

Speaker 1 ([00:06](#)):

Welcome everyone. Thank you so much for joining us today at our session called from Day One, fostering Early Independence to Promote Acceleration. My name is Amy Smith and I'm a reading recovery teacher leader in Madison County Schools in Richmond, Kentucky.

Speaker 2 ([00:25](#)):

And my name is Beth Moxie, and I'm a reader recovery teacher leader from Lexington, Kentucky which is right next to Richmond, Madison County. And thanks for joining us today.

Speaker 3 ([00:37](#)):

And I'm Amy Emmons. I'm also a teacher leader in Lexington, Kentucky, along with Beth and I also have the pleasure of working with Amy Smith. Again, thank you for coming.

Speaker 1 ([00:48](#)):

Thank you both. We are all three of us. Very, very excited about this topic. Of course, when we signed up for it, we thought the setting would look slightly different. It doesn't. That's fine. I'm sorry. It does right. Look different than we thought. However, what we have decided to do is break this big topic into a couple of different chunks to make it more manageable for us and also better for the learning experience. Today's session will be aimed at describing the problem or the challenge we were facing here that led us to deeply explore the idea of independence. We are going to explain, particularly the teacher leaders in the room who may be interested what are some processes that we put in place for our teachers that supported their understanding and their growth as a noticing observer of independence.

([01:48](#)):

And finally, today we are going to walk you through the bulk of this presentation. We'll be exploring the change over time in both independence and emerging behaviors. We're gonna do that retrospectively using a child. That one at Bethany's teachers taught this fall. A reading recovery student, of course. Okay, so fostering independence, early independence, not just independence, but from day one. That's the mantra today. Why did we even set about <laugh> exploring this topic? We've asked ourselves that many times, right? Guys in the lead up, it's big and it, it's been a challenge, but in such an important way for us, anything we do here in our site, we are a little squad together, even though our site's neighbor, we do all of our work together as teacher leaders. And one of the things we have done is really gotten serious about using our data to show us leverage points for improvement.

([02:49](#)):

So a couple of years ago, actually, 20 18 19, we started compiling some data, as you'll see on this next table that was showing us the difference in terms of how fast our kids progressed on text level from entry to the end of the program, broken down by different status categories. So in other words kids who were fall entry and made accelerated progress. Where did they start? Where did they end up on average and what did that mean in terms of week to week growth? So if you look at that top row, right under the header row, you'll see that data for our kids in 20 18, 19. This actually is real data from Beth and Amy site. So they came in at one, went out at 16, over 15 weeks, they grew at a rate of one text level per week. Then we did the same comparison for the recommended kids, and you'll see came in at the same place, went out in an eight.

([03:53](#)):

That rate of acceleration over the you know, 20 week period, which is longer was 0.42. So interestingly, this captured our attention several years ago. And as Lisa Patrick was looking through this with us, Dr. Lisa Patrick, she said, you know, when you're in real time, that 0.42, does it seem that much different? Then when you look at the end point there, you can really, really see it. So we wondered together, wow, how do we, what do our teachers have at their disposal to notice this, which is certainly indicative of not only growth overall, but what was happening independently across the kids program. So guess what guys? Every single one of you has a chart every that you do every single week that tells this story. And it's important. We are bringing, I know you know that, but what we found with our teachers were, was that sometimes they were missing the visual signals in their data that are actually showing you quantitative evidence of both emerging and independent skills.

[\(05:01\)](#):

Really important on this chart, which Beth created. All of our teachers use this. You see, we also have aim lines. Those were really important. And they were calculated by Jeff Bebe from idec based upon slow progress on average, average progress, and the fast progress kids, right? For the United States. Well, as we said about this topic for today, remember that we're talking about early, and it has been said, it's in the, you know, mythology of reading recovery. You've heard it repeated many times that Dr. Clay herself said, whatever's going wrong, wrong whatever's going wrong in terms of a child's program. When they don't make it out like this is a child who made it out, you can clearly see that, look at that black line and that growth and where they ended up, but whatever's going wrong when they don't, almost certainly is occurring in the first six of lessons.

[\(05:58\)](#):

So let's look at two kids data that you have at your disposal that should capture your attention, capture your thinking every single week. On the left is a kid that was made accelerated progress on the right of recommended student. Right away, when we think about early lessons early, you know, acceleration, look at the path of the child on the left, boom, boom, boom, straight up, even though the one on the right started slightly higher. And then look at the plateau and the flat line on the right. So this was the, this was our problem or one of 'em, right guys. And we really wanted to think together about what this problem meant. Most importantly for you all to know today was that we knew we had to include our teachers in the conversation about what it meant. So together we worked and oh, sorry.

