

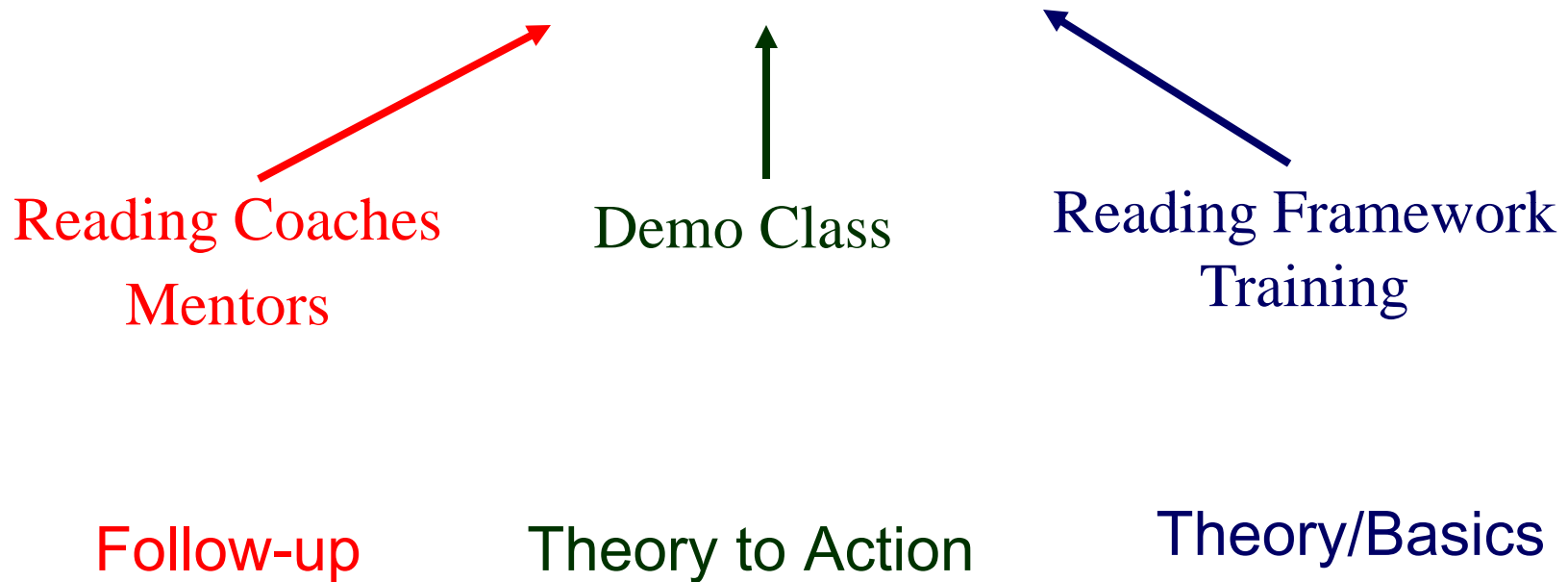
That Was a Great Idea, But it Won't Work in My Classroom!



Implementing a Reading
Demonstration Class
Bay District Schools

New Teachers

Teachers New to District



Three Tiers of Support

Why?

- To ensure consistency in district and state expectations for reading instruction
- To model effective, explicit instruction in the five components of reading
- To model small group differentiated instruction in Guided Reading
- To provide ideas for literacy centers
- To model effective organization and discipline

How?

Secondary	
1st Period - Observation	
2nd Period - Debrief	
3rd-4th Periods - Mentoring	



Elementary Co-Teacher		
	K-2	3rd-5th
M		afternoon
T		afternoon
W	afternoon	
Th	afternoon	
F	Alternating Whole Days	

Who?

- Elementary
 - All new teachers
 - Teachers new to the district
 - Principal's choice
- Secondary
 - All reading teachers

How Many?

	Primary	Intermediate	Secondary
2002-2003	250		
2003-2004	114	167	
2004-2005	71	110	
2005-2006	88	155	
2006-2007	145	118	105
Total	668	550	105

Total 1,323



ARE YOU
LOOKING FOR....

ways to organize your classroom?

