

Literacy Lessons Standards & Guidelines in the United States

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Reading Recovery
Community

Literacy Lessons® and Reading Recovery® are trademarked interventions through the United States Patent and Trademark Office.

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Abbreviations Used in This Document

IDEC	International Data Evaluation Center
IDO	<i>Instrumento de observación de los logros de la lecto-escritura inicial</i>
MLL	Students who are Multilingual Learners
NATG	North American Trainers Group
OS	<i>Observation Survey of Early Literacy Achievement</i>
RRCNA	Reading Recovery Council of North America
UTC	University Training Centers authorized to prepare Teachers and Teacher Leaders

Introduction

Standards & Guidelines for Literacy Lessons have aimed to protect the trademark and ensure the quality and integrity of Literacy Lessons. The North American Trainers Group (NATG) craft, monitor, and revise these Standards based on annual data-driven research, practice, and input from University Training Centers (UTCs) and sites. Standards & Guidelines address expectations in the areas of Teaching, Training, and Implementation.

Explorations with Literacy Lessons began in 2006 as an extension of Reading Recovery to serve two groups of students who are struggling with early reading and writing behaviors: (a) students identified as multilingual learners, and/or (b) children identified for special education services.

Implementation of Literacy Lessons requires the following elements:

- Individually designed and individually delivered instruction for students from special populations who are struggling to develop an early literacy processing system.
- A recognized initial graduate-level course of study for qualified Teachers with ongoing professional development following the training year.
- Ongoing data collection, research, and evaluation.
- Establishment of an infrastructure and standards to sustain the implementation and maintain quality control.

We acknowledge the uniqueness and complexities of service to students who are multilingual learners and students recommended and/or identified for special education across states, sites, districts, and schools. Standards provide an implementation infrastructure and assurances that the national data collected and research reports reflect standardized implementations. While standards are developed and periodically revised to ensure the consistency and quality of implementation, Reading Recovery Trainers provide oversight in collaboration with Reading Recovery Teacher Leaders, site coordinators, and NATG for guiding site-based decisions to ensure the quality and integrity of this intervention.

The Ohio State University (OSU) registers and owns the Literacy Lessons trademark in the United States. OSU monitors the trademark requirements and issues annual usage authorization to Reading Recovery University Teacher Leader Training Centers and Teacher Training Sites that meet the trademark standards.

Note that the logo is a registered mark of The Ohio State University and should be accompanied with the circle R (®) symbol. The words Literacy Lessons and the abbreviation LL should be followed by circle R symbol (®). Only licensed sites can use the logo and the name Literacy Lessons to describe their work.

This document presents standards (requirements) and guidelines (recommendations) for implementing Literacy Lessons. Implementations in English and in Spanish are collaborative efforts between Reading Recovery/Descubriendo la Lectura UTCs and Teacher Leaders. Literacy Lessons is implemented through a licensed Reading Recovery Site.

Note: References to Reading Recovery in this document also apply to Descubriendo la Lectura.

Overview

Literacy Lessons is based on the Literacy Processing Theory developed by Marie M. Clay, internationally known researcher in early literacy learning and the prevention of reading and writing difficulties.

An implementation of Literacy Lessons aims to accelerate the learning of each participating student in both reading and writing. Students of Literacy Lessons have not yet reached end of first grade literacy proficiency and have been recommended or identified for specialized instruction. The primary goal of Literacy Lessons is to serve students who are not eligible for Reading Recovery/Descubriendo la Lectura and have not yet developed an early literacy processing system. The teaching procedures in *Literacy Lessons Designed for Individuals* (Clay, 2016) are particularly designed to help readers and writers develop early literacy processing systems so that they may fully participate in and profit from small or whole group instruction.

Students

For eligible Grade One students, Reading Recovery or Descubriendo la Lectura is the recommended first option. Students selected for Literacy Lessons are:

- Students identified for special education services and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019) or *Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text* (Andrade, A.A., Basurto, A, Clay, M., Ruiz, O. & Escamilla, K., 1996).
- and/or-
- Students who are multilingual learners identified for supplemental services, who are learning English as an additional language, who find learning to read and write in English very challenging, and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019).

Teachers & Training

Training of Teachers of Literacy Lessons is designed for eligible Teachers to learn more about teaching striving readers and writers. Eligible Teachers are authorized to provide instruction to students who are identified for special education and/or multilingual services. Initial training includes university graduate-level course work with a registered Teacher Leader of Literacy Lessons. While enrolled in the course work, Teachers tutor children during the school day and receive regular coaching visits from the Teacher Leader. Teachers trained in Literacy Lessons acquire increased knowledge of literacy teaching and learning for special populations of children.

