

### Application Overview:

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**Deadline for Application Submission: June 1, 2020**

**School District:** \_\_\_\_\_

**School Principal:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

**Literacy Coach/Teacher Leader Applicant:** \_\_\_\_\_

- Training Level:**
- Primary (Grades PreK-2)
  - Intermediate (Grades 3-5/6)
  - Middle School (Grades 6-8)

*For office use only.*

**Application Received Date:** \_\_\_\_\_

**Interview Date:** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**Attended Leadership Team Institute: Y / N**

**Part I School and District Information – to be completed by School Principal**

**A. Identifying Information**

**School Information**

Name of School: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Name of Principal: \_\_\_\_\_

Principal Phone Number: \_\_\_\_\_

Principal Email Address: \_\_\_\_\_

*Please provide an email address that accepts file attachments.*

**District Information**

Name of District: \_\_\_\_\_

District Main Office Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Main District Phone Number: \_\_\_\_\_

Name of Superintendent: \_\_\_\_\_

Superintendent Phone Number: \_\_\_\_\_

Superintendent Email Address: \_\_\_\_\_

**Site Coordinator** *(person responsible for facilitating implementation, if identified)*

Name of Site Coordinator: \_\_\_\_\_

Title: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number 1: \_\_\_\_\_ Phone Number 2: \_\_\_\_\_

Email Address 1: \_\_\_\_\_ Email Address 2: \_\_\_\_\_

**Additional District-level Contact Information** *(if applicable)*

Contact Name: \_\_\_\_\_

Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

**Billing Contact Information** *(where invoices should be sent)*

Office Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Address 1: \_\_\_\_\_

Address 2: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

**B. Application Questions and Supplemental Requirements**

Please complete each section below. If you require additional space to answer any questions, please write or type your responses separately and submit that information with the completed application form.

**1. School Information:**

- a. Total School Enrollment: \_\_\_\_\_
- b. Grade Levels in School: \_\_\_\_\_
- c. Elementary and Middle Schools in the District: \_\_\_\_\_
- d. Is your location designated rural, urban, small town, or suburban? \_\_\_\_\_
- e. Is your school designated as a Title I School? **Yes** \_\_\_\_\_ **No** \_\_\_\_\_

**2. Classroom Information:** Complete the grid *only* for the grades associated with your training level.

Grade	Number of Classrooms	Total Number of Students in Each Grade Level
Pre-Kindergarten		
Kindergarten		
First Grade		
Second Grade		
Third Grade		
Fourth Grade		
Fifth Grade		
Sixth Grade <i>(if pertinent)</i>		

	Grade 6	Grade 7	Grade 8
<b>Total # of students in each grade level</b>			

**3. Describe your school's current approach to the teaching of literacy in grades K-2, 3-5, or 6-8.**

**4. Note any other important characteristics of your school.**

**5. Please attach a copy of your school's most recent state test score "Report Card."**

**6. Intervention Information:** List any school-based interventions for

**Small Groups:**

**Individuals:**

**Part II Literacy Coach/Teacher Leader Information – to be completed by Literacy Coach Applicant**

**A. Identifying Information**

Name of Applicant: \_\_\_\_\_

Current Position: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone Number 1: \_\_\_\_\_ Phone Number 2: \_\_\_\_\_

Email Address 1: \_\_\_\_\_ Email Address 2: \_\_\_\_\_

*Please provide an email address that accepts file attachments.*

**Summer Contact Information (if different than above):**

Summer Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

**B. Application Questions and Supplemental Requirements**

Please complete each section below. If you require additional space to answer any questions, please write or type your responses separately and submit that information with the completed application form.

- 1. Education:** A Master’s degree is required. In rare cases, this requirement may be waived if equivalent experiences are documented and determined to be satisfactory by the Literacy Collaborative faculty.

**Undergraduate Information**

Degree/Major: \_\_\_\_\_

College/University: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

**Education** (continued):

**Graduate Information**

Degree/Major: \_\_\_\_\_

College/University: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_

**2. Teaching Experience:** A minimum of three (3) years teaching experience at the designated training level is required.

a. Total number of years of classroom teaching experience: \_\_\_\_\_

b. Total number of years of teaching experience at the designated level: \_\_\_\_\_

c. Other teaching experiences (Title I, Special Education, Literacy Coach, etc).  
*Please describe.*

d. Has your teaching experience at the designated level been within the last five (5) years?  
Yes \_\_\_\_\_ No \_\_\_\_\_ If no, please explain.

e. Are you a trained Reading Recovery teacher? Yes \_\_\_\_\_ No \_\_\_\_\_

f. Have you ever taught Levelled Literacy Intervention (LLI)? Yes \_\_\_\_\_ No \_\_\_\_\_

g. If yes, how many years have you provided Reading Recovery or LLI service? \_\_\_\_\_

**3. Reading/Language Arts Experience:** Complete the following information and briefly describe the nature of your coursework in reading/language arts.

a. Number of undergraduate courses in reading/language arts: \_\_\_\_\_

b. Number of graduate courses in reading/language arts: \_\_\_\_\_

c. Please describe coursework.

d. List other professional experiences related to your interest in reading/language arts (workshops, conferences, curriculum committees, etc.)

