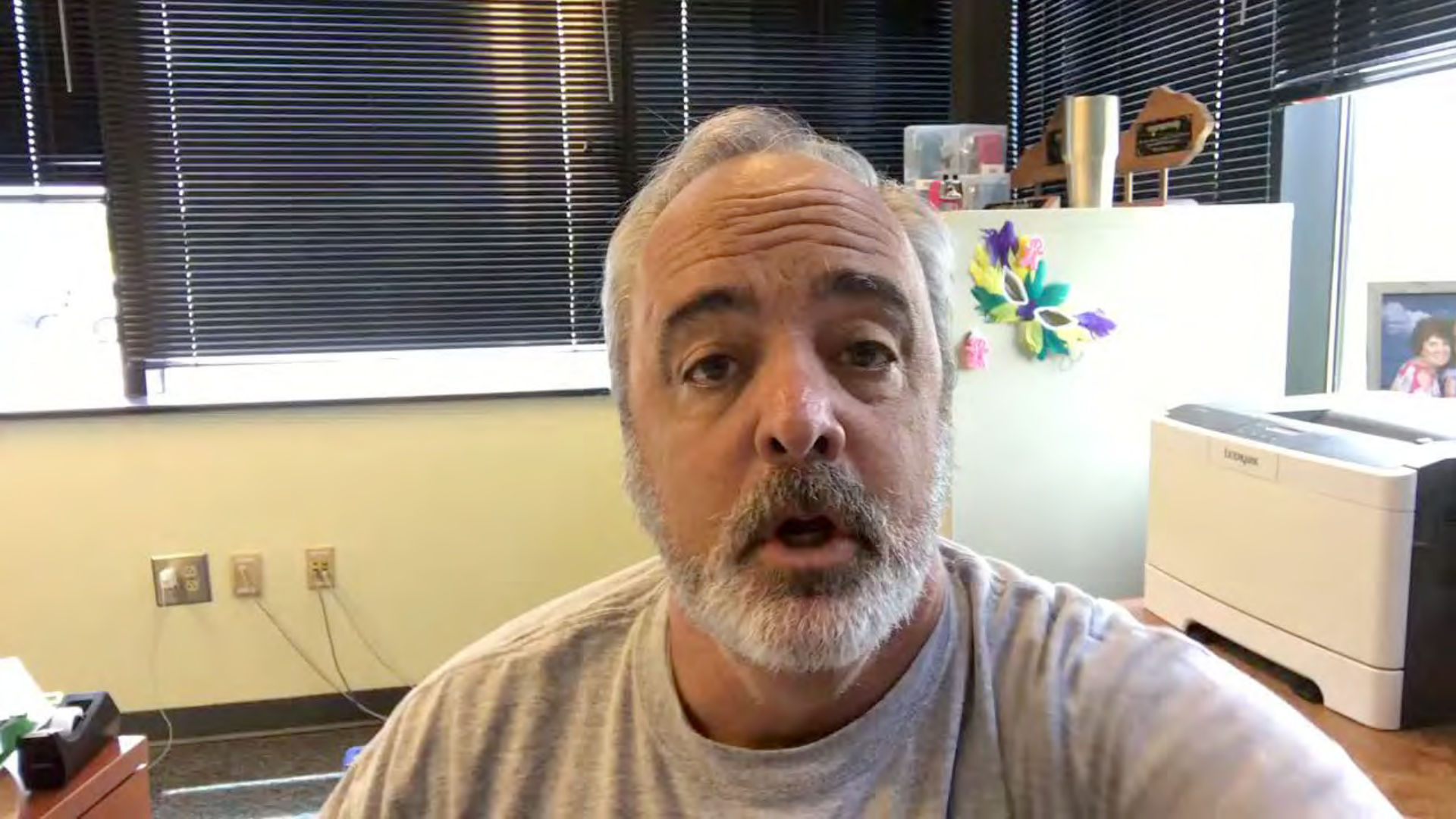


Promising Literacy for Every Child: Systems Change for Success



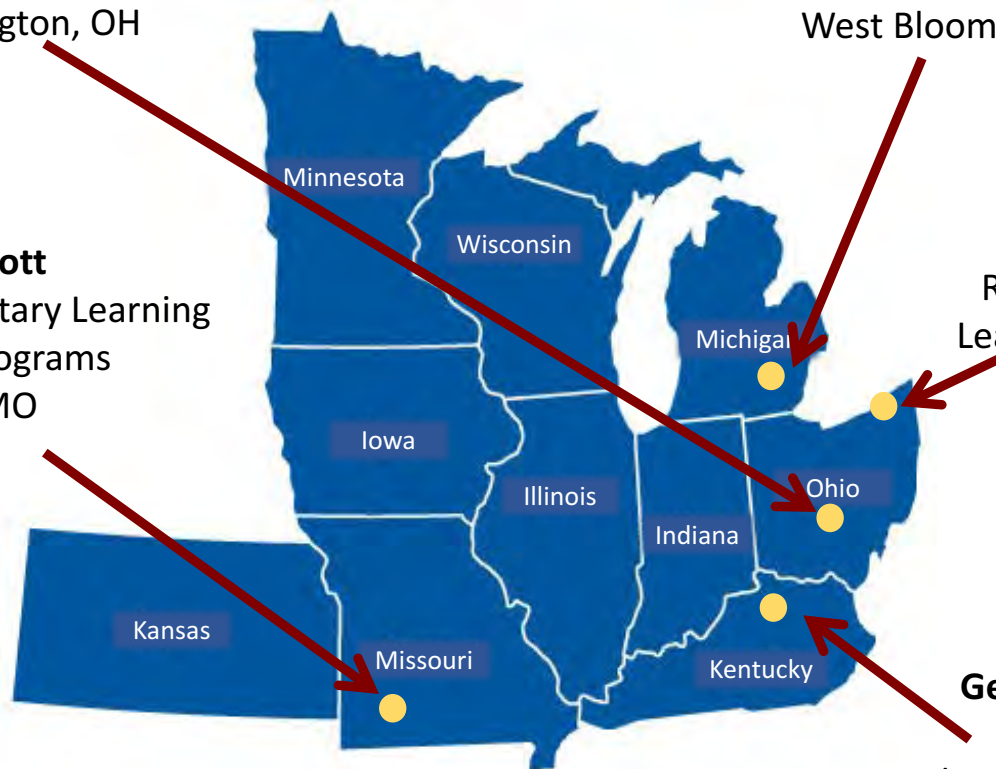


Jady Johnson
Executive Director
Reading Recovery Council of North America
Worthington, OH

Nayal Maktari
Principal
Pleasant Lake Elementary
West Bloomfield, MI

Karen Scott
Director of Elementary Learning
& Federal Programs
Ozark, MO

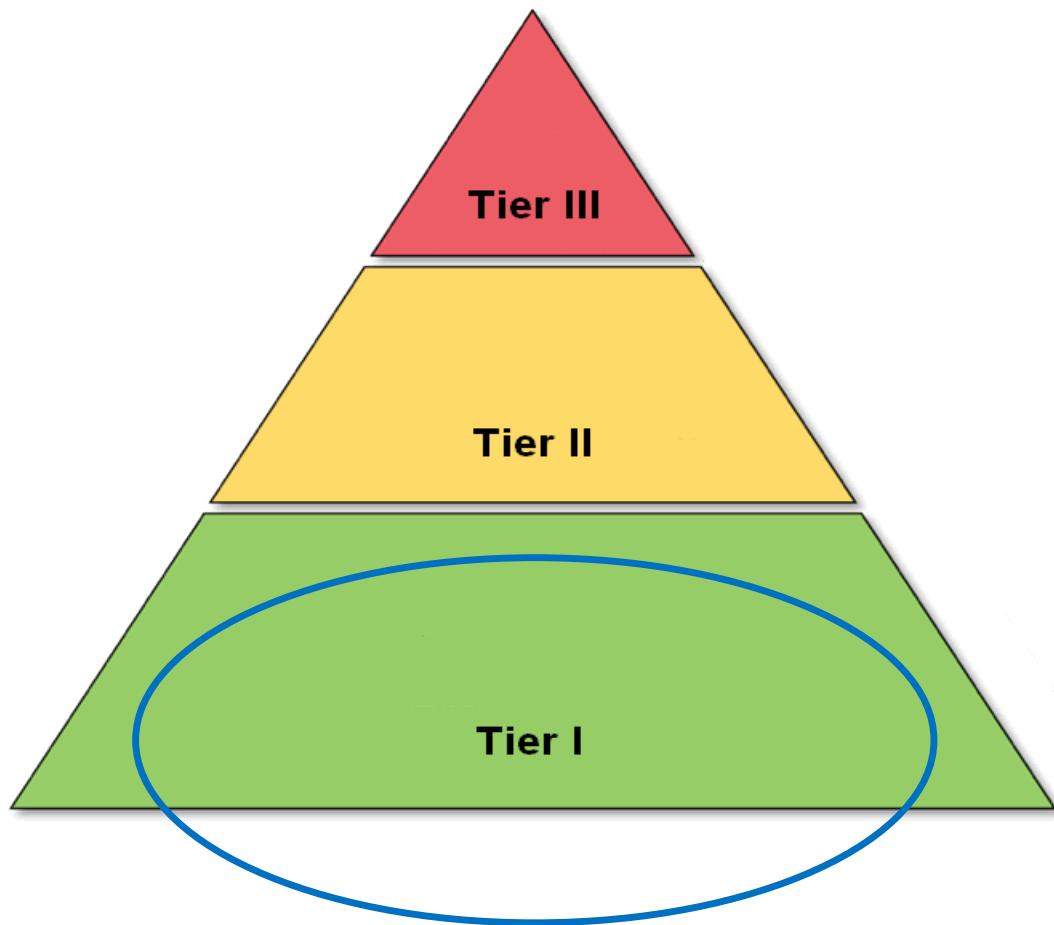
Jeff Williams
Reading Recovery Teacher
Leader & K-12 Literacy Coach
Solon, OH



Gerry Brooks
Principal
Liberty Elementary
Lexington, KY



Impacting
your
Tier I
instruction



Your
literacy
specialist
plays a
key role



Lead Ongoing PD Sessions

Create a structure in your school's schedule in which ongoing PDs become the norm.

Week 1: Team Planning

Week 2: Faculty Meeting

Week 3: Team Planning

Week 4: Professional Development

Lead a Book Study

- **Watch** video of 3 students reading a text on their level.
- **Observe** and take notes.
- **Discuss** strengths, next strategies, and ideas for teaching and prompting.



Observe and Coach

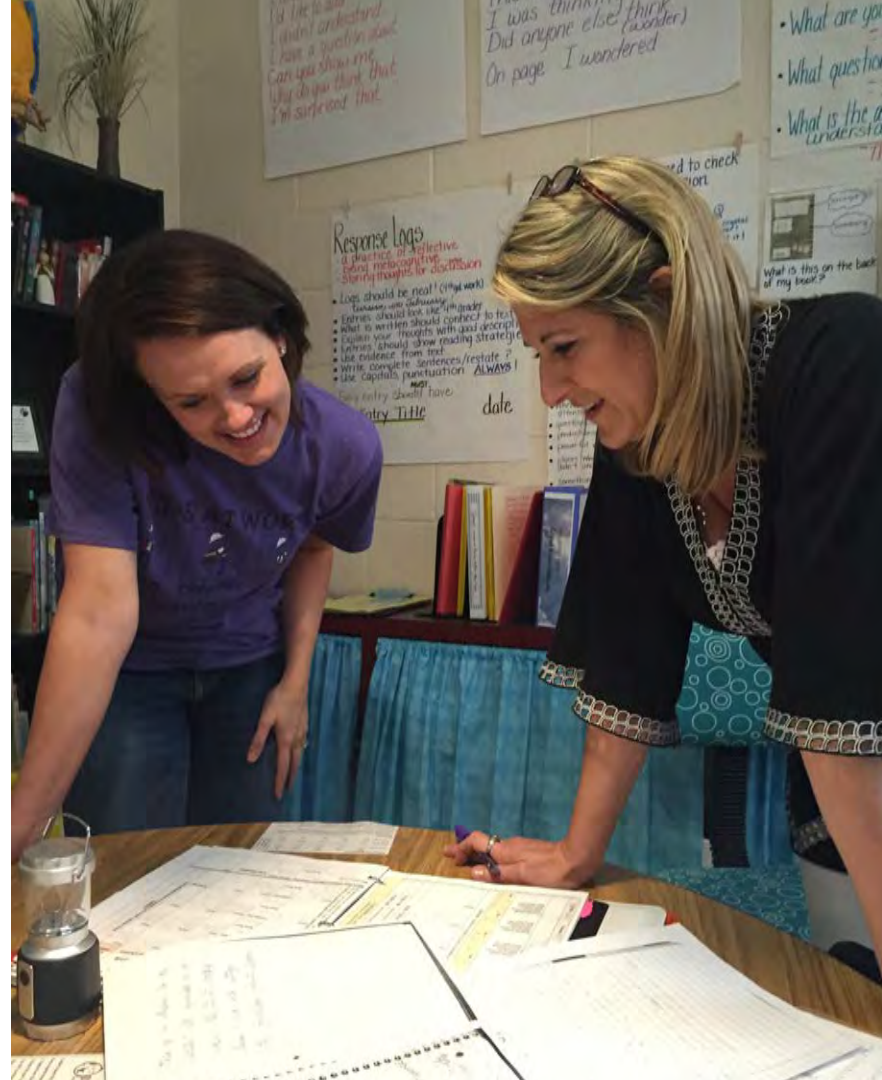
- **Observe** the literacy block or a GR group.
- **Take notes**, without evaluating.
- **Reflect** on what is going well and what needs improvement.
- **Guide** observation and conversation with note-taking form.
- **Offer** to model a lesson.

