



The Board of Education of School District No. 61 (Greater Victoria)
Education Policy and Directions Committee

AGENDA

Date: Monday, May 3, 2021, 7:00 p.m.

Location: Broadcasted via YouTube
<https://bit.ly/3czx8bA>

Chairperson: Trustee Painter

Pages

A. COMMENCEMENT OF MEETING

This meeting is being audio and video recorded. The video can be viewed on the District website.

A.1. Acknowledgement of Traditional Territories

The Greater Victoria School District wishes to recognize and acknowledge the Esquimalt and Songhees Nations, on whose traditional territories, we live, we learn, and we do our work.

A.2. Approval of the Agenda

Recommended Motion:
That the May 3, 2021 Education Policy and Directions Committee meeting agenda be approved.

A.3. Approval of the Minutes

Recommended Motion:
That the April 6, 2021 Education Policy and Directions Committee meeting minutes be approved.

A.4. Business Arising from Minutes

B. PRESENTATIONS TO THE COMMITTEE

B.1. Education Assistant Supports - Brett Gaylor

B.2. Reading Recovery - Richelle D. Funk

B.3. Reading Recovery - Sallie Boschung

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B.4. Reading Recovery - Ameer Ballantyne

B.5. Music and Strings Programs in SD61 - Megan Taylor

B.6. Inclusivity and Student Supports - Brianna Day

C. NEW BUSINESS

C.1. District Team Update: Transforming Libraries - Dave Shortreed, District Team Vice-Principal

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C.2. Graduation Activities - Trustee Paynter

Recommended Motion:

That the Board of Education of School District No. 61 (Greater Victoria) direct the Superintendent to identify any planning requirements and procedures for graduation related activities and events with recognition to current provincial COVID-19 public health restrictions and district policies.

D. NOTICE OF MOTION

E. GENERAL ANNOUNCEMENTS

F. ADJOURNMENT

Recommended Motion:

That the meeting adjourn.



Education Policy and Directions Committee Meeting

MINUTES

April 6, 2021

Broadcasted via YouTube

<https://bit.ly/3czx8bA>

Trustees Present: **Education Policy and Directions members:** Ryan Painter, Chair, Nicole Duncan, Tom Ferris, Diane McNally, Jordan Watters (ex officio)
Operations Policy and Planning members: Elaine Leonard, Rob Paynter.

Administration: Shelley Green, Superintendent of Schools, Kim Morris, Secretary-Treasurer, Deb Whitten, Deputy Superintendent, Colin Roberts, Associate Superintendent, Harold Caldwell, Associate Superintendent, Andy Canty, Director, Information Technology for Learning, Kelly Gorman, Recorder

Stakeholders: Christine Payne, VCPAC, Cindy Graf, GVTA,

A. COMMENCEMENT OF MEETING

The meeting was called to order at 7:05pm

A.1 Acknowledgement of Traditional Territories

Chair Painter recognized and acknowledged the Esquimalt and Songhees Nations, on whose traditional territories we live, we learn, and we do our work.

A.2 Approval of the Agenda

Moved by Trustee Ferris

April 6, 2021/Education Policy and Directions Committee Meeting

That the April 6, 2021 Education Policy and Directions Committee meeting agenda be approved.

Motion Carried Unanimously

A.3 Approval of the Minutes

Moved by Trustee Ferris

That the February 1, 2021 Education Policy and Directions Committee Meeting minutes be approved.

Motion Carried Unanimously

A.4 Approval of the Minutes

Trustee McNally requested that the March 1, 2021 Education Policy and Directions Committee minutes be amended.

Amendment:

Moved by Trustee McNally

Under C.4. Add: a) That the Superintendent abandon the present 4 choice plan for Craigflower and Shoreline, and restart the planning process under the active and direct guidance from the Lkwungen community in order to create a school that honours the culture, history, and wisdom of Lkwungen People in its design, vision, goals, & curriculum. b) That the Board of Education respectfully request direct updates from the Chiefs or delegates of the Songhees and Esquimalt Nations, reporting times and methods of reporting to be determined by Chiefs and Councils.

Motion Carried Unanimously

Amendment:

Moved by Trustee McNally

Under A.2. Replace: Chair Painter ruled the ~~addition~~ motion out of order as it runs contrary to a motion that is currently in progress.

Motion Carried Unanimously

Amendment:

Moved by Trustee McNally

Under A.2. Add: That the Board of Education of School District No. 61 (Greater Victoria) adjourn the meeting **due to perceived lack of respectful discussion.**

For (2): Trustee Duncan, and Trustee McNally

Against (1): Trustee Painter

Abstain (2): Trustee Ferris, and Trustee Watters

Motion Carried (2 to 1)

Chair Painter called for the vote on the approval of the March 1, 2021 minutes as amended.

Moved by Trustee Ferris

That the March 1, 2021 Education Policy and Directions Committee meeting minutes be approved as amended.

Motion Carried Unanimously

A.5 Business Arising from Minutes

Trustee Duncan inquired as to when the presenters from March 1st, 2021 Education Policy and Planning Committee meeting are to present. Chair Painter stated that all presenters have been informed and moved to present at a later date.

B. NEW BUSINESS

B.1 Willows Elementary School - Code of Conduct - Brenna O'Connor, Principal, Willows Elementary School, Evelyn Morales, Teacher, Willows Elementary School, Kelsey Anderson, Teacher, Willows Elementary School

Brenna O'Connor, Principal, Willows Elementary School introduced the presentation and explained the process on how the Willows Code of Conduct evolved. Trustees provided thanks to Brenna O'Connor, Principal, Willows Elementary School, Evelyn Morales, Teacher, Willows Elementary and Kelsey Anderson, Teacher, Willows Elementary School.

B.2 District Team Update - Lindsay Johnson, District Vice-Principal

Lindsay Johnson, District Vice-Principal presented how Pathways and Partnerships aims to create equitable and culturally responsive Career Education opportunities across K-12 schools to develop the “Educated Citizen” in order to close the achievement gap leading to all students’ personal success. Trustees provided thanks for the presentation and questions of clarification were asked.

B.3 District Team - Learning Support - Part Two - Pam Halverson, District Principal and Sean McCartney, District Principal

Sean McCartney, District Principal and Pam Halverson, District Principal presented the update and explained how the District Team Learning department work in four key areas: Home-school partnerships, Effective student supports, Professional learning & Infrastructure. Trustees thanked staff for the presentation and questions of clarification were asked.

Moved by Trustee McNally

That the Board instruct the Superintendent to accept the Learning Team offer of a working session on psycho-educational assessments, and that members of the VCPAC Executive and any interested parent be invited to attend the Zoom meeting and participate.

For (2): Trustee Duncan, and Trustee McNally

Against (3): Trustee Painter, Trustee Ferris, and Trustee Watters

Motion Defeated (2 to 3)

C. ADJOURNMENT

The meeting adjourned at 8:34pm

Moved by Trustee Ferris

Seconded by Trustee Watters

That the meeting adjourn.

Motion Carried Unanimously

Chair

Secretary-Treasurer

DRAFT

Victoria, BC

April 29 / 2021

Dear Trustees of School District 61,

At the upcoming meeting of the Education Policy and Directions committee on May 3rd, I am honoured to have the opportunity to clarify some of the questions you may be asking about Reading Recovery as you face difficult budgetary decisions.

During my presentation on May 3rd, I will be referring to specific sections of the document below, which contains a wealth of information on Reading Recovery, and outlines answers to some of the questions you may have and which I will try to address:

- Why Reading Recovery?
- How Does Reading Recovery / IPLÉ fit into a Comprehensive Literacy Plan?
- How many students benefit from Reading Recovery / IPLÉ? And what are their outcomes?
- What does SD 61's Reading Recovery "Teacher Leader" do anyway?
- Why is the Canadian Institute of Reading Recovery a registered charity?

May I request that you take the time to peruse the document in advance of my presentation on May 3?

In addition to this document, I have also sent 3 additional short documents which I have requested be part of the pack-up for the meeting. These will provide information related to cost effectiveness, criteria for choosing an effective Early Literacy Intervention, and specific ways in which Reading Recovery teachers can be of particular assistance during the challenges schools face as a results of the pandemic.

I look forward to meeting you all on Monday evening,

Sincerely,

Sallie Boschung

Teacher Leader : Reading Recovery / Intervention préventive en lecture et écriture



WHY



Reading Recovery®
Read. Learn. Succeed.

???

Sallie Boschung -

TEACHER LEADER :

READING RECOVERY / INTERVENTION EN LECTURE ET ÉCRITURE (FRENCH 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.

The Reading Recovery intervention is for children who are most at risk in literacy learning. Through proven expert one-on-one teaching that supplements classroom instruction, individual children find success. Over 25 years of national implementation has demonstrated that 100% of Reading Recovery/IPLÉ students improve, and 70% read and write at grade level by the end of Grade 1. Furthermore, they maintain grade level 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.

BENEFITS TO YOUR SCHOOL

- A powerful assessment system to identify Grade 1 students having difficulty with literacy learning
- Intensive professional development for teachers of the lowest-achieving students
- Highly qualified literacy professionals who can work with other children and teachers in the school
- A systemic approach to early literacy intervention
- A demonstration that low-achieving children can learn, altering perceptions and expectations
- Reduction in long-term and specialist support
- Reduction in retention in Grade 1
- Reduction in achievement gaps across diverse populations
- Increased self-esteem and self-efficacy for vulnerable literacy learners
- Data to monitor progress through the early-years of school
- Increased capacity within the school to address and analyze problems related to literacy learning

KEY MESSAGES

Reading Recovery teacher leaders, liaison administrators, and trainers were asked to identify important messages about Reading Recovery to share with principals. These messages, in no particular order, represent their priorities.

EFFECTIVENESS Reading Recovery works! Based on evaluation of outcomes of every child in Reading Recovery and on rigorous experimental research, Reading Recovery is effective in getting children to read and write.

