

SECTION 4

Reading Recovery/Descubriendo la Lectura Teacher Leaders

Reading Recovery and Descubriendo la Lectura teacher leaders have a complex role. They provide initial training and ongoing professional development for Reading Recovery teachers, monitor the progress of children throughout the site, collect data, disseminate information, and support the development of school teams. The teacher leaders work closely with district administrators to achieve effective implementation, operation, and evaluation. They also work with individual students and participate in the Reading Recovery network to maintain their own professional development. Administrators are cautioned against stretching the roles of the Reading Recovery/Descubriendo la Lectura teacher leaders beyond their training expertise and beyond their ability to continue to perform their primary role successfully.

A. Standards and Guidelines for Selection of Teacher Leaders

Standards

- 4.01. Hold a master's degree and teacher certification.
- 4.02. Show evidence of successful teaching experience.
- 4.03. Show evidence of successful teaching experience in a bilingual setting if a Descubriendo la Lectura candidate.
- 4.04. Be nominated by an administrative agency making a Reading Recovery/Descubriendo la Lectura application or by an established site.
- 4.05. Have a commitment, following the completion of training, to remain employed as a Reading Recovery/Descubriendo la Lectura teacher leader with the agency making the application.
- 4.06. Be accepted by the university training center, based upon application and interview.
- 4.07. Have completed or be near completion of requirements for bilingual certification if a Descubriendo la Lectura candidate.
- 4.08. Have knowledge of and/or willingness to learn through technology.

Guidelines

- 4.09. Have at least 5 years teaching experience, preferably with at least 3 years with primary-age children.
- 4.10. Show evidence of leadership and competence in working with colleagues and administrators.
- 4.11. Commit to a minimum of 3 years service to the site.

B. Standards and Guidelines for Training of Teacher Leaders

Training as a teacher leader requires full-time participation in a program for an academic year at an accredited Reading Recovery university training center. It also requires training a class of teachers during the first field year. If candidates teach children in the home district and commute to the training site, their district must release them from duties other than the teaching of four Reading Recovery children during their training year.

A Descubriendo la Lectura teacher leader must be trained by a Reading Recovery/Descubriendo la Lectura trainer. If a Reading Recovery/Descubriendo la Lectura trainer is not available, an approved bridging model must be developed in conjunction with the university training center and a Reading Recovery/Descubriendo la Lectura trainer.

The major components of the training are academic course work, teaching children, leadership, and program implementation.

1. Academic Course Work

Standards

- 4.12. Participate in weekly class sessions and seminars (Reading Recovery teaching, leadership, theory). If technology is used for any of the training, engage in preparation and structured training for using technology for distance learning offered by the university training center.
- 4.13. Participate in on-site, in-person assessment training sessions.
- 4.14. Successfully meet all requirements for teacher leader training as prescribed by syllabi.
- 4.15. Teach a child for a class at least three times during the training year. This can happen through distance learning if all standards for offering training using technology for distance learning have been met.

2. Teaching Children

Standards

- 4.16. Teach four Reading Recovery children per day individually for 30-minute sessions in a school setting throughout the school year.
- 4.17. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.

- 4.18. Keep complete records on each child as a basis for instruction (Observation Survey/Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- 4.19. Receive at least four school visits from a university trainer to observe the teaching of children either in person or via technology for distance learning, at least one of which are in person.
- 4.20. Administer Observation Survey/Instrumento de Observación as appropriate throughout the year.
- 4.21. Communicate with parents, first-grade teachers, and other school personnel periodically throughout the year.
- 4.22. Submit data to the university trainer as required.

Guidelines

- 4.23. Serve a minimum of eight children per year.
- 4.24. Monitor the progress of children whose lessons have been discontinued.

3. Leadership

Teacher leaders-in-training participate in structured field experiences planned by the university training center. Beginning with observation, the trainee gradually begins to practice the role of teacher leader under the guidance of experienced teacher leaders and university trainer(s).

