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Educator profile:

PDP term: 5
Month/Year Plan Submitted: 2006-2007
Years of educational experience: 1
License File Number: 000000
License Expiration Date: 6/30/2011
School district: Maryville School District
Current educational assignment: Third Grade Teacher
Years in current assignment: 1
Present Licensure Stage: Initial Educator
Licensure Stage Sought: Professional Educator
Professional Licensure Category: Teacher

Professional Development Plan

Step I: Self-Reflection

After this past year of teaching, I have learned quite a bit about myself and my students. I also realize all the things that I wasn't prepared for as a first year teacher. In looking at my third grade students I saw how they all came to school with varied abilities and talents. As I taught reading last year I struggled with finding the right teaching strategies to meet the needs of all my students. I know the importance of differentiating instruction and so I think I would like to learn some teaching strategies that will help me with teaching students who are reading at various levels. Some of my students this past year could barely read while others were reading at the seventh grade level! Reading is such an important skill for all students and enhancing my abilities to teaching reading will help all students who come through my classroom.

Step IIA. Description of School and Teaching, Administrative, or Pupil Services Situation

Description of Position

I am currently teaching third grade at Cleveland Elementary School.

Number of Years in Position

1 year

School Location/Setting

Maryville School District is a rapidly growing suburban district located outside of Madison Wisconsin. There are eight elementary schools, four middle schools and two high schools.

Demographics

There are currently 371 students enrolled at Cleveland Elementary School. 77% are white, 11% African American, 9% Asian, 1% Indian, and 2% Hispanic. 11% of students enrolled in the building have a disability and are fully included in the regular education classroom. 15% of students qualified for subsidized lunch. 7% are English Language Learners.

District Goals

The following are Maryville District goals in the 2006 school year:

*Improve reading achievement

*Ensure adequate classrooms to meet the needs of the growing population without compromising existing levels of programs and services

*Increase every staff member's knowledge and skills of cultural competence and differentiated instruction in order to improve student learning in our increasingly diverse community

Step IIB. Description of Goal to be Addressed

Goal: I will research and implement reading workshop strategies in my classroom so that student comprehension, fluency and joy of reading will increase.

Step IIC. Rationale for the Goal: Links to Professional Situation and Wisconsin Educator Standards

Goal: I will research and implement reading workshop strategies in my classroom so that student comprehension, fluency and joy of reading will increase.

Rationale for the Goal and Link to Educational Situation:

Maryville School District has embraced reading as one of its goals. As an initial educator, I have used a balanced literacy model for the past year. Within this model, I want to incorporate reading workshop strategies which will make students more aware of the processes of reading.

I feel a reading workshop will foster growth and development in students, particularly increasing comprehension and fluency. The idea behind a reading workshop model will allow for structured small group instruction without losing critical learning time with the whole class. Reader's Workshop connects instruction on reading strategies for students with opportunities for them to practice alone, with a peer, and in groups. I intend to incorporate a variety of teaching strategies in order to identify what works best with the individuals in the classroom.

Licensure standards:

This goal addresses the following PI34 standards:

- **Teacher:** (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
 - **Teacher:** (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development.
 - **Teacher:** (8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
 - **Teacher:** (9) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
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Step IID. Plan for Assessing and Documenting the Goal

Goal: I will research and implement reading workshop strategies in my classroom so that student comprehension, fluency and joy of reading will increase.

I will assess my professional growth through:

- *Keeping a journal summarizing my learning experiences with reading strategies
- *Creating mini-lessons and completing written reflections of how I have changed my teaching strategies and how I am modifying what I have learned.
- *Readers Workshop bulletin board with daily schedule, student conferences, and partnership chart
- *Notes from observing and meeting with colleagues

I will assess my students' progress through:

- *Annual pre and post assessments measuring student reading comprehension and fluency.
 - *Student reflection journals noting attitude toward reading
 - *Student and Parent Survey Results
 - *Weekly Student Reading Logs with analysis differentiated growth over time
 - *Notes from weekly conferences with students
 - *Daily observations
 - *RIT scores
-

Step III. Plan to meet the Goal: Objectives, Activities, Timeline, and Plan for Collaboration

Goal: I will research and implement reading workshop strategies in my classroom so that student comprehension, fluency and joy of reading will increase.

Objective: I will learn more about Readers Workshop.

Activities	Timelines	Collaboration	Completed
Attend Lucy Caulkins Reading Project Columbia University/Teachers College	July 2006	Facilitator	July, 2006
Develop mini-lesson to meet the needs of the students	2006-2011	Third Grade Colleagues	September, 2006
Utilize Lucy Caulkins reading mini-lessons as a foundation	2006-2011	Third Grade Colleagues	Spring, 2007
Observe teachers who have successfully implemented Readers Workshop	2006-2009	Teachers	4/03/09
Meet monthly with colleagues to discuss strategies	Ongoing	Third Grade Team Teachers	Ongoing

Objective: I will develop and implement assessment tools for Readers Workshop.

