



FLEXIBLE STAFFING SPREADS EXPERTISE TO MANY STUDENTS

While administrators have considerable flexibility in how they staff Reading Recovery, staffing decisions require careful planning. Teachers in this role need to be able to teach four individual 30-minute lessons each day, in addition to their other roles in the school.

Because Reading Recovery-trained teachers bring deep understanding of literacy learning, they also bring expertise and value to a much larger group of learners. Each year on average, these teachers teach Reading Recovery students and an additional 41 students in their other instructional roles.

Creative staffing models increase funding options and broaden expertise. In some schools, administrators implement Reading Recovery without increased staff positions (FTEs).

Small-Group Model in the Primary Grades

The Reading Recovery teacher works with Reading Recovery students for part of the day and with several small groups of students focusing on literacy skills during the other part of the day. This model works best when the Reading Recovery teacher and classroom teacher work closely together.

Shared Classroom Model or Kindergarten Model

In first- and second-grade classrooms, Reading Recovery-trained teachers work part day with Reading Recovery students and the other part day as a classroom teacher. In the kindergarten model, a Reading Recovery teacher works a half-day as a Reading Recovery teacher and a half-day as a kindergarten teacher.

Other Staffing Models

Decisions about staffing models are based on the school's needs and on the teachers' areas of strength.



OTHER ROLES OF THE READING RECOVERY TEACHER

Reported data show how schools are using the expertise of their Reading Recovery teachers in the other part of their day.

Title I or Reading Teacher	73.9%
Classroom Teacher	5.8%
Special education Teacher	7.2%
Emergent Bilingual Teacher	2.0%
Staff Developer	6.1%
School or District Administrator	0.1%
Some Other Role	4.8%

As reported to the International Data Evaluation Center at The Ohio State University, 2018-2019.
<https://www.idecweb.us>

LEARN MORE AT READINGRECOVERY.ORG