

The logo consists of a stylized, bold, black graphic element on the left. It features a vertical bar on the left side, with a thick, curved line that loops around the top and bottom of the bar, resembling a stylized 'L' or a calligraphic flourish. To the right of this graphic, the text "Literacy Collaborative" is written in a bold, sans-serif font, followed by a registered trademark symbol (®). Below this, the words "University Standards" are written in the same bold, sans-serif font, with a slight drop shadow effect.

Literacy Collaborative®
University Standards

Standards for Literacy Collaborative University Training Sites & Trainers

To establish a new university training site:

- All new Literacy Collaborative university sites must apply to the Trademark Committee for approval.
- A new university training site may train literacy coaches only when there are established observation classrooms that can be used as an integral part of literacy coach training.
- The university must be a training center for Reading Recovery®.
- At least one full-time member of the Literacy Collaborative training team must hold a terminal degree.
- University trainers at the primary level are required to have teaching experience at the primary level; successfully complete Reading Recovery training; and have an in-depth knowledge of Reading Recovery implementation. University trainers at the intermediate level are required to have teaching experience at grades 3-5 and an in-depth understanding of the reading and writing processes and reading difficulties.

A university trainer is a university employee who:

- Trains, coaches, and provides professional development for literacy coaches at the appropriate level (primary or intermediate).
- Recruits and interviews potential literacy coaches.
- Provides team planning for school teams as they enter Literacy Collaborative.
- Engages in research.
- Participates on national ad hoc committees as needed.
- Completes administrative tasks.
- Works at the school/district level during site visits and meetings with principals and literacy teams as well as district administrators.
- Acts as a liaison for literacy coaches and their schools, contacting them at the beginning of each school year and as needed to identify the support that may be required for that school and the status of the school relative to Literacy Collaborative standards. University sites training district trainers will also contact each district trainer in the same manner.
- Meets the on-going professional development requirements of a university trainer.
- Assures that each school submits a school report and an affirmation document each year.
- Assures that the information for each school is updated in the national registry annually.

1. Candidates to become a university trainer must hold a Masters or Doctoral degree in education with emphasis

on reading and language arts prior to beginning university training, have three years of language arts teaching experience at the appropriate level, have experience working with adult learners, and have (for primary) successfully completed training in Reading Recovery®.

Rationale: Literacy Collaborative training is rigorous and equivalent to a demanding graduate-level program. As such, it requires a candidate who has successful experience with this level of work and demonstrates a willingness to take on new learning. Further, the university trainer will provide course work and in-class coaching for literacy coaches for which graduate credit will be awarded.

A tenet of Literacy Collaborative is to provide the level of service and expertise to meet the instructional needs of all children. Reading Recovery is a highly effective early intervention for first grade children who are having difficulty learning to read. By providing both Reading Recovery and good classroom teaching we can effectively address the needs of all students and provide continuing support for children. It is essential for primary university trainers in Literacy Collaborative to have knowledge of Reading Recovery and its theoretical base. At the intermediate level, there is a strong emphasis on diagnostic work for children who are having difficulty in literacy learning.

2. The Literacy Collaborative university trainer satisfactorily completes all aspects of literacy coach training at the appropriate level, either primary or intermediate. The candidate must also complete a minimum of 5 weeks of university-level training at The Ohio State University or Lesley University across an academic year.

Trainers must focus exclusively at either the primary or intermediate level; a university trainer may not serve at both levels simultaneously. Changing from one level to the other requires appropriate classroom experience, one year of literacy coach training, and commitment to consistently serving at that level.

A university trainer interested in changing levels must send a proposal to the Trademark Committee that includes a rationale for the change and a detailed plan for the required professional development. The Trademark Committee will review the proposal and may identify revisions for the plan. A trainer may not serve in the new capacity until all required professional development is completed and approved by the Trademark Committee.

Rationale: The role of the university trainer is unique and central to the functioning of Literacy Collaborative. It is essential for the university trainer to be knowledgeable about and have expertise in all aspects of the Literacy Collaborative model. In addition to specific knowledge of Literacy Collaborative, the university trainer role requires a high level of knowledge and expertise in language, literacy and learning, working with adult learners, educational organizations, and change. The university trainer must demonstrate a commitment to a high-quality implementation of the model upon completion of the university-level training.

3. The university sponsoring the candidate and the university site providing the university training will work

together to identify the time frame for the training of a university trainer; the university training may happen concurrently with literacy coach training or in sequential years. Consequently, the number of years required to complete university training will depend upon the review of the candidate's materials and the discussion between the site sponsoring the candidate and the university training site providing district training.

The university training course must be credit bearing and approved at the university level. The course must include the following:

- Theory of coaching and working with adult learners;
- Analysis of teaching as a basis for informing coaching and professional development decisions;
- Implementation of Literacy Collaborative at the school and district level including work with school and district leadership teams; case analysis of implementation; and use of data;
- Instruction on how to work effectively with school and district level administrators;
- Theory of reading and writing as complex processes;
- Design of effective initial and on-going training for literacy coaches according to the established model;
- Research on school change and political contexts;
- Study of the research used to document the effectiveness of Literacy Collaborative implementation;
- Communication and advocacy on all aspects of Literacy Collaborative;
- A model for awareness and leadership team planning at the school and district level; and,
- A minimum of four days of on-site visits by a trainer from the university providing the university training during the training year.

Rationale: The university trainer role requires an individual who has strong theoretical background in disciplines related to how children become literate as well as reading difficulties. In addition, a Literacy Collaborative university trainer must understand principles related to adult learning, teacher development, and school change. The foundation of understandings should also prepare the university trainer to assume research responsibilities and other leadership roles.

4. University trainers participate in a three days of national meetings each year. During these meetings, the trainers work at a national level in collaboration to guide program implementation and development. Trainers unable, for acceptable reasons, to attend any meeting or portion of any meeting are required to notify the chair of the trademark committee in writing in advance of the date.

Rationale: In order to disseminate, refine, and further develop a dynamic literacy model with integrity and efficiency it is necessary for a national team to work together to develop a broad perspective that reflects varied geographic areas and diverse populations. These meetings allow for discussions about training, research, policy, and implementation at the university and district level. They also serve as opportunities for the professional development of trainers.

Policy for Requesting a One-Year Exemption from Standards

These standards are to be used as the basis for planning decisions and for monitoring the status of implementation of Literacy Collaborative. No set of standards can provide for the unique settings of all contexts. Therefore, it is possible to apply for a one-year exemption from certain standards when unusual conditions prevail, although an exemption may or may not be granted. The exemption request must be sent to the chair of the Literacy Collaborative Trademark Committee. The request must include a plan for moving back into compliance within one year. Final granting or denial of a one-year exemption will be made by the Literacy Collaborative Trademark Committee.