University Training Centers for Reading Recovery (UTC) in the United States

University Trainers develop the graduate-level training courses for Teachers and Teacher Leaders. They provide initial and ongoing professional development for Teacher Leaders, offer implementation guidance, monitor annual data collection, and conduct research.

University Trainers have developed and continue to issue revisions to the implementation standards and guidelines for Literacy Lessons in the United States.

Data Collection & Ongoing Research

Literacy Lessons is research-based. Data are collected on every student served annually and analyzed to determine the effectiveness of Literacy Lessons. From 2007 forward, national data collection has consistently documented successful progress for students who participate.

Data on Reading Recovery eligible students taught by Teachers in training for Literacy Lessons is collected and reported separately from Reading Recovery student data.

SECTION I

Selecting Teachers for Literacy Lessons

A. Standards

Eligible Teachers of Literacy Lessons must:

- A.1. Be employed in a school or district affiliated with a Reading Recovery site.
- A.2. Hold state certification to instruct students for special education and/or multilingual services.
- A.3. Have a record of successful teaching experience in the endorsed specialist area.

B. Guidelines

- B.1. Have at least 3 years of successful teaching experience.
- B.2. Demonstrate evidence of adaptability and problem solving.
- B.3. Be willing to learn, acquire, and apply new skills and knowledge.
- B.4. Show evidence of positive interpersonal skills with colleagues and administrators.
- B.5. Be selected by an administrator, voluntarily make application, and participate in an interview process that includes the Teacher Leader.

SECTION II

Standards and Guidelines for Training Teachers in Literacy Lessons

Coursework During Training

A. Standards

- A.1. Participate in *An Observation Survey of Early Literacy Achievement* (Clay, M.M., 2019) and/or *Instrumento de observación de los logros de la lecto-escritura inicial* training sessions.
- A.2. Successfully complete the Reading Recovery/Literacy Lessons University Training Center's approved graduate courses leading to recognition as a Teacher of Literacy Lessons.
 - A.2a. University Trainers develop the graduate coursework that Teacher Leaders provide within their local sites or regions.
 - A.2b. The course and professional development activities must meet the contact hour requirements of the credit-granting institution.
 - A.2c. Following successful completion of the training year, the graduate coursework, and supervised practicum, Teacher Leaders recommend Teachers for recognition as a Teacher of Literacy Lessons.
- A.3. Teach a student behind-the-glass at least three times during the training year.
- A.4. Receive at least four school visits from the Teacher Leader over the course of the training year.
- A.5. Report data for each student according to IDEC protocols.

B. Guidelines

- B.1. Participate in an approved Reading Recovery/Descubriendo la Lectura national or regional conference.

Selection of Students During the Teacher's Training Year

A. Standards

- A.1. When the Teacher is in training and working in a Reading Recovery school, Literacy Lessons students will be selected from the pool of students eligible for Reading Recovery after the lowest achieving students have been selected for first round Reading Recovery. The next-lowest first grade students will be assigned to Teachers training in Literacy Lessons.
- A.2. If there are no students eligible for Reading Recovery or other first grade students needing early literacy intervention, Teachers training in Literacy Lessons with guidance from the Teacher Leader may select (in this order) from:
 - Retained first-grade students who did not have an opportunity for Reading Recovery lessons.
 - The lowest second-grade students.
 - Second semester kindergarten students.

Teaching Students During the Teacher's Training Year

A. Standards

- A.1. Teach a minimum of two first-grade students eligible for Reading Recovery each day individually for 30 minutes in an appropriate setting during the initial year of training.
 - A.1a. Following the end of lessons series for first round students eligible for Reading Recovery, begin teaching student(s) from special populations in addition to one student eligible for Reading Recovery during the second half of the training year with Teacher Leader guidance.

- A.2. Continue Literacy Lessons with each student until an intervention outcome decision is made in consultation with the Teacher Leader and the school team.
- A.3. Demonstrate effective teaching of students and responsiveness to coaching.
- A.4. If a student eligible for Reading Recovery does not reach expected progress after a series of Literacy Lessons with the in-training Teacher of Literacy Lessons during the first round, the school team will consider further instructional options for the student, including Reading Recovery.
- A.5. Keep complete records for each student as a basis for teaching (*OS or IDO, and Summary, Predictions of Progress, Lesson Records, Running Records of Text Reading, Record of Reading Vocabulary, Record of Writing Vocabulary, Record of Book Level*).

B. Guidelines

- B.1. Tutor a minimum of four students individually across the training year.

