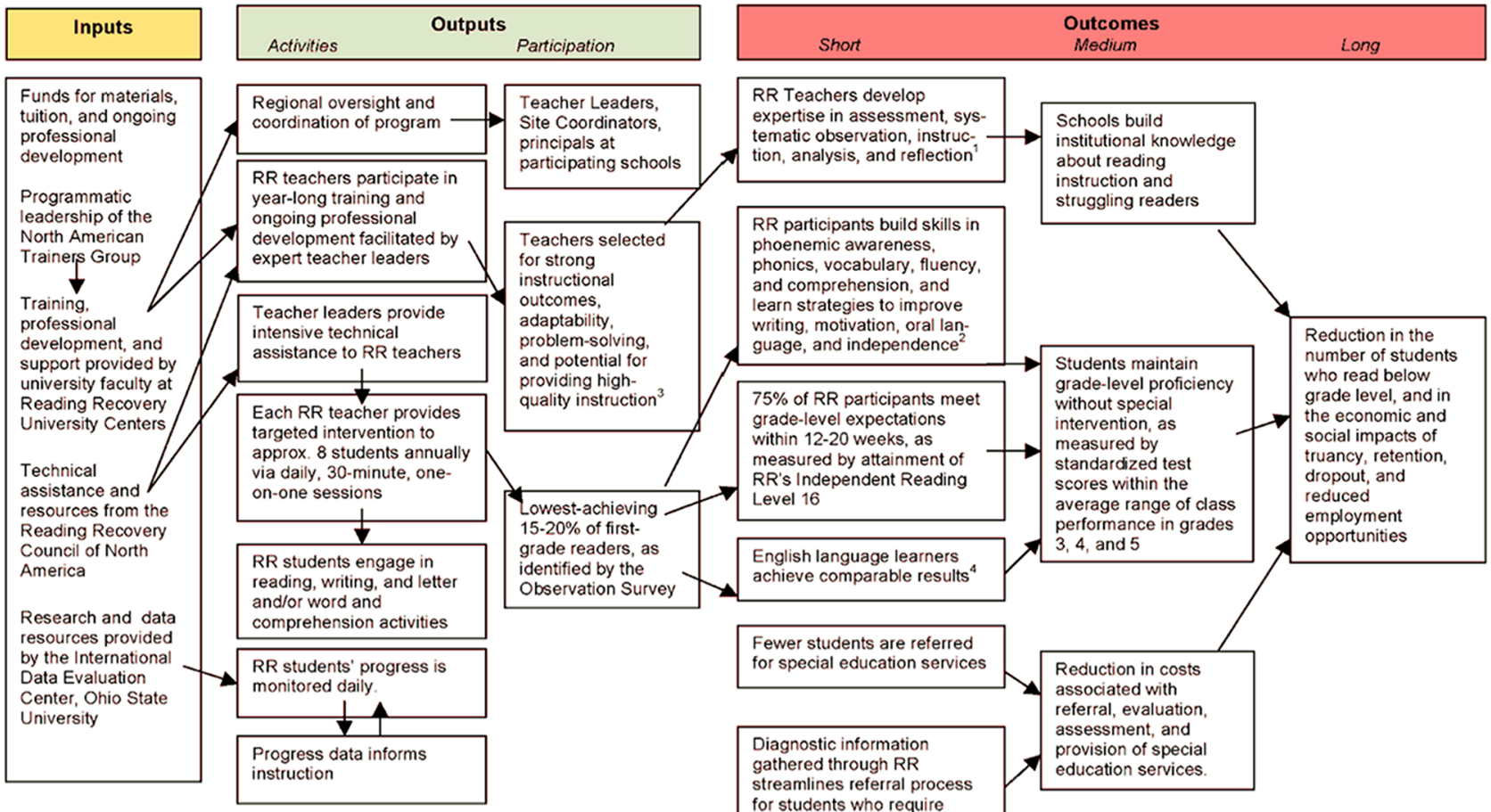
## Logic Model for the Implementation of Reading Recovery




**Moderators**

- Fidelity of implementation to *Standards and Guidelines of Reading Recovery in the United States, 5th ed.*
- Identification, recruitment, and retention of teachers capable of providing high-quality instruction in accordance with the RR model
- Institutional support for the RR initiative at the school level (i.e., cooperation of classroom teachers; scheduling accommodations; etc)
- Ongoing funding availability for teacher tuition and materials
- Stability of school- and district-level leadership
- School culture and receptiveness to innovation and change
- Student participation factors (i.e., attendance, attrition)

**Assumptions**

[1] Student progress in reading is positively correlated with teacher quality.
[2] The National Reading Panel's (2000) five essential components of reading instruction, coupled with RR's four additional elements, provide an effective framework for early literacy intervention.
[3] Instructional track record and demonstrated attitudes and orientations are reasonable predictors of teacher suitability for RR.
[4] ELL students' process of reading-skills acquisition is materially similar to that of native English speakers.