



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 to all children at risk for school failure without identification as learning disabled. 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 on behalf of struggling readers (Lose, 2008, 2007, 2005; Lose et al., 2007).

In the interest of collaboration and in recognition of the benefits to teachers and students, schools have requested that special education teachers, Title I reading teachers, and other specialists 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 (2004) and the Oakland University RDG 539 course syllabus. *Literacy Lessons*® training will allow special education teachers with a variety of roles in a school to participate in the Reading Recovery training course without having to restructure their school work load. These teachers will be introduced to the complex literacy processing model that informs Reading Recovery in order to support the learning of children who need long-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 education "literacy processing theory."

Drawing on observations of the specialized training model approved by the Reading Recovery Center of Michigan at Oakland University and the guidelines developed by trainers at other Reading Recovery University Training Centers, including Lesley University, the University of Maine, and New York University who also have piloted such a program, the following requirements for *Literacy Lessons* training have been established for OU:

1. Features of *Literacy Lessons* Training for Special Education Personnel 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 RDG 539 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. Special education teachers participate in the regular Reading Recovery training class beginning in the fall and are registered under the course RDG 590 Independent Study: "Literacy Lessons Training;" (for 8 credits) with completion and final grade at the end of the summer I semester. 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 working in Reading Recovery schools in districts committed to the full implementation of Reading Recovery.
- 1.4. Special education teachers will be required to tutor two Reading Recovery children (from among the eligible children in the school's first grade/s) daily during the training year (e.g. a minimum of 4 students total during the academic year).
- 1.5. The balance of special education and regular education teachers in the training class must be carefully considered. The recommended ratio is 2:1 (one Literacy Lessons trainee to every two Reading Recovery trainees).
- 1.6. Permission of the sponsoring school district administration for the student's participation in the *Literacy Lessons* training. The school district pays the student's tuition.

2. Certification in Reading Recovery Option for Special Education Personnel in Reading Recovery Schools Affiliated with the Reading Recovery Center of Michigan at Oakland University:

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 a RDG 590 Independent Study for 2-credits; the course will be designed to respond to the ongoing learning needs of teachers.
- 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 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; 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 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 Lessons*. I agree that a student taking training in *Literacy Lessons* is included as part of the total number of students required for a full training class (RDG 539) only during the year they are taking the 8-credit course. 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, Pawley Hall
 Oakland University
 Rochester, Michigan 48309-4494*

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

References

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

Lose, M. K. (2007). A child's 'Response to Intervention' requires a responsive teacher of reading. *The Reading Teacher*, 61(3), 276-279.

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., 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.