



# 2009-2011 Training Application

**DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT**

## *Partnerships in Comprehensive Literacy Model Literacy Coach Specialist*

**DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT**

Thank you for your interest in the Partnerships in Comprehensive Literacy Model Literacy Coach Specialist training and for taking the time to complete this application.

**Directions:** *Please type or print neatly all information in this application. Please make sure this application is completed in full because missing information will delay the processing of your application. Valid email addresses are required for you to receive correspondence. Please be sure that you can receive emails from an '@purdue.edu' email address.*

**Please submit the completed application to our office address below:**

Dr. Shannon C. Henderson  
Center for Literacy Education and Research (CLEAR)  
Beering Hall of Liberal Arts & Education  
100 N. University Street  
West Lafayette, IN 47907-2098

**DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT \* DRAFT**



**CLEAR**  
Beering Hall of Liberal Arts & Education  
100 N. University Street  
West Lafayette, IN 47907-2098  
(765) 494-9750/496-2119  
Fax (765) 496-2305  
clear-office@purdue.edu

# LITERACY COACH SPECIALIST APPLICATION

## 2009-2010 School Year

The Center for Literacy Education and Research (CLEAR) at Purdue University is committed to preparing literacy coaches through graduate coursework that focuses on the specialized roles and responsibilities of a Literacy Coach Specialist (LCS). The Partnerships in Comprehensive Literacy (PCL) model uses these literacy coaches as agents of change in school improvement efforts. Therefore, all literacy coaches must enroll in graduate credit to build their capacity and theoretical knowledge in leadership development.

The *proposed* Literacy Coach Specialist program at Purdue University is a two-year, 30-hour program of study that results in a Master's degree and leads to Indiana state licensure as a Reading Specialist. The training is restricted to candidates employed as potential Literacy Coach Specialists in PCL schools.

### Admission requirements include:

- A completed application that demonstrates background experiences and dispositions for becoming a Literacy Coach Specialist including a curriculum vita of professional experiences.
- Evidence of experience serving in leadership roles in a school setting (e.g., teacher leader, staff developer, school mentor, or similar role).
- Application from district and school administrators providing assurances that the candidate will be able to perform the roles and responsibilities of the Literacy Coach Specialist, and that there would be financial support and release time for attending all classes during the two training years.

### In addition, the LCS candidate must meet all university requirements for the Graduate School at Purdue University, including:

- A valid Indiana teaching license.
- At least a Bachelor's degree in education from an accredited institution with a cumulative grade point average of 3.0 or higher.

### Graduate Certificate Program Requirements

To meet the International Reading Association (IRA) Standards for Reading Professionals, the Literacy Coach Specialist program of study focuses on five major areas of preparation: 1) literacy theory and research, 2) literacy curriculum and instruction, 3) literacy assessment, 4) literacy coaching, and 5) supervising and coordinating a school's literacy program. The program of study includes a focus on teaching diverse learners, including research-based interventions for working with struggling readers. The responsibilities of the LCS are organized to include a focus on three separate areas. First, the LCS will spend 50-60% of his or her time working with teachers, including such activities as sustained coaching cycles, demonstration lessons, professional learning communities, and other related experiences. Secondly, 20-30% of time will be spent teaching small groups of struggling readers, and finally, 10-20% of time will include coordinating, monitoring, and assessing the school's literacy program, including designing curriculum, analyzing data, and sharing results.

### Training dates for AY 2009-2010:\*

#### Fall 2009

September 10<sup>th</sup> and 11<sup>th</sup>  
October 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>  
November 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup>  
December 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup>

#### Spring 2010

January 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>  
February 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup>  
March 2<sup>nd</sup> and 3<sup>rd</sup>  
April 8<sup>th</sup> and 9<sup>th</sup>  
May 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup>

\*(Training dates for AY 2010-2011 to be determined)

**Class Time:** 8:30 a.m. to 4:30 p.m. in Beering Hall of Liberal Arts and Education, Room 3119\*\* at Purdue University's West Lafayette campus.

\*\*Room subject to change. Some training sessions will be held off campus. Detailed information will be forthcoming upon your acceptance to the training.