[\(07:00\)](#):

I thought we took that one out. It's okay if you put the writing vocabulary growth side by side. You can see that on this slide. Okay, you just given it. All right? Cool. Same thing for writing vocabulary. All right. So when we worked with our teachers to sort of frame up our thinking about kids who did not make accelerated progress, but in particular had that lagging sense of flatline on the front end, our teachers, their lesson records revealed that a tendency was for they were getting really caught up on that front end in item teaching and losing a focus on processing that is really, really easy to do. We're not judging that. But that was one of the things they came up with as their own sense of the problem. The other thing that they realized is they had a 20 week problem, which is, Hey, I've sort of got 20 weeks and you know, I'm gonna be gentle this first.

[\(07:57\)](#):

Like, no, Dr. Clay says let's move. But that's, that's a human tendency, I think, until we captured their attention on this problem. This third bullet was really tricky to put into words. And we, we changed it several times, but we decided just to call it what it was and what they said, which is they hovered, they tended to hover pro protectively, especially over lower repertoire kids and Leslie McBain she was giving us some feedback earlier in the summer on this session. She even said, I'm terrified it will be worse now

because I have an entire stable of teachers that did not sit beside a child for one whole year. So let's think about that, that sort of protective hovering, here's the terrifying part. All of these problems, we unearthed them before the pandemic. So by the end of last, the three of us were really in a spin about is it going to be worse?

[\(09:01\)](#):

What are we going to do? How do we get the ball rolling from day one in a way that we never have? We had no idea how that was gonna happen. We didn't. But lo and behold, if it isn't always, and it wasn't last June, the Mary Fried who came to the T I I and she gave all the teacher leaders in the country a talk on how to start this school year, what we needed to do. And among the myriad of things we could spend slider slide just talking about the things she did. But some of them really stood out to me, Bethany. And they're what we want you to keep in mind today as far as an action plan toward fostering early acceleration. She talked about intensifying teaching and learning, meaning we can't do it all. We have to find places and spaces and opportunities beyond reading recovery for kids to learn.

[\(09:50\)](#):

Okay, keep that in mind. The other thing that she said that really stood out was, at every moment, at every juncture at all times, you are asking yourself, what does the child need to learn how to do next? Now, keep think back to what we said was our teacher's tendency about item knowledge. So that seemed really important. She talked about the role of, of teaching by demonstration early and quickly, you know, shifting to question and prompt when you have, you know, a, a response that's more established, but that the expediency of that that it must occur. And she just said in all things that in general, teach with a good pace and sense of urgency. So the three of us clustered together, <laugh> over the summer and thought, how do we address a 2018 problem in the new world of 2021, which is early acceleration, and how do we do that with a pace, a good pace and sense of urgency it with what we're facing right now. So we're gonna talk a little bit about how we did that, Beth.

Speaker 2 ([11:02](#)):

Thanks, Amy. So the first thing we did is that we studied that's what we always do anytime that we are trying to answer, answer a question or, or to try to solve one of the pro one of our problems. So we thought carefully what we had learned over the summer, and we tried to think about it through the lens of our identified problems. So we scoured our professional resources and we started looking for ways to support ourselves and our teachers and understanding the concept of early acceleration. And we came across this quote in re recovery, independent work is passed the child in the first week of the program for any part of the child's tasks that he or she already controls. Well, and that got us thinking about that hovering that Amy mentioned earlier, especially when kids have low item knowledge.

[\(11:58\)](#):

And we all began to discuss about the feeling that our teachers were having about the low item knowledge that they were concerned about, that the students for this coming year may come to us with, because I know in our site the kids coming into first grade this year really only had about six weeks of in-person learning last year in kindergarten. And so when we talked to all of our teachers at the end of last year, that was pretty much a major concern that lots of them had, you know, they were really worried about, you know, letters and phonemic awareness and writing especially because kids hadn't really been in school to actually write other than really typing on the computer. So as a result, we knew we had to really reset and refocus our attention on clay's most fundamental tenant, which is building on a child's strengths no matter how expansive or how meager that is.

[\(13:04\)](#):

And so that really got us thinking about, you know, outside of the observation survey, what do you kids come to us, most kids come to us knowing how to do. And so together with our teachers, we devised this list. And to get us thinking about this, we asked ourselves this question, how many times are we doing things for kids that they could be and maybe should be doing for themselves? And so we came up with these things like turning the pages for the books. I mean, turning the pages in the book. Like for example, I mean, I've caught myself sometimes like just trying to move things along, especially, you know, like early on in lessons if a kid has poor book handling skills, you know, like turning the pages you that timer's ticking. But I'm sitting there thinking like, how is the kid going to get better and faster at turning the pages if I'm sitting there doing the page turning for them, right?

[\(13:56\)](#):

And we've gotta give them that practice. You know, a lot of times kids can, you know, choose their own books, you know, they need to be the ones in control of picking their own books. Like, I'm not gonna be there choosing books for them to read when they're in college, right? Or back in their classroom, you know, erasing the right board. Like, why am I doing that? Like, they need to be taught how to do that and can be able to do that for themselves. Opening the door, you know, pulling out their seat, pushing their seat in. Like all these things that these little tiny tasks that, you know, we are trying to control as the teacher. Like they need to be in control of that back, you know, in our rooms. What we didn't realize at the time was that we were giving kids autonomy and control over their space.

