

Teacher Leadership: A Key Factor in Reading Recovery's Success

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Abstract

The problem of sustaining an innovation is a reality in many schools because of changes in personnel and the multiplicity of options for innovation from internal and external sources. Reading Recovery, an early literacy intervention program, has a record of fifteen years of staying power in school districts across the United States. This study was designed to explore the role of the teacher leader as the central figure in the successful adoption, implementation, and institutionalization of Reading Recovery as an innovation in an educational setting.

Both descriptive quantitative and qualitative research approaches were used to gather data from teacher leaders regarding their behaviors, attitudes, and perceptions in implementing their role. These data were analyzed using the theoretical framework of teacher leader as change agent in the innovation process.

The data indicate that teacher leaders routinely engage in activities and behaviors that are identified in the literature as supporting the introduction and sustained implementation of an innovation. Teacher leaders participate with the system in (a) developing a sense of need for change, (b) establishing an information-exchange relationship around ways to address that need, (c) diagnosing problems and considering how Reading Recovery could intervene to solve them, (d) creating an intent to change, and (e) translating that intent into action. Teacher leaders work to stabilize and sustain the implementation by

developing ongoing support, establishing credibility, collaborating with decision-makers and opinion leaders, demonstrating and evaluating the effectiveness of Reading Recovery, and maintaining the quality of the implementation.

The study provides evidence that the role of the teacher leader is complex and requires integration and operationalization of a wide and diverse range of approaches to insure the effective implementation of Reading Recovery. The role of the Reading Recovery teacher leader serves as an exemplar from which others interested in educational reform can learn.

Introduction

Characteristics of Educational Reform

Educational reform is essential because of the fundamental change in the American economy from an industrial base to an information-knowledge base. This change creates the need for a different kind of education provided by a different kind of educational system. Nobel laureate Kenneth G. Wilson believes that “Americans, including those now graduating from school, simply are not educated to sustain middle-class incomes in an economy and society based in knowledge, driven by information, and defined by change” (Wilson & Daviss, 1994, pp. 1-2). Other researchers and societal observers amplify Wilson and Daviss’ perspective in describing the state of affairs of America’s educational system and its challenges in the 21st century (Allington, 1995; Atkinson & Jackson, 1992; Hinds, 1999; National Research Council, 1999) The history of change initiatives to address past and present problems is well-documented (Evans, 1996; Goodlad, 1984).

The key to reform is a change design that works. According to Askew, Fountas, Lyons, Pinnell, and Schmitt (1998), when innovations [reforms] are introduced into an educational system, one of three things is likely to happen:

- Because of the difficulties involved in change, the educational innovation is adopted but is rejected before a true test is made.
- The innovation is adopted in a half-hearted way so that the characteristics that provided the benefit are “watered down” or eliminated altogether.
- The innovation is adopted but after a short time is, itself, changed so that the system is accommodated. (p. 15)

To avoid such results and to achieve institutionalization of an innovation, Clay (1994b) cites Dalin suggesting that innovation requires a “pedagogical plan to support the innovation so that the system learns what is required and how to get it into place” (p.124). Clay also emphasizes that the innovation “must be insistent, persistent, and sustained over continued crises” or the system will be transformed back to its old practices (p. 127). According to Clay there is a strategic balance that systems require in order to maintain themselves.

Strong leadership is essential to successful reform and leaders are considered “change agents.” Rogers (1995) defines change agent as “an individual who influences clients’ innovation decisions in a direction deemed desirable by a change agency” (p. 335). Key to this role is the function of “linker” – facilitating “the flow of innovations from a change agency to an audience of clients” (p. 336). The change agent’s role can include seven steps in relation to the innovation: developing a need for change, establishing an information exchange relationship, diagnosing problems, creating an intent in the client to change, translating intent into action, stabilizing adoption and preventing discontinuance of the innovation, and achieving a terminal relationship in which the innovation is self-renewing (p. 337). Factors in the change agent’s success include communication, timing, orientation in relation to client, compatibility of the innovation with the client’s needs, empathy with the client, similarity with the client, involvement of opinion leaders, the client’s evaluative abilities, and the nature of the diffusion process — whether it is centralized or decentralized (pp. 336-370).

There are many models of reform but “the difficulty comes, it seems, in transporting these practices from the sites where they are invented and demonstrated to other sites. The history of education is replete with examples of successful experiments that are abandoned after they proved their worth. In business this is referred to as the problem of ‘going to scale’” (Schlechty, 1997, p. 83). Scaling means that an innovation can be expanded into multiple implementation sites of varying sizes and settings – small, medium, and large districts, urban, suburban, and rural districts. A variety of factors influence the scalability of an innovation. These include clarity of purpose, school buy-in, district commitment, strong leadership, training and support, sense of connectedness, quality control (Olson, 1994; Stringfield in Olson, 1994), and continuous improvement and redesign (Wilson & Daviss, 1994).

Reading Recovery as an Example of Innovation

An educational innovation that has been considered “one of the most successful educational reforms to appear in U.S. schools—one thoroughly grounded in the process of redesign” (Wilson & Daviss, 1994) is Reading Recovery. Reading Recovery is a short-term, early intervention tutoring program for first-grade students who are at the lowest level of achievement in reading and writing in their classrooms. The intervention includes thirty-minute, daily lessons for up to 20 weeks. The purpose of Reading Recovery is to accelerate children’s learning to enable them to catch up with their average-achieving peers and to sustain their own learning as they benefit from regular classroom instruction.

The design of Reading Recovery is intended to achieve the results expected by the host system in order to foster institutionalization. The design provides for a pedagogical plan for implementation that includes key personnel (teacher leader and site coordinator in particular) with responsibility for helping the system learn what is needed to implement Reading Recovery. The plan is sustained over time by the efforts of the teacher leader and his or her colleagues as they work to balance the vital processes existing in the system with the changes required for a successful implementation of Reading Recovery.

The factors influencing the scalability of an innovation mentioned above are also included in the design of this early intervention program. In Reading Recovery, looking at results and making modifications means looking at two fundamental questions: (a) Are enough children being served with results that demonstrate that the children are getting “discontinued;” that is, reading and writing at a level that is within the average band of their respective classes and demonstrating a self-extending system that will enable them to continue to be successful in their classroom program? and (b) Is Reading Recovery meeting its one clear goal: “...to dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of those learners to educational systems” (Clay, 1994a)?

Clay (1994b) has identified the teacher leader as playing a key role in the scaling up of the program. Reading Recovery’s three-tier “trainer of trainers” model creates what Clay (building upon Goodlad, 1984) describes as a “redirecting system.” The model provides for professionals with specific roles at the university, school system, and school level to collaborate to support the educational innovation.

Clay (1994b) describes five key points that characterize the teacher leader role in Reading Recovery:

- A full year of training provides teacher leaders with an understanding of the changes that occur over the year of training in Reading Recovery teachers.
- Teacher leaders “test practice against theory” in their work with children and teachers.
- Teacher leaders collaborate with teachers in assisting and guiding them in their efforts to teach the lowest achieving children.
- Teacher leaders develop understanding and thorough knowledge of the program in the educational system in which it occurs.
- Teacher leaders in training observe other teacher leaders and teachers and practice their own skills throughout their year of training and their ongoing professional development. (p. 126)

In essence then, teacher leaders are change agents, as described above by Rogers (1995). The teacher leaders function as a “redirecting system” as they “teach children, train teachers, educate the local educators, negotiate the implementation of the program, act as advocates for whatever cannot be compromised in the interests of effective results, and talk to the public and the media, correcting misconceptions” (Clay, 1994b, p. 127).

Purpose of the Study

Any effort to implement reform or innovation in education or in other systems requires the key element of leadership. Leadership may come from the change agent or from another individual involved in the change process. Whichever the case may be, and it is likely to be a combination of leadership from many sources, there is much to learn from studying the leadership role in the scaling up of reform designs and innovations. Reading Recovery represents an ideal setting in which to study the role of the key individuals who serve in the role of teacher leader.

The purpose of this study was to examine the role of teacher leader in the implementation of Reading Recovery as an educational innovation. Of interest is what teacher leaders do to move the implementation of Reading Recovery from adoption to “full implementation,” meaning there are enough teaching slots available to meet the identified need for Reading Recovery.

Since Reading Recovery is deemed to have an impact on the culture and operation of schools, the role of the teacher leader as a change agent is explored with regard to the relationships that are created and the strategies that are employed by the teacher leader in support of Reading Recovery implementation.

Specifically, the two fundamental research questions were: What do teacher leaders say they do to make scaling up of an educational innovation effective? What is the profile of the teacher leader who successfully leads the scaling up of Reading Recovery at his or her site?

