

The Organizational Structure For NATG

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North American

Trainers Group

The North American Trainers Group (NATG) is an organization of Trainers in North America that have primary responsibility to ensure standards and guidelines for Canada and the United States are upheld in the implementations of Reading Recovery each in nation.

The NATG Organization Structure Document outlines the key policies and procedures that govern the NATG Organization. As specified in this Organizational Structure Document, Reading Recovery includes Reading Recovery[®], Literacy Lessons[®], Descubriendo la Lectura[®], and IPLÉ[®], as appropriate.

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NATG Organization Structure At-a-Glance				
	Executive Committee	Standing Committees	Workgroups	Task Forces
Summary	Overall facilitation and coordination of NATG work.	Long-Term, overarching responsibility for a broad area of work.	Long-Term, specifically defined scope, often country specific.	Short-Term, narrowly defined scope. Nimble, addresses issues quickly.
Description	As the only elected body of NATG, the NATG Executive Committee provides leadership of the organization.	The Standing Committees are established as a mechanism through which the NATG operates. Each committee addresses issues of substance pertaining to its area of responsibility.	The purpose of a Workgroup is to engage interested Trainers who focus their work to plan, organize, and execute a regularly occurring event (e.g., Teacher Leader Institute) or on-going responsibility (e.g., book leveling). The identified work is ongoing and substantial.	A Task Force is a group of NATG members given responsibility for a short-term assignment with specific and clearly defined goals.
Establishment	Established by Full Membership, in Organizational Structure Document.	Established by Full Membership, in Organizational Structure Document.	Workgroups may be established by the Executive Committee or by a majority vote of the Full Membership.	Appointed by the Executive Committee. Please see <i>Task Force Establishment Flow Chart</i> for details.
Records	The Executive Committee's Online Community should serve as the repository for all working and permanent records.	The Standing Committee's Online Community should serve as the repository for all working and permanent records.	The Workgroup's Online Community should serve as the repository for all working and permanent records.	The Task Force's Online Community should serve as the repository for all working and permanent records.
Leadership	Chaired by elected NATG President.	Chair/Chair-Elect Succession Model	Varies by Workgroup need, identified when established.	Varies by Task Force need, but typically identifies a single chair to coordinate work.
Membership	<ul style="list-style-type: none"> • President • Vice President • Past President • (2) RRCNA Board Trainer Representatives • Executive Director 	Every Trainer serves on 1 Standing Committee or Executive Committee.	Varies in size by Workgroup need, identified when established.	Varies in size by Task Force need, identified in Charter when established.
	1. Executive Committee	<ol style="list-style-type: none"> 1. Implementation 2. Research 3. Technology 4. Teaching & Professional Development 	<ol style="list-style-type: none"> 1. Equity, Inclusion & Access 2. U.S. Teacher Leader Institute 3. U.S. Book Leveling Workgroup 	Varies and changes frequently.

Membership

Membership in the North American Trainers Group (NATG) includes all Reading Recovery Trainers in the United States and Canada. There are three Membership Status Categories for Trainers:

- Active Trainer
- Engaged Emeritus Trainer
- Emeritus Trainer

This section provides brief descriptions of each Membership Status Category, with specific rights and responsibilities included in the table below.

Affiliation Fees. The Executive Committee will determine an appropriate Affiliation Fee (Dues) for each UTC/RI and individual trainer membership status category, and bill appropriately.

Active Trainers

Defined. Active Reading Recovery Trainers are actively involved in the daily operations of a University Training Center/Regional Institute, and fulfill two or more of the following roles:

- Administration of UTC/RI
- Implementation, development and expansion of Reading Recovery

- Training of Teacher Leaders
- Leadership of Reading Recovery
- Research and Program Evaluation
- Teaching Reading Recovery Students

Eligibility. To be eligible for Active Trainer Status, Trainers must be employed/affiliated by an individual UTC/RI, and must have completed an approved Reading Recovery Trainer Training Program.

Documentation. Annually, each Active Trainer shall submit a Trainer Registry Form which outlines work of the prior year. The Trainer Registry Form is part of the UTC/RI Registry Process.

–Section Revised March 2021

Engaged Emeritus Trainers

Defined. A trained Reading Recovery Trainer who is no longer actively affiliated with a UTC/RI, but continues to be fully engaged in the NATG Organization.

Eligibility. A Reading Recovery Trainer who has served at least five years as an NATG Active Trainer, and is no longer actively employed/affiliated with an individual UTC/RI.

Documentation. Submits initial application for Engaged Emeritus Trainer status for review and approval

of the NATG Executive Committee within one year of leaving the Active Trainer role. Submits renewal application for the review and approval of the NATG Executive Committee every 3 years.

–Section Added March 2021

Emeritus Trainers

Defined. A trained Reading Recovery Trainer who is no longer actively affiliated with a UTC/RI, but would like to remain connected to the work of NATG, as their schedule allows.

Eligibility. A Reading Recovery Trainer who has served at least five years as an Active Trainer, and is no longer actively employed/affiliated with an individual UTC/RI.

Documentation. Submits initial application for Emeritus Trainer status for review and approval of the NATG Executive Committee within one year of leaving the Active Trainer or Engaged Emeritus roles.

–Section Revised March 2021

Rights & Responsibilities by Membership Status

	Active	Engaged Emeritus	Emeritus
Complete Application/Registry Paperwork	Annually	Every 3 Years	Once
Vote on Formal NATG Business	Yes	Yes	No
Pay NATG, RRCNA and IRRTO Dues	Required	Required	Encouraged
Receive All Communications and Documents	Yes	Yes	Yes
Participate in the Teacher Leader Institute (U.S.) or Forum (CAN)	Required	Expected	Encouraged
Attend and Participate in NATG Business Meetings	Required	Expected	Encouraged
Participate in Reading Recovery Meetings & Events	Regularly	Regularly	Encouraged
Run for Executive Committee Office	Eligible	No	No
Complete Executive Committee Officer Cycle	Eligible	Yes	Yes
Be an Executive Committee Officer	Eligible	To Complete Term	No
Be a Standing Committee Chair	Eligible	Eligible	No
Be a Task Force, Workgroup or Project Chair	Eligible	Eligible	Eligible
Actively Participate in NATG Standing Committee	Required	Required	Encouraged
Participate in Task Forces, Workgroups or Projects	Eligible	Eligible	Eligible
Adhere to the NATG Code of Ethics	Required	Required	Required

