

Boulder Valley School District

Reading Recovery[®] Program

2011-2012

Application Form

Send Applications by April 26th to:

Susan Wojciechowski

Ed Center

Curriculum and Instruction Office

6500 East Arapahoe

Boulder, CO 80303

Parts A and B

School Site Application

Principal: _____

Phone: _____

School: _____

Teacher Nominee's Name: _____

Principals: Read Part A and complete Part B. Please gather Parts C-E from the applicant and submit Part A-E together by April 26th.

PART A

PRINCIPAL'S COMMITMENTS TO THE PROGRAM

The principal plays an integral part in the successful implementation of the Reading Recovery Program at a school. Following are the roles and responsibilities of the principal of a Reading Recovery School:

1. The principal must be prepared to give support to the teachers who are enrolled in the Reading Recovery Inservice Course.
2. When selecting teachers to apply for the inservice course, please consider the following:
 - A. Teacher participation in Reading Recovery Inservice Course should be **voluntary**.
 - B. Applicants may be interviewed during April or May and notified of their acceptance by May 13th.
 - C. The teacher(s) selected should hold at least a bachelor's degree and have at least three years of successful, **recent experience** teaching in the primary grades and/or teaching reading.
 - D. The teacher(s) will participate in a week-long Assessment Training seminar to learn how to use the Observation Survey and how to select children for the program. There will be 2 choices for this week-long seminar: July 25th-July 29th OR August 1st-5th.
 - E. Throughout the training year, the teacher(s) will work with four children every school day. He/she will use Reading Recovery procedures and materials for a minimum of 3 hours and 30 minutes per day, five days per week. This time is inclusive of planning and record keeping as well as passing time. For the remaining half of the day, the teacher (s) will assume other responsibilities (e.g., classroom teaching, literacy interventionist, Special Ed, ELL, or providing staff development for teachers, etc.).
 - F. In addition the teacher trainee(s) will attend weekly, after school seminars and earn 4 hours of graduate credit. Seminars are held at the Reading Recovery Center at Nevin Platt Middle School. Attendance at all sessions is required.

- G. During the training year, beginning in August, all teachers-in-training will teach at least 3 to 5 'behind-the-glass' demonstration lessons with one of their Reading Recovery children. These will take place at the Reading Recovery Center in front of the other members of the training class as part of the weekly training class.
 - H. Teachers trained in Reading Recovery are expected to make at least a 3-year commitment (beyond their training year/s) to teaching in the program at the school/district which supported their training.
3. **WORK AREA:** The principal will designate a small, quiet area within the school, with easy access to first grade classrooms, where the Reading Recovery teacher(s) will tutor individual students. In addition, she/he will provide appropriate furniture, including a table, chairs, easel, and bookshelves.
 4. **TRANSPORTING STUDENTS:** The teacher-in-training will make arrangements for someone else to transport the Reading Recovery children to the Reading Recovery Center when it is the teacher trainee's turn to conduct a demonstration lesson 'behind-the-glass.' Since the teacher trainee must stay for the entire 3-hour class session, it is necessary for someone other than the teacher to transport the child to and from the Center.
 5. **COMMITMENTS:** Participating teachers must have the successful completion of their Reading Recovery training course as their first priority and primary demand on their time.
 6. **DATA COLLECTION:** The principal will support and facilitate all data collection and testing required for monitoring and evaluating the Reading Recovery program. This is in accordance with the standards of the Reading Recovery Council of North America.
 7. **FUNDING:** The Literacy Department will allocate funds for items A, B (partial), C and D below. The principal must be prepared to allocate funds for Items E & F.
 - A. Full cost of providing Reading Recovery Trainers for teachers
 - B. Half of the cost of college credit for teacher training - Teachers will need to pay the other half.
 - C. The purchase of all books and most materials used in Reading Recovery training & instruction.
 - D. The purchase of books to supplement materials beyond the training year.
 - E. Some miscellaneous training & instruction materials.
 - F. Registration for attendance at a Reading Recovery Institute.
 8. **CLASSROOM LITERACY:** The principal will insure that a Data-Driven Balanced Literacy is implemented by K-3 classroom teachers in order to provide appropriate literacy experiences for all students and a supportive, coherent environment for children involved in Reading Recovery.

Please rate this teacher between 1 and 5 on the following characteristics:

Leadership	Interpersonal Skills	Expert Teacher	Organization	Intrinsically motivated to learn
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Comments:

PART B IMPLEMENTATION PLAN

A successful Reading Recovery program is facilitated by a well-thought-out implementation plan. Please type your narrative on a separate sheet of paper and attach it to this application. In your narrative, please include responses to the questions listed below.

1. What is your school's vision for Reading Recovery?

2. How will you reach full implementation at your school site? (Full implantation means to provide Reading Recovery for every first grader who needs it.)

3. Reading Recovery teachers are assigned to teach Reading Recovery children for one-half day. What will be the teacher's assignment for the remaining half of the day?

The success of Boulder Valley's Reading Recovery Program is also dependent on the commitment of the teacher's school district to provide the conditions necessary for the teacher to fulfill the Responsibilities of a Reading Recovery Teacher (see Part C).

I nominate and support the above applicant's participation in Boulder Valley School District's Reading Recovery Program.