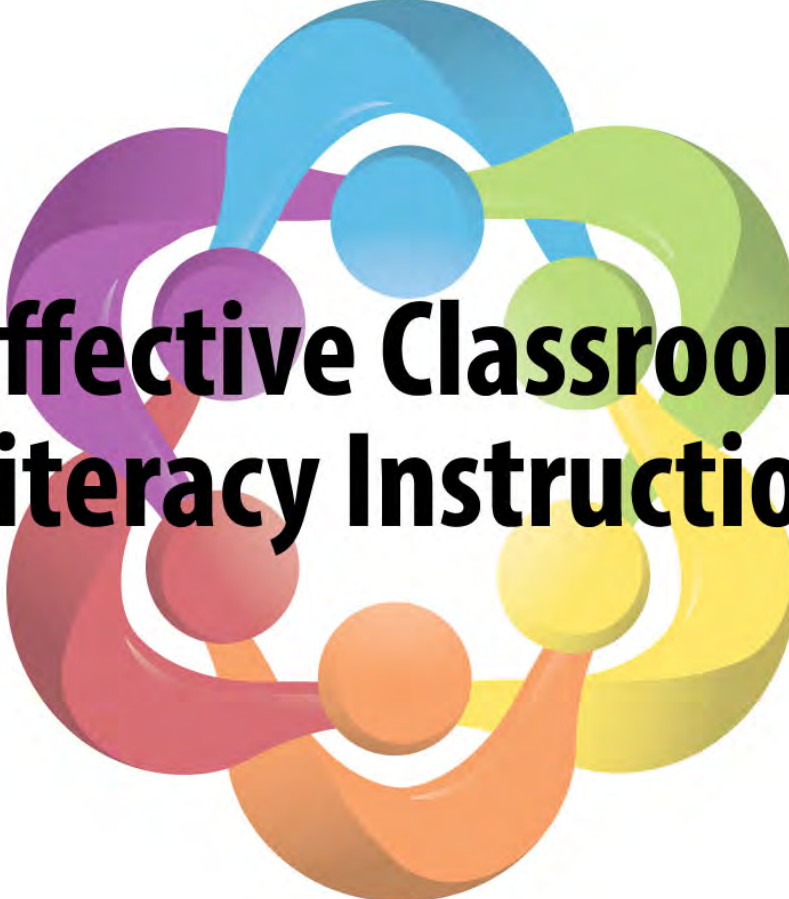


Careful Selection of Literacy Lead Teacher is Key!

- **Open** to new learning
- **Ready** to continuously reflect, problem solve, and adjust their teaching to ensure success for young struggling readers
- **Knowledgeable** professionals who are able to communicate, cooperate, and negotiate effectively with colleagues and parents

Standards and Guidelines of Reading Recovery in the United States,
Introduction to Section 3





Effective Classroom Literacy Instruction



Effective Classroom Literacy Instruction

- Good first teaching
- Instruction based on systematic assessment of reading and writing

Effective Classroom Literacy Instruction

- Differentiated instruction
- Instruction built on the strengths of students
- Authentic reading and writing



Effective Classroom Literacy Instruction

- Collaborative talk
- Age appropriate, grade appropriate materials – read-alouds/book clubs
- Differentiated small group instruction – Guided Reading



Effective Classroom Literacy Instruction

- Appropriate phonics/word analysis instruction
- Many opportunities for students to read, talk about reading, and write about reading



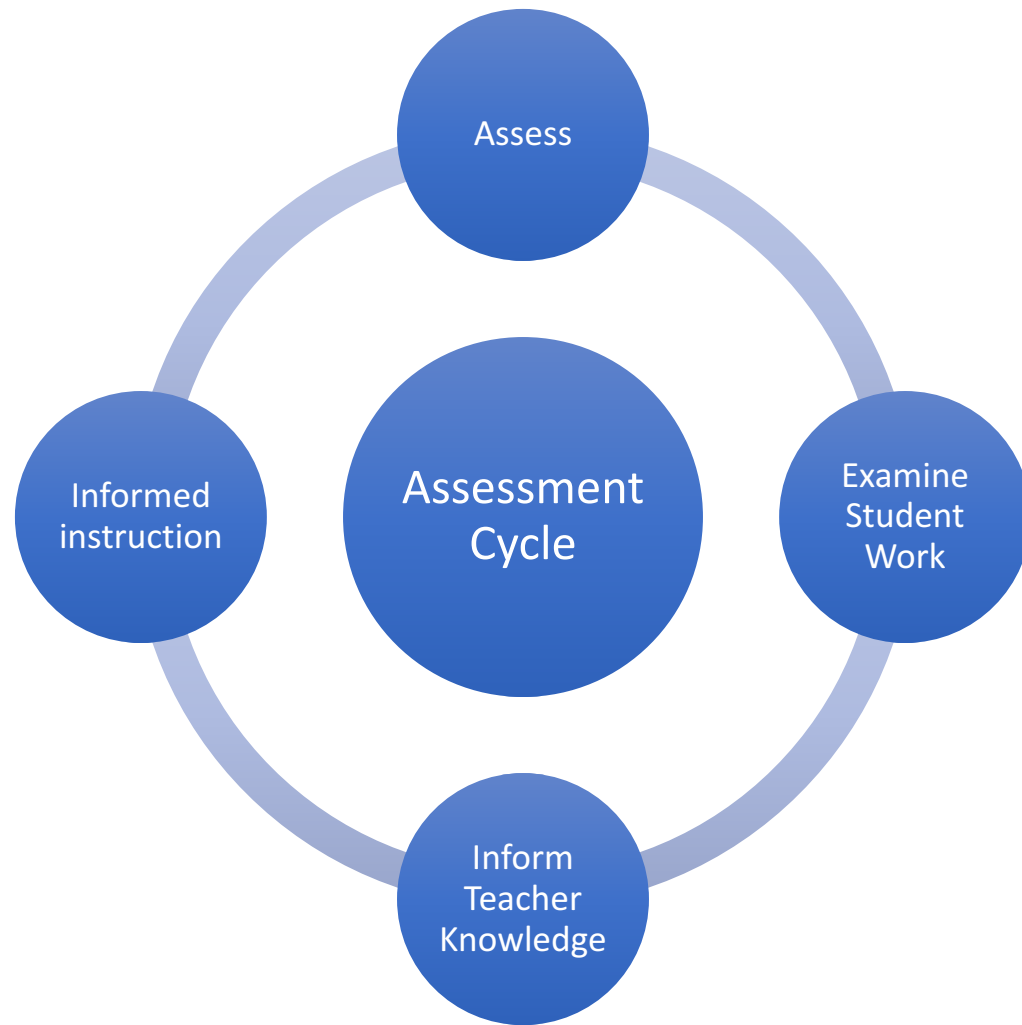


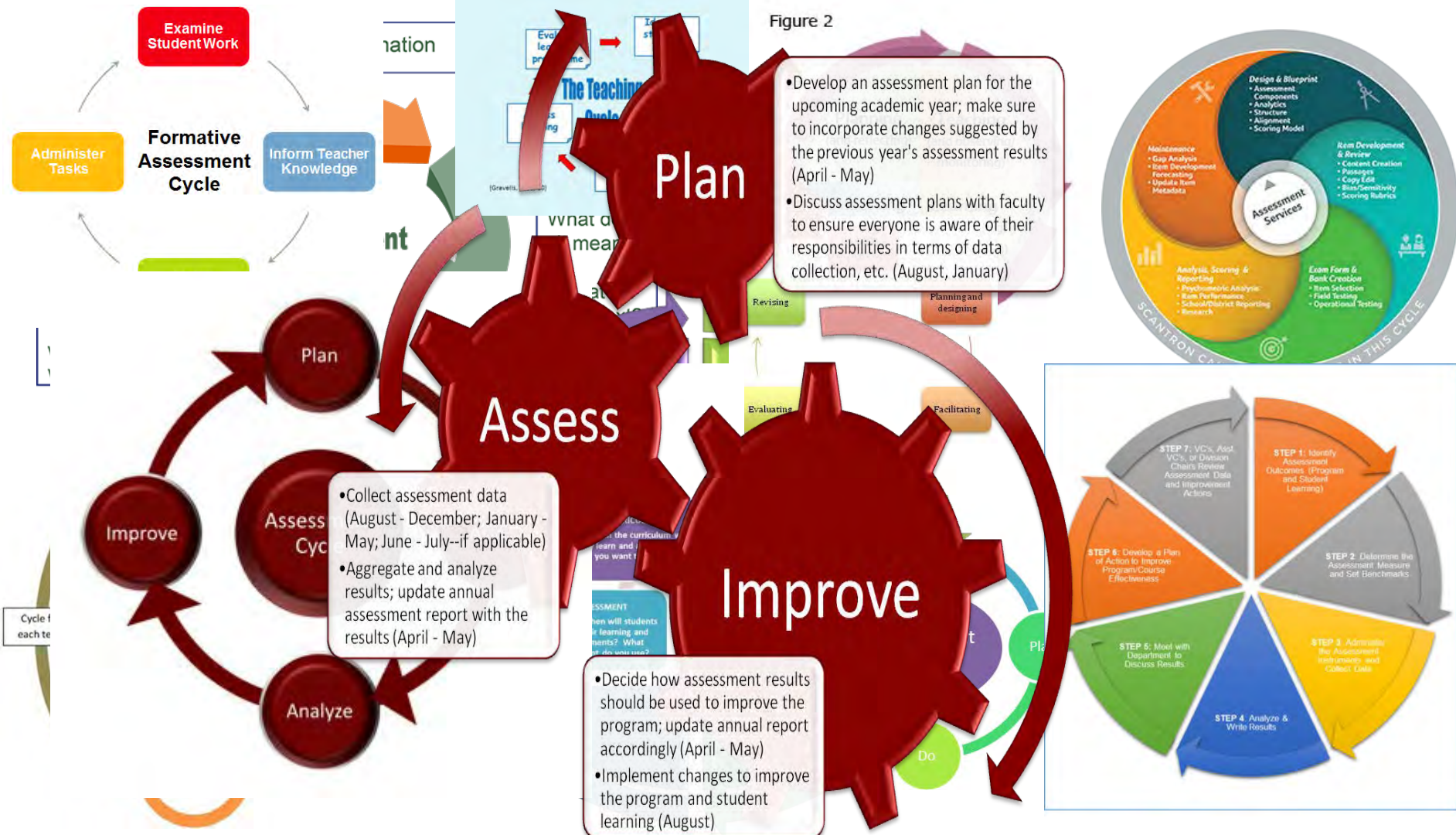
Assessment and Data Monitoring



- provides information about student progress and achievement
- critical to making instructional decisions
- understanding the relationships between assessment, teaching, and learning is essential

(Afflerbach, 2007, p. 4)







What gets in the way with assessments?

- standardized & state tests provide little guidance for teaching
- assessments don't match instruction or authentic reading and writing
- most only measure product and not process & are too narrow
- performance analysis done in isolation vs. collaboratively
- disconnect for teachers
- lack of assessment knowledge for teachers

The ultimate goal is the guarantee that schools develop a seamless assessment system that:

- includes multiple measures,
- uses a balance of formative and summative forms,
- tracks students' literacy behaviors,
- informs instruction in a timely fashion, and
- checks on student achievement accurately.

Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System, p. 40



Evaluating literacy assessment and progress monitoring tools

Before you begin to evaluate your current assessment tools, you may want to consider the criteria in the CURRV model (Afflerbach, 2007; Leipriz & Afflerbach, 2000). These criteria may be helpful as you decide whether an assessment is appropriate for measuring and describing student learning:

- **C**onsequences of the use of the assessment, both negative and positive
- **U**sefulness to teachers, students, and others
- **R**oles and responsibilities for students, teachers, and administrators
- **R**eliability issues
- **V**alidity issues

1 = very little or no evidence (a beginning goal)

3 = moderate evidence (a goal for strengthening and expanding)

5 = substantial evidence (a goal for sustaining and continuing to renew)

Initial and Summative Assessment

Do tools used for initial assessment provide baseline information across multiple dimensions of literacy learning, serve as a screening tool, and inform teaching?	1	2	3	4	5
Do tools used to document progress across the year provide a clear picture of progress across multiple dimensions of literacy learning?	1	2	3	4	5
Are tools reliable?	1	2	3	4	5
Are tools valid?	1	2	3	4	5

Ongoing Observation and Monitoring Tools

Does assessment match the school's definition of/beliefs about literacy learning?	1	2	3	4	5
Is assessment used to inform teaching?	1	2	3	4	5
Is there agreement that literacy assessment and monitoring goes across multiple dimensions (e.g., text reading, writing, letters, words, sounds, print concepts)?	1	2	3	4	5
Is there a systematic process for observing a student's reading of continuous text (e.g., Running Records of Text Reading)?	1	2	3	4	5
Are running records used to analyze a child's strategic activity and inform the teacher's next instructional moves?	1	2	3	4	5
Is there a systematic process for reporting progress in text reading levels?	1	2	3	4	5
Is there a systematic process for observing a student composing and writing messages?	1	2	3	4	5
Are writing observations used to plan teaching moves?	1	2	3	4	5
Does progress monitoring include attention to items of knowledge as needed (e.g., letters, words, sounds)?	1	2	3	4	5
Do assessment tools reveal a path of progress that a teacher can use to plan future instruction?	1	2	3	4	5
Can teachers use assessment tools to plan individualized instruction?	1	2	3	4	5



Principal Nayal Maktari
Pleasant Lake Elementary in Michigan

OUR MISSION

Together we LEARN, together we LEAD.

OUR VISION

We lead with integrity, even when no one is watching.

We are respectful and responsible leaders.

Taking an active role in our learning.

Creatively solving our problems.

Listening shows that you care. 👁️ 3 ❤️

Together is better! ❤️

Balance is best...mind, body, heart, soul

Find what you're good at and inspire

Exceed
step math

Reading

75% of PLE students will read informational text and score a 3 or a 4 on the informational writing response rubric by spring 2017.

Leadership

Each of the 100 students will read informational text and score a 3 or a 4 on the informational writing response rubric by spring 2017.

Spring

Winter

Spring

all



Literacy Library



Leader in Me, Goal Setting

Date 1-5-17



My academic goal: I can write 4 easy sentences on 1 topic with a capital letter and punctuation.

Score	4 Above	3 At	2 Approaching	1 Below
Writing my goal	I made my own academic goal.	As a class, we can think of a subject in school we can work on.	I tried with my class to write a goal.	I did not write a goal.
Practicing my goal	I practiced my goal at home and school.	I practiced at school all the time.	I tried practicing my goal.	I did not practice my goal.
Reflecting on my goal	I met my goal and I can explain my goal.	I can explain my goal.	I only know some of my goal. I do not know how to explain my goal.	I do not know what my goal means.
Tracking my goal	I know what I am doing next!	I kept track of my goal	Sometimes I tracked my goal.	I did not keep track of my goal.

