



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
2001-2002

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.

Directed Reading

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

Deposit Elementary Study Group: Mary Hogan, Ellen Ficurilli, Marie Tiffany, Mary Loftus

The initial goal of the group was to revise the method of instruction of Language Arts, Science and Social Studies curricula to implement the Directed Reading Approach of the Assured Readiness Program.

Describe the ACTION PLAN that the group followed.

The Group followed this action plan:

1. Write Directed Reading Lessons (Language Arts) and Assured Reading Assignments (Science and Social Studies).
2. Implement the lessons and assignments developed in #1.
3. Evaluate lessons, keeping a log of reflections.
4. Make a booklet of developed lessons.

Describe how the action plan was implemented.

The four teachers involved met for twenty hours to develop the Directed Reading Lessons and Assured Reading Assignments based on units of study (Science, Social Studies) and/or seasonal/holiday activities. The lessons were implemented in Second Grade classrooms, either with a team teaching approach with the reading teacher, and/or individually by the classroom teacher. Notes were kept on lesson outcomes, variations needed to assist learning and any changes or corrections needed. Lessons were adapted accordingly. The lessons were incorporated into a binder indexed according to the order introduced.

[Empty box]

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

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

The logs of reflections help the teachers focus on skills covered and record whether they are presented in a clear manner that measures student learning. Learning strategies are repeated across the curriculum so that teaching methods are consistent.

Evidence that students are improving include increase in points in the Accelerated Reader Program, improved grades in Science and Social Studies tests, improved writing skills.

Directed Reading Lessons and Assured Reading Assignments have been written to implement the Assured Readiness Program into the Language Arts, Science, and Social Studies Programs. Lessons were revised or corrected as needed. Lessons were organized into units of study and put into a binder.

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

The group feels that the study group worked very well. Shared ideas kept us going beyond what we could accomplish individually. Scheduling meetings ahead kept us on track and focused.