



**Canadian Institute of Reading Recovery®**

## **Standards and Guidelines**

*Based on the Principles of Reading Recovery®*

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Canadian Institute of Reading Recovery®

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## Introduction

Reading Recovery®, founded by Dame Marie Clay, is an early literacy intervention that helps the lowest achieving grade one children to develop effective processing strategies for reading and writing in order to reach average levels of classroom performance. The goal of Reading Recovery® is to teach these children to become successful readers and writers with an effective literacy processing system.

The program is different for every child. The starting point is the child's strengths and teaching builds upon what the child is able, and trying to do.

The teaching is individually designed and individually delivered. Each child has an intensive series of daily 30-minute lessons. This instruction is supplementary to normal class instruction.

The following key elements of Reading Recovery® operate within educational systems:

1. Intensive daily one-to-one instruction given by a trained Reading Recovery® Teacher, for the lowest achieving grade one children
2. A year-long intensive training and continuing professional development of Reading Recovery® personnel through which
3. Reading Recovery® educators learn and continue to explore proven, research-based theory and procedures
4. Detailed on-going monitoring of results to provide support for participating educators and institutions
5. Long-range planning leading to full implementation and literacy for all children.

### 1. Canadian Institute of Reading Recovery®

The Canadian Institute of Reading Recovery® (CIRR®) is a non-profit organization dedicated to the vision that children will be proficient readers and writers by the end of grade one.

Its **mission** is to ensure that all children who are experiencing difficulty learning to read and write have access to Reading Recovery®.

The **purpose** of CIRR® is:

- a. To sustain the integrity of Reading Recovery® by upholding the trademark. Reading Recovery® Trainers represent the advisory body to the CIRR® in the use of the Reading Recovery® trademark
- b. To expand the implementation of Reading Recovery® by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Institute.

**Responsibilities** of CIRR® include:

- a. Acting as the Executive body which oversees the use of the term Reading Recovery® in Canada
- b. Maintaining the integrity of Reading Recovery® by upholding the standards
- c. Training and supporting Trainers and Teacher Leaders ensuring that the *Standards* are maintained to provide quality implementations
- d. Overseeing the Teacher Leader Training Courses at approved Reading Recovery® Institutes in Canada
- e. Ensuring service to sites across Canada on a cost recovery basis which include:
  - i. Trainer visits and support
  - ii. Consultation with Reading Recovery® Trainers
  - iii. Participation in the Teacher Leader Professional Development Forum
  - iv. Involvement in the National Data Collection Process and reporting
  - v. Course completion cards
  - vi. Administrative services
  - vii. Ongoing professional development for Teachers, Teacher Leaders and Trainers
  - viii. Advocating for Reading Recovery® and promoting advocacy efforts within Reading Recovery® Training Centres.

**Principles**

Dame Marie Clay, originator of Reading Recovery®, granted the CIRR® the mark, royalty-free, the term Reading Recovery® for Canada. The use of the registered service mark “Reading Recovery®” in Canada is legally prohibited without express written permission from the CIRR®.

Permission to use the trademarked term in Canada requires adherence to the following Reading Recovery® Principles:

Reading Recovery® Teachers must complete a year long in-service course taught by a qualified Reading Recovery® Teacher Leader and teach a minimum of four children daily during the training year.

In subsequent years Reading Recovery® teachers must attend on-going professional development sessions provided by a qualified Reading Recovery® Teacher Leader and teach a minimum of 2 children daily.

Reading Recovery® Teachers, Teacher Leaders, and Trainers teach children individually for 30 minutes per child daily.

Clay's rationale for four students in the training year:

*A minimum of four (children) is suggested in the training year and wherever this is possible in subsequent years. Many people cannot understand why an experienced teacher should not work with as few as two children each day. ... R(eading)R(ecovery) teachers are decision-makers; they design individual programmes to suit individual children. When they meet only two children each day over the period of a year they are not challenged to make enough varied decisions and their teaching tends to drift away from the innovative. Enter an exceptionally challenging child and the teacher is not ready for the task ahead.*

(Clay, 2001, p. 299)

Reading Recovery® instruction must be provided to the lowest achieving grade one students who should be six years old.

The importance of the **Standards and Guidelines** lies in their underlying **rationales**, which are understood and applied by Trainers, Teacher Leaders, and Liaison Administrators and teachers at each site. Based on research of the most effective practices, these **Standards** are deemed essential for assuring both quality services to children and successful implementation. They are the foundation upon which Reading Recovery® is built. These are the musts that research and practice throughout the world have proven to be the essentials for successful implementation. **Guidelines** have been shown to significantly support program effectiveness and represent the means to achieving successful implementation.

**Guidelines** presented in this document were written in collaboration with Reading Recovery® Teachers, Teacher Leaders, Trainers, and Liaison Administrators throughout Canada, the United States, New Zealand and the United Kingdom. They are intended to be informative to the cadre of personnel who are responsible for the establishment and maintenance of effective Reading Recovery® sites.

All Reading Recovery® Centres, which annually meet the requirements set forth in the **Standards and Guidelines** for Reading Recovery® in Canada, including making application to the CIRR®, are each year granted a one year royalty free license.

*All published materials that relate to Reading Recovery® training and those authored by Dr. Marie Clay fall under copyright law and, except for the purpose of fair reviewing, no part of those publications may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system, is prohibited without permission in writing from the publisher.*

## 2. Network

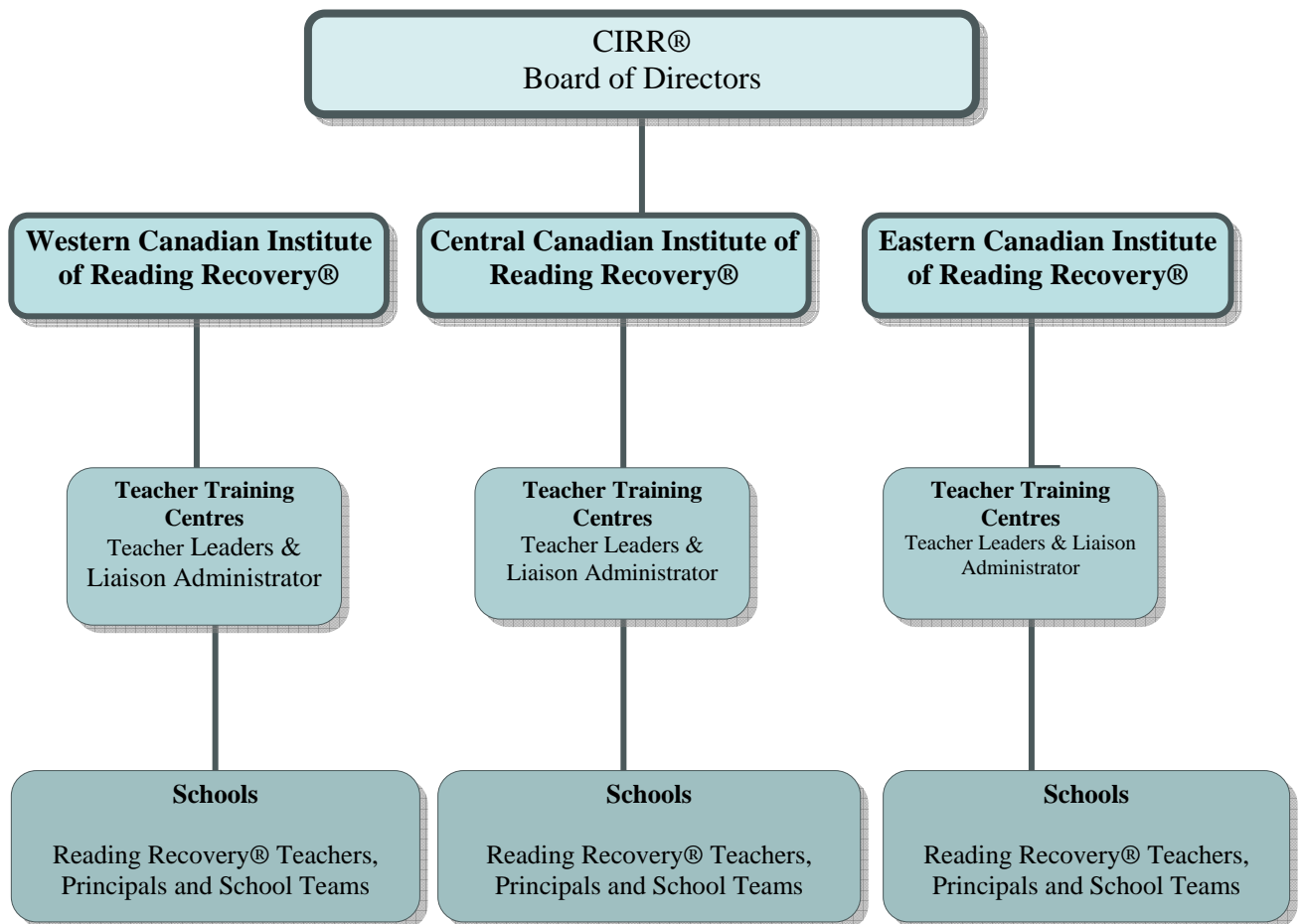
The Reading Recovery® Network operates on 3 levels:

In school sites, specially trained Teachers work with children daily

At the district level, Teacher Leaders work with children daily, train Teachers, and maintain Training Centres with the help of a Liaison Administrator

At the Institute level Trainers work with children, train Teacher Leaders, provide ongoing professional support to trained personnel; and assist with the implementation across the country

At all levels, Administrators play a key role in supporting trained Reading Recovery® personnel as they strive for increasingly effective implementation



\*future institutes will be added as established



**a. International Reading Recovery® Trainers’ Organization (IRRTO)**

Reading Recovery® Trainers worldwide have formed the International Trainers’ organization (IRRTO), an international collaborative organization committed to maximising the availability of Reading Recovery® to any children who need literacy intervention in any country.

