

# Editor's Corner

Connie Briggs, Editor-in-Chief



The joint mission of the North American Trainers Group and the Reading Recovery Council of North America is to ensure that children who struggle in learning to read and write gain the skills for a literate and productive future. While several components contribute to the success of this mission, at the heart of all the work is an effective, highly skilled teacher sitting beside a child.

Every child deserves an exemplary teacher, but for a child who struggles it is even more critical that he is taught by a knowledgeable, skillful, reflective teacher. Reading Recovery training provides this. Reading Recovery's success around the world can be attributed to the rigorous, intensive training models and ongoing professional learning of teachers who learn to successfully accelerate the learning of children who struggle to read and write.

This edition of *The Journal of Reading Recovery* celebrates the strong investment in teacher knowledge, skill, and reflection that is provided by Reading Recovery training. In the lead article, Jeff Williams shares his reflection about classroom expectations for children who are served by Reading Recovery and Marie Clay's writings on this topic. He further shares insights about how teachers teach for acceleration by being deliberate and dexterous in the quest for producing independent learners rather than focusing on preset text levels.

Mary Lose contributes the story of the rebirth of an urban implementation of Reading Recovery in Detroit Public Schools (DPS). Through the efforts of DPS administrators and literacy leaders, and partial funding provided by the federal i3 scale-up grant, Detroit was able to revive the intervention by adding an additional 61 Reading Recovery teachers in 24 high-needs schools. Testimonials of teachers who were trained and children who benefitted from this opportunity make this article even more special.

Two research articles are included in this edition. In the first, Susan King Fullerton, shares a multicase research study about the role that reflection plays in expert or advanced knowledge acquisition. This study provides an example of how an expert teacher analyzed, problem solved, and reflectively learned from her own teaching, building mental models so that new learning could be applied to subsequent teaching situations. The importance of reflection and discussion with a colleague in building shared knowledge and decision-making capacity is also a lesson learned.

A second research article from our Canadian colleague, Joe Stouffer, queries the idea of the potential transfer from training in Reading Recovery to small-group or whole-class classroom settings. Anecdotally, Reading Recovery professionals would say there is definitely transfer of knowledge from one setting to another, but there are few studies that document these viewpoints. This study reveals surprising self-reported teacher beliefs, procedures, and language that extended from their training in Reading Recovery to their classroom practices.

While celebrating the highly skilled and dedicated teachers, we must also acknowledge the amazing students who are taught by these teachers. I'm certain you will enjoy these touching articles about an International Read Aloud between Irish and American children, the reunion of teacher and student after 25 years, and a letter from an appreciative mother. All three articles illustrate partnerships involving parents, classroom teachers, and Reading Recovery professionals that support student achievement.

The strongest evidence that Reading Recovery training and ongoing professional learning provides strong learning outcomes for students is based on the information provided in the annual summary. Jerry D'Agostino and Katherine Brownfield report the 2014–2015 data revealing that despite the fact that there are currently more teachers with less years of experience offering the intervention nationwide, student results are stronger than ever. In fact, the average discontinued student surpassed the average of the random sample. These data are worth celebrating!

## A personal note

This is the last journal that I will oversee as editor-in-chief. I want to thank Vicki Fox and the RRCNA staff for their support and work on the journal over the past 4 years. I also want to thank the section editors for their considerable time and effort to put together strong editions of *The Journal of Reading Recovery* that benefit readers in so many ways. Finally, I would like to thank the authors of articles that have been published in journals during my tenure. Thanks for sharing your insights, research, teaching, and learning with our international community of Reading Recovery professionals.

## Reading Recovery Council of North America, Board of Directors 2015–2016

### President

Craig Dougherty, Sheridan County School District #2, Sheridan, WY

### President-Elect

Lindy Harmon, University of Kentucky, Lexington KY

### Vice President

Janice Van Dyke, Canadian Institute of Reading Recovery Central Division, Thornhill, Ontario, Canada

### Past President

Janet Behrend, University of Arkansas at Little Rock, Little Rock, AR

### Treasurer

Robert Schwartz, Fairfax, VT

### Secretary

Suzanne DeWeese, Emporia, KS

Cheryl Achterberg, The Ohio State University, Columbus, OH

Paula Bennet, University of Northern Iowa, Cedar Falls, IA

Karin Cecere, National Louis University, Lisle, IL

Kellie Ehlers, Evening Street Elementary School, Worthington, OH

Tee Fiero, Northside Elementary School, Midway, KY

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

Irene Huggins, Manitoba First Nations ERC, Winnipeg, Manitoba, Canada

Mary Jackson, Houston, TX

Peter Johnston, University at Albany-SUNY, Albany, NY

Laurie Levin, Levin & Associates, Philadelphia, PA

Mary Lose, Oakland University, Rochester MI

Maeghan McCormick, Jackson County ISD, Jackson, MI

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

Mary Ann Poperad, National Louis University, Lisle, IL

Patricia Scharer, The Ohio State University, Columbus, OH

James Schnug, The Ohio State University, Columbus, OH

Karen Scott, Ozark Public Schools, Ozark, MO

Anne Simpson, Texas Woman's University, Denton, TX

Christopher Sindt, Saint Mary's College, Moraga, CA

Jeffery Williams, Solon City Schools, Solon, OH