

Editor's Corner

Mary Anne Doyle, Editor-in-Chief



Reading Recovery educators are recognized as valued professionals who are both knowledgeable and skillful in teaching literacy to our most vulnerable first-grade learners. Their expertise is pivotal to our Reading Recovery interventions as there are no materials, no curricular guides, no scripted programs that substitute for or replicate the instruction delivered and the success demonstrated by a trained Reading Recovery teacher. School districts electing to implement Reading Recovery do so by investing in the professional development of their designated teachers; there is no equal alternative. Importantly, the district's Reading Recovery teachers become respected resources for their colleagues and district. (Note: While the term Reading Recovery[®] is used here, these understandings apply equally to teachers of DLL, IPLÉ and Literacy Lessons.[™])

Reading Recovery professional development is recognized as superb, and there are layers of complexity that create and sustain its effectiveness. Reflecting on Clay's (1994) hierarchy of expertise—a reference to the multiple levels of professional responsibilities shared by Reading Recovery professionals—we recognize that teacher leaders are key to both initial and sustained teacher development. They create the conditions that support teachers in constructing new understandings and developing proficient skills. They do this through instructional sessions, directing discussions of live lessons, and coaching teachers in their school settings.

As a result of such experiences, Reading Recovery teachers are recognized as reflective, knowledgeable, independent problem solvers. They are careful observers who base their instruction on documented observations, and they continue to learn via both independent actions and participation in communities of practice (May et al., 2016). This discussion of professional development and the contributions Reading Recovery teachers make to their schools resonate with the stories, research, and recommendations offered by our authors.

C. C. Bates shares perspectives on being intentional in our personal and professional lives. The behaviors that she links to being intentional parallel aspects of a Reading Recovery teacher's decision making and actions. These include close observation of learners, the recording all observations, the continued growth of one's knowledge and practice through independent study and collaboration with peers, and the importance of reflection. The examples she presents detail the actions of an effective professional.

Patricia Scharer adds to our knowledge of phonics instruction by presenting historical perspective and identifying misunderstandings apparent in the literature over time. She confirms how Reading Recovery teachers provide instruction in phonemic awareness and word analysis in both the reading and writing activities of every lesson. She also suggests recommendations for Reading Recovery teachers and coaches to share with classroom teachers.

Jill Baker and Kathleen Brown present exciting detail of their district's journey to establish a collaborative approach to professional development that they describe as reflecting the strength and practices of their Reading Recovery implementation. These professionals have created a culture of coaching that is allowing them to ensure continuous improvement at all levels and realize system-wide effects.

Coaching, key to Reading Recovery professional development, is the focus of Journey Swafford's research report. Applying discourse analysis techniques, she shares inferences regarding supportive coaching and interactions that reveal the development of effective teacher decision making and teacher accountability.

Jeff Brymer-Bashore's report of the annual national evaluations confirms that Reading Recovery and DLL teachers continue to maintain effective implementations. The data show that our teachers are highly effective with the diverse range of learners they instruct.

In conclusion, these articles detailing the potential effects of being intentional, the power of coaching for an individual's development, and a district's systemwide improvement efforts, are offered to inspire and support the efforts of Reading Recovery professionals who are making outstanding contributions to their colleagues and schools.

Clay, M. M. (1994). Reading Recovery: The wider implications of an educational innovation. *Literacy, Teaching and Learning*, 1(1), 121–141.

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.

Reading Recovery Council of North America, Board of Directors 2018–2019

President

Jeffery Williams, Solon City Schools, Solon, OH

President-Elect

Karen Scott, Ozark Public Schools, Ozark, MO

Vice President

Amy Smith, Madison County Schools, Richmond, KY

Past President

Janice Van Dyke, Thornhill, Ontario, Canada

Treasurer

Lindy Harmon, University of Kentucky, Lexington, KY

Secretary

Maryann McBride, Clemson University, Clemson, SC

Shari Butcher, Licking Heights School District, Pataskala, OH

Emmanuel Caulk, Fayette County Public Schools, Lexington, KY

Felicia Cumings Smith, Jefferson County Public Schools, Louisville, KY

Kim Davis, Mahoning County Educational Service Center, Canfield, OH

Sue Duncan, Georgia State University, Atlanta, GA

Judy Embry, University of Kentucky, Lexington, KY

Salli Forbes, University of Northern Iowa, Cedar Falls, IA

Salli Forbes, University of Northern Iowa, Cedar Falls, IA

Steven Foreman, Zanesville City Schools, Zanesville, OH

Yvette Heffernan, Canadian Institute of Reading Recovery Atlantic Region, Yarmouth, Nova Scotia, Canada

Allison Henry, Jefferson County Public Schools, Louisville, KY

Allyson Marczuk, Canadian Institute of Reading Recovery Western Region, Winnipeg, Manitoba, Canada

Leslie McBane, South-Western City Schools, Columbus, OH

Maeghan McCormick, Jackson County ISD, Jackson, MI

Robert Muller, National Louis University, Chicago, IL

Gay Su Pinnell, The Ohio State University, Columbus, OH

Kathryne Salinas, Lamar CISD, Rosenberg, TX

Susan Steines, Orange County Schools, Pepper Pike, OH

Shari Worsfold, Canadian Institute of Reading Recovery, Goderich, Ontario, Canada

Debra Zarling, Oshkosh Area School District, Oshkosh, WI