This organization responds to issues and challenges to Reading Recovery® globally, issues and challenges to national implementations of Reading Recovery® that have international ramifications according to an international set of standards and guidelines, and issues related to ways in which the early intervention needs to change in the face of changing knowledge and new developments in early literacy interventions. Every Trainer must serve on international committees and attend scheduled meetings.

**b. North American Trainers’ Group (NATG)**

The North American Trainers’ Group is the organizational body of Reading Recovery® Trainers in North America. The committees of NATG work to solve implementation problems, to support research and developments and to consistently improve Teacher development and Teacher Leader training.

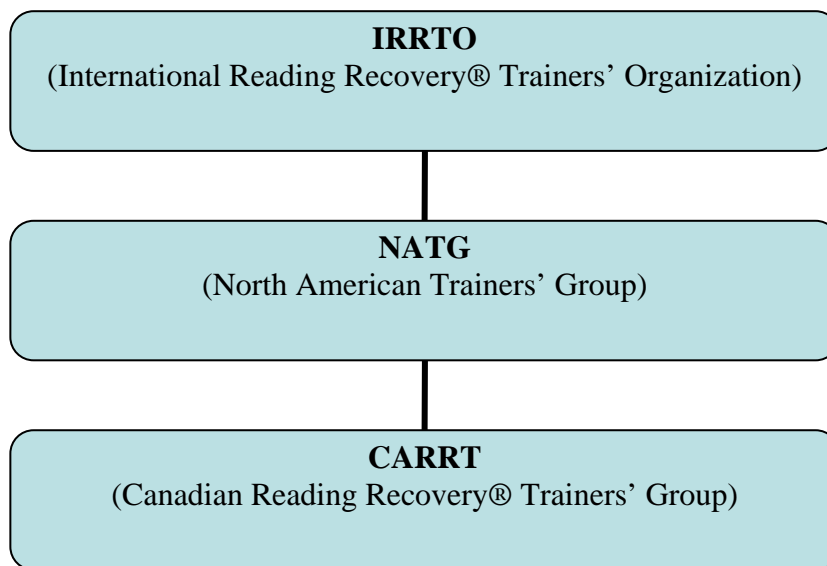
All Trainers in Canada and the United States must participate in this group which includes serving on committees and attending scheduled meetings.

**c. Canadian Association of Reading Recovery® Trainers (CARRT)**

The Canadian Association of Reading Recovery® Trainers was established to ensure the integrity of Reading Recovery® in Canada. Its goals are:

- i. to maintain consistent, high-quality implementation by upholding the Standards and Guidelines of the CIRR®
- ii. to advocate for the development and expansion of Reading Recovery® in Canada
- iii. to ensure consistent training of Teacher Leaders and Teachers throughout the country and to provide leadership for Reading Recovery®
- iv. to participate in research and program evaluation.

CARRT provides the forum for professional development for Trainers and strengthens communication among the Training Institutes and with the CIRR® Board. All trainers working in Canada must participate in this group which includes serving on committees and attending scheduled meetings.



### 3. Role of the School Team

To support a successful implementation of Reading Recovery® a school should form a Reading Recovery® Team. Membership includes all appropriate personnel, including grade level representatives of former Reading Recovery® children. School Reading Recovery® teams meet regularly to engage in problem solving regarding Reading Recovery®'s effectiveness and efficiency at the school level and to complete an annual school report. Although School Teams serve a variety of functions, their primary purpose is to monitor the progress of children in Reading Recovery®, to guide the implementation at the school, and to safeguard the role of the Reading Recovery® teacher. It will be necessary to protect the teaching time within the school. Research shows that breaks in an individual's program affects program length making it less efficient and less cost effective.

The Reading Recovery® School Team must organize for:

- a. creating schedules so that children can receive daily 30-minutes lessons
- b. an efficient beginning to the school year
- c. a minimum of interruptions to the daily delivery of lessons
- d. regular attendance by children
- e. preventing calls on teacher time for other duties
- f. reducing to a minimum, time lost between the end of one child's series of lessons and the commencement of lessons for the next child
- g. continuing instruction to the end of the year.

The Reading Recovery® School Team should:

- a. inform stakeholders about the goals and requirements of Reading Recovery®
- b. adopt a team approach for children experiencing literacy learning difficulties

- c. work with district administrators to organize for continuity of Reading Recovery®, including allocation of resources
- d. work with district administrators to train enough staff for the number of children needing help. It is recommended that Reading Recovery® teaching not be an all day assignment due to the complexity of designing individualized lessons and maintaining detailed records on each child
- e. nominate a suitable teacher for training
- f. monitor all children needing help
- g. allocate suitable space for individual teaching
- h. ensure teachers attend in-service sessions and continuing contact sessions.

Duties of the Reading Recovery® School Team:

- a. plan for the provision and continuity of Reading Recovery®
- b. participate with teachers and Teacher Leaders about selection of children for Reading Recovery®
- c. ensure that children who are identified as requiring long term literacy support receive a full twenty week diagnostic intervention before being referred to appropriate agencies
- d. arrange for prompt and accurate completion of data forms required by the CIRR®
- e. arrange for the on-going monitoring of children after Reading Recovery® and for further teaching if needed
- f. provide a common forum for communication and problem solving
- g. call on Reading Recovery® Teacher Leaders' expertise in Reading Recovery® team discussion of teaching and implementation
- h. ensure the availability of staff members to administer *An Observation Survey of Early Literacy Achievement* (Clay, 2002) for children leaving Reading Recovery®
- i. support the Reading Recovery® Teacher in taking children to the professional development sessions.

The Reading Recovery® School Team sets annual goals for continuous improvement based on a review of school data.

#### 4. Selection of Children

*Reading Recovery® is designed for children who are the lowest achievers in the class/age group. What is used is an inclusive definition. Principals have sometimes argued to exclude this or that category of children or to save places for children who might seem to “benefit the most” but that is not using the full power of the program. It has been one of the surprises of Reading Recovery® that all kinds of children with all kinds of difficulties can be included, can learn, and can reach average-band performance for their class in both reading and writing achievement (Clay, 1991b, p. 60).*

Reading Recovery® is designed to serve the **lowest achieving readers and writers in a grade one classroom regardless of:**

- a. the ethnic membership
- b. control of language, including second language learners
- c. intelligence
- d. maturity
- e. minor visual, hearing, motor or speech problems
- f. poor attendance
- g. emotional problems
- h. high mobility
- i. behaviour problems or
- j. school history.

When making selection decisions, school teams should remember that there are **two positive outcomes** in Reading Recovery®. One is that children are able to continue their learning supported by the regular classroom program. The other is that children are successfully identified as needing further help with literacy learning and that after **twenty weeks** of individual instruction are referred for long term literacy support.

Children are selected on achievement criteria only. They are the lowest literacy achievers in the grade one classroom for whatever reason. Candidates for Reading Recovery® are identified by classroom teachers and confirmed using the tasks from *An Observation Survey of Early Literacy Achievement* (Clay, 2002).

### ***Standards***

Based on scores from the *Observation Survey of Early Literacy Achievement* (Clay, 2002), the lowest achieving children in the grade one classroom, who should be six years old, are selected for placement first.

Eligible students must be receiving their classroom literacy program in English. To assist with difficult selection decisions, the school Reading Recovery® Team must consult with the Teacher Leader.

### ***Guidelines***

To make accelerated progress and to maintain achievement, Reading Recovery® children should be placed in heterogeneously grouped classes with appropriate curriculum and have opportunities to work at current levels of performance within the classroom

## **II Reading Recovery® Teacher Training Centres**

### **1. Preparation to Establish a Teacher Training Centre**

A Reading Recovery® Teacher Training Centre is defined as one or more school systems employing and supporting one or more Teacher Leaders who train teachers to implement

Reading Recovery® in a school district. Establishing a Reading Recovery® Teacher Training Centre requires careful study and strong commitment from the sponsoring agency (school district, consortium). Prior to the initiation of a local Teacher Training Centre, the following recommendations and requirements should be carefully examined and discussed with Reading Recovery® Trainers from the Regional Institute:

- a. Decide to provide assistance to the lowest achieving grade one students in literacy learning in schools
- b. Study Reading Recovery® carefully and arrange for awareness sessions for key personnel which include visits to existing centres, if possible
- c. Designate a Liaison Administrator who is operating at a senior management level who is well informed and/or willing to learn about Reading Recovery® and has some knowledge about literacy acquisition or special educational needs
- d. Develop a long-range implementation plan, consistent with CIRR® *Standards and Guidelines*, with the goal of full implementation at the school and district levels
- e. Develop a long-term budget that includes projections for the following:
  - i. Allocation funds for the position and training of one or more Teacher Leaders. Release these individuals for full-time Teacher Leader training for one academic year at a CIRR® Training Institute. Alternatively, employ a trained Teacher Leader registered with the CIRR® as an active, qualified Reading Recovery® Teacher Leader
  - ii. Salaries for the Teacher Leader and Teacher positions
  - iii. A training facility
  - iv. Materials
  - v. Annual Site fee
  - vi. Travel
  - vii. Professional development
- f. Work toward the goal of full implementation at the school and district level
- g. Meet with the Teacher Leader and liaise with the Regional Trainer
- h. Provide an appropriate facility for training classes, including construction of a room with a one-way screen, a suitable sound system, and sufficient meeting/office space. (see *Appendix A*)

## **2. Application Approval Process**

Completion and submission of application forms to *Establish a Reading Recovery® Teacher Training Centre* affirm commitment to the goal of full coverage, which means sufficient staffing and teaching time to service all the at-risk children in the age cohort who need this intervention. Reading Recovery® is most effective when full coverage at each individual school is provided.