Standards

- 4.25. Participate in scheduled training classes, and observe and participate in all aspects of training class responsibilities.
- 4.26. Conduct colleague visits to other teacher leaders-in-training.
- 4.27. Make school visits to Reading Recovery/Descubriendo la Lectura teachers, initially with a teacher leader and then independently.
- 4.28. Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery." (see Appendix A)

Guidelines

- 4.29. Visit other Reading Recovery or Descubriendo la Lectura sites to gain insight regarding variety of settings and approaches.
- 4.30. Observe ongoing professional development sessions conducted by a teacher leader.
- 4.31. Observe Reading Recovery or Descubriendo la Lectura-related activities in school districts (e.g., participate in school board meetings and planning sessions).
- 4.32. Participate in research and evaluation (e.g., writing a site report).

4. Preparing for Site Implementation

Standard

- 4.33. If any part of the teacher training, professional development, and support will involve distance learning, work with the site coordinator to ensure technology requirements are met.

Guidelines

- 4.34. Work with the site coordinator to plan and initiate activities related to the implementation of Reading Recovery/Descubriendo la Lectura at the site (e.g., ordering materials, developing a budget, developing the training facility).
- 4.35. Communicate with appropriate personnel to develop awareness of Reading Recovery/Descubriendo la Lectura.
- 4.36. Assist the site coordinator in planning and providing an appropriate facility for teacher training (room with one-way glass, high-quality audio system, and suitable seminar and office space).
- 4.37. Develop a plan for clerical support.
- 4.38. Assist in the identification of appropriate teachers for the training class.

5. Professional Development

Standards

- 4.39. Participate in an annual LCNA-approved Reading Recovery conference.
- 4.40. Participate in the annual Teacher Leader Institute.
- 4.41. Participate in one LCNA-approved Descubriendo la Lectura conference if registered as a Descubriendo la Lectura teacher leader.

C. Standards and Guidelines for Trained Teacher Leaders

Reading Recovery and Descubriendo la Lectura teacher leaders maintain registered status through affiliation with a university training center and continued employment in the role of teacher leader in a registered site. Qualifying employment must include teaching at least two children, monitoring teacher and student progress, providing professional development sessions for teachers, and participating in teacher leader professional development. Registration lapses if a teacher leader is not employed in the role for more than 1 year. Reregistration can be established by completing training activities developed by the university training center after consultation with the site and the individual.

1. Teaching Children

Standards

- 4.42. Teach four Reading Recovery or Descubriendo la Lectura children daily during the field year.
- 4.43. Continue to teach a minimum of two children daily.
- 4.44. Teach a minimum of one child in English and one child in Spanish in subsequent years in order to maintain registration in both Reading Recovery and Descubriendo la Lectura.

2. Training Teachers

Standards

- 4.45. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers during the field year.
- 4.46. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers in subsequent years as needed by the site.
- 4.47. Conduct a minimum of 24 hours of in-person assessment training (including practice with children).
- 4.48. Provide Reading Recovery teacher training as graduate coursework at an accredited college or university.
- 4.49. Ensure that teachers teach a child for the group in real time at least three times during the training year, at least one of which will be in person. The other times may be facilitated through the use of technology if all standards for offering training through distance learning have been met.

- 4.50. Ensure that 80% of classes in the teacher training course (or a minimum of 18 sessions, whichever is greater) include two lessons taught in real time for the group.
- 4.51. Visit teachers-in-training four to six times during the year to provide guidance and instructional assistance either in person or via distance learning. One visit must be in person.
- 4.52. Monitor the selection and progress of children with reference to the teachers' records.
- 4.53. Provide trained teachers with at least six continuing professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons per session.
- 4.54. Visit trained Reading Recovery and Descubriendo la Lectura teachers at least once each year to ensure quality control of the program, with additional visits based on need or request.

Guidelines

- 4.55. Teach only one training class during the field year.
- 4.56. Avoid allocating full or primary responsibility for professional development and support services during the teacher leader's field year.

