

## 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.

## SECTION 6

### **Reading Recovery/Descubriendo la Lectura University Training Centers**

University training centers provide the organizing structure that links national Reading Recovery organizations to the district and school levels of service to children. Each university training center creates and supports a network of affiliated sites; they provide initial training and ongoing professional development for Reading Recovery/Descubriendo la Lectura teacher leaders within these sites, and support sites by providing technical services and networks of communication and information dissemination. University trainers organize conferences and other professional development opportunities for teachers and teacher leaders, and take responsibility for monitoring and evaluating the implementation of Reading Recovery in affiliated sites. They also conduct and critique research and contribute to the work of NATG and RRCNA.

A university training center is defined by the current approval of NATG and by the presence, as a full-time faculty employee, of a registered Reading Recovery trainer who serves as director of the university training center. Any university or college with doctoral granting programs in reading, language arts, or literacy may apply to become a university training center for Reading Recovery/Descubriendo la Lectura. NATG has established a national procedure and application form that must be used by a university seeking to establish such a center. The application process requires careful study and strong commitment from the supporting university and from the individual seeking trainer status.

Other universities or institutions involved in Reading Recovery (either as associate institutions granting credit for Reading Recovery teachers or as hosts for periodic meetings or conferences in support of Reading Recovery) are not registered university training centers and therefore are not approved to offer professional development or training for teacher leaders. Exceptional situations with regard to this should be brought to the attention of NATG.

### **Standards and Guidelines for Establishing a University Training Site**

#### **Standards**

- 6.01. Follow the procedures for applying to establish a center adhering to designated timelines.
- 6.02. Determine the current status of Reading Recovery/Descubriendo la Lectura in your state or region and project future needs.
  - 6.02.1. Collect and submit evidence of support from other university training centers that may be affected by the establishment of a new center.

- 6.02.2. Collect and submit evidence of support from school systems and state departments of education, as appropriate.
- 6.03. Prepare a long-range implementation plan that is consistent with the procedures published in *Standards and Guidelines of Reading Recovery in the United States*.
- 6.04. Secure commitment from key faculty and administrators to support the center within the structures of the university.
- 6.05. Prepare a long-range fiscal plan (at least 5 years) to assure that costs of operating the center are secure. Be aware that university fiscal commitment is necessary; dependence on external sources entirely does not provide stability for the investment. Funding should not be dependent on income from training classes; numbers of trainees will fluctuate, and the budget must accommodate these shifts in training cycles.
- 6.06. Select one or more highly qualified and successful individuals for training as a trainer of teacher leaders. See Section 7 for required trainer qualifications.
- 6.07. Allocate adequate funds for the position and training of one or more trainers. Release these individuals for full-time training for one academic year at a university that prepares trainers.
- 6.08. Specify that the director of the university training center shall be a registered Reading Recovery trainer (and Descubriendo la Lectura trainer if Descubriendo la Lectura training is offered).
- 6.09. Prepare an appropriate training facility on campus for training classes of teacher leaders, including construction of a room with a one-way glass, a suitable sound system, and meeting and office space (specifications available from university training centers for training university trainers).
- 6.10. Plan for institutionalization of Reading Recovery within the structure of the department, college, and university.
  - 6.10.1. Seek faculty support for establishing a Reading Recovery training center.
  - 6.10.2. Seek secure positions for trainers.
  - 6.10.3. Determine the university evaluation procedures to be applied to the trainer-in-training during the training year and in subsequent years.

- 6.10.4. Negotiate non-Reading Recovery responsibilities of trainers to the department, college/school, and university relative to resource support.
- 6.10.5. Seek institutional approval for graduate courses for Reading Recovery/Descubriendo la Lectura teacher leader training.
- 6.10.6. Plan for adequate secretarial support.
- 6.10.7. Plan for data management and analysis of Reading Recovery/Descubriendo la Lectura outcomes.
- 6.11. Include within the budget a means of supporting the trainer to include additional responsibilities of the position and professional development requirements (e.g., travel, required NATG meetings, telecommunications, visits from trainer of trainers following the initial training year, and additional support).
- 6.12. Develop a plan for training teacher leaders.
  - 6.12.1. Identify established Reading Recovery/Descubriendo la Lectura teacher training sites near the university that can provide field experiences for teacher leaders-in-training.
  - 6.12.2. Develop and implement procedures for recruitment of sites for training teacher leaders.
  - 6.12.3. Develop and implement procedures and processes for teacher leader selection, matriculation, orientation, and training.
  - 6.12.4. Plan for years with no training classes, recognizing that the trainer will continue to be responsible for professional development of trained teacher leaders, technical support to site, national involvement in trainer activities, and more.
- 6.13. Support ongoing evaluation and research related to Reading Recovery/Descubriendo la Lectura.
- 6.14. Establish a means for collaborative planning among university training centers in the region (in neighboring states).
- 6.15. Establish a center coordinator to support the director and the operation of the center.
- 6.16. Seek tenure-track positions for trainers.
- 6.17. Establish more than one trainer position at a center wherever possible.