Reading Recovery: Scaling Up What Works USDE Grant: Investing in Innovation (i3)

YOUR ELEMENTARY SCHOOL IS ELIGIBLE!

2014-15 is the final opportunity to access this teacher training grant

The goal of Reading Recovery is to significantly increase the percentage of children who can fully profit from the classroom curriculum and maintain proficiency as they move through the elementary grades. Successful early intervention services represent significant cost savings to school systems over time when they chose to invest in early intervention services with Reading Recovery as a stable part of their Title I, RtI, and school improvement plans. During the 2008-09 school year, 90% of Illinois Elementary schools with Reading Recovery implementations met or exceeded their AYP goals in the area of reading.

What the i3 Award Provides

The award will provide most initial professional development fees and most start-up expenses for teachers to immediately implement or expand Reading Recovery in a school including:

- University graduate level course tuition (IRA & ISBE Professional Learning Standards)
- Some instructional training fees including on-site coaching and technical assistance
- Professional development stipend for each teacher to attend state RR Conference
- Children’s instructional starter book set (multiple titles) and professional reference books

Funding the Teacher’s Salary

Each Reading Recovery teacher on the average teaches 40 students in small groups and another 8-10 Reading Recovery (Grade 1) students having the greatest difficulty learning to read and write. Schools that implement Reading Recovery typically use a combination of resources from Title I, general operation, special education, and ELL budgets to fund these positions. The i3 award does not provide salary.

Reading Recovery and RtI

Reading Recovery, an early intervening service, becomes part of a school’s Response to Intervention plan. The National Center on Response to Intervention (NCRTI) recently listed Reading Recovery on its intervention site and reported large gains based on a 2005 study by researcher Robert Schwartz published in the Journal of Educational Psychology. NCRTI is funded by the U.S. Department of Education’s Office of Special Education Programs to provide technical assistance to states and districts to help them implement proven models for response to intervention (RTI) and early intervening services. Please visit www.rti4success.org/chart/instructionTools for more information.

School Commitment

School systems interested in participating will need to:

- Nominate one or more highly qualified and successful teachers to join a weekly graduate class and dedicate 2 ½ hours of that teacher’s work day to tutor 8-10 first grade students who qualify for supplemental intervention services.
- Commit to maintaining the Reading Recovery implementation for a minimum of three years.
- Participate in federally-required research.
- Consider and explore full implementation of the Partnerships in Comprehensive Literacy Model for school improvement.

Please do not hesitate to contact me or one of the teacher leaders or school administrators at a regional Reading Recovery professional development site in your area for further information. See the Illinois Reading Recovery Directory for contact information.

Sincerely,

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