

READING RECOVERY[®] CENTER OF MICHIGAN

Oakland University

Rochester, Michigan

Teacher Leader Application Form

Send application to:

**Reading Recovery Center of Michigan
Oakland University Training Site
Attn: Dr. Mary K. Lose, Director
School of Education and Human Services
217 Pawley Hall
Rochester, MI 48309-4494**

Phone: (248) 370-3057

FAX: (248) 370-3196

Application materials due in June

The primary responsibilities of Reading Recovery teacher leaders are to work with students, train teachers, provide continuing professional development and support for teachers, monitor the progress of children, support the development of school teams, disseminate information, and participate in the Reading Recovery network to maintain their own professional development. The teacher leader also works closely with district administrators to achieve effective program implementation, operation and evaluation.

Administrators are cautioned against extending the roles of the Reading Recovery teacher leaders beyond their training expertise and beyond their ability to continue to perform their primary role successfully; otherwise, program results may suffer.

Standards and Guidelines for the Reading Recovery in the United States (current) on the website of the Reading Recovery Council of North America

<http://www.readingrecovery.org/implementation/standards/index.asp>

READING RECOVERY CENTER OF MICHIGAN

Oakland University

Teacher Leader Application

Standards for Selection and Training of Teacher Leaders

Selection of Teacher Leaders

Applicant selected must:

- Hold a Master's degree and teacher certification
- Show evidence of successful teaching experience
- Be nominated by an administrative agency making a Reading Recovery Site Application or by an established site
- Be selected by the Reading Recovery Center of Michigan at Oakland University, based upon application and interview
- Have an employment commitment to serve as a Reading Recovery teacher leader following the completion of training, with the agency making application.
- Have at least five years teaching experience, preferably at least three years with primary age children.
- Show evidence of leadership and competence in working with colleagues and administrators
- Commit to a minimum of three years service to the site.

Training of Teacher Leaders

Training as a teacher leader requires full-time participation in the Reading Recovery Center of Michigan at Oakland University for an academic year. After the training year, the teacher leader must have a training class of teachers during the year following training (field year). The sponsoring district/consortium must release the candidate from duties other than the teaching of four Reading Recovery children in four teaching slots (minimum of eight students) daily through the training year.

Academic Coursework

- Attend weekly class sessions and seminars (Reading Recovery teaching, leadership, theory).
- Successfully meet all requirements for teacher leader training as prescribed by course syllabi.
- Teach a child behind-the-glass a minimum of three times during the training year.

Teaching Children

- Teach four Reading Recovery children per day (a minimum of eight children total) individually for 30 minute daily sessions in a school setting throughout the school year.
- Demonstrate effective teaching of Reading Recovery children.
- Maintain complete records on each child as a basis for instruction. Use *An Observation Survey of Early Literacy Achievement*, Clay 2002, which includes required forms.
- Receive school visits from university trainer.
- Administer *An Observation Survey of Early Literacy Achievement* as appropriate throughout the year.

Reading Recovery Center of Michigan at Oakland University Teacher Leader Application Form

Note: Send Teacher Leader Application and Site Applications together.

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- Communicate with parents, first grade teachers and other school personnel periodically throughout the year.
- Submit data to the Reading Recovery Center of Michigan Director as required.
- Monitor progress of children whose programs have been discontinued.

Leadership

Teacher leaders in training must participate in structured field experiences planned by the director. Beginning with observation, the trainee gradually begins to practice the role of teacher leader under the supervision of the university director-trainer and with the guidance of experienced teacher leaders (as assigned by the director).

- Attend scheduled training classes and observe and participate in all aspects of training class responsibilities.
- Conduct colleague visits to teacher leaders-in-training.
- Make school visits to Reading Recovery teachers with a teacher leader and then independently.
- Visit other Reading Recovery (as assigned) sites to gain insights regarding the variety of settings/approaches to sites.
- Observe continuing professional development sessions conducted by a teacher leader.
- Observe Reading Recovery related activities in school districts (e.g., attend school board meetings, planning sessions).
- Participate in research and evaluation, including writing a draft site report.

