



DeKalb Preparatory Academy  
Where Every Child's Gift is Nurtured!

## DEKALB PREPARATORY ACADEMY BOARD ACTION FORM

June 16, 2022

**ACTION FORM: 5-6-28-2022**  
**INFORMATIONAL ☐**

**ACTION NEEDED ☒**

**Subject: Reading Recovery Training Program Partnership with Georgia State University**

**Cost: \$34,306.47** (Teacher Leader Training-\$14,888.00+Literacy Lessons Teacher/Literacy Processing Specialist-\$5,287.06+Georgia State University Reading Recovery Training Center-\$3,164.72+Principal's Reading Recovery Training Cost-\$10,966.69)

**Initiated by:** Angela Rodgers, Special Assistant for Special Projects

**Staff Contact:** Mimi Robinson, Principal; Dr. Wanda Brooks-Long, Chief Academic Officer: Head of Schools

**I.** Why is Board Action/Consideration Needed? Also, please indicate one of the following:

☒ ☐ High Priority    ☐ Emergency    ☒ > \$5,000    ☒ Other (Please explain)

**II.** Fiscal Impact/ Revenue Source: 2022-23 ESSR III Funds

**III.** Policy Impact: What departments/stakeholders of the school will benefit?  
Schoolwide

**IV.** Is this a one-time expenditure or an annual, on-going expense? 2 Years

**V.** Board Committee Recommendation: March 2022 Academic Committee Meeting

**VI.** Background Information:

Due to the impact of COVID-19 on learning loss, it has been recommended that all schools implement a strong program that supports reading and literacy specifically in grades 1 to 4. The Reading Recovery Training Program Partnership with Georgia State University is the national standard for reading intervention and teacher professional development.

DeKalb Preparatory Academy is the only initiating Reading Recovery Training Program Partnership with Georgia State University in our area.

**VII.** Alternatives/Implications:

**DeKalb Preparatory Academy Board ACTION FORM**



*DeKalb Preparatory Academy  
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## **DEKALB PREPARATORY ACADEMY BOARD MEETING MOTION**

### **BOARD ACTION ITEM # 5-6-28-2022**

**Meeting Date:** June 28, 2022

**Location:** Zoom

**Name and Title of maker of the motion:** I. move to approve The Reading Recovery Training Program Partnership with Georgia State University, in the amount of \$34,306.47.

**Name and Title of second to the motion:** I. second the motion to approve The Reading Recovery Training Program Partnership with Georgia State University, in the amount of \$34,306.47.

### **MOTION:**

**Action Taken:**

**Projected Cost:** \$ 34,306.47

**Person responsible for implementation:** Mimi Robinson and Melba Smith

**Schedule:** June 2022

**MEMORANDUM OF UNDERSTANDING  
Between**

**Dekalb Preparatory Academy**

**And**

**The Board of Regents of the University System of Georgia  
By and on behalf of Georgia State University  
for its College of Education and Human Development**

This Memorandum of Understanding (hereinafter "MOU") between **Dekalb Preparatory Academy ("DPA")** located at 1402 Austin Drive, Decatur, Georgia 30032 and the Board of Regents of the University System of Georgia by and on behalf of **Georgia State University** located in Atlanta, GA ("GSU"), is effective as of the date of last signature below.

The purpose of this MOU is to specify each party's obligation concerning "DPA" teachers in training not visiting the main GSU campus during their training year. "DPA" teachers in training will be required to pay only tuition, the USG Institution fee, and the technology fee.

"DPA" will implement Reading Recovery and literacy programs provided by the Paths to Literacy University Training Center (Reading Recovery) at their elementary school.

Now, therefore, the parties agree as follows:

"DPA" teachers training in Reading Recovery will be attending classes in "DPA" at the Reading Recovery Training Site located less than 50 miles away from the main GSU campus. "DPA" guarantees that the teachers in training/students will never set foot on the GSU campus during their enrollment in these on-site classes. Instruction occurs on-site because training requires each teacher to work one-on-one for thirty minutes every day with each of four first graders in a Dekalb Preparatory Academy.

During the training year, "DPA" teachers will be registered for nine (9-12) graduate credit hours over fall, spring and/or summer semesters. Reading Recovery Teachers in training will complete the following courses:

ECE7360 Reading Recovery Clinical for Teachers I

ECE7370 Reading Recovery Clinical for Teachers II

ECE7380 Reading Recovery Clinical for Teachers III

ECE7975 Seminar for Graduate Assistants

In addition, Comprehensive Intervention Model (CIM) and Successful Start (SS) classes will be conducted in "DPA" to facilitate "hands-on" instruction and coaching in the classroom. "DPA" teachers training in SS and CIM classes will complete the following courses for six (6) graduate semester hours over fall and spring:

ECE 7965 Intervention Designs for Struggling Readers

ECE 7963 Practicum in Interventions

The parties shall act as independent contractors in the performance of this MOU. Neither party shall act as agent for or partner of the other party for any purpose whatsoever, and the employees of one party shall not be deemed to be the employees of the other party. Nothing in this MOU shall be construed to grant either party the right to make commitments of any kind for or on behalf of the other party without the prior written consent of the other party.

This MOU shall not constitute, create, or in any way be interpreted as a joint venture, partnership or formal business organization of any kind.

**IN WITNESS WHEREOF**, the Parties hereto have executed this MOU as of the date of last signature below.

**Georgia State University**

**Georgia State University**

Signature   
Kristi Swafford (Jun 21, 2022 12:39 EDT)

Signature   
Matt Gillett

By: K. Journey Swafford, Executive Director  
Paths to Literacy University Training Center

By: Matt Gillett, Admin Officer for the  
College of Education & Human Development

Date: Jun 21, 2022

Date: Jun 21, 2022

**Dekalb Preparatory Academy**

Signature   
Dr. Wanda Brooks-Long (Jun 16, 2022 12:56 EDT)

