

*The Donald R. Watson School of Education of the  
University of North Carolina Wilmington  
Announces*

**Application for Participation in the UNCW  
Reading Recovery®  
Teacher Leader Training Program  
for  
2006-2007 Academic Year**

**For additional information, contact:**

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### ***Definition of Reading Recovery***

Reading Recovery is an early intervention program for first grade children intended to significantly reduce reading failure within a school system. Reading Recovery teachers provide one-on-one tutoring for the lowest achieving first grade children. Most of these children develop effective strategies for reading and writing and reach average levels of classroom performance within 15 to 20 weeks. Reading Recovery teacher leaders train teachers at the home site during their first year of teaching. Having a teacher leader is an essential requirement for a Reading Recovery site. The following key elements of Reading Recovery operate within educational systems:

1. Intensive daily one –to-one instruction’s for first-grade children most at risk of reading failure.
2. A year long training course and continuing professional development of Reading Recovery teacher.
3. A research/ evaluation program to monitor program results and provide technical support.
4. A long range literacy plan to chart a course toward literacy for all children.

### ***Reading Recovery implementation proceeds in stages:***

- Year One is the training year for a teacher leader and for planning activities within the home district; if the district has hired a trained teacher leader, Year One is both a planning and operations year.
- Year Two is the field year, in which teacher training and service to children begins.
- Year Three and beyond, additional teachers are trained as needed, and professional development support for trained teachers and teacher leaders continues.

### ***Overview of Application Procedures***

To become a Reading Recovery teacher training site a sponsoring agency (school district or consortium) must:

- Apply and receive approval to become a Reading Recovery teacher training site .
- Have one or more qualified persons trained as a teacher leader or hire a trained, registered teacher leader.
- Commit to a quality implementation of Reading Recovery according to Standards and Guidelines of Reading Recovery in the United States established by the Reading Recovery Council of North America.

### ***Time Line for Submission of Application Materials***

Submission of site applications and teacher leader nominations - May 15, 2006

Notification of acceptance into teacher leader training - June 1, 2006

Application to UNCW Graduate School – June 15, 2006.

Fall semester dates- August 23 to December 6, 2006 (dates may change slightly)

Spring semester dates - January 10 to April 30, 2007 (dates may change slightly)

### ***GUIDELINES FOR ESTABLISHMENT OF A READING RECOVERY SITE***

School systems or consortia seeking to become a Reading Recovery teacher training site are required to submit an Application for the Establishment and Operation of a Reading Recovery Training Site and a Reading Recovery Teacher Leader Nomination Form for the training of a teacher leader to the University training center for reading recovery at the University of North Carolina Wilmington. A non-refundable application fee of fifty dollars (\$50.00) made payable to UNCW must accompany the application.

Final selection of teacher leaders and training sites for Reading Recovery teachers will be made by Reading Recovery faculty at University of North Carolina Wilmington. This selection process is competitive, and is based upon consistency of application with guidelines and date of application.

The following Procedures for Establishing a Reading Recovery site are published in the Standards and Guidelines for Reading Recovery in the United States a document of the Reading Recovery Council of North America, which has authority to monitor the trademarked name Reading Recovery: This document is available @ [www.rrcna.org](http://www.rrcna.org)

#### ***Preparation to Establish a Site***

A Reading Recovery Site is defined as one or more school systems employing and supporting one or more teacher leaders to train teachers for Reading Recovery implementation. Establishing and implementing a Reading Recovery and/or Descubriendo La Lectura site requires careful study and strong commitment from the sponsoring agency (school district, university, or consortium). Prior to initiation of a local training site for teachers, the following recommendations and requirements should be carefully examined and discussed with representatives of a university training center.

- Study the program carefully and arrange for awareness sessions for key personnel, including, if feasible, visits to an existing site.
- Develop a long-range implementation plan that is consistent with Reading Recovery Council of North America standards and guidelines.
- Develop a 3-year budget that includes projections for: a) salaries for the teacher leader and teacher position(s); (b) a training facility; (c) materials; (d) training and tuition costs; (e) support for teacher leader and teacher professional development requirements; (f) adequate secretarial service easily accessible to the teacher leader; and (g) site visits from the university training center.
- Make decisions about staffing for the program and the utilization of Reading Recovery teachers' time for the remainder of their day.
- Work towards the goal of full coverage at the building level, i.e., sufficient staffing and teaching time to service the most at-risk children in the first grade cohort, which might range from 15% to over 20% in most schools and a higher percentage in some schools where risk factors for failure are greater. In order to demonstrate what Reading Recovery can do, it is strongly advised to provide full coverage at each

individual school that enters the program, rather than distribute Reading Recovery teachers thinly across many schools.

