



**Canadian Institute of
Reading Recovery®**

**L'Institut canadien d'intervention
préventive en lecture-écriture**

Standards and Guidelines

Based on the Principles of Reading Recovery®/IPLÉ

Fifth Edition
2018

Editors:

Canadian Reading Recovery/IPLÉ Trainers

Canadian Institute of Reading Recovery®/L'Institut canadien d'intervention préventive en lecture-écriture

Standards and Guidelines: Based on the principles of Reading Recovery®/ IPLÉ

Copyright © 2018. Fifth Edition by the Canadian Institute of Reading Recovery®/IPLÉ ALL RIGHTS RESERVED

No part of this book/document may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without express written permission by the publisher.

Letters Patent were issued to the Canadian Institute of Reading Recovery®/IPLÉ as a Corporation without share capital under the Canada Corporations Act. It is registered as a charitable organization under the Income Tax Act.

ISBN: 139744973

Reading Recovery® has been registered by the Canadian Institute of Reading Recovery® under Section 9 of the Canadian Trademarks Act.

Printed in Canada.

CONTENTS

Introduction.....	5
1 Canadian Institute of Reading Recovery® /L’Institut canadien d’intervention préventive en lecture-écriture.....	5
Vision.....	5
Mission	5
Purpose	6
Responsibilities	6
Principles	6
2 Network	8
IRRTO	9
NATG	9
CRRT	9
3 Role of the School Team	10
4 Selection of Children	11
<i>Standards and Guidelines</i>	12
Teacher Training Centres	12
5 Preparation to Establish a Teacher Training Centre	12
6 Application Approval Process	13
7 Administrative Support	14
8 Role of Liaison Administrator	14
9 Selection of Teachers	15
<i>Standards and Guidelines</i>	16
10 Teachers in Training	17
<i>Standards and Guidelines</i>	17
11 Trained Teachers	18
<i>Standards and Guidelines</i>	18
12 Teacher Leaders	20
13 Teacher Leader Selection	20
<i>Standards</i>	20
14 Teacher Leader Training	21
<i>Standards and Guidelines</i>	21
15 Experienced Teacher Leaders	22
<i>Standards and Guidelines</i>	23
16 Training Classes	24
Teacher Leader Training Institutes	25
17 Preparation to Establish a Training Institute	25
18 Application Approval Process	25
Trainers	26
19 Trainer Selection	26
<i>Standards and Guidelines</i>	26
20 Trainers in Training	26

21	Trained Trainers	27
	<i>Standards</i>	27
	Retraining of Teachers, Teacher Leaders, and Trainers	28
22	Teachers	28
23	Teacher Leaders	28
24	Trainers	28
	Bridging between Reading Recovery® and Intervention préventive en lecture-écriture	29
25	Teachers	29
26	Teacher Leaders	29
27	Trainers.....	29
	Policies and Procedures.....	30
28	Licensing Policy	30
29	Requesting Exemptions	30
30	Trademark Violations	32
31	Closing of a Training Institute and the Teacher Training Centre	32
	Revision of Standards and Guidelines	32
	Bibliography	33
	Glossary of Terms	34
	Personnel	34
	Implementation	34
	Locations	36
		Appendices
	<i>Appendix A:</i> Statement to Accompany Course Completion Card	37
	<i>Appendix B:</i> Sample Letters Requesting an Exemption	38
	<i>Appendix C:</i> Suggested Layout and Equipment Specifications	41
	<i>Appendix D:</i> Code of Ethics	45
	<i>Appendix E:</i> Application for License as Reading Recovery/IPLÉ Training Centre	47

Introduction

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

The intervention 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 classroom literacy instruction.

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

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

1. Canadian Institute of Reading Recovery®/L'Institut canadien d'intervention préventive en lecture-écriture

The Canadian Institute of Reading Recovery® (CIRR) is a not-for-profit organization that works collaboratively with wide-ranging and diverse educational communities across Canada. The intervention is for children who are most at risk in literacy learning through proven expert one-on-one teaching that supplements classroom instruction. Over twenty years of national implementation demonstrates that 100% of Reading Recovery®/IPLÉ students improve, and 70% are reading and writing at grade level by the end of grade one, and they maintain grade level in successive years thus ensuring that all children learn to read and write.

The **vision** is that all children have the right to learn to read and write 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/IPLÉ.

The **purpose** of CIRR is:

1. To sustain the integrity of Reading Recovery/IPLÉ by upholding the registered trademark. Reading Recovery/IPLÉ Trainers represent the advisory body to the CIRR in the use of the Reading Recovery/IPLÉ trademark;
2. To expand the implementation of Reading Recovery/IPLÉ by increasing the number of individuals who understand, support, and collaborate to achieve the mission of the Institute.

Responsibilities of CIRR include:

1. Acting as the Executive body which oversees the use of the term Reading Recovery/IPLÉ in Canada;
2. Maintaining the integrity of Reading Recovery/IPLÉ by upholding the standards;
3. Training and supporting Trainers and Teacher Leaders ensuring that the *Standards* are maintained to provide quality implementations;
4. Overseeing the Teacher Leader Training Courses at approved Reading Recovery/IPLÉ Institutes in Canada;
5. Ensuring service to sites across Canada on a cost recovery basis which include:
 - a. Trainer visits and support,
 - b. Consultation with Reading Recovery/IPLÉ Trainers,
 - c. Participation in the Teacher Leader Professional Development Forum,
 - d. Involvement in the National Data collection process and reporting,
 - e. Course completion cards,
 - f. Administrative services,
 - g. Ongoing professional development for Teachers, Teacher Leaders and Trainers,
 - h. Advocacy for Reading Recovery/IPLÉ and promoting advocacy efforts within Reading Recovery/IPLÉ Training Centres;
 - i. A formal agreement with Reading Recovery/IPLÉ Training Centres.

Principles

Dame Marie Clay, founder of Reading Recovery/IPLÉ, granted the CIRR the mark, royalty-free, the term Reading Recovery/IPLÉ for Canada. The use of the registered service mark “Reading Recovery®/IPLÉ” 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/IPLÉ Principles:

1. Reading Recovery/IPLÉ Teachers must complete a year-long in-service course taught by a qualified Reading Recovery/IPLÉ Teacher Leader in the language of instruction and teach a minimum of four children daily during the training year;
2. In subsequent years Reading Recovery/IPLÉ Teachers must attend on-going professional development sessions in the language of instruction provided by a qualified Reading Recovery/IPLÉ Teacher Leader and teach a minimum of 2 children daily;
3. Reading Recovery/IPLÉ Teachers, Teacher Leaders, and Trainers teach children individually for 30 minutes per child daily in English for Reading Recovery and in French for IPLÉ.

The differences in teaching or training professionals in a different language are more complex than a simple language translation and require that the professional making the shift from one language to another work under the tutelage of an expert for a sustained period of time.

Clay's rationale for teaching 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/IPLÉ 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, 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/IPLÉ is built. These are the standards 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/IPLÉ 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/IPLÉ sites.

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

All published materials that relate to Reading Recovery/IPLÉ 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.

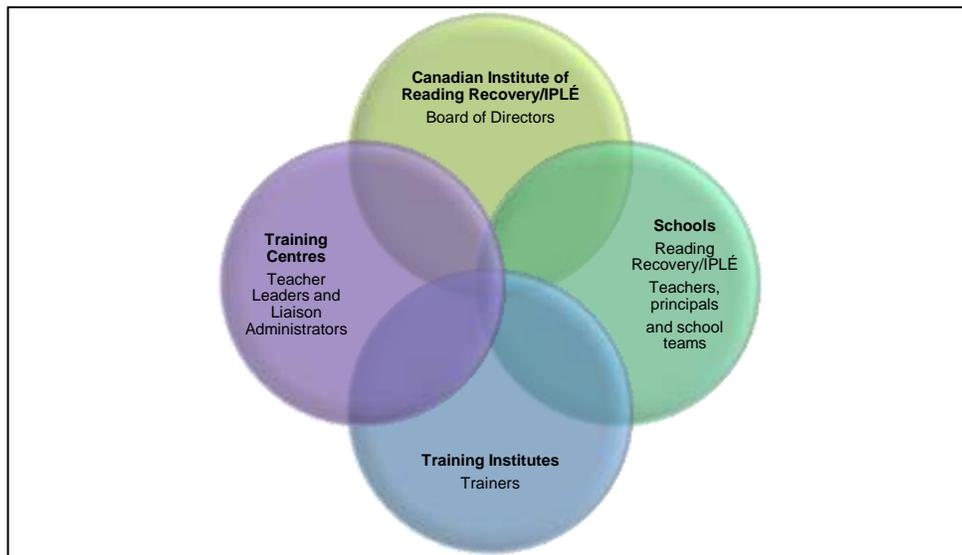
2. Network

The Reading Recovery/IPLÉ Network operates on 3 levels:

1. In school sites, specially trained Teachers work with children daily;
2. At the system level, Teacher Leaders work with children daily, train Teachers, and maintain Training Centres with the help of a Liaison Administrator;
3. 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/IPLÉ personnel as they strive for increasingly effective implementation.

