

Form F – New Major/Minor/Emphasis/Certificate

Dept/School: Curriculum and Instruction

College: College of Education

- 1. Proposed Program Title:** Reading Recovery Teacher Leader
Abbreviation: Read Rec Teach Lead
Program Type: Certificate

- 2. Proposed statement of the program as it should appear in the Catalog**

Reading Recovery Teacher Leader Preparation Program

Reading Recovery (RR) is a trademarked literacy intervention model with extensive research documenting its effectiveness. What Works Clearinghouse and the Response to Intervention Center (both of which are part of the USDE), have awarded Reading Recovery with the highest ratings. The Reading Recovery Center of Iowa, housed within the Jacobson Center for Comprehensive Literacy at the University of Northern Iowa, is one of only 20 RR University Training Centers approved by the RR North American Trainers Group.

The RR Teacher Leader (RRTL) program is intended for practicing educators whose school districts or Area Education Agencies (AEAs) apply for admission to the Reading Recovery Center of Iowa's RRTL program and who seek to be the RRTL in his/her school district or AEA. Students take courses over the course of a full academic year, beginning with the fall semester. The program includes 18 hours of UNI graduate-credit coursework. Courses include the following:

Fall:

LITED 7304 *Literacy Leadership I* (3 hrs.)

Prerequisite: Masters Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

LITED 7307 *Theories of Reading and Writing Processes* (3 hrs.)

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LITED 7302 *Reading Recovery Teacher Leader Clinical I* (3 hrs.)

Prerequisite: Masters Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

Spring:

LITED 7306 *Theories of Reading Difficulties* (3hrs.)

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LITED 7305 *Literacy Leadership II* (3 hrs.)

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LITED 7303 *Reading Recovery Teacher Leader Clinical II* (3 hrs.)

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RRTLs attend classes on the UNI Campus or in the field. Additional coursework occurs via online formats, including Bb Learn 9, Polycom Telepresence, and Adobe Connect. A faculty member who is a RR Trainer or a Teacher Leader who is an instructor in the Jacobson Center also conducts site visits to participants' school districts or AEAs.

Coursework generally consists of readings that are directly related to the implementation of the RR, small-group discussion of the readings, observation of RR lessons and RR teacher classes, planning for implementation, and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online and field activities that occur outside of on-campus meetings. In their schools during the preparation year, RRTLs teach four RR students daily, and observe and practice leading RR teacher preparation classes.

Admission Requirements:

RRTL applicants must:

- 1) hold a master's degree in literacy education or other related field;
- 2) hold a valid teaching license;
- 3) be employed as RRTL in their school district or AEA or be under contract to be the RRTL during the preparation year;
- 4) have a minimum of three years of teaching experience; and
- 5) meet UNI requirements for admission to graduate study.

- 3. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard program allow 8 semesters plus a summer session.]**

See #2 above.

- 4. For a new Certificate proposal, identify the academic office that will be responsible for maintaining and publicizing the program and for notifying the Office of the Registrar in a timely fashion of those graduating students who have completed the program.**

Dept. of Curriculum and Instruction – Reading Recovery Center of Iowa

- 5. Identify any proposed new courses required for this proposed program (list proposed course number and title)**

None.

- 6. Provide an estimate of the expected enrollment in the proposed program**

Applicants to the Reading Recovery Teacher Leader preparation program must obtain administrative support assurances from their immediate supervisor (director) and district superintendent or Area Education Agency Chief Administrator. Districts and/or Area Education Agencies are expected to affiliate with the UNI Reading Recovery Center of Iowa for on-going professional development support. UNI's contribution to this support is provided during the initial preparation year through six on-site visits by Reading Recovery Center of Iowa faculty, three to six days of on-going professional development sessions annually after the year of preparation, including the on-going professional development provided through the Jacobson Center and Reading Recovery Literacy Academy, and through access to the PBWorks site for Iowa Reading Recovery Teacher Leaders.

Expected enrollment in the RRTL preparation program is 5, although there are some years when there will be no preparation class. No students are currently enrolled in the program, however, it is anticipated that there will be a preparation cohort in the near future.

- 7. Identify how the proposed program will be staffed to serve the expected enrollment**

The Jacobson Center is currently staffed by two Associate Professors, an Instructor, a Program Administrator, and a secretary. Additional faculty will be prepared as University Reading Recovery Trainers and in the Partnerships in Comprehensive Model as funding is made available.