Together We Lead

DATA WALL

"TRACKING" OUR PROGRESS

OUR READING PROGRESS

READING SOL: 85% of FLE students will score a 3 (at) or a level 4 (above) or make a year's growth in reading as measured by the DRA.

Reading Graph Key

- 4 Above grade level test
- 3 At grade level test
- 2 Approaching grade level test
- 1 Below grade level test

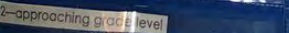
4



3



2



OUR MATH PROGRESS





Effective Literacy Interventions

Remediation $\neq$ Intervention



Criteria for an effective intervention

- has documented evidence of effectiveness;
- uses reliable and valid assessment tools for screening and monitoring progress;
- provides daily lessons and is short term;
- provides structured, carefully planned lessons based on a sound theory of literacy learning;
- bases instructional decisions on observations of student's reading and writing behaviors;
- provides massive opportunities to read high-quality texts at an appropriate level and to compose and write messages;
- provides appropriate instruction in comprehension, vocabulary, fluency, and phonics/word work within an intensive lesson period;
- connects reading and writing to accelerate learning;
- ongoing research and rigorous training and continued professional development.

5	4	3	2	1
One-to-one tutorials		Groups of 2 – 3 children		Groups of 4 – 7 children
Pupil/text matches		Most pupil/text matches		Standard texts with little pupil/text matching
Triples daily reading volume (as compared with typical peers)		Doubles daily reading volume (as compared with typical peers)		No increase in reading volume (as compared with typical peers)
Expert teacher provides instruction		Certified teacher provides instruction		Teaching assistant, aide, or volunteer provides instruction
Focused on meaning and meta-cognition development (comprehension)		Some focus on meaning and metacognition		Focuses on skill development in isolation (decoding/fluency)
Easy access to interesting texts and student choice		Easy access to interesting texts; some student choice		Standard texts with no student choice
Intervention well-coordinated with classroom lessons		Intervention somewhat coordinated with classroom lessons		Limited or no coordination with classroom lessons
Monitoring of student progress is frequent and full: running records, oral and silent reading comprehension		Monitoring student progress is sporadic (monthly) but full		Monitoring student progress is narrow: assesses item knowledge or skills in isolation
5	4	3	2	1

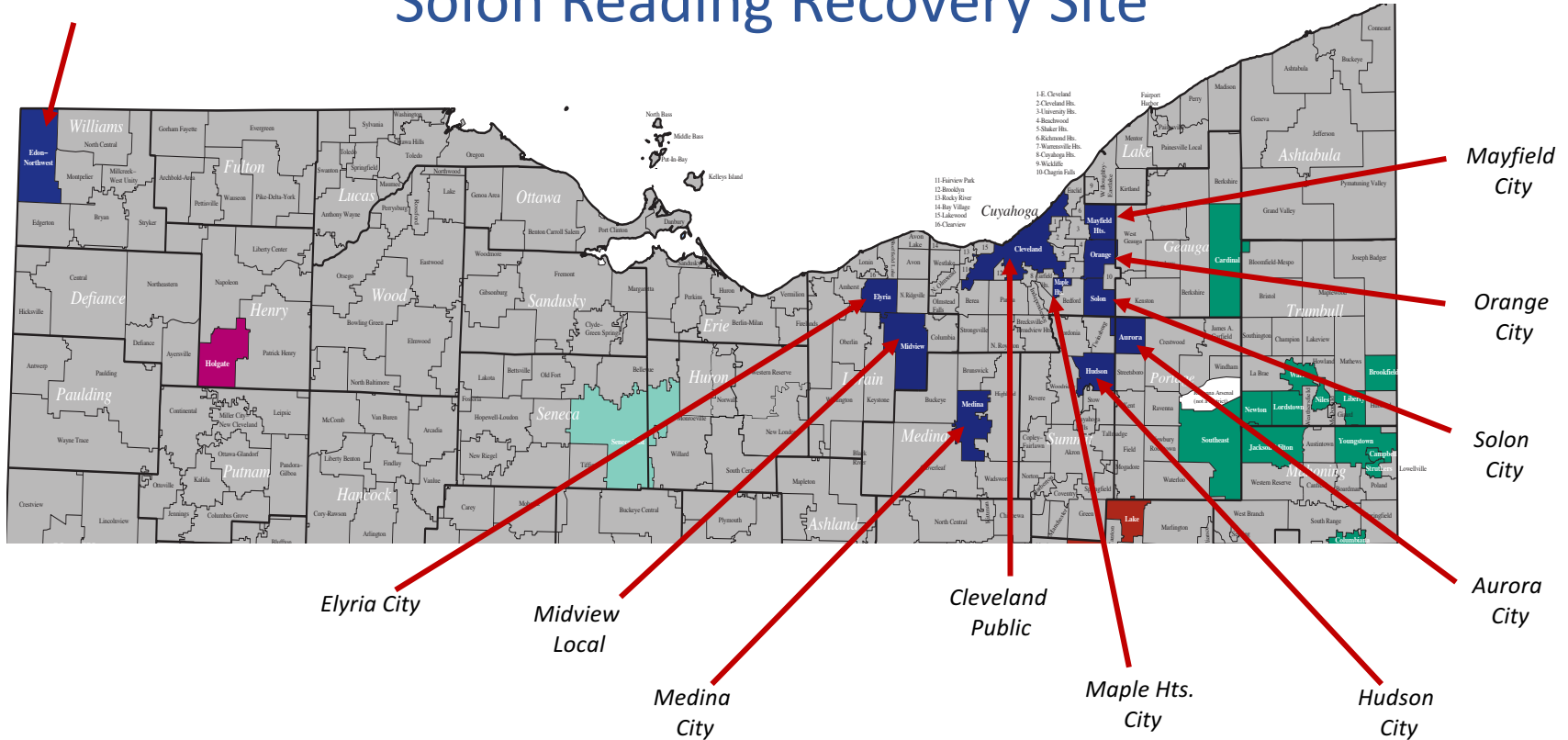


Criteria for an effective intervention

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- provides massive opportunities to read high-quality texts at an appropriate level and to compose and write messages;
- provides appropriate instruction in comprehension, vocabulary, fluency, and phonics/word work within an intensive lesson period;
- connects reading and writing to accelerate learning;
- on-going research and rigorous training and continued professional development

Edon-Northwest
Local

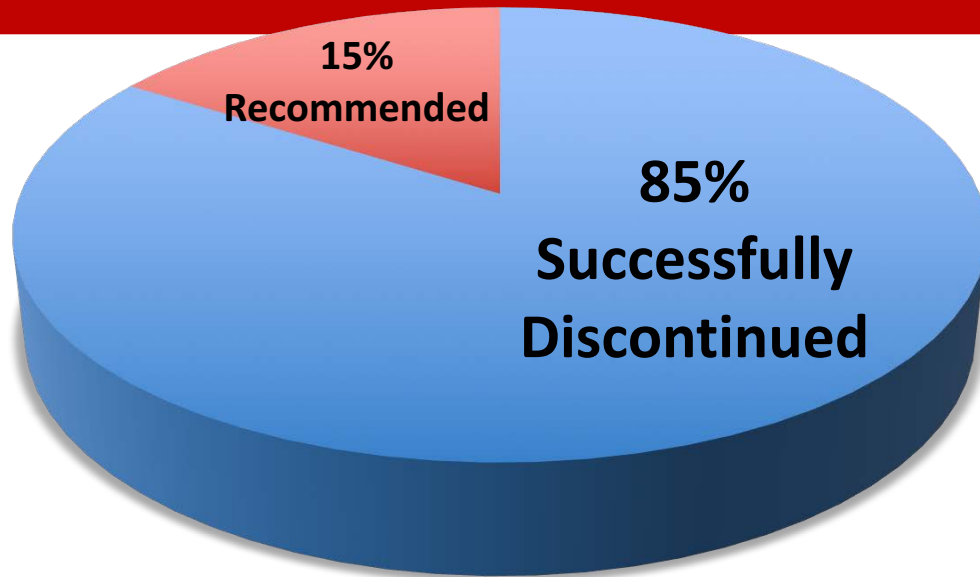
Solon Reading Recovery Site



In 2015-16, our site served 331 children:

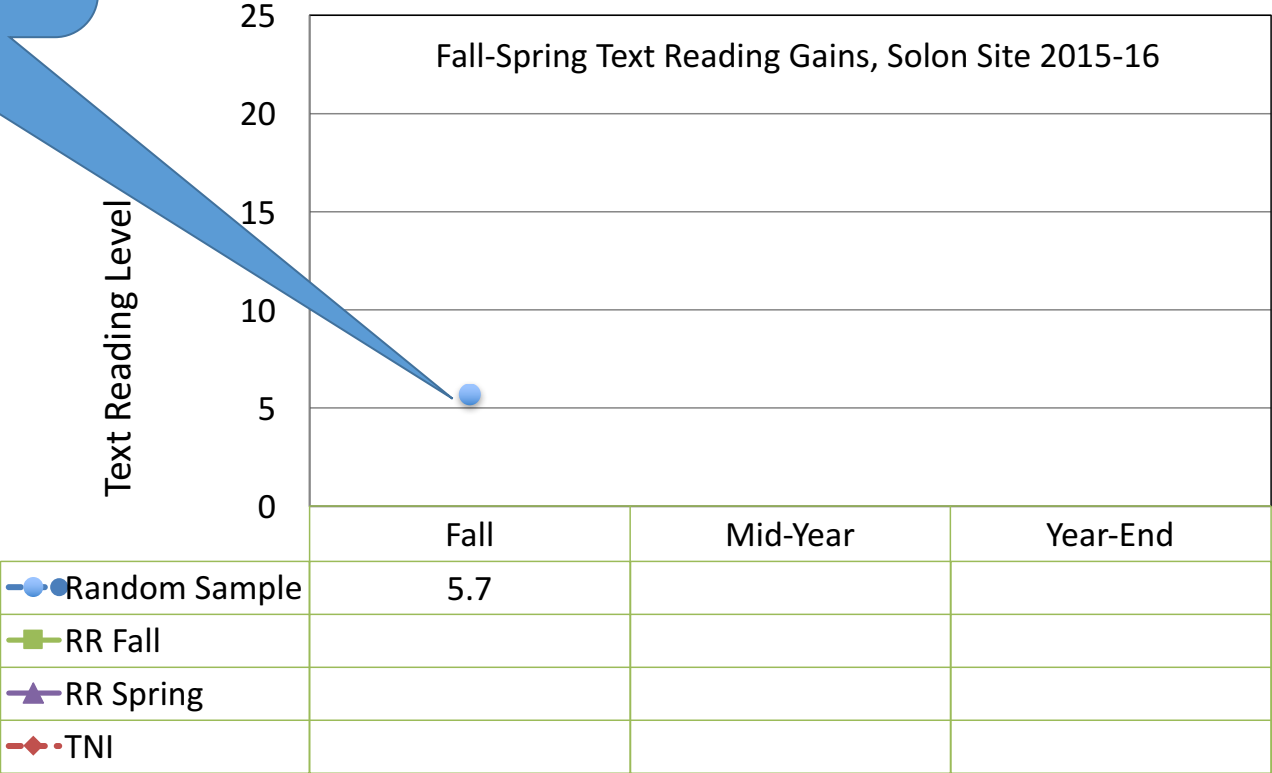
- 60% were free and reduced lunch
- 55% were of racial and ethnic diversity
- 5% were English Language Learners
- 8% were students with IEPs

**85% successfully recovered their trajectory
to the average of their Grade 1 peers!**



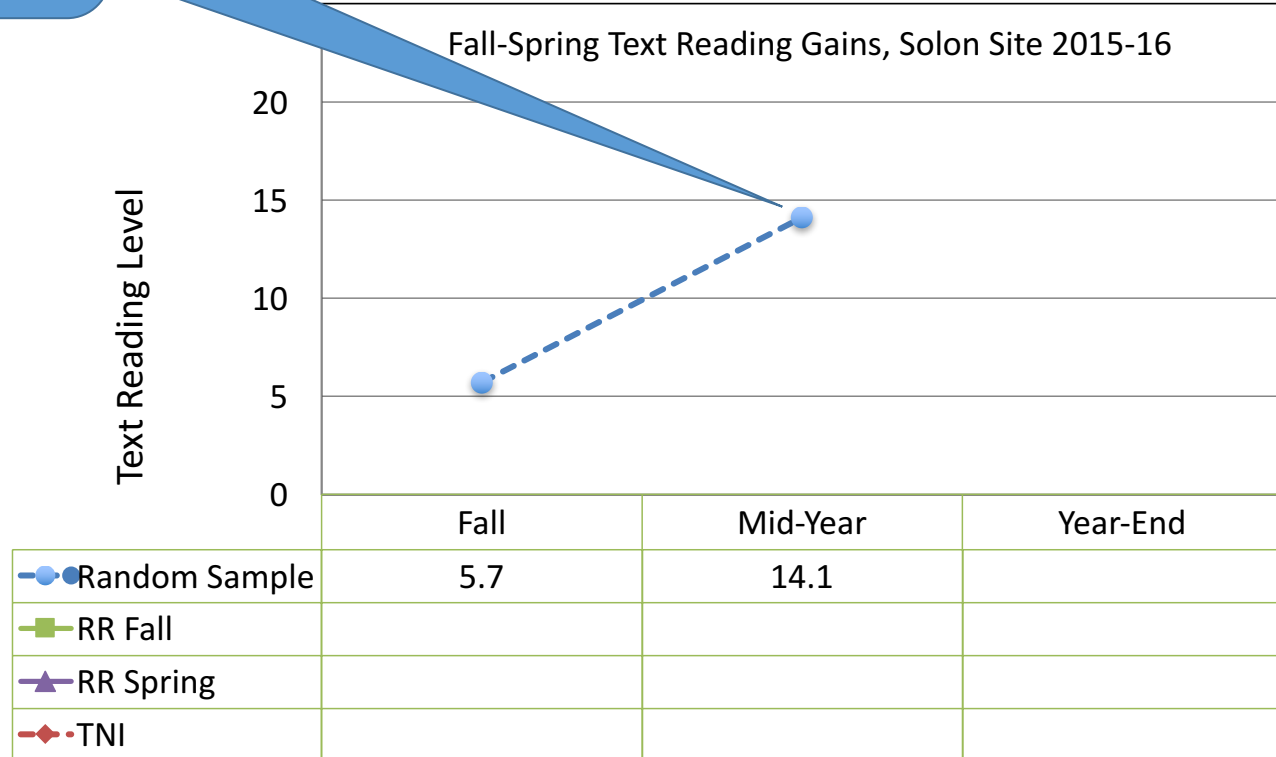
The blue dot shows
national averages
of the text level
Grade 1 students
begin with in fall...

