

Developing Teacher Quality

Becky Flen, Principal
Steiner Elementary
Portales, NM

Carolyn Howard, Reading
Recovery® Teacher Leader

Trina Valdez, Director of
Federal Programs and
Reading Recovery®
Site Coordinator



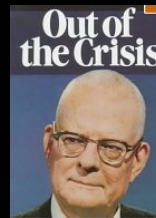
Are quality teachers born that way,
or are they developed by leaders
who provide support and
professional development?



“The aim of leadership should be to improve the performance of man and machine, to improve quality,”

“....to remove the causes of failure: to help people do a better job with less effort.”

W.E. Deming (1982), *Out of the Crisis*, p. 248.



“Systematic observation (the collection of data) will increase quality of teaching.”

“Sensitive and systematic observation of behavior is really the only way to monitor gradual shifts across imperfect responding.”



Marie Clay

M.M. Clay (1991) *Becoming Literate: the Construction of Inner Control*, p.p. 132-133

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Five General Principles of Teaching and Learning

- By interacting with a more capable other, teachers can expand and organize their understandings in order to create new meanings and learn how to learn.
- Through conversations, behavior changes, and over time, teachers internalize and use comments from colleagues to improve their own performance.
- Ongoing discussions act to scaffold teachers' understanding thus allowing them to use what they already know to learn what they need to know.
- Teachers acquire problem-solving skills and become responsive teachers through social interactions.
- This process develops lifelong learners.

Lyons, Pinnell, DeFord, Partners in Learning: Teachers and Children in Reading Recovery, p.p. 164-165

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Levels of Support for Reading Recovery®

Ohio State University
Trained the first teacher leaders in 1987-1988 in New Zealand

2006 - University Trainers at 20 different universities
for training teacher leaders

Teacher Leaders train teachers at districts

Teachers teach students that need Reading Recovery



Model of Professional Development for Reading Recovery

- Three levels of support
- At every level the leader continues to teach children
- On-going support for all levels forever
- Learning and applying what learned with a child from the beginning
- Six hours of college credit for 1 year training

[PD.wmv](#)

"Professional Development of Reading Recovery,"
RRCNA, www.readingrecovery.org

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Professional Development at District Level

- Year long staff development
- Teach 4 children every day
- Learn the theory and apply it
- Weekly sessions held at a school with a one-way glass, where teachers talk while they observe a teacher teaching a child behind the one-way glass (BTG)
- Circle discussions of lessons BTG
- Credit for courses from Eastern NM University (ENMU)

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Sentenced to Training

By Millbower and Yager

© 2002, Stylus Publishing, LLC



How long are you in for?

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Subsequent Years

- Support continues beyond the training year for teachers and teacher leaders.
- During subsequent years, teachers meet regularly with the teacher leader to view demonstration lessons and discuss new insights about children and the teaching process.
- Understandings deepen each year for the teachers, as well as, for the teacher leader who is still getting professional development from the university trainers.

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The Power of the BTG

- Teachers begin to look at child behaviors.
- Teachers begin to look at teaching behaviors of their peers.
- Teachers begin to talk about the relationships between what the child does and what the teacher does.
- Teachers see mismatches and begin to articulate what they think should have happened.

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Behind-the-Glass

- Besides teaching the college course once a week for teachers in training, the teacher leader provides individual help to teachers.
- All participants, including the children, learn to monitor their own progress.



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Insights from Reading Recovery

- To get more children actively involved
- To help children develop knowledge of the structure of written language and the story structure
- To connect reading and writing (reciprocity)
- To help children examine the visual details of written language without losing meaning
- To develop independence in children

Bridges to Literacy: Learning from Reading Recovery
(1991) DeFord, Lyons, Pinnel (eds), page 219

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Characteristics of Teachers with Higher Student Outcomes

Working for independence and active learning

- Allows time for independent problem-solving; knows when to be quiet.
- Persistent in questioning and prompting students to do what they know.
- Requires students to problem-solve while reading.
- Questions in a way that makes children think and act.
- Asks the child to evaluate him/herself.
- Asks children to be responsible for checking.

Working for strategic operations

- Questions in a way that helps children check several different sources of information.
- Helps children discount or verify their predictions based on a closer visual look.
- Helps children use oral reading and rehearing to get a feedback system going.
- Uses specific praise to confirm children's strategic behavior.

Creating a supportive social context

- Is warm and friendly in the interaction.
- Accepts the child's efforts, even those partially right.
- Observes and responds to the child's moves.
- Personalizes the story for the individual child.
- Sounds positive and reassuring that the child has done something good.