Site Standards

Training classes

- Teacher leader must have a training class in the field year (following teacher leader training).
- Training classes must consist of at least 8 but no more than 12 teachers.
- The training class must earn graduate academic credit through Oakland University.
- The class must meet the contact-hour requirements of Oakland University.
- At least eighty percent of class sessions (or a minimum of 18 sessions, whichever is greater) over the academic year must each include two behind-the-glass lessons.

Selection of children

- In all decisions, the lowest-achieving children (based upon Clay's *An Observation Survey of Early Literacy Achievement*) must be selected for service first.
- At the beginning of the year, administer the Observation Survey and begin service to children immediately and as soon as possible during the year.

Professional Development

- Attend annual Reading Recovery Council of Michigan Institute
- Attend National Reading Recovery Conference.
- Attend annual Teacher Leader Institute.

Statement of Commitment

The successful implementation of Reading Recovery at the site is dependent on the commitment of the candidate for teacher leader training to fully participate in both the intensive training at Oakland University and the subsequent implementation of Reading Recovery at the site. Please also refer to the document *Standards and Guidelines of Reading Recovery in the United States*.

I _____ (name of applicant) have read the requirements for teacher leader training and teacher leader responsibilities as required by the Reading Recovery Center of Michigan at Oakland University and the Standards and Guidelines of Reading Recovery in the United States. I accept those responsibilities.

Signature of applicant

Date

I _____ (name of Superintendent/CEO of Administrative Agency), have read the requirements for teacher leader training, teacher leader responsibilities and site implementation as set forth in the *Standards and Guidelines of Reading Recovery in the United States*. I fully support the above named candidate and agree to fulfill all the responsibilities to support the successful implementation of the site.

Signature of Superintendent/CEO of Administrative Agency

Date

Teacher Leader Applicant Information

Part I. Contact Information (Please type in the space provided.)

Name of Reading Recovery Site-School District/Administrative Agency:

County:

Applicant Name:

SS#:

Applicant Home Address:

Applicant Home Phone:

Applicant Email Address:

Applicant's Current Position(s):

How much time would it take you to drive one-way to the Oakland University training site?

If accepted into the Reading Recovery Teacher Leader Training Program, will you relocate to the Oakland University area for the academic year?

Note: For candidates living more than 1.5 hrs drive from the university, the director will consider requests that relocation is not required during the training year. These requests will be considered on an individual basis.

Name of Applicant's Current Supervisor:

Supervisor Address - City, State, Zip:

Supervisor Work Phone:

Supervisor Email Address:

Part II. Academic Degrees and Teaching Background (Please type in the space below. *Enclose copy of teaching certificate and university transcripts with this application.*)

Teacher Leader Applicant Highest Academic Degree:

Name of University:

Major and Year Awarded:

Number of Undergraduate Courses in Reading/Language Arts:

Number of Graduate Courses in Reading/Language Arts:

Total Years of Teaching Experience (Please describe, e.g. Title I, Reading Specialist, Special Education):

Total Years of Classroom Teaching Experience (Please identify the grade/s or level/s taught):

Part III. (Please type response to each item in the space provided.)

1. Describe the nature of your coursework in reading/language arts:
2. Professional Experience - List and describe professional experiences related to your interest in reading/language arts (workshops, conferences, curriculum committees, etc.)
3. Teaching Experience - Describe aspects of your teaching experience in reading with young children which you found the most challenging and interesting. The experiences might illustrate the focus of your approach to teaching.
4. Leadership Experiences - Briefly describe evidence of qualities that support your ability to provide leadership as a Teacher Leader affiliated with the Reading Recovery Center of Michigan at Oakland University (i.e. awards, or recognition for teaching experience in professional development programs, leadership positions in education, related activities with “at risk” populations, etc.)

All application materials are due in June immediately prior to the start of the Teacher Leader Training Program. Return a signed copy of this application form for each Teacher Leader Applicant to:

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