Activities	Timelines	Collaboration	Completed
Attend Charlotte Danielson Framework Training	December 2006	New Teacher Colleagues	December, 2006
Collaborate with colleagues to determine best assessment practices and develop rubrics.	2006-2011	Teacher colleagues	Ongoing
Attend Professional Development Strategies That Work--A Book Study	August 2006	Facilitator	August, 2006
Participate in ERE training	2006-2008	Instructor	November, 2008
Create parent and student reading surveys	2007-2009	District Assessment Coordinator	April, 2009

Objective: Students will meet RIT (Rausch Unit) expected growth through the implementation of Readers Workshop.

Activities	Timelines	Collaboration	Completed
Use self-reflection rubrics for students during reading groups.	2006-2011	Students	Spring, 2011
Students will complete pre and post reading assessments.	2006-2011	Students	Spring, 2011
Hold weekly reading conferences with students.	2007-2011	Students	Spring, 2011
Students will complete daily reading logs and journals.	2006-2011	Students	Spring, 2011
Parents and students will complete reading surveys.	2007-2011	Parents and students	Spring, 2011

Step III: Annual Review of the PDP

Goal: I will research and implement reading workshop strategies in my classroom so that student comprehension, fluency and joy of reading will increase.

Year: 2

Reflection:

PROFESSIONAL GROWTH

After returning from the Lucy Caulkius Reading Project Columbia University/Teachers College, I felt like I had a large amount of information and was ready to share with colleagues as well as begin to implement strategies that learned. This first year of my PDP process has focused mostly on collaboration with my peers. I have completed multiple classroom observations my peers in action. Along with my learning from my time at the Teachers College of Columbia University, I have begun to implement Reflection techniques into my own Reader's Workshop.

My first step was to set up a functioning reading work shop in the classroom. In the past I worked through a reader's workshop, but there was no real order to it.

My goal was to set up a predictable block of time that the students would know routine which will help foster learning.

I began by taking inventory of the books that were available in the classroom I searched each title of the books and labeled them according to level. I used the Fountas and Pinell leveling

system. Labeling each text with a colored dot to identify the level. This way, students could choose books and continue reading text at their level.

I also implemented a predictable reading workshop schedule that would be used every day. The students know to immediately come to the carpet for a mini lesson which is also in predictable form. Connection, Teaching, Active Engagement, Link and Share.

After the mini lesson, the students are given time to read independently. During this time, I do individual conferring and small guided groups.

STUDENT GROWTH

I have found by implementing these two techniques the students have grown much more substantially than in my first year of teaching. Providing the students with a weekly self reflections allows me analyze their learning for the week and drive instruction in the area(s) that still need support.

Although I began these strategies in the classroom, I still have two things that I feel that I need to help myself grow as an educator. I need a more efficient way of recording conferring notes for my student. I also need to develop more teaching points for each unit of study. My focus will remain on techniques to both record conferring notes as well as making sure that I meet with all students on a regular basis. This will allow me to teach what is needed to that individual.

Revision:

I added to the timeline a variety of Professional Development classes provided by the district that support my Originally I had stated that I wanted my students to achieve their KIT growth in reading, I have realized that the pressure the goal puts on an educator is huge and thus will be looking at student growth through analysis of reading and a parent survey.

There were three activities that were either cancelled or not implemented and therefore, I replaced them with professional development classes that were offered through the district. By attending the Designing a Rigorous and Rich Curriculum in Reading for Third grade, I have begun to write a series of mini-lessons on my own and with my colleagues that are thoughtful lessons the students can use in their lives as readers.

Year 3:

Reflection:

PROFESSIONAL GROWTH

My focus this year was the implementation of the actual mini-lessons that I had written and collaborated with others on. I have found by holding short mini lessons daily on Units that last roughly 3-4 weeks, keeps the students fresh and constantly learning new concepts in reading.

One of the major changes that I made this year is a visual on the reading board so they know who is going to meet with me that day. It also keeps me on track so that I can see how many students I need to get to during the block of time. I have also put the students into partnerships, which allow them to turn and talk when needed during a mini-lesson, or enjoy a book in partnership.

A second implementation was that of book shopping days. I allow my students to shop for books one of the five days of the week. At that time, they need to select books for their book bags that will last them the whole week. This eliminates wasted time looking for books every day and fosters more time for eyes on text.

STUDENT GROWTH

With these small implementations, I have noticed that the conversations the students have around reading have become much richer in nature. The reading responses that they turn in to me are much more thought out and directly correlate to prior mini-lessons. Although not a focus of my teaching, test scores of the students have increased.

COLLABORATION

I have observed a classroom several times with a very well run reader's workshop. From these observations, I take ideas such as predictable language and can use them in my classroom.