**Excerpted from
U.S. Standards and Guidelines**

C. Standards and Guidelines of University Trainer Roles and Responsibilities

Standards

- 7.35 *Be employed by an NATG-approved university training center.*
- 7.36 *Perform two or more of the following roles:*
 - *administration of university training center*
 - *implementation, development, and expansion of Reading Recovery*
 - *training of teacher leaders*
 - *leadership for Reading Recovery*
 - *research and program evaluation*
 - *teaching of Reading Recovery students*
- 7.37 *Attend and participate fully in the annual Teacher Leader Institute, annual NATG fall and spring meetings, an NATG standing committee, and the International Reading Recovery Trainers Organization (IRRTO) Conference.*
- 7.38 *Maintain active membership in the Reading Recovery Council of North America as a Reading Recovery trainer. Maintain affiliation with the North American Trainers Group and the International Reading Recovery Trainers Organization.*
- 7.39 *Abide by the principles listed in the “Code of Ethics for Reading Recovery Training Centers in the United States of America.” (see Appendix A)*

–Standards and Guidelines of Reading Recovery in the United States, 2018, Page 37

**Excerpted from the
Canadian Standards and Guidelines**

Standards

Trained Trainers must:

- 21.1 *Be a member of CRRT;*
- 21.2 *Participate in the development of a long range plan for Training Institutes in Canada;*
- 21.3 *Teach children;*
- 21.4 *Work with a group of teachers over the course of a school year from time to time*
- 21.5 *Prepare and deliver a course to a class of Teacher Leaders In Training;*
- 21.6 *Provide professional development to trained Teacher Leaders;*
- 21.7 *Visit trained Teacher Leaders annually to observe the teaching of children, training of teachers, review Training Centre Reports, and discuss implementation with the Liaison Administrator;*
- 21.8 *Update materials;*
- 21.9 *Collect and report on National Implementation Data;*
- 21.10 *Monitor program implementation across the country;*
- 21.11 *Serve on NATG and IRRTO committees and attend scheduled meetings;*
- 21.12 *Represent Reading Recovery/IPLÉ in public forums;*
- 21.13 *Review current research and theories relevant to reading and writing acquisition, reading difficulties, and related areas and respond to critics;*
- 21.14 *Act as an advocate for Reading Recovery/IPLÉ to policy makers at the local, provincial and national levels;*
- 21.15 *Participate in visits from colleagues;*
- 21.16 *Plan and participate in the annual Teacher Leader Professional Development Forum;*
- 21.17 *Advise the CIRR Board regarding implementation across Canada;*
- 21.18 *Respond to requests for information about Reading Recovery/IPLÉ;*
- 21.19 *Plan agendas for visitors interested in all aspects of the Reading Recovery/IPLÉ and its implementation.*

–CIRR Standards and Guidelines, 2018, Page 27

NATG Meetings

To conduct the business of the organization, NATG establishes different structures, conversations and meetings as appropriate to the work.

NATG Business Meetings

NATG Business Meetings are regularly scheduled times of the year in which all Trainers gather together to conduct the business of the organization.

Frequency. Regular NATG Business Meetings are scheduled annually: fall, spring, and summer. Special Business Meetings may be called by the NATG President or by a majority vote of the Executive Committee, if circumstances warrant.

–Section Revised March 2021

Quorum. All active and engaged emeritus trainers are expected to participate in NATG Business Meetings. A Quorum is established by those voting Trainers present at a Business Meeting that has been properly called at least 30-days in advance.

–Section Added March 2021

Voting. Consensus is a process for group decision-making. It is a method by which the full body can come to an agreement. The input and ideas of all participants are gathered and synthesized to arrive at a final decision acceptable to all. Through consensus, we are not only working to achieve better solutions, but also to promote the growth of community and trust. All participants in the decision-making process come with an open mind, willing to listen to and consider other ideas and perspectives, describing personal reasoning clearly and briefly, and adopting a stance that reflects the Culture, Climate, and Collaboration Norms of NATG.

For NATG Business Meetings, the consensus process will be used as the primary decision-making process for all issues, meeting agenda items, or choices presented. If the use of the consensus process is found to

be inappropriate or a decision by consensus is unattainable on a specific issue, the proposal may be withdrawn or trainers may move to a majority vote decision-making process where approval of a decision or passed motion requires a majority vote of the members present.

–Section Added March 2021

Format. Generally, the Fall NATG Meeting will be held in-person, and the Spring, Summer, and Special Meetings will be held virtually. Should additional in-person Business Meetings be necessary in a given year, the NATG Executive Committee will give ample notice to Trainers before scheduling.

–Section Added March 2021

Organization of Business Meetings.

The NATG President coordinates the planning and implementation of NATG In-Person and Virtual Meetings.

- Generally, the Business Meeting is designed to provide professional development opportunities for Trainers, time for conversation and philosophical/procedural problem solving, and formal Business that needs to be conducted by the body.
- The President works with the Worthington Professional Staff in establishing dates, locations, and other logistical considerations for the gathering.
- The President will ask for agenda items from the Executive Committee, individual Standing Committees, Workgroups and Task Forces, the month before the

meeting, including suggestions for professional development experiences.

- Trainers should be prepared to attend all of each Business Meeting, as important discussion and decisions are made during this time together.
- The structure of the Business Meeting will be determined in a way that best uses time and progresses through the issues to be addressed.
- A written agenda and pre-meeting packet of materials (as necessary) will be circulated no less than one week prior to the Business Meeting.
- Formal motions may be made during the NATG Business Meeting.

–Section Revised March 2021

Other Meetings and Structures

From time to time, other meetings or structures may be established by the NATG Executive Committee to bring Trainers together to facilitate the work of the organization. These structures may be temporary or long-term, depending on the needs of the organization at that time. While conversations may lead to consensus during these meetings or structures, they should not be designed to conduct formal business, as motions should be made only at NATG Business Meetings.

–Section Added March 2021

Culture, Climate & Courtesy Norms

We've accepted the following as our working norms. We commit to:

- Active listening in order to understand or seek clarification.
- Negotiating our differences with respect while prioritizing our missing and vision.
- Developing and using protocols that are established for moving work forward.
- Actively seeking a variety of diverse perspectives and voices in order to build an inclusive community committed to collective wisdom and efficacy.
- Broadening our personal and professional relationships with each other.
- Advocating for equity and inclusion, embracing cultural and linguistic diversity.

NATG Executive Committee

Role. As the only elected body of NATG, the NATG Executive Committee provides leadership of the organization. The role of the NATG Executive Committee includes:

- Taking leadership for the direction and effective operation of the organization.
- Facilitating the work of and appointing members to the Standing Committees, Workgroups, and Task Forces of the organization.
- Ensuring the flow of information and communications across the organization.
- Developing, revising, and monitoring organizational standard operating procedures, with a comprehensive review as a new president takes office.
- Planning effective NATG Business Meetings, as well as other meeting structures to accomplish the work of the organization.
- Allocating and monitoring the use of Affiliation Fees for the betterment of the organization.
- Representing the North American Trainers to others in the Reading Recovery Community.
- Making decisions between NATG Meetings.
- Conducting Polls of the NATG Membership when appropriate.
- Serving on the Reading Recovery Executive Council.

