

# Establishing a Reading Recovery Teacher Training Site



Reading Recovery Brief

Establishing a site is a long-term commitment by the sponsoring district and consortium. Administrators and teachers need a solid understanding of the rationales, purposes, and processes involved.

About 300 Reading Recovery teacher training sites operate across the United States and Canada. Sites are managed by an education district or consortium that employs a teacher leader who provides professional development for Reading Recovery teachers in training year and continuing sessions for all active Reading Recovery teachers. A large training site may need more than one teacher leader. Each site is affiliated with one of about 20 university training centers in the United States or with the Canadian Institute of Reading Recovery in Canada.

## **Gathering Information**

Study Reading Recovery carefully and arrange for awareness sessions for key personnel. If feasible, arrange to have key personnel visit an established site. Seeing Reading Recovery in action and talking with trained teachers builds a practical understanding of the training and its benefits for teachers and children.

## *Early Decisions*

Decide on the type of site you need:

- a single district training site with one or more teacher leaders
- a district-based training site with one or more teacher leaders serving several districts
- a consortium of several districts with one or more teacher leaders

Assess the level of need in your participating district(s). This will include talking with building principals and school teams, as well as gathering information about the number of children who will need Reading Recovery at the school or district level. Some indicators of need could be the history of reading levels and student scores at the end of kindergarten, first, and second grades.

Determine how many Reading Recovery-trained teachers will be required to serve all the children who will need the intervention. With four teaching slots, the Reading Recovery teacher will work with at least eight Reading Recovery students each year. Some training sites use data to manage deployment of Reading Recovery teachers at a district level, and in others, Reading Recovery staffing is managed at a school level.

## *Staffing Decisions*

School administrators have much flexibility in staffing models, with decisions based on the school's needs and the teacher's area of expertise. Creative staffing models increase funding options and allow for the thoughtful use of your trained Reading Recovery teachers' time and expertise. Common models include

- Small-group/Title I teacher in primary grades
- First-grade shared classroom
- Kindergarten or shared kindergarten
- Second-grade shared classroom
- ESL
- Special education

## *Planning Considerations*

Develop an implementation plan that allows enough teaching time to serve the most at-risk children in the first-grade cohort; that is 15% to 20% in most schools, and a higher percentage in schools where risk factors for failure are greater. (In order to demonstrate what Reading Recovery can do, it is best to provide full coverage at an individual school level rather than distribute teachers thinly across many schools.)

Each Reading Recovery teacher training site will appoint a site coordinator, someone who is well-informed and willing to learn about Reading Recovery. The site coordinator is responsible for overseeing and managing Reading Recovery. Experience has shown that an administrator from the

district's administrative center is a good choice because he or she can support teacher leader communication with other administrators in the district.

Consider your plan a working document and include details for 3 years beyond the year that Reading Recovery begins. Include tasks to be performed during the year that the teacher leader is being trained. All members of the planning committee need the opportunity to consider and discuss the plan. Share your plan with the university training center for suggestions. If possible, obtain long-term commitment to full implementation at the system and school levels.

### *Training Teachers*

Careful selection of teachers for training is critical to student success. Many districts use an interview and selection committee composed of the site coordinator, teacher leader, and other key stakeholders. The university training center can provide more information about selection criteria.

Provide an appropriate training facility for training classes, including construction of room with one-way glass, a suitable sound system, and meeting and office space. (Specifications for the behind-the-glass training facility are available from the regional university training center or from RRCNA.)

Assure commitment at the district or school level to arrange travel for children for behind-the-glass sessions.

### *Budgeting & Funding*

The implementation plan will include a long-term budget with projections for

- the teacher training facility and furnishings (see below)
- training and tuition costs and materials
- ongoing professional development for teacher leader and teachers
- travel and office expenses

Allocate funds for the position and training of one or more teacher leaders. Release these individuals for full-time teacher leader training for one academic year at a university training center recognized by the North American Trainer's Group. (See materials from each university training center for requirements and fees.) Sometimes, the new training site can find an active Reading Recovery teacher leader who has already been trained. The Reading Recovery Council of North America (RRCNA) maintains an online registry of active Reading Recovery teacher leaders.

Schools in the United States fund Reading Recovery using a variety of federal, state, and local funds. Up-to-date information about funding sources is also available online at [www.readingrecovery.org](http://www.readingrecovery.org).

### *University Affiliation*

- Submit a site application to the university training center with which the site will affiliate.
- Negotiate through the regional university training center to establish graduate credit for courses (to be taught by a registered teacher leader) for teacher training.

### *Reading Recovery in Spanish (Descubriendo la Lectura) and French (Intervention préventive en lecture-écriture)*

To implement Reading Recovery in Spanish, teachers need special training and are affiliated with Texas Woman's University for ongoing training and professional development. In Canada, where Reading Recovery in French is offered, teachers receive ongoing professional development from a bilingual trainer. For details, see *Standards and Guidelines for Reading Recovery in the United States* or *Canadian Institute of Reading Recovery Standards and Guidelines*.

### *Evaluation*

Ongoing research and evaluation are essential in Reading Recovery's success. In the United States, the International Data Evaluation Center (IDEC), is an ongoing research project in the College of Education and Human Ecology at The Ohio State University. IDEC is responsible for collecting and analyzing Reading Recovery data. Reading Recovery teachers enter data for each student served through IDEC's secure website at <https://www.idecweb.us>. Teacher leaders review, approve, and submit data. At the end of the school year, the teacher leader receives evaluation reports for the training site, schools, and school districts. Strict confidentiality protocols protect use and dissemination of data. These reports can become a valuable part of each school's evaluation plans.