Lyons, Pinnell, DeFord, Partners in Learning: Teachers and Children in Reading Recovery, p.83

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Characteristics of Teachers with Lower Student Outcomes

Working for independence and active learning

- Seems to tell instead of supporting the child working it out.
- Inconsistent in requiring child to problem-solve.
- Reinforces the child's looking at teacher for confirmation.

Working for strategic operations

- Tends to tell and repeat.
- Prompts child to "remember" instead of problem-solve.
- Overly attends to words; preteaches words; book selection revolves around words.
- Consistently works at the letter-sound level; teaches sounds in isolation.
- Neglects monitoring; doesn't support self-monitoring.
- Does not help children check on themselves.
- Appears to be overly concerned with accuracy.
- Overuses verbalization which could get in the way.
- Does not help child use meaning and language structure as a feedback system.

Creating a supportive social context

- Questions in ways that are inappropriate for the particular child.
- Does not "tune in" to where the child is.
- Does not interact enough with students.
- Tends to move the lesson at a slow, uninteresting pace.

Lyons, Pinnell, DeFord, Partners in Learning: Teachers and Children in Reading Recovery, p. 83

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Richard Allington – Title I

- Reviewed teachers about reading across the USA
- Determined that teachers teach students who are low differently than those who are high

Allington - Good & Bad Reader Instruction.mpg

Clip from Video of Dr. Richard Allington,
Title I Training in Amarillo, TX, Fall, 1985

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Reading Recovery as Professional Development: Looking at Classroom Teachers

- Observed grade K - 2 classrooms of Reading Recovery trained teachers
- Teaching affected by the Reading Recovery training
- Taught students to use strategies taught in Reading Recovery



Pressley, M. and Roehrig, A., *Journal of Reading Recovery*, 20th Anniversary Edition, 2005

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Observed Strategies

- Students rereading books to build fluency
- Students pointing to words as reading, moving from left to right and top to bottom on a page
- Students using their fingers to create spaces between words when writing, and clapping out the sounds of words
- Students encouraged to stretch words in order to sound them out and write them
- Students taught to look for chunks in words (e.g., rimes such as –ate, -ay, and –it) and to use the chunks to read words.

Pressley & Roehrig, *Journal of Reading Recovery*, 2005

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Classroom Teachers Trained in Reading Recovery

- Teachers were prompting students to use all the cues and to check their reading
- Teachers were teaching students to use word walls for their writing
- Teachers were asking students to reread their work to look for errors
- Teachers were encouraging to students to always make sure their reading and writing made sense

Pressley & Roehrig, *Journal of Reading Recovery*, 2005

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Observed in Reading Recovery Trained Teachers' Classrooms

- Students were doing a lot of writing
- Students repeatedly looked at words and rewrote them in order to acquire their spellings
- Teachers did book introductions for students and encouraged the reading of appropriately leveled books
- Students wrote responses to what they were reading
- Sometimes the teacher modeled the writing
- Teachers taught punctuation explicitly
- Much use of cut-up sentences and paragraphs

Pressley & Roehrig, *Journal of Reading Recovery*, 2005

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Is this a good thing?

Pressley & Roehrig compared the classrooms of the Reading Recovery trained teachers with the exemplary classrooms they had observed.

- First, exemplary classrooms are typified by a great deal of instruction and, during the literacy morning, a great deal of instruction about how to read and write.
- Second, a hallmark of exemplary teachers is that they monitor students carefully and make instructional decisions on the basis of their observations of student reading and writing processes.
- Third, a key teaching technique among exemplary teachers is scaffolding, which is providing enough support for students to make progress without doing the task for them.
- Fourth, another hallmark of exemplary teachers is that they encourage their students to be self-regulated.
- Fifth, exemplary classrooms are very motivating, positive places.

Pressley & Roehrig, *Journal of Reading Recovery*, 2005

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The classrooms headed by the Reading Recovery-trained teachers looked very much like the classrooms of exemplary primary teachers that have been studied in research.

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Conclusion of Authors

- The Reading Recovery model of professional development deserves serious consideration as a model for helping classroom teachers for grades K-2.
- The model adapted differently at each grade level.
- In kindergarten, these trained teachers knew how much work had to be done on letters and sounds, but they also knew that children needed to read books.
- In first grade, these teachers knew what level of reading students needed, and they knew how to scaffold students when needed. They also knew how to teach low students strategies to help them learn to read.
- In second grade, these teachers knew how to work with the struggling readers.

Pressley & Roehrig, *Journal of Reading Recovery*, 2005

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Will Reading Recovery Training Develop Quality Teachers?

Let's go to Portales, NM where
district leaders wanted to do just
that.

