

Standards and Guidelines of Literacy Lessons[™] in the United States

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Introduction

Literacy Lessons™ program is an intervention initiative developed by Marie Clay, internationally known researcher in early literacy learning and the prevention of reading and writing difficulties. The Literacy Lessons trademarks are registered and owned in the U.S. by The Ohio State University, which monitors the trademark requirements and issues annual authorization to use the Literacy Lessons trademark to Reading Recovery university training centers and sites in compliance with these standards. Literacy Lessons may also be referred to as LL™.



Note that the logos are registered marks of The Ohio State University and should be accompanied with the circle R (®)symbol. The words Literacy Lessons and the abbreviation LL should be followed by TM (™). Only licensed sites can use the logos and the name Literacy Lessons to describe their work.

Dr. Clay's four required elements for a recognized Literacy Lessons implementation follow:

1. Individually designed and individually delivered instruction for students from special populations who are struggling to develop an early literacy processing system
2. A recognized course for qualified teachers with ongoing professional development
3. Ongoing data collection, research, and evaluation
4. Establishment of an infrastructure and standards to sustain the implementation and maintain quality control

This document presents standards (requirements) and guidelines (recommendations) for implementing Literacy Lessons. Implementations in English and in Spanish are collaborative efforts between Reading Recovery/Descubriendo la Lectura university training centers and Reading Recovery/Descubriendo la Lectura teacher leaders.¹ It is intended that Literacy Lessons will only be implemented in schools that include Reading Recovery as an early literacy intervention.

Abbreviations Used in This Document

IDEC	International Data Evaluation Center
NATG	North American Trainers Group
RRCNA	Reading Recovery Council of North America

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¹ References to Reading Recovery in this document also apply to Descubriendo la Lectura (Reading Recovery in Spanish).

Overview

At the beginning of *Literacy Lessons Designed for Individuals Part One*, Marie Clay stated:

There are other groups of children who would probably benefit from the use of Reading Recovery teaching procedures. It is because these procedures are designed for adapting the instruction to the learning needs of individual children that they can be applied to many beginning readers who are in some kind of special education. And, because the procedures allow for accelerated progress, they are particularly useful for young immigrant children entering English, or Spanish, or French programmes for five- to seven-year-old children. (Clay, 2005a, p. i)

The primary goal of Literacy Lessons, beyond the first semester of the training year, is to serve students who are not eligible for Reading Recovery and are struggling in the beginning phases of learning to read and write. The teaching procedures in Literacy Lessons are particularly designed to help readers and writers develop *early* literacy processing systems. Generally, the range of students for whom Literacy Lessons is appropriate is Grades 1–4 as identified by scores on the Observation Survey; this document refers to these students as *elementary* students.

Students

For Grade 1, Reading Recovery is the top priority for eligible students. Literacy Lessons students include

- Elementary students (generally Grades 1–4) who have been identified for any form of special education considered appropriate by educators in the school or district and have not developed an early literacy processing system as identified by scores on the Observation Survey
- Elementary students (generally Grades 1–4) who are struggling to learn to read and write in English as a second language and have not developed an early literacy processing system as identified by scores on the Observation Survey

Teachers

Literacy Lessons Intervention Specialists are educators who enter the Literacy Lessons professional development course as teachers certified/licensed in special education or ESL or bilingual education with experience and expertise in working with the population of their specialty. These specialists are seeking additional skill in helping students overcome literacy difficulties and develop effective early reading and writing systems.

The preparation for Literacy Lessons Intervention Specialists is offered by an accredited higher education institution that has a Reading Recovery university training center. Initial training consists of graduate-level credit courses taught by a registered Reading Recovery teacher leader in consultation with the university training center. One training model involves 1 academic year of course work; the transitional model requires 2 years. The courses must meet the contact hour requirement of the credit-granting institution.

Data

Literacy Lessons is a research-based intervention. A key principle of operation is that data are collected on every student served. Data are used to determine the effectiveness of Literacy Lessons for students from special populations in special education and ESL. Data are also used in a formative way to increase the effectiveness of Literacy Lessons.