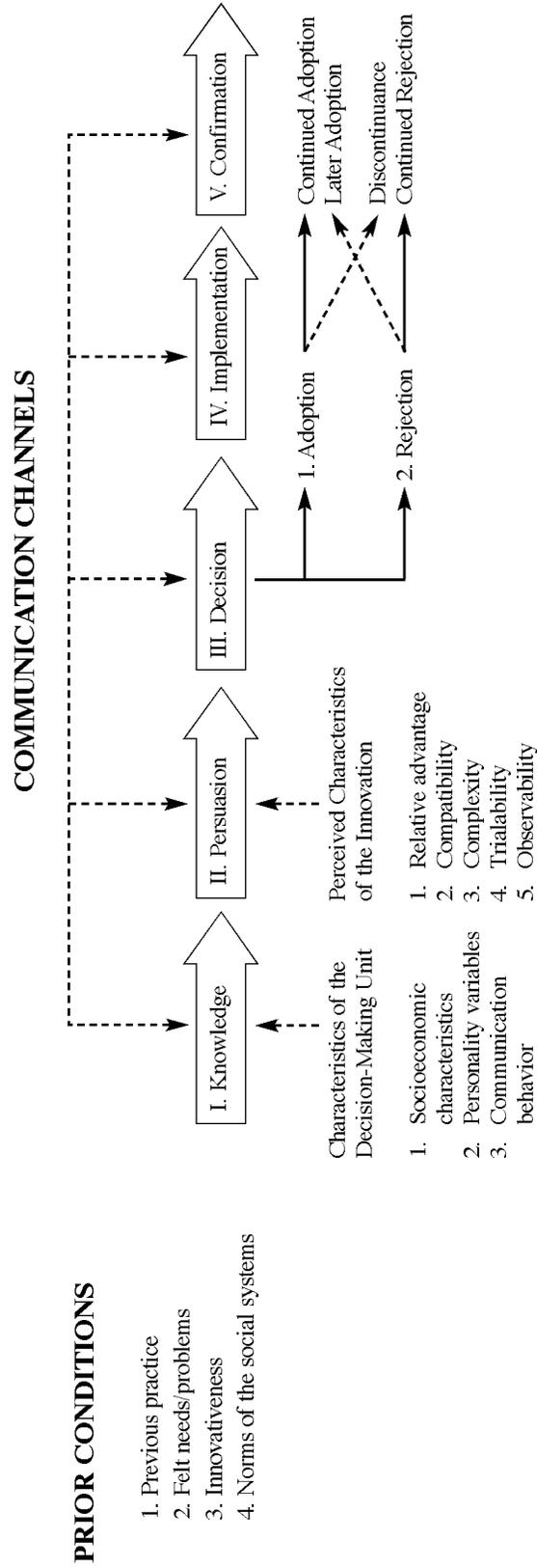
Theoretical Frameworks for Exploring Innovation

Three basic approaches for consideration of the process of innovation in organizations emerge from the research literature. The first is the *traditional theoretical approach to innovation* (Rogers, 1995), which serves as the framework that anchors this study. Rogers' theory is based on highly personalized interactions within a social system to influence the adoption and confirmation or rejection of innovations. Innovations must be compatible with the belief structures within the social system. Opinion leaders, authorities, and change agents all influence the adoption and confirmation process. The change agent, in this study the teacher leader, must operate in a delicately balanced manner to represent the innovation in such a way as to gain confidence and credibility from the adopters and to support the implementation of the innovation with faithfulness to the innovation and respect for the host system. Figure 1 outlines Rogers' model of the "Innovation-Decision Process." Figure 2 presents Rogers' model of the "Five Stages in the Innovation Process in an Organization."

Other researchers (e.g., Huberman & Miles, 1984; Levine, 1980; Sarason, 1971) acknowledge fundamental elements of the innovation process. One involves the steps of recognizing the need, formulating a plan to meet the need, initiating and implementing the plan, and institutionalizing or terminating the innovation. Another element is the highly interactional nature of the innovation process particularly with regard to contextual antecedents, interpersonal relationships, past practices, and perceived "fit" with individual and organizational interests. The third element is the complexity of the innovation process and the impact variation that occurs from one individual to another and the resulting decisions that are made within the social context. Finally, the fourth element is the critical role of the change agent in understanding the context and the individual perspectives during the change process.

The "*cookbook*" or "*how-to*" *approaches to organizational change* appear to be growing out of recent federal initiatives toward school reform (e.g., Bodilly, 1996, 1998; Bowman, 1999; Cawelti, 1999; Educational Research Service, 1998; Education Funding Research Council, 1999; Hayes, Grippe, & Hall, 1999; Herman & Stringfield,

A Model of the Stages in the Innovation-Decision Process

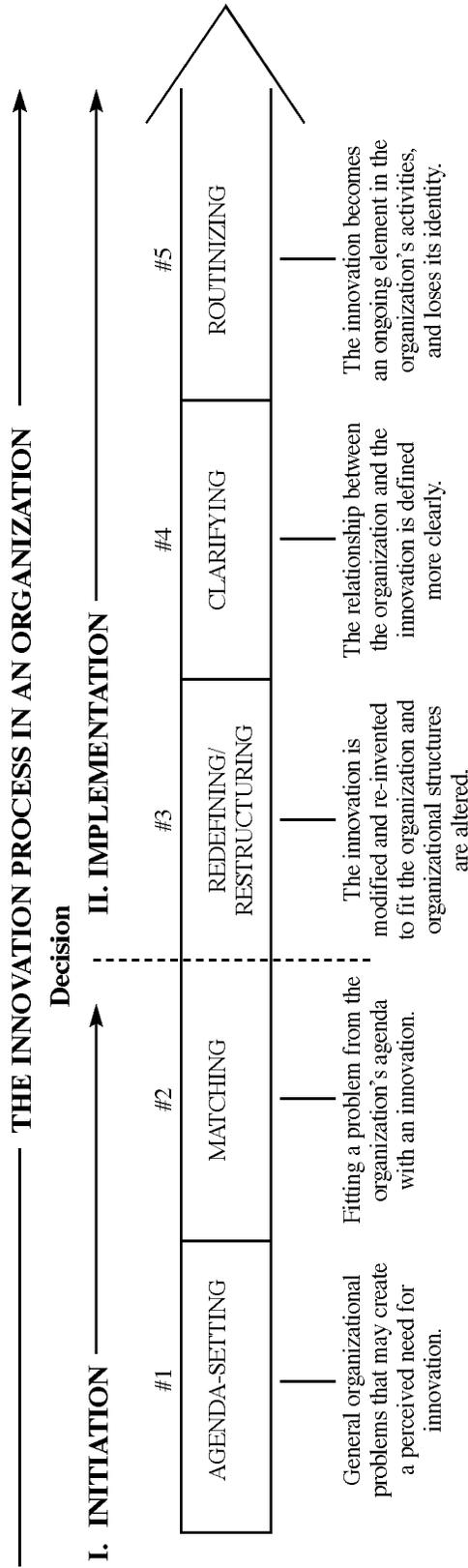


The innovation-decision process is the process through which an individual (or other decision-making unit) passes from first knowledge of an innovation to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, and to confirmation of this decision. (Rogers, 1995, p. 163)

Figure 1. Rogers' Model of the Innovation-Decision Process

Note. From *Diffusion of Innovations* by E. M. Rogers, 1995, New York: The Free Press.

Five Stages in the Innovation Process in an Organization



The innovation process in an organization consists of two broad activities: (1) *initiation*, defined as all of the information gathering, conceptualizing, and planning for the adoption of an innovation, leading up to the decision to adopt, and (2) *implementation*, all of the events, actions, and decisions involved in putting an innovation into use. The decision to adopt (shown as a vertical dotted line in the figure above) divides initiation, composed of agenda-setting and matching stages from implementation, composed of the three stages of redefining/restructuring, clarifying, and routinizing. (Rogers, 1995, p. 392)

Figure 2. Rogers' Five Stages in the Innovation Process in an Organization

Note. From *Diffusion of Innovations* by E. M. Rogers, 1995, New York: The Free Press.