As a third grade team, we have been collaborating now on a weekly basis. During this time, we talk about what went well with Readers Workshop as well as things that are in need of change. We have also listed teaching points for whole units which then allow each of us to change the delivery of the lesson based on the needs of the individual student.

I have also worked with colleagues on how to look at themed reading units and pull teaching points from them.

Revisions: None

Year 4:

Reflection:

PROFESSIONAL GROWTH

This year I have learned a lot from my colleagues during our team meeting times. As all of these teachers have more years of experience than I do, they have been able to provide me with a lot of “practical” ideas and resources. These improvements are for reading workshop but also for a wider range of teaching needs like my classroom management, basic record keeping, and organizational ideas.

STUDENT GROWTH

While test scores continued to increase again, I also noticed more informal discussion among the students during non-workshop times. They’ll be talking about something from a book during recess or lunch or as they’re getting into the classroom in the mornings. This demonstrates Wisconsin Model Academic Language Arts Standards 4.3 and 4.4 (see <http://dpi.state.wi.us/standards/elaa4.html>).

Revisions: None

Step IVA: Evidence of Professional Growth and the Impact of Professional Growth on Student Learning

#1 Reading Logs—Growth Over Time (Student Growth)

Description

This is a sample of reading logs showing growth over time for a low, average and high ability student(s). I have analyzed the information on these reading logs and have provided a table (see Evidence #1A) showing the growth seen in each of five categories (meeting goals, book choice, number of pages, stamina, and quality of response) over a year’s time. I have also provided a sample of the front and back of the reading log (see Evidence #1) as well as examples of student responses to the self reflection questions on the back (see Evidence #1)

How this verifies effect on student growth

This supports both P134 standards 1 and 2. Students are given a new reading log weekly, which they fill out every day. At the end of the week, they not only look at the information on the front of the log, but they also are asked to self reflect with two questions on the back. Each week, I look at these responses and then tailor my focus groups based on the responses to these questions. In this way, I am supporting broad learning abilities and then providing instruction that supports their personal growth. As seen on the table (Evidence #1A), growth can be seen in each ability level as well as each category.

#2 Reading Mini Lesson (Professional Growth)

Description

I have provided a sample of self-written mini-lessons for Reader's Workshop (see evidence 2a-2d). These particular four mm- lessons are part of a unit titles Readerly Life. They are lessons that would be taught at the beginning of the year.

How this verifies effect on professional growth

One of my goals in Reader's Workshop was to provide a predictable time block of time with predictable expectations for the student. After attending Teacher's College in New York, I took my learning of the structure of a mini-lesson and applied it to my teaching points. You will notice that in each mini-lesson there is a connection, teaching point active engagement; link and share. By pulling teaching points from themed reading units and placing them in an organized, predictable fashion, I have shown understanding of central concepts specifically creating learning experiences that make aspects of subject matter meaningful for pupils (Teacher Standard 1).

#3 Reading Workshop Structure (Professional Growth)

Description

These photos (see evidence #3) show a bulletin board in the reading area of the classroom. These charts provide a list of the names of students that I will be conferring with or pulling for a small-guided group. The names are listed by day of the week, which can easily be changed based on the needs of the students. The partnership chart reminds the students who their reading partner is for activities such as turn and talk. By labeling them with partner A and B, it provides ease in who starts conversation. For example, I may say to the class "partner A, turn and tell partner B how the main character in your book has changed over time". These can be easily changed based on topic of the day or unit of study. This not only helps hold the student accountable for their work, but it also helps me stay on track so that I meet with each child at least once during the week.

How this verifies effect on professional growth.

This is an example showing understanding in both Teacher Standards I and 2. I have implemented a system of running a Reader's Workshop that is predictable for the students while providing an experience that is meaningful. Specifically with the charts, I have shown my understanding of ranges in ability and providing a curriculum that is not only meaningful, but also differentiated.

#4 Parent Survey (Student Growth)

Description

I have provided a letter that was sent home to parents asking them to look at their child as a learner who has experienced the Reader's Workshop that I have set up in the classroom (see evidence #4). I have also provided five responses to the survey from parents (see evidence #4a-e)

How this verifies effect on student growth.

Receiving feedback from parents concerning the growth of their child as a reader can be seen as a capstone to my PDP process. I know what I have seen in the classroom for each individual student, but when learning can be seen in the classroom as well as seen transferred outside of the classroom. This verifies that the structure that I have put in place does have effect on student growth and is a successful tool in the classroom. The responses from parents show my understanding of Teacher Standard 2, that I have provided instruction that support development of students with a range of abilities.

Step IVB: Reflection & Summary

Reflection and Summary

After completing my first year as an educator, I knew exactly what I wanted to focus on for my PDP. In all the years of college education, I realized that I had received very little training on the structure of a Reader's Workshop; rather the focus during that time was delivery of instruction. I knew after struggling terribly with Reader's Workshop my first year, that this is where I needed to focus my growth as an educator.