PROFESSIONAL DEVELOPMENT The intensive, long-term, job-embedded, and data-driven professional development builds teacher expertise for Reading Recovery and for other roles. Theoretical and procedural understandings create decision makers and problem solvers.

COMPLEXITY OF LITERACY LEARNING The theory of literacy learning on which Reading Recovery is based is complex; lessons for children incorporate those complex understandings. Reading Recovery is not a packaged program or a quick fix. It is a problem-solving protocol.

SYSTEMIC IMPACT The whole school benefits from implementation of Reading Recovery. As part of a comprehensive literacy plan, Reading Recovery benefits teachers' learning, provides early identification and intervention, and creates momentum for school literacy learning.

COST EFFECTIVENESS Reading Recovery provides a return on investment because it is an investment in teacher expertise and student achievement. Some children will always cost more to educate, but those costs are dramatically reduced when continued remedial programs are not needed. When considering cost, it is important to remember that the Reading Recovery teacher's role is only a portion of the FTE; other roles should be factored in.

ONE-TO-ONE A short period of one-to-one teaching is essential for the most vulnerable literacy learners in Grade 1. While small-group instruction may help children with fewer difficulties, only through individual instruction can the teacher make expert decisions to benefit each unique individual student.

● **COMPREHENSIVE LITERACY PLANNING** Reading Recovery is a perfect fit within a comprehensive approach to literacy planning and instruction. Reading Recovery's universal screening of grade one students, followed by an intensive literacy intervention with continuous progress monitoring, yields two positive outcomes: (a) most children meet grade-level expectations; (b) children who make progress but don't meet rigorous criteria for class performance receive additional assessment to inform future literacy support options.

FIDELITY OF INSTRUCTION The Canadian Institute of Reading Recovery Standards and Guidelines ensure that Reading Recovery is implemented as intended. The professional development model ensures fidelity of instruction.

COLLABORATION The Reading Recovery network emphasizes collaboration at all levels, with particular attention to communication between Reading Recovery teachers and classroom teachers. School teams share the ownership of Reading Recovery implementation, working together for the success of each child.

IMPLEMENTATION Principals play a crucial role when it comes to issues of implementation such as reaching all children in need, ensuring daily lessons, protecting the Reading Recovery teacher's time, encouraging collaboration among stakeholders, and monitoring student outcomes.

LITERACY LESSONS Some Reading Recovery training centres allow teacher leaders to offer professional development opportunities to other professionals.

- Early Literacy Support Teacher: To provide high quality professional development to teachers supporting classroom learning in Kindergarten to Grade 2.
- Literacy Lessons® (trademark pending): To provide high quality professional development to teachers supporting children with exceptional needs in Grade 2 to 4. These teachers may be special education/resource teachers.

TEACHER EXPERTISE

Highly qualified teachers are the foundation of Reading Recovery's success. Professional learning tools, like those developed by the North American Trainers Group, provide extensive insight for both Reading Recovery and classroom teachers (*see chapter 8*).



The three-part Sensitive Observation of Reading Behaviour Running Record Professional Learning Series focuses on coding, interpreting, and analyzing running records through audio readings and video examples.

“ For most children having difficulty, Reading Recovery is like a master key and a safe staircase that takes them from any classroom program and returns them to competence in that program. - Clay, 1998, p. 214

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CHAPTER ONE

What is Reading Recovery?

- Brief description
- Preventing literacy failure
- Professional development
- The Reading Recovery lesson
- Evaluation of student outcomes
- Standards, guidelines and the Reading Recovery trademark

A BRIEF DESCRIPTION OF READING RECOVERY

Reading Recovery is a highly effective short-term intervention of daily one-to-one lessons that supplement good classroom teaching for the lowest-achieving grade one students. The goal is to dramatically reduce the number of Grade one children with extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems. Emphasis is on prevention of literacy failure.

Reading Recovery was developed in New Zealand, by educator and psychologist, Dame Marie Clay. Since 1984, Reading Recovery has also been successfully implemented in several other countries around the world including Australia, Canada, the United Kingdom and the United States. It has been available to Canadian children in English since 1993 and, beginning in 1998 in French. The outcomes for children in Reading Recovery are tremendous and reported every year by the Canadian Institute of Reading Recovery.

Reading Recovery at a glance

- Essential part of a school's comprehensive literacy plan
- Highly effective short-term early intervention that prevents literacy difficulties
- Scientific research base
- For the lowest-achieving Grade one students
- Supplementary to good classroom teaching
- One-to-one individual teaching
- Provided by specially trained teachers
- On-going professional development for teachers
- Data-driven teaching to continuously monitor children's progress
- Long-term school commitment to literacy success

PREVENTING LITERACY FAILURE: Early identification and early intervention

A comprehensive screening process ensures selection of the lowest literacy achievers in Grade 1 to receive 30-minute lessons with a specially trained Reading Recovery teacher each day for about 12–20 weeks. Daily and weekly records provide teachers with rich information for monitoring the progress of each child.

As soon as children can continue to learn in the classroom without the one-to-one support of the Reading Recovery teacher, the lesson series is discontinued and new students begin individual lessons.

Two positive outcomes are possible:

- 1. Accelerated Progress:** The child will be able to benefit from classroom instruction without the need for additional individual support.
- 2. Recommended with substantial or limited progress:** The child has made progress but has not developed a sufficiently effective literacy processing system and needs longer-term or specialist support. The Reading Recovery teacher shares diagnostic information on how the child learns.

For more information about Reading Recovery outcomes see chapter 4.

PROFESSIONAL DEVELOPMENT

Professional development is a hallmark of Reading Recovery. Three levels of training form a network of expertise and support:

- Trainers who train teacher leaders
- Teacher leaders who train teachers
- School-based teachers who deliver the intervention

All training involves on-going professional development sessions while working with children. A distinguishing feature is the teaching of live lessons for colleagues behind a one-way mirror/glass, enabling participants to articulate their observations of children's literacy behaviours and teachers' teaching decisions (see chapter 3).

THE READING RECOVERY LESSON

Reading Recovery lessons are individually designed and individually delivered by specially trained teachers to promote accelerated learning. The goal is for students to catch up with their peers and benefit from classroom instruction without supplemental help. Lesson activities are designed to elicit and support strategic behaviours that involve problem solving in a variety of ways in both reading and writing.

Each lesson includes:

- Reading familiar books
- Reading yesterday's new book while the teacher takes a running record
- Working with letters and/or words using magnetic letters
- Composing a written message
- Assembling a cut-up story
- Reading a new book

Within each part of a Reading Recovery lesson, teachers use a wide range of procedures from *Literacy Lessons Designed for Individuals* (Clay, 2016), making moment-by-moment decisions to support the individual child.

EVALUATION OF STUDENT OUTCOMES

Changing early literacy outcomes

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 - patterns that 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, as long as classroom literacy programming continues. 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 on an annual basis.

Each child is assessed before entering Reading Recovery, again upon leaving Reading Recovery, and at the end of the school year.

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. CIRR analysis also includes implementation data to guide intervention decisions.

In addition to CIRR analysis of data nationally, Reading Recovery training centres across Canada analyze and publish outcomes. These reports may include qualitative data about stakeholders' perspectives on Reading Recovery: parents, classroom teachers, administrators, and Reading Recovery professionals. Read more about Reading Recovery data collection in Chapter 4.

READING RECOVERY ENSURES FIDELITY OF IMPLEMENTATION THROUGH:

- a published set of standards and guidelines for teaching, implementing, and evaluating the intervention
- a royalty-free trademark license
- intensive yearlong training for all levels of Reading Recovery professionals followed by ongoing professional development and support from teacher leaders and trainers
- a standard lesson format within which teachers make decisions about each child
- annual evaluation of outcomes for every child in Reading Recovery
- analysis of data by trainers who work with training centres to ensure fidelity to the design of the implementation

Standards, Guidelines, and the Reading Recovery Trademark

The underlying rationales, principles, and practices of Reading Recovery/IPLE are shared in the CIRRR Standards and Guidelines (Fifth Edition, 2018). These standards and guidelines inform and support professionals responsible for establishing and maintaining Reading Recovery/IPLE training centres and schools across Canada.

Reading Recovery's consistency and integrity are protected by a trademark granted by founder Marie Clay to the Canadian Institute of Reading Recovery. Permission to use the trademark is granted royalty-free and is contingent upon compliance with the published standards and guidelines.

Theory on Which Reading Recovery is Based

Marie Clay's research focused on the formative years of literacy learning. She studied changes in literacy behaviours of young children as they learned to read and write continuous text over brief periods of time. Her work led to what she called a literacy processing theory upon which Reading Recovery is based. Principles and assumptions evolving from Clay's theory of literacy processing serve to guide teaching and learning in Reading Recovery (see shaded area on following page).

Reading Recovery's Research Base

Reading Recovery is the world's most widely researched intervention for young children having extreme difficulty with early literacy learning. Reading Recovery has been examined by high-quality experimental and quasi-experimental studies as well as qualitative studies. The What Works Clearinghouse (WWC), a branch of the U.S. Department of Education and the Institute of Educational Sciences, conducted an independent assessment of Reading Recovery's scientific base. The WWC gave Reading Recovery's strong experimental research high effectiveness ratings in all four domains (alphabetics, fluency, comprehension, and general reading achievement). Improvement index scores for Reading Recovery students showed large effect sizes.

To access information about the many experimental and qualitative studies about Reading Recovery and available research reviews, see www.rrcanada.org.

Principles drawn from Clay's literacy processing theory guide teaching and learning in Reading Recovery

Reading and writing are complex problem solving processes. A child draws from many sources (current understandings, language competencies, visual information, and phonological information) to pull together necessary information for reading and writing.

Reading and writing are reciprocal and interrelated processes.

