Please submit Teacher applications to the Teacher Leader within your site or the nearest site (if there is no assigned teacher leader for your district) by **June 15, 2017.** Refer to the list of Teacher Leaders on p. 11 for contact information.

For additional information:

Melissa Brewer, Program Coordinator
readingrecovery@clemson.edu
Reading Recovery® Teacher Application

2017-2018

Overview and Instructions

The Clemson University Reading Recovery and Early Literacy Training Center for South Carolina (CUTC), in cooperation with the South Carolina Department of Education, invites districts and schools to apply to train a teacher(s) to participate in Reading Recovery.

This application contains general information about the program, requirements for the participating school and teacher, and a Reading Recovery Teacher nomination form.

Questions about Reading Recovery should be directed to the Program Coordinator by calling 864-656-6149 or e-mailing readingrecovery@clemson.edu

Completed applications must be submitted by June 15, 2017 to the teacher leader within your site. For districts without teacher leaders, applications must be submitted to the teacher leader nearest your district. A list of Teacher Leaders and sites is located in Appendix B on pages 10 - 11. Teacher Leaders must then forward all applications to the Program Coordinator, Reading Recovery Training Center, Clemson University, 404-C Tillman Hall Clemson, SC 29634-0723.

Please note that applications must have all required signatures before submission – teacher, principal, site coordinator, and Teacher Leader.

General Information

Reading Recovery is a research-based intervention for first grade children experiencing difficulty with learning to read and write. Since its introduction within the United States in 1984, more than two million children have received Reading Recovery instruction. For more information, go to http://readingrecovery.org/reading-recovery or go to the Clemson University Training Center’s website http://readingrecovery.clemson.edu.

Implementation matters! The level of coverage and the manner in which Reading Recovery is implemented impacts school and district success and the cost effectiveness of Reading Recovery. It is strongly recommended that districts work with the Clemson University Reading Recovery trainer and district Teacher Leader to develop a long-range plan for implementation.

A Reading Recovery teacher is trained to serve first-time, first-grade children who are “at risk” of reading failure as determined by Reading Recovery assessment procedures.

A Reading Recovery teacher works one-to-one with four Reading Recovery students for a period of 12-20 weeks. During the school year, a Reading Recovery teacher will work with approximately 8 to 12 Reading Recovery children. Because of their deep understanding of literacy theory and practice, Reading Recovery trained teachers become experts for their schools and districts. In addition to working with 8 to 12 Reading Recovery students, a Reading
Recovery teacher will also serve approximately 40 children in his/her other role (Reading Interventionist, shared classroom teacher, ESL teacher, resource teacher, literacy coach).

A minimum of three years of recent classroom experience in the primary grades is recommended for applicants.

Teacher placement in Reading Recovery must be voluntary. In addition, teachers must have district and school support. It is also strongly recommended that Reading Recovery teachers be interviewed in consultation with the teacher leader serving the district.


Reading Recovery is not a classroom program.

Schools/districts can elect one of several models/roles for what the Reading Recovery teacher might do during the other part of the day. Examples of particular teacher roles and models of implementation are explained in Appendix A.

In schools where there is a large population of first-grade children who need Reading Recovery service, it is strongly recommended that teachers be trained in pairs, with two or more Reading Recovery teachers per school.

**Requirements for a District**

Several districts may work together to encompass a Reading Recovery site, or a district wishing to implement Reading Recovery may join with an already existing site. In some cases, a district's level of implementation is large enough to qualify as a single district site. Sites are designated as such through the employment of a teacher leader and the ability to demonstrate that they have an ongoing need for training of new Reading Recovery teachers, as well as numbers of teachers that need follow up professional development (Ongoing Professional Development for Trained Reading Recovery Teachers). The maximum number of teachers per teacher leader within a site is 42 (*Standards and Guidelines of Reading Recovery in the United States*, Seventh Edition, 2015).