3. Research

Standards

- 4.57. Collect entry, exit, discontinuing, and end-of-year data on Reading Recovery and Descubriendo la Lectura children using IDEC-approved format, procedures, and materials.
- 4.58. Prepare an annual site report and submit it to the affiliated university training center.

Guideline

- 4.59. Assist teachers and principals in preparing annual school reports.

4. Implementation and Site Maintenance

Standards

- 4.60. Maintain the standards for establishment and operation of a site specified in Section 2, including the selection of the lowest-achieving child at each selection decision.

- 4.61. Maintain affiliation with a university training center.
- 4.62. Serve as a specialist to support Reading Recovery/Descubriendo la Lectura teachers in their work with challenging children.
- 4.63. Work with the site coordinator and administrators to assure a quality implementation at the site and school levels with the goal of full coverage.
- 4.64. Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery." (see Appendix A)
- 4.65. Work with the site coordinator, administrators, and instructional technology leaders to ensure professional development for teachers in the use of technology for distance learning if training involves any distance learning.

Guidelines

- 4.66. Order materials for teacher training.
- 4.67. Inform appropriate groups about Reading Recovery/Descubriendo la Lectura.
- 4.68. Assist in recruiting and identifying appropriate teachers for the training class.

5. Professional Development

Standards

- 4.69. Participate in professional development opportunities for Reading Recovery or Descubriendo la Lectura teacher leaders sponsored by the university training center.
- 4.70. Receive a minimum of two site visits from a trainer during the teacher leader's first year(s) in the field. Receive at least one site visit during the first year after a teacher leader has changed the site of employment. Subsequent annual or periodic visits can be requested by the university training center or site.
- 4.71. Participate in the annual Teacher Leader Institute.
- 4.72. Participate in an approved LCNA Reading Recovery/Descubriendo la Lectura conference each year.

Guidelines

- 4.73. Conduct and receive a colleague visit with other teacher leaders annually.
- 4.74. Participate in opportunities for interaction with Reading Recovery/Descubriendo la Lectura professionals from other countries.
- 4.75. Maintain active membership in the Literacy Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

D. Standards and Guidelines for Bridging Teacher Leaders to Descubriendo la Lectura

In addition to fulfilling all the requirements for training Reading Recovery/Descubriendo la Lectura teacher leaders in Sections 4.A. and 4.B., teacher leaders bridging to Descubriendo la Lectura must have completed or be near completion of requirements for bilingual certification.

Bridging as a teacher leader requires participation in university coursework for an academic year at an accredited Reading Recovery university training center that has a Descubriendo la Lectura trainer. A Reading Recovery/Descubriendo la Lectura trainer must organize and supervise all bridging activities or an approved bridging model must be developed in conjunction with the university training centers. The major components of bridging include academic coursework, teaching children, leadership, site implementation, and professional development.

1. Academic Course Work

Standards

- 4.76. Participate in class sessions and seminars. If technology is used for any of the training, engage in preparation and structured training for using technology for distance learning offered by the university training center.
- 4.77. Successfully meet all requirements for teacher leader bridging as prescribed by syllabi, including theories and research of Spanish language and literacy acquisition, Spanish linguistics, and cultural competency.
- 4.78. Teach a Descubriendo la Lectura child behind the glass during the bridging year. This can happen through technology for distance learning if all standards for offering training using technology have been met.

2. Teaching Children

Standards

- 4.79. Teach four Descubriendo la Lectura children individually for 30-minute sessions in a school setting over the course of the school year.
- 4.80. Demonstrate effective teaching of Descubriendo la Lectura children.
- 4.81. Keep complete records on each child as a basis for instruction (complete the Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- 4.82. Receive at least two school visits from a Descubriendo la Lectura university trainer.
- 4.83. Administer the Instrumento de Observación as appropriate throughout the year.
- 4.84. Communicate with parents, first-grade teachers, and other school personnel periodically throughout the year.
- 4.85. Submit data to the Descubriendo la Lectura trainer as required.