Literacy learning involves reading and writing continuous text.

Literacy learning involves continuous change over short periods of time.

Children construct their own understandings.

Children come to literacy learning with varying knowledge.

Children take different paths to literacy learning.

Building on strengths makes it easy for children to learn.

Learners extend their own learning through massive opportunities to read and write texts at appropriate levels.



Each 30-minute Reading Recovery lesson includes reading familiar books, reading yesterday's new book while the teacher takes a running record, working with letters and/or words using magnetic letters, composing a written message, assembling a cut-up story, and reading a new book.

RECOMMENDED RESOURCES

Canadian Institute of Reading Recovery Standards and Guidelines, (5th ed.). (2018). Online version available on the CIRRR website.

CIRRR website:
www.rrcanada.org

RRCNA website:
www.readingrecovery.org

REFERENCES

Clay, M. M. (2016). Literacy lessons designed for individuals. Auckland, NZ: Marie Clay Literacy Trust.

Clay, M. M. (2014). *By different paths to common outcomes*. Auckland, NZ: Marie Clay Literacy Trust.

“Coming together is a beginning, staying together is progress, and working together is success.”

- Henry Ford

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CHAPTER TWO

Who are the key personnel & what are their roles?

- Reading Recovery teachers
- Classroom teachers
- Teacher leaders
- Liaison administrators
- Trainers

The introduction to this guide stressed the key role of the principal in Reading Recovery's success. This section describes the roles of other important personnel, with emphasis on the relationship between their roles and yours as principal. Among the advantages of the Reading Recovery network are the layers of support and problem solving available. Ultimately, all of these layers work to provide the highest level of quality service to children. (*Selection requirements for Reading Recovery personnel are detailed in chapter 6 of this guide.*)

In addition to duties as administrator, the liaison administrator provides support to teacher leaders and works with principals to ensure successful implementations.



READING RECOVERY TEACHERS

The primary responsibility of Reading Recovery teachers is to teach the lowest literacy achievers in grade one.

Reading Recovery teachers

- teach a minimum of four children daily in individual 30-minute Reading Recovery lessons
- collect and maintain data on Reading Recovery and random Reading Recovery children
- record children's reading and writing behaviours during lessons and analyze records to make moment-to-moment teaching decisions
- observe Reading Recovery children in their classrooms
- continue to refine and improve teaching through ongoing professional development (*see chapter 3*)
- consult with the teacher leader about problems related to children's progress or implementing Reading Recovery in the school
- collaborate with other Reading Recovery teachers in the network to refine teaching decisions
- collaborate with classroom teachers
- communicate with parents
- serve as a member of the school literacy/Reading Recovery team to support the comprehensive literacy plan for the school
- take responsibility, working with the principal, for implementing Reading Recovery in the school
- serve as a resource for classroom teachers to support Reading Recovery children in the classroom
- use their expertise when they perform roles other than Reading Recovery (e.g., teaching in classrooms, working with small groups)

SUPPORT OF THE PRINCIPAL

As the principal, you will support the Reading Recovery teacher(s) in your school as they perform the tasks listed.

You will need to support the daily operation of Reading Recovery (see chapter 6)

- appropriate teaching space
- access to daily lessons
- appropriate teaching schedules
- access to needed materials

Your support of the initial training and on-going professional development for your teachers is important (see chapter 3).

- ensure that children are transported to training sessions
- attend training sessions when possible if children from your school are involved
- recognize efforts and achievements of Reading Recovery teachers
- encourage timely consultation with the teacher leader when having difficulty with a child's progress

You will promote communication among all the stakeholders (see chapters 5 and 7).

- with the Reading Recovery teacher
- between Reading Recovery teachers and classroom teachers
- with parents
- with the school literacy/Reading Recovery team

You will also want to monitor the progress of children by using Reading Recovery records and reports.

CLASSROOM TEACHERS

In addition to their responsibilities for providing high-quality classroom instruction, grade one teachers play an important role in Reading Recovery. A child's progress depends on the combination of good classroom teaching and one-to-one instruction in Reading Recovery lessons.

Classroom teachers

- observe their students in Reading Recovery lessons, gaining valuable information to make classroom teaching of these students more effective
- include Reading Recovery children in classroom reading and writing instruction every day
- ensure that Reading Recovery children are reading materials at an appropriate level in the classroom
- adjust assignments to account for the 30 minutes that the child is out of the classroom
- closely observe each Reading Recovery child to notice acceleration, adjusting instructional levels to take advantage of progress
- communicate regularly with the Reading Recovery teacher about the child's progress and the impact on the child's classroom experience
- communicate with parents about the child's participation in Reading Recovery and what it means
- serve as a member of the school literacy/Reading Recovery team
- provide information as needed to the principal and teacher leader about a child's progress
- create opportunities for the child to reread books from Reading Recovery lessons at school if home support is not sufficient
- work closely with the Reading Recovery teacher after the child's lessons are discontinued to ensure continued progress

READING RECOVERY TEACHER LEADERS

Every Reading Recovery teacher is connected to a teacher leader. Teacher leaders may work for a single large district or may work in a multi-district site. Teacher leaders may also work for centralized educational agencies contracting with schools for services.

Reading Recovery teachers must have a teacher leader to provide initial training, on-going professional development, and assistance at the school level. A teacher leader's primary responsibility is to provide training and assistance to Reading Recovery teachers, not classroom programs. As a principal, you are encouraged to call on the teacher leader for help in making your Reading Recovery implementation as successful as it can be.

Teacher leaders

- teach students in Reading Recovery lessons
- offer the initial training class for new Reading Recovery teachers
- provide ongoing professional development for previously trained Reading Recovery teachers
- observe Reading Recovery teachers and provide assistance and feedback on teaching during lessons
- monitor the progress of children in Reading Recovery
- engage in problem solving with teachers and principals about children who are having unusual difficulty
- uphold national standards and guidelines for implementation to maintain the integrity of Reading Recovery
- problem solve with teachers and principals about implementation issues
- provide assistance to the principal if there is a Reading Recovery teacher in need of extra support for any reason
- oversee data collection and reporting
- consult in the selection of teachers for Reading Recovery
- guide selection of children for Reading Recovery
- provide guidance in purchasing materials and supplies, as well as finding appropriate space for teaching
- provide information sessions about Reading Recovery for different audiences
- work with the liaison administrator to provide training for principals on Reading Recovery implementation
- support development of the school literacy/Reading Recovery team
- provide information to principals about Reading Recovery's success in the school

TRAINERS

The Reading Recovery trainer is a highly trained Reading Recovery specialist who is responsible for overseeing and managing the implementation of Reading Recovery at the regional level.

Canada has 4 regions of Reading Recovery; Atlantic (Nova Scotia and PEI); Central (Ontario); Western (Manitoba); and Mountain Pacific (British Columbia, Yukon and Alberta.)

Reading Recovery trainers are affiliated with the Canadian Institute of Reading Recovery and work at the provincial level. They have broad responsibilities that include:

- administering the regional or provincial implementation
- providing initial training and ongoing professional development of teacher leaders
- supporting all sites in the regional network
- conducting research and evaluating outcomes and processes
- implementing, developing, and expanding Reading Recovery
- providing leadership for Reading Recovery at local, provincial, national, and international levels

Trainers are responsible for the training and on-going professional development of teacher leaders. The Canadian Institute of Reading Recovery, through the Regional Trainer(s), supports the implementation of Reading Recovery in school districts and monitors implementations across the country through the national data collection and reporting process.

RECOMMENDED RESOURCES

CIRR website:
www.rrcanada.org

Canadian Institute of Reading Recovery/ L'Institut canadien d'intervention préventive en lecture-écriture Standards and Guidelines: Based on the Principles of Reading Recovery/IPLÉ

“A hallmark of Reading Recovery is the intensive, on-going professional development of teachers, teacher leaders and trainers. Reading Recovery is an investment in the teachers who work with children having the greatest difficulty in learning to read and write.

- RRCNA 2009

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CHAPTER THREE

Why is professional development a hallmark of Reading Recovery?

- Initial training for teachers
- Continuing contact professional learning sessions
- Other opportunities

Principals understand the vital connection between highly qualified teachers and student achievement. A hallmark of Reading Recovery is the intensive, ongoing professional development for school-based teachers, site-based teacher leaders, and trainers of regional institutes. Reading Recovery is an investment in the teachers who work with children having the greatest difficulty learning to read and write. (See CIRR/IPLE Standards and Guidelines for requirements related to initial training and ongoing professional development.)

For all Reading Recovery professionals, a full year of initial professional development is followed in subsequent years by continuing contact professional learning sessions. The comprehensive staff development model ensures the quality of teaching and implementation in schools and systems. Integral to Reading Recovery professional development is the use of a one-way glass, with Reading Recovery colleagues observing lessons and talking about a child's literacy behaviours and a teacher's teaching decisions.

No packaged program can substitute for an informed teacher's design and delivery of individual lessons for each child. In Reading Recovery, the teacher analyzes students' strengths and needs, selects procedures and makes moment-by-moment teaching decisions, and assesses the results to inform their next teaching moves. This process takes skill and ongoing study, collaboration, and support.

Your Reading Recovery teachers also will use their knowledge in roles other than Reading Recovery — in classrooms, in small groups, or in whatever other roles they serve. So the investment in professional development benefits many children beyond Reading Recovery. Although the number of additional children served by a Reading Recovery-trained teacher depends on the other assigned role, many teachers work with as many as 40 children during the school year.

CHAPTER 3: Professional Development

INITIAL TRAINING FOR READING RECOVERY TEACHERS

Teachers selected for Reading Recovery training must be certified teachers with a record of successful teaching experience with young children. These teachers engage in a full year of professional development under the guidance of a qualified Reading Recovery teacher leader. During the training year, teachers begin to work with children and continuously put their new understandings into action. Their work with four children daily comprises the apprenticeship component of the professional development field component of the class, and teachers are expected to accumulate approximately 300 hours of Reading Recovery teachings as a requirement for satisfactory completion of the training course.

