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Examining professional history as context for instructional meaning

Kristie L. Beyer Campbell
University of Northern Iowa

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Examining professional history as context for instructional meaning

Abstract

In this self-study, I examine my practice through the use of a professional history, very much like the self-study research involving personal histories. In this context I used the narrative of my own professional history to examine my language and the meanings within my professional history to understand how I talk about my practice. It is through this examination that I attempt to answer the research question: How are my thinking and understanding about literacy teaching and learning represented in the language within my professional history? The text were analyzed using a constant comparative method (Dye, Schatz, Rosenberg, & Coleman, 2000) by which I coded each phrase or statement within the text to reflect the specific meaning (sometimes assigning multiple codes for the same phrase or statement). In the process, codes were adjusted and reshaped, reflecting the constant comparative process. The resulting 58 categories were then collapsed into larger categories that ultimately reflected three major themes: (1) awareness, (2) literacy (encompassing observation, data, and instruction), and (3) strategic thinking. These themes were then compared to the literature on early literacy and on Reading Recovery (including the training process involved in Reading Recovery). Results suggest that my thinking about literacy instruction has been strongly influenced by the Reading Recovery framework for instruction and the concept of strategy behaviors within reading as instrumental to effective practice.

Examining Professional History as Context for Instructional Meaning

A Graduate Project

Submitted to the

Department of Curriculum and Instruction

In Partial Fulfillment

Of the Requirements for the Degree

Masters of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by

Kristie L. Beyer Campbell

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This Project by: Kristie L. Beyer Campbell

Entitled: Examining Professional History as Context for Instructional Meaning

has been approved as meeting the research requirements for the
Degree of Master of Arts in Education.

Deborah L. Tidwell

10/13/14

Date Approved

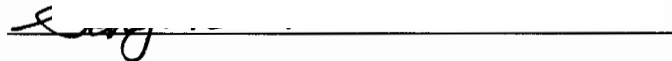


Graduate Faculty Reader

Sohyun Meachum

10/13/2014

Date Approved

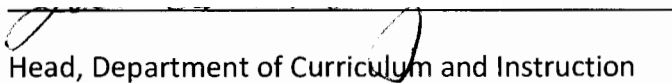


Graduate Faculty Reader

Jill Uhlenberg

10-14-14

Date Approved



Head, Department of Curriculum and Instruction

DEDICATION

To my Reading Recovery Teacher Leader Carol Watson

Thank you for stirring the waters of advocacy in me for all students who struggle in literacy.

From one of the many literacy professionals you have influenced, know you are valued and

Esteemed, your legacy of wisdom, grace and dedication are unmatched.

ACKNOWLEDGMENTS

Without the wisdom and strength of my Lord and Savior King Jesus, for me, this journey would not have been possible.

Immeasurable accolades to my professor, Dr. Deborah Tidwell, your vision and faith of my potential has made the future now possible! Your commitment to see this through and to lay the groundwork for the next step in my education will always be treasured. Thank you for launching me, accepting me, and knowing when to stop me, again! Much love and gratitude!

In honor of my biggest cheerleaders Mom and Dad (Chuck and Gracie Campbell) and my sister (and hero) Misty, your prayers, encouragement and unconditional love have been my rock!

To my daughters Brittany and Breanna it is your turn next! Never lay down your dreams and it is never too late to start.

Abstract

In this self-study, I examine my practice through the use of a professional history, very much like the self-study research involving personal histories. In this context I used the narrative of my own professional history to examine my language and the meanings within my professional history to understand how I talk about my practice. It is through this examination that I attempt to answer the research question: How are my thinking and understanding about literacy teaching and learning represented in the language within my professional history? The text were analyzed using a constant comparative method (Dye, Schatz, Rosenberg, & Coleman, 2000) by which I coded each phrase or statement within the text to reflect the specific meaning (sometimes assigning multiple codes for the same phrase or statement). In the process, codes were adjusted and reshaped, reflecting the constant comparative process. The resulting 58 categories were then collapsed into larger categories that ultimately reflected three major themes: (1) awareness, (2) literacy (encompassing observation, data, and instruction), and (3) strategic thinking. These themes were then compared to the literature on early literacy and on Reading Recovery (including the training process involved in Reading Recovery). Results suggest that my thinking about literacy instruction has been strongly influenced by the Reading Recovery framework for instruction and the concept of strategy behaviors within reading as instrumental to effective practice.

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Personal histories have been used as a venue in self-study research for examining the influence of past experience on practice (Samaras, Hicks, & Berger, 2004). Often the professional history and the professional history intertwine, providing a rich context for examining experiences and beliefs that inform practice. As a literacy teacher, I was interested in examining how my experiences as a teacher and my professional preparation to become a teacher influenced my thinking about practice. My beliefs about teaching and learning stem from my personal and professional experiences in the classroom. My professional work has focused mostly on literacy, and in particular with children who struggle with reading and writing. Part of what drives my engagement with my students is my belief in their ability to learn. I am confident that all students can learn. I believe children need to feel successful at what they do, and this is especially true for students who struggle with learning to read and write.

When left to struggle these students are subject to building ineffective strategies that may result in ineffective habits that can lead to less effort or engagement in the classroom. The struggle must be removed in order for these students to adopt positive and potentially engaging literacy learning experiences versus adapting more challenging ineffective habits that may become more resistant to change over time.

To give students the greatest opportunity for success in literacy learning, I believe teachers must have a solid understanding and clear vision of how students become literate. In my career as a teacher, I have noticed that when children do not feel successful in their attempts at reading and writing, many respond with feelings of failure. With repeated attempts and building frustrations they become at risk for falling

behind their peers, or, even worse, they may begin to believe they are not able to be successful and stop trying all together (Casilla et al., 2012).

Much of my thinking about how students come to be readers and writers is influenced by my professional preparation. From a cognitive perspective, “a literacy processing system can be defined as a well-orchestrated internal network of interrelated information that works to construct meaning for a given event” (Dorn & Soffos, 1991, p.33). Reading and writing are both complex processes. Clay (2005a) suggests that when a child reads or writes for meaning, she is finding and using information from many sources. And it is this continual process of reading and writing, and learning from those reading/writing experiences that advances a child’s understanding of being literate. “Literacy begins with borrowing simple ‘working systems’ from various kinds of prior learning and over the years these complex processing activities become more fine tuned to the requirements of literacy learning” (Clay, 2001, p. 96).

Reading (Decoding) as a Process

Goodman changed the literacy field’s understanding of oral reading performance in his now classical research on miscue analysis. Goodman conceptualized that reading miscues (students’ attempts to decode) offered a window for analysis into the reading process. He believed that students use cues from the text to construct meaning as they read. “I came to consider reading as an active, receptive language process and readers as users of language. I compared the observed and expected responses, looking at the effect of graphophonic, syntactic and semantic aspects of the text.” (Goodman, 1994,

p.1096) Goodman's view of reading as a process informed the way teachers observed young readers.

Literature on the role of decoding in learning to read presents conflicting views. Moats (1998) suggests that effective literacy instruction results from a systematic approach beginning with sounds, anchoring letters to sounds, and progressing toward skilled reading. Learning to read unfolds predictably: Phoneme awareness, letter recognition, and concepts of print allow a child to learn the written alphabetic code: knowledge of the alphabetic code, beginning with the elemental units, allows fast, automatic word recognition; fast and accurate word recognition allows fluency in reading connected text for meaning; and comprehension is most likely when children can name the words, interpret the words and employ various reasoning strategies to understand what they are reading. (Moats, 1998, p. 3). Contrary to Moats emphasis on a linear systematic sequential approach, reading as a process focuses more on the interactions across multiple cuing systems and connecting prior knowledge with active problem solving while reading to make meaning (Goodman, 1967).

Reading as defined by Clay (2007) involves messages expressed in a special kind of structure that is found only in books. When reading, children bring their own control of oral language to the reading situation and the oral language dialect differs in ways from the written language dialect. "Reading also involves knowing about the directional rules of printed language, space formats, and punctuation cues" (Clay, 1985, p. 1). In essence, reading involves visual patterns, and clusters of words/syllables/blends/ letters; additionally, what makes reading instruction complex is that every reader tends

to control visual patterns in very individual ways (Clay, 1985). In contrast to Moats (1998) who suggests that children first have control of their oral language prior to learning to read, Clay argues that reading is not always developed sequentially. Reading for meaning, according to Clay (1985), involves the monitoring of cues from many sources. Clay suggests that reading begins with what a child brings, what the child has control of, but the oral language aspect of that control may not be complete and may only be a portion of what the child brings to the process of learning to read.

Writing (Encoding) as a Process

Earlier empirical research on writing as a process focused more on the role of the student in writing with the teacher serving as facilitator, providing minimal instructional support (Hillocks, 1984). Much of the published articles on writing as a process have not been empirical studies of writing but rather reporting of observable process and teacher actions within the classroom (Pritchard & Honeycutt, 2005). This focus on writing as a process has informed instruction when examined through the student response and student growth demonstrated from such instructional engagement (Writing Study Group of the NCTE Executive Committee, 2004). According to Dorn (2001) the act of writing is also a cognitive process that involves comprehension of ideas, expressive language, and mechanical skills. Writing is by nature a social process. Communicating ideas with someone else through a means of a message is writing. Through practice involving constructive feedback, writing becomes a learned skill. "Throughout the process, a writer applies strategies of organizing, monitoring, and revising the goal of communicating a specific message to a particular audience" (Dorn, 2001, p. 3).

Building off of the work of Clay (1979, 1991), Lyons shares (2003) that children's early writing plays a significant role in early reading progress. "In writing, children must produce visual forms (letters) to represent the sounds in words they are writing; thus the child must conduct an auditory-to-visual analysis. Writing is a powerful way to teach reading" (Lyons, 2003, p. 102). But the process of learning to read and to write can be quite complex.

Complexity within the Process of Learning

Clay's (1991) theory of learning to read is based on the idea that children construct cognitive systems to understand the world and language. These cognitive systems develop as "self-extending systems" (Clay, 2005, p. 114) that generate further learning. "Teachers aim to produce independent readers whose reading and writing improve whenever they read and write. By some intricate process of connecting up and integrating the elaborate networks of several strategic activities children increase their speed of processing" (Clay, 2005, p. 114). In learning to read, children acquire a set of mental operations (or strategies) that make up a self-extending system for reading and writing. These strategies allow them to use language and world knowledge to integrate information from many different sources. From the outset, Clay argues all readers need to use (and check against each other) four sources of information: semantic (text meaning), syntactic (sentence structure), visual (graphemes, orthography, format, and layout), and phonological (the sounds of oral language). Clay purports that readers search for and use these sources of information while reading for meaning. "The larger the chunk of printed language they can work with, the richer the network of information

they use and the quicker they learn” (Clay & Cazden, 2007, p. 41). Writing vocabulary, according to Clay’s hypotheses (2001), is “the main predictor of reading progress across all groups” (Clay, 2001, p. 65) of students, including proficient students, namely, this focuses on the child’s ability to generate and write words independently correctly in a ten minute framework. Though Clay cautions that this predictor does not imply that students should only be taught how to write words in order to succeed in reading

Shanahan (2006) in his chapter on the development of oral language, reading, and writing, provides additional insights into the complexity of learning.

There are two basic explanations for why it can be beneficial or more efficient to combine reading and writing instructionally. One has to do with the shared knowledge or skills required in reading and writing, and the cross-domain language practice that can occur through these literacy acts. A second benefit, however, may redound from the differences between reading and writing. One learning theory holds that learning is achieved through examining and reexamining information from a variety of cognitive perspectives (McGinley & Tierney, 1989). (Shanahan, 2006, p. 177).

In essence, Reading Recovery teachers arrange for new literacy learning to appear in various parts of each lesson. New learning takes on a greater foothold when students are taught to be flexible about what they know in literacy across multiple contexts. We must show students that what they know in writing can help them in reading and what they know in reading can strengthen their writing.

As teachers make careful observations of literacy behaviors and interact with children who are engaged in literacy activities, teaching decisions are based on what is observed and what the teacher projects are the processes the children may be using. The development of independent, constructive learners (readers who are able to pull all the information together as they read, which leads a child towards independence)

stems from teacher decisions which effectively scaffold the child to function efficiently in literacy activities (Clay, 2001). As complex systems develop, Clay argues that “learners need to be able to read and write texts relatively independently in ways that could lead to the learner taking on new competencies through his or her own efforts in the classroom” (Clay, 2001, p.219).

Why Students who Struggle with Literacy Have Trouble

Many *at-risk* children, as concluded by Pinnell (1989), have not had the literacy opportunities that are essential to ensuring that they foster happy or positive literacy experiences in the classroom. These children generally continue to struggle and cannot successfully participate fully in most classroom literacy activities (Pinnell, 1989). Clay (1979) asserts, most struggling readers operate on text with a more narrow range of strategies. They bring unbalanced ways of operating on text that when practiced day after day can become habit. Clay suggests that these ineffective habits can be very resistant to change (Clay, 1979, p.1).

Lyons (2003) argues that the emotional frame of mind for learning is impacted deeply by the context of the learning environment. “Expert teachers create a learning context that builds on students’ emotional and cognitive strengths. Emotional and disruptive behaviors interfere with teaching the children and with their reading progress” (p. 96). Clay (1991) concurs the importance of the learning environment on the learner. She suggests that the context created by the teacher has a direct relationship the child’s ability to take initiative and be proactive in his or her own learning. It is this creation of a safe place to learn that is key.

Learning to read requires a great deal of personal initiative and a willingness to take risks which the insecure child is unwilling to take. It is easier for him to apply to the new learning tasks of school his old emotional reactions of withdrawing or attacking, distorting or ignoring and so by applying old habits to the new situation, causing himself to fail again. (Clay, 1991, p. 42)

As suggested by Lyons (2003), emotions play a powerful role in the learning process, especially with memory. The stronger the emotions attached to the experience the stronger the memory becomes. But these memories may not always be positive. “Emotions can have a negative impact on learning. If an individual perceives the learning environment as threatening or is afraid of making a mistake for fear of embarrassment or humiliation, learning decreases.” (Lyons, 2003, p. 95)

Difference versus Disability as Labels

Reading difficulties, according to Lyons (2003), suggest that children have a difference, rather than a disability. Following her guide, “most Reading Recovery teachers believe that hard-to-teach students have a difficulty rather than a deficit” (Lyons, 2003, p.94).

Reading disability suggests a rather fixed outlook on a student’s ability to learn. Reading disabilities, according to Levine (2002), are given to children who appear to be unable to operate their minds in a way that enables them to meet the demands made upon them during school, such as spelling correctly, writing legibly, reading fluently. Levine argues that these students often wind up with low self-esteem about their ability to learn or to engage in the classroom. Many students who are struggling in the classroom are labeled with attention deficit disorder (ADD) or considered to have a learning disability (LD), and these labels stay with them throughout their academic

careers (Levine, 2002). Clay's view of learning difficulties would suggest that these labels are due to a teacher's inability to recognize a student's needs rather than to a student's inability to keep up with school demands. Clay (1987) argues,

Children who have practiced inappropriate processing, day after day, year after year are building highly practiced inappropriate response systems. Such children are learning to be Learning Disabled with increasing severity as long as inappropriate responding continues (Clay, 1987, p. 160).

In essence, what Clay suggests is that effective teachers are responsive to student's ineffective response systems. Lyons (2003) would concur, "When the teacher teaches the child how to use multiple strategies for reading and writing text and sees to it that she is successful in her attempts, the child will learn how to learn. The will to learn is charged" (p. 72). This belief, by Clay and by Lyons, that teachers can make a difference for students learning is more than just a change in how children approach their own learning, but providing opportunities for a child to learn impacts thinking in profound ways. Greenspan (1997), has found that learning changes the very structure of the neural networks in the brain, and how the brain perceives and interprets information determines how the structure of the brain will change.

Clay (1987) believes "normal reading progress comes about because you have an active child, actively processing during opportunities provided by the programme, with enough teacher attention to tip a slightly off-side response back into efficient functioning modes" (p. 160). Clay offers a process in her model of learning to read (Reading Recovery) that addresses how teachers view student abilities. Lyons (2003) supports this idea of Reading Recovery affecting how teachers address students' abilities. Lyons suggests that effective Reading Recovery teachers have acquired six

fundamental understandings about how children learn, which guides the instruction provided by the teacher.

1. No two children learn the same way. All students bring with them various cultural, social and educational experiences from which to organize and structure their brains.
2. Every individual has emotional and cognitive responses and reactions to learning.
3. The cognitive and emotional dimensions of learning are two sides to the same coin. One depends on the other. If children are distraught, there is no interest, no motivation, no focused attention, and then they will not engage in the thinking and learning process.
4. Until steps are taken to address and improve the affective side of the learning context, it is unlikely that hard-to-teach students will make accelerated progress.
5. New emotional responses and skills must be taught to replace destructive, nonproductive behaviors.
6. Positive social and emotional environments must be created before students will trust enough to engage in the learning process (Lyons, 2003, p.95).

The Reading Recovery Program

Reading Recovery was developed by Clay (1985, 2005c) as an early reading intervention for first grade students, with an intent to reduce the instance of reading failure for identified struggling readers. The program was designed to use specially trained teachers to work with struggling students individually over twenty weeks, providing instruction with a highly structured lesson format. The ultimate goal of Clay's work was to support children in developing a "self-extending system" (p. 114) that assists students to become independent lifelong readers and writers.

The research and work of Marie Clay has been dominated by several key authors. This list a few topics of inquiry could include Running Records used as a method of formal assessment, (Johnston, 1997, 2000) extensive review of miscue analysis, (Brown, Goodman, & Marek, 1996), teacher scaffolding (Hobsbaun, Peters & Sylva,

1996) remediation, (Johnston & Allington, 1991) acts of processing (McNaughton, Glynn & Robinson, 1981, 1987) and a comprehensive review of Reading Recovery (Pinnell, 1997).

In first grade classrooms where Reading Recovery is implemented, students are identified and selected based upon results of six assessments that make up the Observation Survey designed by Clay (2005a). These tasks were designed by Clay to represent authentic samples of literacy (in both reading and writing) encompassing knowledge in letters, words, sentence structure, and extended text. The six tasks include Letter Identification, Word Reading, Writing Vocabulary, Hearing and Recording Sounds in Words, Concepts about Print (CAP), and leveled reader assessment. The information gathered from the observation survey tasks are used to select children who will participate in Reading Recovery instruction. However, the initial ten days of lessons are void of instruction, using observation of the child's actions during shared literacy experiences to discover what the child knows and to provide the teacher with a starting point for lessons that will continue for the remaining 20 weeks.

The highly structured nature of a Reading Recovery lesson includes eight specific components with time limits designated for each, with a total lesson time of 30 minutes. Daily records are used to capture all aspects of what the child can do. A Reading Recovery teacher works individually with each child, daily with 30-min lessons outside the classroom and in addition to classroom literacy instruction. Each daily lesson follows a Reading Recovery lesson format designed to include reading and writing. The framework for the daily Reading Recovery lesson includes:

- Reading two or more familiar books
- Taking a running record on yesterday's new book followed by teaching points
- Word and letter work that include breaking words into parts and letter identification
- Writing a new story followed by transferring the new story onto a sentence strip to be cut-up and reassembled
- Hearing and recording sounds
- Reconstructing the cut-up story
- Listening to the new book introduction
- First attempt at reading the new book (Clay, 2005b, p. 37).

Reading Recovery lessons continue from 12-20 weeks or until a child has reached the end of her program and is ready to discontinue (graduate) from Reading Recovery. As the Reading Recovery teacher responds to each learner, teaching is contingent upon what the child controls and the new content the teacher brings to the lesson.

When children are novice readers their cognitive processes used for reading are being formed, undergoing changes from less expert to more expert. Available theory rarely addresses this problem. Yet this is what reading is at the acquisition stage. Sensitive and systematic observation of behavior is really the only way to monitor gradual shifts across imperfect responding (Clay, 2005b, p. 48).

Clay (2005b) suggests that part of the success of Reading Recovery lessons is the close observation made by the Reading Recovery teacher on the day-to-day changes in children's reading and writing behaviors. Clay argues that careful observations and recording of each student and their learning assists teachers in preparing the path of least resistance that is critical to acceleration in literacy learning. In such a setting, Reading Recovery teachers are always looking for the *teachable moment* as they offer a high level of support and scaffolding throughout the series of lessons.

Reading Recovery Instruction and Strategic Processing

Dorn (2005) suggests that strategies are internal, and therefore unobservable actions (sometimes, unconscious). The mind takes these actions in order to resolve

conflict and restore meaning. Clay (1991) and Dorn (2005) argue that although reading strategies cannot be observed, they can be inferred by studying reading behaviors, particularly changes in behavior over time and across literacy events. “Teachers can watch for behaviors that suggest particular reading strategies, as these overt actions provide evidence of reader’s comprehending process. Strategies and behaviors work together to produce what are called strategic behaviors, that is, the observable outcome of a readers attempt to understand the author’s message” (Dorn, 2005, p. 41).

As Reading Recovery teachers and their students interact, the strategic behaviors that are evidence of strategic activity begin to change over time. Dorn and Soffos (2001) “encourage teachers to observe children’s progression in reading and writing along a literacy continuum. Examining literacy behaviors and it’s changes over time allow teachers to look past curriculum and grade level expectations and to see patterns. As students acquire new skills they move along a continuum beginning with approximate control to automatic (almost unconscious) control” (Dorn & Soffos, 2001, p. 29). This idea of a continuum suggests....or Dorn and Soffos suggests a continuum that reflects literacy as a stage of specific skills and strategic behaviors developing in increments over time with specific experiences to enhance those behaviors. This literacy continuum looks closely at how literacy behaviors change over time and how children gain control over specific behaviors, to the point of self-regulation. Dorn (1991) defines self-regulation as “the child’s capacity to plan, guide, and monitor his or her literacy behavior” (Dorn, 1991, p. 10). Steps toward self-regulation of a behavior could look like a child becoming more fluent in strategies through successful practice, students using

what they already know to get to new information or teachers adjusting their level of support as a child moves through literacy lessons.

The ultimate goal of Reading Recovery, according to Clay (2005a, 2005b, 2007) is for all students to succeed well enough to discontinue the program, and to be able to use an internalized self-extending system that provides success in the regular classroom environment. Although the framework for Reading Recovery is very specific, Clay argues that a Reading Recovery lesson is intended to be uniquely and individually adapted to every student's specific needs (2005b, 2007). The uniqueness of each student's program is due largely to how teachers tailor their own responses and prompts to each student's lesson. Clay (2005b) purports,

If there is any description of progressions in literacy learning it belongs not in the activities, not in the curriculum sequence, but in the heads of teachers, and it guides their every interaction with a learner or a group of learners. Whether the activity helps or hinders children's learning depends on the tentativeness and reflective practice of teachers who know how to open doors to learning and recognize when a door is beginning to close for a particular child (p. 47).

It is this onus of the teacher to tailor her own instruction to meet the needs of the child that intrigued me to examine more closely my own practice in Reading Recovery. How was I using my knowledge of what I know about literacy to make sense of what needs to be done for each individual child?

The Context

In my work in the public schools, I have seen how the diverse needs of students are not always met by the efforts of the school system to impact their learning. In an attempt to meet these diverse needs, schools often adopt literacy curriculum or

programs. These programs purport to assist by guiding classroom teachers in reading and writing instruction that is intended to engage students in a wide-range of problem solving activities. Many of these programs or curriculums are sequenced around theoretical assumptions about children's literacy acquisition (Bruce & Davidson, 1996). While many students may respond to this instruction, make connections and show evidence of new learning, some students fail to make progress, often falling further behind (Casilla et al., 2012). When curriculum fails to meet the literacy needs of students who struggle, Benko (2013) and Van Staden (2011) argue that it is important for knowledgeable teachers to respond appropriately with scaffolded instruction that arrange for successful opportunities in both reading and writing. In order for students to become fluent readers they need multiple opportunities to successfully problem solve on various levels of text complexity (Clay, 2005). It can be argued that these multiple opportunities for success can help to prepare these students to attempt more complex text representing higher reading levels.