Source: International Data Evaluation Center, August 2016



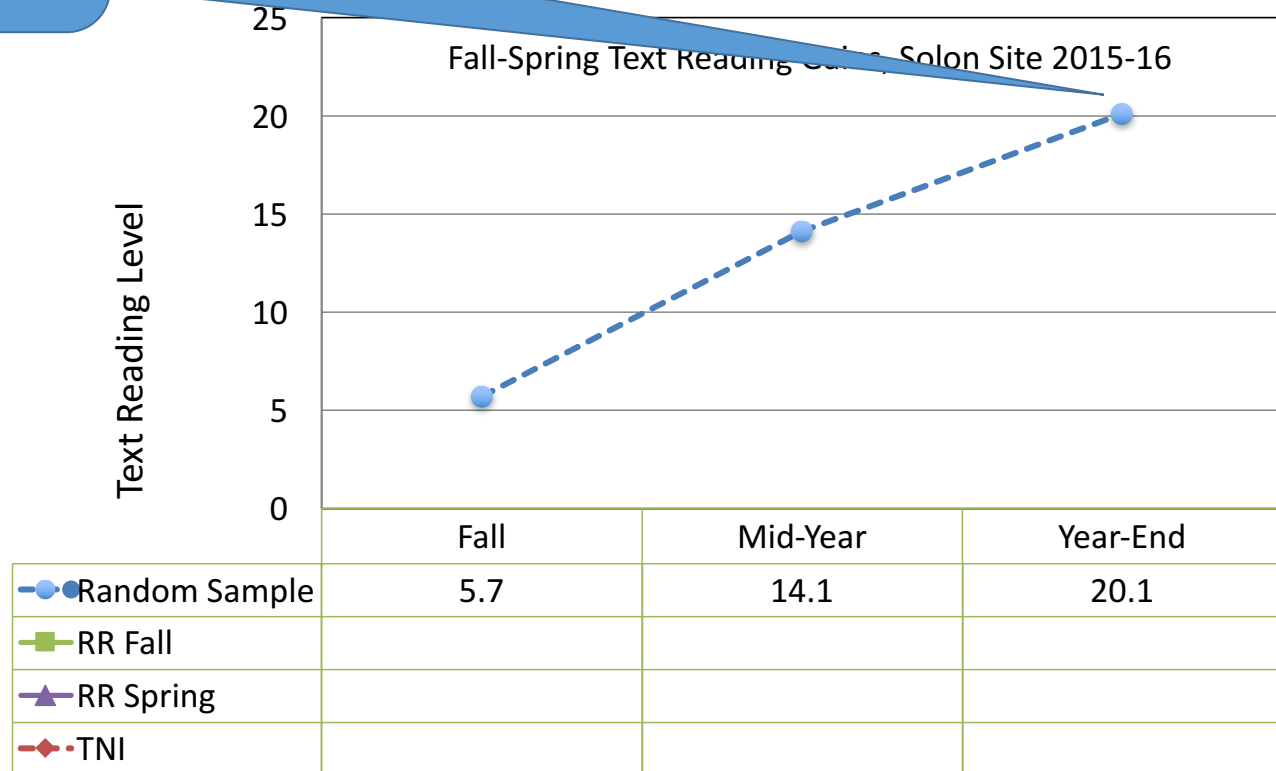
...mid-year...

Source: International Data Evaluation Center, August 2016



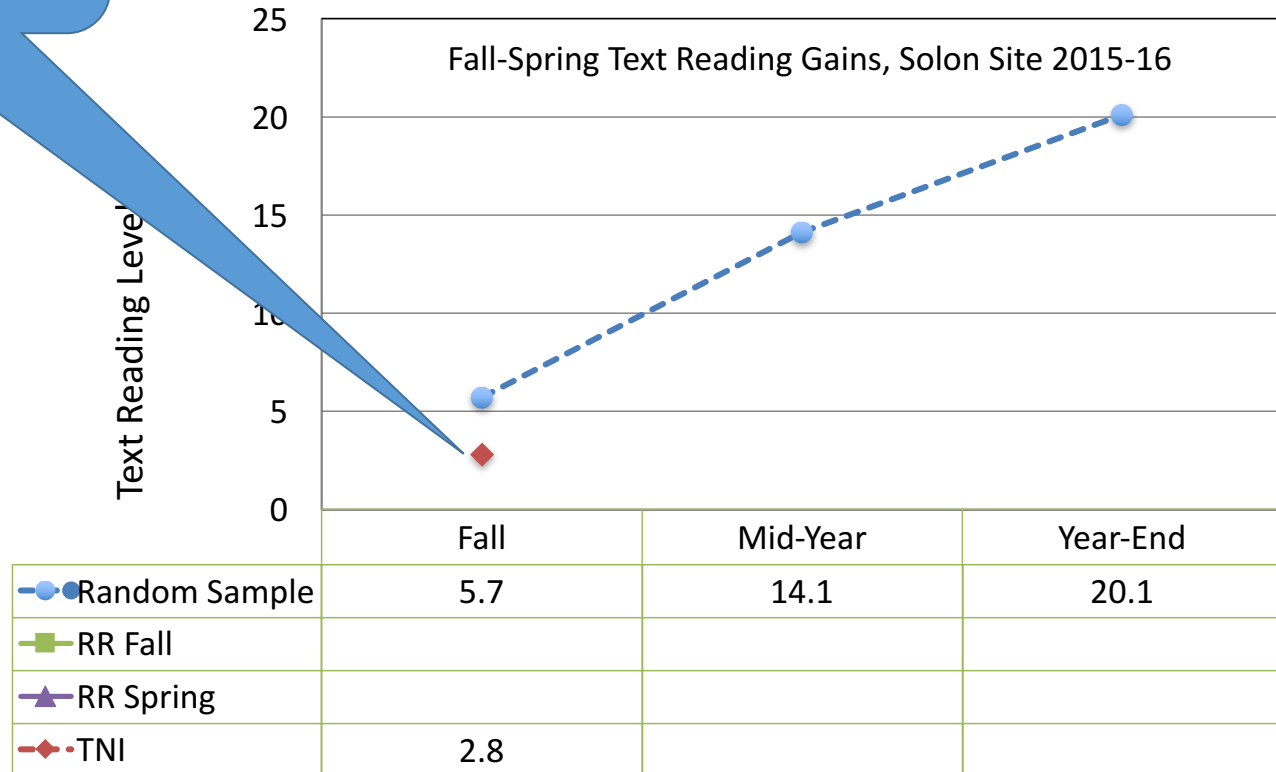
...and by year end.
Their trajectory
is smooth and steady.

Source: International Data Evaluation Center, August 2016



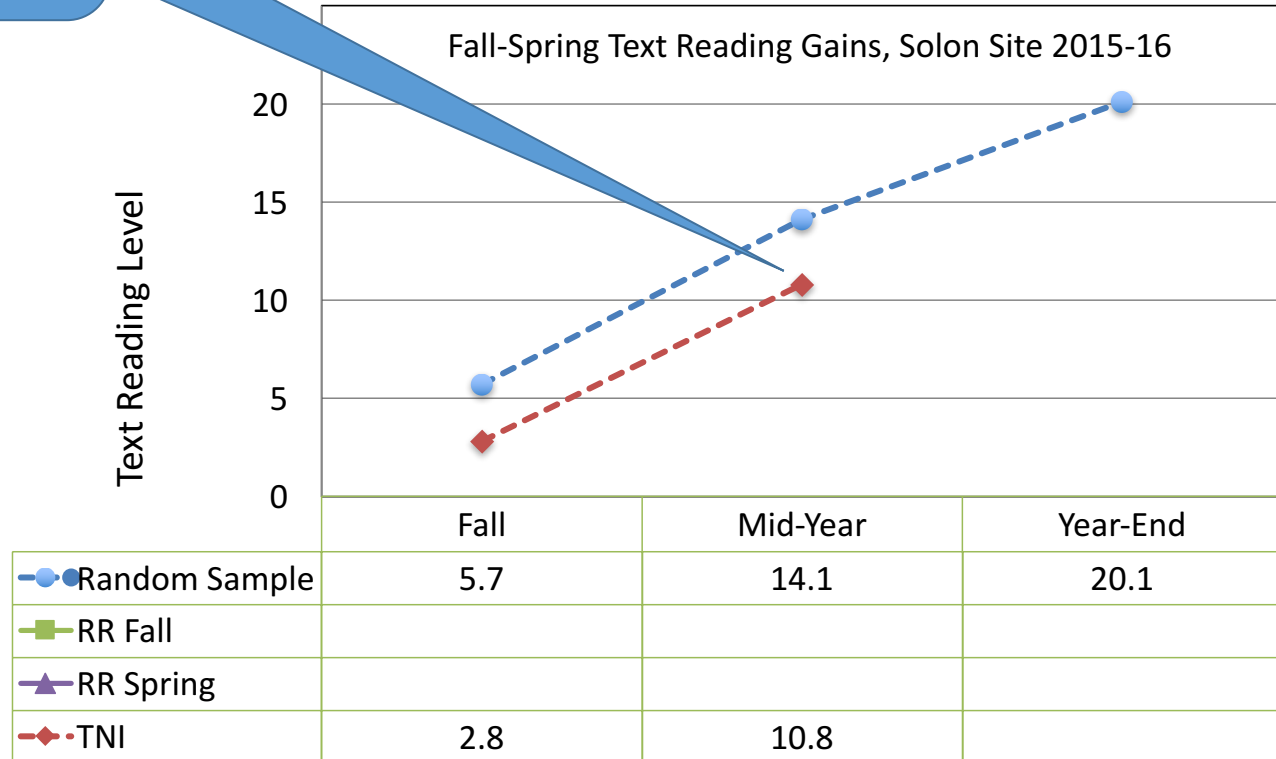
This red dot shows children who were low-achievers that did NOT get Reading Recovery.

Source: International Data Evaluation Center, August 2016

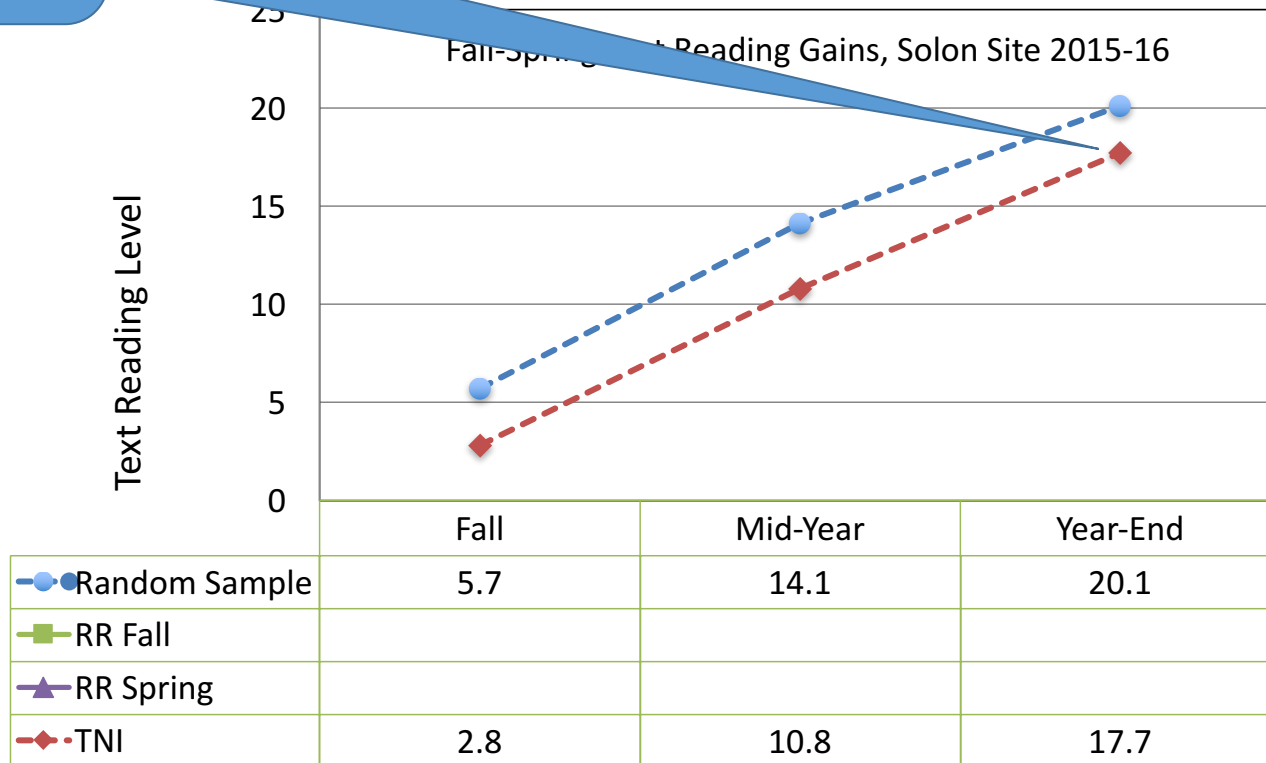


Their reading level trajectory
grew over time...