1997; Horsley & Kaser, 1999). While not all of the suggestions from these approaches seem relevant here, several contribute to the discussion of innovation and school reform in positive ways:

- Time is needed to decide upon the specific innovation desired.
- External factors play an important role in selection of the innovation.
- Time is needed to develop and implement the selected innovation.
- Involvement of all individuals who are affected by the innovation is essential.
- Constant communication and information flow is essential.
- Risk taking must be encouraged and supported.
- The design selected must be consistent with organizational practices and instructional approaches.
- Clarity of vision about the design and its fit with the school is essential.
- Leaders must provide initial and ongoing support, but consensus building about the vision is important to sustain the innovation in the face of changes in leadership.
- Cultural alignment and revision of the infrastructure may be needed to support the innovation on an ongoing basis.
- A stable environment supports durability of the innovation.
- Technical support, professional development, and ongoing networks of support are essential for successful institutionalization of an innovation.
- Accountability must balance patience and progress, particularly early in the innovation adoption process.

The *human side of change theories* emphasize the impact of change on the individual and view the individual as the only or key element of hope for school reform. Hargreaves (1997) views teaching and school reform as emotional work, driven by moral purpose, and creating the day-to-day foundation for school change. Fullan (1997) identifies the new messages about supporting change as follows: Have good ideas, but listen with empathy. Create time and mechanisms for personal and group reflection. Allow intuition and emotion a respected role. Work on improving relationships. Realize that hope, especially in the face of frustrations, is the last healthy virtue. Evans (1996) describes the change process as one of loss and grief that moves from there to a new commitment, new competencies, new coherence, and consensus about the value of the change. Goodlad (1984) describes the relationship between the teacher and the student as the bridge of relationships that makes the school effective in its mission. These three approaches to the process of innovation in organizations provide impetus to the study of teacher

leaders as change agents in the implementation of Reading Recovery in educational systems. Each approach emphasizes the important role of leadership in initiating and sustaining the innovation. Hence, each provides critical context for the study presented here.

Methodology

Both qualitative and quantitative approaches were used to explore the role of teacher leader in the implementation of Reading Recovery as an educational innovation. A questionnaire was developed based largely upon Rogers' (1995) theory of diffusion of an innovation, including the role of the change agent in the innovation process. In addition, in-depth interviews were conducted with nineteen questionnaire respondents in order to develop a richer perspective regarding the questionnaire responses.

Survey Questionnaire

Using Rogers' theory and supplementing it with other findings from the literature review and from a review of the syllabi from seven university training centers for teacher leaders, a questionnaire (see Appendix) was designed to collect data from the entire population of teacher leaders ($N = 756$). A pilot survey of teacher leaders ($N = 17$) was conducted prior to the full administration of the survey. As a result, instructions for completing the questionnaire were revised and one question was eliminated. The revised questionnaire was administered at the 1999 Teacher Leader Institute (early June) so that all teacher leaders would be available to participate. Survey responses were obtained from 154 teacher leaders during this process. In addition, following the Teacher Leader Institute, the questionnaire was mailed to all teacher leaders who had not completed the survey at the Institute ($n = 588$). An additional 91 surveys were obtained through this mechanism. A total of 262 surveys were obtained for a response rate of 35%.

The purpose of the survey was to collect data from teacher leaders regarding perceptions of their role and the environmental factors that affect it in the scaling up of Reading Recovery. Particular attention was given to those factors that characterize the change agent's role in the adoption and implementation of an educational innovation. In addition, attention was given to those factors that teacher leaders identified as contributing to the full implementation of Reading Recovery and to the teacher leader role in that implementation. The questionnaire was developed in collaboration with several teacher leaders and university trainers who agreed to assist in the development process.

The questions were divided into two groups. The first group involved questions regarding the teacher leader's involvement in the adoption of Reading Recovery. Since frequently teacher leaders have had limited involvement in the adoption phase, these questions were placed at the back of the questionnaire document and printed on a different color of paper so that teacher leaders could easily distinguish between the two sections of the questionnaire. The second group of questions was presented at the front of the questionnaire since all teacher leaders are by definition involved in the implementation process and all respondents were requested to complete this section.

The questionnaire consisted of twenty-two questions including five on the adoption of Reading Recovery (the first group described above). Four questions were open-ended and provided opportunity for participants to respond in any way they wished. The remaining questions provided a list of responses and asked the respondents to check their preferred response on a scale of zero to ten or a scale of zero to five. These questions also provided an option of "Other," which the respondent was asked to specify and rank.

Teacher Leader Interviews

The purpose of the in-depth interviews was twofold: (a) to assess the relationship of the theories examined in the literature review to actual experience of teacher leaders, and (b) to provide grounding for further analysis of the questionnaire results. The in-depth interviews were conducted using a semi-structured format with questions providing for open-ended responses. These interviews solicited a broad range of information from the teacher leaders regarding how they see their role in the scaling up of Reading Recovery.

The process used for selecting the teacher leaders for the interviews was to inquire among all the university trainers for their recommendations regarding teacher leaders who have been successful in full implementation of Reading Recovery at their respective sites. Forty-five teacher leaders were identified in this process. A second request to trainers asked for names of teacher leaders who had struggled greatly in the implementation process. Fourteen teacher leaders were named in this round. From the names suggested by the trainers, those teacher leaders who had not responded to the questionnaire were eliminated. Additional teacher leaders were eliminated who were from the same state or geographic region in a state. As a result of this process, 19 teacher leaders were interviewed. Of these, two were identified as having struggled greatly with the implementation process.

Results

The 262 respondents to the questionnaire reflected a very uniform sample of teacher leaders. The respondents were predominantly white women with English as their native language, educated at the post-masters degree level, with many years of experience in education (21+ years), and extensive experience in Reading Recovery (5+ years). Most teacher leaders (77%) had served at only one Reading Recovery site, and fewer than half of the teacher leaders (40%) had been involved in the adoption of Reading Recovery at their site. Table 1 includes the levels of experience of the teacher leader respondents and Table 2 presents a summary of their characteristics.

Table 1. Levels of Experience of Teacher Leader Respondents

	N	Lowest	Highest	Mean	S D
Years of Employment in Education	262	2	46	21.8	7.32
Years in Reading Recovery	262	1	14	5.77	2.70

Table 2. Summary of Characteristics of Teacher Leader Respondents

Characteristic	N	%
Source	17 Pilot 154 Institute 91 Mail	6.5 Pilot 58.8 Institute 34.7 Mail
Gender	9 Male 253 Female	3.0 Male 97.0 Female
Ethnicity	9 Black 12 Hispanic 241 White/Pacific Islander	3.4 Black 4.6 Hispanic 92.0 White/Pacific Islander
Education	7 Bachelors 37 Masters + 18 Doctorate	2.7 Bachelors 90.5 Masters + 6.8 Doctorate
RR/DLL Training	246 RR only 16 RR/DLL 0 DLL only	93.8 RR only 6.2 RR/DLL 0 DLL only
Status	252 Trained/Active 5 Trained/Returning 5 Training/Completed	96.0 Trained/Active 2.0 Trained/Returning 2.0 Training/Completed
Number of Sites Served	200 One 36 Two 26 Three or more	77.0 One 14.0 Two 9.0 Three or more
Involved in Adoption	105 Yes 157 No	40.0 Yes 60.0 No

According to questionnaire responses, the teacher leaders' reported behaviors present a picture that is very positively skewed toward activities that are deemed in the literature to promote the implementation of an educational innovation. For example, on all the behavioral questions, teacher leaders reported their behaviors include frequent use of strategies designed to develop ongoing support for Reading Recovery implementation, to establish their credibility and trustworthiness in relation to others in the implementation of the program, to work with opinion leaders toward full implementation, to demonstrate the effectiveness of Reading Recovery, to assist the site in evaluating its effectiveness, and to maintain the quality of the implementation in relation to the Standards and Guidelines of the Reading Recovery Council of North America.

On the behavioral questions related to teacher leader involvement in the process of adoption of Reading Recovery at their sites, the teacher leaders also reported they frequently used strategies designed to promote the adoption of Reading Recovery as an educational innovation. During the adoption process, teacher leaders were involved in the process, established rapport with the schools, took actions that promoted adoption, worked with decision-makers, and had frequent contact with those decision-makers.

Teacher leaders evaluated the involvement of school related individuals in the implementation of Reading Recovery. They concluded that assistant superintendents, federal program directors, and principals dominated the process and that classroom teachers, superintendents, and school board members were involved to lesser extents. Teacher leaders reported that their contacts with these decision-makers occurred frequently (48.6% at a response of 3 of 5), quite frequently (23.7% at a response of 4 of 5), to very often (9.3% at a response of 5 of 5).