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The Portales Story Demographics

- Portales, New Mexico
- Contiguous to the Texas Panhandle, rural, isolated location
- Population of 16,700
- 2,000 of the population are students at Eastern New Mexico University
- Median income is \$10,095
- Approximately 100 families are military stationed at neighboring Cannon Air Base, Clovis, New Mexico.

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The Portales School District

- Student population 2,827 (2006 – 2007)
- 70% free and reduced lunches
- 50% Hispanic
- Neighborhood schools existed until 1974
 - Lindsey Elementary – 99% Hispanic
 - James Elementary – High income school
 - PJHS – All neighborhood schools come together for the first time

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The Portales Story

- Civil Rights
- Portales vs. Serna
- Superintendent L. C. Cozzens
- 1974 restructuring of neighborhood schools
- Grade level schools were created

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E PLURIBUS UNUM

“Out of many, one”.

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Portales Story

- Brown Early Childhood Center - Kindergarten building
- Steiner - 1st grade building
- James - 2nd & 3rd grade building
- Valencia - 4th and 5th grade building
- Lindsey - 6th grade building
- PJHS - 7th & 8th grade building
- PHS - 9th-12th grade building

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The Portales Story Advantages of grade level buildings

- Schools could control desegregation (busing)
- Horizontal alignment of curriculum
- Articulation among all same grade teachers
- Developed vertical alignment teams
- Materials centrally located and shared
- Classes balanced in gender, economics, ethnicity, heterogeneous grouping, and equitable academic opportunities

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The Portales Story Reading Identified as a Need

- Title I Director, Trina Valdez
- Analysis of data indicated that 50% of the 1st graders were non-proficient in reading when entering 2nd grade based on ITBS and STAR
- The search began....
 - analysis of reading practices indicated that phonics was minimum
 - teacher skills were not where they needed to be
 - conversations with Title I staff began
 - conferences are attended in search of new ideas and possible programs

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Title I Reading

- (1998-1999) Pat Overby attended the NM IRA conference and saw a presentation on Reading Recovery and reported to Trina Valdez
- Trina Valdez began to look at research and contemplated funding sources
- Pat Overby wrote a Continuing Education Grant through Eastern NM University for funding to travel to Arizona
- Pat Overby, Title I Teacher, Trina Valdez, Director of Federal Programs, Robbie Ferguson and Shelly Buzzard, 1st grade teachers visited the Collaborative Literacy Intervention Program (CLIP)

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The Portales Story

- Conclusion of trip, CLIP and Reading Recovery were similar programs, but CLIP was not connected to a university
- Reading Recovery was identified as top choice and CLIP ranked 2nd because out of Arizona and not supported by a university
- Reading Recovery training was available in Canyon, TX
- Ms. Howard was the Teacher Leader

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**Problems cannot be solved
at the same level of awareness
that created them.**

Einstein

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The Portales Story

- Decision was made to pursue Reading Recovery
- Funds were procured
- Three Title I first grade teachers were “selected”: Pat Overby, Marea Smith, and Cynthia Flores
- 1999-2000 three Portales teachers were trained by Carolyn Howard in Canyon, TX

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Class of 2000



Standing left to right:
Diane Brown
Twila Klingensmith
Cynthia Flores
Marea Smith
Bilinda McCutcheon
Kathy Jones
Pat Overby
Sitting left to right middle:
Tara Thomas
Freda Morgan
Carolyn Howard
Kristin Moore
Annette Hulder
Sitting left to right front:
Charlotte Collier
Lee Ann Love

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The Portales Story

- After observing the quality of the program, the teaching behaviors in the three teachers that trained, Portales determined that some classroom teachers should be trained
- Carolyn Howard retired in TX, and Portales hired her as Teacher Leader in July of 2002

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Coordination of Funds

Title I	41%
Title II	33%
Title V	7%
Special Education	19%

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The Portales Story

The goal was set to train all of the 1st grade classroom teachers and possibly some kindergarten, second, and third grade teachers too.

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Portales Story

- (2002 – 2003) Carolyn trained 7 first grade teachers from Portales, 2 teachers from Artesia, 1 teacher from Clovis, and 1 teacher from Dora
- (2003-2004) Carolyn trained 10 teachers from Portales and Amarillo trained 1.25 DLL teachers
- Total Reading Recovery 1st grade teachers from Portales trained: 20