FEATURES OF THE TRAINING

The course, taught at a recognized training centre by a specially trained teacher leader, includes the following features:

- four half days of assessment training to learn to administer, score, and interpret the tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 2002, 2005, 2016)
- eighteen sessions that make extensive use of a one-way glass through which teachers observe colleagues working with a child and put their observations and analyses into words as they build new understandings to inform teaching decisions. All teachers are required to teach behind the one-way glass.
- application of learning by teaching four Reading Recovery students individually on a daily basis (as each child completes his series of lessons, a new Reading Recovery student begins individual lessons).
- sensitive observation through daily and weekly records of each child's reading and writing behaviours to analyze progress and solve problems
- procedures for submitting data to the Canadian Institute of Reading Recovery
- onsite school visits by the teacher leader to observe the teachers-in-training and provide ongoing support to the school's implementation

WHAT TEACHERS LEARN TO DO

Reading Recovery teacher training is comprehensive, complex, and intensive because each teacher must learn to design and deliver individual daily lessons. No prescriptive manual or packaged set of materials can meet each child's individual needs. Reading Recovery teachers must learn to:

- assess each child's current understandings
- closely observe and record behaviours for evidence of progress
- use teaching procedures competently and appropriately
- design individual series of daily lessons
- reflect upon and adjust their teaching and decision-making
- support colleagues in their self-reflection on their teaching and decision-making
- understand the theory behind their teaching
- use data to inform teaching
- communicate about Reading Recovery in their schools

HOW THE PRINCIPAL CAN HELP

During the training year, the principal's support is critical to teachers' success. Although contexts vary, the principal may need to offer assistance to:

- adjust the teacher's schedule to ensure on-time arrival at training class
- support transportation needs as defined by your district
- observe training sessions when possible
- recognize that the training is very demanding and provide support and encouragement for your teacher(s)
- find time to visit with the teacher about the training experience and the progress of the children
- communicate with the teacher leader if issues related to training arise

ONGOING PROFESSIONAL DEVELOPMENT FOR READING RECOVERY TEACHERS

The ongoing professional development of teachers, teacher leaders, and trainers is at the heart of Reading Recovery's success. This continued learning keeps professionals up-to-date on recent refinements in Reading Recovery and ensures that professionals at all levels deepen their knowledge about teaching and implementation. In Canada, ongoing professional development is also known as Continuing Contact.

Ongoing professional development enables Reading Recovery teachers to design optimal learning opportunities for children with diverse needs and ensures that the hardest-to-teach children have the most-skilled teachers. Without on-going learning and interaction with other professionals, the effectiveness of the intervention is likely to be compromised.

CONTINUING CONTACT PROFESSIONAL LEARNING SESSIONS

The ongoing learning of Reading Recovery teachers is supported in several ways. Trained teachers:

- continue to teach a minimum of two Reading Recovery children and learn from the students' idiosyncratic routes to literacy learning
- participate in a minimum of eight professional learning sessions each year with a teacher leader and colleagues; at least six of the sessions provide opportunities to observe and discuss live teaching sessions at a deeper and more analytical level than during the training year
- engage in in-depth study of procedures and theoretical foundations for them
- examine data and implications for teaching and implementation
- learn from teacher leader and colleague visits that involve lesson observations and collaborative discussion of teaching decisions
- attend Reading Recovery conferences when possible
- interact and collaborate with colleagues, administrators, and school teams in their own schools

RECOMMENDED RESOURCES

Clay, M. M. (2002, 2005). *An observation survey of early literacy achievement* (2nd ed., rev. 2nd ed.). Portsmouth, NH: Heinemann.

Canadian Institute of Reading Recovery Standards and Guidelines (5th ed., 2018).

CIRR website

www.rrcanada.org

RRCNA website

www.readingrecovery.org

REFERENCES

Clay, M. M. (2009). Implementing Reading Recovery internationally. In B. Watson and B. Askew (Eds.), *Boundless horizons: Marie Clay's search for the possible in children's literacy* (pp. 221-249). Auckland, New Zealand: Heinemann.

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*. Worthington, OH: Reading Recovery Council of North America.

Professional Development for Classroom and Specialist Teachers at Reading Recovery Conferences

The National Reading Recovery and Early Literacy Conference and many regional Reading Recovery conferences offer general literacy sessions. Sending teams of Reading Recovery teachers allows for collaborative and cohesive discussions about strong literacy instruction. Principal attendance can enhance these discussions and support the school literacy team. Upon returning to the school, you and your team can share what you have learned with other staff members.



Reading Recovery conferences offer administrators a variety of sessions on implementation and data issues, as well as the opportunity to discuss challenges with colleagues.

<http://rrcanada.org/annual-teachers-conference/>

“ Perhaps like no other intervention, Reading Recovery has embraced evaluation since its inception. The results reveal the year-to-year consistency of Reading Recovery in terms of providing struggling first-grade students the opportunity to get back on track toward academic success.

- D'Agostino & Williams, 2011

”

CHAPTER FOUR

How does Reading Recovery evaluate student outcomes?

- National data collection and reporting
- An observation survey of early literacy achievement
- Ongoing progress monitoring
- Reading Recovery research

Ongoing research and evaluation are essential in Reading Recovery's success. National data collection in Canada began in 1994-1995 and has been collected annually for each of the more than 250,000 children served. Data submission is required as a *Standard* connected to use of the trademark.

Marie Clay granted the Canadian Institute of Reading Recovery the right to register the royalty-free trademark, Reading Recovery, for Canada in order to ensure quality control of the early literacy intervention. The CIRR is responsible for national data collection and annually produces reporting documents, gathers and analyzes data, and compiles a report on the implementation of Reading Recovery in Canada. The CIRR is a not-for-profit organization registered as a charity under the Canadian Corporations Act. Its Board of Directors is responsible for organizing for the training of trainers and teacher leaders, preparing and managing fiscal matters pertaining to the National implementation, ensuring that standards are met, and maintaining quality control across the country.

Charitable donations can be made to CIRR to receive a tax receipt: 139744973 RR0001. Donations can be made online at www.rrcanada.org.

FOCUS OF THE NATIONAL EVALUATION

In 1994-1995, the CIRR commissioned a research team to create a national Reading Recovery database intended to fulfill two objectives:

- to describe the Canadian Reading Recovery and IPLÉ implementation and its outcomes; and
- to document the growth of Reading Recovery and IPLÉ, both provincially and nationally.

STUDY PARTICIPANTS

All students concluding their lesson series in the current school year, including students with a lesson series that had been carried over from the previous year, are reported in the data. Students who have not yet concluded their lessons will have their lesson series carried over to the next academic year and will be counted in that year's data.

LITERACY MEASURES

The six tasks of An Observation Survey of Early Literacy Achievement (Clay, 2013) plus The Burt Word Reading Text (New Zealand, 1981) are used at entry, exit, and in a year-end longitudinal measure. These tasks, listed and defined in the shaded area on the next page, have qualities of sound assessment instruments with reliabilities, validities, and Canadian norms.

OBSERVATION SURVEY TASKS

Letter Identification

to determine which letters the child knows and the preferred mode of identification

Word Test

to determine if the child is building a personal resource of reading vocabulary

Concepts About Print

to determine what the child has learned about the way spoken language is represented in print

Writing Vocabulary

to determine if the child is building a personal resource of words that are known and can be written in every detail

Hearing and Recording Sounds in Words

to assess phonemic awareness by determining how well the child represents the sounds of words in letters and clusters of letters in graphic form

Text Reading

to determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text

As an external measure, Burt Word Reading

to assess the child's ability to decode unfamiliar words with no contextual cues.

National Centre of Response to Intervention (NCRTI) Evaluation of the Observation Survey: Highest Possible Rating

In an evaluation of screening tools, the National Centre for Response to Intervention (NCRTI) reviewed the six tasks of the Observation Survey as a composite and assigned the highest possible rating—Convincing Evidence—in every category (see below). This review validates the use of the Observation Survey as a valid and reliable screening tool to be used to identify and intervene with the lowest literacy achievers in Grade 1.

- **Classification Accuracy:** the extent to which a screening tool is able to accurately classify students into "at risk for reading/math disability" and "not at risk for reading/math disability" categories.
- **Generalizability:** the extent to which results generated from one population can be applied to another population. A tool is considered more generalizable if studies have been conducted on larger, more representative samples.
- **Reliability:** the consistency with which a tool classifies students from one administration to the next. A tool is considered reliable if it produces the same results when administering the test under different conditions, at different times, or using different forms of the test.
- **Validity:** the extent to which a tool accurately measures the underlying construct that it is intended to measure.
- **Disaggregated Data for Diverse Populations:** disaggregated reliability, validity, and classification data calculated and reported separately for specific subgroups.

NCRTI Efficiency Information

Administration	Individual
Administration and Scoring Time	15–45 minutes
Scoring Key	Yes
Benchmarks and Norms	Yes

Visit www.rti4success.org/screeningTools for additional information about the NCRTI evaluation of the Observation Survey

ASSESSMENT FOR ENTRY

The Reading Recovery/IPLE teachers in your school will follow a standard procedure to assess students in order to tentatively and objectively identify those in need of literacy support. In consultation with relevant teachers in your school (Kindergarten and grade one and/or school team) the grade one students in greatest need of support in literacy will be identified and their names placed on a list.

Working from this list, they will administer the complete Observation Survey/Le sondage to 12–14 of the lowest achieving students. If possible, the school team will arrange to administer the assessment to all grade one students. At the beginning of the year, the Observation Survey takes approximately 20 to 30 minutes per student to administer.

