

Standards and Guidelines of Reading Recovery[®] in the United States

Fifth Edition Revised 2008
Updated 2009



Reading Recovery[®] Council
of North America

Abbreviations and Acronyms Used in This Document

IRRTO	International Reading Recovery Trainers Organization
NATG	North American Trainers Group
IDEC	International Data Evaluation Center NOTE: National Data Evaluation Center name change effective September 7, 2009
RRCNA	Reading Recovery Council of North America

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Fifth Edition revision resulted in some renumbering of standards and guidelines.

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Section 1.

Introduction and Rationale

Educators make an investment in Reading Recovery knowing that they will get a high-quality early intervention with ongoing support systems, as assured by the fact that it is trademarked. Reading Recovery standards and guidelines, published as *Standards and Guidelines of Reading Recovery in the United States*, support the high quality that the trademark represents. This section describes the trademark and the organizations that maintain the integrity of the standards and guidelines.

Trademark

The trademark for Reading Recovery in the United States was given to The Ohio State University by the program founder, Dr. Marie M. Clay. Use of the Reading Recovery trademark is granted by The Ohio State University to teacher training sites and university training centers on a royalty-free basis subject to meeting the standards and guidelines as described in this document. Use of the trademark is subject to annual renewal.

The trademark defines the quality of Reading Recovery, thus protecting the investment that schools, school districts, and states have made in the accelerated education of young, struggling readers. Currently there are five trademark holders for five national implementations:

1. Australia: Marie Clay Literacy Trust
2. Canada: Ontario Institute for Studies in Education/University of Toronto and the Canadian Institute of Reading Recovery
3. New Zealand: Marie Clay Literacy Trust
4. United Kingdom: University of London, Institute of Education
5. United States: The Ohio State University

In the United States, permission to use the trademark is contingent upon compliance with the standards and guidelines that were written in collaboration with Reading Recovery teachers, teacher leaders, trainers, and site coordinators. These standards are intended to be informative and supportive to the cadre of personnel who are responsible for the establishment and maintenance of effective Reading Recovery and Descubriendo la Lectura sites. Descubriendo la Lectura is the reconstruction of Reading Recovery in Spanish.

All countries involved in Reading Recovery have established and follow a set of standards. While these standards necessarily vary by country because of differences in

educational systems, all protect the quality core of Reading Recovery as tutoring for children, professional development for teachers, and system intervention.

International Data Evaluation Center (IDEC)

As part of Reading Recovery at The Ohio State University, IDEC is located within the College of Education. It helps to assure compliance with the Reading Recovery trademark through ongoing monitoring of the U.S. implementation. Submission of data to IDEC is a condition for the use of the trademark by U.S. teacher training sites.

One aspect of ensuring the high quality and consistency of the implementation across the United States is ongoing evaluation. Because Reading Recovery is research-based, systematic data collection and analysis are an essential part of it. As holder of the U.S. trademark, evaluation research is the responsibility of The Ohio State University. IDEC is advised on evaluation methodological issues by the North American Trainers Group.

In the United States, all schools participating in Reading Recovery and Descubriendo la Lectura are required to submit data on an annual basis to IDEC through its website (www.idecweb.us). IDEC then processes these data and prepares reports. University training centers and teacher training sites can download state, university training center, teacher training site, school district, school, and student reports from the IDEC website after data collection is finalized at year-end. IDEC also conducts research on Reading Recovery in collaboration with the university trainers.

North American Trainers Group (NATG)

Within North America, Reading Recovery is supported by university training centers where teacher leaders are prepared. University trainers, who are faculty members at each of these centers, guide the work of affiliated teacher leaders who are located in local school districts, consortia, and regional teacher training sites.

University trainers who are involved in Reading Recovery have multifaceted roles. They not only provide training for teacher leaders and oversee implementation at affiliated sites, they are also charged with evaluating the results of teaching as well as engaging in research to improve it. Reading Recovery trainers represent the advisory body to The Ohio State University in the use of the Reading Recovery trademark.

Guiding program change and solving problems related to implementation requires that university trainers work very closely together. NATG is the organizational structure that supports this collaborative effort. The committees of NATG work to solve implementation problems across the United States and Canada, to support research and development, and to improve teacher leader and teacher training.

International Reading Recovery Trainers' Organization (IRRTO)

Every widely disseminated venture faces two challenges:

1. how to sustain quality across a wide variety of implementations
2. how to maintain a dynamic quality so that the innovation can change in response to both internal and external research

The charge to address both goals rests with a group of worldwide university teacher-educators and researchers who work in close collaboration. Because of different educational and political systems, there is diversity in the implementation of Reading Recovery across the world. For example, in the United States, all Reading Recovery university trainers are based at universities. Internationally, Reading Recovery trainers may be based in professional education centers affiliated with universities. All are highly qualified researchers and have published research articles, not only about Reading Recovery but also in many different fields of study.

IRRTO is committed to maintaining quality, upholding integrity, improving efficiency and effectiveness, and supporting change and growth in Reading Recovery through international collaboration, research, and resource development. The role of IRRTO is to support Reading Recovery trainers around the world to maintain the integrity of the design in terms of effective service to children and professional education for teachers at all levels.

IRRTO and its executive board is organized to respond to

- issues and challenges to the international implementation of Reading Recovery
- issues and challenges to national implementations of Reading Recovery if they have international ramifications according to an international set of standards

The organization has four standing committees: (1) communication, dissemination and advocacy, (2) research and development, (3) professional learning, and (4) international institute planning. The primary functions of the committees relate to these three major questions:

1. How does the design of Reading Recovery need to change in order to continue to develop and expand to serve children in diverse settings and languages?
2. What kinds of organizational structures are necessary in order to take Reading Recovery into the future and support implementations of Literacy Lessons Designed for Individuals?
3. What kinds of organizational structures are necessary in order to further develop the research and theoretical base of Reading Recovery and Literacy Lessons Designed for Individuals?

These three questions imply an ordered process of change guided by individuals who are knowledgeable about research. NATG and IRRTO represent an organized system for carefully implemented change.

Reading Recovery Council of North America (RRCNA)

In the United States and Canada, Reading Recovery is not a centralized government program nor is it a commercial venture supported by a corporation. It is embedded in public and private universities and school districts, and each is independent of the others. There was need, therefore, for a unifying group to support Reading Recovery and sustain the quality of its implementation.

RRCNA is a not-for-profit membership association whose membership includes Reading Recovery teachers, teacher leaders, university trainers, site coordinators, and partners (individuals who do not work within Reading Recovery but support its goals). Members embrace RRCNA's vision: "We open doors to a literate future for children who initially struggle in learning to read and write." RRCNA provides publications and professional development opportunities for all members and acts as an educational clearinghouse to disseminate new knowledge. RRCNA publishes the *Standards and Guidelines of Reading Recovery in the United States*.

Section 2.

What Is Reading Recovery/Descubriendo la Lectura?

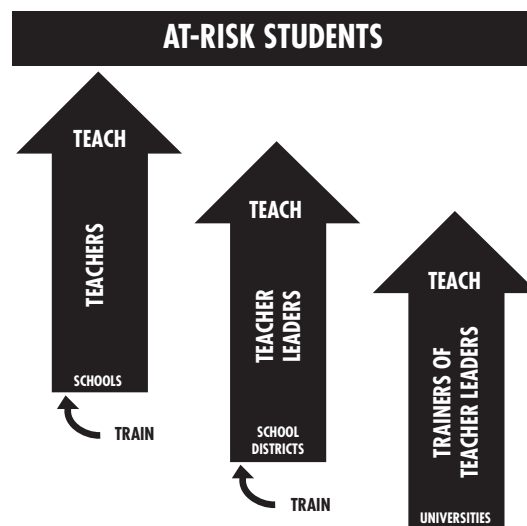
Reading Recovery provides early intervention to help the lowest-achieving first-grade children to develop effective strategies for reading and writing and to reach average levels of classroom performance. **Descubriendo la Lectura** is the reconstruction of Reading Recovery for Spanish-speaking students whose literacy instruction is delivered in Spanish. The goal of Reading Recovery, both in English and in Spanish, is to help children become successful readers and writers with internal, self-extending literacy learning systems. The following key elements of Reading Recovery operate within educational systems (e.g., districts, consortia):

1. intensive daily one-to-one instruction for first-grade children most at risk of reading failure
2. a yearlong training course and continuing professional development through which educators learn and continue to explore proven, research-based theory and procedures
3. research and evaluation to monitor results and provide support for participating educators and institutions
4. a long-range plan to chart the course toward full implementation and literacy for all children

These key elements are supported by the NATG, a network of educators that monitors Reading Recovery integrity, provides professional development, coordinates the collection of research, evaluates data, and disseminates information.

