



Teacher Application

2018-2019

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 **May 31, 2018**. Refer to the list of Teacher Leaders on p.11 for contact information.

For additional information contact:

Clemson University Training Center's Program Coordinator
readingrecovery@clemson.edu

Reading Recovery® Teacher Application

2018-2019

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 for the 2018-2019 school year through teacher training.

This application contains general information about the program, requirements for a school to be represented by a Reading Recovery teacher in training, Reading Recovery teacher requirements, and a Reading Recovery teacher nomination form.

Questions about Reading Recovery®, including applications, training, and implementation, should be directed to Program Coordinator, Reading Recovery Training Center, or by calling 864-656-6149 or e-mailing readingrecovery@clemson.edu.

Completed applications must be submitted by May 31, 2018 to the teacher leader within your site. For districts without teacher leaders, applications must be submitted to the teacher leader nearest your district by May 31, 2018. A list of Teacher Leaders and sites is located in Appendix B on pages 10 - 12. Teacher Leaders must then forward all applications to the Program Coordinator, Reading Recovery Training Center, Clemson University, 400A Tillman Hall, Clemson, SC 29634 no later than June 15, 2018.

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 <https://readingrecovery.org>.

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 Clemson University Reading Recovery trainers or Teacher Leaders 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 serves four Reading Recovery students for at least two rounds in 1:1 tutoring sessions for 12-20 weeks. In most cases, the teacher will provide Reading Recovery instruction across the year to a minimum of eight children during part of the school day while working in some other capacity for the remainder of the day. Depending on levels of coverage within a school, it may be possible to serve as many as 10-12 Reading Recovery children.

A Reading Recovery teacher in training will work individually with four Reading Recovery children per round for part of the day and in another role (e.g., classroom teacher, Title I reading specialist, resource teacher, or staff development provider) for the other part of the day. Within these various instructional models, a Reading Recovery teacher may serve approximately 40 children depending on his or her other role.

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 a teacher leader serving the district.

Reading Recovery must adhere to national/state standards (*Standards and Guidelines of Reading Recovery in the United States*, Eighth Edition, 2017).

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 (Reading Recovery Continuing Contact). Districts that employ a Teacher Leader and have a *minimum* of twelve trained or in-training teachers are designated as a site. The maximum number of teachers per teacher leader within a site is 42 (*Standards and Guidelines of Reading Recovery in the United States*, Eighth Edition, 2017).

All *new* districts that wish to become a Reading Recovery site and train/employ a Teacher Leader must submit an implementation plan that demonstrates how the district will move toward the goal of employing a minimum of 12 Reading Recovery teachers.

An administrator within each site is designated as a “site coordinator.” Each district is designated as a Reading Recovery site by upholding all Standards and Guidelines, by having Teacher Leader(s) who are currently included in the Teacher Leader Registry, and receiving a yearly trademark letter issued by the Ohio State University (who holds the trademark for Reading Recovery).

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 continuing contact. 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 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 3-7 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 clinical 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 to four 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.

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 Trainers at the Clemson University Reading Recovery Training Center and the State Department of Education personnel.

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, taught by a Reading Recovery teacher leader at a Reading Recovery teacher-training site designated by Clemson University. The courses, taught by a Reading Recovery teacher leader, consist of weekly training 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.

School Implementation: Observation, Instruction, and Assessment

The Reading Recovery® teacher in training will:

- Administer the *Observation Survey* to children at the start of the school year to identify those most in need of Reading Recovery instruction.
- Work individually for thirty minutes with each of four children on a daily basis. 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.).
- Administer the *Observation Survey* and make recommendations for discontinuing the child's series of lessons.
- Monitor the progress of children served by Reading Recovery. Observe children during classroom reading instruction to ensure transfer.
- Administer the *Observation Survey* and other required tests 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.
- 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 continuing contact 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.

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 writing and reading 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: 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 2: 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 1. 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 2 is basically the same as that of Model 1 except that funding for the additional teacher comes from another source such as Title I.

Model 3: Title I, Literacy Interventionist, or Reading Specialist Roles

This model employs one teacher who works in Reading Recovery for part of the day and provides instruction to groups of children the other part of the day. While Reading Recovery is specifically tailored to the instructional needs of children who are falling behind in reading and the instructional procedures are not intended for classroom or small group instruction, teachers will be able to use theoretical knowledge relating to reading and writing processes.