[\(14:40\)](#):

And really what we're ultimately doing is allowing them to take action for themselves and to make some decisions. Which when you think about it, that's exactly what we want kids to do when they are reading and writing, right? We want them to take action, make decisions about that action, that sort of thing. So after we made this list, and note, this list is not exhaustive. We made two commitments going into roaming and early lessons with our teachers. From day one. We committed to helping our all of our children learn how to take some action and difficulty. That's the first thing. And to begin to self-monitor, we believe that these two processes are the foundation of every single literacy processing system. And that if students do not learn how to do these two things early on, acceleration will be compromised. You'll be spinning your wheels the whole 20 weeks.

[\(15:38\)](#):

Well, you might be wondering, like, okay, so what exactly did they do? Well, we came back to this question, what does the child need to learn how to do now? But we thought, well, in order to answer this question, we had to have greater clarity on what our children already knew how to do, right? We can't answer this question unless we knew what kids could already do without any sort of support. Well, we found this quote in literacy lessons, and the quote is, there must be times when the teacher stops teaching and becomes an observer, a time when she must drop all of her presuppositions about a child. And when she listens very carefully and records very precisely what a particular child can do, when we read this quote, it made us question, how many times are we stopping teaching and truly stepping into the role of the observer carefully recording everything a child can do outside of the daily running record, right?

[\(16:39\)](#):

In the observation survey that we give at the beginning of a child's program, like how many times are we really able to do that? Because I don't know about you guys, but it's really hard sometimes to separate what a child can do with complete independence from what they're able to do with a little bit of teacher support, you know, where you're in there prompting and kind of nudging them along the way, whether it be like a non-verbal, like teacher, kind of like facial expression or like a little comment. It's really

sometimes hard to separate what the child's able to do completely on their own, and with a little bit of teacher help or a high level of teacher support. So we all of us put our heads together, and that's when we devised these un reading and writing tasks. Just as a note, you guys can access a copy of this in our session handouts.

[\(17:36\)](#):

So in a nutshell once a week we asked our teachers to ask a student to, we asked our teachers to engage students in unassisted reading and writing tasks. And what that means is that the teacher would introduce a book at a child's reading, current reading level. She would provide a brief just statement, like just a quick overview of the book, and then she would invite the child to read it, okay? While the student read, the teacher would do a running record and then take note of any sort of reading behaviors that were interesting, or things that the child did when they read, or when they came to difficulty, right? Comments, that sort of thing. Because remember, they're stepping into that role of the observer trying to answer that question, what does the child need to learn how to do next for now?

[\(18:23\)](#):

Okay? Then after the reading was finished, the teacher and child would discuss the story, and then the teacher would invite the child to do some writing. Many times the writing would have to do something in like a story response or like a personal response to the story. You know, something like that. Then while the child was writing, the teacher was not supporting the teacher was just taking notes on what the child did while they were writing. Like, did they, you know, was they doctor something that was tricky? Did they use the provided work page? You know, did the teacher would also, you know, have the white tape available for the child to use if they wanted it? You know, that sort of thing. Everything that was available, everything the child has available to them during lessons was available except for the support. Okay?

[\(19:11\)](#):

So then after the child was done writing the teacher, you know, that would really only take up, you know, a certain part of the 30 minute lesson, because here's the thing, we did, teacher leaders, we did not ask teachers to do this as an, in addition to the 30 minute lesson. This was done during their 30 minute lesson time, okay? This was not an addon or in addition to, okay? So the teacher would then, after that, would just, you know, spend the rest of the time reading books doing some different things, almost like rowing for the remainder of that 30 minute lesson time. Okay? So after the assisted reading and writing tasks were collected, the teachers would bring them to our monthly ongoing professional learning, and we would use this analysis tool. And so this analysis tool, as you can see we were looking at reading and writing, and we would look at the samples for what does the child control and what is partially controlled.

[\(20:16\)](#):

And we would look at it week by week, okay? So on this week, the child control this in reading and this in writing, and they partially control this in reading and this in writing. And then we would plot out a path of what does the child need to learn next? What does the child need to learn next? What does the child need to learn next? And so what was really interesting is that this tool kind of, and this was not like a expected outcome for us, is that this actually helped us get better at predictions of progress and those little tiny steps along the way that kids need to take in order to develop a self extending system. Like we were just really trying to understand, get better at early acceleration and fast early acceleration in the conditions in order to get that established. But the other really cool thing was that projections of progress were demystified and it became no longer a compliance thing, but rather a living, breathing tool that really became helpful and not just something people did just because you felt like you had to.

