
Clemson University Reading Recovery® and Early Literacy Training Center for South Carolina

Teacher Leader Application 2018-2019



**Send Application by
June 15, 2018 to:**

Program Coordinator
Clemson University
400A Tillman Hall
Clemson, SC 29634

ReadingRecovery@clemson.edu

2018-2019 Reading Recovery® Teacher Leader Application

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 to apply to train a teacher leader(s) at Clemson University during the 2018-2019 school year.

Questions about this application should be directed to the Program Coordinator for the CUTC, by calling 864-656-6419 or e-mailing readingrecovery@clemson.edu.

Completed applications must be submitted by June 15, 2018, to the following address: Program Coordinator, Clemson University, 400A Tillman Hall, Clemson, SC 29634.

Please note that applications must be signed by the site coordinator and superintendent or other district official before being submitted.

General Information

Reading Recovery is a research-based intervention for first grade children experiencing difficulty learning to read and write. Reading Recovery is implemented throughout the United States and since its introduction here in the United States in 1984, more than one million children have received Reading Recovery instruction.

- A Reading Recovery teacher leader may serve a district or consortium of districts.
- Nominees should be highly respected members of the district. They should be individuals to whom other teachers and administrators look for leadership.
- Teacher leader training at Clemson University is an intensive experience. Training is post-Master's graduate work, and the six courses and fieldwork are rigorous.
- Teacher leaders in training from school systems located more than a two-hour drive from Clemson University may need to stay overnight within the training center area on the days that classes are held or when they are observing teacher-training sites.
- The teacher leader will need to be previously trained as a Reading Recovery teacher. In the event the candidate has not been trained as a Reading Recovery teacher, the trainer will work with the district to implement a plan of success.
- The six clinical, leadership, coaching, and theory courses will be offered on Mondays and Tuesdays beginning in August and ending in May.

Qualifications for Reading Recovery Teacher Leader

The candidate for teacher leader training should have the following:

- A Master's Degree, preferably in early childhood, elementary education, or reading is required.
- A minimum of five years of teaching experience. It is strongly recommended that the candidate have at least three years of recent teaching experience with primary grade children.
- Leadership experiences (e.g., conducting workshops, presenting to small/large groups, participating in special projects, mentoring, coaching, and developing new materials.)
- Ability to communicate and work with parents, teachers, principals, superintendents, and school board members.
- Organizational skills (maintaining multiple tasks and roles, organizing schedules, managing workload, and multiple ongoing responsibilities).
- Energy, initiative, flexibility, and creative problem-solving skills.
- Professionalism (e.g., attends conferences; reads books and articles on language, literacy development, and teaching; shares new knowledge and insights with others).
- An interest in learning, as demonstrated by being self-reflective, collaborating with others, and sharing credit for successes.
- A willingness to make a three-year commitment to serve as a teacher leader at an approved Reading Recovery teacher-training site.
- Commitment from the nominating school district to implement a quality Reading Recovery program according to the *Standards and Guidelines of Reading Recovery in the United States*.

Roles and Responsibilities of a Reading Recovery Teacher Leader

The role of teacher leader in Reading Recovery is a long-term commitment consisting of an initial training year and subsequent years in which a quality implementation is maintained.

YEAR ONE: TEACHER LEADER TRAINING

The teacher leader in training will:

- Attend assessment training prior to the beginning of the semester to learn the observation procedures and assessment methods necessary to screening and selecting Reading Recovery children. *Even if the teacher leader candidate has previously trained as a Reading Recovery teacher, he/she must attend this training.*
- Enroll in three courses earning nine credits each semester through Clemson University, for a total of eighteen credit hours. Comply with Clemson University regulations for graduate school admissions. During the year of Reading Recovery Teacher Leader Training, participants cannot be involved in additional training programs, university coursework, or employment beyond that provided by the nominating district. The three post-Master's courses will focus on early intervention in reading and will include leadership and implementation training, theoretical foundations, and a field-based practicum. The teacher leader in training will be expected to successfully complete all requirements of the coursework including satisfactory teaching of children.