Class of 2003



Back Row – left to right

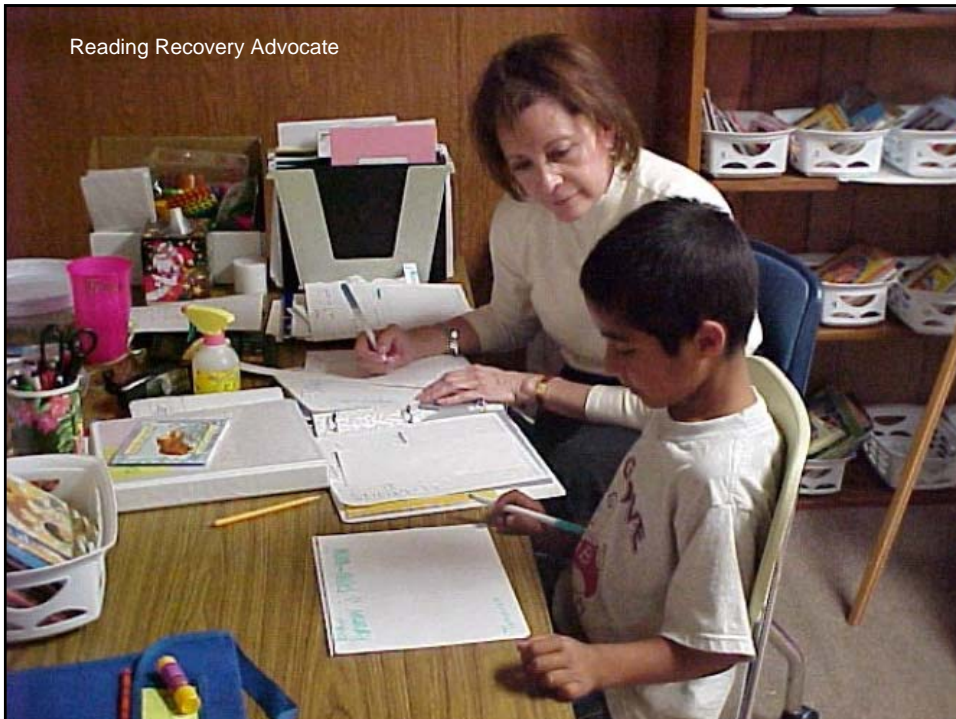
- Carolyn Howard
- Trina Valdez
- Cheryl Currier
- Loretta Nuñez
- Kim Christensen

Front Row – left to right

- Laura Gossett
- Frances Gutierrez
- Christine Baca
- Tammy Riser
- Diane Maez

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Reading Recovery Advocate



Class of 2004



Back Row – left to right

- Jean Harberts
- Susie Brown
- Cindy Cissell
- Robbie Ferguson
- Deanne McKinney
- Rick Segovia

Front Row – left to right

- Carolyn Howard
- Marsha Shade
- Claudia Molina
- Shelly Buzard
- Kellie Choate
- Suzanne Brockmeier

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Becky Flen, Principal
Steiner Elementary
1st Grade Building

Class of 2005



Back Row (left to right)

- Tammy Polich
- Exa Kay Mitchell
- Bridget Simmons
- Carolyn Howard

Front Row (left to right)

- Kristie Terry (advocate)
- April Kirkpatrick
- Cathy Truelock

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The greatest change for most of us is not that our aim is too high and we miss it but that it is too low and we reach it!

Michelangelo

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Portales has served approximately 345 of the lowest first grade students in Portales with Reading Recovery during the last five years.

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Reading Recovery® says...



