

SECTION III

Standards for Teachers Trained in Literacy Lessons

A. Standards

- A.1. Select:
 - A.1a Students identified for special education services and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019) or *Instrumento de observación de los logros de la lecto-escritura inicial: Spanish Reconstruction of An Observation Survey A Bilingual Text* (Andrade, AA., Basurto, A, Clay, M., Ruiz, O. & Escamilla, K., 1996).
 - and/or-
 - A.1b Students who are multilingual learners identified for supplemental services, who are learning English as an additional language, who find learning to read and write in English very challenging, and who have not yet developed an early literacy processing system for end of first grade proficiency as documented with *An Observation Survey of Early Literacy Achievement* (Clay, 2019).
- A.2. Teach at least one student eligible for Literacy Lessons daily in an individual setting in consultation with the Teacher Leader.
- A.3. Continue Literacy Lessons with each student until the school team in consultation with the Teacher Leader determines that the student has gained an early literacy processing system or until they make recommendations for future action on behalf of the student.
- A.4. Keep complete records on each student as a basis of instruction and decision-making.
- A.5. Demonstrate effective teaching of students eligible for Literacy Lessons and responsiveness to coaching and collegial feedback.
- A.6. Report data for each student according to IDEC protocols and as requested by the Teacher Leader.
- A.7. Participate regularly in ongoing professional development as described in Section IV.