Valuable New Resource Will Help Guide Site Coordinators’ Efforts

Billie J. Askew, Texas Woman’s University

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.
— John Quincy Adams

Reading Recovery/Descubriendo la Lectura site coordinators are leaders. They assume the administrative leadership of Reading Recovery within a site. In multiple-district sites, district coordinators work with the site coordinator to administer Reading Recovery within their districts. Through the actions of both site coordinators and district coordinators, stakeholders are challenged to dream more, learn more, do more, and become more.

To illustrate the depth and breadth of the site coordinator’s role, Table 1 on the following page outlines some of the leadership responsibilities that the site coordinator assumes in collaboration with the site’s teacher leader(s).

Development of a New Guide for Site Coordinators and District Coordinators

A new resource is available to support site coordinators who are at any stage of Reading Recovery implementation. The user-friendly guide offers a wealth of information for site coordinators who work with their teacher leader(s) on the awesome task of placing Reading Recovery into existing systems. A comprehensive glossary of terms, numerous appendixes to support the work of site coordinators, and lists of helpful resources and references supplement the guide.

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Content Overview

• Roles and responsibilities of site coordinators and district coordinators
• Overview of Reading Recovery and Descubriendo la Lectura
• Year 1: Planning a new Reading Recovery site
• Year 2: Teacher leader training year
• Year 3: First year of teacher training (field year)
• Sustaining Reading Recovery for long-term benefits
• Evaluating Reading Recovery: Role of the National Data Evaluation Center
• Making the case for Reading Recovery
This new publication builds on the earlier work of Reading Recovery site coordinators, teacher leaders, and trainers who prepared the initial Site Coordinator’s Handbook published in 1997: Clifford Johnson, Noel Bowling, Janet Gaffney, Susan Paynter, Betsy Harrell, Mary Jackson, and Dianne Frasier. Their ground-breaking efforts were most helpful. The new guide went through a rigorous review and revision process. Special thanks must be shared with the following reviewers who greatly strengthened the content with their suggestions:

- Margaret Clark, Albuquerque Public Schools, NM;
- Laurie Everhart, Albuquerque Public Schools, NM;
- Mary Jackson, Fort Bend ISD, TX;
- Patricia Richards (retired), OCM BOCES, Syracuse, NY;
- Anne Vaughan, Williamson County Board of Education, TN.

### Table 1. Some Leadership Activities of Site Coordinators

<table>
<thead>
<tr>
<th>Activity</th>
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<tr>
<td>• Oversee the long-range site plan for Reading Recovery.</td>
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<td>• Interface with all levels of administration within the site.</td>
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<td>• Build broad-based support for Reading Recovery.</td>
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<td>• Work to embed Reading Recovery within comprehensive plans for literacy.</td>
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<td>• Build ownership of Reading Recovery at the local level.</td>
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<td>• Word toward full implementation of Reading Recovery.</td>
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<td>• Manage the Reading Recovery budget.</td>
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<td>• Assume responsibility for compliance with standards and guidelines.</td>
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<td>• Study and use data for continuous improvement.</td>
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<td>• Support the work of the site’s teacher leader.</td>
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<td>• Secure internal and external funding for Reading Recovery.</td>
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<tr>
<td>• Collaborate with university training centers on issues related to training and implementation.</td>
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<tr>
<td>• Communicate with various audiences.</td>
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### Kudos to Reading Recovery Site Coordinators

Reading Recovery professionals applaud the leadership and tireless efforts of site coordinators. The role of site and district coordinators is a challenging one, filled with purpose and determination. This quote from Rosalynn Carter represents the delicate and critical role of this position:

> A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go but ought to be.

Thank you for your leadership in taking people where they ought to be—in the service of children who are struggling with literacy learning. We hope this resource will help you in your efforts.

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