Reading Recovery/Descubriendo la Lectura University Training Centers

University training centers provide the organizing structure that links national Reading Recovery organizations to the district and school levels of service to children. Each university training center creates and supports a network of affiliated sites; they provide initial training and ongoing professional development for Reading Recovery/ Descubriendo la Lectura teacher leaders within these sites, and support sites by providing technical services and networks of communication and information dissemination. University trainers organize conferences and other professional development op-portunities for teachers and teacher leaders, and take responsibility for monitoring and evaluating the implementation of Reading Recovery in affiliated sites. They also conduct and critique research and contribute to the work of NATG and LCNA.

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. Any university or college with doctoral granting programs in reading, language arts, or literacy may apply to become a university training center for Reading Recovery/Descubriendo la Lectura. NATG has established a national procedure and application form that must be used by a university seeking to establish such a center. The application process requires careful study and strong commit-ment from the supporting university and from the individual seeking trainer status.

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.

Standards and Guidelines for Establishing a University Training Site

Standards

6.01. Follow the procedures for applying to establish a center adhering to designated timelines.

6.02. Determine the current status of Reading Recovery/Descubriendo la Lectura in your state or region and project future needs.

6.02.1. Collect and submit evidence of support from other university training centers that may be affected by the establishment of a new center.

6.02.2. Collect and submit evidence of support from school systems and state departments of education, as appropriate.

6.03. Prepare a long-range implementation plan that is consistent with the procedures published in Standards and Guidelines of Reading Recovery in the United States.

6.04. Secure commitment from key faculty and administrators to support the center within the structures of the university.

6.05. 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.

6.06. Select one or more highly qualified and successful individuals for training as a trainer of teacher leaders. See Section 7 for required trainer qualifications.

6.07. 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.

6.08. 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).

6.09. 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).

6.10. Plan for institutionalization of Reading Recovery within the structure of the department, college, and university.

6.10.1. Seek faculty support for establishing a Reading Recovery training center.

6.10.2. Seek secure positions for trainers.

6.10.3. Determine the university evaluation procedures to be applied to the trainer-in-training during the training year and in subsequent years.

6.10.4. Negotiate non-Reading Recovery responsibilities of trainers to the department, college/school, and university relative to resource support.

6.10.5. Seek institutional approval for graduate courses for Reading Recovery/Descubriendo la Lectura teacher leader training.

6.10.6. Plan for adequate secretarial support.

6.10.7. Plan for data management and analysis of Reading Recovery/Descubriendo la Lectura outcomes.

6.11. 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).

6.12. Develop a plan for training teacher leaders.

6.12.1. Identify established Reading Recovery/Descubriendo la Lectura teacher training sites near the university that can provide field experiences for teacher leaders-in-training.

6.12.2. Develop and implement procedures for recruitment of sites for training teacher leaders.

6.12.3. Develop and implement procedures and processes for teacher leader selection, matriculation, orientation, and training.

6.12.4. 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.

6.13. Support ongoing evaluation and research related to Reading Recovery/Descubriendo la Lectura.

6.14. Establish a means for collaborative planning among university training centers in the region (in neighboring states).

6.15. Establish a center coordinator to support the director and the operation of the center.

6.16. Seek tenure-track positions for trainers.

6.17. Establish more than one trainer position at a center wherever possible.