

Appendix C

Roles and Responsibilities of Reading Recovery University Trainers

Policy Statement: We recognize that depending on circumstances, resources, and interests over time, viable roles for Reading Recovery trainers include

- administration of university training center
- implementation, development, and expansion of Reading Recovery
- training of teacher leaders
- leadership for Reading Recovery
- research and program evaluation

Reading Recovery trainers of teacher leaders fulfill two or more of the identified roles. To be considered a trainer in good standing with NATG, all trainers (including retired trainers, trainers employed part time, and former trainers in new, non-Reading Recovery settings) must perform on a continuous basis one or more of the above roles and participate fully in

- annual Teacher Leader Institute (U.S. or Canadian)
- fall and spring meetings of NATG each year
- an NATG standing committee

If a trainer is unable to participate in the activities, a waiver will be required in order to retain trainer status. Waivers will be reviewed by the Executive Committee of NATG.

After more than a year of absence from service, trainer status may be restored by the completion of an appropriate plan approved by the Executive Committee of NATG.

In the spirit of collaboration towards attaining the mission of NATG, trainers will engage in professional development opportunities (e.g., colleague visits, participation in scholarly organizations) in addition to the roles they are fulfilling. Trainers are encouraged to make the strongest contributions possible for the successful achievement of the mission of NATG.

The following chart identifies the nature of the responsibilities that *may* be associated with each role. **All of the responsibilities must be performed by or directed by a Reading Recovery trainer.** (Italicized items designate responsibilities that only a trainer may perform.)

All except a very few of these responsibilities must be performed regardless of whether there is a teacher leader training class under instruction.

Roles of Reading Recovery University Trainers

Administration

- *Direct the operation of the university training center*
 - *Create and manage university training center budget*
 - *Interface with the university administrative line*
 - *Attend faculty meetings*
 - *Administer human resources (develop position descriptions, hire, evaluate, and manage)*
 - *Oversee office operations*
 - *Work with university training center advisory board*
 - *Serve as Reading Recovery liaison with faculty and students*
 - *Plan, attend, and participate in university training center planning meetings and retreats*
 - *Write grants to secure funding to maintain university training center*
 - *Create, publish, and disseminate a Reading Recovery directory*
 - *Create print and Web materials to disseminate information*
 - *Create brochures and informational materials for regional distribution*
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Implementation and Development

- *Articulate rationales for Reading Recovery standards and guidelines*
- *Provide assistance for achieving full implementation at all levels*
- *Assist teacher leaders, site coordinators, and other administrators with implementation issues*
- *Provide guidance for sites in the design and analysis of research*
- *Plan and conduct site coordinator and other administrator meetings*
- *Collaborate with school districts and site coordinators to seek funding for training at the district level*
- *Conduct awareness sessions*
- *Provide ongoing support for existing sites (e.g., in-person, phone, e-mail)*
- *Update affiliated site information*
- *Create print and Web materials*
- *Respond to requests for information about Reading Recovery*

**Implementation
and Development**
(continued)

- Share information about implementation and training design of Reading Recovery with other university faculty members
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Training

Annual Responsibilities

- *Develop calendar for the academic year*
- *Plan, lead, and participate in teacher leader professional development*
- *Conduct field-year site visits*
- *Develop model field sites for teacher leader training and provide advanced professional development for model site teacher leaders*
- *Seek and procure guest speakers for professional development when needed*
- *Develop online support system for teacher leaders*

Additional Responsibilities

- *Revise and update training materials*
 - *Develop and revise syllabi and relevant experiences for teacher leader program of study*
 - *Teach and supervise teacher leader program of study (clinical, leadership, and theory)*
 - *Teach children when teaching the clinical class and continue to teach children as the needs and requirements of their role allow. Teaching children is highly valued as part of the trainer's role.*
 - *Schedule and supervise practicum experiences for teacher leaders during their training year*
 - *Work with school district and site coordinator to enlist teacher leader candidates*
 - *Develop online support system for teacher leaders (e.g., posting lesson assignments and readings)*
 - *Order books and supplies*
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Leadership

- *Collaborate with other university training centers that serve affiliated sites in the same state*
- *Support state-level advocacy with affiliated sites in states without a university training center*
- *Establish and meet with state advisory committee or board*
- *Accept an NATG committee assignment*
- *Participate in trainer list serve*
- *Plan, attend, and participate in two NATG meetings annually*

Leadership *(continued)*

- *Plan, attend, and participate in the annual Teacher Leader Institute*
- *Plan, attend, and participate in meetings of IRRTO (twice every 3 years)*
- Advocate for Reading Recovery by seeking funding from state and federal sources
- Study and analyze legislation, regulations, and scholarly publications that impact Reading Recovery
- Create, publish, and disseminate documents related to policy making and advocacy
- Communicate with national, state, and local educational agencies, governor, and legislature
- Publicize Reading Recovery to maintain visibility
- Serve on RRCNA board
- Plan and attend RRCNA North American Leadership Academy
- Accept an RRCNA committee assignment
- Plan, attend, and participate in the National Reading Recovery and Early Literacy Conference
- Write for Reading Recovery publications
- Serve on publications review boards
- Plan, attend, and participate in the International Reading Recovery Institute (once every 3 years)

Research and Evaluation

- *Analyze evaluation data for monitoring and strengthening implementation*
- *Analyze site data*
- *Communicate with IDEC regarding data collection policies and procedures*
- *Collaborate with IDEC to construct university training center reports*
- *Secure human subjects permission within districts or universities*
- Provide assistance to teacher leaders collecting data
- Monitor collection of data by sites
- Develop and maintain expertise in the IDEC data collection process
- Publish annual state reports
- Design and implement research studies
- Collaborate with other university faculty on research
- Review current research and theories relevant to reading and writing acquisition, reading difficulties, and other relevant areas