*ways to implement guided reading groups?
ideas to enhance guided reading?
how the Bay District Reading Framework looks in a
classroom?
ideas to add to your "bag of tricks"?*

*If so, **visit the Reading Demonstration Classrooms!***

*These classrooms are designed to provide demonstration of
current research of current best practice in reading research and
theory as applied to a "real" classroom environment.*

Location: Southport Elementary School

Primary Classroom (Mrs. Quimuyog) Building 11 Room 233

Intermediate Classroom (Mrs. Kelley) Building 4 Room 27

Secondary Classroom (Mrs. Greathouse)

Rutherford High School

Time: 7:20am - 10:30am

*Please sign in the Main Office upon arrival. Click the
appropriate buttons below to reserve a space to attend a Reading
Observation.*

A half day visit includes only observation
time.

A full day visit includes observation in the
morning and time to address concerns and
answer questions in the afternoon.

A Typical Day

Morning - Guided Observation



A Typical Day

Afternoon - Debrief



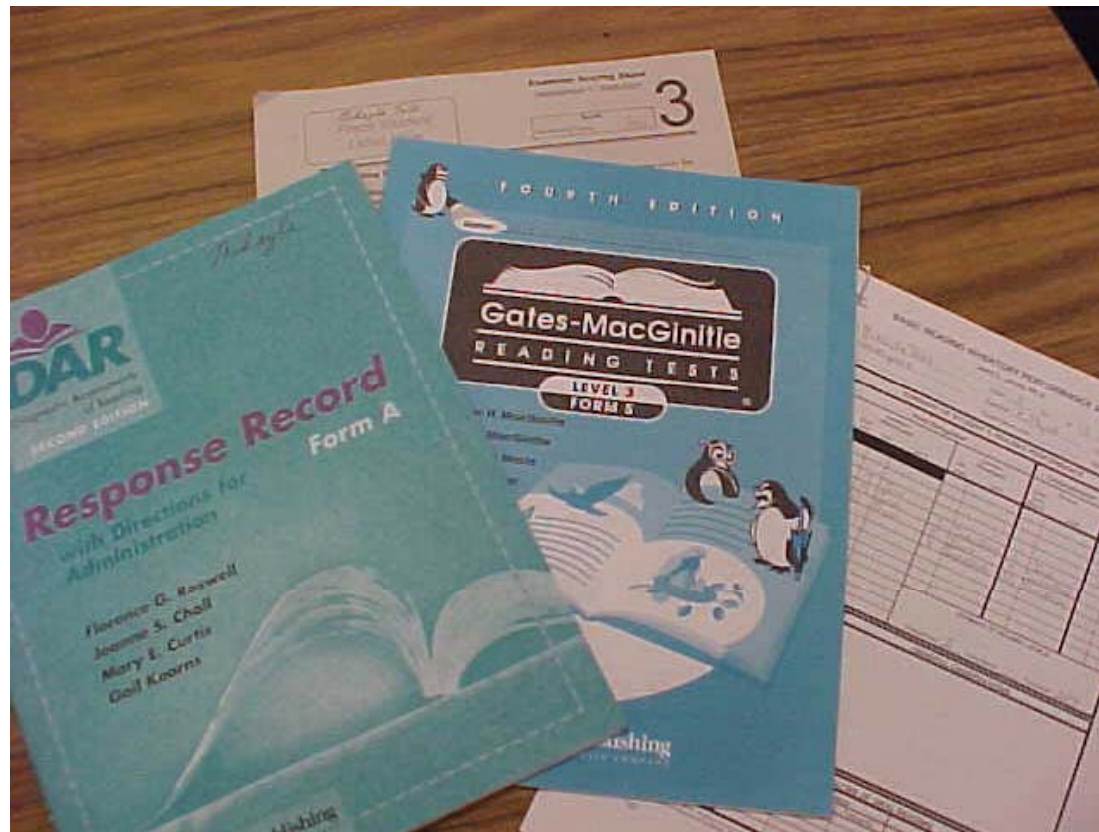
•Clarify misconceptions about five components of reading