So that was really, really a neat outcome for us. All right, so now Amy's going to talk to you guys about the take you through all this with some actual students samples and kind of show you how this played out in real time with a first round student.

Speaker 3 ([21:43](#)):

Okay? So that's what we're gonna move into now. We're gonna explore some change over time, and you're gonna get to meet a very precious child from our Fayette County site. And we're gonna, we're gonna, he's a first round student in our site, and we're going to just look at some artifacts, no videos for this session, but artifacts from his first few weeks of lessons. And then in our live engagement, like Amy mentioned before, we'll have some video samples from other students who are mid-year entry so that we can, we can walk through in real time and, and walk through that analysis with you. But we're just gonna take a moment and talk through the analysis tool once, and then we'll tell you what's coming next. So the first thing we wanna do is introduce you to Aaron. So this is Aaron, and what's really important for you all to understand about Aaron is this,

Speaker 2 ([22:37](#)):

His

Speaker 3 ([22:38](#)):

75% of his kindergarten instruction was spent in a virtual setting. So he was either at home or at a caregiver's place, learning on a computer screen with all of his peers. And, you know, it is was not ideal, but it, it was what it was for our our site. And so all of his instruction until the last six weeks of kindergarten was virtual. So Aaron came in at the end of his kindergarten year, kind of learned how school worked in a school building, and then went home for the summer and came back and was identified as a child who was in need of Freedom Recovery services from our teacher. Debbie. And I also wanna point out this about Aaron. He is so exceptional in so many ways, but he's also, he's multilingual and that's amazing. Child is he is able to speak more than one language.

([23:38](#)):

And, and that just, that's just fantastic. So you're gonna see some of Erin's samples in reading and writing the unassisted tasks, and we're gonna talk through the analysis. So the first thing I wanna show you is this. You have a handout, and you can see the date over here, September 10th, 2021. So you have a handout that, like Amy mentioned, has all of Erin's unassisted task analysis on it. This is the only one that we're going to show you during this presentation because we just, we wanted you to see what it looked like. You can find that handout and have it available to yourself if you'd like that. You also, please don't feel like you have to remember everything we're going to say in this part. We're just gonna talk through our thinking and how we worked through this with our teachers. And then again, in the live engagement, we'll, we'll work through it together.

([24:34](#)):

So when we first did this with our students or with our teachers, we asked our teachers to bring samples, like Beth said, from the beginning of roaming into roaming, and then once a week. So this is Erin's beginning of lessons, and what his teacher Debbie did was she laid out the samples of his reading and his writing, and she literally just wrote down what she noticed. And then after writing down what she noticed about his behaviors, the actions he took, whatever it was that she had noted about Erin and how he worked on text, she had to decide is this something that he seems to control? Is it something that he partially controls in both reading and writing? And based on what I've seen, my observation

where I'm not interjecting myself at all in teaching, what does this child need to learn next? And so, like Amy mentioned, where it's weekly and you can see the succession, our teachers were real, really noticing that change over our time.

(25:36):

Am I teaching for what I said I was going to teach for? And did I see a shift by the next time I, I took an unassisted sample and reading and writing. So this is Aaron's sample. You saw the analysis tool from this date. Here's his reading sample from September 10th. And you can see he was at a text level too. Baby elephants, truck trunk, excuse me. Many people are very familiar with that. And when you're looking at Aaron's reading and what he did to help himself, it's, it's really interesting. He had read page two, no, no Difficulties. And he got to what is the same pattern. And he, he struggled a little bit with the word with, okay. And so, look, he made an attempt. He did not wait for the teacher to tell him he tried something for himself.

(26:35):

What's interesting about this is that it helps us see that yes, although he's doing what I want him to do, he's monitored that something is difficult. He's making the attempt for himself. It's helping me think about as his teacher, okay, what he's doing, yes. Is taking that word apart, albeit not very efficiently. I've gotta teach him how to make a more integrated attempt. He's got to learn to reread now and make an attempt that makes sense and sounds right. But it is amazing that he took the initiative to attempt for himself. And over here you can see that he did the same thing. And yes, okay, he didn't monitor that it was pushed for pull, but it's, it's meaningful structurally correct and very visually similar in that sample. So Aaron was doing good, good reading work early on. And here's his first writing sample.

(27:36):

When we, when we looked at this this was in response to reading about baby elephants trunk. And what's really, really interesting about this is that Aaron inserted himself into the story, you know, as, as a bilingual child, he, he kind of took ownership over his own understanding, and this is a picture of the baby elephant hugging Aaron with their trunks. And so he was really thinking about the story and making meaning for himself. I love this part that he reread his story and he smiled. So he felt that he had done his job as a, as a communicator of, of a story to the audience. And I mean, he slowly articulated an unknown word, so he was making attempts for himself early on. Anything else you guys wanna add to that? No. Okay,

Speaker 1 (28:39):

We're gonna, I think I, I'm sorry. I'm sorry I was No, you're okay. Notes. I think the thing, and reflecting back on this topic and what it was showing us is between the assessment period and this unassisted task, Debbie learned far more about what this kid could actually do independently that would guide her path and help her foster you know, accelerated growth far more than she did from the, the OS alone, which is really crucial. But I think the other thing you said about the, the writing and his willingness and excitement to engage in the construction of a story could be really, really important as we go down the line, thinking about some of that error behavior and reading too, right? Because some of the goals where you're seeing a little more control on one, a little more independence or more emerging behavior than the other. But yeah, that's it.

