

# Reading Recovery® Improvement Science Hub

## *Charter of Operations for North America*

Developer of Reading Recovery, Dr. Marie Clay writes,

“I live in a perpetual state of inquiry, finding new questions to ask, then moving on. I do not have ‘a position’ or a safe haven where what is ‘right’ exists. Pragmatism precludes idealism. I search for questions which need answers. What exists in the real world? And how well do our theories explain what exists?” (Clay, 2001, 2015, p. 3)

In 2017, 49 leaders of the Reading Recovery Community in the United States and Canada came together to do just that—ask the questions and find the answers to emerging and persistent challenges to the implementation and expansion of Reading Recovery. The group worked with the Carnegie Foundation for the Advancement of Teaching at Stanford University in an effort to learn about and apply the Foundation’s concepts of Improvement Science to explore ways to improve Reading Recovery in North America. Following a year’s worth of analysis and work, a smaller group of key stakeholders in Reading Recovery came together as an action-oriented team, the Reading Recovery Hub.

The Hub has been formed with the responsibility “for detailing the problem to be solved and for developing coherence of the evolving framework that guides efforts among many different participants” (Bryk et al., 2015, p. 12). Working in a multi-year framework, the Hub is designed to guide Reading Recovery’s renewal through the prioritization, analysis, and identification of tested solutions to challenges to the quality and expanded implementation of Reading Recovery.

The Reading Recovery Hub operates within the following conditions:

1. The Hub works autonomously to coordinate, support, and monitor improvement activities across the Reading Recovery network;
2. To accomplish its work, the Hub works through Reading Recovery trainers, teacher leaders, teachers, district and school administrators to conduct improvement cycles;
3. The focus for improvement cycles will be introduced and developed by the Hub or by other entities in consultation with the Hub and will be tested using the Plan Do Study Act process (Bryk, et al., 2015, pp. 121-122) for the purposes of collective learning and the results of these tests (e.g., data) shall be shared with the Hub and the broader Reading Recovery network; and
4. Upon formal adoption, the various entities agree to implement the practices as standard work processes.

The Hub has developed the following list of non-negotiables regarding development of change ideas about Reading Recovery. This list may be revised at a later time.

- Early intervention for first grade students with the highest need.
- One-to-one instruction.
- Intentional and responsive instruction of literacy processing.
- Maintain a state of perpetual inquiry.

### **Citations:**

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America’s schools can get better at getting better*. Cambridge, MA: Harvard University Press.

Clay, M. M. (2001, 2015). *Change over time in children’s literacy development*. Portsmouth, NH: Heinemann.

### **Approved By:**

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CIRR, October, 2019  
RRCNA, October, 2019  
OSU, October 2019

Note: The term Reading Recovery also refers to Descubriendo la Lectura and Intervention préventive en lecture-écriture.