**4. Leadership Experience:** Please describe and cite evidence of the qualities that support your ability to provide leadership in working with adults within your building (i.e. awards/recognition for teaching, experiences with staff development programs, leadership positions in education, related activities).

**5. Additional items:** Applicants must submit the following required items:

a. **Resume**

b. **Two Letters of Recommendation**



**Part III Implementation Commitment and Responsibilities – to be reviewed by Literacy Coach/Teacher Leader Applicant, School Principal, and Superintendent**

**FACE TO FACE TRAINING DATES:**

Initial LC training requires the applicant to be present at Lesley University on the following dates for coursework:

- **Primary K-2: July 27-31, 2020 & January 25-29, 2021 (see green box below for online training dates)**
- **Intermediate/Middle School: August 3-7, 2020 & February 1-5, 2021 (see orange box below for online training dates)**

**FULL DAY ONLINE LC TRAINING DATES:**

Note that online training days will require the coach/teacher leader to be released all day from school responsibilities in order to fully participate in online coursework.

**WEBINAR TRAINING DATES:** Note that webinars will require the coach/teacher leader to be released from school responsibilities for two hours in order to fully participate.

<b>PRIMARY K-2 Full Day Online</b>	<b>K-2 Webinars  Time: 1:00pm – 3:00pm</b>
9/24/20	8/06/20
10/22/20	8/13/20
11/12/20	9/16/20
12/03/20	10/15/20
12/17/20	11/05/20
1/07/21	2/18/21
2/11/21	3/17/21
2/25/21	4/08/21
3/11/21	4/29/21
3/25/21	6/03/21
4/15/21	
5/06/21	
5/20/21	

<b>INT/MS (3-5 or 6-8) Full Day Online</b>	<b>3-5/6-8 Webinars  Time: 9:00am – 11:00am</b>
9/24/20	7/30/20
10/08/20	9/18/20
10/22/20	10/16/20
11/12/20*	11/13/20
12/03/20	12/18/20
12/17/20	1/22/21
1/7/21	3/19/21
1/21/21	4/30/21
2/11/21	5/14/21
3/11/21	6/4/21
3/25/21	
4/08/21	
5/13/21	

\*Dates are subject to change.

## **Principal: Role and Responsibilities**

### **In-Training Year (Year One)**

- Attend the *School Leaders Seminar: What Every School Leader Needs to Know About Effective Literacy Teaching, Coaching, and Teacher Leadership* (strongly recommended)
- Attend five days of *Literacy Leadership Team Institute* with school-based Leadership Team (highly recommended)
- Arrange for teacher observations in Literacy Coach's classroom
- Meet regularly with Literacy Coach/Teacher Leader-in-training
- Meet regularly with the Literacy Leadership Team
- Seek and allocate funding for materials as needed
- Facilitate release time for the coach for on-line training dates

### **Field year (Year Two) & Beyond**

- Arrange staffing and funding for Literacy Coach/Teacher Leader to train and coach teachers and teach students
- Facilitate release time for classroom teachers to attend professional development sessions and participate in coaching
- Meet regularly with Literacy Coach/Teacher Leader to support implementation of Literacy Collaborative in the building
- Attend professional development classes (strongly recommended)
- Continue communication within school and to parents, community, and district about implementation
- Meet with the Literacy Leadership Team on a regular basis to plan for and monitor implementation
- Continue to seek and allocate funding for texts, to develop school bookroom as needed and to acquire other materials necessary for successful implementation
- Attend two days of Ongoing PD at Lesley University with Literacy Coach/Teacher Leader (strongly recommended)
- Allocate funding for 2-4 site visits (4 total days)

## **The Literacy Leadership Team's Roles and Responsibilities**

### **Program Administration**

- Attend five days of *Literacy Leadership Team Institute* (strongly recommended)
- Understand the Elements of the Partnership document and work toward the goals outlined.
- Meet monthly to plan for and monitor implementation
- Consult with the Literacy Coach/Teacher Leader and the Lesley University liaison to problem solve-issues related to implementation
- Provide input and guidance for the coordination of literacy intervention services
- Collaborate with the literacy coach/teacher leader to develop teaching schedules for adequate literacy instruction
- Create and maintain a school bookroom that includes adequate numbers of leveled books for implementing guided reading as well as books for other purposes
- Evaluate program effectiveness, reflect on progress, analyze data, and set goals
- Report to key stakeholders in order to share successes, challenges, and next steps
- Host 2-4 site visits with your liaison

### **Training and Coaching Support**

- Help arrange adequate time for the Literacy Coach/Teacher Leader and classroom teachers to participate in coaching and professional development
- Coordinate a 30-minute team meeting when liaison is visiting school if possible.

