hyler, & Gardner, 2017). In 2017, The Learning Policy Institute identified Reading Recovery as an example of a professional development model that possess all seven elements of effective professional development that is linked to gains in student learning.

Key elements of the Reading Recovery professional development model include:

- Teachers complete a yearlong graduate-level training course which includes model lesson observations, teacher demonstration of effective teaching techniques, frequent discussion between participants.
- Additional ongoing professional development includes a minimum of six sessions annually, with a RR teacher leader and colleagues.
- Many continuous opportunities for interaction and collaboration with other RR teachers, teacher leaders, classroom teachers, and school leaders.
- Faculty from partnering universities (University Training Center—UTC) support teacher leaders and teachers, as well as facilitate program implementation within their areas.



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