Signature of **Principal**

Date

PARTS C AND D
BOULDER VALLEY SCHOOL DISTRICT
Reading Recovery & Reading Recovery Literacy Lessons
Certified Reading Recovery Teacher/ RR/LL Application Form

Name: _____ email: _____

School: _____ Current Position: _____

City: _____ Zip Code: _____ Phone: _____

Please read Part C (pages 5 and 6). Complete Part D (page 7) then sign Part E and submit all pages to your principal so he/she can complete part A & B before submitting the application.

PART C
RESPONSIBILITIES & COMMITMENT OF A READING RECOVERY TEACHER

Year 1 Teacher Intensive Training

1. INSERVICE SESSIONS

- A. Participate in a week-long Assessment Training Seminar during one of the following weeks:
July 25-29th _____ OR August 1-5th _____
Summer class sessions will be 8:30 a.m. through 3:30 p.m.
- B. Attend weekly graduate level seminars after school, for 3 hours per session throughout the training year, as per Reading Recovery Council of North America standards. Courses will be clinically oriented and focus on skills needed for implementing the Reading Recovery Program.
- C. Teach four first-grade children per day for a 30-minute individual session five days a week in a school setting throughout the school year using Reading Recovery procedures and materials. The teacher can be expected to serve at least eight to ten children during the year.
- D. Teach, in front of a one-way glass window, one of the teacher's own Reading Recovery pupils three to five times during the year. Local arrangements must be made to transport the child to the training site for this demonstration.
- E. Receive school visits from the *Teacher Leader* over the course of the training year, at which time the teachers-in-training will teach Reading Recovery students, using procedures and materials from the inservice sessions.

2. RECORD KEEPING

- A. Use Reading Recovery procedures and work with Teacher leaders to select the lowest 20% of the first grade children at your school as candidates for the program.

- B. Keep careful records on each child as a basis for instruction (observation survey and summary, predictions of progress, lesson records, running records, record of writing and reading vocabulary, record of book level, and attendance record).
- C. Administer the Observation Survey and make recommendations for the discontinuation of children from the program.
- D. Observe Reading Recovery children during classroom reading instruction to ensure transfer of literacy learning.
- E. Monitor the progress of children discontinued from the program.

3. COMMUNICATION AND COLLABORATION

- A. Initiate and maintain active communication with parents of Reading Recovery children. Encourage each child's regular daily attendance at school and enlist parental cooperation for reading books at home. Secure parental permission and make arrangements for the child to travel to the Reading Recovery Center for 'Behind the Glass' lessons.
- B. Communicate regularly with the first grade teachers of your Reading Recovery children. Initiate and plan regular conferences, and respond to teachers' questions about the children's progress. Invite the first grade teachers to observe a Reading Recovery lesson and be willing to address any questions.
- C. Communicate regularly with other school personnel.
- D. Keep the principal informed about the children's progress.

4. YEAR TWO AND BEYOND-TEACHER PROGRAM IMPLEMENTATION

- A. Work individually with four Reading Recovery children (for Literacy Lessons teachers-2 Sped/ELL students) each day for a 30-minute individual session five days a week in a school setting throughout the school year. The teacher can be expected to serve at least eight to ten (Literacy lessons-4) children during the year. Continue to maintain complete observation records as well as collect, maintain and submit data in accordance with Reading Recovery guidelines.
- B. To maintain Reading Recovery Certification, you must attend a minimum of six continuing contact training sessions. Literacy Lessons teachers will continue training in a year-long 3 credit course designed for working with individual students in a special education setting.
- C. Teach a child behind the glass for colleagues as scheduled.
- D. Make a **three year commitment** beyond your training year/s to teach in the Reading Recovery program at the school/district site which supported your training and understand that you are committing to cycling back to a classroom/literacy/Sped position after three years as a RR or RR/LL teacher.

PART D TEACHER APPLICATION

1. TEACHING EXPERIENCE:

Colorado teacher certification in elementary, special education, or as a reading specialist, and a minimum of three (3) years of recent successful teaching experience are required, with no less than three years experience at the primary level (grades K-3) or in beginning reading. List years of primary experience.

School/District	Grade Level	Years	Classroom or intervention

(Please use back for additional experience if needed.)

2. READING/LANGUAGE ARTS EXPERIENCE

A. Undergraduate and graduate coursework related to reading and language arts

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|--|--|

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

C. Leadership: Describe the relationships you have within your buildings with faculty and administrators as well as leadership roles you have held.

D. Please mark one choice below and explain why you are interested in being trained as a Reading Recovery teacher or a Reading Recovery/Literacy Lessons teacher. What do you expect to get out of the training?

Mark One: Reading Recovery Reading Recovery Literacy Lessons

Explain:

PART E COMMITMENT

The success of Reading Recovery is dependent on the commitment of teachers to fully participate in both the intensive training and daily tutoring of Reading Recovery students. Please refer to the Responsibilities of a Reading Recovery Teacher on the previous pages (pgs.5&6) for a list of participant obligations.

I have read and understand the responsibilities of a Teacher in the Reading Recovery/Reading Recovery Literacy Lessons Programs and I am willing to make this commitment to the site that supports my training for at least three years after the training year/s.

I acknowledge that recognition as a Reading Recovery teacher depends on successful completion of the Reading Recovery course with a grade of B or better. I further understand that continuation in the training will be based on successful performance as a Reading Recovery/RRLL teacher as determined jointly by the Teacher Leader and the supervisory staff of my school/district.

Signature of **Applicant**

Date

Give Parts C-E to your principal for submission to the district office.