

THE OHIO STATE UNIVERSITY

Guidelines and Application Form for the Establishment and Operation of a
Regional Training Site to Prepare Reading Recovery Teachers
and Literacy Lessons Intervention Specialists.



February, 2010

Trainers

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Reading Recovery®



Literacy
Lessons®

Application to Establish and Operate a Regional Trainer Center
for Reading Recovery Teachers.

Eligibility and Application Procedures

A. General Information and Stipulations

1. You are invited to submit to The Ohio State University an application to establish a state regional training site for Reading Recovery and Literacy Lessons as set forth under Section B: Scope of Responsibilities. Two levels of training are provided at The Ohio State University: (a) the teacher leader year-long academic course work prepares qualified individuals to coach Literacy Lessons or Reading Recovery teachers at a school district site; and (b) the trainers of teacher leaders year-long academic course work with extensive field experience prepares qualified individuals to teach Reading Recovery teacher leaders at a university site. Applicants for teacher leader training must hold an M.A. degree. Applicants for training as instructors of teacher leaders must hold a Ph.D. or Ed.D degree and have documented university support.
2. Please direct inquiries regarding this application to Dr. Emily Rodgers, 200 Ramseyer Hall, 29 W. Woodruff Avenue, Columbus, Ohio 43210-1177 (614) 292-9288.
3. Application information should be received by June 4, 2010
4. Please read all instructions carefully, as failure to comply with all requirements in the application may result in a delay for processing your application.
5. Final selection of Reading Recovery training sites will be made by the Reading Recovery faculty at The Ohio State University.

B. Scope of Responsibilities (Summarized in Form III)

1. Year 1 (Training Year) Training a Teacher Leader
 - a. Make necessary staff allocations so that the teacher leader in training can attend a one-academic-year (September-June) training program for teacher leaders at The Ohio State University, Columbus. Clinical and theory classes will be held two days a week at The Ohio State University. Prospective teacher leaders will tutor four students on a daily basis. Extensive field experience with a trained teacher leader at existing training sites will be required.

Field experience seminars will be held on a regularly scheduled basis. Prospective teacher leaders should be nominated by the applicant in accordance with established criteria for selection (see accompanying Teacher Leader Nomination Form III).

Based on feedback from recently trained Teacher Leaders in Ohio we strongly recommend that candidates for training from Ohio live within an hour's driving

distance to the university and take the training “in-residence”. This is not a requirement and a candidate’s inability to do this will not adversely affect the consideration of their application in any way.

- b. Reimburse The Ohio State University for tuition costs for twenty-one (21) credit hours for each teacher leader trainee. Out-of-state tuition in 2010-2011 is estimated to be \$18,340 (tuition will be decided by O.S.U. in August 2010) for 21 graduate credit hours. In-state tuition will be approximate \$7100. (Tuition rates are subject to change by The Ohio State University with a possible nine percent maximum increase yearly.)
 - c. Reimburse The Ohio State University \$6,500 for teacher leader training. This fee covers professional books, class reading sets, a collection of books for teaching children, other materials for teaching children, and consultation with The Ohio State University personnel through implementation seminars, field experiences, and site visits.
 - d. Collect and maintain data on Reading Recovery children in accordance with guidelines for evaluation outlined by The Ohio State University.
2. Year 2 (Field Year) Establishing a site to train Reading Recovery teachers
- a. Establish a regional staff development training center that includes:
 - 1) an area for one-to-one instruction that contains a one-way mirror and sound system situated in such a manner that 10-12 people can observe and assess the one-to-one instruction without disturbing it. This window must be in place before the inservice program can begin. See *The Site Coordinator’s Handbook* for specifications to construct the one-way mirror.
 - 2) an area(s) suitable for the instruction for 10-12 individuals.
 - b. Make necessary arrangements for each teacher leader to provide training of 10-12 Reading Recovery teachers; these teachers should be selected from within the geographic area of the site.
 - c. Make necessary arrangements for Reading Recovery teachers to receive credit (9 quarter hours, 6 semester hours) for Reading Recovery training at an accredited graduate college or university.
 - d. Make necessary staff allocations so that each teacher leader works at least two hours per day teaching individual children in Reading Recovery and one-half day (five days per week) performing teacher leader functions (see accompanying Teacher Leader Nomination Form).
 - e. Make necessary staff allocations so that Reading Recovery teachers may work at least two hours per day teaching individual children in Reading Recovery. Districts may elect to use the classroom sharing method, in which a first-grade classroom

teacher is paired with a special reading teacher, each teaching individuals one-half day and taking the classroom one-half day. Other arrangements, such as a half-time resource teacher or half-time Title I appointment, are also possible.

- f. Make necessary arrangements so that each teacher leader can monitor Reading Recovery teachers and conduct ongoing professional development with previously trained teachers. Release time must be provided to carry out these duties.
- g. Collaborate with The Ohio State University personnel in planning for the needs of the project and the particular district.
- h. Purchase books and materials for Reading Recovery teachers who will be working with Reading Recovery children (approximate cost: \$2,000 per teacher).
- i. Collect and maintain data on Reading Recovery children in accordance with guidelines for evaluation to be performed by The Ohio State University. Provide \$350.00 set up fee for data submission as well as \$45.00 per Reading Recovery teacher for the teacher data entry fee to the International Data Evaluation Center (www.idec.us).
- j. Submit a site report each year in accordance with OSU guidelines.
- k. Provide resources for two 2-day site visits from OSU trainers to provide professional assistance to the teacher leader. Costs include travel related expenses and \$500 payment per day for personnel time.
- l. Provide an annual affiliation fee of \$550 to OSU to compensate for annual professional development for teacher leaders, telephone consultations, mailing costs, and updated materials.
- m. Provide resources to teacher leader(s) to travel to the annual National Reading Recovery Conference (held in Columbus) and to the annual Teacher Leader Institute (location varies each year).