The Reading Recovery teacher(s) will then review the Observation Survey results with the literacy team. First, they will look at the book level and identify the children reading at the lowest instructional text levels. That is, the highest book level read with 90% accuracy and above. As well, they will look at the stanine scores across the tasks in order to identify students with scores below stanine 5 and particularly those scoring stanines of 1 or 2.

ASSESSMENT FOR EXIT

At the end of each child's series of lessons, the Observation Survey/Le sondage is re-administered to confirm the school team's (which will include the teacher leader) decision regarding the student's outcome. There is no prescribed number of lessons or weeks for an individual's lesson series. Each student is considered on an individual basis to determine the robustness of the individual's literacy processing system. Since the student has made literacy gains, approximate time for administration of the Observation Survey is 45 minutes.

ASSESSMENT FOR YEAR-END

All Reading Recovery/IPLE students are reassessed at the end of the school year in grade one, two, and three. The purpose of this re-assessment is to monitor student progress and examine longitudinal trends.

STATUS CATEGORIES FOR REPORTING STUDENT OUTCOMES

For most children, Reading Recovery lessons take between 12 and 18 weeks with a vague upper limit of 20 weeks. Three outcome categories are possible for children who have an opportunity for a complete lesson series.

FIRST POSITIVE OUTCOME:

Accelerated progress

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.

SECOND POSITIVE OUTCOME:

Substantial progress

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.

(ANOTHER) SECOND POSITIVE OUTCOME: **Limited progress**

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.

Incomplete lesson series

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 in their lesson series due to circumstances outside of the school's control (e.g. no teacher available, parents withdrew child)

At the conclusion of the series of lessons, every child who has been included in Reading Recovery/IPLE is assigned to one of the categories listed at the left. Students in the Accelerated progress, Substantial progress, and Limited progress categories are said to have completed the intervention. Those who have moved or who are progressing but unable to continue have not had the opportunity to complete the lesson series and therefore have concluded instruction for other reasons. Those students having their lesson series carried over to the next school year will be noted in the data. Their final designation will be determined in the next academic year.

Implementation reports

The CIRR completes a written report that documents the size and growth of the Canadian implementation. In addition, some data is analyzed at a provincial and territory level. No individual school district, school, teacher, or student is identified in the data.

Teacher leaders complete a training centre report and are able to document individual school district/division data. Data specific to the context can also be detailed.

Reading Recovery/IPLE teachers, together with other members of the school Reading Recovery team, prepare a brief annual report for Principals and Boards of Trustees. This report collates and summarizes information from detailed records of individual children's progress and provides information about how Reading Recovery is operating in the school. It describes where expansion or change is required and could indicate that additional teaching resources are needed.

The report might include:

- The number and characteristics of the children receiving Reading Recovery including the number carried over from the previous year
- Time in Reading Recovery and any factors influencing this
- The number of children successfully reaching appropriate levels of achievement
- The extent Reading Recovery is meeting the needs of the low achieving six year olds in the school (i.e. Are all students who need it receiving help?)

Continuous Progress Monitoring of Reading Recovery Children

In addition to the data collected for every child in Reading Recovery and IPLÉ by the Canadian Institute of Reading Recovery, teachers collect data during each lesson to monitor each child's progress. Teachers record observations using running records of text reading, book graphs, reading and writing vocabulary charts, lesson records, and writing books. These observation records allow the teacher to make immediate teaching decisions based on each child's current knowledge.

You will want to look at these observation records occasionally and talk with the Reading Recovery teacher about children's progress.

Some useful questions for you to ask are:

- What are the child's strengths at this point in time?
- What text level was the child reading at the beginning of lessons? What is the current text level? (book graph)
- What is the pattern of progress on the book graph over time?
- How many words could the child write at the beginning of lessons? How many can the child write now? (record of writing vocabulary)
- How are the child's daily written messages changing over time; for example is it getting longer or more complex? (writing book over several weeks)
- What reading behaviours (strategic activities) is the child using when reading? (recent running records)
- Is the child learning to hear sounds in words and represent those sounds with letters? (writing book — message and work page)
- What are you teaching for now in your lessons with the child?
- How is the child doing in the classroom?
- Have you kept the classroom teacher informed about the child's gains and current needs?
- What are your concerns about the child at this time?
- What have you done to problem solve issues related to the child's progress? (i.e., consulted printed procedures, asked for a colleague visit, consulted the teacher leader as needed)
- When do you predict this child's lessons will be discontinued?

See Appendix C on page 73

MONITORING CHILDREN'S PROGRESS AFTER READING RECOVERY

Working with the school Reading Recovery/literacy team, you will want to follow children after their participation in Reading Recovery. These are highly vulnerable students who may continue to be at risk for a variety of reasons.

Each former Reading Recovery student should have an advocate who will regularly check on his/her progress over time. The advocate can determine if a child needs short-term temporary assistance along the way and work with the school team to support children as needed.



Advocates monitor the progress of children over time and work with the school team to support the continuing progress of former Reading Recovery students.

To learn more about Reading Recovery's compelling research base, visit the CIRR and Reading Recovery Council of North America's (RRCNA's) websites.

Studies focus on:

- Effectiveness (including success with children learning English as an additional language)
- Continued progress after the intervention
- Cost effectiveness
- Self-esteem and self-efficacy
- Influence of Reading Recovery on various aspects of literacy learning

CIRR website

www.rrcanada.org

RRCNA website

www.readingrecovery.org

RECOMMENDED RESOURCES

National Centre for Response to Intervention (NCRTI) Screening Tools Ratings–Observation Survey of Early Literacy Achievement:
www.rti4success.org/screeningTools

What Works Clearinghouse
Beginning Reading Intervention Report:
Search "Reading Recovery" at
www.ies.ed.gov/ncee/wwc/

REFERENCES

Clay, M. M. (2002, 2005). *An observation survey of early literacy achievement* (2nd ed., rev. 2nd ed.). Portsmouth, NH: Heinemann.

D'Agostino, J., & Williams, A. (2011). Report from the International Data Evaluation Centre: 25 years of consistently high results. *The Journal of Reading Recovery*, 10(2), 55–62.

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*. Worthington, OH: Reading Recovery Council of North America. (chapter 10)

Tolentino, J. & Matczuk, A. (2017). Canadian Institute of Reading Recovery National Implementation Data 2016–2017. CIRR
www.rrcanada.org


READING RECOVERY RESEARCH

Reading Recovery is the world's most widely researched intervention for young children having extreme difficulty with early literacy learning. Reading Recovery has been examined by high-quality experimental and quasi-experimental studies, and by qualitative studies on various aspects of literacy learning.


The What Works Clearinghouse (WWC), a branch of the United States Department of Education (USDE) and the Institute of Education Sciences (IES), released an updated report of research in July 2016. WWC's authoritative and independent assessment confirmed that Reading Recovery is an effective intervention based on scientific evidence. Reading Recovery received high effectiveness ratings across all four domains: alphabetics, fluency, comprehension, and general reading achievement. The report includes an improvement index to reflect the strength of the Reading Recovery intervention, revealing large and impressive effect sizes.

WWC IMPROVEMENTS INDEX RATINGS FOR READING RECOVERY

ALPHABETICS: Positive effects (WWC)

+34 

FLUENCY: Potentially positive effects (WWC)

+46 

COMPREHENSION: Potentially positive effects (WWC)

+14 

GENERAL READING ACHIEVEMENT: Positive effects (WWC)

+32 

Improvement Index represents the average expected difference between students who received the program and a comparable group who did not receive the program. (Scale -50 to +50)

SELECTION OF CHILDREN

Any child who is in a regular Grade 1 classroom for the first time, is one of the lowest-achieving students is eligible for Reading Recovery as a supplement to the classroom literacy program.

On the surface, the definition seems quite simple, but principals often encounter real dilemmas regarding selection of Reading Recovery children. Some of the questions you may be asked are highlighted here.

How do we select children for Reading Recovery?

Why do we select children with the greatest difficulties? Shouldn't we reserve tutoring for students who show promise?

We must confront the most-severe problems in order to reduce the number of learners with extreme difficulty in literacy learning. Left without individual Reading Recovery help early on, these children become increasingly confused and are less likely to catch up. These are the children least likely to benefit from classroom teaching, least able to wait for service, and most in need of extra help. Without help, they will remain a concern throughout their school years.

Reading Recovery is designed for children who are the lowest achievers in the class/age group. What is used is an inclusive definition. Principals have sometimes argued to exclude this or that category of children or to save places for children who might seem to "benefit the most" but that is not using the full power of the program. It has been one of the surprises of Reading Recovery that all kinds of children with all kinds of difficulties can be included, can learn, and can reach average-band performance for their class in both reading and writing achievement. Exceptions are not made for children of lower intelligence, for second-language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures, or for children who have . . . been categorized by someone else as learning disabled. (*Clay, 1991, p. 60*)

Can children with individualized education plans be served in Reading Recovery?

If Grade 1 children are already enrolled in some type of special education services they may be served in Reading Recovery providing they are the lowest literacy achievers in their class, their primary reading instruction is in a regular Grade 1 classroom, and they are receiving no other literacy intervention.

Reading Recovery is an ideal fit within a response to intervention (RTI) framework. The Reading Recovery intervention provides early identification and early intervention for children prior to referral to specialist or long term services. As such, their Reading Recovery/IPLÉ lesson series is a Tier 2 intervention.

Do we include English as an Additional Language Learners when selecting Reading Recovery students?

Regardless of their first language, children who are the lowest achievers in the classroom are eligible for Reading Recovery in English if they are receiving literacy instruction in English and if they can understand the tasks on the Observation Survey. Research shows that children for whom English is a second language profit greatly from Reading Recovery lessons.

