

A BROADER VIEW OF THE EVIDENCE: READING RECOVERY AS AN EXAMPLE

We are an international group of scholars and researchers who have studied language, literacy, and learning in many contexts. We represent a wide variety of perspectives and a range of respected research methodologies.

On the national scene early intervention programs, specifically Reading Recovery, have recently encountered one-sided and biased attacks that have misrepresented the efficacy of these programs. We write this letter to provide accurate information for the policy decision makers who must protect the interests of children. Of particular concern are children who have extreme difficulty learning to read. Below are five points advocating a broad view of the relationships among education, research, and government.

1. Educational dollars belong to citizens, not to a small group of researchers who have a particular point of view.

Historically, local educational agencies have made decisions, based on their own examination of evidence, about the programs that will best serve children in their communities. Educational decision makers deserve access to a full body of evidence documenting the effectiveness of programs like Reading Recovery.

2. A scientific stance requires a complete, evidence-based analysis of any educational program.

Early intervention has been found to be effective in preventing literacy difficulties.¹ For example, for more than 20 years, Reading Recovery has been the subject of numerous studies using both quantitative and qualitative methodology. The preponderance of evidence suggests that this early intervention program has a positive and long-lasting effect on reading achievement in young children. Empirically controlled studies that are published in high level journals and fit the Department of Education's criteria for "scientifically based research" support the results of Reading Recovery.² Moreover, follow-up studies have documented the long-term effectiveness of Reading Recovery early intervention.³ These studies have used nationally normed measures. Empirical studies as well as yearly evaluations document the fact that Reading Recovery children grow in self-esteem as they increase their literacy skills.⁴ It is a mistake to deny children access to Reading Recovery based on selective and distorted reporting of a few studies, some unpublished or published without peer review, with flawed designs and/or with very small populations.

3. Policy makers have the responsibility to consider evidence from a wide range of perspectives and validated research models.

The attacks on Reading Recovery are based on a very narrow view of evidence that excludes a great many high quality and informative quantitative and qualitative studies. A variety of models of research have met rigorous criteria in the fields of education, sociology, psychology, anthropology, and other areas of social science. We need a range of perspectives in the search for educational improvement. For

example, qualitative studies provide evidence of Reading Recovery's profound impact on teacher performance and development⁵ and the dynamic nature of teaching in the program.⁶ Qualitative research, carefully undertaken, represents accepted methodology in a broad number of fields and adds significantly to the body of knowledge we must consider in making educational decisions.

4. Responsibly and rigorously collected evaluation data provide legitimate and strong evidence of program success.

All programs serving children in education should collect and publicly report evaluation data. For example, Reading Recovery's success has been carefully documented through systematic and simultaneous replications of the program for over one million children in 10,000 schools since its introduction into the United States. This documentation provides for public accountability for the progress of *every child served*. Reading Recovery has consistently reported results of program impact using accepted standard measures that are appropriate for young children. These results are available to the public.⁷ When examining any program purporting to be "scientifically based," policy makers should ask for documentation of specific program outcomes for children.

5. An early intervention program like Reading Recovery is one part of a comprehensive literacy effort.

Early intervention programs serve as safety nets within comprehensive programs and insure that no child is left behind. Reading Recovery focuses on the lowest achieving first grade children and works in partnership with good classroom instruction, *but it is only one component of a comprehensive program*. Reading Recovery works as part of many different core instructional models for literacy education including basal approaches, Direct Instruction, Success for All, and other comprehensive programs.

We *do not* suggest that Reading Recovery or any other program be mandated or given preferential treatment. We *do* recommend that the federal government recognize the authority of local teachers, administrators, and board members to make educational decisions based on full and accurate disclosure of evidence.

Sincerely,

Signature list attached.

References on next page.

