



*College of Education & Human Development*

***Maine Partnerships in Comprehensive Literacy  
Application***

Please send completed application to:

Amy Cates, Administrative Assistant  
*Maine Partnerships in Comprehensive Literacy*  
College of Education & Human Development  
University of Maine  
5766 Shibles Hall  
Orono, Maine 04469-5766  
Telephone: (207) 581-2438  
[www.umaine.edu/edhd](http://www.umaine.edu/edhd)

***Maine Partnerships in Comprehensive Literacy***  
**College of Education & Human Development**  
**University of Maine**

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**Literacy Coach Training**  
**Application Time Line**

- Step 1: Contact Marcia Nye Boody, Director of the *Maine Partnerships in Comprehensive Literacy* at the University of Maine ([marcia.boody@umit.maine.edu](mailto:marcia.boody@umit.maine.edu) or 581-2481 office, - 944-1309 cell to discuss your intent to participate in the Literacy Coach training process.
- Step 2: Decide how many Literacy Coach positions the district needs and seek School Board approval.
- Step 3: The Principal for each applicant completes Section I: School District Information.
- Step 4: The Principal, Curriculum Coordinator, and Superintendent complete Section II: Assurances.
- Step 5: The Principal seeks the support and commitment of the building staff to participate in and support the implementation of the *Maine Partnerships in Comprehensive Literacy* Section II C.
- Step 6: Candidate completes Literacy Coach application form and attaches vitae and transcripts.
- Step 7: Return all applications and agreement form to:  
Amy Cates, Administrative Assistant  
College of Education & Human Development  
University of Maine  
5766 Shibles Hall,  
Orono, Maine 04469-5766
- Step 8: Interviewing of Candidate and School Principal.
- Step 9: Candidates will be notified of final selection following interview.
- Step 10: Literacy Coach begins the training process in August.

## Section I: School District Information

### I A: School Site

The school site where *Maine Partnerships in Comprehensive Literacy* will be implemented is:

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

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

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail address: \_\_\_\_\_

#### **Curriculum**

**Coordinator:** \_\_\_\_\_

Office Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail address: \_\_\_\_\_

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

Office Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Please provide the following information based on the expected enrollment:

	Number of Classrooms	Total Number of Students
Kindergarten	_____	_____
First Grade	_____	_____
Second Grade	_____	_____
Third Grade	_____	_____
Fourth Grade	_____	_____
Fifth Grade	_____	_____
Sixth Grade	_____	_____
Classrooms	_____	
School enrollment	_____	

## Section II: Assurances

**Directions:** Please read the following assurances carefully and obtain the appropriate signatures.

The *Maine Partnerships in Comprehensive Literacy* is a comprehensive system-based approach to literacy instruction. Consequently, an early intervention plan is necessary for the lowest progressing learners. The Reading Recovery and Comprehensive Literacy Model interventions are strongly recommended in *Maine Partnerships in Comprehensive Literacy* schools.

As a participant in *Maine Partnerships in Comprehensive Literacy* \_\_\_\_\_  
(School Unit)  
agrees to the following commitments and assigns \_\_\_\_\_  
(School Administrator)  
to facilitate the fulfillment of these responsibilities:

### II A: Year 1 (Training Year)

- a. Make necessary staff allocations so that a highly experienced individual can participate in Literacy Coach training. Trainees will attend classes at the University of Maine in Orono and Clinical Days are held in Partnerships schools. Lodging, transportation and meals for the designated Literacy Coach will be paid for by the school unit.
- b. Make necessary staff and facilities allocations so the Literacy Coach works daily teaching reading, writing and content workshops to students using the *Maine Partnerships in Comprehensive Literacy* model in classrooms.
- c. Convene a school-based Leadership Team to support the ongoing implementation of the *Maine Partnerships in Comprehensive Literacy* model.
- d. Arrange for at least four site visits by the *Maine Partnerships in Comprehensive Literacy* University Team during the training year.
- e. Support participating in local guided meetings during the school year.
- f. Collect and maintain student data.

### II B: Years 2-5

- a. Establish a school-based staff development model for the faculty to include classroom teachers, resource teachers, and building administrators.
- b. Make necessary staff allocations to ensure that each Literacy Coach works teaching students in classrooms using the *Maine Partnerships in Comprehensive Literacy* model and performing literacy coach functions.
- c. Collaborate with the *Maine Partnerships in Comprehensive Literacy* University Team in planning for the projects and the district's needs in subsequent years.
- d. Purchase children's trade books, multiple-copy books for guided reading instruction, and other materials necessary for classroom teachers to implement the *Maine Partnerships in Comprehensive Literacy* model.
- e. Collect and maintain student data.
- f. Continue to convene a school-based Literacy Team to support the on-going implementation of the *Maine Partnerships in Comprehensive Literacy* model.

- g. Assist the Literacy Coach as he/she prepares an annual report each year on the status of the project in accordance with the University of Maine guidelines.
- h. Provide release time for the literacy coach to attend seven professional development days in subsequent years after the training year at the University of Maine.
- i. Pay annual Professional Development fee of \$2,000.00 to the University of Maine and provide for the Literacy Coach's expenses.

