

## **SECTION I**

### **Standards and Guidelines for Selection of Literacy Lessons Intervention Specialists**

#### **A. Standards**

1. Be employed in a school that has an implementation of Reading Recovery or a school that exclusively supports special populations of students such as a school for the deaf.
2. Be employed as certified/licensed teacher.
3. Show evidence of successful teaching experience.
4. Be certified/licensed (or be near completion of requirements for certification) in special education or ESL or bilingual education.

#### **B. Guidelines**

1. Have at least 3 years of teaching experience.
2. Demonstrate evidence of adaptability and problem solving.
3. Be willing to learn, acquire, and apply new skills and knowledge.
4. Show evidence of positive interpersonal skills with colleagues and administrators.
5. Make application voluntarily and be screened through an interview and selection process.

## **SECTION II**

### **Standards and Guidelines for Training of Literacy Lessons Intervention Specialists**

#### ***Coursework During Training***

#### **A. Standards**

1. Participate in Observation Survey assessment training sessions.
2. Successfully complete a university training center's plan (1 year or 2 years) for training as a Literacy Lesson intervention specialist for which university graduate credit is received.
  - a. The coursework is designed by the trainer at the university training center and provided by the teacher leader.
  - b. The course and professional development activities must meet the contact hour requirements of the credit-granting institution.