Source: International Data Evaluation Center, August 2016

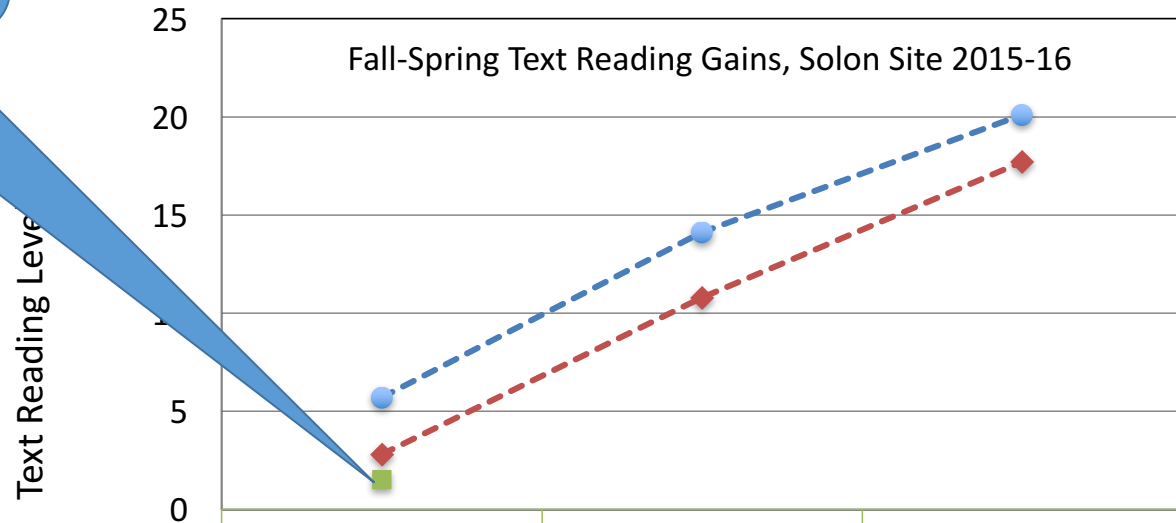


...but it did not close gaps.



This green dot shows where Reading Recovery children started in fall... well below both groups.

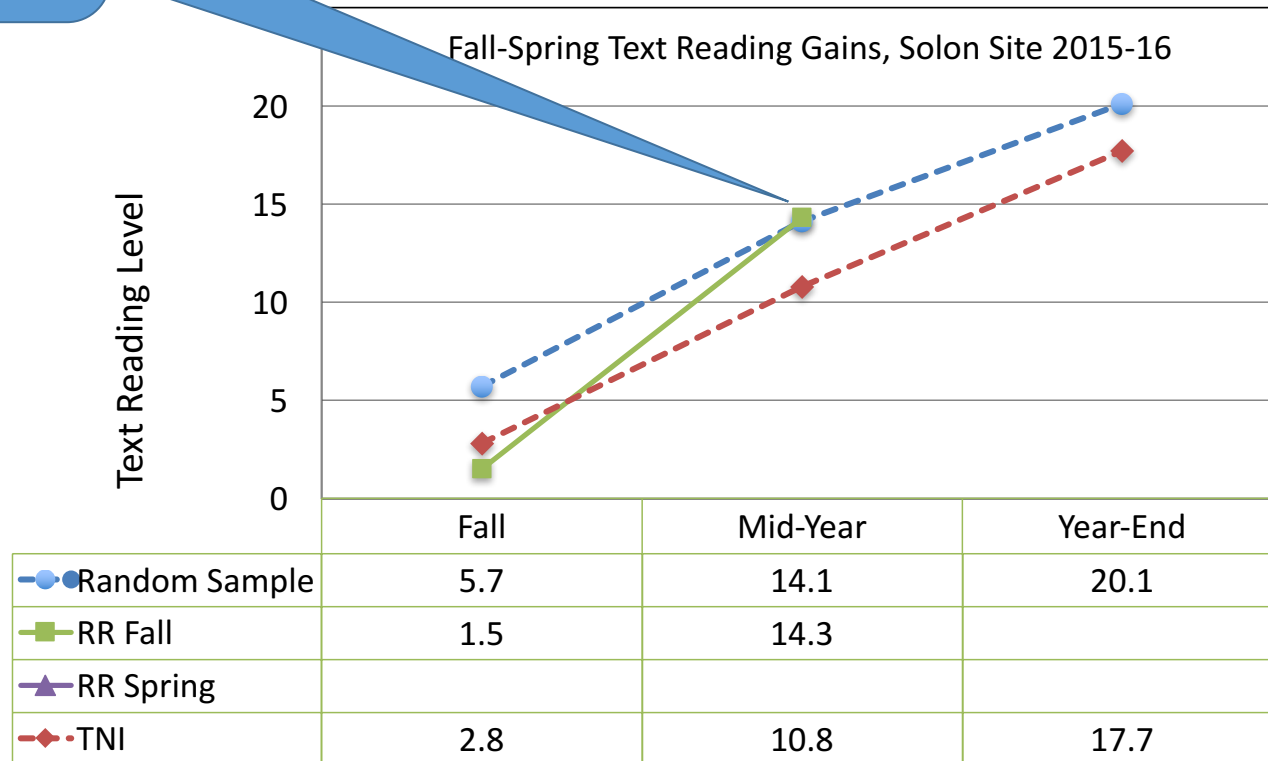
Source: International Data Evaluation Center, August 2016



● Random Sample	5.7	14.1	20.1
■ RR Fall	1.5		
▲ RR Spring			
◆ TNI	2.8	10.8	17.7

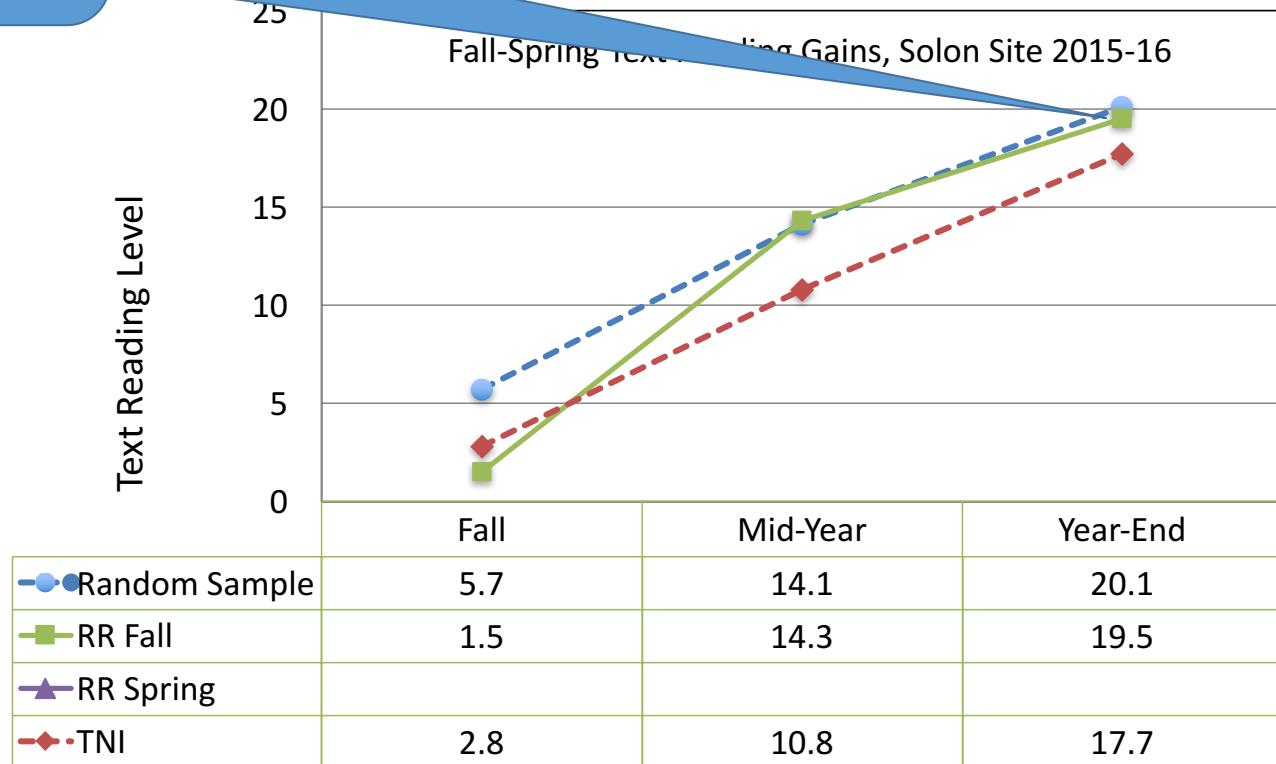
But, in 12-20 weeks,
they closed gaps
and returned to
regular classroom instruction...

Source: International Data Evaluation Center, August 2016



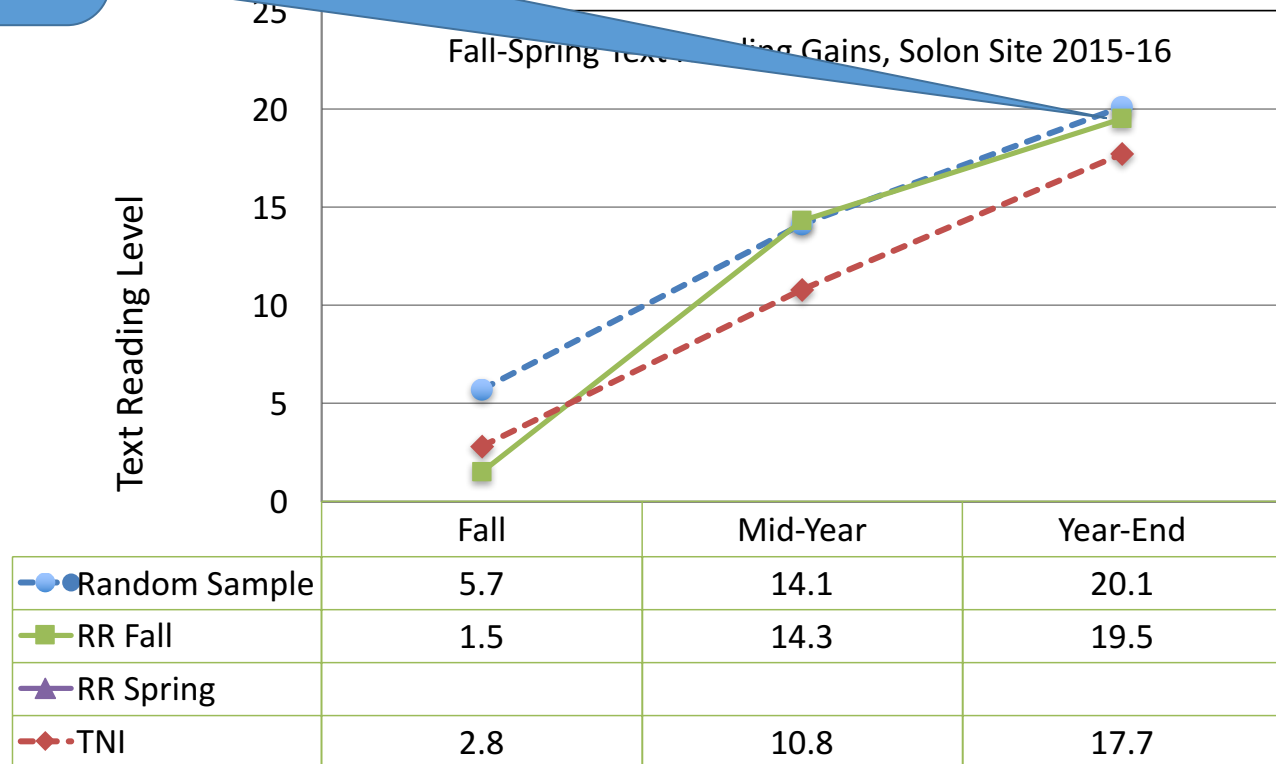
...and maintained a trajectory of progress...

Source: International Data Evaluation Center, August 2016



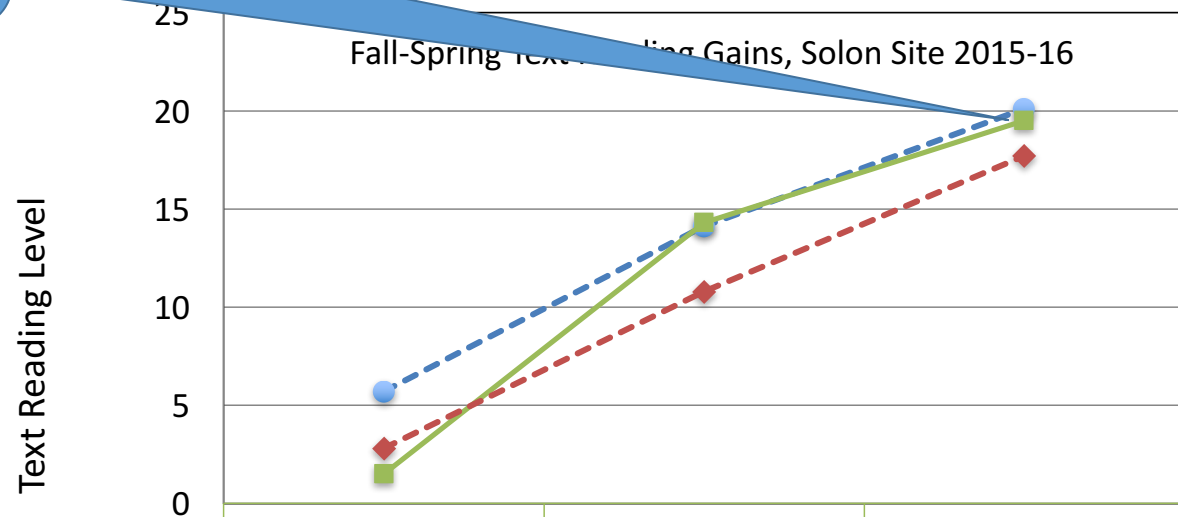
ON THEIR OWN!!!

Source: International Data Evaluation Center, August 2016



Well, their classroom teachers helped them of course!

