

Canadian Institute of Reading Recovery®

Standards and Guidelines for Literacy Lessons®



Introduction:

Literacy Lessons® is an intervention initiative developed by Marie Clay for children not in grade 1 with exceptional needs experiencing challenges in literacy. The goal of Literacy Lessons is to teach to these children to become successful readers and writers with an effective literacy processing system. Literacy Lessons trademarks are registered and owned in Canada by the Canadian Institute of Reading Recovery (CIRR). The CIRR monitors the trademark requirements and issues authorization to use the Literacy Lesson trademark to Reading Recovery institutes and sites in compliance with these standards.

Dr. Clay's four required elements for a recognized Literacy Lessons implementation follow:

1. Individually designed and individually delivered by a trained Literacy Lessons teacher for students from special populations who are struggling to develop an early literacy processing system
2. A recognized course for qualified teachers with ongoing professional development
3. Ongoing data collection, research, and evaluation
4. Establishment of an infrastructure and standards to sustain the implementation and maintain quality control

At the beginning of Literacy Lessons Designed for Individuals Part One, Marie Clay stated:

There are other groups of children who would benefit from the use of Reading Recovery teaching procedures. It is because these procedures are designed for adapting the instruction to the learning needs of individual children that they can be applied to many beginning readers who are in some kind of special education. And, because the procedures allow for accelerated progress, they are particularly useful for young immigrant children entering English, or Spanish, or French programmes for five- to seven-year-old children. (Clay, 2016, p. 3)

Overview:

The purpose of the teacher training is to provide high quality professional development to teachers supporting individual students with exceptional needs in Grade 2 to 4 classrooms. Such training would be offered to teachers working in a school where Reading Recovery is implemented to address the literacy learning needs of students in Grade 1. The literacy work is short term, and is provided in 30 to 40 minute lessons on a daily basis with individual children.

Selection of Students:

Children selected for Literacy Lessons are in the beginning stages of learning to read and write. They are identified based on the results of their assessment with An Observation Survey of Early Literacy Achievement and additional assessments as required.

Selection of Teachers:

As with Reading Recovery and IPLÉ, the adoption of Literacy Lessons represents an investment in the development of teacher expertise to provide high-quality one-to-one teaching. ***The quality and commitment of the teachers recruited and selected for Literacy Lessons will strongly impact the success of the children.***

Standards

Careful selection of an appropriate teacher is critical to the effectiveness and success of the Literacy Lessons Teachers.

Teachers selected must:

1. Be working in a school where Reading Recovery is implemented for the Grade 1 population.
2. Hold teacher certification according to Provincial and Territorial requirements
3. Teach “live” lessons at In-service sessions several times in front of teachers in the Reading Recovery In-service Course
4. Be able to commit time required for a year of training (Sept.-June)
5. Support the school team in monitoring the progress of children

Guidelines

Teachers selected should:

1. Have successful experience providing literacy instruction to children in their first four years of school
2. Be part of an integrated school team which may include student services personnel
3. Demonstrate evidence of adaptability and problem solving

4. Be willing to learn and apply new skills and knowledge
5. Be willing to critically examine their own practice and incorporate new teaching practices within their own teaching of children
6. Communicate well with colleagues, parents, and administrators

Literacy Lessons Teachers in Training

1. During the training year, Literacy Lessons intervention specialists will not select their Reading Recovery-eligible students until the Reading Recovery teachers have selected the lowest children for their caseloads. The next-lowest children will be assigned to the Literacy Lessons intervention specialists-in-training.
2. If all Reading Recovery students have been served, Literacy Lessons intervention specialists-in-training should select (in this order) from
 - a. retained first-grade students who did not have an opportunity for Reading Recovery lessons,
 - b. the lowest second-grade students who did not have an opportunity for Reading Recovery lessons
 - c. students whose lessons had been on hold due to circumstances beyond the control of the school

Standards

In order to receive a course completion card, Literacy Lessons teachers must:

1. Attend the equivalent of 2 full days of assessment training with a group of training Reading Recovery teachers to develop an understanding of the administration and analysis of *An Observation Survey of Early Literacy Achievement* (Clay, 2013) tasks. These days may be held as 4 half-day sessions over the first 2 weeks of school. This may also include supplementary tasks appropriate for the clientele in the second part of the year.
2. Participate at 18 In-service sessions every other week for 2 ½ hours. These sessions may be held with Reading Recovery Teachers.
3. Teach live lessons several times throughout the year behind the one-way screen at In-service sessions.
4. Ensure consistent, 30 to 40 minute daily individual instruction for **four** students on all days that the school is in session for September to June (5 lessons per week). The year will begin with instruction of four Reading Recovery students in order to deepen their understanding of a literacy processing theory and then shift to the new clientele as described above in the second part of the year. At all times, guidance will be provided by the Teacher Leader.
5. Ensure utilization of all available teaching time by avoiding delays in assessment, identification, and the teaching of students.