The following application forms are available from the Regional Training Institutes:

- a. Establishment and Operation of a Teacher Training Centre
- b. Teacher Leader Nomination Form

These may be obtained by submitting a letter of interest to the Trainer at the Regional Training Institutes. Contact information is available at [www.readingrecovery.org](http://www.readingrecovery.org).

### **3. Administrative Support**

Successful implementation of educational programs requires the knowledgeable and enthusiastic support of Administrators. Reading Recovery® is no exception. In addition to the unqualified support of the Principal in each participating school, central administration support is essential.

At the school level there must be:

- a. Provision of appropriate teacher resources
- b. Ordering of materials in a timely manner
- c. Assignment of adequate space for teaching children
- d. Formal communication with parents and the general public.

At the system level there must be:

- a. Adherence to the Principles of Reading Recovery®
- b. Maintenance of an appropriate training facility
- c. Utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery® children
- d. Submission of data on an annual basis to the CIRR®
- e. Preparation of a Training Centre Report to be submitted to the CIRR® by September 30<sup>th</sup>
- f. Selection of the lowest-achieving children
- g. Support for the Teacher Leader in monitoring and supporting the progress of trained Reading Recovery® Teachers
- h. Provision of Continuing Contact Sessions for trained teachers
- i. Affiliation with the CIRR® and payment of the annual site fee.

### **4. Role of Liaison Administrator**

At each Teacher Training Centre, an Administrator who desires to actively support the implementation of Reading Recovery® serves in the role of Liaison Administrator. The Liaison Administrator should be operating at senior management level. The Liaison Administrator should have some expertise in the fields of literacy acquisition or special educational needs. In addition to the dedication, skill and expertise of the Teacher Leader, a successful implementation of a Reading Recovery® Teacher training program depends greatly on the efforts of the Liaison Administrator.

The Administrator has the primary responsibility for overseeing and facilitating Reading Recovery® implementation in support of the Teacher Leader and for acting as an advocate for whatever cannot be compromised in the interest of effective results (Clay, 1987). The nature and intensity of the Reading Recovery® Teacher training itself presents unique administrative challenges. Reading Recovery® requires that Teacher Leaders have the authority to ensure the integrity of the services delivered to children.

Teacher Leaders usually do not have the positional status to ensure this and require, therefore, an advocate in administration who does have that authority and who will support the Teacher Leaders' decisions.

If several districts join together to establish a Training Centre, each district must designate a contact person and that group designates one person to be the Liaison Administrator. This person must be willing to become thoroughly acquainted with all aspects of Reading Recovery®. Strong leadership qualities along with communication and problem-solving skills will enable the provision of effective administrative support for Teacher Leaders.

The primary responsibilities of the Liaison Administrator include, but are not limited to:

- a. Providing general administrative support for the Teacher Leaders associated with implementing the program at the Training Centre which includes regular communication and monitoring of Teacher Leader workload
- b. Preparing, reviewing and revising a site implementation plan and work to embed Reading Recovery® within the school or district comprehensive literacy plan
- c. Assisting with the recruitment of new Teachers and Teacher Leaders to be trained
- d. Providing information about Reading Recovery®, including speaking to groups and responding to telephone and written inquiries
- e. Ensuring the availability of appropriate training facilities, equipment, and office space
- f. Preparing the Reading Recovery® budget and arranging for the collections and disbursement of monies related to the operation of the Reading Recovery® Centre
- g. Working with the district, building administrators and Teacher Leader to ensure understanding of, and compliance with, training and implementation requirements
- h. Serving as the contact person between the Teacher Leader and participating districts and CIRR®
- i. Assisting the Teacher Leader in the collection, organization and analysis of student progress data.

## **5. Selection of Teachers for Reading Recovery® Training**

***The adoption of Reading Recovery® represents an investment in the development of teacher expertise to provide high-quality one-on-one tutoring. The quality and commitment of the teachers recruited and selected for the program will determine the success of the children.***

A Reading Recovery® Teacher's primary responsibility is working daily with Reading Recovery® children. The Teacher also works closely with administration, school teams, and parents in the delivery of Reading Recovery®.

## **Selection**

Careful selection of an appropriate teacher is critical to the effectiveness and success of Reading Recovery®.

### ***Standards***

Teachers selected must:

- a. Be employed on a permanent contract with a school board that is committed to Reading Recovery®
- b. Hold elementary teacher certification according to Provincial and Territorial requirements
- c. Have a record of successful classroom teaching
- d. Teach “live” Reading Recovery® lessons at In-Service Sessions in front of colleagues and at Continuing Contact Sessions
- e. Be able to commit time required for a full year of training
- f. Support the Teacher Leader in monitoring the progress of children who have completed Reading Recovery®.

### ***Guidelines***

Teachers selected should:

- a. Have at least 3 years experience with primary children and literacy instruction
- b. Demonstrate evidence of adaptability and problem solving
- c. Be willing to learn and apply new skills and knowledge
- d. Be willing to critically examine their own practice and incorporate Reading Recovery® teaching practices within their own teaching of children
- e. Communicate well with colleagues, parents, and administrators
- f. Return to regular classroom teaching after 4 to 5 years of teaching Reading Recovery®.

It is recommended that Reading Recovery® teaching not be an all day assignment due to the complexity of designing individualized lessons and maintaining detailed records on each child.

## **6. Teachers in Training**

### ***Standards***

Teachers In Training must, in accordance with the Information Sheet provided with the course completion card (*Appendix B*):

- a. Attend the equivalent of 2 full days of assessment training to develop an understanding of the administration and analysis of the observation tasks. These days may be held as 4 half-day sessions over the first 2 weeks of school.



- b. Participate at In-Service Sessions held every other week for 2 ½ hours
- c. Teach live lessons several times throughout the year behind the one-way screen at an In-Service Session
- d. Assure consistent, 30 minute daily instruction for a minimum of 4 children on all days that the school is in session (5 lessons per week). This provides the range of experiences with a variety of children that is important for high quality teacher training
- e. Assure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery® children.
- f. Administer, analyse, and summarise data from the Observation Survey for children entering Reading Recovery®
- g. Keep complete records on each child as a basis for ongoing instruction:
  - i. Observation Survey and Summary
  - ii. Prediction of Progress
  - iii. Daily Lessons Records
  - iv. Running Records of Continuous Text Reading
  - v. Weekly Record of Known Writing Vocabulary
  - vi. Weekly Record of Known Reading Vocabulary
  - vii. Change Over Time in Text Level
  - viii. Change Over Time in Known Writing Vocabulary
  - ix. Observation Summary for Multiple Assessments
  - x. Attendance Sheet
- h. Maintain close liaison with class teachers throughout the lesson series and especially in the child's final weeks of lessons
- i. Work closely with the class teacher and observe the child in the classroom to ensure a smooth transition when the individual teaching ends and provide extra support if necessary
- j. Work closely with the school team to sensitively monitor the ongoing progress of children who have been in Reading Recovery® and talk to them about further literacy learning opportunities for each child
- k. Receive a minimum of 5 visits from the Teacher Leader throughout the school year
- l. Submit data and end-of-year data forms as required to CIRR®
- m. Complete a school report
- n. Successfully complete all aspects of training in order to receive a Course Completion Card and be registered by the CIRR®
- o. Abide by the Code of Ethics for the CIRR® Board, Reading Recovery® Trained Professionals and Administrators Implementing Reading Recovery® (see *Appendix C*).

### ***Guidelines***

Teachers In Training should:

- a. Communicate with parents, the grade one teacher, and other school personnel on a regular basis

- b. Arrange to meet with parents or caregivers of children as they are about to enter Reading Recovery®, invite them to observe some lessons and maintain communication throughout the intervention
- c. Contribute to the development and/or operation of a school team and work closely with the team to sensitively monitor the on-going progress of children who have been in Reading Recovery® and to discuss further literacy learning opportunities for each child
- d. Exceed four Reading Recovery® teaching slots during the training year, **only** with the concurrence of the Teacher Leader and the Reading Recovery Teacher.

