# Standards and Guidelines of Reading Recovery® in the United States

Eighth Edition
2017

**LITERACY COUNCIL**
*of* NORTH AMERICA

## About This Edition

The North American Trainers Group has approved this updated edition of Standards and Guidelines of Reading Recovery in the United States. This edition includes new, additional standards that govern the use of technology in training Reading Recovery teachers and teacher leaders.

As Reading Recovery has grown across the United States, the initial implementation model of geographically bound training has been strained. Interest in Reading Recovery has emerged in locations either of a considerable distance from a training site or where a training site would not be viable due to the distance between schools and districts. The challenge of crossing these distances includes both time and money which have limited schools from accessing the Reading Recovery training and ongoing professional development.

In the past decade, however, huge improvements have been made in the use of technology to provide face-to-face professional development in a virtual environment such that barriers of time and cost to traverse long distances no longer apply. New platforms have been developed with new features for learning; connectivity has been greatly improved as well as the familiarity of educators with such distance learning. Thus, with distance learning, districts can implement Reading Recovery with less cost, less time, and greater access. This enables teacher leaders and trainers to work with Reading Recovery teachers and teacher leaders while maintaining the standards with integrity.

The inclusion of technology-standards is intended to ensure that those using distance learning are fully prepared to provide high-quality professional development in a virtual environment.

Included again in this edition is a template for schools and sites to use when requesting an exemption from a specific standard. The waiver process described in section 8 is intended to promote problem solving and establish a course of action for making decisions about compliance.

Information about processes such as how to establish a training site, how to establish a university training center, and roles and responsibilities of trainers is available on the LCNA website.

NOTE
In order to make revisions more readily available, LCNA no longer publishes a print version of the standards and guidelines. The full document will continue to be updated on the LCNA website and may be printed or downloaded as needed.

Abbreviations Used in This Document

| | |
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| IDEC | International Data Evaluation Center |
| NATG | North American Trainers Group |
| OSU | The Ohio State University |
| LCNA | Literacy Council of North America |

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SECTION 1

# Introduction and Rationale

## Why Reading Recovery®?

Children who are having extreme difficulty learning to read and write deserve to have educators make every effort possible to ensure their success. Reading Recovery, and in Spanish, Descubriendo la Lectura, are short-term early interventions designed to support classroom instruction for the lowest-achieving children in the first grade — those having difficulty learning to read and write. Children meet individually for 30 minutes daily with a specially trained teacher for an average of 12–20 weeks. During a short-term instructional intervention, children make faster-than-average (i.e. accelerated) progress that permits them to catch up to their peers and continue to work on their own within an average group setting in the regular program. Results indicate that Reading Recovery and Descubriendo la Lectura meet the challenge of closing the gap early before a cycle of failure begins.

Highly skilled teachers provide the one-to-one instruction for the children who are at the most risk of reading failure. Through the Reading Recovery/Descubriendo la Lectura professional training program, teachers develop an understanding of literacy processes and literacy acquisition. They learn how to observe children closely and how to provide individually designed lessons that follow each child's unique path to literacy learning.

Bringing all children to literacy in the first years of schooling is not an easy task. It requires collaboration among professional educators with respect to good classroom teaching and safety nets for children who need additional literacy support. The safety net known as Reading Recovery represents a partnership — a concentrated, continuous, united effort in which teachers, administrators, parents, and policymakers work together to change the status of low-achieving children in literacy. In an ongoing process of educational redesign, Reading Recovery partners continue to evaluate the program by collecting data on every child served, analyzing strengths, and making recommendations for improvement.

The Reading Recovery partnership operates on three levels. Specially trained teachers work with individual Grade 1 students for part of their teaching day. Teacher leaders provide yearlong training courses for teachers at Reading Recovery sites; they teach individual students, provide ongoing professional development for teachers, and monitor the implementation of Reading Recovery in their district(s) with the help of a site coordinator. University-based trainers prepare teacher leaders, engage in research, support program implementation at affiliated sites, and work with children.

[See Schmitt, M. C., Askew, B. J., Fountas, I. C., Lyons, C. A., & Pinnell, G. S. (2005). Changing futures: The influence of Reading Recovery in the United States. Worthington, OH: Reading Recovery Council of North America.]

## The Reading Recovery Standards and Guidelines

In industry, standards are developed to ensure that a high-quality product is implemented uniformly from place to place in order for the product to yield the same high outcomes no matter where it is produced. The same is true for the implementation of Reading Recovery. The standards outlined in this document are aligned with the features of Reading Recovery that research has shown to be linked to the accelerated progress students typically make in the intervention. They were written in collaboration with Reading Recovery teachers, teacher leaders, trainers, and site coordinators. By upholding the standards, educators making an investment in Reading Recovery can be assured that they will get a high-quality early literacy intervention that will produce results for children's learning.

All countries involved in Reading Recovery have an established set of implementation standards. While these standards necessarily vary because of differences in educational systems, all protect the quality core of Reading Recovery in relation to tutoring for children, professional development for teachers, and system intervention. The standards and guidelines for Reading Recovery in the U.S. were developed by the network of university trainers through their organization, the North American Trainers Group (NATG). The committees of NATG work to solve implementation problems, support research and development, and improve teacher leader and teacher training. The standards are published by the Literacy Council of North America (LCNA)—a not-for-profit membership association of Reading Recovery teachers, teacher leaders, university trainers, site coordinators, and partners—which supports Reading Recovery and helps to sustain the quality of its implementation. Revisions to the standards and guidelines are the responsibility of NATG and are made with careful consideration for the implications at all levels of implementation, including the international network.

## The Role of the Reading Recovery License in Upholding the Standards

The trademark for Reading Recovery/Descubriendo la Lectura in the United States was given to The Ohio State University (OSU) by the developer of Reading Recovery, Dr. Marie M. Clay. Use of the Reading Recovery trademark is granted by OSU on a royalty-free basis to the following entities, subject to meeting the standards and guidelines as described in this document.

- District-level teacher training sites

- University training centers

- Literacy Council of North America (LCNA)

- Affiliates of LCNA

A.  Licensing District-Level Teacher Training Sites

Reading Recovery teacher training sites receive an annual license from OSU provided

• the site has at least one teacher leader,

• all teacher leaders at the site were in compliance with the standards and guidelines in the previous year as verified by Reading Recovery trainers who register affiliated teacher leaders with LCNA at the beginning of each school year (list of registered teacher leaders available on the LCNA website), and

• all teacher leaders at the site are identified by the International Data Evaluation Center (IDEC) located within the College of Education at OSU, as affiliated with the site. Trainers provide this information to IDEC when they update their site ID list each year.