–Section Revised March 2021

Membership. The Executive Committee consists of a president, immediate past president, vice president, and the two elected RRCNA trainer representatives. When there is no Canadian trainer on the Executive Committee, the Canadian trainers will select a representative and the Executive Committee will have an additional member. The Worthington Office Executive Director serves as an ex officio, non-voting member of the NATG Executive Committee.

–Section Revised March 2021

Record Keeping. The Executive Committee is responsible for maintaining a record of their work, including issues addressed, recommendations made, and actions taken by other bodies of those recommendations. The Executive Committee’s Online Community should serve as the repository for all working and permanent records.

Election/Selection. The members of the Executive Committee are selected in a variety of ways, including:

- **President.** The Vice President becomes the President at the conclusion of their term of office.
- **Vice President.** With the assistance of the Executive Committee, the president appoints a **Nominating Committee** using the following guidelines: one other member of the Executive Committee, one trainer who has been in Reading Recovery with three or fewer years of experience, and one trainer with more than three years of experience. There should not be more than one trainer from any UTC/RI, and the trainers on the committee should represent different geographical regions. The nominating committee will present nominees for Vice President at the spring meeting of even numbered years. Two nominees for each position are recommended. The candidate with the most votes becomes Vice President.
- **Past President.** The President becomes that Past President at the conclusion of their term of office.
- **RRCNA Board Trainer Representatives.** Elected by Trainers following the election protocols of the RRCNA Bylaws.

–Section Revised March 2021

Resignation/Vacancy. While rare, vacancies or resignations of an elected member of the Executive Committee do sometimes occur. Should a vacancy exist, it should be filled in the following-ways:

- **President.** The Vice President immediately becomes President, completing the remainder of that term, then continuing on to complete their elected 2-year term.

- **Vice President.** The Nominating Committee should be called to present nominees at the next regular NATG Business Meeting to stand for election. The elected individual will serve the remainder of the vacated term, their 2-year term as Vice President, and then transition to the Presidency.
- **Past President.** Should a Past President no longer be able to serve, the Executive Committee may decide to leave the position vacant until the President’s term has been concluded, or may request a recent past president step in for the remainder of the term.
- **RRCNA Board Trainer Representative.** If a vacancy exists in these two positions, they should be filled according to established RRCNA By-Laws.

–Section Added March 2021

Removal from Office. While rare, circumstances may dictate that a current elected member of the Executive Committee should be removed for cause. A person may be removed from the Executive Committee by a unanimous vote of the remaining Executive Committee Members or by a 2/3rd vote of the Trainers at an NATG Business Meeting.

When a person is removed, that position should be filled as indicated in the Resignation/Vacancy Section above. If the person to be removed from office is the RRCNA Trainer Representative, the NATG President will forward the recommendation of removal to the RRCNA President, so that they may begin the process of removal and replacement according to their By-Laws.

–Section Added March 2021

Excerpt from the RRCNA Code of Regulations

Section 4.07. Resignation. Any vacancy of the Board caused by death, resignation, disqualification, removal or any other cause shall be filled by a majority vote of the remaining Board members, and the elected Director shall hold office until the next annual election at which time a permanent replacement will be elected by the membership.

Standing Committees

The Standing Committees are established as a mechanism through which the NATG operates. Each committee addresses issues of substance pertaining to its area of responsibility. The committee makes recommendations to the full NATG for action, as appropriate.

Four NATG Standing Committees

- Implementation Committee.** The Implementation Committee provides oversight for issues related to implementation of Reading Recovery in UTC/RIs and in teacher training sites/centres. Specific objectives of this Committee include:
 - Review data related to site-level implementations to identify trends and issues to consider.
 - Monitor trends and implications of the U.S. Teacher Leader Registry and Waivers.
 - Review and make recommendations regarding the U.S. Standards and Guidelines for Reading Recovery, DLL and Literacy Lessons.
 - Make recommendations on professional development of Trainers around issues related to the Committee's work.

–Section Revised March 2021
- Research Committee.** The Research Committee takes leadership of research in the Reading Recovery Community. An Ohio State trainer serves as a voting member, and the Director of IDEC serves as a non-voting member because of the relationship between data and the trademark. Specific objectives of this Committee include:
 - Establish and monitor progress of the Research Agenda for the Reading Recovery Community.

- Engage in thoughtful research initiatives to enhance our understanding of Reading Recovery.
 - Serve as consultants to assist individual researchers to strengthen research proposals, as requested.
 - Identify and disseminate applicable emerging research across the Reading Recovery Community.
 - Make recommendations on professional development of Trainers around issues related to the Committee's work.
- Section Revised March 2021*

- Teaching and Professional Development.** The Teaching and Professional Development Committee provides leadership for the teaching of children and professional development of teachers and teacher leaders (US: Literacy Lessons, and DLL; CIRR: IPLÉ and Literacy Lessons). Specific objectives of this Committee include:
 - Examine practices and resources for Teachers and their work with students. Determine emerging needs in Teacher Leader and Teacher Training.
 - Expand resources for Teacher and Teacher Leader professional development.
 - Review and update Teacher Leader Training Materials including syllabi, references and resources.
 - Make recommendations on professional development of Trainers around issues related to the Committee's work.

–Section Revised March 2021

- Technology Committee.** The Technology Committee provides oversight for issues related to the use of technology by Reading Recovery professionals. Specific objectives of this Committee include:
 - Monitor emerging trends in educational technology that may impact Reading Recovery.

- Examine practices of technology integration by Reading Recovery Professionals.
 - Develop resources about successful technology integration in Reading Recovery.
 - Make recommendations on ways to integrate technology to enhance the work of NATG and Trainers.
 - Make recommendations on professional development of Trainers around issues related to the Committee's work.
- Section Revised March 2021*

Standing Committee Guidelines

Meetings. Committees shall meet regularly to accomplish the work of the Committee. Generally, Committees will hold one in-person meeting as part of the Fall NATG Business Meeting. Other meetings are generally virtual in nature, and should be regularly scheduled to accomplish the work of the group. Committees will generally not meet as a part of Virtual NATG Business Meetings, and should plan their schedules accordingly. As an academic community, communication with all other NATG members is of utmost importance, and professional conversations are seen as an essential priority.

–Section Added March 2021

Committee Membership. All trainers serve on an NATG Standing Committee, except for Executive Committee Members who serve on that committee. Service on NATG committees is for two years. Trainers may choose to change committees after their two-year term or may choose to remain on the same committee. The NATG President reviews trainers' committee preferences and makes appointments, assuring that each committee has the capacity to accomplish its work. Members who would like to change committees should talk with the Committee Chair of both the old and new committee, and then notify the NATG President.

–Section Revised March 2021

Plan of Work. Each Standing Committee should develop an annual Plan of Work that outlines their areas of focus for the year. This Plan of Work should be submitted to the Executive Committee by Labor/Labour Day each Fall, and presented at the Fall Business Meeting. A Plan of Work is a guide for the year, and may be updated as needed to reflect the plans of the Committee.