Lettie K. Albright, Ph.D.
Assistant Professor
Department of Reading
Texas Woman's University

JoBeth Allen
Professor
Language Education
University of Georgia

Richard L. Allington, Ph.D.
Irving and Rose Fien Distinguished
Professor of Elementary and Special
Education
School of Teaching and Learning
University of Florida

Mark Alter, Ph.D.
Chair and Professor
Teaching and Learning
New York University

Patricia L. Anders, Ph.D.
Professor
Department of Language, Reading, &
Culture
University of Arizona

Terry A. Astuto, Ed.D.
Professor of Educational Administration
and Department Chair
Administration, Leadership and
Technology
New York University

Kathryn Au, Ph.D.
Dai ho Chun Professor of Education
Teacher Education & Curriculum
Studies
University of Hawaii

Mary Kathleen Barnes, Ph.D.
Assistant Professor
School of Teaching and Learning
The Ohio State University

Constance Barsky, Ph.D.
Director
Learning by Redesign
The Ohio State University

Eurydice Bauer, Ph.D.
Assistant Professor
University of Illinois at Urbana-Champaign

Penny Beed, Ph.D.
Associate Professor and Coordinator of
Literacy Education
Curriculum and Instruction
University of Northern Iowa

Mary Bendixen-Noe, Ph.D.
Associate Professor
School of Teaching & Learning
The Ohio State University

Jacques S. Benninga, Ph.D.
Director
Bonner Center for Character Education
California State University at Fresno

Laura Benson
Literacy Consultant, Writer & College
Instructor
Literacy and Language
University of Colorado at Denver

Mollie Blackburn, Ph.D.
Assistant Professor
School of Teaching and Learning
The Ohio State University

David Booth, Ph.D.
Professor
Curriculum, Teaching and Learning
University of Toronto

Gregory W. Brooks, Ph.D.
Assistant Professor
Education Department
Nazareth College of Rochester

Anthony S. Bryk, Ed.D.
Marshall Field IV Professor of Urban
Education and Sociology
Director of the Center for School
Improvement and the Consortium on
Chicago School Research
University of Chicago

Terry L. Bullock, Ed.D.
Associate Professor
Reading and Critical Thinking
University of Cincinnati

Marsha Riddle Buly, Ph.D.
Assistant Professor
Elementary Education
Western Washington University

Judith Anne Calhoun, Ph.D.
Assistant Professor
Teaching and Leadership
University of Kansas

Lucy McCormick Calkins, Ph.D.
Professor of English Education
Columbia University
Teachers College

Thomas A. Caron, Ph.D.
Professor
Reading Education
Marshall University Graduate College

Kathryn S. Carr, Ed.D.
Professor Emerita
Department of Curriculum and
Instruction
Central Missouri State University

Courtney B. Cazden, Ed.D.
Charles William Eliot Professor of
Education (Emerita)
Harvard Graduate School of Education
Harvard University

Caroline T. Clark, Ph.D.
Associate Professor
Language, Literacy & Culture
The Ohio State University

Thomas Cloer, Jr., Ph.D.
Professor of Education
Department of Education
Furman University

Sheila G. Cohen, Ed.D.
Associate Professor
Literacy Education
SUNY Cortland

Margaret Compton-Hall, Ed.D.
Assistant Professor
Department of Reading
Texas Woman's University

Van Cooley, Ed.D.
Professor and Chair
Teaching, Learning, and Leadership
Western Michigan University

Beverly E. Cox, Ph.D.
Associate Professor of Literacy and
Language
Curriculum and Instruction
Purdue University

Ronald L. Cramer, Ph.D.
Distinguished Professor of Education
Reading & Language Arts
Oakland University

Ronald Crowell, Ph.D.
Professor of Education
Teaching, Learning, and Leadership
Western Michigan University

Bernice Cullinan, Ph.D.
Professor Emerita
Department of Teaching and Learning
New York University

James W. Cunningham, Ph.D.
Professor of Literacy Education
School of Education
University of North Carolina

Patricia M. Cunningham, Ph.D.
Professor
Department of Education
Wake Forest University