OSU trainers crosscheck the list of teacher leaders that trainers have registered with LCNA against the updated site ID list submitted to IDEC and take the following actions:

• Issue a license. Licenses are sent to sites where all teacher leaders at that site are registered with LCNA. Licenses are royalty-free and issued for 1 year.

• Issue a probationary license. In cases where a site has a teacher leader who has not met all of the standards during the previous year, as indicated by the affiliated trainer as part of the Registry process, a probationary license is sent to that site.

• Remove the license. If after a year the site is still out of compliance (as indicated to OSU by the trainer in the process described above), the site receives a letter that says the site no longer has a license to operate Reading Recovery. In this event, the trainer at the affiliated university also sends a closing letter to the site.

B.  Licensing University Training Centers

On an annual basis the president of NATG identifies to OSU all active university training centers. OSU sends licenses to all those universities for that year.

C.  Licensing the Literacy Council of North America

Per a signed agreement between OSU and LCNA, OSU issues a Reading Recovery license to LCNA on a 5-year basis.

D. Licensing Affiliates of LCNA

OSU licenses affiliates of LCNA on an annual basis provided that the entity

• is a recognized affiliate of LCNA and is in good standing with LCNA,

• has been recommended by LCNA for a license,

• has 501c status and is incorporated, and

• has a university trainer in good standing with NATG on the affiliate's board.

SECTION 2

# Reading Recovery/Descubriendo la Lectura Sites

Reading Recovery is implemented by education districts and consortia that are affiliated with university Reading Recovery centers. Typically one or more school systems decide to implement Reading Recovery and employ a teacher leader, or leaders, to train teachers for Reading Recovery. A Descubriendo la Lectura site must employ a Descubriendo la Lectura–trained teacher leader. Establishing a teacher training site requires careful study and a strong, long-term commitment from the sponsoring district or consortium. The stakeholders who collaborate to provide the structures for successful implementation within the system need to have a sense of shared responsibility for the success of each child served. To sustain the innovation over time, understandings about the purposes, rationales, and processes of the innovation must be shared and maintained. Key understandings concern the need to serve the lowest-achieving children first, to be economical with time in selecting and teaching children, and to work towards full implementation which means allocating sufficient staffing and teaching time to service the most at-risk children in the first-grade cohort.

Teacher leaders and site coordinators play a critical role in maintaining the integrity and effectiveness of Reading Recovery/Descubriendo la Lectura. Teacher leaders participate in ongoing professional development through the university training centers and Reading Recovery/Descubriendo la Lectura network to explore current developments in research and theory and hone their analytical and teaching skills. Site coordinators attend meetings organized by the university training center and receive up-to-date information and publications through their membership in LCNA. Administrators are cautioned to refrain from stretching the roles of the Reading Recovery/Descubriendo la Lectura 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.

## A. Standards and Guidelines for Establishing a Site

### 1. Teacher Selection

The adoption of Reading Recovery/Descubriendo la Lectura represents an investment in the development of teacher expertise and careful selection of appropriate teachers is critical to the effectiveness and success of the intervention. Standards and guidelines for teacher selection are specified in Section 3.

### 2. Training Classes

Training classes that center on collaborative discussion of in-progress lessons are a defining feature of Reading Recovery and Descubriendo la Lectura. Frequent

opportunities to observe and discuss lessons taught behind a one-way glass are critical for effective teacher training. The standards specified below are designed to ensure that these learning conditions are in place. A group size of eight or more teachers is needed to allow for many and varied lesson observations and a rich collaborative dialog about teaching.

Standards

2.01.  Train classes of at least 8 and no more than 12 teachers.

2.02.  Arrange for training teachers to earn graduate academic credit through an accredited college or university, with the teacher leader serving as instructor.

2.03.  Meet the contact hour class requirements of the credit-granting institution.

2.04.  Ensure that at least 80% of the training classes in any 1 year (or a minimum of 18 sessions, whichever is greater) include two behind-the-glass lessons.

3.  Selection of Children

Selection of children for Reading Recovery and Descubriendo la Lectura is based on 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. (p. 60)

Clay, M. M. (1991). Reading Recovery surprises. In D. DeFord, C. A. Lyons, & G. S. Pinnell (Eds.), Bridges to literacy (pp. 55–74). Portsmouth, NH: Heinemann.

Standards

2.05.  Select the lowest-achieving children for service first (based upon Observation Survey or Instrumento de Observación tasks) in all decisions.

2.06.  Administer Observation Survey or Instrumento de Observación and begin service to children within 2 weeks of school opening at the beginning of the year. During the year, selection of children should occur within 2 days of an available teaching slot.

2.07.  Ensure students selected for Descubriendo la Lectura are in a bilingual program receiving Spanish reading instruction throughout first grade.

Guidelines

2.08.  Ensure Reading Recovery/Descubriendo la Lectura children are in heterogeneously grouped classes with exposure to peer models, appropriate curriculum, and opportunity to move to average grade-level performance.

2.09.  Develop school teams for Reading Recovery/Descubriendo la Lectura to help monitor student progress, communicate information about the intervention, and assist with difficult selection decisions.

2.10.  Design programs for bilingual students that will strengthen language and literacy in both languages.

B.  Standards and Guidelines for Operating a Site

Standards

2.11.  Prior to the use of technology for any part of Reading Recovery training or professional development, submit assurances to the affiliated university training center that all requirements for offering training using distance learning have been met (including responses to specific requirements for offering training through technology provided by NATG).

2.12.  Agree to participate in training for teacher leaders and teachers provided by the university training center about the use of technology.

2.13.  If using distance learning for Reading Recovery training or professional development, participate in a review of distance learning as part of ongoing site visits (both field-year and trained teacher leaders). Visits may include a plan for ongoing support by the university training center.

2.14.  Maintain a training facility with a one-way glass and sound system for behind-the-glass lessons.

2.15.  Maintain affiliation with a registered university training center.

2.16.  Submit data on an annual basis to the IDEC using approved format, procedures, and materials. Ensure that if distance learning is used for any part of the training, additional data are provided to IDEC as requested.

2.17.  Assure that a site report is developed annually and a copy is submitted to the university training center.

2.18.  Continue to choose the lowest-achieving children for service first in all selection decisions.

2.19.  Support the teacher leader in monitoring and supporting the progress of trained Reading Recovery/Descubriendo la Lectura teachers.

2.20.  Assure consistent, daily, 30-minute individual lessons for all Reading Recovery/Descubriendo la Lectura children on all days school is in session.

2.21.  Assure utilization of all available teaching time by avoiding delays in assessment, selection, and the teaching of Reading Recovery/Descubriendo la Lectura children.

