



**The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2008-2009**

**FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES**

STUDY GROUP TOPIC: The Daily Five: Fostering Literacy Independence in the Elementary Grades written by Gail Boushey and Joan Moser.

Study Group:

Name	District and School	Grade/Subject Taught
Kelly Baldwin	BCSD-Benjamin Franklin	4 th grade
Debbie Buckholtz	BCSD-Benjamin Franklin	5 th grade
Sarah Carr	BCSD-Thomas Jefferson	4 th grade
Bruce Gregory	BCSD-Woodrow Wilson	4 th grade
Stacy Silsbee	BCSD-Benjamin Franklin	4 th grade
Velvet Tanner	BCSD-Benjamin Franklin	4 th grade (inclusion)

The final report must be word-processed and submitted both in print and through e-mail using this form. Contact kharasta@btboces.org for the electronic version of 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 main objectives of our group was to read and discuss the concepts of The Daily Five: Fostering Literacy Independence in the Elementary Grades written by Gail Boushey and Joan Moser. We wanted to develop a curriculum framework based on the book The Daily Five to improve literacy instruction and student achievement. We also wanted to apply the concepts of the book to help students develop their reading and writing skills as well as foster cooperation as they work in small groups. Furthermore, we wanted to create materials and centers to promote literacy independence while meeting individual student needs. During the literacy block in the classroom, students need to work independently on skills while other students are involved in direct instruction with the classroom teacher. We feel that we did accomplish these objectives and we will also continue to meet and discuss them throughout the year.

Describe the ACTION PLAN that the group followed.

We met for two hours over five days, targeting each of The Daily 5 literacy tasks; reading to self, reading with someone, writing, word work and listening to reading. We discussed how to integrate the five core concepts from our reading series; phonics, phonemic awareness, vocabulary, fluency and comprehension. We will bring supplementary materials to each meeting to aid in the development of our centers. We followed through with our initial agenda. Each member of the group took a turn as the group leader except for Velvet who recorded our discussions and kept on us task. Discuss the day's Daily Five literacy task. We discussed and made a list of activities that integrate the core concepts and Reading First initiatives. We began creating differentiated centers and activities that can be implemented within our core reading program. We also discussed the indicators we will use to evaluate the success our centers and activities. At each session, we briefly discussed what materials we would need for our next session.

Describe how the action plan was implemented.

We used the summer study group packet to guide us as we met. We kept a checklist of things that needed to be completed. Each session was facilitated by a study group member. This allowed each person in our study group an opportunity to lead the discussions. We adjusted our original dates to reflect the needs of our group members.

Evaluate 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 us as teachers through the process of cross grade level collaboration and discussion. We have found that the discussions have provided an opportunity to improve our instructional practices to reflect student need.

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

As a result of our study group discussions and collaborative meetings, we expect to see improvements in student achievement. We hope to foster more thoughtful literacy and literacy independence.

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

This will continue to be an ongoing progress. Indicators that show progress is being made will be observed in our benchmark data and through teacher observations. We also hope to continue collaboration across schools. In the future there will be continued collaboration as the group investigates ways to improve their instructional practices and improve student achievement. We will continue to utilize our individual teacher strengths and the research we have discussed to implement a more efficient, differentiated literacy block. We will also continue to monitor our progress throughout the next school year, every five weeks, to monitor the effectiveness of centers and activities developed to ensure we are meeting our goals.

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

The study group process was very valuable. The opportunity to collaborate across grade levels allowed us to discuss ways to improve instructional practices to help our students to transition from one grade to the next.

How can we make this study group program better?

This was an excellent opportunity for us to discuss key issues in literacy instruction. We would like to make sure that we have time to meet throughout the year to monitor progress.