SECTION I

Standards and Guidelines for Selection of Literacy Lessons Intervention Specialists

A. Standards

1. Be employed in a school that has an implementation of Reading Recovery or a school that exclusively supports special populations of students such as a school for the deaf.
2. Be employed as certified/licensed teacher.
3. Show evidence of successful teaching experience.
4. Be certified/licensed (or be near completion of requirements for certification) in special education or ESL or bilingual education.

B. Guidelines

1. Have at least 3 years of teaching experience.
2. Demonstrate evidence of adaptability and problem solving.
3. Be willing to learn, acquire, and apply new skills and knowledge.
4. Show evidence of positive interpersonal skills with colleagues and administrators.
5. Make application voluntarily and be screened through an interview and selection process.

SECTION II

Standards and Guidelines for Training of Literacy Lessons Intervention Specialists

Coursework During Training

A. Standards

1. Participate in Observation Survey assessment training sessions.
2. Successfully complete a university training center's plan (1 year or 2 years) for training as a Literacy Lesson Intervention Specialist for which university graduate credit is received.
 - a. The coursework is designed by the trainer at the university training center and provided by the teacher leader.
 - b. The course and professional development activities must meet the contact hour requirements of the credit-granting institution.

- c. Following successful completion of the training year and, if applicable, a transition year, teachers are designated as Literacy Lessons Intervention Specialists.
3. Teach a student behind-the-glass at least three times during the training year.
4. Receive at least four school visits from the teacher leader over the course of the training year.
5. Report data for each student according to IDEC protocols.

B. Guidelines

1. Participate in an RRCNA-approved Reading Recovery/Descubriendo la Lectura conference.

Teaching Students During Training

A. Standards

1. For the university training center offering a 1-year training experience, begin training by teaching a minimum of two first-grade Reading Recovery-eligible students each day individually for 30 minutes in a school setting.
 - a. Following the series of lessons for Reading Recovery-eligible students, teach two special-area students daily in an individual school setting with advisement regarding session length from the teacher leader.
2. For the university training center offering a transition course, teach Reading Recovery-eligible students individually daily for 30-minute sessions in a school setting during the initial year of training.
 - a. Begin teaching students from special populations during the transition year.
3. Continue Literacy Lessons with each student until an intervention outcome decision is made in consultation with the teacher leader and the school team.
4. Demonstrate effective teaching of students.
5. Keep complete records for each student as a basis for teaching (Observation Survey and Summary, Predictions of Progress, Lesson Records, Running Records of Text Reading, Record of Reading Vocabulary, Record of Writing Vocabulary, Record of Book Level).

B. Guidelines

1. Serve a minimum of four students during the training year.

SECTION III

Standards and Guidelines for Trained Literacy Lessons Intervention Specialists

A. Standards

1. Select elementary students who
 - a. have been identified for any type of special education considered appropriate in the school or district and who have not developed an early literacy processing system as identified by scores on the Observation Survey, or
 - b. are struggling to learn to read and write in English as a second language and who have not developed an early literacy processing system as identified by scores on the Observation Survey.
2. Teach at least one Literacy Lessons-eligible student daily in an individual school setting with advisement regarding length of the session from the teacher leader.
3. Continue Literacy Lessons with each student until the school team and the teacher leader determine that the student has gained an early literacy processing system or until they make recommendations for future action on behalf of the student.
4. Keep complete records on each student as a basis of instruction and decision making.
5. Demonstrate effective teaching of Literacy Lessons students.
6. Report data for each student according to IDEC protocols.
7. Participate in ongoing professional development as described in Section IV.

SECTION IV

Standards and Guidelines for Ongoing Professional Development and Support

A. Standards

1. Continue Literacy Lessons professional development as long as actively working as a Literacy Lessons Intervention Specialist.
2. Consult with the teacher leader about students not making progress and other issues.
3. Participate in a minimum of six professional development sessions including a minimum of four behind-the-glass sessions (two lessons).
4. Receive at least one school visit from a teacher leader annually.

5. Teach behind-the-glass for colleagues as scheduled.
6. Collaborate with the teacher leader to plan professional development that meets the specialist teacher's professional needs.

B. Guidelines

1. Receive school visits from colleagues annually.
2. Participate in an RRCNA-approved Reading Recovery/Descubriendo la Lectura conference annually.
3. Maintain active membership in RRCNA to receive current information and publications.

