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ABSTRACT

This booklet outlines the Reading Recovery Council of North America's (RRCNA) standards and guidelines for those who are responsible for the establishment and maintenance of effective Reading Recovery and/or "Descubriendo La Lectura" sites. The standards are deemed essential for assuring quality services to children and effective implementation of the program, based on research of the most effective practices. The booklet is divided into the following sections: (1) Introduction and Rationale; (2) What Is RRCNA/Reading Recovery/Descubriendo La Lectura?; (3) Reading Recovery/Descubriendo La Lectura Sites; (4) Reading Recovery/Descubriendo La Lectura Teachers; (5) Reading Recovery/Descubriendo La Lectura Teacher Leaders; (6) University Training Centers for Reading Recovery/Descubriendo La Lectura; (7) Reading Recovery/Descubriendo La Lectura Trainers; (8) Reading Recovery Teacher Leader Specialists; (9) Policy for Exemptions; and (10) Appendix A: Codes of Ethics. (NKA)

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READING RECOVERY® COUNCIL OF NORTH AMERICA

Standards and Guidelines of the Reading Recovery® Council of North America

Third Edition: Fall 1998

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** Note: Descubriendo La Lectura refers to Reading Recovery instruction delivered in Spanish.*

I.
Introduction and Rationale

The Reading Recovery®[1] Council of North America (RRCNA) is a non-profit organization dedicated to the vision that children will be proficient readers and writers by the end of first grade. RRCNA preserves the integrity of Reading Recovery® by acting as the executive body which oversees the use of the Reading Recovery trademark whose ownership was given to The Ohio State University in the United States, and to the Board of Governors of the Canadian Institute for Reading Recovery in Canada, by the program founder, Dr. Marie M. Clay.

Permission to use the trademark is contingent upon compliance with the RRCNA standards presented in this document which were written in collaboration with Reading Recovery Teachers, Teacher Leaders, Trainers and Site Coordinators throughout the United States of America and Canada.

The ***RRCNA Standards and Guidelines*** 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/or Descubriendo La Lectura sites (*see explanation of Descubriendo La Lectura on page 1*). The importance of the standards and guidelines lies in the underlying rationales that are understood and applied by trainers and by teacher leaders and site coordinators at each site. The standards are deemed essential for assuring quality services to children and effective implementation of the program, based on research of the most effective practices. The additional guidelines have also been shown to significantly support program effectiveness. These standards and guidelines apply to both Reading Recovery and Descubriendo La Lectura.

[1] *Note: the Reading Recovery® trademark was given by the founder, Dr. Marie M. Clay, to The Ohio State University which in turn has given it to the Reading Recovery Council of North America to administer.*

II.
What is Reading Recovery®/Descubriendo La Lectura?

Reading Recovery® is an early intervention program that helps 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 program elements of Reading Recovery operate within educational systems (districts, consortia, etc):

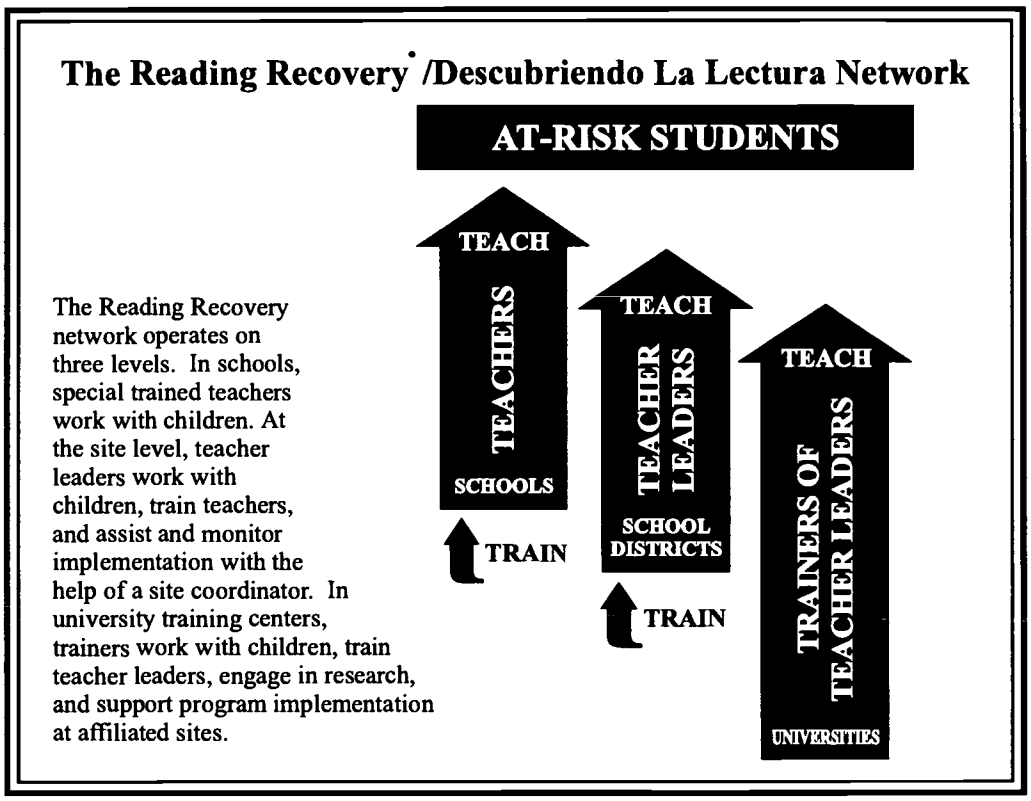
1) Intensive daily one-to-one instruction for first-grade children most at risk of reading failure;

