

OHIO AGREEMENTS: COMMITMENT TO READING RECOVERY®

Approved by the Ohio Reading Recovery Governing Board 1/31/96
Amended by the Ohio Reading Recovery Governing Board 3/16/06

Ohio led the pioneer project to pilot an early intervention known as Reading Recovery® in 1984. Since then many districts in Ohio have implemented Reading Recovery and recognized its success as an early intervention and a professional development model for teachers. Reading Recovery continues to build and spread as it works along with other services to provide high quality literacy instruction for Ohio's primary age children. Ohio has led the way to ensure that all students learn to read and write in the primary grades.

This document outlines the agreements for the commitment to implement Reading Recovery in Ohio districts. These Ohio Agreements are in compliance with the *Standards and Guidelines of Reading Recovery® in the United States*, and all Ohio Reading Recovery schools are expected to follow these same standards and guidelines.

This document addresses two areas of commitment: implementation and Reading Recovery teachers. The Agreements are in bold type with the rationale following in plain type.

AGREEMENTS FOR IMPLEMENTING READING RECOVERY IN OHIO

- 1. Individual Reading Recovery lessons are scheduled for 30 minutes each day.**
The 30-minute lesson time limit has a research base for being the most effective for accelerated learning. In the daily school setting teachers need an additional bit of time for transitions between lessons as deemed appropriate by the school schedule and guidelines for all school staff. Reading Recovery teachers, like all teachers, work beyond scheduled lesson times to complete instructional records, assess progress, plan instruction, network with other teachers, and interact with parents. These are important parts of a teacher's professional role in providing quality instruction.
- 2. During the training year, Reading Recovery teachers-in-training will teach students individually within a minimum of four 30-minute time slots each day.**
As students leave their series of lessons new students enter. The teaching of these students helps the teacher develop understandings of how to customize and adapt the Reading Recovery procedures to meet the needs of individual children.
- 3. Students are selected by identifying the lowest achieving students in reading and writing in first grade classrooms by using *The Observation Survey of Early Literacy Achievement*.** Reading Recovery is designed to serve the lowest

achieving students in a regular first grade classroom. Reading Recovery may serve effectively as a pre-referral intervention for first grade students before decisions are made to evaluate students for other long-term, specially funded programs.

- 4. After the training year, teachers will continue to teach students individually, within a minimum of four 30-minute slots each day in order to apply their skills and serve the students who are at greatest risk of not learning to read and write in first grade.** Reading Recovery teachers will serve a minimum of 8 students per year. When all of the students who need the extra support of Reading Recovery in the first grade have been served, districts may petition for an exception to the 4 student minimum guidelines. (See petition process outlined in the Standards and Guidelines of the RRCNA.)
- 5. Reading Recovery lesson time should be daily and take priority over other school activities for the short term of the intervention.** Every effort will be made to ensure daily lessons. Flexibility in scheduling may be required. Daily lessons impact accelerated learning gains and the cost effectiveness of the intervention.
- 6. The length of time in Reading Recovery will vary based on individual progress.** The average instructional time in Reading Recovery is 12 to 16 weeks, with a recommended maximum length of 20 weeks. Student progress will be monitored by the Reading Recovery teacher and teacher leader (TL). A student may be referred for special programs at any time. A final team decision will be made at 20 weeks for students who are still in Reading Recovery. Consideration will be given to the student's level of progress and the number of students waiting to enter the program.
- 7. Schools will work towards the goal of fully implementing Reading Recovery in order to serve the lowest 20 – 25% of the children in the first grade. Full implementation may be at the building or district level.** Experience has taught us that the children who need the most help in learning to read and write will be served, and Reading Recovery will have its greatest impact, if coverage reaches full implementation in each school.

AGREEMENTS FOR READING RECOVERY TEACHER TRAINING IN OHIO

- 1. When applying for Reading Recovery teacher training, there is an expectation that both the teacher and the district will support a minimum three-year commitment to continue in the Reading Recovery project.** The state of Ohio invests in the training network of Reading Recovery and the expectation is that the training will be used effectively for the teaching of students having the most difficulty learning to read and write.
- 2. School districts which make the commitment to implement Reading Recovery will support the Reading Recovery teacher and insure the minimum three-year commitment for the Reading Recovery teacher to work daily with the minimum of 4 Reading Recovery students.** The years following the training year have proven to be of increasing productivity in the successful teaching of children. This helps children reach the average band of performance in first grade.
- 3. After Reading Recovery teachers have completed their initial training year, they will attend 12 – 18 hours of continuing professional development sessions (formerly referred to as Continuing Contact) as scheduled at the Reading Recovery site by the teacher leader(s) each year.** Continuing professional development is incorporated into the implementation model as a way to extend the teacher's knowledge base and to provide a means of disseminating new insights and research, which directly impact the teaching of students.
- 4. Reading Recovery teachers will bring students and teach lessons for Behind the Glass sessions as part of their continuing professional development. Teachers will be scheduled on a rotating basis.** The behind the glass teaching/discussion model has proven to be the most powerful way to sharpen observation skills and promote the analysis of effective teaching. The teachers' learning at the sessions will then be applied to the teaching of students. Transportation of children for behind the glass sessions will be arranged by the district.
- 5. Teachers who do not teach Reading Recovery after their training year or teachers who have interrupted service as a Reading Recovery teacher may apply to be accepted back into active Reading Recovery teacher status.** Decisions for reinstatement as a Reading Recovery teacher may be made based on but not limited to the following criteria:
 - Endorsement and recommendation of the teacher leader
 - Endorsement of the school district
 - Endorsement of the building principal

Reinstatement as a Reading Recovery teacher may also be contingent upon one or more of the following recommendations of the teacher leader:

- Additional professional development
- An individual plan, or
- Complete retraining.

An individual plan will be formulated by the teacher leader(s) based on length of interrupted service, areas of strengths, and needs of individual teachers. The proposed individual plan will be submitted for approval to the Site Coordinator in consultation with the teacher's district and a Reading Recovery trainer of the Ohio State University. Individual plans for retraining are intended to insure the integrity of Reading Recovery and to keep Reading Recovery teachers current with all updates in research and instructional procedures.

Statement of Commitment

We have read and understood the responsibilities of implementing Reading Recovery at the building and/or district level as outlined in the *Ohio Agreements for Reading Recovery®* and the *Standards and Guidelines of Reading Recovery® in the United States* and we are willing to make this commitment for a minimum of three years.

Signature of Reading Recovery Teacher Nominee

Date

Signature of Building Principal

Date

Signature of Title 1 Coordinator or
other appropriate District Administrator (if applicable)

Date

Signature of Superintendent

Date

**Retain a copy of this form for your own records and submit the original to the
Regional Training Site along with your Teacher Nomination Form(s).**