–Section Added March 2021

Committee Records. The Standing Committees are each responsible for maintaining a record of their work, including issues addressed, recommendations made, and actions taken by other bodies on those recommendations. The Standing Committee’s Online Community should serve as the repository for all working and permanent records.

–Section Revised March 2021

Communications Flow. While the intensity of focus on the area of responsibility will largely rest with the members of each Standing Committee, it is important that all Trainers have an understanding of the work being accomplished in the Committee. Standing Committees are each responsible for keeping all Trainers apprised of areas of work and progress made via the NATG Online Community. Additionally, each Committee is responsible for ensuring the Executive Committee is apprised of resources needed and anticipated actions expected by the Full Membership well in advance.

–Section Added March 2021

Relationship with Others. Committees may have an active working or collaborative relationship with one or more Workgroups or Task Forces, depending on the focus of those groups. Additionally, Workgroups and Task Forces may make recommendations for consideration of one or more committees as appropriate for their work.

–Section Added March 2021

Committee Leadership

Committee Chair Role. The Committee Chair provides leadership for the committee’s work. This includes, but is not limited to:

- Planning Committee Meetings, including the schedule of meetings, agendas, and providing necessary preparation materials to members.
- Facilitating the work of the committee, ensuring that the objectives established by the group are met each year.
- Representing the Committee and their perspective to the Executive Committee and the Full Membership of NATG, as appropriate.
- Responding to specific requests on issues related to the area of responsibility of the Committee as appropriate.
- Identifying the appropriate items that should be forwarded to the Executive Committee for consideration by the Full Membership of NATG.

–Section Revised March 2021

Chair-Elect Role. The Chair-Elect position is designed to provide thoughtful succession for each Committee, as well as additional training and experiences for a Trainer prior to becoming Chair. The role of the Chair-Elect includes, but is not limited to:

- Serving in the absence of the Chair.
- Shadowing the Chair to better understand the roles and responsibilities before assuming the position.
- Coordinating the record keeping of the Committee through the Committee’s Online Community.
- Taking leadership of one or more initiatives of the Committee, as appropriate.

–Section Revised March 2021

Succession Planning. Committees are an integral part of the work of NATG, and Committee Leaders are key to their success. It is important that Committee Leadership develops succession plans for the regular transition of leadership.

–Section Added March 2021

Terms. Committee Leadership Positions takes effect on July 1st of each year. To promote succession and the regular transition of leadership, committee leaders serve a 2-year term, the first as Chair-Elect and the second as Chair.

–Section Revised March 2021

Appointment. Chair-Elects become Chair of the Committee at the end of their term. Chair-Elects are elected by their Committees, with elections being held following each Spring Business Meeting.

–Section Revised March 2021

Renewal. A Chair may only serve one year as Chair, although they may begin the Chair-Succession Sequence again.

–Section Added March 2021

Removal of Chair. While rare, circumstances may dictate that a current Committee Chair or Chair-Elect may need to be removed. Committee Leadership may be removed by unanimous vote of the Executive Committee or by 2/3rd vote of the Standing Committee in question.

–Section Added March 2021

Workgroups

Definition. The purpose of a Workgroup is to engage interested Trainers who focus their work to plan, organize, and execute a regularly occurring event (e.g., Teacher Leader Institute) or on-going responsibility (e.g., book leveling). The identified work is ongoing and substantial.

–Section Added March 2021

Comparison to Other Formats.

Workgroups tend to work on issues that transcend an area of responsibility of only one Standing Committee, and differ from Task Forces because their work is considered on-going over multiple years. Work Groups also allow Standing Committees to ensure regular recurring responsibilities are organized and completed while the Standing Committees attend to other responsibilities and tasks

–Section Added March 2021

Establishment. Workgroups may be established by the Executive Committee or by a majority vote of the Full Membership.

- Leadership and membership of workgroups vary considerably, depending on the nature of their work. When a workgroup is established, an initial structure for the workgroup should be developed as part of that establishment process.
- The Executive Committee will formally appoint the appropriate leadership and review membership and structural changes to allow the workgroup to work most effectively over time.
- Workgroup leaders fall under the supervision/leadership of the Executive Committee.
- When established, the authority to act as the Workgroup will be defined, providing clarity about issues that need to be referred to a Committee or the Full Membership, versus issues that can be decided and acted upon by the Workgroup.

–Section Added March 2021

Workgroup Records. Each workgroup is responsible for maintaining a record of their work, including issues addressed, recommendations made, and actions taken by other bodies on those recommendations. The Workgroups Online Community should serve as the repository for all working and permanent records.

–Section Added March 2021

Communications Flow. While the intensity of focus on the area of responsibility will largely rest with the members of each Workgroup, it is important that all Trainers have an understanding of the work being accomplished in the Workgroup. Workgroups are each responsible for keeping all trainers apprised of areas of work and progress made via the NATG Online Community. Additionally, each Workgroup is responsible for ensuring the Executive Committee is apprised of resources needed and anticipated actions expected by the Full Membership well in advance.

–Section Added March 2021

Workgroup Descriptions

Equity, Inclusion & Access Workgroup

The charge of the Equity, Inclusion & Access Workgroup is to:

- To explore and evaluate children’s books that reflect diversity in order to determine what currently exists and to recommend new titles to the official Reading Recovery book lists for both Canada and the United States.
- To examine research from other countries regarding diversity and to consider ways to analyze and report on disaggregated data related to children’s scores on the *Observation Survey of Early Literacy Achievement*, time in lessons, frequency of lessons, as well as outcomes for those students.
- To determine variation factors and correlational evidence for children from diverse linguistic and cultural backgrounds that are

included in Reading Recovery, Literacy Lessons, IPLÉ and DLL. Suggestions are: socio-economic background; attendance; and/or first language and language of instruction.

- To find out about diversity action plans amongst our colleagues’ implementations that have resulted in positive outcomes for children, if any should exist.

Membership. Membership is based on volunteer of Trainers interested in serving and appointed by the Executive Committee, with a minimum of 3 members at all times.

Expected Timelines. Work around Equity, Inclusion & Access is a long-term endeavor. This workgroup should continue to exist until such time as it is formally dissolved because new structures to address these issues have been identified.

Relationship with Others. This workgroup will work collaboratively with Standing Committees, other Workgroups, and Task Forces as appropriate for their work.

Responsibility. This Workgroup takes leadership in ensuring Equity, Inclusion & Access appropriately permeates our work, and should engage in the necessary collection of materials and information and provide professional development experiences towards that end. This Workgroup should make recommendations as appropriate to the Executive Committee, Standing Committees, other Workgroups and Task Forces for formal decisions or changes in policy/procedure.