The Reading Recovery/Descubriendo la Lectura Network

The Reading Recovery network operates on three levels. In schools, specially trained teachers work with children. At the site level, teacher leaders work with children, train teachers, and assist and monitor implementation with the help of a site coordinator. In university training centers, trainers train teacher leaders, engage in research, support program implementation at affiliated sites, and work with children.



Section 3.

Reading Recovery/Descubriendo la Lectura Sites

A. Preparation to Establish a Site

A Reading Recovery site is defined as one or more school systems employing and supporting one or more teacher leaders to train teachers for Reading Recovery implementation (Descubriendo la Lectura sites must employ a Descubriendo la Lectura–trained teacher leader). Establishing and implementing a Reading Recovery or Descubriendo la Lectura site requires careful study and strong commitment from the sponsoring agency (school district, university, or consortium). Prior to initiation of a local training site for teachers, the following recommendations and requirements should be carefully examined and discussed with representatives of a university training center (see Section 7).

- 3.1. Study Reading Recovery/Descubriendo la Lectura carefully and arrange for awareness sessions for key personnel, including, if feasible, visits to an existing site.
- 3.2. Develop a long-range implementation plan that is consistent with Reading Recovery standards and guidelines.
 - 3.2.1. Develop a long-term budget that includes projections for the following: salaries for the teacher leader and teacher positions, a training facility, materials, training and tuition costs, support for teacher leader and teacher professional development requirements, travel for networking, adequate secretarial service easily accessible to the teacher leader, and site visits from the university training center.
 - 3.2.2. Make decisions about staffing and the utilization of Reading Recovery/Descubriendo la Lectura teachers' time for the remainder of their day.
 - 3.2.3. Work towards the goal of full coverage at the building level, which means sufficient staffing and teaching time to service the most at-risk children in the first-grade cohort, which might range from 15% to over 20% in most schools and a higher percentage in some schools where risk factors for failure are greater. In order to demonstrate what Reading Recovery or Descubriendo la Lectura can do, it is strongly advised to provide full coverage at each individual school entering the program rather than distribute Reading Recovery/Descubriendo la Lectura teachers thinly to many schools.

- 3.3. Designate as site coordinator an administrator who is well-informed and willing to learn about Reading Recovery (or Descubriendo la Lectura when appropriate).
- 3.4. Obtain long-term commitment to full implementation at the system and school levels.
- 3.5. Assure commitment at the district or school level to arrange travel for children for behind-the-glass sessions.
- 3.6. 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 NATG. (See materials from each university training center for requirements and fees.)
- 3.7. Alternatively, employ a trained teacher leader registered with RRCNA as an active, qualified Reading Recovery or Descubriendo la Lectura teacher leader.
- 3.8. Submit a site application to the university training center with which the site will affiliate.
- 3.9. Negotiate through the regional university training center to establish graduate credit for courses (to be taught by a registered teacher leader) for teacher training.
- 3.10. 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 training facility may be obtained from the regional university training center or from RRCNA.)
- 3.11. If the site is interested in implementing Descubriendo la Lectura, approval must be obtained from the affiliated university training center, and appropriate arrangements must be made.

B. Standards and Guidelines for Establishment of a Site

1. Teacher Selection

Careful selection of appropriate teachers is critical to the effectiveness and success of Reading Recovery or Descubriendo la Lectura. Use of an interview and selection committee including the site coordinator and teacher leaders is strongly recommended to assure selection of the strongest candidates.

The adoption of Reading Recovery/Descubriendo la Lectura represents an investment in the development of teacher expertise to supply high-quality one-to-one tutoring, which will be dependent upon the quality and commitment of the teachers recruited and selected for the program.

Standards and Guidelines for teacher selection are specified in Section 4, Reading Recovery/Descubriendo la Lectura Teachers.

2. Training Classes

Training classes, based on the principles of collaborative discussion of in-progress lessons, have been shown to be a critical element of Reading Recovery and Descubriendo la Lectura. The intent of the standards is to assure that these learning conditions are in place.

Standards

- 3.12. Training classes must consist of at least 8 and no more than 12 teachers.
- 3.13. The training class must earn graduate academic credit through a university or college with the teacher leader serving as instructor.
- 3.14. The class must meet the contact hour requirements of the credit-granting institution.
- 3.15. At least 80% of class sessions (or a minimum of 18 sessions, whichever is greater) over the academic year must each include two behind-the-glass lessons.

3. Selection of Children

Selection of children for Reading Recovery and Descubriendo la Lectura is based upon the following rationale provided by Marie Clay:

Reading Recovery is designed for children who are the lowest achievers in the class/age group. What is used is an inclusive definition. Principals have sometimes argued to exclude this or that category of children or to save places for children who might seem to “benefit the most” but that is not using the full power of the program. It has been one of the surprises of Reading Recovery that all kinds of children with all kinds of difficulties can be included, can learn, and can reach average-band performance for their class in both reading and writing achievement. Exceptions are not made for children of lower intelligence, for second-language children, for children with low language skills, for children with poor motor coordination, for children who seem immature, for children who score poorly on readiness measures, or for children who have...been categorized by someone else as learning disabled.¹ (p. 60)

¹ From “Reading Recovery Surprises” by M. M. Clay, 1991. In D. DeFord, C. A. Lyons, & G. S. Pinnell (Eds.), *Bridges to Literacy* (pp. 55–74). Portsmouth, NH: Heinemann.

Standards

- 3.16. In all decisions, the lowest-achieving children (based upon Observation Survey or Instrumento de Observación tasks) must be selected for service first.
- 3.17. Economy of time in selecting and serving children is critical to program efficiency. At the beginning of the year, administer Observation Survey or Instrumento de Observación and begin service to children within 2 weeks. During the year, selection of children should occur within 2 days of an available teaching slot.
- 3.18. Students selected for Descubriendo la Lectura must be in a bilingual education program receiving Spanish reading instruction throughout first grade.

Guidelines

- 3.19. To make accelerated progress, Reading Recovery/Descubriendo la Lectura children need to be in heterogeneously grouped classes with exposure to peer models, appropriate curriculum, and opportunity to move to average grade-level performance.
- 3.20. The development of a school team for Reading Recovery/Descubriendo la Lectura is strongly urged. The team can help monitor program progress, communicate information about the program, and assist with difficult selection decisions.
- 3.21. It is strongly recommended that programs be designed for bilingual students in order to strengthen language and literacy in both languages.

C. Standards and Guidelines for Operation of a Site

In order to sustain an innovation, basic understandings about the purposes, rationales, and processes of the innovation must be shared. In addition to shared understandings, ownership must be felt by the stakeholders who collaborate to provide the structures for successful implementation within the system. All stakeholders must be perceived to have a responsibility for the success of each child served.

The roles of teacher leader and site coordinator are critical in maintaining Reading Recovery/Descubriendo la Lectura program integrity and effectiveness. Continued participation in the Reading Recovery/Descubriendo la Lectura network and support from university training centers are the means through which teacher leaders maintain their understanding of research and theoretical developments in the field as well as their analytical and teaching skills. Site

coordinators attend meetings organized by the university training center and are urged to join RRCNA in order to receive its publications.

Administrators are cautioned to refrain from stretching the roles of the Reading Recovery/Descubriendo la Lectura teacher leaders and teachers beyond their training expertise and beyond their ability to continue to perform their primary role successfully. When this happens, program results may suffer.

