

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.