

The logo consists of a stylized, bold, black letter 'L' on the left. A thick, black, curved line starts from the top of the 'L', loops around its right side, and then curves down to wrap around the bottom of the 'L'.

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 either Lesley University or The Ohio State University for approval.
- A new district 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.

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

- Schedules and participates in site visits with their university trainer every other year after the field year of district training.
- Provides initial training (230 hours beyond guided meetings and site visits) and coaching of a maximum of 8 literacy coaches per year at the primary or intermediate level. One district trainer may support up to 20 Literacy Collaborative schools.
- Provides on-going professional development and coaching for literacy coaches.
- Ensures registration for each coach-in-training for graduate credit with the university partner.
- Recruits and interviews potential literacy coaches 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).
- Conducts site visits in schools and meet with principals and literacy teams as well as district administrators.
- Monitors the implementation of Literacy Collaborative schools.
- Contacts trained literacy coaches 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 submit an annual district report including achievement data to their affiliated university trainer each year.
- Meets the on-going 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 a minimum of 72 literacy blocks during the first 2 years after training, and a minimum of 50 literacy blocks during the following years.
- 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 current Fidelity of Implementation Tool, data over time, and an evaluation plan annually.
- Writes an annual district site report based on the individual reporting of their schools. This is submitted to their affiliated university.

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). (If Reading Recovery is not locally available, applicants may work with their university site to create an alternative plan.)

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 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. By providing multiple levels of intervention (Reading Recovery and K–8 LLI) and good classroom teaching we can effectively address the needs of all students and provide continuing support for children.

2. Candidates to become a district trainer satisfactorily complete all aspects of literacy coach 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 coach at the building level prior to initiating training as a district trainer. An additional year of experience as a literacy coach 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 (online and face-to-face) 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 coach 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 Ohio State 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 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; and,
- A model for awareness and leadership team planning at the school and district level.

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 will schedule and participate in site visits with their affiliated university trainer every other year following their field year.

Rationale: Maintaining a consistent professional relationship with the university training site will strengthen the district implementation through individual professional development within a site visit designed specifically to meet the needs of each district trainer.

5. District trainers must attend the on-going professional development of literacy coaches at their appropriate level that is provided by their affiliated university (Ohio State 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 coach professional development.

Rationale: District trainers have the option of providing the on-going professional development for the literacy coaches 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 coaches 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.

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.