Model course schedules have been constructed to assure that the expected enrollment can be served. The model schedule for the three proposed certificate programs is provided below:

Reading Recovery Teacher Leader Reading Recovery Teacher Leader Preparation Program (18 credit-hour program)	Literacy Coach Partnerships in Comprehensive Literacy: Emphasis in the Comprehensive Literacy Model (PCL: CLM) Coach Preparation Program (21 credit-hour program)	Literacy Coach Partnerships in Comprehensive Literacy: Emphasis in the Comprehensive Intervention Model (PCL: CIM) Coach (Full) Preparation Program (21 credit-hour program)	Literacy Coach Partnerships in Comprehensive Literacy: Emphasis in the Comprehensive Intervention Model (PCL: CIM) Coach (abbreviated) Preparation Program (RRTL + 6 credit-hour program)				
	Summer: ELECTIVE (3 hrs.)	Prof.: TBD	Summer: ELECTIVE (3 hrs.)	Prof.: TBD	Summer: ELECTIVE (3 hrs.)	Prof.: TBD	
Fall: LITED 7304 Literacy Leadership I (3 hrs.)	Prof.: Traw	Fall: LITED 7304 Literacy Leadership I (3 hrs.)	Prof.: Traw	Fall: LITED 7304 Literacy Leadership I (3 hrs.)	Prof.: Traw	Fall:	Prof.:
LITED 7307 Theories of Reading and Writing Processes (3 hrs.)	Forbes	LITED 7307 Theories of Reading and Writing Processes (3 hrs.)	Forbes	LITED 7307 Theories of Reading and Writing Processes (3 hrs.)	Forbes		
LITED 7302 Reading Recovery Teacher Leader Clinical I (3 hrs.)	Forbes	ELEMECML 6201 Issues and Trends in Curriculum (3 hrs.)	McGowan	ELEMECML 6201 Issues and Trends in Curriculum (3 hrs.)	McGowan		
Spring: LITED 7305 Literacy Leadership II (3 hrs.)	Prof.: Traw	Spring: LITED 7305 Literacy Leadership II (3 hrs.)	Prof.: Traw	Spring: LITED 7305 Literacy Leadership II (3 hrs.)	Prof.: Traw	Spring:	Prof.:
LITED 7306 Theories of Reading Difficulties (3 hrs.)	Forbes	LITED 7306 Theories of Reading Difficulties (3 hrs.)	Forbes	LITED 7306 Theories of Reading Difficulties (3 hrs.)	Forbes		
LITED 7303 Reading Recovery Teacher Leader Clinical II (3 hrs.)	Forbes	LITED 6260 Roles of the Reading Specialist (3 hrs.)	Traw	LITED 7397 Practicum in Reading (3 hrs.)	Forbes	LITED 7397 Practicum in Reading (3 hrs.)	Forbes

8. Identify any other existing programs with similar purposes, course requirements, and/or titles

None.

9. Identify the impact on majors, minors, certificates, courses, and/or prerequisites within or outside of the department

Reading Recovery Teacher Leaders are granted temporary graduate faculty status to teach two courses, LITED 6301 *Reading Recovery Teacher Clinical I* and LITED 6302 *Reading Recovery Teacher Clinical II*. These 3 hour-credit graduate level courses are conducted during the fall and spring semesters. Participants in these courses develop expertise in administering and analyzing *An Observation Survey of Early Literacy Achievement*, teaching Reading Recovery children, and understanding the theoretical basis of Reading Recovery instruction. Participants will teach four children daily in individual Reading Recovery lessons in order to develop an in-depth understanding

of the program and for the purpose of learning to accelerate the literacy development of children. Intervention teachers are students in these courses. As a result of this year-long preparation, these teachers are identified as Reading Recovery Teachers. These students are all employed as Reading Recovery teachers for half of their teaching day and classroom teachers, intervention teachers, Building Literacy Coaches, or District/AEA Literacy Intervention Coaches the other half of their school day. Five sections of each course are offered during the 2012-2013 academic year.

Some students in the current Curriculum and Instruction Ed.D. program may choose to integrate that program of study with the RRTL preparation program. They would be able to choose selected courses from the RRTL program to serve as electives or substitutes in their Ed.D. program.

The current impact of the three certificate programs result in over 200 students enrolled in graduate courses during the 2012-2013 academic year. These students are employed as classroom teachers, intervention teachers (including Reading Recovery teachers), Building Literacy Coaches, and District/AEA Literacy Intervention Coaches in 69 schools and five Area Education Agencies across Iowa impacting literacy instruction for approximately 15,500 Iowa children.