*Note: When a teacher is absent for more than one session during the training year, a Course Completion Card will be issued at the end of the next school year after make-up sessions are completed. These sessions must be negotiated with the Teacher Leader.*

## **7. Trained Teachers**

### *Standards*

Trained Teachers must:

- a. Assure consistent, 30 minute daily instruction for all children on all days that the school is in session.
- b. Assure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery® children.
- c. Be employed under permanent contract on a daily basis by a school board
- d. Teach a minimum of 1 hour per day (2 Reading Recovery® children daily for 30 minutes of individual instruction) in a school setting
- e. While teaching children in Reading Recovery®, Teachers attend Continuing Contact Sessions
- f. Administer, analyse and summarise data from the Observation Survey for children entering Reading Recovery® or continuing after a break.
- g. Keep complete records on each child as a basis for ongoing instruction:
  - i. Observation Survey and Summary
  - ii. Prediction of Progress
  - iii. Daily Lessons Records
  - iv. Running Records of Continuous Text Reading
  - v. Weekly Record of Known Writing Vocabulary
  - vi. Weekly Record of Known Reading Vocabulary
  - vii. Change Over Time in Text Level
  - viii. Change Over Time in Known Writing Vocabulary
  - ix. Observation Summary for Multiple Assessments
  - x. Attendance Sheet
- h. Maintain close liaison with class teachers throughout the lesson series and especially in the child's final weeks of lessons

- i. Work closely with the class teacher and observe the child in the classroom to ensure a smooth transition when the individual teaching ends and provide extra support if necessary.
- j. Work closely with the school team to sensitively monitor the ongoing progress of children who have been in Reading Recovery® and talk about further literacy learning opportunities for each child
- k. Attend a minimum of 8 Continuing Contact Sessions each year
- l. Teach a live lesson for colleagues during Continuing Contact sessions
- m. Make or receive school visits with colleagues
- n. Receive a minimum of one school visit from the Teacher Leader annually
- o. Monitor the progress of children whose series of lessons have been discontinued
- p. Prepare an annual school report on Reading Recovery®
- q. Abide by the Code of Ethics for the CIRR® Board, Reading Recovery® Trained professionals and Administrators Implementing Reading Recovery® (see *Appendix C*).

### ***Guidelines***

Trained Teachers should:

- a. Contribute to the development and operation of a school team to monitor program progress
- b. Work towards full coverage in their schools
- c. Arrange to meet with parents or caregivers of children as they are about to enter Reading Recovery®, invite them to observe some lessons and maintain communication throughout the intervention
- d. Monitor the progress of children whose series of lessons have been discontinued
- e. Communicate with parents, first-grade teachers and other school personnel on a regular basis
- f. Advocate for Reading Recovery® instruction for those grade one children who need support.

## **8. Reading Recovery® Teacher Leaders**

Reading Recovery® Teacher Leaders are key people in the implementation of Reading Recovery®, with a complex role demanding expertise in several areas. Teacher Leaders have an important leadership and advocacy role in the districts in which they work. They are responsible for training groups of Teachers for local schools every year, supporting the work of previously trained Reading Recovery® teachers, and providing advice at all levels of the local education system and community regarding the operation of Reading Recovery®.

The responsibilities of Reading Recovery® Teacher Leaders are to:

- a. Teach children in Reading Recovery®, individually for daily, 30-minute lessons
- b. Provide the In-Service Course for Teachers

- c. Provide continuing professional development and support for Trained Teachers
- d. Monitor the progress of children
- e. Support the development of school teams
- f. Disseminate information and participate in the Reading Recovery® network to maintain their own professional development
- g. Work closely with district administrators to achieve effective program implementation, operation, and evaluation
- h. Advocate for Reading Recovery® .

## **9. Teacher Leader Selection**

### *Standards*

Teacher Leaders selected for training must:

- a. Hold a recognized university degree, preferably at the Masters level
- b. Be nominated and supported by a school district
- c. Have an employment commitment to serve as a Reading Recovery® Teacher Leader following the completion of training
- d. Hold appropriate teacher certification according to Provincial or Territorial requirements
- e. Show evidence of successful teaching preferably at the primary level for a minimum of 3 years
- f. Demonstrate leadership and competence working with colleagues
- g. Have experience in a leadership role.

### *Guidelines*

Teacher Leaders selected should:

- a. Demonstrate potential to work collaboratively with colleagues and administrators
- b. Possess knowledge of early literacy learning.

## **10. Teacher Leader Training**

Reading Recovery® Teacher Leaders undertake a year of full time study at an accredited Reading Recovery® Teacher Leader Training Institute.

Components of the Teacher Leader Training Course include:

- a. Reading Recovery®
  - i. Teaching Children
  - ii. Training Teachers
  - iii. Theory, Implementation and Research

- b. Academic study in the areas of:
  - i. Developmental Psychology
  - ii. Literacy Theories and Research
  - iii. Issues in Literacy Difficulties.

### ***Standards***

Teacher Leaders in Training must:

- a. Attend class sessions and seminars
- b. Teach a live lesson several times in the course of the academic year
- c. Teach 4 children in Reading Recovery® per day, individually, for 30 minutes in a school setting
- d. Demonstrate effective teaching of Reading Recovery®
- e. Keep complete records on each child as a basis for instruction
  - i. Observation Survey and Summary
  - ii. Prediction of Progress
  - iii. Daily Lessons Records
  - iv. Running Records of Continuous Text Reading
  - v. Weekly Record of Known Writing Vocabulary
  - vi. Weekly Record of Known Reading Vocabulary
  - vii. Change Over Time in Text Level
  - viii. Change Over Time in Known Writing Vocabulary
  - ix. Observation Summary for Multiple Assessments
  - x. Attendance Sheet
- f. Receive school visits from a Trainer
- g. Submit data to the CIRR® Regional Trainer as required
- h. Communicate with parents, first-grade teachers and other school personnel during the year
- i. Attend scheduled training classes and observe and participate in all aspects of training class responsibilities
- j. Make school visits.

### ***Guidelines***

Teacher Leaders in Training should:

- a. Monitor the progress of children whose series of lessons have been discontinued
- b. Visit other centres to gain insight regarding a variety of settings
- c. Observe Continuing Contact Sessions conducted by a Teacher Leader
- d. Observe related activities in school districts (e.g. Board meetings)
- e. Participate in research and evaluation, including writing a Training Centre Report
- f. Assist in the preparation of the district for implementation of Reading Recovery®.

Teacher Leaders in Training must participate in structured field experiences planned by the Trainer. The experiences begin with observation and gradually develop into practising the role of the Teacher Leader. All aspects of training must be successfully completed; this includes teaching children daily and completing academic and management courses as required.

## **11. Experienced Teacher Leaders**

***The role of the Teacher Leader is to teach children in Reading Recovery® and to work with Reading Recovery\* Teachers; therefore, the Teacher Leader's position requires a full-time assignment to Reading Recovery®.***

In the field year, Teacher Leaders generally train one group of teachers and teach minimum of four children in Reading Recovery® daily. In subsequent years, Teacher Leaders may train one or two groups of Teachers, depending upon the number of continuing teachers and their work with children. Workloads may vary according to the size of the implementation and travel within the training region. The following factors should be carefully weighed:

1. The number of in-service and continuing contact sessions the Teacher Leader must plan and deliver
2. The number of visits required
3. The distances and geography of the region that must be traveled.

Since Teacher Leaders assist Teachers to adapt lessons for children who are particularly hard to teach, increasing teaching experiences will enhance the quality of support provided. This limits the number of Teachers a Teacher Leader can support to no more than 35 to 45. If the Teacher Leader has a small number of teachers to support, teaching time should be increased.

Liaison Administrators are cautioned against stretching the roles of the Reading Recovery® Teacher Leaders beyond their training expertise and beyond their ability to continue to perform their role successfully, otherwise, program results may suffer.

### ***Standards***

Trained Teacher Leaders must:

- a. Teach four children in Reading Recovery® daily during the first year in the field. Depending upon other Reading Recovery® responsibilities, a Teacher Leader may gradually reduce his/her teaching time during subsequent field years to a minimum of 2 children daily
- b. Organize and deliver the training course to a class of 8-12 teachers during the first field year
- c. Teach a training class of 8-12 teachers as needs within the district dictate in subsequent years. The minimum class size is eight teachers in order to

- allow an appropriate level of interaction and an adequate exchange of ideas.
- d. Provide professional support in the implementation of Reading Recovery®
  - e. Visit teachers-in-training a minimum of 5 times in the training year
  - f. Receive two visits in the field year and an annual Trainer visit in subsequent years following training
  - g. Work with the Liaison Administrator and other school and system Administrators to ensure a quality implementation (reviewing and revising long term plans)
  - h. Provide ongoing support to trained Reading Recovery® Teachers through Teacher Leader visits and 8 Continuing Contact Sessions annually and other forms of communication
  - i. Collect and submit end-of-year data on Reading Recovery® as required by the Regional Institute and submit training group data before the end of June
  - j. Complete an annual Training Centre Report and submit to the Regional Institute by September 30<sup>th</sup> each year
  - k. Attend the Annual Teacher Leader Professional Development Forum
  - l. Abide by the Code of Ethics for the CIRR® Board, Reading Recovery® Trained professionals and Administrators Implementing Reading Recovery® (see *Appendix C*)
  - m. Keep complete records on each child as a basis for instruction
    - i. Observation Survey and Summary
    - ii. Prediction of Progress
    - iii. Daily Lessons Records
    - iv. Running Records of Continuous Text Reading
    - v. Weekly Record of Known Writing Vocabulary
    - vi. Weekly Record of Known Reading Vocabulary
    - vii. Change Over Time in Text Level
    - viii. Change Over Time in Known Writing Vocabulary
    - ix. Observation Summary for Multiple Assessments
    - x. Attendance Sheet
  - n. Maintain affiliation with the Regional Training Institute
  - o. Maintain the standard for the establishment and operation of a Training Centre. Including the selection of the lowest achieving children at each selection decision
  - p. Ensure that all requests for exemptions from the *Standards and Guidelines* are submitted in a timely manner
  - q. Assist Reading Recovery® Teachers and Principals in preparing annual school reports which reflect the schools' implementations and contain information required by the CIRR®
  - r. Assist the Liaison Administrator in reviewing and revising the long term implementation plan
  - s. Ensure the availability of materials for the training class

- t. Collect and review annual school Reading Recovery® reports.