Note: Consideration should be given to compensate the teacher leader for increased responsibilities during the field year and subsequent years.

- 2.
- 3.
- 4.

SECTION II. READING RECOVERY APPLICATION NARRATIVE

Please describe your capabilities in establishing and operating a regional training site for training and providing continued professional development to Reading Recovery teachers.

SECTION III. APPLICANT ASSURANCES

1. Year 1 (Training Year) Applicable only if a Teacher Leader is being trained.

- a. Make necessary staff allocations so that one or two experienced individuals can attend a one-year (September-June) teacher leader training program to be held at The Ohio State University, Columbus. Clinical and theory classes will be held two days a week at The Ohio State University. Extensive field experience with a trained teacher leader at existing training sites will be required. Field experience with update meetings will be held on a regularly scheduled basis. Prospective teacher leaders should be nominated by the applicant in accordance with established criteria for selection (see accompanying Teacher-Leader Nomination Form).
- b. Make necessary staff and facilities allocations so that each teacher leader works at least two hours per day teaching four (4) individual children using Reading Recovery strategies.
- c. Reimburse The Ohio State University for tuition costs for twenty-one (21) graduate credit hours for each teacher leader trainee.
- d. Reimburse The Ohio State University \$6,500 for teacher leader training. This fee covers professional books, class reading sets, a collection of books for teaching children, other materials for teaching children, and consultation with The Ohio State University personnel through implementation seminars, field experiences, and site visits.
- e. Collect and maintain data on Reading Recovery students in accordance with guidelines for evaluation to be performed by The Ohio State University.
- f. Provide release time and expenses for Teacher leader(s) to attend a regional Reading Recovery Conference, four-day Teacher Leader Institute in June, and professional development sessions planned by O.S.U. faculty (approximately 2 days annually).

2. Year 2 (Field Year)

- a. Establish a regional staff development training center that includes:
 - (1) an area for one-to-one instruction that contains a one-way glass window with sound system situated in such a manner that 10-12 people can observe and discuss the one-to-one instruction without disturbing it.
 - (2) an area(s) suitable for the instruction of 10-12 individuals.
- b. Make necessary arrangements for each teacher leader to provide training for 10-12 Reading Recovery teachers; these teachers should be selected from within the geographic area of the site, with plans for full implementation.

- c. Make necessary arrangements for Reading Recovery teachers to receive graduate credit (9 quarter hours, 6 semester hours) for Reading Recovery training at an accredited graduate college or university.
- d. Make necessary staff allocations so that each teacher leader may work at least two hours per day teaching individual children in Reading Recovery and one-half day five days per week performing teacher leader functions (see accompanying Teacher Leader Nomination Form).
- e. Make necessary staff allocations so that Reading Recovery teachers may work at least two hours per day teaching four (4) individual children who are in Reading Recovery. Districts may elect to use the classroom sharing method in which a first grade classroom teacher is paired with a special reading teacher, each teaching individuals one-half day and taking the classroom one-half day. It is advisable for teachers to have at least five minutes of record time per child.
- f. Collaborate with The Ohio State University personnel in planning for the project's and the district's needs in years 2,3,4 (See Reading Recovery Implementation Grid, p. SRS-5).
- g. Purchase books for Reading Recovery teachers who will be working with Reading Recovery children (approx. \$2000 per teacher).
- h. Collect and maintain data on Reading Recovery children. Data are submitted annually to the International Data Evaluation Center for analysis (Set up fee is \$350.00; cost of data submission per Reading Recovery teacher is \$45.00).
- i. Submit a site report annually to The Ohio State University in accordance with the Standards and Guidelines of Reading Recovery in the United States.
- j. Provide release time and expenses for Teacher leader(s) to attend a regional Reading Recovery Conference, four-day Teacher Leader Institute in June, and professional development planned by OSU faculty (approximately two days annually).
- k. Provide resources for two two-day visits from OSU personnel to provide technical assistance to teacher leader(s) and Reading Recovery teachers. Resources include travel expenses and \$550.00 payment per day to The Ohio State University for personnel time (only required in Year 2).
- l. Provide resources to teacher leader for instructional assistance.

3. Year 3 (Support Year)

Continue to follow responsibilities for program implementation outlined in preceding section (Year 2, Field Year, a-1)

- a. Provide resources for site visits from OSU Faculty to provide technical assistance to teacher leader(s) and Reading Recovery teachers. Resources include travel expenses and \$500 payment per day to The Ohio State University for personnel time. This assistance will be based on need or request during Year 3 (Support Year) and beyond.
- b. Provide professional development for previously trained Reading Recovery teachers.

4. Year 4 (Contact Year)

Continue to follow responsibilities for program implementation outlined in Year 2 (a-1), and Year 3, Support Year (a & b).

- a. Reading Recovery Regional Conference required.
- b. Teacher Leader Institute in June required.
- c. Newsletter, updated materials, etc., recommended.
- d. OSU site visits optional, but available if requested.
- e. OSU professional development required (approximately 2 days annually).

5. Year 5 (Independent)

- a. Maintain quality of program as outlined in the 2004 Standards and Guidelines of Reading Recovery in the United States.
- b. Collect and submit data to IDEC for analysis, attend the Teacher Leader Institute, OSU professional development and a Reading Recovery conference, and submit a site report to The Ohio State University, annually.

Signature of Superintendent Date

Print Name: _____

Mailing address: _____

Phone Number: _____

Signature of College or Dean of Education

Date

Print name:

Mailing address:

Phone Number:
