



Reading Recovery and Descubriendo la Lectura:

Building Safety Nets for Students

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Reframing the Conversation

■ *From . . .*

- What isn't working
- Isolated efforts
- Short-term, quick fixes
- Scripted programs
- One-time professional development
- One-size-fits-all planning

■ *To . . .*

- What works
- Teamwork
- Long-term capacity building and sustainability
- Expert teaching
- Teaching as ongoing learning
- Data-driven teaching and continuous monitoring



Exploring the Research

- What Works Clearinghouse

- Report

- http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/

- Exemplary Teacher Research

- What we know about good teaching

- School Change Research

- What we know about sustainability



What Works Clearinghouse

- Powerful research evidence in all four domains studied
 - Fluency**
 - Alphabetic*
 - General Reading Achievement*
 - Comprehension**
- Reading Recovery - highest* and second** highest ratings possible



Exemplary Teacher Research

- Time - "reading and writing vs.. stuff" ratio
- Texts - lots of books students can *actually* read
- Tasks - longer, choice, quality
- Talk - more conversational than interrogational
- Teach - active instruction that models and demonstrates useful strategies good readers use
- Test - evaluation of student work based more on effort and improvement than achievement

"What I've learned about effective reading instruction from a decade of studying exemplary elementary classroom teachers" Richard Allington



School Change Research

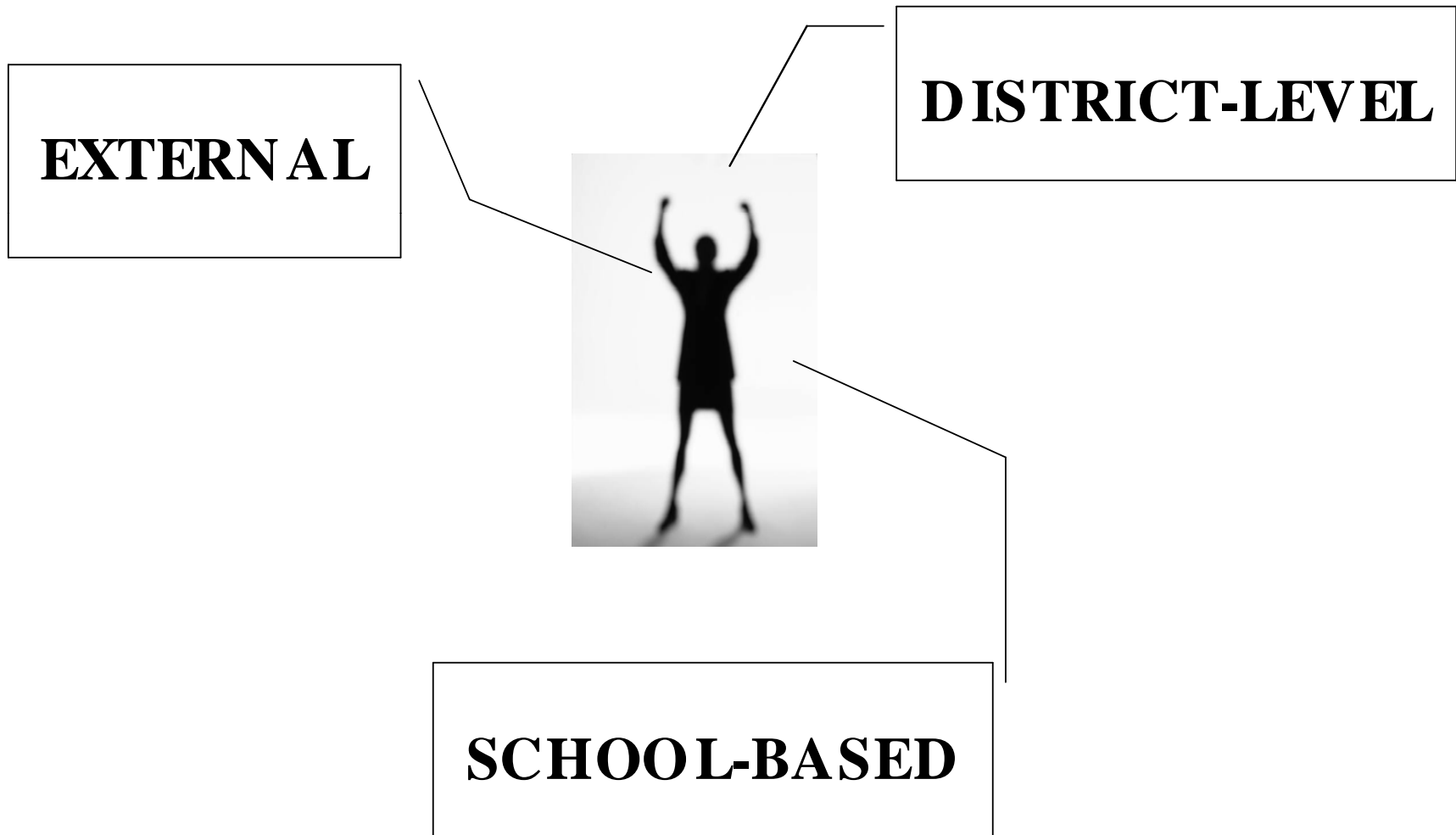
- Public service with a moral purpose
- Commitment to changing context at all levels
- Lateral capacity building through networks
- Intelligent accountability and vertical relationships
- Deep learning
- Dual commitment to short-term and long-term results
- Cyclical energizing
- Long lever of leadership