In cases where a district is not designated as a site, the district should appoint a Reading Recovery "site contact" who will work with the site coordinator and Teacher Leader of the district providing training and ongoing professional development. The contact person within the district is responsible for program and financial oversight, working in cooperation with the Teacher Leader and site coordinator. Site coordinators have the additional responsibility, along with the Teacher Leader, of upholding the Reading Recovery trademark, ensuring that all Reading Recovery standards (e.g. selection of children, teachers and Teacher Leaders teaching the minimum number of children required, teacher leader visits to teachers, training and professional development provided, etc.) are followed.
The site coordinator will:

- Submit all applications from schools within the district to the Teacher Leader who will then forward to the Program Director of Reading Recovery at Clemson University.

- Ensure, with the principal, that Teacher Leader visits are scheduled; needed materials and supplies are purchased; arrangements are made for teachers to attend Reading Recovery conferences; and adequate funding is secured for the activities.

- Support, with the principal, teacher attendance at assessment training and weekly attendance at training courses provided through Clemson University at a Reading Recovery training site during the school year.

- Be aware of principal and teacher responsibilities.

Requirements for a Principal and School

The building principal will:

- Give total support to the teacher(s) enrolled in Reading Recovery training.

- Recommend a teacher(s) experienced in primary reading instruction, preferably delivered in a classroom setting. (Please read the requirements for a Reading Recovery teacher carefully).

- Ensure that the Reading Recovery teacher works individually with four children for thirty minutes every school day. A minimum of two and one-half hours per day should be provided for Reading Recovery service, as well as time for record keeping and planning.

- Ensure that the teacher participates in assessment training focused on administration of the Observation Survey and on the selection of children. Assessment training typically encompasses four days of training (depending on whether it is structured around all full days or some half days).

- Ensure that teachers in training attend a weekly three-hour graduate class at an approved Reading Recovery teacher-training site. Attendance at all sessions is required.

- Facilitate transportation arrangements for a Reading Recovery child to the training class when the Reading Recovery teacher teaches the child behind the glass a minimum of three times per year.

- Ensure that Reading Recovery children are first-time first graders heterogeneously assigned to regular first-grade classrooms and are selected based on their rank ordering as the lowest achieving children. Those who are the lowest
achievers in first grade must enter Reading Recovery as first-round students in the fall. It is imperative that final selection of Reading Recovery students be directed and approved by the Reading Recovery teacher leader in accordance with the Standards and Guidelines of Reading Recovery® in the United States. Teacher Leaders will keep a record of all rank order forms within each school to verify that selection criteria are followed.

- Arrange for a Reading Recovery teacher leader to make at least four to six school visits to Reading Recovery teachers in training to provide assistance, guidance, and discussion. Principals can expect to receive updates from each teacher leader on the progress of the Reading Recovery teacher in training.

- Designate a small, quiet area within the school for the Reading Recovery teachers to teach individual children.

- Allocate funds for the purchase of books on the Reading Recovery approved booklist, magnetic letters, a magnetic chalkboard, and other supplies and ensure they are available prior to Reading Recovery implementation.

- Ensure that all members of the school staff, including administrators, teachers, and support staff understand the purposes of Reading Recovery.

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**Reading Recovery® Teacher Role and Responsibilities**

**Year One: Training Year**

The one-year training program involves course work, the implementation of Reading Recovery in the school, participation in data collection and evaluation, and collaboration with the Director and Trainer at Clemson University.

**The Reading Recovery teacher in training will:**

- Prior to application submission, consult with the teacher leader who will be providing training to discuss training procedures and requirements. (This can be scheduled in person or by phone.)

- Participate in assessment training on the administration of the Observation Survey and the selection of children at a Reading Recovery teacher-training site taught by a Reading Recovery teacher leader or trainer.

- Enroll in two courses, worth six graduate credits per semester for a total of twelve credits per year. The courses, taught by a Reading Recovery teacher leader, consist of weekly sessions, which incorporate behind the glass demonstration teaching. They also include monitoring by the Reading Recovery teacher leader.
who will visit each Reading Recovery teacher in training a minimum of four to six times to provide guidance and clarification of appropriate procedures. In most cases, teacher leaders visit teachers 6-8 times during the year.

- Demonstrate teaching techniques with a Reading Recovery child behind the glass at a Reading Recovery training site a minimum of three times during the year.

- Attend all class sessions and complete assignments and readings.