Part of the influence in my teaching career has been my participation in professional development that focused on working with struggling readers. Specifically, I engaged in training to become a Reading Recovery teacher. This type of professional development focuses on early reading intervention for first grade students, with an intent to reduce the instance of reading failure for identified struggling readers. While I understand that our life experiences do influence how we understand and engage with the world around us, early life experiences can have a profound impact on the architecture of our thinking (Fox, Levitt, & Nelson, 2010). As I engaged in the one year

training to become a Reading Recovery teacher, I began to appreciate the importance of addressing literacy needs early in a child's life in order to have an effective impact over time. The children selected for instruction were classified as the lowest performing in their class or grade. The goal of their instruction is to bring the literacy level of each low achieving student to grade level or above. This expediency of growth in reading level is referred to as acceleration (Clay, 1985, 2007). Within this model of acceleration is an underlying focus on critical decision making by the teacher based in the moment of the lesson. In my practice as a Reading Recovery teacher, I felt the pressure of making those in the moment decisions based on what I saw as sensitive observation, on my part, of each student's literacy behaviors. I became interested in looking more closely at how I come to make the decisions I do make – what was my decision making process and what were the influences in making those decisions.

Method

Individuals engaged in self-study as a method for examining practice seek to “understand the relationship between the knower and the known” as well as seeking “to understand what is the form and nature of reality” (Kuzmik & Bloom, 2008, p. 207). My initial question about my practice focused on my knowledge as it related to my decision making as a Reading Recovery teacher, How was I using my knowledge of what I know about literacy to make sense of what needs to be done for each individual child? But as I began to develop my self-study research design to better understand that relationship between myself as the knower and the known in my professional work, my question evolved toward answering what impacted my thinking over time. I saw this

dynamic process of thinking about my thinking (and examining my understanding of my decision making in the moment of teaching) evolving in the professional experiences that influenced my understanding of teaching and learning. My self-study question became: How are my thinking and understanding about literacy teaching and learning represented in the language within my professional history?

Borrowing from previous self-study research using professional history to examine practice (Samaras, Hicks, & Berger, 2004), I developed my own professional history of my teaching. My professional history was developed using a retrospective reflection on professional experiences framed within a linear timeline. This history encompassed discussions of my experiences in my preservice courses and field work, my first year of teaching that coincided with my professional training in reading recovery, and the subsequent years of teaching as a Reading Recovery teacher. This history then became my source of data to examine my experiences and my language about those experiences. In my process of examining my data, the trustworthy nature of my analysis was critical in explicating meaningful insights from my practice (Mishler, 1990). My efforts to ensure trustworthiness focused on the analysis of my data, where I endeavored to illuminate my “methods for transforming the data into findings, and the linkages between data, findings, and interpretations” (LaBoskey, 2004, p. 1176).

I used a constant comparative method (Dye, Schatz, & Coleman, 2000) to analyze the language I had used in my writing. Each statement within my professional history was analyzed for meaning. Statements often carried more than one meaning. Each meaning was listed as a separate category code. As statements were analyzed,

they were gathered under each category code. Each new meaningful category that was created was compared to the categories already existing and if new meaning was gathered a new category was created. Each category was defined by the text subsumed under that label. I met on several occasions during this process with my critical friend to confirm the category development and to ensure that the meaning/definition within each category was evidenced within the language of the accumulated statements. As category refinement began, category definitions that shared similar qualities were re-evaluated for possible consolidation and renaming and defining of the category.

Findings

Through the analysis process, a total of 58 categories emerged from the data (see Appendix D). These 58 categories were then reanalyzed for common themes, with nine initial themes emerging:

Self-perception – perceptions unique to myself as a teacher

My perceptions of my students – perceptions unique to my view of my students

Student perception – perceptions unique to how the learner perceives themselves

Shared perception – the teacher and the learner share these perceptions that are shared across groups (teacher and students)

District driven literacy – literacy influenced by district decisions

Reading Recovery driven literacy – literacy related to Reading Recovery procedures

Experience driven literacy – literacy relating to preservice and in-service learning experiences and can be inclusive of Reading Recovery

Logistics/Literate environment that impact instruction – external influences that have an impact on instruction

Decision making processes that impact instruction – teacher or student led influences that impact instruction

Each of the nine initial themes collapsed categories that related to the same content through the language used in my personal narrative. One of the nine themes (Decision making processes that impact instruction) was further expanded into three sub-themes to encompass more detail (Require instructional decision/action - based on student response, Require instructional decisions/action- based on teacher knowledge of student needs, and Student led/driven decisions/action that impact instruction). These final eleven sub-themes were then analyzed for meaning within the context of the original language of the professional history. Three major themes emerged: *literacy*, *awareness* and *instruction*. In looking more closely at the context of each of these single-word themes, I was able to reflect on the nature of the contextual meaning that underlie each of these words and that provide for me a deeper understanding of the themes. What is meant by contextual meaning is the return within the analysis to the original continuous text of the history to recapture the context of the collective statements that created the original categories. This recursive process of reading and rereading for the context of meanings gleaned from the original analysis of text

provided a greater understanding of the meaning (and the context of that meaning) represented within each of the three larger themes.

The word *literacy* is a collection of every reference to literacy that I am engaged with personally or with students. It begins with me learning about literacy and extending what I learn about literacy to my students. It also encompasses what opportunities I extend in literacy and the behaviors I see in my students that relate to literacy learning (behaviors in this context refers to the actions and reactions that child exhibits during literacy). The word *awareness* is central to becoming aware of my own thinking, my learning, and my journey. In essence it represents self-actualization. The word *instruction* is an internalization of readiness needed to begin instruction, a location in ability (my teaching ability), in reference to adjusting, appropriate levels, shape or influence on my instructional decision making. As I examined this theme more closely, I saw that the notion of instruction was played out more fully in the concept of *strategic thinking* both by the teacher and by the student. All of these words work together to sustain accelerated learning, yet I realize that none of them could stand alone or without the others and have the same impact. *Literacy* is what flows out from myself as the Reading Recovery teacher into the environment toward the student. *Awareness* is housed in the environment and all that is contained in arranging the learning for each student and ultimately *strategic thinking* is the result.

The influence of my professional development in becoming a Reading Recovery teacher is reflected in my language and the focus of the content within my professional history. Within Reading Recovery, this idea of strategic thinking can be seen through

observation of strategic behaviors of the child. In observing strategic behaviors, there is an assumption that those behaviors reflect the child's strategic thinking as she applies what is known in new contexts and for new purposes. Within my teaching, I can see that I directly address strategic thinking in my modeling of reading for the child, and in demonstrating those strategic behaviors (such as directional movement, one to one matching, locating known and unknown words in continuous text) and prompts for strategic activity (Clay, 2005c, p. 114) for which the child should engage (such as self-monitoring, cross-checking across sources of information, discovering, self-correcting). Strategic thinking is thus reflected in the larger concept of strategic behaviors as represented in the action for which the child has control.

This concept of *create* really stood out to me in a profound way as I re-read through my professional history narrative through the lens of the three dominant themes of literacy, awareness, and strategic thinking. While create is not one of the themes that emerged from the text analysis, conceptually it embodies the essence of the Reading Recovery experience for the teacher. When I, as a Reading Recovery teacher, use known information to arrange for new learning that I want a student to know next, it is as though I am creating a new highly individualized teachable moment based off the needs of that particular child's needs. These opportunities are a merger of what I already know about the student and what I want the student to know next. The moment these two thoughts come together, I see my teacher-self creating an opportunity for the child to connect the familiar with the new. When arranged very intentionally (the created opportunity is purposeful in encompassing the child's known

with a developmentally appropriate *next*), this opportunity has the ability to create new learning - learning that didn't exist before, where new connections are being formed in the child's thinking. This creation of learning can be said to take place inside the child.

The figure below represents conceptually this moment of *create*.

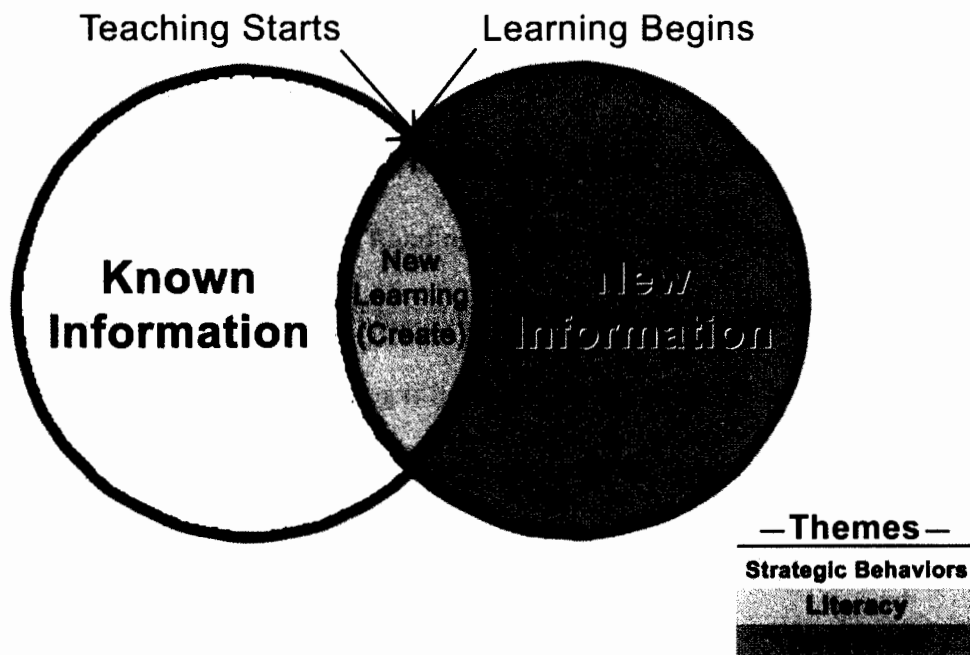


Figure 1 – *Create* as a Concept of Literacy and Awareness

In this figure, the known information of a child is reflected in the strategic behaviors observed by the teacher through close engagement in literacy activities. New information is seen as awareness - from the teacher's perspective, this new information is intentionally connected to what the child knows, where the awareness is knowing what that *next* is that can be connected to the known. From the child's perspective this awareness reflects new information the child is able to grasp and connect to the known, where that new information can inform the child's thinking within the context of

applying both the known and the new to a particular text (the child's awareness of the new is heightened). This intersection of known information reflected in strategic behaviors of the child with new information reflected in awareness creates that moment of literacy new learning. And it is in this context that one could argue that real teaching starts and real learning begins.

Discussion

Within this self-study, my analysis of my professional history, and in particular the language I used to represent that history, has helped me understand the influence my Reading Recovery training and Reading Recovery teaching experience has had on my thinking about teaching and about learning. The onus I place on myself as the teacher to create that environment for learning is highly reflective of Clay's tenets on literacy and learning (Clay, 2005a, 2005b, 2005c, 2007), where teaching students who struggle with literacy focuses attention on the child understanding (whether a literacy concept or a text), on the child developing knowledge about literacy, and on being strategic in applying that knowledge. Where literacy and awareness collide is a powerful concept I identify as *create*.

My initial research question (How are my thinking and understanding about literacy teaching and learning represented in the language within my professional history?) provided a focus for my examination of the language in my written professional history. Analyzing my themes that emerged from that examination played a direct role in answering how I think about literacy and how I understand my actions in relation to that knowledge. In looking at the word *literacy* I see the foothold of why I

make the decisions I make. What I know about literacy shapes what I see, how I think and what I extend to all of my students. In reflection of the word *awareness* I find an embodiment of all the pieces essential to my decision making process. It is the activation of all the immediate proficiencies in my own thinking about each student (what I understand that each child knows) in each moment of teaching. The word *instruction* acts as the ultimate influence in making each teaching decision. It is the sum of the actions for which the child has control and the prerequisite for the strategic behavior the child needs to control next.

Concluding Thoughts

My self-study journey has reminded me of the power of the lens through which I make sense of the teaching and learning around me. This research has helped me to understand the impact my professional training and my professional work as a Reading Recovery teacher has had on shaping the lens through which I see and understand my practice. Examining the influence of my language in my professional history on my understanding of my thinking about practice has enlightened my understanding of the power of language within my teaching, and has helped me to more fully appreciate the importance of the language of my instruction with a child. I see the potential for my language during instruction to transform a child's thinking about literacy and about self as a reader/writer, in essence, to help frame the thinking of my students about language and literacy.

When I ask students to form a response to listening, speaking, reading and/or writing, when I provide questioning prompts to encourage their engagement, I see in

these transactions the potential for creating a powerful intersection of literacy, awareness, and strategic thinking. This challenges me to thoughtfully consider how I choose my words, to be intentional in my language, to foster my students' engagement in literacy, in their awareness of language and new learning, in their ongoing efforts to think strategically when making sense of written and oral language. "Language, then, is not merely representational (though it is that); it is also constitutive. It actually creates realities and invites identities." (Johnston, 2004, pg. 9). By creating realities for children in the context of literacy engagement in my teaching, I see that I am inviting more than just a moment within a literacy lesson. I am inviting them to (and fostering them toward) their self-identity as a reader and a writer.

The methodology of self-study really gets at the knowledge found within practice. There is a paucity of literature focusing on the teacher's understanding of literacy teaching practice. While self-study research has focused on teacher educators' practice with literacy instruction (for example, Kosnik etc) there is little information in the literature about teachers' examination of practice through self-study in literacy programs and approaches. Such knowledge generated from teachers' self-studies of practice can greatly inform the literature. Self-study can become a powerful avenue where teachers through self reflection can begin to separate the current realities created through policy and initiatives to pursue their own true identities.

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Appendix A
Professional History

Professional Narrative History

As a pre-service teacher

Even as a pre-service teacher, I knew my personal interest in wanting to teach students to read and write continued to grow. My collegiate studies were packed full of real life, hands on examples of strategies to engage most students in appropriate literacy activities for my classroom. I learned through my remedial reading practicum that tutoring one on one made a difference, especially the close personal connection made with my client. My lesson plans were filled with detailed strategies to build personal connections, background knowledge, vocabulary and good questions to deepen comprehension during and after reading. I offered my client strategies to engage the entire writing process considered appropriate for a second grade writer. I felt more confident about what types of books to pick, what types of questions to offer to check comprehension and how to assure parents that progress would not come overnight but after many weeks of practice. My teacher efficacy was growing now in how to gauge what reading should sound like, how to find an appropriate level of book for instruction and how writing was a very detailed process that could take many days to complete. For the most part, there were no glitches. As a matter of fact, I don't recall having any struggles teaching literacy. There were plenty of challenges, but up to that point in my teaching journey I never experienced a student not wanting to try, or saying "I can't do this". I had never truly had a struggling reader on my hands.

I was so sure that I wanted to teach reading that I requested a Title One placement for student teaching. I wanted to see Title One in action and felt confident that this was the placement for me. In my remedial reading practicum we had learned about a program called Reading Recovery. A program designed to take the lowest students in first grade and remediate them. The research showed it was possible to accelerate these struggling students above grade

level in twenty weeks, the results sounded too good to be true. I was very grateful for the opportunity to try for myself how Title One would unfold as a student teaching placement as well as the privilege to watch Reading Recovery lessons being taught.

As I watched my first Reading Recovery lesson being taught, two things stood out to me. First how smooth the lesson unfolded and second how much teaching took place. As I watched each Reading Recovery lesson, there never appeared to be a struggle. The lessons never appeared too challenging or difficult, something I might expect with watching a “struggling” student. I did see some resistance from one student in particular wanting to come to their Reading Recovery lesson. I didn’t give the situation much weight and just brushed this off as a student not wanting to “do his job”. It was fascinating to watch the amount of teaching that flowed out of a Reading Recovery lesson and it became easier to see how acceleration could be possible with such a rapid pace of teaching.

In service -Reading Recovery Training/Teaching

At the very same school where I had served for my student teaching was the school that had hired me for my first Title one position for the following year. Unknowingly the position I had been hired for was not only Title one but was also considered half day Reading Recovery as well. Carol Watson the current Reading Recovery teacher leader in my district had not been informed of my new position until practically days before our training class was to begin. She called me and made me aware that I had an opportunity to train as a Reading Recovery teacher my first year of teaching. That the position that I had been hired for actually included a Reading Recovery position and she asked me if I was interested in being trained as a Reading Recovery teacher. I was so ecstatic; I was not able to resist the opportunity. I was honored to be chosen and brought an open mind. Carol Watson my Reading Recovery teacher leader handed off reading assignments with reflective questions for homework before the first week of class. As I

read *An Observation Survey* by Marie Clay, there were many new thoughts that challenged my barely existing teaching philosophy. Clay tells teachers to abandon the readiness concept, all children are already ready to learn more than they know; it is the teacher who needs to know how to adjust appropriate instruction for each child. This sounded familiar, I had practiced differentiation in my teacher education classes; I felt I had a fairly clear idea of what it meant to adjust instruction for each child's needs. I was clearly thinking from a global perspective of literacy needs and had not yet learned of Clay's running records to guide my thinking. Clay teaches that classroom teachers should become sensitive observers of how individual children are problem-solving, and this type of observation of how individuals change over time could be recorded through good record keeping. At this point it was still very unclear what I would look for to record problem-solving and how I would monitor learning was taking place. In fact, in my mind the only problem in reading that I could clearly observe was a student that did not try! Any student that simply shutdown or didn't want to read was a problem to solve, and at this point in my teaching experience, I had never once experienced a student who didn't or wouldn't try.

In order to improve teaching Clay teaches that teachers must observe children's responses as they learn to read and write she makes clear teachers are to watch for competencies and confusions, strengths and weaknesses. She also mentioned evidence of processing and strategic activities which were completely foreign terms to me. She spoke of needing to show what students can control and this also fell into the family of confusion of though from the very beginning.

After a few weeks of Reading Recovery Training each of us had been trained to assess students on the literacy tasks outlined in the Observation Survey for selection of our Reading Recovery students. In my building there were two other Reading Recovery teachers at the time of my training. After assessing all first grade students with these tasks we would select the

twelve lowest Observation Survey scores. We each would take four students of our own to serve for twenty weeks. I remember being very excited to start lessons and proud to have a small classroom with books lining each wall in my room. My room was located in a small annex that was detached from the main school building; luckily the entire first grade was located in classrooms that filled this same building. This made it easier for pick-up and delivery of my Reading Recovery students. In the beginning it was impossible for me to realize how important it would be to preserve travel time between lessons and how much I would grow to appreciate this short distance in the long haul. The two large windows in my classroom allowed plenty of light to pour into the room where homemade curtains were neatly hung. From the very beginning my students were excited to come with me. They felt special to have a reading teacher of their own. They didn't seem to mind being pulled from class to read and write separate from the activities taking place in their homeroom classes. The first two weeks of lessons that shape a child's series of Reading Recovery lessons begin with what Clay calls roaming around the known. This basically means no teaching can take place during these first two weeks of meeting with each student. Task-sharing, building confidence, flexibility and hopefully discovery are Clay's keynotes of the purpose of roaming. Clay's theory of where teaching begins is with what the child already knows and what the child controls. Reading Recovery teachers use this time to discover what the child can do and to build a strong relationship. The teacher works mostly with reading texts and writing texts and strengthening all that the child is able to do already, this builds confidence. This same roaming time is spent for students who have higher Observation Survey scores (maybe second round students) coming into Reading Recovery. Many times this means a much larger range of literacy behaviors, confusions and hidden problems are waiting to be discovered. It is probably one of the most difficult tasks as a teacher to suspend teaching and to simply observe. Clay does not want a

mere record of activities during this time, but a record that captures many aspects of the child's literacy behaviors as possible. Notes such as: What does the child do well? How does the child help himself? Did the child surprise you? What was the longest utterance you hear the child construct? Clay tells us to write it down. Roaming was difficult at first, it almost felt as though you might run out of things to do. How I would hold the child's interest is what crossed my mind the most, but I soon realized that my students were pretty willing to show me what they could do. Most of my students in my first round of Reading Recovery seemed so willing and excited to try anything I asked. It was exciting building an environment where students would take risks and praising students for their efforts came natural. It was easy to celebrate all that they could do already to build their confidence. It was a true challenge taking what they knew and arranging a new opportunity for a Reading Recovery student to find what he already knows in a different setting. Establishing a new situation for known learning to be discovered creates flexibility with the things the student already knows. In the beginning, I found it was challenging to find new learning. To be flexible in my own thinking of what the child knows and is showing me and trying to find new ways for them to discover this. My eyes really became open to how very different every single child was and how varying each of their needs really are. Clay makes it clear that the need to provide individual one-to-one teaching in addition to classroom instruction in literacy will always be needed. Our solution to teaching student in similar ability groups will not always reach each child. There will remain a need for special provisions for some children. For these children the best progress will result from individual instruction that works with the child's strengths to overcome his weaknesses. Observing a child's early interaction with print and providing individual teaching for some children will remain imperative. An education system is wise to build in opportunities and resources for teaching 20 percent of

young children individually for a short period of time. There will always be a challenge to meet individual differences when children enter school very different in so many ways.

Moving into Reading Recovery lessons, following roaming around the known, was stressful mostly for two reasons, first the time constraint of the lesson framework and second, something Clay calls acceleration. Learning the tasks involved in the lesson framework was a bit daunting, especially learning how to select new books and mastering the word work. These were familiar feelings among peers and I didn't feel alone in being a bit overwhelmed. All of these tasks involve small yet powerful decisions that link what the child can easily do to something he finds difficult or hard. In Reading Recovery we begin teaching new things by slow demonstration and only what the child needs to know next. Clay uses what she calls the scale of help to guide teachers' interactions with students. Reading Recovery teachers are always looking for opportunities to foster the development of independent problem-solving. The scale of help reminded me of scaffolding that we do on a much larger scale, it made complete sense to my mind. The only way to really track how I was using the scale of help would be to video my own teaching and before the end of the first round we took time to video one lesson for class. I recall a very bad angle for my video due to lousy support of the camera and being stunned at lack of wait time and heavy support I had offered my student. We had to write up a paper for this video reflection thinking about our teaching. In writing my paper I recall thinking that I offered way more support than my student needed and if I was going to develop an independent student, I needed to get out of "the way" a lot more. I needed to give my student time to think about how she was going to respond versus jumping in so quickly. It was eye opening to say the least. I never felt there was enough time in the day to go back and reflect. There is actually a column written into the lesson plan format called comments, this section is to be used in reflection of teaching decisions. I don't recall ever filling out that column if hardly

ever. Even today, it is the most un-used column on my lesson plan. I recall the feeling in the first year that I wouldn't get all the tasks into each lesson, and if I did, I would easily go over my time allotment. That I would pick a book that was too long or I would take too long to talk about the story before the student began to write or my book orientation was too long. I was always focused on getting the right "thing" in place, following the sequence of events, what should I be doing next. It was always more the question, am I doing this right? I knew the framework and came to know it very well, yet inside the framework; there were so many hundreds of questions to consider. My focus turned to the fundamentals of looking for evidence that I was on target, such as a running record. Making sure that I was guiding my student with the right amount of support and that included choosing books that were at an instructional level (90%-94%) of accuracy during lessons. The only question that seemed to really resonate the first year am I following doing this right? There wasn't room in my mind for why am I doing this. That would come over the next two years. Returning to class each week, I found myself wondering more about "what" I was going to teach vs. "how" I was going to teach. In my first year of training I remember thinking I was overwhelmed with the responsibility of getting all the Reading Recovery components into my 30 min lesson format. The speed of a Reading Recovery lesson is mind blowing at first and it really feels next to impossible to manage. I remember that the most challenging part of teaching in the very beginning was picking a "just right book" for each student. Each lesson includes familiar reading, writing, and a new book. The goal of picking a "just right book" for the new book read is critical component in acceleration in reading. This was extremely difficult to master, as it required you to pay close attention to your student's vocabulary in reading, oral language structures, background knowledge and personal interests. Clay mentions the importance of "getting the bugs out" of the first reading so students will be able to read with ease. Lifting the difficulty of the book just

enough to allow problem solving to take place but not overload the processing so they could comprehend was key to a successful first read. It honestly took many years to master a good book introduction, to realize it was very important for students to anticipate the text before they turned the page. Learning to forward feed complex language structures and to truly pin point where “trouble” spots could appear in reading took years of practice. Following the first read, came the daunting task of making an effective teaching point after or during the reading. Learning to feel somewhat confident in making effective teaching points took lots of practice and reflection. Many times I used running records to capture reading miscues for analysis of my own teaching points during a Reading Recovery lesson. If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record. This was one concrete way to track how effective my teaching points were.