With this research in mind . . .

*How can Reading Recovery
and Descubriendo la Lectura
enhance the entire
instructional program?*

Systems of Support





Creating a Focus on Professional Learning

- Within the RR/DLL community
- Within the school community
- Within the district community
- Within the parent community
- Beyond the district



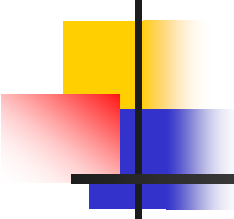
Within the RR/DLL community

- Initial training year for teachers
 - Teachers develop expertise
- Conferences/Continuing contact
 - Learning continues
- Colleague visits
 - Sharing expertise, developing communities
- Case studies
 - Close study of one child



Within the school community

- Intervention support
 - Reorganizing as needed to support students
- Professional development and book studies
 - Supporting / learning along with colleagues
- Literacy team
 - Playing a key role to support the whole school
- Principal support
 - Participating in and supporting school leaders



Sustaining Quality through Literacy Teams

- Literacy teams are critical to building and sustaining successful programs.
 - Quality teaching should be the norm.
 - Teaching can be lonely.
 - Belonging increases satisfaction and joy in teaching.
 - Increasing clarity about our beliefs and goals makes parenting support possible.



Process for Starting *and* Sustaining a Literacy Team

- Create consensus around a vision.
- Assess current and needed expertise.
- Set priorities for building capacity.
- Establish professional learning priorities.
- Determine a long-range plan with short-term necessities built in.
- Monitor progress through program evaluation and student data.

adapted from O'Flahavan and Wallis



Creating Shared Vision

- Reflection guides visioning
 - *Where are we . . .*
 - *as a school*
 - *individually as professionals*
 - *corporately as professionals*
 - *in our professional lives*
 - *What are we here for?*
 - *What do we believe?*



Assessing Expertise

- Using surveys and questionnaires, assess and understand the current reality to answer these questions . . .
 - *What is happening in my classroom?*
 - *What is happening in our classrooms?*
 - *What does our data tell us?*
 - *What do our students say?*
 - *What do our parents say?*



Setting Priorities

- Considering what we know about ourselves, we consider and answer the question . . .

What matters most to us at this time?

Determining Professional Learning Priorities

What do we see? REALITY	What do we want to see? OPTIMAL	How can we make it happen?	Who can help us? RESOURCES
<p><i>Use</i></p> <ul style="list-style-type: none">■ peer-to-peer visits■ Use “ghost” walks	<p><i>Log what you see . . .</i></p> <ul style="list-style-type: none">■ what students are doing■ Context■ hear teachers doing	<p><i>After prioritizing,</i></p> <ul style="list-style-type: none">■ list the professional learning that needs to occur■ make a doable plan	<p><i>For each professional learning need,</i></p> <ul style="list-style-type: none">■ determine who can help■ create a schedule■ work the plan



Determining a Long-Range Plan

- Setting an agenda for change and answer the question . . .
 - *Where do we want to go as a learning community over the next “n” years?*

Be bold in vision and careful in planning. (Fullan, 2008)



