Training Centers Help Ensure Fidelity and Sustainability

Current U.S. trainers share brief comments on the history and significant contributions made by their university training centers, presented in chronological order by the year established, and followed by the Canadian network of regional training centers.

The Ohio State University — 1984
Trainers: Jamie Lipp, Lisa Pinkerton, Jim Schnug
Reading Recovery® was introduced in the United States through The Ohio State University (OSU) by two professors—Gay Su Pinnell and Charlotte Huck—who traveled to New Zealand to meet Marie Clay and learn more about the intervention. That same year, Marie Clay and Barbara Watson came to Ohio to train Dr. Pinnell as the first university trainer, three teacher leaders, and 13 teachers from Columbus City Schools. The rapid expansion of Reading Recovery across the U.S. was led by Dr. Pinnell, along with Drs. Carol Lyons and Diane DeFord. Marie Clay requested that OSU hold the trademarks for both Reading Recovery and Literacy Lessons™ in the United States. OSU is one of two university training sites training university trainers. In 2010, OSU was awarded a $54 million grant to scale up Reading Recovery across the U.S. The grant required matching funds of $9 million for a total of $63 million. OSU has trained 58 teacher leaders who have trained 3,270 teachers who worked with 206,600 Reading Recovery students.

Ongoing collaboration with school districts and OSU faculty led to the development of a project to train building-level coaches to support primary teachers which was initially called Early Literacy Learning Initiative. Later, capacity to train coaches for upper grades and middle school was added and the name changed to Literacy Collaborative. Another significant project emerging from OSU’s work with Reading Recovery was the design of KEEP BOOKS, inexpensive yet interesting little books designed for young readers using natural language.

Clemson University — 1989
Trainer: C.C. Bates
Throughout its almost 30-year history, the Clemson University Reading Recovery and Early Literacy Training Center (CUTC) has remained committed to working with teacher leaders and teachers to support literacy teaching and learning. As a result, close to 100,000 children have been served by Reading Recovery professionals in South Carolina. The CUTC’s geographic location has always presented some challenges. Positioned in the northwest corner of the state, it is not centrally located. To this end, the CUTC has examined ways in which it can provide virtual professional learning for teachers regardless of their proximity to Clemson University. In recent years, the CUTC has explored various technologies for virtual coaching. While virtual coaching has not replaced face-to-face coaching, it has proved to be an alternative and cost-effective way to provide job-embedded support for teachers and students. Additionally, the center has built an extensive virtual professional learning library that...
hosts a number of in-depth modules for K–2 and Reading Recovery teachers. These asynchronous resources allow teachers the opportunity to reflect and return to them as needed, accommodating their busy schedules and providing access to professional learning 24/7. The CUTC continues to operate in partnership with Clemson University, the South Carolina Reading Recovery Advisory Council, and the South Carolina Department of Education. This unique and longstanding partnership continues to support the implementation of Reading Recovery in the state.

**Texas Woman’s University — 1989**

Trainers: Connie Briggs, Elizabeth Kaye, Annette Torres Elias, Nancy Anderson

Texas Woman’s University (TWU) began offering credit for Reading Recovery teacher classes in 1989–1990 and hosted its first class of teacher leaders in 1990–1991. TWU is one of two UTCs to train university trainers, and it is the only UTC to train Descubriendo la Lectura (DLL) trainers and teacher leaders. Across the last 30 years, TWU has trained more than 20 trainers (including 6 for DLL), more than 220 teacher leaders, and well over 35,000 Reading Recovery teachers. TWU supports and values the relationships with their school district partners. The network’s robust implementations of Reading Recovery, DLL, and Literacy Lessons reach across the country, presently serving students in Texas, Louisiana, Oklahoma, Washington, Colorado, and New Jersey.

TWU’s trainers are actively engaged in research, including studies related to Reading Recovery/Descubriendo la Lectura effectiveness, critical topics in early literacy teaching, effectiveness of blended learning environments for Reading Recovery training, dyslexia, and longitudinal studies of students’ subsequent literacy progress. Trainers have worked to strengthen and sustain Reading Recovery by taking active leadership positions in the North American Trainers Group, the Reading Recovery Council of North America, the International Reading Recovery Trainers Organization, and the Reading Recovery Improvement Science Hub.

Children’s continued literacy success fuels the work of the TWU Reading Recovery Center, and TWU is grateful for the opportunity to work in partnership with thousands of dedicated educators to ensure all young children learn to read and write.