### ***Guidelines***

Trained Teacher Leaders should:

- a. Inform appropriate and interested groups about Reading Recovery®
- b. Participate in opportunities for interaction with Reading Recovery® professionals from around the world
- c. Participate in a colleague visit annually
- d. Assist in recruiting appropriate teachers for the training class
- e. Join RRCNA to receive the latest information and publications about Reading Recovery®.

## **12. Training Classes**

Training classes are based on two critical elements of Reading Recovery: the principles of collaborative discussion and opportunities to observe a broad range of teacher-child interactions. To optimize this collaborative discussion a group of 8 to 12 teachers should be selected for each training group. A minimum group size is required to ensure that the full range of experiences are encountered by the teachers in training and to provide adequate opportunities to observe a broad range of teacher and child behaviour.

The intent of the following *Standards* is to ensure that appropriate learning conditions are in place:

- a. Training classes must consist of at least 8 and no more than 12 teachers
- b. Teachers shall attend Assessment training sessions and a minimum of 18 In-Service Sessions
- c. Teachers must teach a child “behind the screen” several times throughout the year.

## **III. Teacher Leader Training Institute**

### **1. Preparation to Establish a Training Institute**

A Training Institute requires a full time Trainer. Reading Recovery® Trainers have a pivotal leadership role in Reading Recovery®. They provide tertiary level training for Teacher Leaders and they guide, monitor, and support the effective delivery of Reading Recovery® across the education system.

Establishing an accredited Training Institute for Reading Recovery® requires careful study and strong commitment from the sponsoring body and approval from the CIRR® Board of Directors. The following recommendations should be carefully examined prior to making applications to the CIRR®:



- a. Conduct a survey to determine the need for the Institute and the projected number of Training Centres and school districts that might be served by the proposed Institute
- b. Develop a long-range implementation plan that is consistent with the CIRR® *Standards and Guidelines*
- c. Develop a long-range budget to support the position and role of the Trainer(s) and the Institute's operation. The budget should include staffing, training and tuition costs for a training facility, materials, travel for staff, professional development requirements and adequate secretarial support
- d. Seek a commitment from a university to credit academic courses for Teacher Leader training
- e. Submit a letter of interest to the President of CIRR® by January 15<sup>th</sup> of the academic year prior to the establishment of the proposed Institute
- f. Upon approval from the CIRR® Board, allocate funds for the position of one or more Trainers
- g. Provide an appropriate facility for Reading Recovery® classes at the Training institute, including the construction of a room with a one-way screen, the installation of a suitable sound system and sufficient meeting and office space.

## 2. Application Approval Process

The Training Institute approval process is designed to identify instructional and regional strengths and weaknesses that will impact on the success of the implementation of Reading Recovery®. The following *Standards* have been identified as critical to the success of a Training Institute.

There must be:

- a. Evidence of support from a university faculty
- b. Evidence of fiscal viability for the Training Institute
- c. Appropriate employment status for the proposed Trainer(s)
- d. Evidence of the need for Teacher Leader training within the region
- e. Evidence of support from school districts and/or provincial Ministry
- f. Adequate number of Teacher Training classes to support Teacher Leader training.

## IV Reading Recovery® Trainers

Reading Recovery® Trainers have primary responsibility for training of Teacher Leaders and providing continued professional development and support. Trainers advise Teacher Leaders about new theoretical developments and provide guidance on issues that impact on the delivery of Reading Recovery®. The role of the Trainer is critical because the quality of the implementation of Reading Recovery® depends on the expertise of the

Teacher Leaders. In addition to the above, Trainers are responsible for the implementation and coordination of Reading Recovery® across a province or the country and are responsible to the Board of Directors of the CIRR®.

## **1. Trainer Selection**

### *Standards*

Trainers selected for training must:

- a. Hold Master's Degree or equivalent
- b. Have a Permanent Teacher's Certificate
- c. Have a record of successful teaching experience preferably in the primary grades
- d. Provide evidence of leadership showing exceptional competence in working with colleagues and teachers
- e. Be nominated for training by the CIRR®
- f. Have the ability to work independently and as a member of a trainer team
- g. Be employed by a regional training Institute for at least 3 years following training
- h. Be approved by the Canadian Association of Reading Recovery® Trainers (CARRT).

### *Guidelines*

Trainers selected for training should:

- a. Have understanding of recent research related to early literacy
- b. Demonstrate ability to work effectively with a wide range of personnel in educational communities.

## **2. Trainers in Training**

Training as a Reading Recovery® Trainer requires full-time participation for an academic year in a recognized program offered by a Trainer of Trainers.

Course components could include:

- a. Appropriate academic preparation (individualized to meet needs)
- b. Teaching 4 children in Reading Recovery® daily throughout the year
- c. Training Teachers and Teacher Leaders
- d. Developing abilities to communicate about Reading Recovery® to a variety of audiences
- e. Developing understanding of the organization and management of the Teacher Leader course
- f. Gaining insight into implementation issues

- g. Successful completion of all specified courses.

### **3. Trained Trainers**

Canadian Trainers work as a team (CARRT) to provide services to sites across the country and deliver the Teacher Leader Training Course. Trainers report to the Board of Directors of CIRRR®.

#### ***Standards***

Trained Trainers must:

- a. Be a member of CARRT
- b. Participate in the development of a long range plan for a Training Institutes in Canada
- c. Teach children
- d. Prepare and deliver a course to a class of Teacher Leaders In Training
- e. Provide professional development to trained Teacher Leaders in the field
- f. Visit trained Teacher Leaders annually to observe the teaching of children, training of teachers, review Training Centre Reports, and discuss implementation with the Liaison Administrator
- g. Collect and report on National Implementation Data
- h. Review Training Centre Reports
- i. Monitor program implementation across the country
- j. Serve on NATG and IRRTO committees and attend scheduled meetings
- k. Represent Reading Recovery® in public forums
- l. Review current research and theories relevant to reading and writing acquisition, reading difficulties, and related areas and respond to critics
- m. Act as an advocate for Reading Recovery® to policy makers at the local, provincial and national levels
- n. Participate in visits from colleagues
- o. Plan and participate in the annual Teacher Leader Professional Development Forum
- p. Advise the CIRRR® Board regarding implementation across Canada
- q. Respond to requests for information about Reading Recovery®
- r. Plan agendas for visitors interested in all aspects of the Reading Recovery® and its implementation.

## **V Retraining of Teachers, Teacher Leaders, and Trainers**

### **1. Teachers**

If a teacher has not been teaching Reading Recovery® children for 2 years or more and wishes to become active, a re-entry plan must be developed in consultation with the Teacher Leader, the Liaison Administrator and the Regional Trainer considering the length of time out of Reading Recovery®, the number of years experience in Reading

Recovery®, and changes to training materials. The plan will need to include consideration of costs that may be involved.

## 2. Teacher Leaders

If a Teacher Leader is away from the role for more than one year, a re-entry plan must be developed in consultation with the Liaison Administrator and the Regional Trainer prior to re-entry. The plan will need to include consideration of costs that may be involved.

If a Teacher Leader has been trained but never completed the field year, the re-entry plan must include:

- a. Time spent at the Training Institute prior to re-entry
- b. Participation at Teacher Leader training classes
- c. Teaching children in Reading Recovery®
- d. Tutoring a group of Reading Recovery® Teachers in training.

## 3. Trainers

An experienced Trainer who has not worked in the role for more than one academic year will need to develop a plan in consultation with the Trainer Team. The plan will need to include consideration of costs that may be involved.

The plan should include:

- a. Observing and working with a Teacher Leader training class
- b. Participating with a Trainer on site visits
- c. Teaching children, if the Trainer has not been teaching Reading Recovery®
- d. Updating knowledge of implementation issues.

# VI Policies and Procedures

## 1. Licensing Policy

The following policy has been adopted by the CIRR® Board of Directors:

- a. As the Owner, the CIRR® has registered the trademark, Reading Recovery® in Canada
- b. CIRR® is the owner of all rights, title and interest in the mark
- c. CIRR® introduced, promotes, guides and administers this early literacy intervention program originated by Dr. Marie Clay
- d. The registration of the mark insures that the *Standards and Guidelines* for Reading Recovery® in Canada
- e. Annually, all Reading Recovery® implementations in Canada which meet the requirements set forth in the *Standards and Guidelines* are granted a one-year, royalty-free license
- f. Teacher Training Centres submit annual application for licensing (see *Appendix D*)

- g. CARRT will review applications and will recommend approval of Teacher Training Centres to the CIRR® Board of Directors
- h. An annual list is brought forward to the Board of Directors by the President of the CIRR® at the Board's annual meeting
- i. Following approval by the Board, a confirmation letter will be sent to the licensee, who is then permitted to use the registered mark solely in the field of Reading Recovery® and solely in connection with the promotion and rendering of those educational services at the licensee's site(s)
- j. Confirmation of approval is time specific (i.e. one year)
- k. The license cannot be assigned, sub-licensed or otherwise granted by a licensee
- l. The licensor (CIRR®) reserves the right to terminate the license if the licensee fails to maintain the principles of the *Standards and Guidelines* of Reading Recovery® in Canada
- m. The licensee is required to use the registration symbol in conjunction with the phrase Reading Recovery® in all related print and electronic information
- n. The licensor will provide services and support in accordance with the *Standards and Guidelines* for Reading Recovery® in Canada based on an annual fee-for-service per Teacher Training Centre.

## 2. Requesting Exemptions

These *Standards and Guidelines* are to be used as the basis for planning and for monitoring the use of the Reading Recovery® Trademark. The CIRR® acknowledge that, while no set of *Standards and Guidelines* will ever address the range of issues that may arise, it is essential that these *Standards and Guidelines* based on Reading Recovery® Principles be used for the implementation of Reading Recovery® in Canada.