Validating what students bring to the task and scaffolding them with just the right amount of support is critical to them taking on the task with the confidence that can lead to a self-extending system.

Acceleration in Reading Recovery lessons refers to the rate of progress the child makes over the series of lessons. Clay made acceleration appear mysterious to me from the simple fact that she explains that it is simply not something the teacher can produce or induce. What a confusing thought. I was responsible to design a series of lessons based on a child’s very highly specific needs, to make skilled decisions moment by moment. Predictions of progress are written during the first week, fifth, tenth and fifteenth week to guide teacher’s day to day decisions for a long-term goal for each student. At this point in lessons, I am leaning on hard evidence to guide my teaching and thinking. I still had a lot of terms such as self-extending system, strategic activity and prompting that blurred in my brain as I tried to sort out what I

should focus on next. I got the gist that acceleration was important but it was somehow linked to a self-extending system. Clay said a Reading Recovery teachers aim was to produce an independent reader and writer. A self-extending system by Clay's definition was the ability for the brain to automatically improve in reading and writing whenever the child participates in either activity. A child whose brain automatically took the initiative to take on new problem solving was an independent learner who had established a self-extending system. This self-extending system was linked to a mystery called processing. A child must have effective processing when he reads versus a child who uses a confused processing system. I am certain I could tell you what page numbers to look for and where the definition was written but to clearly explain what processing was and how it was linked to learning did not settle into my mind until about the third year of teaching. It was a term I had a faint understanding of and realized the value of its importance but I could not have stood up in front of the class to give any examples of how I guided my students processing or much less even identified it that first year. If I did, it would have been a literal level example of what was expected. It was not the fact that I understood deeply what it meant or how to generate it or much less how to identify it, at least these were my feelings at the time. The feeling of being responsible for a student's acceleration in learning that was to lead to a self-extending system that was based on developing effective strategic activities that I barely understood; this was year one in a nut shell. The simple fact that I was to arrange for fast processing in the child's brain that would construct effective networks for them to link together all the strategic activity that would bloom into a beautiful self-extending system over time seemed impossible. It was simply impossible, how could I ever teach on this level of detail and honestly feel I was doing any child justice. I remember feeling most days that it was a sheer miracle that I could pick just the right book for each child in lessons that day. Every child was so different and every child had such varying needs and it was

so critical to make sure that each lesson was designed “just right” to ensure effective processing which was still a blur. I knew and understood the importance of helping each child realize that they could accomplish the tasks at hand. The lessons I prepared were to bridge new learning from known. If acceleration depended upon how well I selected the clearest, easiest and most memorable path for that child, I had to know my students very well. Making a path easy or memorable many times was very challenging for the simple fact that I could see that my students were successful or that the data showed that my students were successful did not ensure that my students felt the same way. The confidence would not come till many years later and even then it was pretty humble. There were waves of cognitive dissonance that began after my first year of teaching Reading Recovery. Figuring out what a child can do, filtering out their confusions, and creating a lesson that was easy seemed easy enough, but when your work involves the most fragile learners it becomes a beautiful merger of what you believe about them and how they see themselves. The data can show success, the running record can look great on paper, the reading could sound fluent and phrased but only I would know that that student may have been pushed to their very outer limits while reading the book. Only I would have seen tears fall on the table as they were ending the story, the data is only half the battle with many Reading Recovery students. There are so many of my students that didn’t feel as successful as they might have looked on paper. That an instructional read on a book might feel borderline defeating to a particular child no matter how supportive I was. I became keenly aware that day after day I was asking that child again and again to face their fears. The child’s self-efficacy was critical in taking each student farther into lessons, leading them to acceleration. The first year of teaching it was not difficult to pick up on but it was difficult to plan for. How do you plan for a child that shut down on a successful reading? What looked like success to me, obviously didn’t feel successful for the child. Outside the feeling of am I doing this right, was how do I guide this

child to feel they can do this. I remember having students shut down on me and not want to read. The worst feeling in the world is that I was the cause of a child not wanting to try or that I had planned a lesson that was too difficult so this child quit or wanted to quit trying. It made me feel like the worst teacher in the world. Where was the line, how do I balance the need to accelerate their learning and their love of reading and writing. How do I not squelch the love of literacy yet get them to grade level and above? I was not prepared to face such fear in some of my students. Especially the first round of students I taught. It became the realization of did I cause this? Was this there to begin with and I just unearthed it or did I generate the fact that reading and writing was work? It's too easy for some kids to quit and not see themselves as able to learn. They won't take a risk or if they do take a risk they can't be wrong. The fact that they are simply too hard on themselves and have not established a tolerance for their own learning gets in the way of their learning. It's easy to look back and remember the first two weeks you shared with a child in roaming around the known when there was no teaching involved and watching them skip to your room and wondering where those days went. It's not that it's this way for all students, not at all. More than most or more than desired would be a better wording. It's easy to begin to blame yourself and you must question yourself as to what did I do to cause this child's learning or desire to learn to stall. What did I do to not make this task easy or successful that caused the shutdown? What can I do to make this a pattern we don't repeat or come back to again? How can I assure this child that they can be successful? Obviously our definitions successes were two different things. How can we find the same page a common ground to establish a trust, a safe place to try, a belief that learning is a process and it's not meant to be "right" every time. How to show each child I value them and their approximations and build the bridge to the next new learning or discovery. The feeling of creating a just right situation for each child was at times self-defeating. Feeling the weight of

watching a child transition from skipping down the hallway to now not wanting to come with me to learn was crushing at times. Feeling a sole responsibility of picking too many difficult tasks became a secret burden. Wondering how responsible I was that a child didn't want to try anymore? Did I cause this and if I did how do I fix this? For some students it just simply took one book that was too hard, for others it was just one word! Now, I responsible to accelerate this child that doesn't even want to try, they don't even want to come to my room. The pressure is overwhelming and the personal burden must be carried properly to not completely loose heart as a Reading Recovery teacher. I remember a wonderful first grade teacher that I worked with the first year I taught that stood by me and believed in me as much as I did in my Reading Recovery students. She knew how hard I worked and much I cared and I honestly believe she believed in me at times I didn't believe in myself any more. Two of my four students were from her classroom, one who completely couldn't get to the door fast enough when I came to get her and one who hardly wanted to go with me anymore. When I would show up at the door of her classroom to select the only reluctant student I had that round, she would always lift the burden from me. When it became most challenging to remove this student from the room she would take just a moment to say to her class, we all love Ms. Beyer and how many of you would like to go with her right now, all of the students would raise their hands. Then she would look at my student who was to leave the room with me for a lesson and say, now you know how very special you are to get to go with her, do your best today! He would forget for two minutes that it was hard for him and realize how special he really was and he would skip to the doorway and down the hall knowing he was the only one that got to go. She was an angel in disguise on so many occasions I have lost count. We all need reminders of how special we really are and she understood the greatest needs of her most vulnerable students. She valued and esteemed them for what they could do and she never stopped believing they could do more. We walked

that first year together sharing what we noticed about each of these students. Knowing that we both saw the same potential and that we valued them the same was invaluable to me. She took the time to value and build her students self-efficacy alongside me. She made it clear that it was a shared journey and that we were working together to bring this student along, I wasn't alone in feeling the burden of his needs and we would get him where he needed to be. The first year, I didn't see how fine a line it really was that separated the students that would discontinue (graduate the program) and the students that wouldn't discontinue. I made so many decisions moment by moment that it was difficult to see down the road. Not having seen the full process through it was hard to gage how well it was going, how it would transfer and how I would replicate it, if that was even possible. I did have one student that discontinued lessons that first round of my first year of Reading Recovery. Watching her discontinue allowed me to have a more realistic view of what was really expected from a student on a particular level of text. It allowed me to see the difference of what she could do for me in lessons and what was expected during exit testing. Not having tread this ground in any way left a huge blank for me in regards to what it should really look like and sound like. Since this was officially my first year of teaching and I was learning to distinguish how to pick books, it was hard to estimate what to expect. I didn't have a real gage at this point and having a successful program with at least one student helped make this a little more solid for me. I remember looking over the running record of her final assessment and being able to see that I could see her being successful on the book she read. It helped my efficacy to see that I could gage with some confidence that she possessed what was needed to read the book she was given. The true difference was I was used to hearing my students read with supportive book introductions and with solid teaching points. I never took running records on their first reads (cold reads) to see the difference in my support and my teaching at this point. This would have been a good starting point for this to happen. Realizing

the difference in instruction and assessment was pretty critical. It helped me to see that I needed my students a little more solid and a little further along in their levels of reading when it came time to assess their reading. Up to that point, this difference was missing for me and it was clearer now. Looking back on the first year of teaching Reading Recovery, it felt like a blur. Clay would have me keep in mind that the teacher must at all times decide the next most powerful strategic activity that could help a particular child to increase their processing of information from text. In all honesty, strategic activity was still unfamiliar enough at this point that I am certain that I could not have identified all the current strategic activity that my students were in control of. I may have been able to understand from a surface level, but I really wasn't able to understand the impact of my teaching to reach the next powerful activity needed for clear processing of meaningful text. I realized from my remedial reading class at UNI that any investment in a child's literacy development was beneficial. I knew better than to think that it was a sheer miracle that they had learned as much as they did but the credit was not all mine. I know I was only one more layer of instruction that these student received and I could be thankful, especially that first year, that they didn't have just me.

The first year there is a lot of paperwork to complete and with each program there is a ton of data that is collected on each child that is selected. The first year requires more reflective paperwork and more lessons taught behind the glass so teachers can learn from each other and themselves. Reading Recovery offers ongoing professional development every year so that each teacher can continue to reflect upon what they teach and can deepen their understanding. At the end of the year our Reading Recovery teacher leader asks us to reflect on what we have learned for the year what new learning we might like to look at for the following year. I really appreciate the fact that my Reading Recovery teacher leader truly takes our feedback seriously. I have felt for many years that she reads over our feedback and purposefully arranges for

learning that directly addresses these needs. I have yet come to an ongoing professional development for Reading Recovery and felt that I have not walked away feeling in-depth learning hasn't taken place. Carol does an excellent job of looking at the needs of her own students (teachers) and taking us back to Clay to see what needs to guide our thinking. As we reflect together as professionals we feel refreshed and affirmed and armed with good knowledge to tackle the new learning that needs to take place in lessons every day. In my second year of teaching Reading Recovery I felt the need to look more at running records and the importance of language that was tied to teaching during reading. I wanted to challenge myself to analyze more of my running records following lessons and to be more intentional about looking for patterns of behavior that surfaced for each student. To be more purposeful in my teaching, that it was linked to data and to show how effective my teaching prompts or language was or was not. I realized a little better the change over time that would take place in lessons but every year feels fresh and every child or situation poses a new challenge. I would have to remind myself to re-visit the scale of help to not be overly supportive in my teaching, to allow students opportunities to be independent processors of information. I wanted to challenge myself not to get in a rut of teaching something the child already knows. To be reflective about the changes I needed to make in reading and writing that would bring new learning in lessons daily. Most of what I wanted to change was my language. It was obvious to me that the value of understanding what I was prompting for and how to prompt for it was critical. This helped guide my understanding of what strategic activity was. There had been some disconnect the first year between the running record and strategic activity for me. Now I saw it as a possible tool to help guide the fast perceptual processing that Clay talks about. Looking a little more closely at the running record helped me understand what decisions my students were making on text to get to the next word. What were they using, what were they

neglecting? More importantly what was I neglecting if there wasn't change in how they made a decision about what kind of information to use. According to Clay, I should be thinking about what is the most facilitating thing I can call for? A prompt is a call for action to do something within the child's control; this would mean I must be very familiar with what the child controls and needs to control next. Thinking more deeply about my language and my prompting pointed out to me that I tended to lean more on what the child could already control versus what they needed to control next. I felt more of my teaching points fell on the side of affirming what my students were already attending to and they needed to indicate more where they should be attending. I felt more confident about what was useful for my student to use and prompted them to locate it or use it than to point out what they weren't using. I didn't send my students in search of a response that would always extend their processing. I wasn't always thinking about what else needed to be integrated into their reading processing. I leaned more on the familiar and what they did control and what they needed to control next didn't always stand out just yet. Obviously they were learning but I began to see that my prompting was getting in the way of their development of independent solving. The gap was easier to see the second year, the gap that could occur when you have created a safe environment for a child to take risks that only related to my room and my prompting. I underestimated the sheer importance of the transfer of teaching. It was obvious more, maybe because of the level of awareness I brought to the task, the involvement I had in the assessment process or just the fact I was in a new building with new staff my second year of teaching. The concern of not seeing what my students would do for me in my classroom transfer to their classroom settings was eye opening and discouraging. I remember feeling almost at odds with the classroom teachers in trying to share data and information. The fact that there was such a huge discrepancy between Reading Recovery teachers and classroom teachers was a red flag that was far from being settled in my

mind. It's a concern that still exists today, except I don't feel the gap is quite so large. I feel that it takes a real paradigm shift for professionals to feel that students belong to all of us. I think what we really do want in the long haul, is that all of our teaching and hard work melts so completely together that you can't separate it. That the transfer of learning is so smooth that all we see is a self-extending system. We must acknowledge that a self-extending system takes many minds and hands to put into place.

My next few years focused on the importance of analyzing running records for meaning, structure and visual and how to use this analysis in my teaching points. It has been a great challenge trying to draw on strengths while supporting weaknesses in problem solving. You must know a student very well to balance the two. I also began to question visual processing and auditory processing in reading and how it is all connected. I began to realize the importance of how print is scanned with the eyes and how student's speech and hearing can greatly impact a struggling reader. I felt for years I could watch students read and write and they always gave me something new to learn or question. When you really closely observe the needs of struggling readers you quickly see how any "canned" curriculum could never begin to meet their needs. You easily see how it literally requires a one on one setting to see the diverse needs of each learner. Struggling readers have a much greater need to be affirmed of their self-efficacy in literacy. Many students don't see themselves as "good" readers and writers. They are greatly inhibited with risk-taking and many don't know how to see mistakes as a healthy part of learning and growing in literacy. It took about three years of teaching Reading Recovery for me to really realize the dynamics that can be completely different in a small group and classroom setting. How dynamics of risk-taking and saving face in front of peers can greatly affect student performance and transfer of learning. How easy it is for struggling students to get lost in a small group lesson and how individual their needs really truly are. It's important for classroom

teachers and Reading Recovery teachers to communicate clearly and often about a student's progress and how that progress is looking in the classroom. When gaps begin to form between what students control and what they show in class begin, it's critical that they be addressed immediately. The sooner students are encouraged and reminded how important this is, the higher level of accountability that is made from this student the sooner the progress will be made. I have made a point to share with other Reading Recovery teachers how their students may be doing in group for me. When we make these connections and accountability is put into place, I see differences in the students' performance almost immediately. You have to arrange for transfer, you have to align your expectations, your level of support and your language to make this transition smooth. The teachers involved must realize how delicate the nature of the learning is for the struggling students and it is a community effort of all teachers to bring them along where they need to be.

The need to focus on my teaching language and prompting continued to grow in my fourth year of teaching Reading Recovery. I gained a new respect of the importance of oral language in learning to read and gained cognitive dissonance in how the various aspects of early strategic activities begin to work together in integrated ways. I saw more clearly visual processing, auditory processing and linguistic processing and how they must tie together. As I taught more students with auditory complications it was easier to see how their visual processing may be stronger, that the brain would make new allowances for learning based on its strengths and weaknesses. There was also the challenge of development of oral language that many students brought to the table. Most of the students I served were severely deficient in oral language development according to Clay's record of oral language. Language development can only increase when students share conversations that are meaningful and at their level of development. Students who didn't have these opportunities at home or outside the school

environment had a lot of catching up to do to perform alongside their peers. In fact, I feel certain they deserve more credit and have fewer acknowledgements than most of their classmates. We don't measure oral language enough to give it the weight it is due in the literacy learning. We can more easily recognize an ELL student and their needs to increase vocabulary and language structure, but students who are English speaking who lack oral language development due to lack of exposure to conversation are not so easy to recognize. Exposure to story structure and book language was critical to helping struggling students anticipate some text. Students not having opportunities to hear stories and talk about stories hindered them in not so obvious ways. Lack of development in this area can stall acceleration if rich conversations are not taking place in the Reading Recovery lesson and in the classroom setting.

The importance of teaching students to anticipate text while reading new books really came alive in my fourth year of teaching. The mere fact that students were caught up at the word level and bogged down in decoding was all too frequent in some of my lessons. Revisiting the idea that students must always be thinking about the story as they read, that the connections they make are critical and that if we don't understand what we are reading what is the point in reading at all. Making sure I was always thinking about MSV (meaning, structure and visual) information while watching my students read and write was critical. Reminding myself I must give my students different paths to get to the same problem solving event. If we only rely on one way of getting it done, we are less likely to try and more apt to quit. I learned an important real life lesson that year when told I would need to start wearing contacts. My doctor gave me one way to tell if I had put my contacts in correctly. Using the one way he taught me, I was guaranteed to put my contacts in wrong over fifty percent of the time. It was painful and frustrating to say the very least. When talking with other experienced contact wearers about what they did to tell if their contacts were right side up, I learned new ways to

check to make sure I would put them in correctly. This greatly reduced my percentage of getting them in wrong, therefore reducing the pain and increasing the probability that I would actually attempt to put them in again knowing I was less likely to cause myself pain. Amazing that my students do exactly the same thing while reading, when the strategic activity in the brain is not working together in integrated ways and they don't have more than one pathway to solve new words they are less likely to try.

My fifth year in teaching Reading Recovery might have been the biggest breakthrough because it was the first time I really sat back and thought what in the heck was Clay doing. It was the first time as a Reading Recovery teacher I really began to question the program I was knee deep in teaching every day of my life. My entire teaching career had been sunk into one philosophy, one paradigm, and one way of teaching reading, was it right? My parents had raised me with one faith, and when as a young adult I began to question it, my father assured me I was on the right track because he affirmed for me that any faith worth having was worth questioning. I had reached my turn to question Clay. I had been exposed to the terms strategic activity or strategic behaviors for years listening or reading over Clay's material. I had an overwhelming awareness that my thinking about teaching literacy was strategic. In the process of being trained as a Reading Recovery teacher my entire view of literacy development has become strategic. As teachers of Reading Recovery we are trained to look for opportunities to develop effective processing, aiming our teaching at how to align continual access to new learning based on what the student already controls. Using what a student can do well to make a good system stronger. Always keeping in mind what next most powerful strategic activity that would help any particular child to increase his processing of information on text. Clay not only aligned our thinking as teachers to be strategic she also incorporated language that lends itself

to strategic teaching. Clays prompts are very open ended and stir the thinking of what students need most when thinking about developing a self-extending system.

In the last year of teaching Reading Recovery I feel I have finally laid hold of strategic behaviors and strategic activity in literacy. I have been watching strategic behaviors for five years now and I believe that when these behaviors are fast and secure then we are closest to ensuring independent behaviors in problem solving.

We should never stop questioning we should never cease to collaborate in our thinking in our planning. Clay is right, in Reading Recovery we are not to rely on our own hunches. We need each other; we must talk to other professionals, other Reading Recovery teachers, and our Reading Recovery teacher leaders about our Reading Recovery students. We will probably not agree, but Clay says never mind that, we must add our colleague's hypothesis to our own and approach what the child needs tentatively and with a new open mind. We must remain objective and critical of our own assumptions.

I think it will never cease to amaze me how struggling readers have such varying needs and that the task of trying to unravel the individual needs of each student's brain is flat out amazing. I will always have new learning and a new appreciation for each student's hard work they brought to the task of learning to read and write. I will always love what I do for a living, for that I will always be grateful and thankful.