Figure 1



International Reading Recovery Trainers Organization (IRRTO)

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

This organization responds to issues and challenges to Reading Recovery/IPLÉ globally, issues and challenges to national implementations of Reading Recovery/IPLÉ 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.

North American Trainers Group (NATG)

The North American Trainers Group is the organizational body of Reading Recovery/IPLÉ 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.

Canadian Reading Recovery/IPLÉ Trainers (CRRT)

The Canadian Reading Recovery/IPLÉ Trainers ensure the integrity of Reading Recovery/IPLÉ in Canada. The goals are:

1. to maintain consistent, high-quality implementation by upholding the Standards and Guidelines of the CIRR;
2. to advocate for the development and expansion of Reading Recovery/IPLÉ in Canada;
3. to ensure consistent training of Teacher Leaders and teachers throughout the country and to provide leadership for Reading Recovery/IPLÉ;
4. to participate in research and program evaluation.

CRRT provides the forum for professional development for Trainers and strengthens communication among the Trainers 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/IPLÉ a school should form a Reading Recovery/IPLÉ Team. Membership includes all appropriate personnel, including grade level representatives of former Reading Recovery/IPLÉ children. School Reading Recovery/IPLÉ teams meet regularly to engage in problem solving regarding Reading Recovery/IPLÉ'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/IPLÉ, to guide the implementation at the school, and to safeguard the role of the Reading Recovery/IPLÉ 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/IPLÉ School Team will organize for:

- 3.1 creating schedules so that children can receive daily 30-minute lessons;
- 3.2 providing an efficient beginning to the school year;
- 3.3 ensuring a minimum of interruptions to the daily delivery of lessons;
- 3.4 promoting regular attendance by children;
- 3.5 preventing calls on teacher time for other duties;
- 3.6 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;
- 3.7 continuing instruction to the end of the year.

The Reading Recovery/IPLÉ School Team should:

- 3.8 inform stakeholders about the goals and requirements of Reading Recovery/IPLÉ;
- 3.9 adopt a team approach for children experiencing literacy learning difficulties;
- 3.10 work with district administrators to organize for continuity of Reading Recovery/IPLÉ, including allocation of resources;
- 3.11 work with district administrators to train enough staff for the number of children needing help. It is recommended that Reading Recovery/IPLÉ teaching not be an all-day assignment due to the complexity of designing individualized lessons and maintaining detailed records on each child;
- 3.12 nominate a suitable teacher for training;
- 3.13 monitor all children needing help;
- 3.14 allocate suitable space for individual teaching;
- 3.15 ensure teachers attend In-service sessions and Continuing Contact sessions;
- 3.16 plan for the provision and continuity of Reading Recovery/IPLÉ;
- 3.17 participate with teachers and Teacher Leaders about selection of children for Reading Recovery/IPLÉ;

- 3.18 ensure that children who are identified as requiring longer term literacy support receive a full series of lessons and consultation with the Teacher Leader before being referred to appropriate agencies;
- 3.19 arrange for prompt and accurate completion of data forms required by the CIRR;
- 3.20 arrange for the on-going monitoring of children after Reading Recovery/IPLÉ and for further teaching if needed;
- 3.21 provide a common forum for communication and problem solving;
- 3.22 call on Reading Recovery/IPLÉ Teacher Leaders' expertise in Reading Recovery/IPLÉ team discussion of teaching and implementation;
- 3.23 ensure the availability of staff members to administer *An Observation Survey of Literacy Achievement* (Clay, 2013) /*Le sondage d'observation en lecture-écriture* (Clay, 2003) for children leaving Reading Recovery/IPLÉ;
- 3.24 support the Reading Recovery/IPLÉ teacher in taking children to the professional development sessions.

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

4. Selection of Children

Reading Recovery (/IPLÉ) 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(/IPLÉ) 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, 1991a, p. 60)

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

- a. ethnicity;
- 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/IPLÉ. One is that children are able to continue their learning supported by a regular classroom program. The other is that children are successfully identified as needing further help with literacy learning and that after **a full series of lessons** of individual instruction are referred for longer 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/IPLÉ are identified by classroom teachers and confirmed using the tasks from *An Observation Survey of Literacy Achievement* (Clay, 2013) /*Le sondage d'observation en lecture-écriture* (Clay, 2003).

Standards

- 4.1 Based on scores from the *Observation Survey/Le sondage*, the lowest achieving children in the grade one classroom, who should be six years old, are selected for placement first.
- 4.2 Eligible students must be receiving a portion of their classroom literacy program in English for Reading Recovery and in French for IPLÉ. To assist with difficult selection decisions, the school Reading Recovery/IPLÉ Team must consult with the Teacher Leader.

Guidelines

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

Teacher Training Centres

5. Preparation to Establish a Teacher Training Centre

A Reading Recovery/IPLÉ 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/IPLÉ in a school district. Establishing a Reading Recovery/IPLÉ 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 actions and considerations should be carefully examined and discussed with Reading Recovery/IPLÉ Trainers from the Regional Institute:

- 5.1 Commit to provide assistance to the lowest achieving grade one students in literacy learning in schools;

- 5.2 Study Reading Recovery/IPLÉ carefully and arrange for awareness sessions for key personnel which include visits to existing centres, if possible;
- 5.3 Designate a Liaison Administrator who is operating at a senior management level who is well informed and/or willing to learn about Reading Recovery/IPLÉ and has some knowledge about literacy acquisition or special educational needs;
- 5.4 Develop a long-range implementation plan, consistent with CIRR *Standards and Guidelines*, with the goal of full implementation at the school and district levels;
- 5.5 Develop a long-term budget that includes projections for the following:
 - 5.5.1 Allocation of funds for the position and training of one or more Teacher Leaders,
 - 5.5.2 Release of 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/IPLÉ Teacher Leader,
 - 5.5.3 Salaries for the Teacher Leader and teacher positions,
 - 5.5.4 A training facility,
 - 5.5.5 Materials,
 - 5.5.6 Annual Site fee,
 - 5.5.7 Travel,
 - 5.5.8 Professional development;
- 5.6 Work toward the goal of full implementation at the school and district level;
- 5.7 Meet with a Trainer;
- 5.8 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. (*Appendix C*)

6. Application Approval Process

Completion and submission of application forms to *Establish a Reading Recovery/IPLÉ 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/IPLÉ is most effective when full coverage at each individual school is provided.

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

- 6.1 Establishment and Operation of a Teacher Training Centre;
- 6.2 Teacher Leader Nomination Form.

These may be obtained by submitting a letter of interest to a Canadian Trainer at the Regional Training Institutes. Contact information is available at www.rrcanada.org.

7. Administrative Support

Successful implementation of educational initiatives requires the knowledgeable and enthusiastic support of school and system administrators. Reading Recovery/IPLÉ is no exception. In addition to the support of the principal in each participating school, senior administrative support is essential.

At the school level there must be:

- 7.1 Provision of appropriate teacher resources;
- 7.2 Ordering of materials in a timely manner;
- 7.3 Assignment of adequate space for teaching children;
- 7.4 Formal communication with parents and the general public.

At the system level there must be:

- 7.5 Adherence to the Principles of Reading Recovery/IPLÉ;
- 7.6 Maintenance of an appropriate training facility;
- 7.7 Utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery/IPLÉ children;
- 7.8 Submission of data on an annual basis to the CIRR;
- 7.9 Preparation of a Training Centre Report to be submitted to the CIRR by September 30th;
- 7.10 Selection of the lowest-achieving children;
- 7.11 Support for the Teacher Leader in monitoring and supporting the progress of trained Reading Recovery/IPLÉ teachers;
- 7.12 Provision of Continuing Contact sessions for trained teachers;
- 7.13 Affiliation with the CIRR and payment of the annual site fee.