Speaker 3 (29:29):

Absolutely.

Speaker 1 ([29:31](#)):

Got it.

Speaker 3 ([29:32](#)):

Okay. I think

Speaker 1 ([29:32](#)):

The story to think, keep in mind, you guys, as you're watching, these are all a week apart. So every time Amy clicks to the new, that is literally four lessons worth. That's the power

Speaker 3 ([29:44](#)):

In this, right? And so I'm, I'm really excited to, to click to this next one. So the very next week on September 17th our little Erin read Little Chimp. It's classic. Most of us know that, that text and just take a look for yourself at what Aaron is controlling and it, and it says he read it with a good pace. So that's, that's fantastic. He is really attending to meeting and structure. And what we're seeing now is that he's also attending to initial visual, very consistently making some integrated attempts. You know, really there was just the one lapse. So that indicates to us that Debbie has really stuck over that past week with her focus of, okay, he's done this, he's attended to this source of information, and now I need to get him to do this as well, to make sure that he's making integrated attempts. And so let's look at his writing. Remember, this is in one week, went from writing the

Speaker 2 ([30:49](#)):

Writing, this is amazing to me. Mm-Hmm. <affirmative>, like, this is what, like, I think about the sample before, and just think about the growth from that one, from hugging Erin to this one. I mean, it's mind boggling.

Speaker 3 ([30:59](#)):

Mm-Hmm. <affirmative>, right? I mean, so much complexity in this. And while it says yes, he took a while to compose his message. He went from a two word phrase to really a complete story that he's telling us. And he's, he's talking to us about what he'd read with Mother Chimp and, and Baby Chimp. So it, it's pretty phenomenal. He did some work slowly articulating, which we had seen him do that before, but he's doing it in multiple words. And we also now see some evidence of monitoring. He asked for tape, which that's amazing. Early on, he wasn't waiting for the teacher to pull it off and hand it to him. He said, may I have the tape? And he monitored what needed to be covered, and he took action to correct it. And he did reread each word. He never went back and reread the entire story. But he's starting, we, we think to understand that rereading is a good thing. That's something that helps me in both reading and in writing. So lots of growth in this week.

Speaker 1 ([32:09](#)):

Yeah. And when you think about that whole, we said from day one, our commitment mm-hmm. <Affirmative>, look, you know, first five weeks you learned to try something, you begin to self monitor both of these second samples. Show that Right. You guys, like in a crazy way.

Speaker 3 ([32:22](#)):



Absolutely. Okay, so I said I was excited about clicking to this one. I'm really excited about clicking to the next one. Yay. So again, one week later, I know Kitty cat and the bird text level four. So Erin's, you know, moving up consistently, look at this. So he's starting to do some really complex things to help himself in his reading, you can see on, on page five for Cannot, he's starting to take that known part can out and, and make an attempt, and then keeps looking. So he's searching some further visual information and, you know, he made multiple attempts trying to bring in the visual information, trying to bring it together, and then tried to make a meaningful attempt and then ended with a toll because he, he had tried everything he could. He even did some rereading, which was amazing, but he did not sit and wait for the teacher to tell him he was helping himself.

[\(33:26\)](#):

So that, that taking action is really ramping up for Aaron at this point. And, and you can see, yes, he did get some tots and a again, that happens, but there was never a time where he didn't make an attempt first. He was always willing to take action. And there are some times where he did some of the monitoring whether it be a known word or a part, he did some monitoring and he helped himself when things got a little bit tricky, and we're also seeing evidence of rereading. So he's taking that on in, in text reading as well. And now look at his, his writing. Okay? So this was, this was a big deal. Remember, we, we've had basically two-ish weeks of lessons, okay? And Aaron has made so much growth. My, what I love about this is that he went to the work page independently without any prompting.

