

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.