



Illinois State Board of Education

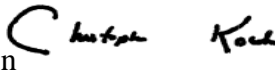
100 North First Street • Springfield, Illinois 62777-0001
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Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

May 2009

TO: Eligible Applicants

FROM: Christopher A. Koch, Ed.D. 
State Superintendent of Education

SUBJECT: REQUEST FOR PROPOSALS (RFP): Reading Recovery® Teacher Leader Training

General Information

Eligible Applicants: A public school district, charter school, or public university laboratory school approved by the Illinois State Board of Education providing instruction in kindergarten through grade 6 may apply for their Reading Recovery® teachers to attend an accredited university training center for teacher leader training.

Grant Award: Approximately \$200,000 will be awarded in FY10 to offset costs for teacher leader training.

It is anticipated that six grants for teacher leader training will be awarded. The individual grants will range from \$30,000 to \$45,000 per Reading Recovery® teacher trained as a teacher leader.

Grant Period: The grant period will begin no sooner than **July 1, 2009**, and will extend from the execution date of the grant until **June 30, 2010**.

Letter of Intent: Eligible applicants are encouraged to submit a non-binding letter of intent to participate electronically to smccuske@isbe.net by June 15, 2009. This letter must include district contact information and requested grant amount.

Application Deadline: Submit, by mail or in person, the original and four copies of the proposal to the Illinois State Board of Education, Curriculum and Instruction Division, 100 North First Street, C-215, Springfield, Illinois 62777-0001, to ensure receipt no later than 4:00 p.m., **July 7, 2009.**

Proposals also may be hand-delivered to the following location:

Springfield Office
Information Center
1st Floor
100 North First Street

Chicago Office
Reception Area
Suite 14-300
100 West Randolph Street

Contact Person: For more information on this RFP, contact Sarah McCusker, Curriculum and Instruction Division, 217/557-7323, or by email at smccuske@isbe.net.

Background

Section 2-3.51(a) of the School Code [105 ILCS 5/2-3.51(a)] authorizes the Illinois State Board of Education (ISBE) to use up to 2 percent of the money received for the Reading Improvement Block Grant Program to provide teacher training and re-training in the teaching of reading.

The purpose of this RFP is to help pay the cost of training Reading Recovery® teacher leaders at an accredited university training center.

Reading Recovery®, first implemented by New Zealand psychologist and researcher Dr. Marie Clay, is a short-term, one-to-one intervention taught by specifically trained teachers. Teachers tutor the lowest achieving first-grade students for 30 minutes daily. The tutoring typically is provided within the school day as a pull-out program and consists of a 12- to 20-week set of customized lessons that supplement the regular education program provided by classroom teachers. The goal is to accelerate progress for children in first grade who are having the greatest difficulty learning to read and write.

Each lesson is comprised of assessing a child's text level through the use of a running record and using the data to plan subsequent lessons. In addition, the teacher has the student read a new book, reread a book read on a previous day, work with letters, and write a story. The child is invited to use problem-solving strategies about his reading with guidance from the Reading Recovery® teacher. Each lesson focuses on letter and sound relationships, spelling patterns, fluency and comprehension strategies.

For more information about the Reading Recovery® program, see the Reading Recovery® Council of North America's (RRCNA) website at www.readingrecovery.org/reading_recovery/lessons/index.asp.

Program Specifications

According to RRCNA, a teacher leader works with students, trains teachers, provides continuing professional development and support for teachers, monitors the progress of children, supports the development of school teams, disseminates information, and participates in the Reading Recovery® network to maintain their own professional development. A teacher leader also works closely with administrators in his or her district to ensure that the Reading Recovery® program is effectively implemented and operated and that program evaluations are conducted.

Teacher leader candidates participate full time in a one-year residential program at an accredited Reading Recovery® university training center. National-Louis University, located in the Chicago suburb of Lisle, is the only accredited university training center in Illinois. Out-of-state training centers located near certain regions of Illinois include the University of Wisconsin in Madison, Southeast Missouri State University in Cape Girardeau, and Purdue University in West Lafayette, Indiana. Further information about university training centers can be found at <http://www.readingrecovery.org/development/centers/index.asp>.

RRNCA identifies the major components of the teacher leader training as academic coursework; teaching children; and leadership and program implementation, including leading Reading Recovery® teacher candidates. If teacher leader candidates teach children in their home districts and commute to the training site, then their districts must release them from duties other than the teaching of four Reading Recovery® children during their training year. To review the RRCNA-established standards and guidelines for choosing teacher leader candidates, as well as other training requirements, see http://www.readingrecovery.org/pdf/implementation/Standards_Guidelines-08_Section-5.pdf.

Generally, a teacher leader candidate during his or her training will:

- teach four Reading Recovery students daily;
 - actively participate in graduate-level classes;
 - participate in clinical and leadership practicum, and seminars in reading, writing, and adult learning theory;
 - participate in teacher professional development classes and fieldwork at established sites;
- and
- prepare his or her home districts for Reading Recovery® implementation.