2) A year-long training course and continuing professional development through which educators learn and continue to explore proven, research-based theory and procedures;

3) A research/evaluation program to monitor program 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 program elements are supported by the Reading Recovery Council of North America, a network of educators that monitors program integrity, provides professional development, coordinates the collection of research, evaluates data, and disseminates information.



III.
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. Establishing and implementing a Reading Recovery and/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 VI.).

- Study the program carefully and arrange for awareness sessions for key personnel, including, if feasible, visits to an existing site.
- Develop a long-range implementation plan that is consistent with Reading Recovery Council of North America standards and guidelines.
  - Develop a long-term budget that includes projections for the following: salaries for the teacher leader and teacher position(s); 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.
  - Make decisions about staffing for the program and the utilization of Reading Recovery teachers' time for the remainder of their day.
  - 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 can do, it is strongly advised to provide full coverage at each individual school that enters the program, rather than distribute Reading Recovery teachers thinly to many schools.
- Designate as site coordinator an administrator who is well-informed and/or willing to learn about the program.
- Obtain long-term commitment to full implementation at the system and at the school level.
- Assure commitment at the district or at the school level to arrange travel for children for behind-the-glass sessions.
- 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 university training center recognized by RRCNA. (See materials from each university training center for requirements and fees.)
- Alternatively, employ a trained teacher leader registered with the RRCNA as an active, qualified Reading Recovery teacher leader.
- Submit a site application to the university training center with which the site will affiliate.

- Negotiate through the regional university training center to establish graduate credit for courses (to be taught by a registered teacher leader) for teachers to be trained.
- 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.)
- 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 a Reading Recovery program. Use of an interview/selection committee including the site coordinator and teacher leaders is strongly recommended to assure selection of the strongest candidates.

The adoption of Reading Recovery represents an investment in the development of teacher expertise to supply high-quality one-on-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 IV**, "Reading Recovery/Descubriendo La Lectura Teachers," on page 10.

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

- Training classes must consist of at least 8 and no more than 12 teachers.
- The training class must earn graduate academic credit through a university or college with the teacher leader serving as instructor.
- The class must meet the contact-hour requirements of the credit-granting institution.
- At least eighty percent 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 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.*[2]

Standards

- In all decisions, the lowest-achieving children (based upon Observation Survey or Instrumento de Observación tasks) must be selected for service first.
- 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 two weeks; during the year, within 2 days of an available teaching slot.
- Students selected for Descubriendo La Lectura must be in a bilingual education program receiving Spanish reading instruction throughout first grade.