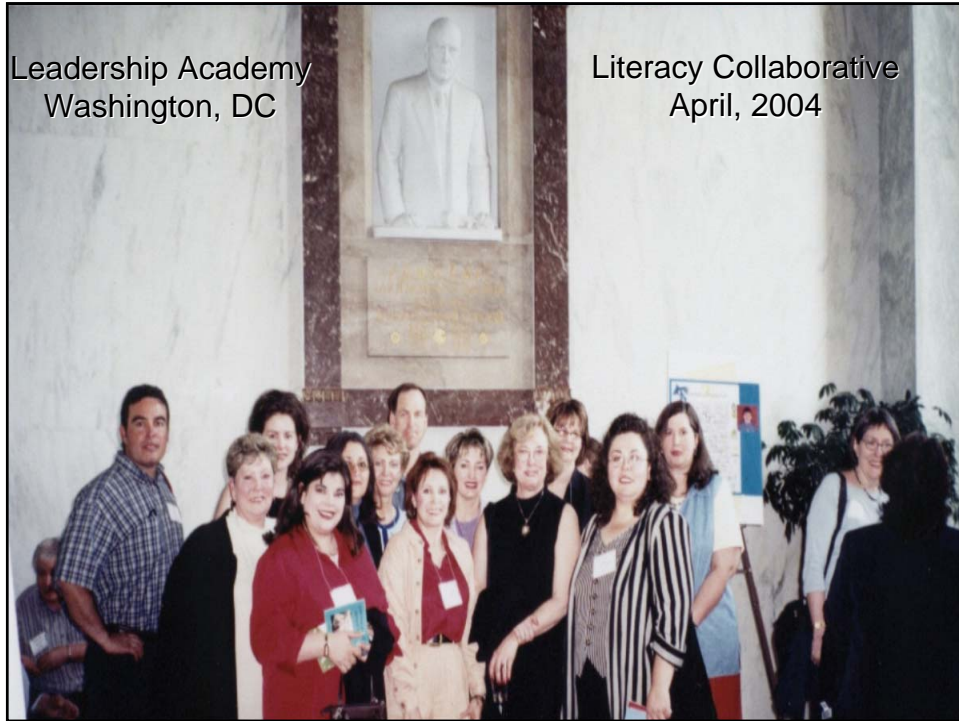
Cheryl Currier - Artesia

- No child should be left behind in reading and writing.
- Some children need one-to-one tutoring with a highly trained teacher.
- We now know how to teach all children and it is our responsibility to do so.

How do we help classroom teachers on the other campuses with their responsibility to teach all children?

Leadership Academy
Washington, DC

Literacy Collaborative
April, 2004



Balanced Literacy in Portales

- Some classrooms in grades K-6 used balanced literacy.
- Other classrooms used the basal reading program.
- Each of the campuses for K-6 students were allowing teachers to select their method for teaching reading.

Classroom Teachers

- Observation of classrooms showed that many classroom teachers did not know how to teach phonics within balanced literacy.
- Teachers using the basal program were teaching items and did not know how to teach strategies for learning to read.
- The National Reading Panel was documenting the need for the systematic instruction of phonics within a research-based reading program.

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Portales brought in National Literacy Coalition (NLC) who had developed a way to systematically teach phonics using little books from the literacy closets.

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New Mexico's Reading First

- When Portales brought in NLC they were the state's trainers for Reading First.
- NLC assisted Portales in writing a Reading First grant, using our basal program, Macmillan McGraw-Hill (MMH), as the research-based program.
- All of the K-3 campuses were "kind of" using MMH except Brown Early Childhood that was using Rigby and they agreed to change to MMH.

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New Mexico's Reading First Division at the Public Education Department (PED) fired NLC after it had a visit from the federal Reading First consultant and during Portales' first year in Reading First.



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Requirements for Portales' Grant

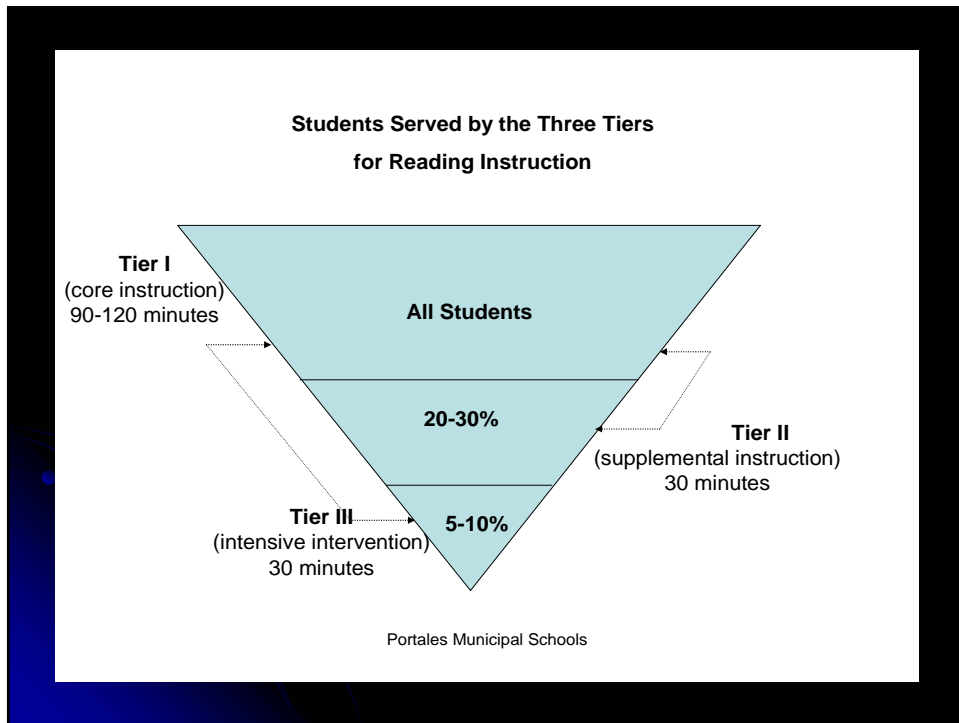
- Even though we had an approved grant, the second year of Reading First required that Portales implement fully the Macmillan McGraw-Hill research-based reading program, or lose the Reading First monies.
- Non-negotiables were developed by NM Reading First and threats were made about Reading Recovery.
- All teachers (K-3) were required to teach the 90 minute reading block using MMH with no interruptions.