8. Role of Liaison Administrator

At each Teacher Training Centre, an Administrator who desires to actively support the implementation of Reading Recovery/IPLÉ 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/IPLÉ Teacher training program depends greatly on the efforts of the Liaison Administrator.

The Liaison Administrator has the primary responsibility for overseeing and facilitating Reading Recovery/IPLÉ 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/IPLÉ Teacher training itself presents unique administrative challenges. Reading Recovery/IPLÉ requires that Teacher Leaders have the authority to ensure the integrity of the services delivered to children. Teacher

Leaders require an advocate in administration 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/IPLÉ. 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:

- 8.1 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;
- 8.2 Preparing, reviewing and revising a site implementation plan and working to embed Reading Recovery/IPLÉ within the system's comprehensive literacy plan;
- 8.3 Assisting with the recruitment of new Teachers and Teacher Leaders to be trained;
- 8.4 Providing information about Reading Recovery/IPLÉ, including speaking to groups and responding to telephone and written inquiries;
- 8.5 Ensuring the availability of appropriate training facilities, equipment, and office space;
- 8.6 Preparing the Reading Recovery/IPLÉ budget and arranging for the collections and disbursement of monies related to the operation of the Reading Recovery/IPLÉ Training Centre;
- 8.7 Working with the district, building administrators and Teacher Leader to ensure understanding of, and compliance with, training and implementation requirements;
- 8.8 Serving as the contact person between the Teacher Leader and participating districts and CIRR;
- 8.9 Assisting the Teacher Leader in the collection, organization and analysis of student progress data.

9. Selection of Teachers

The adoption of Reading Recovery/IPLÉ 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 Reading Recovery/IPLÉ will strongly impact the success of the children.

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

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

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

Standards

Teachers selected must:

- 9.1 Be employed as a teacher with a school board that is committed to Reading Recovery/IPLÉ;
- 9.2 Hold teacher certification according to Provincial and Territorial requirements;
- 9.3 Have at least 3 years experience with primary children and/or early literacy instruction;
- 9.4 Have a record of successful classroom teaching;
- 9.5 Teach “live” Reading Recovery/IPLÉ lessons at In-service sessions in front of colleagues and at Continuing Contact sessions;
- 9.6 Be able to commit time required for a full year of training;
- 9.7 Support the school team in monitoring the progress of children who have completed Reading Recovery/IPLÉ;
- 9.8 Have successful teaching experience in a French/French Immersion setting if applying for Intervention préventive en lecture-écriture.

Guidelines

Teachers selected should:

- 9.9 Demonstrate evidence of adaptability and problem solving;
- 9.10 Be willing to learn and apply new skills and knowledge;
- 9.11 Be willing to critically examine their own practice and incorporate Reading Recovery/IPLÉ teaching practices within their own teaching of children;
- 9.12 Communicate well with colleagues, parents, and administrators to positively impact early literacy instruction;
- 9.13 Return to regular classroom teaching after 4 to 5 years of teaching Reading Recovery/IPLÉ;
- 9.14 Be a full-time staff member in the school to maximize the value added to the school team.

10. Teachers in Training

Standards

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

- 10.1 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;
- 10.2 Participate at In-service sessions held every other week for 2 ½ hours;
- 10.3 Teach live lessons several times throughout the year behind the one-way screen at In-service sessions;
- 10.4 Ensure 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;
- 10.5 Ensure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery/IPLÉ children;
- 10.6 Administer, analyze, and summarize data from the *Observation Survey/Le sondage d'observation* for children entering Reading Recovery/IPLÉ;
- 10.7 Keep complete records on each child as a basis for ongoing instruction:
Observation Survey/Le sondage d'observation and Summary,
Prediction of Progress,
Daily Lessons Records,
Running Records of Continuous Text Reading,
Weekly Record of Known Writing Vocabulary,
Weekly Record of Known Reading Vocabulary,
Change Over Time in Text Level,
Change Over Time in Known Writing Vocabulary,
Observation Summary for Multiple Assessments,
Attendance Sheet;
- 10.8 Maintain close liaison with classroom teachers throughout the lesson series and especially in the child's final weeks of lessons;
- 10.9 Work closely with the classroom teacher and observe the child in the classroom to ensure a smooth transition when the individual teaching ends and provide extra support if necessary;
- 10.10 Work closely with the school team to sensitively monitor the ongoing progress of children who have been in Reading Recovery/IPLÉ and discuss further literacy learning opportunities for each child;
- 10.11 Receive a minimum of 5 visits from the Teacher Leader throughout the school year;
- 10.12 Submit data and end-of-year data forms as required to the CIRR;

- 10.13 Complete a school report;
- 10.14 Successfully complete all aspects of training in order to receive a Course Completion Card and be registered by the CIRR (*Appendix A*);
- 10.15 Abide by the Code of Ethics for the CIRR Board, Reading Recovery/IPLÉ Trained Professionals and Administrators Implementing Reading Recovery/IPLÉ. (*Appendix D*)

Guidelines

Teachers in Training should:

- 10.16 Communicate with parents, the classroom teacher, and other school personnel on a regular basis;
- 10.17 Arrange to meet with parents or caregivers of children as they are about to enter Reading Recovery/IPLÉ, invite them to observe some lessons and maintain communication throughout the intervention;
- 10.18 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/IPLÉ and to discuss further literacy learning opportunities for each child;
- 10.19 Exceed four Reading Recovery/IPLÉ teaching slots during the training year, **only** with the concurrence of the Teacher Leader and the Reading Recovery/IPLÉ Teacher;
- 10.20 Join Reading Recovery Council of North America (RRCNA) to receive the latest information and publications about Reading Recovery.

Note: When a teacher is unable to meet the training requirements of approximately 300 hours of daily individual teaching and 40 hours of in-service training during the training year, a Course Completion Card will be issued at the end of the next school year after the requirements are met. Each situation must be discussed with the Teacher Leader and may require an exemption request.

11. Trained Teachers

Standards

Trained Teachers must:

- 11.1 Ensure consistent, 30 minute daily instruction for all children on all days that the school is in session;
- 11.2 Ensure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery/IPLÉ children;
- 11.3 Be employed under permanent contract on a daily basis by a school board;
- 11.4 Teach a minimum of 1 hour per day (2 Reading Recovery/IPLÉ children daily for 30 minutes of individual instruction) in a school setting;
- 11.5 While teaching children in Reading Recovery/IPLÉ, attend Continuing Contact professional learning sessions;

- 11.6 Administer, analyze and summarize data from the *Observation Survey/Le sondage d'observation* for children entering Reading Recovery/IPLÉ or continuing after a break;
- 11.7 Keep complete records on each child as a basis for ongoing instruction:
 - Observation Survey/Le sondage and Summary,
 - Prediction of Progress,
 - Daily Lesson Records,
 - Running Records of Continuous Text Reading,
 - Weekly Record of Known Writing Vocabulary,
 - Weekly Record of Known Reading Vocabulary,
 - Change Over Time in Text Level,
 - Change Over Time in Known Writing Vocabulary,
 - Observation Summary for Multiple Assessments,
 - Attendance Sheet;
- 11.8 Maintain close liaison with classroom teachers throughout the lesson series and especially in the child's final weeks of lessons;
- 11.9 Work closely with classroom teachers and observe the child in the classroom to ensure a smooth transition when the individual teaching ends and provide extra support if necessary;
- 11.10 Work closely with the school team to sensitively monitor the ongoing progress of children who have been in Reading Recovery/IPLÉ and discuss further literacy learning opportunities for each child;
- 11.11 Attend a minimum of 8 Continuing Contact professional learning sessions each year;
- 11.12 Teach a live lesson for colleagues during Continuing Contact professional learning sessions;
- 11.13 Make or receive school visits with colleagues;
- 11.14 Receive a minimum of one school visit from the Teacher Leader annually;
- 11.15 Monitor the progress of children whose series of lessons have been discontinued;
- 11.16 Prepare an annual school report on Reading Recovery/IPLÉ;
- 11.17 Abide by the Code of Ethics for the CIRR Board, Reading Recovery/IPLÉ Trained professionals and Administrators Implementing Reading Recovery/IPLÉ. (*Appendix D*)

Guidelines

Trained Teachers should:

- 11.18 Contribute to the development and operation of a school team to monitor program progress;
- 11.19 Work towards providing Reading Recovery/IPLÉ for every student who requires support in their schools;
- 11.20 Arrange to meet with parents or caregivers of children as they are about to enter Reading Recovery/IPLÉ, invite them to observe some lessons and maintain communication throughout the intervention;

- 11.21 Communicate with parents, classroom teachers and other school personnel on a regular basis;
- 11.22 Advocate for Reading Recovery/IPLÉ instruction for those grade one children who need support;
- 11.23 Join Reading Recovery Council of North America to receive the latest information and publications about Reading Recovery.