Monitoring Progress

- Making adjustments as needed by
 - Regularly revisiting, revising, assessing, and extending the long-range plan
- Looping back to other steps as needed
- Use data to look at strengths / concerns
 - Program
 - Student



Within the District Community

- Professional development
 - Continue learning about best practices
- Cluster visits
 - Work within district clusters to provide tailored support
 - Organize ways for school literacy teams to interact
- Site coordinator support
 - Participate in analysis of district data to redistribute support as needed



Within the Parent Community

- Seminars/trainings
 - Providing parent sessions on literacy
 - Parent U
- Literacy events
 - Planning for and encouraging parents to attend literacy nights
- School visits
 - Arranging visits for parents to “see” instruction first hand



Beyond the District

- University support
 - Data conferences
 - Coaching
- Conferences
 - Professional development
 - Networking
- Consortiums
 - Implementation support
 - Networking
 - Professional development



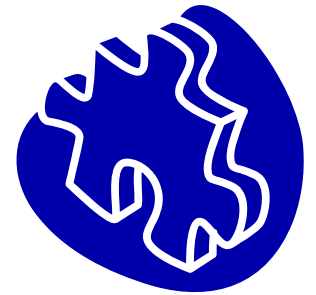
Enhancing Instruction: The Dual Obligations

- Quality of the RR/DLL instruction
 - Expert intervention
 - Student support
- Quality of classroom instruction
 - Coordination with classroom teachers
 - Providing ongoing support through teacher conversation and in-class coaching



Remember . . .

Just as good teaching is always
whole-to-part-to whole,
so Reading Recovery and DLL develop
and grow as part of the whole.
Successful programs are seamless and
always based on a common vision.





Using Expert Intervention

- Observation & analysis
 - Use expertise to plan learner-specific intervention
- Moment-to-moment interactions through well-planned lessons
 - Maximize use of instruction
- Teaching strategically
 - Provide generative support that builds student capacity



Providing On-going Classroom Support

- **Intervention trainings**
 - Redistribute expertise to all teachers
- **Reading Empowerment**
 - Semester-long courses to build capacity
- **Coaching**
 - Support for teachers and students
- **Co-teaching**
 - Work with classroom teachers to maximize student performance

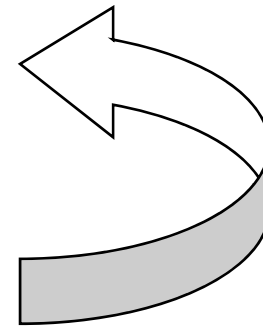
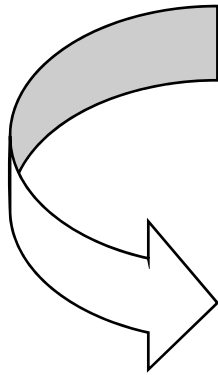


Assisting with Ongoing Monitoring

- Collecting meaningful data
 - Embedded in instruction
 - Running records
 - Talking with children - anecdotal data
- “Smart” use of data
 - Trajectories of student learning
 - Analysis of patterns
- Making a plan

Student Performance

How does the learner's performance match the expectation?

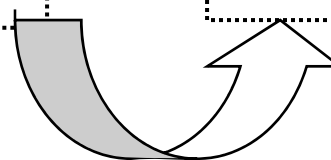


Assessment Tools

What tool might I use to look authentically at learning?

Standards

What goals and standards do I have for learners?

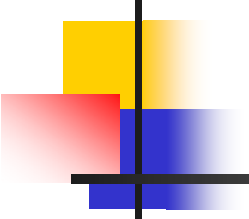




Ensure that Change is Sustainable

- Make sure your priorities / visions are sound.
- Build relationships within and outside schools.
- Foster *deep* learning in all areas.
- Stay committed to short- *and* long-term goals.
- Build capacity through networks.
- Use accountability thoughtfully.
- Identify ways to energize one another; cultivate a sense of compassion and responsibility for others.

adapted from Fullan's *Leadership and Sustainability*



“If you stay the course on **key moral principles**, help develop **leadership** in others while being **empathetic** about the challenges they are facing, and **engage** the wider environment in its complexity and uncertainty, you will ultimately discover how **we can all do better.**”

Fullan, *The Six Secrets*, p 121