- Administer the Observation Survey to children at the start of the school year and at the beginning and end of a child's program.

- Work individually for thirty minutes with each of four children on a daily basis for a period of 12-20 weeks. A minimum of two and one-half hours each day should be scheduled for the Reading Recovery teacher in training to provide instruction, as well as time for record keeping, selection of books for instruction, etc. In the first year, Reading Recovery teachers in training can generally be expected to serve a minimum of 8-10 children. By the end of the child's series of lessons in Reading Recovery, the child will be evaluated as achieving grade level status or recommended for further assessment and support.

- Keep careful records on each child (e.g., daily lesson records, running records, weekly book level chart, record of writing vocabulary, etc.).

- Monitor the progress of children served by Reading Recovery. Observe children during classroom reading instruction to ensure transfer.

- Administer required assessments to current, discontinued, and random sample of children according to guidelines established for the evaluation by Clemson University in conjunction with the Reading Recovery® International Data Evaluation Center. Submit data to the teacher leader by a designated date(s).

- Initiate and maintain active communication with the parents of Reading Recovery children. Encourage parents to observe a lesson. Encourage parent cooperation for the child’s attendance at school and for monitoring books read at home.

- Communicate with first-grade teachers of Reading Recovery children through regular conferences.

- Encourage first-grade teachers to observe a lesson and support their understanding of the progress of the Reading Recovery student.

- Communicate with school personnel, including the principal, on the progress of Reading Recovery.

- Receive visits and discuss the program with Reading Recovery teacher leaders, teacher leaders in training, Clemson University Reading Recovery® faculty, and visitors from other sites.
- If possible, receive and make two visits to other Reading Recovery teachers during the year.

- If possible, attend one Reading Recovery® conference at the state, regional, or national level.

**Succeeding Years for a Trained Reading Recovery® Teacher**

*Trained* Reading Recovery teachers should follow all requirements listed for those in training. In addition, during succeeding years, the *trained* Reading Recovery teacher will:

- Continue to carry out the responsibilities of a Reading Recovery teacher.

- Teach at least four first-grade children per day individually for thirty-minute daily sessions in a school setting throughout the school year.

- Keep complete records on each child as a basis for instruction (*Observation Survey* and summary, predictions of progress, lesson records, running records, record of writing vocabulary, record of daily and weekly book levels).

- Demonstrate effective teaching of Reading Recovery children.

- Serve a minimum of eight children per year.

- Attend at least six ongoing professional development sessions at a Reading Recovery training site provided for trained Reading Recovery teachers.

- Assist with discontinuing and end-of-year testing of children taught by other Reading Recovery teachers, if needed.

- Agree to demonstrate teaching behind the glass one or two times during the year, if needed.

- Conduct awareness sessions on Reading Recovery for teachers or specialists in the school, if requested.

- Receive and make two visits to other Reading Recovery teachers during the year, if possible.

- Attend one Reading Recovery conference at the state, regional, or national level, if possible.
Qualifications for a Reading Recovery Teacher

To be considered as a candidate for Reading Recovery teacher training, the teacher will:

- Be a certified teacher with at least three years experience at the primary level or in specialized reading with primary students.

- Have professional experiences and coursework indicating background in early literacy instruction.

- Be able to establish a collaborative relationship with other teachers, parents, and administrators.

- Have a personal commitment to self-reflection, learning new skills, and acquiring new knowledge.

- Be organized and skilled at record keeping.

- Be willing to make a three-year commitment to participate as a teacher in the Reading Recovery program.
Appendix A: Implementation Models

Model 1: Title I, Literacy Interventionist, or Reading Specialist Roles

This model employs one teacher who works in Reading Recovery for part of the day and uses the deep understanding of literacy theory and practice gained from Reading Recovery Training to provide instruction to groups of children the other part of the day.

Model 2: Special Education/ Resource Teacher/ ESOL Teacher

Similar to Model 1, this model employs one teacher who works as a special education teacher or ESOL teacher for part of the day and as a Reading Recovery teacher for the other part. Teachers may use their increased knowledge as they work with other children who are at risk of failure in reading or writing.