12. Teacher Leaders

Reading Recovery/IPLÉ Teacher Leaders are key people in the implementation of Reading Recovery/IPLÉ, 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/IPLÉ Teachers, and providing advice at all levels of the local education system and community regarding the operation of Reading Recovery/IPLÉ.

The responsibilities of Reading Recovery/IPLÉ Teacher Leaders are to:

- 12.1 Teach children in Reading Recovery/IPLÉ, individually for daily, 30-minute lessons;
- 12.2 Provide the In-Service Course for teachers;
- 12.3 Provide continuing professional development and support for trained teachers;
- 12.4 Monitor the progress of children;
- 12.5 Support the development of school teams;
- 12.6 Disseminate information and participate in the Reading Recovery/IPLÉ network to maintain their own professional development;
- 12.7 Work closely with district administrators to achieve effective program implementation, operation, and evaluation;
- 12.8 Advocate for Reading Recovery/IPLÉ.

13. Teacher Leader Selection

Standards

Teacher Leaders selected for training must:

- 13.1 Hold a recognized university degree, preferably at a Masters level;
- 13.2 Be nominated and supported by a school district;
- 13.3 Have an employment commitment to serve as a Reading Recovery/IPLÉ Teacher Leader following the completion of training;
- 13.4 Hold appropriate teacher certification according to Provincial or Territorial requirements;
- 13.5 Show evidence of successful teaching and knowledge of early literacy learning, preferably at the primary level for a minimum of 3 years;

- 13.6 Demonstrate leadership and competence working collaboratively with colleagues and administrators;
- 13.7 Have experience in a leadership role;
- 13.8 Have successful bilingual teaching experience in a French/French Immersion setting if applying for Intervention préventive en lecture-écriture.

14. Teacher Leader Training

Reading Recovery/IPLÉ Teacher Leaders undertake a year of full time study at an accredited Reading Recovery/IPLÉ Teacher Leader Training Institute and a field year experience the following year.

Components of the Teacher Leader Training Course include:

- A. Reading Recovery/IPLÉ;
 - 1. Teaching Children,
 - 2. Training Teachers,
 - 3. Theory, Implementation and Research;
- B. Academic study in the areas of:
 - 1. Developmental Psychology,
 - 2. Literacy Theories and Research,
 - 3. Issues in Literacy Difficulties.

Standards

Teacher Leaders in Training must:

- 14.1 Attend class sessions and seminars;
- 14.2 Teach a live lesson several times in the course of the academic year;
- 14.3 Teach 4 children in Reading Recovery/IPLÉ per day, individually, for 30 minutes in a school setting;
- 14.4 Demonstrate effective teaching of Reading Recovery/IPLÉ;
- 14.5 Keep complete records on each child as a basis for instruction:
 - Observation Survey/Le sondage and Summary,
 - Prediction of Progress,
 - Daily Lessons Records,
 - Running Records of Continuous Text Reading,
 - Weekly Record of Known Writing Vocabulary,
 - Weekly Record of Known Reading Vocabulary,
 - Change Over Time in Text Level,
 - Change Over Time in Known Writing Vocabulary,
 - Observation Summary for Multiple Assessments,
 - Attendance Sheet;
- 14.6 Receive school visits from a Trainer;
- 14.7 Submit data to the CIRR Regional Trainer as required;
- 14.8 Communicate with parents, classroom teachers and other school personnel during the year;
- 14.9 Attend scheduled training classes and observe and participate in all aspects of training class responsibilities;
- 14.10 Make school visits.

- 14.11 Abide by the Code of Ethics for Reading Recovery/IPLÉ Trained professionals and Administrators Implementing Reading Recovery/IPLÉ; (*Appendix D*)

Guidelines

Teacher Leaders in Training should:

- 14.12 Monitor the progress of children whose series of lessons have been discontinued;
- 14.13 Visit other centres to gain insight regarding a variety of settings;
- 14.14 Observe Continuing Contact professional learning sessions conducted by a Teacher Leader;
- 14.15 Observe related activities in school districts (e.g. Board meetings);
- 14.16 Participate in research and evaluation, including writing a Training Centre Report;
- 14.17 Assist in the preparation of the district for implementation of Reading Recovery/IPLÉ;
- 14.18 Join Reading Recovery Council of North America to receive the latest information and publications about 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 all required courses and assignments.

15. Experienced Teacher Leaders

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

In the field year, Teacher Leaders generally train one group of teachers and teach a minimum of four children in Reading Recovery/IPLÉ 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 professional learning 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 could be increased.

Liaison Administrators are cautioned against stretching the roles of the Reading Recovery/IPLÉ Teacher Leaders beyond their training expertise and beyond their ability to continue to perform their role successfully; otherwise, outcomes for children may suffer.

Standards

Trained Teacher Leaders must:

- 15.4 Teach four children in Reading Recovery/IPLÉ daily during the field year;
- 15.5 Depending upon other Reading Recovery/IPLÉ responsibilities, a Teacher Leader may gradually reduce his/her teaching time during subsequent years to a minimum of 2 children daily;
- 15.6 Organize and deliver the training course to a class of 8-12 teachers during the field year;
- 15.7 Teach a training class of 8-12 teachers, as needed within the district, 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;
- 15.8 Provide professional support in the implementation of Reading Recovery/IPLÉ;
- 15.9 Visit teachers-in-training a minimum of 5 times in the training year;
- 15.10 Receive two visits in the field year and an annual Trainer visit in subsequent years following training;
- 15.11 Work with the Liaison Administrator and other school and system Administrators to ensure a quality implementation (reviewing and revising long term plans);
- 15.12 Provide ongoing support to trained Reading Recovery/IPLÉ Teachers through Teacher Leader visits and 8 Continuing Contact professional learning sessions annually and through regular communication;
- 15.13 Collect and submit end-of-year data on Reading Recovery/IPLÉ to the Trainer before the end of June;
- 15.14 Complete an annual Training Centre Report and submit to the Trainer by September 30th each year;
- 15.15 Attend the Annual Teacher Leader Professional Development Forum;
- 15.16 Abide by the Code of Ethics for Reading Recovery/IPLÉ Trained professionals and Administrators Implementing Reading Recovery/IPLÉ; (*Appendix D*)
- 15.17 Keep complete records on each child as a basis for instruction:
 - Observation Survey/Le sondage and Summary,
 - Prediction of Progress,
 - Daily Lessons Records,
 - Running Records of Continuous Text Reading,
 - Weekly Record of Known Writing Vocabulary,

Weekly Record of Known Reading Vocabulary,
Change Over Time in Text Level,
Change Over Time in Known Writing Vocabulary,
Observation Summary for Multiple Assessments,
Attendance Sheet;

- 15.18 Maintain affiliation with the CIRR;
- 15.19 Maintain the standard for the establishment and operation of a Training Centre, including the selection of the lowest achieving children;
- 15.20 Ensure that all requests for exemptions from the *Standards and Guidelines* are submitted in a timely manner;
- 15.21 Assist Reading Recovery/IPLÉ teachers and principals in preparing annual school reports which reflect the schools' implementations and contain information required by the CIRR;
- 15.22 Assist the Liaison Administrator in reviewing and revising a long term implementation plan;
- 15.23 Ensure the availability of materials for the training class;
- 15.24 Collect and review annual school Reading Recovery/IPLÉ reports.

Guidelines

Trained Teacher Leaders should:

- 15.25 Inform appropriate and interested groups about Reading Recovery/IPLÉ;
- 15.26 Participate in opportunities for interaction with Reading Recovery/IPLÉ professionals from around the world;
- 15.27 Participate in a colleague visit annually;
- 15.28 Assist in recruiting appropriate teachers for the training class;
- 15.29 Join the Reading Recovery Council of North America (RRCNA) to receive the latest information and publications about Reading Recovery/IPLÉ.

16. Training Classes

Training classes are based on two critical elements of Reading Recovery/IPLÉ: 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 a full range of experiences is encountered by the teachers in training. This provides 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:

- 16.1 Training classes must consist of at least 8 and no more than 12 teachers;
- 16.2 Teachers must attend Assessment Training sessions and a minimum of 18 In-service sessions;

- 16.3 Teachers must teach a child “behind the screen” several times throughout the year.