By: Wanda Brooks-Long, Head of School  
Dekalb Preparatory Academy

Date: Jun 16, 2022

Principal's Reading Recovery Training Cost				
Vendor	Item	Quantity	Cost	Total Cost
Georgia State University	Tuition	9 credit hours	437.8	3,940.20
	Tech Fee	1	140.26	140.26
University Contact - Sandra Mason (smason4@gsu.edu) 404-413-8027	GSU Instructional Fee	1	666.6	666.6
	Total			4,747.06
RCPS - Each School	Stipend - Summer Training	5 days	150	750
Travel	SERRA Conference (January 2023)	1	600	600
	Mileage	1	100	100
	Total			700
Dodge Learning Resources	RR Professional Training Books			
	Observation Survey (Marie, Clay)	1	41.25	41.25
	Becoming Literate (Marie, Clay)	1	44.38	44.38
	Change Over Time (Marie, Clay)	1	44.38	44.38
	Teaching Struggling Readers (Carol, Lyons)	1	34.38	34.38
	Stones (Marie, Clay)	1	15.63	15.63
	Literacy Lessons Designed for Individuals (Marie, Clay)	1	41.25	41.25
	Record of Oral Language (Clay, Gill, Glynn, McNaughton, Salmon)	1	21.88	21.88
	Total			243.15
Pioneer Valley Books	Book Builder Online Subscription	1	55	55
	Mom	1	5.5	5.5
	Dad	1	5.5	5.5
	Bella and Rosie ABC Books	1	30	30
	Total			96
Resources for Reading	Supplies and Manipulatives for Instruction			
	Now I know my ABC's Book	1	5.75	5.75
ML-U	Upper Case Magnetic Foam Letters	2	16	32
ML-L	Lower Case Magnetic Foam Letters	3	16	48
	Sentence Strips - 1 Inch	1	12.99	12.99
	Dry-erase Lap Board	4	2.5	10
	Magnetic letter storage box	1	14	14
	Cover-up tape	2	6.25	6.25
PE010-1	Send home bags	1	12.95	12.95
PE010-2	Send home bags	1	12.95	12.95
	Total			154.89
Steps to Literacy	Student Leveled Text - Rigby PM Levels 1-20			
	Rigby PM Collection Platinum - Magenta Level	1	196.02	196.02
	Rigby PM Collection Platinum - Red Level	1	156.82	156.82
	Rigby PM Collection Platinum - Yellow Level	1	156.82	156.82
	Rigby PM Collection Platinum - Blue Level	1	156.82	156.82
	Rigby PM Collection Platinum - Green Level	1	156.82	156.82
	Rigby PM Orange Level	1	156.82	156.82
	Rigby PM Collection - Turquoise Level	1	156.82	156.82
	Rigby PM Collection - Purple Level	1	147.02	147.02
	Total			1283.96
SongLake Books	SongLake 2020-2021 Collection	1	1,895	1,895
	The Icing on the Cake Collection	1	750	750
	Total			2,645
Reading Recovery Council of North America				
	Annual Teacher Membership	1	50	50
	Reading Unlimited Bundle (Scott Foresman)	1	79	79
	Reading Recovery Testing Pack	1	36	36
	Total			165
Office Depot				
	913819 Crayola Thin Line markers	4	3.49	13.96
	1397827 Index cards 3 x 5 plain	1	5.99	5.99
	181529 Paper Mate mechanical pencils	2	7.19	14.38
	284571 EXPO 4-color dry erase	2	8.09	16.18
	633888 1 box all purpose envelopes	1	26.19	26.19
	6928452 3 ring binder - 1.5 inch (pk of 4)	1	22.79	22.79
	347005 Copy Paper - 10 reams per case	1	42.99	42.99
	204057 Expo cleaner	1	6.19	6.19
	990500 Glue sticks (pk 8)	1	4.39	4.39
	879552 Self-Inking Stamp Refill	1	6.19	6.19
	711437 CLI stamp pad	1	5.39	5.39
	632871 Custom Traditional rubber stamp (see note)	1	16.99	16.99
	Total			181.63
	Grand Total Cost			

Property of Reading Recovery

**Costs for Training**  
**Successful Start Teachers**  
**Georgia State University Reading Recovery Training Center**  
**Fall 2022- Spring 2023**

Successful Start is a classroom intervention designed to close the literacy achievement gap that exists between students from communities impacted by low socio-economic and/or language factors and students from higher socio-economic communities. Teachers undergo an intensive year of professional development and support in their teaching that changes the outcomes for children. The aim is to close the school achievement gap.

Teachers must meet the requirements for admission to graduate study at Georgia State University's College of Education and Human Development.

**Successful Start** training is a graduate level, non-degree, course. Tuition is **\$437.80** *estimated* per semester hour plus a mandatory Student Technology (Tech) Fee and University System of Georgia Special Instructional fee. Teachers take three (3) semester hours during Fall and three (3) semester hours during Spring for a total of **6 semester hours**. Georgia teachers who complete this course will be eligible to receive the Reading Endorsement through the Georgia Professional Standards Commission.

Semester	Semester Hours	Tuition	Tech Fee & USG Special Instructional Fee	Total
Fall	3	1,313.40	268.96	\$ 1,582.36
Spring	3	1,313.40	268.96	\$ 1,582.36
<b>Total</b>				<b>\$3,164.72</b>

*Estimated Tuition and Fees for 2022 - 2023*

**Note:** Tuition and fees are subject to change annually by the Board of Regents.

## Georgia State University Reading Recovery Training Center Teacher

### Reading Recovery Teacher/Literacy Lessons Teacher/ Literacy Processing Specialists training costs

#### Fall 2022 - Spring 2023 Semesters

The following costs are in addition to salary, benefits, travel, and other allowances for teachers in training. Reading Recovery/Literacy Lessons Teachers or Literacy Processing Specialists are typically trained in their home school systems. The local school district is responsible for providing Continuing Contact to these teachers/specialists after their training year.

The Reading Recovery/Literacy Lessons Teacher position is a .5 FTE (or half time) position. The local school or school district is responsible for allocating space, resources and funding to support this position. If the Reading Recovery/Literacy Lessons Teacher is a full-time employee, the local school or school district will determine the employee's duties in addition to teaching Reading Recovery or Literacy Lessons.

#### Reading Recovery/Literacy Lessons Teacher/Literacy Processing Specialist:

##### *Training Year:*

GSU Tuition and fees	\$5,247.06
RRCNA Membership fee	40.00
<b>Total</b>	<b>\$5,287.06</b>

**Reading Recovery/Literacy Lessons/Literacy Processing Specialist** is a graduate level, non-degree, course. At successful completion of the one-year training, teachers are eligible to receive the Georgia Professional Standards Reading Endorsement. Tuition is \$437.80 *estimated* per credit/semester hour plus mandatory student technology and USG special instructional fees. Teachers take 6 credit/semester hours during fall and 3 credit/semester hours during spring for a total of 9 semester hours. The technology and instructional fees are reduced for spring because teachers are only registered for 3 credit/semester hours. In addition, RR teachers are required to join the Reading Recovery Council of North America (RRCNA).

