

SECTION 3

Reading Recovery/Descubriendo la Lectura Teachers

The adoption of Reading Recovery/Descubriendo la Lectura represents an investment in the development of teacher expertise, and careful selection of appropriate teachers is critical to the effectiveness and success of the intervention. Teaching children who struggle with literacy learning is very challenging, and teachers selected for training must be experienced and effective teachers of young children. They need to be open to new learning and ready to continuously reflect, problem solve, and adjust their teaching to ensure the success for young struggling readers. The Reading Recovery-trained teacher also works closely with building administrators, classroom teachers, and the parents of individual students, so teachers selected for Reading Recovery/Descubriendo la Lectura training should be knowledgeable professionals who are able to communicate, cooperate, and negotiate effectively with colleagues and parents.

A. Standards and Guidelines for Selection of Teachers

Standards

- 3.01. Be employed in a school that has a commitment to implementation.
- 3.02. Hold teacher certification.
- 3.03. Show evidence of successful teaching experience.
- 3.04. Show evidence of successful bilingual teaching experience if applying for Descubriendo la Lectura.
- 3.05. Be certified or nearing completion of requirements for certification in bilingual education if applying for Descubriendo la Lectura.
- 3.06. Have knowledge of and/or willingness to learn through-technology.

Guidelines

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

B. Standards and Guidelines for Training of Teachers

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.

1. Course Work and Professional Development

Standards

- 3.12. Participate in on-site, in-person assessment training sessions.
- 3.13. In sites using technology in Reading Recovery or Descubriendo la Lectura training, engage in preparation and structured training in the use of technology for distance learning.
- 3.14. Successfully complete a yearlong course in Reading Recovery or Descubriendo la Lectura for which university credit is received.
- 3.15. Teach a child for the group in real time at least three times during the training year, at least one of which will be in person. The other times may be facilitated through the use of distance learning if all standards for offering training through distance learning have been met.
- 3.16. Participate in training class discussions in the language of lessons taught behind the glass.
- 3.17. Receive at least four school visits from the teacher leader over the course of the training year either in-person or via distance learning. At least one visit must be in person.

Guideline

- 3.18. Participate in one RRCNA-approved Reading Recovery/Descubriendo la Lectura conference.

2. Teaching Children

Standards

- 3.19. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 3.20. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura students.

- 3.21. 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

- 3.22. Serve a minimum of eight children per year.
- 3.23. Work with only four Reading Recovery/Descubriendo la Lectura students each day.
- 3.24. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.

3. Implementing Reading Recovery/Descubriendo la Lectura

Standards

- 3.25. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 3.26. Communicate with parents, first-grade teachers, and other school personnel throughout the year.
- 3.27. Submit data to the teacher leader as required. This may also include submission of additional data to IDEC as required for sites using distance learning as part of teacher training.

Guidelines

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

C. Standards and Guidelines for Trained Teachers

Reading Recovery and Descubriendo la Lectura teachers maintain registered status through continued employment as Reading Recovery/Descubriendo la Lectura teachers in compliance with standards outlined in this document. Registration lapses when a teacher is absent from Reading Recovery or Descubriendo la Lectura teaching 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. 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 that includes observation and discussion of behind-the-glass lessons.

1. Teaching Children

Standards

- 3.31. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 3.32. Keep complete records on each child as a basis for instruction. (see 3.19)
- 3.33. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.
- 3.34. Serve a minimum of eight children per year.
- 3.35. 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

- 3.36. Avoid making Reading Recovery/Descubriendo la Lectura teaching an all-day assignment. Teach up to a maximum of six Reading Recovery/Descubriendo la Lectura children per day only with the concurrence of both the teacher leader and the teacher.

2. Implementing Reading Recovery/Descubriendo la Lectura

Standards

- 3.37. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 3.38. Communicate with parents, first-grade teachers, and other appropriate school personnel throughout the year.

- 3.39. Submit data to the teacher leader as required. This may also include submission of additional data to IDEC as required for sites using distance learning as part of teacher professional development.
- 3.40. 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

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

3. Ongoing Professional Development and Support

Standards

- 3.45. Consult with the teacher leader about children not making satisfactory progress and other issues.
- 3.46. Participate in a minimum of six professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session.
- 3.47. Engage in preparation and structured training for using technology if professional development and support involves use of technology for distance learning.
- 3.48. Receive at least one school visit from a teacher leader annually either in person or via distance learning.
- 3.49. Teach behind the glass for colleagues, as scheduled, and in the language in which the teacher is registered.
- 3.50. Collaborate with teacher leaders to plan a professional development schedule that is balanced between English and Spanish and does not exceed eight sessions, if registered in both Reading Recovery and Descubriendo la Lectura.

Guidelines

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

D. Standards and Guidelines for Bridging Teachers to Descubriendo la Lectura

Because teaching in a different language is complex, a teacher making the shift from one language to another is required to work under the tutelage of an expert for a sustained period of time. Teacher bridging requires participation in a graduate-level course taught by a teacher leader registered in the target language for a full academic year in addition to meeting the professional learning requirements of the intervention in which they originally trained (Reading Recovery or Descubriendo la Lectura).

Standards

- 3.54. Participate in on-site, in-person assessment training sessions.
- 3.55. Successfully complete a yearlong bridging course for which university credit is received. In sites using technology in Reading Recovery/Descubriendo la Lectura training, engage in preparation and structured training in the use of technology for distance learning.
- 3.56. Work with a minimum of four students in the new language over the course of the bridging year.
- 3.57. Demonstrate effective teaching in the new language.
- 3.58. Receive at least four school visits from a Reading Recovery/Descubriendo la Lectura teacher leader during the bridging year for guidance and instructional assistance in the new language. At least one visit must be in person.
- 3.59. Teach at least two behind-the-glass training sessions in the language to which the teacher is bridging.
- 3.60. Participate in training class discussions in the language of lessons taught behind the glass.

- 3.61. Submit records, videos, and other data to the teacher leader monitoring the bridging.
- 3.62. Keep complete records on each child as a basis for instruction (Observation Survey or Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- 3.63. Once bridging has been successfully completed, the ongoing professional development and teacher leader visits should correspond with the language(s) in which the teacher is predominantly working. For example, if a teacher is working with two students in Spanish and two students in English, ongoing professional development would be split between Reading Recovery and Descubriendo la Lectura. Please refer to the Standards and Guidelines for Ongoing Professional Development and Support.