Teacher Leader Training Institute

17. Preparation to Establish a Training Institute

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

Establishing an accredited Training Institute for Reading Recovery/IPLÉ 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:

- 17.1 Conduct a survey to determine the need for an Institute and the projected number of Training Centres and school districts that might be served by the proposed Institute;
- 17.2 Develop a long-range implementation plan that is consistent with the *CIRR Standards and Guidelines*;
- 17.3 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, and professional development requirements;
- 17.4 Seek a commitment from a university to credit academic courses for Teacher Leader training;
- 17.5 Submit a letter of interest to the President of CIRR by January 15th of the academic year prior to the establishment of the proposed Institute;
- 17.6 Upon approval from the CIRR Board, allocate funds for the position of one or more Trainers;
- 17.7 Ensure access to an appropriate facility for Reading Recovery/IPLÉ classes at the Training Institute, including a room with a one-way screen, the installation of a suitable sound system (*Appendix C*) and sufficient meeting and office space.

18. 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/IPLÉ. The following *Standards* have been identified as critical to the success of a Training Institute.

There must be:

- 18.1 Evidence of fiscal viability for the Training Institute;
- 18.2 Appropriate employment status for the proposed Trainer(s);
- 18.3 Evidence of the need for Teacher Leader training within the region;
- 18.4 Evidence of support from school districts and/or provincial Ministry;
- 18.5 Adequate number of Teacher Training classes to support Teacher Leader training.

Trainers

Reading Recovery/IPLÉ 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/IPLÉ. The role of the Trainer is critical because the quality of the implementation of Reading Recovery/IPLÉ depends on the expertise of the Teacher Leaders. In addition to the above, Trainers are responsible for the implementation and coordination of Reading Recovery/IPLÉ across a province or the country and are responsible to the Board of Directors of the CIRR.

19. Trainer Selection

Standards

Trainers selected for training must:

- 19.1 Hold at minimum, a Masters Degree from a recognized institution;
- 19.2 Have a Permanent Teacher's Certificate;
- 19.3 Have a record of successful teaching experience preferably in the primary grades;
- 19.4 Provide evidence of leadership showing exceptional competence in working with colleagues and teachers;
- 19.5 Be nominated for training by the CIRR;
- 19.6 Have the ability to work independently and as a member of a Trainer team;
- 19.7 Be employed by a regional training Institute for at least 3 years following training;
- 19.8 Be approved by the Canadian Reading Recovery Team/IPLÉ Trainers (CRRT);
- 19.9 Have successful bilingual teaching experience in a French/French Immersion setting if applying for Intervention préventive en lecture-écriture.

Guidelines

Trainers selected for training should:

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

20. Trainers in Training

Training as a Reading Recovery/IPLÉ Trainer requires full-time participation for an academic year in a recognized program offered by a Team of Trainers. Priority will be given to training in a Canadian setting under a program approved by IRRTO.

Course components include:

- 20.1 Appropriate academic preparation (individualized to meet needs);
- 20.2 Teaching 4 children in Reading Recovery/IPLÉ daily throughout the year;
- 20.3 Participating in training Teachers and Teacher Leaders;
- 20.4 Developing abilities to communicate about Reading Recovery/IPLÉ to a variety of audiences;
- 20.5 Advising others about the range of research related to Reading Recovery;
- 20.6 Developing understanding of the organization and management of the Teacher Leader Institute and course;
- 20.7 Gaining insight into implementation issues;
- 20.8 Successful completion of all specified courses.

21. Trained Trainers

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

Standards

Trained Trainers must:

- 21.1 Be a member of CRRT;
- 21.2 Participate in the development of a long range plan for Training Institutes in Canada;
- 21.3 Teach children;
- 21.4 Work with a group of teachers over the course of a school year from time to time
- 21.5 Prepare and deliver a course to a class of Teacher Leaders In Training;
- 21.6 Provide professional development to trained Teacher Leaders;
- 21.7 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;
- 21.8 Update materials;
- 21.9 Collect and report on National Implementation Data;
- 21.10 Monitor program implementation across the country;
- 21.11 Serve on NATG and IRRTO committees and attend scheduled meetings;
- 21.12 Represent Reading Recovery/IPLÉ in public forums;
- 21.13 Review current research and theories relevant to reading and writing acquisition, reading difficulties, and related areas and respond to critics;

- 21.14 Act as an advocate for Reading Recovery/IPLÉ to policy makers at the local, provincial and national levels;
- 21.15 Participate in visits from colleagues;
- 21.16 Plan and participate in the annual Teacher Leader Professional Development Forum;
- 21.17 Advise the CIRR Board regarding implementation across Canada;
- 21.18 Respond to requests for information about Reading Recovery/IPLÉ;
- 21.19 Plan agendas for visitors interested in all aspects of the Reading Recovery/IPLÉ and its implementation.

Retraining of Teachers, Teacher Leaders, and Trainers

22. Teachers

If a teacher has not been teaching Reading Recovery/IPLÉ 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 a Trainer considering the length of time out of Reading Recovery/IPLÉ, the number of years experience in Reading Recovery/IPLÉ, and changes to training materials. The plan will need to include consideration of costs that may be involved.

23. 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 a 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 a field year, the re-entry plan must include:

- 23.1 Time spent at the Training Institute prior to re-entry;
- 23.2 Participation at Teacher Leader training classes;
- 23.3 Teaching children in Reading Recovery/IPLÉ;
- 23.4 Tutoring a group of Reading Recovery/IPLÉ Teachers in training.

24. 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 Canadian Trainer Team. The plan will need to include consideration of costs that may be involved.

The plan should include:

- 1. Observing and working with a Teacher Leader training class;
- 2. Participating with a Trainer on site visits;
- 3. Teaching children, if the Trainer has not been teaching Reading Recovery/IPLÉ;
- 4. Updating knowledge of implementation issues.

Bridging between Reading Recovery and Intervention préventive en lecture-écriture

Due to the diversity of students in Canada, Reading Recovery/Intervention préventive en lecture-écriture professionals may be put in a situation where they have to provide instruction in a language other than the one in which they have been trained. In such cases a plan will need to be developed in conjunction with the Canadian Reading Recovery Trainers. The plan must be developed one year prior to the school year in which the Reading Recovery professional will be required to perform duties in the other language.

25. Teachers

Standards

When a teacher is bridging to a new language he or she must:

- 25.1 Receive Assessment Training in the new language;
- 25.2 Teach a minimum of 4 children in the new language;
- 25.3 Be supported by a Teacher Leader who has qualifications to work in the new language;
- 25.4 Join a training or Continuing Contact professional learning group of teachers in the new language.

The Teacher Leader, in consultation with a Trainer, will determine the ways in which extra support will be provided.

26. Teacher Leaders

Standards

If a Teacher Leader is bridging to a new language he or she must:

- 26.1 Receive Assessment Training in the new language;
- 26.2 Teach a minimum of 4 children in the new language;
- 26.3 Be supported by a Trainer who has qualifications to work in the new language;
- 26.4 Undertake additional course work during the bridging year as assigned;
- 26.5 Follow a training or Continuing Contact group of teachers in the new language under the supervision of a Trainer.

27. Trainers

Standards

If a Trainer is bridging to a new language he or she must:

- 27.1 Teach a minimum of 4 children in the new language;
- 27.2 Collaborate with suitable IRRTO colleagues;
- 27.3 Follow a group of teachers or Teacher Leaders taking the training in the new language;
- 27.4 Undertake professional learning as required.

Policies and Procedures

28. Licensing Policy

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

- 28.1 As the Owner, the CIRR has registered the trademark, Reading Recovery in Canada;
- 28.2 CIRR is the owner of all rights, title and interest in the mark;
- 28.3 CIRR introduces, promotes, guides and administers this early literacy intervention founded by Dr. Marie Clay;
- 28.4 The registration of the mark ensures the *Standards and Guidelines* for Reading Recovery/IPLÉ in Canada;
- 28.5 Annually, all Reading Recovery/IPLÉ implementations in Canada which meet the requirements set forth in the *Standards and Guidelines* are granted a one-year, royalty-free license;
- 28.6 Teacher Training Centres submit annual application for licensing; (*Appendix E*)
- 28.7 CRRT will review applications and will recommend approval of Teacher Training Centres to the CIRR Board of Directors;
- 28.8 A list of Training Centres in Canada for the current school year is brought forward to the Board of Directors by the President of the CIRR at the Board's annual meeting;
- 28.9 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/IPLÉ and solely in connection with the promotion and rendering of those educational services at the Licensee's site(s);
- 28.10 Confirmation of approval is time specific (i.e. one year);
- 28.11 The License cannot be assigned, sub-Licensed or otherwise granted by a Licensee;
- 28.12 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/IPLÉ in Canada;
- 28.13 The Licensee is required to use the registration symbol in conjunction with the phrase Reading Recovery/IPLÉ in all related print and electronic information;
- 28.14 The licensor will provide services and support in accordance with the *Standards and Guidelines* for Reading Recovery/IPLÉ in Canada based on an annual fee-for-service per Teacher Training Centre.