Model 3: Classroom Sharing

Two teachers share the responsibility for one classroom. Each teacher teaches Reading Recovery for half of the day and provides regular classroom instruction the other half of the day. Advantages of this model include 1) teachers use their increased knowledge of reading and writing processes with all children in the classroom; 2) first grade teachers are likely to become knowledgeable advocates of Reading Recovery, considering it an essential part of a comprehensive literacy plan for their school.

Model 4: Classroom Teacher or Other Support Personnel

A first grade teacher and a support person (e.g. Title I teacher), both trained in Reading Recovery, share a first-grade classroom. Each teaches Reading Recovery for half the day and provides classroom instruction during the other half of the day. The advantages are similar to Model 3. This model also helps the support person, a Title I teacher, for example, to understand the expectations and capabilities of children in the regular classroom. The design of Model 4 is basically the same as that of Model 3 except that funding for the additional teacher comes from another source such as Title I.
Appendix B:  
Contact Information for Teacher Leaders in South Carolina

If you are interested in implementing Reading Recovery® or training teachers, please contact the Teacher Leader at the site closest to your district.

<table>
<thead>
<tr>
<th>Site</th>
<th>Teacher Leader(s)</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Aiken</td>
<td>Morgan Bowie</td>
<td>Aiken Co. School District</td>
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<tr>
<td></td>
<td></td>
<td>1000 Brookhaven Drive</td>
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<tr>
<td></td>
<td></td>
<td>Aiken, SC 29803</td>
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<tr>
<td></td>
<td></td>
<td>(803)-641-2423</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(803)-641-2569 fax</td>
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<tr>
<td>Anderson 5</td>
<td>Andrea Overton</td>
<td>Homeland Park Primary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3519 Wilmont Street</td>
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<td></td>
<td></td>
<td>Anderson SC 29624</td>
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<tr>
<td></td>
<td></td>
<td>(864)-260-5215</td>
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<td></td>
<td></td>
<td>(864)-375-2042 fax</td>
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<tr>
<td></td>
<td></td>
<td><a href="mailto:andreaoverton@anderson5.net">andreaoverton@anderson5.net</a></td>
</tr>
<tr>
<td>Charleston</td>
<td>Mary Lou Petters</td>
<td>E. B. Ellington Elementary School</td>
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<tr>
<td></td>
<td>Mia Riddle</td>
<td>5540 Old Jacksonboro Road</td>
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<tr>
<td></td>
<td></td>
<td>Ravenel, SC 29470</td>
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<tr>
<td></td>
<td></td>
<td>Phone: (843) 889-9411</td>
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<td></td>
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<td>Fax: (843) 889-2205</td>
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<tr>
<td></td>
<td></td>
<td>Cell: (843) 729-1358</td>
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<tr>
<td></td>
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<td><a href="mailto:Mary_petters@charleston.k12.sc.us">Mary_petters@charleston.k12.sc.us</a></td>
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<td></td>
<td></td>
<td><a href="mailto:Mia_riddle@charleston.k12.sc.us">Mia_riddle@charleston.k12.sc.us</a></td>
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<tr>
<td>Florence 1</td>
<td>Cynthia Coldiron</td>
<td>Wallace Gregg Elementary</td>
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<td>Francis Marion Rd.</td>
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<td>Florence, SC 29506</td>
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<td></td>
<td></td>
<td>(843)-664-8481 or (843)-758-6997 direct line</td>
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<tr>
<td></td>
<td></td>
<td>(843)-664-8181 fax</td>
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<td></td>
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<td><a href="mailto:CYNTHIA.COLDIRON@fsd1.org">CYNTHIA.COLDIRON@fsd1.org</a></td>
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<tr>
<td>Fort Mill</td>
<td>Jamie White</td>
<td>Riverview Elementary School</td>
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<tr>
<td></td>
<td></td>
<td>1300 Spratt Street</td>
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<td><a href="mailto:whitej@fort-mill.k12.sc.us">whitej@fort-mill.k12.sc.us</a></td>
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<tr>
<td>Greenwood 50</td>
<td>Teresa Carter</td>
<td>Lakeview Elementary School</td>
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<tr>
<td></td>
<td></td>
<td>660 Center Street</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td><a href="mailto:carterti@gwd50.org">carterti@gwd50.org</a></td>
</tr>
<tr>
<td>Horry</td>
<td>Kim Floyd</td>
<td>Horry County Schools – Dept of Learning Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>335 Four Mile Rd</td>
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<tr>
<td></td>
<td></td>
<td>Conway, SC 29526</td>
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<td></td>
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<td>(843)-742-1952 fax</td>
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<td></td>
<td><a href="mailto:kFloyd@horrycountyschools.net">kFloyd@horrycountyschools.net</a></td>
</tr>
<tr>
<td>County</td>
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<td>School/Agency</td>
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<tr>
<td>Marion</td>
<td>Susanne Elvington</td>
<td>Easterling Primary School</td>
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<td>Ellen Sanford</td>
<td>Northside Elem</td>
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<tr>
<td>Pickens</td>
<td>Renee Anders</td>
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<td>Rock Hill</td>
<td>Barbara Fewell</td>
<td>Rock Hill Schools</td>
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<tr>
<td>Spartanburg 1</td>
<td>Amber Pitts Vicki Steadman</td>
<td>Spartanburg 1 District Office</td>
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<td>Spartanburg 3</td>
<td>Jaime Dawson</td>
<td>Cowpens Elementary School</td>
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<tr>
<td>Spartanburg 7</td>
<td>Leigh Turmel</td>
<td>Mary H Wright Elementary</td>
</tr>
<tr>
<td>York</td>
<td>Paulette Moore</td>
<td>Education Service Center</td>
</tr>
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</table>
2017-2018 Reading Recovery® Teacher Nomination Form

