

New Jersey

Reading Recovery® Project

Information and Application

2010-2011

New Jersey Reading Recovery Program

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READING RECOVERY® TRAINING SITES

ATLANTIC COUNTY

Atlantic City School District

Grace Burch, Site Coordinator
Atlantic City High School
Albany Avenue
Atlantic City, NJ 08401
School: (609) 343-7300

Bruce Williams, Teacher Leader
Uptown School Complex
323 Madison Avenue
Atlantic City, NJ 08401
School: (609) 344-8809 Ext. 4625
Fax: (609) 449-0643
bwilliams@acboe.org

Lynn Massari, Teacher Leader
Richmond Avenue School
4115 Ventnor Avenue
Atlantic City, NJ 08401
School: (609) 343-7250 Ext. 4511
Fax: (609) 347-0248
lmassari@acboe.org

Kimberly Harmon, Teacher Leader
Dr. Martin Luther King Jr. Complex
1700 Marmora Avenue
Atlantic City, NJ 08401
School: (609) 343-7380 Ext. 4657
Fax: (609) 343-1647
kharmon@acboe.org

BURLINGTON COUNTY

Evesham Township School District

Mindy Kaufer
Site Coordinator
Donna Tibbetts
Teacher Leader
Evesham Township Public Schools
25 South Maple Avenue
Marlton, NJ 08053
Phone: (856) 983-1800 x5052
Fax: (856) 983-2939
E-Mail: tibbettsd@evesham.k12.nj.us
kauferm@evesham.k12.nj.us

CUMBERLAND COUNTY

Bridgeton School District

Dr. Victor Gilson
Superintendent of Schools/Site Coordinator
Bank Street Administration Building
Bridgeton, NJ 08302

School: (856) 455-8030 Ext. 1200

Fax: (856) 451-0815

Pat Batten
Teacher Leader
Indian Avenue School
399 Indian Avenue
Bridgeton, NJ 08302
School: (856) 455-8030, Ext. 510
Fax: (856) 455-7706
patbatten@excite.com

ESSEX COUNTY

Newark School District

Nicole T. Johnson
Site Coordinator
Newark Public Schools
Office of Language Arts
2 Cedar Street
Room 916
Newark, NJ 07102
Office: (973) 733-7286
Secretary: (973) 733-6801
Fax: (973) 733-7728
ntjohnson@nps.k12.nj.us

Eileen Hudak-Huelbig
Teacher Leader
Camden Street Elementary School
299 Camden Street
Newark, NJ 07103
School: (973) 733-8627
Fax: (973) 733-7331
ehudak@optonline.net

HUDSON COUNTY

Jersey City Schools

Georgiana Ramsey
Site Coordinator

Jersey City Public Schools
346 Claremont Avenue
Jersey City, NJ 07305
School: (201) 915-6071
Fax: (201) 432-4323

Christine McKenna, Teacher Leader
mckennajhnn@aol.com

Maria Martinez, Teacher Leader
mmartinez@jcboe.org

Tommi Stephens, Teacher Leader

Reading Recovery Training Center
94 Broadway
Jersey City, NJ 07306
School: (201) 946-5175
Fax: (201) 432-6634

MERCER COUNTY

Lawrence Township School District

Janet Entwisle
Site Coordinator & Teacher Leader
Slackwood Elementary
2060 Princeton Pike
Lawrenceville, NJ 08648
Reading Recovery Office
School: 609-406-7092
Fax: 609-392-6175
Email: jbentwisle@hotmail.com

TIMELINE

May 15, 2010	Applications accepted
Summer/Fall 2010*	Observation Survey Training
September*	Course begins

* Each training site will determine specific dates.

Questions and applications should be directed to the Site Coordinator of the training site closest to your district. In order to ensure quality instruction, teachers will be assigned to training sites by the New Jersey Reading Recovery Network when a need arises.

