**The Teacher Center of Broome County**



##### Teacher Study Group Grant Award

**2014-15**

#  **FINAL REPORT DUE BY APRIL 13, 2015**

**DOCUMENT PROCESSES AND OUTCOMES**

**STUDY GROUP TOPIC: Using Text-Dependent Questions to Raise the Level of Discussion in Reading Lessons**

List of group members:

Elizabeth McAndrew, Marla Gorton, Mary Beth Haley, Melissa McGuire

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 bctc@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.

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| We planned to read and discuss Fisher & Frey’s *TDQ: Text-Dependent Questions, Pathways to Close and Critical Reading K-5* [Corwin Literacy].We wanted to develop questioning language to use with our students which encouraged them to use the text in their answers, and to become more critical readers.We had to reschedule some meetings because of snow days and after school meetings and we did not have enough time to complete all of our original goals. |

## Describe the ACTION PLAN that the group followed.

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| Read *TDQ: Text-Dependent Questions* using a book group format:* Read chapters or sections weekly
* Met to watch the video demonstrations
* Shared our notes and suggestions for application/implementation of ideas
* Summarized each chapter
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## Describe how the action plan was implemented.

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| We allocated 40 minutes each session to read independently and take notes. This time was uninterrupted and given solely to reading the text.We used the remainder of our time each week to watch the video demonstrations, discuss the reading, and share our notes. These notes were used to create the chapter summaries. Two of the chapter summaries were posted to the website Reading Opens Your Eyes. We did not have time to format all of the chapter summaries for uploading, but we have the notes if the need to do this arises.We used Voki to set up the study group and to convey information between the members. Each group member had the opportunity to create and send a message with Voki. |

## 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?

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| Group members are more aware of our questioning techniques and comprehension lessons, and are sending students deeper into the text to support their answers.We are more aware of how the New York state standards for literary and informational text are addressed through close and critical reading lessons at each grade level. The charts and documentation in the text are easy to share with colleagues.We realized some texts are complex enough to withstand repeated readings and some are not. The video demonstrations show how repeated readings can be done at different grade levels. For those of us who push in to collaborate with classroom teachers, the questioning framework is easy to explain and share when creating whole class lessons. We will also be able to share the video demonstrations with our colleagues. |

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

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| We anticipate an increase in student comprehension scores as we apply the questioning techniques and questioning frameworks described in the book.  |

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

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| We read the book.We discussed and summarized each chapter.We gained a better understanding of questions to use with students during close reading.We did not create the question guide. Our original plan was to create grade level appropriate questions and prompts to use with students. We did not have enough time to create a question bank during the study group meetings. We realized that the questions would be different at the different grade levels and dependent on the text read. We still plan to create and use this tool with students but it may take a different form than we originally thought, and will be dependent on the text that is chosen for close reading. These questions should encourage a better understanding of the text which can be conveyed through conversation and written responses.We had planned on using an animation software to communicate the big ideas of each chapter. This was not done due to time constraints, and the complexities of the animation software. We found Voki to be easy to use, but Powtoons was difficult and abandoned. |

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

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| We appreciate the freedom to set our own agenda and explore a text that was important to our work as reading teachers. It was convenient to meet on the school grounds and not have to travel to the teacher center. We were interested to read the book and appreciate that the teacher center bought the books for us. |

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

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| We would like to be able to do work like this in the summer, when everyone is fresher. It can be difficult to meet at the end of the school day.It would be great to submit everything through email. It is not difficult to scan originals and email them back to the teacher center. |

A final report is due two weeks after the last meeting or by April 13, 2015, whichever date is first. The report must be typed and double-spaced using the provided form. One copy must be submitted in print and the file must be submitted through e-mail to bctc@btboces.org. Return to the Teacher Center (Mail Drop #22), 601 Gates Rd., Vestal, NY