–Section Added March 2021

Teacher Leader Institute Workgroup

The Teacher Leader Institute provides professional development for U.S. teacher leaders with sessions that focus on the interlocking components that make Reading Recovery, Literacy Lessons, and Descubriendo La Lectura work effectively. This workgroup is designed to plan and implement TLI

each year, with strong collaboration and support by the Worthington Professional Staff.

Membership. Generally, this Workgroup is comprised of a Chair and Chair-Elect, working on the 1+1 succession plan in process and timeline to Standing Committees. The Worthington Staff Director of Educational Events & Resources serves as an ex officio member of this Workgroup.

Additionally, the TLI Workgroup brings together other Trainers and Teacher Leaders as necessary to assist in the feedback and planing process.

Relationship with Others. The TLI Workgroup solicits feedback about needed professional development from the Standing Committees and other Workgroups. The TLI Workgroup reports through the NATG President and Executive Committee to the Full Membership.

Expected Timelines. TLI is hosted annually. This Workgroup is expected to exist as long as TLI is a critical professional development event.

Responsibility. The Workgroup has responsibility to fully plan and implement TLI. They should actively poll Standing Committees, Trainers, and Teacher Leaders for their feedback to ensure that their plans meet the needs of training for Teaching Leaders.

–Section Added March 2021

Book Leveling Workgroup

The Reading Recovery Booklists are intended to be a helpful resource for Reading Recovery educators in North America. They support instruction by providing a list of carefully evaluated books arranged in a gradient of increasing difficulty toward our common purpose: enabling children to construct the inner control necessary to develop a self-extending processing system for reading and writing. This is accomplished by knowledgeable teachers who choose books selectively and judiciously.

Membership. Under the leadership of the chair, Trainers come together to identify and initially review possible books to evaluate.

The workgroup then identifies educators and school districts to evaluate new books for the booklist. The Book Leveling Committee chair contacts educators and school districts representing varying demographics, including a. Rural, urban and suburban, b. various ethnicities and race groups, c. Various socio-economic groups, d. Trainers, Teacher Leaders and Teachers, from a list of volunteer participants.

Leadership. The Booklist Leveling Workgroup Chair is identified by the Executive Committee from applications from those that express interest in serving in that role. As with Committees and Workgroups, this position typically serves a 2-year term.

Relationship with Others. Because of its relationship to instructional practice, the Book Leveling Committee should closely collaborate with the Teaching and Professional Development Standing Committee. Additionally, the Book Leveling Workgroup should engage with other Standing Committees and workgroups to identify issues or areas of collaboration, as appropriate. Worthington Professional Staff provide support to facilitate the process of new books, as needed.

Responsibility. Establishing and implementing policy and procedures for the Book Evaluation Process is the responsibility of the Book Leveling Workgroup. As policy and procedure issues emerge, the Book Leveling Workgroup should make recommendations for action to Committees, Workgroups, or the Full Membership as necessary.

–Section Added March 2021

U.S. Methodology Workgroup

The U.S. Methodology Workgroup facilitates collaboration between U.S. trainers and IDEC as related to program evaluation, data collection, and reporting. The Workgroup will establish processes for triaging data-related

questions and requests from trainers, site coordinators, and teacher leaders. The group will communicate questions and recommendations through the appropriate channels, including standing committees when applicable. The Workgroup shall bring back to the Full Membership recommendations for substantive changes to data collection, analysis, and reporting. Specific responsibilities related to data collection, reporting, and evaluation are outlined below.

1. Facilitate communications among committees and NATG as a whole related to program evaluation, data collection and reporting. Ensure that the recommendations are operationalized in collaboration with IDEC.
2. Facilitate work w/ U.S. trainers and IDEC for program evaluation, data collection and reporting.
3. Garner input from site leaders regarding their needs related to data collection and reporting (established meetings twice per year).
4. Establish a process and timeline for seeking concerns and recommendations from standing committee.
5. Discuss data anomalies and questions; make recommendations for clarification, correction, or discussion with the larger trainer group.
6. Support the onboarding of a new IDEC manager.
7. Be available to consult with the IDEC manager to answer questions and problem solve.
8. Regularly solicit and synthesize feedback from Standing Committees, UTCs, site leaders, and individual trainers for consideration as changes to the data collection, evaluation, and reporting process.

Membership. Members are appointed by the President for 2-Year Terms. The Worthington Staff Executive Director serves as an ex officio member of this workgroup.

Relationship with Others. The Ohio State University holds the licenses for

Reading Recovery and Literacy Lessons in the United States, which requires that data on every child who enters Reading Recovery and Literacy Lessons is collected and reported on. IDEC is the entity that ensures the process of data collection is conducted in accordance with the trademark. This workgroup works closely with IDEC and OSU to ensure the appropriate evaluation of Reading Recovery in the United States.

With a vested need and interest in the data collected by IDEC, the U.S. Methodology Workgroup works in close collaboration with the Research and Implementation Committees, and connects with the Teaching & Professional Development and Technology Standing Committees and other appropriate workgroups or taskforces as necessary.

Leadership. Annually, the Workgroup will elect a Chair-Elect, who will serve a one year leadership term shadowing the Chair and then ascend to the Chair role in their second year. As they initially Form, the workgroup will elect a Chair who will serve for 2-years, and then select a Chair-Elect the next year so that they establish the succession model.

-Section Added September 2022

Task Forces

Definition. A Task Force is a group of NATG members given responsibility for a short-term assignment with specific and clearly defined goals. The Task Force charge is defined by the Executive Committee and the chair is appointed by the NATG president. The task force chair works with task force members to delineate the action steps, define the timetable, carry out the work, and prepare a report for the Executive Committee.

–September 2016

Comparison to Other Formats.

Task Forces are designed to work on narrowly defined issues in a short-term time frame. While the work of a Task Force may require multiple years to complete, it differs from a Workgroup in that once the assignment is completed the Task Force concludes. Task Forces differ from Standing Committees in that they are designed to be more nimble, move more quickly, and focus on a narrowly defined outcome.

–Section Added March 2021

Establishment. Any individual or group of Trainers may recommend the creation of a Task Force by completing a Task Force Charter Form and submitting for review and approval by the NATG Executive Committee, or by majority vote of the full membership. The NATG Task Force Flowchart outlines the major steps involved in the life of a Task Force.

–Section Added March 2021

Membership. Leadership and membership of Task Forces vary considerably, depending on the nature of the work. The Task Force Charter Form outlines the needs and expectations for individual Task Forces.

Generally, Task Forces are best formed when an invitation to participate is distributed to all Trainers who may volunteer to participate in the Task Force. Sometimes, Task Forces need specific perspectives or to move more quickly than an open invitation process may accommodate. The

NATG Executive Committee will determine the appropriate strategy of membership based on the focus of the work, prioritizing open invitations for membership as appropriate.

Task Force Leaders and Members are formally appointed by the NATG President, in consultation with the NATG Executive Committee.