**Lesley University — 1990**

Trainer: Irene Fountas

Since its inception 30 years ago, the Lesley University Center for Reading Recovery has become partners with hundreds of schools to assure access and equity in literacy for every child. The center was built on the early work of Don Holdaway, scholar in residence at Lesley and close colleague of Marie Clay. He created a partnership with Lesley and the Cambridge Public Schools to develop early childhood lab classrooms so teachers could observe children learning to read by reading joyful books in whole-group and small-group contexts. His strong encouragement to bring Reading Recovery to the schools fueled the decision for Lesley to become a UTC for Reading Recovery in 1990.

The underlying theoretical principles of Reading Recovery and its significant impact precipitated attention to the potential of partnerships in changing the trajectory of progress for the lowest-achieving students and improving the literacy outcomes of all the students in the system. With colleagues from The Ohio State University, the center focused on research-based practices in elementary classrooms and piloted a small-group intervention to work alongside Reading Recovery in other elementary grades. This led to broader research and the development of comprehensive literacy approaches to literacy improvement. The Teacher Quality Study, led by Tony Bryk with The Ohio State University and Lesley University as partners, shed new light on the role of coaches in supporting effective instructional practices that lead to improved student outcomes.

With a continued focus on equity and access for every child in the system, the center team has engaged in providing professional learning for administrators, coaches, teacher leaders, specialists, and classroom teachers and engaging them in cycles of inquiry to take small steps in the journey of improvement. Realizing the critical role of collective efficacy and the need to build professional and social capacity, the UTC will continue to advocate for Reading Recovery as an essential element of a plan that addresses the success of every child.
Georgia State University — 1991
Trainers: Sue Duncan, Cliff Johnson, Katie Kurumada, K. Journey Swafford

Since 1991, Georgia State University (GSU) has been a regional Reading Recovery university training center. In that time, 81 Reading Recovery teacher leaders and 300 Reading Recovery teachers have been trained and have served more than 75,000 students. Currently, the UTC supports Reading Recovery implementations in Georgia, Virginia, North Carolina, Tennessee, and Anguilla.

In addition, the UTC supports the improvement of classroom (Successful Start, Literacy Coaching), small group (Comprehensive Intervention Model), and other one-to-one (Literacy Lessons, Literacy Processing Specialists, HEROES) initiatives. GSU trainers have provided countless professional development opportunities for in-service teachers around the region and the Uyavula Reading and Writing Project in Cape Town, South Africa.

Oakland University — 1991
Trainer: Mary Lose

With 13 Reading Recovery sites, 3 of which were established in the last 3 years and 1 additional new site forthcoming, the Oakland University (OU) Reading Recovery Center of Michigan has been a leader in early literacy intervention services for Michigan for almost 30 years. Since its establishment in 1991, the OU center has trained over 1,500 teachers of Reading Recovery and, since 2006, a combination of 174 Literacy Lessons and Literacy Support teachers. Grounded in Marie Clay’s literacy processing theory, these educators have positively impacted literacy teaching and learning statewide and have reached over 115,000 young learners in daily one-to-one literacy lessons.

Noteworthy among the UTC’s recent accomplishments are Reading Recovery’s successful review by the Michigan Department of Education and its inclusion on the state’s list of research-based effective literacy instruction professional learning programs, thus providing schools and districts with a choice of continuing development opportunities that adequately enhances teacher quality and advances their capacity to implement research-based literacy instruction. Equally impressive are the scholarly publications of OU’s Reading Recovery faculty on topics of literacy research and policy that have appeared in the nation’s leading professional journals including The Elementary School Journal, Journal for the Education of Students Placed at Risk, Reading Research Quarterly, The Journal of Educational Psychology, The Journal of Reading Recovery, and The Reading Teacher. The UTC looks forward to another 35 years of success supporting teacher and teacher leader development on behalf of young children and their literate futures.

University of Maine — 1992
Trainers: Mary Rosser, Lori Taylor

A comprehensive model for continuous school improvement includes powerful classroom instruction along with a broad range of literacy interventions, providing multiple layers of differentiated instruction for learners PreK to Grade 12. Since its inception in 1992, the University of Maine Reading Recovery Training Center has expanded to include Maine Partnerships in Comprehensive Literacy, a model for school improvement targeting classroom instruction, as well as a Comprehensive Intervention Model for Grades K-12. Currently, the Maine UTC serves children and teachers in school districts in 15 of Maine’s 16 counties, through 9 Reading Recovery sites.