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Reading Recovery at Steiner Elementary was decreased, because students could not be pulled out of the 90 minute reading block; but teachers still served 28% of the 1st grade students.



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Reading Recovery

- Representative of Reading First in the state of NM verbally stated at meetings that Reading Recovery could not be used by districts receiving Reading First funds.
- Portales refused to eliminate the Reading Recovery program and agreed to share data on the Reading Recovery students with the state.

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How is it working?

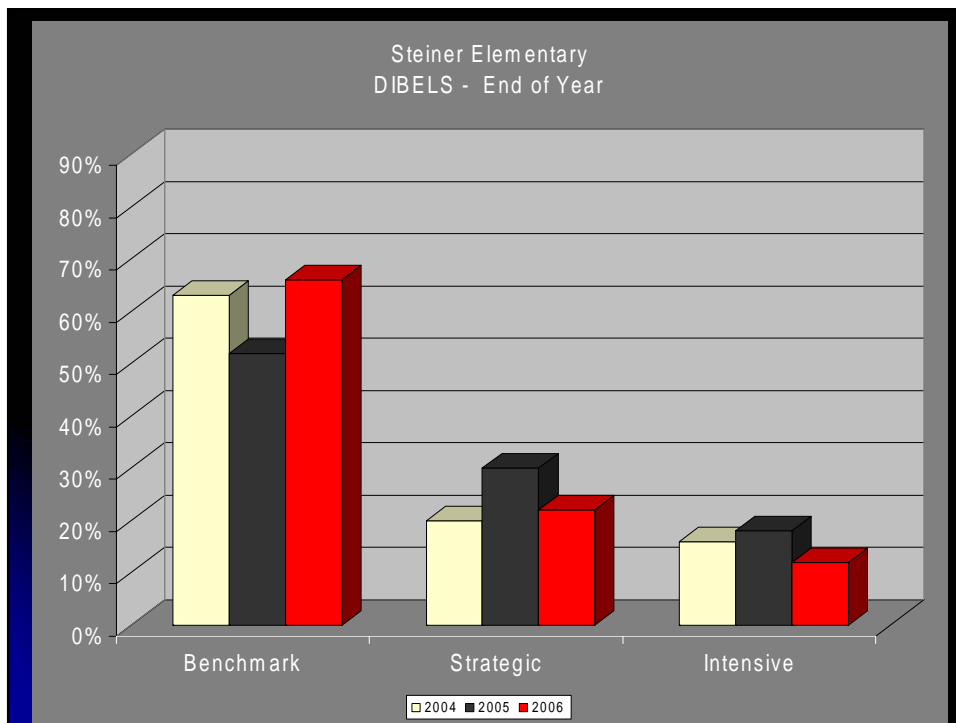
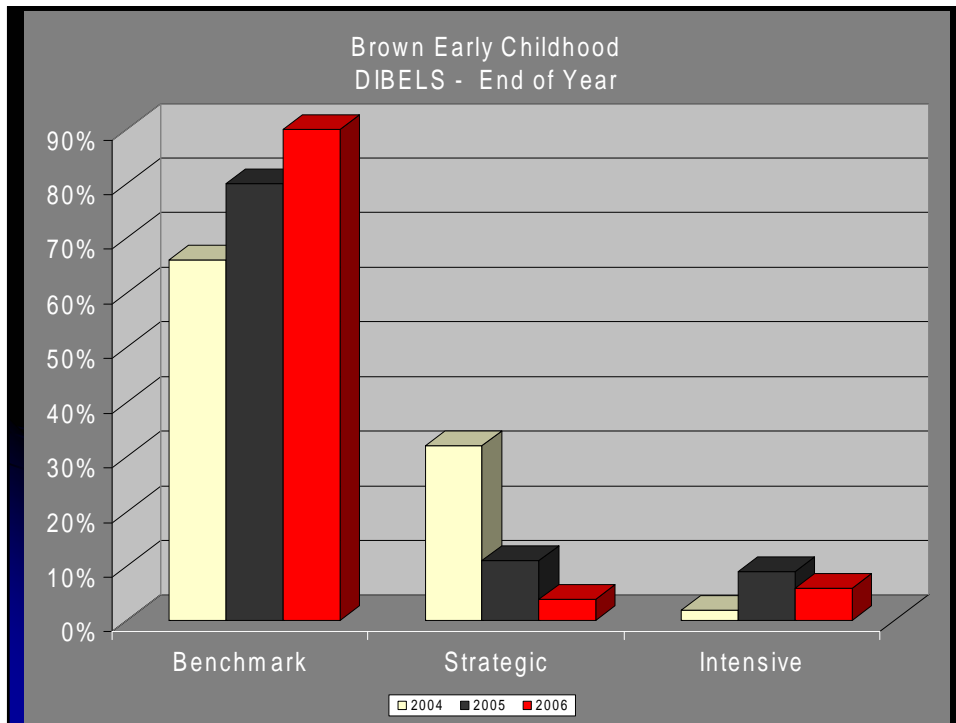
- K-3 teachers have gotten a lot of training in the teaching of reading.
- Portales' overall scores on DIBELS is showing a significant increase in benchmarked students in grades K-3 and a decrease in intensive students.
- The first real vertical alignment of reading instruction for grades K-3 is occurring, and principals and teachers are collaborating.