# Literacy Coach/Teacher Leader: Role and Responsibilities

## **In-Training Year (Year One)**

### **Professional Learning**

- Attend course weeks at Lesley University: one week during summer and one week during winter
- Complete course requirements to earn nine graduate credit hours (see syllabi)
- Participate in online learning components: approximately 120 hours
- Attendance Strongly Recommended:
  - Three day Literacy for All Conference in Providence, Rhode Island (registration is included with LC affiliation fees in year 1)
  - Five day *Literacy Leadership Team Institute* with Leadership Team
- Host 2-4 site visits with your liaison

### **Classroom Responsibilities**

- Teach the literacy block in a heterogeneous classroom for approximately 2.5 to 3 hours per day, five days per week, or according to the Middle School level schedule
- Collect and use recommended data on students to inform teaching decisions

### **School/District Responsibilities**

- Provide introductory professional development sessions to colleagues
- Assist with establishing a school Literacy Leadership Team
- Participate in monthly meetings with the school-based Literacy Leadership Team
- Guide the purchase, distribution, organization, and use of books and materials for classrooms and bookrooms

## **Field Year (Year Two)**

### **Professional Learning**

- Attend one week of Ongoing Professional Development (fall semester)
- Participate in online learning opportunities
- Attend three day Literacy for All Conference in Providence, Rhode Island (strongly recommended)
- Host four site visit days (2 days each visit X 2 visits) with your liaison

### **Classroom Responsibilities**

- Teach the literacy block in a heterogeneous classroom for 2.5 to 3 hours per day, five days per week, or according to the Middle School level schedule

## **Field Year (Year Two & Beyond)**

### **School/District Responsibilities**

- Develop and implement professional development sessions in consultation with the University liaison
- Coach all teachers on a regular basis
- Coordinate data collection and evaluation
- Communicate relevant information about literacy teaching and learning to the school community, including parents, school board, and other stakeholders
- Guide the purchase, distribution, organization, and use of books and materials for classrooms and for adult professional learning

## **Part IV Agreements and Signatures**

By signing below, each individual indicates:

- Approval of this application
- Awareness and understanding of, as well as intent to comply with, the commitment and responsibilities of implementing Literacy Collaborative (in the school, at the appropriate level)
- Permission for Literacy Collaborative faculty to discuss the Literacy Coach's performance and progress with appropriate school and district personnel
- Agreement to pay the full training fee once the Literacy Coach initiates training (if a Literacy Coach/Teacher Leader does not complete training, full payment will continue to be required)

### **A. Superintendent**

Name of Superintendent: \_\_\_\_\_

Signature of Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

### **B. School Principal**

Name of Principal: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_

### **C. Literacy Coach/Teacher Leader**

Name of Literacy Coach/Teacher Leader: \_\_\_\_\_

Signature of Literacy Coach/Teacher Leader: \_\_\_\_\_

Date: \_\_\_\_\_

### **D. Site Coordinator (if identified/if applicable)**

Name of Site Coordinator: \_\_\_\_\_

Signature of Site Coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

**Part V Submission Information and Telephone Interview**

Completed applications must be submitted by **June 1, 2020**. Incomplete applications will not be processed. If you are unable to meet this deadline but intend to apply, please contact the Project Manager for further instruction: **Melissa Fasten, [mfasten@lesley.edu](mailto:mfasten@lesley.edu), 617.349.8798.**

When your application is ready for submission, please retain a copy for your records and scan or mail the original version to:

**Kathryn Bartholomew  
Lesley University  
Center for Reading Recovery and Literacy Collaborative  
29 Everett Street  
Cambridge, MA 02138  
[litcol@lesley.edu](mailto:litcol@lesley.edu)**

Each applicant and their principal are required to complete a telephone interview with Literacy Collaborative faculty. Interviews will be held in late **May and June 2020** and scheduled during the hours of **8:00 am – 5:00 pm, Monday – Friday**. The interview will be arranged and confirmed by Kathryn Bartholomew. To facilitate the scheduling process, please complete the sections below with as much information as possible.

**Days/Dates/Times that work:**

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**Days/Dates/Times that do not work:**

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