

PRINCIPAL INFORMATION SERIES

Investing in Reading Recovery equips your school with a highly trained literacy expert. The intensive year-long training provides Reading Recovery teachers with the theory, experience, and expertise needed to function as literacy experts.



Reading Recovery

UTILIZING LITERACY EXPERTISE

A Reading Recovery-trained professional works part of the day teaching the lowest 20% of first-grade students who struggle to read and write, which allows teachers to take on the role of literacy leader in their schools. They may serve as literacy coaches, staff developers, smallgroup literacy teachers, and classroom teachers. They can provide leadership on school literacy teams and participate in intervention decisions. The value of training Reading Recovery teachers goes well beyond the lowest 20% of first-grade students that they teach (Askew, Pinnell, & Scharer, 2014).

The final results of a 4-year independent external evaluation of the impacts and implementation of the i3 scale-up of Reading Recovery found that schools with ideal implementations were characterized by principals who positioned the Reading Recovery teacher as a literacy expert and leader in the building. Specifically, these principals

- referred classroom teachers to the Reading Recovery teacher for guidance on literacy instruction,
- highlighted the Reading Recovery teacher's expertise in staff meetings or professional development, and
- [expected] that their classroom teachers would observe Reading Recovery lessons and consult with the Reading Recovery teacher on issues of literacy instruction. (May, Sirinides, Gray, & Goldsworthy, 2016, p. 142)

According to the i3 report, Reading Recovery teachers in schools with strong implementation were given the freedom and flexibility to collaborate with and support classroom teachers. Positioning the Reading Recovery teacher as a literacy leader with the goal of building broad ownership for literacy achievement enhances successful school implementation (Lyons, Pinnell, & DeFord, 1993).



Resource

Askew, B. J., Pinnell, G. S., & Scharer, P. L. (2014). *Promising literacy for every child: Reading Recovery and a comprehensive literacy system*. Worthington, OH: Reading Recovery Council of North America.

Lyons, C. A., Pinnell, G. S., & DeFord, D. E. (1993). *Partners in learning: Teachers and children in Reading Recovery*. New York: Teachers College Press.

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 (CPRE). https://readingrecovery.org/wp-content/uploads/2016/12/i3_evaluation_of_reading_recovery_final_report-rev-web.pdf