–Section Added March 2021

Responsibility. The Task Force Charter form will identify the specific authority to act, or strategies for making recommendations to Standing Committees, Workgroups, the Executive Committee or the Full Membership as appropriate.

Task Forces fall under the supervision/ leadership of the Executive Committee, unless designated to another body.

–Section Added March 2021

Task Force Records. Each Task Force is responsible for maintaining a record of their work, including issues addressed, recommendations made, and actions taken by other bodies on those recommendations. The Task Force’s Online Community should serve as the repository for all working and permanent records.

All Task Force Charter Forms and other appropriate documents should be easily accessible by all Trainers in a central location in the NATG Online Community.

–Section Added March 2021

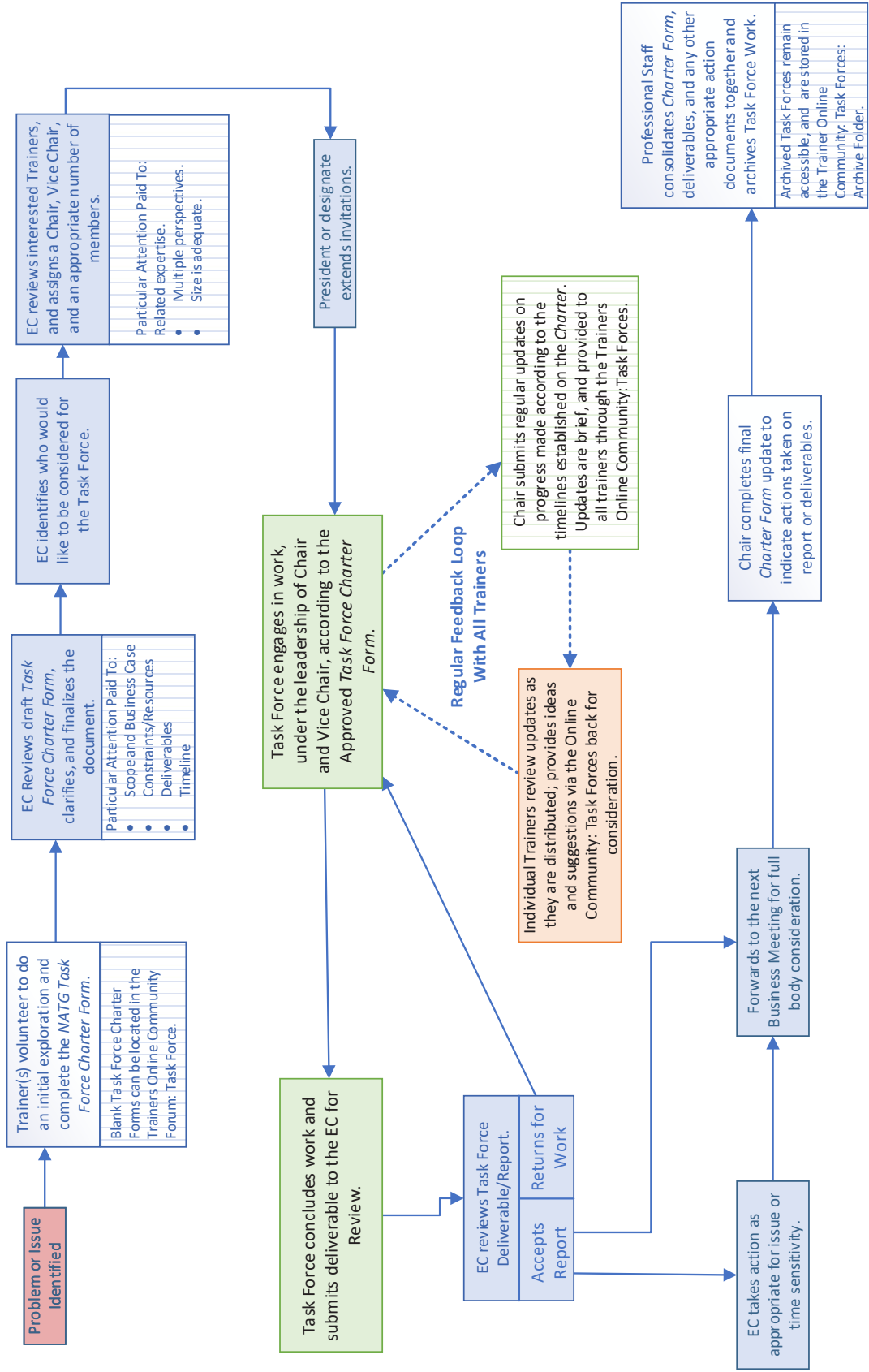
Communications Flow. While the intensity of focus on the area of responsibility will largely rest with the members of each Task Force, it is important that all Trainers have an understanding of the work being accomplished in the Task Force. Task Forces are each responsible for keeping all trainers apprised of areas of work and progress made via the NATG Online Community. Additionally, each Task Force is responsible for ensuring the Executive Committee is apprised of resources needed and anticipated actions expected by the Full Membership well in advance.

–Section Added March 2021



Typical Workflow NATG Task Force Establishment

March 10, 2021



Task Forces

Relationships

This section includes an outline of the relationship between NATG and several other organizations in the North American Reading Recovery Community. Specific sections include:

- Reading Recovery Executive Council
- Reading Recovery Council of North America (RRCNA)
- Worthington Professional Staff
- Canadian Institute of Reading Recovery (CIRR)
- Foundation for Struggling Readers
- Improvement Science HUB
- Ohio State University (OSU)
- International Reading Recovery Trainers Organization (IRRTO)

Reading Recovery Executive Council

The Reading Recovery Executive Council is comprised of the NATG and RRCNA Executive Committees. The purpose of the Reading Recovery Executive Council is to be a coordinating and collaborating body between the two primary organizations of the Reading Recovery Community.

–Section Added March 2021

Membership on the Executive Council

- The Executive Council is comprised of the RRCNA Executive Committee and representatives of NATG leadership including the two elected trainer representatives to the [RRCNA] Board, the NATG president, vice president, past president, and the Canadian representative on the NATG Executive Committee. The Executive Council is chaired by the RRCNA President. In the case of an open position, the respective organization will fill the vacancy. All representatives must be members of RRCNA.
- This Council functions as the coordinating body for the two structures. NATG and RRCNA leadership work collaboratively through the framework of the Executive Council. This Council

leads joint strategic planning efforts and serves a two-way function for both structures. The Executive Council identifies action items that may be referred to the RRCNA Board or to NATG, generally relating to information-sharing, strategic planning, and requested actions for either or both structures.