<p>What It Is</p> <ul style="list-style-type: none">• Celebrating Words• Learning about words and how they work, how they came to be, what they mean• Integrating phonics, spelling, and vocabulary in all content areas in order to form strategies to improve comprehension	<p>What It Isn't</p> <ul style="list-style-type: none">• Completing worksheets that separate the wonder of words from actual reading
<p><i>Phonics</i></p>	
<p>Examples</p> <ul style="list-style-type: none">• Using Elkonin Boxes to develop Phonemic Awareness• Making lists of words with the same vowel sound, prefix, root word, etc.• Changing a root word's meaning by changing the prefixes and suffixes• Guess the covered word• Finding new words as we read and learning strategies to understand them• Bringing in words from home or sharing words learned during SSR• Personal Word Walls for Writing Folders• Learning roots (Word Trees)	<p>Non-Examples</p> <ul style="list-style-type: none">• Learning 10 vocabulary words each week• Looking up meanings to vocabulary words• Introducing all the new vocabulary in a story before it is read• Having a vocabulary test every Friday• Writing your spelling words five times each• Completing phonics workbook pages

- Emphasize Important Moments



- Model how to use data analysis to inform instruction, how to use DIBELS, GATES, IRIs, running records, etc.



- Share ideas for literacy centers.

Working with Words

Monday

Write contractions in cursive.

Tuesday

Match 3D shapes to description.

Wednesday

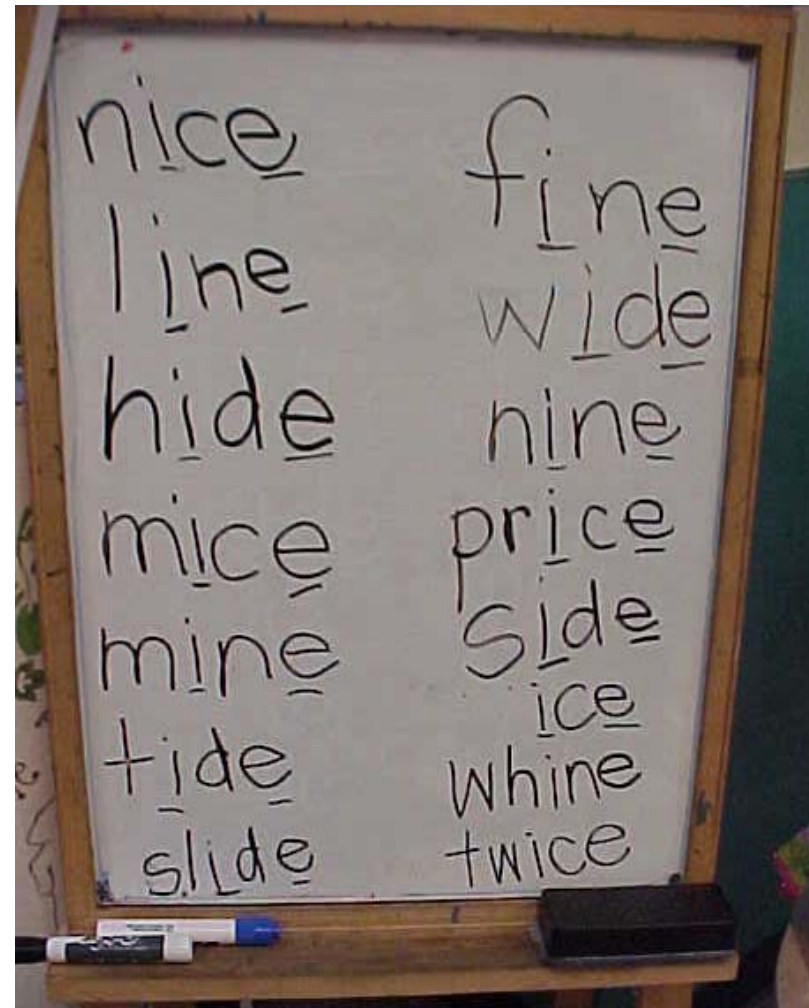
Walk and Talk words with blue dot.

