The North American Reading Recovery Improvement Science Hub is a professional learning community of stakeholders coordinating Reading Recovery’s 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. In 2021–2022, a primary Hub goal has been expanding our membership and our work throughout the entire network. Our efforts toward this goal have included adding Hub members to represent Descubriendo la Lectura (DLL) and Intervention préventive en lecture-écriture (IPLÉ).

Improvement Team Work and Member Perspectives
Hub members have been coaching improvement teams in understanding and using improvement science methodologies to investigate problems and trial innovative change ideas. Below we briefly share their work and comments from team members.

**Trainer Improvement Team**
Nine trainers from across the U.S. and Canada explored ways of improving communication among trainers. Facilitated by Betsy Kaye, the team led the larger trainer group through a process of developing and trialing norms of collaboration for use in meetings.

“I learned how to engage in the process from the other members of the trainer group and enjoyed working with them.”

“We addressed a problem that was identified by our members. In the process of trialing change ideas, we had the opportunity for productive conversations and even uncovered further challenges that we will continue to address.”

**Teacher Leader Improvement Team**
Facilitated by Jeff Williams, this team is made up of seven teacher leaders from across the U.S. and Canada and has supported two Plan Do Study Act (PDSA) inquiries started by the Hub. The team has studied the data collected related to the use of two modified forms to identify and trial an improvement, as well as, to study and explore tools used to measure improvement.

“I have learned about PDSSAs and that small changes can have a big impact on a system.”

“The most important benefit is that we collaborate with Reading Recovery teacher leaders from across the U.S. and Canada to continue to grow our learning and work on problems of practice in helpful ways.”

“As we’ve engaged in the work of improvement science, we discuss deep theoretical underpinnings of literacy acquisition, processing, and instructional excellence. And because we believe that language truly is a mediating tool for learning, these conversations with the group deepen my own understanding and ability to teach, lead, and lift others.”

**Administrator Improvement Team**
This team is made up of three administrators, including site coordinators/liaison administrators, superintendents, and a building administrator. Facilitated by Karen Scott, team members are exploring improving collaboration among district administrators, school administrators, Reading Recovery teacher leaders, and teachers. The team members, in collaboration with a teacher leader, designed introductory observation-based training for principals to support literacy leadership in schools.

“I’ve appreciated learning other ways that Reading Recovery is successfully implemented at high levels in other places.”

“I have truly appreciated the concerted and focused efforts we are taking as an administrator team to focus on how to support school-based leadership and minimize variability in site-based capacity and understanding. It has been an honor to struggle through this work with respected colleagues outside of my immediate network.”

Team Members Share Value of Improvement Science Hub Work

Jennifer Flight, Winnipeg, Manitoba, Canada
Amy Smith, Richmond, KY
DLL Improvement Team
This team is facilitated by Carmen Lipscomb. This year, Carmen and her DLL colleagues, Hille Elwood and Elva Maldonado-Gonzales, began the process of engaging teachers in identifying problems and constructing a fishbone diagram to illustrate leverage points for improvement within DLL. The team also translated a modified running record form initially trialed in English and has initiated a PDSA to test the translated running record.

“I am excited about the possibility of improvement science as a mechanism to help us understand the ways in which we can help DLL grow and improve. Our teachers and TLs are excited to be part of this work so we have new ways to understand the problems we are facing and to find avenues to address them.”

IPLÉ Improvement Team
This year, Lisa Harvey will begin the process of engaging her IPLÉ teacher leader colleagues in identifying opportunities for improvement within IPLÉ.

In Closing
We are excited about what we’ve accomplished as well as the potential growth we will achieve by the work of these improvement teams. The best evidence that this work matters is in the words of individual team members.

“Get involved in the process if you want to see a change.”

“There are always ways to improve to become more efficient and more effective with teaching students as well as teaching teachers. I love that Reading Recovery professionals are always looking for ways to improve. It is a never-ending journey.”

“If you have the opportunity … I highly encourage you to engage in the improvement science work. You will learn so much from the team members about our practice, engage in deep level conversations, and take action where you can see an impact.”

“… for any educator that embraces the craft of teaching there is always so much to learn. That’s what is so exciting about our work — we have so much to learn from the children and from each other. If you can find communities where you can be part of that culture of improvement, I would highly encourage you to join!”

About the Authors
Jennifer Flight is a Reading Recovery trainer at the Canadian Institute of Reading Recovery, Western Region, Winnipeg, Manitoba. She has experience as an early years classroom teacher, and as a Reading Recovery teacher and teacher leader. She currently serves as co-director of the Hub.

Amy Smith is a Reading Recovery teacher leader in Richmond, KY, where she serves both suburban and rural districts. Prior to becoming a teacher leader in 2001, she was a primary classroom teacher in a university laboratory school and a Spanish-immersion magnet school. Amy is immediate past president of RRCNA and currently serves as co-director of the Hub.

References

See also


For More Information
If you would like additional information or are interested in joining an improvement team, participating in a PDSA inquiry, or sharing a change idea with the Hub, please complete the survey linked to the QR code.