Standards

- 3.22. Maintain a training facility with a one-way glass and sound system for behind-the-glass lessons.
- 3.23. Maintain affiliation with a registered university training center.
- 3.24. Submit data on an annual basis to the IDEC using approved format, procedures, and materials.
- 3.25. Assure that a site report is developed annually and a copy is submitted to the university training center.
- 3.26. Continue to choose the lowest-achieving children for service first in all selection decisions.
- 3.27. Support the teacher leader in monitoring and supporting the progress of trained Reading Recovery/Descubriendo la Lectura teachers.
- 3.28. Assure consistent, daily, 30-minute, individual lessons for all Reading Recovery/Descubriendo la Lectura children on all days that school is in session.
- 3.29. Assure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery/Descubriendo la Lectura children.
- 3.30. Provide continuing contact services for trained teachers.
- 3.31. Provide resources annually for teacher leader participation in professional development opportunities through the affiliated university training center and for site visits and consultation from the university training center.
- 3.32. Provide resources annually for teacher leader attendance at the Teacher Leader Institute and one RRCNA-approved Reading Recovery or Descubriendo la Lectura conference.
- 3.33. Assure that Descubriendo la Lectura teachers and teacher leaders hold bilingual certification or are nearing completion of requirements for certification.

Guidelines

- 3.34. Assure that first-grade classes are heterogeneously grouped. To make accelerated progress, Reading Recovery/Descubriendo la Lectura children need exposure to peer models, appropriate curriculum, and opportunity to move to average grade level performance.
- 3.35. Limit the number of teachers supported and monitored by the teacher leader to 42, or considerably fewer than 42, dependent upon such considerations as distance, the number of teachers per school, and the number of districts.
- 3.36. Consult the teacher leader on planning and budgetary issues. Teacher leader training develops understanding of the rationales for Reading Recovery/Descubriendo la Lectura program elements and standards as well as an awareness of factors influencing implementation plans and decisions.
- 3.37. Continue to train appropriately selected teachers toward the goal of full implementation.
- 3.38. Collect and maintain additional data at the school, district, and site levels.
- 3.39. Obtain written agreements specifying ongoing fiscal, operational, and professional development responsibilities with all other districts for whom the site will train teachers.
- 3.40. Provide means for supporting and interfacing with other programs in the school or district.
- 3.41. Examine the need for a second training and observation facility to accommodate an expanding number of training activities in districts with multiple teacher leaders.

Section 4

Reading Recovery/Descubriendo la Lectura Teachers

The primary responsibility of Reading Recovery and Descubriendo la Lectura teachers is teaching children in their schools. The teacher also works closely with building administrators and faculty as well as the parents of Reading Recovery and Descubriendo la Lectura students.

A. Standards and Guidelines for Selection and Training of Teachers

1. Teacher Selection

The adoption of Reading Recovery/Descubriendo la Lectura represents an investment in the development of teacher expertise. Therefore, careful selection of appropriate teachers is critical to the effectiveness and success of Reading Recovery/Descubriendo la Lectura.

Standards

- 4.1. Be employed in a school system that has a commitment to implementation.
- 4.2. Hold teacher certification.
- 4.3. Have a record of successful teaching experience.
- 4.4. Have successful bilingual teaching experience if applying for Descubriendo la Lectura.
- 4.5. Be certified or nearing completion of requirements for certification in bilingual education if applying for Descubriendo la Lectura.

Guidelines

- 4.6. Have at least 3 years teaching experience with primary-age children.
- 4.7. Demonstrate evidence of adaptability and problem solving.
- 4.8. Be willing to learn, acquire, and apply new skills and knowledge.
- 4.9. Show evidence of good interpersonal skills with colleagues.
- 4.10. Make application voluntarily and be screened through an interview and selection process.

2. Training

Teacher training requires participation in a graduate-level Reading Recovery/Descubriendo la Lectura course taught by a registered teacher leader for a full academic year. Concurrent with the training, the teacher works with Reading Recovery or Descubriendo la Lectura children and fulfills other educational roles as prescribed by the school district. The training requirements for

becoming a Reading Recovery/Descubriendo la Lectura teacher include the following components:

a. Course Work and Professional Development

Standards

- 4.11. Attend assessment training sessions.
- 4.12. Successfully complete a yearlong course in Reading Recovery or Descubriendo la Lectura for which university credit is received.
- 4.13. Teach a child behind the glass at least three times during the training year.
- 4.14. Participate in training class discussions in the language of lessons taught behind the glass.
- 4.15. Receive at least four school visits from the teacher leader over the course of the training year.

Guidelines

- 4.16. Attend one RRCNA-approved Reading Recovery/Descubriendo la Lectura conference.

b. Teaching Children

Standards

- 4.17. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 4.18. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura students.
- 4.19. Keep complete records on each child as a basis for instruction (Observation Survey and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

Guidelines

- 4.20. Serve a minimum of eight children per year.
- 4.21. Exceed more than four Reading Recovery/Descubriendo la Lectura teaching slots during the training year only with the concurrence of the teacher leader and teacher-in-training (Reading Recovery/Descubriendo la Lectura teaching and training are very demanding).
- 4.22. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.

3. Implementation of Reading Recovery/Descubriendo la Lectura

Standards

- 4.23. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 4.24. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.
- 4.25. Submit data to the teacher leader as required.

Guidelines

- 4.26. Contribute to the development and operation of a school team to monitor program progress.
- 4.27. Monitor the progress of children whose lessons have been discontinued.
- 4.28. Prepare an annual Reading Recovery/Descubriendo la Lectura report for the school.

B. Standards and Guidelines for Trained Teachers

The following standards and guidelines pertain to the activities of teachers after the initial training year. In order to make Reading Recovery/Descubriendo la Lectura teaching effective, it is important for teachers to continue to teach a minimum of four children per day and participate in ongoing professional development (continuing contact), which includes discussions of behind-the-glass lessons.

Reading Recovery and Descubriendo la Lectura teachers maintain current registered status through continued employment as a Reading Recovery/Descubriendo la Lectura teacher in compliance with standards outlined in this document. Registered status is considered lapsed if a teacher is absent from Reading Recovery or Descubriendo la Lectura service for more than 1 year. Reregistration can be established by completing training activities specified by the teacher leader in collaboration with the university training center.

1. Teaching Children

Standards

- 4.29. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 4.30. Keep complete records on each child as a basis for instruction (Observation Survey/Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, record of book level).
- 4.31. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.

- 4.32. Serve a minimum of eight children per year.
- 4.33. Continue to teach at least one child in each language beyond the bridging year in order to maintain dual registration in both Reading Recovery and Descubriendo la Lectura.

Guideline

- 4.34. It is strongly recommended that Reading Recovery/Descubriendo la Lectura teaching not be an all-day assignment. Any decision to teach as many as six Reading Recovery/Descubriendo la Lectura children per day should be made with the concurrence of both the teacher leader and the teacher.

2. Implementation of Reading Recovery

Standards

- 4.35. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 4.36. Communicate with parents, first-grade teachers, and other appropriate school personnel throughout the year.
- 4.37. Submit data to the teacher leader as required.
- 4.38. Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery” (see Appendix A).

Guidelines

- 4.39. Contribute to the development and operation of a school team to monitor program progress.
- 4.40. Monitor the progress of children whose programs have been discontinued.
- 4.41. Prepare an annual report of the school Reading Recovery/Descubriendo la Lectura program.
- 4.42. Work toward full coverage at the school level.

3. Continuing Contact

Standards

- 4.43. Consult with the teacher leader about children not making satisfactory progress and other issues.
- 4.44. Attend a minimum of six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session.
- 4.45. Teach a child behind the glass for colleagues in the language of registry as scheduled.

- 4.46. Receive at least one school visit from a teacher leader annually.
- 4.47. Collaborate with appropriate teacher leaders to develop a continuing contact schedule balanced between English and Spanish (not to exceed eight sessions) if registered in both Reading Recovery and Descubriendo la Lectura.