2.22.  Provide continuing professional development and support services for trained teachers.

2.23.  Provide resources annually for teacher leader participation in professional development opportunities through the affiliated university training center and for site visits and consultation from the university training center.

2.24.  Provide resources annually for teacher leader attendance at the Teacher Leader Institute and one LCNA-approved Reading Recovery or Descubriendo la Lectura conference.

2.25.  Assure that Descubriendo la Lectura teachers and teacher leaders hold bilingual certification or are nearing completion of requirements for certification.

Guidelines

2.26.  Ensure that first-grade classes are heterogeneously grouped. (see 2.08)

2.27.  Limit the number of teachers supported and monitored by the teacher leader to 42, or considerably fewer, depending on factors such as distance, the number of teachers per school, and the number of districts.

2.28.  Consult the teacher leader on planning and budgetary issues. Teacher leader training develops understanding of the rationales for Reading Recovery/ Descubriendo la Lectura elements and standards as well as an awareness of factors influencing implementation plans and decisions.

2.29.  Continue to train appropriately selected teachers toward the goal of full implementation.

2.30.  Collect and maintain additional data at the school, district, and site levels.

2.31.  Obtain written agreements specifying ongoing fiscal, operational, and professional development responsibilities with all other districts for which the site will train teachers.

2.32.  Provide means for supporting and interfacing with other programs in the school or district.

2.33.  Examine the need for a second training and observation facility to accommodate an expanding number of training activities in districts with multiple teacher leaders.

# Reading Recovery/Descubriendo la Lectura Teachers

The adoption of Reading Recovery/Descubriendo la Lectura represents an investment in the development of teacher expertise, and careful selection of appropriate teachers is critical to the effectiveness and success of the intervention. Teaching children who struggle with literacy learning is very challenging, and teachers selected for training must be experienced and effective teachers of young children. They need to be open to new learning and ready to continuously reflect, problem solve, and adjust their teaching to ensure the success for young struggling readers. The Reading Recovery-trained teacher also works closely with building administrators, classroom teachers, and the parents of individual students, so teachers selected for Reading Recovery/Descubriendo la Lectura training should be knowledgeable professionals who are able to communicate, cooperate, and negotiate effectively with colleagues and parents.

## A. Standards and Guidelines for Selection of Teachers

Standards

3.01. Be employed in a school that has a commitment to implementation.

3.02. Hold teacher certification.

3.03. Show evidence of successful teaching experience.

3.04. Show evidence of successful bilingual teaching experience if applying for Descubriendo la Lectura.

3.05. Be certified or nearing completion of requirements for certification in bilingual education if applying for Descubriendo la Lectura.

3.06. Have knowledge of and/or willingness to learn through-technology.

Guidelines

3.07. Have at least 3 years teaching experience with primary-age children.

3.08. Demonstrate evidence of adaptability and problem solving.

3.09. Be willing to learn, acquire, and apply new skills and knowledge.

3.10. Show evidence of good interpersonal skills with colleagues.

3.11. Make application voluntarily and be screened through an interview and selection process.

## B. Standards and Guidelines for Training of Teachers

Teacher training requires participation in a graduate-level Reading Recovery/ Descubriendo la Lectura course taught by a registered teacher leader for a full academic year. Concurrent with the training, the teacher works with Reading Recovery or Descubriendo la Lectura children and fulfills other educational roles as prescribed by the school district.

### 1. Course Work and Professional Development

Standards

3.12.  Participate in on-site, in-person assessment training sessions.

3.13.  In sites using technology in Reading Recovery or Descubriendo la Lectura training, engage in preparation and structured training in the use of technology for distance learning.

3.14.  Successfully complete a yearlong course in Reading Recovery or Descubriendo la Lectura for which university credit is received.

3.15.  Teach a child for the group in real time at least three times during the training year, at least one of which will be in person. The other times may be facilitated through the use of distance learning if all standards for offering training through distance learning have been met.

3.16.  Participate in training class discussions in the language of lessons taught behind the glass.

3.17.  Receive at least four school visits from the teacher leader over the course of the training year either in-person or via distance learning. At least one visit must be in person.

Guideline

3.18.  Participate in one LCNA-approved Reading Recovery/Descubriendo la Lectura conference.

### 2. Teaching Children

Standards

3.19.  Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.

3.20.  Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura students.

3.21. Keep complete records on each child as a basis for instruction (Observation Survey and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

Guidelines

3.22. Serve a minimum of eight children per year.

3.23. Work with only four Reading Recovery/Descubriendo la Lectura students each day.

3.24. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.

3. Implementing Reading Recovery/Descubriendo la Lectura

Standards

3.25. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.

3.26. Communicate with parents, first-grade teachers, and other school personnel throughout the year.

3.27. Submit data to the teacher leader as required. This may also include submission of additional data to IDEC as required for sites using distance learning as part of teacher training.

Guidelines

3.28. Contribute to the development and operation of a school team to monitor program progress.

3.29. Monitor the progress of children whose lessons have been discontinued.

3.30. Prepare an annual Reading Recovery/Descubriendo la Lectura report for the school.

## C. Standards and Guidelines for Trained Teachers

Reading Recovery and Descubriendo la Lectura teachers maintain registered status through continued employment as Reading Recovery/Descubriendo la Lectura teachers in compliance with standards outlined in this document. Registration lapses when a teacher is absent from Reading Recovery or Descubriendo la Lectura teaching for more than 1 year. Reregistration can be established by completing training activities specified by the teacher leader in collaboration with the university training center. In order to make Reading Recovery/Descubriendo la Lectura teaching effective, it is important for teachers to continue to teach a minimum of four children per day and participate in ongoing professional development that includes observation and discussion of behind-the-glass lessons.

### 1. Teaching Children

#### Standards

3.31. Teach at least four first-grade children per day individually for 30-minute daily sessions in a school setting throughout the school year.

3.32. Keep complete records on each child as a basis for instruction. (see 3.19)

3.33. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.

3.34. Serve a minimum of eight children per year.

3.35. 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

3.36. Avoid making Reading Recovery/Descubriendo la Lectura teaching an all-day assignment. Teach up to a maximum of six Reading Recovery/ Descubriendo la Lectura children per day only with the concurrence of both the teacher leader and the teacher.

### 2. Implementing Reading Recovery/Descubriendo la Lectura

#### Standards

3.37. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.

3.38. Communicate with parents, first-grade teachers, and other appropriate school personnel throughout the year.

3.39. Submit data to the teacher leader as required. This may also include submission of additional data to IDEC as required for sites using distance learning as part of teacher professional development.