I have grown on both of the standards that I have focused on during this process. Standard 1 states: "the teacher understands the central concepts, tools of inquiry and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils". I have shown my understanding of this standard by structuring my Reader's Workshop in a predictable manner specifically that of the mini-lesson. I realized that as an educator, I did not have resources to plan mini-lessons so I sought out material in which I could pull teaching points from. While choosing teaching points, my focus was on that of the need of the student(s) as well as how they would align with District Standards. By providing a self reflection for the students I have justified in them the importance of thinking of themselves as readers, something that I have found in the past was not there. Finally, by showing feedback from parents, I have shown that the work I have done in Reader's Workshop has transferred beyond the classroom, which solidifies that this experience was a meaningful one.

Standard 2 states: "The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development". I have used self reflection of students as a way of differentiating instruction. The statements on the reading logs help me as an educator provide to the student what is needed. By structuring my Reader's Workshop with a visual board for both student and teacher, allows me to reach each student on a weekly basis as well as work with students in a small guided group if the same

teaching needs to be provided to them I have also shown growth through time with a range of three student on their knowledge of reading.

Through this PDP process, I have seen my classroom transform from not fully knowing where to start with a Reader's Workshop, to a functional and predictable system where both the student and educator have a role. By looking at the responses in the reading logs (Evidence #1b-1 'D it can be seen through a predictable block of time, mini-lessons that are tailored to the needs of the student(s) and a system of organization, the students have grown in their reading skill.

I continue to collaborate with other educators both in my building as well as outside of the district. I have found this piece to be essential for any growth. In this collaboration I have used suggestions and tailored them to fit my students in my classroom. A huge change that I have seen in this collaboration is that at first, I was the one seeking out advice, trying new concepts. At this point, I have been asked to teach others and my fellow peers seek me out for advice. I believe that this shows that I have grown as an educator through my PDP process. I not only am focusing on my students, but sharing my learning with my peers.

There are still areas of the Reader's Workshop that I would like to focus on, fine tune. There will never be the "perfect" set up for this, nor should there be. As an educator I feel that it is important to change my thought process when needed, listen to new ideas, and strive to provide as much knowledge to my students in the year that I have them in class. This process of the PDP has definitely helped me with this philosophy. I have grown so much as an educator through this process; I look forward to where I will go from here.

EVIDENCE #1
Student Growth

READING LOG

NAME _____

	Date	Place Home or School	Goal Number of pages	Title of Text	Minutes Read	Pages Read	Goal Met? Yes or No	Adult initials
Monday		H S					Y N	
		H S					Y N	
Tuesday		H S					Y N	
		H S					Y N	
Wednesday		H S					Y N	
		H S					Y N	
Thursday		H S					Y N	
		H S					Y N	
Friday		H S					Y N	
Weekend		H					Y N	

**Be sure to remember the questions on the back!

What did you learn about yourself as a reader this week?

What will you focus on in your reading next week?

Growth Over Time

Low

	Beginning	Middle	End
Meeting Goals			
Book Choice			
Number of Pages			
Stamina			
Quality of Response			

Average

	Beginning	Middle	End
Meeting Goals			
Book Choice			
Number of Pages			
Stamina			
Quality of Response			

High

	Beginning	Middle	End
Meeting Goals			
Book Choice			
Number of Pages			
Stamina			
Quality of Response			

Minimal	
Basic	
Proficient	

EVIDENCE #1b
Student Growth
Below Grade Level Reader

Beginning of the Year

What did you learn about yourself as a reader this week?

I will work on my work

What will you focus on in your reading next week?

the way I

Halfway Through the Year

What did you learn about yourself as a reader this week?

I'm getting better

What will you focus on in your reading next week?

going in out

End of the Year

What did you learn about yourself as a reader this week?

I think I read better
in reading period

What will you focus on in your reading next week?

being quiet

EVIDENCE #1c
Student Growth
Grade Level Reader

Beginning of the Year

What did you learn about yourself as a reader this week?

Keep track of reading log and make sure I keep it in my backpack at home.

What will you focus on in your reading next week?

Make sure I keep my reading log close.

Halfway Through the Year

What did you learn about yourself as a reader this week?

It's hard to start a new Sears when you don't know what it's about. a way I would do is read the back.

What will you focus on in your reading next week?

look at the back

End of the Year

What did you learn about yourself as a reader this week?

You always have to make sure you have books in your bag so when your done with one book you can start ~~at~~ another book and never run out of books ever.

What will you focus on in your reading next week?

making sure I have books in my bag so I never run out.

EVIDENCE #1d
Student Growth
High Level Reader

Beginning of the Year

What did you learn about yourself as a reader this week?

That if I read out loud
it helps me understand the
book.

What will you focus on in your reading next week?

Not reading out loud (really loud) but reading
quietly to myself.

