



OAKLAND UNIVERSITY

Reading Recovery Center of Michigan at Oakland University

Literacy Lessons®

Requirements (for teachers of special education or English language learners)

Background

The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) provides districts with important options for meeting the literacy needs of struggling students. The new IDEA permits (a) qualifying early intervening services and professional development for teachers and (b) using 'response to intervention' as an alternative method for identifying children with learning disabilities, and as a means of providing early intervention without identification as learning disabled, to all children at risk for school failure. The new IDEA provides districts with the opportunity to implement Reading Recovery as part of a comprehensive literacy plan and to promote professional collaborations among Reading Recovery and special educators and teachers of English language learners on behalf of struggling readers (Konstantellou & Lose, 2009; Lose, 2008, 2007, 2005; Lose et al., 2007; Lose & Best, 2011).

In the interest of collaboration and in recognition of the benefits to teachers and students, schools have requested that specialist teachers have access to Reading Recovery training without the requirement of teaching a full load of students as required in Reading Recovery (4 slots of Reading Recovery children; minimum of 8 students each year per Reading Recovery national Standards). *Literacy Lessons®* training allows specialist teachers with a variety of roles in a school to participate in the Reading Recovery training course without having to restructure their instructional work load. These teachers are introduced to the complex literacy processing model that informs Reading Recovery in order to support the learning of children who may need longer-term specialist help. When the theory and practices used in Reading Recovery are used for different purposes, i.e. to improve the literacy learning of special education children, then it should be given a different name. Marie Clay suggests we call its application in special instruction settings "literacy processing theory."

Drawing on observations of the specialized training model approved by the [Reading Recovery] North American Trainers Group and the Reading Recovery Center of Michigan at Oakland University the following apply to *Literacy Lessons* training.

1. Features of *Literacy Lessons* Training for Specialist Teachers in Reading Recovery Schools Affiliated with the Reading Recovery Center of Michigan at Oakland University:

- 1.1. A training program undertaken and monitored by the course supervisor at Oakland University. This course is a collaborative effort among the district, teacher and Oakland University with the tuition invoiced by the Reading Recovery Center of Michigan and paid by the participating district.
- 1.2. Specialist teachers participate in the training class beginning in the fall in RDG 559: *Literacy Lessons* Teacher Training for 8 graduate credits total. This does not include Reading Recovery certification. (See 2.0 - 2.3.9 for requirements of *Certification in Reading Recovery* option.)
- 1.3. Candidates for this training must be affiliated with the Reading Recovery Center of Michigan at Oakland University.
- 1.4. During their training year, specialist teachers will be required to tutor two Reading Recovery children daily from among the Reading Recovery eligible children in the school's first grade/s (e.g. a minimum of 4 students total during the academic year).
- 1.5. Permission of the sponsoring school district administration for the student's participation in the *Literacy Lessons* training.

2. Certification in Reading Recovery Option for *Literacy Lessons* Teachers:

Teachers who successfully complete *Literacy Lessons* training in Year One are eligible to pursue certification in Reading Recovery in the following year, Year Two, with the permission of the teacher leader and principal, and under the following conditions outlined in sections 2.1 through 2.3.9, as follows:

- 2.1. In the fall semester of Year Two, register for and successfully complete RDG 539 Clinical Issues in Early Literacy Instruction for 2 graduate credits: Reading Recovery Teacher Training. The course will be designed to respond to the ongoing learning needs of the teacher.
- 2.2. Fulfill requirements of the Standards and Guidelines for the Certification of Reading Recovery Teachers

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- 2.3. During this year of ongoing training, teachers must:
- 2.3.1. Teach 4 Reading Recovery children daily (minimum 8-12 students per year) with ongoing study of and reference to *An Observation Survey of Early Literacy Achievement* and *Literacy Lessons Designed for Individuals*, to guide the assessment and teaching of children
 - 2.3.2. Comply with all requirements for record keeping and data analysis in accord with Reading Recovery
 - 2.3.3. Submit data on children taught to the International Data Evaluation Center (IDEC)
 - 2.3.4. Consult weekly with their teacher leader during the training period
 - 2.3.5. Participate in ongoing professional development sessions with trained Reading Recovery teachers and in select sessions in the RDG 539 course at the discretion of their teacher leader
 - 2.3.6. Host two colleague visits from trained Reading Recovery teachers; participate in two colleague visits to trained Reading Recovery teachers; and submit reflections on the visits to the teacher leader
 - 2.3.7. Receive a minimum of four visits to their teaching from their teacher leader throughout the year; to include the teaching of two of their four Reading Recovery students at each visit
 - 2.3.8. Complete professional readings and responses to readings assigned by the teacher leader throughout the year.
 - 2.3.9. Earn a score of mostly 5s and 4s on all of the components of the RDG 539 evaluation rubric.

I agree to the requirements of training in *Literacy Lessons*. I understand the requirements of the *Certification in Reading Recovery* option (following successful completion of training in *Literacy Lessons*). Please sign (3 signatures) and return one copy of this form, stapled to include pages 1 and 2, and the completed registration to:

Dr. Mary K. Lose, Associate Professor
 Director, Reading Recovery Center of Michigan
 School of Education and Human Services, 485H Pawley Hall
 Oakland University
 Rochester, Michigan 48309-4494

Student	Date
Lecturer (Teacher Leader) for RDG 539 course	Date
Administrator	Date

References

Konstantellou, E. & Lose, M. K. (2009). The promise of Clay’s theory of literacy processing: Training Literacy Lessons intervention specialists. *The Journal of Reading Recovery*, 9(1), 62-69.

Lose, M. K. (2008). Using RTI to support struggling learners. *Principal Magazine*, 87 (3), 20-23.

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Lose, M. K. (2005). Reading Recovery: The optimal response to the Individuals with Disabilities Education Improvement Act of 2004. *The Journal of Reading Recovery*, 4 (3), 35-37.

Lose, M. K. & Best, D. (2011). Implementing RTI and Staffing Reading Recovery in difficult economic times. *The Journal of Reading Recovery*, 11(1), 31-38.

Lose, M. K., Schmitt, M. E., Gomez-Bellenge, F. X., Jones, N. K., Honchell, B.A., & Askew, B. J. (2007). Reading Recovery and IDEA legislation: Early Intervening Services (EIS) and Response to Intervention (RTI). *The Journal of Reading Recovery*, 6 (2), 44-49.