

*The Department of Curricular Studies and
The Donald R. Watson School of Education of the
University of North Carolina at Wilmington*

Announce

Applications for Participation in the UNCW

Reading Recovery[®]
Teacher Leader Training Program
for
2002-2003

For additional information, contact:

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Further, the university affirms that admissions and employment decisions will be made without regard to an individual's political affiliation, sexual orientation, or relationship to other university constituents. The university seeks to promote campus diversity by employing a larger number of minorities and females where these groups are under-utilized within the university.

Questions regarding program access should be referred to the Compliance Officer, UNCW Chancellor's Office, 601 South College Road, Wilmington, NC 28403-5964, 910-962-3835; 910-962-3483 FAX).

Reading Recovery® Application Materials

These Application Materials include:

- | | | |
|--------------------------|--|-----------|
| <input type="checkbox"/> | (1) Definition, Overview of Application Procedures, Time Line for Key Events | pp. 1-2 |
| <input type="checkbox"/> | (2) Guidelines for the Establishment of a Reading Recovery® Site | pp. 2-3 |
| <input type="checkbox"/> | (3) Steps in the Application Process for UNCW (Summary overview) | p. 3 |
| <input type="checkbox"/> | (4) Estimated Costs for Teacher Leader Training | p. 4 |
| <input type="checkbox"/> | (5) Table of Estimated Costs of Teacher Leader Training | p. 5 |
| <input type="checkbox"/> | (6) Application to Establish a Reading Recovery® Training Site (Form SRS-1) | pp. 6-10 |
| <input type="checkbox"/> | (7) Reading Recovery® Teacher Leader Nomination Form (Form TL-1) | pp. 11-14 |

Definition of Reading Recovery®

Reading Recovery® is an early intervention program for first grade children intended to significantly reduce reading failure within a school system. Reading Recovery® teachers provide one-on-one tutoring for the lowest achieving first grade children. Most of these children develop effective strategies for reading and writing and reach average levels of classroom performance within 15 to 20 weeks. Reading Recovery® teacher leaders train teachers at the home site during their first year of teaching. Having a teacher leader is an essential requirement for a Reading Recovery® site.

The following key elements of Reading Recovery® operate within educational systems:

- 1) Intensive daily one-to-one instruction for first-grade children most at risk of reading failure
- 2) A year-long training course and continuing professional development for Reading Recovery® teachers
- 3) A research/evaluation program to monitor program results and provide technical support
- 4) A long-range literacy plan to chart a course toward literacy for all children.

Overview of Application Procedures

To become a Reading Recovery® site, a sponsoring agency (school district or consortium) must:

- Apply and receive approval to become a Reading Recovery® training site.
- Have one or more qualified persons trained as a Teacher Leader or hire a trained, registered teacher leader.
- Commit to a quality implementation of Reading Recovery® according to standards established by the Reading Recovery® Council of North America.

Reading Recovery® implementation proceeds in stages:

- Year One is the training year for a teacher leader and for planning activities within the home district; if the district has hired a trained teacher leader, Year One is both a planning and operations year.
- Year Two is the field year, in which teacher training and service to children begins.
- In successive years, additional teachers are trained as needed, and professional development support for trained teachers and teacher leaders continues.

Procedures for completing the necessary application materials are explained on the following pages.

Time line For Submission of Application Materials

Target date for the submission of site applications and teacher leader nominations - **June 15, 2002**
(Applications received beyond this date will be considered if room is available)

Target date for application to UNCW Graduate School - **June 20, 2002**

Notification of acceptance - **July 16, 2002**

Fall semester dates- **August 15 to December 15, 2002** (dates may change slightly)

Spring semester dates - **January 6 to May 12, 2003** (dates may change slightly)

GUIDELINES FOR ESTABLISHMENT OF A READING RECOVERY® SITE

School systems or consortia seeking to become a Reading Recovery® site are invited to submit to the University of North Carolina at Wilmington, an **Application for the Establishment and Operation of a Reading Recovery® Training Site** (Form SRS-1) and a **Reading Recovery® Teacher Leader Nomination Form** (Form TL-1) for the training of a teacher leader. An non-refundable application fee of fifty dollars (\$50.00) must accompany the application.

Final selection of teacher leaders and training sites for Reading Recovery® teachers will be made by Reading Recovery® faculty at University of North Carolina at Wilmington. This selection process is competitive, and is based upon consistency of application with guidelines and date of application.

