



A Professional Development Project of The Ohio State University

### ***Overview***

Literacy Lessons™ is university-based professional development for specialist teachers (including for example, special education teachers and ESL teachers) who work with young students having great difficulty learning to read and write. Faculty and site-based teacher leaders provide graduate coursework and coaching to support these specialist teachers in designing and delivering Literacy Lessons™ for individual learners.

Following successful completion of 3 graduate courses (7 semester hours) specialist teachers are designated **Literacy Lessons Intervention Specialists**. They continue to receive ongoing professional development for as long as they are using Literacy Lessons to design and deliver lessons for individual learners.

***In Year 1*** Specialist teachers take two graduate level courses (6 credit hours; three hours per semester) in Literacy Lessons™. As part of the course work, they study early literacy theory and learn how to design and deliver individual literacy lessons for two students (at least four over the year) in first grade who are in the regular classroom but having great difficulty learning to read and write (Tier I/Classroom instruction for those districts using a Response to Intervention model).

***In Year 2*** teachers are coached in a series of Literacy Lessons™ professional development sessions. These sessions help the teachers to design and deliver literacy lessons to individual special education students or ESL students. Teachers enroll in one course in Year 2 (1 credit hour in spring semester).

***In Year 3 and beyond*** Teachers, now designated Literacy Lessons Intervention Specialists, continue to participate in Literacy Lessons™ professional development provided by teacher leaders.

***Important Note: Literacy Lessons professional development does not result in Reading Recovery certification.*** Reading Recovery certification requires a different professional development route. Specialist teachers who want to be certified as Reading Recovery teachers are advised to take the year-long course of study designed for Reading Recovery certification. In our experience, administrators prefer this route because specialists can work as Reading Recovery teachers in a .5FTE after the training year.

For more information about Reading Recovery teacher certification visit [www.rrosu.org](http://www.rrosu.org).

REQUIREMENTS AND COSTS

*Literacy Lessons*™

Year 1 and Year 2 (Initial Coursework)

Year 3 and Beyond (Ongoing Professional Development)

## Literacy Lessons Professional Development

### *Year One*

#### Requirements for Selection of Teachers

- Certified teacher with experience and expertise in working with the population of their specialty.
- Evidence of adaptability and problem solving.
- Willingness to learn, acquire, and apply new skills and knowledge.
- Evidence of good interpersonal skills with colleagues.

Selection in consultation with teacher leader is recommended.

#### Coursework Requirements

- Successfully complete three university-offered courses with a clinical focus on the understandings and teaching procedures needed for implementing Literacy Lessons designed for individuals 6 semester hours (3 hours each for fall and spring semesters).
- Attend assessment training for a minimum of 24 hours to learn how to administer and score the *Observation Survey* (Clay, 2002) and to select children for the intervention.
- Design and deliver individualized 30 minute literacy lessons on a daily basis to a minimum of two regular education first grade students having great difficulty learning to read and write (at least four over the year).
- Receive a minimum of six school visits from a Teacher Leader for coaching purposes.
- Teach a first grade student behind the glass once each semester or a minimum of three (3) times in the training year at the regional training site.
- Maintain careful, complete records on each child as a basis for instruction (Observation Surveys, Observation Summaries, Predictions of Progress, Lesson Records, Running Records, Record of Writing Vocabulary, Record of Reading Vocabulary, Record of Book Level).

## *Year One*

### **Coursework Requirements Continued**

- Complete and submit evaluation data as required.
- Administer Observation Surveys as prescribed to select children for services and/or make decisions about discontinuing children's series of lessons.
- Administer Slosson Oral Reading Test – R.
- Communicate with parents, Reading Recovery teachers, classroom teachers and other school personnel as necessary.
- Attend the Reading Recovery and K-6 Classroom Literacy National Conference (recommended).

### **District/School Requirements**

- Arrange for transportation of a student to the Regional Training Site for teaching sessions (Three times in year 1).
- Arrange schedule and caseload to allow time for the specialist teacher in-training to teach two 30-minute one-to-one Literacy Lessons daily.

### **Related Costs Year 1**

- Pay tuition costs associated with taking three graduate courses required for professional development. Tuition fees vary; check with your Regional Training Site for specific figures. (See the list of sites at the end of this document.)
- Through a Regional Training Site, purchase a set of materials to implement Literacy Lessons™. A “starter” set of children's books is available for an estimated \$2,500 to \$3,000.
- Purchase professional books for training in Literacy Lessons™. These professional books are utilized throughout the teacher's participation in Literacy Lessons™. Cost of textbooks is approximately \$135.
- Provide support to the regional training site for operating costs. Costs vary. Check with the regional teacher training site nearest you. (See the list of sites at the end of this document.)

## Literacy Lessons Professional Development

### Year Two

#### District Requirements

- Make necessary provisions for the teacher to attend 6 half day Literacy Lessons™ professional development sessions in Year 2.

