



**The TEACHER CENTER of Broome County  
Teacher Study Group Grant Award  
2002-2003**

**FINAL REPORT  
DOCUMENT PROCESSES AND OUTCOMES**

**The final report must be word-processed and submitted both in print and on disk using this form. Include information under each of the following headings.**

**Describe the initial goal of the group noting any adjustments that had to be made as time passed.**

Our overall goal was to research the text, *Guiding Readers and Writers*, by Fountas and Pinnell, and implement guided reading and writing programs within our classrooms. While we are quite satisfied that our efforts were quite successful, the depth of the material and time restraints forced us to prioritize our topics to be covered. While the reading aspect of our grant has become part of our daily routines, it became apparent that the writing portion of our study was too much to take on in such a short time. We realized that guided writing could easily deserve as much time if we wanted to do it right.

**Describe how the action plan was implemented.**

Each week we independently read a new section of the text, discussed it as a group at our weekly meeting, and decided on practical applications in our classrooms. As we tried new techniques, we evaluated our successes and frustrations at the following weekly meeting. Members would offer support and suggestions to each other and, if applicable, would bring in samples of student work (example; student/teacher response journals). Another study group in our building, researching the same topic, was also helpful with strategy planning and implementation. Obviously, our process of meeting this challenge is ongoing.

**What methods were used to evaluate your original intended results?**

After studying the sections of the book we chose to review, we:

- started a system of student - teacher response journals. Students were given approximately 30 minutes per day of free time. Students were instructed how to choose books according to appropriate reading level, genre, etc. Journals are handed in once every 6-day cycle for teacher review and response.
- Book talks and book recommendation bulletin boards are used to inform students about new books and excite students about reading.

- Guided reading groups have been implemented to focus reading strategies in smaller, need-identified groups.
- Literature circles have been started to allow students to analyze selected novels and share opinions and thoughts in a self-guided manner. Students are assigned weekly jobs.

This undertaking has been difficult but prosperous. We are continually checking, changing, and adjusting our new programs so they run more efficiently. Constant communication and evaluation of what we have accomplished so far has been the best way to gauge our success. Our school principal has also been helpful in promoting this program and supporting our efforts.

#### **Evaluation of the impact of the study group effort on teacher/student performance.**

- What evidence is there that the goals of the study group has/has not been met?
- What evidence is there that teaching practices have changed?
- What evidence is there that student achievement is improving?

We believe that our study goals have been met. First, we intensively researched the sections on guided reading, exploring such topics as response journals, literature circles, and book talks. We then created and implemented a guided reading plan for our daily reading time.

Lesson planning, reading presentation, and time management have all been modified to accommodate our new strategies in pursuit of implementing this program. Often, our planning times are now spent with the three of us discussing successes and ideas for program improvement.

The greatest student achievement we have seen is in their general outlook toward reading. Before we began this program, our reading programs were often tedious, routine, and failed to inspire many students about the pleasures and benefits of reading. Once this program was initiated, more students now have a positive outlook on literature and reading. Our excitement about the program has been contagious, and many now display a new, or renewed, passion for reading. Students are sharing and recommending books with each other, and are excited to share written and verbal opinions about the novels they have read. Students are also now reading different genres of books, breaking away from old, routine reading habits. Students have become better aware of choosing appropriate books based on personal reading level, and are more realistic about meeting the demands of reading difficult books. Students are curious about the books others are reading, and are pursuing new books based on series and author, rather than just the cover of the book.

#### **Comment on the value of the study group process? Did it work for you?**

Yes, we valued this study group's progress. We feel that this process has given us a valuable foundation to build our reading programs on. This is the result of discussing this information with colleagues, and implementing these ideas in a practical manner into our everyday classrooms.