- Designate as site coordinator an administrator well-informed and/or willing to learn about the program.
- Obtain long-term commitment to full implementation at the system and at the school level.
- Assure commitment at the district or at the school level to arrange travel for children for behind-the-glass sessions for all training and continuing contact classes.
- Allocate funds for the position and training of one or more teacher leaders. Release these individuals for full-time teacher leader training for one academic year at a university training center recognized by RRCNA. (See materials from each university training center for requirements and fees.)
- Alternatively, employ a trained teacher leader registered with the RRCNA as an active, qualified Reading Recovery teacher leader.
- Submit a site application to the university training center with which the site will affiliate.
- Negotiate through the University training center to establish graduate credit for courses (to be taught by a registered teacher leader) for teachers to be trained.
- Provide an appropriate training facility for training classes, including construction of room with one-way glass, a suitable sound system, and meeting and office space. Specifications for the training facility may be obtained from the regional university training center (UNCW).

### ***Steps in the Application Process for UNCW***

1. Contact the University Training Center at UNCW and express your interest. Arrange for a visit or for phone conversations to raise and answer questions and discuss procedures.
2. Begin the decision-making and planning processes needed to support a site application.
3. Select one or more candidates for teacher leader training. This selection process is very important. The qualifications and capabilities of the teacher leader will be a key element in the implementation of the program at your site.
4. Complete and submit the site application and teacher leader nomination forms. Submit the teacher leader(s) application materials to the Graduate School at UNCW.
5. Arrange for an on-site interview for the teacher leader candidate(s).

6. If the candidate will be in residence at UNCW, arrange for the teacher leader candidate(s) to take a paid leave of absence for their year training at UNCW. Settle residence arrangements in Wilmington for the teacher leader from approximately August 23 through May 10. If the candidate will be traveling weekly to UNCW, make transportation and per diem arrangements.

### ***Residence Requirement for Teacher Leader Training***

Teacher leader candidates must teach four Reading Recovery children on a daily basis while enrolled in a full graduate program of 9 or more credit hours for two consecutive semesters at UNCW. Even individuals who have previous training and experience as a Reading Recovery teacher must take the class in Reading Recovery teaching techniques and teach four children daily. This class is taught at a higher, more theoretical level for those becoming teacher leaders. Because of the need for daily teaching, the need to bring children to UNCW for teaching behind the glass and the need for the university trainer to make school visits to observe teacher leaders teaching children, teacher leaders in training spend a year in residence at UNCW. In circumstances where the teacher leader trainee has had extensive Reading Recovery teaching experience and lives close enough to bring children to UNCW for lessons, it is possible that the residence requirement may be exempted. It will be important to discuss the residency arrangements with the University trainer before making final candidate application.

### ***Estimated Costs for Reading Recovery Teacher Leader Training***

Costs for training are difficult to project because of, differences in travel and subsistence costs, plus tuition increases. A rough estimate of training cost is \$40,000 plus salary and benefits however the following list will enable applicant districts to construct a reasonable budget.

#### ***Training Year Costs***

1. **Application fee:** \$50.00. A non-refundable, one-time expense.
2. **Tuition:** two semesters of full-time graduate study at UNCW for 2006-2007 is currently set at (\$3,995.76) per year (\$1997.88) per semester) for in-state students and (\$13832.76 per year) (\$6916.38) per semester for out-of-state students; however, tuition raises may change at any time without prior notice.
3. **Technical fee:** A one-time payment to UNCW of \$5,000 per teacher leader for training expenses. There will be an additional fee of \$ 2,000 if the teacher training site is more than 2 hours from UNCW and the teacher leader is not in residence at UNCW.
4. **Professional books and Training Materials** Teacher leaders need many professional books as well as some training videos. Budget a minimum of \$1000.00 for this purpose. Some additions to this set may need to be made annually; about \$200 per year is recommended.
5. **“Little books.”** A collection of non-consumable books for teaching Reading Recovery children, purchased from several publishing companies. Budget \$2,500 for teacher leaders who must start a collection. Budget less if a collection already exist, however, most teacher leaders will need to expand their set of books.

6. **Travel.** Teacher leaders will need to make several trips each semester to other Reading Recovery sites to observe and practice teacher leader skills, some of which may involve overnight stays. In addition, teacher leader trainees must attend the National Reading Recovery conference, the Southeastern Reading Recovery conference and the Teacher Leader Institute in June. Budget \$6,000 for travel during the training year. In succeeding years teacher leaders must travel only for conference attendance, the Teacher Leader Institute, and attendance at professional development sessions organized by UNCW.