3.40. Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery." (see Appendix A)

Guidelines

3.41. Contribute to the development and operation of a school team to monitor program progress.

3.42. Monitor the progress of children whose programs have been discontinued.

3.43. Prepare an annual report of the school Reading Recovery/Descubriendo la Lectura program.

3.44. Work toward full coverage at the school level.

3. Ongoing Professional Development and Support

Standards

3.45. Consult with the teacher leader about children not making satisfactory progress and other issues.

3.46. Participate in a minimum of six professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons each session.

3.47. Engage in preparation and structured training for using technology if professional development and support involves use of technology for distance learning.

3.48. Receive at least one school visit from a teacher leader annually either in person or via distance learning.

3.49. Teach behind the glass for colleagues, as scheduled, and in the language in which the teacher is registered.

3.50. Collaborate with teacher leaders to plan a professional development schedule that is balanced between English and Spanish and does not exceed eight sessions, if registered in both Reading Recovery and Descubriendo la Lectura.

Guidelines

3.51.  Make and receive school visits from colleagues annually.

3.52.  Participate in an LCNA-approved Reading Recovery or Descubriendo la Lectura conference.

3.53.  Maintain active membership in the Literacy Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

## D.  Standards and Guidelines for Bridging Teachers to Descubriendo la Lectura

Because teaching in a different language is complex, a teacher making the shift from one language to another is required to work under the tutelage of an expert for a sustained period of time. Teacher bridging requires participation in a graduate-level course taught by a teacher leader registered in the target language for a full academic year in addition to meeting the professional learning requirements of the intervention in which they originally trained (Reading Recovery or Descubriendo la Lectura).

Standards

3.54.  Participate in on-site, in-person assessment training sessions.

3.55.  Successfully complete a yearlong bridging course for which university credit is received. In sites using technology in Reading Recovery/Descubriendo la Lectura training, engage in preparation and structured training in the use of technology for distance learning.

3.56.  Work with a minimum of four students in the new language over the course of the bridging year.

3.57.  Demonstrate effective teaching in the new language.

3.58.  Receive at least four school visits from a Reading Recovery/Descubriendo la Lectura teacher leader during the bridging year for guidance and instructional assistance in the new language. At least one visit must be in person.

3.59.  Teach at least two behind-the-glass training sessions in the language to which the teacher is bridging.

3.60.  Participate in training class discussions in the language of lessons taught behind the glass.

3.61. Submit records, videos, and other data to the teacher leader monitoring the bridging.

3.62. Keep complete records on each child as a basis for instruction (Observation Survey or Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

3.63. Once bridging has been successfully completed, the ongoing professional development and teacher leader visits should correspond with the language(s) in which the teacher is predominantly working. For example, if a teacher is working with two students in Spanish and two students in English, ongoing professional development would be split between Reading Recovery and Descubriendo la Lectura. Please refer to the Standards and Guidelines for Ongoing Professional Development and Support.

# Reading Recovery/Descubriendo la Lectura Teacher Leaders

Reading Recovery and Descubriendo la Lectura teacher leaders have a complex role. They provide initial training and ongoing professional development for Reading Recovery teachers, monitor the progress of children throughout the site, collect data, disseminate information, and support the development of school teams. The teacher leaders work closely with district administrators to achieve effective implementation, operation, and evaluation. They also work with individual students and participate in the Reading Recovery network to maintain their own professional development. Administrators are cautioned against stretching the roles of the Reading Recovery/Descubriendo la Lectura teacher leaders beyond their training expertise and beyond their ability to continue to perform their primary role successfully.

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

### Standards

4.01.  Hold a master's degree and teacher certification.

4.02.  Show evidence of successful teaching experience.

4.03.  Show evidence of successful teaching experience in a bilingual setting if a Descubriendo la Lectura candidate.

4.04.  Be nominated by an administrative agency making a Reading Recovery/ Descubriendo la Lectura application or by an established site.

4.05.  Have a commitment, following the completion of training, to remain employed as a Reading Recovery/Descubriendo la Lectura teacher leader with the agency making the application.

4.06.  Be accepted by the university training center, based upon application and interview.

4.07.  Have completed or be near completion of requirements for bilingual certification if a Descubriendo la Lectura candidate.

4.08.  Have knowledge of and/or willingness to learn through technology.

### Guidelines

4.09.  Have at least 5 years teaching experience, preferably with at least 3 years with primary-age children.

4.10.  Show evidence of leadership and competence in working with colleagues and administrators.

4.11.  Commit to a minimum of 3 years service to the site.

## B. Standards and Guidelines for Training of Teacher Leaders

Training as a teacher leader requires full-time participation in a program for an academic year at an accredited Reading Recovery university training center. It also requires 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.

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

The major components of the training are academic course work, teaching children, leadership, and program implementation.

1.  Academic Course Work

    Standards

    4.12.  Participate in weekly class sessions and seminars (Reading Recovery teaching, leadership, theory). If technology is used for any of the training, engage in preparation and structured training for using technology for distance learning offered by the university training center.

    4.13.  Participate in on-site, in-person assessment training sessions.

    4.14.  Successfully meet all requirements for teacher leader training as prescribed by syllabi.

    4.15.  Teach a child for a class at least three times during the training year. This can happen through distance learning if all standards for offering training using technology for distance learning have been met.

2.  Teaching Children

    Standards

    4.16.  Teach four Reading Recovery children per day individually for 30-minute sessions in a school setting throughout the school year.

    4.17.  Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura children.

4.18. Keep complete records on each child as a basis for instruction (Observation Survey/Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

4.19. Receive at least four school visits from a university trainer to observe the teaching of children either in person or via technology for distance learning, at least one of which are in person.

4.20. Administer Observation Survey/Instrumento de Observación as appropriate throughout the year.

4.21. Communicate with parents, first-grade teachers, and other school personnel periodically throughout the year.

4.22. Submit data to the university trainer as required.

Guidelines

4.23. Serve a minimum of eight children per year.

4.24. Monitor the progress of children whose lessons have been discontinued.

3. Leadership

Teacher leaders-in-training 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 university trainer(s).

Standards

4.25. Participate in scheduled training classes, and observe and participate in all aspects of training class responsibilities.

4.26. Conduct colleague visits to other teacher leaders-in-training.

4.27. Make school visits to Reading Recovery/Descubriendo la Lectura teachers, initially with a teacher leader and then independently.

4.28. Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery." (see Appendix A)

Guidelines

4.29. Visit other Reading Recovery or Descubriendo la Lectura sites to gain insight regarding variety of settings and approaches.

