leadership, professional development, and advocacy throughout North America. Working in collaboration with university trainers, RRCNA has been instrumental in forging partnerships with other education professionals and legislators, advocating for the educational needs of struggling emergent readers, and providing leadership to generate quality publications, professional development opportunities, and technical assistance for Reading Recovery professionals, advocates, and partners.

For the past 24 years, Reading Recovery has been recognized in the U.S. as an educational innovation that has integrity, standards, fidelity, and outstanding results for struggling literacy learners. This is quite an anomaly in an education system where innovation comes and goes. Because of the model of collaboration that Reading Recovery embraces, the early literacy intervention has been able to not just exist, but to expand to serve over 1.6 million children in 50 states over 24 years. The unparalleled success of the Reading Recovery intervention is a testament to the insightfulness and forethought of Marie Clay, its designer.

Editor's note: Data from the 2006–07 National Data Evaluation Center statistical abstracts for the United States.

A Journey with Marie Clay: Translating *An Observation Survey of Early Literacy Achievement*

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Marie Clay's collaboration with educators in reconstructing the tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 1993) to other languages was a first step in introducing Reading Recovery in non-English-speaking contexts. In 1988, bilingual educators in the southwest United States began to adapt Clay's work to measure the literacy competencies of emergent first-grade Spanish readers to determine a powerful course of action for individual Spanish-speaking students. With Marie Clay's guidance, the observation tasks and Reading Recovery procedures were (1) reconstructed, (2) field tested to determine concurrent, construct, content validity, and reliability, (3) and field tested to ensure the instrument could be used across dialects within the U.S. The bilingual version of the Observation Survey is referred to as *Instrumento de Observación de Los Logros de la Lecto-Escritura Inicial* (Escamilla, Andrade, Basurto, & Ruiz, 1996) and the Reading Recovery intervention as Descubriendo la Lectura (DLL).

Spanish translation of the observation tasks, directions, and Reading Recovery instructional procedures alone have sufficed since bilingual educators in the U.S. tend to read and comprehend English text well. Educators in non-English-speaking countries, however, need a full translation of Clay's texts to effectively implement Reading Recovery in their country. If non-English-speaking educators are to fully appreciate how the observation tasks and instructional procedures can be useful to them, the theoretical bases for the observation tasks, the processes of recording, scoring, and analyzing the information also need to be translated. The framework for translation reveals another contribution that Marie Clay has provided for the future development of Reading Recovery across languages.

Translation Process for Theoretical Texts

From 1997 to 2000, I had the privilege of working with Marie Clay in determining a translation framework that could be used when reconstructing any of her texts to other languages. Clay wanted to ensure that any future developments of her work in other languages would preserve her theoretical constructs. For this exercise, which became part of my dissertation, we chose to obtain a full Spanish translation of the Observation Survey and, as a result, content validity for the full translation was established.

According to translation theorists (Child, 1992; Draper, 1983; Fedunok, 1983; Hammond, 1990; Neubert & Shreve, 1992), a collaborative team approach should be used when the text to be translated is theoretical, scientific, and/or technical in nature. This ensures that major theoretical concepts and key vocabulary are appropriately conveyed. In addition, it ensures that the translated

text is written in a standard dialect and adheres to the written discourse of the target language. Since *An Observation Survey of Early Literacy Achievement* is theoretical and technical, a collaborative translation team approach was warranted.

The translation team consisted of myself as the investigator, Reading Recovery/DLL teacher leaders as translation readers, a translator, back translator, and Marie Clay. Figure 1 illustrates the interactions that occurred among the team as we transacted with Clay's original text (source text) and translation drafts (target text).

Translation Phases

Any translation project takes time since it undergoes several phases. This translation project went through eight phases. These translation phases should serve as a guide for future translation work of Marie Clay's texts. The following briefly describes what occurred in each phase when working on obtaining the full Spanish translation of *An Observation Survey of Early Literacy Achievement.*

Phase 1—Preparation: Since I wanted to ensure the translated text would be acceptable in any Spanish-speaking country, I selected experienced Reading Recovery/DLL teacher leaders who had spoken and written command of Spanish and represented different Spanish dialects and geographic regions.

Phase 2—Research: Three interaction frameworks were then developed to document responses and reactions to the target text during the translation process (see Interaction Frameworks) as well as decisions made. These frameworks also served to determine if the target text was adhering to the