Halfway Through the Year

What did you learn about yourself as a reader this week?

That it is easier to read the same book here and at
home rather than ~~as~~ partner reading here and reading my own
Secret book at home.

What will you focus on in your reading next week?

making a post-it after every chapter.

End of the Year

What did you learn about yourself as a reader this week?

that reading a book two times can really make you
think more about the book and you notice things that
you didn't the first time you read it.

What will you focus on in your reading next week?

starting busy with a heart and making good character
post-its.

EVIDENCE #2a

Professional Growth

Unit of Study: Launching Reader's Workshop- September

Mini-Lesson: Readers Reflect on Goals (reading logs and purpose of independent reading)

Materials: Overheads of reading log and back of card
Red reading logs
Students have own chapter books
Independent reading smiley cards (laminated, taped to desk)

Connections: Readers, in second grade you charted your reading stamina and goals for the week to encourage you to read more. You may even have answered questions about your book that you were reading when you read each night at home. Watch how you will keep track of what you are reading and how often you're reading at school and at home each day.

Teaching: Today, I want to explain what a third grade reading log is and why we keep track of our reading. You will watch me as I fill out a pretend reading log for the read aloud book that we have this week, Mr. Popper's Penguins. We will keep our books in these plastic bags to travel from school to home each night. Your log will be in this baggie. Each day at reader's workshop you will have your reading log on your desk. Let's begin at on Monday and watch as I fill in what I will be reading today at school.

Fill in for Monday at school. And then fill out what I will try to do tonight at home. Note the time spent at school, pages read and compare that to the time spent at home reading and the pages read. Emphasize the importance of keeping accurate up to date logs. Parents sign each night.

Active Engagement: Now it's your turn. Take a moment to think about what you want you will read tonight for pages and how many minutes you will take to read. (Pause, let students think) Now, let's turn and talk with your partner and share your reading plan for today and tonight. Write down on your Monday reading log.

Link: So readers, today and everyday for the rest of your life, I want you to think about how you will make a plan, improve a little bit each day with goals you set for yourself and how you will make yourself a stronger reader by practicing reading each night this year and for the rest of your life. Now, off you go.

Students begin silent reading. Teacher can begin conferencing with readers and comment on the realistic expectation and goals students have set for themselves.

Share: Reader's, I would like your attention and eyes on me. I love the way that I noticed you wrote down your goals. You included the date today, place circled, the number of pages read, your book title, minutes you read, pages read and circled if your goal was met. Now, you will have your parents read your goal for tonight at home and have them initialize the reading log after you have read at home. Turn and share with your partners how your reading time was spent today as an independent reader. Did you improve as time went on, building your stamina?

Homework: Put logs and book in baggie. Put in take home folder. Store in desk until end of the day.

EVIDENCE #2b

Professional Growth

Unit of Study: Launching Reader's Workshop- September

Mini-Lesson: Reader's make lists for future reading (Books on Deck)

Materials: Book Box

Connections: Reader's, yesterday we talked about how good readers make daily goals with reading and record them on reading logs.

Teaching: Today, I want to teach you the importance of always having books that you want to read in the future. When it is your turn to "book shop" we want to make sure that you always have enough books to last you the whole week. We don't want to waste any of our precious reading time on always choosing books so just like baseball teams have batters on deck--ready to go, in third grade, we have "books on deck", books that are ready to go for reading in our book boxes.

At home, I always have a few books sitting on my coffee table so that when I finish a book, one is ready and waiting for me to pick it up. Here at school, I want to show you my school book box. I always have a good book or two ready to go so that when I am done, it's here waiting for me. I might want to continue with a series or someone may have recommended a great book they thought I would enjoy. All of these books in my book box are here ready to go. I know that these books will last me all week until I get a chance to book shop again. I want you to think in your head right now, the book you want to have on deck.

Active Engagement: Turn and talk to your partner and share the book you chose in your head. If you need a recommendation, ask your partner for a suggestion they think you might enjoy.

Link: So readers, today and everyday, I want you to always have a book or two "on deck" waiting to be read. Off you go to read.

Share: Reader's, eyes on me. I was very impressed on your book selections to have "on deck". Turn and tell your partner what you chose for your "on deck" book and tell them why you chose it.

**During this independent time, you may want to allow each "book shop" group to choose one book to place in their book box as their book on deck.

Homework: Add book(s) to baggie to transport to and from home.

EVIDENCE #2c Professional Growth

Unit of Study: Launching Reader's Workshop- September

Mini-Lesson: Recognizing when you are losing stamina (Take a Break)

Materials: Chart paper
Chart markers
A short text (take a break book)

Connections: Readers, yesterday I taught you how important it is to always have a “book on deck”. Remember, just like baseball players are ready on deck to bat, good readers always want to have a book ready to go waiting for us on deck.

