UK.
UNIVERSITY OF
KENTUCKY.

Dear Educator:

The US Department of Education recently announced a $46 million award to train 3750 teachers across the nation as part of their plan to invest in and scale up the researched-based, early literacy intervention, Reading Recovery. The grants were made available through the Investing in Innovation Fund (i3). (See http://www2.ed.gov/programs/innovation/index.html for more information). An additional $10 million was raised from the private sector to support the application, for a total of $56 million available to train new Reading Recovery teachers over the next five years.

As part of this initiative, Reading Recovery Teacher Leaders and the Trainer with The University of Kentucky Reading Recovery Center plan to train 50 new Reading Recovery teachers a year for five years, starting in 2010-2011.

What the Award Provides

The grant will pay for all initial professional development costs for these teachers, including:

- Tuition
- Books, materials, supplies
- Professional development for each teacher

Eligible Schools

A school has to meet at least ONE of the following criteria to be eligible:

- A school on the state's School Improvement Grant list OR
- A Title I school in restructuring or corrective action OR
- A school that is in a rural LEA. Rural LEA means an LEA that is eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA OR
- A school that has a sizeable population of ESL students.

Funding the Teacher's Salary

Nationally, in 2008-2009 most Reading Recovery teachers were Title I teachers who incorporated the Reading Recovery one-to-one intervention as part of their Title I teaching assignment. These Title I Reading Recovery teachers on the average, taught 49 students each, 8-10 of whom received Reading Recovery lessons because they were having the greatest difficulty learning to read and write.

Half of the schools that implemented Reading Recovery across the U.S. in 2008-2009 (n=3,479) used Title I Part A to fund the position.

Reading Recovery and RtI

Reading Recovery can be part of a school's Response to Intervention plan. The National Center on Response to Intervention (NCRTI) recently listed Reading Recovery on its intervention site and reported large gains based on a 2005 study by researcher Robert Schwartz published in the *Journal of Educational Psychology*. NCRTI is funded by the U.S. Department of Education's Office of Special Education Programs to provide technical assistance to states and districts to help them implement proven models for Response to Intervention (RtI) and early intervening services. Please visit http://www.rti4success.org/chart/instructionTools/ for more information.

Your Commitments

If you would like to be a partner school and train a Reading Recovery teacher, you will need to:

- Agree to train a Reading Recovery teacher.
- Commit to keeping the teacher in the role for a minimum of three years following training, if possible.
- Participate in federally-required research. Data collection will be minimally intrusive. For example, some teachers may be asked to keep daily logs of teaching, participate in a survey and agree to be interviewed.

If you need more information please do not hesitate to contact one of the Teacher Leaders on the attached list.

Regards,

Dr. Judy Embry

Dr. Judy Embry
Director/Trainer
University of Kentucky
Reading Recovery Center
859-257-7859

TEACHER LEADERS IN KENTUCKY

Bourbon County Schools
Kathi Haley
859-987-2195
kathi.haley@bourbon.kyschools.us

Calloway County Schools
Debbra Puckett
270-762-7325
debbra.puckett@calloway.kyschools.us

Fayette County Schools
Vikki Hall
859-381-4268
vikki.hall@fayette.kyschools.us

Beth Magsig
859-381-4955
Bethann.magsig@fayette.kyschools.us

Franklin County Schools
Carmen Amato
502-352-2585
carmen.amato@franklin.kyschools.us

Jefferson County Public Schools
Mary Beth Stevens
502-485-8230
mary.stevens@jefferson.kyschools.us

Cindy Goldstein
502-485-8430
cindy.goldstein@jefferson.kyschools.us

Joy Mayfield
502-485-8222
joy.mayfield@jefferson.kyschools.us

Amy Goodenough
502-485-8223
Amy.goodenough@jefferson.kyschools.us

Allison Henry
502-485-8210
Allison.henry@jefferson.kyschools.us

Heather Wright
502-485-8320
Heather.wright@jefferson.kyschools.us

Kentucky Valley Educational Cooperative
Vickie Slone
606-439-1119 x 22
vicky.slone@hazard.kyschools.us

Danna Duff
606-439-1119, ext. 27
danna.duff@hazard.kyschools.us

Donna Singleton
606-439-1119, ext. 27
donna.singleton@hazard.kyschools.us

Knox County Schools
Carla Hinkle
606-545-7566
carla.hinkle@knox.kyschools.us

Madison County Schools
Dr. Amy Smith
859-624-4500
amy.smith@madison.kyschools.us

Monroe County Schools
Debbie Rush
270-487-6485
debbie.rush@monroe.kyschools.us

Muhlenberg County Schools
Sherry Sharp
270-338-5636
sherry.sharp@muhlenberg.kyschools.us

Russell Independent Schools
Bev Ray
606-836-0007
beverly.ray@russellind.kyschools.us

Oldham County Schools
Heather Garland
502-321-0439
heather.garland@oldham.kyschools.us

Shelby County Schools
Sherri Wadsworth
502-633-2375
sherri.wadsworth@shelby.kyschools.us

Washington County Public Schools
Theresa Foutch
859-375-4038
theresa.foutch@washington.kyschools.us

University Training Center
Dr. Judy Embry
Dr. Lindy Harmon
859-257-7859
jembry@uky.edu
lindy.harmon@uky.edu

REQUIREMENTS FOR THE TRAINING OF READING RECOVERY® TEACHERS IN KENTUCKY USING THE INVESTING IN INNOVATION (i3) GRANT

Training as a Reading Recovery® teacher requires participation in a university Reading Recovery course taught by a certified Reading Recovery Teacher Leader for a full academic year. Concurrent with training, the teacher works with children and fulfills other duties as prescribed by the school district. The components of the training, the associated costs, and the implementation at the school site are outlined below.

