

Reading Recovery Teacher Leader Training Scholarship

The Reading Recovery Council of North America is pleased to announce the availability of three Teacher Leader Training Scholarships for the 2017-2018 training year. The value of each scholarship is \$15,000.

Sponsors – each funding one scholarship

Hameray Publishing Group/Yuen Family Foundation

Mary Ruth Books

Pioneer Valley Books

Purpose

The purpose of the Teacher Leader Training Scholarship is to provide support for the initial training of teacher leaders, which consists of a full time, one-year postgraduate course at one of the Reading Recovery training centers.

Eligibility

- School districts located in the United States and Canada are eligible to apply for the scholarship.
- Teacher Leader candidates must be members of RRCNA.

Criteria

Scholarship applications will be administered and judged by the Reading Recovery Council of North America.

Applications will be judged using the following criteria:

- Academic and economic need
- District planning, commitment, and support of Reading Recovery
- Reading Recovery's fit with the district/site's comprehensive literacy plans
- Qualifications and leadership potential of the teacher leader candidate
- Trainer recommendation

School systems agree to commit funds for training year costs not covered by the scholarship, pay salary and benefits, guarantee the teacher leader position for four years, support the professional development costs associated with continuing education and for training of teachers, and cover the costs associated with performance of the duties of a teacher leader.

Responsibilities of Recipients

The teacher leader-in-training will:

- Enroll in, and successfully complete, a year-long teacher leader training course at a Reading Recovery training center.
- Attend the National Reading Recovery & K-6 Literacy Conference and the Teacher Leader Institute or Teacher Leader Forum.
- After training, perform the functions of a teacher leader as detailed in Reading Recovery Standards and Guidelines for at least three years.
- The teacher leader will provide an annual report to RRCNA on his/her program for the first three years.

The school district will:

- Submit an annual report that documents the activities of the district's Reading Recovery program including
 - the number of students served
 - the number and percentage of students who successfully completed the program
 - the number and percentage of students who were referred to Special Education or who received an incomplete program due to moving or late placement
- Provide RRCNA with copies of any publicity received in local or school media.

GUIDELINES AND INSTRUCTIONS FOR APPLICATION PACKETS

All applications must be submitted electronically using the standard 8.5 by 11 format.

Limit essay length to 100 words each.

All application documents must be scanned and combined into one PDF and emailed as one attachment, including:

- District Application Form
- Letter of Support, co-signed by the Superintendent and School Board Chairperson
- Answers to Three Essays Questions
- Itemized Budget
- Implementation Plan
- Teacher Leader Candidate Application Form
- Teacher Leader Candidate Answers to Three Essay Questions
- Trainer Recommendation

Applications must be emailed to lwilson@readingrecovery.org no later than May 31.

Late or incomplete entries will not be considered.

All applications become the property of RRCNA and will not be returned.

Reading Recovery Teacher Leader Training Scholarship Application

SECTION I: SCHOOL DISTRICT AND SITE INFORMATION

School District name: _____

Superintendent's name: _____

Superintendent's mailing address: _____

Superintendent's phone: _____

Email address: _____

If a consortium, names of participating districts:

Site Coordinator's name: _____

Site Coordinator' mailing address: _____

Site Coordinator's phone: _____

Site Coordinator's email address: _____

Number of years as an approved Reading Recovery site: _____

If your site is operating as a consortium/multiple district site, please include responses for each district by making a copy of this page as needed for each district's information for the previous fiscal year:

Number of students enrolled, K-8: _____ Number of students in first grade: _____

Number of elementary schools: _____ Number of current Reading Recovery teachers: _____

Total population living in the site: _____

ESSAYS: On a separate sheet, please address the following three items. Each response should be complete but no longer than 200 words in length.

1) Financial Support of Reading Recovery

Please describe all sources of financial support (local, state, federal, foundation, corporate, other) your district/consortium receives to support Reading Recovery training, professional development, equipment, supplies, etc.

