

## Section 4

# Reading Recovery/Descubriendo la Lectura Teachers

The primary responsibility of Reading Recovery and Descubriendo la Lectura teachers is teaching children in their schools. The teacher also works closely with building administrators and faculty as well as the parents of Reading Recovery and Descubriendo la Lectura students.

## A. Standards and Guidelines for Selection and Training of Teachers

### 1. Teacher Selection

The adoption of Reading Recovery/Descubriendo la Lectura represents an investment in the development of teacher expertise. Therefore, careful selection of appropriate teachers is critical to the effectiveness and success of Reading Recovery/Descubriendo la Lectura.

#### Standards

- 4.1. Be employed in a school system that has a commitment to implementation.
- 4.2. Hold teacher certification.
- 4.3. Have a record of successful teaching experience.
- 4.4. Have successful bilingual teaching experience if applying for Descubriendo la Lectura.
- 4.5. Be certified or nearing completion of requirements for certification in bilingual education if applying for Descubriendo la Lectura.

#### Guidelines

- 4.6. Have at least 3 years teaching experience with primary-age children.
- 4.7. Demonstrate evidence of adaptability and problem solving.
- 4.8. Be willing to learn, acquire, and apply new skills and knowledge.
- 4.9. Show evidence of good interpersonal skills with colleagues.
- 4.10. Make application voluntarily and be screened through an interview and selection process.

### 2. Training

Teacher training requires participation in a graduate-level Reading Recovery/Descubriendo la Lectura course taught by a registered teacher leader for a full academic year. Concurrent with the training, the teacher works with Reading Recovery or Descubriendo la Lectura children and fulfills other educational roles as prescribed by the school district. The training requirements for

becoming a Reading Recovery/Descubriendo la Lectura teacher include the following components:

**a. Course Work and Professional Development**

**Standards**

- 4.11. Attend assessment training sessions.
- 4.12. Successfully complete a yearlong course in Reading Recovery or Descubriendo la Lectura for which university credit is received.
- 4.13. Teach a child behind the glass at least three times during the training year.
- 4.14. Participate in training class discussions in the language of lessons taught behind the glass.
- 4.15. Receive at least four school visits from the teacher leader over the course of the training year.

**Guidelines**

- 4.16. Attend one RRCNA-approved Reading Recovery/Descubriendo la Lectura conference.

**b. Teaching Children**

**Standards**

- 4.17. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 4.18. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura students.
- 4.19. Keep complete records on each child as a basis for instruction (Observation Survey and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

**Guidelines**

- 4.20. Serve a minimum of eight children per year.
- 4.21. Exceed more than four Reading Recovery/Descubriendo la Lectura teaching slots during the training year only with the concurrence of the teacher leader and teacher-in-training (Reading Recovery/Descubriendo la Lectura teaching and training are very demanding).
- 4.22. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.

### **3. Implementation of Reading Recovery/Descubriendo la Lectura**

#### **Standards**

- 4.23. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 4.24. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.
- 4.25. Submit data to the teacher leader as required.

#### **Guidelines**

- 4.26. Contribute to the development and operation of a school team to monitor program progress.
- 4.27. Monitor the progress of children whose lessons have been discontinued.
- 4.28. Prepare an annual Reading Recovery/Descubriendo la Lectura report for the school.

### **B. Standards and Guidelines for Trained Teachers**

The following standards and guidelines pertain to the activities of teachers after the initial training year. In order to make Reading Recovery/Descubriendo la Lectura teaching effective, it is important for teachers to continue to teach a minimum of four children per day and participate in ongoing professional development (continuing contact), which includes discussions of behind-the-glass lessons.

Reading Recovery and Descubriendo la Lectura teachers maintain current registered status through continued employment as a Reading Recovery/Descubriendo la Lectura teacher in compliance with standards outlined in this document. Registered status is considered lapsed if a teacher is absent from Reading Recovery or Descubriendo la Lectura service for more than 1 year. Reregistration can be established by completing training activities specified by the teacher leader in collaboration with the university training center.

#### **1. Teaching Children**

##### **Standards**

- 4.29. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 4.30. Keep complete records on each child as a basis for instruction (Observation Survey/Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, record of book level).
- 4.31. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.

- 4.32. Serve a minimum of eight children per year.
- 4.33. Continue to teach at least one child in each language beyond the bridging year in order to maintain dual registration in both Reading Recovery and Descubriendo la Lectura.

### **Guideline**

- 4.34. It is strongly recommended that Reading Recovery/Descubriendo la Lectura teaching not be an all-day assignment. Any decision to teach as many as six Reading Recovery/Descubriendo la Lectura children per day should be made with the concurrence of both the teacher leader and the teacher.

## **2. Implementation of Reading Recovery**

### **Standards**

- 4.35. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 4.36. Communicate with parents, first-grade teachers, and other appropriate school personnel throughout the year.
- 4.37. Submit data to the teacher leader as required.
- 4.38. Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery” (see Appendix A).

### **Guidelines**

- 4.39. Contribute to the development and operation of a school team to monitor program progress.
- 4.40. Monitor the progress of children whose programs have been discontinued.
- 4.41. Prepare an annual report of the school Reading Recovery/Descubriendo la Lectura program.
- 4.42. Work toward full coverage at the school level.

## **3. Continuing Contact**

### **Standards**

- 4.43. Consult with the teacher leader about children not making satisfactory progress and other issues.
- 4.44. Attend a minimum of six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session.
- 4.45. Teach a child behind the glass for colleagues in the language of registry as scheduled.

- 4.46. Receive at least one school visit from a teacher leader annually.
- 4.47. Collaborate with appropriate teacher leaders to develop a continuing contact schedule balanced between English and Spanish (not to exceed eight sessions) if registered in both Reading Recovery and Descubriendo la Lectura.

### **Guidelines**

- 4.48. Make and receive school visits from colleagues annually.
- 4.49. Attend an RRCNA-approved Reading Recovery or Descubriendo la Lectura conference.
- 4.50. Maintain active membership in the Reading Recovery Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

## **C. Bridging for Descubriendo la Lectura Teachers**

The differences in teaching in a different language are more complex than a simple language translation and require that the teacher making the shift from one language to another work under the tutelage of an expert for a sustained period of time. Therefore, teachers trained in Reading Recovery or in Descubriendo la Lectura must have an additional year of training to implement the intervention in the other language.

### **Standards**

- 4.51. Prior to the year of bridging training, attend a 2-week orientation and assessment workshop using the materials and procedures required in the language to which the teacher is bridging.
- 4.52. Throughout the bridging year, work with a minimum of two students in the language to which the teacher is bridging and two additional students in the other language.
- 4.53. Receive academic credit for the activities of the bridging year.
- 4.54. Receive four to six field visits by a Reading Recovery/Descubriendo la Lectura teacher leader during the bridging year for guidance and instructional assistance.
- 4.55. Participate in at least two behind-the-glass training sessions in the language to which the teacher is bridging.
- 4.56. Participate in training class discussions in the language of lessons taught behind the glass.
- 4.57. Submit records, videos, and other data to the teacher leader monitoring the bridging.