



The Teacher Center of Broome County
Teacher Study Group Grant Award
2014
FINAL REPORT DUE BY APRIL 7, 2014
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Close Reading of Informational Texts

List of group members: Brittney Broughton, Karen Shannon, Jennifer Dutcher

The final report must be word-processed and submitted both in print and through e-mail using this form. Send print copy Teacher Center @ WSKG, BOCES Mail Drop #22 and e-mail file to btc@btboces.org. This report will be posted on the Teacher Center web page at <http://teachercenter.info>.

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

We learned the meaning of close reading and how to help students develop the skills necessary in order to engage in the close reading of a variety of texts. Teacher in the group taught their students how to identify close reading strategies that are utilized for analyzing and synthesizing texts. Lastly, students selected and applied the appropriate close reading strategies in order to take apart text which helped them have a deeper understanding of not only the information that is presented, but also the author's purpose and craft for presenting the content.

The lessons took longer so we adjusted our meetings around finishing our strategies, weather conditions, and school cancellations. We created our own materials to fit the needs of our students.

Describe the ACTION PLAN that the group followed.

We met the proposal's objectives by engaging in a professional book review of the text *Close Reading of Informational Texts*. We closely read this professional resource and shared our knowledge through analytical and reflective discussions. In addition, we

determined how the author's strategies aligned with our current practices and made modifications for students. We then used various strategies based on the structures of the texts in our small group settings. Lastly, we checked our students' mastery of the content through the New York State Education rubric. We coordinated our practices and lesson plans to ensure integrated instruction in close reading so our students developed these strategies.

Describe how the action plan was implemented.

- We read the entire book
- We discussed the book
- We chose lessons we wanted to implement
- We created a strategy lesson (See reflection paperwork)
- We implemented the lesson and activity
- We evaluated student performance
- We discussed the activities and lessons, students evaluation, and how to improve the next small group instruction
- We then chose a new strategy to try and repeated the process
- Next year, we will implement these strategies and more with the modifications we made

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?

Having different grade level teachers, styles, and perspectives gave insight on how to scaffold the lessons. It helped to lead us in new directions and explore new ideas and concepts. Kids are willing to try anything. Students are more engaged with hands-on learning. We will continue to use these strategies and do more activities we did not

complete.

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

We expect to see an increase in their reading level because they were more engaged in the lessons. Since it was hands-on, it was a different way to grasp the new concept. We expect to see higher scores on the New York State test because it is 100% close reading.

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

The goals of this study group were met. This is evidenced through the student samples, discussions, and using the New York State grading rubric. Student work drove instruction. Other evidence is through the reflection we were able to analyze what worked well and what did not. There was differentiation between the teachers. Hands-on evidence showed the students mastered the strategies.

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

This study group was very valuable. We were able to discuss the book, strategies, and lessons. This helped us see what we can do differently and what went well. It allowed us extra time to plan, prep materials, reflect on the lesson, and show student samples.

How can we make this study group program better?

Having paperwork submitted after every 4 sessions rather than after each time we met.

Submit paperwork through e-mail.

Making a commitment to the study group after holidays.

Letting teachers have study groups in the summer.

Thank you for having this program! We have learned so much.