2) Academic Need of the District/Consortium

Describe the academic need of district/consortium that would be impacted by training a Reading Recovery teacher leader. Your narrative should include numbers for students retained in first grade, referred to special education in first grade, and languages spoken within the district/consortium, if applicable, as well as any other relevant indicators.

3) Economic Need of the Community

Describe the economic need of the community that would be impacted by training a Reading Recovery teacher leader. Your narrative should include numbers for targeted assisted schools, children with free or reduced-price lunch, average household income by censuses or other governmental designation, if applicable, as well as any other relevant indicators.

Also include:

- A. A letter of support, **co-signed by the Superintendent(s) and School Board Chairperson**, including an endorsement of the candidate and a brief description of the district's past experience with Reading Recovery or if the site is new, describe the research and planning that preceded the decision to initiate Reading Recovery.
- B. Answers to three essays questions. Limit each response to 100 words or less.
- C. The itemized budget for
- training year costs not covered by the grant; including salary, tuition, and living and travel expenses
 - salary and benefits to pay for a teacher leader position for at least three years beyond the training year
 - professional development costs associated with the continuing education of the teacher leader, including annual attendance at Teacher Leader Institute and at an RRCNA-approved Reading Recovery conference (contact the training center for cost information)
 - professional development costs associated with training of teachers
 - costs associated with the performance of duties by a teacher leader for at least three additional years (i.e., continuing contact fees, data collection and analysis fees, creation and maintenance of a "behind the glass" training facility, books and supplies, space, and other resources).
- D. A copy of your plan for the implementation of Reading Recovery, including information such as the schedule for beginning and sustaining the program for each school, training plan, etc., as well as a description of how Reading Recovery fits into the district's existing comprehensive literacy plan.

I certify that:

I have read and will adhere to the Reading Recovery Standards and Guidelines

The information in this application is accurate

The school district named on line 1 above will act as the fiscal agent for this award

I have the authority to permit this candidate to train as a teacher leader

I agree to support this candidate in meeting the requirements of the award

All requested information is submitted with this application

By checking this box and typing my name below, I am electronically signing my application,

Superintendent's Signature

Date

SECTION II: TEACHER LEADER CANDIDATE INFORMATION

Candidate's name: _____ RRCNA member #: _____ (Required)

Home address: _____

Daytime Phone: _____ Evening Phone: _____

Email work: _____ Email home: _____

Undergraduate degree, major, institution, and date:

Master's degree, major, institution, and date:

Other degrees, if any: _____

Grade levels and/or subjects you are certified to teach, and in which state/province?

Years of teaching experience (including current year): _____

Grade levels you have taught and number of years in each: _____

Other professional organizations: _____

Teaching or professional awards (name of award and year):

Training Center: _____ Intended start date: _____

CANDIDATE ESSAYS: On a separate sheet, please address the following four items. Each response should be complete but no longer than 100 words in length.

1. Why would you be an effective teacher leader?
2. What systematic changes do you envision you will make in your district/consortium as a teacher leader?
3. As a teacher leader, how will you advocate for Reading Recovery in your district and beyond your district?
4. Describe a literacy leadership experience that illustrates your aptitude/expertise to pursue training to be a Reading Recovery teacher leader.

Recommendation Letter: Please attach a **letter from the admitting trainer**, endorsing the candidate and providing descriptive information that would be helpful in considering the applicant. The trainer must verify that the candidate has completed the application process required by the university training center, has conducted an interview with the candidate, and that the trainer is satisfied with the ability of the candidate to be successful.

___ *The letter of recommendation from the university trainer is enclosed.*

___ *I pledge to adhere to Reading Recovery Standards and Guidelines.*

___ *If selected, I will provide a photograph of myself and grant permission to RRCNA to use my name and photograph for publicity purposes.*

___ *I give my permission for RRCNA to use any portion of this report in any RRCNA publication.*

___ *I permit RRCNA to announce my receiving a scholarship to my local media and school district and will provide RRCNA copies of any publicity that occurs.*

___ *By checking this box and typing my name below, I am electronically signing my application.*

Teacher Leader Candidate's Signature

Date