Appendix B

Separated Professional History

Separated Professional History

TEXT ANALYSIS	CODES
<p>As a pre-service teacher</p> <p>Even as a pre-service teacher,</p> <p>I knew my personal interest in wanting to teach students to read and write continued to grow.</p> <p>wanting to teach students to read and write</p> <p>wanting to teach students to read and write continued to grow.</p> <p>wanting to teach students to read and write continued to grow.</p> <p>My collegiate studies were packed full of real life,</p> <p>My collegiate studies were packed full of real life</p> <p>real life hands-on examples of strategies</p> <p>examples of strategies to engage most students in appropriate literacy activities for my classroom.</p> <p>to engage most students in appropriate literacy activities for my classroom.</p> <p>to engage most students in appropriate literacy activities for my classroom</p> <p>appropriate literacy activities for my classroom</p> <p>I learned through my remedial reading practicum</p> <p>I learned through my remedial reading practicum</p> <p>I learned through my remedial reading practicum</p>	<p>Teaching</p> <p>Awareness</p> <p>Interest</p> <p>Literacy - preservice</p> <p>increasing</p> <p>Personal</p> <p>overbooked</p> <p>Authentic</p> <p>Literacy- preservice</p> <p>Instructional</p> <p>personal</p> <p>Awareness</p> <p>Literacy-preservice</p> <p>Method</p>

<p>that tutoring one on one made a difference, tutoring one on one made a difference, tutoring one on one made a difference, especially the close personal connection made with my client.</p>	<p>Impact Connection</p>
<p>tutoring one on one made a difference, especially the close personal connection made with my client.</p>	<p>Personal</p>
<p>My lesson plans were filled with detailed strategies My lesson plans were filled with detailed strategies</p>	<p>overbooked</p>
<p>My lesson plans were filled with detailed strategies My lesson plans were filled with detailed strategies</p>	<p>Instructional Connection</p>
<p>to build personal connections, My lesson plans were filled with detailed strategies</p>	<p>Schema</p>
<p>to build personal connections, background knowledge, My lesson plans were filled with detailed strategies to build personal connections, background knowledge vocabulary and good questions to deepen comprehension during and after reading.</p>	<p>Literacy-preservice</p>
<p>good questions to deepen comprehension during and after reading.</p>	<p>Method</p>
<p>I offered my client strategies I offered my client strategies</p>	<p>Extend Personal</p>
<p>I offered my client strategies to engage I offered my client strategies to engage the entire writing process</p>	<p>Expectation Literacy-preservice</p>
<p>I offered my client strategies to engage the entire writing process</p>	<p>Instructional</p>

<p>considered appropriate for a second grade writer.</p> <p>I felt more confident</p> <p>I felt more confident about what types of books to pick, what types of questions to offer</p> <p>what types of questions to offer to check comprehension and how to assure parents</p> <p>that progress would not come overnight but after many weeks of practice.</p> <p>progress would not come overnight but after many weeks of practice.</p> <p>My teacher efficacy was growing now in how to gauge what reading should sound like</p> <p>My teacher efficacy was growing now in how to gauge what reading should sound like</p> <p>how to gauge what reading should sound like</p> <p>how to gauge what reading should sound like</p> <p>how to gauge what reading should sound like</p> <p>how to find an appropriate level of book for instruction</p> <p>how writing was a very detailed process that could take many days to complete.</p> <p>how writing was a very detailed process that could take many days to complete.</p>	<p>Awareness</p> <p>student needs</p> <p>Instructional</p> <p>Extend</p> <p>increasing</p> <p>Expectation</p> <p>Efficacy</p> <p>Increasing</p> <p>Instructional</p> <p>Expectation</p> <p>Literacy-preservice</p> <p>Instructional</p> <p>Literacy-preservice</p> <p>Method</p>
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<p>how writing was a very detailed process that could take many days to complete.</p>	<p>Developing</p>
<p>For the most part, there were no glitches. As a matter of fact, I don't recall having any struggles teaching literacy.</p>	<p>Certainty</p>
<p>For the most part, there were no glitches. As a matter of fact, I don't recall having any struggles teaching literacy.</p>	<p>Awareness</p>
<p>I don't recall having any struggles teaching literacy.</p>	<p>Literacy-preservice</p>
<p>I don't recall having any struggles teaching literacy.</p>	<p>Teaching</p>
<p>There were plenty of challenges, but up to that point in my teaching journey I never experienced a student not wanting to try, or saying "I can't do this".</p>	<p>Awareness</p>
<p>but up to that point in my teaching journey I never experienced a student not wanting to try, or saying "I can't do this".</p>	<p>Effort</p>
<p>but up to that point in my teaching journey I never experienced a student not wanting to try, or saying "I can't do this".</p>	<p>Developing</p>
<p>I had never truly had a struggling reader on my hands.</p>	<p>Student needs</p>
<p>I had never truly had a struggling reader on my hands.</p>	<p>Personal</p>
<p>i was so sure that I wanted to teach reading that I requested a Title One placement for student teaching.</p>	<p>Certainty</p>
<p>I was so sure that I wanted to teach reading that I requested a Title One placement for student teaching.</p>	<p>Personal</p>
<p>I was so sure that I wanted to teach reading that I requested a Title One placement for student teaching.</p>	<p>Literacy-preservice</p>

<p>I wanted to see Title One in action and felt confident that this was the placement for me.</p>	<p>Personal</p>
<p>I wanted to see Title One in action and felt confident that this was the placement for me.</p>	<p>Literacy-preservice</p>
<p>I wanted to see Title One in action and felt confident that this was the placement for me.</p>	<p>Certainty</p>
<p>In my remedial reading practicum we had learned about a program called Reading Recovery.</p>	<p>Literacy-preservice</p>
<p>In my remedial reading practicum we had learned about a program called Reading Recovery.</p>	<p>Awareness</p>
<p>In my remedial reading practicum we had learned about a program called Reading Recovery. A program designed to take the lowest students in first grade and remediate them.</p>	<p>Curriculum</p>
<p>A program designed to take the lowest students in first grade and remediate them.</p>	<p>Increasing</p>
<p>The research showed it was possible to accelerate these struggling students above grade level in twenty weeks, the results sounded too good to be true.</p>	<p>Evidence</p>
<p>The research showed it was possible to accelerate these struggling students above grade level in twenty weeks</p>	<p>Student needs</p>
<p>The research showed it was possible to accelerate these struggling students above grade level in twenty weeks</p>	<p>Research based practice</p>

<p>I was very grateful for the opportunity</p>	<p>Authentic</p>
<p>I was very grateful for the opportunity to try for myself</p>	<p>Personal</p>
<p>I was very grateful for the opportunity to try for myself how Title One would unfold as a student teaching placement</p>	<p>Teaching</p>
<p>how Title One would unfold as a student teaching placement as well as</p>	<p>Literacy-preservice</p>
<p>as well as the privilege to watch Reading Recovery lessons being taught.</p>	<p>Personal</p>
<p>As I watched my first Reading Recovery lesson being taught</p>	<p>Observing</p>
<p>As I watched my first Reading Recovery lesson being taught, two things stood out to me. First how smooth the lesson unfolded and second how much teaching took place.</p>	<p>Teaching</p>
<p>As I watched my first Reading Recovery lesson being taught, two things stood out to me. First how smooth the lesson unfolded and second how much teaching took place.</p>	<p>Literacy-preservice</p>
<p>As I watched each Reading Recovery lesson, there never appeared to be a struggle.</p>	<p>Observing</p>
<p>As I watched each Reading Recovery lesson, there never appeared to be a struggle.</p>	<p>Literacy-preservice</p>
<p>As I watched each Reading Recovery lesson, there never appeared to be a struggle.</p>	<p>Awareness</p>
<p>As I watched each Reading Recovery lesson, there never appeared to be a struggle.</p>	<p>Instructional</p>
<p>The lessons never appeared too challenging or difficult</p>	<p>Literacy-preservice</p>

<p>The lessons never appeared too challenging or difficult, something I might expect with watching a “struggling” student.</p>	<p>Expectation</p>
<p>The lessons never appeared too challenging or difficult, something I might expect with watching a “struggling” student.</p>	<p>Identify</p>
<p>The lessons never appeared too challenging or difficult, something I might expect with watching a “struggling” student.</p>	<p>Observing</p>
<p>The lessons never appeared too challenging or difficult, something I might expect with watching a “struggling” student.</p>	<p>Instructional</p>
<p>I did see some resistance from one student in particular wanting to come to their Reading Recovery lesson.</p>	<p>Interest</p>
<p>I did see some resistance from one student in particular wanting to come to their Reading Recovery lesson.</p>	<p>Literacy-preservice</p>
<p>I did see some resistance from one student in particular wanting to come to their Reading Recovery lesson. I didn’t give the situation much weight and just brushed this off as a student not wanting to “do his job”.</p>	<p>Awareness</p>
<p>I did see some resistance from one student in particular wanting to come to their Reading Recovery lesson. I didn’t give the situation much weight and just brushed this off as a student not wanting to “do his job”.</p>	<p>Interest</p>
<p>It was fascinating to watch the amount of teaching that flowed out of a Reading Recovery lesson</p>	<p>Observing</p>
<p>and it became easier to see how acceleration could be possible with such a rapid pace of teaching.</p>	<p>Awareness</p>

<p>It was fascinating to watch the amount of teaching that flowed out of a Reading Recovery lesson</p> <p>and it became easier to see how acceleration could be possible with such a rapid pace of teaching.</p>	<p>Increasing</p> <p>Certainty</p>
<p>It was fascinating to watch the amount of teaching that flowed out of a Reading Recovery lesson</p> <p>and it became easier to see how acceleration could be possible with such a rapid pace of teaching.</p>	<p>overbooked</p> <p>Research based practice</p>
<p>In service -Reading Recovery Training/Teaching</p> <p>The very same school where I had served for my student teaching was the school that had hired me</p>	<p>Teaching</p> <p>Authentic</p>
<p>The very same school where I had served for my student teaching was the school that had hired me for my first Title one position for the following year.</p>	<p>Literacy-preservice</p>
<p>The very same school where I had served for my student teaching was the school that had hired me for my first Title one position for the following year.</p>	<p>Teaching</p>
<p>Unknowingly the position I had been hired for was not only Title one but was also considered half day Reading Recovery as well.</p>	<p>Awareness</p>
<p>Unknowingly the position I had been hired for was not only Title one but was also considered half day Reading Recovery as well.</p>	<p>Personal</p>
<p>Unknowingly the position I had been hired for was not only Title one but was also considered half day Reading Recovery as well.</p>	<p>Literacy-professional</p>
<p>Carol Watson the current Reading Recovery teacher leader</p>	<p>Administration</p>

<p>Carol Watson the current Reading Recovery teacher leader in my district had not been informed of my new position until practically days before our training class was to begin.</p>	<p>Awareness</p>
<p>Carol Watson the current Reading Recovery teacher leader in my district had not been informed of my new position until practically days before our training class was to begin.</p>	<p>PD</p>
<p>She called me and made me aware that I had an opportunity to train as a Reading Recovery teacher my first year of teaching.</p>	<p>Awareness</p>
<p>She called me and made me aware that I had an opportunity to train as a Reading Recovery teacher my first year of teaching.</p>	<p>Personal</p>
<p>She called me and made me aware that I had an opportunity</p>	<p>Administration</p>
<p>She called me and made me aware that I had an opportunity to train as a Reading Recovery teacher my first year of teaching.</p>	<p>Literacy-professional</p>
<p>That the position that I had been hired for actually included a Reading Recovery position and</p>	<p>Awareness</p>
<p>That the position that I had been hired for actually included a Reading Recovery position and</p>	<p>Literacy-professional</p>
<p>she asked me if I was interested in being trained as a Reading Recovery teacher.</p>	<p>Administration</p>
<p>she asked me if I was interested in being trained as a Reading Recovery teacher.</p>	<p>PD</p>
<p>she asked me if I was interested in being trained as a Reading Recovery teacher.</p>	<p>Literacy-professional</p>
<p>she asked me if I was interested in being trained as a Reading</p>	<p>Interest</p>

<p>Recovery teacher.</p> <p>I was so ecstatic; I was not able to resist the opportunity.</p> <p>I was so ecstatic; I was not able to resist the opportunity.</p> <p>I was honored to be chosen and brought an open mind.</p> <p>I was honored to be chosen and brought an open mind.</p> <p>Carol Watson my Reading Recovery teacher leader</p> <p>my Reading Recovery teacher leader handed off reading assignments with reflective questions for homework</p> <p>teacher leader handed off reading assignments with reflective questions for homework before the first week of class.</p> <p>As I read An Observation Survey by Marie Clay, there were many new thoughts that challenged my barely existing teaching philosophy.</p> <p>As I read An Observation Survey by Marie Clay, there were many new thoughts that challenged</p> <p>there were many new thoughts that challenged my barely existing teaching philosophy.</p> <p>Clay tells teachers to abandon the readiness concept,</p> <p>all children are already ready to learn more than they know;</p> <p>all children are already ready to learn more than they know;</p> <p>it is the teacher who needs to know how to adjust appropriate instruction for each child.</p> <p>it is the teacher who needs to know how to adjust appropriate instruction for each child.</p>	<p>Authentic</p> <p>Personal</p> <p>Awareness</p> <p>Administration</p> <p>PD</p> <p>Developing</p> <p>Awareness</p> <p>Literacy-professional</p> <p>Teaching</p> <p>Literacy-professional</p> <p>Expectation</p> <p>Instructional</p> <p>Awareness</p> <p>Instructional</p>
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<p>it is the teacher who needs to know how to adjust appropriate instruction for each child.</p>	<p>Student needs</p>
<p>I had practiced differentiation in my teacher education classes</p>	<p>Personal</p>
<p>I had practiced differentiation in my teacher education classes</p>	<p>student needs</p>
<p>I felt I had a fairly clear idea of what it meant to adjust instruction for each child's needs.</p>	<p>Instructional</p>
<p>I felt I had a fairly clear idea of what it meant to adjust instruction for each child's needs.</p>	<p>student needs</p>
<p>I was clearly thinking from a global perspective of literacy needs</p>	<p>Certainty</p>
<p>I was clearly thinking from a global perspective of literacy needs</p>	<p>student needs</p>
<p>I was clearly thinking from a global perspective of literacy needs and had not yet learned of Clay's running records to guide my thinking.</p>	<p>Literacy-professional</p>
<p>Clay teaches that classroom teachers should become sensitive observers of how individual children are problem-solving, and this type of observation of how individuals change over time could be recorded through good record keeping.</p>	<p>Observing</p>
<p>Clay teaches that classroom teachers should become sensitive observers of how individual children are problem-solving this type of observation of how individuals change over time could be recorded through good record keeping.</p>	<p>research based practice</p> <p>Developing</p>
<p>this type of observation of how individuals change over time could be recorded through good record keeping.</p>	<p>Evidence</p>
<p>At this point it was still very unclear what I would look for to</p>	<p>Awareness</p>

<p>record problem-solving</p> <p>At this point it was still very unclear what I would look for to record problem-solving and how I would monitor learning was taking place.</p> <p>At this point it was still very unclear what I would look for to record problem-solving and how I would monitor learning was taking place.</p> <p>In fact, in my mind the only problem in reading that I could clearly observe was a student that did not try!</p> <p>In fact, in my mind the only problem in reading that I could clearly observe was a student that did not try!</p> <p>the only problem in reading that I could clearly observe was a student that did not try!</p> <p>the only problem in reading that I could clearly observe was a student that did not try!</p> <p>Any student that simply shutdown or didn't want to read was a problem to solve,</p> <p>Any student that simply shutdown or didn't want to read was a problem to solve,</p> <p>and at this point in my teaching experience, I had never once experienced a student who didn't or wouldn't try.</p> <p>and at this point in my teaching experience, I had never once experienced a student who didn't or wouldn't try.</p> <p>and at this point in my teaching experience, I had never once</p>	<p>strategic behaviors</p> <p>Observing</p> <p>Personal</p> <p>Observing</p> <p>Awareness</p> <p>Effort</p> <p>Student needs</p> <p>Developing</p> <p>Authentic</p> <p>Effort</p>
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<p>experienced a student who didn't or wouldn't try.</p> <p>In order to improve teaching Clay teaches that teachers must observe children's responses</p> <p>In order to improve teaching Clay teaches that teachers must observe children's responses</p> <p>as they learn to read and write she makes clear teachers are to watch for competencies and confusions, strengths and weaknesses.</p> <p>teachers are to watch for competencies and confusions, strengths and weaknesses.</p> <p>teachers are to watch for competencies and confusions, strengths and weaknesses.</p> <p>She also mentioned evidence of processing and strategic activities</p> <p>She also mentioned evidence of processing and strategic activities</p> <p>She also mentioned evidence of processing and strategic activities</p> <p>which were completely foreign terms to me.</p> <p>She spoke of needing to show what students can control</p> <p>She spoke of needing to show what students can control</p> <p>She spoke of needing to show what students can control and this also fell into the family of confusion of though from the very beginning.</p> <p>this also fell into the family of confusion of though from the very</p>	<p>Increasing</p> <p>Teaching</p> <p>research based practice</p> <p>Observing</p> <p>student needs</p> <p>Evidence</p> <p>strategic behaviors</p> <p>Awareness</p> <p>strategic behaviors</p> <p>Observing</p> <p>Awareness</p> <p>Developing</p>
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<p>beginning.</p> <p>After a few weeks of Reading Recovery</p> <p>After a few weeks of Reading Recovery Training each of us had been trained to assess students on the literacy tasks outlined in the Observation Survey</p> <p>each of us had been trained to assess students on the literacy tasks outlined in the Observation Survey for selection of our Reading Recovery students.</p> <p>for selection of our Reading Recovery students.</p> <p>In my building there were two other Reading Recovery teachers at the time of my training.</p> <p>In my building there were two other Reading Recovery teachers at the time of my training.</p> <p>In my building there were two other Reading Recovery teachers at the time of my training.</p> <p>In my building there were two other Reading Recovery teachers at the time of my training.</p> <p>After assessing all first grade students with these tasks we would select the twelve lowest Observation Survey scores.</p> <p>After assessing all first grade students with these tasks we would select the twelve lowest Observation Survey scores.</p>	<p>PD</p> <p>research based practice</p> <p>research based practice</p> <p>Identify</p> <p>Personal</p> <p>Identify</p> <p>Literacy-professional</p> <p>Identify</p> <p>Literacy-professional</p>
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<p>We each would take four students of our own to serve for twenty weeks.</p>	<p>Identify</p>
<p>We each would take four students of our own to serve for twenty weeks.</p>	<p>Developing</p>
<p>I remember being very excited to start lessons and proud to have a small classroom with books lining each wall in my room.</p>	<p>Personal</p>
<p>I remember being very excited to start lessons and proud to have a small classroom with books lining each wall in my room.</p>	<p>Impact</p>
<p>proud to have a small classroom with books lining each wall in my room.</p>	<p>Classroom</p>
<p>My room was located in a small annex</p>	<p>Personal</p>
<p>My room was located in a small annex that was detached from the main school building; luckily the entire first grade was located in classrooms that filled this same building.</p>	<p>Location</p>
<p>the entire first grade was located in classrooms that filled this same building.</p>	<p>Transport</p>
<p>the entire first grade was located in classrooms that filled this same building. This made it easier for pick-up and delivery of my Reading Recovery students.</p>	<p>Transport</p>
<p>My Reading Recovery students.</p>	<p>Literacy-professional</p>
<p>My Reading Recovery students.</p>	<p>Identify</p>
<p>In the beginning it was impossible for me to realize how</p>	<p>Developing</p>

<p>important it would be to preserve travel time between lessons and how much I would grow to appreciate this short distance in the long haul.</p>	
<p>In the beginning it was impossible for me to realize how important it would be to preserve travel time between lessons and how much I would grow to appreciate this short distance in the long haul.</p>	<p>Time</p>
<p>In the beginning it was impossible for me to realize how important it would be to preserve travel time between lessons and how much I would grow to appreciate this short distance in the long haul.</p>	<p>Awareness</p>
<p>In the beginning it was impossible for me to realize how important it would be and how much I would grow to appreciate this short distance in the long haul.</p>	<p>Developing</p>
<p>The two large windows in my classroom allowed plenty of light to pour into the room where homemade curtains were neatly hung.</p>	<p>Impact</p>
<p>From the very beginning my students were excited to come with me.</p>	<p>Personal</p>
<p>From the very beginning my students were excited to come with me.</p>	<p>Developing</p>
<p>From the very beginning my students were excited to come with me.</p>	<p>Identify</p>
<p>From the very beginning my students were excited to come with me.</p>	<p>Interest</p>
<p>From the very beginning my students were excited to come with</p>	<p>Transport</p>

<p>me.</p> <p>They felt special to have a reading teacher of their own.</p> <p>They felt special to have a reading teacher of their own.</p> <p>They didn't seem to mind being pulled from class to read and write separate from the activities taking place in their homeroom classes.</p> <p>They didn't seem to mind being pulled from class to read and write separate from the activities taking place in their homeroom classes.</p> <p>They didn't seem to mind being pulled from class to read and write separate from the activities taking place in their homeroom classes.</p> <p>They didn't seem to mind being pulled from class to read and write separate from the activities taking place in their homeroom classes.</p> <p>They didn't seem to mind being pulled from class to read and write separate from the activities taking place in their homeroom classes.</p> <p>The first two weeks of lessons that shape a child's series of Reading Recovery lessons begin with what Clay calls roaming around the known.</p> <p>This basically means no teaching can take place during these first two weeks of meeting with each student.</p> <p>This basically means no teaching can take place during these first</p>	<p>Identify</p> <p>Connection</p> <p>Literacy-professional</p> <p>Classroom</p> <p>Classroom</p> <p>Classroom</p> <p>Interest</p> <p>Transport</p> <p>research based practice</p> <p>Teaching</p> <p>Lessons</p>
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<p>two weeks of meeting with each student.</p> <p>Task-sharing, building confidence, flexibility and hopefully discovery are Clay's keynotes of the purpose of roaming.</p> <p>Clay's theory of where teaching begins is with what the child already knows and what the child controls.</p> <p>Clay's theory of where teaching begins is with what the child already knows and what the child controls.</p> <p>Clay's theory of where teaching begins is with what the child already knows and what the child controls.</p> <p>Clay's theory of where teaching begins is with what the child already knows and what the child controls.</p> <p>Clay's theory of where teaching begins is with what the child already knows and what the child controls.</p> <p>Reading Recovery teachers use this time to discover what the child can do and to build a strong relationship.</p> <p>Reading Recovery teachers use this time to discover what the child can do and to build a strong relationship.</p> <p>Reading Recovery teachers use this time to discover what the child can do and to build a strong relationship.</p> <p>Reading Recovery teachers use this time to discover what the child can do and to build a strong relationship.</p> <p>The teacher works mostly with reading texts and writing texts strengthening all that the child is able to do already, this builds confidence.</p> <p>The teacher works mostly with reading texts and writing texts strengthening all that the child is able to do already, this builds</p>	<p>research based practice</p> <p>Instructional</p> <p>strategic behaviors</p> <p>student needs</p> <p>Teaching</p> <p>Observing</p> <p>Connection</p> <p>student needs</p> <p>Literacy-professional</p> <p>Efficacy</p> <p>Literacy-professional</p>
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<p>confidence.</p> <p>The teacher works mostly with reading texts and writing texts and strengthening all that the child is able to do already, this builds confidence.</p> <p>The teacher works mostly with reading texts and writing texts and strengthening all that the child is able to do already, this builds confidence.</p> <p>This same roaming time is spent for students who have higher Observation Survey scores.</p> <p>This same roaming time is spent for students who have higher Observation Survey scores.</p> <p>Many times this means a much larger range of literacy behaviors, confusions and hidden problems are waiting to be discovered.</p> <p>Many times this means a much larger range of literacy behaviors, confusions and hidden problems are waiting to be discovered.</p> <p>Many times this means a much larger range of literacy behaviors, confusions and hidden problems are waiting to be discovered.</p> <p>It is probably one of the most difficult tasks as a teacher to suspend teaching and to simply observe.</p> <p>It is probably one of the most difficult tasks as a teacher to suspend teaching and to simply observe.</p> <p>Clay does not want a mere record of activities during this time, record that captures many aspects of the child's literacy behaviors as possible.</p>	<p>Increasing</p> <p>student needs</p> <p>research based practice</p> <p>Increasing</p> <p>Observing</p> <p>student needs</p> <p>Strategic behaviors</p> <p>Observing</p> <p>Teaching</p> <p>Research based practice</p>
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<p>Clay does not want a mere record of activities during this time, record that captures many aspects of the child's literacy behaviors as possible.</p>	<p>Strategic behaviors</p>
<p>Clay does not want a mere record of activities during this time, record that captures many aspects of the child's literacy behaviors as possible.</p>	<p>Evidence</p>
<p>Notes such as: What does the child do well? How does the child help himself?</p>	<p>Strategic behaviors</p>
<p>Did the child surprise you? What was the longest utterance you hear the child construct?</p>	<p>Observing</p>
<p>Clay tells us to write it down.</p>	
<p>Roaming was difficult at first, it almost felt as though you might run out of things to do.</p>	<p>Research based practice</p>
<p>Roaming was difficult at first, it almost felt as though you might run out of things to do.</p>	<p>Teaching</p>
<p>Roaming was difficult at first, it almost felt as though you might run out of things to do.</p>	<p>Effort</p>
<p>Roaming was difficult at first, it almost felt as though you might run out of things to do.</p>	<p>Awareness</p>
<p>Most of my students in my first round of Reading Recovery seemed so willing and excited to try anything I asked.</p>	<p>Interest</p>
<p>Most of my students in my first round of Reading Recovery seemed so willing and excited to try anything I asked.</p>	<p>Personal</p>
<p>It was exciting building an environment where students would</p>	<p>Risk</p>