Karin Dahl, Ph.D.
Professor
School of Teaching and Learning
The Ohio State University

Sandra Bowman Damico, Ph.D.
Dean and Professor
Educational Policy & Leadership Studies
University of Iowa

William L. Dandridge, Ed.D.
Dean
School of Education
Lesley University

Sheryl Dasinger
Assistant Professor
Early Childhood and Reading
Valdosta State University

Pamela Dougherty-Smith, Ph.D.
Lead Reading Teacher
Dallas Independent School District

Ann M. Duffy, Ph.D.
Assistant Professor
Curriculum and Instruction
University of North Carolina,
Greensboro

Sarah Edwards, Ph.D.
Assistant Professor
Teacher Education
University of Nebraska at Omaha

Laurie Elish-Piper, Ph.D.
Associate Professor
Literacy Education
Northern Illinois University

Warwick B. Elley, Ph.D.
Emeritus Professor of Education
Education
University of Canterbury, New Zealand

Tammy Elser, Ed.D.
Director of Federal Programs
Arlee Public Schools

Charles Elster, Ph.D.
Associate Professor of Literacy Education
Department of Curriculum and Instruction
Purdue University

Patricia Enciso, Ph.D.
Associate Professor
School of Teaching and Learning
The Ohio State University

Lawrence G. Erickson, Ph.D.
Professor Emeritus
Curriculum and Instruction
Southern Illinois University

Kathy Escamilla, Ph.D.
Associate Professor
Social, Bilingual, Multicultural Foundations
University of Colorado, Boulder

Donna B. Evans, Ph.D.
Dean
College of Education
The Ohio State University

Zhihui Fang, Ph.D.
Assistant Professor
School of Teaching and Learning
University of Florida

Andrea Farenga, Ed.D.
Assistant Professor of Reading
Department of Education
Malone College

Nancy Farnan, Ph.D.
Professor
School of Teacher Education
San Diego State University

Leif Fearn, Ed.D.
Professor
School of Teacher Education
San Diego State University

Linda Fielding, Ph.D.
Associate Professor
Division of Curriculum & Instruction
University of Iowa

Peter J. Fisher, Ph.D.
Professor
Reading and Language
National-Louis University

Amy Seely Flint
Assistant Professor, Language Education
School of Education
Indiana University, Bloomington

James Flood, Ph.D.
Professor
School of Teacher Education
San Diego State University

Michael P. Ford, Ph.D.
Associate Dean
College of Education and Human
Services
University of Wisconsin Oshkosh

Carolyn R. Frank, Ph.D.
Assistant Professor
College of Education
California State University, Los Angeles

Lauren Freedman, Ph.D.
Associate Professor
Teaching, Learning, and Leadership
Western Michigan University

Penny A. Freppon, Ed.D.
Professor
Teacher Education - Literacy Program
University of Cincinnati

Michael Fullan, Ph.D.
Dean
Ontario Institute for Studies in Education
University of Toronto

Elaine Furniss
Senior Education Advisor
UNICEF

Janet S. Gaffney, Ph.D.
Associate Professor
Special Education
University of Illinois at Urbana - Champaign

Linda P. Gambrell, Ph.D.
Professor and Director
School of Education
Clemson University

Judith G. Gasser, Ph.D.
Adjunct Professor
Reading Department
Texas Woman's University

Joseph B. Giacquinta, Ed.D.
Professor of Educational Sociology
New York University

Christine J. Gordon, Ph.D.
Professor of Education
Division of Teacher Preparation
University of Calgary

Sharon Greenberg, Ph.D.
Director of Research
Center for School Improvement
University of Chicago

Margaret M. Griffin, Ed.D.
Cornaro Professor Emerita
Texas Woman's University

Dana L. Grisham, Ph.D.
Associate Professor
College of Education
San Diego State University

Lois A. Groth, Ph.D.
Assistant Professor
Graduate School of Education
George Mason University