Semester	Semester Hours	Tuition	Tech Fee	USG Special Instructional Fee	Teacher Training Fee	Total
Fall	6	2,626.80	93.50	444.40	500.00	\$ 3,664.70
Spring	3	1,313.40	46.76	222.20		\$ 1,582.36
<b>Total</b>						<b>\$ 5,247.06</b>

*Estimated Tuition & Fees for 2022-2023*

**Note:** Tuition and fees are subject to change annually by the Board of Regents.



**Georgia State University Reading Recovery Training Center**  
**Reading Recovery Teacher Leader training**

**Fall 2022 – Spring 2023 Semesters**

Prospective teacher leaders must hold an earned master's degree and a minimum of five years teaching experience, with at least three years of successful teaching at the primary level (K-3) or in reading. Enthusiasm, demonstrated leadership ability and professional commitment to the sponsoring school district are also essential. The teacher leader role requires a high energy level, strong commitment, good organizational skills, and a variety of skills for working with adults.

**Reading Recovery Teacher Leader:**

***Training Year:***

Tuition and fees	14,848.00
RRCNA Training Materials Fee	40.00

***Total for each RR Teacher Leader Training:    \$14,888.00***

Reading Recovery Teacher Leader training is a graduate level, non-degree course. Tuition is \$437.80 *estimated* per semester hour plus mandatory student fees. Teachers Leaders take **12 credit/semester hours** during fall and **15 semester hours** during spring totaling 27 graduate semester hours. Although students take 15 semester hours in spring, they are only required to pay for 12 credit/semester hours, plus mandatory fees. In addition, RR Teacher Leaders are required to join the Reading Recovery Council of North America (RRCNA).

Semester	Semester Hours	Tuition	Mandatory Student Fees	Training Fee	Total
Fall	12	5,253.60	1,170.40	2,000.00	\$6,424.00
Spring	15	5,253.60	1,170.40		\$6,424.00
Total					<b>\$14,848.00</b>

*Estimated Tuition and fees for 2022-2023*

***Note:*** Tuition and fees are subject to change annually by the Board of Regents.



## **SITE COORDINATOR'S GUIDE – CORRECTIONS**

(June 19, 2009)

### **One-Way Mirror Specifications – (Appendix K – Figure 3 – page 102)**

The architectural drawing for the Sound-Proof Partition currently specifies, 3/16" THK TEMPERED GRAY TINTED GLASS (12% LIGHT TRANSMITTANCE).

**CORRECTION:** The specification should have stated **88%** light transmittance, not 12%. The numbers were mistakenly switched. Tempered clear glass with ¼" thickness has a 12% reduction in light transmittance, allowing 88% of the light to pass through. (See Wall Section Detail with corrected specification on following page.)

### **Equipment and Furniture (Appendix K – page 99)**

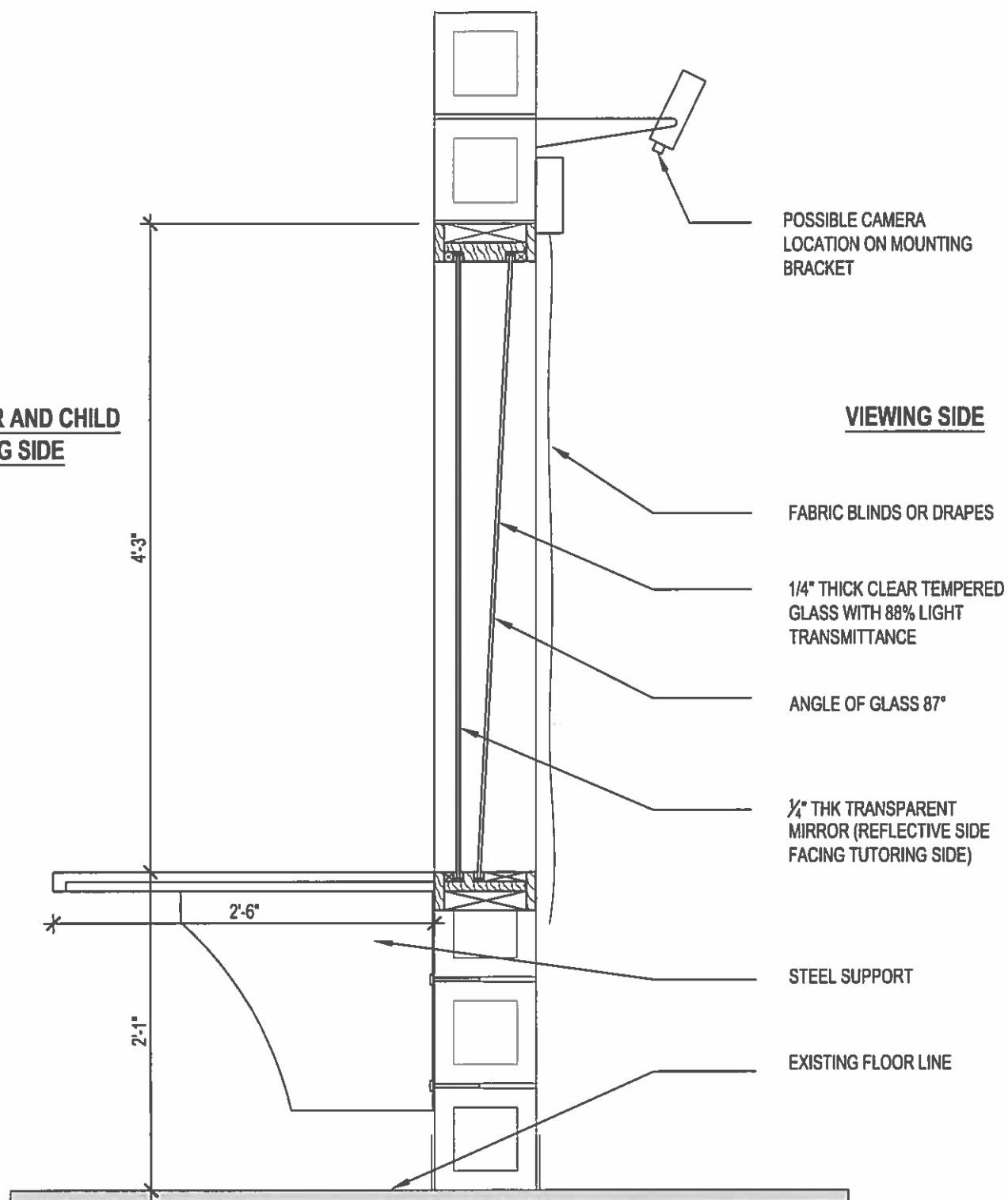
**COUNTERTOP/TABLE HEIGHT:** The paragraph below describes the optimal table/countertop height so that the teacher and child can comfortably work and observers can clearly observe the child's reading and writing work. **The 25-inch height is not wheelchair accessible according to Americans with Disabilities Act (ADA) requirements.** Some schools have addressed this issue by using a table with adjustable legs. This adjustment allows needed flexibility to meet the ADA requirements while still allowing the needed height for observing most lessons. **Training sites should work with a local architectural firm to assure that construction meets all requirements.**

