

SECTION 5

Reading Recovery/Descubriendo la Lectura Site Coordinators

The success of an implementation is contingent upon strong administrative support and skilled leadership. The site coordinator provides an administrative structure that will ensure policy and procedures are in place to support the implementation of Reading Recovery and the leadership actions of the Reading Recovery teacher leader. The site coordinator collaborates with the teacher leader to make policies that support and sustain the implementation of Reading Recovery within a district or consortium's existing educational structure. The site coordinator exercises administrative authority by managing and overseeing the design of organizational policies, structures, budgeting, and personnel processes that ensure a high-quality implementation of Reading Recovery. The teacher leader provides the professional leadership necessary for implementing Reading Recovery with fidelity and the site coordinator provides the administrative support necessary for implementing Reading Recovery with fidelity.

A. Standards and Guidelines for Selection of a Site Coordinator

Standards

- 5.01. Must be an administrator.
- 5.02. Be willing to become knowledgeable about Reading Recovery (or Descubriendo la Lectura when appropriate).

Guidelines

- 5.03. Select a person with experience that will support their role as site coordinator: language arts or early literacy, budget management, securing funding from diverse sources, research and evaluation, advocacy, Reading Recovery/Descubriendo la Lectura implementation.
- 5.04. Revise the written job description to reflect site coordinator responsibilities in addition to the other duties.
- 5.05. Select a site coordinator with access to the decision makers of educational policy and budget allocation in the site.

B. Standards and Guidelines for Site Implementation and Maintenance

Standards

- 5.06. To prepare for site implementation, collaborate with the teacher leaders associated with implementation at the training site to:

- 5.06.1. develop a budget.
- 5.06.2. secure an appropriate facility for teacher training.
- 5.06.3. assist with the recruitment of program personnel.
- 5.06.4. secure necessary supplies, materials, and technology to facilitate the operation.
- 5.06.5. arrange for university credit for Reading Recovery/Descubriendo la Lectura courses taught at the site.
- 5.06.6. secure and assist with other related elements relevant to site implementation.
- 5.07. To prepare for site implementation, collaborate with the university training center on issues related to training and implementation.
- 5.08. Oversee ongoing implementation and maintenance.
 - 5.08.1. Communicate and collaborate with school and district personnel, university trainers, the community, and other interested parties on issues related to implementation — including but not limited to continuous improvement, full implementation, funding, advocacy, and dissemination of information regarding Reading Recovery/Descubriendo la Lectura.
 - 5.08.2. Create and manage an annual budget in consultation with the teacher leaders or advisory board in a multiple district site.
 - 5.08.3. Monitor the caseload of each teacher leader to protect and ensure adequate support for site implementation.
 - 5.08.4. Monitor and assure site compliance with the criteria published in *Standards and Guidelines of Reading Recovery in the United States*.
 - 5.08.5. Develop an effective plan of communication with the teacher leaders including meeting regularly to oversee implementation.
 - 5.08.6. Develop, implement, and oversee the long-range site plan for Reading Recovery/Descubriendo la Lectura.

Guidelines

- 5.09. Visit a Reading Recovery or Descubriendo la Lectura site known to exemplify a quality implementation before beginning implementation.

- 5.10. Facilitate widespread support for Reading Recovery/Descubriendo la Lectura within the local educational agency and community (e.g., maintain contact with building and district administrators; provide articles, reports, or videos to board members and superintendent; coordinate visits for policymakers to Reading Recovery/Descubriendo la Lectura training sessions and lessons).
- 5.11. Work to embed Reading Recovery/Descubriendo la Lectura within the school, district, or site comprehensive literacy plan.
- 5.12. Network with other site coordinators.
- 5.13. Observe a teacher training or professional development session annually.

C. Standards and Guidelines for Professional Development

Standard

- 5.14. Participate in the site coordinators meeting at the affiliated university training center (a minimum of one meeting per year).

Guidelines

- 5.15. Develop expertise regarding Reading Recovery/Descubriendo la Lectura and implementation (e.g., review professional literature; participate in a state, regional, or national Reading Recovery/Descubriendo la Lectura conference).
- 5.16. Maintain active membership in the Reading Recovery Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

D. Standards and Guidelines for Sites with Multiple Districts

Standards

- 5.17. Maintain standards outlined in Sections A, B, and C.
- 5.18. Be selected or affirmed by the managing agency of the multiple district site.
- 5.19. Establish an advisory team with a district Reading Recovery/Descubriendo la Lectura coordinator from each participating district to serve as a link between the school district and the Reading Recovery/Descubriendo la Lectura training site.