

TEACHING AS INQUIRY PLAN

<p><u>TEACHER</u> Mary Cuming Nicki Fielder</p>	<p><u>YEAR GROUP(S)</u> Year 1 - 3 Year 4 - 8</p>
<p><i>Focus for Inquiry</i> To raise student achievement in reading by improving teacher effectiveness.</p>	

<p><u>FOCUS JUSTIFICATION- Why have I chosen this area?</u></p> <p><i>What is the data/information/observations/evidence telling me about my student's achievement in my focus area?</i></p> <ul style="list-style-type: none"> • STAR - Main gaps were in Paragraph comprehension • Most students found their goal in both the listening and Comprehension PAT's was to improve their use of clues to answer the local inference questions. • Students are getting better at consciously looking for clues to improve understanding unknown words, phrases and meaning of text. They will benefit from a structured focus. 																																																																										
<p><u>Who are the students I will use to monitor the success of my teaching focus?</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>March 2011</td> <td>Lacey</td> <td>Charlotte</td> <td>Logan</td> </tr> <tr> <td>RR</td> <td>8-8.5</td> <td>8.5-9</td> <td>8-8.5</td> </tr> <tr> <td>Accuracy</td> <td>98</td> <td>98</td> <td>97</td> </tr> <tr> <td>Retell</td> <td>16.6</td> <td>27.7</td> <td>27.7</td> </tr> <tr> <td>Comp</td> <td>37.5</td> <td>65</td> <td>42.5</td> </tr> <tr> <td>PAT List</td> <td>7</td> <td>7</td> <td>8</td> </tr> <tr> <td>PAT Comp</td> <td>5</td> <td>6</td> <td>7</td> </tr> <tr> <td>PAT Vocab</td> <td>4</td> <td>7</td> <td>5</td> </tr> <tr> <td>STAR</td> <td>4</td> <td>6</td> <td>6</td> </tr> </table>	March 2011	Lacey	Charlotte	Logan	RR	8-8.5	8.5-9	8-8.5	Accuracy	98	98	97	Retell	16.6	27.7	27.7	Comp	37.5	65	42.5	PAT List	7	7	8	PAT Comp	5	6	7	PAT Vocab	4	7	5	STAR	4	6	6	<p style="text-align: center;"><u>ACHIEVEMENT TARGET</u></p> <p><u>Why have I chosen them?</u></p> <p>Listening Comprehension results show they have good understanding of text. When reading themselves (e.g. Running Records, PAT Reading Comprehension, STAR, Running records) the results were lower.</p> <p><u>What are their specific needs?</u></p> <p>Use of linguistic and knowledge cues in text to improve comprehension Develop meaning in text by using strategies such as reading on, re-reading Transfer strategies, skills and knowledge between oral, reading and writing</p>	<p><u>What achievement progress do I predict for my target students?</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>March 2012</td> <td>Lacey</td> <td>Charlotte</td> <td>Logan</td> </tr> <tr> <td>RR</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Accuracy</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Retell</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Comp</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PAT List</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PAT Comp</td> <td></td> <td></td> <td></td> </tr> <tr> <td>PAT Vocab</td> <td></td> <td></td> <td></td> </tr> <tr> <td>STAR</td> <td></td> <td></td> <td></td> </tr> </table>	March 2012	Lacey	Charlotte	Logan	RR				Accuracy				Retell				Comp				PAT List				PAT Comp				PAT Vocab				STAR			
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CRAFT KNOWLEDGE - WHAT DOES MY EXPERIENCE TELL ME ABOUT HOW TO RESPOND TO THESE STUDENTS NEEDS?

- Integrate reading into real learning opportunities as they are motivated to understand what they read
- Cooperative learning where they support and encourage one another has led to accelerated progress
- Exposure and interaction with rich and varied printed text
- Teach reading strategies through guided instructional lessons
- Discussion about strategies used as these students have different learning styles

KEY ELEMENTS TO FOCUS ON BASED ON MY CRAFT KNOWLEDGE

- Comprehension strategies

WHAT WILL I ACTUALLY DO BASED ON MY EXPERIENCE?

- Make teaching of comprehension strategies explicit
- Teach strategies eg decoding/ encoding
- Each student to have identified goals co-constructed and shared with parents.
- Visual prompts
- Use comprehension strategies in authentic reading contexts and current learning.
- Teach spelling and vocabulary as part of the literacy programme.
- Read quality text to the students and use think aloud strategy to build understanding

EFFECTIVE PEDAGOGY KNOWLEDGE - WHAT DOES MY EXPERIENCE OF EFFECTIVE PEDAGOGY TELL ME ABOUT HOW TO RESPOND TO THESE STUDENTS NEEDS?

- Use teacher enquiry cycle

KEY ELEMENTS TO FOCUS ON BASED ON COLLEAGUE CRAFT KNOWLEDGE

WHAT WILL I ACTUALLY DO BASED ON EFFECTIVE PEDAGOGY?

- Planning according to daily needs - formative teaching
- Focus on noticing the impact of my teaching actions on my students learning
- Ongoing documented reflection and action using the teacher enquiry model.

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RESEARCH KNOWLEDGE SOURCES- (READINGS, PROFESSIONAL DEVELOPMENT, RESEARCH, FACILITATORS ETC) WHAT DOES RESEARCH KNOWLEDGE OFFER ME ABOUT HOW TO RESPOND TO THESE STUDENTS NEEDS?

Alison Davis - Strategies for explicit teaching of comprehension (Read book and attended 1 day course to enhance teacher learning)
Sheena Cameron - Strategies for explicit teaching of comprehension (To be looked into further)

KEY ELEMENTS TO FOCUS ON BASED ON RESEARCH KNOWLEDGE

WHAT WILL I ACTUALLY DO BASED ON RESEARCH KNOWLEDGE?

See Craft Knowledge section

SUMMATIVE ACHIEVEMENT FINDINGS

WHAT STRATEGIES HAVE MADE A DIFFERENCE TO MY STUDENTS LEARNING?

HOW HAS MY PRACTICE CHANGED?

WHAT HAS CONTRIBUTED MOST TO MY LEARNING AS A TEACHER?

WHAT CAN I TAKE FROM THIS INQUIRY AND APPLY ELSEWHERE IN MY TEACHING?