"The tutoring room where teachers conduct lessons with one of their Reading Recovery children requires a long, narrow, rectangular tabletop on which the teacher and child work. The tabletop, either a child's table, a table with adjustable legs, or a built-in tabletop, must be 25 inches from the floor. The table surface needs to be large enough for teacher and child to sit side-by-side and to accommodate Reading Recovery teaching materials that include a child's books basket, magnetic letters on trays, chalk and erasers, a writing book, pencils and scissors, and oak tag strips for writing. A narrow surface keeps the lesson material, especially books, close to the glass and therefore readable by the observers! **The surface of the tabletop should be the same height as the bottom of the one-way mirror.**"

**RECOMMENDATION:** Training sites may choose to work with a local architectural firm, lighting and sound engineers to assure that specifications in this document meet current construction requirements.

**PUBLICATION:** *A Site Coordinator's Guide to the Effective Implementation of Reading Recovery* (2006). Reading Recovery Council of North America.

TEACHER AND CHILD  
TUTORING SIDE



## WALL SECTION DETAIL

SCALE: 1" = 1'-0"

## APPENDIX K

### Guidelines and Specifications for the Reading Recovery Training Facility

Reading Recovery's professional development is widely recognized as the key reason struggling children can become successful readers in a relatively short period of time. The opportunity to teach and/or observe two Reading Recovery lessons is part of every session.

The in-service training facility consists of a large classroom and a smaller tutoring room joined by a one-way mirror. Because lessons are taught behind this one-way mirror, they have been informally known as behind-the-glass sessions. These professional development sessions occur weekly during the training year then at least six times annually during all the subsequent years teachers are active in Reading Recovery.

A visit to one or two training facilities will help you understand the details of the facility's design. Trainers at the university training center can answer any questions that come up during the planning and construction of the facility.

#### The Setting

##### *Location*

A central district location in a school or administration building is a good site for your training facility. Accessibility by public transportation, especially in urban settings, and ample, safe parking make on-time arrival more likely. Try to plan a location with travel time of an hour or less whether by car or public transit. In a multiple-district site with a large geographic area, you may decrease travel time by constructing two training facilities as the number of trained teachers increases. If the facility is nearer to schools in the participating district(s), transporting children to the facility for sessions is somewhat easier to arrange.

##### *Availability of the Space*

If the facility is to be a multi-purpose space, it is important to ensure that all of the Reading Recovery requirements are met. Flexible scheduling during or after school is desirable. The facility must be available at least an hour or two before Reading Recovery training, professional development, or information sessions to allow the teacher leader to prepare the space. Professional development sessions and information sessions that include a lesson for administrators, teachers, board members, and government officials may need to be scheduled in this facility during the school day. Sometimes the tutoring room doubles as an office space and teaching space for other students.

##### *Space*

The professional development model requires that a one-way mirror be installed between a large classroom and a small tutoring room. A retractable screen or curtain covers the window in the classroom during the day so that both rooms can be used for other purposes. **Both rooms need adequate lighting, ventilation, heating, and air conditioning.**

The classroom needs to be large enough to accommodate an area for viewing the lesson and a discussion space. (See Figure 1.) The viewing area includes six low and six high stools for observation of lessons in front of the one-way mirror. Space is also needed for a few visitors (e.g., the principal, first-grade teacher, or administrator considering implementing Reading Recovery) to stand behind the stools while they observe teaching and learning behind the one-way screen. Because the teachers are participating in a professional learning experience during the teaching session, visitors are asked to refrain from commenting or asking questions during the session. Visitors may ask questions after the teaching session if time permits or ask questions of the teacher leader at a later time.

The discussion area, usually at the other end of the classroom, needs to accommodate chairs arranged in a circle around a low coffee table for 12 teachers and the teacher leader. (See Figure 1.) To create a safe space for teachers to take risks during learning, visitors usually do not attend the discussion session; occasionally they do. They sit outside the discussion circle, reserving questions and comments until after the session has finished. This arrangement, without a large table as a barrier, facilitates participant discussion during class. If tables are needed for particular activities, stored folding tables can be used. In addition, space in or out of the classroom for coats, boots, backpacks, etc. should not be underestimated, especially in cold, snowy climates!

The smaller tutoring room will allow a teacher and child to work while being observed by Reading Recovery professionals. Sometimes a family member sits at the back of the tutoring room to observe a child's lesson. Room to store little books and supplies should be part of the design. During the training session, two teachers will conduct back-to-back Reading Recovery lessons in the tutoring room.

The floors of the classroom and the tutoring rooms must be at the same level to allow clear viewing between the rooms. This allows the observers to look through the mirror to clearly see the child and teacher at work.

Separate entrances in each room are desirable to allow a child to enter the tutoring room without seeing the group of adults who will be observing the lesson. Soundproofing between the rooms maintains privacy for the teacher and child during the lesson so they cannot hear the observers' discussion. **An architect or a structural engineer** will be needed to ensure that the facility meets all specifications.

### One-Way Mirror and Soundproof Wall

The size of the window (i.e., the opening for the one-way mirror) should be 4 feet high by 8- to 10 feet wide, unobstructed by vertical supports (See Figure 3). Tempered glass is required for safety. **The bottom edge of the window should be no more than 25 inches off the floor. This allows observers to see the tabletop where the child and teacher are working.** The vertical edges of the window should not be in the corners of the room, but rather should allow enough wall space on either side of the window for the leader. (See Figure 2 and Figure 3.)

**The wall between the two rooms must be completely soundproof.** There are different ways to insulate for soundproofing so it is wise to have an acoustical expert advise you. Providing the dimensions of the two rooms and a drawing and description of both rooms when you meet with an audio professional is a first step. Often your advisor may prefer to see the site in person.

