

SECTION 7

Reading Recovery/Descubriendo la Lectura 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 Reading Recovery intervention depends on the expertise of teacher leaders. Often the university trainer also serves as project director or coordinator with administrative responsibilities for implementation in a state or region. Depending on circumstances, resources, and interests, individual trainers carry out a range of responsibilities including administration of the university training center; implementation, development and expansion of Reading Recovery; and research and evaluation.

A. Standards and Guidelines for Selection of Trainers

Standards

- 7.01. Have a doctoral degree in a related area.
- 7.02. Have experience in teaching children.
- 7.03. Demonstrate evidence of leadership, showing exceptional competence in working with colleagues and teachers.
- 7.04. Possess strong oral and written communication skills.
- 7.05. Have experience with data collection, analysis, and interpretation.
- 7.06. Demonstrate understanding of the structures of schools and systems.
- 7.07. Be bilingual in Spanish/English if training for Descubriendo la Lectura.
- 7.08. Be nominated by the university that is the proposed training site.
- 7.09. Agree to be employed with the university as Reading Recovery trainer for at least 3 years following training.
- 7.10. Receive application approval from NATG to establish a university training center.
- 7.11. 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 residential participation for one academic year in an accredited university program for training Reading Recovery trainers. Essential

components of a trainer's program include academic coursework, teaching children, training teachers and teacher leaders, and preparing the university center for implementation.

1. Academic Course Work

Standards

- 7.08. Participate in the Reading Recovery teaching class for teacher leaders.
- 7.09. Teach a child behind the one-way glass a minimum of three times during the training year.
- 7.10. Participate in regular sessions on developing teacher skills.
- 7.11. Participate in regular academic seminars on the theory of reading and writing acquisition, reading difficulties, and research.
- 7.12. Participate in sessions on developing trainers skills, including sessions on the following areas:
 - 7.12.1. history of Reading Recovery
 - 7.12.2. variety of responsibilities of a trainer
 - 7.12.3. development of teacher leader training courses
 - 7.12.4. study of teacher leader development
 - 7.12.5. implementation of Reading Recovery in a state or region
 - 7.12.6. research and evaluation for ongoing development of Reading Recovery/Descubriendo la Lectura
 - 7.12.7. sources of funding

2. Teaching Children

Standards

- 7.13. Teach four first-grade children per day individually in 30-minute Reading Recovery sessions in a school setting and keep related records. (Descubriendo la Lectura trainers must teach Descubriendo la Lectura students.)
- 7.14. Receive at least four school visits from a trainer.
- 7.15. Make and receive colleague visits from other members of the training class (if available).
- 7.16. Communicate with school personnel and parents of children.

3. Teacher Training

Standards

- 7.17. Participate in teacher training conducted by teacher leaders (i.e., participate in teacher training classes) and observe the teacher leader, gradually assuming increased responsibility for leading the training class.
- 7.18. Participate in school visits to teachers and teachers-in-training.

4. Teacher Leader Training

Standards

- 7.19. Participate in the teacher leader class conducted by a trainer (i.e., participate in weekly class, observe, and analyze the trainer role).
- 7.20. Contribute to the teaching of the theory and leadership classes for teacher leaders, as appropriate, in areas of expertise.
- 7.21. Participate in overall planning and analysis of selected teacher and teacher leader sessions with trainer.
- 7.22. Visit a minimum of two university training centers.

5. Preparing the University Training Center for Implementation

Standards

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

6. Professional Development

Standards

- 7.31. Participate in an annual Reading Recovery/Descubriendo la Lectura conference.
- 7.32. Participate in annual Teacher Leader Institute.
- 7.33. Participate in two annual trainers meetings.

Guideline

- 7.34. Make an annual visit to a university training center.

C. Standards and Guidelines of University Trainer Roles and Responsibilities

Standards

- 7.35. Be employed by an NATG-approved university training center.
- 7.36. Perform two or more of the following roles:
 - administration of university training center
 - implementation, development, and expansion of Reading Recovery
 - training of teacher leaders
 - leadership for Reading Recovery
 - research and program evaluation
 - teaching of Reading Recovery students
- 7.37. Attend and participate fully in the annual Teacher Leader Institute, annual NATG fall and spring meetings, an NATG standing committee, and the International Reading Recovery Trainers Organization (IRRTTO) Conference.
- 7.38. Maintain active membership in the Literacy Council of North America as a Reading Recovery trainer. Maintain affiliation with the North American Trainers Group and the International Reading Recovery Trainers Organization.
- 7.39. Abide by the principles listed in the “Code of Ethics for Reading Recovery Training Centers in the United States of America.” (see Appendix A)