29. Requesting Exemptions

These *Standards and Guidelines* are to be used as the basis for planning and for monitoring the use of the Reading Recovery/IPLÉ Trademark. The CIRR acknowledges 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/IPLÉ Principles be used for the implementation of Reading Recovery/IPLÉ in Canada.

Requests for an exemption must be sent to the CIRR Executive Director or CIRR President.

Trainers, Teacher Leaders, Liaison Administrators, senior school district administrators, or principals requesting an exemption to a CIRR standard, must submit the request in writing. The request must be made in a timely manner and is for a one year period only. The request must include the following information:

- Names of the school district and school(s);
- Number of grade one students in any school involved;
- Names of Teacher Leader(s) and/or Teacher(s) involved;
- Citation of the Standard that cannot be met;
- Reasons why the Standard cannot be met;
- Efforts that have been made to meet the Standard.

Any proposed changes to the teaching or training delivery model, including the use of technology, requires a written request for an exemption. This request must be made in a timely manner by June 1 for the following school year. (*See Appendix B for samples of letters*).

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 a Trainer for resolution in consultation with the Reading Recovery/IPLÉ personnel at the district level.

If no resolution is found, the CIRR Board of Directors, as the owner of the Reading Recovery/IPLÉ Trademark in Canada, has the responsibility to make a decision based on the Principles of Reading Recovery/IPLÉ.

Recommendations of the final granting or denial of the request for a one year exemption will come from the CIRR Board of Directors, Executive Director or a Trainer, responding on behalf of the Board, to all parties concerned. An annual report on all exemption requests, granted and denied, will be made by the Executive Director at the annual general meeting of the Board of Directors of the CIRR.

Where exemptions are denied, contact will be made by a Trainer who will work with personnel in the Teacher Training Centre to resolve outstanding concerns.

Contact information for Trainers and the CIRR is available at: www.rrcanada.org.

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

Failure to comply with such a written request may 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/IPLÉ will immediately cease.

31. Closing of a Training Institute or a Teacher Training Centre

In the event of the closing of Training Institute, the Trainer must develop a plan in collaboration with CRRT and the President of the CIRR to provide for the continued support of the Reading Recovery/IPLÉ 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 a Trainer, to provide for the continued support of Reading Recovery/IPLÉ Teachers.

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 CRRT, 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.

Bibliography

- Clay, M. M. (1982). An emphasis on prevention, *Observing young readers*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1987). Implementing Reading Recovery: Systemic adaptations to an educational innovation. *New Zealand Journal for Educational Studies*, 22, 35-58.
- Clay, M. M. (1991a). Reading Recovery surprises, DeFord, D., Lyons, C.A., & Pinnell, G.S. (Eds.) *Bridges to literacy* (pp. 55-74). Portsmouth, NH: Heinemann.
- Clay, M. M. (1991b). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Clay, M. M. (1997). International perspectives on the Reading Recovery program. In J. Flood, Brice Heath, S., & Lapp, D., (Ed.), *Handbook of research on teaching literacy through the communicative and visual arts* (pp. 655-667). Old Tappan, NJ: Simon and Schuster.
- Clay, M. M. (2001). *Change over time in children's literacy development*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2003). *Le sondage d'observation en lecture-écriture*. Montréal, PQ : Chenelière/McGraw-Hill.
- Clay, M. M. (2016). *Literacy lessons designed for individuals, 2nd edition*. Auckland, NZ: The Marie Clay Literacy Trust.
- Clay, M. M. (2013). *An observation survey of early literacy achievement* (3rd ed). Portsmouth: NH: Heinemann.
- Clay, M. M., & Cazden, C. B. (1990). A Vygotskian interpretation of Reading Recovery. In L. C. Moll (Ed.), *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. Boston, MA: Cambridge University Press.
- Watson, B. & Askew, B. (2007). *Boundless horizons: Marie Clay's search for the possible in children's literacy*. Portsmouth, NH: Heinemann.

Glossary of Terms

PERSONNEL

Break In Service

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

Bridging

The process of connecting a Reading Recovery/IPLÉ professional's understandings from one linguistic context to another.

Classroom Teachers

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

Colleagues

Reading Recovery/IPLÉ trained personnel.

Field Year

The second year of Reading Recovery/IPLÉ Teacher Leader training when an individual delivers the Reading Recovery/IPLÉ In-service course for the first time.

Reading Recovery Teacher /IPLÉ Enseignant(e)

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

Reading Recovery Teacher Leader/IPLÉ Enseignant(e) formatrice

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

Reading Recovery Trainer/IPLÉ Directrice à la formation

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

IMPLEMENTATION

Accelerated Progress

Accelerated progress is the first successful outcome of a Reading Recovery/IPLÉ series of lessons. The *Recommendations for Discontinuing Prior to Final Assessment* suggest (and results from the Final Assessment confirm) the child has made accelerated progress and will be able to benefit from classroom instruction without the need for additional individual support.

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/IPLÉ 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 Learning or On-going professional development sessions held 8 times a year for trained Reading Recovery/IPLÉ Teachers conducted by Teacher Leaders.

Discontinued

A Reading Recovery/IPLÉ series of lessons is discontinued when a child has made accelerated progress, has developed an effective processing system in reading and writing, and participates with average or above students in the classroom (*See definition of Accelerated Progress*).

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/IPLÉ implementation and to document the growth of Reading Recovery/IPLÉ nationally.

Full Coverage

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

In-service sessions

Reading Recovery/IPLÉ 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.

Limited Progress

Limited progress is one of the other successful outcomes for a Reading Recovery/IPLÉ series of lessons. It has been recognized early in the child's school career that some extra literacy support will be required, and thus the recommendation is made for longer term, specialist support. Records of literacy progress suggest the child will require more time and additional specialist support.

Screen

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

Recommended or Referred

A Reading Recovery/IPLÉ student who has made substantial or limited progress but has not developed a sufficiently effective literacy processing system after being in Reading Recovery/IPLÉ for a sufficient period of time and needs longer-term or specialist support (*See definitions of Limited Progress and Substantial Progress*).

Substantial Progress

Substantial progress is a successful outcome for a Reading Recovery/IPLÉ series of lessons. It is recognized early in the child’s school career some extra support will be required, and it is recommended the child receive longer term support. Teacher observation and records suggest the child has made substantial progress and will be able to benefit from classroom instruction with some extra attention from the classroom teacher and opportunities for a high volume of daily reading and writing.

Visits

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

LOCATIONS

Reading Recovery/IPLÉ Training Institute

Teacher Leader training location.

Reading Recovery/IPLÉ Site

A system providing Reading Recovery/IPLÉ although not necessarily employing a Teacher Leader.

Reading Recovery/IPLÉ Teacher Training Centre

A system that has implemented Reading Recovery/IPLÉ, employs at least one Teacher Leader and is the location of In-service sessions.

School

School which implements Reading Recovery/IPLÉ.

Appendices

Appendix A

Statement to Accompany Course Completion Card

Reading Recovery/IPLÉ Inservice Course

Statement to Accompany the Course Completion Card

The Reading Recovery/IPLÉ Teacher Training Course

Teachers who are trained as Reading Recovery/IPLÉ teachers have undertaken a year-long in-service course involving:

- two hours minimum of daily individual teaching of children (approximately 300 hours);
- bi-weekly in-service sessions (a minimum of 40 hours of in-service training).

Reading Recovery/IPLÉ is an early intervention 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 in-service sessions to train teachers in the use of the Reading Recovery/IPLÉ procedures and develop their understanding of the reading and writing processes. Two teachers teach at each session. Each person teaches for his/her peers several times during the year. Reading Recovery/IPLÉ teacher training courses are organized and delivered by trained Reading Recovery/IPLÉ 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/IPLÉ teaching procedures;
- are able to design individual instruction that assists a student to produce effective strategies for working on text;
- are able to examine their work and provide feedback to peers in a collaborative environment;
- are able to guide Reading Recovery/IPLÉ and report regularly on its operation in their schools.

