

Reading Recovery university training centers provide the organizing structure that links national Reading Recovery organizations to the district and school levels of service to children. University training centers create this link through providing the following functions:

1. Define and organize a network of affiliated Reading Recovery teacher training sites.

A university training center is defined as a network of Reading Recovery affiliated sites. The university training center faculty and staff are responsible for organizing the network in order to strengthen implementation within its sites. Examples of organizational strategies follow:

- a. Create and maintain databases of Reading Recovery sites, teacher leaders, site coordinators, and Reading Recovery teachers.
  - b. Establish and maintain lines of communication.
    - i. informal: phone consultations
    - ii. formal: newsletters, list-serves, letters, or memos
  - c. Establish and monitor ad hoc groups.
    - i. task forces or planning groups
    - ii. advisory groups
2. Provide an academic setting for Reading Recovery professionals.

A vital function of university training centers is the initial yearlong training of Reading Recovery teacher leaders. This training is institutionalized within the university and requires unconditional university support. University obligations related to initial training are stated below:

- a. Develop, obtain university approval for, and provide courses for teacher leader training.
- b. Maintain dedicated space and clinical observation facilities for training as required by Reading Recovery standards.
- c. Provide space and ongoing budgetary resources for Reading Recovery/  
Descubriendo la Lectura administration and support.

3. Support the ongoing implementation of Reading Recovery within the university training center network of affiliated sites.

A major function of the university training center is the ongoing support of site implementations within the network. The following services are provided by university training center faculty:

- a. Provide ongoing professional development to teacher leaders.
  - i. professional development sessions
  - ii. plan and execute area conferences and symposia as appropriate to region
- b. Provide implementation assistance to teacher training sites.
  - i. consult by phone or electronic means
  - ii. meet with administrator groups
  - iii. work with teacher leaders and site coordinators on field visits
- c. Coordinate and create lines of communication among site coordinators, including convening site coordinators meetings.
- d. Communicate and advise university training center network about effects of legislation and other policy decisions.

4. Develop new implementations of Reading Recovery.

A significant function of university training centers is the expansion of Reading Recovery to serve all children who need it. University training center personnel should have a plan for expansion that includes, at minimum, the following actions:

- a. Analyze current needs for expansion.
- b. Provide information and in-service sessions about Reading Recovery.
- c. Meet with school district personnel to guide and advise the selection of teacher leader candidates, determination of staffing models, and preparation of a 5-year plan.

5. Serve as the achievement evaluation center for children served in the university training center network of affiliated sites.

Although Reading Recovery data for every child served in the United States are sent to the IDEC, university training centers assume the responsibility for data analysis and reporting within their networks. University training center faculty assumes the following responsibilities:

- a. Monitor and interpret student data.
- b. Serve as link between IDEC and the regional network.
- c. Receive and maintain annual reports from teacher training sites.

6. Maintain integrity of Reading Recovery within the university training center network of affiliated sites.

The university training center is responsible for maintaining the integrity of Reading Recovery implementation within its sites. University training center faculty are responsible for the following:

- a. Monitor and guide the application of Reading Recovery standards and guidelines.
  - i. act on and maintain records of requests for variances or exceptions
  - ii. monitor the success and results of variances granted
  - iii. maintain an up-to-date registry of teacher leaders and sites
- b. Provide assistance to sites for problem-solving issues of implementation.

7. Ensure and maintain integrity of the university training center.

University training centers are also held to standards in order to ensure the integrity of Reading Recovery implementation within their networks. In order to monitor adherence to these standards, the following actions are required:

- a. Conduct annual self-study and provide report to NATG (self-evaluation form is available from RRCNA).
- b. Monitor compliance with requirements, stipulations, or assurances given for the operation of a university training center.

8. Provide for support of the trainer role and the university training center operation.

University training centers do not exist without a full-time trainer. The role of the trainer is essential to the workings of a university training center, and the university must provide support for that role. A full description of the trainer role is available from NATG. Required university support for the trainer's role includes the following commitments:

- a. Allocate resources for attendance at required NATG meetings and the annual Teacher Leader Institute.
- b. Allocate resources for additional professional development responsibilities such as colleague visits.
- c. Include credit for teaching children in the trainer workload.
- d. Ensure the trainer's opportunity to fulfill all roles specified in the NATG role description.

9. Respond to and initiate policy affecting the goals and mission of Reading Recovery within the state or region.

University training centers are responsible for promoting the goals and mission of Reading Recovery. Often this involves communication with a variety of stakeholders as well as local and state policy makers. Examples of strategies follow:

- a. Communicate with political office holders and groups.
  - b. Represent Reading Recovery to stakeholder audiences.
  - c. Disseminate prepared responses to reports of Reading Recovery and critical analyses of Reading Recovery.
10. Abide by the code of ethics established by NATG. (see *Standards and Guidelines of Reading Recovery in the United States Sixth Edition*, Appendix A)