In assessing the barriers to achieving and maintaining full implementation of Reading Recovery, teacher leaders gave a ranking of 10 (a substantial problem) to funding (71% of respondents) as the most substantial problem. This problem is followed by the perceived high cost of the program (44%), large numbers of students who need additional support (25.9%), and political problems in the district (20.6%). In order to address these barriers, teacher leaders report they most often use the following strategies (ranking of 10):

- Explain why a safety net program needs high priority (43.8%)
- Provide information to administrators (40.6%)
- Support classroom program development (40.6%)
- Provide regular reports to decision-makers (40%)

- Explain how Reading Recovery is a part of a comprehensive program (38%)
- Provide in-service training for classroom teachers (38%)
- Document performance of former Reading Recovery students on proficiency tests (32.6%)
- Conduct awareness sessions in the district (30%)

When asked to identify areas in which universities provide support, teacher leaders rated four areas high. University trainers provide relevant and timely professional development sessions, provide updated information about implementation issues, assist with problem solving around issues of compliance with Reading Recovery Standards and Guidelines, and organize Reading Recovery conferences. Teacher leaders reported lower levels of university support in the following areas: (a) supporting and promoting communication and networking among Reading Recovery teachers and teacher leaders associated with the center, (b) assisting with problems related to teaching the most difficult to accelerate children, and (c) meeting with school officials as needed to discuss implementation issues.

Teacher leaders believe they need additional support from the university training centers. They would like greater advocacy with state and local funding sources and administrators as well as advocacy with administrators and decision-makers. Teacher leaders also perceive that they need assistance from trainers around a wide variety of implementation issues.

The open-ended questions provided the teacher leaders with opportunities to tell their stories in their own words. The responses were rich and reflect the commitments, frustrations, and passions of the teacher leaders. When asked what type of assistance they needed to support the implementation of Reading Recovery at their sites, the teacher leaders responded with implementation issues to be addressed (23.3%), support for administrators and the state for funding (20.2%), advocacy by trainers with administrators and decision-makers (16.8%), opportunities to network with other teacher leaders (2.7%), and development of classroom programs by trainers (1.1%).

Teacher leaders identified factors they believe have contributed to success at their sites. These factors included collaborations outside Reading Recovery (30.9%), advocacy through presentations and reports to decision-makers (23%), the achievement of full implementation as a strategy for seeing the results and maintaining the success (21.8%), teamwork inside Reading Recovery (9.6%), the caliber and commitment of the Reading Recovery teachers (9.1%), and the process of networking with teacher leaders from other sites as well as with administrators (5.6%).

Teacher leaders identified six fundamental areas they considered as their greatest accomplishments or about which they felt the greatest

pride. These areas included their success in implementing Reading Recovery (38.5%), their work with teachers (30.5%), the impact of Reading Recovery beyond itself in the educational system (25.6%), the impact of Reading Recovery on children (21%), their personal and professional development and accomplishments as a teacher leader (9.5%), and their professional relationships (2.3%). [Many teacher leaders gave more than one response to this question.]

Finally, teacher leaders identified the most compelling reason to continue in their roles as teacher leaders, with many offering more than one. Reasons included the children and parents (77.9%), the teachers with whom they work (41.6%), their professional and personal successes and satisfaction (30.9%), and the impact Reading Recovery has on the system (10.7%).

The teacher leader interviews provided for greater depth of information regarding how teacher leaders perceive their role. The interviews confirmed the questionnaire results that serving children and working with teachers are the greatest attractions of the position. In addition the teacher leaders' passion for their work sustained them in times of frustration. Teacher leaders described the stress of their positions and the multiple roles involved as creating incredibly busy work lives that were constantly in need of balancing efforts. The teacher leaders also described the demands on their responsibilities outside Reading Recovery. Nearly every teacher leader who was interviewed had responsibilities in addition to his or her teacher leader role. These additional responsibilities provided access and information that otherwise would be less readily available to Reading Recovery, and these additional responsibilities frequently resulted in greater respect and ongoing support (including funding) for Reading Recovery; however, the additional work created stress and tensions for those teacher leaders who value their performance as teacher leaders most highly.

In summary, the teacher leader respondents are highly motivated and highly committed to the delivery of Reading Recovery services to children. This work occurs through an interpersonal network of trained Reading Recovery professionals working in collaboration with school and district level teachers and administrators. The teacher leaders' reported behaviors align with those considered in the literature to promote the implementation and institutionalization of educational innovations.

Discussion

Teacher leaders operate in a complex role within complex social (educational) systems. The role involves operating as a change agent within an environment of multiple schools and frequently multiple

school districts. The role involves operating in a limbo status generally without administrative authority but always with educational responsibility. The role is dependent upon many different relationships to insure the quality of the implementation through teaching teachers, teaching children, and getting results. In addition, many school districts expect teacher leaders to assume responsibilities for non-Reading Recovery educational functions, further complicating their roles.

Based on the data gathered from the teacher leaders through the questionnaires and the in-depth interviews, Figure 3 illustrates the adaptation of Rogers' (1995) innovation-decision process to a school system's decision-making process in relation to adopting and implementing Reading Recovery as an educational innovation. Figure 4 presents an adaptation of Rogers' model of the five-stages in the innovation process in an organization to the initiation and implementation of Reading Recovery in a school district.

The questionnaire itself was designed to gather information regarding the teacher leaders' behaviors during the seven stages of adoption and implementation of an innovation as defined by Rogers. Figure 5 presents the data describing the Reading Recovery teacher leader as change agent in Rogers' "Sequence of Change Agent Roles." The data are consistent with behavioral strategies for effective initiation and implementation of an educational innovation as gathered from the research literature.

The responsibility for maintaining the quality of the implementation of Reading Recovery places the teacher leader in the nexus between the innovation and the system. To the extent the teacher leader as change agent is perceived to have greater affinity with the school system, the teacher leader is likely to be more effective in insuring the effectiveness of the implementation (Rogers, 1995). In order to assess the teacher leader's perception of affinity to employer (the client) versus to Reading Recovery (the innovation), the questionnaire included two specific questions. In response to the question of "How important is it to you to continue being a Reading Recovery teacher leader?", an astonishing 72.1% of the teacher leaders responded that it is very important (the highest rating). In contrast, in response to the question of "How important is it to you to continue being in your current district for employment?", only 45% of the teacher leaders responded in like manner.

Given the substantial difference in affinity to Reading Recovery (the innovation) in comparison to affinity to current employer (the client or host), and given the stressful nature of the teacher leader position as described by the interviewees, the question arises: Why is there such a