Lee Gunderson, Ph.D.
Professor and Head, National Reading
Conference President-Elect
Language and Literacy Education
University of British Columbia

Nancy Guth, Ph.D.
Supervisor, Reading and Language Arts
Stafford County Public Schools

Barbra Guzzetti
Professor
College of Education
Arizona State University

W. Dorsey Hammond, Ph.D.
Professor of Education/ Department
Chair
Department of Education
Salisbury University

Douglas K. Hartman, Ph.D.
Associate Professor
Instruction and Learning
University of Pittsburgh

Andrew E. Hayes, Ed.D.
Associate Professor of Education
Watson School of Education
University of North Carolina at
Wilmington

Hathia A. Hayes, Ed.D.
Associate Professor of Education
Watson School of Education
University of North Carolina at Wilmington

Elizabeth Heilman, Ph.D.
Assistant Professor
Teacher Education
Michigan State University

Roxanne Henkin, Ed.D.
Professor
Reading and Language
National-Louis University

Margaret Hill, Ed.D.
Associate Professor of Reading
School of Education
University of Houston - Clear Lake

James V. Hoffman, Ph.D.
Professor
Department of Curriculum and Instruction
University of Texas at Austin

Carol J. Hopkins, Ph.D.
Professor of Literacy Education
Curriculum and Instruction
Purdue University

Charlotte S. Huck, Ph.D.
Professor Emeritus
School of Teaching and Learning
The Ohio State University

Gay Ivey, Ph.D.
Associate Professor
Reading Education
James Madison University

Angela M. Jaggar, Ph.D.
Professor of Education
Department of Teaching and Learning
New York University

Ellen Jampole, Ph.D.
Assistant Director of Graduate Studies
and Professor
Literacy Education
SUNY - Cortland

Linda Janney
Reading Coach
K-2 Reading Initiative
Plam Beach County School Board

Mary Jett, Ph.D.
Professor
Curriculum & Instruction
University of Wisconsin - Milwaukee

Denise Johnson, Ed.D.
Assistant Professor
School of Education
The College of William & Mary

Lynn Nations Johnson, Ph.D.
Professor
Teaching, Learning, and Leadership
Western Michigan University

Francine Johnston, Ed.D.
Associate Professor of Reading &
Language Arts
Curriculum and Instruction
University of North Carolina at
Greensboro

Marilyn Johnston, Ph.D.
Professor
Integrated Teaching and Learning
The Ohio State University

Peter Johnston, Ph.D.
Professor of Reading
The University at Albany - SUNY

Kathy Jongsma
Literacy Consultant
Orlando, FL

George Kamberelis, Ph.D.
Associate Professor
Department of Reading
The University at Albany - SUNY

Rebecca Kantor, Ed.D.
Professor
School of Teaching and Learning
The Ohio State University

Wendy C. Kasten, Ph.D.
Professor of Curriculum and Instruction
Teaching Leadership and Curriculum
Studies
Kent State University

Douglas Kaufman, Ph.D.
Assistant Professor
Curriculum and Instruction
University of Connecticut

Barbara Kiefer, Ph.D.
Associate Professor
Curriculum and Teaching
Teachers College Columbia University

Ronald D. Kieffer, Ph.D.
Associate Professor
School of Teaching and Learning
The Ohio State University

Kimberly Kimbell-Lopez, Ed.D.
Assistant Professor
Curriculum, Instruction, and Leadership
Louisiana Tech University

James R. King, Ed.D.
Professor
Childhood Education
University of South Florida

Barbara Krol-Sinclair, Ed.D.
Director
Intergenerational Literacy Project

Linda D. Labbo, Ph.D.
Professor
Reading Education
University of Georgia

David Landis, Ed.D.
Associate Professor of Literacy
Education
Curriculum and Instruction
University of Northern Iowa

Diane Lapp, Ed.D.
Professor of Literacy
San Diego State University

Barbara Lehman, Ph.D.
Professor
School of Teaching and Learning
The Ohio State University

