

# OAKLAND UNIVERSITY

## Reading Recovery Center of Michigan at Oakland University *Literacy Support* Requirements (for Classroom Teachers, Title I/Reading Specialists)

### Background

In the interest of collaboration and in recognition of the benefits to teachers and students, schools have requested that teachers other than those training in Reading Recovery have access to Reading Recovery training without the requirement of teaching a full load of students (4 slots of Reading Recovery children; minimum of 8 students each year) as required by Reading Recovery Standards in the United States. This training, titled ***Literacy Support***, allows certified teachers with a variety of roles in a school to participate in a training course alongside teachers who are training in Reading Recovery without having to restructure their instructional work load. These ***Literacy Support*** teachers are introduced to the complex literacy processing model that informs Reading Recovery in order to support the learning of students who need intervention or follow-up support for literacy learning in the elementary and middle grades. Training in ***Literacy Support*** permits teachers to optimally collaborate in support of children's literacy learning.

### 1. Features of ***Literacy Support*** Training for Teachers in 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. Teachers in the course begin training in the fall in RDG 569: Literacy Support Teacher Training for 8 graduate credits total. This course does not include Reading Recovery certification. (See 2.0 - 2.3.9 for the requirements of the *Certification in Reading Recovery Option for Literacy Support Teachers*.)
- 1.3. Candidates for this training must affiliate with the Reading Recovery Center of Michigan at Oakland University.
- 1.4. During the training year, teachers tutor two Reading Recovery eligible children daily from among the children in the district's first grade/s. Each child's program is 15-20 weeks on average, therefore teachers teach a minimum of 4 students total during the training year.
- 1.5. Permission of the sponsoring school district administration for the student's participation in the *Literacy Support* training. The school district pays the teacher's tuition.

### 2. Certification in Reading Recovery Option for Literacy Support Teachers:

Teachers who successfully complete *Literacy Support* 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 (course lecturer) 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 a RDG 539 Clinical Issues in Early Literacy Instruction: Reading Recovery Teacher Training for 2-graduate credits. 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
- 2.3. During this year of ongoing training, teachers must:
  - 2.3.1. Teach 4 Reading Recovery children daily (minimum 8-12 students per academic 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 fall semester.
  - 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. Additionally, 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 through the school year, to include the teaching of two of their four 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 Support*. I understand the requirements of the *Certification in Reading Recovery Option for Literacy Support Teachers*. 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 569 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.

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