Two panes of glass are used to construct the window – a vertical one-way mirror and a sloping transparent pane of glass. **The installation of the glass and the one-way mirror impacts the soundproofing.** In some sites the glass and mirror are seated in rubber or something comparable (on top and bottom) to prevent vibrations from traveling from the piece of glass to the mirror or vice versa. **A sound barrier should be used around the entire perimeter of the frame.**

A basic installation for the dry wall between the two rooms should also include *acoustical fiberglass insulation*. If the room has a dropped ceiling, be sure that the soundproofed wall with insulation extends from the floor to the top of the actual ceiling to ensure sound proofing (i.e. not just to the top of the dropped ceiling). The dry wall above and below the glass also should contain this insulation. Any outlet or opening in the walls between the rooms (e.g. electrical, sound, or video) must be filled with acoustical fiberglass, foam, or comparable material. Carpeting in both rooms often enhances the audio quality by absorbing extraneous noise. Carpet also decreases the loud, cavernous sound quality of a bare classroom. Every situation is unique, and all soundproofing needs to be customized for your individual situation. **This is why it is important to have an acoustical professional assist you.**

### Lighting

The classroom for observers must be dark so that the child and teacher in the tutoring room cannot see through the one-way mirror. **In classrooms with windows, dark window coverings are needed to screen out all light in the observation room.** It is also important that the observers' view of the lesson be unobstructed by their own reflections, so the sloped pane in the window should be a type of glass that will minimize glare (for example, nonglare glass or glass with a lightly tinted film). **The frame on either side of the glass and in between the two pieces of glass should be painted dark brown or black in a matte finish to minimize glare.** In addition, if classroom and tutoring room walls are painted a somewhat darker color (not white or a light color), this will help to avoid reflections on the glass. Canister lights in both rooms that can be aimed straight downward will be less likely to cause reflections on the glass.

The tutoring room must be exceptionally well lit. **The lighting in the tutoring room must be very bright.** **Additional** track lighting directed on the tabletop will enhance the observers' views of the print on the page. Lighting in the classroom will be controlled by the teacher leader or trainer who stands beside the one-way mirror during discussions. Place the classroom dimmer switch within easy reach for the teacher leader conducting the session.

### Sound System

An audio expert from an industrial audio systems business can advise you on purchasing and installing equipment for your facility. You will need a microphone in the tutoring room, speakers, amplifier, and volume control in the classroom. The specific system to fit your needs depends on the size of the two rooms and the physical environment of each room (e.g. ambient noise, or sound absorbent materials).

You will need a microphone in the tutoring room. A variety of microphones have been used successfully in Reading Recovery training facilities. A good choice is a PZM microphone mounted on the table, in the wall, or from the ceiling. If you use a table microphone be sure to set it on a rubber surface (e.g. mouse pad) to decrease the distracting noise from shuffling papers and dropped books. The microphone should be as unobtrusive as possible, far enough away from inquiring children's hands so that it doesn't become a distraction. If mounted in a wall or hanging from

the ceiling, the microphone must not be near anything that creates ambient noise such as a fan, heating or air conditioning vent. To ensure privacy when lessons are not in session, install a wall-mounted on-off switch for the microphone near the teaching table in the tutoring room.

In the classroom, the standard of performance for your audio system is that all observers must easily hear the teacher and child talking. A small wattage amplifier (15 to 35 watt public address amplifier and two to four small, wall speakers) will usually work. In addition, the teacher leader must be able to adjust the volume control for the speakers. The volume control should be mounted beside the glass to allow easy access in the classroom. Carpeting in both rooms often enhances the audio quality by absorbing extraneous noise.

### Equipment and Furniture

The tutoring room where teachers conduct lessons with one of their Reading Recovery children requires a long, narrow, rectangular tabletop on which the teacher and child work. The tabletop, either a child's table, a table with adjustable legs, or a built-in tabletop, must be 25 inches from the floor. The table surface needs to be large enough for teacher and child to sit side-by-side and to accommodate Reading Recovery teaching materials that include a child's books basket, magnetic letters on trays, chalk and erasers, a writing book, pencils and scissors, and oak tag strips for writing. A narrow surface keeps the lesson material, especially books, close to the glass and therefore readable by the observers! **The surface of the tabletop should be the same height as the bottom of the one-way mirror.**

The child's chair height must allow him to look down at his book placed flat on the table. Besides the table and chairs, the room will also include an easel with a magnetic white board on front and a blackboard on the back. We also recommend that the room contain one or two electrical outlets.

The large classroom space allows teachers to both observe and discuss the lesson they have seen. Observation occurs as they sit in front of the window; then participants move to a circle of chairs at the other end of the classroom for discussion after the lesson. For a training class of 12 participants, six (6) low stools placed side-by-side form the first row in front of the window. The second row consists of six (6) high stools. Some sites budget for a few extra stools for ongoing professional development sessions that may have slightly larger groups. Chairs are arranged around a low table, approximately the height of a coffee table in a circle. About 15 to 20 stackable chairs can accommodate a training class with visitors or a professional development session.

The classroom also may include an adjustable easel with a large flip chart, a magnetic white board for demonstrations, and a bulletin board for notices. **The teacher leader must also have access to an overhead projector, a screen, a VCR and monitor (27-inch or larger), and a tape recorder.** If PowerPoint software is to be used, an LCD unit and computer will be needed. If security is an issue, a secure place to store equipment is a must! Check to insure there are enough electrical outlets on each wall for AV use. Book shelving, filing cabinets, and storage facilities can be located either in the classroom and/or tutoring room.

### Classroom Equipment

- Black out shades or curtains for all windows
- Ventilation, lighting, heat, and air conditioning
- Adequate electrical outlets
- Dimmer switch near control panel
- 2 sound speakers on classroom side of one-way mirror
- Amplifier and volume control panel on classroom side of the one-way mirror
- 6 low and 6 high stools for viewing lesson
- 15 to 20 stackable chairs
- Large, low coffee table
- Several six-foot folding tables, easily stored
- Screen or curtain to cover the glass
- Overhead projector and screen
- Video monitor and VCR
- LCD unit and computer
- Large easel for flip chart and large, magnetic white board
- Book shelving and storage if needed
- Space for coats, backpacks and other bags (in or outside the classroom)

### **Tutoring Room Equipment and Supplies**

- Tabletop at same height as glass (25 inches)
- Two small chairs
- PZM microphone and on-off switch (part of sound system)
- Adequate ventilation, heat, and air conditioning
- Adequate electrical outlets
- A set of little books and storage space for them
- Easel and large magnetic white board/chalk board
- Eraser and white board pens
- Magnetic letters and tray or storage box
- Small white board
- Scissors and oak tag strips for sentence writing
- One inch Post-it tape
- Legal size envelopes
- Writing books and water soluble pens

#### *If used as office:*

- Shelving and storage
- Filing cabinets
- Telephone and answering machine
- Computer, printer, and Internet access
- Storage cabinets

### **Office Space**

Your teacher leader will need office space to accomplish the administrative part of her work. Equipment for that office will include a computer with Internet connection, a printer, a locked cabinet for filing and data storage, and a telephone with answering machine. Your teacher leader will monitor and enter data daily on the Internet. This information is essential for planning and evaluating your Reading Recovery implementation. Often the tutoring room is designed with enough space so that a teacher leader can use it as an office and for teaching children.