If children indicate by their behaviour on the Observation Survey that they do not understand the tasks, the school Reading Recovery team may wait for a period of time while providing a rich language program. Young children take on new languages very quickly, provided they have good classroom experiences. The Reading Recovery teacher and school Reading Recovery team can keep a watchful eye on these children to determine whether they should once again be assessed for Reading Recovery eligibility.

Does absenteeism affect selection for Reading Recovery?

Attendance history should not prevent any child from receiving Reading Recovery. Although some children are absent often in kindergarten, it is important to remember that young children have no control over school attendance. Many parents do not fully understand the high priority that should be placed on kindergarten attendance.

Talking with parents about school attendance is an educative process. When a child with a high absence problem is admitted to Reading Recovery, parents and other caregivers should be brought into the problem-solving process. Many teachers make regular calls to parents when students are absent and even make home visits to increase the likelihood of attendance.

As a principal, you can play a very important role in making sure that children get the greatest benefit from their Reading Recovery instruction. Close contact with homes can make a great difference in getting these young children off to a good start in elementary schools. Consult your teacher leader for procedures to follow if a child is consistently absent after beginning Reading Recovery lessons.

PANDEMIC TEACHING

**Your Reading Recovery teacher is part of
your school team**

Due to the pandemic, day to day progress in literacy is a concern of many classroom teachers – and justifiably so! It is challenging for any individual teacher to meet the ever-changing challenges of delivering instruction and supporting all students in their individual path to becoming literate during these unprecedented times. Your school has a rich resource in your Reading Recovery teacher.

Their training has provided them with ways to sensitively observe all students who find learning to read and write difficult. Reading Recovery teachers understand both the reading AND writing components of literacy learning. Knock on their door! Use all expertise available as a team that includes the Reading Recovery teacher in your school. It is most efficient to deeply embed the Reading Recovery teacher in the school literacy team to support classroom teachers.

Reading Recovery training provides professional expertise that enhances an individual teacher's skill set. By developing knowledge of literacy processing and it's role in reading, writing, and oral language processes in young children teachers are able to find ways to become sensitive observers of the ways children learn. This knowledge applies to both individual teaching in an intervention and classroom instruction with all students. **Don't wait!**

Providing effective instruction in the classroom and virtually.

Reading Recovery teachers can support classroom teachers in learning how to take and analyze running records, writing and oral language samples. They can provide support on planning the kinds of experiences that would benefit students most at this time in their learning.

Colleague discussions between Reading Recovery and classroom teachers are valuable regarding the best ways to provide instruction and guidance to students' shared, guided and independent literacy experiences.

Support with students who struggle with literacy in the classroom

Through professional conversations using evidence found in running records of continuous text reading, writing samples, and observations of what a student does and says, the classroom teacher and Reading Recovery teacher work collaboratively to act as a strong support team for a student who struggles.

Teaching Phrasing in Fluent Reading: Aiding Comprehension

What can teachers expect from students at various points in their path to literacy? How should students' reading sound? How can teachers foster changes? Reading Recovery teachers have valuable insights that can be shared to help assess the way a student's reading sounds and how to teach for change.

How to foster enjoyment in reading and writing

Reading Recovery teachers can share their experiences and insights into determining the types of texts individual children enjoy and that are a match for their learning needs at any point in time.

Books, Books, Books

Look for support from the Reading Recovery teacher to help match books to readers, to find virtual access to books and to uncover culturally responsive books. Seek to explore the characteristics of books that foster the development of a reading process AND foster enjoyment in reading.

Formative Assessment Through Close Observation

Observation is a valuable form of formative and summative assessment. Knowing what to observe and how to analyze observations can be strengthened when classroom teachers and Reading Recovery teachers work together and share the process.

Making it Easy for the Individual Student to Learn

Classroom teachers can deliver instruction that is individualized and responsive to current needs. Reading Recovery teachers can support day-to-day formative assessment and help determine the next, most powerful teaching emphasis.

Learning about Phonemic Awareness and Spelling

Reading Recovery teachers use their training and expertise to embed explicit instruction of phonology and orthography within the students' reading and writing.

How can a Reading Recovery teacher help with classroom instruction?

- Bring a literacy processing lens to classroom instruction
- Help with assessment of students new to the school or who have been at home, by finding their literacy strengths and creating a plan to build on them
- Interpret and analyze reading processing
- Support oral language development
- Act as a coach with a classroom teacher
- Provide valuable input into the development of individual education plans

Don't wait! Talk to your Reading Recovery Teacher today!

IS READING RECOVERY EXPENSIVE?

SOME THINGS TO
CONSIDER

MAKING A CASE FOR THE COST OF READING RECOVERY

For more information about return on investment benefits of Reading Recovery:

(available at rrcanada.org)

Cost vs. Cost Effectiveness,
compiled by Allyson Matczuk and
Jennifer Flight, CIRR trainers (2018)

Hummel-Rossi, B., & Ashdown, J.
(2010). Cost effectiveness analysis as
a decision tool in selecting and
implementing instructional
interventions in literacy. Worthington,
OH: Reading Recovery Council of
North America.

Schwartz, R. M. (2011). Making a
wonderful life: Cost effectiveness
and return on investment. *The
Journal of Reading Recovery*, 10(2),
49–54.

Budgeting and Funding

Reading Recovery comes with a price tag — all interventions do. The complexity of cost analysis is challenging in education. We need to shift our conversations to the notion of return on investment (ROI). What does your school really get for your investment?

Reading Recovery works.

With more than 25 years of data in Canada and the United States and with scientific evidence reviewed by the What Works Clearinghouse, we know that Reading Recovery is effective with the lowest literacy achievers in Grade 1 — in a short period of time. All interventions in a school should demonstrate the desired outcomes for children (see chapter 4).

Reading Recovery is an investment in teacher expertise.

All schools invest in professional development for teachers, but few actually connect the training to student outcomes. We know of no other educational intervention with a more powerful investment in teaching than Reading Recovery. The extensive initial and ongoing professional development build capacity for continuous problem solving for the most-challenging literacy learners (see chapter 3).

Reading Recovery yields benefits for the whole school.

As a systemic approach to early literacy intervention, the school gains a powerful assessment system for young children and highly skilled literacy teachers who can benefit the school in many ways. Reading Recovery is a perfect fit with response to intervention (RTI), providing screening and progress monitoring as well as data-based outcomes. The school increases capacity to identify, analyze, and solve problems related to literacy learning (see list of benefits in the introduction).

Other tangible returns on your investment in Reading Recovery include reduced retentions in grade level and reductions in long-term service from special education, and other compensatory programs. Reading Recovery data also shows that achievement gaps are reduced for low-income and minority groups.

Consider the many intangible returns on your investment. The benefits to each successful reader and writer are incalculable, leading to academic progress, self-esteem, and self-efficacy. Classroom teachers work with children who have fewer literacy difficulties and have a colleague with whom to collaborate about individual children. School literacy teams are strengthened as they problem solve literacy difficulties of individuals. Parents express gratitude for the opportunity for their child to be in Reading Recovery.

STAFFING MODELS

Typically, Reading Recovery teachers work individually with four children per day. It is strongly recommended that Reading Recovery not be a full-time assignment in order to tailor instruction to each individual child's strengths. The decision of staffing models should be based on (a) the school's needs and (b) the teachers' areas of strength.

Principals have found a variety of viable staffing options. Creative staffing models increase funding options and the thoughtful use of teachers' available time and expertise.

What are some staffing models for Reading Recovery teachers?

Grade 1 Shared Classroom Model

Reading Recovery teachers share a first-grade 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 part of the 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.

Grade 2 Shared Classroom Model

This model operates in the same way as the Grade 1 shared classroom model.

English Language Learners Model

The Reading Recovery teacher teaches Reading Recovery part of the day and works with English as an Additional Language Learners for the remainder of the school day.

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.

Small-Group Model in the primary grades

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.

Cost Effectiveness

	Reading Recovery	Small Group	Grade Retention	Resource Support (15 min per day)
Years	.48 year	1 year	1 year	6+ years
Time equivalent	6.8 to 10 school days over 20 weeks	14.5 to 36.4 school days over 40 weeks	200 school days	53.2 days over 6 years
Hours	37.5 hrs	80-100 hrs	1100 hrs	292.5 hrs over 6 years
Outcomes expected	Reading and Writing at end of grade one level	Reading at end of grade one level	Literacy achieve- ment in average band in the subsequent year	Support students to cope with classroom demands
Percentage reaching the expected outcome	60-70%	22.5-25%	unknown	unknown
Cost per student	\$2882.25-\$3447.75	\$6917.40- \$8274.60 (cost per group of 2 or 3)	\$8272.60	\$22,481.55 - \$26,892.45
Effect Size (Hattie, 2009)	.68	.15	-0.16	unknown

Reading Recovery equates to only 2 weeks of Instruction

A RECENT SUCCESS STORY
FROM
CRAIGFLOWER ELEMENTARY

March 2021

Judah - Craigflower Elementary - 17 weeks



The crow sat on the power line.
She watched and she waited.
But it was a **very** busy road.

Then the crow saw the cars
stop at the red lights.



"Aha!" said the clever crow.
"I know what to do now!"
She flew back to the tree
and got another nut.

Here is the big truck.



Judah - Craigflower Elementary - 17 weeks

HEARING AND RECORDING SOUNDS IN WORDS
OBSERVATION SHEET

Name: Judah Age: 6:6 Date: 15 Sept 2020
 Recorder: W.W. Date of Birth: 2/14/19 TEST SCORE: 11/37
 (Fold heading under before child uses sheet) STANINE GROUP: 3

The bus is coming to the bus stop.
 BS XET WLS
 eptimq +
 here to let me get on.