Guidelines

- 4.48. Make and receive school visits from colleagues annually.
- 4.49. Attend an RRCNA-approved Reading Recovery or Descubriendo la Lectura conference.
- 4.50. Maintain active membership in the Reading Recovery Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

C. Bridging for Descubriendo la Lectura Teachers

The differences in teaching in a different language are more complex than a simple language translation and require that the teacher making the shift from one language to another work under the tutelage of an expert for a sustained period of time. Therefore, teachers trained in Reading Recovery or in Descubriendo la Lectura must have an additional year of training to implement the intervention in the other language.

Standards

- 4.51. Prior to the year of bridging training, attend a 2-week orientation and assessment workshop using the materials and procedures required in the language to which the teacher is bridging.
- 4.52. Throughout the bridging year, work with a minimum of two students in the language to which the teacher is bridging and two additional students in the other language.
- 4.53. Receive academic credit for the activities of the bridging year.
- 4.54. Receive four to six field visits by a Reading Recovery/Descubriendo la Lectura teacher leader during the bridging year for guidance and instructional assistance.
- 4.55. Participate in at least two behind-the-glass training sessions in the language to which the teacher is bridging.
- 4.56. Participate in training class discussions in the language of lessons taught behind the glass.
- 4.57. Submit records, videos, and other data to the teacher leader monitoring the bridging.

Section 5

Reading Recovery/Descubriendo la Lectura Teacher Leaders

The primary responsibilities of Reading Recovery and Descubriendo la Lectura teacher leaders are to work with students, train teachers, provide continuing professional development and support for teachers, monitor the progress of children, support the development of school teams, disseminate information, and participate in the Reading Recovery network to maintain their own professional development. The teacher leader also works closely with district administrators to achieve effective implementation, operation, and evaluation.

Administrators are cautioned against stretching the roles of the Reading Recovery/Descubriendo la Lectura teacher leaders beyond their training expertise and beyond their ability to continue to perform their primary role successfully; otherwise, results may suffer.

A. Standards and Guidelines for Selection and Training of Teacher Leaders

1. Selection of Teacher Leaders

Standards

- 5.1. Hold a master's degree and teacher certification.
- 5.2. Show evidence of successful teaching experience.
- 5.3. Show evidence of successful teaching experience in a bilingual setting if a Descubriendo la Lectura candidate.
- 5.4. Be nominated by an administrative agency making a Reading Recovery/Descubriendo la Lectura application or by an established site.
- 5.5. Have an employment commitment to serve as a Reading Recovery/Descubriendo la Lectura teacher leader following the completion of training with the agency making application.
- 5.6. Have completed or be near completion of requirements for bilingual certification if a Descubriendo la Lectura candidate.

Guidelines

- 5.7. Have at least 5 years teaching experience, preferably with at least 3 years with primary-age children.
- 5.8. Show evidence of leadership and show competence in working with colleagues and administrators.

5.9. Be selected by the university training center, based upon application and interview.

5.10. Commit to a minimum of 3 years service to the site.

2. Training of Teacher Leaders

Training as a teacher leader requires full-time participation in a residential program for an academic year at an accredited Reading Recovery university training center. It also requires training a class of teachers during the first field year. If candidates teach children in the home district and commute to the training site, their district must release them from duties other than the teaching of four Reading Recovery children during their training year. The major components of the training are

- a. academic course work
- b. teaching children
- c. leadership and program implementation, including leading teachers-in-training

A Descubriendo la Lectura teacher leader must be trained by a Reading Recovery/Descubriendo la Lectura trainer. If a Reading Recovery/Descubriendo la Lectura trainer is not available, an approved bridging model must be developed in conjunction with the university training center and a Reading Recovery/Descubriendo la Lectura trainer.

a. Academic Course Work

Standards

- 5.11. Attend weekly class sessions and seminars (Reading Recovery teaching, leadership, theory).
- 5.12. Successfully meet all requirements for teacher leader training as prescribed by syllabi.
- 5.13. Teach a child behind the glass a minimum of three times during the training year.

b. Teaching Children

Standards

- 5.14. Teach four Reading Recovery children per day individually for 30-minute daily sessions in a school setting throughout the school year.
- 5.15. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.

- 5.16. Keep complete records on each child as a basis for instruction (Observation Survey/Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).
- 5.17. Receive school visits from university trainer.
- 5.18. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- 5.19. Communicate with parents, first-grade teachers, and other school personnel periodically throughout the year.
- 5.20. Submit data to the university trainer as required.

Guidelines

- 5.21. Serve a minimum of eight children per year.
- 5.22. Monitor the progress of children whose programs have been discontinued.

c. Leadership

Teacher leaders-in-training must participate in structured field experiences planned by the university training center. Beginning with observation, the trainee gradually begins to practice the role of teacher leader under the guidance of experienced teacher leaders and the university training center.

Standards

- 5.23. Attend scheduled training classes, and observe and participate in all aspects of training class responsibilities.
- 5.24. Conduct colleague visits to teacher leaders-in-training.
- 5.25. Make school visits to Reading Recovery/Descubriendo la Lectura teachers, initially with a teacher leader and then independently.
- 5.26. Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery” (see Appendix A).

Guidelines

- 5.27. Visit other Reading Recovery or Descubriendo la Lectura sites to gain insight regarding variety of settings and approaches.
- 5.28. Observe continuing contact sessions conducted by a teacher leader.

5.29. Observe Reading Recovery– or Descubriendo la Lectura– related activities in school districts (e.g., attend school board meetings and planning sessions).

5.30. Participate in research and evaluation (e.g., writing a site report).

3. Prepare for Site Implementation

Guidelines

5.31. Work with the site coordinator to plan and initiate activities related to the implementation of Reading Recovery/Descubriendo la Lectura at the site (e.g., ordering materials, developing a budget, developing the training facility).

5.32. Communicate with appropriate personnel to develop awareness of Reading Recovery/Descubriendo la Lectura.

5.33. Assist the site coordinator in planning and providing an appropriate facility for teacher training (room with one-way glass, high-quality audio system, and suitable seminar and office space).

5.34. Develop a plan for clerical support.

5.35. Assist in the identification of appropriate teachers for the training class.

4. Professional Development

Standards

5.36. Attend an annual RRCNA-approved Reading Recovery conference.

5.37. Attend annual Teacher Leader Institute.

5.38. Attend one RRCNA-approved Descubriendo la Lectura conference if registered as a Descubriendo la Lectura teacher leader.

B. Standards and Guidelines for Trained Teacher Leaders

Reading Recovery and Descubriendo la Lectura teacher leaders maintain registered status through affiliation with a university training center and continued employment in the role of teacher leader in a registered site, including at a minimum: teaching at least two children, monitoring teacher and student progress, conducting continuing contact sessions for teachers, and participating in professional development activities. Registered status is considered lapsed if a person is absent from employment as a Reading Recovery or Descubriendo la Lectura teacher leader for more than 1 year. Reregistration can be established by completing training activities developed by the university training center after consultation with the site and the individual.

1. Teaching Children

Standards

- 5.39. Teach four Reading Recovery or Descubriendo la Lectura children daily during the field year.
- 5.40. Continue to teach children in subsequent years. Depending upon advice of the university training center, a teacher leader may gradually reduce teaching during subsequent years to a minimum of two children daily.
- 5.41. Teach a minimum of one child in English and one child in Spanish in subsequent years in order to maintain registration in both Reading Recovery and Descubriendo la Lectura.

2. Training Teachers

Standards

- 5.42. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers during the field year.
- 5.43. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers in subsequent years as needs dictate within the site.
- 5.44. Conduct assessment training (including practice with children) for a minimum of 24 hours.
- 5.45. Serve as adjunct faculty member in the university granting credit; develop and follow a course syllabus which includes content and up-to-date training material to comply with Reading Recovery/ Descubriendo la Lectura and university or college guidelines.
- 5.46. Ensure that teachers teach behind the glass at least three times during the year.
- 5.47. Ensure that 80% of class sessions over the academic year (or a minimum of 18 sessions, whichever is greater) each includes two behind-the-glass lessons.
- 5.48. Visit teachers-in-training at least four to six times during the year to provide guidance and instructional assistance.
- 5.49. Monitor the selection and progress of children using teachers' records.
- 5.50. Provide trained teachers with at least six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with two lessons per session.