Appendix B

Sample Letters Requesting an Exemption

[District Letterhead]

May 1, 20XX

CIRR Board of Directors

Dear CIRR President,

Re: Training a new Reading Recovery teacher at _____ School in [School District]

We are requesting an exemption from the CIRR Standard 10.4 “Ensure 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.”

[School Name] has a projected population of 10 grade one students for the upcoming school year and 8 students the following year. It would not be possible for [teacher’s name] to travel to a nearby school to teach additional students as our community is a 45-minute drive away. We request that [teacher’s name] be able to train as a Reading Recovery teacher over a two-year period in 20XX/XX and 20XX/XX, working with two children at a time instead of four. This exemption is requested as we anticipate we can serve the 20 to 25% of grade one students with the greatest difficulties in one hour per day.

We support the goals of Reading Recovery and look forward to hearing from you.

Sincerely,
[District Administrator]

[District Letterhead]

May 1, 20XX

CIRR Board of Directors

Dear CIRR President,

Re: Small Reading Recovery Training Group in [District Training Centre]

We are requesting an exemption from the CIRR Standard 15.7 “Teach a training class of 8-12 teachers, as needed within the district, 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.”

For the upcoming 20XX-20XX school year, 6 of 10 schools in our district will need to train a new Reading Recovery teacher. Our geographical location limits access to our training centre and the services of our teacher leader. Therefore, we would like to offer training to the 6 teachers utilizing the following schedule:

Assessment Training 1 Assessment Training 2	Each RR teacher will bring a classroom teacher to receive training in administering the Observation Survey tasks	Total group size = 12
Assessment Training 3	Each RR teacher will bring a classroom teacher to receive training in administering the Observation Survey tasks	Total group size = 12
Assessment Training 4	RR teachers in training	Total group size = 6
ISS 1 and 2	Video lessons	Total group size = 6
ISS 3, 4, and 5	RR teachers in training teach for their colleagues	Total group size = 6
ISS 6	2 CC teachers to teach and join the session*	Total group size = 8
ISS 7, 8, and 9	RR teachers in training teach for their colleagues	Total group size = 6
ISS 10	2 CC teachers to teach and join the session*	Total group size = 8
ISS 11, 12, and 13	RR teachers in training teach for their colleagues	Total group size = 6

ISS 14	4 CC teachers join the session*, 2 training teachers to teach	Total group size = 10
ISS 15	RR teachers in training teach for their colleagues	Total group size = 6
ISS 16	4 CC teachers join the session*, 2 training teachers to teach	Total group size = 10
ISS 17	RR teachers in training teach for their colleagues	Total group size = 6
ISS 18	4 CC teachers join the session*, 2 training teachers to teach	Total group size = 10

*Participation by the Continuing Contact (CC) teachers will account for 4 of the 8 required continuing contact sessions.

We support the goals of Reading Recovery and look forward to hearing from you.

Sincerely,
[Liaison Administrator]

Appendix C

Suggested Layout and Equipment Specifications for a Reading Recovery/IPLÉ Teacher Training Centre

CONSTRUCTION

AIR CIRCULATION:

Since the space allocated for modification may not have windows, and all training sessions are 2 ½ hours long, the distribution of fresh air on both sides of the soundproof wall is critical.

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 an 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”.

SOUND SYSTEM:

A small 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).

Amplifier, discrete Microphone,
Two Speakers
Volume control

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 ceiling lights, adequate lighting directed down on the counter top, ought to be placed on the wall immediately above the one-way-glass.

Adequate Lighting System recommended

COUNTER TOP:

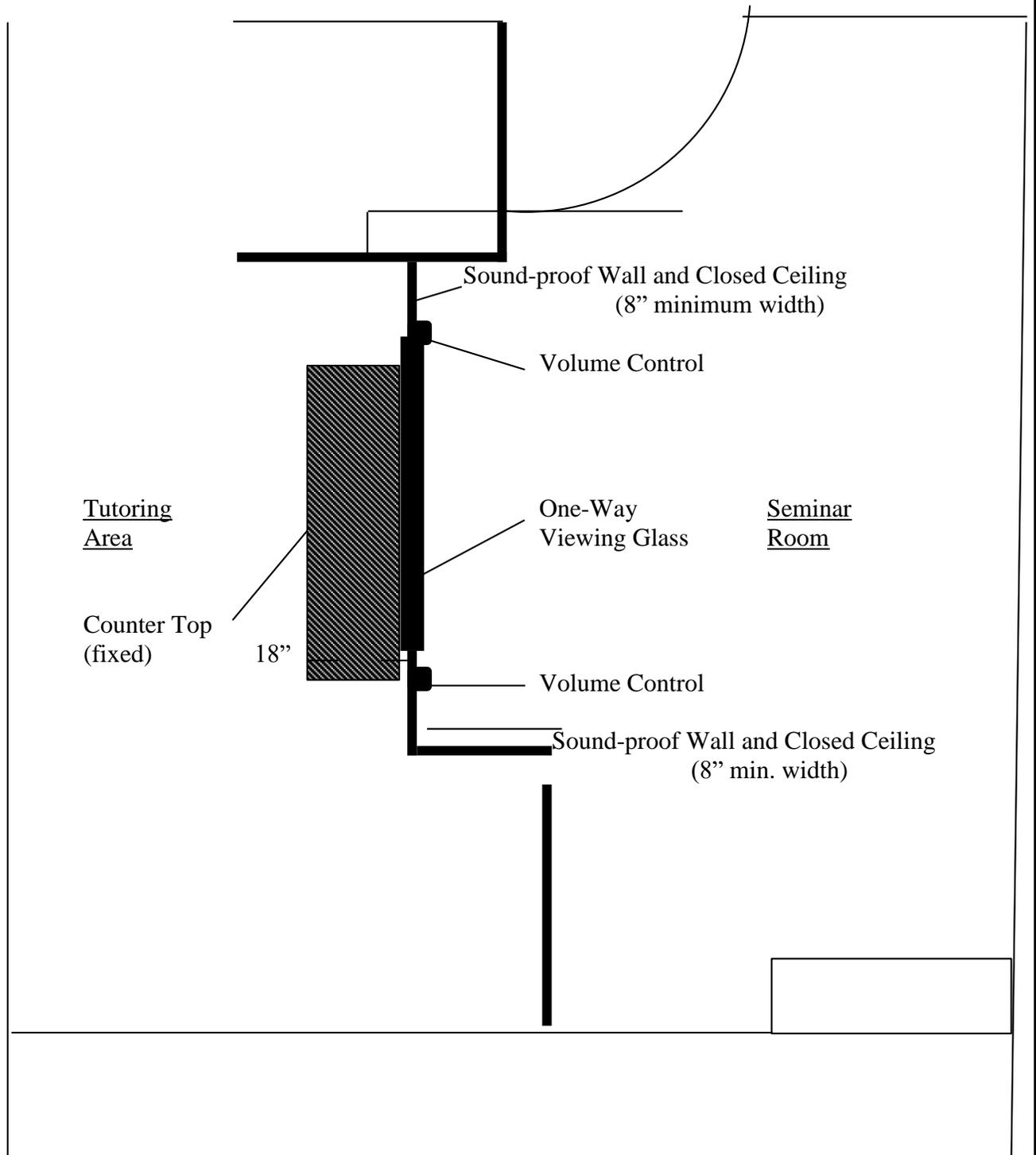
The counter top on the tutoring side of the glass (see Diagram 1) extends out horizontally 18” into the room, flush with the bottom of the glass. Its length should extend the length of the mirror plus the mirror casings. Although piano hinges may be used to attach the inner edge to the casings, the tops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

18” x 98” Counter Top – Rounded front edge

ESSENTIAL EQUIPMENT REQUIREMENTS:

