

Form III (TL)

THE OHIO STATE UNIVERSITY

Teacher Leader Nomination Form



February, 2010

Trainers and Faculty

**Mary Fried
Lea McGee
Gay Su Pinnell
Emily M. Rodgers
Patricia Scharer**



Reading Recovery®



**Literacy
Lessons®**

RESPONSIBILITIES OF A TEACHER LEADER

Literacy Lessons: New Professional Development for Teachers in Special Education Settings and for ESL Teachers

As of 2010-2011, teacher leaders in training at The Ohio State University will be prepared to offer Literacy Lessons professional development to ESL and Special Education teachers, in addition to training and professional development for Reading Recovery teachers.

This expanded training for teacher leaders is in keeping with Marie Clay's recommendation to provide professional development to all teachers responsible for designing and delivering literacy lessons to individual children having great difficulty learning to read and write.

Year 1 Teacher Leader Intensive Training

1. Enroll in two courses (six credit hours) each quarter at The Ohio State University, Columbus. One course will be clinically oriented; the other will focus on necessary background theory in reading and on skills for training other teachers and coordinating the implementation of Reading Recovery.
2. Enroll in one additional course (three credit hours) spring quarter, a Coaching Practicum.
3. Complete extensive field work with teacher leader mentors at assigned site(s) fall, winter and spring quarters.
4. Daily work individually with four Reading Recovery children. The teacher leader can be expected to teach about eight children during the year.
5. Demonstrate teaching, in front of one-way glass, with one Reading Recovery student (at least once each quarter for three quarters).
6. Lead a seminar of teachers to learn the techniques of a teacher leader. Teacher leaders will be supervised and their performances will be evaluated and discussed.
7. Perform arranged internship functions designed to help the candidate explore the full role of the teacher leader.
8. Collect and maintain data on children in accordance with guidelines for the evaluation.

Year 2 Field Year

1. Instruct 10-12 new Reading Recovery teachers, each of whom will, at the same time, begin work with four Reading Recovery children.
2. Daily work individually with at least four Reading Recovery children. The teacher leader can be expected to serve about eight children during the year. (A characteristic of Reading Recovery is that those who serve as leader continue to learn, develop their skills, and gather new examples of reading and writing behavior

from children.) The other half of the day is devoted to preparing training sessions, visiting teachers to give assistance, testing children, and administering the program in the region.

3. Guide testing and selection of children. Work with the district or county evaluation department to coordinate testing with district requirements and procedures.
4. Supervise and visit Reading Recovery teachers and guide record keeping on children.
5. Collect and send data to IDEC for analysis. Prepare a research report for The Ohio State University.
6. Make presentations about Reading Recovery to interested groups, including parents and Boards of Education.
7. As necessary, conduct inservice sessions at the school buildings involved in Reading Recovery.
8. Attend a Reading Recovery Conference.
9. Attend a four-day Teacher Leader Institute for trained teacher leaders held yearly in June.
10. Make arrangements for two site visits by OSU trainers.

Year 3 - Support Year

1. Continue to follow responsibilities outlined in 1-10 Year 2.
2. Make arrangements for one or two site visits by OSU personnel, if needed.
3. Conduct four to six continuing contact sessions for trained Reading Recovery teachers.

Year 4 - Contact Year

1. Continue to follow 1-10 Year 2.
2. OSU site visit support is available as an option.
3. Conduct four to six continuing contact sessions for trained Reading Recovery teachers.

Year 5 – Independent

1. Continue to follow 1-10 from Year 2.
2. Conduct four to six continuing contact sessions for trained Reading Recovery teachers.