COMMENTS:

© Marie M. Clay. Copymasters for the Revised Second Edition of An Observation Survey of Early Literacy Achievement (2006) and Literacy Lessons (2005)

HEARING AND RECORDING SOUNDS IN WORDS
OBSERVATION SHEET

Name: Judah Age: 6:6 Date: 10 Feb 21
 Recorder: W.W. Date of Birth: 2/14/19 TEST SCORE: 35/37
 (Fold heading under before child uses sheet) STANINE GROUP: 5

Mom has gone up to the shop. She will get milk and bread.
 MOM HS PORE
 UP TO THE GET
 SHE WILL GET
 M9IK PNB BRODB

COMMENTS:

© Marie M. Clay. Copymasters for the Revised Second Edition of An Observation Survey of Early Literacy Achievement (2006) and Literacy Lessons (2005)

Letter of Thanks from Judah's Mother

I wanted to take this time to write an email on behalf of my son Judah Burns. He is currently in grade 1 and attends Craigflower Elementary School. My son started kindergarten and then half way through the school year Covid-19 hit, which took a hit on everyone.

When he first started in the program he was bringing home books every day and was not that into reading them at home we would have to ask him repeatedly to please read us his stories and after a couple moans and groans he would comply. ... I was also told that in school he had the chance to read to the principal and the vice principal and he would decline because he didn't feel comfortable reading in front of people or to people other ~~then~~ his own family.

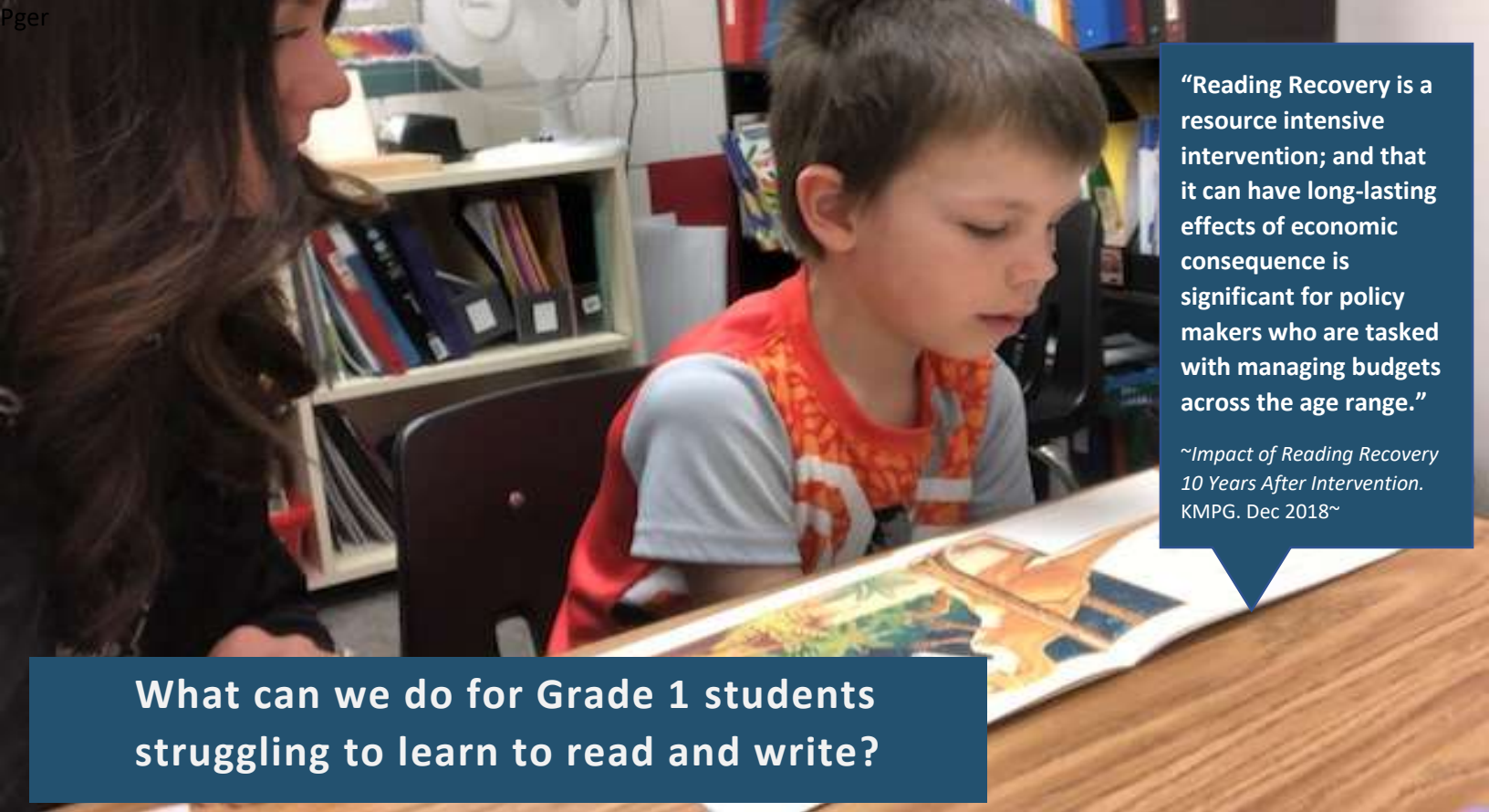
Now I can't tell you how much of a change I've noticed in my son, with reading and even with his confidence. He absolutely "crushed" (in his words) the reading recovery program and has actually completed the program weeks before the anticipated finish date. He now will read to anyone who will take the time to listen to him. He loves to read to his little sister who will be going into kindergarten this September and now she is getting all excited and pretend to read just so she can be like her big brother.

I noticed that he's starting to look at the world differently since he can understand words whether that be a street sign or a storefront or anything!

He asked Mr. Whitfield if he could still be a part of the program but actually mentor the other kids which from my understanding was completely his idea. Mr. Whitfield thought that this was a great idea and that Judah was then able to buddy up and help out his classmates who weren't the strongest readers.

I can't thank all of you and your program enough for all the hard work and attention that was given to help our son succeed. He just got his report card in March and for the first time is EXCEEDING in the reading category. Reading his report card brought a little tear to my eye since I know how hard Judah and Mr. Whitfield worked to get him there. You gave him the confidence and the tools to really truly boost his self esteem and confidence. This program is SO VALUABLE for young children, I can't say that enough. I really hope that this program is able to continue on for the future for other children, since the children ARE OUR FUTURE! Thank you for taking the time to read this email and thank you thank you THANK YOU for everything you guys have done for our son and our family.

Yours truly, Erica Groening , Judah's Mother



“Reading Recovery is a resource intensive intervention; and that it can have long-lasting effects of economic consequence is significant for policy makers who are tasked with managing budgets across the age range.”

~Impact of Reading Recovery 10 Years After Intervention. KMPG. Dec 2018~

What can we do for Grade 1 students struggling to learn to read and write?

Fast Facts about Reading Recovery®/IPLÉ®

Experienced teachers have the highest impact on students who are struggling to learn to read and write. Reading Recovery/IPLÉ teacher training includes over 300+ hours of professional development and working with students. Once the training year is complete, teachers continue to participate in on-going professional development at least monthly. A national and international network of trained Reading Recovery teachers supports further learning and development. This support network together with the comprehensive training provides a literacy expert directly in your school which can enhance the teaching practice of classroom teachers and learning support teachers.

Reading Recovery/IPLÉ includes literacy components - phonics, phonemic awareness, fluency, vocabulary, comprehension, writing and oral language

Phonological Awareness, Phonemic awareness and Letter/Sound relationships as well as strategies to solve new words while reading and writing based on what is heard and seen in a word, along with meaning are taught throughout the daily Reading Recovery lessons. Phonological awareness & phonemic awareness is explicitly and systematically taught moving from larger chunks of sound (syllables) to smaller (individual phonemes) and then to orthographic (spelling) patterns. With individualized instruction, each child connects language and learning during lessons through reading, writing, and word work.

Reading Recovery/IPLÉ instruction is designed and delivered individually

Daily, one-to-one, 30-minute lessons over 12-20 weeks creates the environment where trained Reading Recovery teachers develop authentic connections with struggling Grade 1 students. Literacy learning is accelerated through authentic connections facilitated by the deeper understanding of the child's strengths, culture, language and experience.

Reading Recovery/IPLÉ is a system intervention with whole school district benefits

A strong system intervention that gets children learning to read and write ensures that a whole district develop students with high literacy competencies who become strong student leaders, engaged citizens and global change makers. By the end of Grade 1, children reading and writing at grade level have developed a solid foundation of literacy skills which they continue to build upon throughout their education.

Measuring the Effectiveness of Literacy Interventions

Use this tool to rate each early literacy intervention you are currently implementing or considering implementing using one sheet per intervention. Rating your early literacy intervention's proximity to research-based principles of intervention and then working to improve your rating based on which aspects produce the worst scores will accelerate student literacy learning.

Name of Intervention: _____

Circle which description best describes your early literacy intervention. Mark in between the descriptions if your intervention falls somewhere between the two. Score the appropriate number of points for each box and total at the bottom.

5pts for each circled box	4 pts	3 pts	2 pts	1 pt
One-On-One Teaching		Groups of 2-4 Students		Groups of 5+ Students
Books selected based on individual student's interest and reading level		Mix of standard and individualized books sometimes matched to student interest and reading level		Standard books with little matching to student interest or reading level
Triples the number of books read daily		Doubles the number of books read daily		No increase in the volume of reading
Highly trained expert teacher provides instruction (300+ hrs of specialized training)		Trained teacher provides instruction (less than 100hrs of general training)		Teaching assistant or volunteer provides instruction (no specialized training)
Focuses on meaning and making connections with and beyond the text		Limited focus on meaning and making connections with and beyond the text		Focuses on skills development in isolation
Easy access to interesting, culturally responsive books at student reading level and interest		Easy access to some interesting and culturally responsive books with limited consideration of reading level and interest		Standard books applied without consideration of reading level or interests.
Frequent communication with the classroom teacher and coordinated with classroom lessons		Some communication with classroom teacher and limited coordination with classroom lessons		Infrequent communication with classroom teacher and little coordination with classroom lessons
Daily monitoring, ongoing assessment and responding to student progress in reading, writing and oral language		Sporadic monitoring, ongoing assessment and responding to student progress in reading, writing and oral language		Little monitoring, ongoing assessment and responding to student progress
Fully aligned with provincial curriculum		Some alignment to the provincial curriculum		Limited alignment to the provincial curriculum
TOTAL Points =				

Adapted with permission from Richard Allington, *What Really Matters in Response to Intervention* (2010)

45pts – Very well designed

40pts – Well Designed

35pts – Design could be improved

30pts – Not well matched to research

25pts – Close to traditional design

20pts – Not a research-based design

Reading Recovery®/IPLÉ® scores 45pts and is the most effective short-term intervention for Grade 1 students striving to learn to read and write.