Guidelines

- 4.86. Serve a minimum of eight children in the bridging year.
- 4.87. Monitor the progress of children whose lessons have been discontinued.

3. Leadership

Bridging teacher leaders participate in structured field experiences planned by the university training center. Beginning with observation, the trainee gradually begins to practice the role of Descubriendo la Lectura teacher leader under the guidance of experienced Descubriendo la Lectura teacher leaders and university trainer(s).

Standards

- 4.88. Lead and participate in scheduled Descubriendo la Lectura training, bridging, or ongoing professional development classes to observe all aspects of training or bridging class responsibilities.
- 4.89. Conduct colleague visits to other Descubriendo la Lectura teacher leaders.
- 4.90. Make school visits to Descubriendo la Lectura teachers, initially with a trainer and then with a teacher leader or independently.

- 4.91. Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery” (see Appendix A).

Guidelines

- 4.92. Visit other Descubriendo la Lectura sites to gain insight regarding variety of settings and approaches.
- 4.93. Observe ongoing Descubriendo la Lectura professional development sessions conducted by a teacher leader.
- 4.94. Observe Descubriendo la Lectura-related activities in school districts (e.g., participate in school board meetings and planning sessions).
- 4.95. Participate in Descubriendo la Lectura research and evaluation (e.g., writing a site report)

4. Preparing for Site Implementation

Guidelines

- 4.96. Work with the site coordinator to plan and initiate activities related to the implementation of Descubriendo la Lectura at the site (e.g., ordering materials, developing a budget, developing the training facility).
- 4.97. Communicate with appropriate personnel to develop awareness of Descubriendo la Lectura.
- 4.98. Assist in the identification of appropriate Descubriendo la Lectura teachers.

5. Professional Development

Standards

- 4.99. Participate in an annual LCNA-approved Reading Recovery conference.
- 4.100. Participate in Descubriendo la Lectura professional learning as part of Teacher Leader Institute.
- 4.101. Participate in one Descubriendo la Lectura teacher leader professional development session involving Descubriendo la Lectura lessons.

E. Standards and Guidelines for Bridged Teacher Leaders

Descubriendo la Lectura teacher leaders maintain registered status through affiliation with a university training center and continued employment in the role of teacher leader in a registered site. Qualifying employment must include teaching at least two children, monitoring teacher and student progress, providing

professional development sessions for teachers, and participating in teacher leader professional development. Registration lapses if a teacher leader is not employed in the role for more than 1 year. Reregistration can be established by completing training activities developed by the university training center after consultation with the site and the individual.

1. Teaching Children

Standards

- 4.102. Continue to teach a minimum of two children daily.
- 4.103. Teach a minimum of one child in English and one child in Spanish daily in subsequent years in order to maintain registration in both Reading Recovery and Descubriendo la Lectura.

2. Bridging Teachers to Descubriendo la Lectura

Standards

- 4.104. Teach a bridging class or provide ongoing professional development for Descubriendo la Lectura teachers in subsequent years as needed by the site.
- 4.105. Conduct a minimum of 24 hours of Descubriendo la Lectura assessment training as part of a bridging class (including practice with children).
- 4.106. Provide Descubriendo la Lectura bridging as graduate coursework at an accredited college or university.
- 4.107. Ensure that teachers teach Descubriendo la Lectura students behind the glass at least two times during the year.
- 4.108. Ensure that classes in the teacher bridging course include behind-the-glass lessons.
- 4.109. Visit bridging teachers a minimum of four times during the year to provide guidance and instructional assistance.
- 4.110. Monitor the selection and progress of children with reference to the teachers' records.
- 4.111. Provide trained Descubriendo la Lectura teachers with continuing professional development sessions each year. Ongoing professional development and teacher leader visits should correspond with the language(s) in which the teacher is predominantly working. For example, if a teacher is working with two students in Spanish and two students in English, ongoing professional development would be split between Reading Recovery and Descubriendo la Lectura.