Part I: PARTICIPATION IN READING RECOVERY® TRAINING

A. GENERAL PROGRAM INFORMATION

Reading Recovery is an early intervention program for first graders who are "at-risk" of failing to learn to read. Reading Recovery includes five key elements: (1) an instructional program for children; (2) a unique two-level in-service teacher education model in which Teacher Leaders trained by New York University, or by other Teacher Leader training sites, then train Reading Recovery teachers in subsequent years; (3) a set of professional materials and trade books ("little books") for children; (4) a program of continuing education for trained Reading Recovery teachers and Teacher Leaders; and (5) a program of monitoring, research and evaluation that ensures the long-range effectiveness of the program.

B. REQUIREMENTS FOR A SCHOOL TO BE REPRESENTED AS READING RECOVERY

District's Commitment:

- Budgets funds for training fee.
- Allocates resources to cover travel to and from training site and colleague visits.
- Allocates resources for attendance of teacher(s)-in-training at National Reading Recovery conference in Columbus, Ohio (registration, travel, meals and lodging).
- Facilitates transportation of children to training site for Behind the Glass (BTG) lessons.

Administration's Commitment:

- Supports teacher(s)-in-training.
- Understands requirements of program.
- Understands Reading Recovery program is part of systemic change.
- Designates small, quiet area for one-to-one instruction.
- Provides for teacher the following furniture: rectangular table, bookcase and file cabinet.
- Facilitates transportation of children to training site for Behind the Glass (BTG) lessons.
- Coordinates schedules to facilitate Reading Recovery instruction and data collection.

Teacher's-in-Training Commitment:

- Participates in thirty-hour workshop on the administration of the observation survey for the selection of Reading Recovery students.
- Works with four children daily in one-to-one setting (approximately 2 ½ hours daily).
- Attends weekly three-hour clinical class at training site.
- Teaches three or four Behind the Glass lessons.
- Employed by the school district.

Part I continued

Trained Teacher's Commitment

- Attend professional development sessions that will occur during the day.
- Teach Behind-the Glass lessons as scheduled.
- Work with four children daily in one-to-one setting
- Participate in data collection and prepare a yearly school report
- Employed by the school district.

Part I continued

C. READING RECOVERY TEACHER ASSIGNMENT/STAFFING MODELS

1. A trained Reading Recovery Teacher serves grade-one children (lowest 20%). Depending on the number of first grades, more than one Reading Recovery teacher may be needed. A Reading Recovery teacher works individually with four (4) Reading Recovery children one-half of each school day and works in other roles (e.g., classroom teaching, Title I instruction, resource center teacher, staff development) for the other half of each day.
2. A school can elect one of several staffing models. The following are examples of staffing models:
 - (a) Two first grade classroom teachers can be paired to share one classroom. Each teacher teaches one-half of the school day in Reading Recovery and works the other half-day in the classroom.
 - (b) A first grade or reading teacher provides Reading Recovery instruction for one-half of each school day; for the rest of the day the teacher works with small groups of primary children in a literacy environment.
 - (c) A Title I teacher can be assigned to teach Reading Recovery one-half of each school day and provides Title I (BSIP) services for primary children the other half of the day.
3. In schools where there is a large population of grade one children who need Reading Recovery, it is recommended that teachers be trained in pairs, two per school.
4. Teacher participation should be voluntary.

Part I continued

D. 2010-2011 READING RECOVERY TRAINING FEE: \$13,900

FEE STRUCTURE

Books, Materials, Supplies \$3,500

- Professional books
- Reading Recovery little books
- Initial teacher supplies (easel, writing books, sentence strips, markers, etc.)

Rutgers Graduate Credit and Fees \$4,200

Rutgers will assess an out-of-state tuition charge for any individual not residing in New Jersey. The tuition and fees charged to sponsoring districts for out-of-state residents would be **\$5,838 (\$1,638** more than the above-listed tuition).