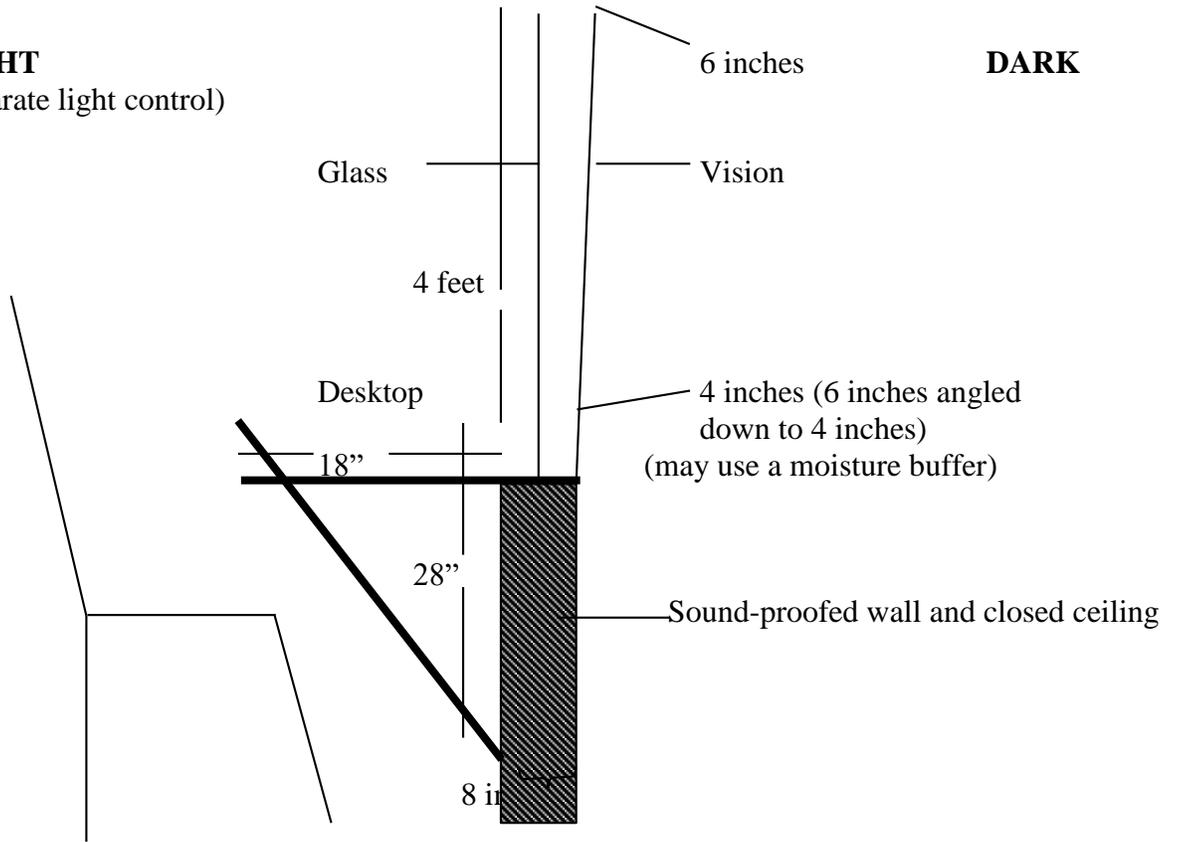
1. High stools: 6 high stools - 29” high
2. Stacking Chairs: 18 Chairs – without arms
3. Magnetic Whiteboard:
4’ x 6’ Magnetic Surface Marker Board

Plan for Centre's Internal Construction Requirements

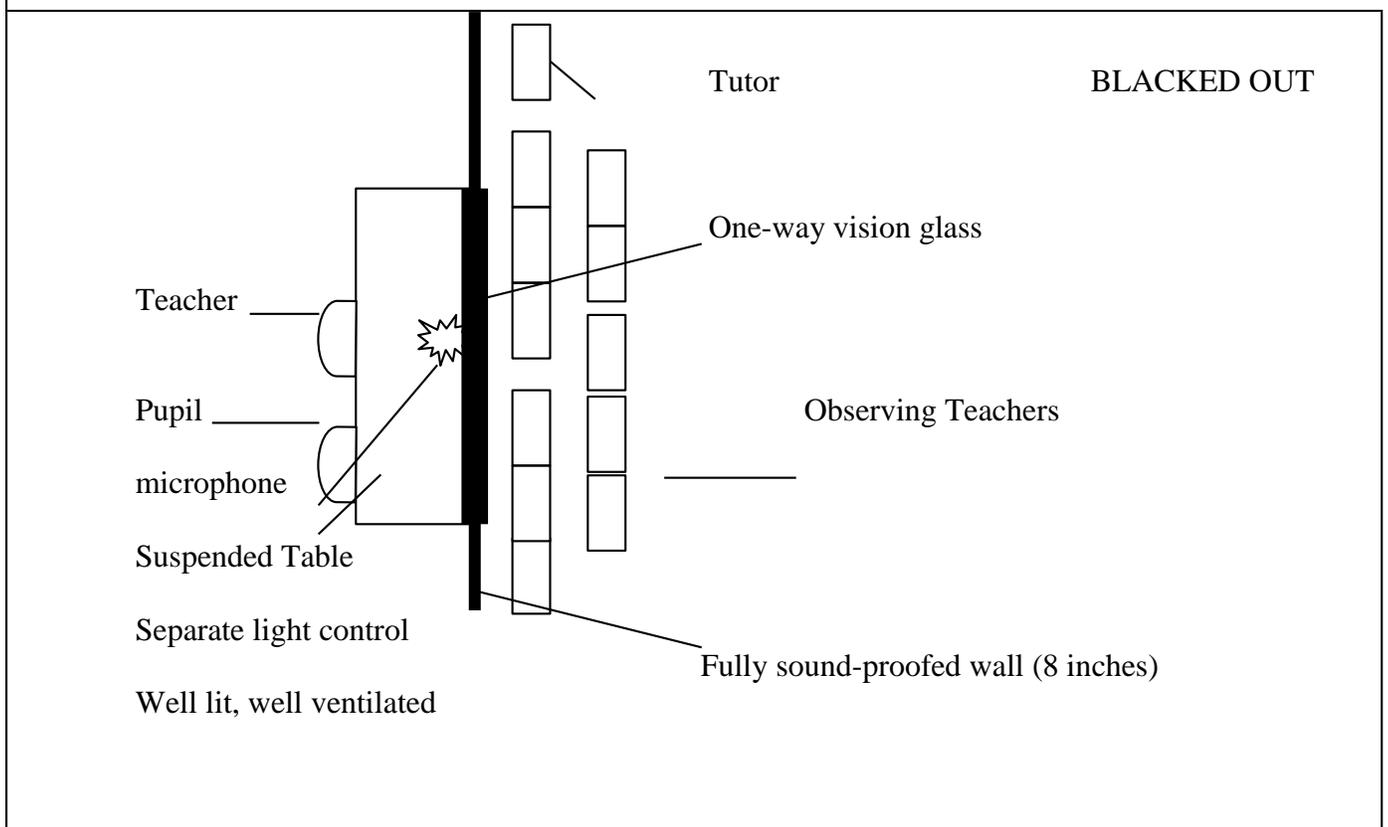


LIGHT
(separate light control)

DARK



Example of Layout



Appendix D

CODE OF ETHICS

For Reading Recovery/IPLÉ Trained Professionals and Administrators Implementing Reading Recovery/IPLÉ

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

Any individual who has received Reading Recovery/IPLÉ training and is registered with the CIRR and any individual affiliated with Reading Recovery/IPLÉ 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/IPLÉ.

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

Interact ethically with all clients served by Reading Recovery/IPLÉ.

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/IPLÉ.

Acknowledge the authorship and work of others by using the Reading Recovery/IPLÉ trademark appropriately and adhere to copyright laws and obtaining written permission to use the copyrighted work of others including the founder of Reading Recovery/IPLÉ, 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/IPLÉ 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/IPLÉ and the limitations of that expertise for performing other professional roles.

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

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

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

First approved by the CIRR Board of Directors, July 1999.

Appendix E

Canadian Institute of Reading Recovery®/ L'Institut canadien d'intervention préventive en lecture-écriture Application for Licence as Reading Recovery/IPLÉ Training Centre



For the school year: _____

Name of Liaison Administrator: _____

Training Centre Name: _____

Address: _____

City: _____ Province: _____

Postal Code: _____

Phone: _____ Fax: _____

Email: _____

The _____ School District/Region plans to continue as a Registered Reading Recovery Training Centre in compliance with the Standards and Guidelines of the Canadian Institute of Reading Recovery/L'Institut canadien d'intervention préventive en lecture-écriture.

Yes

No

The Teacher Leader(s) is (are)

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 of ____). 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/L'Institut canadien d'intervention préventive en lecture-écriture;
- Submit Annual Training Centre Report to the Canadian Institute of Reading Recovery/ L'Institut canadien d'intervention préventive en lecture-écriture;
- Request for exemption submitted (Please specify).

Signatures:

Teacher Leader (s)

_____	_____ (date)

Liaison Administrator

_____	_____ (date)
-------	--------------