

ROLES OF SCHOOL TEAM MEMBERS IN THE PROVISION OF LITERACY INTERVENTION PROGRAMS

A Team Approach

No one program works alone. It is a partnership between the classroom, home, Reading Recovery™ Teacher and levelled literacy teacher that makes accelerated progress possible for students. The overall effects are not limited to reading and writing but encompass the self-worth of the child.

Each school must take the responsibility for ensuring that students are given every opportunity to become readers and writers. The establishment of a school-based team is necessary for the implementation of Reading Recovery™ and Literacy Intervention programs to be successful. The school commitment must be there to support the teacher during the training year, to ensure that interruptions to the daily lessons do not occur, to help in the selection, discontinuing and referral of students, as well as the monitoring of students' progress.

ROLE OF THE SCHOOL ADMINISTRATOR

- Understanding the purpose and administration of The Observation Survey.
- Supporting teachers in their contact with a student's home.
- Ensuring that the students' attendance is not an issue... truancy is the responsibility of administrators.
- Providing the appropriate funds to maintain and gradually build the supply of books for Reading Recovery™ and the levelled literacy programs.
- Encouraging and supporting an Early Literacy Planning process in the school and providing opportunities for the early literacy team to meet.
- Relieving the pressure and stress on a Reading Recovery™ teacher in training by understanding the intensity of their training and their time commitment.
- Understanding the basic principles of Reading Recovery™ and what it is and isn't designed to do.
- Continuing support to allow for colleague visits, particularly after training.
- Supporting the classroom teachers in their efforts to understand Reading Recovery™ .
- Ongoing planning regarding:
 - the resources required
 - meeting the needs of the children in the school
 - long term needs and resources
 - professional development needs of the teachers
- Providing space and time for the program to operate in the school
- Encouraging a co-operative team approach that works in the best interests of the children

- Ensuring that students' needs are being met

Thanks to the Reading Recovery™ teacher associated with the Morris-Macdonald Reading Recovery™ Training Centre

ROLE OF THE READING RECOVERY™ TEACHER

From the Principles and Guidelines for Reading Recovery™ in Canada set out by the Board of Governors for the Canadian Institute of Reading Recovery™

A Reading Recovery™ Teacher's primary responsibility is working with Reading Recovery™ students on an individual basis daily. The teacher also works closely with administration, staff and parents in the delivery of the program.

Training

Training requires participation in a yearlong course taught by a certified Reading Recovery™ Teacher Leader. In order to gain an understanding of the Reading Recovery™ program and Observation Techniques, assessment training requires attendance at 4 half-day sessions to further develop and understanding of the administration and analysis of the observation tasks. Some of these sessions may be held during school time. This training is followed by 2 ½ hour In-service Sessions held every other week for the full school year, which train teachers in the use of Reading Recovery™ procedures, and expand their understanding of the reading and writing processes. As well, each teacher must teach a student at the In-service Sessions several times during the training year. Throughout the year, teachers in training teach a minimum of four Reading Recovery™ students daily (equivalent to 4 X 30 minutes = 2 hours teaching time), thus concurrently implementing Reading Recovery™.

In order to continue to adhere to the principles of Reading Recovery™, following the year of training, teachers are supervised and given professional support through visits by Teacher Leaders and attendance at Continuing Contact Sessions.

Responsibilities

- Teach a minimum of 4 students, two hours daily, during the training year and a minimum of 2 students daily in subsequent years.
- Receive and make colleague visits.
- Complete data forms as required by the Canadian Institute of Reading Recovery™.
- Attend a minimum of 6 continuing Contact Sessions per year. (As well, each teacher must teach a student at a Continuing Contact Session at least once during the year).
- Commit to the program for a period of 2 to 5 years including the training year.
- If possible, attend the Canadian Reading Recovery™ Conference.

Additional Roles

- Use the team approach for referring Reading Recovery™ students to resource teacher and/or clinician.

- Initiate once a month school-based meetings, with the appropriate team members invited, in order to share information on the Reading Recovery™ students.
- Initiate pre-referral consultation meetings, as needed.
- Provide training/inservicing to teachers.
- Attend IEP meetings for children on Reading Recovery™.
- Provide samples of work/data/tapes of children on Reading Recovery™ to the psychologist and/or Speech Language Pathologist when a child has been referred for further assessment.
- Consult with the Speech Language Pathologist when a student being considered for Reading Recovery™ is on the Speech Language caseload.

ROLE OF THE LEVELLED LITERACY INTERVENTION TEACHER

Levelled Literacy Intervention is a small group, supplementary intervention program designed to provide powerful, regular, small-group instruction for the lowest achieving children in the early grades. Student will be taught in small groups of no more than three students, the students will attend a regular 30 minute lesson delivered in an alternative setting.

A Levelled Literacy Intervention Teacher's primary responsibility is teaching reading to small groups of students (no more than 3) on a regular basis (preferably daily – if not alternate days). The teacher works closely with administration, staff and parents in the delivery of the program.

Responsibilities

- Teach small groups of lowest achieving early years students in the area of literacy.
- Complete benchmarks to document student achievement.
- Use a team approach for referring students to student services resource teacher and/or clinician.
- Initiate once a month school-based meeting, with appropriate team member invited in order to share info on the Levelled Literacy students.
- Initiate pre-referral consultation meetings, as needed.
- Attend IEP meetings for children in the program.
- Provide samples of work/data of the children on the program to appropriate Student Services personnel when a child has been referred for further assessment.
- Consult with appropriate clinician (psych or SLP) when a student is being considered for programming is on the clinician caseload.

ROLE OF THE CLASSROOM TEACHER

Supporting students while they are in the Reading Recovery™ Program in the following ways:

- Adjust class work of the students while in the Program to account for their reduced time to complete their assignments
- Give the students time and encouragement to use the strategies taught to them in the Reading Recovery™ program.
- Carefully checking the Recommendations for Discontinuing form as well as the comments on the Multiple testing form that are found in the student's cumulative file once they have been discontinued from daily lessons
- Ensuring that the student continues to have time and opportunity to read large quantities of material that is easy (95% + accuracy). This can be checked by using a running record of text reading
- Do not duplicate the home reading program
- Providing students with an introduction of new stories as they are taught to search for and use the meaning of the story to drive the reading process

Thanks to the Reading Recovery™ teacher associated with the Morris-Macdonald Reading Recovery™ Training Center.

ROLE OF THE KINDERGARTEN TEACHER

The Kindergarten teacher is a part of the school team that provides the Literacy Intervention Program. As part of this team, the Kindergarten teacher will provide a balanced literacy program for all kindergarten students which include opportunities to foster:

- letter name knowledge
- phonemic awareness
- word play
- writing vocabulary
- concepts about print
- oral language development

ROLE OF THE STUDENT SERVICES

- Be on the school team for the selection and decision making regarding Literacy Intervention Programs students

- Include the Reading Recovery™ Teacher and Levelled Literacy Intervention Teacher in IEP meetings when the child is on a Literacy Support Program.
- Carry out assessments on students on Literacy Intervention Programs as determined by the school team.

ROLE OF THE CLINICIAN

- Carry out assessments on students as determined by the school team.
- Consult with the Reading Recovery™ and Levelled Literacy Intervention teacher when a student on the caseload is being considered for Reading Recovery™ (Speech Language Pathologist)