



Reading Recovery®

INCREASE LITERACY EXPERTISE IN SCHOOLS



READING RECOVERY AND PROFESSIONAL DEVELOPMENT FOR SPECIALIST TEACHERS

The best investment for students is knowledgeable teachers — teachers who know how to adjust their teaching based on a child's needs and abilities. Reading Recovery achieves unparalleled success with lowest-performing first graders through excellence in teacher professional development. In Reading Recovery training, teachers learn how to assess beginning readers' knowledge and skills and to design individual lessons that accelerate learning so children can benefit from classroom instruction.

The expertise of Reading Recovery teachers has prompted many school administrators to also invest in training for other specialist teachers — those who hold special education or ESL certifications and endorsements. These specialist teachers need to be able to adapt instruction to meet the unique needs of these students who struggle to read and write.

EXPAND THE ONE-TO-ONE POWER OF READING RECOVERY TEACHING TO OTHER STUDENT POPULATIONS WITH **LITERACY LESSONS™**

Schools and districts that invest in Reading Recovery now have the opportunity to expand this professional learning to teachers who work with special populations of students beyond first grade.

Many Reading Recovery university teacher leader training centers and teacher training sites now offer a new professional development option for special education or ESL-certified teachers.

LITERACY LESSONS INTERVENTION SPECIALISTS

Literacy Lessons intervention specialists primarily serve students who continue to experience difficulty with early literacy learning beyond first grade, usually up to age 9.

They also select children from their regular caseloads and use knowledge they've gained from Literacy Lessons training with small groups and classrooms outside the one-to-one individual lessons.

Literacy Lessons intervention specialists learn to

- observe and assess a child's reading skills,
- design lessons that build on the child's existing knowledge,
- select “just right” books for children and craft book introductions,
- expertly guide conversations that lead to language development, and
- accelerate progress through the reciprocity of reading and writing.

LITERACY EXPERTISE

No scripted program can substitute for a knowledgeable teacher who knows how to design individual lessons based on learner strengths. The following elements are essential in both Reading Recovery and Literacy Lessons training:

- Graduate credit granted through a college or university
- Regularly scheduled classes, either at the Reading Recovery university training center or taught by a teacher leader at a school-based Reading Recovery training site
- The study of Marie Clay's literacy processing theory
- Teaching of individual lessons to students while learning
- Observing and participating in live teaching sessions with colleagues

RTI CONNECTION

Training in Literacy Lessons supports schools with their response to intervention (RTI) programming. The assessment tasks that are a part of Literacy Lessons provide both identification and monitoring data that support and accelerate student learning.

SCREENING TOOL RECOGNIZED BY NCRTI

The Observation Survey of Early Achievement — the screening tool used by trained Reading Recovery and Literacy Lessons professionals — is recognized as valid and reliable by the National Center for Response to Intervention (NCRTI). NCRTI assigned the highest rating possible — Convincing Evidence — in all categories: classification accuracy, generalizability, reliability, validity, and disaggregated data for diverse populations. With this approval by the NCRTI Technical Review Committee, the Observation Survey can be used by school psychologists, special educators, and others as an evidence-based screening instrument to identify children at risk for literacy failure.



“Literacy Lessons training has provided special education teachers with a well-rounded view of literacy strategies. They provide ongoing support with other professionals for student problem solving.”

– JARA PACKER, Student Services Coordinator for Dublin City Schools in Ohio

STRONG RESEARCH EVIDENCE OF EFFECTIVENESS

Using rigorous standards, two agencies funded through the U.S. Department of Education have reviewed Reading Recovery research studies. The What Works Clearinghouse (WWC) rated Reading Recovery as positive or potentially positive across all four domains — alphabetics (phonics and phonemic awareness), fluency, comprehension, and general reading achievement. And among all programs reviewed by the WWC, Reading Recovery received the highest rating in general reading achievement. The National Center for Intensive Intervention (NCII) reviewed Reading Recovery research, listing three studies that show large effect sizes for Reading Recovery students.

REPORTS CITED

NCRTI Screening Tools Chart

<http://www.rti4success.org/resources/tools-charts/screening-tools-chart>

WWC Beginning Reading Intervention Report: Reading Recovery®

<http://www.ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=420>

NCII Academic Intervention Tools Chart

<http://www.intensiveintervention.org/chart/instructional-intervention-tools>

GROWING THE CAPACITY OF YOUR SCHOOL TEACHERS AND ADMINISTRATORS REFLECT...

...ON STUDENT IMPACT

"Providing the Literacy Lessons training for our special education teachers changes their knowledge of how children acquire literacy. Their instruction and interaction with our special education students produces acceleration in reading. Now our students are growing by 8–10 reading levels every year. Training special education teachers in Literacy Lessons has been the single best investment in professional development because of its direct and measurable impact on our special needs students."



Dr. Happy Carrico
Principal/Head of School
Newton Rayzor Elementary,
Denton ISD, Texas

"This year I watched a special needs teacher at Malabar Intermediate School work with a fifth grader in a 30-minute individual Literacy Lessons demonstration. Looking at his reading levels, we could see he had improved more during his 32 lessons than in the previous 6 years."



Brian Garverick,
Superintendent
Mansfield City Schools
Ohio

"After our first group of special education teachers trained in 2007, we knew this professional development model was the best that we could provide. Our teachers increased their knowledge of how children acquire literacy and then were able to transfer that knowledge in order to accelerate our special education children. In IEP meetings, we were able to document significant gains toward meeting the students' literacy goals."