4.30. Observe ongoing professional development sessions conducted by a teacher leader.

4.31. Observe Reading Recovery or Descubriendo la Lectura-related activities in school districts (e.g., participate in school board meetings and planning sessions).

4.32. Participate in research and evaluation (e.g., writing a site report).

4. Preparing for Site Implementation

Standard

4.33. If any part of the teacher training, professional development, and support will involve distance learning, work with the site coordinator to ensure technology requirements are met.

Guidelines

4.34. Work with the site coordinator to plan and initiate activities related to the implementation of Reading Recovery/Descubriendo la Lectura at the site (e.g., ordering materials, developing a budget, developing the training facility).

4.35. Communicate with appropriate personnel to develop awareness of Reading Recovery/Descubriendo la Lectura.

4.36. 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).

4.37. Develop a plan for clerical support.

4.38. Assist in the identification of appropriate teachers for the training class.

5. Professional Development

Standards

4.39. Participate in an annual LCNA-approved Reading Recovery conference.

4.40. Participate in the annual Teacher Leader Institute.

4.41. Participate in one LCNA-approved Descubriendo la Lectura conference if registered as a Descubriendo la Lectura teacher leader.

## C. 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. Qualifying employment must include teaching at least two children, monitoring teacher and student progress, providing professional development sessions for teachers, and participating in teacher leader professional development. Registration lapses if a teacher leader is not employed in the role for more than 1 year. Reregistration 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

4.42. Teach four Reading Recovery or Descubriendo la Lectura children daily during the field year.

4.43. Continue to teach a minimum of two children daily.

4.44. 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

4.45. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers during the field year.

4.46. Teach a training class of 8–12 Reading Recovery or Descubriendo la Lectura teachers in subsequent years as needed by the site.

4.47. Conduct a minimum of 24 hours of in-person assessment training (including practice with children).

4.48. Provide Reading Recovery teacher training as graduate coursework at an accredited college or university.

4.49. Ensure that teachers teach a child for the group in real time at least three times during the training year, at least one of which will be in person. The other times may be facilitated through the use of technology if all standards for offering training through distance learning have been met.

4.50. Ensure that 80% of classes in the teacher training course (or a minimum of 18 sessions, whichever is greater) include two lessons taught in real time for the group.

4.51. Visit teachers-in-training four to six times during the year to provide guidance and instructional assistance either in person or via distance learning. One visit must be in person.

4.52. Monitor the selection and progress of children with reference to the teachers' records.

4.53. Provide trained teachers with at least six continuing professional development sessions each year, including a minimum of four behind-the-glass sessions with two lessons per session.

4.54. Visit trained Reading Recovery and Descubriendo la Lectura teachers at least once each year to ensure quality control of the program, with additional visits based on need or request.

Guidelines

4.55. Teach only one training class during the field year.

4.56. Avoid allocating full or primary responsibility for professional development and support services during the teacher leader's field year.

3. Research

Standards

4.57. Collect entry, exit, discontinuing, and end-of-year data on Reading Recovery and Descubriendo la Lectura children using IDEC-approved format, procedures, and materials.

4.58. Prepare an annual site report and submit it to the affiliated university training center.

Guideline

4.59. Assist teachers and principals in preparing annual school reports.

4. Implementation and Site Maintenance

Standards

4.60. Maintain the standards for establishment and operation of a site specified in Section 2, including the selection of the lowest-achieving child at each selection decision.

4.61. Maintain affiliation with a university training center.

4.62. Serve as a specialist to support Reading Recovery/Descubriendo la Lectura teachers in their work with challenging children.

4.63. Work with the site coordinator and administrators to assure a quality implementation at the site and school levels with the goal of full coverage.

4.64. Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery." (see Appendix A)

4.65. Work with the site coordinator, adminstrators, and instructional technology leaders to ensure professional development for teachers in the use of technology for distance learning if training involves any distance learning.

Guidelines

4.66. Order materials for teacher training.

4.67. Inform appropriate groups about Reading Recovery/Descubriendo la Lectura.

4.68. Assist in recruiting and identifying appropriate teachers for the training class.

## 5. Professional Development

Standards

4.69. Participate in professional development opportunities for Reading Recovery or Descubriendo la Lectura teacher leaders sponsored by the university training center.

4.70. Receive a minimum of two site visits from a trainer during the teacher leader's first year(s) in the field. Receive at least one site visit during the first year after a teacher leader has changed the site of employment. Subsequent annual or periodic visits can be requested by the university training center or site.

4.71. Participate in the annual Teacher Leader Institute.

4.72. Participate in an approved LCNA Reading Recovery/Descubriendo la Lectura conference each year.

Guidelines

4.73. Conduct and receive a colleague visit with other teacher leaders annually.

4.74. Participate in opportunities for interaction with Reading Recovery/ Descubriendo la Lectura professionals from other countries.

4.75. Maintain active membership in the Literacy Council of North America to receive current information and publications about Reading Recovery/Descubriendo la Lectura.

## D. Standards and Guidelines for Bridging Teacher Leaders to Descubriendo la Lectura

In addition to fulfilling all the requirements for training Reading Recovery/ Descubriendo la Lectura teacher leaders in Sections 4.A. and 4.B., teacher leaders bridging to Descubriendo la Lectura must have completed or be near completion of requirements for bilingual certification.

Bridging as a teacher leader requires participation in university coursework for an academic year at an accredited Reading Recovery university training center that has a Descubriendo la Lectura trainer. A Reading Recovery/Descubriendo la Lectura trainer must organize and supervise all bridging activities or an approved bridging model must be developed in conjunction with the university training centers. The major components of bridging include academic coursework, teaching children, leadership, site implementation, and professional development.

### 1. Academic Course Work

Standards

4.76. Participate in class sessions and seminars. If technology is used for any of the training, engage in preparation and structured training for using technology for distance learning offered by the university training center.

4.77. Successfully meet all requirements for teacher leader bridging as prescribed by syllabi, including theories and research of Spanish language and literacy acquisition, Spanish linguistics, and cultural competency.

4.78. Teach a Descubriendo la Lectura child behind the glass during the bridging year. This can happen through technology for distance learning if all standards for offering training using technology have been met.

## 2. Teaching Children

### Standards

4.79. Teach four Descubriendo la Lectura children individually for 30-minute sessions in a school setting over the course of the school year.

4.80. Demonstrate effective teaching of Descubriendo la Lectura children.

4.81. Keep complete records on each child as a basis for instruction (complete the Instrumento de Observación and summary, predictions of progress, lesson records, running records, record of reading vocabulary, record of writing vocabulary, and record of book level).