SECTION III

Standards for Teachers Trained in Literacy Lessons

A. Standards

- A.1. Select:
 - A.1a Students identified for special education services and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019) or *Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text* (Andrade, AA., Basurto, A, Clay, M., Ruiz, O. & Escamilla, K., 1996).
 - and/or-
 - A.1b Students who are multilingual learners identified for supplemental services, who are learning English as an additional language, who find learning to read and write in English very challenging, and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019).
- A.2. Teach at least one student eligible for Literacy Lessons daily in an individual setting in consultation with the Teacher Leader.
- A.3. Continue Literacy Lessons with each student until the school team in consultation with the Teacher Leader determines that the student has gained an early literacy processing system or until they make recommendations for future action on behalf of the student.
- A.4. Keep complete records on each student as a basis of instruction and decision-making.
- A.5. Demonstrate effective teaching of students eligible for Literacy Lessons and responsiveness to coaching and collegial feedback.
- A.6. Report data for each student according to IDEC protocols and as requested by the Teacher Leader.
- A.7. Participate regularly in ongoing professional development as described in Section IV.

SECTION IV

Standards and Guidelines for Ongoing Professional Development

A. Standards

- A.1. Continue Literacy Lessons professional development as long as actively working as a Teacher of Literacy Lessons.
- A.2. Consult with the Teacher Leader about students not making progress and other issues.
- A.3. Participate in a minimum of six professional development sessions including a minimum of four sessions with behind-the-glass lessons.
- A.4. Receive at least one school visit from a Teacher Leader annually.
- A.5. Teach behind-the-glass for colleagues as scheduled.
- A.6. Collaborate with the Teacher Leader to plan appropriate professional development relative to working with special populations of students.

B. Guidelines

- B.1. Receive school visits from colleagues annually.
- B.2. Participate in a Reading Recovery/Descubriendo la Lectura national or regional conference annually.
- B.3. Maintain active membership in RRCNA to receive current information and publications.

SECTION V

Standards and Guidelines for Implementing Literacy Lessons

For eligible Grade One students, Reading Recovery or Descubriendo la Lectura is the expected first intervention.

A. Standards

A.1. For Literacy Lessons, select:

A.1a Students identified for special education services and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019) or *Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text* (Andrade, AA., Basurto, A, Clay, M., Ruiz, O. & Escamilla, K., 1996).

-and/or-

A.1b Students who are multilingual learners identified for supplemental services, who are learning English as an additional language, who find learning to read and write in English very challenging, and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019) (OS).

A.2. Administer the *OS* and/or *IDO* and the *Slosson Oral Reading Test (SORT-R3)* as designated throughout the year.

A.3. Enter data into IDEC and submit to the Teacher Leader as required for annual national data collection and program evaluation.

A.4. Communicate with parents, teachers, and other school personnel throughout the year.

A.5. Abide by the principles listed in the *Code of Ethics for United States Literacy Lessons Trained Professionals and Administrators Implementing Literacy Lessons*.

B. Guidelines

B.1. Contribute to the development and operation of a school team to monitor program progress.

B.2. Monitor the progress of students following the completion of the series of lessons.

B.3. Administer *Record of Oral Language* (Clay, M.M., et al 2015) twice annually.

SECTION VI
**Standards for Transitioning Teachers Authorized in Literacy Lessons
to Reading Recovery**

A. Standards

- A.1. The transition may be completed through professional development requirements specified by the UTC in collaboration with the Teacher Leader.
- A.2. Teachers making a transition will complete specified requirements to earn additional status as a Reading Recovery Teacher per the current edition of the *Standards and Guidelines of Reading Recovery in the United States*.

SECTION VII

Standards for Teacher Leaders Working with Teachers of Literacy Lessons

Qualified and currently registered Teacher Leaders of Literacy Lessons teach the Literacy Lessons university approved graduate-level training courses through their affiliated UTC under the guidance of registered and active Trainers.

A. Standards

- A.1. Maintain registered status as a Teacher Leader of Reading Recovery and Literacy Lessons.
- A.2. Participate in specifically designed professional development offered by the University Training Center to develop Teacher Leader expertise in supporting Teachers of Literacy Lessons.
- A.3. Complete annual Literacy Lessons data submission procedures for IDEC, prepare an annual local Literacy Lessons Site Report, and other reports requested by UTC.
- A.4. Ensure fidelity with Literacy Lessons standards to maintain authorized use of the trademark.
- A.5. Work collaboratively and in partnership with administrators and others qualified to work with students from special populations.

B. Guidelines

- B.1. Teach one student eligible for Literacy Lessons each year.

Section VIII

Standards for Trainers of Literacy Lessons

Working within a currently registered University Training Center (UTC) as an active and registered Reading Recovery Trainer.

