

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.

- c. Following successful completion of the training year and, if applicable, a transition year, teachers are designated as Literacy Lessons Intervention Specialists.
3. Teach a student behind-the-glass at least three times during the training year.
4. Receive at least four school visits from the teacher leader over the course of the training year.
5. Report data for each student according to IDEC protocols.

B. Guidelines

1. Participate in an RRCNA-approved Reading Recovery/Descubriendo la Lectura conference.

Selection of Reading Recovery-Eligible Students During the Training Year

A. Standards

1. During the training year, Literacy Lessons intervention specialists will not select their Reading Recovery-eligible students until the Reading Recovery teachers have selected the lowest children for their caseloads. The next-lowest children will be assigned to the Literacy Lessons intervention specialists-in-training.
2. If all Reading Recovery students have been served, Literacy Lessons intervention specialists-in-training should select (in this order) from
 - a. retained first-grade students who did not have an opportunity for Reading Recovery lessons,
 - b. spring kindergarten students (for transition year teachers), and
 - c. the lowest second-grade students who did not have an opportunity for Reading Recovery lessons.

Teaching Students During Training

A. Standards

1. For the university training center offering a 1-year training experience, begin training by teaching a minimum of two first-grade Reading Recovery-eligible students each day individually for 30 minutes in a school setting.
 - a. Following the series of lessons for Reading Recovery-eligible students, teach two special-area students daily in an individual school setting with advisement regarding session length from the teacher leader.

2. For the university training center offering a transition course, teach Reading Recovery-eligible students individually daily for 30-minute sessions in a school setting during the initial year of training.
 - a. Begin teaching students from special populations daily during the transition year.
3. Continue Literacy Lessons with each student until an intervention outcome decision is made in consultation with the teacher leader and the school team.
4. Demonstrate effective teaching of students.
5. If a Reading Recovery-eligible student does not make significant and expected progress with a Literacy Lessons intervention specialist-in-training during the first round, the school team will consider further support options for the student, including Reading Recovery.
6. Keep complete records for each student as a basis for teaching (Observation Survey 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

1. Serve a minimum of four students during the training year.

SECTION III Standards and Guidelines for Trained Literacy Lessons Intervention Specialists

A. Standards

1. Select elementary students who
 - a. have been identified for any type of special education considered appropriate in the school or district and who have not developed an early literacy processing system as identified by scores on the Observation Survey, or
 - b. are struggling to learn to read and write in English as a second language and who have not developed an early literacy processing system as identified by scores on the Observation Survey.
2. Teach at least one Literacy Lessons-eligible student daily in an individual school setting with advisement regarding length of the session from the teacher leader.
3. Continue Literacy Lessons with each student until the school team and the teacher leader determine that the student has gained an early literacy processing system or until they make recommendations for future action on behalf of the student.