Teacher Training Centres not meeting the Standards and Guidelines are considered non-compliant. An issue of non-compliance with the Standards and Guidelines at the school or district level should first be discussed with the Teacher Leader and Liaison Administrator at the Teacher Training Centre. If the issue cannot be resolved by the Teacher Leader, Liaison Administrator or key personnel at the district level, or if the issue has regional, or national implications, it is then referred to the Regional Trainer for resolution in consultation with the Reading Recovery® personnel at the district level.

If no resolution is found, the CIRR® Board of Directors, as the owner of the Reading Recovery® Trademark in Canada, has the responsibility to make a decision based on the Principles of Reading Recovery®. All requests for exemptions, accompanied by a letter from the Teacher Leader, should be forwarded to the Regional Trainer, who in turn, will forward the letters to the President of CIRR®.

Recommendations of the final granting or denial of the request for a one year exemption will come from CARRT with written confirmation from the President of the CIRR®. Final resolution of the request will come to all parties concerned.

Where exemptions are denied, contact will be made by a representative of CARRT will work with personnel in the Teacher Training Centre to resolve outstanding issues.

Contact information for Trainers and the CIRR® is available at: [www.readingrecovery.org](http://www.readingrecovery.org)

### **3. Trademark Violations**

The use of the registered trademark “Reading Recovery®” in Canada is legally prohibited without express written permission from the CIRR®

When the term Reading Recovery® is used without permission, a letter will be sent by the president of the CIRR® advising that the use of the Reading Recovery® term must cease immediately.

Failure to comply with such a written request will result in legal action by the CIRR® under the Canada Trademarks Act as a case of trademark infringement.

When non-compliance occurs by a licensee, the President of the CIRR® will contact the Teacher Leader and Liaison Administrator to discuss steps to resolve the compliance issues. In the absence of a binding decision, the issue will be referred to the Executive Committee of the CIRR® Board. The licensee will be advised by letter by the president of CIRR® of the decision of the Executive Board.

Where the decision is not in favour of the licensee, upon receipt of the non-compliance notification, the use of the phrase Reading Recovery® will immediately cease.

### **4. Closing of a Training Institute and the Teacher Training Centre**

In the event of the closing of a Training Institute, the Trainer must develop a plan in collaboration with CARRT and the President of the CIRR® to provide for the continued support of the Reading Recovery® Teacher Leaders in the region. This plan must be submitted to the CIRR® Board of Directors for approval.

In the event of the closing of a Teacher Training Centre, a plan must be developed by the Teacher Leader(s) and Liaison Administrator in the district, in collaboration with the Regional Trainer, to provide for the continued support of Reading Recovery® Teachers.

## **VII Revision of Standards and Guidelines**

Authority for revision of these *Standards and Guidelines* rests with the Board of Directors of the CIRR® with consultation from CARRT, Teacher Leaders, and Liaison Administrators. Revisions to these standards and guidelines are made with careful consideration for the implications at all levels of the implementation including the international network.

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## **IX Glossary of Terms**

### **PERSONNEL**

#### **Break In Service**

A period of time when a trained Reading Recovery® Teacher, Teacher Leader, or Trainer is not working in the role as described in the *Standards and Guidelines*.

#### **Classroom Teachers**

Classroom teachers are partners with Reading Recovery® Teachers. Instruction in both the classroom and in Reading Recovery® complement each other. They reinforce and extend the child's learning.

#### **Colleagues**

Reading Recovery® trained personnel.

#### **Reading Recovery® Teacher**

An experienced teacher who has completed the year long training delivered by a registered Teacher Leader.

#### **Reading Recovery® Teacher Leader**

An experienced teacher who has completed a year of full time study at a recognized Training Institute in preparation for training Reading Recovery® Teachers.

#### **Reading Recovery® Trainer**

A Reading Recovery® Trainer has primary responsibility for the training and continued professional support of Teacher leaders.

### **PROGRAM**

#### **Annual Training Centre Report**

A report prepared annually for the CIRR® by each Training Centre describing implementation, results and future planning.

#### **Carryover**

A child in Reading Recovery® who has not had the opportunity to complete their individual series of lessons due to the end of the school year, will complete his/her program at the beginning of the next school year.

#### **Continuing Contact Session**

2 ½ hour Professional Development sessions held 8 times a year for trained Reading Recovery® Teachers conducted by Teacher Leaders.

#### **Discontinued**

Reading Recovery® series of lessons are discontinued when a child has successfully developed a processing system in reading and writing and can work independently in a classroom.



**Discussion**

Discussion provides for a more in-depth study of theory and practice following the teaching section at both In-Service and Continuing Contact Sessions.

**End of Year Data**

National data collection is required annually by the CIRR® to describe the Reading Recovery® implementation and to document the growth of the program nationally.

**Full Coverage**

Every child who needs Reading Recovery® has access to it at a school, district, provincial or national level.

**In-Service Session**

Reading Recovery® Teachers-in-Training meet with a Teacher Leader every other week for 2 ½ hours. This always includes observation of 2 lessons through a one-way screen.

**Screen**

A one-way mirror, termed a screen, is designed to allow Reading Recovery® Teachers to observe a Reading Recovery® lesson taking place “behind the screen”. At the same time, the Reading Recovery® Teacher Leader is facilitating the learning of the Reading Recovery® teachers viewing the lesson.

**Referred or Recommended**

A Reading Recovery® child who has not developed an effective literacy processing system after being in the program for a sufficient period of time and needs longer-term specialist support.

**Visits**

Reading Recovery® colleagues at all levels visit each other for professional development and to provide support in problem solving difficult issues.

**LOCATIONS****Reading Recovery® Training Institute**

Teacher Leader training location: CCIRR®, ECIRR®, WCIRR®.

**Reading Recovery® Site**

Board or District providing Reading Recovery® although not necessarily employing a Teacher Leader.

**Reading Recovery® Teacher Training Centre**

A Board or District that has implemented Reading Recovery®, employs at least one Teacher Leader and is the location of in-service sessions.

**School**

School which implements Reading Recovery®.



## **Appendices**

## Appendix A

### Statement to Accompany Course Completion Card

#### Reading Recovery® Inservice Course

### Statement to Accompany the Course Completion Card

#### The Reading Recovery® Teacher Training Course

Teachers who are trained as Reading Recovery® teachers have undertaken a year-long inservice course involving

- two hours minimum of daily individual teaching of children (approximately 300 hours)
- bi-weekly inservice sessions (a minimum of 40 hours of inservice training)

Reading Recovery® is an early intervention program designed to reduce literacy problems by providing students with a second chance to learn after their first year at school.

The year begins with guidance in administering observational tasks followed by inservice sessions to train teachers in the use of the Reading Recovery® procedures and develop their understanding of the reading and writing processes. Two teachers teach at each session. Each person teaches for his/her peers two to three times during the year. Reading Recovery® teacher training courses are organized and delivered by trained Reading Recovery® Teacher Leaders.

#### **The objectives of the course are that teachers:**

- develop their understanding of reading and writing processes
- become skilled at using a range of systematic observation techniques to assess and guide student's reading and writing progress
- become competent at using the specific Reading Recovery® teaching procedures
- are able to design individual instruction that assists the student to procedure effective strategies for working on text
- are able to critically evaluate their work and that of their peers
- are able to guide the program and report regularly on its operation in their schools

## **Appendix B**

### **Suggested Layout and Equipment Specifications**

For a

Reading Recovery® Teacher Training Centre

## UNAVOIDABLE CONSTRUCTION COSTS

See Plan A

### AIR CIRCULATION:

Since the space allocated for modification has no windows, and all training sessions are 3 hours long, the distribution of fresh air on both sides of the soundproof wall is critical. A silent, overhead fan in the seminar room would assist greatly during summer training sessions.

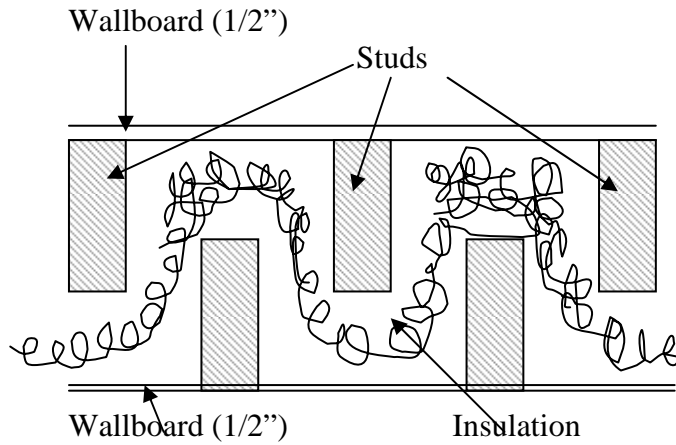
### SOUNDPROOFING:

The wall between the rooms and the ceiling above the tutoring/office areas must be soundproof. The teacher and child being observed should not be able to hear the observers on the other side of the glass, or the second child and parent(s) in the adjacent waiting room area. A minimum wall thickness of 8" is advised with studs that do not go all the way through (see Diagram 1). Wallboard thickness should not be less than ½". Double door systems should be installed between seminar room and office areas and between waiting room and tutoring area. Solid wooden doors, even with draught excluders and weather stripping fitted, are poor barriers to sound transmission.