- Conduct assessments at the beginning of the school year to identify first-grade children eligible for Reading Recovery services.
- Work individually with four Reading Recovery children for a minimum of 2.5 hours per day in a school setting each semester. The teacher leader in training can be expected to teach a total of eight to ten children during the training year.
- Demonstrate teaching during the year.
- Perform arranged internship functions designed to help the candidate explore and develop the full role of the teacher leader. Each teacher leader in the training class will be assigned to a rotation schedule to work with several trained teacher leaders in established areas.
- Collect and maintain data on children in accordance with guidelines for evaluation established by Clemson University.
- Adhere to all Standards and Guidelines as outlined by the Reading Recovery Council of North America.
- Attend one Reading Recovery Conference sanctioned by the Reading Recovery Council of North America.
- Attend the Teacher Leader Institute for trained teacher leaders held in June each year. (The location varies each year.)
- Collaborate with the sponsoring school district or site to begin making plans for the local implementation the following year.
- Plan and provide for an appropriate Reading Recovery teacher training facility (including the construction of a room with a one-way glass, audio system, and suitable seminar and office space).
- Conduct Reading Recovery awareness sessions for district and school personnel, board members, administrators, teachers, and parents.
- Disseminate information about recruitment, application procedures, and deadlines for the selection of schools and teachers who will be trained in Year Two. Assist principals in selecting appropriate teachers for the training class. Plan orientations for participating schools, principals, and teachers.
- Order materials and supplies for teacher training. Schedule and inform principals and teachers in writing about assessment training and weekly clinical class sessions.

Facilities

Establish a local or regional professional development-training site that includes:

- An area for one-to-one instruction that contains a one-way glass and sound system situated in such a manner that 10-12 people can observe and discuss the one-to-one instruction without disturbing it. This window must be in place before teacher training begins.
- An area suitable for discussion within a circle of chairs for 10-12 individuals.
- An area suitable for instruction for 10-12 individuals.

YEAR TWO: IMPLEMENTATION

Teaching of Children

During the field year, each teacher leader teaches four children per round. As a part of the Reading Recovery intervention, each person who serves in the teacher leader role works individually with his or her own students (first graders) daily in order to:

- Continue learning.
- Refine and further develop their knowledge and skills of how children learn and make accelerated literacy progress.
- Collect and incorporate examples of children who they are teaching, using them as examples within their training of teachers.

Responsibilities of the Teacher Leader

Within the other part of the day, responsibilities include:

- Prepare training sessions for new Reading Recovery teachers.
- Provide coaching visits to teachers to assist with teaching, assessment, record keeping, scheduling, and documentation.
- Assess Reading Recovery children and assist with decisions about program entry and exit.
- Administer Reading Recovery at the site (including monitoring and advocacy).
- Prepare training sessions for ongoing professional development of trained Reading Recovery teachers.
- Support district-wide literacy initiatives and K-2 classroom teachers.

Reading Recovery Teacher Training

- Conduct assessment training to prepare Reading Recovery teachers in training to administer the *Observation Survey* prior to or at the beginning of the school year.
- Guide and monitor the assessment and selection of children for the program. Serve as an outside evaluator for discontinuing children's series of lessons. Work with the district to coordinate assessment with district requirements and procedures.
- Serve as an adjunct instructor for Clemson University to instruct new Reading Recovery teachers.
- Monitor and provide school visits to each Reading Recovery teacher in training, at least four to six visits per teacher each year, to ensure fidelity of Reading Recovery.

Professional Development for the Teacher Leader

- Make arrangements for two site visits during the first year of implementation from Clemson University Reading Recovery personnel.
- Receive visits from and participate in the clinical aspects of training future teacher leaders.
- Make at least two colleague visits at the teacher leader level each year.

- Attend two professional development sessions with trained teacher leaders at the Clemson University Training Center.
- Attend a Reading Recovery Council of North America sanctioned Reading Recovery Conference annually.
- Attend a summer institute held yearly.

