

4. Consult with researchers and specialists who have expertise in the education of specialist populations.
5. 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, 2005a, 2005b).
6. Share processes and results of Literacy Lessons training and implementation with NATG annually.
7. Ensure compliance with Literacy Lessons standards to maintain the trademark (verifying Teacher Leader Registry).

SECTION IX

Standards for Data Collection and Reporting of Results of Literacy Lessons

Literacy Lessons is a research-based intervention. A key principle of operation is that data are collected on every student served. Data are used to determine the effectiveness of Literacy Lessons for students from special populations. Data are also used in a formative way to increase the effectiveness of Literacy Lessons.

A. Standards

1. Collect and submit data on Literacy Lessons students through IDEC.
2. Prepare and disseminate an annual report on the results of Literacy Lessons.

References

Clay, M. M. (2005a). *Literacy lessons designed for individuals part one: Why? when? and how?* Portsmouth, NH: Heinemann.

Clay, M. M. (2005b). *Literacy lessons designed for individuals part two: Teaching procedures.* Portsmouth, NH: Heinemann.