Requirements for the Selection of Teachers
- Successful teaching experience (recommended at least three (3) years with at least two (2) years at the primary level)
- Evidence of adaptability and problem solving
- Willingness to learn, acquire, and apply new skills and knowledge
- Evidence of good interpersonal skills with colleagues
- **Selection by screening committee in consultation with Teacher Leader**

District Requirements
- Arrange for transportation of children to the Regional Training Site for behind the glass lessons
- Commit to keeping the teacher in the role for a minimum of three years following training, if possible.
- Adhere to the Standards and Guidelines for Reading Recovery in the United States (2005)
- Create a plan to achieve full implementation; enough Reading Recovery teachers to cover 20% of the first grade population.
- Participate in federally-funded research. Data collection will be minimally intrusive; daily logs, interviews, or surveys.

Coursework Requirements
- Attend assessment training for a minimum of 24 hours to learn how to administer and score the Observation Survey and to select children for the program.
- Enroll in a university-offered Reading Recovery course for the school year
    - 6 semester hours (3 hours each for fall and spring semesters)
    - successful completion of assignments and readings from required texts
    - clinical orientation with focus on the understandings and teaching procedures needed for implementing Reading Recovery

School Implementation and Teaching Children

- Teach a minimum of four Reading Recovery children individually for 30 minutes daily in a school setting during the Reading Recovery portion of the work day
- Serve a minimum of eight children per year in Reading Recovery
- Receive 4 to 6 school visits from a Teacher Leader for guidance and clarification of appropriate procedures
- Demonstrate teaching, behind a one-way glass window, with one Reading Recovery child once each quarter or a minimum of three (3) times in the training year
- Attend the Reading Recovery National Conference
- Maintain careful, complete records on each child as a basis for instruction (Observation Surveys, Observation Summaries, predictions of progress, lesson records, running records, record of writing vocabulary, record of book level)
- Complete and submit data as required
- Administer Observation Surveys as prescribed throughout the year to select children for services and/or make decisions about discontinuing children's series of lessons
- Monitor the progress of children whose series of lessons have been discontinued
- Communicate with parents, first-grade teachers, and other appropriate school personnel on a regular basis

Statement of Commitment

We have read and understood the responsibilities of implementing Reading Recovery at the building and/or district level as outlined in the *Kentucky Agreements for Reading Recovery*® and the *Standards and Guidelines of Reading Recovery*© *in the United States* and we are willing to make this commitment for a minimum of three years.

Jennie Toole   _8/8/14_

Signature of Reading Recovery Teacher Nominee   Date

Julie A Cummins   _8/8/14_

Signature of Building Principal   Date

_____   _____

Signature of Superintendent   Date

Allison C Henry   _7/29/14_

Signature of Teacher Leader   Date

Retain a copy of this form for your own records and submit the original to the Regional Training Site along with the following application.

APPLICATION FOR TRAINING OF
READING RECOVERY® TEACHERS IN KENTUCKY USING
THE INVESTING IN INNOVATION (i3) GRANT

Teacher ____Jennifer Toole_____

Home Address _____

City ___Louisville_____ State _KY_____ Zip Code _40291_____

Home Phone (____) _____ email _jennifer.toole@jefferson.kyschools.us____

Cell Phone _____, _____

School _Eisenhower_____ School District _Jefferson County Public Schools_____

This school building currently has Reading Recovery teachers _X___Yes _____No

Number of non-i3 funded RR teachers continuing in the building for 2014-15 _____1_____

Number of i3-funded RR teachers continuing in the building_____0_____

Proposed number of new i3-funded teacher applications to this building_____1_____

Approximate number of first grade students in the building for 2014—15__102_____

Proposed coverage of first grade population by all RR teachers in the building _____49_____%

School Address_5300 Jessamine Lane_____

City ___Louisville_____ State ___KY____ Zip Code _40258_____

Phone (502) _485-8244_____ County__Jefferson_____

Principal ___Julie Cummings_____

Superintendent ___Donna Hargens_____

District Training Site____ Cochran Elementary_____
The applicant's i3 book bundle will be shipped to the teacher training site address.
Please, no P.O.addresses

District Training Site Address ___500 W. Gaulbert Ave._____

City ___Louisville_____ State _KY_____ Zip Code _40208_____

Phone (502) _485-8230_____

The applicant is replacing a Reading Recovery teacher in the building __X__ Yes ____No