<p>take risks.</p>	
<p>It was exciting building an environment where students would take risks.</p>	<p>Interest</p>
<p>It was exciting building an environment where students would take risks.</p>	<p>Safe</p>
<p>It was easy to celebrate all that they could do already to build their confidence.</p>	<p>Affirm</p>
<p>It was easy to celebrate all that they could do already to build their confidence.</p>	<p>Student needs</p>
<p>It was easy to celebrate all that they could do already to build their confidence.</p>	<p>Efficacy</p>
<p>It was a true challenge taking what they knew and arranging a new opportunity for a Reading Recovery student to find what he already knows in a different setting.</p>	<p>Intuition</p>
<p>It was a true challenge taking what they knew and arranging a new opportunity for a Reading Recovery student to find what he already knows in a different setting.</p>	<p>Student needs</p>
<p>It was a true challenge taking what they knew and arranging a new opportunity for a Reading Recovery student to find what he already knows in a different setting.</p>	<p>Research based practice</p>
<p>Establishing a new situation for known learning to be discovered creates flexibility with the things the student already knows.</p>	<p>Learning</p>
<p>To be flexible in my own thinking of what the child knows and is showing me and trying to find new ways for them to discover</p>	<p>Awareness</p>

<p>this.</p> <p>To be flexible in my own thinking of what the child knows and is showing me and trying to find new ways for them to discover</p>	<p>Observing</p>
<p>this.</p> <p>To be flexible in my own thinking of what the child knows and is showing me and trying to find new ways for them to discover</p>	<p>Environment</p>
<p>this.</p> <p>To be flexible in my own thinking of what the child knows and is showing me and trying to find new ways for them to discover</p>	<p>Student needs</p>
<p>My eyes really became open to how very different every single child was and how varying each of their needs really are.</p> <p>My eyes really became open to how very different every single child was</p>	<p>Awareness</p>
<p>Clay makes it clear that the need to provide individual one-to-one teaching in addition to classroom instruction in literacy will always be needed.</p> <p><i>One-to-one teaching in addition to classroom instruction for literacy will always be needed.</i></p>	<p>Research based practice</p>
<p>Our solution to teaching students in similar ability groups will not always reach each child.</p>	<p>Expectation</p>
<p>Our solution to teaching students in similar ability groups will not always reach each child.</p>	<p>Teaching</p>
<p>Our solution to teaching students in similar ability groups will not</p>	<p>Curriculum</p>

<p>always reach each child.</p>	
<p>There will remain a need for special provisions for some children.</p>	<p>Certainty</p>
<p>There will remain a need for special provisions for some children.</p>	<p>Environment</p>
<p>There will remain a need for special provisions for some children.</p>	<p>Identify</p>
<p>For these children the best progress will result from individual instruction that works with the child's strengths to overcome his weaknesses.</p>	<p>Instructional</p>
<p>For these children the best progress will result from individual instruction that works with the child's strengths to overcome his weaknesses.</p>	<p>Increasing</p>
<p>For these children the best progress will result from individual instruction that works with the child's strengths to overcome his weaknesses.</p>	<p>Identify</p>
<p>Observing a child's early interaction with print and providing individual teaching for some children will remain imperative.</p>	
<p>Observing a child's early interaction with print and providing individual teaching for some children will remain imperative.</p>	<p>Observing</p>
<p>Observing a child's early interaction with print and providing individual teaching for some children will remain imperative.</p>	<p>Teaching</p>
<p>Observing a child's early interaction with print and providing individual teaching for some children will remain imperative.</p>	<p>Method</p>
<p>Observing a child's early interaction with print and providing individual teaching for some children will remain imperative.</p>	<p>Extend</p>
<p>An education system is wise to build in opportunities and</p>	<p>Administration</p>

<p>resources for teaching 20 percent of young children individually for a short period of time.</p>	
<p>An education system is wise to build in opportunities and resources for teaching 20 percent of young children individually for a short period of time.</p>	<p>Environment</p>
<p>An education system is wise to build in opportunities and resources for teaching</p>	<p>Intuition</p>
<p>An education system is wise to build in opportunities and resources for teaching 20 percent of young children individually for a short period of time.</p>	<p>Identify</p>
<p>There will always be a challenge to meet individual differences when children enter school very different in so many ways.</p>	<p>Authentic</p>
<p>There will always be a challenge to meet individual differences when children enter school very different in so many ways.</p>	<p>Instructional</p>
<p>There will always be a challenge to meet individual differences when children enter school very different in so many ways.</p>	<p>Intuition</p>
<p>Moving into Reading Recovery lessons, following roaming around the known, was stressful mostly for two reasons, first the time constraint of the lesson framework and second, something Clay calls acceleration.</p>	<p>Research based practice</p>
<p>Moving into Reading Recovery lessons, following roaming around the known, was stressful mostly for two reasons, first the time constraint of the lesson framework and second, something Clay calls acceleration.</p>	<p>Time</p>

<p>Learning the tasks involved in the lesson framework was a bit daunting, especially learning how to select new books and mastering the word work.</p>	<p>PD</p>
<p>Learning the tasks involved in the lesson framework was a bit daunting,</p>	<p>Lessons</p>
<p>Learning the tasks involved in the lesson framework was a bit daunting, especially learning how to select new books and mastering the word work.</p>	<p>Literacy-professional</p>
<p>These were familiar feelings among peers and I didn't feel alone in being a bit overwhelmed.</p>	<p>Connection</p>
<p>These were familiar feelings among peers and I didn't feel alone in being a bit overwhelmed.</p>	<p>Personal</p>
<p>These were familiar feelings among peers and I didn't feel alone in being a bit overwhelmed.</p>	<p>Intuition</p>
<p>All of these tasks involve small yet powerful decisions that link what the child can easily do to something he finds difficult or hard.</p>	<p>Research based practice</p>
<p>All of these tasks involve small yet powerful decisions that link what the child can easily do to something he finds difficult or hard.</p>	<p>Student needs</p>
<p>All of these tasks involve small yet powerful decisions that link what the child can easily do to something he finds difficult or hard.</p>	<p>Efficacy</p>
<p>In Reading Recovery we begin teaching new things by slow</p>	<p>Strategic behaviors</p>

<p>demonstration and only what the child needs to know next.</p> <p>In Reading Recovery we begin teaching new things by slow demonstration and only what the child needs to know next.</p> <p>Clay uses what she calls the scale of help to guide teachers' interactions with students.</p> <p>Reading Recovery teachers are always looking for opportunities to foster the development of independent problem-solving.</p> <p>Reading Recovery teachers are always looking for opportunities to foster the development of independent problem-solving.</p> <p>Reading Recovery teachers are always looking for opportunities to foster the development of independent problem-solving.</p> <p>Reading Recovery teachers are always looking for opportunities to foster the development of independent problem-solving.</p> <p>The only way to really track how I was using the scale of help would be to video my own teaching and before the end of the first round we took time to video one lesson for class.</p> <p>The only way to really track how I was using the scale of help would be to video my own teaching and before the end of the first round we took time to video one lesson for class.</p> <p>The only way to really track how I was using the scale of help would be to video my own teaching and before the end of the first round we took time to video one lesson for class.</p> <p>The only way to really track how I was using the scale of help would be to video my own teaching and before the end of the</p>	<p>Teaching</p> <p>Research based practice</p> <p>Strategic behaviors</p> <p>Awareness</p> <p>Increasing</p> <p>Environment</p> <p>Research based practice</p> <p>Personal</p> <p>Time</p> <p>PD</p>
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<p>first round we took time to video one lesson for class.</p>	
<p>I recall a very bad angle for my video due to lousy support of the camera</p>	<p>Authentic</p>
<p>I recall a very bad angle for my video due to lousy support of the camera and being stunned at lack of wait time and heavy support I had offered my student.</p>	<p>Teaching decisions</p>
<p>We had to write up a paper for this video reflection thinking about our teaching.</p>	<p>PD</p>
<p>We had to write up a paper for this video reflection thinking about our teaching.</p>	<p>Reflective practice</p>
<p>In writing my paper I recall thinking that I offered way more support than my student needed and if I was going to develop an independent student, I needed to get out of "the way" a lot more</p>	<p>PD</p>
<p>In writing my paper I recall thinking that I offered way more support than my student needed and if I was going to develop an independent student, I needed to get out of "the way" a lot more.</p>	<p>Teaching decisions</p>
<p>In writing my paper I recall thinking that I offered way more support than my student needed and if I was going to develop an independent student, I needed to get out of "the way" a lot more.</p>	<p>Awareness</p>
<p>In writing my paper I recall thinking that I offered way more support than my student needed and if I was going to develop an independent student, I needed to get out of "the way" a lot</p>	<p>Research based practice</p>

<p>more.</p> <p>In writing my paper I recall thinking that I offered way more support than my student needed and if I was going to develop an independent student, I needed to get out of "the way" a lot more.</p>	<p>Reflective practice</p>
<p>I needed to give my student time to think about how she was going to respond versus jumping in so quickly.</p>	<p>Awareness</p>
<p>I needed to give my student time to think about how she was going to respond versus jumping in so quickly. It was eye opening to say the least.</p>	<p>Teaching decisions</p>
<p>I never felt there was enough time in the day to go back and reflect.</p>	<p>Reflective practice</p>
<p>I never felt there was enough time in the day to go back and reflect.</p>	<p>Time</p>
<p>I never felt there was enough time in the day to go back and reflect.</p>	<p>Personal</p>
<p>There is actually a column written into the lesson plan format called comments, this section is to be used in reflection of teaching decisions.</p>	<p>Reflective practice</p>
<p>There is actually a column written into the lesson plan format called comments, this section is to be used in reflection of teaching decisions.</p>	<p>Lesson Plan</p>
<p>I don't recall ever filling out that column if hardly ever.</p> <p>Even today, it is the most un-used column on my lesson plan.</p>	<p>Awareness</p>

<p>I recall the feeling in the first year that I wouldn't get all the tasks into each lesson,</p>	
<p>I recall the feeling in the first year that I wouldn't get all the tasks into each lesson, and if I did, I would easily go over my time allotment.</p>	<p>Time</p>
<p>That I would pick a book that was too long or I would take too long to talk about the story before the student began to write or my book orientation was too long.</p>	<p>Efficacy</p>
<p>That I would pick a book that was too long or I would take too long to talk about the story before the student began to write or my book orientation was too long.</p>	<p>Literacy</p>
<p>That I would pick a book that was too long or I would take too long to talk about the story before the student began to write or my book orientation was too long.</p>	<p>Personal</p>
<p>I was always focused on getting the right "thing" in place, following the sequence of events, what should I be doing next.</p>	<p>Efficacy</p>
<p>I was always focused on getting the right "thing" in place, following the sequence of events, what should I be doing next.</p>	<p>Personal</p>
<p>It was always more the question, am I doing this right?</p>	<p>Reflective practice</p>
<p>I knew the framework and came to know it very well, yet inside the framework; there were so many hundreds of questions to consider.</p>	<p>Personal Reflective practice</p>
<p>I knew the framework and came to know it very well, yet inside the framework; there were so many hundreds of questions to</p>	<p>Efficacy</p>

<p>consider.</p> <p>My focus turned to the fundamentals of looking for evidence that I was on target,</p> <p>My focus turned to the fundamentals of looking for evidence that I was on target,</p> <p>such as a running record.</p>	<p>Reflective practice</p> <p>Evidence</p>
<p>Making sure that I was guiding my student with the right amount of support and that included choosing books that were at an instructional level (90%-94%) of accuracy during lessons.</p>	<p>Scaffolding</p> <p>Instructional</p>
<p>Making sure that I was guiding my student with the right amount of support and that included choosing books that were at an instructional level (90%-94%) of accuracy during lessons.</p>	<p>Literacy-professional</p>
<p>The only question that seemed to really resonate the first year am I doing this right?</p>	<p>Personal</p>
<p>The only question that seemed to really resonate the first year am I doing this right?</p>	<p>Developing</p>
<p>The only question that seemed to really resonate the first year am I doing this right?</p>	<p>Reflective practice</p>
<p>The only question that seemed to really resonate the first year am I doing this right?</p>	<p>Efficacy</p>
<p>There wasn't room in my mind for why am I doing this.</p>	<p>Overbooked</p>
<p>There wasn't room in my mind for why am I doing this.</p>	<p>Personal</p>
<p>There wasn't room in my mind for why am I doing this. That</p>	<p>Developing</p>

<p>would come over the next two years.</p>	
<p>Returning to class each week, I found myself wondering more about "what" I was going to teach vs. "how" I was going to teach.</p>	<p>PD</p>
<p>Returning to class each week, I found myself wondering more about "what" I was going to teach vs. "how" I was going to teach.</p>	<p>Awareness</p>
<p>Returning to class each week, I found myself wondering more about "what" I was going to teach vs. "how" I was going to teach.</p>	<p>Reflective practice</p>
<p>Returning to class each week, I found myself wondering more about "what" I was going to teach vs. "how" I was going to teach.</p>	<p>Teaching decisions</p>
<p>In my first year of training I remember thinking I was overwhelmed with the responsibility of getting all the Reading Recovery components</p>	<p>Personal</p>
<p>In my first year of training I remember thinking I was overwhelmed with the responsibility of getting all the Reading Recovery components into my 30 min lesson format.</p>	<p>Time</p>
<p>In my first year of training I remember thinking I was overwhelmed with the responsibility of getting all the Reading Recovery components into my 30 min lesson format.</p>	<p>PD</p>
<p>The speed of a Reading Recovery lesson is mind blowing at first and it really feels next to impossible to manage.</p>	<p>Time</p>
<p>The speed of a Reading Recovery lesson is mind blowing at first and it really feels next to impossible to manage.</p>	<p>Awareness</p>
<p>The speed of a Reading Recovery lesson is mind blowing at first and it really feels next to impossible to manage.</p>	<p>Intuition</p>

<p>The speed of a Reading Recovery lesson is mind blowing at first and it really feels next to impossible to manage.</p>	<p>Literacy-professional</p>
<p>I remember that the most challenging part of teaching in the very beginning was picking a “just right book” for each student.</p>	<p>Personal</p>
<p>I remember that the most challenging part of teaching in the very beginning was picking a “just right book” for each student.</p>	<p>Teaching</p>
<p>I remember that the most challenging part of teaching in the very beginning was picking a “just right book” for each student.</p>	<p>Developing</p>
<p>I remember that the most challenging part of teaching in the very beginning was picking a “just right book” for each student.</p>	<p>Instructional</p>
<p>Each lesson includes familiar reading, writing, and a new book.</p>	<p>Lesson Plan</p>
<p>The goal of picking a “just right book” for the new book read is a critical component in acceleration in reading.</p>	<p>Research based practice</p>
<p>The goal of picking a “just right book” for the new book read is a critical component in acceleration in reading.</p>	<p>Instructional</p>
<p>The goal of picking a “just right book” for the new book read is a critical component in acceleration in reading. This was extremely difficult to master,</p>	<p>Attitude</p>
<p>This was extremely difficult to master, as it required you to pay close attention to your student’s vocabulary in reading, oral language structures, background knowledge and personal interests.</p>	<p>Observing</p>
<p>This was extremely difficult to master, as it required you to pay close attention to your student’s vocabulary in reading, oral</p>	<p>Identify</p>

<p>language structures, background knowledge and personal interests.</p>	
<p>This was extremely difficult to master, as it required you to pay close attention to your student’s vocabulary in reading, oral language structures, background knowledge and personal interests.</p>	<p>Literacy-professional</p>
<p>Clay mentions the importance of “getting the bugs out” of the first reading so students will be able to read with ease.</p>	<p>Research based practice</p>
<p>Clay mentions the importance of “getting the bugs out” of the first reading so students will be able to read with ease.</p>	<p>Student needs</p>
<p>Lifting the difficulty of the book just enough to allow problem solving to take place but not overload the processing so they could comprehend was key to a successful first read.</p>	<p>Scaffolding</p>
<p>Lifting the difficulty of the book just enough to allow problem solving to take place but not overload the processing so they could comprehend was key to a successful first read.</p>	<p>Strategic behaviors</p>
<p>Lifting the difficulty of the book just enough to allow problem solving to take place but not overload the processing so they could comprehend was key to a successful first read.</p>	<p>Identify</p>
<p>Lifting the difficulty of the book just enough to allow problem solving to take place but not overload the processing so they could comprehend was key to a successful first read.</p>	<p>Overbooked</p>
<p>Lifting the difficulty of the book just enough to allow problem solving to take place but not overload the processing so they</p>	<p>Instructional</p>

<p>could comprehend was key to a successful first read.</p>	
<p>It honestly took many years to master a good book introduction, to realize it was very important for students to anticipate the text before they turned the page.</p>	<p>Developing Literacy-professional</p>
<p>It honestly took many years to master a good book introduction, to realize it was very important for students to anticipate the text before they turned the page.</p>	<p>Learning Teaching decisions</p>
<p>It honestly took many years to master a good book introduction, to realize it was it was very important for students to anticipate the text before they turned the page.</p>	<p>Awareness Literacy-professional</p>
<p>Learning to forward feed complex language structures and to truly pin point where "trouble" spots could appear in reading took years of practice.</p>	
<p>to truly pin point where "trouble" spots could appear in reading took years of practice.</p>	<p>Reflective practice</p>
<p>Learning to forward feed complex language structures and to truly pin point where "trouble" spots could appear in reading took years of practice.</p>	<p>Teaching</p>
<p>Learning to forward feed complex language structures and to truly pin point where "trouble" spots could appear in reading took years of practice.</p>	<p>Developing</p>
<p>Learning to forward feed complex language structures and to truly pin point where "trouble" spots could appear in reading</p>	<p>Teaching decisions</p>

took years of practice.	
Following the first read, came the daunting task of making an effective teaching point after or during the reading.	Literacy-professional
Following the first read, came the daunting task of making an effective teaching point after or during the reading.	Efficacy
Following the first read, came the daunting task of making an effective teaching point after or during the reading.	Impact
Following the first read, came the daunting task of making an effective teaching point after or during the reading.	Teaching decisions
Following the first read, came the daunting task of making an effective teaching point after or during the reading.	Method
Learning to feel somewhat confident in making effective teaching points took lots of practice and reflection.	Efficacy
Learning to feel somewhat confident in making effective teaching points took lots of practice and reflection.	Impact
Learning to feel somewhat confident in making effective teaching points took lots of practice and reflection.	Teaching decisions
Learning to feel somewhat confident in making effective teaching points took lots of practice and reflection.	Reflective practice
Many times I used running records to capture reading miscues for analysis of my own teaching points during a Reading Recovery lesson.	Evidence
Many times I used running records to capture reading miscues for analysis of my own teaching points during a Reading Recovery	Literacy-professional

<p>lesson.</p> <p>Many times I used running records to capture reading miscues for analysis of my own teaching points during a Reading Recovery lesson.</p>	<p>Teaching decisions</p>
<p>Many times I used running records to capture reading miscues for analysis of my own teaching points during a Reading Recovery lesson.</p>	<p>Strategic behaviors</p>
<p>If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record.</p>	<p>Personal</p>
<p>If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record.</p>	<p>Evidence</p>
<p>If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record. This was one concrete way to track how effective my teaching points were.</p>	<p>Impact</p>
<p>If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record. This was one concrete way to track how effective my teaching points were.</p>	<p>Teaching decisions</p>
<p>If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record. This was one concrete way to</p>	<p>Evidence</p>

<p>track how effective my teaching points were.</p> <p>If I captured a running record on the first read of a book, I could then make teaching points and compare them to the miscues made on the second running record. This was one concrete way to track how effective my teaching points were.</p>	<p>Research based practice</p>
<p>Validating what students bring to the task and scaffolding them with just the right amount of support is critical to them taking on the task with the confidence that can lead to a self-extending system</p>	<p>Affirm</p>
<p>Validating what students bring to the task and scaffolding them with just the right amount of support is critical to them taking on the task with the confidence that can lead to a self-extending system</p>	<p>Scaffolding</p>
<p>Validating what students bring to the task and scaffolding them with just the right amount of support is critical to them taking on the task with the confidence that can lead to a self-extending system</p>	<p>Efficacy</p>
<p>Validating what students bring to the task and scaffolding them with just the right amount of support is critical to them taking on the task with the confidence that can lead to a self-extending system.</p>	<p>Strategic behaviors</p>
<p>Validating what students bring to the task and scaffolding them with just the right amount of support is critical to them taking on the task with the confidence that can lead to a self-extending</p>	<p>Safe</p>

<p>system.</p>	
<p>Acceleration in Reading Recovery lessons refers to the rate of progress the child makes over the series of lessons.</p>	<p>Research based practice</p>
<p>Acceleration in Reading Recovery lessons refers to the rate of progress the child makes over the series of lessons.</p>	<p>Strategic behaviors</p>
<p>Acceleration in Reading Recovery lessons refers to the rate of progress the child makes over the series of lessons.</p>	<p>Increasing</p>
<p>Acceleration in Reading Recovery lessons refers to the rate of progress the child makes over the series of lessons.</p>	<p>Identify</p>
<p>Acceleration in Reading Recovery lessons refers to the rate of progress the child makes over the series of lessons.</p>	<p>Developing</p>
<p>Clay made acceleration appear mysterious to me from the simple fact that she explains that it is simply not something the teacher can produce or induce.</p>	<p>Research based practice</p>
<p>Clay made acceleration appear mysterious to me from the simple fact that she explains that it is simply not something the teacher can produce or induce.</p>	<p>Strategic behaviors</p>
<p>Clay made acceleration appear mysterious to me from the simple fact that she explains that it is simply not something the teacher can produce or induce.</p>	<p>Cognitive Dissonance</p>
<p>What a confusing thought.</p>	
<p>I was responsible to design a series of lessons based on a child's</p>	<p>Personal</p>

<p>very highly specific needs, to make skilled decisions moment by moment.</p>	
<p>I was responsible to design a series of lessons based on a child's very highly specific needs, to make skilled decisions moment by moment.</p>	<p>Instructional</p>
<p>I was responsible to design a series of lessons based on a child's very highly specific needs, to make skilled decisions moment by moment.</p>	<p>Student needs</p>
<p>I was responsible to design a series of lessons based on a child's very highly specific needs, to make skilled decisions moment by moment.</p>	<p>Teaching decisions</p>
<p>I was responsible to design a series of lessons based on a child's very highly specific needs, to make skilled decisions moment by moment.</p>	<p>Time</p>
<p>Predictions of progress are written during the first week, fifth, tenth and fifteenth week to guide teacher's day to day decisions for a long-term goal for each student.</p>	<p>Increasing</p>
<p>Predictions of progress are written during the first week, fifth, tenth and fifteenth week to guide teacher's day to day decisions for a long-term goal for each student.</p>	<p>Developing</p>
<p>Predictions of progress are written during the first week, fifth, tenth and fifteenth week to guide teacher's day to day decisions for a long-term goal for each student.</p>	<p>Teaching decisions</p>
<p>Predictions of progress are written during the first week, fifth,</p>	<p>Instructional</p>

<p>tenth and fifteenth week to guide teacher's day to day decisions for a long-term goal for each student.</p>	
<p>Predictions of progress are written during the first week, fifth, tenth and fifteenth week to guide teacher's day to day decisions for a long-term goal for each student.</p>	<p>Student needs</p>
<p>At this point in lessons, I am leaning on hard evidence to guide my teaching and thinking.</p>	<p>Personal</p>
<p>At this point in lessons, I am leaning on hard evidence to guide my teaching and thinking.</p>	<p>Evidence</p>
<p>At this point in lessons, I am leaning on hard evidence to guide my teaching and thinking.</p>	<p>Instructional</p>
<p>At this point in lessons, I am leaning on hard evidence to guide my teaching and thinking.</p>	<p>Developing</p>
<p>I still had a lot of terms such as self-extending system, strategic activity and prompting that blurred in my brain as I tried to sort out what I should focus on next.</p>	<p>Learning</p>
<p>I still had a lot of terms such as self-extending system, strategic activity and prompting that blurred in my brain as I tried to sort out what I should focus on next.</p>	<p>Intuition</p>
<p>I still had a lot of terms such as self-extending system, strategic activity and prompting that blurred in my brain as I tried to sort out what I should focus on next.</p>	<p>Strategic behaviors</p>
<p>I got the gist that acceleration was important but it was somehow linked to a self-extending system.</p>	<p>Reflective practice</p>