The signatures of the school Principal, Curriculum Coordinator, and the Superintendent indicate that each:

- has read this entire document;
- approves of the application; and
- for the district to comply with the ASSURANCES listed in Section II of this document.

**School Principal** \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Curriculum Coordinator:** \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Superintendent:** \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**II C: Commitment of Building Staff**

Successful implementation of *Maine Partnerships in Comprehensive Literacy* depends upon an involved and committed staff. The members of faculty must agree to implement the *Maine Partnerships in Comprehensive Literacy* model in their classrooms. They must also be willing to participate in on going staff development. The *Maine Partnerships in Comprehensive Literacy* model has four components:

- literacy coaches lead a year-long course during the first year after training, followed by monthly professional development sessions in ensuing years;
- literacy coaches coach classroom teachers as they refine instructional practices;
- classroom teachers videotape and analyze their teaching; and
- classroom teachers assist in data collection.

## **Section III: Literacy Coach's Responsibilities and Application Form**

### **III A: Literacy Coach's Responsibilities**

#### **In the training year, the Literacy Coach:**

- teaches daily in classrooms using the *Maine Partnerships in Comprehensive Literacy* model;
- attends training across the calendar year (training is a nine-credit graduate course);
- organizes and participates in guided meetings at his/her school;
- videotapes and analyzes his/her teaching during literacy lessons;
- participates in school literacy team meetings; and
- collects baseline school data.

#### **In the implementation year, the Literacy Coach:**

- teaches daily in classrooms using the *Maine Partnerships in Comprehensive Literacy* model;
- teaches a year-long professional development course for faculty;
- demonstrates lessons and coaches teachers in classrooms;
- participates in school literacy team meetings;
- attends professional development days at the University of Maine;
- collects and analyzes school data; and
- submits an annual report on the status of the project in accordance with the University of Maine guidelines.

#### **In subsequent years, the Literacy Coach:**

- teaches daily in classroom using the *Maine Partnerships in Comprehensive Literacy* model;
- provides continued professional development and classroom support within the school;
- trains teachers new to the school;
- participates in school literacy team meetings;
- attends professional development days at the University of Maine;
- collects and analyzes school data; and
- submits an annual report on the status of the project in accordance with the University of Maine guidelines.

### III B: Literacy Coach Application

**Directions:** Please complete the following six parts of this form. Attach a complete curriculum vitae and copies of transcripts from your undergraduate and graduate institutions. The applicant, Principal, Curriculum Coordinator, and Superintendent must sign this form. **Candidates must have:**

- *a Maine Teaching Certificate for Grades K-8;*
- *a minimum of three (3) years of teaching experience at the primary grade level (K-2) or intermediate grade level (3-6); and*
- *at least a Master's degree.*

#### Part 1: Personnel Information

The Literacy Coach is the person designated to implement the *Maine Partnerships in Comprehensive Literacy* model at the building level. This person will teach children daily, coach classroom teachers, and conduct a graduate level course for teachers in his/her building.

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

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

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

School E-mail: \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Summer Telephone: \_\_\_\_\_

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

**Part 2: Educational Background**

Undergraduate

College/University Attended: \_\_\_\_\_

Degree Obtained: \_\_\_\_\_ Year: \_\_\_\_\_

Graduate

College/University Attended: \_\_\_\_\_

Degree Obtained: \_\_\_\_\_ Year: \_\_\_\_\_

Have you participated in Reading Recovery Training?

Do you have any other relevant educational experience or training that is not listed in your curriculum vitae? If yes, please list here including dates and location of training.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 3: Teaching Experience**

Total number of years of teaching experience: \_\_\_\_\_

Grade levels in which you have taught? \_\_\_\_\_

Has your teaching experience been within the past five (5) years?      YES      NO

If your answer is “no”, please explain below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part 4: Reading and Language Arts Experience**

Number of undergraduate courses in reading/language arts: \_\_\_\_\_

Number of graduate courses in reading/language arts: \_\_\_\_\_

**Part 5: Leadership Experience**

Please attach a typed essay describing your leadership experiences that emphasizes the strengths you have in working with adults. Describe how these strengths will support you in providing leadership as a Literacy Coach within your building and district.

**Part 6: Commitment**

*Please carefully read the following and submit the requested signatures.*

**The success of *Maine Partnerships in Comprehensive Literacy* depends on the commitment of the Literacy Coach to fully participate in both the graduate level training at the University of Maine and subsequent implementation of *Maine Partnerships in Comprehensive Literacy* in their building/district. Please refer to Section III A: Literacy Coach’s Responsibilities.**

I have read and understand the responsibilities of a *Maine Partnerships in Comprehensive Literacy* Coach. I understand that I am committed to implementing the system-based literacy learning at the school(s) in which I am employed.

Literacy Coach: \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

We, the district administrators, nominate and support the above applicant’s involvement in *Maine Partnerships in Comprehensive Literacy* at the University of Maine.

**Building Principal:** \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Curriculum Coordinator:** \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Superintendent:** \_\_\_\_\_  
Please print

Signature: \_\_\_\_\_ Date: \_\_\_\_\_