[\(34:25\)](#):

That's, that's phenomenal. And tried a word that was, that was tricky for himself. Without asking the teacher, without appealing in any way, he put his hand up, he took the action to say that, say that word. And it, it's also interesting that if you look down at the last bullet, he asked if there was another P or a y and happy. So we think, again, you know, we're not in the child's head, but we think that that is maybe a sign that he's starting to attend to the orthography of words that he's encountered in text. So that's, that's amazing growth. Also, something to notice is that he's really, he's showing himself how to make spaces. He's understanding the concept of the, the white space that needs to be there between his words. And it says he used his marker to help himself. Okay? That's what kids have to do sometimes in the classroom. So if that's what works for him right now, sorry, what were you gonna say, Amy? No, and I

Speaker 1 [\(35:26\)](#):

Think what's so powerful is because, you know, early on, Beth, in this session, Beth showed you that that list of what are some possible things we can give the kid the power to do that are reasonable, that they can be independent? Some of the things that we didn't show you that relate to the teaching is our teachers also got got real about early feed board behaviors that they would establish in the first lessons, right? And that moving noticing no one wanted something known or not, and moving physically up was something that Debbie just said, you're learning this today, right? And then it's done in this quick succession and that thing about the marker, the shifting from having to reach for my spacer to, oh, I got this thing I'm gonna remind myself. Okay? Mm-hmm. <Affirmative>, that's crazy because of the thing you said at the end, which is, that's what I can do in the classroom. I have a mechanism to help myself in the classroom too. You know? So really, really powerful evidence of Debbie strong and fast teaching toward independence.

Speaker 2 [\(36:26\)](#):

Absolutely. Ellen, it also makes me think about that first bullet about, and that we talked about with the Mary Fried her advice test us at t l i about intensifying teaching and learning, and about how, you know, we can't necessarily accomplish everything that we need to accomplish in our 30 minute lesson. We really do have to tap into outside resources. And one of those most important resources is the classroom teacher. And, you know, talking with Debbie, she's mentioned how, you know, engaging in these unassisted tasks, how it has really improved her conversations and what she's noticed about what the kids can do independently and what the children can do independently, and how she's able to communicate that. And, you know, take the artifacts to the teachers and say, look at what Erin did without any support from me. You know, and show that to them as an artifact or as evidence of, you know, what they, what the child can do. And so how powerful that's been for her as a reading recovery teacher, but how powerful it's also been for the classroom teacher and how amazing it's been for the child's acceleration.

Speaker 1 ([37:33](#)):

Well, and you're making me think so often we think we know what they're doing in the classroom, but this actually gave her a space when a classroom teacher says not at all mm-hmm. <Affirmative> and I, these doesn't do it in here. Well, now I'm giving myself a little time to see what really happens. But the other thing you brought up is they don't have teacher support in the same way. Right? But keep in mind, one of the things we wanna, we would never let this be too hard for a child. And so the text level itself, that's a scaffold. Like they're still scaffolding, but it also helps us tell the classroom teacher on this level with this amount of support, they should be able to do these things independently, right. Particularly in writing, which, yeah, go ahead, Amy. I'm sorry, go ahead.

Speaker 3 ([38:12](#)):

No, no, I love what you're saying. Those are such great points because collaboration is everything. Just one other thing that I, I thought about Aaron doing his monitoring as the writer of a conveyor of a message. He was really thinking about his audience in this in this sample, because he said, oh, that doesn't look like an N when he, the word not he. Mm-Hmm. He said, it looks like an H and okay, yes, he could have taken tape and covered it up. No, that's not what he chose to do, and that's fine. You know, it's his sample for that day. He colored it in so that it did look, because he was very concerned that his audience is able to read his message. I thought that was really powerful

Speaker 1 ([38:55](#)):

And not to get lost. The complexity and the structure from day one to here is insane. I mean, I think that's the common thread as we go on.

Speaker 3 ([39:03](#)):

Oh, absolutely. For sure. Are

Speaker 1 ([39:04](#)):

You ready for the next reveal?

Speaker 3 ([39:05](#)):

Let's do it. Let's do it. <Laugh>. Okay. So we've moved into October now. So, you know, he's had several lessons and moving right along. He's at a text level five, and you can see that he's still making multiple

attempts. Attempts, excuse me. And he's monitoring known words. He's self-correcting right at the point of difficulty. Once he notices his, if not the first attempt, the self-correction brings in that visual. And so he's making integrated attempts. Yes, there is one on page 16 where he went straight visual. He was, he was really trying there. But that's okay. We see such good work where he's trying his very, his his very best to make sure that he is paying attention to the meaning and also bringing in the visual information. And then in the writing, he chose to respond about the story. Many of us are familiar with the, the Jack and Billy text.

[\(40:14\)](#):

And so it was very interesting to look at Debbie's notes for this week where he had been kind of hesitating, thinking for a moment. He was immediate to respond immediate in his response, excuse me, to this text. He knew that he wanted to write, and he started without hesitation. He noticed that he didn't space, so he monitored, he did neglect to take action to do anything about it. But he noticed, so I will, I will take that. He knew that Billy didn't look quite right, but he wasn't sure how to help himself. But he, he did attempt it. He was doing, you know, the articulation, really thinking about what he hears and the recording, what he thought it might look like. And I, I will point out that last bullet that he refused to go on until the teacher provided a model, showed him how it looked.