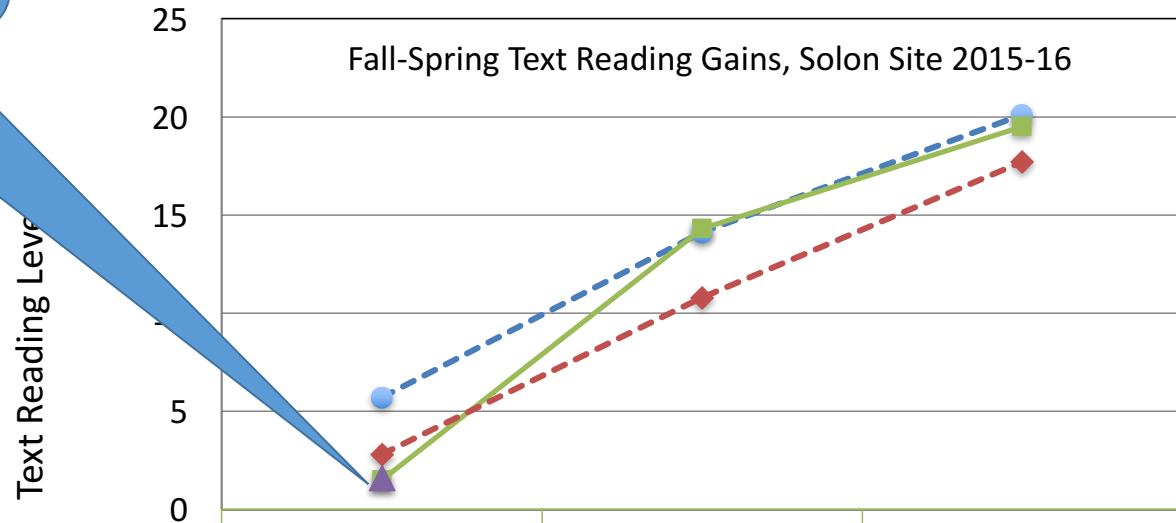
Source: International Data Evaluation Center, August 2016



● Random Sample	5.7	14.1	20.1
■ RR Fall	1.5	14.3	19.5
▲ RR Spring			
◆ TNI	2.8	10.8	17.7

But, there was another group of low-achieving children who didn't get Reading Recovery in the fall, in purple.

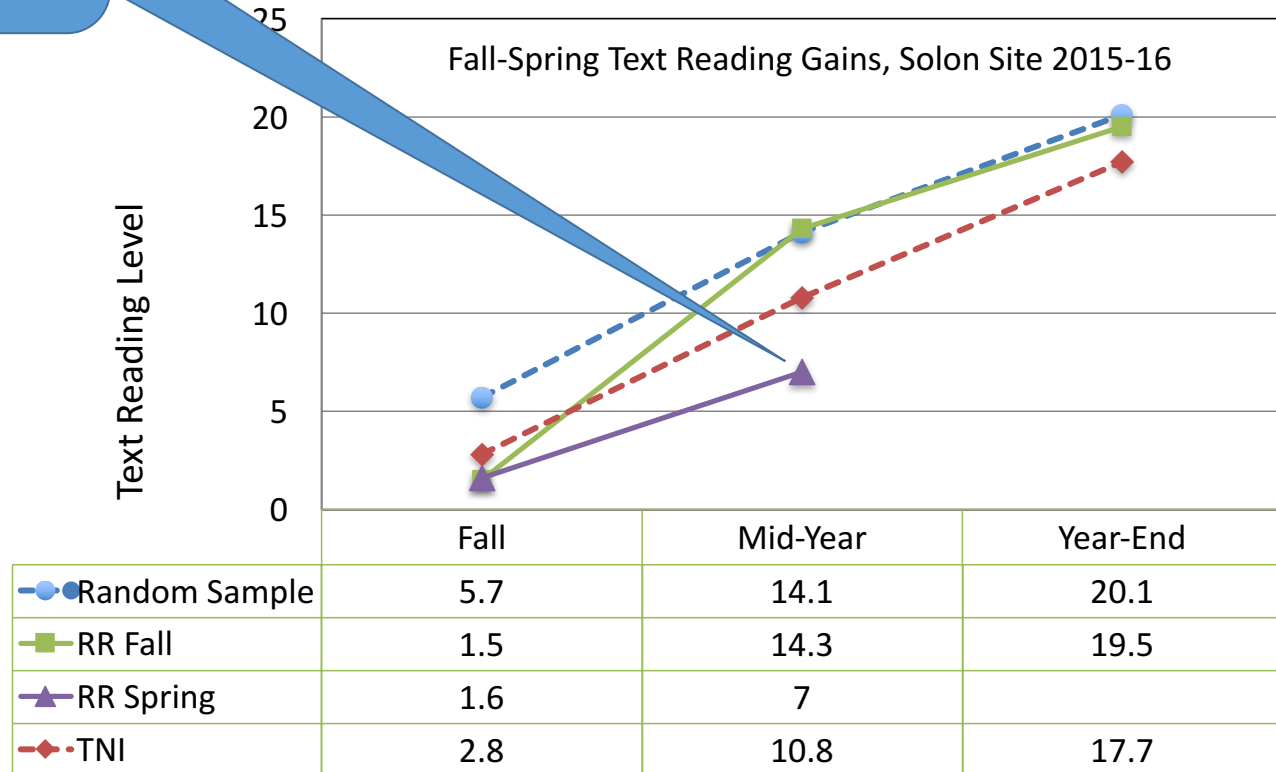
Source: International Data Evaluation Center, August 2016



● Random Sample	5.7	14.1	20.1
■ RR Fall	1.5	14.3	19.5
▲ RR Spring	1.6		
◆ TNI	2.8	10.8	17.7

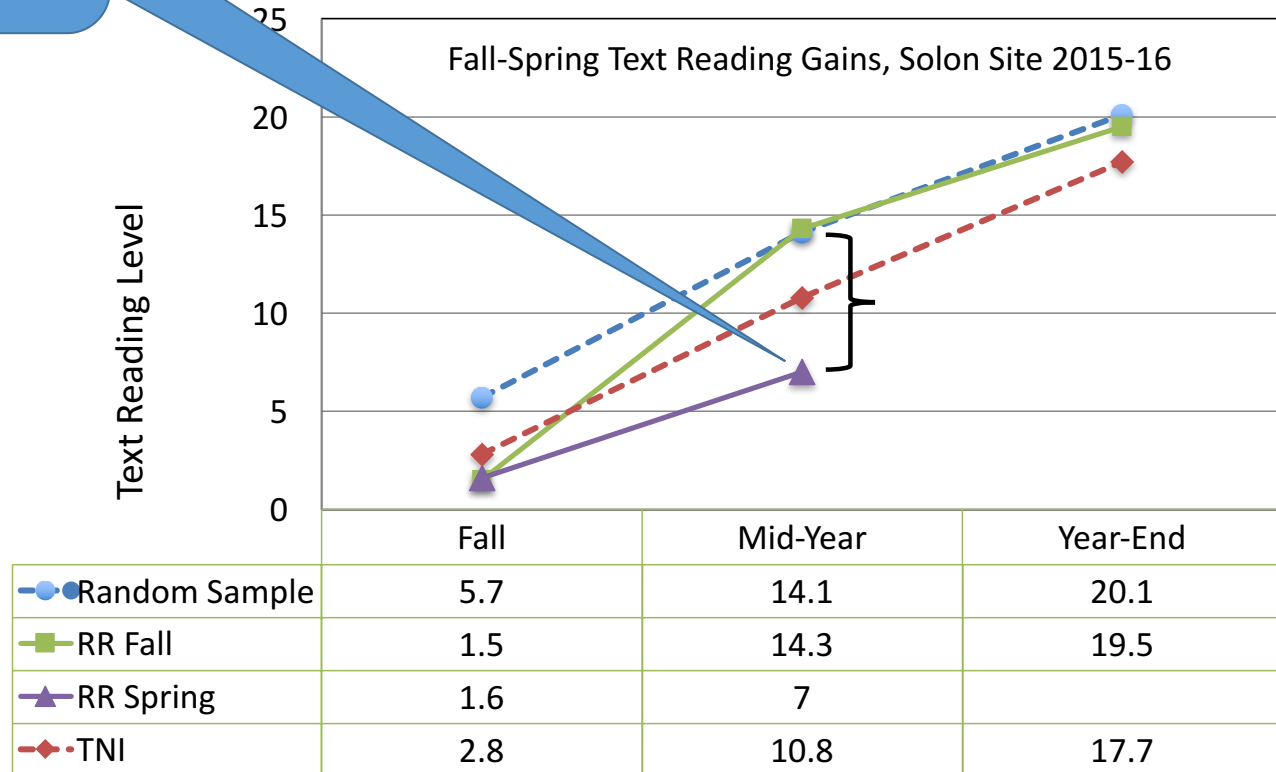
Look at how far off their trajectories were by mid-year...

Source: International Data Evaluation Center, August 2016



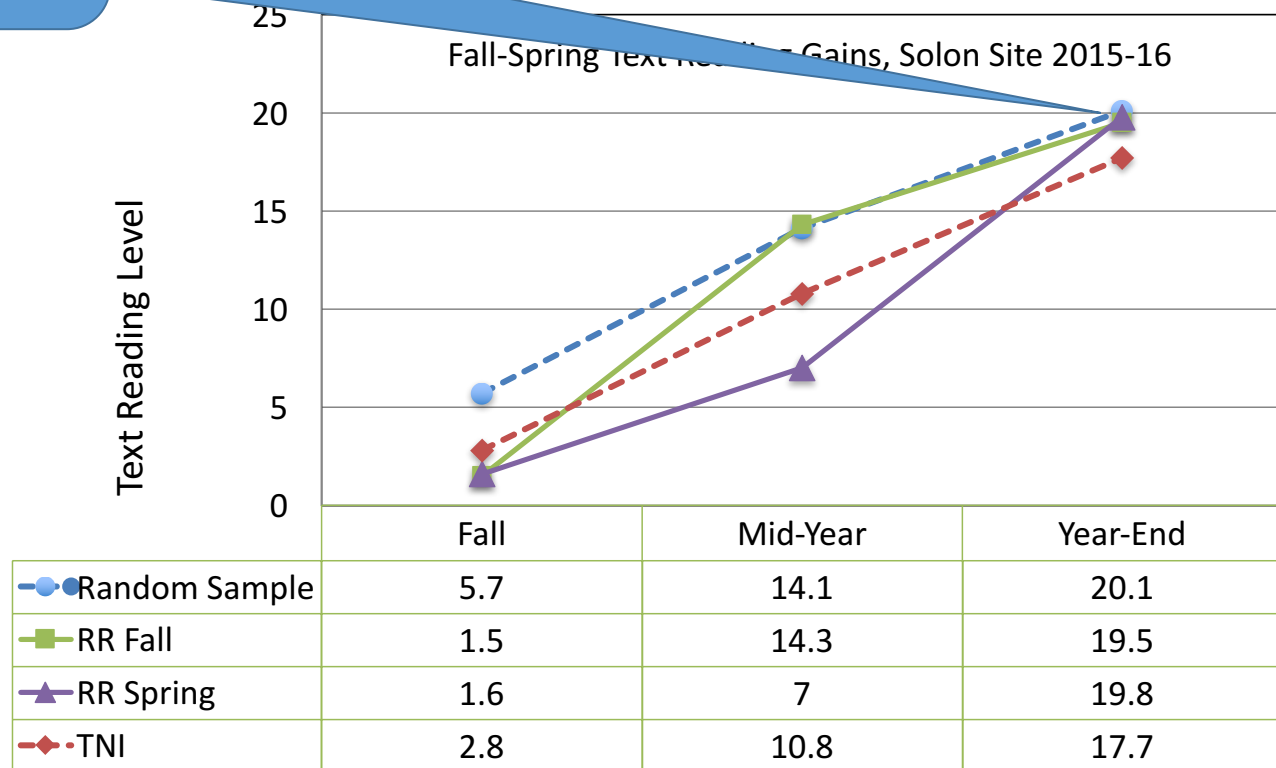
No, really...
LOOK

Source: International Data Evaluation Center, August 2016



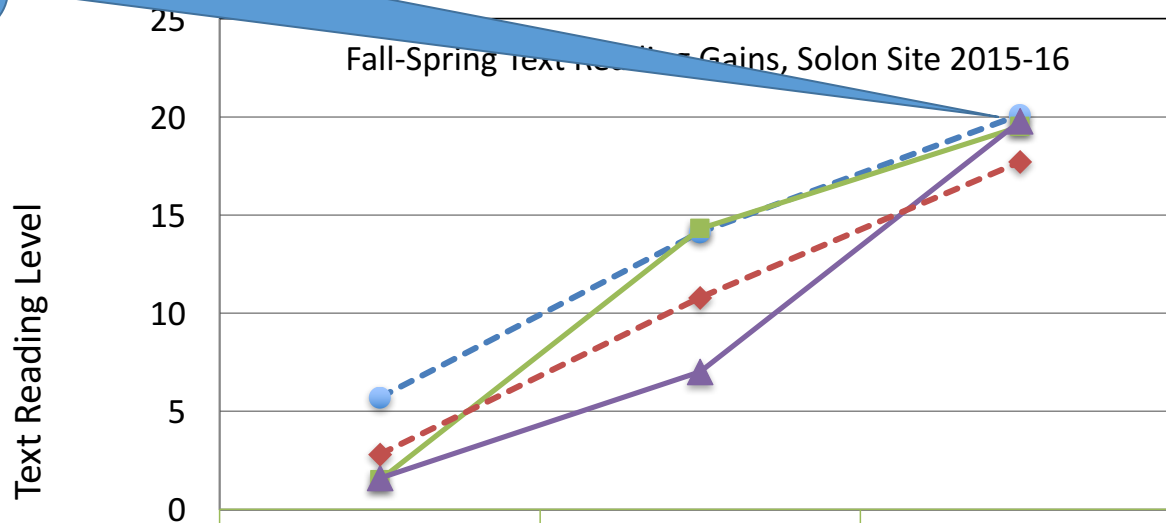
Now, look
what happened!