Guidelines

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

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[2]*Clay, M. 1991, "Reading Recovery Surprises" in Bridges to Literacy. DeFord, D., Lyons, C. A. & Pinnell. G. S. (Eds.) p. 60.*

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 program integrity and effectiveness. Continued participation in the Reading Recovery 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 and 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 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

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

Guidelines

- Assure that first grade classes are heterogeneously grouped. To make accelerated progress, Reading Recovery children need exposure to peer models, appropriate curriculum, and opportunity to move to average grade level performance.
- 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.
- Consult the teacher leader on planning and budgetary issues. Teacher leader training develops understanding of the rationales for Reading Recovery program elements and standards and an awareness of factors influencing implementation plans and decisions.
- Assure that Reading Recovery children are selected only from heterogeneously grouped classrooms or otherwise assured of appropriate models, curriculum, and opportunity to advance.
- Continue to train appropriately selected teachers toward the goal of full implementation.
- Collect and maintain additional data at the school, district, and site level.
- Obtain written agreements specifying on-going fiscal, operational and professional development responsibilities with all other districts for whom the site will train teachers.
- Provide means for supporting and interfacing with other programs in the school or district.
- Examine the need for a second training/observation facility to accommodate an expanding number of training activities in districts with multiple teacher leaders.

IV.
Reading Recovery and 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 students.

A. Standards and Guidelines for Selection and Training of Teachers

1. Teacher Selection

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

Standards

Teachers selected must . . .

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

Guidelines

Select teachers who . . .

- Have at least three years teaching experience with primary age children.
- Demonstrate evidence of adaptability and problem solving.
- Are willing to learn, acquire, and apply new skills and knowledge.
- Show evidence of good interpersonal skills with colleagues.
- Make application voluntarily and are screened through an interview/selection process.

2. Training

Teacher training requires participation in a graduate-level Reading Recovery course taught by a registered teacher leader for a full academic year. Concurrent with the training, the teacher works with Reading Recovery children and fulfills other educational roles as prescribed by the school district. The training requirements for becoming a Reading Recovery teacher include the following components:

a. Course work and professional development

Standards

- Attend assessment training sessions.
- Successfully complete a year-long course in Reading Recovery or Descubriendo La Lectura for which university credit is received.
- Teach a child behind-the-glass at least three times during the training year.
- Participate in training class discussions in the language of lessons taught behind the glass.
- Receive at least 4 school visits from the teacher leader over the course of the training year.

Guideline

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

b. Teaching Children

Standards

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

Guidelines

- Serve a minimum of eight children per year.
- Because Reading Recovery teaching and training are very demanding, exceed more than four Reading Recovery teaching slots during the training year only with the concurrence of the teacher leader and teacher in training.
- Communicate with parents, first-grade teachers and other school personnel on a regular basis throughout the year.

3. Operation of the School Program

Standards

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

Guidelines

- Contribute to the development and operation of a school team to monitor program progress.
- Monitor the progress of children whose programs have been discontinued.
- Prepare an annual report of the school Reading Recovery program.

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 teaching effective, it is important for teachers to continue to teach a minimum of four children per day and participate in on-going 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 teacher in compliance with standards outlined in this document. Registered status is considered lapsed if a teacher is absent from Reading Recovery service for more than one year. Re-registration can be established by completing training activities specified by the teacher leader.

1. Teaching Children

Standards

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

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

2. Operation of the School Program

Standards

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

Guidelines

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

3. Continuing Contact

Standards

- Consult with the teacher leader about children not making satisfactory progress and other program issues.
- Attend a minimum of six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with 2 lessons each session.
- Teach a child behind the glass for colleagues as scheduled.
- Receive at least one school visit from a teacher leader annually.
- 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

- Make and receive school visits from colleagues annually.
- Attend an RRCNA approved Reading Recovery or Descubriendo La Lectura conference.

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 program in the other language.

Standards

- 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.
- Throughout the bridging year, work with a minimum of 2 students in the language to which the teacher is bridging and two additional students in the other language.
- Receive academic credit for the activities of the bridging year.
- Receive at least one field visit during the bridging year.
- Participate in at least two behind-the-glass training sessions in the language to which the teacher is bridging.
- Participate in training class discussions in the language of lessons taught behind the glass.
- Submit records, videos, and other data to the teacher leader monitoring the bridging.

V.
Reading Recovery and 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 program implementation, operation, and evaluation.

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

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

1. Selection of Teacher Leaders

Standards

Applicants selected must . . .

- Hold a Master's Degree and teacher certification.
- Show evidence of successful teaching experience.
- Show evidence of successful teaching experience in a bilingual setting if a Descubriendo La Lectura candidate
- Be nominated by an administrative agency making a Reading Recovery application or by an established site.
- Have an employment commitment to serve as a Reading Recovery teacher leader following the completion of training, with the agency making application.
- Have completed or be near completion of requirements for bilingual certification if a Descubriendo La Lectura candidate.

Guidelines

Applicants should . . .