The following Procedures for Establishing a Reading Recovery® site are published in the Standards and Guidelines document of the Reading Recovery® Council of North America, which has authority to monitor the trademarked name Reading Recovery®:

Preparation to Establish a Site

A Reading Recovery® Site is defined as one or more school systems employing and supporting one or more teacher leaders to train teachers for Reading Recovery® implementation. Establishing and implementing a Reading Recovery® and/or Descubriendo La Lectura site requires careful study and strong commitment from the sponsoring agency (school district, university, or consortium). Prior to initiation of a local training site for teachers, the following recommendations and requirements should be carefully examined and discussed with representatives of a university training center (see Section VI.).

- Study the program carefully and arrange for awareness sessions for key personnel, including, if feasible, visits to an existing site.
- Develop a long-range implementation plan that is consistent with Reading Recovery® Council of North America standards and guidelines.
 - Develop a 3-year budget that includes projections for: a) salaries for the teacher leader and teacher position(s); (b) a training facility; (c) materials; (d) training and tuition costs; (e) support for teacher leader and teacher professional development requirements; (f) adequate secretarial service easily accessible to the teacher leader; and (g) site visits from the university training center.
 - Make decisions about staffing for the program and the utilization of Reading Recovery® teachers' time for the remainder of their day.
 - Work towards the goal of full coverage at the building level, i.e., sufficient staffing and teaching time to service the most at-risk children in the first grade cohort, which might range from 15% to over 20% in most schools and a higher percentage in some schools where risk factors for failure are greater. In order to demonstrate what Reading Recovery® can do, it is strongly advised to provide full coverage at each individual school that enters the program, rather than distribute Reading Recovery® teachers thinly across many schools.
- Designate as site coordinator an administrator well-informed and/or willing to learn about the program.

- Obtain long-term commitment to full implementation at the system and at the school level.
- Assure commitment at the district or at the school level to arrange travel for children for behind-the-glass sessions for all training and continuing contact classes.
- Allocate funds for the position and training of one or more teacher leaders. Release these individuals for full-time teacher leader training for one academic year at a university training center recognized by RRCNA. (See materials from each university training center for requirements and fees.)
- Alternatively, employ a trained teacher leader registered with the RRCNA as an active, qualified Reading Recovery[®] teacher leader.
- Submit a site application to the university training center with which the site will affiliate.
- Negotiate through the regional university training center to establish graduate credit for courses (to be taught by a registered teacher leader) for teachers to be trained.
- Provide an appropriate training facility for training classes, including construction of room with one-way glass, a suitable sound system, and meeting and office space. Specifications for the training facility may be obtained from the regional university training center (UNCW.)

Steps in the Application Process for UNCW

1. Contact the University Training Center at UNCW and express your interest. Arrange for a visit or for phone conversations to raise and answer questions and discuss procedures.
2. Begin the decision-making and planning processes needed to support a site application.
3. Begin the process of selecting one or more candidates for teacher leader training. This selection process is very important. The qualifications and capabilities of the teacher leader will be a key element in the implementation of the program at your site.
4. Complete and submit the site application and teacher leader nomination forms. Submit the teacher leader(s) application materials to the Graduate School at UNCW.
5. Arrange for an on-site interview for the teacher leader candidate(s).
6. Arrange for the teacher leader candidate(s) to take a leave of absence for their year training at UNCW. Settle residence arrangements in Wilmington for the teacher leader from August 12 through May 10.

Residence Requirement for Teacher Leader Training

Teacher leader candidates must teach four Reading Recovery[®] children on a daily basis while enrolled in a full graduate program of 9 or more credit hours for two consecutive semesters at UNCW. Even individuals who have previous training and experience as a Reading Recovery[®] teacher must take the class in Reading Recovery[®] teaching techniques and teach four children daily. This class is taught at a higher, more theoretical level for those becoming teacher leaders.

Because of the need for daily teaching, the need to bring children to UNCW for teaching behind the glass at UNCW, and the need for the university trainer to make school visits to observe teacher leaders teaching children, teacher leaders in training must spend a year in residence at UNCW. In circumstances where the teacher leader trainee has had extensive Reading Recovery[®] teaching experience and lives close enough to bring children to UNCW for lessons, it is possible that the residence requirement may be exempted.