10. Justification, including the relationship the proposed program has to other planning processes (ie. Academic Program Review, Student Outcomes Assessment, strategic planning, and licensure or accreditation or re-accreditation requirements)

The RRTL program exceeds the requirements for an Iowa K-12 Reading Specialist endorsement. Currently, Reading Recovery Teacher Leaders have national-level requirements, but no specific Iowa endorsement is required. The Jacobson Center is committed to preparing high-quality literacy Reading Recovery Teacher Leaders to work in Iowa districts and AEAs.

The Certificate program addresses the following elements of the UNI strategic plan:

Goal 3: Lead the state and nation in PK-12 education.

Goal 3. Objective 3: Expand and improve the network of external partners involved in educator-preparation programs.

Goal 3. Objective 3. Standard 1: Establish additional professional-development partnerships with school districts.

Goal 3. Objective 3. Standard 4: Recognize and support external professional partnerships to promote exemplary teaching, research, scholarship, creative activity, and engagement.

The Certificate program also addresses the following elements of the College of Education (COE) Strategic Plan:

Objective 6. Standard 3: Expand and improve the network of external partners involved in COE programs.

Objective 6. Standard 3.1: Recognize and support external professional partnerships to promote exemplary teaching, research, scholarship, creative activity, and engagement, and other professional development opportunities.

Objective 6. Standard 3.2: Enhance existing and establish additional professional development partnerships with school districts, agencies, organizations, and other institutions.

11. Describe how this new program will affect the usage of computer and library resources and facilities. If there is no affect, type "none."

The Reading Recovery Teacher Leader Certificate program will make use of online resources made available through Rod Library, but should not affect usage significantly. The program will also make use of Continuing Education's online teaching tools, including Bb Learn 9, but again, it will not incur usage of a magnitude to require additional resources.

**12. Consultation summary: Click the appropriate response(s)
[Must consult with all those identified in #8, #9, and #11 above]. NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).**

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	02/03/2012	Kohler, Frank W	No further consultation needed	03/05/2012
Uhlenberg, Jill M	02/03/2012	Robinson, Victoria L	No Impact	02/25/2012
Uhlenberg, Jill M	02/03/2012	Johnson, Kent M	Has Impact- No Objections	02/25/2012
Uhlenberg, Jill M	02/08/2012	Kohler, Frank W	No Impact	03/02/2012
Uhlenberg, Jill M	02/08/2012	Robinson, Victoria L	No Impact	02/09/2012
Uhlenberg, Jill M	02/08/2012	Johnson, Kent M	Has impact – No Objections	02/08/2012

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 02/03/2012
 Consultation Status: No further consultation needed
 Consultation Status Date: 02/29/12

For Teacher Ed. (Form J-T Ed) Consultations:

No consultation requested

13. Will this proposed new program increase the total budgetary requirements of the Department?

No

a. If Not, explain why not

The Jacobson Endowment provides for the funding necessary to run the program. No additional funds will be required from the Department.

b. If Yes, identify the total costs

(1)	Staff	\$0.00
(2)	Additional facilities	\$0.00
(3)	Equipment	\$0.00
(4)	Support personnel	\$0.00
(5)	Library requirements	\$0.00
(6)	Computer service	\$0.00
(7)	Educational Technology	\$0.00
(8)	Other services:	\$0.00
TOTAL		\$0.00

NOTE: A NEW MAJOR ALSO REQUIRES FORM G (BOR FORM A)

FORM J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
- Both parties are then expected to work together to attempt to find a solution to their differences.

TO: Kohler, Frank W - 0601 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/03/2102
RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for Reading Recovery Teacher Leaders. Reading Recovery is a trademarked literacy intervention model with extensive research documenting its effectiveness. The Jacobson Center is seeking consultation with the Department of Special Education as we seek to achieve a common goal of increasing literacy achievement for students who need more intensive instruction. This program may be of interest to students enrolled in the Special Education doctoral program who may wish to include these courses as part of their electives.