Lauren Leslie, Ph.D.
Professor of Education
Marquette University

Donald J. Leu, Ph.D.
John & Maria Neag Endowed Chair in
Literacy and Technology
Curriculum and Instruction
University of Connecticut

Henry M. Levin, Ph.D.
William Heard Kilpatrick Professor of
Economics and Education
International and Transcultural Studies
Teachers College
Columbia University

Libby A. Limbrick, Ph.D.
Principal Lecturer and Director
National Training Programme for
Resource Teachers: Literacy
Auckland College of Education

Wayne M. Linek, Ph.D.
Professor and Doctoral Program
Coordinator
Department of Elementary Education

Texas A&M University - Commerce
Carol V. Lloyd, Ph.D.
Professor of Education
Teacher Education Department
University of Nebraska at Omaha

Rachelle Loven, Ed.D.
Professor
Education Department
University of Sioux Falls

David M. Lund, Ph.D.
Assistant Professor of Reading Education
Department of Teacher Education
Southern Utah University

Sarah Mahurt, Ph.D.
Associate Professor
Curriculum and Instruction
Purdue University

James Marshall, Ph.D.
Associate Dean
Teacher Education
University of Iowa

Mona Matthews, Ph.D.
Associate Professor
Early Childhood Education
Georgia State University

John S. Mayher, Ed.D.
Professor, English Education
Department of Teaching and Learning
New York University

William McInerney, Ph.D.
Professor
Educational Studies
Purdue University

Marilyn McKinney, Ph.D.
Professor
Curriculum and Instruction
University of Nevada, Las Vegas

Maria J. Meyerson, Ph.D.
Professor of Literacy Education
Curriculum and Instruction
University of Nevada, Las Vegas

Judy Nichols Mitchell
Dean and Professor
College of Education
Washington State University

Jane Moore
Lead Reading Teacher
Reading Department
Dallas Independent School District

Gary Moorman, Ph.D.
Professor of Education
College of Education
Appalachian State University

Susan L. Nierstheimer, Ph.D.
Assistant Professor of Literacy
Curriculum and Instruction
Purdue University

Dale Nitzschke, Ph.D.
Chancellor
Southeast Missouri State University

John O'Flahavan, Ph.D.
Associate Professor
Curriculum and Instruction
University of Maryland

Glennellen Pace, Ph.D.
Associate Professor
Teacher Education, Graduate School of
Education
Lewis and Clark College

Jeanne R. Paratore, Ed.D.
Associate Professor of Education
Department of Developmental Studies
and Counseling
Boston University

Leo W. Pauls, Ed.D.
Executive Director
The Jones Institute for Educational
Excellence
Emporia State University

P. David Pearson, Ph.D.
Professor and Dean
Graduate School of Education
University of California at Berkeley

Katherine Perez, Ed.D.
Professor of Reading
School of Education
St. Mary's College

Jerry L. Peters, Ph.D.
Interim Dean
School of Education
Purdue University

Shelley Peterson, Ph.D.
Assistant Professor
Ontario Institute for Studies in Education
University of Toronto

Lorene Pilcher, Ph.D.
Professor Emerita
Early Childhood Education
Georgia State University

Nancy Place, Ph.D.
Assistant Professor
Education
University of Washington

Gordon M. Pradl, Ed.D.
Professor of English Education
Department of Teaching and Learning
New York University

Taffy E. Raphael, Ph.D.
Professor of Literacy Education
College of Education, Curriculum and
Instruction
University of Illinois at Chicago

Frank Rapley, Ed.D.
Professor and Former Dean
Teaching, Learning, and Leadership
Western Michigan University

Timothy Rasinski, Ph.D.
Professor of Curriculum and Instruction
Department of Teaching, Leadership,
and Curriculum Studies
Kent State University

Timothy Reagan, Ph.D.
Associate Dean, Professor of
Educational Linguistics and Pediatrics
Neag School of Education
University of Connecticut

