SECTION 1

Introduction and Rationale

Why Reading Recovery®?

Children who are having extreme difficulty learning to read and write deserve to have educators make every effort possible to ensure their success. Reading Recovery, and in Spanish, Descubriendo la Lectura, are short-term early interventions designed to support classroom instruction for the lowest-achieving children in the first grade — those having difficulty learning to read and write. Children meet individually for 30 minutes daily with a specially trained teacher for an average of 12–20 weeks. During a short-term instructional intervention, children make faster-than-average (i.e. accelerated) progress that permits them to catch up to their peers and continue to work on their own within an average group setting in the regular program. Results indicate that Reading Recovery and Descubriendo la Lectura meet the challenge of closing the gap early before a cycle of failure begins.

Highly skilled teachers provide the one-to-one instruction for the children who are at the most risk of reading failure. Through the Reading Recovery/Descubriendo la Lectura professional training program, teachers develop an understanding of literacy processes and literacy acquisition. They learn how to observe children closely and how to provide individually designed lessons that follow each child's unique path to literacy learning.

Bringing all children to literacy in the first years of schooling is not an easy task. It requires collaboration among professional educators with respect to good classroom teaching and safety nets for children who need additional literacy support. The safety net known as Reading Recovery represents a partnership — a concentrated, continuous, united effort in which teachers, administrators, parents, and policymakers work together to change the status of low-achieving children in literacy. In an ongoing process of educational redesign, Reading Recovery partners continue to evaluate the program by collecting data on every child served, analyzing strengths, and making recommendations for improvement.

The Reading Recovery partnership operates on three levels. Specially trained teachers work with individual Grade 1 students for part of their teaching day. Teacher leaders provide yearlong training courses for teachers at Reading Recovery sites; they teach individual students, provide ongoing professional development for teachers, and monitor the implementation of Reading Recovery in their district(s) with the help of a site coordinator. University-based trainers prepare teacher leaders, engage in research, support program implementation at affiliated sites, and work with children.

[See Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). Changing futures: The influence of Reading Recovery in the United States. Worthington, OH: Reading Recovery Council of North America.]

The Reading Recovery Standards and Guidelines

In industry, standards are developed to ensure that a high-quality product is implemented uniformly from place to place in order for the product to yield the same high outcomes no matter where it is produced. The same is true for the implementation of Reading Recovery. The standards outlined in this document are aligned with the features of Reading Recovery that research has shown to be linked to the accelerated progress students typically make in the intervention. They were written in collaboration with Reading Recovery teachers, teacher leaders, trainers, and site coordinators. By upholding the standards, educators making an investment in Reading Recovery can be assured that they will get a high-quality early literacy intervention that will produce results for children's learning.

All countries involved in Reading Recovery have an established set of implementation standards. While these standards necessarily vary because of differences in educational systems, all protect the quality core of Reading Recovery in relation to tutoring for children, professional development for teachers, and system intervention. The standards and guidelines for Reading Recovery in the U.S. were developed by the network of university trainers through their organization, the North American Trainers Group (NATG). The committees of NATG work to solve implementation problems, support research and development, and improve teacher leader and teacher training. The standards are published by the Literacy Council of North America (LCNA)—a not-for-profit membership association of Reading Recovery teachers, teacher leaders, university trainers, site coordinators, and partners—which supports Reading Recovery and helps to sustain the quality of its implementation. Revisions to the standards and guidelines are the responsibility of NATG and are made with careful consideration for the implications at all levels of implementation, including the international network.

The Role of the Reading Recovery License in Upholding the Standards

The trademark for Reading Recovery/Descubriendo la Lectura in the United States was given to The Ohio State University (OSU) by the developer of Reading Recovery, Dr. Marie M. Clay. Use of the Reading Recovery trademark is granted by OSU on a royalty-free basis to the following entities, subject to meeting the standards and guidelines as described in this document.

- District-level teacher training sites

- University training centers

- Literacy Council of North America (LCNA)

- Affiliates of LCNA

A. Licensing District-Level Teacher Training Sites

Reading Recovery teacher training sites receive an annual license from OSU provided

• the site has at least one teacher leader,

• all teacher leaders at the site were in compliance with the standards and guidelines in the previous year as verified by Reading Recovery trainers who register affiliated teacher leaders with LCNA at the beginning of each school year (list of registered teacher leaders available on the LCNA website), and

• all teacher leaders at the site are identified by the International Data Evaluation Center (IDEC) located within the College of Education at OSU, as affiliated with the site. Trainers provide this information to IDEC when they update their site ID list each year.

OSU trainers crosscheck the list of teacher leaders that trainers have registered with LCNA against the updated site ID list submitted to IDEC and take the following actions:

• Issue a license. Licenses are sent to sites where all teacher leaders at that site are registered with LCNA. Licenses are royalty-free and issued for 1 year.

• Issue a probationary license. In cases where a site has a teacher leader who has not met all of the standards during the previous year, as indicated by the affiliated trainer as part of the Registry process, a probationary license is sent to that site.

• Remove the license. If after a year the site is still out of compliance (as indicated to OSU by the trainer in the process described above), the site receives a letter that says the site no longer has a license to operate Reading Recovery. In this event, the trainer at the affiliated university also sends a closing letter to the site.

B. Licensing University Training Centers

On an annual basis the president of NATG identifies to OSU all active university training centers. OSU sends licenses to all those universities for that year.

C. Licensing the Literacy Council of North America

Per a signed agreement between OSU and LCNA, OSU issues a Reading Recovery license to LCNA on a 5-year basis.

D. Licensing Affiliates of LCNA

OSU licenses affiliates of LCNA on an annual basis provided that the entity

• is a recognized affiliate of LCNA and is in good standing with LCNA,

• has been recommended by LCNA for a license,

• has 501c status and is incorporated, and

• has a university trainer in good standing with NATG on the affiliate's board.