

## 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.