

SECTION II

Standards and Guidelines for Training Teachers in Literacy Lessons

Coursework During Training

A. Standards

- A.1. Participate in *An Observation Survey of Early Literacy Achievement* (Clay, M.M., 2019) and/or *Instrumento de observación de los logros de la lecto-escritura inicial* training sessions.
- A.2. Successfully complete the Reading Recovery/Literacy Lessons University Training Center's approved graduate courses leading to recognition as a Teacher of Literacy Lessons.
 - A.2a. University Trainers develop the graduate coursework that Teacher Leaders provide within their local sites or regions.
 - A.2b. The course and professional development activities must meet the contact hour requirements of the credit-granting institution.
 - A.2c. Following successful completion of the training year, the graduate coursework, and supervised practicum, Teacher Leaders recommend Teachers for recognition as a Teacher of Literacy Lessons.
- A.3. Teach a student behind-the-glass at least three times during the training year.
- A.4. Receive at least four school visits from the Teacher Leader over the course of the training year.
- A.5. Report data for each student according to IDEC protocols.

B. Guidelines

- B.1. Participate in an approved Reading Recovery/Descubriendo la Lectura national or regional conference.

Selection of Students During the Teacher's Training Year

A. Standards

- A.1. When the Teacher is in training and working in a Reading Recovery school, Literacy Lessons students will be selected from the pool of students eligible for Reading Recovery after the lowest achieving students have been selected for first round Reading Recovery. The next-lowest first grade students will be assigned to Teachers training in Literacy Lessons.
- A.2. If there are no students eligible for Reading Recovery or other first grade students needing early literacy intervention, Teachers training in Literacy Lessons with guidance from the Teacher Leader may select (in this order) from:
 - Retained first-grade students who did not have an opportunity for Reading Recovery lessons.
 - The lowest second-grade students.
 - Second semester kindergarten students.

Teaching Students During the Teacher's Training Year

A. Standards

- A.1. Teach a minimum of two first-grade students eligible for Reading Recovery each day individually for 30 minutes in an appropriate setting during the initial year of training.
 - A.1a. Following the end of lessons series for first round students eligible for Reading Recovery, begin teaching student(s) from special populations in addition to one student eligible for Reading Recovery during the second half of the training year with Teacher Leader guidance.

- A.2. Continue Literacy Lessons with each student until an intervention outcome decision is made in consultation with the Teacher Leader and the school team.
- A.3. Demonstrate effective teaching of students and responsiveness to coaching.
- A.4. If a student eligible for Reading Recovery does not reach expected progress after a series of Literacy Lessons with the in-training Teacher of Literacy Lessons during the first round, the school team will consider further instructional options for the student, including Reading Recovery.
- A.5. Keep complete records for each student as a basis for teaching (*OS or IDO, and Summary, Predictions of Progress, Lesson Records, Running Records of Text Reading, Record of Reading Vocabulary, Record of Writing Vocabulary, Record of Book Level*).

B. Guidelines

- B.1. Tutor a minimum of four students individually across the training year.