

Year 5 and 6 Cooperative Reading: Program Evaluation Meeting
Date: 2/3/11
Attendance: Ms Jan (facilitator), Mr Matt, Ms Holly
Apologies: -

Notes from discussion of week 4 & 5 of the Cooperative Reading Unit

GENERAL DISCUSSION AND FEEDBACK

Jan provided summary of the current phase of the unit:

- The cooperative reading sessions began in Week 4 and are being held 3-4 times per week, 1.5 hour blocks.
- Teachers are collecting the student response journals.
- Feedback is made to student responses using the plus/delta technique.

Jan initiated discussion to gain general feedback on the delivery of the program so far. Goal of the meeting is to identify positive outcomes and experiences resulting from the program and issues that may have arisen.

Feedback:

- The cooperative reading sessions began in Week 4 and are being held 3-4 times per week, 1.5 hour blocks.
- Students are enthusiastic about the unit and appear to be gaining confidence in peer discussion about their chosen texts. One-to-one feedback discussions with students during class confirm this.
- Students are showing capacity to relate the texts to real-world situations, as demonstrated in their response journals.
- An issue identified in the 'training phase' of the program (when the teachers were working with the students to select texts and develop the criteria for the reading roles) was that Student A, Student B, Student C and Student D may require support with various concepts within the program. At that time a collective decision was made that these students would be sorted into reading groups with the rest of the students in hope that the peer support structure and ongoing teacher support would assist with the students' development.

Annotation to Focus area 3.2

Since implementing the reading program, I continually collaborate with colleagues to review, modify and evaluate the program to meet individual learning needs of students. Students' strengths, areas for development and teaching strategies are regularly discussed at fortnightly evaluation meetings, which I facilitate. For example, reading groups are sometimes adjusted following discussion of student progress. Another modification included incorporating language conventions and grammar skills in the program, as data demonstrated that students were experiencing difficulty in these areas. I also mentor and team-teach with colleagues to support the implementation of the program within their own classes, assisting them to create reading groups that are balanced and support a variety of learning pathways. The program encourages students to discuss and respond to the events and themes explored by writers and to make connections with the world and their own experiences. Improvements in student reading comprehension levels are evidenced in Artefact – Data

- As the program has progressed it is apparent that these students require further support. For example, running records for Student B and her response journal indicate low level reading comprehension (individual issues are to be detailed within the teacher's individual records for students and will not be expanded upon here).

analysis.

OUTCOMES

Jan led discussion of the issue with the team and it was decided that the students identified would be moved into a separate group and the groups reassigned based on mid-program reading assessment.

ACTIONS

Jan will be responsible for overseeing changes and ensuring smooth transition for reading groups, including supporting teachers through team teaching.

Matt will be responsible for assessing the progress of students in the new group.

The progress of the students will be monitored through observation of how students interact with peers and contribute to discussion during cooperative reading sessions as well running records. Progress will be discussed at the next team meeting.

EVALUATION

As part of the ongoing evaluation of the program it was decided that implementation would benefit from the following modification:

- Students identified as requiring further support with the concepts in the 'training phase' and assessed at probable risk of not achieving targeted reading outcomes once the program reached Week 4 (i.e. the start of the cooperative reading sessions) should be moved into a separate group in Phase 2 of the program and provided with more intense and individually targeted support.

ACTIONS

This recommendation is to be recorded in the evaluation notes and incorporated into future modifications to the unit.

NEXT MEETING

To be held on 16/3/11

Items to address:

Student progress and effectiveness of teaching strategies from Weeks 6 & 7 of the unit.
Evaluation of modifications made to reading groups.