- 5.51. Visit trained Reading Recovery and Descubriendo la Lectura teachers at least once each year to ensure quality control of the program, with additional visits based on need or request.

Guidelines

- 5.52. During the field year, the teacher leader should teach only one training class.
- 5.53. During the field year, the teacher leader should not carry full or primary responsibility for continuing contact services.

3. Research

Standards

- 5.54. Collect entry, exit, discontinuing, and end-of-year data on Reading Recovery and Descubriendo la Lectura children using IDEC-approved format, procedures, and materials.
- 5.55. Prepare an annual site report and submit it to the affiliated university training center.

Guideline

- 5.56. Assist teachers and principals in preparing annual school reports.

4. Project Implementation and Site Maintenance

Standards

- 5.57. Maintain the standards for establishment and operation of a site specified in Section 3, including the selection of the lowest-achieving child at each selection decision.
- 5.58. Maintain affiliation with a university training center.
- 5.59. Serve as a specialist to support Reading Recovery/Descubriendo la Lectura teachers in their work with challenging children.
- 5.60. Work with the site coordinator and administrators to assure a quality implementation at the site and school levels with the goal of full coverage.
- 5.61. Abide by the principles listed in the “Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery” (see Appendix A).

Guidelines

- 5.62. Order materials for teacher training.
- 5.63. Inform appropriate groups about Reading Recovery/Descubriendo la Lectura.
- 5.64. Assist in recruiting and identifying appropriate teachers for the training class.

5. Professional Development

Standards

- 5.65. Participate in professional development opportunities for Reading Recovery or Descubriendo la Lectura teacher leaders sponsored by the university training center.
- 5.66. Receive a minimum of two site visits from a trainer during the teacher leader's first year(s) in the field. Receive at least one site visit during the first year after a teacher leader has changed the site of employment. Subsequent annual or periodic visits are based upon request of the university training center or site.
- 5.67. Attend the annual Teacher Leader Institute.
- 5.68. Attend an approved RRCNA Reading Recovery/Descubriendo la Lectura conference each year.

Guidelines

- 5.69. Conduct and receive a colleague visit with other teacher leaders annually.
- 5.70. Participate in opportunities for interaction with Reading Recovery/Descubriendo la Lectura professionals from other countries.
- 5.71. Maintain active membership in the Reading Recovery Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

Section 6

Reading Recovery/Descubriendo la Lectura Site Coordinators

The site coordinator is responsible for overseeing and managing the implementation of Reading Recovery/Descubriendo la Lectura at the district level or, in the case of more than one district, at the consortium level (see Section 6D, Implementation of Sites With Multiple Districts). The site coordinator works collaboratively with the teacher leaders in the site and provides key leadership in advocating and implementing Reading Recovery/Descubriendo la Lectura at the school, district, and site levels. Strong leadership qualities including communication, problem-solving skills, team-building skills, and good interpersonal relationships are essential characteristics that enable site coordinators to provide effective administrative support.

A. Standards and Guidelines for Selection of a Site Coordinator

Standards

- 6.1. Must be an administrator.
- 6.2. Be willing to become knowledgeable about Reading Recovery (or Descubriendo la Lectura when appropriate).

Guidelines

- 6.3. Have a language arts or early literacy experience.
- 6.4. Have experience in budget management.
- 6.5. Have experience in securing funding from diverse funding sources.
- 6.6. Have experience with research and evaluation.
- 6.7. Have advocacy experience.
- 6.8. Have experience with Reading Recovery/Descubriendo la Lectura implementation.
- 6.9. Have a written job description that reflects the responsibilities of site coordinator.
- 6.10. Possess access to the decision makers of educational policy and budget allocation in the site.

B. Site Implementation and Maintenance

Standards

- 6.11. Prepare for site implementation.

- 6.11.1. Collaborate with the teacher leaders associated with implementation at the training site to
 - 6.11.1.a. develop a budget.
 - 6.11.1.b. secure an appropriate facility for teacher training.
 - 6.11.1.c. assist with the recruitment of program personnel.
 - 6.11.1.d. secure necessary supplies, materials, and technology to facilitate the operation.
 - 6.11.1.e. arrange for university credit for Reading Recovery/Descubriendo la Lectura courses taught at the site.
 - 6.11.1.f. secure and assist with other related elements relevant to site implementation.
- 6.11.2. Collaborate with the university training center on issues related to training and implementation.
- 6.12. Oversee Ongoing Implementation and Maintenance.
 - 6.12.1. 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.
 - 6.12.2. Create and manage an annual budget in consultation with the teacher leaders or advisory board in a multiple district site.
 - 6.12.3. Monitor the caseload of each teacher leader to protect and ensure adequate support for site implementation.
 - 6.12.4. Monitor and assure site compliance with the criteria published in *Standards and Guidelines of Reading Recovery in the United States*.
 - 6.12.5. Develop an effective plan of communication with the teacher leaders including meeting regularly to oversee implementation.
 - 6.12.6. Develop, implement, and oversee the long-range site plan for Reading Recovery/Descubriendo la Lectura.

Guidelines

- 6.13. Visit a Reading Recovery or Descubriendo la Lectura site known to exemplify a quality implementation before beginning implementation.

- 6.14. 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 policy makers to Reading Recovery/Descubriendo la Lectura training sessions and lessons).
- 6.15. Work to embed Reading Recovery/Descubriendo la Lectura within the school, district, or site comprehensive literacy plan.
- 6.16. Network with other site coordinators.
- 6.17. Observe a teacher training session annually.

C. Professional Development

Standards

- 6.18. Attend the site coordinator's meeting at the affiliated university training center (a minimum of one meeting per year).

Guidelines

- 6.19. Develop expertise regarding Reading Recovery/Descubriendo la Lectura and implementation (e.g., review professional literature; attend a state, regional, or national Reading Recovery/Descubriendo la Lectura conference).
- 6.20. Maintain active membership in the Reading Recovery Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

D. Implementation of Sites with Multiple Districts

Standards

- 6.21. Maintain standards outlined in Sections A, B, and C.
- 6.22. Be selected or affirmed by the managing agency of the multiple district site.
- 6.23. 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 7

Requirements for University Training Centers

This section details the standards for establishing university training centers. All content in this section is required.

A. Procedures for Establishing and Operating a University Training Center for Training Reading Recovery/Descubriendo la Lectura Teacher Leaders

NATG requires the following procedures for establishing and operating a university training center for training Reading Recovery/Descubriendo la Lectura teacher leaders. The national application form is required for all universities seeking to become a university training center (see Appendix B, Functions of the University Training Center).

1. What Is a University Training Center for Reading Recovery/Descubriendo la Lectura?

University training centers provide initial training and ongoing professional development for Reading Recovery/Descubriendo la Lectura teacher leaders, provide ongoing technical assistance to affiliated teacher training sites, structure conferences and other professional development for area teachers, conduct and critique research, disseminate information about Reading Recovery (or Descubriendo la Lectura when appropriate), and contribute to the work of RRCNA and to NATG. A university training center is defined by the presence of a registered Reading Recovery trainer as a full-time employee and director.

Establishing a university training center for Reading Recovery/Descubriendo la Lectura requires careful study and strong commitment from the supporting university and from the individual seeking trainer status.

2. Eligibility

Universities and colleges with doctoral granting programs in reading, language arts, or literacy may apply to become a university training center to train Reading Recovery/Descubriendo la Lectura teacher leaders.

3. Process for Applying to Establish a Center

- 7.1. Study the program carefully, involving key stakeholders within the university. Identify a team of key individuals to visit one or more university training centers.