**LITERACY COACH SPECIALIST APPLICATION FORM**  
**Contact Information**  
**2009-2010 School Year**

**SECTION I --- IDENTIFYING INFORMATION: SCHOOL PRINCIPAL**

Principal's Name: \_\_\_\_\_

Phone (H): \_\_\_\_\_ Phone (Cell): \_\_\_\_\_

Home E-mail: \_\_\_\_\_

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

School Name: \_\_\_\_\_ Grades: \_\_\_\_\_

Phone (W): \_\_\_\_\_

Work E-mail: \_\_\_\_\_

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

**SECTION II --- IDENTIFYING INFORMATION: LITERACY COACH SPECIALIST**

Coach's Name: \_\_\_\_\_

Phone (H): \_\_\_\_\_ Phone (Cell): \_\_\_\_\_

Home E-mail: \_\_\_\_\_

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

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

Phone (W): \_\_\_\_\_

Work E-mail: \_\_\_\_\_

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

*A minimum of three years of teaching experience is required.*

Total number of years of teaching experience in the following:

Pre-K \_\_\_ K-2 \_\_\_ 3-5 \_\_\_ 6-8 \_\_\_ 9-12 \_\_\_ RR \_\_\_ RR Teacher Leader \_\_\_ Title 1 \_\_\_

## **Curriculum Vita**

Please complete the information for the curriculum vita. You may use more than one page to complete the form.

**Academic Degrees/Preparation Programs:**

**Teaching License (additional certifications)**

**Academic Awards or Honors (e.g., scholarships, National Board certification, recognitions, etc.):**

**Membership in Professional Organizations:**

**Presentations or Other Professional Accomplishments:**

**Service to the Teaching Profession (e.g., school committees, professional offices, etc.):**

**Reading Courses Taken:**

**Additional Comments:**

*Supplemental Information*

*If you are a Trained/Active Reading Recovery Teacher, who is your Teacher Leader?*

Teacher Leader Name \_\_\_\_\_

Site Name \_\_\_\_\_

*If you are a Trained Literacy Coach, where did you train and when?*

Trainer Name \_\_\_\_\_

Training Site \_\_\_\_\_

Year Trained \_\_\_\_\_

*Is Reading Recovery implemented in your building?*

Yes or No \_\_\_\_\_

Who are the RR Teachers? \_\_\_\_\_

**ASSURANCES: DISTRICT SUPERINTENDENT**  
**Superintendent Commitment Form**  
**2009-2010 School Year**

School/District: \_\_\_\_\_

Superintendent: \_\_\_\_\_

**SUPERINTENDENT IN A DISTRICT PCL SITE**

- Demonstrates knowledge of the ten features of the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.
- Commits to funding a Comprehensive Intervention Model (CIM) for struggling readers across the grades, including full implementation of Reading Recovery® in first grade and a menu of research-based, small group interventions for struggling readers in other grades.
- Supports funding for the necessary materials to implement the PCL and CIM programs with fidelity at the district level.
- Supports funding for the Literacy Coach Specialist to participate in all training requirements and 30 hours of university coursework..
- Supports funding for School Literacy Coaches to participate in all training requirements and 9 hours of university coursework.
- Supports funding for the Literacy Coach Specialist to attend all PCL professional development and the Arkansas K-8 Comprehensive Literacy fall conference.
- Supports PCL administrators in attending the Network of Literacy Administrators (NLA) organization or other leadership events related to the effective implementation of the model.
- Supports Literacy Coach Specialist in performing the roles and responsibility as outlined in the Guidelines and Standards for Literacy Coaches.
- Supports funding for a Model School Clinical Training Site to be used for training coaches and hosting visitors to spotlight the model.
- Supports the implementation guidelines and standards for as long as the district is affiliated with the National PCL University Center, including supporting literacy coaches to attend professional development and providing funding for site visits from PCL Trainers to support schools.
- Ensures PCL schools make a minimum of a three-year commitment to the model.

