



**The TEACHER CENTER of Broome County**  
**Teacher Study Group Grant Award**  
**Summer 2005**

**FINAL REPORT**  
**DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC: Reading Essentials**

**List of group members:**

**Jeanine Andrews, Janine Christoffersen, Judy Smith, Mary Sylvia Green and Nadene Kopetz (Amy Rigo had to withdraw due to medical reasons)**

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**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.**

The Teacher Center of Broome County is requesting that two members of each study group funded as of June 2005 share the information gained through their study with other consortium members by presenting a workshop during the 2005 -2006 school year. Please indicate on your final report who we should contact to make arrangements for your presentation.

<b>Name</b>	<b>School/District</b>	<b>Phone</b>	<b>E-Mail Address</b>
Nadene Kopetz	W.A.O. Elem. Harpurville Central	607-693-8115	nkopetz@hcs.stier.com

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

The initial goal was to study the work of Regie Routman in the book, "Reading Essentials". Through readings/study a "like mind set" was developed and components of our literacy program were discussed in relationship to Routman's Optimal Learning Model. It is anticipated that such common understandings will lead to continued dialogue and a team approach our reading instruction.

We were able to keep our original outline despite the fact our time was cut from our original proposal. Sometimes we set a time limit, and as group leader, I monitored time and kept things moving at a productive pace. The group members were also very well prepared for each session which aided in moving our discussion along.

**Describe the ACTION PLAN that the group followed.**

The first session was devoted to getting texts, setting up notebooks, clarifying procedure for our sessions and discussing our current reading program (i.e. what's working, what's not).

The group leader prepared a text outline for each chapter under study. The team members read designated chapters at home and made notes/highlights regarding reactions to the reading selections. Then chapters were discussed and group members added comments after the discussion which reflected new understandings, clarifications, verification or further questions. Other sources of information were also brought into discussion where appropriate.

Much reflection occurred regarding our own classroom reading programs. We identified some areas of strength and some areas for improvement. This text gave us some very specific things we can do to be even more effective.

At the conclusion of the sessions, we developed a list of common understandings/beliefs that we will use to guide us in our continued path of improved reading instruction.

Copy of the list of beliefs/understandings is attached.

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

**At the end of each session, the group leader disbursed the study guide for the next session. Team members read the selections at home and made notes after a first reading. These notes included significant quotes, important ideas, and questions. Team members then discussed each section and then added notes following the group discussion. As we moved along, we would often indicate an idea which we may want to consider for inclusion in our final list of common understandings/beliefs.**

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

- How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

This was the first book study of this nature in which I have participated and I found the experience to be very worthwhile.

Benefits: 1. The study group was a valuable use of my time. The choice of book was excellent, thus making it useable material.

2. We are eager to continue as a study group and are considering another book by Routman.

3. I, as well as the other group members, critically evaluated my/our teaching and have plans to start in September with a different mind set in my teaching.  
For example: \* teach with a sense of urgency

\*bond even more with my students  
\*make my reading/thinking processes much more visible to students  
\*MODEL, MODEL, MODEL  
\* increase the time spent of independent reading  
\*make teaching decisions very precise and teach with extreme clarity  
\*use more shared reading for demonstration and modeling  
\*share my reading life with my students

- What evidence do you **expect** to see of student achievement improving as a result of your participating in this study group?

\*more effective use to shared reading  
\*more demonstration and modeling of reading behaviors  
\*teachers bonding more with students  
\*students applying more reading strategies  
\*finding more students doing independent reading in classrooms  
\*students and teachers excited about reading  
\*reading scores increasing

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

**The team members were prepared each day for our sessions, materials were read and notes were evident. Discussion was a good sharing of ideas, comments and opinions. Everyone participated with enthusiasm. We questioned our practices, procedures and outcomes. We were eager to get to each session and begin discussion. The list of common understandings/beliefs was surprisingly easy to generate and consensus was easy because of the process we used in our study**

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

The process was exciting. Team member were very thankful for the opportunity to study together, gain professional knowledge and to grow at a time when they had the luxury of time to be reflective, supported and relaxed. We are looking forward to another book study to help us continue to make ourselves better teachers and our instruction more effective. We cannot teach any harder (we're already doing that), but we have to find ways to teach smarter.

**How can we make this study group program better?**

It would be beneficial if we could have had more members in our group. We would have liked to have had first and second grade teachers working together so that the same common understandings would have been developed for continuity in those grades. Given the guidelines as the grant was established, we chose to bring one grade level on board rather than hitting a few teachers here and there. The same “mind set” at multiple levels would have enhanced our ability to be even more effective.