



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2007
FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Reading First for ALL Students: Meeting the Needs of ELL Students and Students with Special Needs

List of group members: Wendy Perrin, Patricia Mangan, Heather Mapstone, and Michele Rozen (all from Wilson School, Binghamton City School District)

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.

The initial goal of our group was to come up with materials and resources that we could use in our classrooms (Kindergarten, 1st grade, and ESL) in order to adapt some of our Reading First/core reading program materials to meet the needs of our struggling students. We wanted to have the opportunity to meet as professionals in order to discuss what we are already doing as well as what we can do in the future to best help our students. We did not have to adjust our goal. We worked for 5 days, in 5 separate 2 hour sessions, in order to meet our goal.

Describe the ACTION PLAN that the group followed.

Here was our daily agenda for this Summer Study Group, which also essentially served as the daily action plan that we followed. We were very pleased with the Action Plan, and we feel that we really got a lot out of this process.

Agenda

10 minutes: Opening Comments

40 minutes: -Discuss materials/resources

-Compile resources for binder

50 minutes: -Take notes

-Discuss student needs

-Focus on materials and resources

-Think about how READING FIRST can be adapted to meet student needs

-Think about ELL students and STRUGGLING students

20 minutes: Discuss our next steps (Summer School and 2007-2008 school year?)

-Think about next meeting—what to bring?

Describe how the action plan was implemented.

Our action plan was implemented by meeting as a group for the 5 days that we were given in the grant. We did not really veer from the agenda. We stayed on task, and we were able to accomplish quite a bit in our 10 hour time frame. We each took turns being the “recorder,”

taking notes on the materials that we were reading and discussing. We were able to use a lot of great resources! Copies of the resources that we used are in the binder that we presented to the Teacher Center.

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 study group has changed me as a teacher in that it forced me to really take the time to try to find things that my students can actually use. Often, we as teachers will buy a book that is advertised as being a 1st Grade book—after we buy it, and try to use it with our students, we often find that the grade level of the book is very inaccurate. My teaching practices will have changed in that I feel more comfortable asking for help from other professionals.

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

I expect that student achievement will improve because we were able to find materials that students will be able to do independently and in groups, in order to best meet their needs and our daily classroom time constraints.

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

The evidence that the goals of our study group have been made are in the binder that we produced for the Teacher Center. It not only contains our notes and reflections, but it also contains samples of the resources that we were able to find.

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

I love the study group process! It definitely worked for me because, during the school year, I am usually much too busy to sit down with other teachers to reflect on our best practices and to review materials that may or may not be working for my students. This is a great opportunity, and I appreciate the Teacher Center granting it to us!

How can we make this study group program better?

Perhaps by allowing Summer Study Groups to meet throughout the summer for a variety of topics rather than just one? We really loved this process—thank you again! ☺