The Jacobson Center is seeking consultation with the Department of Educational Leadership in hope that administrators will become aware of this program and support implementation of Reading Recovery in their districts and schools. We are hoping that these series of courses, as a university certificated program, will be recognized as a rigorous program of study by administrators who are hiring these professionals.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
03/05/2012	No further consultation needed	Auto-approved due to inactivity	System

FORM J

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TO: Robinson, Victoria L – 0604 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/03/2102
 RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
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02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/25/2012	No Impact	We will be pleased to collaborate to ensure the school administrators are aware of this program and will support Reading Recovery to increase literacy achievement in their district.	Robinson, Victoria L

FORM J

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TO: Johnson, Kent M - 0223 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/03/2102
RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for Reading Recovery Teacher Leaders. Reading Recovery is a trademarked literacy intervention model with extensive research documenting its effectiveness. The Reading Recovery Teacher Leader preparation program will make use of Continuing Education's online teaching tools, including Bb Learn 9, but it is not anticipated that usage will be of a magnitude to require additional resources based on a projected enrollment of 5 students per cohort.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/25/2012	Has Impact – No Objections	The Office of Continuing and Distance Education supports this request.	Johnson, Kent M

Form J-L

Complete **Part A** of this form and send the form to:

Kessler, Thomas L
 Head, Collection Management and Special Services Department
 Rod Library – 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Kessler, Thomas L, Head, Collection Management and Special Services, Rod Library 3675

FROM: Uhlenberg, Jill M – 0606 (*Dept. Head initiating proposal*)

CONSULTATION REQUEST

DATE: 02/03/2102

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

The Jacobson Center for Comprehensive Literacy is proposing a new Certificate Program for Reading Recovery Teacher Leaders. Reading Recovery is a trademarked literacy intervention model with extensive research documenting its effectiveness. The Reading Recovery Teacher Leader preparation program will make use of online resources made available through Rod Library but should not affect usage significantly based on a projected enrollment of five students per cohort.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/29/2012	No further consultation needed	No specific resources are outlined or requested in the reviews. It is stated that all certificate programs can be maintained with the online resources that are currently available and that these resources are adequate, thus based on the Library's review of your proposed curriculum change and subsequent analysis of the anticipated impact on Library services and resources no further consultation is needed. Library Resources and Services should be adequate under the limitations outlined above. (Response prepared by Dr. Yolanda Hood, Youth Collection Librarian)	Kessler, Tomas L

FORM J

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TO: Johnson, Kent M -0223 (Dept. Head affected by proposal)
FROM: Uhlenberg, Jill M – 0606 (Dept. Head initiating proposal)
CONSULTATION REQUEST
DATE: 02/08/2102
RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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Prerequisite: Masters Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

Spring:

LITED 7306 *Theories of Reading Difficulties* (3 hrs.)

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LITED 7305 *Literacy Leadership II* (3 hrs.)

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Consultation Response History

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02/08/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/08/2012	Has Impact – No Objections	The Office of Continuing and Distance Education is supportive of this effort.	Johnson, Kent M

FORM J

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- 5) meet UNI requirements for admission to graduate study.

Consultation Response History

Date	Status/Response	Notes	User
02/08/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
03/02/2012	No Impact		Kohler, Frank W

FORM J

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Spring:

LITED 7306 *Theories of Reading Difficulties* (3 hrs.)

Prerequisite: Masters Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

LITED 7305 *Literacy Leadership II* (3 hrs.)

Prerequisite: Masters Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

LITED 7303 *Reading Recovery Teacher Leader Clinical II* (3 hrs.)

Prerequisite: Masters Degree and accepted application from a school district or Area Education Agency (or with instructor's permission).

RRTLs attend classes on the UNI Campus or in the field. Additional coursework occurs via online formats, including Bb Learn 9, Polycom Telepresence, and Adobe Connect. A faculty member who is a RR Trainer or a Teacher Leader who is an instructor in the Jacobson Center also conducts site visits to participants' school districts or AEAs.

Coursework generally consists of readings that are directly related to the implementation of the RR, small-group discussion of the readings, observation of RR lessons and RR teacher classes, planning for implementation, and reflection on implementation. These tasks are accomplished not only during the on-campus class meetings but also through online and field activities that occur outside of on-campus meetings. In their schools during the preparation year, RRTLs teach four RR students daily, and observe and practice leading RR teacher preparation classes.

Admission Requirements:

RRTL applicants must:

- 1) hold a master's degree in literacy education or other related field;
- 2) hold a valid teaching license;
- 3) be employed as RRTL in their school district or AEA or be under contract to be the RRTL during the preparation year;
- 4) have a minimum of three years of teaching experience; and
- 5) meet UNI requirements for admission to graduate study.

Consultation Response History

Date	Status/Response	Notes	User
02/08/2012	Requested	Initial Consultation Request	Rich, Debra Louise Semm
02/09/2012	No Impact	We will be happy to collaborate with this program and support it.	Robinson, Victoria L