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

**ASSURANCES: BUILDING PRINCIPAL  
Principal Commitment Form  
2009-2010 School Year**

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

Principal: \_\_\_\_\_

**BUILDING PRINCIPAL IN A DISTRICT PCL SITE**

- Demonstrates knowledge of the ten features of the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.
- Demonstrates knowledge of the roles and responsibilities of a Literacy Coach Specialist and supports the coach in implementing these roles with consistency and integrity.
- Commits to funding a Comprehensive Intervention Model (CIM) for struggling readers across the grades, including full implementation of Reading Recovery® in first grade and a menu of research-based, small group interventions for struggling readers in other grades.
- Secures funding for building coaches to participate in all training requirements offered by the PCL Literacy Coach Specialist, including appropriate coursework for the preparation of literacy coaches.
- Secures funding for the purchase of professional materials for the teachers, including individual copies of core texts and checkout copies of videos publications.
- Secures funding for the development of a school-wide curriculum room, including leveled texts, Big Books, and sets of books organized by genre, type, or other literacy characteristics.
- Secures funding for building coaches to attend PCL professional development, including a K-8 Comprehensive Literacy fall conference.
- Secures funding for some teachers to attend professional development opportunities related to the successful implementation of the PCL model.
- Supports the implementation of professional learning communities across the school, including literacy team meetings, intervention meetings, book studies, cluster observations, and action research; participating in the events and providing release time for teachers to attend.
- Collaborates with the literacy coach specialist on designing a school-wide literacy plan, including details for implementing a comprehensive literacy model across the grades.
- Collaborates with the literacy coach specialist on designing a seamless assessment system, including a comprehensive portfolio of formative assessments for informing instruction.
- Collaborates with the building coach on data collection and analysis, including preparing an annual report on student achievement; and submits the report to the district coach, who compiles all building-level data into a district report.
- Participates in conferences, institutes, or other professional development relevant to the successful implementation of the Partnerships in Comprehensive Literacy (PCL) model.
- Participates in the Network of Literacy Administrators (NLA) organization and attends meetings in affiliated PCL sites within the district or other regions.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**ASSURANCES: LITERACY COACH SPECIALIST**  
**Literacy Coach Specialist Commitment Form**  
**2009-2010 School Year**

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

School Level Coach: \_\_\_\_\_

**Literacy Coach Specialist in a PCL District or School**

- Demonstrates knowledge of the ten features of the Partnerships in Comprehensive Literacy (PCL) model, the PCL Guidelines and Standards, and understands the importance of implementing the model with fidelity.
- Demonstrates knowledge of the roles and responsibilities of a Literacy Coach Specialist and School Literacy Coach and implements these roles with consistency and integrity, including following the organizational framework:
- Spends approximately 20-30% of time teaching small groups of struggling readers using the intervention components of the Comprehensive Intervention Model (CIM).
- Spends 50-60% of time working with building coaches and/or classroom teachers, including sustained coaching, demonstration lessons, coursework, professional learning communities, intervention team meetings, cluster observations, and other relevant experiences.
- Spends 10-20% of time coordinating, monitoring, and assessing the school's literacy program, including curriculum decisions, data collection and analysis, and promoting the school's literacy program.
- Enrolls in Year 1 and Year 2 coursework for the preparation of Literacy Coach Specialist at the Center for Literacy Education and Research (CLEAR) at Purdue University.
- Makes arrangements for site visits from the PCL Literacy Coach University Trainer. Prepares to be observed in a variety of situations, including teaching an intervention group, coaching teachers, leading a professional learning community, working with the administration, and other relevant experiences.
- Attends an annual Comprehensive Literacy K-8 Fall Conference.
- Prepares an annual report on the PCL model in the school and shares information with all stakeholders, including the PCL University Training Center.
- Attends all required professional development from the University Training Center to maintain status as a PCL Literacy Coach Specialist.

\_\_\_\_\_  
School Literacy Coach Signature

\_\_\_\_\_  
Date

## FUNDING

Is funding secured for the training year? Yes \_\_\_\_\_ No \_\_\_\_\_

If no, when will funding be secured? \_\_\_\_\_

What is the funding source? \_\_\_\_\_

Description:	Fee:	Year 1	Year 2	Beyond
<b>Instructional Training</b> <small>This includes 30 hours of graduate credit and professional materials.</small>	\$16,000	\$16,000		
<b>Continued Professional Development Fee</b> <small>Includes Continuing Professional Development Sessions</small>	TBD			TBD

Training Fee is subject to change and pending University approval.

The trainee will be subject to a graduate application-processing fee of \$55. The processing fee is subject to change.

## BILLING

LCS trainees will receive an enrollment packet from the Purdue Continuing Education Office. The packet will contain important documentation for the individual to complete in order to register as a graduate student at Purdue University. The completed packet will need to be returned with the required hard copy of the purchase order for payment purposes. Detailed information will be sent to you via email. Please be sure that you are able to accept emails from “@purdue.edu” email address.

*Again, thank you for your interest in the Literacy Coach Specialist training and for taking the time to complete this application. Please send your completed application to our office address. You will receive a confirmation email to let you know that we have received your application. Acceptance confirmations will be sent to you in late mid/late July. Please note that all confirmations will be sent electronically. If you have any questions or concerns, please contact our office at 765.494.9750 or [clear-office@purdue.edu](mailto:clear-office@purdue.edu).*