SECTION V

Standards and Guidelines for Implementing Literacy Lessons

(For Grade 1, Reading Recovery is the top priority for eligible students)

A. Standards

1. For Literacy Lessons, select elementary students who
 - a. have been identified for any type of special education considered appropriate in the school or district and have not developed an early literacy processing system as identified by scores on the Observation Survey, or
 - b. are struggling to learn to read and write in English as a second language and have not developed an early literacy processing system as identified by scores on the Observation Survey.
2. Administer the Observation Survey and Slosson as designated throughout the year.
3. Submit data to the teacher leader as required.
4. Communicate with parents, teachers, and other school personnel throughout the year.
5. Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery."

B. Guidelines

1. Contribute to the development and operation of a school team to monitor program progress.
2. Monitor the progress of students following the completion of the series of lessons.
3. Prepare an annual Literacy Lessons report for the school.

SECTION VI

Standards and Guidelines for Bridging Literacy Lessons Intervention Specialists

(Reading Recovery to Literacy Lessons or Literacy Lessons to Reading Recovery)

Time did not permit the task force to complete this ‘bridging’ task. It is suggested that the task force complete these standards in the near future with input from NATG members.

SECTION VII

Standards for Teacher Leaders Working with Literacy Lessons

Literacy Lessons university-based graduate courses are taught by experienced, qualified, and currently registered Reading Recovery teacher leaders in collaboration with affiliated university training center trainer(s).

A. Standards

1. Maintain registered status as a Reading Recovery teacher leader.
2. Participate in specifically designed professional development offered by the university training center to develop teacher leader expertise in supporting Literacy Lessons Intervention Specialists *prior* to offering Literacy Lessons courses.
3. Participate in ongoing professional development sessions designed to support Literacy Lessons provided by the university training center.
4. Complete annual Literacy Lessons data submission procedures for IDEC.
5. Ensure compliance with Literacy Lessons standards to maintain use of the trademark. (It is recommended that the Implementation Committee work with RRCNA to add appropriate items to the Teacher Leader Registry or create a new Literacy Lessons Registry.)

B. Guidelines

1. Work in partnership with educators who have specialist qualifications in working with students from special populations.
2. Work collaboratively with administrators.

SECTION VIII

Standards for University Trainers Working with Literacy Lessons

The university training center should be a fully accredited institution of higher education with a currently registered Reading Recovery university trainer.

A. Standards

1. Design and provide a preparation program for teacher leaders who will teach Literacy Lessons courses *prior* to offering the courses for teachers.
2. Provide ongoing professional support for teacher leaders who teach Literacy Lessons courses and provide ongoing professional development for Literacy Lessons Intervention Specialists. (This support may include communication with and involvement of special population teachers, supervisors, and administrators.)
3. Work collaboratively with trainer colleagues to design courses for Literacy Lessons Intervention Specialists, including core experiences and a set of core references.
4. Consult with researchers and specialists who have expertise in the education of specialist populations.
5. Engage in professional development to expand knowledge and skills in supporting teacher leaders and teachers of special populations to use *Literacy Lessons Designed for Individuals* (Clay, 2005a, 2005b).
6. Share processes and results of Literacy Lessons training and implementation with NATG annually.
7. Ensure compliance with Literacy Lessons standards to maintain the trademark (verifying Teacher Leader Registry).

SECTION IX

Standards for Data Collection and Reporting of Results of Literacy Lessons

Literacy Lessons is a research-based intervention. A key principle of operation is that data are collected on every student served. Data are used to determine the effectiveness of Literacy Lessons for students from special populations. Data are also used in a formative way to increase the effectiveness of Literacy Lessons.

A. Standards

1. Collect and submit data on Literacy Lessons students through IDEC.
2. Prepare and disseminate an annual report on the results of Literacy Lessons.

References

Clay, M. M. (2005a). *Literacy lessons designed for individuals part one: Why? when? and how?* Portsmouth, NH: Heinemann.

Clay, M. M. (2005b). *Literacy lessons designed for individuals part two: Teaching procedures.* Portsmouth, NH: Heinemann.