<p>I got the gist that acceleration was important but it was somehow linked to a self-extending system.</p>	<p>Research based practice</p>
<p>I got the gist that acceleration was important but it was somehow linked to a self-extending system.</p>	<p>Connection</p>
<p>I got the gist that acceleration was important but it was somehow linked to a self-extending system.</p>	<p>Strategic behaviors</p>
<p>Clay said a Reading Recovery teachers aim was to produce an independent reader and writer.</p>	<p>Literacy-professional</p>
<p>Clay said a Reading Recovery teachers aim was to produce an independent reader and writer.</p>	<p>Instructional</p>
<p>Clay said a Reading Recovery teachers aim was to produce an independent reader and writer.</p>	<p>Strategic behaviors</p>
<p>Clay said a Reading Recovery teachers aim was to produce an independent reader and writer.</p>	<p>Learning</p>
<p>A self-extending system by Clay's definition was the ability for the brain to automatically improve in reading and writing whenever the child participates in either activity.</p>	<p>Strategic behaviors</p>
<p>A self-extending system by Clay's definition was the ability for the brain to automatically improve in reading and writing whenever the child participates in either activity.</p>	<p>Research based practice</p>
<p>A self-extending system by Clay's definition was the ability for the brain to automatically improve in reading and writing whenever the child participates in either activity.</p>	<p>Literacy-professional</p>
<p>A child whose brain automatically took the initiative to take on</p>	<p>Research based practice</p>

<p>new problem solving was an independent learner who had established a self-extending system.</p>	
<p>A child whose brain automatically took the initiative to take on new problem solving was an independent learner who had established a self-extending system.</p>	<p>Strategic behaviors</p>
<p>This self-extending system was linked to a mystery called processing.</p>	
<p>This self-extending system was linked to a mystery called processing.</p>	<p>Cognitive Dissonance</p>
<p>This self-extending system was linked to a mystery called processing.</p>	<p>Connection</p>
<p>A child must have effective processing when he reads versus a child who uses a confused processing system.</p>	<p>Strategic behaviors</p>
<p>A child must have effective processing when he reads versus a child who uses a confused processing system.</p>	<p>Cognitive Dissonance</p>
<p>I am certain I could tell you what page numbers to look for and where the definition was written but to clearly explain what processing was and how it was linked to learning did not settle into my mind until about the third year of teaching.</p>	<p>Developing</p>
<p>I am certain I could tell you what page numbers to look for and where the definition was written but to clearly explain what processing was and how it was linked to learning did not settle into my mind until about the third year of teaching.</p>	<p>Schema</p>
<p>I am certain I could tell you what page numbers to look for and</p>	<p>Cognitive Dissonance</p>

<p>where the definition was written but to clearly explain what processing was and how it was linked to learning did not settle into my mind until about the third year of teaching.</p> <p>I am certain I could tell you what page numbers to look for and where the definition was written but to clearly explain what processing was and how it was linked to learning did not settle into my mind until about the third year of teaching. It was a term I had a faint understanding of and realized the value of its importance but I could not have stood up in front of the class to give any examples of how I guided my students processing or much less even identified it that first year.</p>	<p>Strategic behaviors</p>
<p>I am certain I could tell you what page numbers to look for and where the definition was written but to clearly explain what processing was and how it was linked to learning did not settle into my mind until about the third year of teaching. It was a term I had a faint understanding of and realized the value of its importance but I could not have stood up in front of the class to give any examples of how I guided my students processing or much less even identified it that first year. If I did, it would have been a literal level example of what was expected. It was not the fact that I understood deeply what it meant or how to generate it or much less how to identify it; at least these were my feelings at the time.</p> <p>The feeling of being responsible for a student's acceleration in</p>	<p>Awareness</p>

<p>learning that was to lead to a self-extending system that was based on developing effective strategic activities that I barely understood; this was year one in a nut shell.</p>	
<p>The feeling of being responsible for a student's acceleration in learning that was to lead to a self-extending system that was based on developing effective strategic activities that I barely understood; this was year one in a nut shell.</p>	<p>Strategic behaviors</p>
<p>The feeling of being responsible for a student's acceleration in learning that was to lead to a self-extending system that was based on developing effective strategic activities that I barely understood; this was year one in a nut shell.</p>	<p>Instructional</p>
<p>The simple fact that I was to arrange for fast processing in the child's brain that would construct effective networks for them to link together all the strategic activity that would bloom into a beautiful self-extending system over time seemed impossible.</p>	<p>Strategic behaviors</p>
<p>The simple fact that I was to arrange for fast processing in the child's brain that would construct effective networks for them to link together all the strategic activity that would bloom into a beautiful self-extending system over time seemed impossible.</p>	<p>Instructional</p>
<p>It was simply impossible, how could I ever teach on this level of detail and honestly feel I was doing any child justice.</p>	<p>Efficacy</p>
<p>It was simply impossible, how could I ever teach on this level of detail and honestly feel I was doing any child justice.</p>	<p>Personal</p>
<p>It was simply impossible, how could I ever teach on this level of</p>	<p>Identify</p>

<p>detail and honestly feel I was doing any child justice.</p> <p>I remember feeling most days that it was a sheer miracle that I could pick just the right book for each child in lessons that day.</p> <p>I remember feeling most days that it was a sheer miracle that I could pick just the right book for each child in lessons that day.</p> <p>I remember feeling most days that it was a sheer miracle that I could pick just the right book for each child in lessons that day.</p> <p>Every child was so different and every child had such varying needs and it was so Critical to make sure that each lesson was designed “just right” to ensure effective processing which was still a blur.</p> <p>Every child was so different and every child had such varying needs and it was so Critical to make sure that each lesson was designed “just right” to ensure effective processing which was still a blur.</p> <p>Every child was so different and every child had such varying needs and it was so Critical to make sure that each lesson was designed “just right” to ensure effective processing which was still a blur.</p> <p>Every child was so different and every child had such varying needs and it was so Critical to make sure that each lesson was designed “just right” to ensure effective processing which was still a blur.</p>	<p>Efficacy</p> <p>Instructional</p> <p>Identify</p> <p>Student needs</p> <p>Instructional</p> <p>Impact</p> <p>Strategic behaviors</p>
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<p>I knew and understood the importance of helping each child realize that they could accomplish the tasks at hand.</p>	<p>Efficacy</p>
<p>I knew and understood the importance of helping each child realize that they could accomplish the tasks at hand.</p>	<p>Teaching decisions</p>
<p>I knew and understood the importance of helping each child realize that they could accomplish the tasks at hand.</p>	<p>Affirm</p>
<p>The lessons I prepared were to bridge new learning from known.</p>	<p>Instructional</p>
<p>The lessons I prepared were to bridge new learning from known.</p>	<p>Awareness</p>
<p>The lessons I prepared were to bridge new learning from known.</p>	<p>Lessons</p>
<p>If acceleration depended upon how well I selected the clearest, easiest and most memorable path for that child, I had to know my students very well.</p>	<p>Scaffolding</p>
<p>If acceleration depended upon how well I selected the clearest, easiest and most memorable path for that child, I had to know my students very well.</p>	<p>Personal</p>
<p>If acceleration depended upon how well I selected the clearest, easiest and most memorable path for that child, I had to know my students very well.</p>	<p>Connection</p>
<p>If acceleration depended upon how well I selected the clearest, easiest and most memorable path for that child, I had to know my students very well.</p>	<p>Research based practice</p>
<p>Making a path easy or memorable many times was very challenging for the simple fact that I could see that my students were successful or that the data showed that my students were</p>	<p>Efficacy</p>

<p>successful did not ensure that my students felt the same way.</p> <p>Making a path easy or memorable many times was very challenging for the simple fact that I could see that my students were successful or that the data showed that my students were successful did not ensure that my students felt the same way.</p> <p>If acceleration depended upon how well I selected the clearest, easiest and most memorable path for that child, I had to know my students very well. Making a path easy or memorable many times was very challenging for the simple fact that I could see that my students were successful or that the data showed that my students were successful did not ensure that my students felt the same way.</p>	<p>Identify</p> <p>Strategic behaviors</p>
<p>Making a path easy or memorable many times was very challenging for the simple fact that I could see that my students were successful or that the data showed that my students were successful did not ensure that my students felt the same way.</p>	<p>Evidence</p>
<p>The confidence would not come till many years later and even then it was pretty humble.</p>	<p>Efficacy</p>
<p>The confidence would not come till many years later and even then it was pretty humble.</p>	<p>Developing</p>
<p>There were waves of cognitive dissonance that began after my first year of teaching Reading Recovery.</p>	
<p>There were waves of cognitive dissonance that began after my first year of teaching Reading Recovery.</p>	<p>Cognitive Dissonance</p>

<p>There were waves of cognitive dissonance that began after my first year of teaching Reading Recovery.</p>	<p>Literacy-professional</p>
<p>Figuring out what a child can do, filtering out their confusions, and creating a lesson that was easy seemed easy enough, but when your work involves the most fragile learners it becomes a beautiful merger of what you believe about them and how they see themselves.</p>	<p>Identify</p>
<p>Figuring out what a child can do, filtering out their confusions, and creating a lesson that was easy seemed easy enough, but when your work involves the most fragile learners it becomes a beautiful merger of what you believe about them and how they see themselves.</p>	<p>Scaffolding</p>
<p>Figuring out what a child can do, filtering out their confusions, and creating a lesson that was easy seemed easy enough, but when your work involves the most fragile learners it becomes a beautiful merger of what you believe about them and how they see themselves.</p>	<p>Instructional</p>
<p>Figuring out what a child can do, filtering out their confusions, and creating a lesson that was easy seemed easy enough, but when your work involves the most fragile learners it becomes a beautiful merger of what you believe about them and how they see themselves.</p>	<p>Efficacy</p>
<p>The data can show success, the running record can look great on paper, the reading could sound fluent and phrased but only I</p>	<p>Evidence</p>

<p>would know that that student may have been pushed to their very outer limits while reading the book.</p>	
<p>Only I would have seen tears fall on the table as they were ending the story, the data is only half the battle with many Reading Recovery students.</p>	<p>Frustration</p>
<p>The data can show success, the running record can look great on paper, the reading could sound fluent and phrased but only I would know that that student may have been pushed to their very outer limits while reading the book.</p>	<p>Identify</p>
<p>Only I would have seen tears fall on the table as they were ending the story, the data is only half the battle with many Reading Recovery students.</p>	<p>Awareness</p>
<p>The data can show success, the running record can look great on paper, the reading could sound fluent and phrased but only I would know that that student may have been pushed to their very outer limits while reading the book.</p>	<p>Literacy</p>
<p>Only I would have seen tears fall on the table as they were ending the story, the data is only half the battle with many Reading Recovery students.</p>	<p>Identify</p>
<p>There are so many of my students that didn't feel as successful as they might have looked on paper. That an instructional read on a book might feel borderline defeating to a particular child no matter how supportive I was.</p>	<p>Efficacy</p>
<p>There are so many of my students that didn't feel as successful as</p>	<p>Instructional</p>

<p>they might have looked on paper. That an instructional read on a book might feel borderline defeating to a particular child no matter how supportive I was.</p>	
<p>There are so many of my students that didn't feel as successful as they might have looked on paper.</p>	<p>Evidence</p>
<p>That an instructional read on a book might feel borderline defeating to a particular child no matter how supportive I was.</p>	<p>Frustration</p>
<p>I became keenly aware that day after day I was asking that child again and again to face their fears. The child's self-efficacy was critical in taking each student farther into lessons, leading them to acceleration.</p>	<p>Awareness</p>
<p>I became keenly aware that day after day I was asking that child again and again to face their fears. The child's self-efficacy was critical in taking each student farther into lessons, leading them to acceleration.</p>	<p>Increasing</p>
<p>I became keenly aware that day after day I was asking that child again and again to face their fears. The child's self-efficacy was critical in taking each student farther into lessons, leading them to acceleration.</p>	<p>Identify</p>
<p>I became keenly aware that day after day I was asking that child again and again to face their fears. The child's self-efficacy was critical in taking each student farther into lessons, leading them to acceleration.</p>	<p>Research based practice</p>
<p>The first year of teaching it was not difficult to pick up on but it</p>	<p>Developing</p>

<p>was difficult to plan for. How do you plan for a child that shut down on a successful reading?</p>	
<p>The first year of teaching it was not difficult to pick up on but it was difficult to plan for. How do you plan for a child that shut down on a successful reading?</p>	<p>Risk</p>
<p>The first year of teaching it was not difficult to pick up on but it was difficult to plan for. How do you plan for a child that shut down on a successful reading?</p>	<p>Efficacy</p>
<p>The first year of teaching it was not difficult to pick up on but it was difficult to plan for. How do you plan for a child that shut down on a successful reading?</p>	<p>Instructional</p>
<p>What looked like success to me, obviously didn't feel successful for the child.</p>	<p>Personal</p>
<p>What looked like success to me, obviously didn't feel successful for the child.</p>	<p>Observing</p>
<p>What looked like success to me, obviously didn't feel successful for the child. Outside the feeling of am I doing this right, was how do I guide this child to feel they can do this?</p>	<p>Instructional</p>
<p>I remember having students shut down on me and not want to read. The worst feeling in the world is that I was the cause of a child not wanting to try or that I had planned a lesson that was too difficult so this child quit or wanted to quit trying.</p>	<p>Risk</p>
<p>I remember having students shut down on me and not want to read.</p>	<p>Personal</p>

<p>I remember having students shut down on me and not want to read.</p>	<p>Identify</p>
<p>The worst feeling in the world is that I was the cause of a child not wanting to try or that I had planned a lesson that was too difficult so this child quit or wanted to quit try I remember having students shut down on me and not want to read.</p>	<p>Frustration</p>
<p>The worst feeling in the world is that I was the cause of a child not wanting to try or that I had planned a lesson that was too difficult so this child quit or wanted to quit trying. It made me feel like the worst teacher in the world. Where was the line, how do I balance the need to accelerate their learning and their love of reading and writing?</p>	<p>Efficacy</p>
<p>The worst feeling in the world is that I was the cause of a child not wanting to try or that I had planned a lesson that was too difficult so this child quit or wanted to quit trying. It made me feel like the worst teacher in the world. Where was the line, how do I balance the need to accelerate their learning and their <u>love</u> of reading and writing?</p>	<p>Research based practice</p>
<p>How do I not squelch the love of literacy yet get them to grade level and above? I was not prepared to face such fear in some of my students. Especially the first round of students I taught. It became the realization of did I cause this? Was this there to begin with and I just unearthed it or did I generate the fact that reading and writing was work?</p>	<p>Reflective Awareness</p>

<p>How do I not squelch the love of literacy yet get them to grade level and above? I was not prepared to face such fear in some of my students. Especially the first round of students I taught. It became the realization of did I cause this? Was this there to begin with and I just unearthed it or did I generate the fact that reading and writing was work?</p>	<p>Identify</p>
<p>How do I not squelch the love of literacy yet get them to grade level and above? I was not prepared to face such fear in some of my students. Especially the first round of students I taught. It became the realization of did I cause this? Was this there to begin with and I just unearthed it or did I generate the fact that reading and writing was work?</p>	<p>Increasing Affect</p>
<p>How do I not squelch the love of literacy yet get them to grade level and above? I was not prepared to face such fear in some of my students. Especially the first round of students I taught. It became the realization of did I cause this? Was this there to begin with and I just unearthed it or did I generate the fact that reading and writing was work?</p>	<p>Frustration</p>
<p>It's too easy for some kids to quit and not see themselves has able to learn. They won't take a risk or if they do take a risk they can't be wrong. The fact that they are simply too hard on themselves and have not established a tolerance for their own learning gets in the way of their learning.</p>	<p>Efficacy</p>
<p>It's too easy for some kids to quit and not see themselves has</p>	<p>Identify</p>

<p>able to learn. They won't take a risk or if they do take a risk they can't be wrong. The fact that they are simply too hard on themselves and have not established a tolerance for their own learning gets in the way of their learning.</p>	
<p>It's too easy for some kids to quit and not see themselves has able to learn. They won't take a risk or if they do take a risk they can't be wrong. The fact that they are simply too hard on themselves and have not established a tolerance for their own learning gets in the way of their learning.</p>	<p>Risk</p>
<p>It's too easy for some kids to quit and not see themselves has able to learn. They won't take a risk or if they do take a risk they can't be wrong.</p>	<p>Effort</p>
<p>The fact that they are simply too hard on themselves and have not established a tolerance for their own learning gets in the way of their learning.</p>	<p>Connection</p>
<p>It's too easy for some kids to quit and not see themselves has able to learn. They won't take a risk or if they do take a risk they can't be wrong. The fact that they are simply too hard on themselves and have not established a tolerance for their own learning gets in the way of their learning.</p>	<p>Teaching</p>
<p>It's easy to look back and remember the first two weeks you shared with a child in roaming around the known when there was no teaching involved and watching them skip to your room and wondering where those days went. It's not that it's this way for</p>	<p>Research based practice</p>

<p>all students; more than desired would be a better wording.</p> <p>It's easy to look back and remember the first two weeks you shared with a child in roaming around the known when there was no teaching involved and watching them skip to your room and wondering where those days went. It's not that it's this way for all students; more than desired would be a better wording.</p>	<p>Observing</p>
<p>It's easy to look back and remember the first two weeks you shared with a child in roaming around the known when there was no teaching involved and watching them skip to your room and wondering where those days went. It's not that it's this way for all students; more than desired would be a better wording.</p>	<p>Awareness</p>
<p>It's easy to look back and remember the first two weeks you shared with a child in roaming around the known when there was no teaching involved and watching them skip to your room and wondering where those days went. It's not that it's this way for all students; more than desired would be a better wording.</p>	<p>Identify</p>
<p>What did I do to not make this task easy or successful that caused the shutdown? What can I do to make this a pattern we don't repeat or come back to again?</p>	<p>Reflective practice</p>
<p>It's easy to begin to blame yourself and you must question yourself as to what did I do to cause this child's learning or desire</p>	<p>Risk</p>

<p>to learn to stall. What did I do to not make this task easy or successful that caused the shutdown? What can I do to make this a pattern we don't repeat or come back to again?</p>	
<p>It's easy to begin to blame yourself and you must question yourself as to what did I do to cause this child's learning or desire to learn to stall. What did I do to not make this task easy or successful that caused the shutdown? What can I do to make this a pattern we don't repeat or come back to again?</p>	<p>Scaffolding</p>
<p>How can I assure this child that they can be successful? Obviously our definitions of success were two different things. How can we find the same page a common ground to establish a trust, a safe place to try, a belief that learning is a process and it's not meant to be "right" every time? How to show each child I value them and their approximations and build the bridge to the next new learning or discovery.</p>	<p>Reflective practice</p>
<p>How can I assure this child that they can be successful? Obviously our definitions of success were two different things.</p>	<p>Authentic</p>
<p>How can we find the same page a common ground to establish a trust, a safe place to try, a belief that learning is a process and it's not meant to be "right" every time?</p>	<p>Connection</p>
<p>How to show each child I value them and their approximations and build the bridge to the next new learning or discovery. How can I assure this child that they can be successful?</p>	<p>Identify</p>
<p>Obviously our definitions of success were two different things.</p>	<p>Safe</p>

<p>How can we find the same page a common ground to establish a trust, a safe place to try, a belief that learning is a process and it's not meant to be "right" every time? How to show each child I value them and their approximations and build the bridge to the next new learning or discovery.</p>	
<p>Feeling the weight of watching a child transition from skipping down the hallway to now not wanting to come with me to learn was crushing at times.</p>	<p>Observing</p>
<p>The feeling of creating a just right situation for each child was at times self-defeating.</p>	<p>Instructional</p>
<p>Feeling the weight of watching a child transition from skipping down the hallway to now not wanting to come with me to learn was crushing at times.</p>	<p>Identify</p>
<p>The feeling of creating a just right situation for each child was at times self-defeating.</p>	<p>Teaching decisions</p>

<p>Feeling the weight of watching a child transition from skipping down the hallway to now not wanting to come with me to learn was crushing at times.</p>	<p>Transport</p>
<p>The feeling of creating a just right situation for each child was at times self-defeating. Feeling the weight of watching a child transition from skipping down the hallway to now not wanting to come with me to learn was crushing at times.</p>	<p>Impact</p>
<p>The feeling of creating a just right situation for each child was at times self-defeating. Feeling the weight of watching a child transition from skipping down the hallway to now not wanting to come with me to learn was crushing at times.</p>	<p>Learning</p>
<p>Feeling a sole responsibility of picking too many difficult tasks became a secret burden. Wondering how responsible I was that a child didn't want to try anymore? Did I cause this and if I did how do I fix this? For some students it just simply took one book that was too hard, for others it was just one word! Now, I was responsible to accelerate this child that doesn't even want to try, they don't even want to come to my room.</p>	<p>Awareness</p>
<p>Feeling a sole responsibility of picking too many difficult tasks became a secret burden.</p>	<p>Instructional</p>
<p>Wondering how responsible I was that a child didn't want to try anymore?</p>	<p>Risk</p>
<p>Did I cause this and if I did how do I fix this? For some students it just simply took one book that was too hard, for others it was</p>	<p>Personal</p>

<p>just one word! Now, I was responsible to accelerate this child that doesn't even want to try, they don't even want to come to my room.</p> <p><i>Feeling a sole responsibility of picking too many difficult tasks became a secret burden.</i></p>	
<p>Wondering how responsible I was that a child didn't want to try anymore?</p> <p>Did I cause this and if I did how do I fix this? For some students it just simply took one book that was too hard, for others it was just one word! Now, I was responsible to accelerate this child that doesn't even want to try, they don't even want to come to my room.</p>	<p>Reflective practice</p> <p>Literacy-professional</p>
<p>Feeling a sole responsibility of picking too many difficult tasks became a secret burden. Wondering how responsible I was that a child didn't want to try anymore? Did I cause this and if I did how do I fix this? For some students it just simply took one book that was too hard, for others it was just one word! Now, I was responsible to accelerate this child that doesn't even want to try, they don't even want to come to my room.</p>	<p>Reflective practice</p>
<p>The pressure is overwhelming and the personal burden must be carried properly to not completely loose heart as a Reading Recovery teacher.</p>	<p>Frustration</p>
<p>The pressure is overwhelming and the personal burden must be</p>	<p>Increasing</p>

<p>carried properly to not completely loose heart as a Reading Recovery teacher.</p> <p>The pressure is overwhelming and the personal burden must be carried properly to not completely loose heart as a Reading Recovery teacher.</p> <p>The pressure is overwhelming and the personal burden must be carried properly to not completely loose heart as a Reading Recovery teacher.</p> <p>The pressure is overwhelming and the personal burden must be carried properly to not completely loose heart as a Reading Recovery teacher.</p> <p>The pressure is overwhelming and the personal burden must be carried properly to not completely loose heart as a Reading Recovery teacher.</p>	<p>Efficacy</p> <p>Identify</p> <p>Literacy-professional</p> <p>Personal</p>
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<p>I remember a wonderful first grade teacher that I worked with the first year I taught that stood by me and believed in me as much as I did in my Reading Recovery students.</p>	<p>Affirm</p>
<p>She knew how hard I worked and how much I cared and I honestly believe she believed in me at times I didn't believe in myself any more.</p>	<p>Personal</p>
<p>I remember a wonderful first grade teacher that I worked with the first year I taught that stood by me and believed in me as much as I did in my Reading Recovery students.</p>	<p>Identify</p>
<p>She knew how hard I worked and how much I cared and I honestly believe she believed in me at times I didn't believe in myself any more.</p>	<p>Effort</p>
<p>Two of my four students were from her classroom, one who completely couldn't get to the door fast enough when I came to get her and one who hardly wanted to go with me anymore.</p>	<p>Identify</p>
<p>When I would show up at the door of her classroom to select the only reluctant student I had that round, she would always lift the burden from me.</p>	<p>Scaffolding</p>
<p>Two of my four students were from her classroom, one who completely couldn't get to the door fast enough when I came to get her and one who hardly wanted to go with me anymore.</p>	<p>Time</p>
<p><i>[Faint, illegible text]</i></p>	<p><i>[Faint, illegible text]</i></p>