**Please submit 3 copies
of this form and a
complete VITA**

The Ohio State University
Reading Recovery
Teacher Leader Nomination Form

(ALL NOMINEES FOR TL MUST HOLD AT LEAST A MASTERS DEGREE)

Regional Training Site: _____

Name _____

County _____ District _____

School _____ Current Position _____

School Address _____

City _____ State _____ Zip _____

Phone: Work _____ Home _____

Email _____

DIRECTIONS:

Please complete the following four (4) sections of this form and attach a complete resume. **This form must be signed by the applicant and the applicant's superintendent.**

SECTION I. TEACHING EXPERIENCE

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

_____ Total number of years of teaching experience.

_____ Total number of years of teaching experience at the primary level (grades K-3) or in reading.

- B. Has your teaching experience been within the last five (5) years?
YES or NO. If no, please explain.

SECTION II. READING/LANGUAGE ARTS EXPERIENCE

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

_____Number of undergraduate courses in reading/language arts.

_____Number of graduate courses in reading/language arts.

Describe course work:

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

SECTION III. LEADERSHIP EXPERIENCE

Please describe qualities and cite evidence of these qualities that support your ability to provide leadership as a teacher leader in Reading Recovery (i.e., awards/recognition for teaching, experiences with staff development programs, leadership positions in education, related activities, etc.).

SECTION IV. COMMITMENT

The success of Reading Recovery depends on the commitment of teacher leaders to fully participate in both the intensive training at The Ohio State University and the subsequent implementation of the Program in their home state. Please refer to the Responsibilities of a Teacher Leader in this packet for a list of participant obligations.

I have read and understood the responsibilities of a Reading Recovery teacher leader and I am willing to make this commitment.

Signature of Teacher Leader Applicant

Date

I nominate and support the above applicant's involvement in Reading Recovery.

Signature of Superintendent

Date

PLEASE NOTE

If this Teacher Leader Form is being completed as part of the application for the establishment of a state regional site, please attach this completed form with the state application (Form RTS) and send to:

Dr. Emily Rodgers
The Ohio State University
200 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, Ohio 43210
(614) 688-3646

Form III Teacher Leader Training Costs Grid

Costs for Year 1, Training Year		Costs for training year			Notes:	
OSU Tuition ⁴ – OH Residents (estimate) 21 graduate hours OR OSU Tuition ⁴ – Non-OH Residents (estimate) 21 graduate hours Instructional Fee (includes children’s and professional books and all teaching materials) Living Expenses (estimate) Parking (estimate) RR Conference (Registration Only) TL Institute (Registration Only) Additional Teaching Materials (estimate) Installation of a one way mirror at the university training site, to be completed by the end of the training year.		\$7,100 OR \$18,340 \$6,500 \$7,500 \$550 \$350 \$450 \$100 Varies			In addition to these required fees each university training center should estimate the following travel related costs including airfare and hotels for attendance at (a) the annual 2011 National Reading Recovery & K-6 Classroom Literacy Conference and (b) the Teacher Leader Institute. Costs do not include the trainer’s salary or benefits.	
Estimated Costs Years 2 -5 ¹ (costs beyond Year 1 are approximate and are subject to change)	Year 2	Year 3	Year 4	Year 5+	Notes:	
RR Conference (registration) ²	\$350	\$350	\$350	\$350	1. Costs do not include the salary of the individual being trained or a substitute during the training year. 2. Travel and accommodation costs are not included. 3. Travel expenses, accommodations and meals for the faculty member providing the two day site visit are not included here but should be budgeted for. 4. Tuition rates are subject to change by The Ohio State University with a possible 9% maximum increase yearly. *Prices are subject to change and are reviewed on an annual basis by IDEC (2010-2011)	
TL Institute (registration fee) ²	\$450	\$450	\$450	\$450		
Teacher Training Materials	\$150	\$100	\$50	\$50		
University Affiliation Fee	\$550	\$550	\$550	\$550		
2 Two-day Site Visits ³ (Consultation Fee Only)	\$500 per day x 4 days					
Data Analysis by IDEC*						
Set up fee (for data submission)	\$350	\$350	\$350	\$350		
Teacher data entry fee (web based data submission)	\$45 per Reading Recovery teacher	\$45 per Reading Recovery teacher	\$45 per Reading Recovery teacher	\$45 per Reading Recovery teacher		