

PRINCIPAL INFORMATION SERIES

As you prepare to kick start the new school year, there are a few things to add to your checklist that can strengthen your implementation of Reading Recovery and support your school-wide literacy plan.



Reading Recovery

KICK-STARTING THE NEW YEAR

Dr. Marie Clay and “many other scholars have explained that implementing Reading Recovery with the highest quality and sustainability requires collective, coordinated effort, ownership, and commitment at all levels of the host system (Askew, Fountas, Lyons, Pinnell, & Schmitt, 1998; DeFord, Lyons, & Pinnell, 1991; Lyons, Pinnell, & DeFord, 1993; Pinnell, 1989; Pinnell, Fried, & Estice, 1990; Rodgers & Fried, 2009; Schmitt, Askew, Fountas, Lyons, & Pinnell, 2005; Smith-Burke, 2010)” (May, Sirinides, Gray, & Goldsworthy, 2016, p. 108).

In addition to making sure you adhere to the implementation’s standards and guidelines, the i3 report cited above outlines the two most important areas for principals to focus on in order to strengthen your implementation of Reading Recovery: communication and principal engagement. In the most successful schools, communication around Reading Recovery to build an understanding of the theory, general approach to literacy, and instructional strategies leads to understanding and commitment.

Here are a few ways you can be actively engaged

- Be visible and vocal in your enthusiasm about Reading Recovery.
- Highlight the Reading Recovery teacher’s expertise in staff meetings or professional development.
- State formal expectations for classroom teachers to observe Reading Recovery lessons and consult with the Reading Recovery teacher on issues of literacy instruction.
- Position the Reading Recovery teacher as a literacy leader in the building.

Here are a few ways that you can support improved communication in your school

- Ensure scheduling that provides “set-aside time” either with
 - literacy team meetings organized around specific students,
 - shared planning time,
 - first-grade team meetings, or
 - response to intervention teams.
- Refer classroom teachers to the Reading Recovery teacher for guidance on literacy instruction.
- Support collective problem solving around Reading Recovery.
- Participate in student selection.
- Observe lessons.
- Attend behind-the-glass training sessions.
- Use Reading Recovery data in decision making about the program and the school as a whole.



Resource

May, H., Sirinides, P., Gray, A., & Goldsworthy, H. (2016). *Reading Recovery: An evaluation of the four-year i3 scale-up*. Philadelphia: Consortium for Policy Research in Education.
https://readingrecovery.org/wp-content/uploads/2016/12/i3_evaluation_of_reading_recovery_final_report-rev-web.pdf