



Literacy Collaborative[®]
District Trainer
Guidelines

Guidelines 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 Ohio State University for approval.

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 as needed after the field year of experience.
- Provides initial training and coaching. It is recommended that one district trainer support up to 20 Literacy Collaborative schools.
- Provides on-going professional development and coaching for literacy coaches.
- Submits course syllabi to their affiliated university liaison for each training class taught.
- 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 meets 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 the *Literacy Collaborative Vision, Mission, and Four Pillars*.
- Meets the on-going professional development requirements of a district trainer.
- Establishes and participates in a District Literacy Collaborative team.
- Teaches the Literacy Collaborative Framework through the role of coaching, modeling, and support.
- Assures that each of the Literacy Collaborative schools in the district site are affiliated with the university training site.
- Assures that each school regularly participates in the sharing of data over time and responds to the data through analysis and updated implementation plans.
- Regularly communicates with The Ohio State University trainers through written, verbal, and/or other means of updating district data, progress, and/or needs. Participation in University/District Trainer meetings is highly encouraged.

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® or other approved training option by The Ohio State University® (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. The candidate must also complete a year-long program of district-level training at The Ohio State 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 Ohio State University.

A district trainer interested in changing levels must send a proposal to the Literacy Collaborative at The Ohio State University that includes a rationale for the change and a detailed plan for the required professional development. The University Trainers 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.

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 The Ohio State. The training course may have 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 may schedule and participate in site visits with their affiliated university trainer as needed.

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 Literacy Collaborative at The Ohio State University. In addition, district trainers must attend all scheduled district trainer professional development sessions and/or meetings offered by Literacy Collaborative at The Ohio State University.

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.