### **Waiting Area**

For each training session, children are transported to participate in Reading Recovery lessons. A principal, teacher, and/or parent accompanies the child to the session and then makes sure that the child gets home safely. **The Reading Recovery teacher must stay to attend the last part of the class and cannot transport the child home.**

A comfortable waiting area is needed for children and their adult companions, especially for the second child to be taught each day. A few games, art materials, and little books help adults and children pass the waiting time more quickly.

### **Timing**

**Having your facility completed by June will ensure that it is ready for the Observation Survey Workshop usually held in July or August.**

Figure 1:  
**Suggested Plan Configuration:  
 Classroom & Tutoring Room**  
 NOT TO SCALE

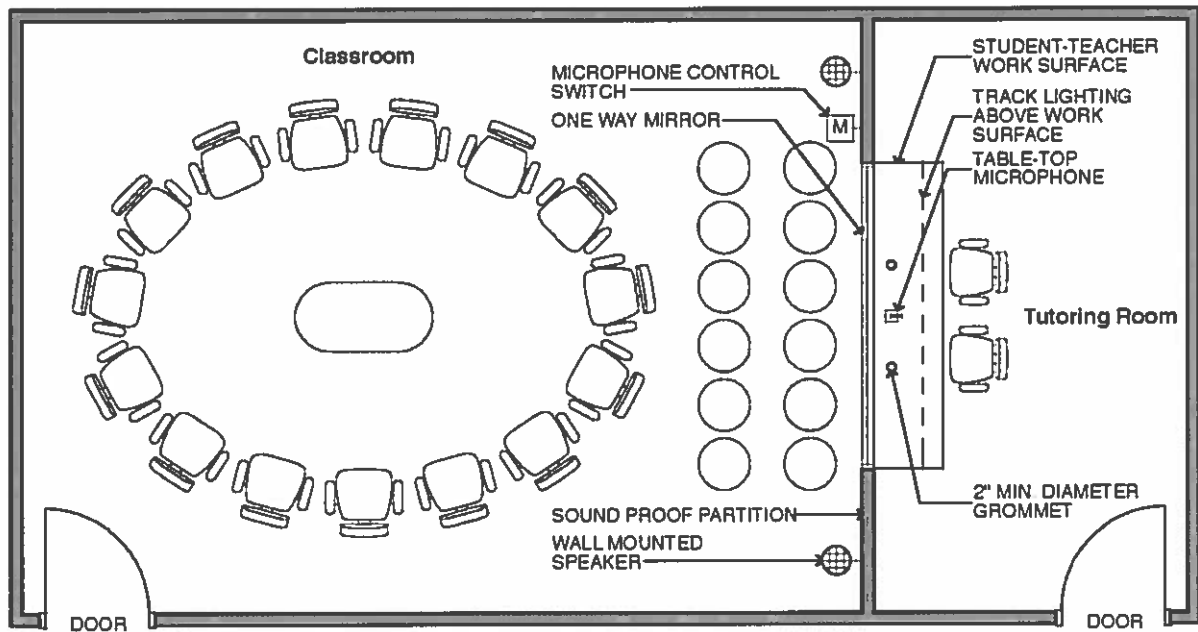


Figure 2:  
**Suggested Elevation of Observation  
 Window in Classroom**  
 NOT TO SCALE

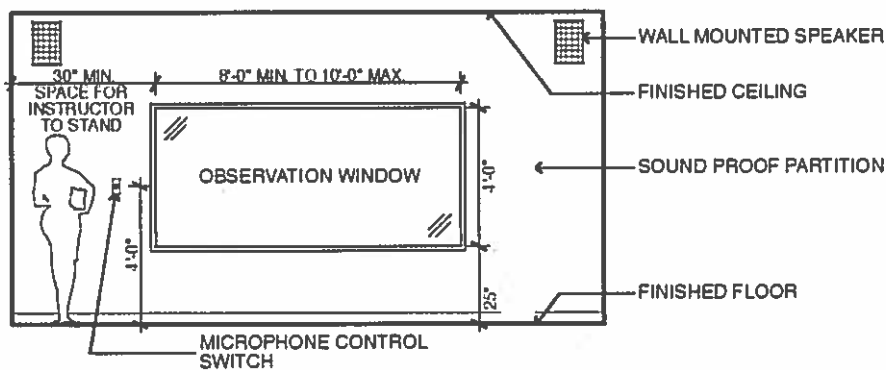
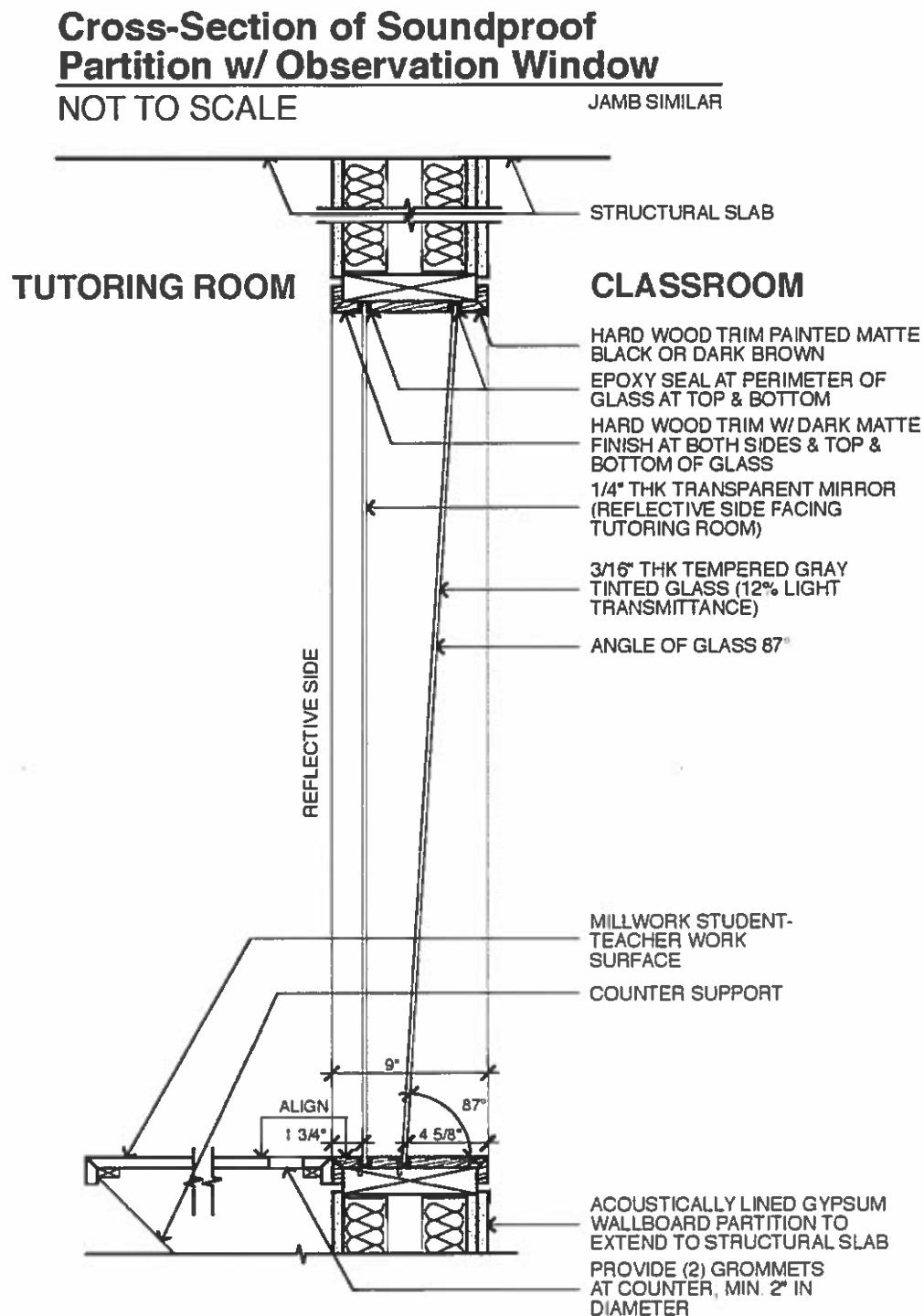