Please note that an applicant requesting funds for teacher leader training must commit to employing the teacher leader for three years.

Fiscal Information

It is anticipated that \$200,000 will be available to fund Reading Recovery® Teacher Leader Training grants in FY10. Grant funds will be distributed as follows.

An applicant wishing to have a staff member participate in teacher leader training will be considered for a grant ranging from \$30,000 to \$45,000 per candidate. The funds may not be used to offset the cost of tuition, but may be applied toward:

- a. the teacher's salary while he or she is in training,
- b. university training fees,
- c. reimbursement of travel expenses associated with attending the training, and
- d. books and materials purchased by the teacher leader candidate.

Proposal Format

Each proposal must be submitted in the format outlined below. Please use the following as a checklist in assembling your completed proposal.

- ___ **1. Cover Page (Attachment 1):** Must be signed by the school district superintendent or official authorized to submit the proposal.

- ___ **2. Proposal Abstract:** Briefly describe in 250 words or less the overall need for and benefits of the Reading Recovery® teacher leader training.

- ___ **3. Proposal Narrative:** Respond to each of the following in the order provided below.
 - a. **Need.** Describe the need for the teacher leader in the employing district or school, to include information about students' reading achievement and the types of reading improvement programs currently being implemented. Indicate how the teacher leader can be used to help improve reading achievement in the district or school. Attach letters of support from the other districts that will use the services of the teacher leader.

 - b. **Teacher Leader Candidates.** Describe the process used (or to be used) to select teachers for participation in the training. If participants have been identified, then provide detailed information about the teachers selected. Include in the description information about educational background, certification status, current assignment, general experience and experience specific to the teaching of reading, and other qualities relevant to successfully completing the training and becoming effective Reading Recovery® teacher leaders. If participants have not yet been identified, then describe the criteria and qualifications to be used to screen and select training candidates.

 - c. **Commitment.** In 250 words or less, provide evidence of the school administration's and staff's commitment to implementing or continuing the operation of the Reading Recovery® program upon completion of the teacher leader training, including fully funding the teacher leader's Reading Recovery® activities for at least three years.

- ___ **4. Evaluation Design:** Describe the data to be collected and the methods to be used to determine the success of the training.

- ___ **5. Budget Summary and Payment Schedule (Attachment 2A):** Must be submitted on the applicable form provided and signed by the district superintendent or official authorized to submit the proposal. The payment schedule should be based on the projected date of expenditures. Salaries and fringe benefits should be requested in equal intervals on the schedule. Supplies, equipment, contracted services and professional development should be requested in the month for which the expenditure is anticipated.

- ___ **6. Budget Breakdown (Attachment 2B):** Use the applicable form to include descriptions of the anticipated expenditures, correlated to the line items set forth on the Budget Summary. Must include subcontract information, if applicable.

- ___ **7. Certifications and Assurances (Attachments 3 and 4):** Each applicant is required to submit the certification forms attached (“Certification and Assurances, and Standard Terms of the Grant” and “FY 2010 Reading Recovery Program-Specific Terms of the Grant”). These must be signed by the official legally authorized to submit the proposal and to bind the applicant to its contents.

Criteria for Review and Approval of Proposals

Proposals will be evaluated in comparison with other proposals of the same type based upon the criteria listed below. The total points possible for each are 100. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the review process.

Following the notification of grant awards, an applicant may request copies of reviewer comments by contacting the division responsible for issuing the RFP (see “Contact Person” under “General Information”).

1. The proposal presents a convincing rationale about the need for the professional development based upon the students’ reading progress and the school’s continuing need for improvements, as indicated by testing data or other relevant information. The number of staff estimated to participate in the professional development and the grade levels to be served are appropriate based on this need and will strengthen the ability of the school to improve reading achievement in measurable ways. (25 points)

2. The proposal sets forth a clear understanding of why current reading instruction is not successful with all students and knowledgeably articulates how intensive, ongoing professional development will lead to improvements in reading achievement for those students. (25 points)

3. The content, sequence and duration of the initial and any follow-up professional development appears to be of sufficient quality and length to have a positive effect on instructional practices. (15 points)
4. Sufficient evidence is presented of the commitment of the school's administrators and teachers to implement or continue the targeted reading improvement strategies and methods after the conclusion of the professional development. Identified sources of funding for the planning and implementation are sufficient to successfully sustain the approach to reading instruction that was the focus of the professional development. (15 points)
5. Appropriate strategies are proposed for participants to share the knowledge gained and lessons learned in the professional development with others in the school, and these strategies will allow for successful implementation of the reading program throughout the school. (10 points)
6. The proposed budget is cost-effective based on the number of teachers to be trained and the activities proposed. (10 points)