- Have at least five years teaching experience, preferably with at least three years with primary age children.
- Show evidence of leadership and show competence in working with colleagues and administrators.
- Be selected by the university training center, based upon application and interview.
- Commit to a minimum of three 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 and 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.

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

a. Academic Course Work

Standards

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

b. Teaching Children

Standards

- Teach four Reading Recovery children per day individually for 30 minute daily sessions in a school setting throughout the school year.
- Demonstrate effective teaching of Reading Recovery or Descubriendo La Lectura children.
- Keep complete records on each child as a basis for instruction (observation survey and summary, predictions of progress, lesson records, running records, record of writing vocabulary, and record of book level).
- Receive school visits from university trainer and/or teacher leader specialist.
- Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
- Communicate with parents, first-grade teachers and other school personnel periodically throughout the year.
- Submit data to the university trainer as required.

Guidelines

- Serve a minimum of eight children per year
- 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

- Attend scheduled training classes, and observe and participate in all aspects of training class responsibilities.
- Conduct colleague visits to teacher leaders-in-training.
- Make school visits to Reading Recovery teachers with a teacher leader and then independently.

Guidelines

- Visit other Reading Recovery sites to gain insight regarding variety of settings/approaches.
- Observe continuing contact sessions conducted by a teacher leader.
- Observe Reading Recovery related activities in school districts (e.g., attend school board meetings, planning sessions).
- Participate in research and evaluation, including writing a site report.

3. Prepare for Site Implementation

Guidelines

- Work with the site coordinator to plan and initiate activities related to the implementation of Reading Recovery at the site (e.g., ordering materials, developing a budget, developing the training facility.)
- Communicate with appropriate personnel to develop awareness of the program.
- 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).
- Develop a plan for clerical support.
- Assist in the identification of appropriate teachers for the training class.

4. Professional Development

Standards

- Attend annual RRCNA approved Reading Recovery conference.
- Attend annual Teacher Leader Institute.
- Attend a minimum of one 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 teacher leader for more than one year. Re-registration 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

- Teach four Reading Recovery children daily during the field year.
- 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.
- 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

- Teach a training class of 8 to 12 Reading Recovery teachers during the first field year.
- Teach a training class of 8-12 Reading Recovery teachers in subsequent years as needs dictate within the site.
- Conduct assessment training (including practice with children) for a minimum of 24 hours.
- 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 and university/college guidelines.
- Ensure that teachers teach behind-the-glass at least three times during the year.
- Ensure that eighty percent (80%) of class sessions over the academic year (or a minimum of 18 sessions, whichever is greater) each includes two behind the glass lessons.
- Visit teachers-in-training at least 4-6 times during the year to provide guidance and instructional assistance.
- Monitor the selection and progress of children using teachers' records.
- Provide trained teachers with at least six continuing contact sessions each year, including a minimum of four behind-the-glass sessions with 2 lessons each session.
- Visit trained Reading Recovery/Descubriendo La Lectura teachers at least once each year to insure quality control of the program with additional visits based on need or request.

Guidelines

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

3. Research

Standards

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

Guideline

- Assist teachers and principals in preparing annual school reports.

4. Project Implementation and Site Maintenance

Standards

- Maintain affiliation with a university training center.
- Serve as a specialist to support Reading Recovery teachers in their work with challenging children.
- Work with the site coordinator and administrators to assure a quality implementation at the site and at the school level.

Guidelines

- Order materials for teacher training.
- Inform appropriate groups about Reading Recovery.
- Assist in recruiting and identifying appropriate teachers for the training class.

5. Professional Development

Standards

- Participate in professional development opportunities for Reading Recovery or Descubriendo La Lectura teacher leaders sponsored by the university training center.
- Receive a minimum of two site visits from a trainer or teacher leader specialist during the teacher leader's first year(s) in the field. Subsequent annual or periodic visits are based upon request of the university training center or site.
- Attend the annual Teacher Leader Institute.
- Attend an approved RRCNA Reading Recovery and/or Descubriendo La Lectura conference each year.

Guidelines

- Conduct and receive a colleague visit with other teacher leaders annually.
- Participate in opportunities for interaction with Reading Recovery/Descubriendo La Lectura professionals from other countries.

