



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2003-2004

FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: The Art of Teaching Reading, by Lucy Calkins

GROUP MEMBERS: JoAnn Hawley, Pauline LeStrange, Mike Trapani,
Christy Andrews, Tara MacNamee and Jill Houseknecht

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 initial goals were:

- Create a positive teaching environment for teaching reading.
- Create a reading writing workshop
- Teach the components of guided reading
- Compile a list of resources to support balanced literacy
- Understand the theory and research that supports balanced literacy

Our *Initial Final Goal*: To create a framework of literacy within our community of learners K-5 that promotes teacher techniques/strategies to enhance student growth through the implementation of a unified balanced literacy program.

Adjustments:

- We were unable to research all the components of balanced literacy because of time constraints and text information. We focused on the introduction of the reading workshop and its components.
- We feel that at this time we need to further explore guided reading in grades 3-5.
- We were unable to purchase the Calkins and Fountas and Pinnell videos on the implementation of Reading Workshop

Describe the ACTION PLAN that the group followed.

We read the assigned selections and then gathered to discuss the information as to how we could implement the best practices into our classrooms. To enhance upon the Calkins book, we used several other resources that were purchased through the grant.

To bring back our knowledge, we are presenting a one-hour lesson on the five components of a mini-lesson. We focused on mini-lessons to help the teachers make a smooth transition into a reading workshop. In the future, we plan on holding mini-workshops and use our own classrooms as working models. Throughout the year, the 6 teachers involved in writing this grant are scheduled to meet to re-evaluate our own progress as well as the progress of the students.

Describe how the action plan was implemented.

We have been asked to present to share our new information at our August Professional Development Day. We have started leveling our classroom libraries, creating individual bookshelves, curriculum mapping and instructional goals to ensure meeting the needs of all students aligned with the New York State Standards.

How has participating in this study group changed you as a teacher? Have any of your teaching practices changed?

We all have reflected on our own teaching practices and have realized that change is necessary so that the reading our children do will be relevant and meaningful in their lives. We have gained the knowledge of how each individual grade level show approach balanced literacy, and noted the many connections. In time, we hope to align our entire school wide reading program. Our teaching practices will change because of the knowledge we have acquired from the resources. It has given us the motivation to critically look at our reading program, individually and school wide. Our ultimate goal is to get more training to expand on what we have learned.

What evidence is there that student achievement is improving as a result of participating in this study group? What kind of differences are you observing in your students?

We are unable to assess student achievement at this time, however we intend to use the following assessment to ensure student progress:

- Running records
- Miscue Analysis
- Daily Observations
- Using the coaching models
- Turn and talk
- Conferencing

- Mini-lessons/ strategies lessons
- Book Clubs and projects
- Components of critical thinking
- Reader's Notebook

What evidence is there that the goals of the study group have/have not been met?

Through this study group, we are now discussing new ways to implement the reading workshop within our school. This has given us the opportunity to open up and discuss best practices within our school. We now feel confident to give support to our colleagues.

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

Reading the book individually can be quite overwhelming but working as a group gave us the opportunity to clarify and analyze how we can implement the reading workshop into our classrooms. As we read the text, we began to value her philosophy on reading because we saw that we were subconsciously doing her theory. We actually participated in our own reading workshop. Thus enhancing the value of how we need to teach our children relevant reading strategies and the importance of their discussion.

How can we make the study group program better?

Ways to improve:

- More time to make critical reflections
- Being able to watch the videos on the reading workshop
- Technology to attain resources and to maintain records. (i.e. laptop)
- Release time to devise the frameworks of a balanced literacy program.