



ANSWERS TO COMMON QUESTIONS

RESULTS AND EFFECTIVENESS

WHY IS READING RECOVERY TAUGHT ONE-TO-ONE RATHER THAN IN SMALL GROUPS?

One-to-one instruction by a Reading Recovery-trained teacher is the most effective way to bring lowest-performing beginning readers up to grade-level. Students complete Reading Recovery in 12 to 20 weeks of daily 30-minute lessons. Teachers tailor lessons to individual learning styles and build a deep understanding of the unique needs and interests of the child. This relationship and knowledge increases the child's eagerness to learn. No other early intervention, group or individual, achieves results comparable to Reading Recovery's.

DO READING RECOVERY STUDENTS CONTINUE TO PROGRESS IN SUBSEQUENT YEARS?

Every year, Reading Recovery teachers submit data on the achievements of their students. Reading Recovery teachers collect data on student achievement in Grade 2 and 3 to monitor the continued progress beyond the Reading Recovery intervention. These studies confirm that the majority of students who complete a full series of Reading Recovery lessons keep pace with their peers throughout their academic careers. These reports can be found on our website at www.rrcanada.org

DOES READING RECOVERY WORK WITH ENGLISH LANGUAGE LEARNERS?

Every year, each Reading Recovery site completes a report on the achievements of students. This data has shown that outcomes for English Language Learners are the same as English First Language students. In Canada, Reading Recovery is also offered in some French First Language and French Immersion Schools. The program is called L'intervention préventive en lecture-écriture and the results are the same for children learning to read in French.

RESEARCH, MEASUREMENT, ACCOUNTABILITY

WHAT IS THE EVIDENCE THAT READING RECOVERY WORKS?

Reading Recovery has required an annual data collection since its beginnings in New Zealand. This makes it one of the most fully researched early reading interventions in the world. In Canada, at the end of every school year, data is collected from every implementation in the country. The data is reviewed and analysed by trained statistical analysts. Year over year, results indicate that 75% of students are able to read and write at grade level by the end of the series of lessons. The Canadian Institute of Reading Recovery facilitates the data collection, analysis and dissemination. Reports can be found on the website.

HOW ARE STUDENTS SELECTED TO PARTICIPATE IN READING RECOVERY?

Teachers are trained to use the Observation Survey of Early Literacy Achievement to determine which children are suited for participation in Reading Recovery. This tool and Canadian norms are used to interpret scores and determine which children are at the most need for an early literacy intervention. More details about the assessment tool can be found at www.rrcanada.org



COST AND FUNDING

IS READING RECOVERY EXPENSIVE?

Reading Recovery is an investment in the future of children and in the professional development of teachers. Reading Recovery works to bring the most struggling readers and writers up to a level equal with their peers. If these most struggling learners do not receive effective interventions at an early stage the cost to provide special education or other interventions as adults is staggering.

Implementing Reading Recovery in your school district involves costs which include an annual site fee (approx. \$3500), developing a teacher training site, Reading Recovery approved books and materials, training teachers, one or more teacher leaders (depending on the number of schools in your district) and ensuring teachers and teacher leaders have opportunity to participate in professional learning.

HOW ARE SCHOOL DISTRICTS IMPLEMENTING READING RECOVERY?

School administrators have considerable flexibility in how Reading Recovery is implemented. For a detailed overview see the Standards and Guidelines at www.rrcanada.org. Reading Recovery teachers need to be able to teach 4 individual 30 minute lessons each day in addition to any other roles they might have. These teachers are often Kindergarten or Primary teachers, Special Education teachers, English Language Learner teachers, literacy coaches, or administrators. Sometimes Reading Recovery teachers can fill 2 or 3 roles within the school, including their Reading Recovery role.

“Reading Recovery has one clear goal: To dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of these learners to educational systems.”

– Marie M. Clay, Founder,
Reading Recovery

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READING RECOVERY TRAINING, PROFESSIONAL DEVELOPMENT AND WHOLE SCHOOL BENEFITS

WHAT IS INVOLVED IN READING RECOVERY TRAINING FOR TEACHERS?

Knowledgeable teachers offer the best value to struggling students. Each school selects the teachers who will participate in Reading Recovery training. The training is one school year long and includes graduate-level classwork while also working with Reading Recovery students. This combination of theory and practice develops teachers who know what to do, why it works and how to adjust teaching for the individual child. Upon completing the training, teachers receive a certificate and enter their field year. During this year, teachers attend at least 6 professional learning sessions and participate in a group of continuing contact teachers for support and peer learning. The training and on-going professional development includes teaching, observing and discussing live lessons that are taught behind a one-way mirror. The training is provided by a Teacher Leader who has been a trained Reading Recovery teacher and has pursued further professional development in order to train teachers within their school district.

The Canadian Institute of Reading Recovery can facilitate training for teachers to utilize the Observation Survey for Early Literacy Achievement in their classroom literacy practice even if the school does not offer Reading Recovery. This assessment tool is an excellent professional learning opportunity.

IF READING RECOVERY IS AN INTERVENTION FOR GRADE 1 STUDENTS, HOW DOES IT BENEFIT THE WHOLE SCHOOL?

Trained teachers become literacy leaders, sharing knowledge with their colleagues and raising literacy expertise across the school or district. On average, a trained teacher works with 48 students a year – 8 students one-to-one, and about 40 more students in small reading groups, classrooms, and special education settings.

GETTING STARTED

WHO SHOULD I CONTACT TO FIND OUT MORE ABOUT READING RECOVERY?

To learn more about implementing Reading Recovery in your school or school district, contact the Canadian Institute of Reading Recovery online: www.rrcanada.org, by phone: **416-908-7711** or by email: cirr@rrcanada.org