7. **Subsistence.** A subsistence allowance covering the cost of apartment, utilities, and meals in the Wilmington area will need to be negotiated, depending upon available facilities and the needs of the individual. One-bedroom apartments near the university are currently priced approximately \$700 per month.

8. **Salary.** The annual salary and benefits of the teacher leader must continue through their training year.

9. **Training facility.** If the district does not already have a training facility that meets Reading Recovery specifications for the glass, audio system, furnishings, etc., this will need to be constructed during the year that the teacher leader is in training. Costs may vary considerably depending upon the building in which this facility is housed. Budget \$6,000 to \$10,000 for this one-time expense.

### ***Continuation Budget***

Continuation costs for the teacher leader position are not high. They include the following:

1. Salary and benefits for the teacher leader(s).
2. Site affiliation fee to UNCW is currently \$800 per year per teacher leader.
3. Professional books, training materials, and replacements/additions to the set of teaching books. Budget a minimum of \$400 per year.
4. Travel budget \$3,500 per year.



**SECTION II: Application Information**

Is your district applying to any other Reading Recovery training sites? Yes / No  
If "Yes," please list all the sites to which you are applying and indicate priorities.

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[This request is made to facilitate planning and communication between training sites. The information you provide will have no effect on consideration of your application.]

**SECTION III: Narrative**

Please provide a description of the support within the system for establishing and operating a teacher training site for the Reading Recovery program.  
(Discuss support at the central office, board, and school levels; tell how Reading Recovery will fit into a comprehensive plan for literacy improvement; and explain the extent of planning that has been done.) Include information about funding, schedule for beginning and sustaining the program for each school training plan.

#### **SECTION IV: Applicant Assurances**

In adopting and implementing Reading Recovery, \_\_\_\_\_

\_\_\_\_\_ (Applicant System) agrees to fulfill the following responsibilities:

##### **Year One - Training Year (2006-2007)**

1. Make necessary staff allocations so that one or two qualified individuals can attend a year-long teacher leader training program at University of North Carolina Wilmington. In addition to clinical teaching, theory, and implementation classes at the university, trainees will teach a caseload of four children and have field experiences with trained teacher leaders at training sites within the region. Prospective teacher leaders should be nominated by the site applicant in accordance with criteria for selection specified in the Reading Recovery Teacher Leader Nomination Form and in the Standards and Guidelines of the Reading Recovery Council of North America.
2. Pay the University of North Carolina Wilmington tuition costs and fees for 18 semester hours for each individual. In-state tuition for 2006-2007 is currently \$1,997.88 semester (\$3,995.76 per year) for full time students, and out-of-state tuition is \$6,916.38 per semester (\$13,832.76 per year). Rates are subject to change by the State of North Carolina Board of Governors.
3. Remit a one-time technical assistance fee of \$5,000 to the University of North Carolina Wilmington, to help defray the allocation of a faculty member's time for Reading Recovery training, cover consultation costs involved in working with teacher leaders-in-training and school systems to implement the program, and to help support other activities of the university training site.
4. Purchase the professional books and the non-consumable books and materials used by the teacher leader when working with Reading Recovery students. Approximate cost per teacher leader is \$2,900 (less, if some materials are already available).
5. Collect and maintain data on Reading Recovery children in accordance with standards established by the Reading Recovery Council of North America (RRCNA) and the National Data Evaluation Center (NDEC). The cost of electronic data submission through NDEC is \$3.50 per child plus a one time set-up fee of \$250.00.
6. Provide released time and expenses for teacher leader(s) to attend the summer Teacher Leader Institute and annual regional and national Reading Recovery Conferences.
7. Designate an administrator as Reading Recovery Site Coordinator to provide the administrative support for successful implementation of the program.
8. Construct the training center as described in the document, Reading Recovery Training Facility. This facility must be in place by the beginning of the first field year.