<p>Two of my four students were from her classroom, one who completely couldn't get to the door fast enough when I came to get her and one who hardly wanted to go with me anymore.</p> <p>When I would show up at the door of her classroom to select the only reluctant student I had that round, she would always lift the burden from me.</p>	<p>Risk</p>
<p>When it became most challenging to remove this student from the room she would take just a moment to say to her class, we all love Ms. Beyer and how many of you would like to go with her right now, all of the students would raise their hands.</p>	<p>Frustration</p>
<p>Then she would look at my student who was about to leave the room with me for a lesson and say, now you know how very special you are to get to go with her, do your best today!</p>	<p>Transport</p>
<p>He would forget for two minutes that it was hard for him and realize how special he really was and he would skip to the doorway and down the hall knowing he was the only one that got to go.</p>	<p>Frustration</p>
<p>When it became most challenging to remove this student from the room she would take just a moment to say to her class, we all love Ms. Beyer and how many of you would like to go with her right now, all of the students would raise their hands. Then she would look at my student who was about to leave the room with</p>	<p>Identify</p>

<p>me for a lesson and say, now you know how very special you are to get to go with her, do your best today! He would forget for two minutes that it was hard for him and realize how special he really was and he would skip to the doorway and down the hall knowing he was the only one that got to go.</p>	
<p>She was an angel in disguise on so many occasions I have lost count.</p>	<p>Awareness</p>
<p>When it became most challenging to remove this student from the room she would take just a moment to say to her class, we all love Ms. Beyer and how many of you would like to go with her right now, all of the students would raise their hands. Then she would look at my student who was about to leave the room with me for a lesson and say, now you know how very special you are to get to go with her, do your best today!</p>	<p>Enjoy</p>
<p>He would forget for two minutes that it was hard for him and realize how special he really was and he would skip to the doorway and down the hall knowing he was the only one that got to go. She was an angel in disguise on so many occasions I have lost count.</p>	<p>Awareness</p>
<p>We all need reminders of how special we really are and she understood the greatest needs of her most vulnerable students.</p>	<p>Enjoy</p>
<p>She valued and esteemed them for what they could do and she never stopped believing they could do more.</p>	<p>Identify</p>
<p>We all need reminders of how special we really are and she</p>	<p>Affirm</p>

<p>understood the greatest needs of her most vulnerable students.</p> <p>She valued and esteemed them for what they could do and she never stopped believing they could do more.</p>	
<p>We all need reminders of how special we really are and she understood the greatest needs of her most vulnerable students.</p> <p>She valued and esteemed them for what they could do and she never stopped believing they could do more.</p>	<p>Student Needs</p>
<p>We all need reminders of how special we really are and she understood the greatest needs of her most vulnerable students.</p>	<p>Awareness</p>
<p>We walked that first year together sharing what we noticed about each of these students. Knowing that we both saw the same potential and that we valued them the same was invaluable to me.</p>	<p>Observing</p>
<p>She took the time to value and build her students self-efficacy alongside me.</p>	<p>Efficacy</p>
<p>She made it clear that it was a shared journey and that we were working together to bring this student along, I wasn't alone in feeling the burden of his needs and we would get him where he needed to be.</p>	<p>Connection</p>
<p>We walked that first year together sharing what we noticed about each of these students.</p>	<p>Developing</p>
<p>Knowing that we both saw the same potential and that we</p>	<p>Increasing</p>

<p>valued them the same was invaluable to me. She took the time to value and build her students self-efficacy alongside me.</p> <p>She made it clear that it was a shared journey and that we were working together to bring this student along, I wasn't alone in feeling the burden of his needs and we would get him where he needed to be.</p> <p>We walked that first year together sharing what we noticed about each of these students. Knowing that we both saw the same potential and that we valued them the same was invaluable to me.</p>	<p>Increasing</p> <p>Intuition</p>
<p>She took the time to value and build her students self-efficacy alongside me.</p> <p>She made it clear that it was a shared journey and that we were working together to bring this student along, I wasn't alone in feeling the burden of his needs and we would get him where he needed to be.</p>	<p>Affirm</p> <p>Identify</p>
<p>We walked that first year together sharing what we noticed about each of these students. Knowing that we both saw the same potential and that we valued them the same was invaluable to me.</p>	<p>Affirm</p>
<p>She took the time to value and build her students self-efficacy alongside me.</p> <p>She made it clear that it was a shared journey and that we were working together to bring this student along, I wasn't alone in feeling the burden of his needs and we would get him where he needed to be.</p>	<p>Effort</p> <p>Code review</p>

<p>feeling the burden of his needs and we would get him where he needed to be.</p>	
<p>The first year, I didn't see how fine a line it really was that separated the students that would discontinue (graduate the program) and the students that wouldn't discontinue. I made so many decisions moment by moment that it was difficult to see down the road.</p>	<p>Entry/Exit</p>
<p>The first year, I didn't see how fine a line it really was that separated the students that would discontinue (graduate the program) and the students that wouldn't discontinue. I made so many decisions moment by moment that it was difficult to see down the road.</p>	<p>Awareness</p>
<p>The first year, I didn't see how fine a line it really was that separated the students that would discontinue (graduate the program) and the students that wouldn't discontinue. I made so many decisions moment by moment that it was difficult to see down the road.</p>	<p>Research based practice</p>
<p>Not having seen the full process through it was hard to gage how well it was going, how it would transfer and how I would replicate it, if that was even possible.</p>	<p>Reflective practice</p>
<p>I did have one student that discontinued lessons that first round of my first year of Reading Recovery.</p>	<p>Entry/Exit</p>
<p>Not having seen the full process through it was hard to gage how well it was going, how it would transfer and how I would</p>	<p>Awareness</p>

<p>replicate it, if that was even possible.</p> <p>I did have one student that discontinued lessons that first round of my first year of Reading Recovery.</p> <p>Not having seen the full process through it was hard to gage how well it was going, how it would transfer and how I would replicate it, if that was even possible. I did have one student that discontinued lessons that first round of my first year of Reading Recovery.</p> <p>Watching her discontinue allowed me to have a more realistic view of what was really expected from a student on a particular level of text. It allowed me to see the difference of what she could do for me in lessons and what was expected during exit testing.</p> <p>Watching her discontinue allowed me to have a more realistic view of what was really expected from a student on a particular level of text. It allowed me to see the difference of what she could do for me in lessons and what was expected during exit testing. Not having tread this ground in any way left a huge blank for me in regards to what it should really look like and sound like.</p> <p>Watching her discontinue allowed me to have a more realistic view of what was really expected from a student on a particular level of text. It allowed me to see the difference of what she could do for me in lessons and what was expected during exit</p>	<p>Literacy-professional</p> <p>Developing</p> <p>Observing</p> <p>Awareness</p> <p>Research based practice</p>
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<p>testing. Not having tread this ground in any way left a huge blank for me in regards to what it should really look like and sound like.</p> <p>Watching her discontinue allowed me to have a more realistic view of what was really expected from a student on a particular level of text. It allowed me to see the difference of what she could do for me in lessons and what was expected during exit testing. Not having tread this ground in any way left a huge blank for me in regards to what it should really look like and sound like.</p>	<p>Expectation</p>
<p>Since this was officially my first year of teaching and I was learning to distinguish how to pick books, it was hard to estimate what to expect. I didn't have a real gage at this point and having a successful program with at least one student helped make this a little more solid for me.</p>	<p>Awareness</p>
<p>I remember looking over the running record of her final assessment and being able to see that I could see her being successful on the book she read.</p>	<p>Observing</p>
<p>Since this was officially my first year of teaching and I was learning to distinguish how to pick books, it was hard to estimate what to expect. I didn't have a real gage at this point and having a successful program with at least one student helped make this a little more solid for me.</p>	<p>Learning</p>
<p>I remember looking over the running record of her final</p>	<p>Observing</p>

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Since this was officially my first year of teaching and I was learning to distinguish how to pick books, it was hard to estimate what to expect. I didn't have a real gage at this point and having a successful program with at least one student helped make this a little more solid for me. I remember looking over the running record of her final assessment and being able to see that I could see her being successful on the book she read.

Literacy-professional

It helped my efficacy to see that I could gage with some confidence that she possessed what was needed to read the book she was given.

Efficacy

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Literacy-professional

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Awareness

It helped my efficacy to see that I could gage with some confidence that she possessed what was needed to read the book she was given.

Teaching

<p>The true difference was I was used to hearing my students read with supportive book introductions and with solid teaching points.</p> <p>I never took running records on their first reads (cold reads) to see the difference in my support and my teaching at this point.</p> <p>This would have been a good starting point for this to happen.</p> <p>Realizing the difference in instruction and assessment was pretty Critical. It helped me to see that I needed my students a little more solid and a little further along in their levels of reading when it came time to assess their reading. Up to that point, this difference was missing for me and it was clearer now.</p>	<p>Scaffolding</p> <p>Research based practice</p> <p>Awareness</p>
<p>I never took running records on their first reads (cold reads) to see the difference in my support and my teaching at this point.</p> <p>This would have been a good starting point for this to happen.</p> <p>Realizing the difference in instruction and assessment was pretty Critical. It helped me to see that I needed my students a little more solid and a little further along in their levels of reading when it came time to assess their reading. Up to that point, this difference was missing for me and it was clearer now.</p>	<p>Scaffolding</p> <p>Literacy-professional</p>
<p>I never took running records on their first reads (cold reads) to see the difference in my support and my teaching at this point.</p> <p>This would have been a good starting point for this to happen.</p> <p>Realizing the difference in instruction and assessment was pretty Critical. It helped me to see that I needed my students a little</p>	<p>Intuition</p> <p>Identify</p>

<p>more solid and a little further along in their levels of reading when it came time to assess their reading. Up to that point, this difference was missing for me and it was clearer now.</p> <p>Looking back on the first year of teaching Reading Recovery, it felt like a blur.</p> <p>Looking back on the first year of teaching Reading Recovery, it felt like a blur.</p> <p>Looking back on the first year of teaching Reading Recovery, it felt like a blur.</p> <p>Clay would have me keep in mind that the teacher must at all times decide the next most powerful strategic activity that could help a particular child to increase their processing of information from text.</p> <p>Clay would have me keep in mind that the teacher must at all times decide the next most powerful strategic activity that could help a particular child to increase their processing of information from text.</p> <p>In all honesty, strategic activity was still unfamiliar enough at this point that I am certain that I could not have identified all the current strategic activity that my students were in control of. I may have been able to understand from a surface level, but I really wasn't able to understand the impact of my teaching to reach the next powerful activity needed for clear processing of meaningful text.</p>	<p>Developing</p> <p>Teaching</p> <p>Literacy-professional</p> <p>Research based practice</p> <p>Increasing</p> <p>Strategic behaviors</p>
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<p>I realized from my remedial reading class at UNI that any investment in a child's literacy development was beneficial. I knew better than to think that it was a sheer miracle that they had learned as much as they did but the credit was not all mine.</p>	<p>Awareness</p>
<p>I know I was only one more layer of instruction that these students received and I could be thankful, especially that first year, that they didn't have just me.</p>	<p>Personal</p>
<p>In all honesty, strategic activity was still unfamiliar enough at this point that I am certain that I could not have identified all the current strategic activity that my students were in control of.</p>	<p>Cognitive Dissonance</p>
<p>I may have been able to understand from a surface level, but I really wasn't able to understand the impact of my teaching to reach the next powerful activity needed for clear processing of meaningful text. I realized from my remedial reading class at UNI that any investment in a child's literacy development was beneficial. I knew better than to think that it was a sheer miracle that they had learned as much as they did but the credit was not all mine. I know I was only one more layer of instruction that these students received and I could be thankful, especially that first year, that they didn't have just me.</p>	<p>Intuition</p>
<p>In all honesty, strategic activity was still unfamiliar enough at this point that I am certain that I could not have identified all the current strategic activity that my students were in control of.</p>	<p>Identify</p>
<p>I may have been able to understand from a surface level, but I</p>	<p>Expectation</p>

<p>really wasn't able to understand the impact of my teaching to reach the next powerful activity needed for clear processing of meaningful text.</p> <p>I realized from my remedial reading class at UNI that any investment in a child's literacy development was beneficial. I knew better than to think that it was a sheer miracle that they had learned as much as they did but the credit was not all mine.</p> <p>I know I was only one more layer of instruction that these students received and I could be thankful, especially that first year, that they didn't have just me.</p> <p>The first year there is a lot of paperwork to complete and with each program there is a ton of data that is collected on each child that is selected. The first year requires more reflective paperwork and more lessons taught behind the glass so teachers can learn from each other and themselves.</p> <p>The first year there is a lot of paperwork to complete and with each program there is a ton of data that is collected on each child that is selected.</p> <p>The first year requires more reflective paperwork and more lessons taught behind the glass so teachers can learn from each other and themselves.</p> <p>The first year there is a lot of paperwork to complete and with each program there is a ton of data that is collected on each child that is selected.</p>	<p>Developing</p> <p>Evidence</p> <p>Reflective practice</p> <p>Research based practice</p>
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<p>The first year requires more reflective paperwork and more lessons taught behind the glass so teachers can learn from each other and themselves.</p>	<p>PD</p>
<p>Reading Recovery offers ongoing professional development every year so that each teacher can continue to reflect upon what they teach and can deepen their understanding.</p>	<p>Literacy-professional</p>
<p>Reading Recovery offers ongoing professional development every year so that each teacher can continue to reflect upon what they teach and can deepen their understanding.</p>	<p>Reflective practice</p>
<p>Reading Recovery offers ongoing professional development every year so that each teacher can continue to reflect upon what they teach and can deepen their understanding.</p>	<p>PD</p>
<p>At the end of the year our Reading Recovery teacher leader asks us to reflect on what we have learned for the year and what new learning we might like to look at for the following year.</p>	<p>Administration</p>
<p>I really appreciate the fact that my Reading Recovery teacher leader truly takes our feedback seriously.</p>	<p>Enjoy</p>
<p>I have felt for many years that she reads over our feedback and purposefully arranges for learning that directly addresses these needs.</p>	<p>Administration-</p>
<p>I have yet come to an ongoing professional development for Reading Recovery and felt that I have not walked away feeling in-depth learning hasn't taken place.</p>	<p>PD</p>
<p>Carol does an excellent job of looking at the needs of her own</p>	<p>Administration-</p>

<p>students (teachers) and taking us back to Clay to see what needs to guide our thinking.</p>	
<p>At the end of the year our Reading Recovery teacher leader asks us to reflect on what we have learned for the year and what new learning we might like to look at for the following year.</p>	<p>Reflective practice</p>
<p>I really appreciate the fact that my Reading Recovery teacher leader truly takes our feedback seriously.</p>	<p>Literacy-professional</p>
<p>I have felt for many years that she reads over our feedback and purposefully arranges for learning that directly addresses these needs.</p>	<p>Student Needs</p>
<p>I have yet come to an ongoing professional development for Reading Recovery and felt that I have not walked away feeling in-depth learning hasn't taken place. Carol does an excellent job of looking at the needs of her own students (teachers) and taking us back to Clay to see what needs to guide our thinking.</p>	<p>Expectation</p> <p>Student Needs</p>
<p>At the end of the year our Reading Recovery teacher leader asks us to reflect on what we have learned for the year and what new learning we might like to look at for the following year.</p>	<p>Observing</p>
<p>I really appreciate the fact that my Reading Recovery teacher leader truly takes our feedback seriously. I have felt for many years that she reads over our feedback and purposefully arranges for learning that directly addresses these needs. I have yet come to an ongoing professional development for Reading Recovery and felt that I have not walked away feeling in-depth learning</p>	<p>Effort</p>

<p>hasn't taken place.</p> <p>Carol does an excellent job of looking at the needs of her own students (teachers) and taking us back to Clay to see what needs to guide our thinking.</p>	<p>Literacy-professional</p>
<p>As we reflect together as professionals we feel refreshed and affirmed and armed with good knowledge to tackle the new learning that needs to take place in lessons every day.</p>	<p>PD</p>
<p>As we reflect together as professionals we feel refreshed and affirmed and armed with good knowledge to tackle the new learning that needs to take place in lessons every day.</p>	<p>Reflective practice</p>
<p>As we reflect together as professionals we feel refreshed and affirmed and armed with good knowledge to tackle the new learning that needs to take place in lessons every day.</p>	<p>Learning</p>
<p>In my second year of teaching Reading Recovery I felt the need to look more at running records and the importance of language that was tied to teaching during reading.</p>	<p>Enjoy</p>
<p>In my second year of teaching Reading Recovery I felt the need to look more at running records and the importance of language that was tied to teaching during reading.</p>	<p>Observing</p>
<p>In my second year of teaching Reading Recovery I felt the need to look more at running records and the importance of language that was tied to teaching during reading.</p>	<p>Literacy-professional</p>
<p>I wanted to challenge myself to analyze more of my running records following lessons and to be more intentional about</p>	<p>Strategic behaviors</p>

<p>looking for patterns of behavior that surfaced for each student.</p> <p>To be more purposeful in my teaching, that it was linked to data and to show how effective my teaching prompts or language was or was not.</p>	<p>Evidence</p>
<p>I wanted to challenge myself to analyze more of my running records following lessons and to be more intentional about looking for patterns of behavior that surfaced for each student.</p>	<p>Awareness</p>
<p>To be more purposeful in my teaching, that it was linked to data and to show how effective my teaching prompts or language was or was not.</p>	<p>Expectation</p>
<p>I wanted to challenge myself to analyze more of my running records following lessons and to be more intentional about looking for patterns of behavior that surfaced for each student.</p>	<p>Reflective practice</p>
<p>To be more purposeful in my teaching, that it was linked to data and to show how effective my teaching prompts or language was or was not.</p>	<p>Teaching</p>
<p>I realized a little better the change over time that would take place in lessons but every year feels fresh and every child or situation poses a new challenge.</p>	<p>Research based practice</p>
<p>I realized a little better the change over time that would take place in lessons but every year feels fresh and every child or situation poses a new challenge.</p>	<p>Awareness</p>
<p>I would have to remind myself to re-visit the scale of help to not</p>	<p>Research based practice</p>

<p>be overly supportive in my teaching, to allow students opportunities to be independent processers of information.</p>	
<p>I wanted to challenge myself not to get in a rut of teaching something the child already knows.</p>	<p>Personal</p>
<p>I would have to remind myself to re-visit the scale of help to not be overly supportive in my teaching, to allow students</p>	<p>Reflective practice</p>
<p>opportunities to be independent processers of information.</p>	
<p>I wanted to challenge myself not to get in a rut of teaching something the child already knows.</p>	<p>Expectation</p>
<p>I would have to remind myself to re-visit the scale of help to not be overly supportive in my teaching, to allow students</p>	<p>Scaffolding</p>
<p>opportunities to be independent processers of information.</p>	
<p>I wanted to challenge myself not to get in a rut of teaching something the child already knows.</p>	<p>Student Needs</p>
<p>To be reflective about the changes I needed to make in reading and writing that would bring new learning in lessons daily. Most</p>	<p>Reflective practice</p>
<p>of what I wanted to change was my language.</p>	
<p>To be reflective about the changes I needed to make in reading and writing that would bring new learning in lessons daily. Most</p>	<p>Learning</p>
<p>of what I wanted to change was my language.</p>	
<p>To be reflective about the changes I needed to make in reading and writing that would bring new learning in lessons daily. Most</p>	<p>Strategic behaviors</p>
<p>of what I wanted to change was my language. It was obvious to me that the value of understanding what I was prompting for and</p>	

<p>how to prompt for it was Critical. This helped guide my understanding of what strategic activity was. There had been some disconnect the first year between the running record and strategic activity for me. Now I saw it as a possible tool to help guide the fast perceptual processing that Clay talks about.</p>	
<p>Looking a little more closely at the running record helped me understand what decisions my students were making on text to get to the next word.</p>	<p>Observing</p>
<p>Looking a little more closely at the running record helped me understand what decisions my students were making on text to get to the next word.</p>	<p>Learning</p>
<p>What were they using, what were they neglecting? More importantly what was I neglecting if there wasn't change in how they made a decision about what kind of information to use?</p>	
<p>According to Clay, I should be thinking about what is the most facilitating thing I can call for? A prompt is a call for action to do something within the child's control; this would mean I must be very familiar with what the child controls and needs to control next.</p>	<p>Strategic behaviors</p>
<p>According to Clay, I should be thinking about what is the most facilitating thing I can call for? A prompt is a call for action to do something within the child's control; this would mean I must be very familiar with what the child controls and needs to control next.</p>	<p>Research based practice</p>

<p>Thinking more deeply about my language and my prompting pointed out to me that I tended to lean more on what the child could already control versus what they needed to control next. I felt more of my teaching points fell on the side of affirming what my students were already attending to and they needed to indicate more where they should be attending.</p>	<p>Strategic behaviors</p> <p>Teaching decisions</p>
<p>Thinking more deeply about my language and my prompting pointed out to me that I tended to lean more on what the child could already control versus what they needed to control next. I felt more of my teaching points fell on the side of affirming what my students were already attending to and they needed to indicate more where they should be attending.</p>	<p>Awareness</p> <p>Teaching decisions</p>
<p>I felt more confident about what was useful for my student to use and prompted them to locate it or use it than to point out what they weren't using.</p>	<p>Research based practice</p>
<p>I felt more confident about what was useful for my student to use and prompted them to locate it or use it than to point out what they weren't using.</p>	<p>Efficacy</p>
<p>I didn't send my students in search of a response that would always extend their processing. I wasn't always thinking about what else needed to be integrated into their reading processing. I leaned more on the familiar and what they did control and what they needed to control next didn't always stand out just yet. Obviously they were learning but I began to see that my</p>	<p>Strategic behavior</p>

<p>prompting was getting in the way of their development of independent solving.</p> <p>The gap was easier to see the second year, the gap that could occur when you have created a safe environment for a child to take risks that only related to my room and my prompting.</p> <p>The gap was easier to see the second year, the gap that could occur when you have created a safe environment for a child to take risks that only related to my room and my prompting.</p> <p>I underestimated the sheer importance of the transfer of teaching.</p>	<p>Risk</p> <p>Awareness</p>
<p>I underestimated the sheer importance of the transfer of teaching.</p> <p>It was obvious more, maybe because of the level of awareness I brought to the task, the involvement I had in the assessment process or just the fact I was in a new building with new staff my second year of teaching.</p>	<p>Research based practice</p> <p>Awareness</p>
<p>It was obvious more, maybe because of the level of awareness I brought to the task, the involvement I had in the assessment process or just the fact I was in a new building with new staff my</p>	<p>Developing</p>

<p>second year of teaching.</p> <p>The concern of not seeing what my students would do for me in my classroom transfer to their classroom settings was eye opening and discouraging.</p>	<p>Observing</p>
<p>The concern of not seeing what my students would do for me in my classroom transfer to their classroom settings was eye opening and discouraging.</p>	<p>Awareness</p>
<p>The concern of not seeing what my students would do for me in my classroom transfer to their classroom settings was eye opening and discouraging.</p>	<p>Classroom</p>
<p>I remember feeling almost at odds with the classroom teachers in trying to share data and information.</p>	<p>Intuition</p>
<p>I remember feeling almost at odds with the classroom teachers in trying to share data and information.</p>	<p>Evidence</p>
<p>I remember feeling almost at odds with the classroom teachers in trying to share data and information.</p>	<p>Connection</p>
<p>The fact that there was such a huge discrepancy between Reading Recovery teachers and classroom teachers was a red flag that was far from being settled in my mind. It's a concern that</p>	<p>Impact</p>