Model 4: Special Education/ Resource Teacher/ ESOL Teacher

Similar to Model 3, 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.

**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.

Site	Teacher Leader(s)	Contact Information
Aiken	Morgan Bowie	Aiken Co. School District 1000 Brookhaven Drive Aiken, SC 29803 (803) 641-2423 (803) 641-2569 fax MBowie@acpsd.net
Anderson 5	Andrea Overton	Homeland Park Primary 3519 Wilmont Street Anderson, SC 29624 (864) 260-5215 (864) 375-2042 fax andreaoverton@anderson5.net
Charleston	Mary Lou Petters Mia Riddle	E. B. Ellington Elementary School 5540 Old Jacksonboro Road Ravenel, SC 29470 (843) 889-9411 (843) 729-1358 cell (843) 889-2205 fax Mary_petters@charleston.k12.sc.us Mia_Riddle@charleston.k12.sc.us
Florence 1	Cynthia Coldiron	Wallace Gregg Elementary Francis Marion Rd. Florence, SC 29506 (843)-664-8481 (843)-758-6997 direct line (843)-664-8181 fax CYNTHIA.COLDIRON@fsd1.org
Fort Mill	Jamie White	Riverview Elementary School 1300 Spratt Street Fort Mill, SC 29715 (803) 548-4677 (803) 548-4747 fax whitejf@fort-mill.k12.sc.us
Greenwood 50	Teresa Carter	Lakeview Elementary School 660 Center Street Greenwood, SC 29649 (864)-941-5760 cartert@gwd50.org

Horry	Kim Floyd	Horry County Schools – Dept of Learning Services 335 Four Mile Rd Conway, SC 29526 (843) 488-6832 (843) 742-1952 fax kFloyd@horrycountyschools.net
Marion	Suzanne Elvington	Easterling Primary School 600 E. Northside Avenue Marion, SC 29571 (843) 423-8335 x3018 (843) 423-8314 fax sElvington@marion.k12.sc.us
Oconee	Ellen Sanford	Northside Elem 710 N Townville Street Seneca, SC 29678 (864) 886-4445 (864) 247-8409 cell (864) 886-4446 fax esanford@oconee.k12.sc.us
Pickens	Renee Anders	Liberty Elementary 251 North Hillcrest Street Liberty, SC 29657 (864) 397-2169 (864) 843-5822 fax ReneeAnders@pickens.k12.sc.us
Rock Hill	Barbara Fewell	Rock Hill Schools 660 N. Anderson Rd. PO Drawer 10072 Rock Hill, SC 29731 (803) 981-1991 (803) 980-2003 fax bfewell@rhmail.org
Spartanburg 1	Amber Pitts	Spartanburg 1 District Office 121 Wheeler St. Campobello, SC 29322 (864) 472-4117 Ext 5230 amber.pitts@spart1.org
Spartanburg 3	Jaime Dawson	Cowpens Elementary School 341 Foster Street Cowpens, SC 29330 jdawson@spartanburg3.org
Spartanburg 7	Leigh Turmel	Mary H. Wright 457 South Church Street Spartanburg, SC 29306 (864) 594-4477 (864) 594-6193 fax lturmel@spart7.org

York 1	Paulette Moore	Education Service Center PO Box 770 York, SC 29745 (803) 818-6313 (803) 684-1907 fax pmoore@york.k12.sc.us
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Please contact the Clemson University Reading Recovery Training Center if you have any questions or concerns at readingrecovery@clemson.edu.

2018-2019 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 to the teacher leader within your site by **May 31, 2018**. For districts without teacher leaders, applications should be sent to the teacher leader nearest your district by **May 31, 2018**. A list of teacher leaders and sites is located on p. 10-12.

Teacher Leaders must then forward *all* applications to the University Training Center, Clemson University, *no later than June 15, 2018*: Program Coordinator, Reading Recovery® Training Center, Clemson University, 400A Tillman Hall, Clemson, SC 29634.

Preferred Reading Recovery Training Site _____

Name _____
 First Middle Last Preferred Name

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 teaching experience

_____ Total number of years of 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 _____

Projected Teacher Salary Funding Source