**Year Two - Field Year (2007-2008)**

1. Arrange for the teacher leader to train a class of no less than 8 and no more than 12 Reading Recovery teachers beginning in the summer of the 2007-2008 academic year. Criteria for selecting teachers are provided in the Standards and Guidelines of RRCNA.
2. Pay tuition costs and fees to the University of North Carolina Wilmington or another university if the teacher training site is not in North Carolina for 6 credit hours per teacher (3 hrs. per semester). In-state tuition for a 6-hour credit at UNCW is currently set at \$769.80 per semester. Tuition rates are subject to change.
3. Arrange for the Teacher Leader(s) to spend a minimum of 2½ hours per day teaching four children individually and the remaining half day performing other Reading Recovery teacher leader functions.
4. Make necessary staff allocations so that each Reading Recovery teacher may work 2½ to 2¾ per day teaching four (4) individual Reading Recovery children.
5. Purchase books for Reading Recovery teachers who will be working with Reading Recovery children. (Approximately \$2,400 per teacher, a one-time expense.)
6. Arrange for transportation of children for behind-the-glass lessons at the training facility.
7. Conduct awareness sessions for principals and teachers in Reading Recovery schools.
8. Collect and maintain data on Reading Recovery children in accordance with standards provided by RRCNA and the National Data Evaluation Center. Budget \$3.50 per child for data collection.
9. Arrange for released time and financial resources for trained Reading Recovery teacher leaders to participate in the following professional development activities:
  - a. Professional development sessions offered by the University of North Carolina at Wilmington,
  - b. National and/or regional Reading Recovery conferences each year,
  - c. The annual Teacher Leader Institute.
10. Submit a site report on a designated date in accordance with the guidelines provided by the University of North Carolina Wilmington, and the Reading Recovery Council of North America.

11. Budget expenses and consultation fees @ \$800 per day plus expenses for two site visits from the UNCW Reading Recovery Training Center to provide assistance to the teacher leader(s) and to local administrators.

12. Maintain affiliation with the university training center, and pay an annual fee of up to \$800.00 to cover costs of on-going professional development sessions for teacher leaders, updates of booklists, announcements, newsletters, etc., distributed by the UNCW Training Center.

13. Observe the Standards and Guidelines of the Reading Recovery Council of North America as a condition for use of the registered name Reading Recovery.

### **Year Three - Continuation (2008-09)**

1. Continue to follow responsibilities for program implementation outlined on preceding page for Years One and Two.

2. Collect and maintain data on Reading Recovery children in accordance with guidelines for evaluation provided by the University of North Carolina Wilmington and the National Data Evaluation Center. Budget approximately \$3.50 per child for data collection.

3. Submit a site report on a designated date in accordance with the guidelines provided by the University of North Carolina Wilmington.

4. Arrange for released time and financial resources for trained Reading Recovery Teacher Leader(s) to participate in the following professional development activities:

- a. Professional development sessions offered by the University of North Carolina Wilmington;
- b. The National and/or Regional Reading Recovery Conferences each year,
- c. The annual Summer Teacher Leader Institute.

5. Assure that the teacher leader has adequate time to teach Reading Recovery children, monitor and visit teachers, attend to other duties needed to operate the Reading Recovery program, including consultation with teachers who have especially difficult children to teach.

6. Provide resources to purchase consumable writing materials and to duplicate forms, and to provide replacements and upgrade the collection of "little books." (\$250 to \$350 per teacher is recommended).

7. Provide resources for one site visit from the UNCW trainer to provide assistance to teacher leader(s).

8. Provide time and resources for a minimum of six continuing contact sessions for experienced Reading Recovery teachers (at least four must have two behind-the-glass lessons).

9. Provide time for experienced Reading Recovery teachers to make at least two visits to colleagues during the year.

10. Maintain affiliation with the university training center, and pay an annual fee (currently \$800.00) to cover costs of continuing contact sessions for teacher leaders and costs of new training materials and other communications.

11. Observe the Standards of the Reading Recovery Council of North America as a condition for use of the registered name Reading Recovery.

#### **Year Four - Continuation (2009 and beyond)**

1. Continue to follow responsibilities for program implementation and data collection and reporting.

2. Provide time and resources for teacher leader attendance at one conference and at summer teacher leader institute as required.

3. Teacher attendance at regional and/or national Reading Recovery conferences is recommended.

4. Provide time and resources for a minimum of six continuing contact sessions for experienced Reading Recovery teachers (a minimum of four with behind-the-glass lessons).

5. Continue to provide resources for book replacement and for consumable materials.

6. Provide time for experienced teachers to make at least two colleague visits per year.

7. UNCW site visits optional but available if requested.

8. Continue to pay annual affiliation fees to the university training center (UNCW) for Teacher Leader professional development, training materials, and communications.

