

Appendix A

Code of Ethics for Reading Recovery Training Centers in the United States of America

Any university trainer or other trained Reading Recovery professional working at a university training center should

1. govern professional actions to be consistent with the vision, mission, purposes, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.
2. interact ethically with all clients served by the program.
3. observe honesty, completeness, integrity, openness, and timeliness in maintaining and reporting student performance and data, and in communicating with individuals within and beyond Reading Recovery.
4. acknowledge the authorship and work of others by using the Reading Recovery 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.
5. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.
6. work collaboratively with other professional educators for the benefit of children's learning, school operation, and educational improvement.
7. collaborate with other Reading Recovery professionals and the RRCNA and NATG boards and committee members toward the mutual accomplishment of assigned roles and tasks as specified in the standards and guidelines.
8. disclose fully any potentially enduring sources of conflict of interest intellectually or financially, or both, with the purposes and standards of Reading Recovery.
9. communicate clearly to all audiences the extent of the expertise represented by one's level of training in Reading Recovery, or alternatively the standards established by other professional societies relative to one's activities.
10. refuse to allow the use of one's affiliation with Reading Recovery to sell services or materials outside of Reading Recovery training and teaching programs.
11. observe the letter and intent of equal opportunity requirements in employment and training decisions.

Code of Ethics
for the Reading Recovery Council of North America, Inc.

Any individual who is serving as a voting member or as an ad hoc member of the RRCNA Board of Directors or who serves on a committee or subcommittee of RRCNA should

1. govern professional actions to be consistent with the vision, mission, purposes, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.
2. observe honesty, completeness, integrity, openness, and timeliness in maintaining and reporting information about RRCNA and Reading Recovery, and in communicating with individuals within and beyond Reading Recovery and RRCNA.
3. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.
4. acknowledge the authorship and work of others by using the Reading Recovery 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.
5. collaborate with Reading Recovery and other professionals toward the mutual accomplishment of assigned roles and tasks as specified in the RRCNA Board of Directors Handbook and in the standards and guidelines of Reading Recovery in the United States.
6. respect professional efforts of RRCNA board members, Reading Recovery–trained professionals, and RRCNA staff members to fulfill their roles.
7. refrain from using one’s RRCNA membership or position as a claim of qualification in lieu of appropriate Reading Recovery training.
8. disclose fully any potentially enduring sources of conflict of interest intellectually or financially, or both, with the vision, mission, purposes, standards, or decisions of RRCNA.
9. abstain from voting on or attempting to influence decisions of the board, committee, or subcommittee *if* the individual has a vested interest in any commercial enterprise or personal financial interest related to those decisions.
10. communicate clearly to all audiences the extent of the expertise represented by one’s level of training in Reading Recovery, or alternatively the standards established by other professional societies relative to one’s activities.
11. refuse to allow the use of one’s affiliation with RRCNA or Reading Recovery to sell services or materials outside of Reading Recovery training and teaching.
12. operate as an equal opportunity employer and educational service, providing employment and educational opportunities of the program on the basis of stated educational or character qualifications.

**Code of Ethics
for North American Reading Recovery Trained Professionals
and Administrators Implementing Reading Recovery**

The purpose of the code of ethics is to protect the purposes, mission, vision, and integrity of Reading Recovery and to clarify the roles, responsibilities, and rights of Reading Recovery and Descubriendo la Lectura professionals. Any Reading Recovery trainer, teacher leader, or teacher, and any site coordinator or administrator of a school or system implementing Reading Recovery/Descubriendo la Lectura shall

1. govern professional actions to be consistent with the vision, mission, purposes, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.
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 the program.
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 Reading Recovery/Descubriendo la Lectura.
5. acknowledge the authorship and work of others by using the Reading Recovery 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 Reading Recovery/Descubriendo la Lectura professionals 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 purposes and standards of Reading Recovery/Descubriendo la Lectura.
10. communicate clearly to all audiences the level of expertise established by one's Reading Recovery/Descubriendo la Lectura training and the limitations of that expertise for performing other professional roles.
11. refuse to allow the use of one's affiliation with Reading Recovery/Descubriendo la Lectura to sell services or materials outside of Reading Recovery training and teaching programs.
12. observe the letter and intent of equal opportunity requirements in employment and training decisions.