- 7.2. Contact the president of NATG or the executive director of RRCNA to request information about formal application. When you receive the national application, you will also receive application and nomination forms for the current centers for trainer training in order to better understand potential costs and commitments, as well as documents outlining the functions of a university training center and the roles and responsibilities of trainers. This process should take place in the fall of the year preceding the year of initial involvement, and letters of interest or intent should be sent no later than January 15.
- 7.3. Study the requirements carefully. To discuss the requirements, consult one of the centers for training university trainers or the president of NATG. Consider visiting one of the training centers or inviting a trainer from one of the centers to meet with your faculty and administration for better understandings of this significant undertaking.
- 7.4. Conduct a feasibility study to determine the long-range needs for a center in your area. In collaboration with existing university training centers within or bordering the state or region, determine the need based on the projected number of sites that might be served by the center.
- 7.5. Secure the support (academic and financial) of the university program faculty and administration before submitting a proposal to establish a center.
- 7.6. Complete the Proposal for Establishing a Reading Recovery University Training Center. This proposal should be detailed, and applicants should respond fully to each request for information. The proposal form may be obtained from RRCNA.
- 7.7. Submit the Proposal for Establishing a Reading Recovery University Training Center to the president of NATG in care of the executive director of RRCNA no later than March 1. The proposal will be reviewed by the executive committee of NATG and forwarded with recommendations to the full membership for action at the spring meeting.
- 7.8. If accepted as a university training center by NATG, the university and the selected trainer applicant will then make application to one of the universities offering trainer training. Please note that training may alternate by years, with only one center offering training during a particular academic year.
- 7.9. A trainer must be selected and hired within 2 years of the university training center approval by NATG.

4. Requirements, Stipulations, and Assurances

- 7.10. Follow the procedures listed in the section above (The Process for Applying to Establish a Center), adhering to designated timelines.
- 7.11. Determine the current status of Reading Recovery/Descubriendo la Lectura in your state or region and project future needs.
 - 7.11.1. Collect and submit evidence of support from other university training centers that may be affected by the establishment of a new center.
 - 7.11.2. Collect and submit evidence of support from school systems and the state department of education.
- 7.12. Prepare a long-range implementation plan that is consistent with the procedures published in *Standards and Guidelines of Reading Recovery in the United States*.
- 7.13. Secure commitment from key faculty and administrators to support the center within the structures of the university (department, college, and university).
- 7.14. 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.
- 7.15. Select one or more highly qualified and successful individuals for training as a trainer of teacher leaders. See Section 8 for required trainer qualifications.
- 7.16. 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.
- 7.17. 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).
- 7.18. Establish a center coordinated to support the director and the operation of the center.
- 7.19. 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).

- 7.20. Plan for institutionalization of Reading Recovery within the structure of the department, college, and university.
 - 7.20.1. Seek faculty support for establishing a Reading Recovery training center.
 - 7.20.2. Seek secure positions (tenure-track recommended) for trainers to promote the institutionalization of Reading Recovery within the university. More than one trainer at a center is highly recommended.
 - 7.20.3. Determine the university evaluation procedures to be applied to the trainer-in-training during the training year and in subsequent years.
 - 7.20.4. Negotiate non-Reading Recovery responsibilities of trainers to the department, college, and university relative to resource support.
 - 7.20.5. Seek institutional approval for graduate courses for Reading Recovery/Descubriendo la Lectura teacher leader training.
 - 7.20.6. Plan for adequate secretarial support.
 - 7.20.7. Plan for data management and analysis of Reading Recovery/Descubriendo la Lectura outcomes.
- 7.21. 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).
- 7.22. Develop a plan for training teacher leaders.
 - 7.22.1. Identify established Reading Recovery/Descubriendo la Lectura teacher training sites near the university that can provide field experiences for teacher leaders-in-training.
 - 7.22.2. Develop and implement procedures for recruitment of sites for training teacher leaders.
 - 7.22.3. Develop and implement procedures and processes for teacher leader selection, matriculation, orientation, and training.

- 7.22.4. 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.
- 7.23. Establish a means for collaborative planning among university training centers in the region (in neighboring states).
- 7.24. Support ongoing evaluation and research related to Reading Recovery/ Descubriendo la Lectura.

5. Requirements for Selection of Trainers of Teacher Leaders

- 7.25. Hold a doctoral degree in a related area.
- 7.26. Have experience in teaching children.
- 7.27. Demonstrate evidence of leadership, with exceptional competence in working with colleagues and teachers.
- 7.28. Possess strong oral and written communication skills.
- 7.29. Have experience with data collection, analysis, and interpretation.
- 7.30. Demonstrate understanding of the structures of schools and systems.
- 7.31. Be nominated by the university that is the proposed training center (preferably holding a tenure-track line).
- 7.32. Be employed with the university as a Reading Recovery trainer for at least 3 years following training.
- 7.33. Be fluent in Spanish if training for Descubriendo la Lectura.

B. Functions of the University Training Center

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. (See Appendix B for a detailed explanation of functions.) University training centers create this link through providing the following functions:

- 7.34. Define and organize a network of affiliated Reading Recovery teacher training sites.
- 7.35. Provide an academic setting for Reading Recovery professionals.
- 7.36. Support the ongoing implementations of Reading Recovery within the university training center network of affiliated sites.

- 7.37. Develop new implementations of Reading Recovery.
- 7.38. Serve as the achievement evaluation center for children served in the university training center network.
- 7.39. Maintain integrity of Reading Recovery within the university training center network of affiliated sites.
- 7.40. Ensure and maintain integrity of the university training center.
- 7.41. Provide for support of the trainer role and the university training center operation.
- 7.42. Respond to and initiate policy affecting the goals and mission of Reading Recovery within the state or region.
- 7.43. Abide by the code of ethics established by NATG (see Appendix A).

C. Extension of an Existing University Training Center

Extending a university training center to an off-campus location or to a satellite institution of higher education for teacher leader training may jeopardize the quality of that training or have regional implications for other university training centers. Given the uncertainties associated with this arrangement, approval must be sought using the process, standards, and timeline described above for the opening of a new university training center.

D. Procedures for Maintaining a University Training Center in the Event of Temporary Absence of a Resident Trainer

A university training center representative (preferably the departing trainer) notifies NATG president of the loss of the trainer and that the university training center intends to continue operation. The university training center must develop an interim plan for 1 year with the assistance of a trainer and the president of NATG. Specification for plan content and format will be provided by the president of NATG. Follow the document Procedures for Maintaining a University Training Center in the Event of a Temporary Absence of a Resident Trainer, available from RRCNA.

E. Problem-Solving Issues of University Training Center Continuance and Operation

A university training center's continuance may be at risk for a variety of reasons. Procedures for dealing with these exigencies have been developed and are on file with NATG and RRCNA.

As soon as any issue of viability or continuance of a university training center emerges, a representative of the university training center or the trainer must contact the president of NATG or the executive director of RRCNA who will follow established procedures to address the issue. Follow the document Procedures for Intervening to Support University Training Centers At Risk of Closing, available from RRCNA.

F. Definition of Terms

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. 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.

Section 8

Reading Recovery/Descubriendo la Lectura Trainers

A. Standards and Guidelines for Selection of Trainers

A university trainer has primary responsibility for providing initial training and continuing support for teacher leaders. This is an important role because the quality of the program depends on the expertise of teacher leaders. Most often, trainers serve the dual role of program director or coordinator with administrative responsibilities for implementation in a state or region.

Standards

- 8.1. Have a doctoral degree in a related area.
- 8.2. Have experience in teaching children.
- 8.3. Demonstrate evidence of leadership, showing exceptional competence in working with colleagues and teachers.
- 8.4. Be nominated by the university that is the proposed training site.
- 8.5. Be employed with the university as Reading Recovery trainer for at least 3 years following training.
- 8.6. Receive application approval from NATG to establish a university training center.
- 8.7. Show evidence of university support to commitments.

B. Standards and Guidelines for the Training of Trainers

Trainers will vary greatly in areas of expertise at entry to the training. For this reason, an individualized program that is responsive to the strengths and needs of each person will need to be designed for each trainer in training.