Training & Supervision of teachers \$5,000

Related Training Expenses \$1,200

- Four school visits per year and travel expenses
- Data collection and associated research costs
- Communication expenses (telephone & mailings)
- Duplication expenses (reports & resource materials)

TOTAL (out-of-state resident total is \$15,538) \$13,900*

NOTE: Participating districts agree to pay promptly the above fee to the appropriate Reading Recovery regional training site. **THERE CAN BE NO REFUNDS AT ANY TIME IN CASE OF WITHDRAWAL BY THE READING RECOVERY TEACHER-IN-TRAINING FOR ANY REASON. AFTER THE SIGNING AND SUBMISSION OF THE APPLICATION DOCUMENTS, THE OBLIGATION OF THE SUBMITTING SCHOOL DISTRICT IS FIXED, SUBJECT ONLY TO THE ACCEPTANCE OF THE APPLICANT TO THE PROGRAM.** Enrollment is limited to a maximum of twelve teachers and the fee structure assumes an enrollment of twelve students.

*This fee does not include expenses for the winter 2011 National Reading Recovery Conference in Columbus, Ohio.

Part I continued

E. TECHNICAL SUPPORT FEE (CONTINUING CONTACT):

In order to continue as a Reading Recovery district, an affiliation must be maintained with an approved Reading Recovery Training Site. Services will be provided by a Reading Recovery Teacher Leader and will include:

- Up to two (2) on-site school visitations per Reading Recovery teacher*
- Approximately six (6) continuing contact sessions at the training site
- Data collection & associated research costs
- Communication expenses (telephone & mailings)
- Duplication expenses (reports & resource materials)
- Travel expenses to school sites

The Technical Support fee for trained Reading Recovery teachers will be \$750 per teacher as determined by the New Jersey Reading Recovery Network. This fee will be payable to the site providing the support.

- * Should a need exist for more than two (2) on-site visits, an additional site visitation fee would be charged (at the rate of \$200 per each ½ day or \$350 per day).

Part II: TEACHER INFORMATION

A. QUALIFICATIONS FOR A READING RECOVERY TEACHER

1. A Bachelor's Degree.
2. At least three years of successful teaching experience in the primary grades (K-3) or in reading. It is recommended that the teacher have recent experience in teaching children at the primary level.
3. Has taken courses or attended workshops on language development, process writing and developmental approaches to early reading (e.g., reading aloud, shared book experience, literature-based approaches to reading).
4. Has the ability to communicate and work with other teachers, parents and administrators.
5. Is organized and skilled at record keeping.
6. Has a commitment to self-reflection and learning.
7. If appropriate for the given district, but not required, bilingual ability will be considered.
8. Is willing to be assigned according to the needs of the Reading Recovery students and program.

B. READING RECOVERY TEACHER-IN-TRAINING OBLIGATIONS

The one-year training program involves in-service course work; implementation of Reading Recovery in the school; participation in data collection and evaluation; and collaboration with school, training site and university personnel.

YEAR I - TEACHER-IN-TRAINING YEAR INSERVICE COURSE

1. Attend 30 hours of training on the administration of the Observation Survey and the selection of children for the program.
2. Enroll in a full-year graduate course offered through Rutgers University, 3 graduate credits per semester, for a total of 6 credits for the year. The course, Topics in Learning and Teaching, is a weekly three-hour clinical class (seminar and Behind the Glass sessions) taught by the Teacher Leader at the Reading Recovery Training Site. Teachers-in-training apply their knowledge and skills in working with Reading Recovery children in their schools for half the day. The field-based experience involves monitoring by the Teacher Leader who will visit each Reading Recovery teacher-in-training three to four times during the year to provide guidance and clarification of appropriate procedures.

Part II continued

3. Demonstrate teaching a Reading Recovery child Behind the Glass approximately four times during the year as part of the clinical class.
4. Attend all class sessions and complete assignments and readings as required.