Estimated Costs for Reading Recovery® Teacher Leader Training

Costs for training are difficult to project because of, differences in travel and subsistence costs, plus tuition increases. However, the following list will enable applicant districts to construct a reasonable budget.

Training Year Costs

1. **Application fee** – \$50.00. A non-refundable, one-time expense.
2. **Tuition** for two semesters of full-time graduate study at UNCW for 2002-2003 is currently set at \$2,693.00 per year (\$1,346.50 per semester) for in-state students and \$10,936.00 per year (\$5,468.00 per semester) for out-of-state students; however, tuition raises may change at any time without prior notice.
3. **Technical fee.** A one-time payment to UNCW of \$5,000 per teacher leader for training expenses. These fees enable the Watson School of Education at UNCW to support the position of the Reading Recovery® trainer and provide half-time secretarial support for that position.
4. **Professional books and Training Materials.** Teacher leaders need several professional books as well as some training videos. Budget a minimum of \$500 for this purpose. Some additions to this set may need to be made annually; about \$200 per year is recommended.
5. **“Little books.”** A collection of non-consumable books for teaching Reading Recovery® children, purchased from several publishing companies. Budget \$2,500 for teacher leaders who must start a collection. Budget less if a collection already exists, however, most teacher leaders will need to expand their set of books.
6. **Travel.** Teacher leaders will need to make several trips each semester to other Reading Recovery® sites to observe and practice teacher leader skills, some of which may involve overnight stays. In addition, teacher leader trainees must attend the National Reading Recovery® conference, the Southeastern Reading Recovery® conference and the Teacher Leader Institute in June. Budget \$5,000 for travel during the training year. In succeeding years teacher leaders must travel only for conference attendance, the Teacher Leader Institute, and attendance at professional development sessions organized by UNCW.
7. **Subsistence.** A subsistence allowance covering the cost of apartment, utilities, and meals in the Wilmington area will need to be negotiated, depending upon available facilities and the needs of the individual. One-bedroom apartments near the university are currently priced about \$600 per month.
8. **Salary.** The annual salary and benefits of the teacher leader must continue through their training year.
9. **Training facility.** If the district does not already have a training facility that meets Reading Recovery® specifications for the glass, audio system, furnishings, etc., this will need to be constructed during the year that the teacher leader is in training. Costs may vary considerably depending upon the building in which this facility is housed. Budget \$6,000 to \$10,000 for this one-time expense.

Continuation Budget

Continuation costs for the teacher leader position are not high. They include the following:

1. **Salary and benefits** for the teacher leader(s).
2. **Site affiliation fee** to UNCW. Budget \$500 per year per teacher leader, although that fee may increase in future years. Actual annual costs have been less.
3. **Professional books**, training materials, and replacements/additions to the set of teaching books. Budget a minimum of \$300 per year.
4. **Travel.** Budget \$3,200 per year.

(See chart on page 6 for a quick visual display of expenses)

Implementation Requirements and Estimated Cost for Teacher Leader Training

	Year 1	Year 2	Year 3	Year 4	Year 5
<i>Item</i>	<i>TL Training Year</i>	<i>1st Field Year</i>	<i>2nd Field Year</i>	<i>3rd Field Year</i>	<i>4th Field Year, etc.</i>
Training					
University tuition & fees per year	*\$2,693.00 Instate *\$10,936.00 out of state				
Technical fee per year	\$5,000.00				
Salary of TL in training	Variable#	Variable#	Variable#	Variable#	Variable#
Living expenses if in residence	\$12,000.00				
Teaching Materials/profess. Books	\$2,500.00	\$250.00	\$250.00	\$250.00	\$250.00
Travel for field visits	\$3,000.00 (Variable)	(Variable)	(Variable)	(Variable)	(Variable)
RR Conferences, TL Institute	\$2,000.00	\$2,100.00	\$2,200.00	\$2,300.00	\$2,400.00
Training/observation facility	\$4,000.00 - \$10,000.00				
Affiliation fee with UNCW		\$250.00	\$275.00	\$275.00	\$300.00
Tuition for teachers		\$800.00	If new class	If new class	If new class
Teacher's books/materials		\$2,000.00	\$150.00	\$150.00	\$150.00
Teacher travel		\$300.00-\$700.00	\$300.00-\$700.00	\$350.00-\$800.00	\$350.00-\$800.00
Evaluation visits		\$2,800.00	\$1,400.00	XX	XX
Teacher Leader works with 4 students	Yes	Yes	4 or 3	3 or 2	4,3 or 2
TL trains teachers		Yes	Yes [as needed]	Yes [as needed]	Yes [as needed]
Teachers work with 4 students		Yes	4 or more	4 or more	4 or more
Site report			Yes (for year 2)	Yes (for year 3)	Yes (for year 4)
Continuing contact sessions		Yes, if experienced teachers at site	Yes No Tuition	Yes No Tuition	Yes No Tuition