Figure 3:



THIS DRAWING IS SOLELY INTENDED AS A GUIDELINE AND IS NOT TO BE USED FOR CONSTRUCTION PURPOSES. PLEASE CONSULT AN ARCHITECT PRIOR TO CONSTRUCTION



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**From:** Kristi Dawn Swafford <[kswafford1@gsu.edu](mailto:kswafford1@gsu.edu)>  
**Date:** Friday, April 8, 2022 at 10:14 AM  
**To:** Wanda Brooks-Long <[wbbrookslong@dekalbprepacademy.org](mailto:wbrookslong@dekalbprepacademy.org)>, Angela Rodgers <[arodgers@dekalbprepacademy.org](mailto:arodgers@dekalbprepacademy.org)>  
**Cc:** Susan Wright <[swright1@dekalbprepacademy.org](mailto:swright1@dekalbprepacademy.org)>, Mimi Robinson <[mrobinson@dekalbprepacademy.org](mailto:mrobinson@dekalbprepacademy.org)>, Melba Smith <[msmith@dekalbprepacademy.org](mailto:msmith@dekalbprepacademy.org)>, Carla Pettis <[cpettis@dekalbprepacademy.org](mailto:cpettis@dekalbprepacademy.org)>, roberta walker <[rowalker2003@yahoo.com](mailto:rowalker2003@yahoo.com)>, Sue Duncan <[sduncan4@gsu.edu](mailto:sduncan4@gsu.edu)>, Katharine Simon Kurumada <[kkurumada@gsu.edu](mailto:kkurumada@gsu.edu)>, Sandra Mason <[smason4@gsu.edu](mailto:smason4@gsu.edu)>  
**Subject:** [EXTERNAL]Re: [EXTERNAL]Re: [EXTERNAL]Re: Reading Recovery School Based Cohort of Teachers

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Good morning,

Do you have any availability the morning (9-12) of April 29th? My schedule is pretty full until then!

Thank you,  
Journey

**From:** Wanda Brooks-Long <[wbbrookslong@dekalbprepacademy.org](mailto:wbrookslong@dekalbprepacademy.org)>  
**Sent:** Monday, March 28, 2022 9:21 AM  
**To:** Kristi Dawn Swafford <[kswafford1@gsu.edu](mailto:kswafford1@gsu.edu)>; Angela Rodgers <[arodgers@dekalbprepacademy.org](mailto:arodgers@dekalbprepacademy.org)>  
**Cc:** Susan Wright <[swright1@dekalbprepacademy.org](mailto:swright1@dekalbprepacademy.org)>; Mimi Robinson <[mrobinson@dekalbprepacademy.org](mailto:mrobinson@dekalbprepacademy.org)>; Melba Smith <[msmith@dekalbprepacademy.org](mailto:msmith@dekalbprepacademy.org)>; Carla Pettis <[cpettis@dekalbprepacademy.org](mailto:cpettis@dekalbprepacademy.org)>; roberta walker <[rowalker2003@yahoo.com](mailto:rowalker2003@yahoo.com)>; Sue Duncan <[sduncan4@gsu.edu](mailto:sduncan4@gsu.edu)>; Katharine Simon Kurumada <[kkurumada@gsu.edu](mailto:kkurumada@gsu.edu)>; Sandra Mason <[smason4@gsu.edu](mailto:smason4@gsu.edu)>  
**Subject:** RE: [EXTERNAL]Re: [EXTERNAL]Re: Reading Recovery School Based Cohort of Teachers

Thank you!

Please provide dates that you are available.

We are looking forward to the implementation!  
Dr. Wanda Brooks-Long



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**From:** Kristi Dawn Swafford <[kswafford1@gsu.edu](mailto:kswafford1@gsu.edu)>  
**Sent:** Saturday, March 26, 2022 9:36 AM  
**To:** Wanda Brooks-Long <[wb Brookslong@dekalbprepacademy.org](mailto:wbrookslong@dekalbprepacademy.org)>  
**Cc:** Susan Wright <[swright1@dekalbprepacademy.org](mailto:swright1@dekalbprepacademy.org)>; Mimi Robinson <[mrobinson@dekalbprepacademy.org](mailto:mrobinson@dekalbprepacademy.org)>; Melba Smith <[msmith@dekalbprepacademy.org](mailto:msmith@dekalbprepacademy.org)>; Carla Pettis <[cpettis@dekalbprepacademy.org](mailto:cpettis@dekalbprepacademy.org)>; roberta walker <[rowalker2003@yahoo.com](mailto:rowalker2003@yahoo.com)>; Sue Duncan <[sduncan4@gsu.edu](mailto:sduncan4@gsu.edu)>; Katharine Simon Kurumada <[kkurumada@gsu.edu](mailto:kkurumada@gsu.edu)>; Sandra Mason <[smason4@gsu.edu](mailto:smason4@gsu.edu)>  
**Subject:** [EXTERNAL]Re: [EXTERNAL]Re: Reading Recovery School Based Cohort of Teachers

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Good morning, Dr. Brooks-Long,

Again, we are very excited to work with you.

