

SECTION VII

Standards for Teacher Leaders Working with Literacy Lessons

Literacy Lessons university-based graduate courses are taught by experienced, qualified, and currently registered Reading Recovery teacher leaders in collaboration with affiliated university training center trainer(s).

A. Standards

1. Maintain registered status as a Reading Recovery teacher leader.
2. Participate in specifically designed professional development offered by the university training center to develop teacher leader expertise in supporting Literacy Lessons intervention specialists *prior* to offering Literacy Lessons courses.
3. Participate in ongoing professional development sessions designed to support Literacy Lessons provided by the university training center.
4. Complete annual Literacy Lessons data submission procedures for IDEC.
5. Ensure compliance with Literacy Lessons standards to maintain use of the trademark. (It is recommended that the Implementation Committee work with RRCNA to add appropriate items to the Teacher Leader Registry or create a new Literacy Lessons Registry.)

B. Guidelines

1. Work in partnership with educators who have specialist qualifications in working with students from special populations.
2. Work collaboratively with administrators.

SECTION VIII

Standards for University Trainers Working with Literacy Lessons

The university training center should be a fully accredited institution of higher education with a currently registered Reading Recovery university trainer.

A. Standards

1. Design and provide a preparation program for teacher leaders who will teach Literacy Lessons courses *prior* to offering the courses for teachers.
2. Provide ongoing professional support for teacher leaders who teach Literacy Lessons courses and provide ongoing professional development for Literacy Lessons intervention specialists. (This support may include communication with and involvement of special population teachers, supervisors, and administrators.)
3. Work collaboratively with trainer colleagues to design courses for Literacy Lessons intervention specialists, including core experiences and a set of core references.

4. Consult with researchers and specialists who have expertise in the education of specialist populations.
5. Engage in professional development to expand knowledge and skills in supporting teacher leaders and teachers of special populations to use *Literacy Lessons Designed for Individuals* (Clay, 2005a, 2005b).
6. Share processes and results of Literacy Lessons training and implementation with NATG annually.
7. Ensure compliance with Literacy Lessons standards to maintain the trademark (verifying Teacher Leader Registry).

SECTION IX

Standards for Data Collection and Reporting of Results of Literacy Lessons

Literacy Lessons is a research-based intervention. A key principle of operation is that data are collected on every student served. Data are used to determine the effectiveness of Literacy Lessons for students from special populations. Data are also used in a formative way to increase the effectiveness of Literacy Lessons.

A. Standards

1. Collect and submit data on Literacy Lessons students through IDEC.
2. Prepare and disseminate an annual report on the results of Literacy Lessons.

References

Clay, M. M. (2005a). *Literacy lessons designed for individuals part one: Why? when? and how?* Portsmouth, NH: Heinemann.

Clay, M. M. (2005b). *Literacy lessons designed for individuals part two: Teaching procedures.* Portsmouth, NH: Heinemann.