Training as a university trainer requires full-time participation for 1 academic year at a university accredited to train Reading Recovery trainers. Essential components of a trainer's program include academic course work, teaching children, training teachers and teacher leaders, and preparing the university center for implementation. These components are outlined below.

1. Academic Course Work

Standards

- 8.8. Participate in the Reading Recovery teaching class for teacher leaders.
- 8.9. Teach a child behind the one-way glass a minimum of three times during the training year.

- 8.10. Participate in regular sessions on developing teacher skills.
- 8.11. Participate in regular academic seminars on the theory of reading and writing acquisition, reading difficulties, and research.
- 8.12. Participate in sessions on developing trainer skills, including sessions on the following areas:
 - 8.12.1. history of Reading Recovery
 - 8.12.2. variety of responsibilities of a trainer
 - 8.12.3. development of teacher leader training courses
 - 8.12.4. study of teacher leader development
 - 8.12.5. implementation of Reading Recovery in a state or region
 - 8.12.6. research and evaluation for ongoing development of Reading Recovery/Descubriendo la Lectura
 - 8.12.7. sources of funding

2. Teaching Children

Standards

- 8.13. Teach four first-grade children per day individually in 30-minute daily Reading Recovery sessions in a school setting and keep related records. (Descubriendo la Lectura trainers must teach Descubriendo la Lectura students.)
- 8.14. Receive school visits from a trainer.
- 8.15. Make and receive colleague visits from other members of the training class.
- 8.16. Communicate with school personnel and parents of children.

3. Teacher Training

Standards

- 8.17. Participate in teacher training conducted by teacher leaders (i.e., attend teacher training classes) and observe the teacher leader, gradually assuming increased responsibility for leading the training class.
- 8.18. Participate in school visits to teachers and teachers-in-training.

4. Teacher Leader Training

Standards

- 8.19. Participate in the teacher leader class conducted by a trainer, i.e., attend weekly class, observe, and analyze the trainer role.

- 8.20. Contribute to the teaching of the theory and leadership classes for teacher leaders, as appropriate, in areas of expertise.
- 8.21. Participate in overall planning and analysis of selected teacher and teacher leader sessions with trainer.
- 8.22. Visit a minimum of two university training centers.

5. Prepare the University Training Center for Implementation

Standards

- 8.23. Develop a long-range plan for university center implementation.
- 8.24. Communicate with appropriate administrators in the university and regional school districts.
- 8.25. Establish appropriate graduate courses and application materials.
- 8.26. Select appropriate candidates for teacher leader training.
- 8.27. Prepare appropriate facilities for teacher leader training.
- 8.28. Order equipment and materials for teacher leader training.
- 8.29. Secure secretarial support.
- 8.30. Secure adequate financial support.

6. Professional Development

Standards

- 8.31. Participate in an annual Reading Recovery/Descubriendo la Lectura conference.
- 8.32. Participate in annual Teacher Leader Institute.
- 8.33. Participate in two annual trainers meetings.

Guideline

- 8.34. Make an annual visit to a university training center.

C. Roles and Responsibilities of Reading Recovery University Trainers

Standards

- 8.35. A university trainer must hold a position at an NATG-approved university training center.
- 8.36. A trainer must fulfill roles and responsibilities of a university trainer specified in Appendix C.

Section 9

Policy for Requesting Exemption From Standards

These standards and guidelines are to be used as the basis for planning decisions and for monitoring the use of the Reading Recovery or Descubriendo la Lectura trademark by any site, school, program, or individual. No set of standards will ever address the range of issues that will arise. Therefore, it is possible to apply for a 1-year exemption from certain standards when unusual conditions prevail. An exemption may or may not be granted, but in any case the university training center will work with the local administration to achieve the best implementation possible under contextual constraints. The procedure for requesting exemptions is as follows:

- 9.1. Any issue of compliance with standards and guidelines should first be discussed with the teacher leader at the site.
- 9.2. If a decision is made to request an exemption from a standard, a written request should be addressed to the Reading Recovery or Descubriendo la Lectura university training center with which the site is affiliated, accompanied by a letter from the teacher leader.
- 9.3. If the issue cannot be resolved through negotiation between the training center and key persons at the site, the exemption request will be referred by the university training center or site coordinator to the RRCNA executive director, accompanied by a letter from the teacher leader and the university trainer. The RRCNA executive director will forward the request to the NATG president for Executive Committee review.
- 9.4. The NATG president will communicate with site coordinator, administrator, teacher leader, and trainer involved. Final granting or denial of a 1-year exemption will be made by the NATG Executive Committee. Final resolution of the request will be communicated to all parties.

Requests for exemptions that have proceeded through Steps 9.1 and 9.2 above, as well as any questions about the process of requesting exemptions, may be referred to the executive director of RRCNA at the address below:

Executive Director
Reading Recovery Council of North America
400 West Wilson Bridge Road
Suite 250
Worthington, Ohio 43085
www.readingrecovery.org

Revision of Standards and Guidelines

Authority for revision of these standards and guidelines rests with NATG. The board of directors of RRCNA votes to support the changes approved by NATG. Revisions to these standards and guidelines are made with careful consideration for the implications at all levels of the implementation, including the international network.

Appendix A

Code of Ethics for Reading Recovery Training Centers in the United States of America

Any university trainer or other trained Reading Recovery professional working at a university training center should

1. govern professional actions to be consistent with the vision, mission, purposes, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.
2. interact ethically with all clients served by the program.
3. observe honesty, completeness, integrity, openness, and timeliness in maintaining and reporting student performance and data, and in communicating with individuals within and beyond Reading Recovery.
4. acknowledge the authorship and work of others by using the Reading Recovery trademark appropriately and by adhering to copyright laws and obtaining written permission to use the copyrighted work of others, including the founder of the program, Dr. Marie M. Clay.
5. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.
6. work collaboratively with other professional educators for the benefit of children's learning, school operation, and educational improvement.
7. collaborate with other Reading Recovery professionals and the RRCNA and NATG boards and committee members toward the mutual accomplishment of assigned roles and tasks as specified in the standards and guidelines.
8. disclose fully any potentially enduring sources of conflict of interest intellectually or financially, or both, with the purposes and standards of Reading Recovery.
9. communicate clearly to all audiences the extent of the expertise represented by one's level of training in Reading Recovery, or alternatively the standards established by other professional societies relative to one's activities.
10. refuse to allow the use of one's affiliation with Reading Recovery to sell services or materials outside of Reading Recovery training and teaching programs.
11. observe the letter and intent of equal opportunity requirements in employment and training decisions.

Code of Ethics
for the Reading Recovery Council of North America, Inc.

Any individual who is serving as a voting member or as an ad hoc member of the RRCNA Board of Directors or who serves on a committee or subcommittee of RRCNA should

1. govern professional actions to be consistent with the vision, mission, purposes, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.
2. observe honesty, completeness, integrity, openness, and timeliness in maintaining and reporting information about RRCNA and Reading Recovery, and in communicating with individuals within and beyond Reading Recovery and RRCNA.
3. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.
4. acknowledge the authorship and work of others by using the Reading Recovery trademark appropriately and by adhering to copyright laws and obtaining written permission to use the copyrighted work of others, including the founder of the program, Dr. Marie M. Clay.
5. collaborate with Reading Recovery and other professionals toward the mutual accomplishment of assigned roles and tasks as specified in the RRCNA Board of Directors Handbook and in the standards and guidelines of Reading Recovery in the United States.
6. respect professional efforts of RRCNA board members, Reading Recovery–trained professionals, and RRCNA staff members to fulfill their roles.
7. refrain from using one’s RRCNA membership or position as a claim of qualification in lieu of appropriate Reading Recovery training.
8. disclose fully any potentially enduring sources of conflict of interest intellectually or financially, or both, with the vision, mission, purposes, standards, or decisions of RRCNA.
9. abstain from voting on or attempting to influence decisions of the board, committee, or subcommittee *if* the individual has a vested interest in any commercial enterprise or personal financial interest related to those decisions.
10. communicate clearly to all audiences the extent of the expertise represented by one’s level of training in Reading Recovery, or alternatively the standards established by other professional societies relative to one’s activities.
11. refuse to allow the use of one’s affiliation with RRCNA or Reading Recovery to sell services or materials outside of Reading Recovery training and teaching.
12. operate as an equal opportunity employer and educational service, providing employment and educational opportunities of the program on the basis of stated educational or character qualifications.