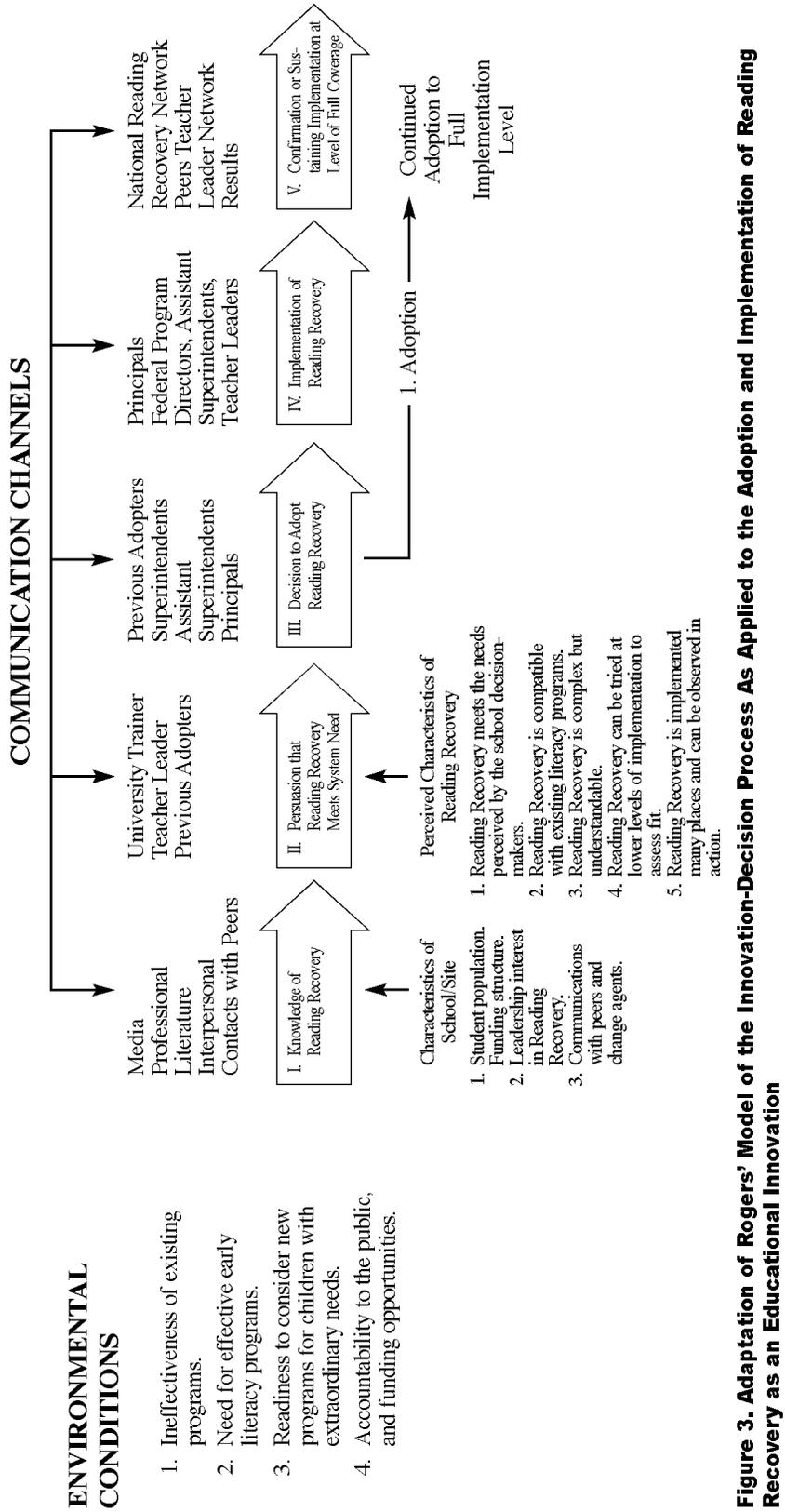


Figure 3. Adaptation of Rogers' Model of the Innovation-Decision Process As Applied to the Adoption and Implementation of Reading Recovery as an Educational Innovation

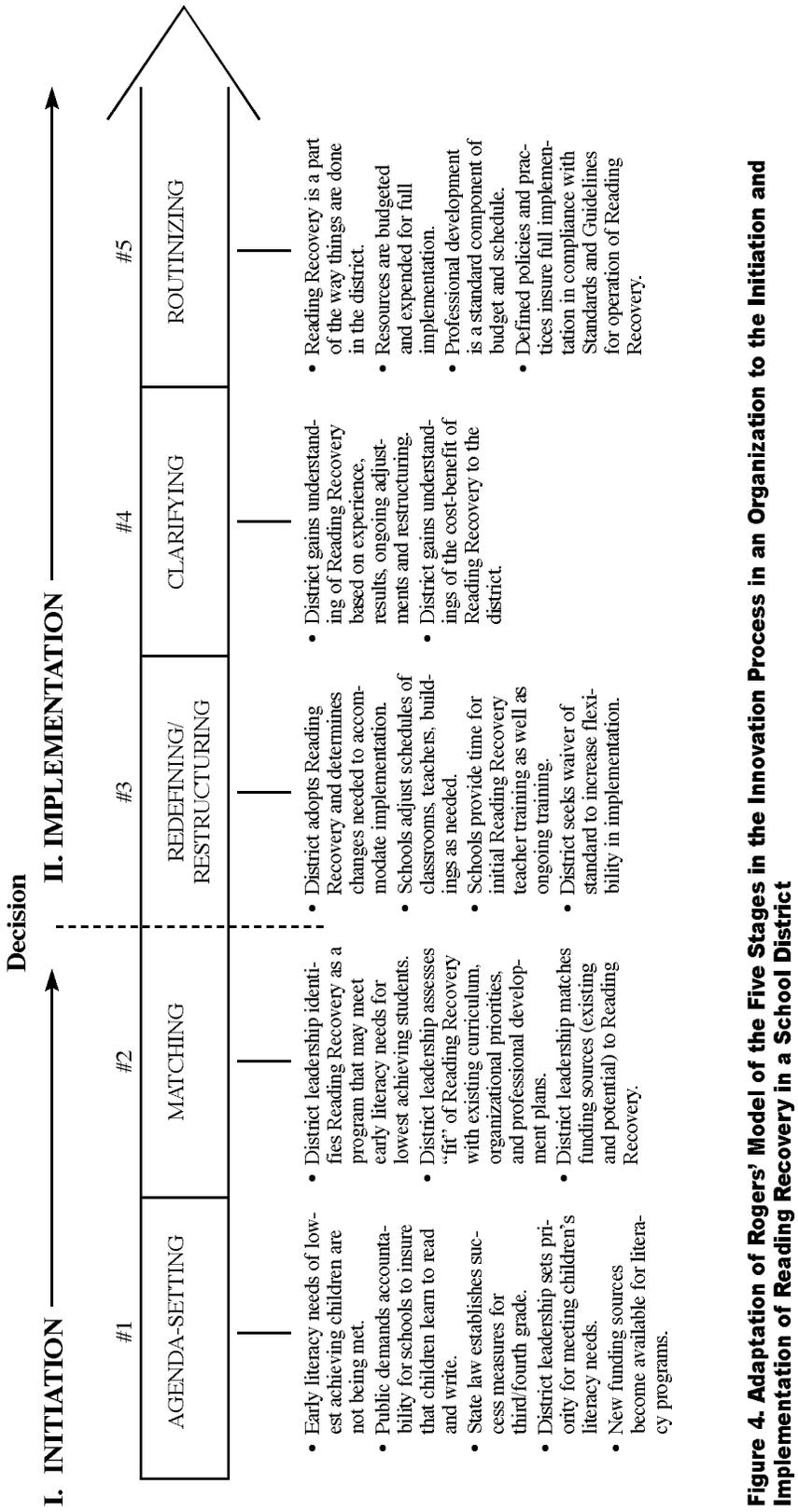


Figure 4. Adaptation of Rogers' Model of the Five Stages in the Innovation Process in an Organization to the Initiation and Implementation of Reading Recovery in a School District

INITIATION →

<p>I. Develop a need for change.</p> <p>Identified and presented information on Reading Recovery as a solution to early literacy problem.</p>	<p>II. Establish an Information Exchange Relationship.</p> <p>Created awareness of needs through presentations to others of the information identified about Reading Recovery.</p> <p>Worked first with colleagues who knew me to be credible, competent, and trustworthy.</p> <p>Held awareness sessions for interested individuals in the school system and community.</p> <p>Provided additional information upon request.</p>	<p>III. Diagnose Problems.</p> <p>Gathered and shared information about Reading Recovery as a possible solution.</p> <p>Presented information about alternatives and why they would not be successful in comparison to Reading Recovery.</p>	<p>IV. Create an Intent in the Client to Change.</p> <p>Presented information about how everyone who wanted to be involved could be involved.</p> <p>Met with colleagues to persuade them to support adoption.</p> <p>Met with opinion leaders to persuade them to support adoption.</p>	<p>V. Translate Intent into Action.</p> <p>Convinced other school personnel that Reading Recovery could help.</p> <p>Met with additional colleagues and system decision-makers about Reading Recovery.</p> <p>Problem-solved with decision-makers about potential problems they saw in implementing Reading Recovery.</p> <p>Met with decision-makers to encourage them to adopt.</p> <p>Wrote letters of support.</p>
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Figure 5. The Reading Recovery Teacher Leader as Change Agent in Rogers' Sequence of Change Agent Roles

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IMPLEMENTATION 

VI. Stabilize Adoption and Prevent Discontinuance	VII. Achieve a Terminal Relationship
<p>Developed ongoing support for implementation by: Providing data on student performance. Problem-solving around difficult to teach children. Problem-solving around scheduling lessons. Assisting in building Reading Recovery teams. Communicating promptly. Staying available for consultation to teachers. Making in-service presentations. Serving as a clearinghouse for early literacy information.</p>	<p>Maintained the quality of the implementation by: Articulating Standards, Guidelines, and rationales. Providing examples of school or district level decisions that affect quality of implementation. Applying to university training center for one-time waiver of a Standard. Problem-solving a variety of situations to maintain compliance Monitoring quality of implementation and children's programs at school and site level.</p>
<p>Established credibility and trustworthiness by: Listening to needs as expressed by teachers and administrators. Problem-solving around a variety of issues. Providing accurate information. Sharing personal experiences in Reading Recovery. Linking decision-makers with other Reading Recovery implementers. Sharing common interests with decision-makers.</p>	<p>Evaluated effectiveness by: Providing annual site report of progress. Analyzing cost-benefit in relation to retention and referral of comparison groups. Assisting in determination of "full implementation." Providing rationales for Standards and Guidelines. Providing forums for discussion of results at school and district levels.</p>
<p>Worked with opinion leaders by: Providing information. Answering questions. Enlisting endorsement for ongoing implementation. Sharing children's success stories. Describing the relationship between Reading Recovery and classroom programs.</p>	<p>Demonstrated effectiveness by: Providing opportunities for observation of lessons and professional development sessions. Providing written materials documenting Reading Recovery success. Providing supporting statements from teachers, parents, and others in other adopting districts. Providing data from the site and comparing it with state and/or national data.</p>

Figure 5. The Reading Recovery Teacher Leader as Change Agent in Rogers' Sequence of Change Agent Roles continued

difference? One hypothesis is that the teacher leaders are teachers at their core, and their motivations for service to children largely exceed their loyalty to any particular employer. The passion and commitment described by teacher leaders in response to the open-ended questions on the questionnaire and in the interviews lend credence to this hypothesis. The theories of the human side of the change process (Evans, 1996; Fullan, 1997; Goodlad, 1984; Hargreaves, 1997) speak to the passion and engagement required of individuals (teachers and administrators) and systems in order to sustain change in an institution. Teacher leaders appear to have such passion and engagement, and their success in implementing and sustaining Reading Recovery is evidence.