Teacher leaders in Maine provide initial training and ongoing professional development in a variety of literacy interventions that include and reinforce Reading Recovery, in order to support schools in meeting the needs of all students, across the grade spans. The portfolio of literacy intervention trainings includes Literacy Lessons for special educators and ELL teachers, small-group interventions for Grades PreK–5 that include a dyslexia intervention within a literacy processing framework, and literacy intervention designs for Grades 6–12. Additionally, teacher leaders provide training for classroom teachers in literacy processing, to support students in general education settings. The Maine team has designed specific variations of literacy processing including Building Foundations for Literacy: Literacy Processing in PreK and K and Literacy Processing in Middle and High School Settings, where the theory and practice is applied to various age group needs to support learners in developing effective reading and writing processes.

Saint Mary’s College — 1993
Trainers: Adria Klein, Deb Rich, Salli Forbes

Saint Mary’s College Reading Recovery University Training Center has a long history of service with focus on early literacy programs. The only university training center in continuous operation since the beginning...
of the program in California in 1993, teacher leaders and teachers from over 20 states have received training at Saint Mary’s College. At this time, training is offered in Reading Recovery, DLL, and Literacy Lessons; and 55 active teacher leaders support 41 sites located in 12 states affiliated with the UTC. Four new teacher leaders are in training, plus one reactivating teacher leader — all of whom are opening new district sites in the next year. The UTC has two full-time trainers, one quarter-time trainer, and two affiliated trainer emerita.

During the 2018–2019 academic year, 5,141 children received literacy instruction from Saint Mary’s affiliated teachers and teacher leaders. Supporting learners who bring a diversity of experiences is celebrated as a strength of the center. Children attend school districts that range in size from rural districts of less than 100 students to large urban centers of nearly 1.5 million students. In addition to children who receive lessons in Spanish through DLL, 25 additional languages are spoken in the homes of children. The Saint Mary’s College Reading Recovery Center has had teacher leader training classes in 26 of the 27 years.

Shippensburg University of Pennsylvania — 1993
Trainer: Janet Bufalino

In 1993, Dr. Janet Bufalino entered trainer training at OSU. Funded by a state grant, her training was delivered by five extraordinary literacy educators: Gay Su Pinnell, Diane DeFord, Carol Lyons, Mary Fried, and Rosemary Estice.

Bufalino began her role as trainer at the Shippensburg University of Pennsylvania University Training Center in 1994. During her tenure, she has trained 78 teacher leaders who in turn trained approximately 4,253 teachers in the states of Maryland, Virginia, West Virginia, and Pennsylvania. The literacy department faculty members have continually showed support for Reading Recovery. In fact, another literacy faculty member, Dr. Cheryl Slattery, is a trained Reading Recovery teacher.

One memorable event occurred in 2008 when Pennsylvania Secretary of Education Dr. Zahorchek, a proponent of Reading Recovery, earmarked $5.7 million to train Reading Recovery teacher leaders and teachers. During the 3 years of the grant, 42 teacher leaders and 151 teachers from across Pennsylvania were trained.

The University of South Dakota — 1996
Trainer: Garreth Zalud

The Reading Recovery Training Center at the University of South Dakota began training Reading Recovery teachers and teacher leaders in 1997. The UTC is staffed by one person, Dr. Garreth Zalud, who has been the center’s director since it started. Dr. Zalud has prepared Reading Recovery professionals who have worked in schools in South Dakota, Iowa, Nebraska, North Dakota, Minnesota, Montana, and Wyoming. Since its start, more than 79,000 children have benefited from the lessons provided by the teachers and teacher leaders who have affiliated with the UTC. Work has contributed to the research knowledge base regarding the effectiveness of Reading Recovery with indigenous children. Additionally, the center has provided numerous professional development opportunities to Reading Recovery stakeholders in the region throughout the years.

Emporia State University — 1998
Trainer: Annie Opat

Transforming teaching to lead emergent literacy learners in successful literacy processing is the ongoing mission at Emporia State University. Since 1998, Emporia State has supported over 23,000 children striving to learn reading and writing. Training teacher leaders, Reading Recovery, and Literacy Lessons professionals through intense graduate courses provides essential observation and theoretical study to help students achieve accelerated learning. Additionally, ongoing professional development and feedback during Reading Recovery teacher visits promote decisive, contingent teaching, thus increasing success and sustained progress. Districts utilizing Reading Recovery and Literacy Lessons provide the best intervention for their lowest-achieving literacy learners with approximately 78% achieving average or higher reading performance. Potential reduction of referrals and placements in special education is also observed, with 97% of Reading Recovery students not referred for special education.