#### Coursework Requirements

- Successfully complete a graduate level course in Literacy Lessons required for professional development in spring semester (1 semester hour).

#### School Implementation and Teaching Children

- Participate in six half-day Literacy Lessons™ professional development sessions in Year 2 for coaching purposes.
- Consult with a teacher leader about children not making satisfactory progress and other issues involving instruction and/or implementation of Literacy Lessons.
- Design and deliver Literacy Lessons™ for individual students in your specialty area who are having great difficulty learning how to read and write (minimum one student a year).
- Maintain records of assessment and instruction for individual students who receive Literacy Lessons.
- Complete and submit data as required.
- Administer Observation Surveys as appropriate throughout the year.
- Administer Slosson Oral Reading Test – R.
- Communicate with parents, Reading Recovery teachers, classroom teachers, and other appropriate school personnel throughout the year about the progress of students receiving Literacy Lessons.
- Attend the National Reading Recovery & K-6 Classroom Literacy Conference in Columbus, Ohio (recommended).

### **Related Costs Year 2**

- Pay a professional development fee for Literacy Lessons™ coaching to the Regional Training Site. Fees vary; check with your Regional Training Site for specific figures. (See the list of sites at the end of this document.)
- Pay tuition costs associated with taking one graduate course. Tuition fees vary; check with your Regional Training Site for specific figures. (See the list of sites at the end of this document.)

## **Literacy Lessons Professional Development**

### **Year Three and Beyond**

#### **Ongoing Professional Development Experiences**

Literacy Lessons Intervention Specialists continue to receive professional development from a teacher leader for as long as the specialist teacher is designing individualized lessons for elementary-age children having great difficulty learning to read and write.

#### **Related Costs Year 3 and Beyond**

- Standard professional development fees will be paid to the Regional Training Site. Fees vary; check with your Regional Training Site for specific figures. (See the list of sites at the end of this document.)



Literacy Lessons Intervention Specialist Nomination Form  
For Literacy Lessons™.

Literacy Lessons is a professional development project of  
The Ohio State University

Name \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ email \_\_\_\_\_

Cell Phone (\_\_\_\_) \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_

Principal \_\_\_\_\_

District \_\_\_\_\_

District Address \_\_\_\_\_

County \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_

Superintendent \_\_\_\_\_

<b>Section I: Teaching Experience</b>	
	<ul style="list-style-type: none"><li>▪ Certification as specialist teacher with the population of your specialty. _____ Area of specialty _____ Other teaching experience (List grade level, instructional setting) _____</li></ul> <p>_____ Number of years of teaching experience in your area of specialty.</p> <p>_____ Total number of years teaching experience</p>

<b>Section II: Reading/Language Arts Experience</b>	
	<p>A. Briefly describe the nature of your undergraduate and/or graduate coursework in reading/language arts.</p>

B. List other professional experiences related to your interest in reading/language arts (workshops, conferences, curriculum committees, etc.)



<b>Section II: Reading/Language Arts Experience</b>	
	<p>C. Describe your current thinking on how children learn to read and write.</p>

D. Describe your current thinking on why some children have great difficulty learning to read and write.

<b>Section III: Statement of Commitment</b>	
<p>We have read and understood the responsibilities of implementing Literacy Lessons™ project at the building and/or district level as outlined in this application. We are committed to this project for the two year period of graduate coursework.</p> <p>We understand that the <i>Standards and Guidelines of Reading Recovery© in the United States</i> has specific qualifications for certification in Reading Recovery, and this project <i>will not</i> certify a teacher as a trained Reading Recovery teacher.</p>	
_____	_____
Signature of Teacher Nominee	Date
_____	_____
Signature of School Principal	Date
_____	_____
Signature of Appropriate District Administrator (if applicable)	
<p><b>Retain a copy of this form for your own records and submit the original to the Regional Training Site nearest you.</b></p>	

**Contact Information**

**University Training Center: The Ohio State University**

Mary Fried  
Dr. Lea McGee  
Dr. Emily Rodgers

Dr. Gay Su Pinnell  
Dr. Patricia Scharer

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**Literacy Lessons Regional Training Sites  
Affiliated with The Ohio State University**

**Ohio:**

**Ashland University/  
Mansfield City**

Holly Christie  
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**Delaware City**

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**Solon-OSU**

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**Wright State University**

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## Literacy Lessons Regional Training Sites Affiliated with The Ohio State University

### Colorado:

**Sterling**  
Mary A. Berrington  
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720-886-3826  
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**Dillon Valley**  
Joelle Schlesinger  
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970-368-1499 fax

**Douglas County**  
Kathy A. Tirrill  
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### Indiana:

**Southeast Indiana**  
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**Vigo County**  
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### Maryland:

**Charles County Public Schools**  
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**Prince George's County**  
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### Minnesota:

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### New York:

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### Tennessee:

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