9. Continue to observe RRCNA Standards and Guidelines in all implementation and program decisions.

**SECTION V: Assurances**

The \_\_\_\_\_ School District agrees to the assurances in Section IV above. Waivers to the Standards and Guidelines for Reading Recovery in the United States will be considered on an individual basis. Standards are established based on research of program effectiveness and represent best practice for implementation which result in reported outcomes. The university training center is responsible for supporting the standards and the use of the trademark for Reading Recovery.

Signature of Superintendent

\_\_\_\_\_

Date

\_\_\_\_\_

Print Name

\_\_\_\_\_

Mailing Address

\_\_\_\_\_

City, State, ZIP

\_\_\_\_\_

Phone Number

\_\_\_\_\_

Fax Number

\_\_\_\_\_

E-mail Address

\_\_\_\_\_

## READING RECOVERY TEACHER LEADER NOMINATION FORM

The University of North Carolina Wilmington is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, The University of North Carolina Wilmington is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

Further, the university affirms that admissions and employment decisions will be made without regard to an individual's political affiliation, sexual orientation, or relationship to other university constituents. The university seeks to promote campus diversity by employing a larger number of minorities and females where these groups are under-utilized within the university.

Questions regarding program access should be referred to the Compliance Officer, UNCW Chancellor's Office, 601 South College Road, Wilmington, NC 28403-5964, 910-962-3835; 910-962-3483 FAX).

**Directions: All nominees must hold an appropriate Master's Degree. Please submit this form, a resume, and documentation for any advanced degrees or certifications. This form must be signed by the applicant and by the applicant's superintendent.**

### SECTION I: Identifying Information

Name of School District or Consortium

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Name of Teacher Leader Candidate

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School System

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County

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School

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Current Position

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School address

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City, State, ZIP Code

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School Phone Number

---

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Home Address

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City, State, ZIP Code

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Home Phone

---

E-mail Address(es)

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## **SECTION II: Teaching Experience**

A. A minimum of five years of teaching experience is required, with at least three years at the primary level (grades K-3) recommended. Please supply the following information:

\_\_\_\_\_ Total number of years of classroom teaching experience

\_\_\_\_\_ Total number of years of teaching experience at the primary grades K-3 or in reading

\_\_\_\_\_ Number of years in your current system

\_\_\_\_\_ Number of years teaching Reading Recovery (if any)

Year and location of training \_\_\_\_\_

Name of teacher leader \_\_\_\_\_

B. If you have not been involved in classroom teaching during the last five years, please explain your discuss your activities during this time.

**SECTION II: Reading/Language Arts Background**

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

Highest degree & Institution

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Program of Study

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Do you hold graduate level reading certification in your state? Yes / No State \_\_\_\_\_

\_\_\_\_\_ Number of undergraduate courses in reading and language arts

\_\_\_\_\_ Number of graduate courses in reading and language arts

\_\_\_\_\_ Total number of courses for graduate degree credit

Describe your course work in reading/language arts at both the undergraduate and graduate levels.

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

C. Write a brief statement of your theoretical orientation to literacy education.

**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 the Reading Recovery Program (i.e., awards, recognition for teaching, experiences with staff development programs, leadership positions in education, related activities, etc.). This is not the time to be modest.

**SECTION IV: Commitment**

The success of the Reading Recovery Program is dependent on the commitment of teacher leaders to participate fully in both the intensive training at the University of North Carolina Wilmington and the subsequent implementation of the program in their home district. Since the training of a Reading Recovery teacher leader represents a considerable investment, those selected for Reading Recovery teacher leader training are asked to commit themselves to remain in the program for a period of not less than four years. This requirement may be waived in exceptional cases if the university trainer in consultation with the teacher leader and the site coordinator determines that the best interests of the program and the teacher leader may be served by an earlier withdrawal. (Please refer to the Standards and Guidelines document of the Reading Recovery Council of North America for a listing of the obligations of a teacher leader.)

NOTE: If this Reading Recovery Teacher Leader Form is being completed as part of the application for the establishment of a Reading Recovery training site, please attach this completed form with the site application.

I have read and understand the responsibilities of a teacher leader in the Reading Recovery Program as presented in the Standards and Guidelines for Reading Recovery in the United States and I am willing to make this commitment.

Signature of Applicant, Date

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I nominate and support the above applicant's participation in the University of North Carolina at Wilmington, Reading Recovery Program representing this school district.

Signature of Superintendent, Date

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***Send all forms by May 15, 2006 to:  
Dr. Barbara Honchell /Laurie Howell  
University of North Carolina Wilmington  
Watson School of Education  
601 South College Road  
Wilmington, North Carolina 28403-5617  
(910) 962-3382 or (910) 962-7039***