



Literacy Collaborative® District Standards

Standards for Literacy Collaborative District Training Sites & Trainers

To establish a new district training site:

- All new Literacy Collaborative district training sites must apply to the trademark committee for approval.
- A new district training site may train literacy coordinators only when there are established observation classrooms that can be used as an integral part of literacy coordinator training.

A district trainer is a school district employee at either the primary (K-2) or intermediate (3-5/6) level who:

- Provides initial training and coaching of literacy coordinators at the primary or intermediate level.
- Provides ongoing professional development for literacy coordinators.
- Recruits and interviews potential literacy coordinators with the district team.
- Provides team planning for school teams as they enter the Literacy Collaborative network.
- Engages in the coordination of research efforts.
- Completes administrative tasks (i.e., budget).
- Works at the school district level during site visits and meetings with principals and literacy teams as well as district administrators.
- Monitors the implementation of Literacy Collaborative schools.
- Contacts trained literacy coordinators in the district at the beginning of each school year to identify the support that may be required for that school and the status of the school relative to Literacy Collaborative standards. The district trainer will report the status of each school to their affiliated university trainer in a district site report each year.
- Meets the ongoing professional development requirements of a district trainer.
- Establishes and participates in a District Literacy Collaborative team.
- Teaches the framework at the appropriate classroom level for 3 days/week (minimum of 7.5 hours/week) for the first year and 2 days/week the following years (minimum 5 hours/week).
- Assures that each of the Literacy Collaborative schools in the district site are affiliated with the university training site.
- 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 district trainer must hold a Masters degree in education with emphasis on reading and language arts prior to beginning district training, have three years of teaching experience at the appropriate level (primary K-2; intermediate 3-5/6), have experience working with adult learners, and have successfully completed training in Reading Recovery® (for primary).

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 district trainer will provide course work and in-class coaching for literacy coordinators 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 district 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. Candidates to become a district trainer satisfactorily complete all aspects of literacy coordinator training at the appropriate level, either primary or intermediate, prior to beginning district training. It is highly recommended that a district trainer have at least one year of work as a literacy coordinator at the building level prior to initiating training as a district trainer. An additional year of experience as a literacy coordinator may be required prior to district-level training. This is at the discretion of the university training site. The candidate must also complete a year-long program of district-level training at The Ohio State University or Lesley University that will include a minimum of 5 weeks of district-level training and four days of site visits across two years by a trainer from the university providing the district training.

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

A district 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 trainer is unique and central to the functioning of Literacy Collaborative. It is essential for the 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 trainer role requires a high level of knowledge and expertise in language, literacy, and learning; working with adult learners; educational organization; and change. The district trainer must demonstrate a commitment to a high-quality implementation of the model upon completion of the district-level training.

3. The district trainer must successfully complete district-level trainer training at the appropriate level as provided by OSU or Lesley University. The training course has a formal syllabus, course outline, scheduled training sessions, and site visits from the university.

The course must be credit bearing and approved at the university level. The course must include an in-depth study of 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 ongoing training for literacy coordinators 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,

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

4. District trainers participate actively in the biennial institute for literacy coordinators at their level through presentations and/or small group leadership. 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: These meetings allow for discussions about training, research, policy, and implementation at the university and district levels. They also serve as opportunities for the professional development of trainers.

5. District trainers must attend the ongoing professional development of literacy coordinators at their appropriate level that is provided by their affiliated university (OSU or Lesley University). In addition, district trainers must attend all scheduled district trainer professional development sessions offered by their affiliated institution. This will include a minimum of 6 days across two years beyond the institute and literacy coordinator professional development.

Rationale: District trainers have the option of providing the ongoing professional development for the literacy coordinators in their own district. Therefore, district trainers must have sufficient opportunities for their own professional development that not only extends their understanding of how children learn to read and write but also how to support adults as learners (both literacy coordinators and classroom teachers) and manage the implementation of Literacy Collaborative at the district level. During on-going professional development, district trainers will stay current with recent developments in literacy theory and research.