4.82. Receive at least two school visits from a Descubriendo la Lectura university trainer.

4.83. Administer the Instrumento de Observación as appropriate throughout the year.

4.84. Communicate with parents, first-grade teachers, and other school personnel periodically throughout the year.

4.85. Submit data to the Descubriendo la Lectura trainer as required.

### Guidelines

4.86. Serve a minimum of eight children in the bridging year.

4.87. Monitor the progress of children whose lessons have been discontinued.

## 3. Leadership

Bridging teacher leaders participate in structured field experiences planned by the university training center. Beginning with observation, the trainee gradually begins to practice the role of Descubriendo la Lectura teacher leader under the guidance of experienced Descubriendo la Lectura teacher leaders and university trainer(s).

### Standards

4.88. Lead and participate in scheduled Descubriendo la Lectura training, bridging, or ongoing professional development classes to observe all aspects of training or bridging class responsibilities.

4.89. Conduct colleague visits to other Descubriendo la Lectura teacher leaders.

4.90. Make school visits to Descubriendo la Lectura teachers, initially with a trainer and then with a teacher leader or independently.

4.91.  Abide by the principles listed in the "Code of Ethics for North American Reading Recovery Trained Professionals and Administrators Implementing Reading Recovery" (see Appendix A).

Guidelines

4.92.  Visit other Descubriendo la Lectura sites to gain insight regarding variety of settings and approaches.

4.93.  Observe ongoing Descubriendo la Lectura professional development sessions conducted by a teacher leader.

4.94.  Observe Descubriendo la Lectura-related activities in school districts (e.g., participate in school board meetings and planning sessions).

4.95.  Participate in Descubriendo la Lectura research and evaluation (e.g., writing a site report)

4. Preparing for Site Implementation

Guidelines

4.96.  Work with the site coordinator to plan and initiate activities related to the implementation of Descubriendo la Lectura at the site (e.g., ordering materials, developing a budget, developing the training facility).

4.97.  Communicate with appropriate personnel to develop awareness of Descubriendo la Lectura.

4.98.  Assist in the identification of appropriate Descubriendo la Lectura teachers.

5. Professional Development

Standards

4.99.  Participate in an annual LCNA-approved Reading Recovery conference.

4.100.  Participate in Descubriendo la Lectura professional learning as part of Teacher Leader Institute.

4.101.  Participate in one Descubriendo la Lectura teacher leader professional development session involving Descubriendo la Lectura lessons.

E.  Standards and Guidelines for Bridged Teacher Leaders

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. Qualifying employment must include teaching at least two children, monitoring teacher and student progress, providing

professional development sessions for teachers, and participating in teacher leader professional development. Registration lapses if a teacher leader is not employed in the role for more than 1 year. Reregistration 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

    4.102.  Continue to teach a minimum of two children daily.

    4.103.  Teach a minimum of one child in English and one child in Spanish daily in subsequent years in order to maintain registration in both Reading Recovery and Descubriendo la Lectura.

2.  Bridging Teachers to Descubriendo la Lectura

    Standards

    4.104.  Teach a bridging class or provide ongoing professional development for Descubriendo la Lectura teachers in subsequent years as needed by the site.

    4.105.  Conduct a minimum of 24 hours of Descubriendo la Lectura assessment training as part of a bridging class (including practice with children).

    4.106.  Provide Descubriendo la Lectura bridging as graduate coursework at an accredited college or university.

    4.107.  Ensure that teachers teach Descubriendo la Lectura students behind the glass at least two times during the year.

    4.108.  Ensure that classes in the teacher bridging course include behind-the-glass lessons.

    4.109.  Visit bridging teachers a minimum of four times during the year to provide guidance and instructional assistance.

    4.110.  Monitor the selection and progress of children with reference to the teachers' records.

    4.111.  Provide trained Descubriendo la Lectura teachers with continuing professional development sessions each year. Ongoing professional development and teacher leader visits should correspond with the language(s) in which the teacher is predominantly working. For example, if a teacher is working with two students in Spanish and two students in English, ongoing professional development would be split between Reading Recovery and Descubriendo la Lectura.

SECTION 5

# Reading Recovery/Descubriendo la Lectura Site Coordinators

The success of an implementation is contingent upon strong administrative support and skilled leadership. The site coordinator provides an administrative structure that will ensure policy and procedures are in place to support the implementation of Reading Recovery and the leadership actions of the Reading Recovery teacher leader. The site coordinator collaborates with the teacher leader to make policies that support and sustain the implementation of Reading Recovery within a district or consortium's existing educational structure. The site coordinator exercises administrative authority by managing and overseeing the design of organizational policies, structures, budgeting, and personnel processes that ensure a high-quality implementation of Reading Recovery. The teacher leader provides the professional leadership necessary for implementing Reading Recovery with fidelity and the site coordinator provides the administrative support necessary for implementing Reading Recovery with fidelity.

## A. Standards and Guidelines for Selection of a Site Coordinator

### Standards

5.01. Must be an administrator.

5.02. Be willing to become knowledgeable about Reading Recovery (or Descubriendo la Lectura when appropriate).

### Guidelines

5.03. Select a person with experience that will support their role as site coordinator: language arts or early literacy, budget management, securing funding from diverse sources, research and evaluation, advocacy, Reading Recovery/ Descubriendo la Lectura implementation.

5.04. Revise the written job description to reflect site coordinator responsibilities in addition to the other duties.

5.05. Select a site coordinator with access to the decision makers of educational policy and budget allocation in the site.

## B. Standards and Guidelines for Site Implementation and Maintenance

### Standards

5.06. To prepare for site implementation, collaborate with the teacher leaders associated with implementation at the training site to:

5.06.1. develop a budget.

5.06.2. secure an appropriate facility for teacher training.

5.06.3. assist with the recruitment of program personnel.

5.06.4. secure necessary supplies, materials, and technology to facilitate the operation.

5.06.5. arrange for university credit for Reading Recovery/Descubriendo la Lectura courses taught at the site.

5.06.6. secure and assist with other related elements relevant to site implementation.

5.07. To prepare for site implementation, collaborate with the university training center on issues related to training and implementation.

5.08. Oversee ongoing implementation and maintenance.

5.08.1. Communicate and collaborate with school and district personnel, university trainers, the community, and other interested parties on issues related to implementation — including but not limited to continuous improvement, full implementation, funding, advocacy, and dissemination of information regarding Reading Recovery/Descubriendo la Lectura.

5.08.2. Create and manage an annual budget in consultation with the teacher leaders or advisory board in a multiple district site.

5.08.3. Monitor the caseload of each teacher leader to protect and ensure adequate support for site implementation.

5.08.4. Monitor and assure site compliance with the criteria published in Standards and Guidelines of Reading Recovery in the United States.

