



NATIONAL
LOUIS
UNIVERSITY

Reading Recovery[®] & Literacy Lessons[™]

TEACHER LEADER PREPARATION INFORMATION

And Ongoing professional development information

Chicago, Lisle, IL, and Tampa FL

Academic Year 2025 – 2026

Reading Recovery[®] is a not-for-profit partnership between universities and local school districts. In order to protect the integrity of Reading Recovery in the United States, national standards ensure the highest quality teacher professional development and student instruction. Schools adhering to these standards are authorized to implement Reading Recovery under the royalty-free trademark granted annually by The Ohio State University.

This trademark defines the quality of Reading Recovery, thus protecting the investment that schools, school districts, and states have made in the accelerated education of young struggling readers. Educators make an investment in Reading Recovery, knowing that they will get a high-quality program with ongoing professional support systems.

Reading Recovery is research proven, short-term intervening service for the most tangled first grade learners. Individualized daily lesson supplement regular classroom instruction. Reading Recovery is a professional development model that prepares and continually supports highly expert intervention teachers on the job.

The initiative is most effective when implemented within a district or building wide comprehensive approach to literacy which includes effective classrooms, small group instruction, one-to-one interventions, professional collaboration, progress monitoring, and data driven decision making.

INTRODUCTION

The National Louis University College of Education is pleased to provide internationally recognized Reading Recovery Teacher Leader initial preparation courses and continuing professional development in partnership with school districts.

The following pages provide information and application materials based upon the current *Standards and Guidelines of Reading Recovery in the United States*, published by the Reading Recovery Council of North America (RRCNA). Information includes:

- Requirements and costs of initial Reading Recovery Teacher Leader training
- District's role in implementing Reading Recovery
- Teacher Leader Training Application
- Estimated costs for Teacher Leader preparation



Reading Recovery[®]

TEACHER LEADER APPLICATION PROCEDURES

1. Applications will only be accepted from authorized district representatives; in most cases this is the district superintendent or other key decision maker.
2. Authorized district representatives submit the attached District Implementation Plan and Teacher Leader Training Applications(s) by **August 1, 2025** to:

Dr. Tracee Farmer
National Louis University
Reading Recovery Center for Literacy
850 Warrenville Road
Lisle, IL 60532

Fax: 630-874-4434
E-mail: tfarmer1@nl.edu

INCLUDE:

- Candidate's Vitae
- Copy of candidate's official university transcripts
- District school calendar
- **A non-refundable deposit for \$1000.00 payable to National Louis University,** which will be applied toward your training fees

3. Candidates will be interviewed by the University Trainer team to assess their potential for success and advise district leader accordingly.
4. Upon candidate's acceptance, districts will be invoiced for the training fees less the \$1000 deposit.

COSTS OF TEACHER LEADER TRAINING

Initial Training Year (August-June)

School districts are invoiced for fees related to Reading Recovery Teacher Leader training at the National Louis Center for Literacy Excellence. Fees include on-site coaching visits, technical assistance, and course tuition.

Fees Payable to National Louis University (NLU)

Professional Development fees (*Estimate*)
(Includes 17 SH post-grad credit)... **\$15,000**

Other Costs Paid by School District (*Estimate*)

Leader Professional Books	\$1,100
Children's Books and Supplies.	4,200
Travel expenses related to leadership field experiences	2,000
<i>Required Conferences Registration & Travel Exp</i>	
Comprehensive Literacy Conference (Chicago)	1,000
Teacher Leader Summer Institute	1,500
RRCNA Membership Fee.	80
Subtotal	9,880
GRAND TOTAL (<i>Estimate</i>)	\$24,880.

Teaching Materials

To maintain quality teaching and results, Reading Recovery teachers and Teacher Leaders are required to use nationally researched and approved materials and supplies, including a large set of children's leveled books from various publishers.

Following Years 2+

- School districts budget for the Teacher Leader candidate's travel and expenses to the annual Teacher Leader Institute, one Reading Recovery Conference, and Teacher Leader professional development (6-8 days) provided by NLU.
- Budget for annual affiliation site fee (\$3,000 per Teacher Leader) paid to NLU due by September 30.
- In Year 2, school districts budget for two 2-day visits by an NLU trainer (estimated costs are \$1000 per visit, plus travel expenses). Occasionally, one or two trainer visits for continued consultation will be necessary for Year 3.

DISTRICT'S ROLE

The district superintendent or authorized agency representative may nominate one or more individuals for Teacher Leader training courses. Strong candidates ensure program success. Final approval of candidates selected for Teacher Leader training will be made by district personnel in consultation with the trainer at NLU's Center for Literacy Excellence.

The primary responsibilities of Reading Recovery/ Literacy Lessons/ Descubriendo la Lectura (DLL) Teacher Leaders are to work with students, train and coach 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 Reading Recovery regional and national professional networks.

The Teacher Leader works closely with district administrators to achieve effective implementation, operation, and evaluation. Administrators are cautioned against stretching the roles of the Reading Recovery/DLL Teacher Leader beyond their training expertise and beyond their capacity to continue to perform their primary role successfully.

As a participant in the Reading Recovery and DLL Program at National Louis University, the applicant agrees to fulfill the following responsibilities.

The signature of the superintendent, or another responsible administrator, on the application indicates an understanding and acceptance of these commitments.

Teacher Leader Candidates

- Hold a master's degree in education and teacher certification.
- Show evidence of successful teaching experience.
- Show evidence of successful teaching experience in a bilingual setting if a DLL candidate.
- Be nominated by an administrative agency making a Reading Recovery/DLL application or by an established or new site.
- Have an employment commitment to serve as a Reading Recovery/DLL Teacher Leader following the completion of training with the agency making an application.
- Have at least five years of teaching experience, preferably with at least three years of primary-age children.
- Show evidence of leadership and competence in working with colleagues and administrators.
- Commit to a minimum of 3 years of service to the site.

