



REPORT

Program/Curriculum Success

Reading Recovery



RAINY RIVER DISTRICT SCHOOL BOARD

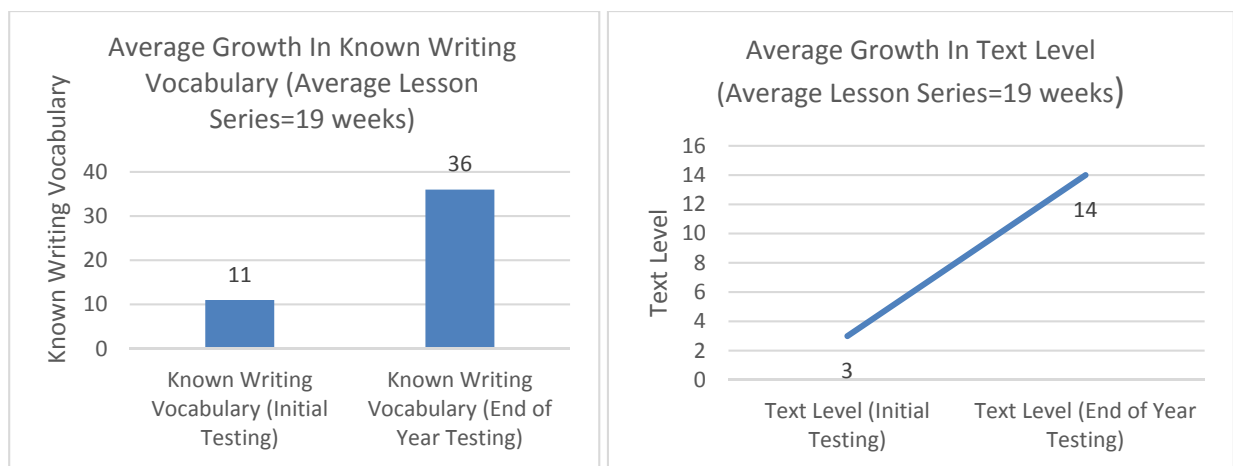
Reading Recovery Program

Reading Recovery has been proven effective with all children, helping to establish the foundation of literacy success. The 30-minute, daily lesson is delivered by a specially trained teacher. In order to help students develop the successful reading and writing strategies needed to work within the average range of classroom performance, Reading Recovery teachers must make highly effective, moment-by-moment teaching decisions during lessons that have been developed based on each particular student's strengths and needs.

Reading Recovery is being fully implemented within the Rainy River District School Board for the 2014-2015 school year. Four teachers are participating in Reading Recovery training, with another five teachers continuing on in the role. These teachers currently facilitate lessons for 30 Grade 1 students across the Rainy River District. The expansion of Reading Recovery has been identified in the Director's Annual Operational Plan as a component of the Rainy River District School Board's Strategic Goal of purposeful learning.

To ensure that the needs of our earliest learners are met, Reading Recovery teachers use valid and reliable assessments to objectively identify the Grade 1 students experiencing the most difficulty learning to read and write. All Grade 1 students are eligible for the intervention. Students selected for Reading Recovery receive a short-term (approximately 12-20 weeks) intervention.

Rainy River District Average Achievement in Reading Recovery (2013-2014)



End of year benchmarks for Grade 1: Text level: 16, Writing Vocabulary: 37-51

Teachers in training participate in a year of training in literacy processing theory in combination with 300 hours of teaching time (training can therefore take up to two years in our Board). Training teachers meet every two weeks to teach live-lessons for their colleagues, discuss the effectiveness of teaching

decisions, develop a deep understanding of Reading Recovery theory and procedures. Teachers are supported in their work with students through regular visits from the Teacher Leader.

After the initial training year, teachers meet monthly to teach for their colleagues, discuss theory, procedure and teaching decisions. Guided by the Teacher Leader, these teachers further their understanding of literacy processing theory as developed by the founder of Reading Recovery Dame Marie Clay. The Teacher Leader also visits school sites to observe lessons and support teachers in their work with students.

This intensive training model in combination with continued support and Professional Development sets Reading Recovery apart from other interventions. It is capacity building in nature. Reading Recovery teachers develop literacy expertise that continues to expand as long as they are in the role. This knowledge is shared with classroom teachers in order to maximize support for Reading Recovery students. Reading Recovery teachers returning to classroom assignments effectively apply Reading Recovery theory and procedures in a larger group setting promoting student success.

What Do Teachers Say About Reading Recovery?

“Attending monthly Reading Recovery PD helped me advance my skills as a teacher and allowed me to reflect on my practices. Even share some things with other teachers within my school to try during lessons.”

“Reading Recovery™ training was the best training and I feel privileged to have been a part of it. The intervention itself is so effective for students. The mindset as an educator and [the] reflective practice you develop really enhance your work with students in Reading Recovery and the classroom.”

“All students made some gains...many were significant gains.”

In summary, Reading Recovery has been designed to dramatically reduce the number of students struggling with reading and writing in an education system. Therefore expanding Reading Recovery training and continuing its implementation within our Board will lead to ensuring the foundation for the success of our earliest learners through very purposeful learning.