5.08.5. Develop an effective plan of communication with the teacher leaders including meeting regularly to oversee implementation.

5.08.6. Develop, implement, and oversee the long-range site plan for Reading Recovery/Descubriendo la Lectura.

Guidelines

5.09. Visit a Reading Recovery or Descubriendo la Lectura site known to exemplify a quality implementation before beginning implementation.

5.10. Facilitate widespread support for Reading Recovery/Descubriendo la Lectura within the local educational agency and community (e.g., maintain contact with building and district administrators; provide articles, reports,

or videos to board members and superintendent; coordinate visits for policymakers to Reading Recovery/Descubriendo la Lectura training sessions and lessons).

5.11. Work to embed Reading Recovery/Descubriendo la Lectura within the school, district, or site comprehensive literacy plan.

5.12. Network with other site coordinators.

5.13. Observe a teacher training or professional development session annually.

## C. Standards and Guidelines for Professional Development

### Standard

5.14. Participate in the site coordinators meeting at the affiliated university training center (a minimum of one meeting per year).

### Guidelines

5.15. Develop expertise regarding Reading Recovery/Descubriendo la Lectura and implementation (e.g., review professional literature; participate in a state, regional, or national Reading Recovery/Descubriendo la Lectura conference).

5.16. Maintain active membership in the Literacy Council of North America to receive current information and publications about Reading Recovery/ Descubriendo la Lectura.

## D. Standards and Guidelines for Sites with Multiple Districts

### Standards

5.17. Maintain standards outlined in Sections A, B, and C.

5.18. Be selected or affirmed by the managing agency of the multiple district site.

5.19. Establish an advisory team with a district Reading Recovery/Descubriendo la Lectura coordinator from each participating district to serve as a link between the school district and the Reading Recovery/Descubriendo la Lectura training site.

# 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 opportunities 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 commitment 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.

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 course work, 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 trainer 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 (IRRTO) 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)

SECTION 8

# Policy for Requesting Exemption from Standards

No set of standards will cover every possible circumstance in the implementation of an educational intervention, so provision has been made for sites to apply for a 1-year exemption from certain standards when unusual conditions prevail. An exemption may or may not be granted, but in each case the university training center will work with the local administration to achieve the best implementation possible under the prevailing contextual constraints. The procedure for requesting an exemption, or waiver, from a standard for Reading Recovery/Descubriendo la Lectura follows.

1. Any issue of compliance with standards and guidelines should first be discussed between teacher leader and site coordinator, and with a Reading Recovery or Descubriendo la Lectura trainer at the university training center with which they are affiliated.

2. If it is not possible to find a solution that will comply with the standards, the site may submit a written application to the university training center for a 1-year waiver from the standard. (see Appendix B)

3. If the university training center is satisfied that an exemption is appropriate, and that the site is working towards a long-term solution to the problem, a waiver will be granted for 1 year. The university training center will record the number and type of waivers that are granted each year.

4. If an issue cannot be resolved through negotiation between the training center and key persons at the site, the exemption request will be referred by the university training center or site coordinator to the NATG president, accompanied by a letter from the teacher leader and the university trainer. The NATG president and the NATG Executive Committee will review and make a decision on each waiver request.

5. The NATG president will communicate with site coordinator, administrator, teacher leader, and trainer involved. Final granting or denial of a 1-year exemption will be made by the NATG Executive Committee, and this decision will be communicated to all parties.

Requests for exemptions that have proceeded through Steps 1 and 2 above, as well as any questions about the process of requesting exemptions, may be referred to the NATG president. Contact information is available at www.readingrecovery.org.

# Appendix A

### Code of Ethics
### for Reading Recovery Training Centers in the United States of America

Any university trainer or other trained Reading Recovery professional working at a university training center shall

1. govern professional actions to be consistent with the vision, mission, purpose, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.

2. interact ethically with all clients served by Reading Recovery/Descubriendo la Lectura.

3. observe honesty, completeness, integrity, openness, and timeliness in maintaining and reporting student performance and 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 the LCNA and NATG boards 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 or financially, or both, with the purpose and standards of Reading Recovery.

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.

11. observe the letter and intent of equal opportunity requirements in employment and training decisions.

12. communicate with university trainer colleagues before providing Reading Recovery services in a state where existing university training centers are operating.

## Code of Ethics
## for the Literacy Council of North America, Inc.

Any individual who is serving as a voting member or as an ad hoc member of the LCNA Board of Directors or who serves on a committee or subcommittee of LCNA shall

1. govern professional actions to be consistent with the vision, mission, purpose, standards, and guidelines of Reading Recovery in the United States 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 LCNA and Reading Recovery, and in communicating with individuals within and beyond Reading Recovery and LCNA.

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 LCNA Board of Directors Handbook and in Standards and Guidelines of Reading Recovery in the United States.

6. respect professional efforts of LCNA Board members, Reading Recovery-trained professionals, and LCNA staff members to fulfill their roles.

7. refrain from using one's LCNA 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 or financially, or both, with the vision, mission, purpose, standards, or decisions of LCNA.

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 LCNA or Reading Recovery to sell services or materials outside of Reading Recovery training and teaching.

12. operate as an equal opportunity employer and educational service, providing employment and educational opportunities on the basis of stated educational or character qualifications.

Code of Ethics
for North American Reading Recovery-Trained Professionals and Administrators
Implementing Reading Recovery

The purpose of the code of ethics is to protect the purpose, mission, vision, and integrity of Reading Recovery and to clarify the roles, responsibilities, and rights of Reading Recovery and Descubriendo la Lectura professionals. Any Reading Recovery trainer, teacher leader, or teacher, and any site coordinator or administrator of a school or system implementing Reading Recovery/Descubriendo la Lectura shall

1. govern professional actions to be consistent with the vision, mission, purpose, standards, and guidelines of Reading Recovery in the United States and the obligations of the registered service mark of Reading Recovery.

2. work persistently, sincerely, and intently to meet the educational needs of each child served.

3. interact ethically with all students, parents, and schools served by Reading Recovery/ Descubriendo la Lectura.

4. demonstrate 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/Descubriendo la Lectura.

5. 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.

6. respect and acknowledge research evidence and the professional judgments and viewpoints of others and communicate tactfully, openly, and appropriately.

7. work collaboratively with other professional educators for the benefit of children's learning, school operation, and educational improvement.

8. collaborate with other Reading Recovery/Descubriendo la Lectura professionals and LCNA Board members toward the mutual accomplishment of assigned roles and tasks as specified in the standards and guidelines.