Laura Davis, Coordinator of Special Education Services
Denton ISD, Texas

"Literacy Lessons has the potential to make a huge difference with the most-fragile readers in this country. Some of our students had short-term Literacy Lessons interventions and some needed longer-term interventions, but they all developed a literacy processing system. The success of these struggling students is more rapid than any special-needs reading intervention I've seen in my 32 years of teaching."



Connie Obrochta
Literacy Lessons
Teacher Leader
Evanston-Skokie School
District 65, Illinois

...ON TEACHER EXPERTISE

"Literacy Lessons helped me learn how to analyze a running record and use the results in my teaching. I am now able to see what the student does at the point of difficulty and determine the next strategies a child needs to learn. I also find that I use my Literacy Lessons training with students outside the one-to-one setting."

Marca Morgan, Intervention Specialist
South-Western City Schools, Grove City, Ohio

"I learned to build my goals and instruction for a student based on his or her strengths and not from a deficiency paradigm. The unique instructional format of watching live teacher and student lessons enhanced my ability to systematically observe students, citing specific evidence, thus strengthening the documentation across all my student caseloads."



Kendra Gonzales
Elementary K-5 Special
Education/Inclusion Teacher
Denton ISD, Texas

"Students of all ages benefit from the increased observational skills teachers gain in Literacy Lessons training. The benefits are not isolated to early readers."

Demetra Disotaur, Former Literacy Director
Evanston-Skokie School District 65, Illinois

...ON WHOLE-SCHOOL BENEFITS

"I gained deep knowledge about how students acquire literacy and that has been invaluable as I work with English learners. The training in Reading Recovery has allowed me to teach many students in all different grade levels and all different English fluency levels. We incorporate speaking, reading, and writing at the same time."



Carolyn Kevelin
ESL teacher
Pleasant Lake Elementary,
Walled Lake School
District, Michigan

"Although Reading Recovery and Literacy Lessons teachers work one-to-one with children for a portion of their day, the other part of their day they are using their knowledge to work with small groups or, in some cases, classrooms full of children. Many children benefit from their teachers' continued learning."

Holly Christie, Reading Recovery and Literacy Lessons Teacher Leader
Mansfield City Schools, Ohio

"The knowledge I've gained these past 2 years through Literacy Lessons training and continuing professional development help me problem solve some of my toughest caseload students who are struggling in reading."

Tara Malburg, Learning Resource Center Teacher
Walled Lake Elementary, Walled Lake School District, Michigan

DISTRICT INFORMATION

DENTON INDEPENDENT SCHOOL DISTRICT – TEXAS

This fast-growing district with a student enrollment of 21,000 covers 180 square miles including parts of 17 cities and communities outside the Dallas/Fort Worth area. Reading Recovery has been in the district for 24 years and is available in all 22 elementary schools. Twenty-one special education teachers in the district have been trained in Literacy Lessons since 2007. Both administrators and teachers value the change it has made for special education students.

EASTERN UPPER PENINSULA INDEPENDENT SCHOOL DISTRICT – MICHIGAN

This 20-school district serves children and families in a 4,000 square mile, 3-county area of northern Michigan, with about 7,000 students enrolled. Reading Recovery has been in the Upper Peninsula for 20 years. In 2004, the district also began training special education teachers and has trained 8 in Literacy Lessons and 1 in Reading Recovery. Both the trained special education teachers and their administrators say that the training has increased teacher understanding of literacy learning and improved student achievement.

EVANSTON/SKOKIE SCHOOL DISTRICT #65 – ILLINOIS

This preK through Grade 8 school district serves more than 7,000 students in the City of Evanston and small neighboring village of Skokie. The school district has had Reading Recovery since 1991, and in 2015 had 13 Reading Recovery-trained teachers, including 5 trained in the Spanish reconstruction, Descubriendo la Lectura. In addition, 12 special education teachers now provide Literacy Lessons, including 2 who work with children learning to read in Spanish. Many struggling readers with IEPs have seen accelerated growth in text reading and writing because these trained teachers have new insight into literacy processing.

MANSFIELD CITY SCHOOLS – OHIO

This district, located in central Ohio, has three elementary schools and 3,600 K-12 students enrolled. The district has a 29-year history as part of the Ashland University/Mansfield City Schools training site for Reading Recovery teachers. Since 2010–2011, 5 Literacy Lessons intervention specialists have been trained.

SOUTH-WESTERN CITY SCHOOLS – OHIO

This district in Grove City is the sixth largest in Ohio, serving over 22,000 students with a very diverse population. Over half of the students qualify for free or reduced lunch. The district has been a Reading Recovery training site for more than 14 years and currently has 22 Reading Recovery teachers working with struggling first-grade students. In the past 5 years, 4 intervention specialists and 8 ESL teachers have been trained in Literacy Lessons. The South-Western site also trains specialist teachers in nearby Dublin City Schools where enrollment exceeds 15,000 students with about 90% going on to higher education.

WALLED LAKE CONSOLIDATED SCHOOL DISTRICT – MICHIGAN

This district includes cities and towns in the Greater Detroit area. About 14,700 students are enrolled in its 14 elementary schools, 4 middle schools, 3 high schools, and 1 alternative school. The district has included Reading Recovery for the past 20 years and continues to make it available in all its Title I buildings. About 8 years ago, the district began training ESL teachers in Reading Recovery and now has 2 trained teachers working with EL students. In addition, 5 special education teachers have been trained in Literacy Lessons. Both teachers and administrators see benefits in student achievement.



READ MORE ABOUT LITERACY LESSONS ONLINE

readingrecovery.org/literacy-lessons/literacy-lessons-overview