[\(41:10\)](#):

Okay. So yes, we understand it was completely supposed to be an assistant, but he was, he was very upset about it. He wanted it for his audience to cry, and he knew it didn't, and he tried everything he could. So it was absolutely fine for Debbie to step in and you know, help him a little bit. And she, she turned that into a teaching point. She said later you know, to teach him how to clap words to hear those parts and think about how they might look. So that's, that's how she approached that with him.

Speaker 1 [\(41:47\)](#):

And I'm just thinking of in, in the times past how you could maybe have gotten caught up in some of the tedious weeds in a sample such as this. And, and what's amazing to me, which I know this has been our mission all year, but how much of a strengths mindset our teachers brought to this task, not just us presenting today, but there was literally so little in the way of getting tedious caught up in all the little problems like that. One example on page 16, that's exactly how Debbie said, like, oh, it's over there, but it's so minimal, right? Compares to the, I think that that's a really powerful testament to this work that, you know, this is October 1st, right? That, yeah. And, and probably responsible for a lot of this shift because Debbie was constantly teaching toward the strength, the, the next step, which is so powerful.

Speaker 3 [\(42:38\)](#):

She definitely was. All right, so this is the final sample that we have from Erin, and this was two weeks later, our fall break happened. And so they didn't do a sample the week in between. And so, you know, Erin has moved along in text level and look at the complexity of his attempts Mom for mother, absolutely meaningful, structurally correct, visually similar. But he noticed, he searched that further visual and knew it wasn't quite right. So he tried the visual analysis, I mean, on a word at the beginning of the sentence, was trying to tie that in, eventually got it told. But that was an excellent integrated attempt on his part. And then he's starting to take words apart, actually pretty efficiently. He saw the part up and upstairs. And he's trying to help himself by seeing bigger parts. He, again, never sits and waits.

[\(43:36\)](#):

He is always willing to take action, even when the word looks very intimidating to, you know, a child who's, who's learning to read in his first few weeks of lessons. He tries it every time and will make multiple attempts. And he's constantly, he's telling us in each of his, his attempts that he's monitoring for himself, not only is he taking the action, but he's doing the monitoring, he's doing the work. It's very important to keep in mind. And now we have Aaron's final sample of writing in response to Brave Father Mouse. So this to me is so just astounding. He's no longer using any kind of you know, marker or finger, anything to monitor space for. He's using his eyes just like, just like we want him to. He's going up to his practice page and trying with some really complex words for himself and, and not being afraid at all to try it.

[\(44:44\)](#):

He even clapped the word, sleeping himself and said, that part is easy, because he knows that part. He, he in, he knows I hear that, and this is what I'm going to see. So he's, he's linking that, that hearing and seeing that we want our kids to link early on. He wrote the St and Stairs as a unit, so he's starting to, we saw back in the running record where he saw up as a unit, and now he's writing parts as a unit. So some, you know, reciprocity across across his work samples. I, I love that we're, we're starting to see some flexibility. He knows that vowels can make multiple sounds. He, he understands that because he asked if it's an A or an E and try to, I, okay, he knows it's one of them. They can make multiple sounds. I'll try the one that I think it is. So he, he's demonstrating that he's, he's has some knowledge of that. He reread his entire story and he was the one that recorded his his punctuation at the end, and then felt really good about his <laugh> message that he was conveying. And, you know, thought it deserved a little smiley face there. And I mean, I don't know that we can disagree <laugh>. He did hard work there and, and did it for himself. So that is definitely a win.

Speaker 1 [\(46:12\)](#):

And when you think about how much he's showing you that he does understand about letter sounds and words and word parts and, and word solving processes, think about what you said at the beginning about Aaron and some of his, his repertoire of item knowledge and where he came in at a text level one. And Debbie could have gotten really hung up on that and worried obsessively. But I think this focus on try something, start to monitor process, process, just like Dr. Clay says. My goodness, it's so profound to see it.

Speaker 3 [\(46:42\)](#):

Absolutely. I couldn't agree more. So, just to kind of one last look at Erin, and we, and we chose to go with writing. Look at this, this is Aaron's change over time and what he could do independently, you guys in only 23 lessons. That's, that's not much time at all, <laugh>. That's, you know, 11 and a half hours of instruction for the whole lesson. So this is his change over time. In, in his writing, he went from a phrase to a complete thought that is very readable to the audience, and, and it makes sense. So it's just by focusing on what can he do? What does he need to learn how to do next? Debbie was able to get the shift that she wanted. Well, the shift that we all want for all of our students. And so we just have these to share with you at, at the beginning.

[\(47:45\)](#):

Amy showed with you, showed you, excuse me, the text level graphs and the writing vocabulary graphs for some children back in 2018, 19 pre pandemic. And so here was, here's what Aaron was looking like in his first six weeks of lessons. So, you know, this is exactly where we would, we would want our children to be where they come in and where they're making accelerated progress, you know, going up a, a level

a week if at all possible, and where they're taking on as many new words and writing as possible per week. So just wanted to show you that Aaron is where he is today because of the intentional teaching and the ability to observe and make teaching decisions of his teacher,

Speaker 1 ([48:37](#)):

And to understand what Clay tells us about independence and the role of teaching and independence. That's on the next slide. Mm-Hmm.