REQUIREMENTS OF TEACHER CANDIDATES

Training as a Teacher Leader requires participation over an academic year of coursework through NLU's Center for Literacy Excellence. It also requires training a class of teachers during the second year. Candidates teach children in their home district and commute to the training site for classes as scheduled. School districts release candidates from duties other than the ½ day teaching of Reading Recovery children during the training year. The major components of the training:

- academic coursework
- teaching children
- leadership and program implementation, including practicum leading teachers-in-training

A Descubriendo la Lectura (DLL) Teacher Leader will participate in a bridging course through Texas Women's University following the training year at NLU.

YEAR ONE

Coursework and Professional Development

- Attend scheduled class sessions and seminars in person and via video conferencing technology (Teaching practicum, leadership, theory).
- Successfully meet all requirements for Teacher Leader courses as prescribed by syllabi.
- Teach a child behind the glass a minimum of three times during the training year.
- Attend an annual RRCNA-approved Reading Recovery conference (Chicago)
- Attend Teacher Leader Summer Institute.

Teaching Children

- Teach Reading Recovery children individually in a school setting throughout the school year serving at least 8 children over the year (4 Tutoring Slots each ½ day)
- Demonstrate effective teaching of Reading Recovery children and responsiveness to coaching feedback.
- Keep complete records on each child as a basis for instruction.
- Receive school visits from university trainer.
- Communicate with parents, first-grade teachers, and other school personnel throughout the year.
- Submit data to the university trainer as required.

Leadership

Teacher Leader candidates 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.

- Attend scheduled training classes, and observe and participate in all aspects of the training class.
- Conduct colleague visits with Teacher Leader candidates.
- Make school visits to Reading Recovery/DLL teachers, initially with a Teacher Leader and then independently.
- Visit other Reading Recovery or DLL sites to gain insight regarding various settings and approaches.
- Observe ongoing professional development sessions conducted by a Teacher Leader.
- Observe Reading Recovery/DLL-related activities in school districts.
- Participate in research and evaluation.

Prepare for Site Implementation

- Work with the site coordinator/school leadership team to plan and initiate activities related to the implementation of Reading Recovery/DLL/LL at the site (e.g., ordering materials, developing a budget, developing the training facility).
- Communicate with appropriate personnel to develop an awareness of Reading Recovery/DLL.
- Assist the site coordinator in planning and providing an appropriate facility for teacher training and clerical support.
- Assist in the identification of appropriate teachers for the training class.

REQUIREMENTS OF TEACHER LEADER CANDIDATES

YEAR TWO AND BEYOND

Reading Recovery and DLL Teacher Leaders maintain registered status through affiliation with the 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 ongoing professional development sessions for teachers, and participating in leadership professional development activities. Registered status is considered lapsed if a person is absent from employment as a Reading Recovery or DLL Teacher Leader for more than one year. Teacher Leaders can be reactivated by completing training activities developed by the university training center.

Teaching Children

- Teach four Reading Recovery, DLL, and/or Literacy Lesson™* children daily during the field year.
- Continue to teach children in subsequent years. Depending upon the advice of the university training center, a Teacher Leader may gradually reduce teaching during subsequent years to a minimum of two children daily.
- 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 DLL.

Training Teachers

- Teach a training class of 8–12 Reading Recovery, DLL, and/or Literacy Lessons teachers during the field year and in subsequent years as needed.
- Conduct assessment training (including practice with children) for a minimum of 24 hours.
- Serve as an adjunct faculty member in the university granting credit; develop and follow a course syllabus that includes content and up-to-date training materials to comply with university guidelines.
- Visit teachers-in-training at least four to six times during the year to provide guidance and instructional coaching.
- Monitor the selection and progress of children.
- Provide trained teachers with at least six continuing professional development sessions each year.
- Visit trained Reading Recovery/ DLL/ Literacy Lessons teachers* at least once each year to ensure quality control of the program, with additional visits based on need or request.
- **During the second year, the Teacher Leader should teach only one training class.**

Research

- Collect entry, exit, and end-of-year data on Reading Recovery, DLL, and/or Literacy Lessons for children using IDEC-approved format, procedures, and materials.
- Prepare an annual site report and submit it to the affiliated university training center.
- Assist teachers and principals in preparing annual school reports.

Project Implementation and Site Maintenance

- Maintain the RRCNA standards for the establishment and operation of a site, including the selection of the lowest-achieving children for service first.
- Maintain affiliation with the university training center.
- Serve as a specialist to support Reading Recovery/DLL/Literacy Lessons teachers* in their work with challenging children.
- Work with the site coordinator and administrators for a quality implementation at the site and school levels with the goal of full coverage.
- Inform appropriate groups about Reading Recovery/DLL/Literacy Lessons.
- Assist in recruiting and identifying appropriate teachers for the training class.
- Meet all RRCNA standards.

Professional Development

- Participate in professional development opportunities for Reading Recovery/DLL Teacher Leaders sponsored by the university training center.
- Receive consultation visits from a trainer.
- Subsequent annual or periodic visits are provided as necessary.
- Attend the annual Teacher Leader Summer Institute.
- Attend an approved RRCNA Reading Recovery/DLL conference each year.

***Literacy Lessons teachers are ESL or Special Education Licensed**
Literacy Lessons is a professional development initiative that builds on the strong theoretical base and well-researched protocols of Reading Recovery in order to reach a wider group of children with special needs beyond first grade.