



Reading Recovery®



NEWSLETTER

January 2020
Volume 3

We understand the hard work, energy, and time you expend as district and school leaders. Due to district commitments and the geographical distance among our 9 districts, it is challenging to meet as a group.

This newsletter serves to communicate in a more convenient and accessible way. We value your input and investment in your teachers as they continue to be involved in the Valley Area Reading Recovery Consortium.

For those of you who serve as district representatives to VARRC, we plan to schedule a face-to-face consortium meeting in early Spring. Stay tuned for the date. We hope to see you there!



This year was off to an exciting start as we welcomed new teachers and districts to the Valley Area Reading Recovery Consortium. It has been a terrific opportunity to add to our collective collaborative power as we learn from each other.

Please join us in welcoming...

- ★ **Liz Armstrong, Unified School District of De Pere**
 - We are thrilled to have Liz join Katy Honish and Alissa Roe as a Teacher Leader this year. She brings expertise in oral language acquisition and English language learners and has both an ESL and bilingual teaching license. In addition to her Reading Recovery and teacher leader training, she is trained as both a teacher and a teacher leader for Descubriendo La Lectura, the Spanish version of Reading Recovery.
- ★ **Ashwaubenon School District**
 - Deb Patterson (Reading Recovery Teacher)
 - Stacey Schabow (Reading Recovery Teacher)
 - Wendy Hnilicka (Reading Recovery Teacher)
- ★ **Southern Door School District**
 - Heidi Schmiling (Reading Recovery Teacher)

Currently, the efficacy of Reading Recovery and the principles and practices on which it is based are being challenged in media reports and by advocates of one-size-fits-all programs.

Recent articles written by trainers and teacher leaders and posted on the RRCNA blog have corrected some of the myths and misconceptions being spread and describe how the work we do in Reading Recovery not only aligns with but also informs current recommendations for early literacy practices. We encourage you to read:

- [The Stories We Tell Ourselves: Reading Recovery and the MSV Myth](#)
- [The Three Cueing Systems in Beginning Reading Instruction: Good Idea or Hoax?](#)
- [Active Problem Solving in Reading is NOT a Guessing Game](#)

Further information on the research evidence that supports Reading Recovery is also available on the [RRCNA](#) website and at the What Works Clearinghouse.

Related Reading:

- [The Act of Reading: Instructional Foundations and Policy Guidelines](#)
- [Literacy Leadership Brief: Children Experiencing Reading Difficulties](#)
- [What's the Fuss About Phonics and Word Study?](#)



What's Been Happening?



Adria Klein

**Oral Language, Reading, & Writing:
Scaffolding Connections for All Learners**

On November 11th, many of our teachers spent the day learning about how to look for patterns in language development, focus on the content and meaning of students' language, and value language approximations as an asset in order to plan better instruction for all our students. In addition to Reading Recovery and Literacy Lessons teachers, we welcomed interventionists, special education teachers, and EL teachers from across the state. About 150 professionals added to their knowledge by attending this workshop.

ABOUT THE PRESENTER

Adria Klein, Ph.D., is the Trainer and Director of the Reading Recovery Center at Saint Mary's College of California. She is also a professor emerita of reading education at CSU San Bernardino where she was the Chair of the Department of Elementary and Bilingual Education. She earned her Ph.D. at the University of New Mexico in Reading and ESL. Dr. Klein is an author and editor of many professional books and articles including *Research in Reading Recovery*, as well as many children's books. Dr. Klein's recent scholarship has appeared in the *Journal of Reading Recovery*, *The Reading Teacher*, *National Association of Elementary School Principals (NAESP)*, *Reading Psychology*, and *Educational Leadership*.

Summer Learning:

Literacy Acquisitions K-2

Fifteen classroom and special educators from De Pere, Oshkosh, and Fond du Lac participated in this class. Some schools sent a team including their literacy resource teacher. They spent time thinking about their beliefs and how they impact their decisions and actions as teachers. Ideas, strategies, and current best practice ideas were shared and practiced. Teachers prepared an application project they shared as a culminating activity. We look forward to offering this class again during the summer of 2020. Watch for upcoming registration information

Conferences

January 22-24, 2020
Regional→ Illinois

Comprehensive Literacy
and Reading Recovery
Conference

February 8-11, 2020
National→ Ohio
National Reading Recovery
and K-6 Literacy
Conference

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Professional Development

With three teacher leaders, one of our goals for this year is to increase the number of onsite and virtual visits we do with our Reading Recovery and Literacy Lessons teachers. This allows us to individualize our teacher support and lead to better outcomes for our students' literacy learning.

As RRCNA seeks to continuously improve, they partnered with the Carnegie Foundation and found themes that correlate with high outcome teachers. Therefore, each teacher has set a goal related to becoming a high outcome teacher. These goals center around:

- Building relationships with students and families
- Collaborating with others to improve teaching for each child
- Being insistent and persistent when teaching
- Being explicit when teaching and prompting

Another goal we have is to improve the learning we all do together during our six Continuing Professional Development sessions. We have changed the format of these sessions to allow for more collaborative conversations and time to read theory and research to support our thinking. We want every teacher to leave with a lift to their learning.

Continuing Professional Development

We welcome guests to observe during these sessions

<u>Days</u>	<u>Dates</u>	<u>Times</u>
Mondays	2/3, 3/30, 5/11	12:00-3:15, 3:30-6:45
Tuesdays	2/4, 3/31, 5/12	8:00-11:15
Thursdays	2/13, 4/2, 5/14	12:00-3:15