



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

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

**STUDY GROUP TOPIC: Ten Strategies for Increasing Comprehension**

**List of group members: Bridgette Stead, Jen O'Shea, Michelle Zaveron, Nicole Palombi, Debbie Mansfield, Sally Miller**

**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> |
|------------------|------------------------|--------------|-----------------------|
| Debbie Mansfield | Franklin/Binghamton    | 762-8340     | debbieann@stny.rr.com |

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

Our purpose is to improve the comprehension skills and meet the needs of all students including slow learners, special education and ESL students. Our group examined research on reading comprehension strategies and activities. We developed special activities to be used in our second grade classrooms during whole group, small group and individual instruction, to improve students' comprehension skills. These same activities will be used across the curriculum during social studies and science lessons. Our group examined the ten comprehension strategies that help children make meaning from text. These are: predicting, inferring, setting a purpose, retelling, asking questions, monitoring, visualizing, connecting, deciding what's important, and evaluation.

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

The group listed and discussed the ten comprehension strategies for helping children make meaning from text. Each group member read one or two books about comprehension with a focus on the ten strategies. We defined each strategy and listed the main purpose for each one. We reviewed the strategies and developed a bank of activities for direct instruction in each strategy and activities for daily practice. These activities are designed to meet the needs of students who struggle with comprehension due to processing or language difficulties.

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

The action plan was implemented as planned. Group members read the research on best practice comprehension strategies. We created a bank of comprehension activities for use in the classroom and organized them by strategy. We will pilot the activities during this school year.

**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?

Members of the group agreed that this study was very helpful. Each of us will use the activities to meet the diverse needs of the students in our classes. Having a binder with the activities organized by specific strategy will make finding the appropriate activity efficient.

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

We expect students to learn and use the ten strategies when making meaning from text. Students should become confident, self-regulated readers. They should be more aware of their comprehension and be able to answer questions about their reading.

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

Each group member is eager to utilize the packet of material. The reading and the development of the activities has helped us to focus on the importance of direct teaching of the strategies. We believe that using these activities in the whole class or in small groups will increase comprehension. The collaboration among teachers is also positive. We will continue to work together to implement these strategies.

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

This was a valuable experience. Continuing collaboration is helpful to all members of the group. Each member of the group benefited from the work of all.

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

This is an excellent program. It allows flexibility and creativity and provides a vehicle for learning.