Part 1. Vital Information

The Reading Recovery Teacher Nomination Form, including Part 1, Vital Information, and Part 2, Commitment, must be completed and returned by June 15, 2017. For districts without teacher leaders, applications should be sent to the teacher leader nearest your district by June 15, 2017. A list of teacher leaders and sites is located on p. 10-11.

Teacher Leaders must then forward all applications to the Program Coordinator, Reading Recovery® Training Center, Clemson University, 404-C Tillman Hall, Clemson, SC 29634-0705.

Preferred Reading Recovery Training Site ________________________________

Name ________________________________
First Middle Last Name called by

Other name used previously as a student at Clemson University ______________________

Birthdate ________________________________

District ________________________________

School ________________________________

Current Position ________________________________

School Mailing Address ________________________________
City __________________ State __ Zip Code __

Cell number __________________ School number __________________

School E-mail Address ________________________________

Home Mailing Address ________________________________
City __________________ State __ Zip Code __

Home Telephone (____ )________________________ E-mail Address ________________________________
Please provide the following information about your educational and professional experiences:

Teaching Experience

___ Total number of years of professional teaching experience

___ Total number of years of professional teaching experience in grades K-3 or in specialized reading

Education

___ Number of undergraduate courses in reading or language arts

___ Number of graduate courses in reading or language arts

Other Professional Experiences

In the space below or on a separate sheet of paper attached to this form, list your other professional experiences, such as attendance at workshops/conferences, participation on curriculum committees, etc., related to your interest in reading/language arts.

Part 2. Commitment Form

This form must be signed by all parties in order for the applicant to be considered for training as a Reading Recovery teacher.

The success of Reading Recovery is dependent on the commitment of teachers to fully participate in both the intensive training* and in successfully teaching Reading Recovery children.

_I have read and understand the responsibilities of a Reading Recovery Teacher, and I meet the specified requirements. I will make at least a three-year commitment to Reading Recovery® as documented in this application packet._

Signature of Applicant ___________________________ Date_____________________

_I have read and understand the responsibilities of the district, principal, site coordinator, Reading Recovery Teacher Leader and Reading Recovery Teacher, and I will support the applicant in making this commitment. I will ensure adherence to all Reading Recovery Standards._

Signature of Principal ___________________________ Date_____________________

Signature of Teacher Leader ______________________ Date_____________________ 

Signature of Site Coordinator ______________________ Date_____________________

*The Reading Recovery course work can be applied to the South Carolina Literacy Teacher Endorsement.*