Figure 1. Transaction-Interaction Model
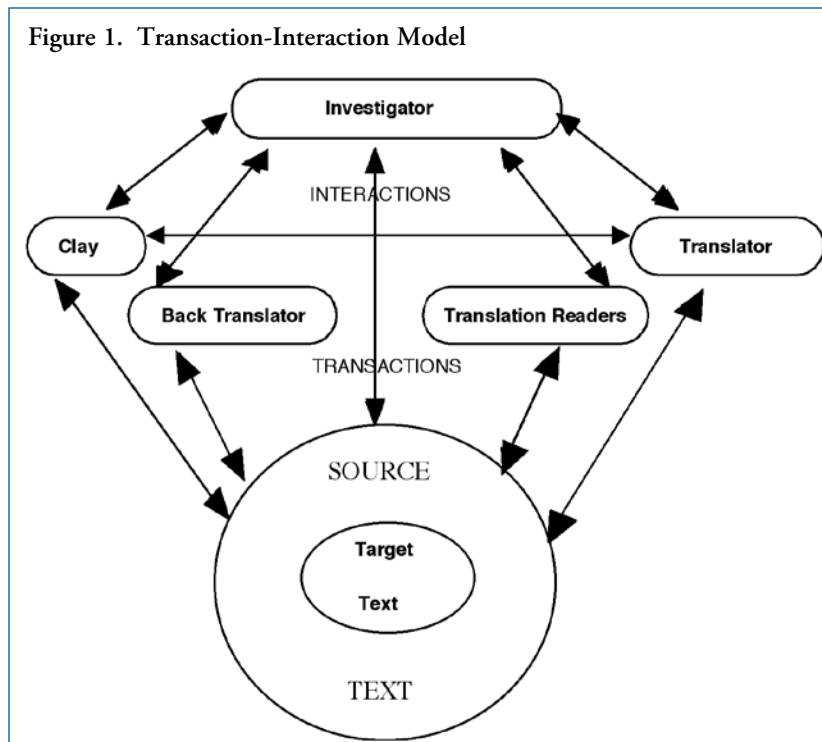
pragmatic, linguistic, aesthetic, and ethnographic principles. Since the translator was not familiar with the content, she had to read numerous texts (in English and Spanish) to become familiar with specialized literacy terminology.

Phase 3—Initial close reading: The translator and I used interaction framework #1 to document any aspect of Clay's text that could be problematic to translate and required resolution among Marie Clay, the translator, and myself. Previous resolution of these issues reduced potential problems the teacher leaders would need to address.

Phase 4—Translating into a first draft: Based upon conversations and written notes from framework #1, the translator produced the first draft. These drafts were then sent to the selected teacher leaders who had the role of comparing the source text against the target text.

Phase 5—Rewriting difficult sections and identifying discrepancies: To test the translation draft for external effectiveness (Draper, 1983; Heiderson, 1994; Larson, 1984), the teacher leaders and I used interaction framework #2 to document reactions to the target text draft and to note recommendations. Our recommendations entailed content accuracy and clarity for the intended audience. Interactions with Clay centered on discussing the linguistic and conceptual aspects of her text that were difficult to translate. Quite often, Clay had to rewrite particular paragraphs to clarify her intent.

Phase 6—Preparation of the second and subsequent drafts: Negotiations among the team involved text flow, clarity, and sociolingual implications of particular terms.

Phase 7—Consensus to obtain final draft of the target text: To test for internal effectiveness (Draper, 1983;

Heiderson, 1994; Larson, 1984), the final draft was sent to a back translator who was not familiar with Clay's work. She translated the Spanish text back to English.

Phase 8—Editing and final check using the back translation: I used interaction framework #3 to document any aspect of the back translation that did not match Clay's text. Clay reviewed my entries to determine if discrepancies affected the intent of her text. She noted on the framework which entries captured her intent and which ones did not. Clay also noted alternatives for entries that had not clearly and accurately captured her intent. As a result of the back transla-tion and Clay's editing, the translator was able to produce a target text that was accurate, clear, and linguistically acceptable for the target audience.

Summary

When conducting a theoretical and/or technical translation, there can be no room for interpretation. The precise meaning of the source text must be captured. Marie Clay's texts are packed with conceptual ideas. Therefore, future translations of Clay's work will require a team of individuals knowledgeable in her theories to unpack those concepts for the translator. The translation team will also have the responsibility of checking and cross checking the target text to ensure that the precise meaning is conveyed. Finally, it will be necessary to have the target text translated back to English to ensure content validity. This test of internal effectiveness was what assured Clay the Spanish translation captured her theoretical concepts.

When I accepted Marie Clay's challenge of engaging in a full Spanish translation of *An Observation Survey of Early Literacy Achievement*, I did not fully appreciate how complex the task would be. Throughout the process, I understood the need to carefully document the process so others could follow a similar path. Needless to say, my journey with Marie was filled with anticipation, wonder, learning, and at times frustration. It is a journey, however, I will always remember and forever cherish.

Interaction Frameworks

Interaction Framework #1
Investigator, Translator, Clay

Chapter _____
English text being considered   pg. ____
Translation difficulty
Alternatives
Investigator's choice and rationale
Dr. Clay's recommendations
    and explanation

Interaction Framework #2
Reactions of Translation Readers

Chapter _____
Spanish text in question
Translation connotation or area
    of difficulty
Alternative
Rationale for alternative
Dr. Clay's feedback

Interaction Framework #3
Back Translator, Translator, Clay,
    Investigator

Chapter _____
Target text
Back translation
Source text
Clay
Notes

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