Victoria Gentry Ridgeway, Ph.D.
Associate Professor of Reading
Education
Curriculum and Instruction
Clemson University

Victoria J. Risco, Ed.D.
Professor
Department of Teaching and Learning
Peabody College of Vanderbilt
University

Richard Robinson, Ed.D.
Professor
Middle School and Secondary Education
University of Missouri - Columbia

Flora V. Rodriguez-Brown, Ph.D.
Professor
Curriculum and Instruction
University of Illinois at Chicago

Rebecca Rogers, Ph.D.
Assistant Professor
Department of Education
Washington University

Deborah Wells Rowe, Ph.D.
Associate Professor, Early Childhood
Education
Peabody College
Vanderbilt University

Michael R. Sampson, Ph.D.
Professor and Literacy Researcher
Department of Elementary Education
Texas A&M University - Commerce

Nancy R. Santucci
Reading Specialist
Highlands Elementary

Seymour B. Sarason, Ph.D.
Professor Emeritus
Department of Psychology
Yale University

Patricia A. Scanlan, Ph.D.
Associate Professor
College of Education and Human Services
University of Wisconsin - Oshkosh

Diane L. Schallert, Ph.D.
Professor
Department of Educational Psychology
University of Texas

Patricia L. Scharer, Ph.D.
Associate Professor
School of Teaching & Learning
The Ohio State University

Barbara R. Schirmer, Ed.D.
Dean, Professor of Special Education
School of Education and Allied Professions
Miami University

Patricia Ruggiano Schmidt, Ed.D.
Associate Professor of Literacy
Education Department
Le Moyne College

Barbara Seidl, Ph.D.
Associate Professor
The Ohio State University

Paul Shaker, Ph.D.
Dean
Kremen School of Education & Human
Development
California State University at Fresno

Brenda A. Shearer, Ph.D.
Associate Professor of Literacy
Education
Department of Reading Education
University of Wisconsin Oshkosh

Harold Shepherd
Senior Lecturer
Arts and Language Education
Massey University

John Smith, Ph.D.
Principal Lecturer, Head of Department
Department of Education
Dunedin College of Education

Lawrence L. Smith, Ph.D.
Professor and Chair
Department of Elementary Education
Ball State University

Diane Snowball
Independent Literacy Consultant
Australian United States Services In
Education

Nancy L. Sorenson, Ph.D.
Dean
School of Education
Saint Mary's College

Anna O. Soter, Ph.D.
Associate Professor
College of Education
The Ohio State University

Dixie Lee Spiegel, Ph.D.
Professor and Senior Associate Dean
Education
University of North Carolina at Chapel Hill

Rand J. Spiro, Ph.D.
Professor
Counseling, Educational Psychology, and
Special Education
Michigan State University

Norman A. Stahl, Ph.D.
Professor and Chair
Department of Literacy Education
Northern Illinois University

Steven Stahl, Ed.D.
Professor
Department of Reading Education
University of Georgia

Les Sternberg, Ph.D.
Dean and Professor
Department of Educational Psychology
University of South Carolina

Peter W. Stevens
President
The Cambridge Stratford Study Skills
Institute

Elizabeth G. Sturtevant, Ph.D.
Associate professor and Program Co-
Coordinator
Graduate School of Education
George Mason University

Karen F. Thomas, Ph.D.
Professor of Literacy Education and
Director of McGinnis Reading Center and
Clinic
Teaching, Learning and Leadership
Western Michigan University

Robert J. Tierney, Ph.D.
Dean
Education
University of British Columbia

Michael Townsend, Ph.D.
Associate Professor
School of Education
University of Auckland

Rick Traw, Ed.D.
Department Head and Associate Professor
Curriculum and Instruction
University of Northern Iowa

Miriam P. Trehearne
National Literacy Consultant
Seconded, Calgary Board of Education