Thursday

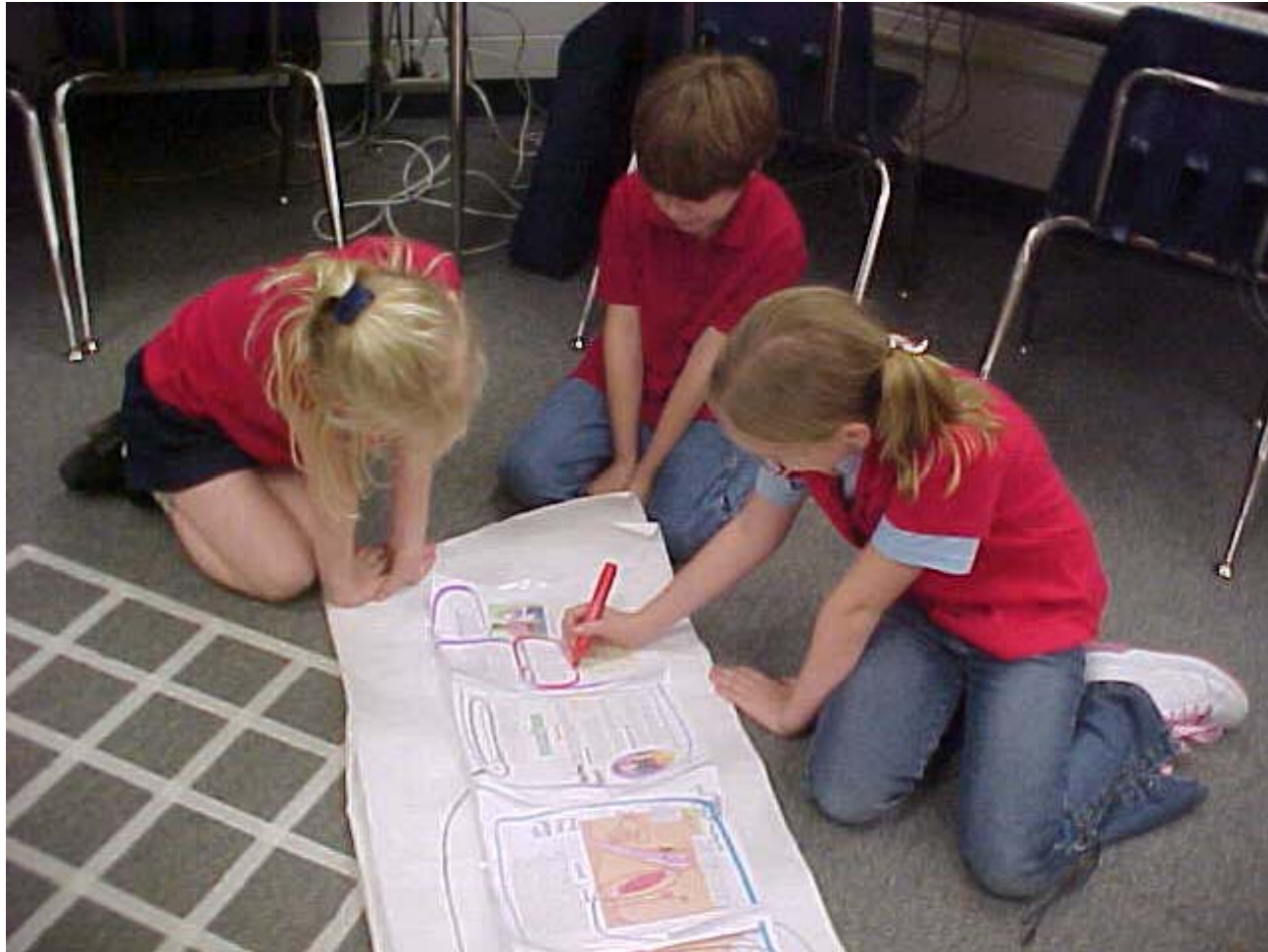
Word Match—Match genres to stories.