Transforming Libraries



- District Alignment
- Historical Review
- Update
- Next steps

SD61 District Alignment

Goal 1

Create an inclusive and culturally responsive learning environment that will support and improve all learners' personal and academic success.

Goal 2

Create a culturally responsive learning environment that will support Indigenous learners' personal and academic success.

Operational Plan - *District Team*

2020-2021

Informed by the Strategic Plan



Goal:

Develop a greater understanding and knowledge of culturally responsive and equitable learning, teaching and working environments in order to close the opportunity and achievement gaps for all learners.

Strategy 2:

Develop and support high quality culturally responsive and equitable learning opportunities and resources in order to close the achievement gaps for all learners.



Before 2017 - Libraries in SD61

Some of the main challenges:



- Need for a shared philosophy and vision of how libraries across schools can contribute to the school's culture of collaboration
- Need for support and mentorship for teacher librarians, often in part-time positions, operating in silos
- Limited access to district purchased digital resources
- Inequitable access to library resources for students and staff

Before 2017 - Libraries in SD61



2017

- \$100,000 one time funding from surplus dollars
- Co-design of projects with teacher librarians through the use of release time

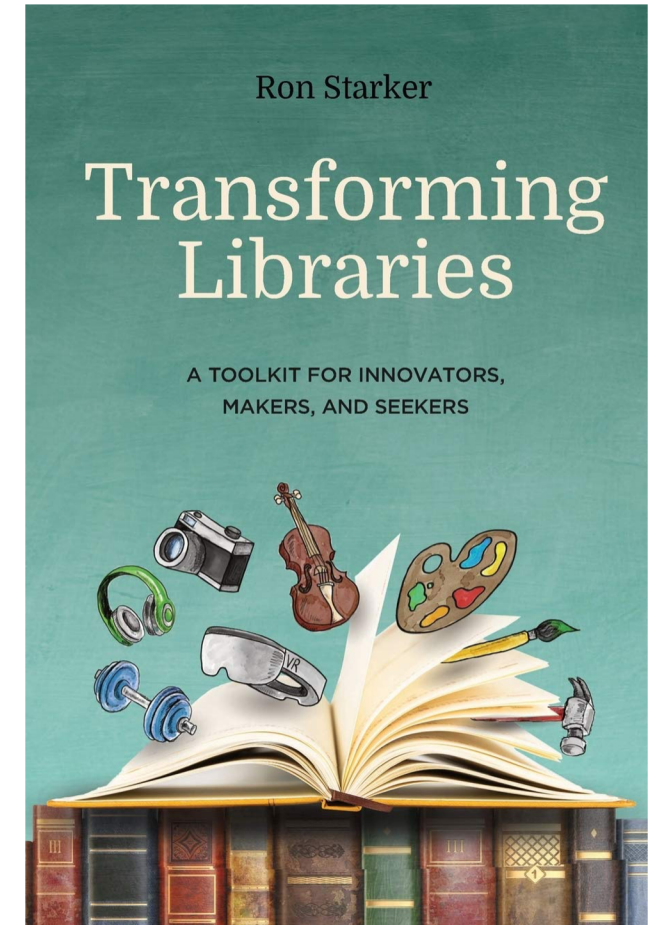
Our focus and goals

- Need for equity of access to resources and flexible spaces
- Support for our transforming libraries always with a focus on improving student learning

Transforming Libraries

The driving question:

How do we support libraries to provide culturally responsive and equitable learning opportunities for all learners?



Alignment and Trust



- Development of a shared vision with teacher librarians
- How does the TL facilitate the school learning culture, and align with school goals and the strategic plan?

Sharing what we believe in SD61

Our libraries support learning and literacy by providing equitable, culturally responsive, and inclusive learning environments for our school community to collaborate, communicate (share), create, research and facilitate inquiry.

Our Teacher Librarian Coordinators



Supporting the Role of the Teacher Librarian



The TL plays a key role in the library as a hub and heart of a school.

- Supporting a school culture of collaboration
- Connecting staff and students with learning opportunities
- Improving student and staff access to resources
- Providing space for mentorship and creation



Designing Inclusive Physical Spaces



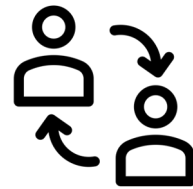
Space for Creative Thinking



Quiet Environment for Individual Learning and Studying



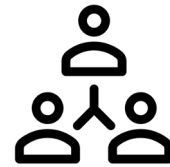
Open Space for Presentations



Space for Sharing Ideas



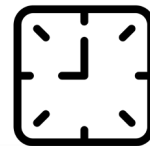
Source for Digital and Physical Resources



Space for Collaboration

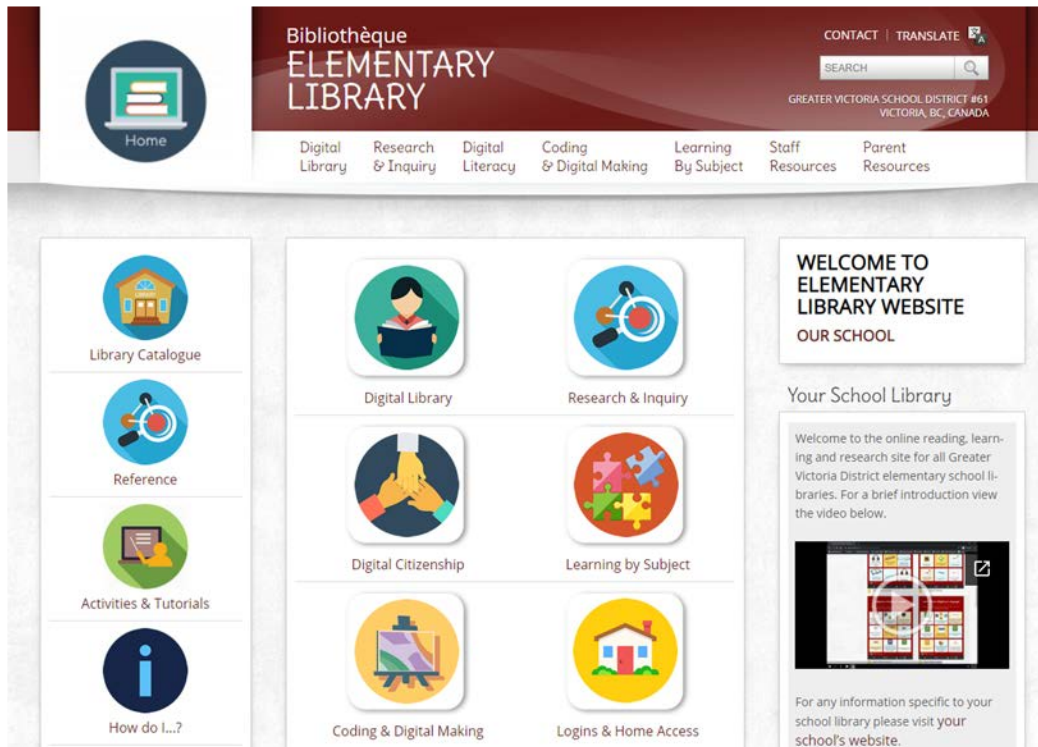


Source for Tech Resources



Accessible Space for Anyone, Anytime

Equitable Access to Digital Resources



- One elementary website elibrary.sd61.bc.ca
- Middle and secondary library websites specific to school communities
- Link from all school websites

Equitable Access to Learning Resources



- District wide database with assets for learning resources and equipment
- Library Catalogue and user management
- Circulation and sharing of collections and materials

Makerspaces in Libraries




In collaboration with Pathways and Partnerships

- All elementary schools with Maker Grants, supporting middle schools next year
- Applied Design, Skills and Technologies (ADST), design thinking and career education
- Non-consumable resources with a network of support for teacher librarians

Supporting Indigenous Learners

In partnership with SD61 Indigenous Education Department, Greater Victoria Teacher Librarians' Association (GVTLA), and the University of Victoria

Decolonizing Libraries Webinar Series



In conversation with Chaw-win-is, Ry Moran, and Pia Russell
3:15PM - 4:15PM

Webinar #1 - Thursday, April 22nd
Starting your own path of truth and reconciliation as a librarian

Webinar #2 - Tuesday, May 11th
Engaging collections development for Indigenization

Webinar #3 - Thursday, June 1st
Initiating the decolonization of descriptive practices in your school library

For more information and to register go to:
learn.sd61.bc.ca/decolonizing-libraries-webinars/

In partnership with the Indigenous Education Department and UVIC

- Reconciliation, indigenization, and decolonization through library collection development
- 3 after school webinars - shared conversations with UVIC Indigenous teacher librarians
- Provincial interest with over 150 TLs registered

Next Steps

- **Equity - Access for ALL**
 - Coordination and access across schools
 - Resource sharing and curation across schools
 - Ongoing library catalogue management and support
 - ***NEW*** Friday Sept 10th 2021 - All Teacher Librarians
 - ***NEW*** Diversity Scan - Collection Review