*KEY: * = Approximate figure*

XX = Optional

= Determined by district

**APPLICATION FOR THE ESTABLISHMENT AND
OPERATION OF A READING RECOVERY® TRAINING SITE ***

The University of North Carolina at Wilmington
Reading Recovery Program
Department of Curricular Studies, King 201-D
601 S. College Road, Wilmington, NC 28403-5617
Phone: (910) 962-3382; FAX (910) 962-3988; E-mail: jonesn@uncwil.edu

SECTION I. Identifying Information

A. School system or district _____
Name of person completing application _____
Position _____
Mailing Address _____
City _____ State _____ ZIP _____ Phone () _____
Fax _____ E-mail _____

B. Person designated to coordinate the local training site for the Reading Recovery® Program
Name _____ Position _____
Mailing Address _____
City _____ State _____ ZIP _____ Phone () _____
Fax _____ E-mail _____

SECTION II. Application Information

Is your district applying to any other Reading Recovery® training sites?

If "Yes," please list all the sites to which you are applying and indicate priorities.

[This request is made to facilitate planning and communication between training sites. The information you provide will have no effect on consideration of your application.]

- ***If your district is hiring a trained and currently registered Teacher Leader, use form SRS-2.***

SECTION III. Narrative

Please provide a description of the support within the system for establishing and operating a regional training site for the Reading Recovery[®] program.

(Discuss support at the central office, board, and school levels; tell how Reading Recovery will fit into a comprehensive plan for literacy improvement; and explain the extent of planning that has been done.)

SECTION IV. Applicant Assurances

In adopting and implementing Reading Recovery[®], _____
_____(Applicant System) agrees to fulfill the following responsibilities:

Year One--Training Year (2002-2003)

1. Make necessary staff allocations so that one or two qualified individuals can attend a year-long teacher leader training program at University of North Carolina at Wilmington. In addition to clinical teaching, theory, and implementation classes at the University, trainees will teach a caseload of four children and have field experiences with trained teacher leaders at training sites within the region. Prospective teacher leaders should be nominated by the site applicant in accordance with criteria for selection specified in the Reading Recovery[®] Teacher Leader Nomination Form (Form TL-1, pp. 13-16 below) and in the Standards and Guidelines of the Reading Recovery Council of North America.
2. Pay to the University of North Carolina at Wilmington tuition costs and fees for 18 semester hours for each individual. In-state tuition for 2002-2003 is currently \$1,346.50. per semester (\$2,693.00 per year) for full time students, and out-of-state tuition is \$5,468.00. per semester (\$10,936.00 per year). Rates are subject to change by the State of North Carolina Board of Governors.
3. Remit to the University of North Carolina at Wilmington, a one-time technical assistance fee of \$5,000 to help defray the allocation of a faculty member's time for Reading Recovery[®] training, cover consultation costs involved in working with teacher leaders-in-training and school systems to implement the program, and to help support other activities of the university training site.
4. Purchase the professional books and the non-consumable books and materials used by the teacher leader when working with Reading Recovery[®] students. Approximate cost per teacher leader is \$2,900 (less, if some materials are already available).
5. Collect and maintain data on Reading Recovery[®] children in accordance with standards established by the Reading Recovery Council of North America (RRCNA) and the National Data Evaluation Center (NDEC). The cost of electronic data submission through NDEC is \$3.50 per child plus a one time set-up fee of \$250.00. Data submission by paper scan forms is still possible but is not recommended.
6. Provide released time and expenses for teacher leader(s) to attend the summer Teacher Leader Institute and annual regional and national Reading Recovery[®] Conferences.
7. Designate an administrator as Reading Recovery[®] Site Coordinator to provide the administrative support for successful implementation of the program.
8. Construct the training center as described in the document, **Reading Recovery[®] Training Facility**. This facility must be in place by the beginning of the first field year.