SCHOOL IMPLEMENTATION: OBSERVATION, INSTRUCTION AND TESTING

5. Administer Observation Survey to groups of children at the start of the school year to identify those most in need of Reading Recovery instruction.
6. Work individually for 30 minutes with four (4) children on a daily basis. The teacher's Reading Recovery work requires at least 2 ½ hours each day to provide time for record keeping, selection of books for instruction, etc. In the first year, Reading Recovery teachers-in-training can be expected to service a total of six to eight children.
7. Keep careful records on each child (e.g., daily lesson plans, running records, weekly book level, record of writing vocabulary, etc.)
8. Administer Observation Survey and make recommendation for the discontinuation of children from the program.
9. Monitor progress of children discontinued from the program. Observe children during classroom reading instruction to ensure transfer.
10. Administer Observation Survey and other required tests (data collection) to current children, discontinued children and random sample children according to guidelines established for the evaluation to be conducted by New York University and The Ohio State University.
11. Submit data to the teacher leader by designated date(s).

COMMUNICATION AND COLLABORATION:

12. Initiate and maintain active communication with parents of Reading Recovery children. Conduct personal interviews especially for entering and discontinuing children. Arrange parent observation of a lesson. Encourage students' attendance at school and cooperation for reading books at home. Secure

Part II continued

- permission and make arrangements for parent and child travel to training site for Behind the Glass sessions.
13. Establish building level team consisting of Principal, Reading Recovery Teacher, First grade teacher(s) and Child Study Team to promote communication.
 14. Communicate with first grade teachers of Reading Recovery children. Initiate and plan regular conferences. Respond to teachers' questions about children's progress.
 15. Encourage first grade teachers to observe a lesson and answer questions about Reading Recovery techniques.
 16. Communicate with other school personnel. Maintain communication to inform principal of progress. Cooperate to plan school faculty meetings regarding Reading Recovery. Serve as a faculty resource on reading and literature. Advise librarian on selection of books for school acquisition.
 17. Receive visits and discuss program with Teacher Leaders in-training, New York University Reading Recovery project faculty and visitors from other sites.
 18. Receive and make two (2) visits to other teachers-in-training during the year.
 19. Attend Reading Recovery professional development sessions at the three-day mid-year Reading Recovery Conference held in Ohio to be funded by the local district.

C. On-going Professional Development (Following Training Year)

1. Continue to carry out the responsibilities of Reading Recovery teacher described in #5-17 above.
2. Attend six in-service sessions at the training site that will be provided annually for trained Reading Recovery teachers to continue to refine and improve Reading Recovery theory and practice based on current research.
3. Assist with discontinuing and end-of-year testing of children taught by other Reading Recovery teachers if needed.
4. Teach Behind the Glass one or two times each year if needed.
5. Conduct in-service sessions on aspects of Reading Recovery for teachers or specialists in the school if requested.
6. Receive and make two (2) colleague visits to Reading Recovery teachers.

Part II continued

7. Initiate communication with the Teacher Leader as appropriate to collaborate on implementation issues.
8. Attend the Reading Recovery professional development sessions at the three-day mid-year conferences held in Columbus, Ohio and/or Northeast Regional Conference, where feasible, to be funded by local district.
9. Continuing contact fee (see page 9)

Part III: NEW JERSEY READING RECOVERY IMPLEMENTATION PLAN
[One application per district]

School District _____

Chief School
Administrator _____

Address _____

City _____ State _____ Zip _____

County _____

Phone _____ FAX _____

All efforts will be made to assign your teacher(s) to the closest training site.

**IN ORDER TO ENSURE THAT CONTRACTS AND PURCHASE ORDERS
PERTAINING TO READING RECOVERY ARE BEING MAILED TO THE
APPROPRIATE PERSON IN YOUR DISTRICT, PLEASE PROVIDE US WITH THE
FOLLOWING INFORMATION FOR THE INDIVIDUAL DESIGNATED TO RECEIVE
THESE ITEMS.**

Name and Title

District

Address

() _____ () _____
Phone Fax

Submit two (2) copies of the completed district application form. Districts should make an additional copy for their own records.

Part III continued

THE PURPOSE OF THE IMPLEMENTATION PLAN IS TO EXPLAIN HOW READING RECOVERY WILL BE ORGANIZED WITHIN EACH DISTRICT. PRIOR TO COMPLETING THIS FORM, PLEASE REVIEW THE INFORMATION CONTAINED IN PARTS I AND II.