Teaching: I've noticed that sometimes many of you are having a hard time focusing on your reading during our independent time. What happens when a car runs out of gas? It stops right?! We have to fill it up with more gas to get it going again. Today, I want to teach you how to re-fill your reading tank when you feel like you are running out of gas.

*Have chart paper prepared with title “What to do when you need a break”

Readers, I want you to know that good readers always have times when they are losing steam when reading, but good readers also have strategies for getting going again. Sometimes I'll be at home reading and I will realize I am feeling really sleepy. When this happens, I think of the strategies I know to get me back on track. I want to show you some strategies good readers use when they feel the same way.

**Model (pretending) the following strategies with text from your book box

- 1) Stop and rest your eyes for a bit (stop and rest eyes, blinking big) go back a few sentences and continue.
- 2) Good readers have a “take a break book” in their book box. (usually a picture book of some kind they can take a picture walk with)

Readers, once we use one of these strategies to fill up our tank, we can pick up our just right book and continue on.

Active Engagement: Turn and talk to your partner share what you plan on trying the next time you are running out of gas. Do you have any other ideas we could add to our chart? (add appropriate suggestions to chart)

Link: So readers, today and everyday, when you are starting of run out of gas when your reading, remember one of these strategies to help you get going again. Off you go to read.

Share: Readers, eyes on me. I saw (*name*) using the (*name strategy*) we just came up with on our chart. I'm going to put this up in the classroom so that whenever you feel like you are running out of gas, you can take a look at it and remind yourself of what to do.

Homework: Ask students to place a small post-it note in their book when they feel they need a break.

**This can be an indicator of a student reading a book above their level. If they need a break too often, it may be above their reading level.

EVIDENCE #2d

Professional Growth

Unit of Study: Launching Reader's Workshop- September

Mini-Lesson: Recognizing when you are losing stamina (Realizing That a Book is Too Hard)

Materials: *Guided Readers and Writers* Fountas & Pinnell (pg. 149)
Clean chart paper
Chart of "What to do when you need a break"
Chart markers
Text (with multiple "took a break" post-its) to model with
Reading log (filled in) to model with

Connections: Readers, yesterday and the day before, we talked about strategies good readers use when they are losing gas when reading. Sometimes when good readers take too many breaks, they may want to ask themselves if maybe the book they chose might be too difficult for them.

Teaching: Today I want to teach you what to look for when you think a book might be too difficult. As I look at this book here, I notice that I have put an "I took a break" post-it every third page. I also have been looking at my reading log and I have only been reading eight pages every half hour. This book might be too difficult for me right now. I might have to abandon it.

We may find a book is too difficult so we return in to the shelf or put it back in our book box and keep reading just right books so that we can work up to that book we just abandoned. It might even become a future "book on deck"!

Active Engagement: Turn and talk to your partner. Come up with reasons good readers might want to give up, or abandon, a book.

*Write title on chart paper "Why Readers Abandon Books".

Add ideas students have—may also want to add ideas from *Guided Readers and Writers* Fountas & Pinnell (pg. 149).