Another hypothesis for the differences in allegiance is that the teacher leader's professional and personal development offers such satisfaction that losing that sense of reward for the purposes of ongoing employment in the current district is the less desirable option. Goodlad (1984) speaks to the quality of relationships as indicators of satisfaction. The teacher leaders' descriptions of their professional and personal relationships with colleagues, children, and parents appear to drive the level of satisfaction that teacher leaders obtain from their work in Reading Recovery.

A third hypothesis is that the teacher leaders in many instances are in a position to cross organizational boundaries in order to serve children. In nearly all situations, teacher leaders serve multiple schools. In many situations they serve multiple school districts (in the case of consortia of school districts). This level of service provides teacher leaders with the opportunity to focus beyond one situation (even as they continue to teach individual children) to the bigger picture of service to many children and to many teachers. The role places teacher leaders in the position of helping children regardless of their local organizational affiliation. It also requires teacher leaders to support the ongoing implementation of Reading Recovery in different host systems with attention to the quality and integrity of the implementation in each. Since host systems will attempt to change the innovation to suit their needs, the teacher leader must focus on how to accomplish the implementation while maintaining the quality and integrity of Reading Recovery. This process lends itself to the teacher leader's focusing on his or her role in Reading Recovery (the innovation) rather than in the institution.

The teacher leaders' responses create a profile of the teacher leader as an activist change agent, constantly working for the successful adoption and effective implementation of Reading Recovery as a high quality, results-oriented educational innovation. The behaviors the teacher leaders report create a repertoire of strategies that foster the full imple-

mentation and institutionalization of Reading Recovery so that all children who need assistance have the opportunity to participate.

Not all the behaviors in the repertoire are practiced to the fullest extent, however. Teacher leaders report frequent engagement with teachers and teaching, with providing information and responding to inquiries about Reading Recovery, and with problem solving around issues related to implementation. Teacher leaders appear to have developed a high level of comfort in performing these functions that surround the practice and teaching of Reading Recovery. In contrast, teacher leaders report less frequent involvement in activities that span the administrative structures or place teacher leaders in an advocacy role. For example, teacher leaders are more likely to respond to requests for information than to initiate the creation of reports and analyses such as cost-benefit analyses or analyses of the performance of Reading Recovery children in comparison to non-Reading Recovery children on such factors as retention, referral, and performance on proficiency tests. Although teacher leaders identify that funding is the most substantial barrier to achieving and maintaining full implementation, fewer than half the respondents reported they have submitted applications for funding from non-school sources. In addition, teacher leaders report they were unprepared for the extent of the role of spokesperson for Reading Recovery that the teacher leader position in practice requires of them. Thus, while most teacher leaders report using the full repertoire of strategies to support the implementation of Reading Recovery, there appear to be levels of comfort that differ from one type of strategy to another.

Finally, the teacher leaders' responsibility to practice Reading Recovery as a teacher while also serving as the change agents or "carriers" of the innovation may be one of the sources of success for Reading Recovery. As practitioners, teacher leaders constantly demonstrate their mastery of the practice of the Reading Recovery lesson. Their practice informs their teaching through their constant assessment of the strategies they use as they teach children. This assessment provides insights into teaching children that the teacher leaders can use in helping Reading Recovery teachers be successful in their teaching. Furthermore, the experience of teaching children and teaching teachers provides a solid base from which teacher leaders can address system barriers to the achievement and maintenance of full implementation of Reading Recovery. This experience-based position may add credibility to the teacher leader's role as change agent in securing high quality implementation of Reading Recovery.

Figure 6 presents a graphical description of the complexity of the teacher leader role as described in the preceding paragraphs.

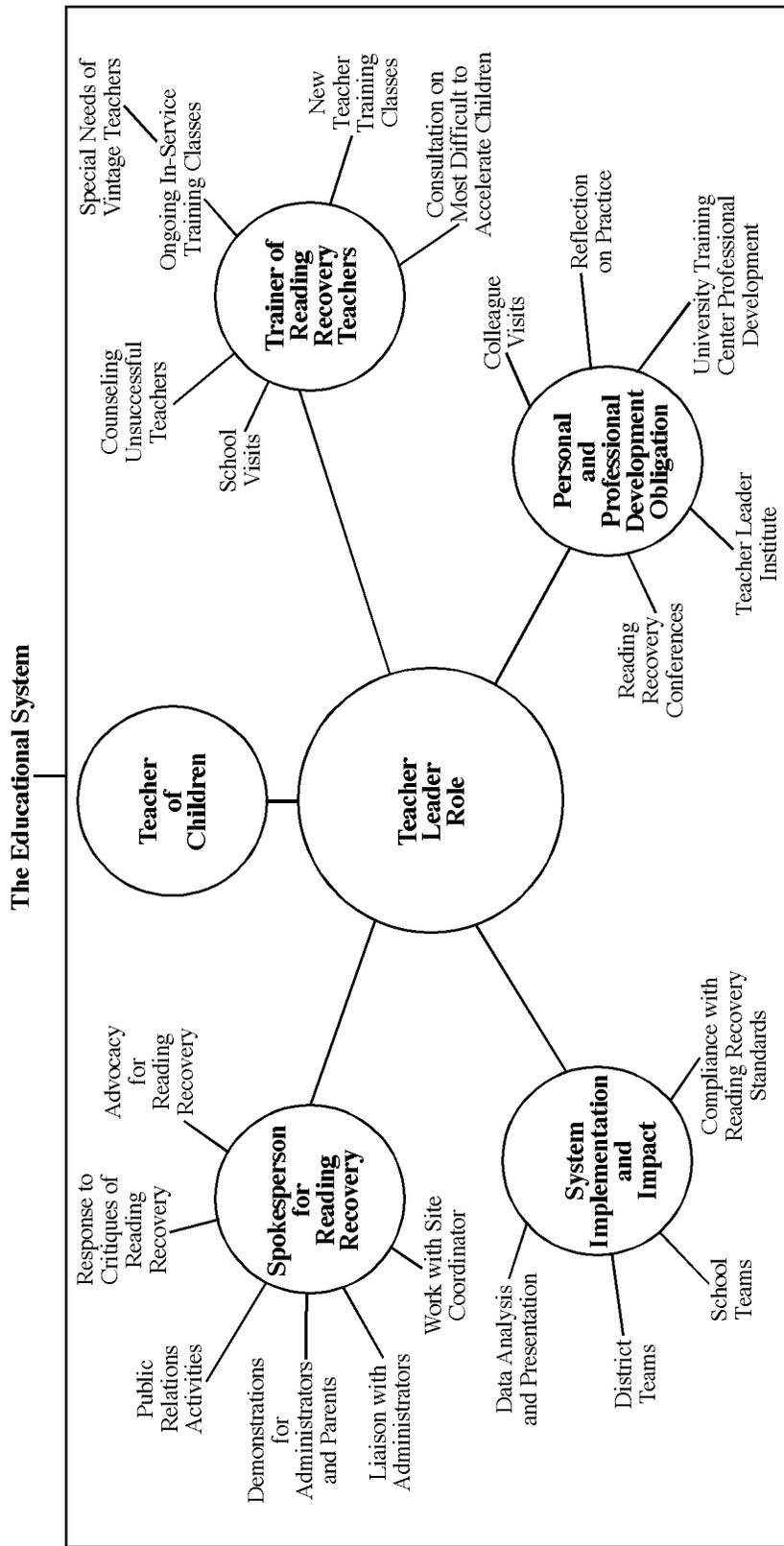


Figure 6. Reading Recovery Teacher Leader Role as Described by Interviewees (Excluding non-Reading Recovery responsibilities).