Speaker 3 ([48:43](#)):

Right? Mm-Hmm.

Speaker 1 ([48:43](#)):

<Affirmative>. Yes. So grasp that.

Speaker 3 ([48:45](#)):

Oh, absolutely. I mean, clay tells us the teacher cannot teach independence. And that that's, although maybe somewhat frustrating sometimes for teachers <laugh>, we have to you know, as we were watching Erin learn, we were also watching Debbie learn, and we were learning from this as well. You, you certainly can't teach it. It's something the child has to take on. And you have to allow yourself to give yourself the freedom to sit back and observe praise when the child takes action independently and provide opportunities for the child to be able to take action independently. Set them up for success.

Speaker 1 ([49:26](#)):

So, well, and I think it's a perfect, this, this segue, this last line of this quote is one of the reasons that we included it actually the very first line and the last she said, she says, we find this really hard. We find it hard to be asked not to teach. So the very last part of this whole thing Amy said, we saw Debbie learn, we certainly together have seen Erin learn today, but we learned so much as a collective community of redeem recovery professionals at both of our sites. So the final part is just to send you away with a little more of that because I think these really good at the action steps for your work. Not only just maybe employing some process of unassisted tax that looks like ours are completely different, but if you come up with a great idea, you better send it to us.

([50:20](#)):

That's the rule, right? But we also learned these things aimed at our initial problem. We really learned as teacher leaders that the space time and process for teachers to explore what is a golf, that was Lisa Patrick's word. The golf between independent and emerging learning is so crucial because, well, we are in the lesson, hovering or not, it is a different level of, it is much harder to see both things because you always have in your head, oh, I think he did it on his own, forgetting your finger in the book, right? You all, or you typing the table or some prompt that that's disappeared from your psyche. Now it's gone, didn't happen. So I think we really understand that, but I think more importantly, our teachers really appreciated and it felt like they learned just from the experience itself of doing that. We also had to this year, more than any reconnect with this, the fact that the most at our core, what we are as a strengths minded community, that became very, that was hard this year was daunting.

([51:26](#)):

We were terrified by what we might find. But the one thing that I hope that these examples have shown you too was that our teachers learned to search for the glimmer more than they ever have, even when sometimes they didn't shine quite as bright at first, right? So we have to do that every day. We have to focus intently on process all the time. We know that literacy processing. Mm-Hmm. But it is hard even as a teacher or teacher leader not to get caught up. And so our advice to you, especially new teachers, you know what you're doing. Take action monitor. That's that first few weeks. Teach those kids, focus on that and reading and writing. And it will be okay. The other thing in the big takeaway is in reading recovery, you're not like waiting on lesson than two or less than 15 or less than 40 from day one.

[\(52:17\)](#):

Acceleration begins, but it only begins when you identify those places. And opportunities for that kid to take ownership and power and do things on their own takes a really it noticing teacher. But we have to commit to that from day one. I think there is nothing greater for us than the privilege of working with teachers like Debbie Hill here. I, I mean, she's not mine, she's theirs, but I've known her for years and years, and she has magnificent in so many ways, as is the entire Fayette County and Madison County crew. It has been, if, if we had seen Erin's data and that, that probably would've been close to enough. But that's not all we got. We wanna leave you with Debbie Hills words. This probably meant more to us than any other evidence that this mattered to an already exceptional teacher. Liked Debbie Hills.

[\(53:09\)](#):

She said these words, when Beth and Amy asked me to do this every week, my first thought was, are you crazy? Are you crazy? You want me to stop teaching every week in this year of all years? But she did it. She's a joiner, right? You guys. And then she said to us the other night on a call from the first week, I realized I was not at all taking time away from my teaching. I was intensifying my teaching. I was understanding my child with much greater depth. And because of this experience, I know what my kids can do all the time. I know what the, where the golf is. It, it gave her so much confidence in all of our teachers, including, as we mentioned, things like better prompting, more, you know, more what is it? Creating innovative scaffolds when needed, backing out in a lesson, not just, and being a better note taker.

[\(54:00\)](#):

That was another residual outcome. And the last line is, oh, there she is, <laugh>. No matter what we do whenever, if they make me do this again, don't care. This will always, in some form be part of my repertoire as a teacher. So Debbie Hill, thank you. We thank all of you. She's great. We thank all of you all, man. We really picked quite a topic to take on in a virtual setting, you know, webinar for it. But it was worth it because you all right, it was something that meant a lot to the three of us and has been hard to explain in this setting, but really important. And so, but thank you all for being here with us today and for doing the incredible work that you all do with your kids. We'll see. Bye bye.