Data Collection and Program Evaluation

- Comply with national selection criteria for selection of children. (See *Standards and Guidelines of Reading Recovery in the United States*, Eighth Edition, 2017).
- Comply with national implementation guidelines regarding teacher leaders, teachers, and local sites. (See *Standards and Guidelines of Reading Recovery in the United States*, Eighth Edition, 2017).
- Keep records on Reading Recovery teachers and guide the record keeping on current, discontinued, and random sample children. Collect, maintain, and submit the data for evaluation to the International Data Evaluation Center and the Clemson University Training Center as required.
- Prepare and submit yearly site report to Clemson University by the designated date using the guidelines and requirements established by Clemson University and the International Data Evaluation Center.

Communication and Collaboration

- Communicate with administrators, specialists, and teachers in school buildings involved in Reading Recovery.
- Conduct professional development at the school building level for K-2 classroom teachers.
- Make presentations on the program to interested groups including parents, teachers, specialists, administrators, and board members.
- Collaborate with the Reading Recovery faculty at Clemson University in all activities, including training, implementation, advocacy, research, as well as any other areas that impact the growth and improvement of Reading Recovery at district, state, or national levels.

YEAR THREE: SUPPORT YEAR

Continue to follow the responsibilities, procedures and routines outlined in the items for Year Two above with the following modifications/additions:

- Conduct six to eight job-embedded professional development sessions for trained Reading Recovery teachers and visit each of them at least twice during the year to maintain fidelity of the program. (It is strongly recommended that teacher leaders visit teachers who need additional support more frequently.)
- Arrange for site visits from Clemson University Reading Recovery personnel as needed.
- Collaborate with the Clemson University staff and district administration to design a procedure to review trained Reading Recovery teachers every three years to ensure that a quality program is maintained.

Directions: Please complete the following five (5) sections of this form. The applicant and the applicant's superintendent must sign this form.

Section I. Teaching Experience

A minimum of five (5) years teaching experience is recommended, with no fewer than three (3) years experience at the primary level (grades K-3) or in reading. Give the following information:

_____ Total number of years teaching

_____ Total number of years in grades K-3 or in reading

Has your teaching experience been within the last five years? Check one.

- Yes
- No

If no, please explain.

Section II. Reading/Language Arts Experience

A. Complete the following information and briefly describe the nature of your course work in reading/language arts.

_____ Number of undergraduate courses in reading or language arts

_____ Number of graduate courses in reading or language arts

Describe Coursework:

B. List other professional experiences related to your interest in reading/language arts (workshops, conferences, curriculum committees, etc.).

Section III. Advanced Degree(s)

NOTE: For applications to be considered, the applicant must have at least a Master's Degree.

Highest degree held _____ Year earned _____

University/College _____ Major _____

Section IV. Leadership Experience

Please attach a brief essay 1) describing your leadership qualities and 2) cite evidence of these qualities that support your ability to provide leadership as a teacher leader in Reading Recovery (i.e., awards/recognitions, experiences with staff development programs, leadership positions, ability to interface and collaborate with others).

Section V. Resume and Transcript of Master's Degree Coursework

Please attach a copy of your professional resume and a copy of the transcript of Master's Degree coursework.

Part 2: Commitment Form

The success of Reading Recovery is dependent on the commitment of the teacher leaders to fully participate in both the intensive training at Clemson University and the subsequent implementation of the program in their local sites.

I have read this document and understand the responsibilities of a Reading Recovery Teacher Leader, and I meet the specified requirements. I will make a good faith three-year commitment to Reading Recovery as outlined within this document. I further verify that I hold a Master's Degree.

Signature of Applicant _____ Date _____

Reading Recovery must have the support of district administrators, classroom teachers, and building principals to succeed. I nominate the above applicant for training in Reading Recovery.

I have read this document and understand the responsibilities of the district, principal, and Reading Recovery Teacher Leader, and I will support this applicant in making this commitment. I will ensure adherence to the Standards and Guidelines of Reading Recovery in the United States.

Signature of Site Coordinator _____ Date _____

Signature of Superintendent _____ Date _____
Or other District Official

Projected Teacher Leader Salary Funding Source