Reading Recovery serves as part of a comprehensive approach for the lowest-achieving children and is supplemental to good classroom instruction. Literacy Lessons for special populations of students beyond first grade, specifically special education and English language learners, are interventions that Emporia State University is proud to
support, lead, and expand. Sustained success of the best early intervention available — a toast to 35 years of helping children achieve!

**The University of Kentucky — 2001**

Trainers: Judy Embry, Lindy Harmon

In 2000–2001, Dr. Judy Embry, under the direction of Dean Shirley Raines, College of Education, completed her trainer coursework at Texas Woman’s University and returned to establish a Reading Recovery university training center within the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky. Governor and First Lady Fletcher and key legislators observed Reading Recovery lessons and small-group instruction in Frankfort. The Read to Achieve Act of 2005 provided additional funding to statewide literacy grants adding hundreds of intervention teachers to assist struggling readers throughout the Commonwealth. From 2008–2015—with bipartisan support from Governor and First Lady Beshear and Senators Dan Kelly, Jack Westwood, Robert Stivers, and others—the UTC continued to champion literacy efforts for the children of Kentucky through Read to Achieve and Reading Recovery.

Under the leadership of Dr. George Hruby, executive director of CCLD, the center received an i3 Grant to train 245 teachers and 5 teacher leaders in 223 schools and 118 districts. In 2011–2012, Dr. Lindy Harmon, under the direction of Dean Mary John O’Hair, College of Education, completed her trainer coursework at The Ohio State University.

The UTC continues to expand research with Literacy Lessons for teachers of special education/English language learners, Carnegie improvement science, technology to enhance professional learning, and increasing collaboration with classroom teachers. Across the past 19 years, the center has supported the implementation, professional learning, and student services for 45 teacher leaders, 1,286 teachers within 483 schools in 132 districts and 253,716 students.

**Regional Training Centres in Canada**

First introduced in Ontario and Nova Scotia in 1988, Reading Recovery expanded across Canada and is now implemented in 6 provinces and in the Yukon Territory. In 2017, Canada also introduced Reading Recovery to the Cayman Islands in the Caribbean.

During the past year, 1,200 teachers and 61 teacher leaders served students in 1,064 schools and more than 60 school districts. Since the introduction of Reading Recovery in Canada, more than 200,000 students have benefited.

The Canadian Institute of Reading Recovery (CIRR) is a charitable organization that works collaboratively with wide-ranging and diverse educational communities and holds the royalty-free license for Reading Recovery in Canada. The CIRR was created in 1992 and formally opened in 1993 at the University of Toronto through a partnership with Scarborough Board of Education and the university faculty. Prior to this time, Canadian teacher leaders trained at the National Reading Recovery Centre in New Zealand or at The Ohio State University in the United States.

Donna Jean Forster Gill is the executive director and Sheila Barnes the current president of CIRR, which is comprised of four regions currently served by these Reading Recovery trainers:

1. Central Region, established 1992 in Ontario
   Trainer: Janice Van Dyke
2. Western Region, established 1995 in Manitoba
   Trainers: Allyson Matczuk and Jennifer Flight
   (also Caribbean implementation)
3. Atlantic Region, established 2000 in Nova Scotia
   Trainers: Yvette Heffernan, Lisa Harvey, and Gretchen Gerhardt
4. Mountain Pacific Region, established 2009 in British Columbia
   Trainer: Christine Fraser

As Canada is a nation of two official languages—English and French—two bilingual trainers support the imple-
mentation of Intervention préventive en lecture-écriture (IPLÉ)—Reading Recovery in French—for Francophone and French Immersion students across the country.

Among the memorable achievements:

• Nova Scotia began offering Reading Recovery in 1998. With a change in government it was dropped in 2011, but with another change in government was reintroduced in 2015. Since then, Nova Scotia has committed to ensuring equitable access to Reading Recovery and IPLÉ through the training of two additional trainers and six additional teacher leaders in 2019. Every school in Nova Scotia now has access to Reading Recovery.

• In the autumn of 2014, the first Reading Recovery Training Centre to serve a First Nations community opened. Staffed by a First Nations teacher leader, the centre provides support to Grade 1 students in Manitoba’s First Nations Schools, as well as professional development to teachers from Peguis and other nearby Manitoba communities. A second centre was added in 2017.

• In 2015–16, the CIRR and the Canadian trainer team were able to implement an alternative trainer training plan and train two new trainers in Canada. The team was again able to do this in 2018–19 and 2019–20. This approach to training new trainers has been invaluable in adding to the strength of Reading Recovery and IPLÉ.