Year Two--Field Year (2003-2004)

1. Arrange for the teacher leader to train a class of no less than 8 and no more than 12 Reading Recovery[®] teachers beginning in the summer of the 2003-2004 academic year. Criteria for selecting teachers are provided in the Standards and Guidelines of RRCNA.
2. Pay tuition costs and fees to the University of North Carolina at Wilmington or another university for 6 credit hours per teacher (3 hrs. per semester). In-state tuition for a 3-hour course at UNCW is currently set at \$915.00 per year (\$457.50 per semester). Tuition rates are subject to change.
3. Arrange for the Teacher Leader(s) to spend a minimum of 2½ hours per day teaching four children individually and the remaining half day performing other Reading Recovery teacher leader functions.

4. Make necessary staff allocations so that each Reading Recovery[®] teacher may work 2½ to 2¾ per day teaching four (4) individual Reading Recovery[®] children.
5. Purchase books for Reading Recovery[®] teachers who will be working with Reading Recovery[®] children. (Approximately \$2,400 per teacher, a one-time expense.)
6. Arrange for transportation of children for behind-the-glass lessons at the training facility.
7. Conduct awareness sessions for principals and teachers in Reading Recovery[®] schools.
8. Collect and maintain data on Reading Recovery children in accordance with standards provided by RRCNA and the National Data Evaluation Center. Budget \$4.50 per child for data collection.
9. Arrange for released time and financial resources for trained Reading Recovery[®] teacher leaders to participate in the following professional development activities:
 - a. Professional development sessions offered by the University of North Carolina at Wilmington,
 - b. National and/or regional Reading Recovery[®] conferences each year,
 - c. The annual Teacher Leader Institute.
10. Submit a site report on a designated date in accordance with the guidelines provided by the University of North Carolina at Wilmington, and the Reading Recovery Council of North America.
11. Budget expenses and consultation fees @ \$600 per day for two site visits from the UNCW Reading Recovery Training Center to provide assistance to the teacher leader(s) and to local administrators.
12. Maintain affiliation with the university training center, and pay an annual fee of up to \$500.00 to cover costs of on-going professional development sessions for teacher leaders, updates of booklists, announcements, newsletters, etc., distributed by the UNCW Training Center.
13. Observe the Standards and Guidelines of the Reading Recovery[®] Council of North America as a condition for use of the registered name Reading Recovery[®].

Year Three–Continuation (2004-05)

1. Continue to follow responsibilities for program implementation outlined on preceding page for Years One and Two.
2. Collect and maintain data on Reading Recovery children in accordance with guidelines for evaluation provided by the University of North Carolina at Wilmington and the National Data Evaluation Center. Budget approximately \$2.50 per child for scan sheets for data collection.
3. Submit a site report on a designated date in accordance with the guidelines provided by the University of North Carolina at Wilmington, and The Ohio State University.
4. Arrange for released time and financial resources for trained Reading Recovery[®] Teacher Leader(s) to participate in the following professional development activities:
 - a. Professional development sessions offered by the University of North Carolina at Wilmington;
 - b. The National and/or Regional Reading Recovery[®] Conferences each year,
 - a. c. The annual Summer Teacher Leader Institute.
5. Assure that the teacher leader has adequate time to teach Reading Recovery children, monitor and visit teachers, attend to other duties needed to operate the Reading Recovery program, including consultation with teachers who have especially difficult children to teach.

6. Provide resources to purchase consumable writing materials and to duplicate forms, and to provide replacements and upgrade the collection of "little books." (\$250 to \$350 per teacher is recommended).
7. Provide resources for one site visit from the UNCW trainer to provide assistance to teacher leader(s).
8. Provide time and resources for a minimum of six continuing contact sessions for experienced Reading Recovery[®] teachers (at least four must have two behind-the-glass lessons).
9. Provide time for experienced Reading Recovery[®] teachers to make at least two visits to colleagues during the year.
10. Maintain affiliation with the university training center, and pay an annual fee (up to \$500.00) to cover costs of continuing contact sessions for teacher leaders and costs of new training materials and other communications.
11. Observe the Standards of the Reading Recovery[®] Council of North America as a condition for use of the registered name Reading Recovery[®].

