Expansion of Reading Recovery in the United States: A Collaborative Effort

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Reading Recovery's success in the United States is built on a model of collaboration envisioned by Marie Clay. Marie Clay knew that for Reading Recovery to survive, the implementation model would have to take a systems approach—a redirecting system of support that would involve networks of people working together to problem solve issues focused on the needs of struggling readers. Clay's decision to house the U.S. implementation of Reading Recovery within the university system as a not-for-profit partnership among schools, districts, and universities was instrumental to expanding the implementation while maintaining integrity and fidelity of the innovation over time.

In 1984, Marie Clay and Barbara Watson came to The Ohio State University (OSU) to begin the implementation of Reading Recovery in the U.S. and by 1986, Reading Recovery began to spread to other states. OSU is recognized as the first university training center and holds the trademark for Reading Recovery in the United States. The use of the trademark is granted by OSU to teacher training sites and university training centers (UTCs) annually on a royalty-free basis subject to compliance with the *Standards and Guidelines of Reading Recovery in the United States* (RRCNA, 2004).

As Reading Recovery began to expand, Marie Clay worked closely with OSU to determine guidelines for the establishment of other UTCs that would serve as infrastructures for regional implementations of Reading Recovery. Expansion necessitated more collaboration and as UTCs were added to the Reading Recovery network, trainers formalized the North American Trainers Group (NATG). All trainers from the U.S. and Canada belong to this organizational structure to support the collaborative efforts of Reading Recovery. NATG is responsible for generating and overseeing policy and procedures related to research, implementation, teaching, and professional development in the U.S. and Canada.

Currently, 22 UTCs in the U.S. provide support to 416 sites in 50 states, including the Bureau of Indian Affairs and Department of Defense Dependents Schools. The collaborative network provides support to 512 teacher leaders and 11,702 teachers who work in 2,214 districts and 6,948 buildings and serve over 98,000 students annually.

Always a person to respond to the needs of struggling readers, regardless of their native language, Marie Clay guided the development of Descubriendo la Lectura (DLL) during the 1988–1989 school year to provide Reading Recovery to children whose primary literacy instruction was in Spanish. DLL is the reconstruction of Reading Recovery in Spanish. Currently, 4 UTCs support 40 DLL teacher leaders and 200 teachers in 37 sites, 42 systems, and 153 buildings. Annually over 1,300 students receive DLL as an early literacy intervention, with similar results to those of Reading Recovery in English.

One of the ways of ensuring high-quality and consistent implementation across the U.S. is ongoing evaluation. From the beginning of implementation in the U.S. in 1984, data has been collected on every Reading Recovery student. In the early years, data was collected and analyzed by hand with paper and pencil, later scan forms were used, and today web-based submission ensures accurate data collection and fast reporting on over 100,000 students annually.

The National Data Evaluation Center (NDEC), housed at OSU, was established in 1992 and continues to provide excellent support to all levels of constituents by providing technical support, a variety of data reports, and support for academic research. NDEC, in collaboration with teacher leaders and trainers, continues to update technology, methodology, and improve the way we use data to inform instruction and improve implementation.

Another collaborative partnership that has been instrumental in Reading Recovery's success in the U.S. is the Reading Recovery Council of North America (RRCNA). This not-for-profit membership association was created in 1993 to support the work of Reading Recovery professionals by providing a network of support for

leadership, professional development, and advocacy throughout North America. Working in collaboration with university trainers, RRCNA has been instrumental in forging partnerships with other education professionals and legislators, advocating for the educational needs of struggling emergent readers, and providing leadership to generate quality publications, professional development opportunities, and technical assistance for Reading Recovery professionals, advocates, and partners.

For the past 24 years, Reading Recovery has been recognized in the U.S. as an educational innovation that has integrity, standards, fidelity, and outstanding results for struggling literacy learners. This is quite an anomaly in an education system where innovation comes and goes. Because of the model of collaboration that Reading Recovery embraces, the early literacy intervention has been able to not just exist, but to expand to serve over 1.6 million children in 50 states over 24 years. The unparalleled success of the Reading Recovery intervention is a testament to the insightfulness and forethought of Marie Clay, its designer.

Editor's note: Data from the 2006–07 National Data Evaluation Center statistical abstracts for the United States.

A Journey with Marie Clay: Translating *An Observation Survey of Early Literacy Achievement*

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Marie Clay's collaboration with educators in reconstructing the tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 1993) to other languages was a first step in introducing Reading Recovery in non-English-speaking contexts. In 1988, bilingual educators in the southwest United States began to adapt Clay's work to measure the literacy competencies of emergent first-grade Spanish readers to determine a powerful course of action for individual Spanish-speaking students. With Marie Clay's guidance, the observation tasks and Reading Recovery procedures were (1) reconstructed, (2) field tested to determine concurrent, construct, content validity, and reliability, (3) and field tested to ensure the instrument could be used across dialects within the U.S. The bilingual version of the Observation Survey is referred to as *Instrumento de Observación de Los Logros de la Lecto-Escritura Inicial* (Escamilla, Andrade, Basurto, & Ruiz, 1996) and the Reading Recovery intervention as Descubriendo la Lectura (DLL).

Spanish translation of the observation tasks, directions, and Reading Recovery instructional procedures alone have sufficed since bilingual educators in the U.S. tend to read and comprehend English text well. Educators in non-English-speaking countries, however, need a full translation of Clay's texts to effectively implement Reading Recovery in their country. If non-English-speaking educators are to fully appreciate

how the observation tasks and instructional procedures can be useful to them, the theoretical bases for the observation tasks, the processes of recording, scoring, and analyzing the information also need to be translated. The framework for translation reveals another contribution that Marie Clay has provided for the future development of Reading Recovery across languages.

Translation Process for Theoretical Texts

From 1997 to 2000, I had the privilege of working with Marie Clay in determining a translation framework that could be used when reconstructing any of her texts to other languages. Clay wanted to ensure that any future developments of her work in other languages would preserve her theoretical constructs. For this exercise, which became part of my dissertation, we chose to obtain a full Spanish translation of the Observation Survey and, as a result, content validity for the full translation was established.

According to translation theorists (Child, 1992; Draper, 1983; Fedunok, 1983; Hammond, 1990; Neubert & Shreve, 1992), a collaborative team approach should be used when the text to be translated is theoretical, scientific, and/or technical in nature. This ensures that major theoretical concepts and key vocabulary are appropriately conveyed. In addition, it ensures that the translated