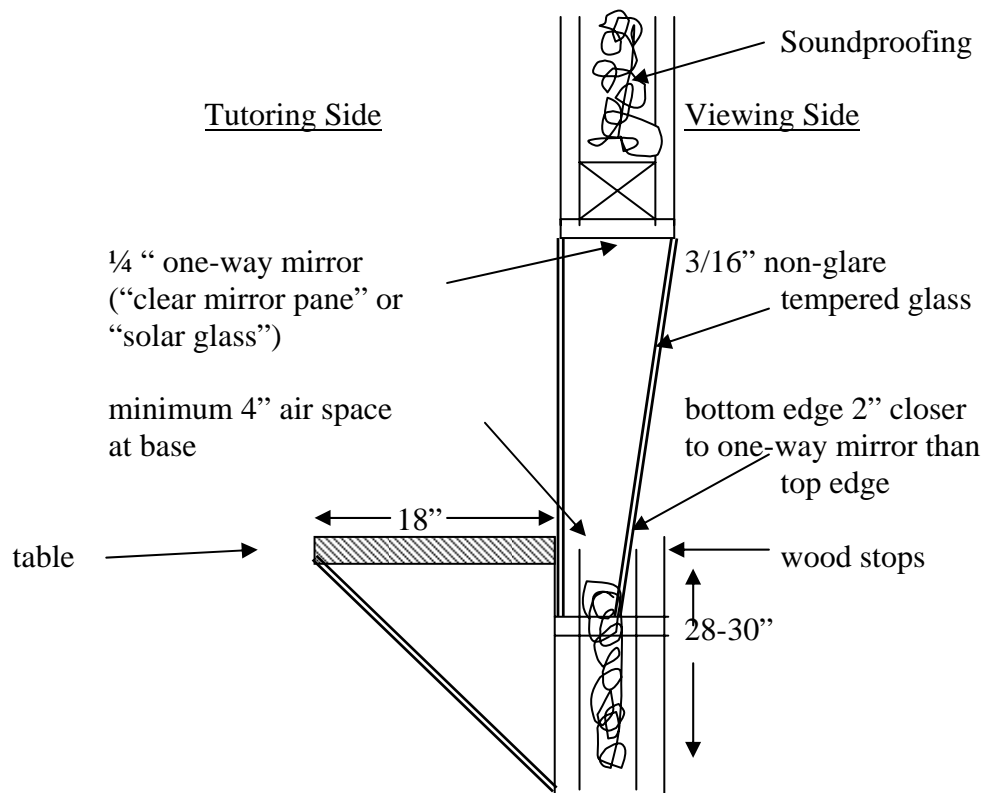
### ONE-WAY-GLASS:

The glass should be 48" x 96" with both panes set into the soundproof wall at a height of 28-30" off the floor (see Diagram 2). The expanse of glass must be barrier-free with no vertical supports. A light ratio of 1:10 is required. The tempered glass should be installed at an angle so that the bottom edge is 2" closer to the mirrored pane than is the top edge. A minimum 4" separation between panes at their bottom edge is required for effective soundproofing. Desiccant-silica gel placed along the base plate between panes prevents "moisture bloom".

48" x 96" x 6 mm Graylite 14 Du-vue Mirror  
 48" x 96" x 6 mm Clear Laminated Safety Glass



**DIAGRAM 1**



**DIAGRAM 2**

**SOUND SYSTEM:**

A small PZM “wall plate” type microphone is recommended for installation in a central position on the wall just above the one-way-glass on the tutoring side. This microphone is connected to a low wattage amplifier and two stereo speakers on the seminar room side of the glass. The teacher leader requires a volume control on the wall at the either end of the one-way-glass (see Plan A).

Modified Inkel Amplifier, Crown (PZM) Microphone,

Two Pico Speakers.....

Wall plates, jack, vol. Control, labor.....

#### LIGHTING:

The seminar room lighting has to be independent of other areas and have the capability of being completely blacked-out when observers are watching through the one-way-glass. The tutoring area has to be exceptionally well lit. In addition to fluorescent ceiling lights, track lighting directed down on the counter top, must be placed on the wall immediately above the one-way-glass.

Three Halogen Lamp Track Lighting System.....

#### COUNTER TOP:

The counter top on the tutoring side of the glass (see Diagram 1) extends out horizontally 18” into the room, flush with the bottom of the glass. Its length should extend the length of the mirror plus the mirror casings. Although piano hinges may be used to attach the inner edge to the casings, the tops should be permanently mounted in the horizontal position using three 45-degree wooden brackets. The top should have an arborite surface.

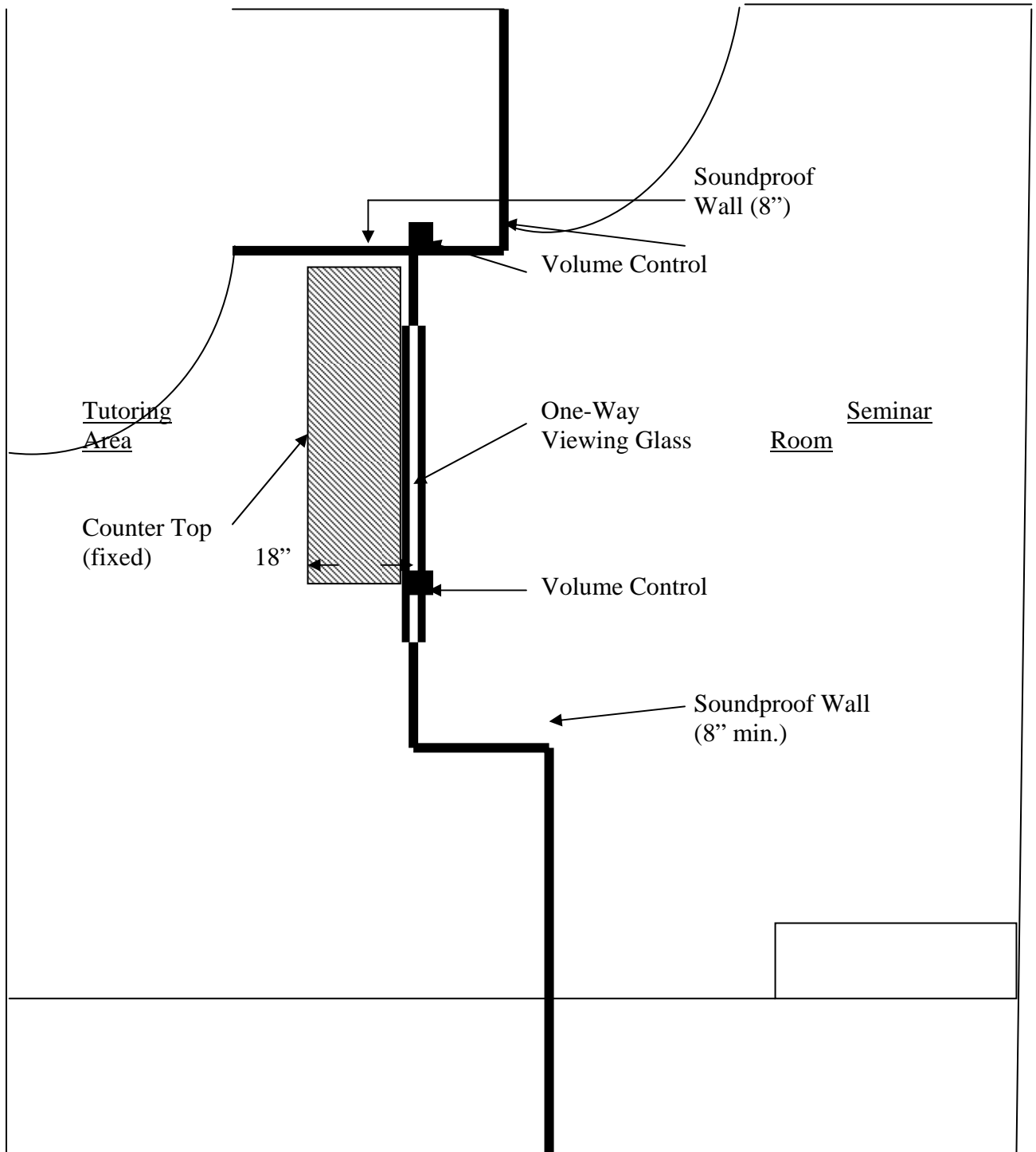
18” x 98” Arborite Counter Top – Rounded front edge