**Code of Ethics
for North American Reading Recovery Trained Professionals
and Administrators Implementing Reading Recovery**

The purpose of the code of ethics is to protect the purposes, mission, vision, and integrity of Reading Recovery and to clarify the roles, responsibilities, and rights of Reading Recovery and Descubriendo la Lectura professionals. Any Reading Recovery trainer, teacher leader, or teacher, and any site coordinator or administrator of a school or system implementing Reading Recovery/Descubriendo la Lectura shall

1. govern professional actions to be consistent with the vision, mission, purposes, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.
2. work persistently, sincerely, and intently to meet the educational needs of each child served.
3. interact ethically with all students, parents, and schools served by the program.
4. demonstrate honesty, completeness, integrity, openness, and timeliness in maintaining and reporting student performance and program data, and in communicating with individuals within and beyond Reading Recovery/Descubriendo la Lectura.
5. acknowledge the authorship and work of others by using the Reading Recovery trademark appropriately and by adhering to copyright laws and obtaining written permission to use the copyrighted work of others, including the founder of the program, Dr. Marie M. Clay.
6. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.
7. work collaboratively with other professional educators for the benefit of children's learning, school operation, and educational improvement.
8. collaborate with other Reading Recovery/Descubriendo la Lectura professionals and RRCNA board members toward the mutual accomplishment of assigned roles and tasks as specified in the standards and guidelines.
9. disclose fully any potentially enduring sources of conflict of interest, intellectually or financially, or both, with the purposes and standards of Reading Recovery/Descubriendo la Lectura.
10. communicate clearly to all audiences the level of expertise established by one's Reading Recovery/Descubriendo la Lectura training and the limitations of that expertise for performing other professional roles.
11. refuse to allow the use of one's affiliation with Reading Recovery/Descubriendo la Lectura to sell services or materials outside of Reading Recovery training and teaching programs.
12. observe the letter and intent of equal opportunity requirements in employment and training decisions.

Appendix B

Functions of the University Training Center

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 Appendix A).

Appendix C

Roles and Responsibilities of Reading Recovery University Trainers

Policy Statement: We recognize that depending on circumstances, resources, and interests over time, viable roles for Reading Recovery trainers include

- administration of university training center
- implementation, development, and expansion of Reading Recovery
- training of teacher leaders
- leadership for Reading Recovery
- research and program evaluation

Reading Recovery trainers of teacher leaders fulfill two or more of the identified roles. To be considered a trainer in good standing with NATG, all trainers (including retired trainers, trainers employed part time, and former trainers in new, non-Reading Recovery settings) must perform on a continuous basis one or more of the above roles and participate fully in

- annual Teacher Leader Institute (U.S. or Canadian)
- fall and spring meetings of NATG each year
- an NATG standing committee

If a trainer is unable to participate in the activities, a waiver will be required in order to retain trainer status. Waivers will be reviewed by the Executive Committee of NATG.

After more than a year of absence from service, trainer status may be restored by the completion of an appropriate plan approved by the Executive Committee of NATG.

In the spirit of collaboration towards attaining the mission of NATG, trainers will engage in professional development opportunities (e.g., colleague visits, participation in scholarly organizations) in addition to the roles they are fulfilling. Trainers are encouraged to make the strongest contributions possible for the successful achievement of the mission of NATG.

The following chart identifies the nature of the responsibilities that *may* be associated with each role. **All of the responsibilities must be performed by or directed by a Reading Recovery trainer.** (Italicized items designate responsibilities that only a trainer may perform.)

All except a very few of these responsibilities must be performed regardless of whether there is a teacher leader training class under instruction.

Roles of Reading Recovery University Trainers

Administration

- *Direct the operation of the university training center*
 - *Create and manage university training center budget*
 - *Interface with the university administrative line*
 - *Attend faculty meetings*
 - *Administer human resources (develop position descriptions, hire, evaluate, and manage)*
 - *Oversee office operations*
 - *Work with university training center advisory board*
 - *Serve as Reading Recovery liaison with faculty and students*
 - *Plan, attend, and participate in university training center planning meetings and retreats*
 - *Write grants to secure funding to maintain university training center*
 - *Create, publish, and disseminate a Reading Recovery directory*
 - *Create print and Web materials to disseminate information*
 - *Create brochures and informational materials for regional distribution*
-

Implementation and Development

- *Articulate rationales for Reading Recovery standards and guidelines*
- *Provide assistance for achieving full implementation at all levels*
- *Assist teacher leaders, site coordinators, and other administrators with implementation issues*
- *Provide guidance for sites in the design and analysis of research*
- *Plan and conduct site coordinator and other administrator meetings*
- *Collaborate with school districts and site coordinators to seek funding for training at the district level*
- *Conduct awareness sessions*
- *Provide ongoing support for existing sites (e.g., in-person, phone, e-mail)*
- *Update affiliated site information*
- *Create print and Web materials*
- *Respond to requests for information about Reading Recovery*

**Implementation
and Development**
(continued)

- Share information about implementation and training design of Reading Recovery with other university faculty members
-

Training

Annual Responsibilities

- *Develop calendar for the academic year*
- *Plan, lead, and participate in teacher leader professional development*
- *Conduct field-year site visits*
- *Develop model field sites for teacher leader training and provide advanced professional development for model site teacher leaders*
- *Seek and procure guest speakers for professional development when needed*
- *Develop online support system for teacher leaders*

Additional Responsibilities

- *Revise and update training materials*
 - *Develop and revise syllabi and relevant experiences for teacher leader program of study*
 - *Teach and supervise teacher leader program of study (clinical, leadership, and theory)*
 - *Teach children when teaching the clinical class and continue to teach children as the needs and requirements of their role allow. Teaching children is highly valued as part of the trainer's role.*
 - *Schedule and supervise practicum experiences for teacher leaders during their training year*
 - *Work with school district and site coordinator to enlist teacher leader candidates*
 - *Develop online support system for teacher leaders (e.g., posting lesson assignments and readings)*
 - *Order books and supplies*
-

Leadership

- *Collaborate with other university training centers that serve affiliated sites in the same state*
- *Support state-level advocacy with affiliated sites in states without a university training center*
- *Establish and meet with state advisory committee or board*
- *Accept an NATG committee assignment*
- *Participate in trainer list serve*
- *Plan, attend, and participate in two NATG meetings annually*

Leadership *(continued)*

- *Plan, attend, and participate in the annual Teacher Leader Institute*
- *Plan, attend, and participate in meetings of IRRTO (twice every 3 years)*
- Advocate for Reading Recovery by seeking funding from state and federal sources
- Study and analyze legislation, regulations, and scholarly publications that impact Reading Recovery
- Create, publish, and disseminate documents related to policy making and advocacy
- Communicate with national, state, and local educational agencies, governor, and legislature
- Publicize Reading Recovery to maintain visibility
- Serve on RRCNA board
- Plan and attend RRCNA North American Leadership Academy
- Accept an RRCNA committee assignment
- Plan, attend, and participate in the National Reading Recovery and Early Literacy Conference
- Write for Reading Recovery publications
- Serve on publications review boards
- Plan, attend, and participate in the International Reading Recovery Institute (once every 3 years)

Research and Evaluation

- *Analyze evaluation data for monitoring and strengthening implementation*
- *Analyze site data*
- *Communicate with IDEC regarding data collection policies and procedures*
- *Collaborate with IDEC to construct university training center reports*
- *Secure human subjects permission within districts or universities*
- Provide assistance to teacher leaders collecting data
- Monitor collection of data by sites
- Develop and maintain expertise in the IDEC data collection process
- Publish annual state reports
- Design and implement research studies
- Collaborate with other university faculty on research
- Review current research and theories relevant to reading and writing acquisition, reading difficulties, and other relevant areas

