

Section 5

Reading Recovery/Descubriendo la Lectura Teacher Leaders

The primary responsibilities of Reading Recovery and Descubriendo la Lectura teacher leaders are to work with students, train teachers, provide continuing professional development and support for teachers, monitor the progress of children, support the development of school teams, disseminate information, and participate in the Reading Recovery network to maintain their own professional development. The teacher leader also works closely with district administrators to achieve effective implementation, operation, and evaluation.

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; otherwise, results may suffer.

A. Standards and Guidelines for Selection and Training of Teacher Leaders

1. Selection of Teacher Leaders

Standards

- 5.1. Hold a master's degree and teacher certification.
- 5.2. Show evidence of successful teaching experience.
- 5.3. Show evidence of successful teaching experience in a bilingual setting if a Descubriendo la Lectura candidate.
- 5.4. Be nominated by an administrative agency making a Reading Recovery/Descubriendo la Lectura application or by an established site.
- 5.5. Have an employment commitment to serve as a Reading Recovery/Descubriendo la Lectura teacher leader following the completion of training with the agency making application.
- 5.6. Have completed or be near completion of requirements for bilingual certification if a Descubriendo la Lectura candidate.

Guidelines

- 5.7. Have at least 5 years teaching experience, preferably with at least 3 years with primary-age children.
- 5.8. Show evidence of leadership and show competence in working with colleagues and administrators.

5.9. Be selected by the university training center, based upon application and interview.

5.10. Commit to a minimum of 3 years service to the site.

2. Training of Teacher Leaders

Training as a teacher leader requires full-time participation in a residential 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. The major components of the training are

- a. academic course work
- b. teaching children
- c. leadership and program implementation, including leading teachers-in-training

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.

a. Academic Course Work

Standards

- 5.11. Attend weekly class sessions and seminars (Reading Recovery teaching, leadership, theory).
- 5.12. Successfully meet all requirements for teacher leader training as prescribed by syllabi.
- 5.13. Teach a child behind the glass a minimum of three times during the training year.

b. Teaching Children

Standards

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

- 5.16. 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).
- 5.17. Receive school visits from university trainer.
- 5.18. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 5.19. Communicate with parents, first-grade teachers, and other school personnel periodically throughout the year.
- 5.20. Submit data to the university trainer as required.

Guidelines

- 5.21. Serve a minimum of eight children per year.
- 5.22. Monitor the progress of children whose programs have been discontinued.

c. Leadership

Teacher leaders-in-training must 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 the university training center.

Standards

- 5.23. Attend scheduled training classes, and observe and participate in all aspects of training class responsibilities.
- 5.24. Conduct colleague visits to teacher leaders-in-training.
- 5.25. Make school visits to Reading Recovery/Descubriendo la Lectura teachers, initially with a teacher leader and then independently.
- 5.26. 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

- 5.27. Visit other Reading Recovery or Descubriendo la Lectura sites to gain insight regarding variety of settings and approaches.
- 5.28. Observe continuing contact sessions conducted by a teacher leader.

5.29. Observe Reading Recovery– or Descubriendo la Lectura– related activities in school districts (e.g., attend school board meetings and planning sessions).

5.30. Participate in research and evaluation (e.g., writing a site report).

3. Prepare for Site Implementation

Guidelines

5.31. 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).

5.32. Communicate with appropriate personnel to develop awareness of Reading Recovery/Descubriendo la Lectura.

5.33. 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).

5.34. Develop a plan for clerical support.

5.35. Assist in the identification of appropriate teachers for the training class.

4. Professional Development

Standards

5.36. Attend an annual RRCNA-approved Reading Recovery conference.

5.37. Attend annual Teacher Leader Institute.

5.38. Attend one RRCNA-approved Descubriendo la Lectura conference if registered as a Descubriendo la Lectura teacher leader.

B. 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, including at a minimum: teaching at least two children, monitoring teacher and student progress, conducting continuing contact sessions for teachers, and participating in professional development activities. Registered status is considered lapsed if a person is absent from employment as a Reading Recovery or Descubriendo la Lectura teacher leader 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

- 5.39. Teach four Reading Recovery or Descubriendo la Lectura children daily during the field year.
- 5.40. Continue to teach children in subsequent years. Depending upon advice of the university training center, a teacher leader may gradually reduce teaching during subsequent years to a minimum of two children daily.
- 5.41. 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

- 5.42. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers during the field year.
- 5.43. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers in subsequent years as needs dictate within the site.
- 5.44. Conduct assessment training (including practice with children) for a minimum of 24 hours.
- 5.45. Serve as adjunct faculty member in the university granting credit; develop and follow a course syllabus which includes content and up-to-date training material to comply with Reading Recovery/ Descubriendo la Lectura and university or college guidelines.
- 5.46. Ensure that teachers teach behind the glass at least three times during the year.
- 5.47. Ensure that 80% of class sessions over the academic year (or a minimum of 18 sessions, whichever is greater) each includes two behind-the-glass lessons.
- 5.48. Visit teachers-in-training at least four to six times during the year to provide guidance and instructional assistance.
- 5.49. Monitor the selection and progress of children using teachers' records.
- 5.50. Provide trained teachers with at least six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with two lessons per session.

- 5.51. 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

- 5.52. During the field year, the teacher leader should teach only one training class.
- 5.53. During the field year, the teacher leader should not carry full or primary responsibility for continuing contact services.

3. Research

Standards

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

Guideline

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

4. Project Implementation and Site Maintenance

Standards

- 5.57. Maintain the standards for establishment and operation of a site specified in Section 3, including the selection of the lowest-achieving child at each selection decision.
- 5.58. Maintain affiliation with a university training center.
- 5.59. Serve as a specialist to support Reading Recovery/Descubriendo la Lectura teachers in their work with challenging children.
- 5.60. Work with the site coordinator and administrators to assure a quality implementation at the site and school levels with the goal of full coverage.
- 5.61. 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

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

5. Professional Development

Standards

- 5.65. Participate in professional development opportunities for Reading Recovery or Descubriendo la Lectura teacher leaders sponsored by the university training center.
- 5.66. 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 are based upon request of the university training center or site.
- 5.67. Attend the annual Teacher Leader Institute.
- 5.68. Attend an approved RRCNA Reading Recovery/Descubriendo la Lectura conference each year.

Guidelines

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