



College of Education & Human Development

**Maine Partnerships
in
Comprehensive Literacy (MPCL)
Application**

Please send completed application to:

Katherine Wing, Administrative Specialist
Maine Partnerships in Comprehensive Literacy
College of Education & Human Development
University of Maine
5766 Shibles Hall
Orono, Maine 04469-5766
(207) 581-2493 (office)
(207) 581-2423 (FAX)
katherine.wing@maine.edu

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

**Literacy Coach Internship
Application Time Line**

- Step 1: Contact Debra Lewis Hogate, MPCL trainer at the University of Maine debra.hogate@maine.edu or call 581-4879 (office) to discuss your intent to participate in the Literacy Coach internship process.
- Step 2: Decide how many Literacy Coach positions the district needs and seek School Board approval.
- Step 3: The Principal completes this document for each applicant
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 application form to:
Katherine Wing, Administrative Specialist
Maine Partnerships in Comprehensive Literacy
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: _____

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Please provide the following information based on the expected enrollment in the school where the literacy coach will work:

	Number of Classrooms	Number of Students
Pre-K		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
	Total Classrooms	Total 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 required 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 participation 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.

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- 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 school-based budget(s).

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 and reflect on 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 internship year, the Literacy Coach:

- Teaches daily in classrooms using the Maine Partnerships in Comprehensive Literacy model;
- attends training across the calendar year;
- 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 actively 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 and/or 9 - 12*
- *a minimum of three (3) years of teaching experience); and*
- *at least a Master's degree.*

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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 professional development 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?

If so, what year and where?

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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 model depends on the commitment of the Literacy Coach to fully participate in both the professional development 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.

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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: _____