

New Jersey

**Reading Recovery® /
Literacy Lessons®**

Information and Application

2011-2012

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)344-8809Ext. 4625
Fax: (609) 449-0643
bwilliams@acboe.org

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

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

ESSEX COUNTY

Newark School District

Genevieve Murray
Site Coordinator
Newark Public Schools
Office of Language Arts
2 Cedar Street
Room 916
Newark, NJ 07102
Office: (973) 733-7370
Fax: (973) 733-7728
gmurray@nps.k12.nj.us

Eileen Hudak-Huelbig
Teacher Leader
CamdenStreet Elementary School
299 Camden Street
Newark, NJ 07103
School: (973) 733-8627
Fax: (973) 733-7331
ehudak@nps.k12.nj.us

HUDSON COUNTY

Jersey City Schools

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

Maria Martinez- Teacher Leader
Jersey City Public Schools, PS#6
100 Saint Paul's Avenue
Jersey City, New Jersey 07306
Phone: (201) 714-4310
mmartinez@jcboe.org

Alice Bennett
Teacher Leader
PS#25
3385 Kennedy Blvd.
Jersey City, NJ 07307
Phone: (201) 714-4340/4342

MERCER COUNTY

Lawrence Township School District

Janet Entwisle
Site Coordinator
Slackwood Elementary
2060 Princeton Pike
Lawrenceville, NJ 08648
Reading Recovery Office
School: 609-671-5580 Ext. 4317
Fax: 609-671-3482
Email: jentwisle@ltps.org

Janet Entwisle
Teacher Leader
Slackwood Elementary
2060 Princeton Pike
Lawrenceville, NJ 08648
Reading Recovery Office
School:609-671-5580 Ext. 4317
Fax: 609-671-3482
Email: jentwisle@ltps.org

BURLINGTON COUNTY

Evesham Township School District

Mindy Kaufer- Site Coordinator
Curriculum Supervisor
25 South Maple Avenue
Marlton, NJ 08053
Phone: (856) 983-1800 x 5052
Fax: (856) 983-2939
kauferm@evesham.k12.nj.us

Donna Tibbetts
Teacher Leader
25 South Maple Avenue
Marlton, NJ 08053
Phone: (856)983-1800 x 5052
Fax: (856) 983-2939
tibbettsd@evesham.k12.nj.us

TIMELINE

May 13, 2011	Applications accepted
Summer/Fall 2011*	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®/LITERACY LESSONS® 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.

Literacy Lessons® is a new professional development initiative which extends the reach of Reading Recovery theory and practice to a wider group of teachers and students. Literacy Lessons training prepares specialist teachers to provide effective literacy instruction to a wide range of elementary age students who need more intensive literacy instruction but do not fit the age and grade constraints of Reading Recovery. These might be students who have been referred to an agency of special education services, or students who are learning English as a second language. In their initial year of training, Literacy Lessons specialists, complete the Reading Recovery Foundations I and II courses and teach students from the regular Reading Recovery population. However, the Literacy Lessons training year differs from Reading Recovery because a Literacy Lessons teacher works with only two students at any one time rather than four. **Note that Literacy Lessons is designed to operate alongside Reading Recovery in a school to cater for students with special needs outside the regular Reading Recovery population. It is not a substitute for the early preventative intervention provided by Reading Recovery.**

B. REQUIREMENTS FOR A SCHOOL TO PARTICIPATE in READING RECOVERY/LITERACY LESSONS TRAINING

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).
- Allocates resources to cover student travel to and from the training site for Behind the Glass sessions when parents are unable to provide transportation. This allocation continues after the training year.

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.

Training Teacher’s 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.

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.

C. READING RECOVERY/LITERACY LESSONS TEACHER ASSIGNMENT/STAFFING MODELS

1. A trained Reading Recovery Teacher serves the children who need Reading Recovery across the grade one classrooms in a school. A Reading Recovery teacher works individually with four (4) Reading Recovery children one-half of each school day and in another role (e.g., classroom teaching, Title I instruction, resource center teacher, staff development) for the other half of each day.
2. Literacy Lesson Trainees work with two students individually each day requiring approximately 1 ¼ hours per day. In subsequent years, they must work with one “special population” student. The teacher assumes other responsibilities during the remaining half day.
3. 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.

D. 2011-2012 READING RECOVERY TRAINING FEE: \$14,400

Instructional fee and related training expenses \$6,400

- *Teacher Leader consultations
- *Travel expenses for school visits
- *Collection, monitoring and reporting of data
- *RRCNA teacher membership
- *IDEC data collection fee
- *Duplication expenses
- *UTC site affiliation fee for New York University

Rutgers Graduate Credits and Fees \$4,450****

- Teachers residing in the state of New Jersey
- Non-resident tuition fee (2010-2011 +\$329/per credit)
- **anticipated Rutgers tuition increase

Books, Materials, Supplies \$3,550

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

2011-2012 READING RECOVERY TRAINING FEES FOR I3 GRANT PARTICIPANTS

Rutgers Graduate Credit and Fees Paid by i3Grant

Children's Books and professional texts Books to value \$3200 supplied by i3 Grant (in kind)

Equipment (e.g. easel and Magnetic Letters) \$350.00 cash paid by i3 Grant

Professional Development Resource (NDEC, RRCNA membership, Jumpstart Kit, conference travel, and transportation of students) \$2000 funds paid by i3 Grant

Other monies to apply toward the Instructional Fee Minimum \$1155 paid by grant

All other monies must be provided by district

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.

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 \$800 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 a loud, 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. Bilingual ability may be considered appropriate for district, but is not required
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 REQUIREMENTS

1. Participate in 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, The Foundations of Reading Recovery, 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 four to six times during the year to provide guidance and clarification of appropriate procedures.

3. Teach 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 school will allocate 2 ½ hours per day for teaching four (4) students and 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 assessments (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 reading books at home. Secure permission and make arrangements for parent and child travel to training site for Behind the Glass sessions.
13. Communicate with first grade teachers of Reading Recovery children. Initiate and plan regular conferences. Respond to teachers' questions about children's progress.
14. Encourage teachers to observe lessons and ask questions about Reading Recovery teaching procedures.

15. 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.
16. Receive visits and discuss program with Teacher Leaders in-training, New York University Reading Recovery project faculty and visitors from other sites.
17. Receive and make visits to other teachers-in-training during the year.
18. 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.
19. Complete an end-of-year report with Reading Recovery colleagues reporting on the operation of the intervention in the school and the outcomes and on-going monitoring of Reading Recovery students

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 (four of which will have behind the glass) 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.
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 conference 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 _____

Home Phone _____

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., Title 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/Literacy Lessons and your reasons for applying to this program. Use the back of this sheet for your response.

COMMITMENT

The successful implementation of Reading Recovery/Literacy Lessons 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