VI.
Requirements for University Training Centers

A. Preparation to Establish a University Training Center

Establishing a university training center for Reading Recovery and/or Descubriendo La Lectura requires careful study and strong commitment from the supporting university and from the individual seeking trainer status. University training centers provide initial training and on-going professional development for teacher leaders, provide technical assistance to affiliated sites, help structure conferences and other professional development for area teachers, conduct and critique research, disseminate information about Reading Recovery, and contribute to the work of the Reading Recovery Council of North America and to the North American Trainers Group.

The following recommendations should be carefully examined prior to the development of a university training center.

- Study the program carefully and arrange for awareness sessions for key personnel, including, if feasible, visits to an existing center.
- Develop a feasibility study and a long-range implementation plan that is consistent with Reading Recovery Council of North America standards and guidelines.
  - Develop a long-range budget to support the center operations and the position and role of trainer. The budget should include staffing, training and tuition costs for training the trainer, a training facility, materials, travel for staff, professional development requirements, adequate secretarial service, and follow-up center visits from the university faculty who provide the training for the trainer.
  - In collaboration with existing university training centers within or bordering the state or region, conduct a survey to determine the need for the center and the projected number of sites that might be served by the proposed center.
- Submit a letter of interest to the chair of the Executive Committee of the North American Trainer Group by January 15 of the academic year prior to the establishment of the proposed center.
- Dependent upon response from the Executive Committee and subsequently of the North American Trainer Group, submit completed application materials to a university which has a program for the preparation of trainers by March 1 of the academic year.
- Allocate 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 which prepares trainers. (See materials from each university for requirements and fees.)
- Provide an appropriate training facility for Reading Recovery teaching classes at the university, including construction of a room with one-way glass, a suitable sound system, and meeting and office space. (Specifications for the training facility may be obtained from the university to which you are applying or from the RRCNA.)
- Seek institution approval for graduate courses for Reading Recovery/Descubriendo La Lectura teacher leader training.
- Determine the university evaluation procedures that will be applied to the trainer-in-training during his/her training year and in subsequent years.

- Specify that the director of the university training center shall be a registered Reading Recovery trainer.
- Establish a center co-ordinator role to support the director and the operation of the center.
- Provide adequate secretarial support.

B. Application and Approval Process

The university training center approval process is designed to identify institutional and regional strengths and weaknesses that will impact the success of the implementation of Reading Recovery. The following are standards that have been identified as critical to the success of a university training center. Documentation supporting these standards is expected to constitute the body of the application. Universities accredited to train trainers may require additional application materials to be completed.

- Evidence of support of the dean and key education faculty.
- Doctoral programs in early childhood education, literacy or other appropriate fields as evidence of an appropriate research context for this post-masters training.
- Evidence of fiscal viability for UTC for at least five years.
- Appropriate employment status for the proposed trainer/s, tenure track preferred.
- Evidence of need for teacher leader training within the region sufficient to support establishment and continuation of the center.
- Evidence of support from other regional UTCs that may be affected by the establishment of a new training center.
- Evidence of support from school systems and the state department of education.

Representatives from the applicant institution may be invited to attend the spring meeting of the NATG to present their application and respond to questions. In executive session the trainers will review the application and make a decision with regards to the application.

C. Operation of the University Training Center

All university training centers and trainers must abide by the Code of Ethics established by the North American Trainers Group (see Appendix A, p. 29).

- Fund two visits to the center during the first year of implementation.
- Establish a means for collaborative planning among regional university/college-based centers.
- Provide adequate personnel and financial resources to support implementation of the program in accordance with the guidelines for training of teacher leaders.
- Continue to support the role of center director (held by a Reading Recovery trainer) and center coordinator.
- Maintain appropriate facilities and equipment.
- Provide adequate secretarial support.
- Negotiate non-Reading Recovery responsibilities of trainer(s) and teacher leader specialist(s) to department, college, and university relative to resource support.
- Establish Reading Recovery as a training program within the department, college, and university.

- Conduct ongoing research related to Reading Recovery.
- Develop a budget to support the role of trainer including additional responsibilities of the position and professional development requirements.
- Develop procedures and processes for teacher leader selection, matriculation, orientation, and training.

D. 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 leaders training may jeopardize the quality of that training or have regional implications for other UTCs. Given the uncertainties associated with this arrangement approval must be sought using the process, standards and time line described above for the opening of a new University Training Center.

E. Closing of a University Training Center

In the unfortunate event of the closing of a University Training Center, the resident trainer must develop a plan for teacher leaders affiliated with that site to affiliate with other UTCs in the region. This plan must be reviewed and agreed on by the NATG and should be presented at the April meeting of this organization.