Source: International Data Evaluation Center, August 2016



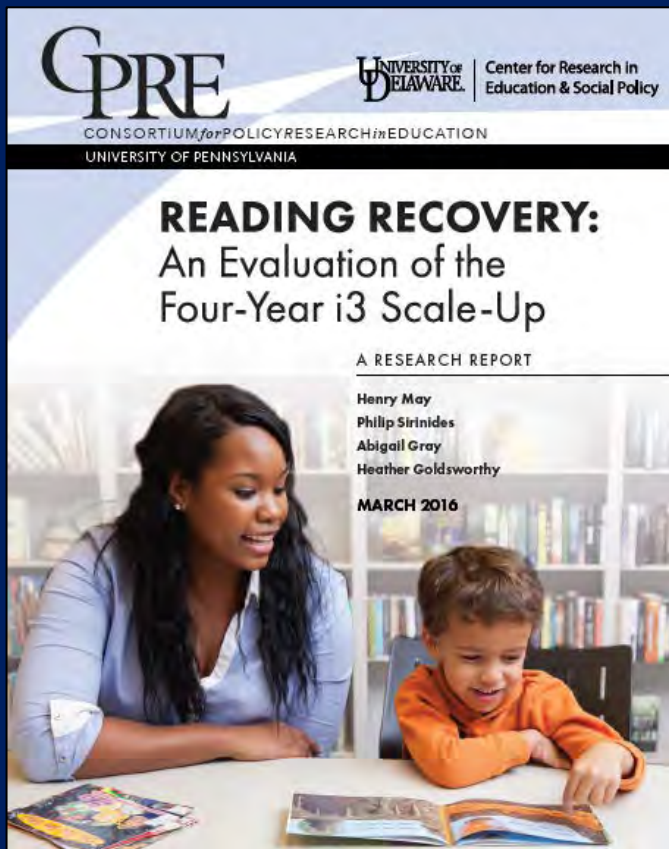
Reading Recovery helped
them close gaps, too!

Source: International Data Evaluation Center, August 2016



● Random Sample	5.7	14.1	20.1
■ RR Fall	1.5	14.3	19.5
▲ RR Spring	1.6	7	19.8
◆ TNI	2.8	10.8	17.7

This pattern has been happening
across our site
and nationally for
30 years!



In 2016, the Consortium for Policy Research in Education conducted one of the largest controlled studies ever done.

Shown **significant**
positive impacts of Reading Recovery
for the lowest achieving first graders
for general reading, word reading,
and comprehension

Showned significant
positive impacts of Reading Recovery
for the lowest achieving first graders
for general reading, word reading,
and comprehension

Replicated 4 times in all 4 years!

Effect sizes for Reading Recovery

2.8 times greater than
comparable interventions

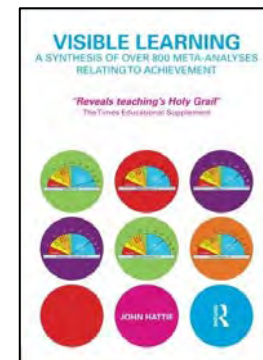
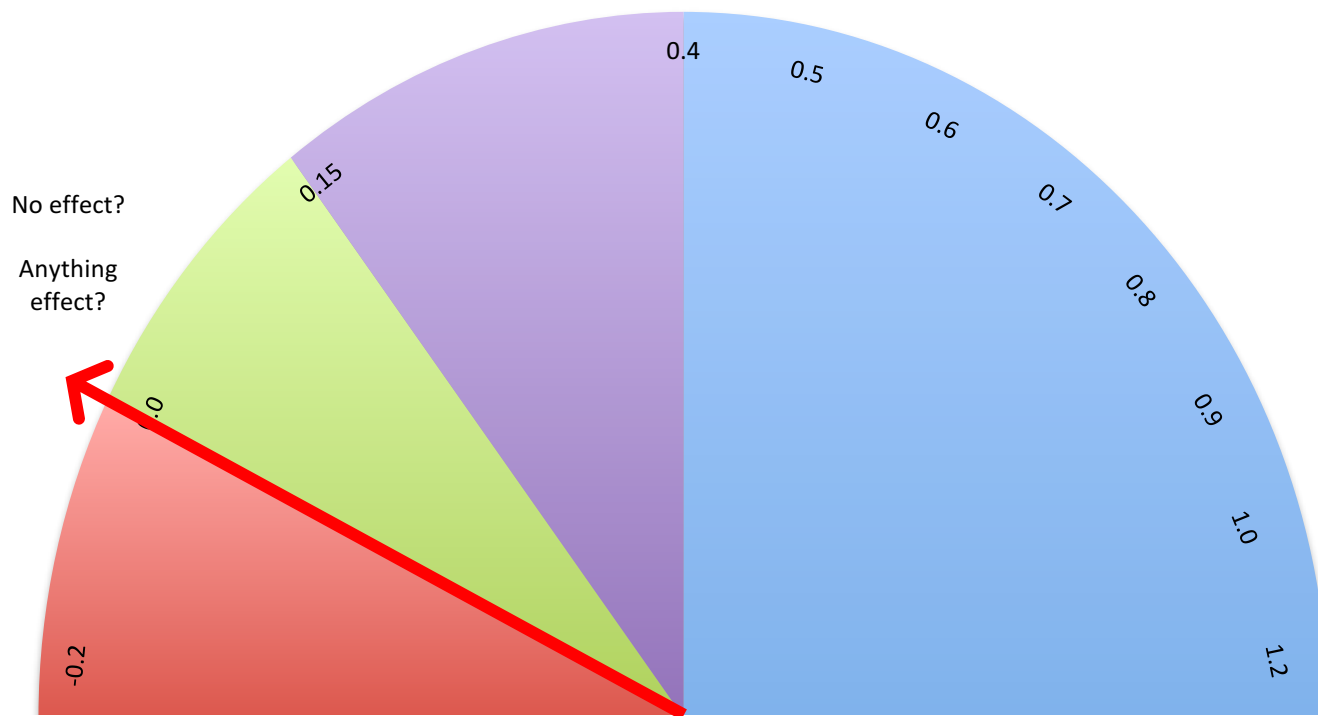
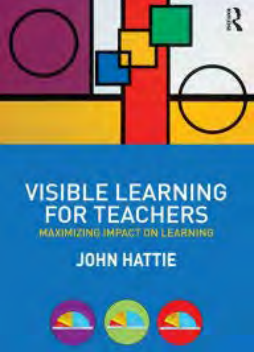
3.5 times greater than
average effect sizes for
Title I programs

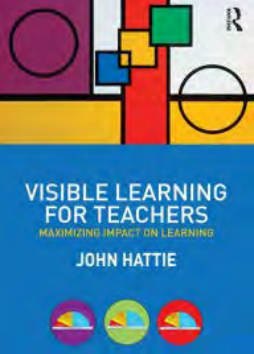
The growth-rate observed
in Reading Recovery
was 131% of the national average rate
for 1st-grade students
on the ITBS!

(CPRE, 2016, p. 3)

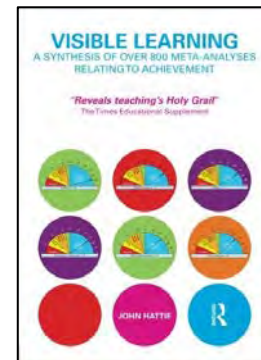
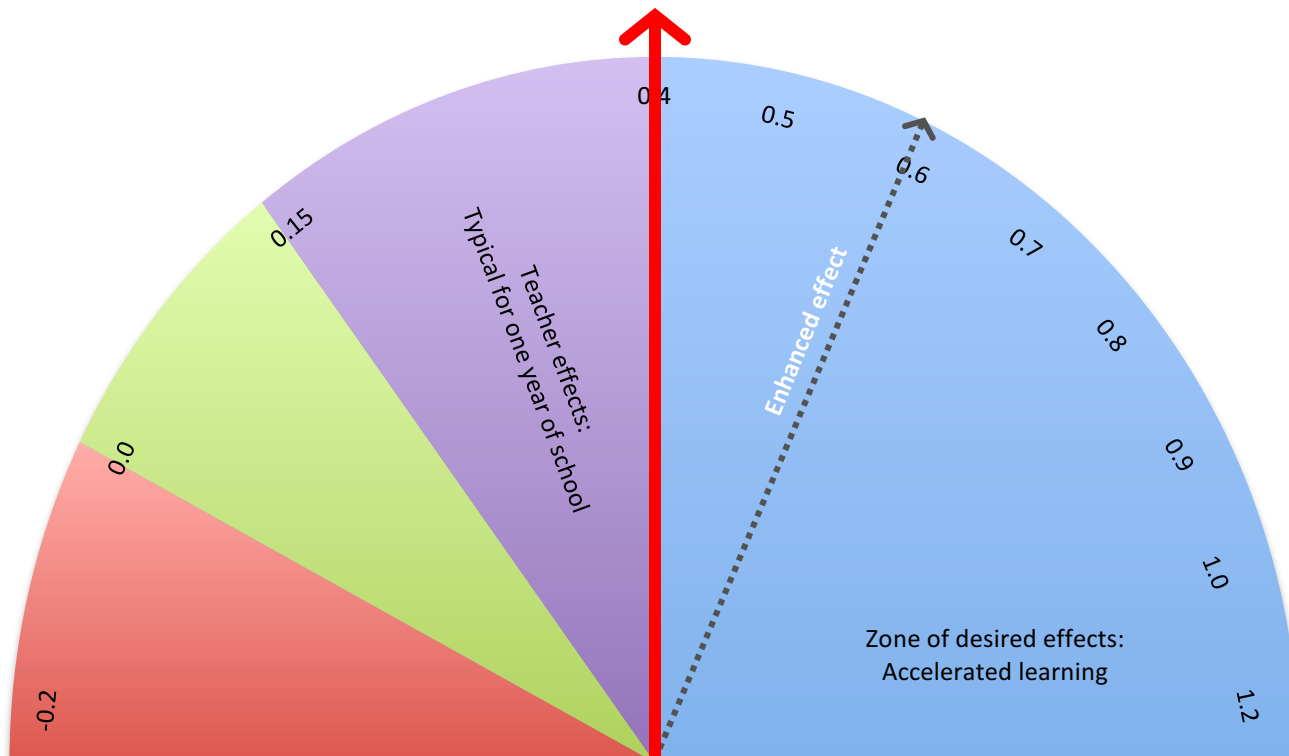
Results were similar for
English Language Learners
and students in rural schools.

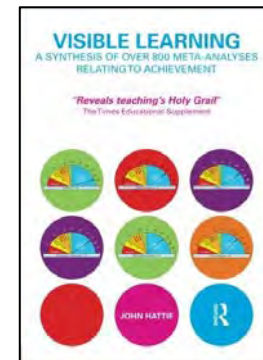
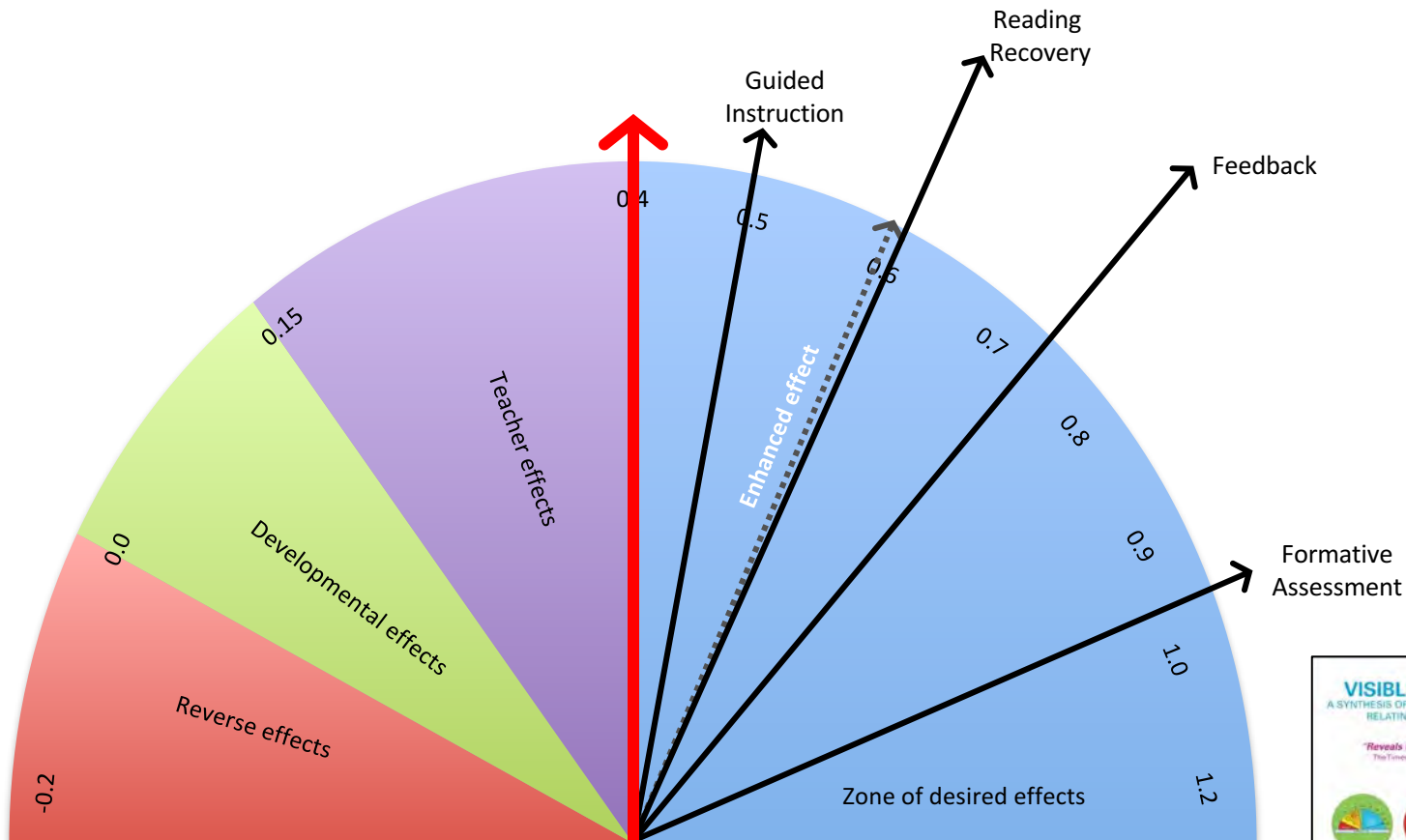
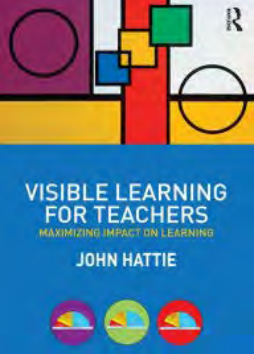
(CPRE, 2016, p. 3)