A. Standards

- A.1. Design and provide a preparation program for Teacher Leaders of Reading Recovery and Literacy Lessons who will teach Literacy Lessons courses for Teachers of Literacy Lessons.
- A.2. Provide ongoing professional support for Teacher Leaders who teach Literacy Lessons courses and provide individual coaching and ongoing professional development for Teachers of Literacy Lessons. (This support may be provided in collaboration and communication with special population Teachers, supervisors, and administrators.)
- A.3. Work collaboratively with Trainer colleagues to design and update courses for Teachers of Literacy Lessons, including core experiences, core references, and instructional materials.
- A.4. Consult with researchers and specialists who have expertise in the education of special populations.
- A.5. Engage in professional development to expand the knowledge and skills of Teacher Leaders and Teachers in working with *Literacy Lessons Designed for Individuals* (Clay, 2016) and other professional resources.
- A.6. UTCs share results and recommendations for improving Literacy Lessons training, continuing professional development, and implementation, with NATG as requested.
- A.7. Ensure adherence to Literacy Lessons standards to maintain authorized use of the trademark.

SECTION IX
Standards for Data Collection
and Reporting of Results of
Literacy Lessons

Literacy Lessons is a research-based intervention under continuous review. Annual data are collected on every student served and analyzed to improve the effectiveness of Literacy Lessons for students from special populations.

A. Standards

- A.1. Annually analyze data on students in Literacy Lessons submitted to IDEC.
- A.2. Prepare and disseminate an annual report on the results of Literacy Lessons for stakeholders at local, state, and regional levels.

References

- Andrade, AA., Basurto, A, Clay, M., Ruiz, O. & Escamilla, K. (1996). *Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text*. Portsmouth, NH: Heinemann.
- Clay, M. M. (2019). *An Observation Survey of Early Literacy Achievement Fourth Edition*, Portsmouth, NH: Heinemann.
- Clay, M. M. (2016). *Literacy Lessons Designed for Individuals Second Edition*, Portsmouth, NH: Heinemann
- Clay, M. M., Gill, M., Glynn, T., McNaughton, T., & Salmon, K. (2015). *Record of Oral Language: Observing Changes in the Acquisition of Language Structures: A Guide for Teaching: New Edition Update*, Portsmouth, NH: Heinemann.
- Slosson, R. L. (Revised by Nicholson, C. L.) *Slosson Oral Reading Test – Revised (SORT-R3)*, Slosson Educational Publications, Inc.

Appendix A
Code of Ethics
for United States Literacy Lessons Professionals
and Administrators Implementing Literacy Lessons

The purpose of the code of ethics is to protect the purpose, mission, vision, and integrity of Literacy Lessons and to clarify the roles, responsibilities, and rights of professionals of Literacy Lessons. Any Trainer, Teacher Leader, or Teacher of Literacy Lessons and any site coordinator or administrator of a school or system implementing Literacy Lessons shall:

1. govern professional actions to be consistent with the vision, mission, purpose, standards, and guidelines of Literacy Lessons in the United States and the obligations of the registered service mark of Literacy Lessons.
2. work persistently, sincerely, and intently to meet the educational needs of each child served.
3. interact ethically with all students, parents, and schools served by Literacy Lessons.
4. demonstrate honesty, completeness, integrity, openness, and timeliness in maintaining and reporting student performance and program data, and in communicating with individuals within and beyond Literacy Lessons.
5. acknowledge the authorship and work of others by using the Literacy Lessons trademark appropriately and by adhering to copyright laws and obtaining written permission to use the copyrighted work of others, including the founder of the program, Dr. Marie M. Clay.
6. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.
7. work collaboratively with other professional educators for the benefit of children's learning, school operation, and educational improvement.
8. collaborate with other Literacy Lessons professionals, NATG (or Trainers), and RRCNA Board members toward the mutual accomplishment of assigned roles and tasks as specified in the Standards and Guidelines.
9. disclose fully any potentially enduring sources of conflict of interest, intellectually or financially, or both, with the purpose and standards of Literacy Lessons.
10. communicate clearly to all audiences the level of expertise established by one's Literacy Lessons training and the limitations of that expertise for performing other professional roles.
11. refuse to allow the use of one's affiliation with Literacy Lessons to sell services or materials outside of Literacy Lessons training and teaching.
12. observe the letter and intent of equal opportunity requirements in employment and training decisions.



To Be Used for Reading Recovery®, Descubriendo la Lectura and Literacy Lessons®

Site: _____
 Building/System: _____
 Number and Title of
 Standard at Issue: _____

Reason for Request and Description of Situation	
Plan for Temporary Adaptation to Maintain Quality Implementation This Year	
Plan to Remedy Situation Next Year	

Teacher Leader Signature

Date

Principal or Site Coordinator Signature

Date