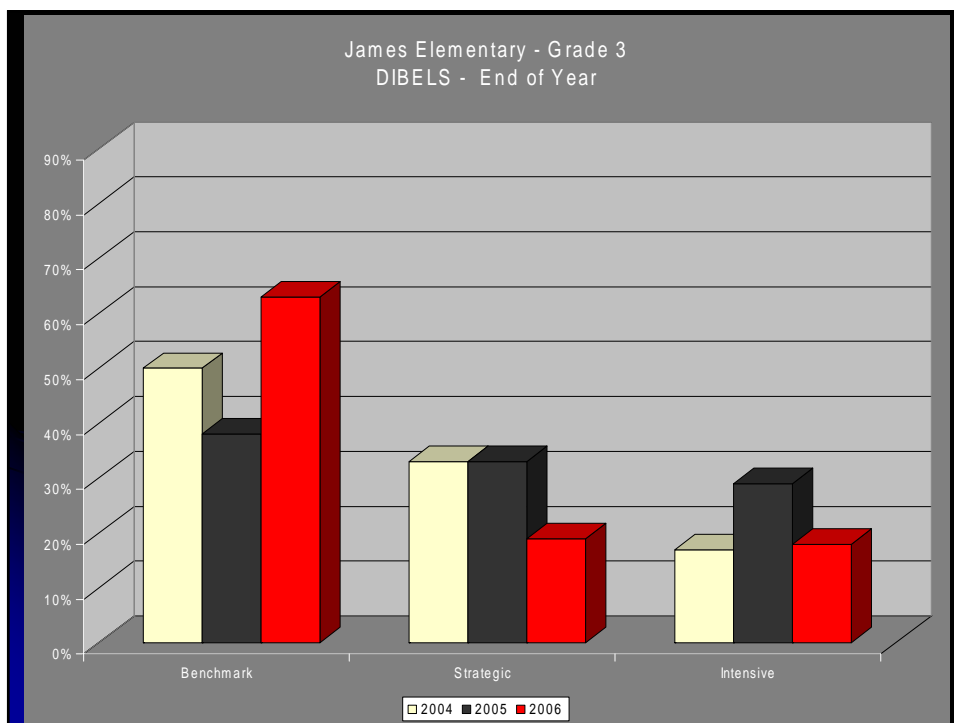
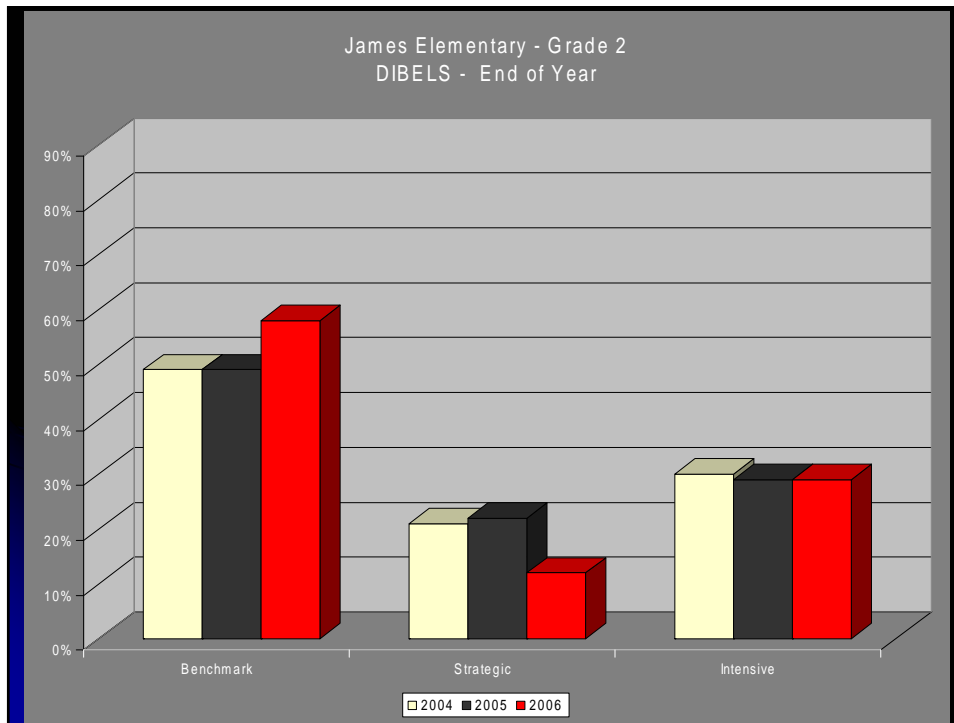
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What Does the Data Say?