Friday

Game Day



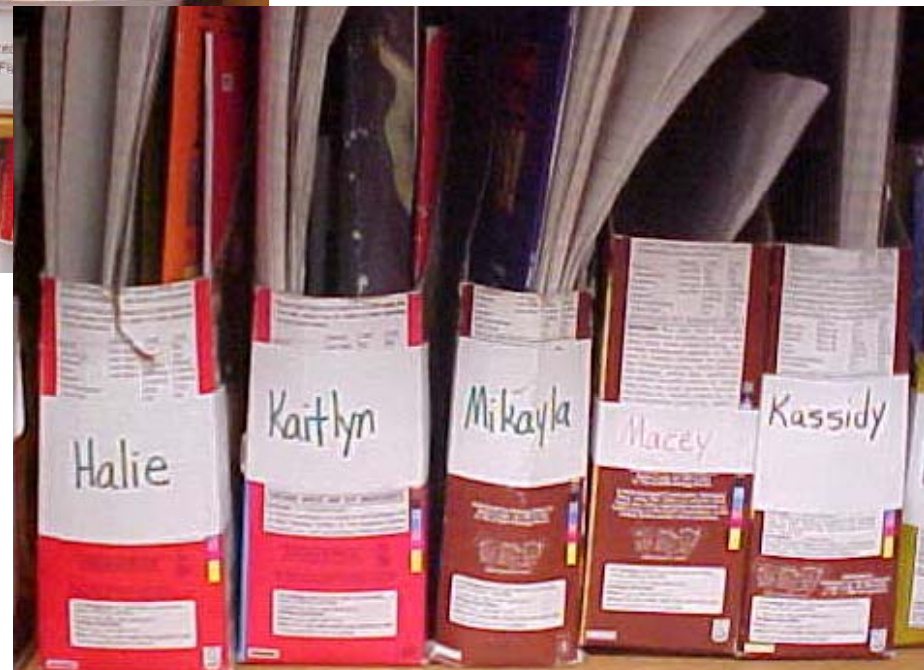
- Discuss examples of reading in the Content Area



- Discuss strategies for struggling readers



- Plan for better classroom management



- Discuss the importance of a culture of thinking

Jodie Muddle

Doctors in 42

1/23/07 (V) I could see how she described his belly button - like a shrivled up worm. oo-yuck!

