

Reading Recovery Center  
120 Quinton Court, Suite 101  
Lexington, KY 40509  
859-257-7859  
Fax: 859-323-3963  
[www.readingrecoverycenter.org](http://www.readingrecoverycenter.org)

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

# 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.

Amber Campbell 8/12/14  
Signature of Reading Recovery Teacher Nominee Date

J. C. Bosch 8/12/14  
Signature of Building Principal Date

\_\_\_\_\_  
Signature of Superintendent Date

Heidi C. Givens 8.15.14  
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 Andrea Campbell

Home Address \_\_\_\_\_

City Louisville State KY Zip Code 40208

Home Phone (\_\_\_\_) \_\_\_\_\_ email andrea.campbell@jefferson.kyschools.us

Cell Phone \_\_\_\_\_

School Portland 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 0

Number of i3-funded RR teachers continuing in the building 1

Proposed number of new i3-funded teacher applications to this building 1

Approximate number of first grade students in the building for 2014—15 56

Proposed coverage of first grade population by all RR teachers in the building 100 %

School Address 3410 Northwestern Parkway

City Louisville State KY Zip Code 40212

Phone ( 502 ) 485-8313 County Jefferson

Principal Angela Hosch

Superintendent Donna Hargens

District Training Site Portland 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 3410 Northwestern Parkway

City Louisville State KY Zip Code 40212

Phone ( 502 ) 485-8313

The applicant is replacing a Reading Recovery teacher in the building \_\_\_Yes X 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: Heather Cicchiello Wright  
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 means 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?  %

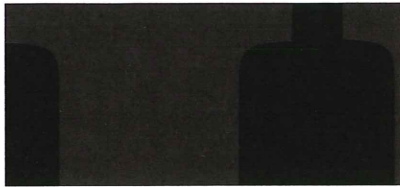
**PRIORITY 2**

- ☒ 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)





**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**

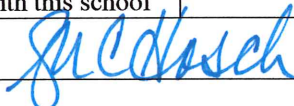
This is an agreement between The University of Kentucky Reading Recovery Project and the School identified in this Memorandum concerning the school's participation in the U.S. Department of Education's i3 Reading Recovery Scale Up project.

*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	Angela Hosch		
School Name/District	Portland Elementary		
District	Jefferson County Public Schools		
School Address	3410 Northwestern Parkway Louisville, KY 40212		
Affiliated Teacher Leader	Heather Cicchiello Wright		
Teacher Leader Email	Heather.cicchellowright@jefferson.kyschools.us		
Teacher leader: List all i3-eligible teachers who will be in training during the current year with this school	Andrea Campbell		
School Principal Signature		Date	8-12-14
Superintendent Signature		Date	

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

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**PRIORITIZED i3 GRANT CRITERIA FOR SCHOOL SELECTION**  
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- ☐ 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 (publics/privates/parochials/charters)