- The presidents of RRCNA and NATG remain in regular communication. The RRCNA President, in consultation with the NATG President, schedules meetings of Executive Council as items of mutual interest or concern arise (including but not limited to issues highlighted in paragraph 2). While many agenda items may be of an informational or exploratory nature, action items require that a quorum participates. A quorum exists when at least four of the representatives of each organization are present on a conference call or at an in-person meeting.
- Representatives of each organization will determine how to best represent their constituencies’ perspectives to facilitate action in an efficient and timely manner. A roll-call voice vote will be conducted unless there is a request for a written ballot. In accordance with Ohio law, written ballots conducted during a conference call may only be submitted by individuals who participate in the call and must be signed and forwarded to RRCNA following the call.

–March 2012 (Excerpted from RRCNA Board Policy)

Reading Recovery Council of North America (RRCNA)

NATG and the Reading Recovery Council of North America (RRCNA) maintain a close and collaborative relationship to ensure the integrity and expansion of Reading Recovery in North America.

RRCNA is a membership-based professional association of Reading Recovery professionals, advocates and partners, as well as other interested professionals in literacy education. As a professional association, RRCNA provides opportunities for leadership and professional development and is

an advocate for Reading Recovery throughout North America. Additionally, RRCNA facilitates a sense of peer-to-peer community among Reading Recovery Professionals.

RRCNA is the legal agent for the Reading Recovery Community in the United States, and facilitates much of the administrative aspects of the Community. Specifically, RRCNA maintains NATG Affiliation Funds, manages trademark permissions in close collaboration with OSU, and facilitates copyright and intellectual property rights on behalf of the Reading Recovery Community.

–Section Revised March 2021

Worthington Professional Staff

The Worthington Professional Staff work collaboratively with volunteer leaders of the organizational structures in the North American Reading Recovery Community to provide administrative support and leadership to best serve Reading Recovery.

Specifically for NATG, the Worthington Professional Staff:

- Provide professional staff leadership and support as needed to the NATG Full Membership, Executive Committee, Standing Committees, Workgroups and Task Forces.
- Sign legal documents for NATG, including contracts and consulting agreements, under the auspices of RRCNA.
- Provide financial management of NATG Funds, including billing affiliation fees, registration fees, and trainer dues, disbursing payments from this fund as approved by the NATG Executive Committee, and providing financial reports and audits for these funds.

Worthington Professional Staff are financed through the RRCNA Operational Budget and supervised by the RRCNA Board and RRCNA Executive Committee.

–Section Revised March 2021

Canadian Institute of Reading Recovery (CIRR)

The Canadian Institute of Reading Recovery (CIRR) is a registered charity, governed by a 15 member volunteer board of directors. The CIRR has a vision that all children struggling to learn to read and write can access the supports they need to be reading and writing at grade level by the end of Grade 1. The CIRR operates in 4 regions with the expertise of Trainers who support implementation of Canada and The Cayman Islands. These implementations provide Reading Recovery, Literacy Lessons, and IPLÉ, to over 10,000 students every year. The CIRR holds the trademark for Reading Recovery, IPLÉ and Literacy Lessons in Canada. The CIRR provides professional development opportunities to educators every year in the form of in-person conferences, online professional learning sessions, and an annual national professional development forum for Teacher Leaders.

The CIRR is always learning from the annual national data collection, from the voices of students, parents and the teachers, and from the international Reading Recovery community. All Canadian Reading Recovery Trainers are members of NATG, and share information and processes relevant to a Canadian and Caymanian context. Research opportunities, concerns about development in a second language (French), professional learning principles, and an exchange of expertise between Canadian and U.S. Trainers, including support for the Improvement Science Hub, are organized in both formal and informal ways.

–Section Added March 2021

Foundation for Struggling Readers

The Foundation for Struggling Readers supports the development of early literacy scholars and practitioners who guide struggling readers to unlock the student’s skills through the evidenced-based strategies of Reading Recovery. The Foundation’s primary goal is to be good stewards of financial resources to support the early literacy field and its

future, provide opportunities and access to professional development resources, and encourage research to improve our practice.

The Foundation is the development arm of RRCNA. As such, it manages tax-deductible gifts directed to NATG, and may provide additional funds for some NATG initiatives.

–Section Added March 2021

Improvement Science Hub

NATG collaborates with and strongly supports the work of the Improvement Science Hub, approving an initial charter for the Hub’s work with RRCNA, CIRR, and OSU in 2019.

–Section added March 2021

Excerpt from the Charter of Operations:

The Hub has been formed with the responsibility “for detailing the problem to be solved and for developing coherence of the evolving framework that guides efforts among many different participants” (Bryk et al., 2015, p. 12). Working in a multi-year framework, the Hub is designed to guide Reading Recovery’s renewal through the prioritization, analysis, and identification of tested solutions to challenges to the quality and expanded implementation of Reading Recovery.

The Reading Recovery Hub operates within the following conditions:

1. The Hub works autonomously to coordinate, support, and monitor improvement activities across the Reading Recovery network;
2. To accomplish its work, the Hub works through Reading Recovery trainers, teacher leaders, teachers, district and school administrators to conduct improvement cycles;
3. The focus for improvement cycles will be introduced and developed by the Hub or by other entities in consultation with the Hub and will be tested using the Plan Do Study Act process (Bryk, et al., 2015, pp. 121-122) for the purposes of collective learning and the results of these tests (e.g., data) shall be shared with

- the Hub and the broader Reading Recovery network; and
 4. Upon formal adoption, the various entities agree to implement the practices as standard work processes.
- Fall 2019 (Excerpted from HUB Charter of Operations)

Ohio State University

The Ohio State University holds the licenses for Reading Recovery and Literacy Lessons in the United States. The trademark requires that data on every child who enters Reading Recovery and Literacy Lessons is collected and reported on.

–September 2016

OSU Reading Recovery has two people that serve as Principal Investigators (PI) for the Reading Recovery/IDEC research. The Co-PIs focus is on compliance with OSU IRB and serve as a point of first contact for opportunities for external collaboration.

Structurally, the Co-PIs are the Director of IDEC and the Marie Clay Endowed Chair. The IDEC Director has responsibility for the day-to-day operations of IDEC, including budgeting and staff, reporting to the Chair of the OSU Department of Teaching and Learning. The Marie Clay Endowed Chair is responsible for the national trademark and licensing issues, with an academic appointment to the Department of Teaching & Learning.

–Section Added March 2021

International Reading Recovery Trainers Organization (IRRTO)

The International Reading Recovery Trainers Organization (IRRTO) provides leadership for all entities affiliated with the Reading Recovery early literacy intervention founded by Dr. Marie M. Clay. These leaders are accredited Reading Recovery trainers who have responsibility for their specific Reading Recovery centers. The trainers provide the support needed to establish and maintain the Reading Recovery trademark around the world.

IRRTO was established with the guidance of Dr. Clay whose goal was to have an

authorization body for Reading Recovery comprised of trainers, giving equal representation to each national entity with trademark status (New Zealand, Australia, United Kingdom, Canada, and the United States). The organization is led by an Executive Board of five representatives elected to represent the five national trademark holders and a non-voting member as Chair of the Board. In addition to an Executive Board, the work of IRRTO is accomplished through committee structures and responsibilities. An International Institute is held every three years.