Implications for Reading Recovery as an Educational Innovation

Prior to addressing the implications of this research for Reading Recovery as an educational innovation, it is important to remind the reader that the research is based on self-reports from teacher leaders who may represent the most vested (as evidenced by the questionnaire return rate of 35%) among the total population of 756 teacher leaders who were eligible to respond to the questionnaire. In addition, the teacher leaders were encouraged to respond because the staff director of the national association for Reading Recovery was the researcher, and the research advisor was one of the founders of Reading Recovery in North America. Accordingly, the results must be interpreted and used with caution. It is possible that teacher leaders who chose not to respond to the questionnaire may have substantially different perspectives and chose not to share them. There is, however, no evidence or other reason to believe that the non-respondents are remarkably different from the respondents.

The results of this research appear to support the continued development of the teacher leader role as change agent in the process of introducing and sustaining Reading Recovery as an educational innovation. The teacher leaders are highly educated and trained as teachers of teachers. Their self-reports of the functions they perform to support the ongoing implementation of Reading Recovery are consistent with the research on change in educational systems. The teacher leaders' detailed reports of their problem solving behaviors provide evidence of their ability to work within systems to meet the needs of children. Teacher leaders build relationships within their sites that are essential to their continuing success. They are passionate about their work and bring a commitment to the innovation of Reading Recovery that exceeds expectations.

In relation to the teacher leader role, respondents identified three areas as critical to the ongoing success of Reading Recovery as an educational innovation. The three areas are role diversity and scope, support, and funding. Each is described below.

In relation to role diversity and scope, the teacher leaders perform a wide range of functions and responsibilities within the defined Reading Recovery role. As the role is implemented in many educational systems, however, teacher leaders also have responsibility for many non-Reading Recovery functions and responsibilities. If Reading Recovery is to continue to grow and succeed in teaching children to learn to read and write, the complexities of the teacher leader role must be addressed by the leadership of Reading Recovery. Some questions to consider are: Must teacher

leaders be solely committed to Reading Recovery? If so, how can Reading Recovery address the issues of resource allocation and return on investment from the perspective of the host systems? If teacher leaders are encouraged to perform non-Reading Recovery functions and responsibilities, what changes would be needed in the Standards and Guidelines for Reading Recovery that govern the role of teacher leader? What options are possible for changing the scope of the teacher leader role without diminishing the effectiveness of the teacher leader as change agent? What are the implications of potential teacher leader role changes for the relationship of Reading Recovery to the host systems?

A second series of questions related to the teacher leader's role as change agent includes such questions as: How can teacher leaders be trained to understand their role as change agent and to assume that role in addition to their role as teacher of teachers and teacher of children? How can the initial training and ongoing professional development for teacher leaders address their responsibilities as change agents and as "public relations" agents?

The second area that appears to be critical for the ongoing success of teacher leaders in implementing Reading Recovery is support. The current Reading Recovery organizational structure vests the primary responsibility for supporting teacher leaders in the university training centers. The teacher leaders have indicated in their responses to the questionnaire that they need additional support from the university training centers in working on issues related to implementation and advocacy at the local level and on networking with other teacher leaders. The university training centers, working through the North American Trainers Group, may wish to address the issue of support available to teacher leaders. The next question, of course, is how will the university training centers be supported to provide additional support to the teacher leaders?

The host systems are also a source of support for the teacher leaders. Many teacher leaders reported strong administrative leadership and advocacy as factors in the success of the Reading Recovery implementation at their sites. Strategies should be developed by Reading Recovery to support the work of administrators and to encourage them to work in support of Reading Recovery. Examples of such support could include materials describing Reading Recovery implementation as a part of comprehensive literacy or school reform programs, networks with other administrators who value Reading Recovery, and conferences and events where administrators can learn from others about Reading Recovery.

The third area that appears to be critical for the ongoing success of teacher leaders in implementing Reading Recovery is funding. Teacher leaders identified funding as the greatest barrier or problem in achieving and maintaining full implementation of Reading Recovery. Suggestions for addressing this barrier include the following:

- Reading Recovery must find new ways to demonstrate its effectiveness as a one-to-one tutorial intervention.
- Reading Recovery must strongly promote its philosophy of service to the lowest achieving children as a value that school districts should embrace in order to meet the needs of all of the children who attend schools in those districts.
- Reading Recovery must find new ways of articulating its role in comprehensive literacy programs and in comprehensive school reform efforts.
- Reading Recovery must embrace the anecdotal evidence of its impact on systems change and find ways to articulate its value in relation to effective change.

While these suggestions do not directly address the issue of new or more funds for Reading Recovery, the suggestions are strategies that may make it possible for Reading Recovery to be better understood by school leaders as an innovation and, hence, lead to more funding. From a more traditional perspective, Reading Recovery can gather together all the information available about current sources of funding for the program and share that information and analysis throughout the Reading Recovery constituency. Reading Recovery also can be deliberate in approaching states and federal agencies for ideas and information that may support the ongoing funding of Reading Recovery.

Recommendations for Further Study

This study generates a number of interesting possibilities for further study. First, the development of a measure of implementation at the site level as an alternative to the school level could strengthen the researcher's ability to draw conclusions about the relationship between the teacher leaders' reported behaviors and extent of the implementation.

Also, observing teacher leaders' behaviors in the field, at the site, on a first-hand basis rather than depending on self-reports could provide further opportunities for analysis of the relationship between the behaviors and the extent of the implementation. Field studies would also help control for pro-innovation bias from self-reports and recall problems associated with self-reports.

Analysis of the difference between implementing Reading Recovery in a single district site in comparison to implementing the program in a consortium of multiple districts could provide further insight into the complexity of the responsibilities of the teacher leader. Such analysis also could provide valuable information regarding collaboration and coalition building to support an educational innovation as well as about the scale of the implementation required to sustain the teacher leader role.

Embedding Reading Recovery into the educational system in many instances has been dependent upon its development of relationships with other programs. A study of how these relationships are formed and what other programs are involved could provide insight into ways to insure the ongoing support for Reading Recovery implementation and institutionalization.

The role of leaders as decision-makers and the role of opinion leaders in influencing decisions call for additional study from the perspective of educating leaders and building ownership for Reading Recovery through a succession of leaders in a particular school, district, or site. Given the strength of the teacher leaders' responses concerning the importance of these roles, and given the literature on the importance of these roles, such a study could provide valuable information about sustaining the implementation in the face of changes in leadership. Particular attention could be paid to the role of the principal and how teacher leaders could assist Reading Recovery teachers in working with principals. Another variation for research with this particular important group could be to research these leaders' perceptions of the teacher leader's role.

Obtaining responses from additional teacher leaders could help address the issue of response by 35% of the population in this study. Research through the use of focus groups or additional surveys from the non-responding teacher leaders to gather their assessment of the data collected in this study could provide additional insight into the change process and the teacher leader role in that process.

Further investigation of the data collected in this study on several different dimensions could be interesting. Examples of these dimensions include the length of time a teacher leader has been in his or her role and the length of time the school or/and site has been involved in Reading Recovery.

Separate investigations of subgroups of the teacher leader population might also be informative with regard to the change process. Given that the respondents in this research were largely white women

(including 18 of 19 interviewees), further research targeted to under-represented groups (particularly African Americans and Hispanics) and to male teacher leaders could provide additional insight into the role of teacher leader and to particular circumstances experienced by these teacher leaders.

Finally, further assessment of the various responsibilities within the complex role of the teacher leader is desirable. Learning how teacher leaders actually spend their time could provide valuable information about the teacher leader's role in the change process. In addition, research regarding the responsibilities that teacher leaders perform outside their Reading Recovery role is warranted given the responses to the open-ended questions in the questionnaire as well as the data collected during the interview process.

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Biographical Information

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Appendix

A Survey on the Role of the Teacher Leader in the Scaling Up of an Educational Innovation

Read the instructions for response for each individual question carefully prior to indicating your response. When selecting "Other (Specify)," be sure to check the ranking box. (**Note:** Throughout this survey, "implementation" refers to the period of time that includes the first year and subsequent years of teacher training at the site.)

1. How do you develop ongoing support for Reading Recovery implementation at your site? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

	0	1	2	3	4	5	6	7	8	9	10
Provide data on student performance											
Assist with problem-solving around difficult to teach children											
Assist with problem solving around scheduling of lessons											
Assist in building school and district Reading Recovery teams											
Communicate promptly											
Stay available for consultation to teachers											
Make in-service presentations											
Serve as a clearinghouse for early literacy information											
Other (Specify)											
Other (Specify)											
Other (Specify)											

2. Who are the decision-makers with whom you work in the implementation process and to what extent are they involved? (Check ranking for each decision-maker category listed below from 0 to 5 where 0 = *not involved*, and 5 = *very involved*.)

