

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.

4. Keep complete records on each student as a basis of instruction and decision making.
5. Demonstrate effective teaching of Literacy Lessons students.
6. Report data for each student according to IDEC protocols.
7. Participate in ongoing professional development as described in Section IV.

SECTION IV

Standards and Guidelines for Ongoing Professional Development and Support

A. Standards

1. Continue Literacy Lessons professional development as long as actively working as a Literacy Lessons intervention specialist.
2. Consult with the teacher leader about students not making progress and other issues.
3. Participate in a minimum of six professional development sessions including a minimum of four behind-the-glass sessions (two lessons).
4. Receive at least one school visit from a teacher leader annually.
5. Teach behind-the-glass for colleagues as scheduled.
6. Collaborate with the teacher leader to plan professional development that meets the specialist teacher's professional needs.

B. Guidelines

1. Receive school visits from colleagues annually.
2. Participate in an RRCNA-approved Reading Recovery/Descubriendo la Lectura conference annually.
3. Maintain active membership in RRCNA to receive current information and publications.