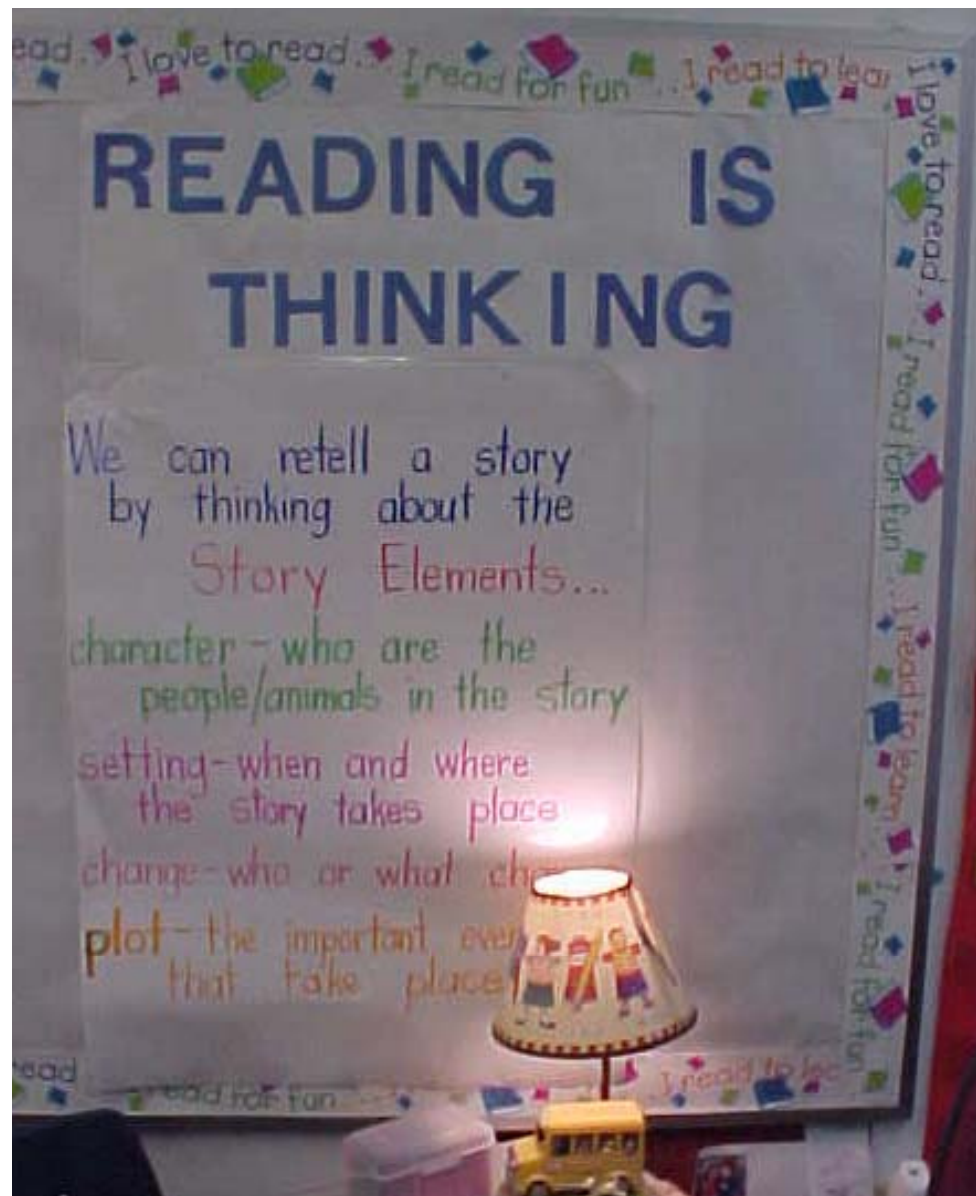
1/24/07 (TS) Stink in the story is sick just like Dylan my bub.

1/25/07 (CE) Cause → Effect
Peanut: slipped Peanut Break

1/26/07 Q How did Julie get sick?

Super!