We will need to schedule a zoom call soon to review specific standards and guidelines for Reading Recovery to ensure your school is set up for the best possible implementation.

Topics for discussion include:

- the establishment of a "behind the glass" room for professional development sessions
- the role of the teacher leader and the release time needed during the training year
- The need for a "training class" for the teacher leader in training
- The necessity of daily teaching of children for both teachers and teacher leaders
- the ongoing training of teachers beyond the initial year
- Attendance at the regional Reading Recovery conference annually

I am sure there are other topics we will need to review - those listed above are but a sampling.

I will be in touch soon about Successful Start dates.

Thank you,  
Journey

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**From:** Wanda Brooks-Long <[wb Brookslong@dekalbprepacademy.org](mailto:wbrookslong@dekalbprepacademy.org)>  
**Sent:** Friday, March 25, 2022 2:26:31 PM  
**To:** Kristi Dawn Swafford <[kswafford1@gsu.edu](mailto:kswafford1@gsu.edu)>  
**Cc:** Susan Wright <[swright1@dekalbprepacademy.org](mailto:swright1@dekalbprepacademy.org)>; Mimi Robinson <[mrobinson@dekalbprepacademy.org](mailto:mrobinson@dekalbprepacademy.org)>; Melba Smith <[msmith@dekalbprepacademy.org](mailto:msmith@dekalbprepacademy.org)>; Carla Pettis



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<[cpettis@dekalbprepacademy.org](mailto:cpettis@dekalbprepacademy.org)>; roberta walker <[rowalker2003@yahoo.com](mailto:rowalker2003@yahoo.com)>

**Subject:** RE: [EXTERNAL]Re: Reading Recovery School Based Cohort of Teachers

Thank you .

We have begun the requisition process.

I look for to also implementing Successful Start, please schedule a tour for our team.

**From:** Kristi Dawn Swafford <[kswafford1@gsu.edu](mailto:kswafford1@gsu.edu)>

**Sent:** Thursday, March 24, 2022 10:51 AM

**To:** Wanda Brooks-Long <[wbbrookslong@dekalbprepacademy.org](mailto:wbrookslong@dekalbprepacademy.org)>; Sue Duncan <[sduncan4@gsu.edu](mailto:sduncan4@gsu.edu)>; Sandra Mason <[smason4@gsu.edu](mailto:smason4@gsu.edu)>; Katharine Simon Kurumada <[kkurumada@gsu.edu](mailto:kkurumada@gsu.edu)>

**Cc:** Melba Smith <[msmith@dekalbprepacademy.org](mailto:msmith@dekalbprepacademy.org)>; Mimi Robinson <[mrobinson@dekalbprepacademy.org](mailto:mrobinson@dekalbprepacademy.org)>; [cpettis@dekalbprepacademy.org](mailto:cpettis@dekalbprepacademy.org); Angela Rodgers <[arodgers@dekalbprepacademy.org](mailto:arodgers@dekalbprepacademy.org)>; [rowalker2003@yahoo.com](mailto:rowalker2003@yahoo.com)

**Subject:** [EXTERNAL]Re: Reading Recovery School Based Cohort of Teachers

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Good morning, Dr. Brooks-Long,

It was so good to speak with you this morning about your wishes to implement Reading Recovery for the 2022.2023 school year. I am including members of the Paths to Literacy Team on this email (Dr. Sue Duncan, Dr. Katie Kurumada, and our business manager Sandra Mason).

Attached above are the costs for training Reading Recovery Teachers and Teacher Leaders. In addition, I am including the costs for Successful Start, our kindergarten initiative that I mentioned. I have a call in to Dr. Sue Duncan, our Successful Start facilitator, to see when you might be able to visit our Gwinnett implementation. In addition to these costs, you can expect to spend approximately \$3000 on books (professional and for use with students) for teachers and \$5000 on books (professional and for use with students) for teacher leaders.

As we discussed, there is a possibility that we may be able to secure a grant which will waive your tuition costs for Reading Recovery Teachers and Reading Recovery Teacher Leaders. I will begin working on that now and I will keep you posted.

We are so excited about the possibility of partnering with you. Thank you for reaching out and don't hesitate to contact me if there are additional questions or concerns. My phone number is 865.363.7398.



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Thank you so much and have a wonderful day.

K. Journey Swafford, PhD  
Executive Director, Paths to Literacy  
Georgia State University

**From:** Wanda Brooks-Long <[wbbrookslong@dekalbprepacademy.org](mailto:wbrookslong@dekalbprepacademy.org)>  
**Sent:** Thursday, March 24, 2022, 7:55 AM  
**To:** Sue Duncan <[sduncan4@gsu.edu](mailto:sduncan4@gsu.edu)>  
**Cc:** Melba Smith <[msmith@dekalbprepacademy.org](mailto:msmith@dekalbprepacademy.org)>; Mimi Robinson <[mrobinson@dekalbprepacademy.org](mailto:mrobinson@dekalbprepacademy.org)>; Carla Pettis <[cpettis@dekalbprepacademy.org](mailto:cpettis@dekalbprepacademy.org)>; Angela Rodgers <[arodgers@dekalbprepacademy.org](mailto:arodgers@dekalbprepacademy.org)>; roberta walker <[rowalker2003@yahoo.com](mailto:rowalker2003@yahoo.com)>  
**Subject:** Reading Recovery School Based Cohort of Teachers

Good morning,

I hop you are doing well.

Please allow this email to serve as an informal introduction.

I am Dr. Wanda Brooks-Long, the Chief Academic Officer: HOS of DeKalb Preparatory Academy.

I am in need of your assistance in reaching the team member that can support the establishment of a Cohort of six teachers who will receive Reading Recovery Training.

We need your support to meet our intentional efforts to ensure our students are ready and able to meet the Demands OF THE 21<sup>ST</sup> CENTURY!

Please contact me at 609-455-4947.

Thank you,  
Dr. Wanda Brooks-Long

[sduncan4@gsu.edu](mailto:sduncan4@gsu.edu)