	0	1	2	3	4	5
School board members						
Superintendent						
Assistant Superintendent						
Federal Programs Director						
Principals						
Classroom Teachers						
School Teams						
District Teams						
Other (Specify)						
Other (Specify)						
Other (Specify)						

3. Check one response only. Never = 0 Frequently (Daily) = 5
0 1 2 3 4 5

Describe the number of contacts with decision-makers at your site that you have during the ongoing implementation process.

4. How do you establish your credibility/trustworthiness in relation to others in the implementation of Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

Listen to needs as expressed by teachers and administrators

Engage in problem solving around a variety of issues

Provide accurate information about Reading Recovery

Share information about my personal experience in Reading Recovery

Link decision-makers with others who have implemented Reading Recovery

Emphasize my common interests with those of the decision-makers

Other (Specify)

Other (Specify)

Other (Specify)

5. How do you work with opinion leaders (people who influence decisions even though they may not be the decision-makers) toward full implementation of Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

Contact opinion leaders with information

Answer questions about Reading Recovery from opinion leaders

Enlist opinion leaders in endorsing the ongoing implementation of Reading Recovery

Tell success stories of children's experiences in Reading Recovery

Describe the relationship between Reading Recovery and the classroom program

Other (Specify)

Other (Specify)

Other (Specify)

Teacher Leadership: A Key Factor

6. Prior to a formal evaluation process, how do you demonstrate the effectiveness of Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

Provide opportunities for school personnel, opinion leaders, and decision-makers to observe a Reading Recovery lesson and a behind the glass session

Provide written materials that document the success of Reading Recovery

Provide statements from teachers, parents, and others in districts that have adopted Reading Recovery

Provide data from the site and compare it with state and/or national data

Other (Specify)

Other (Specify)

Other (Specify)

7. How do you assist your site (across the district(s) or at the school level) in evaluating the effectiveness of Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

Provide annual site report with information about the progress of the program

Provide analysis of cost-benefit in relation to retention and referral of Reading Recovery children in comparison to non-Reading Recovery children

Provide information about how to determine "full implementation" in each school

Provide rationales for Standards and Guidelines in Reading Recovery

Provide forums for discussion of Reading Recovery results in schools and at the district level

Other (Specify)

Other (Specify)

Other (Specify)

8. After demonstrating effectiveness, how do you maintain the quality of the implementation in relation to the Standards and Guidelines for Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

Articulate the Standards and Guidelines and rationales
so that they were understood by all
Provide examples of how decisions at the school or
district level created problems with the quality
implementation of Reading Recovery
Apply to University Training Center for one-time
waiver of a Standard
Problem-solve a variety of situations at the school
and district levels in order to maintain compliance
with the Standards and Guidelines
Monitor quality of implementation and children's
programs at school and site level
Other (Specify)
Other (Specify)
Other (Specify)

9. What are the greatest barriers or problems in achieving and maintaining full implementation? (Check ranking from 0 to 10 where 0 = *not a problem*, and 10 = *a substantial problem*.)

0 1 2 3 4 5 6 7 8 9 10

Funding
Competing programs
Low priority
Emphasis on proficiency tests
Scheduling regular lessons
Documenting success
Responding to negative critiques of Reading Recovery
Perceived high cost of program
Limited program understanding in the district
Not a comprehensive program
Lack of attention from decision makers
Low interest among classroom teachers
Lack of administrative support
Political problems in the school district
Student mobility
Large number of students who need additional support
Perceived incompatibility of Reading Recovery with
the predominant approach to literacy instruction
Other (Specify)
Other (Specify)
Other (Specify)

Teacher Leadership: A Key Factor

10. What strategies do you use to overcome barriers or problems with implementation?
 (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

- Apply for funds from non-school sources
- Provide information to demonstrate Reading Recovery effectiveness in relation to other early intervention programs
- Explain why a safety net program needs high priority
- Document performance of former Reading Recovery students on proficiency tests
- Work with classroom teachers and principals to increase the frequency of daily lessons
- Develop and distribute school reports documenting success of Reading Recovery students in the classroom
- Provide information about Reading Recovery in response to critiques
- Work with teachers and principals to develop cost-benefit scenarios for Reading Recovery
- Conduct awareness sessions in the district
- Explain how Reading Recovery is a part of a comprehensive program
- Provide regular reports to decision-makers
- Provide in-service training for classroom teachers
- Convene meetings of classroom and Reading Recovery teachers
- Provide information to administrators
- Avoid involvement in political processes
- Support classroom program development
- Consult with university training center for assistance
- Other (Specify)
- Other (Specify)
- Other (Specify)

11. Check one response only. *Not Important = 0* *Very Important = 5*

0 1 2 3 4 5

How important is it to you to continue being a Reading Recovery teacher leader?

12. Check one response only. *Not Important = 0* *Very Important = 5*

0 1 2 3 4 5

How important is it to you to continue being in your current district for employment?

13. What does your university training center do to support implementation at your site? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

0 1 2 3 4 5 6 7 8 9 10

Provides relevant and timely professional development sessions	
Provides updated information about implementation issues	
Assists with problem solving around issues of compliance with Reading Recovery Standards and Guidelines	
Assists with problems related to teaching the most difficult to accelerate children	
Meets with school officials as needed to discuss implementation issues	
Supports and promotes communication and networking among Reading Recovery teachers and teacher leaders associated with it	
Organizes Reading Recovery conference	
Other (Specify)	
Other (Specify)	
Other (Specify)	

14. What additional help would you like to have in implementing Reading Recovery at your site? Who could provide that help?

15. Describe two things you did that you consider very successful in making Reading Recovery work well at your site. These need not be “traditional” things you learned in your training. It could be “lucky accidents,” people you know, advantages in a particular situation.

16. What are you most proud of in your work at your Reading Recovery site? What is your proudest accomplishment?

17. What has been most rewarding to you in your work in Reading Recovery? In other words, what is the most compelling reason for continuing your work in Reading Recovery? Write as much as you can.

Teacher Leadership: A Key Factor

Complete questions 18 through 22 only if you have participated in the process of adopting Reading Recovery (i.e., when the commitment was made at the site to train the first teacher leader).

18. How were you involved in the adoption of Reading Recovery at your site?
(Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

	0	1	2	3	4	5	6	7	8	9	10
Identified and presented information on Reading Recovery as a solution to our early literacy problem											
Created awareness of needs through presentations to others of the information I identified											
Presented information about alternatives and why they would not be successful											
Presented information about how everyone who wanted to be involved could be involved											
Convinced other school personnel that Reading Recovery could help											
Other (Specify)											
Other (Specify)											
Other (Specify)											

19. How did you establish rapport with the schools in order to promote the adoption of Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

	0	1	2	3	4	5	6	7	8	9	10
Worked first with colleagues who knew me to be credible, competent and trustworthy											
Gathered and shared information about Reading Recovery as a possible solution											
Held awareness sessions for interested individuals in the school system and community											
Met with additional colleagues and system decision-makers (principals, administrators, board members) about Reading Recovery											
Problem-solved with decision-makers about potential problems they saw in implementing Reading Recovery											
Other (Specify)											
Other (Specify)											
Other (Specify)											

20. What action of yours was the most important factor in influencing schools to adopt Reading Recovery? (Check ranking from 0 to 10 where 0 = *never*, and 10 = *very often*.)

	0	1	2	3	4	5	6	7	8	9	10
Met with colleagues to persuade them to support adoption											
Met with opinion leaders (people who influence decisions even though they may not be the decision-makers) to persuade them to support adoption											
Met with decision-makers (school board members, superintendent, principals, or others who make policy decisions for the district) to encourage them to adopt											
Provided additional information upon request											
Wrote letters of support											
Other (Specify)											
Other (Specify)											
Other (Specify)											

21. Who are the decision-makers in the adoption process and to what extent were they involved? (Check ranking for each decision-maker category listed below from 0 to 10 where 0 = *not involved*, and 5 = *very involved*.)

	0	1	2	3	4	5
School board members						
Superintendent						
Assistant Superintendent						
Federal Programs Director						
Principals						
Classroom Teachers						
School Teams						
District Teams						
Other (Specify)						
Other (Specify)						
Other (Specify)						

22. Check one response only. *Never = 0* *Frequently (Daily) = 5*
0 1 2 3 4 5

Describe the number of contacts with
decision-makers you had during the adoption stage.