F. Definition of Terms

A University Training Center is defined by the presence, as a full time employee, of a registered Reading Recovery Trainer. Other universities 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 the North American Trainers Group.

VII.
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 program implementation in a state or region.

Standards

- Doctoral degree in a related area.
- Experience in teaching children.
- Experience in teacher education.
- Evidence of leadership, showing exceptional competence in working with colleagues and teachers.
- Nomination by the university that is the proposed training site.
- Employment status with the university as Reading Recovery trainer for at least three years following training.
- Approval by the trainer group of the application to establish a university training center.
- 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 one 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

- Participate in the Reading Recovery teaching class.
- Teach a child behind the one-way glass a minimum of three times during the training year.
- Participate in regular sessions on developing teacher leader skills.
- Participate in regular academic seminars on the theory of reading and writing acquisition, reading difficulties, and research.

- Participate in sessions on developing trainer skills, including sessions on the following areas:
  - ➢ The history of Reading Recovery,
  - ➢ The variety of responsibilities of a trainer,
  - ➢ Development of teacher leader training courses,
  - ➢ Study of teacher leader development,
  - ➢ Implemention of Reading Recovery in a state or region,
  - ➢ Research and evaluation for ongoing development of Reading Recovery/Descubriendo La Lectura,
  - ➢ Sources of funding.

2. Teaching Children

Standards

- Teach four first grade children per day individually in 30-minute daily Reading Recovery sessions in a school setting.
- Receive school visits from a trainer.
- Make and receive colleague visits from other members of the training class.
- Communicate with school personnel and parents of children.

3. Teacher Training

Standards

- Participate in teacher training conducted by teacher leaders, i.e., attend teacher training classes, observe the teacher leader, gradually assuming increased responsibility for leading the training class.
- Participate in school visits to teachers and teachers-in-training.
- Attend continuing contact sessions conducted by teacher leaders.

4. Teacher Leader Training

Standards

- Participate in the teacher leader class conducted by a trainer or teacher leader specialist, i.e., attend weekly class, observe, and analyze the trainer role.
- Contribute to the teaching of the theory and leadership classes for teacher leaders, as appropriate, in areas of expertise.
- Participate in overall planning and analysis of selected teacher and teacher leader sessions with trainer.
- Conduct visits to a minimum of two university training centers.

5. Prepare the University Training Center for Implementation

Standards

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

6. Professional Development

Standards

- Attend and participate in an annual Reading Recovery conference.
- Attend and participate in annual Teacher Leader Institute.
- Attend and participate in two annual trainers meetings.

Guideline

- Conduct an annual visit to a university training center.

C. Standards and Guidelines for Trainers Beyond the Training Year

Trainers (and Teacher Leader Specialists, see page 24) maintain their registered status by continuing to engage actively in the responsibilities of the trainer role, including attendance at trainer meetings. Registration will be considered lapsed if a trainer does not, for more than one year, serve the role of trainer at a university training center recognized by the North American Trainers Group. Registration may be restored by successfully completing an appropriate plan developed by the appropriate training institution.

1. Teaching Children

Standards

- Teach Reading Recovery children.
- Communicate with school personnel and parents of children.
- Maintain careful records on each child.

2. Research

Standards

- Direct data collection for annual evaluation of the project.
- Organize and submit data to the National Data Evaluation Center

- Prepare and submit an annual report for the state or region.
- Collaborate on the generation of research projects.
- Review current research and theories relevant to reading and writing acquisition, reading difficulties, and other related areas.

3. Project Implementation

Standards

- Provide professional development for trained teacher leaders from affiliated sites.
- Represent the program in public forums, e.g., conferences, board meetings, and other arenas.
- Act as an advocate for Reading Recovery to policy makers at local, state, and national levels.
- Prepare and distribute written documents that describe the program.
- Contribute to the maintenance of the state, regional, national, and international network of communication among Reading Recovery personnel.

4. Professional Development

Standards

- Receive a minimum of two visits from a trainer in the field year with visits in subsequent years based on need or request.
- Participate in an annual Reading Recovery conference.
- Participate in annual Teacher Leader Institute.
- Attend and participate in national trainers meetings.
- Participate in opportunities for interaction with other Reading Recovery trainers, teacher leader specialists, teacher leaders/tutors, including international personnel.

