

Canadian Institute of Reading Recovery® IPLÉ®



Teacher Leader Nomination Form

Responsibilities of a Teacher Leader

Please complete this nomination form, along with relevant documents to the Teacher Leader Training Institute you are applying to (address included on the last page of this document). You will receive confirmation by mail and email.

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Responsibilities of a Teacher Leader

Please refer to the Standards and Guidelines for Reading Recovery 5th edition (CIRR, 2018)

Year One: Teacher Leader Intensive Training

Teacher Leader training requires one year full-time participation at an approved Canadian Institute of Reading Recovery Institute. In the first year the major components include:

1. Attending and successfully completing courses and seminars.
2. Teaching four Reading Recovery students individually and daily throughout the school year and demonstrating effective Reading Recovery teaching.
3. Teaching a Reading Recovery student behind the one way screen for colleagues several times in the course of the academic year.
4. Attending scheduled teacher training classes and observing and participating in all aspects of training class responsibilities.
5. Collecting and submitting data on students in accordance with Canadian Reading Recovery Standards and Guidelines.
6. Making school visits.
7. Keeping complete records on each student as a basis for instruction.
8. Receiving school visits from a Trainer.
9. Arranging to live within one hour traveling time (during peak time) of the Teacher Leader Training Institute.

Teacher Leaders in training must participate in structured field experiences planned by the Institute. All aspects of the training must be successfully completed; this includes teaching children daily and completing academic and management courses as required.

Year Two: Field Year

1. Teach a training class of eight to twelve new Reading Recovery Teachers, as needs within the district dictate, each of whom will individually teach a minimum of four Reading Recovery students daily.
2. Teach four Reading Recovery students daily and individually throughout the year.
3. Prepare training sessions, visit teachers in training a minimum of five times to give assistance, and provide professional support in the implementation of Reading Recovery in the divisions/districts.
4. Inform interested groups about Reading Recovery.

5. Attend the Canadian Teacher Leader Professional Development Forum.
6. Receive a Trainer visit twice in the field year and annually in subsequent years following training.
7. Collect and submit data on Reading Recovery students as required by the Canadian Institute of Reading Recovery.
8. Prepare a site report to be submitted by September 30 in accordance with the Canadian Institute of Reading Recovery Standards and Guidelines.
9. Affiliate with the Canadian Institute of Reading Recovery and pay an annual site fee for professional development, data collection, and the Teacher Leader Professional Development Forum.
10. Make and receive colleague visits annually.
11. Participate in opportunities for instruction with Reading Recovery professionals from around the world.

Year Three: Support Year and Subsequent Years
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1. Continue to follow responsibilities outlined in Year Two. Continue to train new Reading Recovery Teachers, conduct on-going professional development sessions, and teach a minimum of two students daily.
2. Provide eight continuing contact sessions for trained Reading Recovery Teachers.
3. Collect and submit data as required by the Canadian Institute of Reading Recovery.
4. Affiliate with the Canadian Institute of Reading Recovery and pay an annual site fee for professional development, data collection, and the Teacher Leader Professional Development Forum.

Reading Recovery Teacher Leader Nomination Form

Name of Applicant _____

School Division/District _____

Name of Superintendent/Director/Liaison Administrator supporting this nomination _____

School _____

Your Current position _____

School Address _____

City _____ Province _____ Postal Code _____

Home Address _____

City _____ Province _____ Postal Code _____

Phone: Work _____ Home _____

E-mail _____ Fax _____

Directions

Please complete the following four sections of this form and attach a complete resume. This form must be signed by the applicant and the applicant's superintendent.

Section One:

- A. _____ Hold a recognized university degree, preferably at the Masters level
_____ Be nominated and supported by a school district
_____ Have an employment commitment to serve as a Reading Recovery Teacher Leader following the completion of training
_____ Hold elementary certification according to Provincial and Territorial Requirements
_____ Show evidence of successful teaching preferably at the primary level for a minimum of three years

- B. Has your primary experience been within the last five years? _____
If no, please explain

Section Two: Literacy Experience

- A. Complete the following and briefly describe the nature of your undergraduate and graduate course work in literacy.

_____ Number of courses in literacy

Describe the course work:

- B. List other professional experiences related to your interest in literacy (workshops, conferences, curriculum committees, etc.)

- C. Candidates must submit a current Circum Vitae, proof of teacher qualifications, and their most recent performance appraisal.

- D. References (3)

Section Three: Leadership Experience

Please describe qualities and cite evidence of these qualities that support your ability to provide leadership as a Teacher Leader in Reading Recovery, i.e. experiences with staff development programs, leadership positions in education, awards/recognition for teaching, related activities, etc.

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Section Four: Commitment

The success of Reading Recovery depends on the commitment of Teacher Leaders to fully participate in both the intensive training at one of the Canadian Institutes of Reading Recovery training sites and the subsequent implementation of Reading Recovery in their home Boards/Districts. Please refer to the Responsibilities of a Teacher Leader on pages one and two of this form for a list of participant obligations as well as the Canadian Institute of Reading Recovery Standards and Guidelines for Reading Recovery in Canada.

I have read and understood the responsibilities of a Teacher Leader in Reading Recovery and I am willing to make this commitment.

Signature of the Teacher Leader Applicant

Date

I nominate and support the above applicant's involvement in Reading Recovery.

Signature of Superintendent

Date

Please Note:

If this Teacher Leader Nomination Form is being completed as part of the application for the establishment of a Teacher Training Centre, please send this completed nomination form to the Application Form for the Operation of a Teacher Training Centre and send to one of the Institutes listed below:

Contact details for the submission can be found here:

<http://rrcanada.org/contact-reading-recovery/>