



Reading Recovery® Council  
of North America

# Teacher Leader Training Scholarships

TOSA Foundation Reading Recovery teacher leader training scholarships are awarded to school districts to defray the cost of training a teacher leader at the University of Wisconsin at Madison. These scholarships will be administered by the Reading Recovery Council of North America and applications will be judged by the following criteria:

- Academic and Economic Need
- District(s) Planning and Commitment
- How Reading Recovery fits into the district/site's comprehensive literacy plans
- Qualifications and leadership potential of teacher leader candidate
- Trainer Recommendation

## Responsibilities of Recipients

Each teacher leader in-training is required to:

- attend both the National Reading Recovery & K-6 Classroom Literacy Conference and the Teacher Leader Institute/Academy,
- enroll in, and successfully complete, a year long teacher leader training course at the University of Wisconsin at Madison, and
- after training, perform the functions of a teacher-leader as detailed in Reading Recovery Standards and Guidelines for at least three years.

School District(s) 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, and
  - the number and percentage of students who were referred to Special Education or who received an incomplete program due to moving or late placement.
- Agree to become part of a longitudinal study to document the success of both former and most recent students. Student progress will be compared to a random sample of first graders taken each year in the fall and compiled by National Data Evaluation Center at The Ohio State University.
- Provide RRCNA with copies of any publicity received in local or school media.

Please submit completed application (Part I District and Site information, Part II Teacher Leader Candidate information, Essays and letters of support) to:

RRCNA TOSA Teacher Leader Training Awards

400 West Wilson Bridge Rd., Suite 250

Worthington, OH 43085

**Applications must be postmarked no later than May 31.**

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



Reading Recovery® Council  
of North America

## Reading Recovery Teacher Leader Training Scholarship Application

### Part I: SCHOOL DISTRICT AND SITE INFORMATION

School District Name \_\_\_\_\_

Superintendent's Name \_\_\_\_\_

Superintendent's Mailing Address \_\_\_\_\_

Superintendent's Email Address \_\_\_\_\_

If a Consortium, Names of Participating Districts \_\_\_\_\_

Site Coordinator's Name \_\_\_\_\_

Site Coordinator's Mailing Address \_\_\_\_\_

Site Coordinator's Email Address \_\_\_\_\_

Site Coordinator's Work Phone \_\_\_\_\_

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 \_\_\_\_\_

**Essay I:** On a separate sheet in 100 words or less, please describe your state or provincial financial support for Reading Recovery. Indicate dollar amounts contributed for training, professional development, equipment and supplies, etc.

**Academic Need of the District(s):** Please complete the grid below for **all indicators that apply:**

#### Sample Indicators of Academic Need

# of Students Retained in First Grade	
# of Students Referred to Special Education in First-Grade	
# of Students Eligible for Title 1 in First Grade	
# of Students Whose Primary Language is other than English	

**Essay II:** On a separate sheet, describe the academic need (in 100 words or less) of the schools/district(s) that would be impacted by training a Reading Recovery teacher leader.

**Economic Need of the District(s):** Please complete the grid below for **all indicators that apply.**

**Sample Indicators of Economic Need**

# of Schoolwide Title 1 Schools	
# of Targeted Assisted Schools	
# of Children with Free or Reduced Price Lunch	
Distance between district(s) and University of Wisconsin at Madison	
Average household income by census or other governmental designation	

**Essay III:** On a separate sheet, describe the district's economic need (in 100 words or less) that would be impacted by training a Reading Recovery teacher leader.

Please attach

- 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. The itemized budgets 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 the North American Leadership Academy & Teacher Leader Institute, and a RRCNA approved Reading Recovery conference
  - 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). For more information on implementation planning, see <http://www.readingrecovery.org/sections/implementation/standards.asp>
- C. A copy of your plan for the implementation of Reading Recovery, including information such as funding, 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, that the information in this application is accurate, and that the school district named on line 1 above will act as the fiscal agent for this grant, if awarded. I agree to support this candidate in meeting the requirements of the award.*

Superintendent's Signature	Date
----------------------------	------

## II: TEACHER LEADER CANDIDATE INFORMATION

Candidate's Name \_\_\_\_\_

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

Daytime Telephone \_\_\_\_\_ Evening Telephone \_\_\_\_\_

Fax \_\_\_\_\_ Email (home) \_\_\_\_\_

Email (work or school) \_\_\_\_\_

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 \_\_\_\_\_

Are you a RRCNA member? \_\_\_\_\_ List Other Professional Organizations \_\_\_\_\_

Teaching or Professional Awards (name of award and year) \_\_\_\_\_

University Training Center/Canadian Institute of Reading Recovery region and affiliated university to which you have applied: \_\_\_\_\_ Intended Start Date: \_\_\_\_\_

On a separate sheet, please answer the following questions. Each answer should be no longer than 100 words in length.

- Why would you like to be a teacher leader?
- What systemic changes do you think may result from your being trained as a teacher leader?

Please include a **letter from the admitting university trainer**, endorsing the candidate and explaining any circumstances 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/Canadian Institute of Reading Recovery and that the trainer is satisfied with the ability of the candidate to be successful.

\_\_\_ 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 photographs for publicity purposes.

\_\_\_ 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.

\_\_\_\_\_  
Teacher Leader Candidate's Signature

\_\_\_\_\_  
Date