Hub Continues Work to Increase Instructional Strength of All Reading Recovery Teachers

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The North American Reading Recovery Improvement Science Hub is a professional learning community of stakeholders coordinating Reading Recovery® improvement efforts. The Hub was established in 2019, as a leadership team to continue the work initiated by the North American Trainers Group (Forbes et al., 2019). Since that time, Hub members have worked to build their understanding of improvement science, developed and trialed change ideas, and communicated our efforts with the Reading Recovery community. This article provides an overview of our efforts in 2020–2021 as well as some of our goals for the upcoming school year.

Plan-Do-Study-Act (PDSA) Cycles

Plan-Do-Study-Act (PDSA) cycles are a mechanism in which small change ideas are trialed. The Hub has designed and carried out several PDAs, including two that investigated if modifying standard record forms could strengthen teachers’ instructional decision making through a literacy processing lens. In 2020–2021, the Hub ran iterations of PDAs to test the modified forms. In addition, we created a PDSA to trial a series of training modules designed to orient new improvement teams to improvement science. Despite the challenges of working virtually and intermittent school closures, we were excited to move forward with new and additional iterations of PDAs. We are also grateful to the teachers, teacher leaders, and trainers who volunteered to participate in these PDAs.

Establishing Improvement Teams

Increasing collaboration between the Hub and our broader network was a primary goal in 2020–2021. Thus, we established three stakeholder-specific improvement teams: a Reading Recovery trainer team, a Reading Recovery teacher leader team, and a school/district administrator team. Each team worked with Hub members throughout the school year to learn more about improvement science. The orientation process included developing a common language and exploring improvement tools and processes. Teams reviewed the driver diagram (see Worsfold, 2021), examined data from PDSA cycles, and participated in a PDSA inquiry. Establishing these teams is a step toward embedding improvement science principles across our network. The work of improvement team members also informs the Hub’s evolving theory of improvement.

Sharing Our Work

Communicating our work to the Reading Recovery network is an ongoing goal for the Hub. In 2020–2021, we shared our work through presentations at the Canadian Institute of Reading Recovery Conference, the Reading Recovery Teacher Leader Institute, and the North American Trainers Group meetings, and at meetings of the Canadian Institute of Reading Recovery and the Reading Recovery Council of North America boards of directors, and The Ohio State University Advisory Board. The response from stakeholders is overwhelmingly positive and many have expressed interest in participating in future PDAs. The involvement of more Reading Recovery professionals is important and provides an opportunity to test current and future change ideas in more diverse contexts.

Changing Membership

In the spring of 2021, Dr. James Schnug, the OSU trainer representative to the Hub, announced his retirement. Jim’s work as a Hub member was invaluable. Each spring, the Hub members evaluate the needs of the group and identify stakeholder representation gaps. Thus, our final accomplishment of the year was to select new Hub members, including two who will represent the perspectives of Descubriendo la Lectura (DLL) and Intervention Préventive en Lecture-Écriture (IPLÉ). We are excited to welcome the following...
About the Cover

Tania loves to visit the kindergarten classrooms and read stories to them. Now a seventh grader, Tania wants to be a teacher because she likes to help people learn. After her full series of Reading Recovery lessons, Tania went on to pass her OST and met the criteria for the 3rd Grade Reading Guarantee.