9. disclose fully any potentially enduring sources of conflict of interest, intellectually or financially, or both, with the purpose and standards of Reading Recovery/Descubriendo la Lectura.

10. communicate clearly to all audiences the level of expertise established by one's Reading Recovery/Descubriendo la Lectura training and the limitations of that expertise for performing other professional roles.

11. refuse to allow the use of one's affiliation with Reading Recovery/Descubriendo la Lectura to sell services or materials outside of Reading Recovery training and teaching.

12. observe the letter and intent of equal opportunity requirements in employment and training decisions.

## Appendix B

### Request for Exemption from Standards
### for Teacher Leaders in the United States

### Reading Recovery,® Literacy Lessons,™ and Descubriendo la Lectura

| | |
|---|---|
| Site | |
| School Building or System | |
| Number and title of standard at issue | |
| Reason for request and description of situation | |
| Plan for temporary adaptation to maintain quality implementation this year | |
| Plan to remedy situation next year | |

| | | |
|---|---|---|
| Teacher Leader Signature | | Date |
| Principal or Site Coordinator Signature | | Date |

**Rationales and Guidelines for Selecting
the Lowest-Achieving First-Grade Students for
Reading Recovery**

**Developed by the North American Trainers Group
Adopted April 10, 2015**

### Section A: Rationales

The design of Reading Recovery requires that the lowest-achieving children are the first to be placed in the available teaching slots. The selection process is guided by the teacher leader who has particular expertise in assisting teachers in the analysis of data and the selection of children, and is supported by a school team.

There are at least three rationales for taking the lowest-achieving children in Reading Recovery.

1. When a child enters Reading Recovery it is difficult to predict the level and rate of progress.

2. The lowest-achieving children are least able to wait for the intervention because they are not benefitting from classroom instruction. Left to wait, they will fall further behind.

3. If the lowest-achieving students are not selected for Reading Recovery, the school will not eliminate the children with literacy difficulties from their rosters.

Source for the rationales: *Changing Futures*, Schmitt, et al. (2005, pp. 65–66).

Clay noted in her 1991 chapter, "Reading Recovery Surprises" as cited in the Standards and Guidelines (2012, p. 6), that

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.

## Section B: General Guidelines for Full Implementation

1. The goal is 100% coverage meaning there are enough teaching slots for every child who needs Reading Recovery in a school.

2. Administrators can use 20–25% of the first-grade population as a planning guide. Some schools will need more, some less depending on the number of children not reaching grade-level literacy. (Source: Clay, 2005a, p. 7)

3. Teachers usually have four 30-minute slots of time in their daily teaching schedules to teach Reading Recovery. Plan for approximately one teacher trained in Reading Recovery per two first-grade classrooms.

4. Each teacher trained in Reading Recovery works with at least four first-grade students, individually on a daily basis. (Source: Standards and Guidelines, 2012, p. 11)

5. If there is only one first-grade classroom in the school and only four children need Reading Recovery, select all four students right away, instead of two in fall and two in spring.

6. Districts often assign teachers to other teaching responsibilities after all children needing Reading Recovery have been reached.

## Section C: How to Assess and Select Students

1. In the previous spring, kindergarten teachers will rank their classes from the highest to the lowest based on their expert knowledge about the children's literacy progress. To help with selection at the beginning of the first-grade school year, consult with the first-grade classroom teacher to rank first-grade students, by classroom, from lowest to highest, based on their literacy development. It's easier to do this if you use alternate ranking, identifying first the lowest student and the highest student, then the next lowest and next highest, and so on, until the middle students are last to be identified.

2. Test the bottom 20–30% of the first-grade cohort with *An Observation Survey of Early Literacy Achievement* (Clay, 2002, 2013); begin with the lowest-ranked students.

3. Select the lowest-achieving students first. Generally speaking, these are the children with the most stanine 1s, 2s, and 3s on the six tasks of the Observation Survey. But also take into account the students' responses and raw scores on the individual tasks.

4. Where children's profiles are similar, select the student with the least evidence of problem-solving activity (monitoring, self-correcting, initiating solving). Also, ask the classroom teacher who is gaining the least from classroom instruction.

5. When a slot becomes vacant, select the next-lowest-achieving student within 2 days. Several students may need to be assessed in order to identify the next-lowest student. Include students who may have moved into the school since the last round of assessment. Re-administer the Observation Survey if a student's assessment is more than 3 weeks old. (Source: Standards and Guidelines, 2012, p. 7)

## Section D: Which Children Should Be Considered for Selection?

According to Clay, "We must consider all children in the age group, and not exclude any child for social or psychological or physical problems (*unless the child has already been admitted to a special assistance programme with a trained professional*) [italics added] (2005b, p. 1).

Care must be taken however, to ensure that Reading Recovery is implemented as a prereferral program and that children are not routinely placed in special education settings for their reading instruction or labeled as learning disabled in reading and or writing without first receiving Reading Recovery instruction. In fact, many children who have been labeled as dyslexic are experiencing reading difficulties because of inadequate instruction and not because of biological reasons (Vellutino et al., 2004). It is reasonable to expect therefore that Reading Recovery, which is evidence-based, designed for children having great difficulty learning to read, and tailored to individual needs with the goal of accelerated growth, can help children catch up to their peers.

These guidelines apply for selection:

1. A child who has already been admitted to a special education program for reading instruction may or may not be selected for Reading Recovery (see above for the rationale). (Source: Principal's Guide, 2012, p. 53)

2. A child retained in first grade receives an extra year of schooling, and that in itself serves as the intervention selected by the school. Children retained in first grade would only be served in Reading Recovery if all first-time first graders who need the intervention have been served. (Source: Principal's Guide, 2012, p. 55)

3. Regardless of their native language, children who are the lowest achievers in the classroom are eligible for Reading Recovery in English if they are receiving literacy instruction in English and if they can understand the tasks on the Observation Survey. (Sources: Principal's Guide, 2012, p. 54; Lose & Konstantellou, 2005, pp. 35–36; Clay, 2001, p. 279; Forbes, 2001, pp. 28–29. See also Clay, 2005b, p. 182 for more information.)

4. Students who were retained in kindergarten are eligible. (Source: Lose & Konstantellou, 2005, p. 37)

5. Children who were frequently absent from school in kindergarten are eligible; the attendance issues need to be addressed with the child's caregivers so that attendance improves. (Sources: Principal's Guide, 2012, p. 5; Clay, 2005a, p. 24)

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## Additional Resource

*Site coordinator's guide to the effective implementation of Reading Recovery.* (2006). Worthington, OH: Reading Recovery Council of North America.