In each country offering trademark Reading Recovery, permission to use the trademark is contingent upon compliance with a set of Standards written to assure quality services to children and effective implementations. IRRTO has a set of International Standards for Reading Recovery. These Standards provide the basis for development of each nation's specific Standards and Guidelines and are considered the minimum requisites for the trademark Reading Recovery implementation in each nation. These International Standards apply to Reading Recovery in English and to all recognized re-developments of Reading Recovery in languages other than English.

NATG members are also members of IRRTO and abide by International Standards. Any issue related to standards or any issue with international impact must be presented to the IRRTO Board for resolution. If such issues arise, the process in North America (both the United States and Canada) is for NATG to present the issue to the NATG Executive Committee which then presents the issue to the IRRTO Board.

The IRRTO Board members from the United States and Canada are active members of NATG and NATG members are participants in IRRTO activities. Two-way communication between NATG and IRRTO is an ongoing process to maintain the quality, uphold the integrity, improve the efficiency and effectiveness, and support change and growth in Reading Recovery through international collaboration, research, and resource development.

NATG, through the NATG Executive Committee, is expected to assist IRRTO with their efforts to guide Reading Recovery internationally by engaging in the following:

- Make an annual report of the national data collection available to the Executive Board to allow for the ongoing monitoring of implementations of Reading Recovery in Canada and the U.S. in multiple languages (English, Spanish, French);
- Provide information about and/or research of the introduction of any innovations in Reading Recovery or pilots of innovations (e.g., pilot information and data resulting from implementations of Literacy Lessons, pilot information and data resulting from the use of technological innovations in Reading Recovery professional training or teaching) as these often have international ramifications;
- Seek international collaboration through IRRTO of any changes in policy, implementation, and/or practice of trademark Reading Recovery. (For example, seek the IRRTO Executive Board's feedback and support of alternative approaches to training trainers before such training occurs.)
- Seek input from the IRRTO Executive Board when confronted with an issue or problem that cannot be resolved at the national level and yet has international ramifications.
- Bring to the attention of IRRTO any new, significant research or reports that may be of significance to Reading Recovery trainers.

–September, 2016

International Data Evaluation Center (IDEC)

Since its early beginnings, researchers within and outside of Reading Recovery have examined its effectiveness in a wide variety of settings using various research designs and methods.

The International Data Evaluation Center (IDEC), housed at The Ohio State University, is the entity that ensures the process of data collection is conducted

in accordance with the trademark and provides personnel and expertise in data collection and statistical analysis to complete its work.

In accordance with OSU guidelines, IDEC follows policy and procedures of the OSU Office of Responsible Research Practice (IRB and Human Subjects), actively engages an IDEC Advisory Board to provide feedback on IDEC operations, and adheres to expectations of its parent academic units of the Department of Teaching and Learning and the College of Education and Human Ecology.

IDEC and NATG recognize their mutual goal of supporting research, assessment, and evaluation of Reading Recovery.

NATG and IDEC have unique perspectives and roles as it relates to Reading Recovery research, assessment & evaluation, and should consistently collaborate so that those unique perspectives and roles are cohesive.

The NATG and IDEC Role Clarity Matrix (below) outlines broad areas in which NATG takes primary responsibility, IDEC takes primary responsibility, and those areas in which responsibility should be shared. This matrix is not designed to be exhaustive, but provides general clarity on the general roles of and between both groups.

–Section Revised March 2021

NATG and IDEC Role Clarity Matrix			
	NATG	Shared	IDEC
Overall Role	<ul style="list-style-type: none"> Directs the theoretical nature of Reading Recovery Assessment and Evaluation. Serves as an invested user of longitudinal Reading Recovery data for Educational Research. 	Collaborates to ensure the theoretical and applied aspects of assessment and evaluation are valid, reliable, and rigorous.	<ul style="list-style-type: none"> Directs the operational nature of Reading Recovery Assessment and Evaluation. Serves as the repository for longitudinal Reading Recovery Data. Conducts statistical analysis of data.
Guiding Principles	Ensures assessment and evaluation is consistent with the <i>Standards and Guidelines of Reading Recovery in the United States</i> .		Ensures assessment and evaluation is consistent with OSU Human Subjects, parent academic units, and trademark expectations.
Communications Infrastructure	<ul style="list-style-type: none"> Many NATG groups, UTCs, and individual researchers have a vested interest and need for valid and reliable assessment and evaluation data, and interact with IDEC directly on those needs. Groups invite and engages with IDEC to join in conversations and meetings of mutual benefit. The 2 OSU Co-Principle Investigators of Reading Recovery serve as regular members of the Research Committee. 	<ul style="list-style-type: none"> The 3 Trainers on the IDEC Advisory Board serve as the primary conduit between NATG and IDEC, as well as facilitates NATG-wide discussions on evaluation and assessment issues. Actively promote cross-communication between each other. 	<ul style="list-style-type: none"> Facilitates an active Advisory Committee, in which 3 Trainers serve to ensure the Trainer Perspective is appropriately represented. Regularly reports to the NATG Full Membership on IDEC operations. IDEC invites and engages in meetings with NATG groups for conversations and meetings of mutual benefit.
Data Collection	<ul style="list-style-type: none"> Identifies data needed to meet the theoretical needs of assessment & evaluation. 	Determines what data is collected, new data needed, and significant changes to existing questions or reports.	<ul style="list-style-type: none"> Manages the integrity of data and data collection. Makes minor changes to existing questions and reports to promote clarity and usefulness for the end-user.
Reporting	Identifies updates to existing and new data reports that would be valuable.	Work together to provide data inquiry opportunities to the Reading Recovery community	<ul style="list-style-type: none"> Identifies updates to existing and new data reports that would be valuable. Generates and revises reports to meet the needs of end-users.
Problem Identification	Identifies patterns and problems of data across sites and states.	Collaborates to determine solutions to those identified problems.	Identifies patterns and problems across sites and states.
Assisting Teachers and Teacher Leaders (end-users)	<ul style="list-style-type: none"> Assists with interpretation of data outcomes and understanding reports. Assists with identifying changes in implementation to address data outcomes. 	Assists with data collection issues.	<ul style="list-style-type: none"> Assists with interpretation of data outcomes and understanding reports. Provides Technical Support.
Research Engagement	<ul style="list-style-type: none"> Establishes the <i>Reading Recovery Research Agenda</i>. Identifies specific projects in which to engage in which data supports research and facilitates assessment. 	<ul style="list-style-type: none"> Supports each other in research initiatives. Consults with one another to ensure academic rigor in research initiatives. 	<ul style="list-style-type: none"> Identifies specific research initiatives/ within their role in an academic community. Makes decisions about access to IDEC data per Human Subjects Compliance issues. Provides data for research initiatives.