Guideline

- Conduct an annual visit to a university training center.

5. Operation of the Training Center

Standards

- Evaluate and request resources to support the project.
- Establish long-range plans and annual budgets.
- Select appropriate candidates for teacher leader training.
- Support implementation at affiliated Reading Recovery sites.

Guidelines

- Respond to requests for information about the program.
- Plan agendas for visitors to the program.
- Order equipment and materials.

VIII.
Reading Recovery Teacher Leader Specialists

A teacher leader specialist works on a team with one or more certified trainers of teacher leaders at an accredited university training center. A teacher leader specialist may contribute to various aspects of training, research, and implementation. The specific responsibilities of each teacher leader specialist will vary relative to the needs of the teacher leader training center.

A. Standards and Guidelines for Selection of Teacher Leader Specialists

Standards

- Master's degree in a related area.
- Elementary teaching experience with evidence of leadership.
- Evidence of success and expertise in teaching children in Reading Recovery.
- Effectiveness as a teacher leader
- Evidence of success and expertise as a teacher leader in training Reading Recovery teachers.

Guidelines

- Theoretical understandings as demonstrated by the ability to critically evaluate and use research to support instructional practice,
- Evidence of effective communication and problem-solving skills across various levels (i.e., parents, teachers, school board, administrators).

B. Standards and Guidelines for Training of Teacher Leader Specialists

Standard

- The designation of a teacher leader specialist begins with the university training center that is interested in expanding the university-based Reading Recovery team. A written request is submitted to the group of university trainers with accompanying documentation of the candidate's qualifications for the job and a plan outlining the training experiences that will be provided.

Guideline

- Teacher leader specialists will vary greatly in areas of expertise at entry to training. For this reason, a personal program that is responsive to the strengths and needs of each candidate will need to be designed for each teacher leader specialist.

C. Standards and Guidelines Beyond the Training Year

Standards and Guidelines for teacher leader specialists beyond the training year will be developed by each university training center, dependent upon the roles and responsibilities of the teacher leader specialist. However, all teacher leader specialists should continue to teach one or more children.

IX.
Policies for Requesting Exemptions and for Revision of Standards and Guidelines

The Reading Recovery Council of North America acknowledges that no set of standards will ever address the range of issues that will arise. It is therefore recommended that these standards and guidelines be used as the basis for decisions for monitoring the use of Reading Recovery or Descubriendo La Lectura trademark by any program.

Requests for exceptions to these guidelines should be addressed initially to the Reading Recovery or Descubriendo La Lectura university training center with which the site is affiliated. If the issue cannot be resolved through negotiation between the training center and key personages at the site, or if the issue has regional or national implications for the program, the exception request will be referred to the Standards and Guidelines Committee of the Reading Recovery Council of North America for resolution in consultation with the site(s), teacher leader(s) and trainer(s) involved. Ultimate authority for a Site to use the Reading Recovery/Descubriendo La Lectura trademark rests with the executive board of the Reading Recovery Council of North America.

All requests for exceptions may be referred to the Executive Director of RRCNA at the address below. The Executive Director will refer the request to the Chair of the Standards and Guidelines Committee.

Executive Director, RRCNA
1929 Kenny Road
Columbus, Ohio 43210-1069
Phone: (614) 292-7111
FAX: (614) 292-4404

Revision of Standards and Guidelines

Authority for revision of these standards and guidelines rests with the Board of Directors of the RRCNA after extensive discussion and deliberation on the part of Reading Recovery trainers, teacher leaders, and site coordinators. The specific steps in the revision process are outlined in the policies and procedures manual of the RRCNA.

X.
APPENDIX A

CODE OF ETHICS

for Reading Recovery® Training Centers in the United States of America

Any university trainer, teacher leader specialist, 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, and Standards and Guidelines of the Reading Recovery Council of North America, 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 program 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 RRCNA Board 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 and/or financially, with the purposes and standards of the RRCNA.
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 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, and Standards and Guidelines of the Reading Recovery Council of North America, 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 RRCNA.
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 and/or financially, with the vision, mission, purposes, standards, and/or decisions of the 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 the Reading Recovery® Council of North America or Reading Recovery to sell services or materials outside of Reading Recovery® training and teaching programs.
12. Operate as an equal opportunity employer and educational service, providing employment and educational opportunities of the program on the basis of stated educational and/or character qualifications.

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