- Introduce the concept of **strategic** instruction



• Make goals



Next Steps

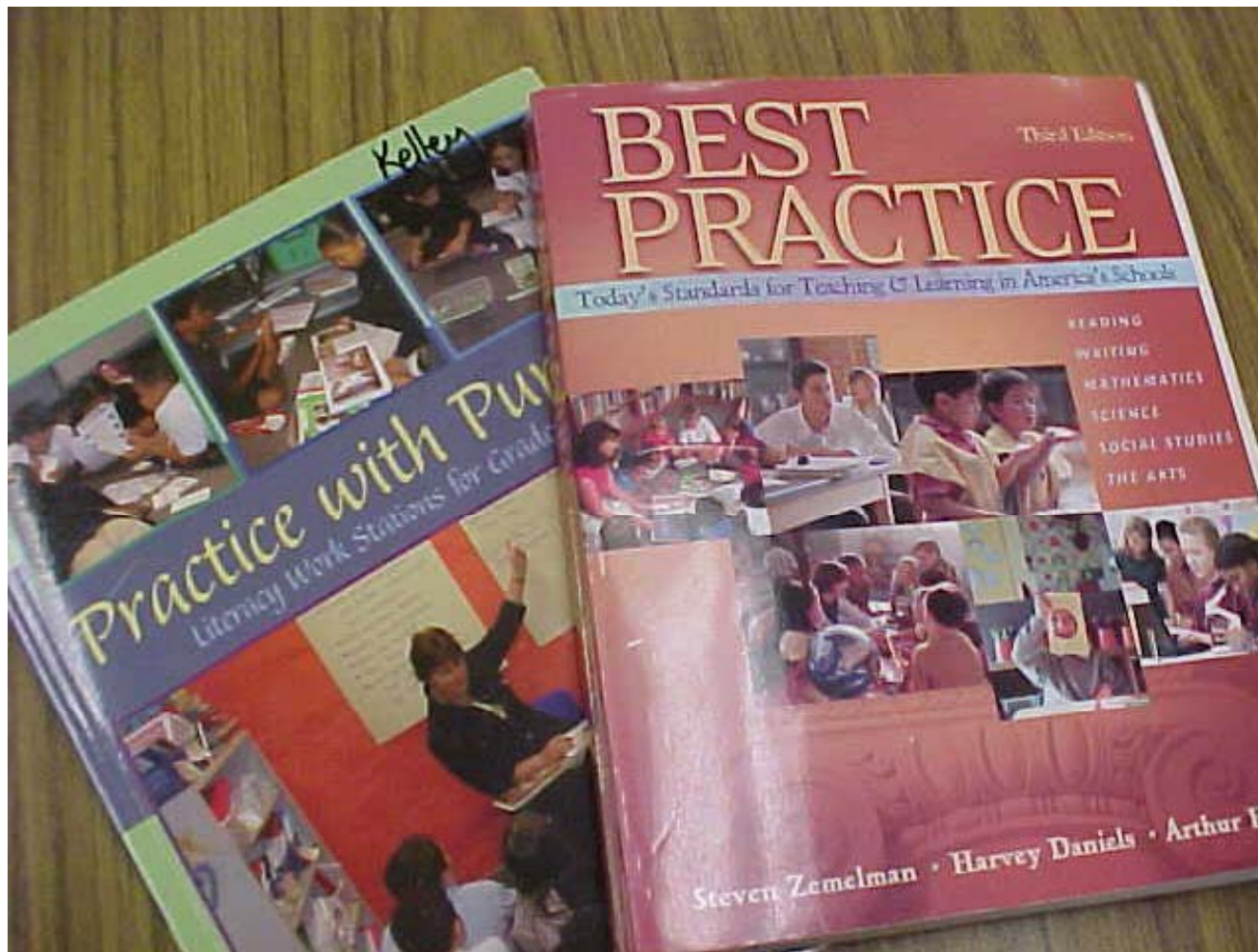
Working to build strong readers together

What am I proud of?	What would I like to build on?	What steps are needed?
<ul style="list-style-type: none"> • Reading "how to" materials • Working hard Consumed with doing my best • Learning 	<ul style="list-style-type: none"> • Creating more meaningful stations • Keeping it simple • Do a better job 	<ul style="list-style-type: none"> • Document strategies to be taught at guided reading • Decide on what is taught at
<ul style="list-style-type: none"> • I enjoy the age level • Reading books to gain knowledge to become a better teacher. 	<ul style="list-style-type: none"> at guided reading activities other than just reading the text. • Do a better job at shared reading 	<ul style="list-style-type: none"> what stations each day. • Talk with Kim Lee for ideas for shared reading
<ul style="list-style-type: none"> • Fluency Practice workshop • materials created • The amount of time & effort I 	<ul style="list-style-type: none"> • work stations • doing a better job at planning guided reading groups 	<ul style="list-style-type: none"> • Time to organize files / nine week standards • Continue to read books for ideas.