6. Administer, analyze, and summarize data from *An Observation Survey of Early Literacy Achievement* and additional assessments as (e.g. oral language, communication) as determined in consultation with the Teacher Leader and the school team.
7. Keep complete records of the children as a basis for ongoing instruction:
 - a. *Observation Survey* and Summary
 - b. Prediction of Progress
 - c. Daily Lessons Records
 - d. Running Records of Continuous Text Reading
 - e. Weekly Record of Known Writing Vocabulary
 - f. Weekly Record of Known Reading Vocabulary
 - g. Change Over Time in Text Level
 - h. Change Over Time in Known Writing Vocabulary
 - i. Observation Summary for Multiple Assessments
 - j. Attendance Sheet
8. Maintain close liaison with classroom teachers throughout the lesson series.
9. Work closely with the school team to sensitively monitor the ongoing progress of children and support them about further literacy learning opportunities for each child.
10. Receive a minimum of 5 visits from the Teacher Leader throughout the school year.
11. Support the individual student's transition to classroom instruction in a sensitive and deliberate way after the intervention.
12. Complete a school report.
13. Submit data to the Teacher Leader as requested.
14. Successfully complete all aspects of training in order to receive a Literacy Lessons Teacher Course Completion Card.

Guidelines

Literacy Lessons Teachers in Training should:

15. Communicate with parents, the classroom teacher, and other school personnel on a regular basis.
16. Arrange to meet with parents or caregivers of the students as they are about to begin the lesson series and invite them to observe some lessons and maintain communication throughout the period of support.
17. 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 students and to discuss further literacy learning opportunities for each child.
18. Join a network of Literacy Lessons teachers or special education teachers and the Reading Recovery Council of North America.
19. Attend the professional development opportunities offered throughout the year by these groups.

Trained Literacy Lessons Teachers

Trained Literacy Lessons teachers are expected to continue with professional development as long as actively working as a Literacy Lessons intervention specialist.

Standards

Trained Teachers must:

20. Ensure consistent, 30-40 minute daily instruction for all children on all days that the school is in session;
21. Ensure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of children in Literacy Lessons;
22. Be employed under permanent contract on a daily basis by a school board;
23. Teach a minimum of 1 hour per day (2 Literacy Lessons children daily for 30-40 minutes of individual instruction) in a school setting;
24. While teaching children in Literacy Lessons, attend Continuing Contact professional learning sessions;
25. Administer, analyze and summarize data from the *Observation Survey* and additional assessments as (e.g. oral language, communication) as determined in consultation with the Teacher Leader and the school team.
26. Keep complete records on each child as a basis for ongoing instruction:
 - a. Observation Survey and Summary
 - b. Additional assessments
 - c. Prediction of Progress
 - Daily Lesson Records
 - d. Running Records of Continuous Text Reading
 - e. Weekly Record of Known Writing Vocabulary
 - f. Weekly Record of Known Reading Vocabulary
 - g. Change Over Time in Text Level
 - h. Change Over Time in Known Writing Vocabulary
 - i. Observation Summary for Multiple Assessments
 - j. Attendance Sheet
27. Maintain close liaison with classroom teachers throughout the lesson series and especially in the child's final weeks of lessons;
28. 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;
29. Work closely with the appropriate school team members to sensitively monitor the ongoing progress of children who have been in Literacy Lessons and discuss further literacy learning opportunities for each child;
30. Attend a minimum of 8 Continuing Contact professional learning sessions each year;
31. Teach a live lesson for colleagues during Continuing Contact professional learning sessions;
32. Make or receive school visits with colleagues;
33. Receive a minimum of one school visit from the Teacher Leader annually;
34. Monitor the progress of children who are no longer participating in Literacy Lessons;

35. Prepare an annual school report on Literacy Lessons;
36. Abide by the CIRR Code of Ethics.

Guidelines

Trained Teachers should:

37. Contribute to the development and operation of a school team to monitor program progress;
38. Work towards providing Literacy Lessons for every student who requires support in their schools;
39. Arrange to meet with parents or caregivers of children as they are about the enter Literacy Lessons, invite them to observe some lessons and maintain communication throughout the intervention;
40. Communicate with parents, classroom teachers and other school personnel on a regular basis;
41. Advocate for Literacy Lessons instruction for those children who need support;
42. Join Reading Recovery Council of North America to receive the latest information and publications.
43. Disseminate information and participate in the Literacy Lessons network to maintain their own professional development;
44. Work closely with district administrators to achieve effective program implementation, operation, and evaluation.

Standards for Teacher Leaders Working with Literacy Lessons

Literacy Lessons professional support is provided by experienced and qualified Reading Recovery teacher leaders in collaboration with the regional institute.

Standards

44. Participate in professional development offered by the regional institute to develop teacher leader expertise in supporting Literacy Lessons intervention teachers **prior** to and while offering Literacy Lessons courses.
45. Complete annual Literacy Lessons data submission procedures for The Canadian Institute of Reading Recovery.

Guidelines

46. Work in partnership with educators who have qualifications in working with students with exceptional needs.
47. Work collaboratively with administrators.

Standards for Trainers Working with Literacy Lessons

Standards

48. Design and provide professional support for teacher leaders who teach Literacy Lessons courses and provide ongoing professional development for Literacy Lessons intervention teachers. This support may include communication with and involvement of special population teachers, supervisors, and administrators.
49. Work collaboratively with trainer colleagues to design courses for Literacy Lessons intervention specialists, including core experiences and a set of core references.
50. Consult with researchers and specialists who have expertise in the education of specialist populations.
51. Engage in professional development to expand knowledge and skills in supporting teacher leaders and teachers of special populations to use *Literacy Lessons Designed for Individuals* (Clay, 2016)
52. Ensure compliance with Literacy Lessons *Standards* to maintain the trademark.