Year Four–Continuation (2006 and beyond)

1. Continue to follow responsibilities for program implementation and data collection and reporting.
2. Provide time and resources for teacher leader attendance at one conference and at summer teacher leader institute as required.
3. Teacher attendance at regional and/or national Reading Recovery[®] conferences is recommended.
4. Provide time and resources for a minimum of six continuing contact sessions for experienced Reading Recovery[®] teachers (a minimum of four with behind-the-glass lessons).
5. Continue to provide resources for book replacement and for consumable materials.
6. Provide time for experienced teachers to make at least two colleague visits per year.
7. UNCW site visits optional but available if requested.
8. Continue to pay annual affiliation fees to the university training center (UNCW) for Teacher Leader professional development, training materials, and communications.
9. Continue to observe RRCNA Standards and Guidelines in all implementation and program decisions.

SECTION V. Assurances.

The _____ School District agrees to the assurances in **Section IV** above.

[Exemptions to any of the conditions outlined above are possible based upon procedures established by the Reading Recovery[®] Council of North America.]

Signature of Superintendent

Date

Print Superintendent's Name _____

Mailing Address _____

Phone Number (____) _____

Fax Number (____) _____ E-mail Address: _____

**READING RECOVERY® TEACHER LEADER
NOMINATION FORM**

Directions: All nominees must hold an appropriate Master's Degree. Please submit three copies of this form with a VITA, and complete all four sections. This form must be signed by the applicant and by the applicant's superintendent.

SECTION I. Identifying Information

Name of the Applying System or Site _____

Name of Teacher Leader Candidate _____

School System _____ County _____

School _____ Current Position _____

School address _____

City _____ Zip Code _____ Phone _____

Home address _____ City _____

State _____ Zip Code _____ Phone _____ Fax: _____

SS# _____ E-mail address(es) _____

SECTION II. Teaching Experience

A. A minimum of five years of teaching experience is required, with at least three years at the primary level (grades K-3) recommended. Please supply the following information:

_____ Total number of years classroom teaching experience.

_____ Total number of years of teaching experience at the primary grades K-3 or in reading.

_____ Number of years in your current system.

_____ Number of years teaching Reading Recovery® (if any). Year of training _____. Name of teacher leader _____.

B. If you have not been involved in classroom teaching during the last five years, please explain.

SECTION II. Reading/Language Arts Experience

A. Complete the following information and briefly describe the nature of your course work in reading/language arts.

_____ Highest degree obtained. Program area _____

Do you hold graduate level reading certification in your state? _____yes _____no State _____

_____ Number of undergraduate courses in reading and language arts.

_____ Number of graduate courses in reading and language arts.

_____ Total number of courses for graduate degree credit.

Describe your course work in reading/language arts at both the undergraduate and graduate levels.

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

SECTION III. Leadership Experience

Please describe qualities and cite evidence of these qualities that support your ability to provide leadership as a teacher leader in the Reading Recovery[®] Program (i.e., awards, recognition for teaching, experiences with staff development programs, leadership positions in education, related activities, etc.). This is not the time to be modest.

SECTION IV. Commitment

The success of the Reading Recovery® Program is dependent on the commitment of teacher leaders to participate fully in both the intensive training at the University of North Carolina at Wilmington, and the subsequent implementation of the program in their home district.

Since the training of Reading Recovery® teacher leader represents a considerable investment, those selected for Reading Recovery® teacher leader training are asked to commit themselves to remain in the program for a period of not less than five years. This requirement may be waived in exceptional cases if the university trainer in consultation with the teacher leader and the site coordinator determines that the best interests of the program and the teacher leader may be served by an earlier withdrawal. (Please refer to the **Standards and Guidelines** document of the **Reading Recovery® Council of North America** for a listing of the obligations of a teacher leader.)

I have read and understood the responsibilities of a teacher leader in the Reading Recovery® Program and I am will to make this commitment.

Signature of Applicant

Date

I nominate and support the above applicant's involvement in the University of North Carolina at Wilmington, Reading Recovery® Program.

Signature of Superintendent

Date

NOTE: If this Reading Recovery® Teacher Leader Form is being completed as part of the application for the establishment of a Reading Recovery® training site, please attach this completed form with the site application. Send all forms by May 20, 2002 to:

Dr. Noel K. Jones
Department of Curricular Studies
University of North Carolina at Wilmington
601 South College Road
Wilmington, North Carolina 28403-5617
(910) 962-3382

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