

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*.