the more we read & practice the better we get

start small! -do one thing well & then build on it




- Provide Resources - Book/Video study



Critical Communication

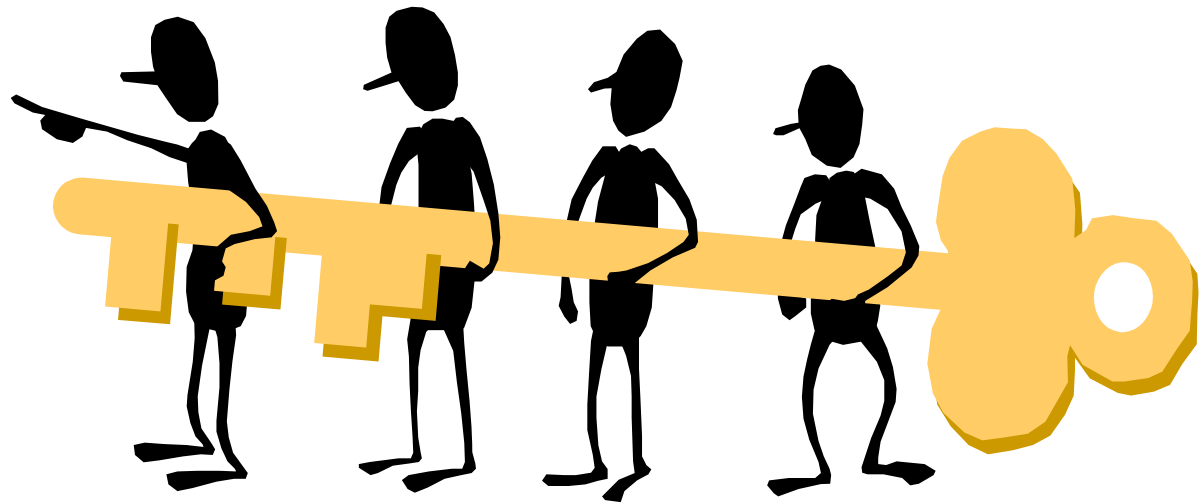
- Email to all reading coaches and principals
 - BEFORE visit to discover needs
 - AFTER visit to report successes
- Send copy of goal sheet to coaches/mentors

Questions from Teachers

- How do you keep the students from taking your markers? 
- When do you leave school? 
- What do you do when your grade group doesn't do this? 

Teacher Debriefing

Look for key concepts such as differentiated instruction. How many does Janet address?



 Grouping for Instruction

 Behavior Management

 Literacy Center Management

 Assessment

 Pacing

 Selection of Materials

 Schedule

Lessons Learned

- Group teachers by grade level
- Group teachers by component
- Give choice of second visit

Teacher Impact

Reading Demonstration Classroom Observation Effectiveness Questionnaire

Please respond to the following questions based on your observation experience.

1. Describe a specific strategy (or more) you implemented in your classroom from the observation. What impact did it have on your students?

Daily fluency checks were added to my reading frameworks. It has improved their reading fluency by an average of 45%.

2. How did you use the information shared with you in the afternoon session to improve your classroom practice? What should we continue doing and eliminate?

I realized that I was putting too much effort into centers and not enough effort into guided reading.

3. What impact did the observation have on you as a teacher?

A very positive impact – it is much more effective to learn by watching someone model the very thing that we are trying to accomplish. This is much more effective than having someone try to lecture it in a workshop.

4. What areas would you like more professional development opportunities?

Remediation ideas – how to intervene & remediate as soon as possible to achieve mastery of concepts.

5. Would you want to observe again next year? yes
DEFINITELY!! no

6. Are you planning on returning to Bay District Schools next year? yes no

Comments: This was one of the most useful approaches to professional development that I have had during my first year – thanks for all of the information!

Teacher Impact

I learned piles of worksheets and homework are not necessary in order to assess children's abilities. I would rather spend my time developing wonderful lesson plans than grading worksheets.

I believe the observation gave me hope.

How blessed I was as a new first grade teacher to be able to be with you and your class for a day. I received so many good ideas! I really appreciate the fact that you welcome teachers into your classroom to learn. I look forward to the second visit. Thanks!



**Dr. John Haley,
Principal,
Arnold High School**

**Libbie Pippin,
Principal,
Tyndall
Elementary**



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