The applicant is replacing an i3-funded RR teacher ____Yes__X__No

If yes, i3 Grant Funded RR Teacher's name_____

The applicant will be in a full-time position. __X___Yes ____No

To be completed by Teacher Leader:__Allison Henry_____
                                          TL Name

Check all i3 criteria met by this school:

PRIORITIZED i3 GRANT CRITERIA FOR SCHOOL SELECTION
(DIRECTIONS: Choose from one of three prioritized categories below.)
PRIORITY 1
Any school in at least one of the four categories, below.
(Check as many that apply to the school building)

☐ A school in Tier 1 on the state's School Improvement Grant List or

☐ A Title I school in restructuring or corrective action or

☐ A school is that is in a rural LEA. Rural LEA mean s an LEA that is eligible under the Small Rural School (SRSA) program or the Rural Low-income School (RLIS) program authorized under Title VI, Part B of the ESEA or

☐ A school that has a sizable population of ESL students

If checking the criterion "sizeable population of ESL students," answer the following:

What is your state's proportion of ESL student? [   ] %
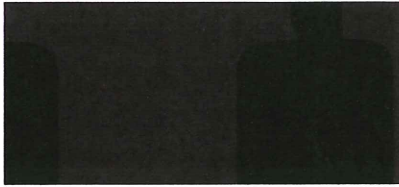
What is the school building's proportion of ESL students? [   ] %

PRIORITY 2

☒ A Title 1 school in Program Improvement (Year 1 or 2) or in a district in Program Improvement

PRIORITY 3

☐ Any other US school (public/privates/parochials/charters)

2014-2015

University of Kentucky
Memorandum of Agreement
Reading Recovery: Scaling Up What Works
Investing in Education (i3) Grant
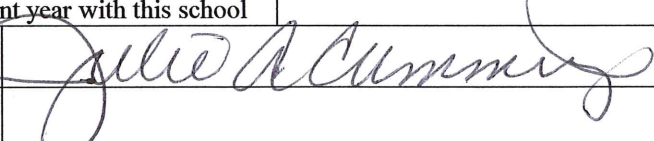A project of the U.S. Department of Education

This is an agreement between The University of Kentucky Reading Recovery Project and the School identified in this Memorandum concerning the school's participation in the U.S. Department of Education's i3 Reading Recovery Scale Up project.

The University of Kentucky agrees to pay for the following costs related to Reading Recovery training, to teachers in i3-eligible schools:

- Tuition – 6 UK Graduate Credit Hours

- Books and materials (OSU will provide up to a value of $3900)

- Supplies - $ 350

- Stipend (Value: $1500) intended to cover educational expenses directly related to Reading Recovery training such as mileage, UK fees, the RRCNA Jumpstart Kit, IDEC data submission fees, webinars, and attendance at an approved Reading Recovery conference. (Must be expended within two years of acceptance into the i3 grant.)

The school agrees to:

- Train at least one Reading Recovery teacher.
- Transport children for Reading Recovery teaching sessions at the teacher training site (3 times during the teacher training year).
- Commit to keeping the teacher in the role for a minimum of three years following training.
- Follow the Standards and Guidelines for Reading Recovery in the United States (2008) http://www.readingrecovery.org/implementation/standards/index.asp
- Work toward full implementation, meaning, all of the children in first grade who need Reading Recovery have access to a Reading Recovery teacher (typically the lowest achieving 20% in a first grade cohort).
- Participate in federally-required research. Data collection will be minimally intrusive. For example, some teachers will be asked to keep logs of teaching, participate in a survey and agree to be interviewed.

School Principal	Julie Cummings
School Name/District	Eisenhower Elementary
District	Jefferson County Public Schools
School Address	5300 Jessamine Lane Louisville, KY 40258
Affiliated Teacher Leader	Allison Henry
Teacher Leader Email	Allison.henry@jefferson.kyschools.us
Teacher leader: List all i3-eligible teachers who will be in training during the current year with this school	Jennifer Toole

		Date	
School Principal Signature	*Julie A Cummings*	Date	8/8/14
Superintendent Signature		Date	

School Eligibility Criteria to Participate in the U.S. Department of Education's I3 Award to Scale Up Reading Recovery

PRIORITIZED i3 GRANT CRITERIA FOR SCHOOL SELECTION
(DIRECTIONS: Choose from one of three prioritized categories below.)

PRIORITY 1
Any school in at least one of the four categories, below.
(Check as many that apply to the school building)

☐ A school in Tier 1 on the state's School Improvement Grant List or

☐ A Title I school in restructuring or corrective action or

☐ A school is that is in a rural LEA. Rural LEA mean s an LEA that is eligible under the Small Rural School (SRSA) program or the Rural Low-income School (RLIS) program authorized under Title VI, Part B of the ESEA or

☐ A school that has a sizable population of ESL students.
If checking the criterion "sizeable population of ESL students," answer the following:
  o What is your state's proportion of ESL student? _____%
  o What is the school building's proportion of ESL students? _____%

PRIORITY 2

☒ A Title 1 school in Program Improvement (Year 1 or 2) or in a district in Program Improvement

PRIORITY 3

☐ Any other US school (publics/privates/parochials/charters)

i3 investing in innovation fund