Philip Uri Treisman, Ph.D.
Director, Charles A. Dana Center
College of Natural Sciences
University of Texas at Austin

JoAnne L. Vacca, Ed.D.
Professor
Department of Teaching, Learning and
Curriculum Studies
Kent State University

Richard T. Vacca, Ph.D.
Professor of Literacy Education,
Graduate Program Counselor of
Curriculum & Instruction
Department of Teaching, Learning and
Curriculum Studies
Kent State University

Carolyn A. Walker, Ph.D.
Assistant Professor
Elementary Education
Ball State University

Sean A. Walmsley, Ed.D.
Chair, Professor
Department of Reading
The University at Albany - SUNY

Nora L. White, Ph.D.
Associate Professor
College of Professional Education
Texas Woman's University

Ian A. G. Wilkinson, Ph.D.
Assistant Professor
School of Teaching & Learning
The Ohio State University

Cheri Williams, Ph.D.
Associate Professor
Literacy Education
University of Cincinnati

Karri Williams, Ph.D.
Associate Professor
Teaching and Learning Principles
University of Central Florida

Nancy Williams, Ph.D.
Associate Professor
Childhood Education
University of South Florida

Kenneth G. Wilson, Ph.D.
Youngberg Distinguished Professor
Department of Physics
The Ohio State University

Shelley Wong, Ed.D.
Assistant Professor
School of Teaching & Learning
The Ohio State University

Catherine Zeek, Ed.D.
Department Chair and Assistant Professor
Reading
Texas Woman's University

Nancy L. Zimpher, Ph.D.
Chancellor
University of Wisconsin Milwaukee

Jerry Zutell, Ph.D.
Professor of Education
Language, Literature, and Culture
The Ohio State University

¹ Juel, C. (1998). Learning to read and write: A longitudinal study of 54 children from first through fourth grade. *Journal of Educational Psychology, 80*, 437-447.

² See Pinnell, G.S. (1989). Reading Recovery: Helping at-risk children learn to read. *The Elementary School Journal, 90*, (2), 159-181. Also, see Pinnell, G.S., Lyons, C.A., DeFord, D.E., Bryk, A., & Seltzer, M. 1994. Comparing instructional models for the literacy education of high risk first graders. *Reading Research Quarterly, 29*, 8-39.

³ Brown W., Denton, E., Kelly, P., & Neal, J. (1999). Winter. Reading Recovery effectiveness: A five-year success story in San Luis Coastal Unified School District. *ERS Spectrum Journal of School Research and Information, 17* (1), 3-12. Also see Askew, B.J., Kaye, E., Mobasher, M., Frasier, D.F., Anderson, N., & Rodriguez, Y. (in press). Making a case for prevention in education. *Literacy Teaching and Learning: An International Journal of early Reading and Writing*.

⁴ Cohen, S.G., McDonell, G., & Osborn, B. (1989). Self-perceptions of "at-risk" and high achieving readers: Beyond Reading Recovery achievement data. In S. McCormick & J. Zutell (Eds.), *Cognitive and social perspectives for literacy research and instruction* (pp. 117-122). Chicago, IL: National Reading Conference.

⁵ Lyons, C.A. (1991). A comparative study of the teaching effectiveness of teachers participating in a year-long and two-week inservice program. In J. Zutell & S. McCormick (Eds.) *Learning factors/teacher factors: Issues in literacy research and instruction* (pp. 367-675). Fortieth Yearbook of the National Reading Conference. Chicago, IL: National Reading Conference. See also, Lyons, C.A.(1993). The use of questions in the teaching of high-risk beginning readers: A profile of a developing Reading Recovery teacher. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 9*, 317-328.

⁶ Wong, S.D., Groth, L.A., & O'Flahavan, J.F. (1994). Characterizing teacher-student interaction in Reading Recovery lessons. Universities of Georgia and Maryland, National Reading Research Center Reading Research Report No. 17.

⁷ See <http://ndec.reading-recovery.org>.