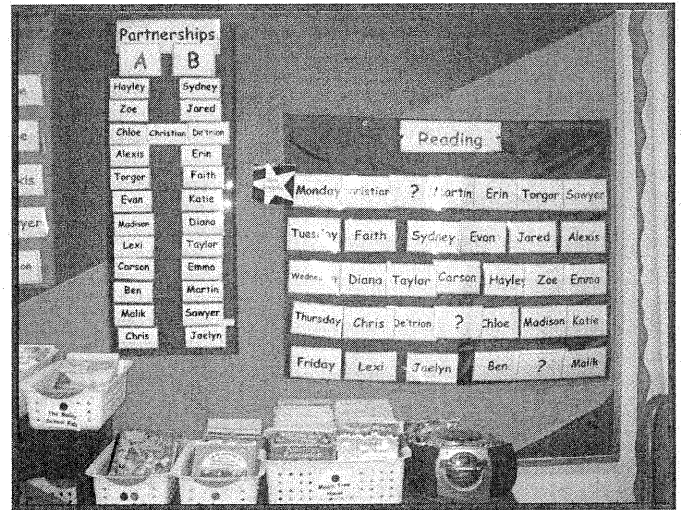
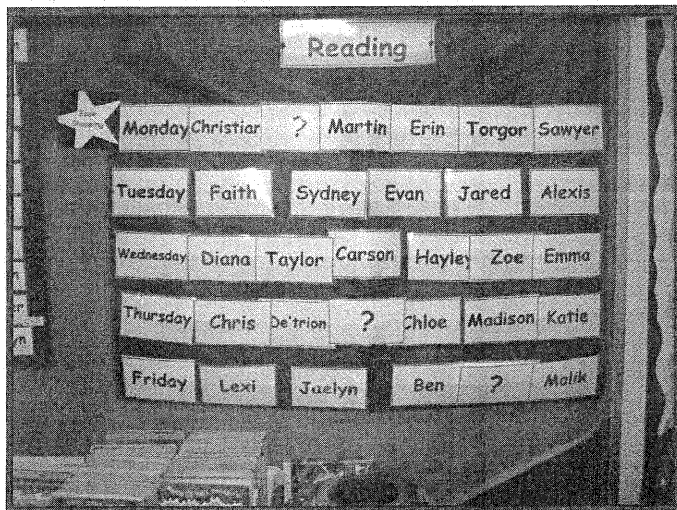
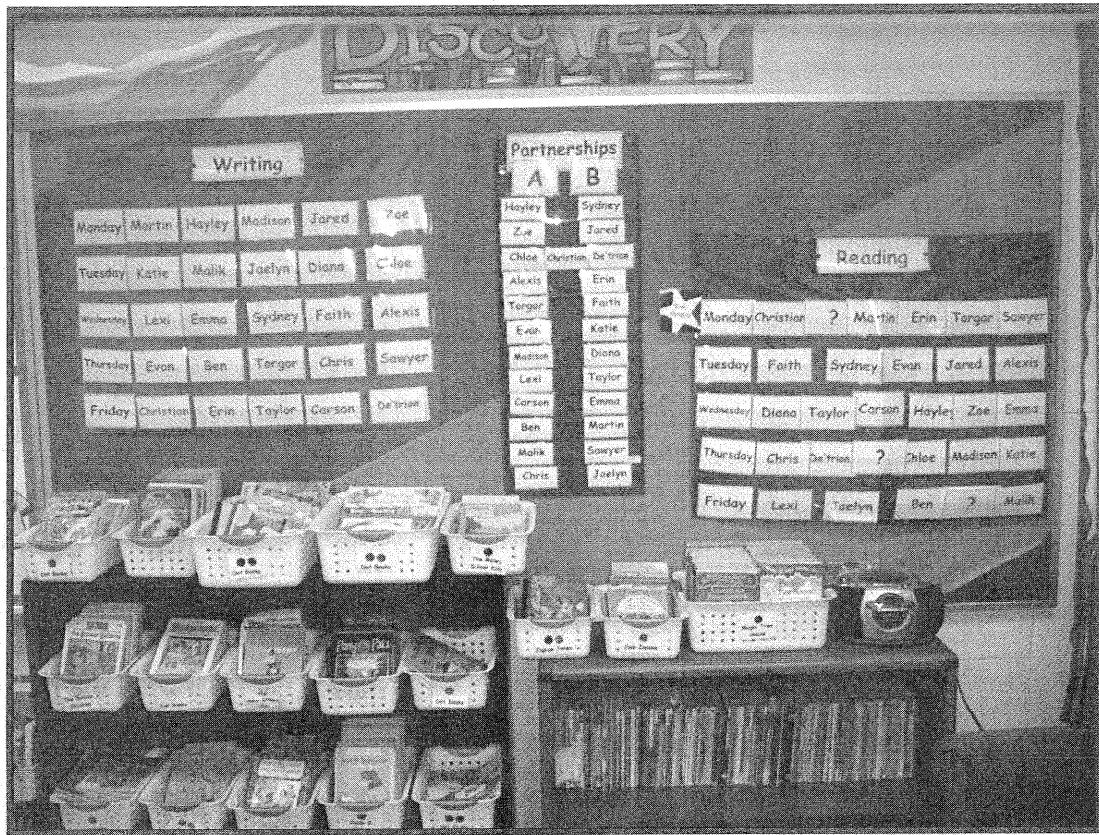
Readers, sometimes it's ok to abandon a book, but if we are abandoning too many books too often, it might be time to remind ourselves how to choose just right books. (refer to previous chart on how to choose books)

Link: So readers, today and everyday, remember that it's ok to abandon a book once in awhile. You may even want to keep it as a future "book on deck". We know good readers want to stay in just right books! Off you go to read.

Share: Readers, eyes on me. I saw (*name(s)*) looking at their reading logs and books to decide if you should abandon a book. Good readers do this! Remember that good readers always want to stay in just right books!

Homework: Have students to recheck all the books in their baggies to make sure they are just right for them.

EVIDENCE #3 Professional Growth



EVIDENCE #4 Student Growth

Dear Families,

This past year, your child has been a part of our classroom community. As you know, one part of our day that your child participates in is Reading Workshop. It is evident to me that all students have progressed tremendously as readers this year. I think back to where each of them was when they first entered the classroom to what they have developed into now as readers. I attribute much of their success to the Reading Workshop approach; however, I would like to hear your feedback regarding Reading Workshop as a parent and any suggestions you have for me as a teacher of the workshop approach for years to come! –

Reading Workshop consists of a daily mini-lessons focusing on one teaching point to help your son/daughter learn the skills and strategies that readers use independently. After the mini-lesson in Reading Workshop, your child then engages in independent reading, and/or partner conversation time. While they are reading, I am moving around and conferencing with them individually — helping to coach them as readers or pulling small groups of children to participate in either guided reading groups to increase their reading levels of text, and/or small group strategy lessons to re-teach or extend a specific reading strategy. Along with the mini-lesson, the other components that support Reading Workshop are Shared Reading and Interactive Read Aloud that happen throughout the day.