Section 1

A. Please complete section below for all schools in your district that have first grade classrooms.

No. of Schools	No. of Grade-One Classrooms	Average No. of Children per Class
_____	_____	_____

B. Describe the district's plan to achieve full implementation.

Year One

Year Two

Year Three if Necessary

C. Anticipated date of full implementation in district: _____
(This means one Reading Recovery trained teacher for every 50 first grade students.)

Section 2

SCHOOL AND DISTRICT AUTHORIZATION FOR PARTICIPATING SCHOOLS

School 1	_____
	Signature of Principal
School 2	_____
	Signature of Principal
School 3	_____
	Signature of Principal
School 4	_____
	Signature of Principal

Signature of Chief School Administrator

Date

Part IV: NEW JERSEY READING RECOVERY TEACHER NOMINATION FORM
[One Typed Application Per Teacher]

School District _____

Candidate _____

Social Security # _____

Current Position _____

School _____

County _____

School Address _____

City _____ State _____ Zip _____

Home Address _____

City _____ State _____ Zip _____

County _____

Home Phone _____ Fax _____

School Phone _____ Fax _____

DIRECTIONS:

Complete all sections of this form and attach the following documents:

- 1) A complete resume
- 2) One copy of undergraduate and graduate transcripts
(Xerox copies acceptable)

The applicant and the applicant's principal must sign this form. The district superintendent's signature is also required. Submit two (2) copies of the completed form. Candidates should make an additional copy for their own records.

DEGREES:

BA/BS Institution _____

Date conferred _____

Major or specialization _____

Other degrees (list institution, date conferred and specialization) _____

Part IV continued

TEACHING CERTIFICATION/LICENSES:

BILINGUAL ABILITY: Indicate language(s) and facility (i.e., speaking, reading, and writing)

TEACHING EXPERIENCE

A. A minimum of three (3) years successful teaching experience at the primary level (K-3) or in reading is required. Provide the following information:

Total number of years of teaching experience _____

Total number of years at the primary level (K-3) _____

Which grade(s)? _____ When? (Dates) _____

Which grade(s)? _____ When? (Dates) _____

Please describe:

Total number of years of teaching reading (e.g., Chapter 1, reading specialist, etc.) Please describe.

B. If you have had teaching experience other than in the primary grades or in reading, please describe on other side of page.

C. Has your teaching experience been within the last five years? _____ Yes _____ No

If no, please explain on other side of page.

Part IV continued

READING/WRITING/LANGUAGE ARTS EXPERIENCE

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

Number of undergraduate courses in:

_____ Language Development

_____ Reading/Writing/Language Arts

Number of graduate courses in:

_____ Language Development

_____ Reading/Writing/Language Arts

Describe course work, including the content, methods emphasized and theoretical perspectives on language arts.

- B. List other professional experiences related to your interest in reading/writing/language arts (e.g., workshops/conferences you have attended, membership on curriculum committees, recent books/articles read, etc.)

- C. Explain your interest in Reading Recovery and your reasons for applying to this program. Use the back of this sheet for your response.

COMMITMENT

The successful implementation of Reading Recovery is dependent on the commitment of teachers to fully participate in both the intensive training and in the subsequent implementation of the program at their schools. Please refer to the list of qualifications of a Reading Recovery teacher and the description of participant obligations.

I, _____ (Name of candidate) have read and understand the responsibilities of a teacher in the New Jersey Reading Recovery Project. I accept those responsibilities.

Signature of candidate

Date

I, _____ (print principal's name) nominate and support the above applicant's participation in the New Jersey Reading Recovery Project as administered through a New Jersey Reading Recovery Regional Training Site and accept the obligations as stated in the "Requirements for a School to be Represented by a Reading Recovery Teacher-in-Training."

Signature of Principal

Date

I, _____ (Name of Superintendent or authorized representative of administrative agency), nominate and support the above named individual's participation in the New Jersey Reading Recovery Project and accept the obligations as stated in the "Requirements for a School to be Represented by a Reading Recovery Teacher-in-Training."

Signature of Chief School Administrator

Date