<p>still exists today, except I don't feel the gap is quite so large.</p> <p>The fact that there was such a huge discrepancy between Reading Recovery teachers and classroom teachers was a red flag that was far from being settled in my mind. It's a concern that still exists today, except I don't feel the gap is quite so large.</p>	<p>Connection</p>
<p>The fact that there was such a huge discrepancy between Reading Recovery teachers and classroom teachers was a red flag that was far from being settled in my mind. It's a concern that still exists today, except I don't feel the gap is quite so large.</p>	<p>Teaching decisions</p>
<p>I feel that it takes a real paradigm shift for professionals to feel that students belong to all of us. I think what we really do want in the long haul, is that all of our teaching and hard work melts so completely together that you can't separate it.</p>	<p>Teaching</p>
<p>I feel that it takes a real paradigm shift for professionals to feel that students belong to all of us.</p>	<p>Intuition</p>
<p>I think what we really do want in the long haul, is that all of our teaching and hard work melts so completely together that you can't separate it.</p>	<p>Goal</p>
<p>I feel that it takes a real paradigm shift for professionals to feel that students belong to all of us. I think what we really do want</p>	<p>Connection</p>

<p>in the long haul, is that all of our teaching and hard work melts so completely together that you can't separate it.</p>	
<p>I feel that it takes a real paradigm shift for professionals to feel that students belong to all of us. I think what we really do want in the long haul, is that all of our teaching and hard work melts so completely together that you can't separate it.</p>	<p>Unity</p>
<p>That the transfer of learning is so smooth that all we see is a self-extending system.</p>	<p>Strategic behaviors</p>
<p>That the transfer of learning is so smooth that all we see is a self-extending system.</p>	<p>Research based practice</p>
<p>We must acknowledge that a self-extending system takes many minds and hands to put into place.</p>	<p>Awareness</p>
<p>We must acknowledge that a self-extending system takes many minds and hands to put into place.</p>	<p>Strategic behaviors</p>
<p>We must acknowledge that a self-extending system takes many minds and hands to put into place.</p>	<p>Authentic</p>
<p>My next few years focused on the importance of analyzing running records for meaning, structure and visual and how to use this analysis in my teaching points.</p>	<p>Developing</p>
<p>My next few years focused on the importance of analyzing running records for meaning, structure and visual and how to use this analysis in my teaching points.</p>	<p>Literacy-professional</p>
<p>My next few years focused on the importance of analyzing running records for meaning, structure and visual and how to use</p>	<p>Learning</p>

<p>this analysis in my teaching points.</p> <p>It has been a great challenge trying to draw on strengths while supporting weaknesses in problem solving. You must know a student very well to balance the two.</p>	<p>Research based practice</p>
<p>It has been a great challenge trying to draw on strengths while supporting weaknesses in problem solving. You must know a student very well to balance the two.</p>	<p>Student Needs</p>
<p>I also began to question visual processing and auditory processing in reading and how it is all connected. I began to realize the importance of how print is scanned with the eyes and how student's speech and hearing can greatly impact a struggling reader.</p>	<p>Teaching decisions</p>
<p>I also began to question visual processing and auditory processing in reading and how it is all connected. I began to realize the importance of how print is scanned with the eyes and how student's speech and hearing can greatly impact a struggling reader.</p>	<p>Research based practice</p>
<p>I also began to question visual processing and auditory processing in reading and how it is all connected. I began to realize the importance of how print is scanned with the eyes and how student's speech and hearing can greatly impact a struggling reader.</p>	<p>Impact</p>
<p>I also began to question visual processing and auditory processing in reading and how it is all connected. I began to</p>	<p>Identify</p>

<p>realize the importance of how print is scanned with the eyes and how student's speech and hearing can greatly impact a struggling reader.</p>	
<p>I felt for years I could watch students read and write and they always gave me something new to learn or question. When you really closely observe the needs of struggling readers you quickly see how any "canned" curriculum could never begin to meet their needs.</p>	<p>Observing</p>
<p>I felt for years I could watch students read and write and they always gave me something new to learn or question. When you really closely observe the needs of struggling readers you quickly see how any "canned" curriculum could never begin to meet their needs. You easily see how it literally requires a one on one setting to see the diverse needs of each learner.</p>	<p>Identify</p>
<p>I felt for years I could watch students read and write and they always gave me something new to learn or question. When you really closely observe the needs of struggling readers you quickly see how any "canned" curriculum could never begin to meet their needs. You easily see how it literally requires a one on one setting to see the diverse needs of each learner.</p>	<p>Student Needs</p>
<p>When you really closely observe the needs of struggling readers you quickly see how any "canned" curriculum could never begin to meet their needs. You easily see how it literally requires a one on one setting to see the diverse needs of each learner.</p>	<p>Affect</p>

<p>Struggling readers have a much greater need to be affirmed of their self-efficacy in literacy. Many students don't see themselves as "good" readers and writers. They are greatly inhibited with risk-taking and many don't know how to see mistakes as a healthy part of learning and growing in literacy.</p>	<p>Efficacy</p>
<p>Struggling readers have a much greater need to be affirmed of their self-efficacy in literacy. Many students don't see themselves as "good" readers and writers. They are greatly inhibited with risk-taking and many don't know how to see mistakes as a healthy part of learning and growing in literacy.</p>	<p>Risk</p>
<p>Struggling readers have a much greater need to be affirmed of their self-efficacy in literacy. Many students don't see themselves as "good" readers and writers. They are greatly inhibited with risk-taking and many don't know how to see mistakes as a healthy part of learning and growing in literacy.</p>	<p>Identify</p>
<p>Struggling readers have a much greater need to be affirmed of their self-efficacy in literacy. Many students don't see themselves as "good" readers and writers. They are greatly inhibited with risk-taking and many don't know how to see mistakes as a healthy part of learning and growing in literacy.</p>	<p>Student Needs</p>
<p>Struggling readers have a much greater need to be affirmed of their self-efficacy in literacy. Many students don't see themselves as "good" readers and writers. They are greatly inhibited with risk-taking and many don't know how to see mistakes as a healthy part of learning and growing in literacy.</p> <p>It took about three years of teaching Reading Recovery for me to really realize the dynamics that can be completely different in a small group and classroom setting.</p> <p>How dynamics of risk-taking and saving face in front of peers can</p>	<p>Affect</p> <p>Critical</p> <p>Awareness</p> <p>Developing</p> <p>Risk</p>

<p>greatly affect student performance and transfer of learning.</p>	
<p>How easy it is for struggling students to get lost in a small group lesson and how individual their needs really truly are.</p>	<p>Identify</p>
<p>It took about three years of teaching Reading Recovery for me to really realize the dynamics that can be completely different in a small group and classroom setting.</p>	<p>Awareness</p>
<p>How dynamics of risk-taking and saving face in front of peers can greatly affect student performance and transfer of learning.</p>	<p>Affect</p>
<p>How easy it is for struggling students to get lost in a small group lesson and how individual their needs really truly are.</p>	<p>Teaching decisions</p>
<p>It took about three years of teaching Reading Recovery for me to really realize the dynamics that can be completely different in a small group and classroom setting. How dynamics of risk-taking and saving face in front of peers can greatly affect student performance and transfer of learning.</p>	<p>Reflective practice</p>
<p>How easy it is for struggling students to get lost in a small group lesson and how individual their needs really truly are.</p>	<p>Impact</p>
<p>It took about three years of teaching Reading Recovery for me to really realize the dynamics that can be completely different in a small group and classroom setting. How dynamics of risk-taking and saving face in front of peers can greatly affect student performance and transfer of learning. How easy it is for struggling students to get lost in a small group lesson and how individual their needs really truly are.</p>	<p>Teaching</p>

<p>It took about three years of teaching Reading Recovery for me to really realize the dynamics that can be completely different in a small group and classroom setting. How dynamics of risk-taking and saving face in front of peers can greatly affect student performance and transfer of learning. How easy it is for struggling students to get lost in a small group lesson and how individual their needs really truly are.</p>	<p>Literacy-professional</p>
<p>It's important for classroom teachers and Reading Recovery teachers to communicate clearly and often about a student's progress and how that progress is looking in the classroom.</p>	<p>Increasing</p>
<p>When gaps begin to form between what students control and what they show in class, it's critical that they be addressed immediately.</p>	<p>Connection</p>
<p>It's important for classroom teachers and Reading Recovery teachers to communicate clearly and often about a student's progress and how that progress is looking in the classroom.</p>	<p>Observing</p>
<p>When gaps begin to form between what students control and what they show in class, it's critical that they be addressed immediately.</p>	<p>Observing</p>
<p>It's important for classroom teachers and Reading Recovery teachers to communicate clearly and often about a student's progress and how that progress is looking in the classroom.</p> <p>When gaps begin to form between what students control and what they show in class, it's critical that they be addressed immediately.</p>	<p>Observing</p>

<p>It's important for classroom teachers and Reading Recovery teachers to communicate clearly and often about a student's progress and how that progress is looking in the classroom.</p>	<p>Identify</p>
<p>When gaps begin to form between what students control and what they show in class, it's critical that they be addressed immediately.</p>	<p>Strategic behaviors</p>
<p>It's important for classroom teachers and Reading Recovery teachers to communicate clearly and often about a student's progress and how that progress is looking in the classroom.</p>	<p>Authentic</p>
<p>When gaps begin to form between what students control and what they show in class, it's critical that they be addressed immediately.</p>	
<p>The sooner students are encouraged and reminded how important this is, the higher level of accountability that is made from this student the sooner the progress will be made.</p>	<p>Goal</p>
<p>The sooner students are encouraged and reminded how important this is, the higher level of accountability that is made from this student the sooner the progress will be made.</p>	<p>Affirm</p>
<p>The sooner students are encouraged and reminded how important this is, the higher level of accountability that is made from this student the sooner the progress will be made.</p>	<p>Increasing</p>
<p>The sooner students are encouraged and reminded how important this is, the higher level of accountability that is made</p>	<p>Identify</p>

<p>from this student the sooner the progress will be made.</p> <p>I have made a point to share with other Reading Recovery teachers how their students may be doing in group for me.</p> <p>When we make these connections and accountability is put into place, I see differences in the students' performance almost immediately.</p>	<p>Connection</p>
<p>I have made a point to share with other Reading Recovery teachers how their students may be doing in group for me.</p> <p>When we make these connections and accountability is put into place, I see differences in the students' performance almost immediately.</p>	<p>Literacy-professional</p> <p>Effort</p>
<p>I have made a point to share with other Reading Recovery teachers how their students may be doing in group for me.</p> <p>When we make these connections and accountability is put into place, I see differences in the students' performance almost immediately. You have to arrange for transfer, you have to align your expectations, your level of support and your language to make this transition smooth.</p>	<p>Expectation</p>
<p>I have made a point to share with other Reading Recovery teachers how their students may be doing in group for me.</p> <p>When we make these connections and accountability is put into place, I see differences in the students' performance almost immediately.</p>	<p>Personal</p> <p>Expectation</p>
<p>You have to arrange for transfer, you have to align your</p>	<p>Teaching decisions</p>

<p>expectations, your level of support and your language to make this transition smooth.</p>	
<p>I have made a point to share with other Reading Recovery teachers how their students may be doing in group for me.</p>	<p>Goal</p>
<p>When we make these connections and accountability is put into place, I see differences in the students' performance almost immediately.</p>	
<p>You have to arrange for transfer, you have to align your expectations, your level of support and your language to make this transition smooth.</p>	<p>Scaffolding</p>
<p>The teachers involved must realize how delicate the nature of the learning is for the struggling students and it is a community effort of all teachers to bring them along where they need to be.</p>	<p>Identify</p>
<p>The teachers involved must realize how delicate the nature of the learning is for the struggling students and it is a community effort of all teachers to bring them along where they need to be.</p>	<p>Awareness</p>
<p>The teachers involved must realize how delicate the nature of the learning is for the struggling students and it is a community effort of all teachers to bring them along where they need to be.</p>	<p>Effort</p>
<p>The teachers involved must realize how delicate the nature of the learning is for the struggling students and it is a community effort of all teachers to bring them along where they need to be.</p>	<p>Instructional</p>

<p>The need to focus on my teaching language and prompting continued to grow in my fourth year of teaching Reading Recovery.</p>	<p>Teaching</p>
<p>The need to focus on my teaching language and prompting continued to grow in my fourth year of teaching Reading Recovery.</p>	<p>Strategic behaviors</p>
<p>I gained a new respect of the importance of oral language in learning to read and gained cognitive dissonance in how the various aspects of early strategic activities begin to work together in integrated ways.</p>	<p>Cognitive Dissonance</p>
<p>I gained a new respect of the importance of oral language in learning to read and gained cognitive dissonance in how the various aspects of early strategic activities begin to work together in integrated ways.</p>	<p>Strategic behaviors</p>
<p>I saw more clearly visual processing, auditory processing and linguistic processing and how they must tie together. As I taught more students with auditory complications it was easier to see how their visual processing may be stronger, that the brain would make new allowances for learning based on its strengths and weaknesses. There was also the challenge of development of oral language that many students brought to the table. Most of the students I served were severely deficient in oral language development according to Clay's record of oral language.</p>	<p>Research based practice</p>

Language development can only increase when students share conversations that are meaningful and at their level of development.

Students who didn't have these opportunities at home outside the school environment had a lot of catching up to do to perform alongside their peers.

In fact, I feel certain they deserve more credit and have fewer acknowledgements than most of their classmates.

We don't measure oral language enough to give it the weight it is due in the literacy learning. We can more easily recognize an ELL student and their needs to increase vocabulary and language structure, but students who are English speaking who lack oral language development due to lack of exposure to conversation are not so easy to recognize. Exposure to story structure and book language was critical to helping struggling students anticipate some text.

Students not having opportunities to hear stories and talk about stories hindered them in not so obvious ways. Lack of development in this area can stall acceleration if rich conversations are not taking place in the Reading Recovery lesson and in the classroom setting.

Students who are having conversations with their peers are more likely to develop literacy skills. Students who are not having these opportunities are more likely to struggle. Development in this area can stall acceleration if rich

Observing

Teaching

Literacy-professional

Research based practice

<p>concerned means not asking, made in the reading. Reading lessons in the classroom, critical.</p> <p>The importance of teaching students to anticipate text while reading new books really came alive in my fourth year of teaching. The mere fact that students were caught up at the word level and bogged down in decoding was all too frequent in some of my lessons. Revisiting the idea that students must always be thinking about the story as they read, that the connections they make are Critical and that if we don't understand what we are reading what is the point in reading at all.</p>	<p>Research based practice</p>
<p>Making sure I was always thinking about MSV (meaning, structure and visual) information while watching my students read and write was critical.</p>	<p>Awareness</p>
<p>Making sure I was always thinking about MSV (meaning, structure and visual) information while watching my students read and write was Critical.</p>	<p>Identify</p>
<p>Making sure I was always thinking about MSV (meaning, structure and visual) information while watching my students read and write was Critical. Reminding myself I must give my students different paths to get to the same problem solving event. If we only rely on one way of getting it done, we are less likely to try and more apt to quit.</p>	<p>Research based practice</p>
<p>I learned an important real life lesson that year when told I would need to start wearing contacts. My doctor gave me one</p>	<p>Personal</p>

way to tell if I had put my contacts in correctly. Using the one way he taught me, I was guaranteed to put my contacts in wrong over fifty percent of the time. It was painful and frustrating to say the very least. When talking with other experienced contact wearers about what they did to tell if their contacts were right side up, I learned new ways to check to make sure I would put them in correctly. This greatly reduced my percentage of getting them in wrong, therefore reducing the pain and increasing the probability that I would actually attempt to put them in again knowing I was less likely to cause myself pain.

Amazing that my students do exactly the same thing while reading, when the strategic activity in the brain is not working together in integrated ways and they don't have more than one pathway to solve new words they are less likely to try.

My fifth year in teaching Reading Recovery might have been the biggest breakthrough because it was the first time I really sat back and thought what in the heck was Clay doing.

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My fifth year in teaching Reading Recovery might have been the biggest breakthrough because it was the first time I really sat back and thought what in the heck was Clay doing. It was the first time as a Reading Recovery teacher I really began to

Strategic behaviors

Developing

Awareness

Reflective practice

<p>question the program I was knee deep in teaching every day of my life.</p>	
<p>It was the first time as a Reading Recovery teacher I really began to question the program I was knee deep in teaching every day of my life.</p>	<p>Research based practice</p>
<p>My entire teaching career had been sunk into one philosophy, one paradigm, and one way of teaching reading, was it right?</p>	<p>Awareness</p>
<p>My entire teaching career had been sunk into one philosophy, one paradigm, and one way of teaching reading, was it right?</p>	<p>Intuition</p>
<p>My parents had raised me with one faith, and when as a young adult I began to question it, my father assured me I was on the right track because he affirmed for me that any faith worth having was worth questioning.</p>	<p>Personal</p>
<p>I had reached my turn to question Clay.</p>	<p>Awareness</p>
<p>I had been exposed to the terms strategic activity or strategic behaviors for years listening or reading over Clay's material. I had an overwhelming awareness that my thinking about teaching literacy was strategic.</p>	<p>Strategic behaviors</p>
<p>In the process of being trained as a Reading Recovery teacher my entire view of literacy development has become strategic.</p>	<p>PD</p>
<p>In the process of being trained as a Reading Recovery teacher my entire view of literacy development has become strategic. As teachers of Reading Recovery we are trained to look for opportunities to develop effective processing, aiming our</p>	<p>Strategic behaviors</p>

<p>teaching at how to align continual access to new learning based on what the student already controls.</p>	
<p>As teachers of Reading Recovery we are trained to look for opportunities to develop effective processing, aiming our teaching at how to align continual access to new learning based on what the student already controls.</p>	<p>Research based practice</p>
<p>Using what a student can do well to make a good system stronger.</p>	
<p>Always keeping in mind what next most powerful strategic activity that would help any particular child to increase his processing of information on text. Clay not only aligned our thinking as teachers to be strategic she also incorporated language that lends itself to strategic teaching.</p>	<p>Strategic behaviors</p>
<p>Clays prompts are very open ended and stir the thinking of what students need most when thinking about developing a self-extending system.</p>	<p>Research based practice</p>
<p>In the last year of teaching Reading Recovery I feel I have finally laid hold of strategic behaviors and strategic activity in literacy.</p>	<p>Developing</p>
<p>In the last year of teaching Reading Recovery I feel I have finally laid hold of strategic behaviors and strategic activity in literacy.</p>	<p>Awareness</p>
<p>We should never stop questioning we should never cease to collaborate in our thinking in our planning.</p>	<p>Connection</p>
<p>Clay is right, in Reading Recovery we are not to rely on our own hunches.</p>	<p>Literacy-professional</p>

<p>We need each other; we must talk to other professionals, other Reading Recovery teachers, and our Reading Recovery teacher leaders about our Reading Recovery students.</p>	<p>Connection</p>
<p>We will probably not agree, but Clay says never mind that, we must add our colleague's hypothesis to our own and approach what the child needs tentatively and with a new open mind. We must remain objective and Critical of our own assumptions.</p>	<p>Research based practice</p>
<p>I think it will never cease to amaze me how struggling readers have such varying needs and that the task of trying to unravel the individual needs of each student's brain is flat out amazing.</p>	<p>Instructional</p>
<p>I think it will never cease to amaze me how struggling readers have such varying needs and that the task of trying to unravel the individual needs of each student's brain is flat out amazing.</p>	<p>Reflective practice</p>
<p>I will always have new learning and a new appreciation for each student's hard work they brought to the task of learning to read and write.</p>	<p>Learning</p>
<p>I will always have new learning and a new appreciation for each student's hard work they brought to the task of learning to read and write.</p>	<p>Awareness</p>
<p>I will always have new learning and a new appreciation for each student's hard work they brought to the task of learning to read and write.</p>	<p>Literacy-professional</p>
<p>I will always love what I do for a living, for that I will always be grateful and thankful.</p>	<p>Intuition</p>

Appendix C
Codes for Text Analysis

Codes for Text Analysis

Developing- space of time

Extend- to show, share, mention, speak information, to offer, to provide

Detail- a detailed processes, steps

Certainty- the effect of feeling certain

Location- location of buildings/rooms

Overbooked- overflow, flowing out of, to spill out, fall out

Affirm- to encourage, support, celebrate, to show value/worth

Authentic- original/one of a kind/ natural

Critical- important/key/needed/relied on

Entry/Exit- coming into/leaving (discontinue) Reading Recovery

PD- An event of training or teaching teachers

Literacy- Any event related to Literacy

Strategic behaviors- reference to "behaviors" identified by Clay, this includes strategic activities too, used in reference to "what the child controls" because behaviors are controlled

Research based practice - reference to Clay's work in action or what Clay shares to think/do/try

Observing- watching/observing/discovering/showing any of the "behaviors" identified by Clay

Administration- admin

Classroom- reference to my classroom, location, some activity separate from homeroom classroom/myself

Environment- a literacy based room/environment/opportunity for literacy learning to take place/grow/develop

Impact- reflects an impact, an effect on, an impression, exhibits behaviors of being affected, a difference

Interest- excited, interested, ecstatic,

Expectation- an expectation

Identify- label place on students/teachers "inside" the Reading Recovery program/network/selection

Evidence- documentation, data, identifying behavior that exist or do not exist

Effort- ability put forth/or not put forth

Goal- long range plans, purpose, product of a central focus, individual or unified

Method- a procedure

Risk- ability or not ability to put forth effort tied to efficacy or emotional fears of their own ability/not able to fail or tolerate failure

Transport- to move students from one location to another

Time- any reference to time in reference to the Reading Recovery format/framework of lessons

Efficacy- ability to see/feel that you possess the effort to accomplish something/positive or neg

Connection- in reference to connections/relationships/similarities/need to bridge/joint

Student Needs - what the child can already do, confusions,

Teaching- in relation to teaching/teacher

Teaching decisions- decisions or choices made to teach according to a perceived student need

Learning- new discoveries, new things

Cognitive Dissonance- confusing, not getting it just yet, disconnect

Attitude- frame of mind tied to effort/ability/experience in relation to teacher/student

Schema- background knowledge

Curriculum- a particular program

Affect- to cause/to affect a situation/to make/to create

Instructional- an awareness of readiness needed to begin instruction, a location in ability, in reference to adjusting, appropriate levels, shape or influence instructional decisions

Scaffolding- offering support with just the right balance to take out the struggle/ZPD

Reflective practice- any reflection on teaching/instructional practices

Intuition- an inherent feeling or perception, a knowing

Unity- being united, coming together, common goal

Increasing- progress, to increase, development, reach

Parental- parents or pertaining to parents

Safe- atmosphere established that sets a safe frame of mind for students to try/take risks or/limits

Frustration-being taken past the safe/instructional point/where students/teachers try and feel frustrated/fear/feeling of failure/

Awareness- a realization, becoming aware of, to notice

Lessons- the time in reference to the framework of the Reading Recovery lesson

Lesson Plan- any reference to the plan/layout/format of the lesson plan in a Reading Recovery lesson/task

Personal- in reference to myself specifically in event or experience

Enjoy- take pleasure/love/desire/drawn too/liking or enjoying/a tolerance or lack their of

Appendix D
Flow Charts for Themes

Flow Charts for Themes