Average effect = 0.4









District Level

- Decision makers
- Creates engagement
- Sense of ownership
- Develops more understanding
- Plan collaboratively

School Level

- Building principal
- Building coach
- Reading Recovery teachers
- Intervention teachers
- Classroom teachers
May be grade level or lower/upper elementary representatives





School Literacy Leadership Team

- Common conversations lead to common vision
- Monitor and adjust school plan
- Organize, monitor, and implement PD
- Examine student growth
- Oversee the RTI implementation



Supporting and collaborating with families

Communicate

- Literacy Goals
- Commitment to Each Child

Support

- Resources
- Knowledge

Collaborate

- Families
- School Community

Activities to engage
and involve families
and community



Provide children with
books to take home



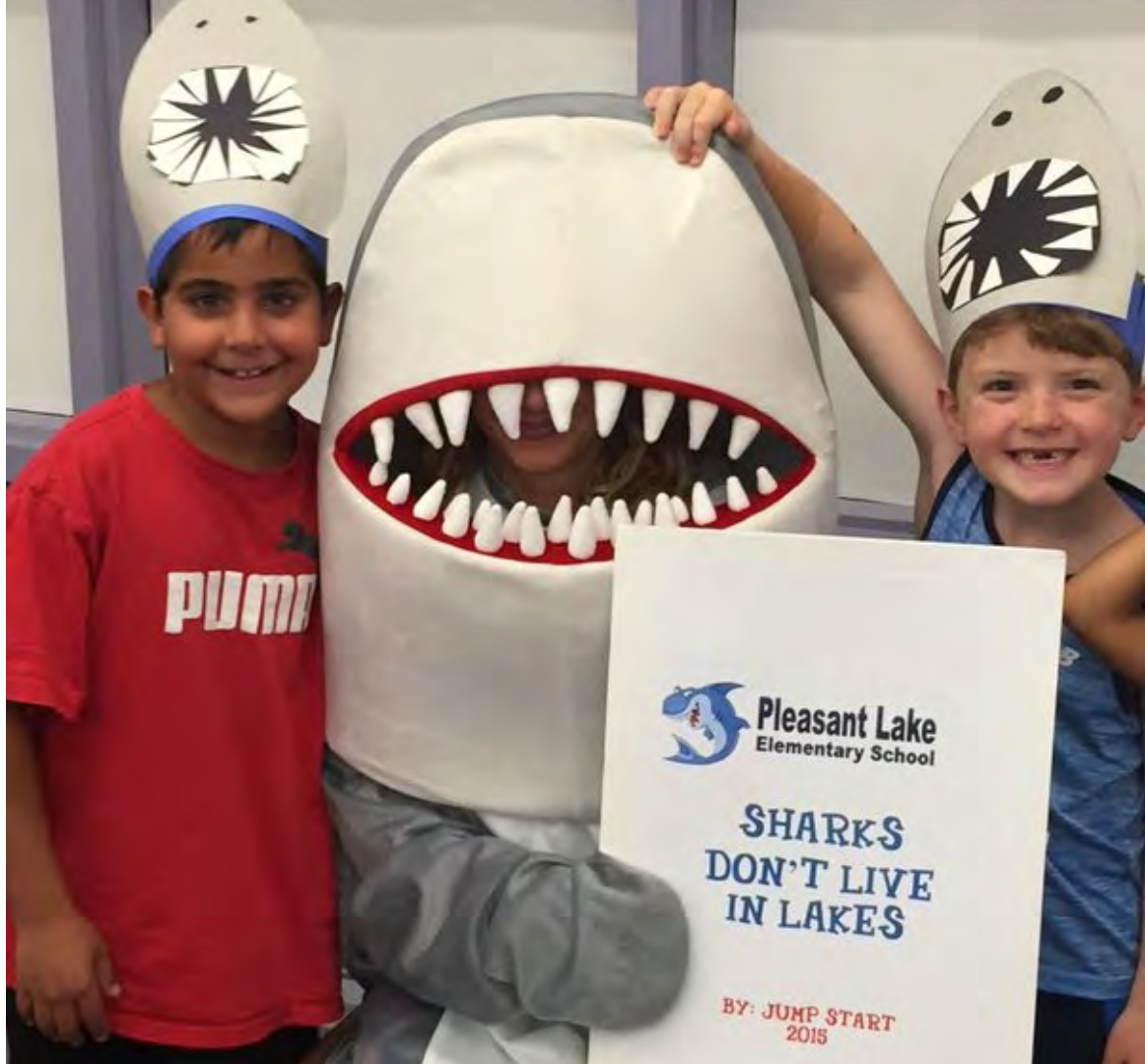
Schedule regular
Family Literacy Nights



Invite parents to
view a lesson



Start a Book Club for
parents and children





Share information on
literacy instruction



Celebrate with families
and community



Recruit volunteers to
read to children

Avoiding the “Summer Slump”



Summer Book Club



August Jump Start

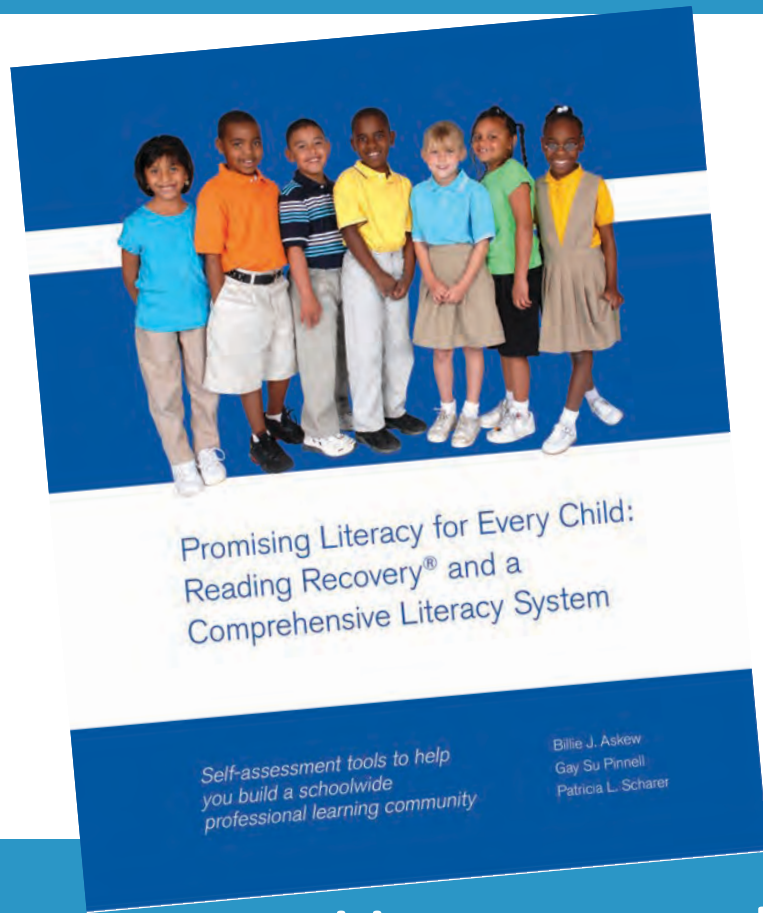


Reading Recovery Sessions





Becoming a learning community...



Promising Literacy for Every Child: Reading Recovery® and a Comprehensive Literacy System

A tool for:

- professional development
- self-assessment
- assessing fidelity

How your district can use this guide ...

Resources

A guide to support schools that are creating or examining current literacy plans is available through RRCNA.



Promising Literacy for Every Child:
Reading Recovery[®] and a
Comprehensive Literacy System

Self-assessment tools to help
principals or supervisors
evaluate literacy community

Video: A Journey
Through Literacy
Communities

*Promising Literacy for Every Child:
Reading Recovery and a
Comprehensive Literacy System*
provides practical direction for

Professional Learning Toolkits

Free and low-cost resources organized by topic areas

"A learning community shares and reflects on practice to enhance the learning of both students and teachers."

Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System

RRCNA's Professional Learning Toolkits help educators learn together while creating a shared vision and goals for literacy learning. The toolkits organize RRCNA's videos, journal articles, audio files, and other resources by literacy topic areas.

The toolkits are designed as an extension of *Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System* (RRCNA, 2014). This guide connects self-evaluation tools with your staff's current strengths and the essential components of a comprehensive literacy approach to promote high-quality literacy instruction for all children in your school.



Each toolkit suggests ways to involve your teaching staff and administrators in enhancing the comprehensive literacy system and should be adapted to meet the particular needs and interests in your school. Timeframes for each professional learning experience may vary, but most involve participation across several weeks.

Each toolkit is built around a guiding principle and includes session topics, free and low-cost resources including videos, reference guides, journal articles, web links, and audio files.

Free Online
Professional
Learning
Toolkits
that
organize
resources
by topic area
and extend the
guide

Partners in Education

Working together to increase
awareness of early literacy and
intervention best practices

[LEARN MORE >](#)



Columbus February 17-20 for the 2018 National Reading Recovery & K-6 Literacy Conference

RRCNA and NAESP: Partners in Education – check out our new webinar and articles





Promising
Literacy for
Every Child



Free on-demand webcasts

Advertisement

Early Literacy Learning Is the Foundation of School Success: Are Your Teachers Prepared for the Challenge?

By Lindy Harmon

Both **Early Literacy and Professional Learning** are once again in the top 5 list of this year's "What's Hot in Literacy" report, published by the International Literacy Association. Without early literacy instruction that adheres to these key principles, many students fall behind and stay behind, making it more difficult to reach grade-level benchmarks. Are your teachers providing Early Literacy instruction that supports this foundation? If not, do you know where to find resources to support their Professional Learning?

Does Early Literacy instruction in your school reflect these key principles?

Reading and writing are complex problem-solving processes. As children read and write, they pick up and use information from a variety of sources, work on it, make a decision, and evaluate the response in a continuous cycle of learning.

Reading and writing are reciprocal and interrelated processes. They provide concurrent sources of learning and contribute to each other in early literacy learning.

Literacy learning involves reading and writing continuously. It requires the integration of many behaviors essential for meaningful communication — not just letters, sounds, or words in isolation.

Children come to literacy learning with varying knowledge. What children can do when entering school is closely related to their prior opportunities to learn, instruction must start there.

Building on strengths makes it easy for children to learn. Teachers must know a child's strengths in order to work with existing competencies and make maximum use of each child's current literacy repertoire to support accelerated learning.



Discover the **Reading Recovery Council of North America** and explore the possibilities at www.readingrecovery.org/professional-learning



Lindy Harmon is president of the Reading Recovery Council of North America, a not-for-profit association that provides professional development opportunities for young children's teachers and literacy specialist teachers. She is also a professor at the University of Illinois at Chicago where she is the Reading Recovery trainer at the Reading Recovery Center and a Comprehensive Intervention Reading trainer at the Collaborative Center for Literacy Development.

How can you support integrating these key principles into the Professional Learning of your teachers?

The Reading Recovery Council of North America (RRCNA) has developed these early literacy resources for professional learning.

RRCNA Effective Literacy Practices Video Library offers free web-based resources to help educators strengthen early literacy outcomes for K-3 students. Extensive examples develop a deeper understanding of effective literacy practices for K-3 classroom teachers, Reading Recovery teachers, specialist teachers, literacy coaches, and school administrators.

TOPICS: Making It Easy to Learn, Tracking for Transfer, Strategic Activities, Selecting Texts That Are Just Right, Pacing in Fluent Reading, Assessing Through Close Observation, Learning About Phonology and Orthography

RRCNA Professional Learning Toolskits help educators learn together while creating a shared vision and goals for literacy learning. The free web-based toolkits organize resources by topic areas and are designed as an extension of Promising Literacy for Every Child: Reading Recovery and a Comprehensive Literacy System. Authored by Billie J. Askew, Gay Su Pinnell, and Patricia L. Schwan, the guide connects self-evaluation tools with your staff's current strengths and the essential components of a comprehensive literacy approach to provide high-quality literacy instruction for all children in your school.

TOPICS: Assessing and Monitoring Children's Literacy Behavior, Literacy Teaching and Learning, Text Reading and Comprehension, Writing, Oral Language

Systems Change for Literacy Gains

Strong literacy programs can be the foundation for improved instructional practices and better student outcomes schoolwide.

By Gerry Brooks, Nayal Mukhtar, Karen Scott, and Jeffrey Williams



READING RECOVERY WORKS!

- Students (85%) show strong evidence of growth in reading skills (measured by standardized scores up to 100%)
- Produce measurable results in weeks, not years
- Accelerate the fastest readers with greatest results
- Implement a good classroom learning as part of a comprehensive literacy plan
- Identify the whole school with specialty trained literacy experts
- Improve instruction and provide documentation of positive outcomes
- Reduce or cancel achievement gaps between varying racial, ethnic, and socioeconomic groups

Reading Recovery is a thoroughly researched and proven early literacy intervention for the struggling young reader. Individual students work one-to-one with a specially trained teacher for 15 to 30 weeks and achieve 85% to 100% reading success, often a full year or more, after 17% of students achieve grade-level standards.

Reading Recovery is now the highest performing literacy program in the world, with the highest reading achievement of all beginning reading programs in the world. The Reading Recovery network provides the support necessary to produce these gains with over 100,000 students. Reading Recovery is a federally funded research-based intervention that has been shown to be the most effective literacy intervention for struggling readers. It is a 1:1, one-to-one, one-to-one intervention that has been shown to be the most effective literacy intervention for struggling readers. It is a 1:1, one-to-one, one-to-one intervention that has been shown to be the most effective literacy intervention for struggling readers.

LEARN WHY YOUR READING RECOVERY CAN MAKE YOUR SCHOOL a **ReadingRecoveryWorks.org**

Early literacy learning resources



To learn more,
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GETS RESULTS

HOW IT WORKS

**PROFESSIONAL
DEVELOPMENT**

**RESPONSE TO
INTERVENTION**

**WHOLE SCHOOL
BENEFITS**



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TITLE

SCHOOL DISTRICT

YOUR EMAIL (REQUIRED)

PHONE

ADDRESS

CITY

STATE

ZIP

HOW CAN WE HELP YOU?