As I reflect on my teaching, I would like to get your feedback on how you feel your child's overall progress has developed in reading over the course of the year. Thank you for all of your continued support throughout this year. I feel lucky to have been able to teach a group of students who have such supporting families at home! If you have any questions or concerns, please feel free to contact me either via email at sg783943@ri.net or phone at 123-123-1234.

Thank You,
Derek Williams

Please fill out the survey, and send it back to school with your son/daughter as soon as possible!

THANK YOU! EVIDENCE #4a
Student Growth

Where did you see your child as a reader at the beginning of the year?

Jared was an above average reader for his age group, however, he did not enjoy reading.

Where do you see your child as a reader now at the end of the year?

Jared's reading level has increased and it seems he is enjoying it more. He is wanting to share more of what he is reading with others.

What have you enjoyed most as you have watched your child grow as a reader?

That he is excited in his choices. He has found the Alex Rider series and really seems to look forward to reading more.

Is there anything that you would recommend or suggest for me as an educator of reading for future years?

Challenge the students more to read beyond what your reading assessment is. For a long time, Jared would never read books that were not the letter he was assigned, even though he knew it was lower than what books he would buy at the store. He thought he wasn't "allowed" to read a higher level at school.

Are there any questions that you still have?

Additional Comments:

Thanks for all you do!

Please fill out the survey, and send it back to school with your son/daughter as soon as possible!

EVIDENCE #4b
THANK YOU! Student Growth

Where did you see your child as a reader at the beginning of the year?

Erin indicated that in the beginning of school she had to stop on most words to try and read a sentence.

Where do you see your child as a reader now at the end of the year?

Erin indicated that she doesn't have to stop all the time when reading. She has many tools to use when she does not know a word to try and figure it out.

What have you enjoyed most as you have watched your child grow as a reader?

Erin seems to enjoy reading much, much more this year. She will do her reading homework without complaining. She will pick up a book and read it out loud and you can hear the improvement.

Is there anything that you would recommend or suggest for me as an educator of reading for future years?

When Scholastic book orders are sent home it would be nice to know what books would be at the students level.

Are there any questions that you still have?

Any suggestion on how to keep reading a part of ~~the~~ summer vacation?

Additional Comments:

Please fill out the survey, and send it back to school with your son/daughter as soon as possible!

THANK YOU! EVIDENCE #4c
Student Growth

Where did you see your child as a reader at the beginning of the year?

I think Taylor has always been a great reader. This year at the beginning is no exception.

Where do you see your child as a reader now at the end of the year?

Taylor has become a better reader now at the end. He is reading longer books with harder words and picturing in his head what is happening.

What have you enjoyed most as you have watched your child grow as a reader?

Just watching him pick up any type of book and reading. He does not just read for homework, he just reads to read.

Is there anything that you would recommend or suggest for me as an educator of reading for future years?

I just think that as a school we need to keep working with the kids who excel just as much or more ^{as} the kids who are not where they are suppose to be.

Are there any questions that you still have?

Additional Comments:

Thank you for being Taylor's teacher. He really enjoyed 3rd grade and I know that had a lot to do with you.

Please fill out the survey, and send it back to school with your son/daughter as soon as possible!

THANK YOU ! **EVIDENCE #4d**
Student Growth

Where did you see your child as a reader at the beginning of the year?

She enjoyed reading but needed encouragement to read daily. She read for 20 min at a time ^{would}

Where do you see your child as a reader now at the end of the year?

She enjoys a bigger variety of books. She is able to read longer and not become distracted

What have you enjoyed most as you have watched your child grow as a reader?

She re-tells parts of the book not the entire story

Is there anything that you would recommend or suggest for me as an educator of reading for future years?

Are there any questions that you still have?

I would like see a book review of her books - then I know what she is reading and comprehending

Additional Comments:

Please fill out the survey, and send it back to school with your son/daughter as soon as possible!

THANK YOU ! EVIDENCE #4e
Student Growth

Where did you see your child as a reader at the beginning of the year?

Pretty good reader - reading
"Eragon"

Where do you see your child as a reader now at the end of the year?

still reading same level books but
faster & w/ more comprehension.

What have you enjoyed most as you have watched your child grow as a reader?

That he read the Harry Potters
so we could have family conversations
about the whole series.

Is there anything that you would recommend or suggest for me as an educator of reading for future years?

I wish there was more guidance or
suggestions of reading material.

Are there any questions that you still have?

Additional Comments: