



Guidelines for Requesting Exemptions  
Shared at February 2009 OSU Professional Development

- Small training class: Modifications for training classes with fewer than 6 teachers\*

Your plan to assure good quality interactions can include these ideas:

- Early in the training, combine with a nearby training class for the teaching sessions.
  - Add trained teachers to teach sessions behind the glass but not to join the group early on.
  - Later, add trained teachers to the group. Have them teach behind the glass and commit to coming to the other sessions too. Explore whether they can earn credit.
  - Arrange cluster visits with the in-training teachers.
- Teachers teaching fewer than 4 children at a time.
    - Determine whether there is already full implementation at the school. When the school is fully implemented – in other words, every child who needs Reading Recovery has received it, then the Reading Recovery teacher's time can be used in many ways such as:
      - Teach Reading Recovery students at a school that does not have enough coverage.
      - Teach small groups.
      - Teach students 1-1 who do not qualify for Reading Recovery but need the 1-1 intensive teaching time. (Retained first grade students, Kindergarten, Second grade students).
      - Follow up with former Reading Recovery students.
    - In situations where there is not full coverage but there will be by the end of the year, achieve full coverage first, then use the time differently. For example, in a school with 4 students who need Reading Recovery and 1 teacher, don't teach 2 children at a time. Teach all four students and then be flexible with the time. Don't make students wait for Reading Recovery teaching.

\*Waivers for small training classes are due by June 19<sup>th</sup>.

Source: [www.frosu.org](http://www.frosu.org) February 2009