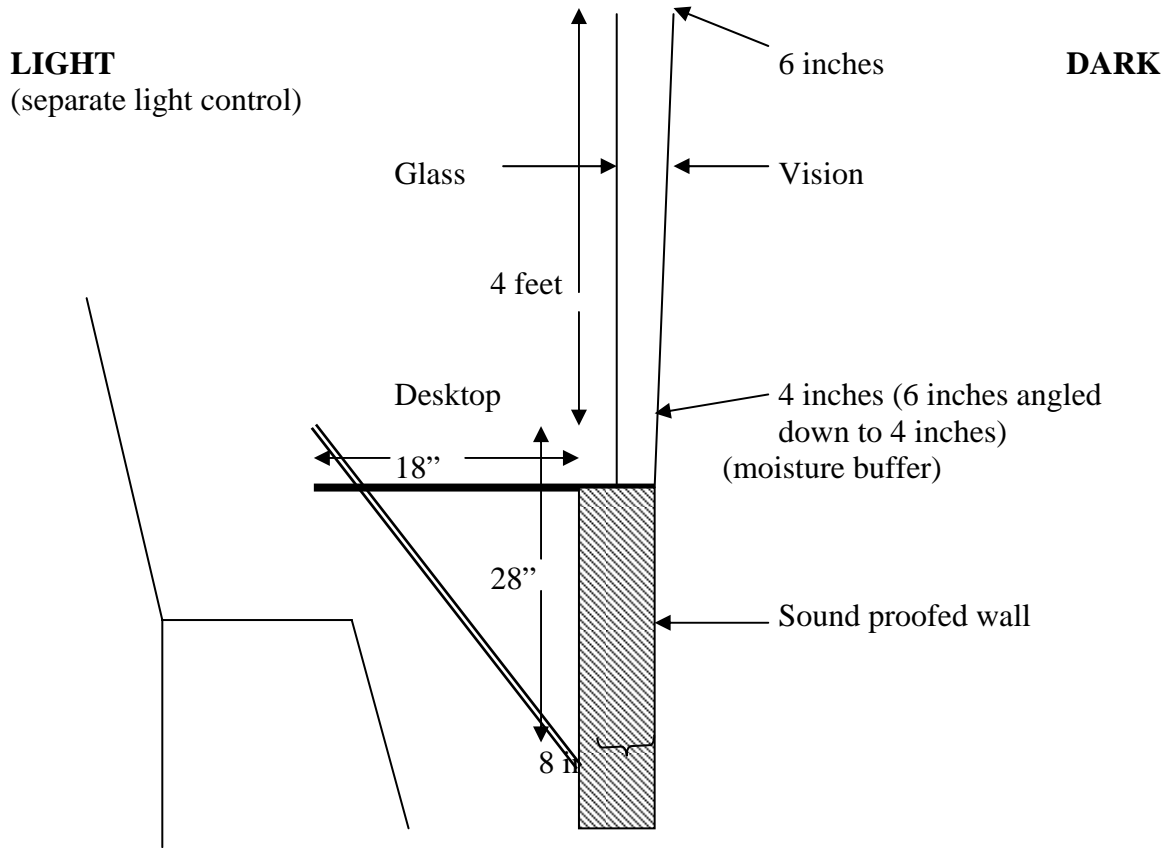
#### ESSENTIAL EQUIPMENT REQUIREMENTS:

1. High stools: wooden high stools with padded seats  
6 high stools 29” high – wooden, padded
2. Stacking Chairs: 16 Galaxy Stacker Chairs – without arms
3. Steel Backed Magnetic Whiteboard:  
4’ x 6’ Magnetic Surface Marker Board

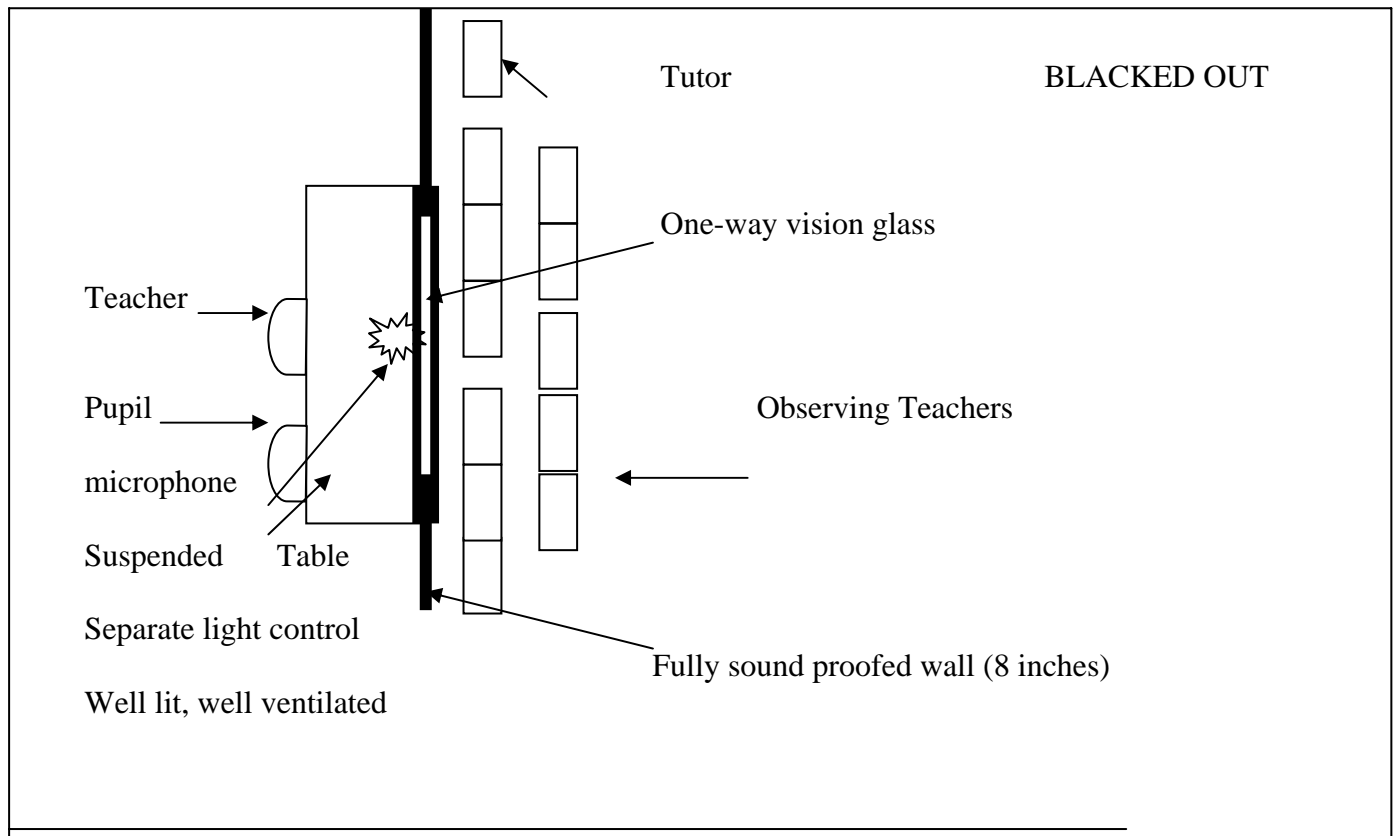


## Plan A – Center’s Internal Construction Requirements





**Example of Layout**



## Appendix C

### CODE OF ETHICS

#### **For Board of Directors, Reading Recovery® Trained Professionals and Administrators Implementing Reading Recovery®**

The purpose of the Code of Ethics is to protect the mission, vision and integrity of Reading Recovery® and to clarify the roles, responsibilities and rights of Reading Recovery® professionals.

Any individual who has received Reading Recovery® training and is registered with the CIRR® and any individual affiliated with Reading Recovery® shall:

Govern professional actions to be consistent with the Foundation Beliefs, Mission, Purposes and *Standards and Guidelines* of the CIRR® and the obligations of the Trademark Reading Recovery®.

Work persistently, sincerely, and intently to meet the educational needs of each child served.

Interact ethically with all clients served by Reading Recovery®.

Observe honesty, integrity, openness, and timeliness in maintaining and reporting student performance and program data, and in communicating with individuals within and beyond Reading Recovery®.

Acknowledge the authorship and work of others by using the Reading Recovery® trademark appropriately and adhere to copyright laws and obtaining written permission to use the copyrighted work of others including the founder of Reading Recovery®, Dr. Marie M. Clay.

Respect and acknowledge research evidence and professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.

Work collaboratively with other professional educators for the benefit of children's learning, school operation, and educational improvement.

Collaborate with other Reading Recovery® professionals and CIRR® Board and committee members toward the mutual accomplishment of assigned roles and tasks as specified in the *Standards and Guidelines*.

Disclose fully any potentially enduring sources of conflict of interest intellectually and/or financially with the purposes and *Standards* of the CIRR®.

Communicate clearly to all audiences the level of expertise represented by one's training in Reading Recovery® and the limitations of that expertise for performing other professional roles.

Refuse to allow one's affiliation with Reading Recovery® to sell services or materials outside of Reading Recovery® training and teaching programs.

Observe the letter and intent of equal opportunity requirements in employment and training decisions.

Adopted unanimously by the Reading Recovery® Trainers of Canada and the United States of America. April 1997.

Approved by the CIRR® Board of Directors, July 1999.

## Appendix D



# Canadian Institute of Reading Recovery™

## Application for License as Reading Recovery™ Training Center

**2006-2007**

Name of Liaison Administrator: \_\_\_\_\_

Site Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Province: \_\_\_\_\_

Postal Code: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

The \_\_\_\_\_ School District plans to continue as a Registered Reading Recovery™ Training Centre in compliance with the Standards and Guidelines of the Canadian Institute of Reading Recovery™.

Yes

No

The Teacher Leader(s) is (are)

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### Standards and Guidelines for Trained Teacher Leaders

The checklist is to be completed by the Teacher Leader and signed by the Liaison Administrator responsible for the teacher leader(s).

Teaching Reading Recovery children daily

Provide In-service course for teachers (Indicate number of teachers in training group \_\_\_\_ Provide the equivalent of 4 half day Assessment Training sessions and 18 In-service sessions

Complete a minimum of 5 school visits to teachers in training and one school visit to trained teachers.

Ensure teacher brings students to teach live lessons for their colleagues.

- Provide 8 on-going professional development sessions for trained teachers  
(Identify number of teachers and number of groups\_\_\_\_\_)
- Complete a minimum of one school visit
- Full time teacher leader
- Submit data to the Canadian Institute of Reading Recovery™
- Submit Annual Site Report to the Canadian Institute of Reading Recovery™
- Request for exemption (Please specify)

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Signatures:

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Teacher Leader(s)

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Liaison Administrator

Date: \_\_\_\_\_