- The percentage of benchmarked students at all three Reading First campuses is increasing.
- The percentage of "high risk" students at Brown and Steiner is beginning to decrease.
- Third grade at James Elementary is beginning to show a decrease in the percentage of "high risk" students.
- Progress monitoring at James Elementary 2nd grade this year is beginning to show a decrease of "high risk" students.

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What Is Happening to Reading Recovery During This Process?

- In 2003-2004 Portales had a fully implemented Reading Recovery program serving 43% of the student body.
- In 2004-2005 Portales reduced the number of teachers in Reading Recovery and served 35% of the total students.
- In 2005-2006 Portales reduced the number of teachers in Reading Recovery again, but teachers served 5 students each so the bottom 28% could be served.
- In 2006-2007 Portales has the same number of teachers but reduced the number of students served to the lowest 20%.

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	Years in Reading Recovery	Total Number of RR Teachers	Number Teachers in Training	Names of RR Teachers in Training	Advocates Trained	Special Conditions	Number of Classrooms Served by RR	Number of Students Served	Percent of All Students Served that Discontinued	Percent of Full Program Students Discontinued
Year 1	1999-2000	3	3	Cynthia Flores, Pat Overby, Marea Smith	none	Did not serve students from transitional rooms	6 out of 10	27	44%	80%
Year 2	2000-2001	3	0	none	none	Dissolved the transitional classes & did not increase the number of RR teachers	6 out of 11	28	25%	48%
Year 3	2001-2002	3	0	none	none	Served lowest out of all classrooms & Marea Smith out to have baby	11	22	9%	18%
Year 4	2002-2003	7	6	Christine Baca, Kim Christensen, Diane Maez, Frances Gutierrez, Tammy Riser, Laura Gossett	Trina Valdez	First year Teacher Leader in the district for training	11	56	38%	58%
Year 5	2003-2004	10 and 1.25 DLL	6	Shelly Buzard, Robbie Ferguson, Cindy Cissell, Jean Harberts, Deanne McKinney, Claudia Molina	Rick Segovia, Suzanne Brockmeier	First year RR fully implemented	11 and 2 Bilingual	85 and 10 Bilingual	58%	74%
Year 6	2004-2005	8 and 1 DLL	6	Bridget Simmons, Exa Kay Mitchell, Cathey Truelock, Tammy Polich, April Kirkpatrick, Irma Ortega	Kristie Terry	2 Teachers Less than Last Yr.	12 and 2 Bilingual	70 and 8 Bilingual	45%	70%
Year 7	2005-2006	5 and 1 DLL	0	none	none	3 Teachers Less than Last Yr.	12 and 1 Bilingual	55 and 8 Bilingual	31%	50%
Year 8	2006-2007	5 and 1 DLL	0	none	none	same as last yr.	12 and 1 Bilingual	45 and 8 Bilingual	goal - 32%	goal - 51%

District Vertical Alignment

- The grade 6 campus applied for and received a state grant to provide a research-based reading program for its students, and they selected MMH.
- The principals from grades K-3, who have worked so hard with Reading First, the superintendent, and assistant superintendent are having collaborative meetings with the principal from the 4th-5th grade campus and the principal from the 6th grade campus.
- The grade 4-5 campus agreed to use the MMH basal program for reading this year.
- This year (2006-2007) Portales has vertical alignment of reading instruction in grades K-6.

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Fin

"A single person or program cannot bring about literacy, but together we can create a literate society and give the gift of promise, opportunity and most importantly, HOPE, through the power of the word."

Trina Valdez

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To be continued.....

References Used

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